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Strategies for increasing senior enrollment and participation within the Tennessee 4-H club program as perceived by administrators, 4-H club specialists and 4-H agents : a Delphi study

Susan M. Perrin

To the Graduate Council:

I am submitting herewith a thesis written by Susan M. Perrin entitled "Strategies for increasing senior enrollment and participation within the Tennessee 4-H club program as perceived by administrators, 4-H club specialists and 4-H agents : a Delphi study." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agriculture and Extension Education.

Randol G. Waters, Major Professor

We have read this thesis and recommend its acceptance:

Roy Lessly, Betty Greer
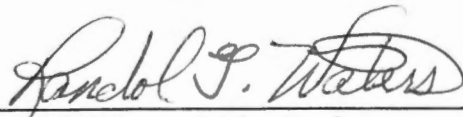
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Vice Provost and Dean of the Graduate School

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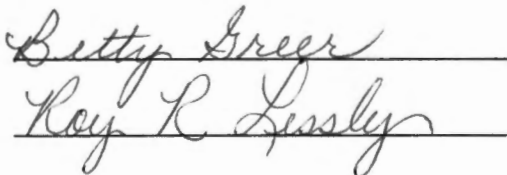
To the Graduate Council:

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STRATEGIES FOR INCREASING SENIOR ENROLLMENT

AND PARTICIPATION WITHIN

THE TENNESSEE 4-H CLUB PROGRAM

AS PERCEIVED BY

ADMINISTRATORS, 4-H CLUB SPECIALISTS AND 4-H AGENTS

A DELPHI STUDY

A Thesis presented

for the

Master of Science Degree

The University of Tennessee, Knoxville

Susan M. Perrin

December, 1997

This thesis is dedicated to my mother, Dorothy M. Holcombe

who is a constant source of inspiration and
the one who gives me encouragement
to continue setting and accomplishing
educational goals

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The completion of this thesis required many hours of commitment in order to reach a long sought after goal. Only with the support of others have I been able to accomplish the task of contributing to the body of knowledge related to my chosen career in 4-H club work. Therefore I wish to express my sincere appreciation to the following people:

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My parents, Dot and Charles Holcombe who provided a warm place to stay during the many weeks of winter school and cared for my most precious possession, Bethany.

ABSTRACT

The purpose of the study was to identify strategies for change which, if implemented, could be of benefit to the 4-H Club program of The University of Tennessee Agricultural Extension Service. Additionally, the study endeavored to describe any perceived differences between the arithmetic mean and standard deviation scores between panel members who were divided into sub-groups as follows: (1) administrators, (2) 4-H club specialists and (3) 4-H agents. Data was obtained through the use of a series of questionnaires using the Delphi Technique with a purposefully selected panel of experts. Mean scores were used to determine the importance of strategies for change within the 4-H club program submitted by panel members. Standard deviation scores defined the level of consensus among the group.

Strategies were placed into 14 groups according to similarity. These groups were labeled as follows: Staffing, Volunteerism, Adult/Youth Interaction, Collaboration, Marketing, Meeting Schedules and Organization, Program Planning and Curriculum, Junior High, Citizenship and Leadership, Honor Club and All Stars, Social Opportunities, Career Opportunities, Travel Opportunities and Recognition. Strategies were ranked by importance according to mean scores. Careful consideration was given to the importance of individual strategies within each group rather than prioritizing strategies by groups.

It was recommended that all University of Tennessee Agricultural Extension staff with responsibility in 4-H programs thoughtfully examine the results of the study to evaluate whether or not implementing the strategies listed would be of benefit to the program from his/her current perspective.

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CHAPTER I

Introduction

1. 4-H History

4-H Clubs have evolved over a period of almost 100 years to be a practical, experiential method of informal youth education. During the very early 1900's, agricultural subjects were the emphasis in boys and girls clubs in America. "Boys' and Girls' Clubs, devoted to such subjects as corn, hogs, gardens, and canning were the direct predecessors of today's 4-H clubs and were building blocks for Extension (Rassmusen, 1989)." Today, 4-H programs encompass a broad range of subjects from livestock and food preservation to photography and recreation.

With the passage of the Smith-Lever Act in 1914, 4-H became affiliated with the Cooperative Extension System. It was not until 1918 that the name "4-H Club" was officially used. Although in 1912, 73,000 boys and 23,000 girls were enrolled in 4-H club work.

Today 4-H educates 5.4 million youth nationally through the use of Extension personnel and adult volunteer leaders. In Tennessee, 170,000 members are enrolled annually with the assistance of 17,000 volunteers. The 4-H program is not only supported by the University of Tennessee, but by countless individuals and corporations.

The Tennessee 4-H program thrives in the majority of the state's 95 counties. Moreover, the school system provides a point of delivery that Extension has celebrated

throughout the many years of 4-H programming.

While enrollment is almost 100 percent in classrooms with younger students, at age 12-13, or at the seventh grade level, enrollment tends to drop off dramatically in most counties. Furthermore lower participation in club activities is common particularly to the senior high groups, ages 15-19. For almost a century, the 4-H program has played a significant role not only in the nationwide Cooperative Extension System, but more importantly in the education of our youth.

2. Need for the Study

The University of Tennessee Agricultural Extension Service is in the process of reviewing the senior level 4-H program. Historically, the failure of the program to retain interest of teenage youth has been a problem (Sullivan, 1956). Tennessee 4-H enrollment reports give evidence of the poor retention rate of 4-H members beginning at about age 12 or grade seven. A serious effort is being made to learn what strategies can be used to increase both enrollment and participation within the senior program level. According to comments made publicly by Dean Bill Hicks, a major portion of 4-H funding is being expended on a few senior youth. By increasing the enrollment and participation of senior youth, funding dollars may be divided more equitably between the age based groups of the 4-H program.

3. Purpose of the Study

The purpose of this study was to identify strategies for change related to the Tennessee 4-H program so that improvements may be shown by senior enrollment and participation. Furthermore, the study identified differences of perception between administrators, 4-H specialists and 4-H agents. The outcome of the Delphi Study could be used to determine changes that will be supported by all staff with 4-H responsibility.

4. Scope of the Study

The stratified sample used in this study was drawn from a list of Tennessee Agricultural Extension staff with 50 to 100 percent responsibility in 4-H. Results of the Delphi Technique were gathered from Extension administrators, 4-H specialists and 4-H agents in Tennessee.

CHAPTER II

Review of the Literature

This literature review focuses on the history of 4-H and data which supports the program's past and future success. A thorough examination was attempted of: (1) the history of 4-H enrollment and participation; (2) factors that affect the interest of 4-H members; (3) characteristics of 4-H participants; and (4) the Delphi Technique.

1. History of Enrollment and Participation

"National 4-H enrollment figures for the past five years show a decided decline in percentage in each age group above thirteen years (Sullivan, 1956)." Taken from an attempt at defining a growing problem in 4-H clubs forty years ago, the preceding statement continues to be an accurate assessment of today's 4-H program. Tennessee enrollment data over the past five years has shown a considerable drop between sixth and seventh grades or between 11 and 12 years old. Over and over the problem has been described, however few attempts have been made at a viable solution in Tennessee.

Since the early twentieth century, America's youth have been fortunate to participate in a dynamic informal educational program conducted by the U. S. Department of Agriculture, state Land-Grant Universities and county governments. 4-H, the youth education program of the Cooperative Extension Service has been recognized

since 1914 across all of the United States, the District of Columbia, Puerto Rico, the Virgin Islands and Guam. Administered by federal, state and local Extension staff, as well as a host of volunteer leaders, over five million boys and girls take part in 4-H club work (Wessel & Wessel, 1982).

The Tennessee 4-H club program has been no exception to the success of Extension's contribution to youth development. In the 1920's, camping for youth began in Tennessee before the name 4-H was officially used. In 1925 over 800 Tennessee youth attended state camps for youth and Tennessee's first delegation to National 4-H Club Camp was sent in 1927. The history of 4-H in Tennessee had begun.

The first 4-H club programs in the 1920's were geared toward rural youth and by the end of the decade, 29,000 rural boys and girls were enrolled in 4-H project work. By the mid-30's Tennessee enrollment had grown to 55,000. Reflecting a national trend, enrollment grew rapidly in Tennessee during the second world war and in 1945, there were over 85,000 members. Tennessee 4-H club members were highly recognized for their contribution to the war effort. In fact, a ship was named for them by the U.S. Maritime Commission. In the 1950's, 4-H in Tennessee focused on leadership and continued to grow. The 1960's brought active involvement in citizenship programs and in the 70's, Tennessee was recognized for first place rankings in a number of 4-H project enrollments. Diversity characterized the history of 4-H in Tennessee and as the 80's approached, Tennessee's 4-H enrollment increased to almost 200,000 active members (4-H: A Tennessee Tradition, 1986). The 1990's saw minor downfalls in enrollment with 1993-94 figures at 185,000 (Essington, 1995).

Presently, there is a growing concern for what is described as a significant drop in 4-H enrollment between the sixth and seventh grades. In fact, the percentage of loss between the sixth and seventh grades over the past five years stands at an alarming 38 percent (Essington, 1995). This obviously contributes to a trend of decreasing enrollment on the senior 4-H level in grades 9 through 12.

2. Factors that Affect the Interest of 4-H Members

Across the United States, 4-H enrollment records have established that over the past 80 years, 4-H enrollment has declined (Wessell & Wessell, 1982). Factors that have been found to be associated with declining enrollment include 4-H program characteristics, county demographics, characteristics of the Extension agents and characteristics of the 4-H members (Ellis & Henderson, 1993). The data in this study described county demographics by age, gender, ethnicity and whether the county was classified as rural or urban. The data indicated that counties with fewer youth tended to have a higher percentage enrolled in 4-H. The data also showed a considerable relationship between the classification of county and 4-H enrollment. Rural counties tended to have higher 4-H enrollment and counties with a higher number of families below the poverty level tended to have higher 4-H enrollment. Program factors such as the number of agents or volunteers per member and the availability of media had a low association with the percentage of 4-H enrollment. Characteristics of Extension agents studied included: number of years of service, number of years assigned to 4-H and whether or not an agent was a former 4-H member. The relationship between these

factors and 4-H enrollment was found to be negligible. Finally, the characteristics of 4-H members were studied in relation to 4-H enrollment. Neither age, gender, race or the number of projects per 4-H member were found to be significant to 4-H enrollment level. In voluntary organizations, most studies of youth participation have focused on individual characteristics (Warner, 1965).

An Alabama study of 4-H enrollment levels reported that the single best predictor of 4-H enrollment, as a percentage of the county youth was urban/rural classification of the county (Ellis & Henderson, 1993).

In an Ohio 4-H program study, Cano and Bankston (1992) found race to be a factor in 4-H participation. Those in urban areas felt left out as they were unable to participate in programs involving farm animals. They therefore felt out of place at county fairs and other livestock events that are still a fundamental part of most 4-H programs. Sauer, cited in Essington (1995) gave reference to the youth at risk population when he found a group not included as a part of the traditional program. According to Sauer, the traditional 4-H group is made up of "predominantly white, middle class, and those residing in rural areas or small towns." Essington also cited a final report based on surveys from the Marketing Resources, Inc. (MRI) studies commissioned by the National 4-H Council. Youth who chose not to participate in 4-H characterized the program with their reasons for not joining: "farm/country organization, not cool, not fun/boring, not interested, involved in other activities, 4-H is just for whites."

Although the relationship between 4-H member and agent is seldom addressed, the contribution of volunteer leaders is often referred to in the literature. In a study by

Ritchie (1993), the primary reason for dropping out of 4-H was shown to be displeasure

with the way meetings were carried out by the volunteer leader. It was felt that although

leaders were recognized volunteers, they were still not doing enough. The study

suggested that further training of leaders is still in order to increase the confidence of 4-H

members and their parents.

3. Characteristics of 4-H Participants

Louisiana, like Tennessee has been faced with declining enrollment of youth ages

13 and older. Louisiana researchers addressed the problem by asking seventh through

12th grade 4-Hers five topics they would like to know more about and other topics which

would be of no interest to them. This study resulted after one county experienced success

by first asking teens what they wanted and then designing an educational program to

address those wants or "felt needs." As grade level increased, interests changed

considerably. For example, junior high aged youth were more interested in fashion and

senior high 4-H members had moved on to more interest in careers (Acosta, 1991).

An Indiana study reports that youth generally leave their 4-H program due to

dissatisfaction with club activities. Members cited issues from boredom to not enough

help with 4-H club projects. The second most reported issue was that they were simply

too busy with sports to participate. Lastly, older youth reported that they were too busy

with a job. Parents of the youth involved mirrored the answers of their children's

responses for why the teens ceased to enroll and participate. One exception, however,

was that rather than job interference, parents related that they felt that meetings needed to

be "worth their time to go." Indiana youth also expressed a desire to be a part of creating the program (Ritchie, 1993).

An Ohio study further supports research that indicates that dissatisfaction with participation plays a significant role in the drop out rate associated with 4-H club work. Study results showed a positive relationship between teen member satisfaction, commitment and responsibility related to working with younger 4-H members. Members also expected high quality club meetings making the most use of the time they had to spend in extra-curricular activities (Norland & Bennett, 1993).

In 1982, a sample of 4-H youth ranked reasons for joining and staying involved in 4-H. The six top reasons listed for joining were first, parent being a leader, followed by encouragement by friends, personal enrichment, horse projects, livestock shows and because the whole family was involved. A reason for staying involved was meeting and associating with "neat" people. This sample of Utah youth were above average in 4-H success as they were 110 state project winners. These individuals reported a positive image of both the program and their volunteer leaders, however they went on to say that they were aware that their non-4-H classmates did not view 4-H positively. In this select group, when asked what they would like to see added to 4-H programs, 25 percent wanted more social and cross-club activities, 25 percent felt they needed more guidance from club leaders, and 50 percent reported being completely satisfied with the current 4-H program (Jenson, Young, Adams and Schvanevelt, 1981).

Concerned with the significant and persistent loss of 4-H club members, an Oklahoma 4-H specialist studied the effect of the 4-H incentive system. Motivational

characteristics were studied of former 4-H members compared to length of time and success in the program. A notable finding of this study was that 4-H members who were both successful in 4-H and had a long tenure with the program were found to be highly extrinsically oriented. Thus, showing a great appreciation for honors and awards, the 4-H program provided a medium for self-satisfaction. Conversely, the intrinsically motivated youth would be more likely to participate in program experiences where they could actually put the skills learned to use throughout a lifetime. Any award or honor would be purely incidental. Therefore, "While competition and extrinsic awards are highly effective for many members, other forms of recognition might help to generate and maintain enthusiasm in members now being lost from the program (Forbes, 1992).

In a 1990 study, Scott, Clark and Reagan found educating parents about their influence on the level of achievement reached by 4-Hers can lead to completion of 4-H projects. Involvement of parents as leaders also helps to increase awareness of the 4-H program. Jenson's finding that parental encouragement seemed to be the most significant reason for joining 4-H supports the preceding study results (Scott, Clark and Reagan, 1990).

4. The Delphi Technique

Named for the philosopher Abraham Kaplan, the Delphi Technique is associated with forecasting the future. Use of the Delphi Technique originated with Norman Dalkey of the Rand Corporation in the 1950's. Dalkey and Olaf Helmer worked together to collect the opinions of defense experts related to an atomic bomb attack. Because of the

sensitive nature of the original purpose, use of the technique did not receive wide

exposure until the early sixties. Studies have since been conducted in a wide range of

areas including cost effectiveness, futures forecasting, goal assessment, curriculum

planning, establishment of budget priorities, estimates concerning the quality of life,

policy formation, rating scales, problem identification and formulation of solutions. In

the educational arena, the Delphi Technique has proved to be useful in establishment of

goals and objectives.

In 1981 Lindeman defined the Delphi Technique as " a method of soliciting and

combining the opinions of a group of experts." Using a series of carefully developed

questionnaires designed from information summaries and feedback from preceding

responses, a concise collection of opinions and perceptions may be obtained.

The characteristics of the Delphi Technique include: (1) Anonymity of the survey

panel members and individual responses; (2) Multiple iterations with controlled

feedback; and (3) Statistical analysis of panel response.

Following is an outline of the general procedure in utilizing the Delphi Technique:

1. The participants are asked to list their opinions on a specific topic such as
   curriculum revision or planning priorities.

2. The participants are then asked to evaluate the total list by a criterion such as
   importance, chance of success, and so on.

3. The participants receive the list and summary of responses to the items. If the
   participants are in the minority, they are asked to revise their opinions or
   indicate their reasons for remaining in the minority.

4. The participants again receive the list, an updated summary, minority opinions,
   and another chance to revise their opinions.

The Delphi Technique is considered appropriate when the following conditions exist:

1. The resolution of a problem can be facilitated by the collective judgements of one or more groups.

2. Those groups providing judgement are unlikely to communicate adequately without an intervening process.

3. The solution is more likely to be accepted if more people are involved in its development than would be possible in a face-to face meeting.

4. Frequent group meetings are not practical because of one or more groups of participants are more dominant than another.

Somers, Baker and Isabell, as cited in Carver (1994), agree that while the Delphi

Technique has drawn some criticism, most of the concern has been with methodology.

Butler and Howell also cited in Carver (1994), identified other advantages including the

following:

1. Allows participants to remain anonymous.

2. Inexpensive.

3. Free of social pressure, personality influence, and individual dominance.

4. A reliable judgement or forecast results.

5. Allows sharing of information and reasoning among participants.

6. Conducive to independent thinking and gradual formulation.

7. A well-selected respondent panel--a mix of local officials knowledgeable individuals, members of impacted community, regional officials, academic social scientists, etc.-- can provide a broad analytical perspective on potential growth impacts.

8. Can be used to reach consensus among groups hostile each other.

Two major criticisms noted by Wright and Geroy, as cited in Carver (1994) are:

(1) Unreliability, and (2) The production of self-fulfilling prophecies. A list of

disadvantages of the Delphi Technique was disclosed by Butler and Howell in 1980 as

cited by Carver, (1994) including:

1. Judgements are those of a selected group of people and may not be
   representative.

2. Tendency to eliminate extreme position force a middle-of-the-road consensus.

3. More time-consuming than the group process method.

4. Should not be viewed as a total solution to forecasting.

5. Requires skill in written communication.

6. Requires adequate time and participant commitment
   (about 30-45 days).

Other reasons for possible failure of the technique to achieve its purpose were

outlined in a 1983 study by Waters et al. Reasons included:

1. Researchers need to be careful to avoid imposing biases and/or predetermined
   assumptions on respondents by over specifying the structure and
   technique of the Delphi as opposed to simply letting the respondents answer
   the questionnaires.

2. The researcher needs to be aware that the Delphi is not the only means of
   human communication in a given situation. Care should be given to see that
   bias of comments based on supposition of colleagues responses is kept to a
   minimum.

3. The summary discussion is a vital part of the Delphi. If findings are not
   interpreted correctly or evaluation scales are used improperly, the
   results may appear different than they really are.

4. Finally, care should be given in order to see that disagreeing respondents or
   dissenters do not dropout of the study because their opinions are not
   being exemplified. This can yield an artificial consensus based on a partial
   response rate.

The Delphi Technique, given its positive and negative aspects remains what is

considered a major tool in forecasting (Carver, 1994). Research has also proven the

Delphi Technique to be useful in establishing educational objectives (Waters, 1983).

Because of the rapid advancement of knowledge, it is problematic for an individual to

become considered an expert in even one subject. The reliability of the Delphi Technique

is enhanced, and therefore the reliability of needed information is increased when

numerous experts pool their knowledge and talents.

CHAPTER III

Methodology and Procedures

1. Purpose of the Study

The purpose of this study was to identify strategies for change within the Tennessee 4-H program so that improvements might be shown by senior enrollment and participation. Furthermore, the study identified differences of perception between administrators, 4-H specialists and 4-H agents. The outcome of the Delphi study could be used to determine changes that will be supported by all Extension staff with 4-H responsibility.

2. Design of the Study

This study may be described as descriptive / correlational. A purposefully selected panel was asked to respond to a series of three questionnaires and from their individual responses, a list of strategies for change was developed.

3. Selection of the Panel

In agreement with the design of the Delphi Technique, a panel of experts was used to generate data. The panel was purposely selected from Extension staff who have responsibility to the 4-H program. The panel represented approximately 10 percent of the

total population. Three groups of Extension employees were chosen to participate including: (1) administrators, (2) 4-H specialists and (3) 4-H agents. The representatives of each were chosen through a selection process using specific criteria.

Because of the need for a wide variety of tenure, participants were chosen by category designated by their number of years of service. There was also a delineation between agents who have either complete responsibility to 4-H or perform a dual role.

The composition of the panel consisted of the five Extension state administrators and the six state 4-H specialists. Agents selected included: (1) five full-time 4-H agents with 15 or more years of service; (2) five full-time 4-H agents employed seven to 14 years; and (3) five full-time 4-H agents employed three to six years; and (4) five agents who perform a dual role. Each category of agents was randomly selected.

After selection the panel consisted of 31 individuals as shown in Table 1.

Table 1. Scope of the Study

Type of Respondents	n
Administrators	
State-level	5
4-H Specialists	6
County 4-H Agents	
4-6 years work experience	5
7-15 years work experience	5
15+ years work experience	5
Dual - role agents	5
Total	31

Following panel selection, a phone call was made to confirm each individual's willingness to participate in the study. This was to increase both response rate as well as thoughtful consideration of each questionnaire.

4. Development of the Instruments

The Delphi Technique involves a series of questionnaires presented to a panel of experts. Each questionnaire is developed from the responses to the previous questionnaire.

The first questionnaire was of an open-ended format. Respondents were asked to list strategies for change related to the 4-H program to increase both senior enrollment and participation and then to return the questionnaire. Two weeks after this mailing, a follow-up phone call was made to all respondents. Following receipt of the first questionnaire, the researcher read and summarized the responses and deleted any duplications. Then, similar subjects were logically grouped.

The second questionnaire consisted of a number of sections dependent upon first responses with a rating scale beside them. The respondents were asked to rate the changes between (1) most important and (9) least important, and return the questionnaire. A second letter was developed and attached to a second questionnaire and sent to all panel members. Follow-up was conducted in the same manner as in round one, as well as by E-Mail. After receipt of the second round of questionnaires, the researcher calculated the mean and standard deviation scores of the strategies.

A third questionnaire was developed from ranking the strategies from most

important to least important by arithmetic mean within each section. A third cover letter was developed and attached to each questionnaire and sent to all panel members. Panel members received the group means as well as their own individual ratings of each item. They were then asked to make any changes they felt necessary and give an explanationfor any changes made. Follow-up phone calls and E-Mail inquiries were again made to non-respondents two weeks after the mailing. Rate of return is reported in Table 2.

Table 2. Response from Questionnaires

Questionnaire Number	n	Number Returned	Percent Returned
1	31	27	87
2	31	27	87
3	31	25	81

5. Statistical Analysis

Importance and consensus are key elements in reporting a Delphi Study. Importance is shown by arithmetic mean and consensus is shown by standard deviation. For this reason, arithmetic means and standard deviations were calculated to analyze each of the strategies identified. The lower the arithmetic mean, the stronger the importance. Strong consensus is represented by a low standard deviation. For the purpose of this study, a low standard deviation is defined as 2.00 or below.

CHAPTER IV

Presentation and Discussion of Data

The purpose of the study was to identify strategies for change that could lead to higher enrollment and participation of seniors within the Tennessee 4-H Club Program. Furthermore the study proposed to identify differences of perception between administrators, 4-H specialists and 4-H agents. A panel of experts, purposefully selected, was surveyed using the Delphi Technique to produce and prioritize a list of strategies that could be used within the Tennessee 4-H Program in order to achieve the desired results.

1. Presentation of Data

Data Collection

The round one questionnaire produced 263 responses from the panel of experts. Because a number of the responses were identical, they were reduced to a single concise response. The responses were then summarized and divided into categories of like subject. Therefore the second round questionnaire was reduced to 195 strategies in categories ranging from three to 45 strategies in each category.

The second round questionnaire was mailed to the panel members, and they rated each item on a scale of one to nine with one designating most important and nine designating least important. Both mean scores and standard deviation scores were tabulated to determine overall importance and consensus respectively. Appendix D

contains a list of all strategies for change and their corresponding means and standard deviations. This list is prioritized in order from most important to least important mean scores. Where there are ties between mean scores, standard deviation is used for priority.

In order to provide some basis for determining what was considered "important" and "unimportant," the individual item means were categorized and interpreted as follows. A mean rating of 1 - 2.49 was considered "important," a mean score of 2.50 - 4.49 was considered "moderately important," and a mean rating of more than 4.49 was considered "unimportant." Standard deviations of 2.00 or less indicate that consensus was reached. Standard deviations at or above 2.1 indicate a lack of consensus. A third round questionnaire was administered in order that panel members could respond to a comparison of their individual rating to the average group rating. Panel members were also asked to evaluate whether or not their opinions were changed after the comparison and to comment if they desired.

Data Analysis

The following thirteen tables list the average mean and standard deviation scores by strategy groups. Each table reports prioritized scores indicating strategies that the total panel finds most important within each strategy group.

2. Discussion of Data

The following tables depict the means and standard deviations of each strategy by the three groups of panel members. Groups are catagorized as administrators, 4-H

specialists and 4-H agents. The total means and standard deviations are also reported for the complete panel.

Staffing

Table 3 indicates the strategies related to the "Staffing" group and their corresponding means and standard deviations. The first three of the strategies were classified overall in the important range, the last six were classified as unimportant and the remaining nine strategies were within the moderately important range. Standard deviation scores indicate that consensus was reached on all three of the strategies rated as important. Strategy number one read: "Hire open-minded staff who can communicate with youth, collaborate with the educational system and create exciting program opportunities." Strategy number two read: "Make job expectations clear to the agent." Strategy number three was ranked as important by both administrators and 4-H specialists, however 4-H agents classified it as moderately important. Strategy number three read: "Encourage more creativity on the part of agents." The greatest amount of disagreement was related to strategy number thirteen which read: "Allow 4-H agents to work with a smaller number of 4-Hers. One agent per 1000 is unrealistic." Standard deviations were high among all panel members with the exception of the administrator group. Administrators and 4-H specialists also classified this strategy as unimportant, while 4-H agents classified it as moderately important.

Table 3. Mean and Standard Deviation Scores for Strategies Associated with Staffing.

Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1. Hire open-minded staff who can communicate with youth, collaborate with the educational system and create exciting program opportunities.	2.00	1.41	1.33	.52	1.71	1.10	1.67	1.04
2. Make job expectations clear to the agent.	1.50	.58	1.50	.84	1.88	1.32	1.74	1.13
3. Encourage more creativity on the part of agents.	1.75	.96	2.33	1.51	2.65	1.62	2.44	1.50
4. Hold 4-H agent accountable for conducting programs for senior members - not office hours.	2.25	1.26	2.00	1.10	2.76	1.86	2.52	1.63
5. Make working with teens an expectation, not an option.	1.75	.96	1.33	.52	3.29	2.39	2.63	2.11
6. Periodically train staff to work with the senior level.	1.75	.96	2.67	2.34	3.12	1.83	2.81	1.86
7. Recognize Extension agents for successful teen programs.	1.50	1.00	1.83	.75	3.65	2.34	2.93	2.13
8. Assign faculty to assist with programs that can relate to this age group.	3.00	2.45	4.83	2.86	2.88	1.41	3.33	2.04

*Mean Scores of: 1-2.49=Important; 2.50-4.49=Moderately Important; ≥4.50=Unimportant

Table 3. Continued.

		Administrators		4-H Specialists		Agents		Total	
	Strategy	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
9.	Encourage 4-H agents to make program-ming with the senior audience a priority.	2.75	1.50	1.83	.98	4.24	1.75	3.48	1.85
10.	Make it understood that 4-H agents are to work an average of 40 hours per week with no set office hours (i.e. flex time).	8.00	2.00	3.17	2.64	2.94	2.25	3.74	2.86
11.	A designated senior program person should receive special training in how to work with volunteers in the senior 4-H program so that new materials and ideas could be brought into the program.	3.00	1.63	5.17	1.60	3.57	2.22	3.85	2.09
12.	Offer one intensive week of inservice for 4-H agents instead of several throughout the year to allow more time in the county.	3.50	1.29	4.83	2.79	3.65	2.57	3.89	2.45
13.	Allow 4-H agents to work with a smaller number of 4-Hers. One agent per 1000 is unrealistic.	5.75	1.89	7.17	2.57	3.29	2.69	4.52	2.99
14.	Designate one professional staff member at the state, district and county level to be responsible for the senior high 4-H program.	3.50	3.11	7.00	2.53	4.59	2.43	4.96	2.71

*Mean Scores of: 1-2.49=Important; 2.50-4.49=Moderately Important; ≥ 4.50=Unimportant

TABLE 3. Continued.

	Strategy	Administrators		4-H Specialists		Agents		Total	
		M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
15.	Relieve a designated senior program person from all other responsibilities except those related to the conduct of senior programming and related events and activities.	5.50	2.65	6.50	2.43	4.35	2.62	5.00	2.65
16.	Hire more staff.	7.50	1.91	4.17	1.72	4.71	2.82	5.00	2.66
17.	Hire a state level specialist to coordinate senior 4-H programs.	7.50	2.38	6.33	1.37	6.41	2.76	6.56	2.42
18.	Move 4-H agents office out of the Extension office and into the Department of Education offices.	9.00	.00	8.17	1.60	7.82	2.13	8.07	1.86

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

Volunteerism

The means and standard deviations within the group labeled as "Volunteerism" are indicated by Table 4. Overall, the first two strategies were ranked as important, the last two were ranked as unimportant and the remainder fell into the moderately important range. Strategy number one read: "Make job expectations clear to adult volunteer leaders." Strategy number two read: "Recruit dynamic adult volunteer leaders who enjoy working with teens." Standard deviations were low for both strategies classified as important, indicating agreement. Administrators and 4-H specialists rated strategies number three and four as important. Number three read: "Train more adult volunteer leaders to work with the senior high audience." Number four read," Involve more adult volunteer leaders to work with senior 4-H members." 4-H specialists also rated strategy number five as important which read, "Recruit a committee of adult volunteer leaders readily interested in senior members to provide leadership and help in planning activities." Standard deviations were high for both strategies rated by the overall group as unimportant. Both administrators and 4-H specialists rated them as moderately important. Strategy number eight read, "Insist on a volunteer-driven program." Strategy number nine read, "Utilize adult volunteer leaders with lower grades (4 & 5) to allow agents more time to work with seniors."

Adult/Youth interaction

Table 5 lists the means and standard deviations for the "Adult/Youth Interaction Group." This strategy group is the smallest with only three suggested strategies. Strategy

TABLE 4. Mean and Standard Deviation Scores for Strategies Associated with Volunteerism.

	Strategy	Administrators		4-H Specialists		Agents		Total	
		M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1.	Make job expectations clear to adult volunteer leaders.	1.75	.96	2.67	1.37	2.30	1.31	2.30	1.27
2.	Recruit dynamic adult volunteer leaders who enjoy working with teens.	1.75	.50	1.50	.84	2.82	1.98	2.37	1.71
3.	Train more adult volunteer leaders to work with the senior high audience.	1.75	.96	1.67	1.03	3.47	1.91	2.81	1.82
4.	Involve more adult volunteer leaders to work with senior 4-H members.	2.00	.82	1.83	.98	3.71	2.20	3.04	2.01
5.	Recruit a committee of adult volunteer leaders readily interested in senior members to provide leadership and help in planning activities.	2.50	.58	2.00	1.26	3.76	2.14	3.19	1.94
6.	Recruit more adult volunteer leaders who are willing to work odd hours to reach our senior audience.	3.50	3.10	2.50	2.74	3.71	1.96	3.41	2.27
7.	Recruit adult volunteer leaders that can train district winning judging teams.	4.25	3.30	4.50	2.81	3.53	2.27	3.85	2.48

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 4. Continued.

Strategy	Administrators		4-H Specialists		Agents		Total	
	M[*]	S.D.	M[*]	S.D.	M[*]	S.D.	M[*]	S.D.
8. Insist on a volunteer - driven program.	3.50	2.65	2.67	1.86	5.82	1.85	4.78	2.36
9. Utilize adult volunteer leaders with lower grades (4 & 5) to allow agents more time To work with seniors.	4.00	3.37	3.67	1.50	5.76	2.22	5.04	2.39

[*]Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; $\geq$ 4.50 = Unimportant

TABLE 5. Mean and Standard Deviation Scores for Strategies Associated with Adult/Youth Interaction.

Strategy	Administrators		4-H Specialists		Agents		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Be sure that some adult, either paid or volunteers, shows an individual interest in senior members for encouragement and guidance in 4-H activities.	1.75	.96	1.50	.84	2.00	1.22	1.85	1.01
2. Allow for meaningful interaction between youth and adults.	1.50	1.00	1.00	.00	2.29	1.21	1.89	1.15
3. Increase personal contact between agent and seniors through judging teams, Honor Club, project groups, etc..."	1.50	1.00	4.50	2.89	2.18	1.42	2.59	2.02

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

number one was perceived by the group to be important. It was also characterized by a low standard deviation indicating agreement among the panel groups. Strategy one read: "Be sure that some adult, either paid or volunteers, shows an individual interest in senior members for encouragement and guidance in 4-H activities." There was agreement between the groups related to strategy number two which read: "Allow for meaningful interaction between youth and adults." Finally, strategy number three was perceived by the overall group to be moderately important. The 4-H specialists, however, gave this strategy an unimportant rating with some disagreement. Strategy three read: "Increase personal contact between agent and seniors through judging teams, Honor Club, project groups, etc..."

Collaboration

Table 6 consists of strategies related to "Collaboration." Collaboration deals with the interaction of Extension Service staff with community organizations, businesses and agencies. Of the 20 strategies listed in this group, two were classified as important, four were ranked unimportant, and the remaining 14 were classified as moderately important overall. There was considerable agreement by all panel groups on strategy number one which rated most important. It read: "Cultivate a good relationship with high school administrators and teachers." Strategy two was classified in the important category by agents and read: "Work with TN Department of Education and school superintendents to change policy so that 4-H trips are considered a school activity." Administrators and 4-H specialists rated strategy number two as only moderately important. Strategy number 10

TABLE 6. Mean and Standard Standard Deviation Scores for Strategies Associated with Collaboration.

	Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1.	Cultivate a good relationship with high school administrators and teachers.	1.75	.96	1.17	.41	1.59	.87	1.52	.80
2.	Work with TN Department of Education and school superintendents to change policy so that 4-H trips are considered a school activity.	3.50	1.73	3.17	2.04	1.88	1.69	2.40	1.85
3.	Recruit a 4-H sponsor from the high school faculty (i.e. yearbook sponsor, cheerleader sponsor).	5.00	3.65	2.00	1.55	2.12	1.93	2.52	2.33
4.	Involve more parents in the senior program.	1.50	1.00	2.83	2.23	2.81	1.72	2.62	1.77
5.	Work with schools closely to make the 4-H program a supplement to formal education.	2.50	.58	2.83	1.72	2.53	2.62	2.81	2.27
6.	Work with schools to provide more time for students to participate in a wide variety of clubs (including 4-H).	4.50	2.52	3.50	1.64	2.24	2.05	2.85	2.14
7.	Work closely with high school teachers to develop a curriculum that they could use in conjunction with existing high school curriculum.	1.75	.50	3.50	2.26	2.94	2.51	2.89	2.28

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 6. Continued.

Strategy	Administrators		4-H Specialists		Agents		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
8. Provide special learning opportunities in high school classrooms (I.e. envirothon).	2.75	1.50	4.50	2.88	3.59	2.55	3.67	2.48
9. Work closely with vocational agriculture and home economics teachers at the high school.	2.25	.96	4.67	2.58	4.12	2.60	3.96	2.47
10. Involve a core of business, educational and civic-minded citizens in the development, conduct and direction of the senior 4-H program.	2.25	.50	1.83	1.33	4.00	1.54	3.26	1.68
11. Facilitate community activities and involvement with other youth-serving and educational groups.	2.50	.58	3.50	2.59	4.00	1.54	3.67	1.75
12. Attend other school events and functions (basketball games, concerts, plays) to show the students you're interested in what they are doing.	2.75	1.50	4.50	2.88	3.59	2.55	3.67	2.48
13. Consider a cooperative arrangement with art, FFA, FHA, business or environmental clubs.	2.75	1.71	4.50	2.88	3.82	1.98	3.81	2.15

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

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TABLE 6. Continued.

	Strategy	Administrators M[*]	S.D.	4-H Specialists M[*]	S.D.	Agents M[*]	S.D.	Total M[*]	S.D.
14.	Involve senior members in other civic organizations such as Farm Bureau, Rotary, Kiwanis, etc...	2.75	1.50	3.83	2.71	4.29	1.40	3.96	1.79
15.	Serve as a guest lecturer in a science class.	2.25	.96	4.67	2.58	4.12	2.60	3.96	2.47
16.	Discover unique recruiting techniques by asking how other school clubs obtain membership.	3.25	1.71	4.67	2.58	4.29	1.99	4.22	2.06
17.	Plan and conduct tours to county factories and businesses.	5.00	2.94	3.83	2.79	4.65	1.84	4.52	2.17
18.	Work more closely with private industry.	3.00	1.63	4.00	2.83	5.41	2.06	4.74	2.31
19.	Involve youth-serving organizations and agencies in a "Youth Day." Enroll them in 4-H and redefine participation to include only major activities and events and special study opportunities.	3.50	3.00	5.00	2.83	5.12	1.41	4.85	2.03
20.	Encourage agents to become involved in civic clubs (i.e. Lions, Rotary) to give the Extension Service a positive image.	3.25	1.50	4.50	2.67	5.35	2.73	4.85	2.61

[*]Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; $\geq$ 4.50 = Unimportant

was classified by the total panel as moderately important, however, both administrators and 4-H specialists rated it as important with a high level of agreement according to the standard deviation scores. Strategy 10 read: "Involve a core of business, educational and civic-minded citizens in the development, conduct and direction of the senior 4-H program." Agents classified this strategy in the high range of moderately important.

Marketing

Table 7 indicates the mean and standard deviation scores for the strategy group entitled "Marketing." Marketing includes the promotion of 4-H programs to both 4-H members, non-4-H members and to the general public. The first four strategies in this category were classified as important, by the total group, all with a high level of agreement indicating the high value that Extension Staff place on marketing. The first strategy read: "Associate 4-H with fun as opposed to sitting in a classroom." The second strategy read: "Build pride in being a 4-Her." The third strategy read: "Encourage active 4-H members to recruit new members." Finally, although the fourth strategy was classified as important by administrators and 4-H specialists, agents rated it in the moderately important range. The strategy read: "Allow senior 4-H members to design 4-H marketing efforts." Eight strategies were classified as moderately important by the entire panel. They are listed by order of importance in Table 7. Although there was some difference of opinion, two strategies were classified as unimportant. The highest mean score was acquired by strategy number 14 which read: "Change the 4-H name." The

TABLE 7. **Mean and Standard Deviation Scores for Strategies Associated with Marketing.**

Strategy	Administrators		4-H Specialists		Agents		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Associate 4-H with fun as opposed to sitting in a classroom.	1.00	.00	1.33	.52	2.00	1.17	1.70	1.03
2. Build pride in being a 4-Her.	2.25	.50	1.67	1.03	1.71	.77	1.78	.80
3. Encourage active 4-H members to recruit new members.	1.75	1.50	2.00	1.10	2.24	.97	2.11	1.05
4. Allow senior 4-H members to design 4-H marketing efforts.	1.75	.96	1.50	.55	2.71	.99	2.30	1.03
5. Try to change the image and perception of 4-H to be more "cool."	1.75	1.50	2.67	1.75	2.65	2.15	2.51	1.95
6. Start to break the barrier that 4-H is uncool in the sixth grade.	2.50	1.00	3.17	1.17	2.41	1.91	2.60	1.65
7. Visit the middle school and high school to increase agent visibility with this audience.	2.00	.82	3.67	2.73	2.41	1.28	2.63	1.69
8. Market 4-H as a part of UT.	2.50	1.29	3.33	1.75	2.71	2.02	2.81	1.84

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 7. Continued.

Strategy	Administrators		4-H Specialists		Agents		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
9. Offer programs to high school clubs like FFA, FHA, Beta, etc...and market what 4-H has to offer.	3.25	.59	3.67	2.16	2.94	1.48	3.00	1.57
10. Create a media blitz to expand the 4-H image to more than agriculture and home economics.	3.25	.50	2.33	1.03	3.47	1.94	3.19	1.67
11. Promote activities related to seniors using mass media.	4.25	2.87	3.83	2.48	2.82	1.33	3.26	1.89
12. Create a county newsletter for older members and adult leaders produced by senior members.	4.00	3.56	2.17	1.47	4.12	2.06	3.67	2.27
13. Provide outstanding motivational speakers for school-wide assemblies.	4.00	1.63	5.00	3.03	4.65	2.23	4.63	2.29
14. Change the 4-H name.	7.75	2.50	8.67	.52	7.82	2.43	8.00	2.13

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

standard deviation was 2.13 indicating some level of disagreement, the greatest being in the administrators panel group and closely followed by the agents.

Meeting Schedules and Organization

The mean and standard deviation scores for the strategy group, "Meeting Schedules and Organization are listed in Table 8. There was only one strategy which was classified as important by the total group. There were 13 strategies rated as unimportant with the remaining 10 strategies classified in the moderately important range. This strategy group focused on the various ways that the 4-H program is delivered in Tennessee. The first strategy classified as important read: "Schedule activities and events that meet the time schedule of the 4-H member." A low standard deviation indicated agreement among panel members. Strategy number two classified as moderately important overall and read: "Conduct project or special interest groups in non-classroom setting after school." This strategy was rated important by administrators. The third strategy in this group was classified as moderately important but with a mean score of 2.89. It read: "Set meeting 4-H program schedule around other school activities."

Administrators also rated as important strategy number six which read, " Find a "good" senior 4-H program, determine what makes it a good one and model it." Both 4-H specialists and agents classified this strategy only moderately important.

TABLE 8.   Mean and Standard Deviation Scores for Strategies Associated with Meeting Schedules and Organization.

	Strategy	Administrators M[*]	S.D.	4-H Specialists M[*]	S.D.	Agents M[*]	S.D.	Total M[*]	S.D.
1.	Schedule activities and events that meet the time schedule of the 4-H member.	1.25	.50	1.17	.41	2.18	1.85	1.81	1.55
2.	Conduct project or special interest groups in non-classroom setting after school.	1.25	.50	2.67	2.73	3.06	1.89	2.70	2.02
3.	Set meeting 4-H program schedule around other school activities.	4.75	3.40	2.00	1.10	2.76	1.39	2.89	1.87
4.	Meet at the middle schools.	3.50	1.29	2.33	1.03	3.00	1.66	2.93	1.49
5.	Be present at the high school at a designated time (agents).	2.75	1.50	3.17	2.79	3.00	1.46	3.00	1.75
6.	Find a "good" senior 4-H program, determine what makes it a good one and model it.	1.75	1.50	3.17	2.99	3.76	1.95	3.33	2.20
7.	Try to meet at the high school.	3.75	1.89	2.17	1.60	3.65	2.47	3.33	2.25
8.	Increase visibility of 4-H to seniors through more scheduled meetings at the high school.	3.00	1.00	3.83	2.23	3.71	2.14	3.65	2.02
9.	Deliver programs to teens during high school enrichment period.	3.50	1.73	3.17	1.60	4.00	2.18	3.74	1.97

[*]Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 8. Continued.

Strategy	Administrators M[*]	S.D.	4-H Specialists M[*]	S.D.	Agents M[*]	S.D.	Total M[*]	S.D.
10. Spend lots of time at the high school at a designated time (agents).	3.25	1.71	4.17	2.56	4.06	2.19	3.96	2.16
11. Increase the number of senior high meetings.	5.00	3.37	3.67	3.01	4.65	2.21	4.48	2.50
12. Schedule more activities at all levels (county, district and state) on weekends and after school.	4.25	2.99	2.83	2.64	5.26	1.95	4.56	2.39
13. Increase the number of senior clubs.	3.50	3.70	4.17	2.79	5.06	2.08	4.63	2.47
14. Offer incentives for meeting attendance.	7.50	2.38	3.83	1.33	4.47	2.53	4.78	2.52
15. Offer programs at all different times of the day.	5.50	1.29	4.00	2.19	5.12	1.58	4.93	1.71
16. Alter traditional officers to chairmen, teen leader, captain or group coordinator.	7.00	2.03	4.17	2.48	4.71	2.08	4.93	2.37
17. Always provide snacks.	6.75	3.30	3.83	2.32	5.18	2.83	5.11	2.83
18. Plan meetings at night rather than the afternoon after school.	4.50	1.73	5.33	1.03	5.59	1.87	5.37	1.69
19. Meet a smaller group of Explorer and Junior clubs to have adequate time for a senior 4-H program.	4.00	2.16	5.50	2.59	6.06	2.30	5.63	2.37

[*]Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; $\geq$ 4.50 = Unimportant

TABLE 8. Continued.

	Strategy	Administrators M[*]	S.D.	4-H Specialists M[*]	S.D.	Agents M[*]	S.D.	Total M[*]	S.D.
20.	Plan the first club meeting at a restaurant.	7.50	1.73	5.83	2.32	6.35	1.80	6.40	1.90
21.	Give a door prize at every club meeting.	9.00	.00	5.50	1.87	6.59	2.55	6.70	2.41
22.	Ask 4-H agents to meet with all students in their county in grades 4-12 twice a year, no more, no less.	7.25	3.50	8.17	1.60	6.71	2.57	7.11	2.52
23.	Not meet at the high school.	7.50	1.91	8.33	1.63	7.53	2.07	7.70	1.92
24.	Take the 4-H program out of the schools.	8.50	1.00	9.00	.00	8.76	.56	8.78	.58

[*]Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

Program Planning and Curriculum

The mean and standard deviation scores listed in Table 9 reflect the panel group

opinions related to "Program Planning and Curriculum." This strategy group focused on

the activities and events offered to seniors through 4-H programming as well as

educational teaching methods. Table 9 is by far the most exhaustive of the strategy groups

with a total of 45 strategies. There were 17 strategies classified in the important range, 19

in the moderately important range and nine strategies were classified as unimportant by

the total group. Strategy number one which received the lowest mean score read: "Plan

activities other than bread baking and posters for senior members." Low standard

deviation scores indicate considerable agreement related to this strategy. The strategy

which rated second in this group was strategy number two which stated : "Plan the

program with youth, not for youth." Also rated as important was strategy number three

which read, "Provide new and different opportunities for senior members that excites and

challenges them." Strategy number four classified as important by all panel groups read,

"Involve 4-H members in the decision-making process." Strategy number five which was

rated important read, "Provide "teen-age" projects - ones that seniors request and are

interested in." Also classified as important was strategy number six. It read, "Make it an

honor to attend state events." Strategy number seven, rated as important, read: "Deliver

more creative and teen-oriented programs and design a completely different program for

seniors than for elementary members." Administrators rated this strategy as only

moderately important with a high standard deviation. Strategy number eight was one of

the last to rate overall agreement as important. It read, "Provide lots of participation

TABLE 9. Mean and Standard Deviation Scores for Strategies Associated with Program Planning & Curriculum.

	Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1.	Plan activities other than bread baking and posters for seniors.	1.75	.50	1.33	.82	1.47	.87	1.48	.80
2.	Plan the program with youth, not for youth.	1.00	.00	1.17	.41	1.82	.81	1.56	.75
3.	Provide new and different opportunities for senior members that excites and challenges them.	1.75	.50	1.00	.00	1.88	.86	1.67	.78
4.	Involve 4-H members in the decision-making process.	1.25	.50	1.17	.41	2.24	.90	1.85	.91
5.	Provide "teenage projects" - ones that seniors request and are interested in.	1.50	.58	1.50	1.22	2.12	1.00	1.89	1.01
6.	Make it an honor to attend state events.	1.50	.58	2.00	1.10	2.12	1.11	2.00	1.04
7.	Deliver more creative and teen oriented programs and design a completely different program for seniors than elementary members.	2.75	2.87	1.17	.41	2.18	1.24	2.04	1.48
8.	Provide lots of participation opportunities.	1.75	.50	1.50	1.22	2.47	1.12	2.15	1.13
9.	Use resources for new and exciting program materials that would interest seniors.	2.00	1.15	1.33	.52	2.59	.94	2.22	1.01

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 9. Continued.

Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
10. Ask 4-H members what he or she suggests to increase senior enrollment.	1.50	1.00	2.40	1.34	2.41	.87	2.27	1.00
11. Encourage senior members to attend. state events.	3.50	3.11	1.67	.52	2.24	1.25	2.30	1.57
12. Not keep having the same programs year after year.	2.25	.96	1.17	.41	2.76	1.20	2.33	1.21
13. Survey teens who are not 4-H members to determine what would be of interest to them.	2.25	1.50	1.50	.84	2.64	1.37	2.33	1.33
14. Use a senior advisory committee to help shape county, district and state programs.	1.50	.58	1.83	1.17	2.76	1.15	2.37	1.18
15. Provide honest feedback to seniors.	1.75	.96	2.83	2.64	2.41	1.46	2.40	1.69
16. Involve the 4-H member's entire family in the 4-H program.	2.00	1.15	3.17	2.56	2.29	1.36	2.44	1.65
17. Listen to active senior members.	1.75	1.50	3.83	2.56	2.12	.99	2.44	1.65
18. Let 4-Hers plan their own events.	1.75	.96	1.83	.41	3.18	1.94	2.67	1.71
19. Organize project groups led by adult volunteer leaders to match the interests of the senior high audience.	1.25	.50	2.00	1.55	3.41	2.03	2.78	1.95

*Mean Scores of: 1-2.49 = Important; 2.50-4.49= Moderately Important; ≥ 4.50 = Unimportant

TABLE 9. Continued.

Strategy	Administrators M*	Administrators S.D.	4-H Specialists M*	4-H Specialists S.D.	Agents M*	Agents S.D.	Total M*	Total S.D.
20. Provide agents with user friendly curricula that would be of interest to the senior audience.	1.25	.50	3.17	1.60	3.12	1.96	2.85	1.83
21. Expand the type projects offered (i.e. computers).	2.00	.82	2.17	1.33	3.41	1.94	2.93	1.78
22. Provide short-term projects and activities.	2.50	1.00	2.83	1.60	3.12	1.27	2.96	1.29
23. Update senior project literature.	2.75	.96	2.17	.75	3.29	1.96	2.96	1.68
24. Aggressively market the 4-H judging activities.	3.50	2.38	3.17	1.72	2.82	1.70	3.00	1.75
25. Offer senior members the opportunity to participate in all judging team activities.	2.75	2.06	3.17	2.48	3.00	1.62	3.00	1.82
26. Provide "high-tech" learning opportunities such as hands-on computer activities.	2.25	.50	3.00	2.10	3.47	1.97	3.19	1.86
27. Develop a fundraising program so that you have money with which to conduct programs.	3.50	2.65	3.67	2.07	3.24	1.72	3.37	1.86
28. Create a plan of what experiences you want your seniors to have and then plan activities to expose them to those experiences.	2.00	.82	4.17	2.32	3.69	1.20	3.54	1.58
29. Develop a winning county program.	4.75	3.30	4.33	2.73	3.35	1.62	3.78	2.15

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 9. Continued.

Strategy	Administrators M[*]	S.D.	4-H Specialists M[*]	S.D.	Agents M[*]	S.D.	Total M[*]	S.D.
30. Provide a workshop or camp to teach one subject matter thoroughly (i.e. horse or nutrition).	3.25	1.50	4.83	2.40	3.65	1.77	3.85	1.90
31. Re-write the 4-H literature to be more diverse.	3.25	1.71	4.33	2.42	3.88	2.18	3.89	2.12
32. Conduct only the activities that seniors want to participate in.	4.00	2.71	4.50	2.26	3.94	1.52	4.07	1.82
33. Emphasize personal dossiers, not record keeping.	3.25	1.26	4.00	1.55	4.29	2.47	4.07	2.13
34. Drop all activities in which the majority of senior members are not interested in participating.	3.75	3.10	5.50	2.59	3.82	1.47	4.19	2.06
35. Increase enrollment by physically getting into the schools and put enrollment cards into the hands of the right teachers.	4.50	3.42	4.00	2.83	4.29	2.34	4.26	2.50
36. Totally revamp the senior program.	3.50	3.00	5.00	3.16	4.53	2.18	4.48	2.47
37. Train teens to deliver programs using the DART curriculum as one vehicle to attract youth who are not interested in competition.	4.50	2.38	5.17	2.40	4.59	1.97	4.70	2.05

[*]Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 9. Continued.

	Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
38.	Have more teaching in classrooms during club time.	3.00	1.41	6.33	2.94	4.59	2.03	4.74	2.35
39.	Conduct a statewide senior camp instead of District senior camps.	4.00	2.45	4.67	3.61	4.94	2.90	4.74	2.92
40.	Focus on agriculture and home economics programs.	5.50	3.00	5.33	2.42	4.41	2.09	4.78	2.26
41.	Decrease the amount of records for senior 4-H.	3.75	2.75	6.67	2.42	4.35	2.06	4.78	2.39
42.	Place more emphasis on work done with younger youth in record books.	6.00	3.83	5.50	1.87	4.88	2.69	5.19	2.65
43.	Get rid of record books.	5.75	2.63	6.83	2.40	5.12	2.76	5.59	2.66
44.	Create a summer sports league for senior members such as volleyball, golf or basketball.	5.67	1.53	4.83	3.19	6.00	2.45	5.70	2.51
45.	Eliminate individual competition such as record books.	6.25	3.77	6.67	2.58	5.82	2.70	6.07	2.74

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

opportunities." Although classified as important by the overall group, agents rated strategy number nine as moderately important. It read, "Use resources for new and exciting program materials that would interest seniors." There was agreement on strategy number 10 as important. It read, "Ask 4-H members what he or she suggests to increase senior enrollment." 4-H specialists and agents agreed that strategy number 11 was important, while administrators agreed that it was of moderate importance. It read, "Encourage senior members to attend state events." Administrators and 4-H specialists rated strategy number 12 as important which read, "Not keep having the same programs year after year." Administrators and 4-H specialists classified strategy number 13 as important. It read, "Survey teens who are not 4-H members to determine what would be of interest to them." Strategy 14, rated important overall read, "Use senior advisory committee to help shape county, district and state programs." "Provide honest feedback to seniors" was strategy number 15 which was rated as important overall. Finally strategies number 16 and 17 tied for the last important rating with 4-H specialists classifying them both as moderately important. Strategy number 16 read, "Involve the 4-H member's entire family in the 4-H program." Strategy number 17 read, "Listen to active senior members.

There was complete agreement by all three panel groups related to the unimportance of two related strategies. With scores in the high unimportant range were strategy number 43 which read, "Get rid of record books," and strategy number 45 which read, "Eliminate individual competition such as record books." There was a high level of non-consensus among all panel groups related to both strategies.

Junior High

Table 10 contains "Junior High" strategies. These relate to the use of junior high 4-H members to promote senior level enrollment and participation. The first five strategies in this group were considered to be important by the entire panel. The last strategy was classified as unimportant. The remaining strategies were in the moderately important range. It is noteworthy that while strategy number one was rated as important overall, administrators classified this strategy as moderately important. The strategy read: "Sell the benefits of staying in 4-H to the junior high audience." The agents considered this strategy to be very important. Also rated as important by the entire panel was strategy number two which read, " Begin working with the junior high levels for strong participation to follow over to senior level participants." Strategy number three was classified as important by all groups. It read, "Encourage the previous year's eighth graders and previous senior members to re-enroll with a circular letter following the enrollment session." Strategy number four, classified as important read, "Promote the fun activities that come for high school kids at an earlier level." Finally, strategy number five which was rated important by both administrators and 4-H specialists read, "Work to make junior high programs more meaningful." Agents classified it as moderately important. There was considerable disagreement related to strategy number seven which read: "Sign up eighth graders in Honor Club before they head off to high school." Administrators rated this strategy as unimportant. 4-H specialists and agents rated it as moderately important, however with high standard deviations.

TABLE 10. Mean and Standard Deviation Scores for Strategies Associated with Junior High.

Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1. Sell the benefits of staying in 4-H to the junior high audience.	3.00	1.41	2.50	1.38	1.82	.64	2.15	1.03
2. Begin working with the junior high levels for strong participation to follow over to senior level participants.	1.75	.50	2.67	1.63	2.06	1.20	2.15	1.23
3. Encourage the previous year's eighth graders and previous senior members to re-enroll with a circular letter following the enrollment session.	1.75	.50	2.67	1.63	2.06	1.20	2.15	1.23
4. Promote the fun activities that come for high school kids at an earlier level.	2.25	.50	2.17	.98	2.18	.95	2.19	.88
5. Work to make junior high programs more meaningful.	2.00	.82	2.00	1.10	2.71	1.93	2.44	1.65
6. Either call or send a personal letter to eighth grade members inviting them to participate in Honor Club and to promote All Stars.	3.50	3.11	3.33	1.03	2.47	1.23	2.81	1.57
7. Sign up eighth graders in Honor Club before they head off to high school.	4.75	3.10	3.50	2.43	2.75	1.73	3.23	2.16
8. Increase 4-H activities on the junior and junior high levels.	4.00	1.83	2.67	1.37	3.47	1.84	3.37	1.74

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 10. Continued.

Strategy	Administrators M[*]	S.D.	4-H Specialists M[*]	S.D.	Agents M[*]	S.D.	Total M[*]	S.D.
9. Use more time for junior high events.	3.50	1.29	4.17	1.33	3.53	1.07	3.67	1.14
10. Invite active eighth graders to senior meetings.	5.25	2.63	5.50	2.26	4.71	2.11	4.96	2.16

[*]Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

Citizenship and Leadership

Mean and standard deviation scores are indicated in Table 11 related to "Citizenship & Leadership." This group of strategies relates to activities for teens providing service to younger 4-H members and their communities, as well as leadership development. The majority of the strategies in this group were classified as moderately important. The first three strategies were rated as important and the last strategy was classified as unimportant overall. The strategy with the lowest mean score read: "Provide opportunities for teens to serve as mentors to junior high members." This strategy was marked by considerable agreement. Strategy number two, also rated as important read, "Develop more service projects for senior members." Strategy number three, although classified as important indicated some disagreement among panel groups. Both administrators and 4-H specialists rated it in the important range. Agents classified this strategy as moderately important. The strategy read: "Offer special leadership training to teens." One other statement with disagreement between panel groups was strategy number 10 which read: "Create a teen leadership council in every county." 4-H specialists classified it as important with the administrators and 4-H agents rating it in the moderately important range. Administrators, however, classified it at the lowest end of the moderate range and 4-H agents rated it at the higher end.

Honor Club and All Star Involvement

Table 12 indicates the mean and standard deviations for the strategy group entitled, "Honor Club & All Star Involvement." This group involves strategies to

TABLE 11. Mean and Standard Deviation Scores for Strategies Associated with Citizenship & Leadership.

	Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1.	Provide opportunities for teens to serve as mentors to junior high members.	1.50	1.00	1.67	1.03	2.41	1.00	2.11	1.05
2.	Develop more service projects for senior members.	1.50	.58	1.50	.84	2.94	1.25	2.41	1.28
3.	Offer special leadership training to teens.	1.50	1.00	1.33	.52	3.06	1.08	2.44	1.25
4.	Provide seniors with ways to be in leadership roles with younger members.	2.50	1.00	2.50	2.35	2.53	1.18	2.52	1.42
5.	Allow seniors to teach with agents and adult volunteers.	2.50	.58	2.33	1.75	2.82	1.33	2.67	1.33
6.	Give seniors more responsibility (i.e. Judging team coaches, teen leaders at camp, livestock shows, fairs, etc...).	2.00	.00	2.83	2.23	2.88	1.54	2.74	1.58
7.	Offer train the trainer activities for teens.	2.25	.96	2.50	1.87	3.19	1.28	2.88	1.40
8.	Encourage seniors to serve as resource persons at the high schools.	2.25	.50	3.00	1.67	3.12	1.45	2.96	1.40
9.	Offer leadership opportunities like going to elementary school 4-H meetings, conducting project groups, judging contests and assisting juniors with presenting district demonstrations.	3.00	1.41	2.33	1.51	3.29	1.96	3.04	1.79

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 11. Continued.

Strategy	Administrators		4-H Specialists		Agents		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
10. Create a teen leadership council in every county.	2.50	1.91	1.67	.82	4.06	2.63	3.30	2.43
11. Plan long-lasting community activities.	2.75	2.06	4.17	2.14	3.71	2.11	3.67	2.08
12. Start a senior service fraternity.	2.25	1.89	4.00	1.26	4.00	2.55	3.74	2.26
13. Make the opportunity to run for state office known to seniors and then encourage them to run.	4.00	2.94	5.50	2.88	4.24	2.19	4.48	2.42
14. Allow seniors to plan and set up junior camp and then allow them to receive special recognition as a team or individual as judged by camp staff and agents.	4.00	1.63	5.33	2.66	5.18	2.53	5.04	2.41

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 12. Mean and Standard Deviation Scores for Strategies Associated with Honor Club & All Star Involvement.

	Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1.	Develop an exciting Honor Club program.	1.50	.58	1.17	.41	2.06	.75	1.78	.75
2.	Plan regular activities for Honor Club and All Star members.	2.25	1.89	1.50	.84	2.00	.61	1.93	.92
3.	Stress the value of becoming a 4-H Honor Club member.	2.75	2.36	2.50	2.35	2.00	1.00	2.22	1.55
4.	Increase Honor Club and All Star activities.	2.50	2.38	3.00	2.61	2.24	1.20	2.44	1.71
5.	Increase Honor Club membership by updating the forms to give more credit to participation in events.	3.25	3.20	3.67	2.07	2.71	1.79	3.00	2.04
6.	Promote All Stars to non 4-H members.	5.00	3.37	5.33	3.01	3.59	2.06	4.19	2.51

*Mean Scores of: 1-2.49 = Important; 2.50-4.49= Moderately Important; ≥ 4.50 = Unimportant

increase senior enrollment and participation by promoting the two organizations which symbolize active involvement in the upper grades (7th grade and above) in the Tennessee 4-H club program. 4-H Honor Club membership is based on points earned through demonstration of leadership skills and All Star membership is based on service to others. Of the six strategies listed in this group, four were classified by the total panel as important. Standard deviation scores indicate overall agreement on all four strategies. The first read: "Develop an exciting Honor Club program." It was followed by strategy number two which stated: "Plan regular activities for Honor Club and All Star members." The third most popular strategy read: "Stress the value of becoming a 4-H Honor Club member." The final strategy rated as important was: "Increase Honor Club and All Star activities." The remaining two strategies were classified as moderately important. Administrators and 4-H specialists indicated that strategy numbers three and four were only moderately important but responses had a high standard deviation.

Social Opportunities

The means and standard deviations for the "Social Opportunities" strategy group are listed in Table 13. This group includes strategies which emphasize the satisfaction of teen's desire to spend recreational time together. Scores reported in the for the first four strategies are placed in the important range overall. They included strategy number one which read, "Always include fun in every 4-H event or activity," and strategy number two which read, "Provide more social activities for seniors." Strategy number three was classified as important by the entire group, but moderately important by agents. It read,

TABLE 13. Mean and Standard Deviation Scores for Strategies Associated with Social Opportunities.

	Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1.	Always include fun in every 4-H event or activity.	1.00	.00	1.67	.41	1.76	1.25	1.52	1.05
2.	Provide more social activities for seniors.	1.25	.50	1.50	.84	2.24	.90	1.93	.92
3.	Provide social opportunities for seniors such as dances and tours.	1.75	.50	1.33	.82	2.53	1.70	2.15	1.49
4.	Plan more recreational activities with other counties.	2.25	1.89	2.17	1.17	2.24	1.20	2.22	1.25
5.	Provide as many social events as service-oriented events for senior members.	3.50	1.73	3.00	1.55	2.59	1.06	2.81	1.27
6.	Provide more opportunities for senior 4-Hers to meet each other across the state.	4.50	3.11	3.33	3.01	2.65	1.37	3.07	2.11
7.	Offer more social than competitive activities.	3.00	1.41	3.50	1.87	3.12	1.93	3.19	1.80
8.	Conduct more fun activities placing priority on things which are fun to senior members and not necessarily educational.	4.50	3.00	5.17	1.72	3.82	1.94	4.22	2.06

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

"Provide social opportunities for seniors such as dances and tours." Also classified as important by the entire panel was strategy number four which read: " Plan more recreational activities with other counties." Scores reported in the last half of the table are classified as moderately important by the total panel. There were no strategies rated as unimportant overall, however there were several unimportant ratings by certain panel groups. For example, administrators responded that strategy number six was unimportant. It read: "Provide more opportunities for senior 4-Hers to meet each other across the state." Both 4-H specialists and agents placed this strategy in the moderately important range. The mean scores for both administrators and 4-H specialists classify strategy number eight as unimportant with the agents being the only group to rate it as moderately important. The statement read: "Conduct more fun activities placing priority on things which are fun to senior members and not necessarily educational."

Career opportunities

Table 14 indicates the scores for the strategy group entitled, "Career Opportunities." Of the four strategies listed, only one was classified as important overall. It read, "Develop a program for teens to look at careers." While there was overall agreement, 4-H specialists showed disagreement among their group regarding the importance of this strategy. The last three responses were rated as moderately important. There was consensus on all strategies with the exception of strategy number four. Administrators classified this strategy as important, 4-H agents as moderately important,

TABLE 14. Mean and Standard Deviation Scores for Strategies Associated with Career Opportunities.

Strategy	Administrators		4-H Specialists		Agents		Total	
	M*	S.D.	M*	S.D.	M*	S.D.	M*	S.D.
1. Develop a program for teens to look at careers.	1.75	.50	3.17	2.04	2.35	.86	2.44	1.22
2. Develop career materials related to future job opportunities such as "High-tech" AG. Careers.	1.75	.96	2.83	1.47	2.82	1.19	2.67	1.24
3. Take a day trip to the UT campus for a "career day."	3.25	3.20	4.17	1.72	3.29	1.79	3.48	1.97
4. Emphasize career opportunities in agriculture and home economics.	2.00	2.00	4.83	2.32	3.47	1.81	3.56	2.06

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

and 4-H specialists as unimportant. It read, "Emphasize career opportunities in agriculture and home economics."

Travel Opportunities

Of the 10 strategies listed in Table 15, only one was classified as important overall. This group of strategies was called "Travel Opportunities" and gave panel members the opportunity to express their opinions related to travel within the 4-H program. Strategy number one read: "Provide opportunities for programs (i.e. exchange trips, recreational outings, service opportunities). There was agreement on the importance of this strategy by all groups except the administrators who agreed unanimously to classify it as moderately important. The majority of the strategies were rated as moderately important and there was consensus on only half of the strategies in this range. Strategy number two indicates disagreement between the 4-H specialists and the other two panel groups. While the administrators and agents ranked this strategy solidly in the moderately important range, 4-H specialists gave it a rating indicating it was very important to them. The strategy read: "Offer day trips such as Opryland, white-water rafting, etc..." The strategy classified as unimportant was, "Market Citizenship Washington Focus type trip for non-4-Hers at a different time."

Recognition

Table 16 indicates the mean and standard deviation scores for the "Recognition" group. This group contains strategies that relate to offering awards and other incentives

Table 15. Mean and Standard Deviation Scores for Strategies Associated with Travel Opportunities.

Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1. Provide opportunities for programs (i.e.exchange trips, recreational outings, service opportunities).	3.00	.00	1.17	.41	2.29	1.10	2.15	1.06
2. Offer day trips such as Opryland, white-water rafting, etc...	3.50	3.70	1.83	.75	2.59	1.28	2.56	1.72
3. Offer more field trips.	2.25	1.26	2.83	1.47	2.47	1.33	2.67	1.33
4. Increase the number of 4-H sponsored trips.	4.00	.82	7.00	2.45	5.29	2.14	3.11	1.74
5. Plan a special trip for all members that attend 90% of the meetings.	4.25	3.59	3.33	1.21	3.29	1.63	3.44	1.89
6. Develop tours to universities to look at college life.	3.75	3.59	3.83	2.48	3.24	1.79	3.44	2.17
7. Offer as many field and exchange trips as money will allow.	3.75	3.10	4.00	2.45	3.41	2.15	3.59	2.27
8. Offer out-of-state exchange trips on the county level.	3.75	3.59	3.83	2.48	3.24	1.79	3.63	2.29

*Mean Scores of: 1-2.49 = Important; 2.50-4.49= Moderately Important; $\geq$ 4.50 = Unimportant

TABLE 15. Continued.

Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
9. Offer a county senior member tour similar to the county agents tour.	4.00	3.56	3.50	2.59	3.94	2.38	3.85	2.51
10. Market Citizenship Washington Focus type trip for non-4-Hers at a different time.	4.00	.82	7.00	2.45	5.29	2.14	5.48	2.23

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

TABLE 16. Mean and Standard Deviation Scores for Strategies Associated with Recognition.

Strategy	Administrators M*	S.D.	4-H Specialists M*	S.D.	Agents M*	S.D.	Total M*	S.D.
1. Provide meaningful recognition for all participants.	1.25	.50	1.00	.00	2.06	1.56	1.70	1.32
2. Increase recognition for seniors.	1.50	1.00	2.50	2.81	2.24	1.15	2.19	1.59
3. Market the availability of scholarships through 4-H.	3.00	4.00	2.17	1.17	2.71	1.57	2.63	1.92
4. Increase county recognition with special trips.	2.67	2.08	2.17	.75	2.94	.97	2.73	1.08
5. Give awards other than ribbons.	3.25	1.50	2.17	.98	2.94	1.64	2.81	1.49
6. Improve scholarship opportunities.	4.50	1.73	2.83	1.83	2.76	2.22	3.04	2.10
7. Offer incentives such as savings bonds, cash, plaques, etc...for participation and accomplishments.	5.50	4.12	2.00	.89	3.12	1.54	3.22	2.17
8. Provide larger scholarships.	5.75	2.63	3.17	2.86	3.18	2.16	3.56	2.47
9. Offer a county college scholarship for graduating seniors who have been active nine years.	8 .25	1.50	3.00	2.53	2.82	2.07	3.67	2.81
10. Give cash incentives for participation.	7.25	3.50	5.67	2.81	4.36	2.50	5.07	2.81

*Mean Scores of: 1-2.49 = Important; 2.50-4.49 = Moderately Important; ≥ 4.50 = Unimportant

to 4-H members. Two strategies were classified as important, one was ranked as unimportant and the scores for the remaining strategies were in the moderately important range by the total panel. Agreement was reached on both the strategies that were classified as important. The first strategy read: "Provide meaningful recognition for all participants." All panel groups rated it as important. The second strategy read: "Increase recognition for seniors." Both the administrators and the 4-H agents classified it as important and the 4-H specialists ranked it as only moderately important. There was disagreement between the administrators and other panel groups related to strategy number seven. The administrators classified this strategy as unimportant, the 4-H specialists rated it important and the agents classified it as moderately important. The strategy read: "Offer incentives such as savings bonds, cash, plaques, etc... for participation and accomplishments." Strategy number nine also indicated disagreement between administrators and the other panel groups. The strategy read, "Offer a county scholarship for graduating seniors who have been active nine years." While administrators rated it as highly unimportant, both 4-H specialists and agents placed it in the moderately important range.

CHAPTER V

Summary, Conclusions and Recommendations

1. Need for the Study

The University of Tennessee Agricultural Extension Service is in the process of reviewing the senior level 4-H program. Historically, the failure of the 4-H program to retain interest of teenage youth has been a problem (Sullivan, 1956). Tennessee 4-H enrollment reports give evidence of the poor retention rate of 4-H members beginning at about age 12 or grade seven. A serious effort is being made to learn what strategies can be used to increase both enrollment and participation within the senior program level. At this time, a major portion of 4-H funding is being expended on a few senior youth. By increasing the enrollment and participation of senior youth, the funding may be divided more equitably between the age based groups of the 4-H program.

2. Purpose of the Study

The purpose of the study was to identify a prioritized list of strategies for change which would be useful within the Tennessee 4-H Club program. Implementation of these strategies could result in an increase in senior level enrollment and participation. The study also sought to describe any differences in perception associated with means and standard deviations between groups of panel members.

3. Summary of Procedures

This study could be described as descriptive/correlational. A panel of experts was surveyed using a modified Delphi Technique to acquire the necessary data. The panel was selected from the most current list of staff of the University of Tennessee Agricultural Extension Service. Purposefully selected, this panel included a broad range of 4-H responsibilities and years of employment. Panel groups consisted of: (1) administrators; (2) 4-H specialists; and (3) 4-H agents. There were 31 total panel members.

Three rounds of questionnaires were used to obtain data from panel members. Follow-up procedures included phone calls and the use of E-Mail. The first round questionnaire asked panel members to respond to the statement: "In an effort to increase 4-H senior level enrollment and participation, I would..." The second round questionnaire was devised from the responses from round one after the researcher consolidated similar statements. Panel members were asked to rate strategies which were identified on a scale from one to nine with one representing most important and nine representing least important. The final round of the study allowed panel members to compare their mean score to the mean score of the entire panel, make any changes and comment when they felt appropriate. After the removal of duplicate responses, the second round questionnaire included 195 strategies for change which were categorized under sub-group headings. The final list of strategies consisted of 14 sub-groups ranging from three to 45 strategies each.

Tables were compiled by listing prioritized strategies determined by calculating

the arithmetic mean and standard deviation scores of each strategy. The mean scores were used to determine importance and standard deviation scores were used to evaluate consensus between panel members. Individual comments returned on questionnaire number three were also given consideration in determining consensus. The scope of this study relates only to the Tennessee 4-H Club program.

4. Study Recommendations

Tables 3 through 16 list the prioritized mean and standard deviation scores for each of the three sub-groups of panel members. They include: (1) administrators; (2) 4-H specialists; and (3) 4-H agents. The tables referred to may be found in Chapter IV and will not be repeated here. The following recommendations are based on data acquired from the three rounds of questionnaires provided to panel members. All information reported in Chapter IV was utilized in completing Chapter V, therefore readers should refer to the tables and their discussion for clarification related to all recommendations.

1. In order to achieve and maintain the interest of senior level 4-H youth, the University of Tennessee must hire open-minded staff who can communicate with youth, collaborate with the educational system and create exciting program opportunities. It is very important to match the characteristics of 4-H agents to the characteristics of the clientele with whom they will work. Common characteristics should include a willingness to listen to others and to try new and creative ideas. This can be accomplished by giving employee candidates a clear description of the responsibilities of the 4-H agent. Therefore, this should be the goal of all those involved

in the hiring process from the personnel assistant at the university to the district supervisory staff to the county Extension leaders. Not only do 4-H agents need to be knowledgeable in the subject areas of agriculture and family and consumer science, but they also must possess good communication skills with both adults and youth, organizational and planning skills and the ability to put together creative educational programs from a variety of resources.

2. Extension staff with 4-H responsibility at all levels and 4-H volunteers should be given clear job expectations. Whether paid or unpaid, those who work within the Extension system to improve the lives of youth should have a clear understanding of what the organization expects of them. This includes the mission and vision of the 4-H club program as well as objectives for each event, activity or opportunity offered to club members. There should be benchmarks that are clearly established to indicate to staff and volunteers whether or not they are successfully reaching young people with their efforts. Guidelines for agents, volunteers and 4-H members should be updated regularly. The 4-H Awards Handbook, which outlines the requirements for participation and awards for each county, district and state event, is a good example of a set of guidelines that absolutely need to be current. The supervisory staff at all levels should assist staff in setting clear program goals, and then use only those goals as a tool for evaluating programs. Likewise, adult volunteers should be given specific direction as to the goals of the county 4-H program and then periodically review those goals with county Extension staff and/or advisory groups.

3. The use of volunteers is critical to the future success of the 4-H club program, therefore care should be given to recruit leaders who truly enjoy working with youth and are willing to make their needs a top priority when called upon. The majority of youth, including seniors have an incredible amount of energy and numerous ways in which to express themselves. Therefore it is important that the adult volunteers who provide them with opportunities and help them to achieve goals be excited about the things that excite young people today. It must be recognized that today's youth have been exposed to many life experiences that were not a part of the lives of adult volunteers and many agents in their youth. It is also important that volunteers involved with youth are able to generate excitement in them for new opportunities. Creativity is a must for anyone who is about gaining the attention and continued interest of youth today. The 21st century, characterized by high technology, promises to bring with it many more challenges to attract youth who are willing to spend time in youth organizations like 4-H.

4. Allow for meaningful interaction between youth and adults. Webster's defines meaningful as significant. Although there is some question as to just what meaningful means in this case, meaningful or significant interaction will be considered numerous points of interaction with a clear demonstration of caring and understanding by adults toward youth. Adult volunteer leadership or the work of the 4-H staff should be more than planning an event and then providing transportation. While both are important to the success of 4-H programming, what is vital are the feelings and attitudes of the young people involved. Adults working with youth should be willing to listen and then to

provide non-judgemental feedback to young people's opinions and concerns. Adults who work with youth have the unique opportunity to act as a voice of wisdom, care and support for children who may face an uncertain future. For youth to develop a sense of trust and appreciation for the 4-H program, adults must be modeling the value of 4-H. Adults must show pride in what the program stands for, pride in the participation and accomplishments of the youth and then convey both every time they are in contact with them.

5. The involvement of 4-H with the Tennessee school system requires that a good relationship be cultivated with school administrators and teachers. One of the most important aspects of the promotion of 4-H is the relationship of 4-H staff and volunteers to those in the school system. At the state level, administrators and 4-H specialists should work to maintain and increase a good relationship with the State Board of Education. It is the job of county staff to develop a relationship between county educational staff and school board members. This requires good communication skills and the ability to adapt to the environment in which staff is working to promote the 4-H program. Public relations skills, or the ability to gain the respect and appreciation of others concerning the 4-H program, are therefore important to 4-H staff at all levels. The University should provide training related to the accepted protocol of the Tennessee school system as well as become an active liaison between the 4-H program and the Tennessee Educational system. The required educational background of 4-H staff does not equip them to be effective at public relations. The school system is considered by many to be a closed system and if the Tennessee 4-H club program continues to be a part

of it, relationships between Extension staff and those of county school systems must be improved upon. This may be done by developing positive relationships between Extension staff and the Department of Education decision-makers.

6. 4-H should be associated with fun as well as education. While many youth attend school because they truly want to learn, there are those who simply bide their time until school is no longer a requirement. Because 4-H is strictly voluntary, if we want to attract larger numbers of members, we must design the program to be not only educational, but fun. This can be accomplished by utilizing the 4-H education model of experiential learning. The energetic nature of youth leads them to enjoy working with their hands and being on the go. A lecture, whether in the classroom or at the Extension office during a project group meeting, will not gain the interest of youth, particularly seniors. Interactive discussion and activities that get youth involved with each other and interested adults will gain the attention of youth whether or not they have "bought-into" the 4-H program. Fun within 4-H can only be accomplished by 4-H staff and volunteer leaders who are willing to step out of their comfort zones and work toward thinking like the youth they serve. One consideration that must be made in tempering education with fun is the requirements of those involved with the school system. Due to strict academic requirements, in many counties it is a necessity to focus completely on education in the classroom. This said, there are a number of opportunities outside the classroom to work fun into learning. This has been accomplished during project groups, special interest meetings, camps and conferences such as academic conference and wildlife conference.

4-H staff should also work to make as many fun events and activities available to 4-Hers as time and money will allow.

7. Build pride in being a 4-Her. In order to build pride in being a 4-Her, it is necessary for those who work within the 4-H program to model that pride. 4-H has built a fine tradition of improving the lives of young people and at some point 4-H members generally develop pride in their 4-H accomplishments. Instilling pride in 4-H members can only be accomplished by recognizing not only their successes but also each and every effort they put forth, whether or not those efforts attribute awards and honors to the county program. Being a 4-H member is not necessarily synonymous with being a winner in every competition. There are 4-H members whose most memorable experience will be the attention paid to them in the classroom by their 4-H agent. Building pride in 4-Hers will require that 4-H staff and volunteer leaders put the needs of the youth in the county program above the needs from the district or state perspective. Often agents are concerned with the number of youth who participate at a district activity or attend a state event rather than meeting the needs of youth in their own communities. Developing the lives of individual children and adolescents is what 4-H is all about and being the first consideration of another person within an organization will cause a young person or adult to be proud of his/her association with that organization.

8. Schedule activities and events to meet the time schedule of the 4-H member. Never before has there been so much competition for the time of youth. There are numerous activities, opportunities and programs available to all ages. Furthermore, youth are beginning to work at an earlier age. Obviously, it is almost impossible to

determine the time schedule of 4-H members much less the optimal time for 4-H events and activities. We do know however that time spent in school is becoming more and more important and many counties have difficulty in getting students excused from school for 4-H events and activities. Therefore it is important that 4-H staff at all levels take this into consideration when scheduling 4-H programs. We also know that weekends and evenings are prime time for youth's involvement in extra-curricular activities. Although these hours may be the best time for scheduling meetings, we should be aware that we are one of many opportunities for youth to spend their valuable time. This makes it critical that anything we schedule be packed with excitement, adventure and fun. Studying successful county senior programs such as service fraternities like Sigma Lambda Chi may provide exciting, adventurous and fun possibilities.

9. Plan new and different opportunities for senior members that excites and challenges them. If 4-H members remain loyal to the 4-H program throughout their years of eligibility, they will have a total of nine years in which to experience all that 4-H has to offer. Particularly seniors are looking for opportunities other than bread baking and posters. While these are a cherished aspect of the 4-H program, to maintain the interests of the older 4-Her, we must be willing to let go of some program traditions in order to add exciting and challenging opportunities for teens. We must accept that there are only so many hours that can be devoted to the 4-H program by either paid staff or adult volunteers, and that new programs will require some level of disassociation with tradition. Exciting and challenging opportunities can also only be implemented by adults who are willing to be excited and challenged.

10. 4-H programs should be planned with youth, not for youth. The Tennessee 4-H program has always made an effort to include youth in the program planning process. Examples of these efforts include the State 4-H Council and State All Star officers. Although a good job has been done at the state level, efforts should be made at all levels to include youth in the program planning process. Many of the characteristics of youth remain the same throughout time. Their need to experience excitement and to have fun is inherent in this age group. There are, however aspects of youth that change with every generation. Because adults' only frames of reference are their own youth, one can easily see the need for the input of youth at all stages of program development. Only by including a cross-section of the state's young people in planning programs will we be able to focus on the needs of the youth we serve.

11. Promote the fun activities that are a part of the senior program at an earlier level. It is important that 4-H youth develop a clear understanding of what 4-H is all about at an early age. If the only experience 4-H members have is in the classroom, they are not getting a look at the total program. 4-H agents have a responsibility to make all 4-H eligible youth aware of the many opportunities through 4-H. The earlier 4-H members are told about the opportunities that will be available to them as they participate in 4-H, the more they are likely to remain interested and to have the desire to participate. Those who are chosen for many of the exciting programs in 4-H are those who have been most active. 4-H members need to be made aware of this very early in their 4-H careers so they will be encouraged to set and accomplish goals in 4-H.

12. Sell the benefits of staying in 4-H to the junior high audience. In order to sell anything, one has to believe in it. 4-H is no exception and in order to sell it 4-H staff must have a good understanding of what the overall 4-H program is about, and then develop a program in their county that is attractive to youth. Because the junior high level is where many 4-H members are lost, a concentrated effort must be made in keeping junior high 4-H'ers busy. This is the time they need to be convinced that 4-H in the classroom just brushes the surface in relation to all that can be experienced in 4-H. Junior high 4-H members need to be offered a wide variety of opportunities. In fact, there should be so many opportunities that any member is bound to enjoy one of them. This would require concentrating the time of both Extension staff and volunteers on this age group. 4-H members at this age may become discouraged by the need for detailed record-keeping in order to produce a 4-H record book. Just as the interest of 4-Hers begins to diminish, 4-H agents put a record book cover and a set of forms in front of them and then do their best to explain the process often with limited understanding themselves. Whether they are completing a record book, showing livestock or participating in electric camp, active junior high 4-H members become active seniors if they receive the encouragement and the recognition they need to continue.

13. Senior 4-H members should be given the opportunity to serve as mentors to junior high members. Serving as a teen mentor is one of the best ways that senior members can realize the value of what they have learned through 4-H. Teenagers need to feel needed and that they are making a difference. Junior high members on the other hand are overwhelmed by all the possibilities and opportunities in front of them, as

evidenced by the decline in participation, and need direction from someone who has been where they are. Pairing senior members with junior high members therefore is a win/win situation. Senior members are often successful as judging team coaches and project group leaders as well. In order for the mentoring concept to work, there should be a clear delineation between the junior high and senior programs. 4-H members should always have something to look forward to and someone who can lead the way to the opportunities ahead.

14. Develop an exciting Honor Club and All Star program and plan regular activities for members. Within the Tennessee 4-H Club program, Honor Club and All Star members are given recognition for leadership and service to others. This select group has demonstrated their interest in 4-H by leading younger 4-H members and by community service. For their efforts they deserve the time and attention of both Extension staff and adult volunteer leaders. An exciting Honor Club program requires careful planning and the input of many people and resources. One of the roadblocks to implementing an exciting Honor Club program is lack of money. Therefore one of the key elements of a successful program in this area is fundraising. Fundraising is another aspect of the 4-H program that requires time and manpower. Honor Club and All Star members should be allowed the opportunity to plan their program to a certain extent and then to design ways to achieve the resources needed to accomplish their plans. 4-H agents and adult volunteers should serve as a resource themselves. They also should act as cheerleaders and support the group in its efforts if at all possible. The 4-H motto,

"Learning by doing." can be exemplified by allowing 4-H members to try new ideas and learn from their mistakes.

    15. **Provide more social activities for seniors.** Teenagers thrive on social interaction and any 4-H program combined with friends and fun is more likely to be a success. Whether friends come from the same county, district or from across the state, youth enjoy spending unplanned time together. In planning 4-H programs, 4-H staff and volunteers should take into consideration the intensity of the schedule. While youth do enjoy being active, they also need time just to spend getting to know each other. Some 4-H friends only see each other during competition and therefore their relationship is characterized by all work and no play. In order for seniors to remain interested in 4-H they must have time to play as well as junior and junior high members. Once again, funding is a limitation in planning social opportunities for youth. Using Honor Club and All Star groups to contribute to funding socials to include both 4-H and non-4-H members would be a possibility to increase senior enrollment and participation.

    16. **Increase opportunities for meaningful recognition for seniors.**
Recognition is the means used to convey to 4-H members that the work they do is appreciated and considered worthwhile according to the values of the 4-H program. This is another area of programming where tradition and funding may hinder strategies for change. It would be of benefit to the total 4-H program to re-evaluate both the way recognition is extended to 4-H members and the allocation of dollars to the various age levels of 4-H. Currently, the majority of recognition is related to competition. Possibilities should be explored that would recognize seniors for reasons other than

competition. Senior 4-H members should be recognized for their dedication to 4-H whether or not they win a contest, become an All Star or participate on a winning judging team. Youth should not be encouraged that success is based on winning, but should be educated that values such as loyalty, integrity, responsibility and citizenship are the true measure of success.

17. **Market the senior 4-H program by encouraging active 4-H members to recruit new members.** Because we know that teens enjoy social opportunities and other ways to be with friends, active 4-Hers are one of the best marketing tools of the 4-H program. Teens are open to explore new avenues of association with their friends. Putting the enrollment cards in the hands of active 4-H members for a membership drive allows for opportunities for teens to share why they enjoy 4-H. The image of 4-H should be directly related to it's members, but too often it is the agent who is trying to sell the idea to teens. Teens are much more interested in what their friends are doing than what an adult thinks they would like to do. Furthermore, the marketing of 4-H programs to seniors could be improved simply by asking active 4-H members for suggestions and then implementing any that are possible within the county situation. In fact, seniors could be allowed to design and implement 4-H marketing efforts. Study findings show that youth need to feel that they are a part of the program.

18. **Provide activities with other counties such as exchange trips, recreational outings and service opportunities.** One of the assets of the current 4-H program is allowing for opportunities for senior youth to meet other 4-H members across the district and state. The events already in place within districts and statewide are very popular, but more opportunities could be provided on the county level. There are a number of barriers

to planning and implementing these type programs, however if seniors are willing to take advantage of travel opportunities, then the planning and implementation time would be well worth the effort. In order to do this, agents may have to use diplomacy within the county and with Extension supervisors to allow them to decline other obligations. Providing opportunities for 4-H members to interact outside the county will require change on the part of some agents and change is uncomfortable. 4-H staff must, however, face the fact that they are hired to be change agents and to improve the quality of life of youth. Therefore, in order to increase senior enrollment and participation, change will have to begin within those who deliver the 4-H program.

19. Find out from seniors both 4-H members and non-members what interests them. Then use available resources for new and exiting program materials to deliver programs. It should be the responsibility of the county 4-H staff to learn senior's interests. This could be accomplished in a number of ways including 4-H advisory committees, focus groups or surveys. County 4-H staff are fortunate to be provided many resources from 4-H specialists. In recent years curricula have been made available as well as program information from a variety of sources. It should be the responsibility of the county 4-H staff to make the state staff aware of needed materials to conduct the county program. Then the state 4-H staff should be responsible for co-ordinating counties with similar program interests and for making resources available to counties. 4-H agents should find the time to plan and implement 4-H programs, however they should not be responsible for creating them. There is a wealth of program materials available through the University of Tennessee as well as other universities and

educational entities. State 4-H staff should work to make resources readily available to county 4-H agents.

20. Use state events as meaningful recognition for participating, not necessarily winning, seniors and help them to feel honored to attend. There are excellent 4-H state events for senior members including 4-H State Congress, 4-H State Round-up and state judging activities. Unfortunately, most statewide opportunities for seniors are for competitors who have won on both the county and district level. For a few senior 4-Hers these events represent both successful and memorable benchmarks during their teen years. 4-H staff must recognize, however that the vast majority of 4-H members on the senior level will not be winners. Opportunities should be made available to this audience for them to socialize on the state level. A statewide career development conference would be one possibility for an event targeted at all seniors. Study findings show that seniors are thinking about their careers and 4-H, with its tie to the university, could provide another excellent opportunity for a state event which would meet a need for the senior majority.

5. Additional Recommendations

After utilizing the data from this study to formulate recommendations for change within the 4-H program, it is further recommended that Extension staff with 4-H responsibility:

1. Review not only the recommendations, but take a careful look at the data found in each table in order to determine which strategies for change would be of benefit to the overall 4-H program.

2. Consider the strategies for change in this study and determine whether or not they would be appropriate from your perspective of the 4-H program.

3. Share the findings of this study with others and be willing to work together to embrace and implement change.

4. Be open-minded when presented with strategies for change within the Tennessee 4-H program and allow yourself to fully evaluate the possibility of implementation.

Additional recommendations for study based on the findings presented include the following:

1. Additional study to determine what progress, if any, is made in the implementation of suggested strategies.

2. A replication of this study to determine if new strategies are identified over a period of years.

6. Summary

The 4-H program administered by the Agricultural Extension Service characterizes success in the arena of informal youth education. A broad range of knowledge and skills have been gained through 4-H. Furthermore, many of our finest leaders have attributed successes to their association with 4-H.

The value of 4-H has been documented through many sources. Moreover, efforts to preserve and enhance participation in 4-H club work are welcomed by those who seek to carry out its mission. Studies show that 4-H members in seventh grade and above are dropping out in increasing numbers. Those who remain enrolled also show a marked decrease in participation. While there is no question as to the need for re-evaluation and

the need for adjustments to the program, there is controversy as to just what changes should be made.

The objectives proposed in recent studies include: (1) Improving the image of 4-H, (2) Increasing 4-H enrollment in seventh grade and above and (3) Increasing senior level participation. The proceeding objectives, however cannot be met without the support of Extension administration, 4-H specialists and 4-H agents. In order for any change to be of lasting value, there must at least be consensus between those who administer the 4-H program.

The goal of this study was to demonstrate through the Delphi Technique that a consensus can, in fact, be met regarding interest in 4-H club work and that strategies can be implemented which will exhibit a positive impact on the 4-H program in Tennessee.

The study used the Delphi Technique to gain knowledge from administrators, 4-H ists and 4-H agents as to strategies that would possibly lead to increased senior enrollment, participation and to higher quality work.

Agreement between the various groups of staff responsible for 4-H programming will be vital to both the implementation and success of any proposed changes. Defining the problem has been addressed to the point that we have a clear understanding of needs related to progressive success in the already exceptional 4-H youth program. Let us now agree to move toward definitive actions that will lead young people to appreciate and embrace 4-H as a "career" rather than an enjoyable but brief memory.

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APPENDICES

APPENDIX A

FIRST ROUND MATERIALS

125 Court Street, Unit 3
Dayton, TN 37321
(423) 775-7807

DATE:
1~
2~
3~

Dear 4~

Presently, I am conducting research to gain a consensus of opinion as to changes that would increase senior 4-H enrollment and participation. I am using the "Delphi Technique," a research method often used to gather this type information. A panel of experts including Extension 4-H agents, Extension 4-H specialists and Extension administrators has been selected form the Tennessee Agricultural Extension Service to participate in the study.

As you may recall from our recent phone conversation, I am asking you to help in this study by answering questions in a series of three questionnaires over the next few weeks. Each one should take approximately fifteen minutes to complete. The results of this study will be useful to the state committee appointed to address the problem of senior enrollment and participation, as well as the state 4-H Extension staff.

Enclosed you will find the first questionnaire which asks for your honest opinion as to what you believe would be beneficial changes to the 4-H program in an effort to increase senior enrollment and participation. The identification number in the upper right hand corner will be used only by the researcher to follow up with non-respondents. Understand that your completion and return of the questionnaire serves as your consent to participate in the study; however, you have the opportunity to withdraw at any time. Your name will never be linked with individual responses. Your responses will, however be used along with many others we receive in developing the second questionnaire. **Because the next phase of the study is dependent on your responses to this questionnaire, please try to return it to me by** _____. If you have any questions, please don't hesitate to contact me at the above address and phone number.

Thank you for your interest and participation.

Sincerely.

Randol G. Waters   Susan M. Perrin
Associate Professor   Associate Extension Agent

DELPHI PANEL RESPONSE FORM
ROUND ONE

Note: Consider your <u>current</u> position when responding to the following. Please list up to ten possible endings, no particular order of the importance required, to the following statement:

In an effort to increase 4-H senior level enrollment and participation, I would...

EXAMPLE: A possible answer to the above statement might be:

I would give every member a bumper sticker that says, "Honk if you love 4-H."

LIST YOUR ANSWERS BELOW

NUMBER ONE:

NUMBER TWO:

NUMBER THREE:

NUMBER FOUR:

NUMBER FIVE:

NUMBER SIX:

NUMBER SEVEN:

NUMBER EIGHT:

NUMBER NINE:

NUMBER TEN:

APPENDIX B

SECOND ROUND MATERIALS

125 Street, Unit 3
Dayton, TN 37321
(423) 775-7807

DATE:

1~
2~
3~

Dear 4~

Enclosed you will find the second round questionnaire in our Delphi study related to increasing 4-H senior enrollment and participation. Please read the directions at the top of the page carefully before rating each item.

As before, your responses to this questionnaire will be used to develop the third and final round survey. Therefore it is very important that you respond as quickly as possible. **Please try to return it to me by** _____.

Completion of this round of the study should take approximately thirty minutes. Again, we thank you for your interest and participation and I encourage you to call us if you have any questions.

Sincerely,

Randol G. Waters   Susan M. Perrin
Associate Professor   Associate Extension Agent

DELPHI PANEL RESPONSE FORM
ROUND TWO

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

In an effort to increase 4-H senior level enrollment and participation, I would...

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

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

Example:

Circle the appropriate number, with "1" being the most important and "9" being the least important.

	Most Important							Least Important
A. Develop programs related to career opportunities.	1 2 3 4 5 6 7 8 9
B. Work on state level to develop a better relationship with the State Department of Education.	1 2 3 4 5 6 7 8 9

(By marking as indicated above, you would be indicating that you think the first statement (A) is <u>not</u> very important, while the second statement (B) <u>is</u> very important.)

Circle the appropriate number, with "1" being the most important and "9" being the least important.

	Most Important							Least Important
STAFFING								
1. Hire more staff.	1 2 3 4 5 6 7 8 9
2. Hire a state level specialist to coordinate senior 4-H programs.	1 2 3 4 5 6 7 8 9
3. Designate one professional staff member at the state, district and county level to be responsible for the 4-H senior program.	1 2 3 4 5 6 7 8 9
4. Relieve a designated senior program person from all other 4-H program responsibilities except those related to the conduct of senior programming and related events and activities.	1 2 3 4 5 6 7 8 9
5. A designated senior program person should receive special training in how to work with volunteers in the senior 4-H program so that new materials and ideas could be brought into the program.	1 2 3 4 5 6 7 8 9

	Most Important							Least Important	
	1	2	3	4	5	6	7	8	9
6. Hire open-minded staff who can communicate with youth, collaborate with the educational system and create exciting program opportunities.	1	2	3	4	5	6	7	8	9
7. Allow 4-H agents to work with a smaller number of 4-Hers. One agent per 1000 is unrealistic.	1	2	3	4	5	6	7	8	9
8. Assign faculty to assist with programs that can relate to this age group.	1	2	3	4	5	6	7	8	9
9. Encourage 4-H agents to make programming with the senior audience a priority.	1	2	3	4	5	6	7	8	9
10. Make working with teens an expectation, not an option.	1	2	3	4	5	6	7	8	9
11. Make job expectations clear to the agent.	1	2	3	4	5	6	7	8	9
12. Hold 4-H agents accountable for conducting programs for senior members - not office hours.	1	2	3	4	5	6	7	8	9
13. Periodically train staff to work with the senior level.	1	2	3	4	5	6	7	8	9
14. Offer one intensive week of inservice for 4-H agents instead of several throughout the year to allow more time in the county.	1	2	3	4	5	6	7	8	9
15. Encourage more creativity on the part of agents.	1	2	3	4	5	6	7	8	9
16. Recognize Extension agents for successful teen programs.	1	2	3	4	5	6	7	8	9
17. Make it understood that 4-H agents are to work an average of 40 hours per week with no set office hours (i.e. flex time).	1	2	3	4	5	6	7	8	9
18. Move 4-H agents office out of the Extension office and into the Department of Education offices.	1	2	3	4	5	6	7	8	9

VOLUNTEERISM

1. Utilize adult volunteer leaders with lower grades (4 & 5) to allow agents more time to work with senior audience.	1	2	3	4	5	6	7	8	9
2. Involve more adult volunteer leaders to work with senior 4-H members.	1	2	3	4	5	6	7	8	9
3. Insist on a volunteer-driven 4-H program.	1	2	3	4	5	6	7	8	9

	Most Important							Least Important	
	1	2	3	4	5	6	7	8	9

4. Recruit a committee of adult volunteer leaders readily interested in senior members to provide leadership and help in planning activities. 1 2 3 4 5 6 7 8 9

5. Recruit dynamic adult volunteers who enjoy working with teens. 1 2 3 4 5 6 7 8 9

6. Recruit more adult volunteer leaders who are willing to work odd hours to reach our senior audience. 1 2 3 4 5 6 7 8 9

7. Recruit adult volunteer leaders that can train district winning judging teams. 1 2 3 4 5 6 7 8 9

8. Train more adult volunteer leaders to work with the senior high audience. 1 2 3 4 5 6 7 8 9

9. Make job expectations clear to adult volunteer leaders. 1 2 3 4 5 6 7 8 9

ADULT/YOUTH INTERACTION

1. Increase personal contact between agent and seniors through judging teams, Honor Club, project groups, etc... 1 2 3 4 5 6 7 8 9

2. Be sure that some adult, either paid or volunteers, shows individual interest in senior members for encouragement and guidance in 4-H activities. 1 2 3 4 5 6 7 8 9

3. Allow for meaningful interaction between youth and adults. 1 2 3 4 5 6 7 8 9

COLLABORATION

1. Work with TN Department of Education and school superintendents to change policy so that 4-H trips are considered a school activity. 1 2 3 4 5 6 7 8 9

2. Work with schools to provide more time for students to participate in a variety of clubs (including 4-H). 1 2 3 4 5 6 7 8 9

3. Work with schools closely to make the 4-H program a supplement to formal education. 1 2 3 4 5 6 7 8 9

4. Cultivate a good relationship with high school administrators and teachers. 1 2 3 4 5 6 7 8 9

5. Recruit a 4-H sponsor from the high school faculty (i.e. yearbook sponsor, cheerleader sponsor). 1 2 3 4 5 6 7 8 9

6. Work closely with high school teachers to develop a curriculum that they could use in conjunction with existing high school curriculum. 1 2 3 4 5 6 7 8 9

	Most Important							Least Important	
	1	2	3	4	5	6	7	8	9

7. Work closely with vocational agriculture and home economics teachers at the high school.

    1   2   3   4   5   6   7   8   9

8. Attend other school events and functions (basketball games, concerts, plays) to show the students you're interested in what they are doing.

    1   2   3   4   5   6   7   8   9

9. Serve as a guest lecturer in a science class.

    1   2   3   4   5   6   7   8   9

10. Provide special learning opportunities in high school classrooms (i.e. Envirothon).

    1   2   3   4   5   6   7   8   9

11. Facilitate community activities and involvement with other youth-serving and educational groups.

    1   2   3   4   5   6   7   8   9

12. Discover unique recruiting techniques by asking how other school clubs obtain membership.

    1   2   3   4   5   6   7   8   9

13. Consider a cooperative arrangement with art, FFA, FHA, business or environmental clubs.

    1   2   3   4   5   6   7   8   9

14. Involve more parents in the senior program.

    1   2   3   4   5   6   7   8   9

15. Work more closely with private industry.

    1   2   3   4   5   6   7   8   9

16. Plan and conduct tours to county factories and businesses.

    1   2   3   4   5   6   7   8   9

17. Involve senior members in other civic organizations such as Farm Bureau, Rotary, Kiwanis, etc.

    1   2   3   4   5   6   7   8   9

18. Encourage agents to become involved in civic clubs (i.e. Lions, Rotary) to give the Extension Service a positive image.

    1   2   3   4   5   6   7   8   9

19. Involve a core of business, educational and civic-minded citizens in the development, conduct and direction of the senior 4-H program.

    1   2   3   4   5   6   7   8   9

20. Involve youth-serving organizations and agencies in a "Youth Day". Enroll them in 4-H and redefine participation to include only major activities and events and special study opportunities.

    1   2   3   4   5   6   7   8   9

MARKETING

1. Visit the middle school and high school to increase agent visibility with this audience.

    1   2   3   4   5   6   7   8   9

2. Market 4-H as a part of UT

    1   2   3   4   5   6   7   8   9

3. Provide outstanding motivational speakers for school-wide assemblies.

    1   2   3   4   5   6   7   8   9

	Most Important							Least Important	
4. Offer programs to high school clubs like FFA, FHA, Beta, etc... and market what 4-H has to offer.	1	2	3	4	5	6	7	8	9
5. Create a media blitz to expand the 4-H image to more than agriculture and home economics.	1	2	3	4	5	6	7	8	9
6. Promote activities related to seniors using mass media.	1	2	3	4	5	6	7	8	9
7. Encourage active 4-H members to recruit new members.	1	2	3	4	5	6	7	8	9
8. Try to change the image and perception of 4-H to be more "cool".	1	2	3	4	5	6	7	8	9
9. Start to break the barrier that 4-H is uncool in the sixth grade.	1	2	3	4	5	6	7	8	9
10. Change the 4-H name.	1	2	3	4	5	6	7	8	9
11. Allow senior members to design 4-H marketing efforts.	1	2	3	4	5	6	7	8	9
12. Create a county newsletter for older members and adult leaders produced and edited by senior members.	1	2	3	4	5	6	7	8	9
13. Build pride in being a 4-Her.	1	2	3	4	5	6	7	8	9
14. Associate 4-H with fun as opposed to sitting in a classroom.	1	2	3	4	5	6	7	8	9

MEETING SCHEDULES AND ORGANIZATION

1. Increase the number of senior clubs.	1	2	3	4	5	6	7	8	9
2. Increase the number of senior meetings.	1	2	3	4	5	6	7	8	9
3. Conduct project or special interest groups in non-classroom setting after school.	1	2	3	4	5	6	7	8	9
4. Schedule activities and events that meet the time schedule of the 4-H member.	1	2	3	4	5	6	7	8	9
5. Ask 4-H agents to meet with all students in their county in grades 4-12 twice a year, no more, no less.	1	2	3	4	5	6	7	8	9
6. Set meeting 4-H program schedule around other school activities.	1	2	3	4	5	6	7	8	9
7. Schedule more activities at all levels (county, district and state) on weekends and after school.	1	2	3	4	5	6	7	8	9
8. Offer programs at all different times of the day.	1	2	3	4	5	6	7	8	9

	Most Important							Least Important	
	1	2	3	4	5	6	7	8	9

9. Plan meetings at night rather than the afternoon after school.

1 2 3 4 5 6 7 8 9

10. Deliver programs to teens during high school enrichment period.

1 2 3 4 5 6 7 8 9

11. Plan the first club meeting at a restaurant.

1 2 3 4 5 6 7 8 9

12. Meet a smaller number of Explorer and Junior clubs to have adequate time for a senior 4-H program.

1 2 3 4 5 6 7 8 9

13. Meet at the middle schools.

1 2 3 4 5 6 7 8 9

14. Increase visibility of 4-H to seniors through more scheduled meetings at the high schools.

1 2 3 4 5 6 7 8 9

15. Take the 4-H program out of the schools.

1 2 3 4 5 6 7 8 9

16. Not meet at the high school.

1 2 3 4 5 6 7 8 9

17. Try to meet clubs at the high school.

1 2 3 4 5 6 7 8 9

18. Spend lots of time (agents) at the high school.

1 2 3 4 5 6 7 8 9

19. Be present at the high school at a designated time (agents).

1 2 3 4 5 6 7 8 9

20. Alter traditional officers to chairmen, teen leader, captain or group coordinator.

1 2 3 4 5 6 7 8 9

21. Give a door prize at every club meeting.

1 2 3 4 5 6 7 8 9

22. Offer incentives for meeting attendance.

1 2 3 4 5 6 7 8 9

23. Always provide snacks.

1 2 3 4 5 6 7 8 9

24. Find a "good" senior 4-H program, determine what makes it a good one and model it.

1 2 3 4 5 6 7 8 9

PROGRAM PLANNING & CURRICULUM

1. Increase enrollment by physically getting into the schools and put enrollment cards into the hands of the right teachers.

1 2 3 4 5 6 7 8 9

2. Develop a winning county program.

1 2 3 4 5 6 7 8 9

3. Create a plan of what experiences you want your seniors to have and then plan activities to expose them to those experiences.

1 2 3 4 5 6 7 8 9

4. Develop a fundraising program so that you have money with which to conduct programs.

1 2 3 4 5 6 7 8 9

5. Provide "teenage projects" - ones that seniors request and are interested in.

1 2 3 4 5 6 7 8 9

	Most Important							Least Important	
6. Create a summer sports league for senior members such as volleyball, golf or basketball.	1	2	3	4	5	6	7	8	9
7. Provide honest feedback to seniors.	1	2	3	4	5	6	7	8	9
8. Provide new and different opportunities for senior members that excites and challenges them.	1	2	3	4	5	6	7	8	9
9. Provide lots of participation opportunities.	1	2	3	4	5	6	7	8	9
10. Plan activities other than bread baking and posters for seniors.	1	2	3	4	5	6	7	8	9
11. Not keep having the same programs year after year.	1	2	3	4	5	6	7	8	9
12. Focus on agriculture and home economics programs.	1	2	3	4	5	6	7	8	9
13. Conduct a statewide senior camp instead of District senior camps.	1	2	3	4	5	6	7	8	9
14. Drop all activities in which the majority of senior members are not interested in participating.	1	2	3	4	5	6	7	8	9
15. Deliver more creative and teen oriented programs and design a completely different program for seniors than elementary members.	1	2	3	4	5	6	7	8	9
16. Involve the 4-H member's entire family in the 4-H program.	1	2	3	4	5	6	7	8	9
17. Have more teaching in classrooms during club time.	1	2	3	4	5	6	7	8	9
18. Use resources for new and exciting program materials that would interest seniors.	1	2	3	4	5	6	7	8	9
19. Provide a workshop or camp to teach one subject matter thoroughly (i.e. horse or nutrition).	1	2	3	4	5	6	7	8	9
20. Provide "high-tech" learning opportunities such as hands-on computer activities.	1	2	3	4	5	6	7	8	9
21. Place more emphasis on work done with younger youth in record books.	1	2	3	4	5	6	7	8	9
22. Get rid of record books.	1	2	3	4	5	6	7	8	9
23. Totally revamp the senior program.	1	2	3	4	5	6	7	8	9
24. Eliminate individual competition such as record books.	1	2	3	4	5	6	7	8	9

	Most Important							Least Important	
25. Update senior project literature.	1	2	3	4	5	6	7	8	9
26. Emphasize personal dossiers, not record keeping.	1	2	3	4	5	6	7	8	9
27. Provide agents with user friendly curricula that would be of interest to the senior audience.	1	2	3	4	5	6	7	8	9
28. Train teens to deliver programs using the DART curriculum as one vehicle to attract youth who are not interested in competition.	1	2	3	4	5	6	7	8	9
29. Provide short-term projects and activities.	1	2	3	4	5	6	7	8	9
30. Expand the type projects offered (i.e. computers).	1	2	3	4	5	6	7	8	9
31. Re-write the 4-H literature to be more diverse.	1	2	3	4	5	6	7	8	9
32. Decrease the amount of records for senior 4-H.	1	2	3	4	5	6	7	8	9
33. Encourage senior members to attend state events.	1	2	3	4	5	6	7	8	9
34. Make it an honor to attend state events.	1	2	3	4	5	6	7	8	9
35. Plan the program with youth, not for youth.	1	2	3	4	5	6	7	8	9
36. Let 4-Hers plan their own events.	1	2	3	4	5	6	7	8	9
37. Use a senior advisory committee to help shape county, district and state programs.	1	2	3	4	5	6	7	8	9
38. Listen to active senior 4-H members.	1	2	3	4	5	6	7	8	9
39. Conduct only the activities that seniors want to participate in.	1	2	3	4	5	6	7	8	9
40. Survey teens who are not 4-H members to determine what would be of interest to them.	1	2	3	4	5	6	7	8	9
41. Ask 4-H member what he or she suggests to increase senior enrollment.	1	2	3	4	5	6	7	8	9
42. Involve 4-H members in the decision-making process.	1	2	3	4	5	6	7	8	9
43. Organize project groups led by adult volunteer leaders to match the interests of the senior high audience.	1	2	3	4	5	6	7	8	9
44. Aggressively market the 4-H judging activities.	1	2	3	4	5	6	7	8	9
45. Offer senior members the opportunity to participate in all judging team activities.	1	2	3	4	5	6	7	8	9

JUNIOR HIGH

1. Increase 4-H activities on the junior and junior high levels.	1	2	3	4	5	6	7	8	9

	Most Important							Least Important	
2. Invite active eighth graders to senior meetings.	1	2	3	4	5	6	7	8	9
3. Use more time for junior high events.	1	2	3	4	5	6	7	8	9
4. Sell the benefits of staying in 4-H to the junior high audience.	1	2	3	4	5	6	7	8	9
5. Encourage the previous year's eighth graders and previous senior members to re-enroll with a circular letter following the enrollment session.	1	2	3	4	5	6	7	8	9
6. Sign up eighth graders in Honor Club before they head off to high school.	1	2	3	4	5	6	7	8	9
7. Either call or send a personal letter to eighth grade members inviting them to participate in Honor Club and to promote All Stars.	1	2	3	4	5	6	7	8	9
8. Begin working with the junior high levels for strong participation to follow over to senior level participants.	1	2	3	4	5	6	7	8	9
9. Promote the fun activities that come for high school kids in 4-H at an earlier level.	1	2	3	4	5	6	7	8	9
10. Work to make junior high programs more meaningful.	1	2	3	4	5	6	7	8	9

CITIZENSHIP & LEADERSHIP

	Most Important							Least Important	
1. Develop more service projects for senior members.	1	2	3	4	5	6	7	8	9
2. Start a senior service fraternity.	1	2	3	4	5	6	7	8	9
3. Plan long-lasting community activities.	1	2	3	4	5	6	7	8	9
4. Make the opportunity to run for state office known to seniors and then encourage them to run.	1	2	3	4	5	6	7	8	9
5. Allow seniors to plan and set up junior camp and then allow them to receive special recognition as a team or individual as judged by camp staff and agents.	1	2	3	4	5	6	7	8	9
6. Offer leadership opportunities like going to elementary school 4-H meetings, conducting project groups, judging contests and assisting juniors with presenting district demonstrations.	1	2	3	4	5	6	7	8	9
7. Allow seniors to teach with agents and adult volunteer leaders.	1	2	3	4	5	6	7	8	9

	Most Important							Least Important	
8. Give seniors more responsibility (i.e. judging team coaches, teen leaders at camp, livestock shows, fairs, etc...).	1	2	3	4	5	6	7	8	9
9. Offer special leadership training to teens.	1	2	3	4	5	6	7	8	9
10. Encourage seniors to serve as resource persons at the high schools.	1	2	3	4	5	6	7	8	9
11. Provide opportunities for teens to serve as mentors to junior high members.	1	2	3	4	5	6	7	8	9
12. Create a teen leadership council in every county.	1	2	3	4	5	6	7	8	9
13. Provide seniors with ways to be in leadership roles with younger 4-H members.	1	2	3	4	5	6	7	8	9
14. Offer train the trainer activities for teens.	1	2	3	4	5	6	7	8	9

HONOR CLUB & ALL STAR INVOLVEMENT

1. Develop an exciting Honor Club program.	1	2	3	4	5	6	7	8	9
2. Increase Honor Club membership by updating the forms to give more credit to participation in events.	1	2	3	4	5	6	7	8	9
3. Plan regular activities for Honor Club and All Star members.	1	2	3	4	5	6	7	8	9
4. Increase Honor Club and All Star activities.	1	2	3	4	5	6	7	8	9
5. Stress the value of becoming a 4-H Honor Club and All Star member.	1	2	3	4	5	6	7	8	9
6. Promote All Stars to non 4-H members.	1	2	3	4	5	6	7	8	9

SOCIAL OPPORTUNITIES

1. Provide social opportunities for seniors such as dances and tours.	1	2	3	4	5	6	7	8	9
2. Always include fun in every 4-H event or activity.	1	2	3	4	5	6	7	8	9
3. Provide more social activities for seniors.	1	2	3	4	5	6	7	8	9
4. Plan more recreational activities with other counties.	1	2	3	4	5	6	7	8	9
5. Offer more social than competitive activities.	1	2	3	4	5	6	7	8	9
6. Provide more opportunities for senior 4-Hers to meet each other across the state.	1	2	3	4	5	6	7	8	9
7. Provide as many social events as service-oriented events for senior members.	1	2	3	4	5	6	7	8	9

	Most Important							Least Important	
	1	2	3	4	5	6	7	8	9

8. Conduct more fun activities placing priority on things which are fun to senior members and not necessarily educational.

    1 2 3 4 5 6 7 8 9

CAREER OPPORTUNITIES

1. Take a trip to the UT campus for a "career day".

    1 2 3 4 5 6 7 8 9

2. Develop a program for teens to look at careers.

    1 2 3 4 5 6 7 8 9

3. Develop career materials related to future job opportunities such as "high-tech" AG careers.

    1 2 3 4 5 6 7 8 9

4. Emphasize career opportunities in agriculture and home economics.

    1 2 3 4 5 6 7 8 9

TRAVEL OPPORTUNITIES

1. Provide opportunities for programs (i.e. exchange trips, recreational outings, service opportunities).

    1 2 3 4 5 6 7 8 9

2. Offer more field trips.

    1 2 3 4 5 6 7 8 9

3. Increase the number of 4-H sponsored trips.

    1 2 3 4 5 6 7 8 9

4. Market Citizenship Washington Focus type trip for non 4-Hers at a different time.

    1 2 3 4 5 6 7 8 9

5. Offer out-of-state exchange trips on the county level.

    1 2 3 4 5 6 7 8 9

6. Plan a special trip for all members what attend 90% of the meetings.

    1 2 3 4 5 6 7 8 9

7. Offer as many field and exchange trips as money will allow.

    1 2 3 4 5 6 7 8 9

8. Develop tours to universities to look at college life.

    1 2 3 4 5 6 7 8 9

9. Offer a county senior member tour similar to the county agents tour.

    1 2 3 4 5 6 7 8 9

10. Offer day trips such as Opryland, white-water rafting, etc...

    1 2 3 4 5 6 7 8 9

RECOGNITION

1. Market the availability of scholarships through 4-H.

    1 2 3 4 5 6 7 8 9

2. Give cash incentives for participation.

    1 2 3 4 5 6 7 8 9

3. Offer incentives such as savings bonds, cash, plaques, etc... for participation and accomplishments.

    1 2 3 4 5 6 7 8 9

	Most Important						Least Important		
4. Increase county recognition with special trips.	1	2	3	4	5	6	7	8	9
5. Offer a county college scholarship for graduating seniors that have been active for nine years.	1	2	3	4	5	6	7	8	9
6. Provide larger scholarships.	1	2	3	4	5	6	7	8	9
7. Improve scholarship opportunities.	1	2	3	4	5	6	7	8	9
8. Give awards other than ribbons.	1	2	3	4	5	6	7	8	9
9. Provide meaningful recognition for all participants.	1	2	3	4	5	6	7	8	9
10. Increase recognition for seniors.	1	2	3	4	5	6	7	8	9

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

1.   1 2 3 4 5 6 7 8 9

REASON:

2.   1 2 3 4 5 6 7 8 9

REASON:

COMMENTS:

APPENDIX C

THIRD ROUND MATERIALS

125 Court Street, Unit 3
Dayton, TN 37321
(423) 775-7807

DATE:

1~
2~
3~

Dear 4~

Enclosed you will find the final round questionnaire in our Delphi study related to efforts to increase senior 4-H enrollment and participation. Please read carefully the directions at the top of the page before completing the questionnaire.

Because this is the final part of our study, it is critical that you respond promptly so that a final report and recommendations may be made. Therefore, **please try to return it by** _____. It should take approximately twenty minutes to complete this questionnaire.

As this is the last in our series of questionnaires, allow me to take a moment to thank you for your thought, effort and valuable time. All responses were qualified and very useful. You will receive a brief summary at the completion of the report. Please call us if you have any questions or concerns regarding this study.

Sincerely,

Randol G. Waters   Susan M. Perrin
Associate Professor   Associate Extension Agent

DELPHI PANEL RESPONSE FORM
ROUND THREE
(Final Round)

You'll recall that, during the second round of our panel study, we asked you to read and rate the importance of each of the items provided by our panel in answer to the following statement:

In an effort to increase 4-H senior level enrollment and participation, I would...

Following is the resulting list of statements and their perceived importance. You will notice that each item which you rated in the second round questionnaire now has a "mean rating" to the right of it which reflects the overall panel's perceived importance of that particular item (1=Most Important and 9 =Least Important). Beside each item mean rating is **your individual rating** of that item. In an effort to gain additional insight into why individual panel members may disagree with the overall group ratings, we would like you to look at the group rating **and** your individual rating and **if you still disagree** with the group rating, **please provide us with a short written reason as to why you disagree.** If your opinion is similar to that of the group, or if you think you now tend to agree with the group even though your original rating was different, you need not provide us with additional information. The information from this questionnaire will be used to develop "minority opinion data" and identify areas of concern which may yet exist regarding senior level enrollment prior to writing the final report for this project.

This will be the last round of our Delphi study of 4-H Senior Level Enrollment. Please return your questionnaire in the attached envelope, <u>regardless of whether you have included additional comment</u>. We greatly appreciate your participation in this study. We will be sharing results from it and similar studies over the next few months. <u>Thank you again for your participation.</u> As always, do not hesitate to call if you have questions.

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
STAFFING			
1. Hire more staff.	5.00		
2. Hire a state level specialist to coordinate senior 4-H programs.	6.56		
3. Designate one professional staff member at the state, district and county level to be responsible for the 4-H senior program.	4.96		
4. Relieve a designated senior program person from all other 4-H program responsibilities except those related to the conduct of senior programming and related events and activities.	5.00		
5. A designated senior program person should receive special training in how to work with volunteers in the senior 4-H program so that new materials and ideas could be brought into the program.	3.85		
6. Hire open-minded staff who can communicate with youth, collaborate with the educational system and create exciting program opportunities.	1.67		
7. Allow 4-H agents to work with a smaller number of 4-Hers. One agent per 1000 is unrealistic.	4.52		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
8. Assign faculty to assist with programs that can relate to this age group.	3.33		
9. Encourage 4-H agents to make programming with the senior audience a priority.	3.48		
10. Make working with teens an expectation, not an option.	2.63		
11. Make job expectations clear to the agent.	1.74		
12. Hold 4-H agents accountable for conducting programs for senior members - not office hours.	2.52		
13. Periodically train staff to work with the senior level.	2.81		
14. Offer one intensive week of inservice for 4-H agents instead of several throughout the year to allow more time in the county.	3.89		
15. Encourage more creativity on the part of agents.	2.44		
16. Recognize Extension agents for successful teen programs.	2.93		
17. Make it understood that 4-H agents are to work an average of 40 hours per week with no set office hours (i.e. flex time).	3.74		
18. Move 4-H agents office out of the Extension office and into the Department of Education offices.	8.07		

VOLUNTEERISM

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
1. Utilize adult volunteer leaders with lower grades (4 & 5) to allow agents more time to work with senior audience.	5.04		
2. Involve more adult volunteer leaders to work with senior 4-H members.	3.04		
3. Insist on a volunteer-driven 4-H program.	4.78		
4. Recruit a committee of adult volunteer leaders readily interested in senior members to provide leadership and help in planning activities.	3.19		
5. Recruit dynamic adult volunteers who enjoy working with teens.	2.37		
6. Recruit more adult volunteer leaders who are willing to work odd hours to reach our senior audience.	3.41		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
7. Recruit adult volunteer leaders that can train district winning judging teams.	3.85		
8. Train more adult volunteer leaders to work with the senior high audience.	2.81		
9. Make job expectations clear to adult volunteer leaders.	2.30		

ADULT/YOUTH INTERACTION

1. Increase personal contact between agent and seniors through judging teams, Honor Club, project groups, etc...	2.59		
2. Be sure that some adult, either paid or volunteers, shows individual interest in senior members for encouragement and guidance in 4-H activities.	1.85		
3. Allow for meaningful interaction between youth and adults.	1.89		

COLLABORATION

1. Work with TN Department of Education and school superintendents to change policy so that 4-H trips are considered a school activity.	2.41		
2. Work with schools to provide more time for students to participate in a variety of clubs (including 4-H).	2.85		
3. Work with schools closely to make the 4-H program a supplement to formal education.	2.81		
4. Cultivate a good relationship with high school administrators and teachers.	1.52		
5. Recruit a 4-H sponsor from the high school faculty (i.e. yearbook sponsor, cheerleader sponsor).	2.52		
6. Work closely with high school teachers to develop a curriculum that they could use in conjunction with existing high school curriculum.	2.89		
7. Work closely with vocational agriculture and home economics teachers at the high school.	2.96		
8. Attend other school events and functions (basketball games, concerts, plays) to show the students you're interested in what they are doing.	3.67		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
9. Serve as a guest lecturer in a science class.	3.96		
10. Provide special learning opportunities in high school classrooms (i.e. Envirothon).	2.96		
11. Facilitate community activities and involvement with other youth-serving and educational groups.	3.67		
12. Discover unique recruiting techniques by asking how other school clubs obtain membership.	4.22		
13. Consider a cooperative arrangement with art, FFA, FHA, business or environmental clubs.	3.81		
14. Involve more parents in the senior program.	2.62		
15. Work more closely with private industry.	4.74		
16. Plan and conduct tours to county factories and businesses.	4.52		
17. Involve senior members in other civic organizations such as Farm Bureau, Rotary, Kiwanis, etc.	3.96		
18. Encourage agents to become involved in civic clubs (i.e. Lions, Rotary) to give the Extension Service a positive image.	4.85		
19. Involve a core of business, educational and civic-minded citizens in the development, conduct and direction of the senior 4-H program.	3.26		
20. Involve youth-serving organizations and agencies in a "Youth Day". Enroll them in 4-H and redefine participation to include only major activities and events and special study opportunities.	4.85		

MARKETING

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
1. Visit the middle school and high school to increase agent visibility with this audience.	2.63		
2. Market 4-H as a part of U.T.	2.81		
3. Provide outstanding motivational speakers for school-wide assemblies.	4.63		
4. Offer programs to high school clubs like FFA, FHA, Beta, etc... and market what 4-H has to offer.	3.00		
5. Create a media blitz to expand the 4-H image to more than agriculture and home economics.	3.19		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
6. Promote activities related to seniors using mass media.	3.26		
7. Encourage active 4-H members to recruit new members.	2.11		
8. Try to change the image and perception of 4-H to be more "cool".	2.52		
9. Start to break the barrier that 4-H is uncool in the sixth grade.	2.59		
10. Change the 4-H name.	8.00		
11. Allow senior members to design 4-H marketing efforts.	2.30		
12. Create a county newsletter for older members and adult leaders produced and edited by senior members.	3.67		
13. Build pride in being a 4-Her.	1.78		
14. Associate 4-H with fun as opposed to sitting in a classroom.	1.70		

MEETING SCHEDULES AND ORGANIZATION

	Group Rating		
1. Increase the number of senior clubs	4.63		
2. Increase the number of senior meetings.	4.48		
3. Conduct project or special interest groups in non-classroom setting after school.	2.70		
4. Schedule activities and events that meet the time schedule of the 4-H member.	1.81		
5. Ask 4-H agents to meet with all students in their county in grades 4-12 twice a year, no more, no less.	7.11		
6. Set meeting 4-H program schedule around other school activities.	2.89		
7. Schedule more activities at all levels (county, district and state) on weekends and after school.	4.56		
8. Offer programs at all different times of the day.	4.93		
9. Plan meetings at night rather than the afternoon after school.	5.37		
10. Deliver programs to teens during high school enrichment period.	3.74		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
11. Plan the first club meeting at a restaurant.	6.41		
12. Meet a smaller number of Explorer and Junior clubs to have adequate time for a senior 4-H program.	5.63		
13. Meet at the middle schools.	2.93		
14. Increase visibility of 4-H to seniors through more scheduled meetings at the high schools.	3.65		
15. Take the 4-H program out of the schools.	8.78		
16. Not meet at the high school.	7.70		
17. Try to meet clubs at the high school.	3.33		
18. Spend lots of time (agents) at the high school.	3.96		
19. Be present at the high school at a designated time (agents).	3.00		
20. Alter traditional officers to chairmen, teen leader, captain or group coordinator.	4.93		
21. Give a door prize at every club meeting.	6.70		
22. Offer incentives for meeting attendance.	4.78		
23. Always provide snacks.	5.11		
24. Find a "good" senior 4-H program, determine what makes it a good one and model it.	3.33		

PROGRAM PLANNING & CURRICULUM

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
1. Increase enrollment by physically getting into the schools and put enrollment cards into the hands of the right teachers.	4.26		
2. Develop a winning county program.	3.78		
3. Create a plan of what experiences you want your seniors to have and then plan activities to expose them to those experiences.	3.54		
4. Develop a fundraising program so that you have money with which to conduct programs.	3.37		
5. Provide "teenage projects" - ones that seniors request and are interested in.	1.89		
6. Create a summer sports league for senior members such as volleyball, golf or basketball.	5.69		
7. Provide honest feedback to seniors.	2.41		

	Group Rating	Your Rating	Your Reasons for Disagreeing (if you do)
8. Provide new and different opportunities for senior members that excites and challenges them.	1.67		
9. Provide lots of participation opportunities.	2.15		
10. Plan activities other than breadbaking and posters for seniors.	1.48		
11. Not keep having the same programs year after year.	2.33		
12. Focus on agriculture and home economics programs.	4.78		
13. Conduct a statewide senior camp instead of District senior camps.	4.74		
14. Drop all activities in which the majority of senior members are not interested in participating.	4.19		
15. Deliver more creative and teen oriented programs and design a completely different program for seniors than elementary members.	2.04		
16. Involve the 4-H member's entire family in the 4-H program.	2.44		
17. Have more teaching in classrooms during club time.	4.74		
18. Use resources for new and exciting program materials that would interest seniors.	2.22		
19. Provide a workshop or camp to teach one subject matter thoroughly (i.e. horse or nutrition).	3.85		
20. Provide "high-tech" learning opportunities such as hands-on computer activities.	3.19		
21. Place more emphasis on work done with younger youth in record books.	5.19		
22. Get rid of record books.	5.59		
23. Totally revamp the senior program.	4.48		
24. Eliminate individual competition such as record books.	6.07		
25. Update senior project literature.	2.96		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
26. Emphasize personal dossiers, not record keeping.	4.07		
27. Provide agents with user friendly curricula that would be of interest to the senior audience.	2.85		
28. Train teens to deliver programs using the DART curriculum as one vehicle to attract youth who are not interested in competition.	4.70		
29. Provide short-term projects and activities.	2.96		
30. Expand the type projects offered (i.e. computers).	2.93		
31. Re-write the 4-H literature to be more diverse.	3.89		
32. Decrease the amount of records for senior 4-H.	4.78		
33. Encourage senior members to attend state events.	2.30		
34. Make it an honor to attend state events.	2.00		
35. Plan the program with youth, not for youth.	1.56		
36. Let 4-Hers plan their own events.	2.67		
37. Use a senior advisory committee to help shape county, district and state programs.	2.37		
38. Listen to active senior 4-H members.	2.44		
39. Conduct only the activities that seniors want to participate in.	4.07		
40. Survey teens who are not 4-H members to determine what would be of interest to them.	2.33		
41. Ask 4-H member what he or she suggests to increase senior enrollment.	2.27		
42. Involve 4-H members in the decision-making process.	1.85		
43: Organize project groups led by adult volunteer leaders to match the interests of the senior high audience.	2.78		
44. Aggressively market the 4-H judging activities.	3.00		
45. Offer senior members the opportunity to participate in all judging team activities.	3.00		

JUNIOR HIGH

1. Increase 4-H activities on the junior and junior high levels.	3.37		
2. Invite active eighth graders to senior meetings.	4.96		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
3. Use more time for junior high events.	3.67		
4. Sell the benefits of staying in 4-H to the junior high audience.	2.15		
5. Encourage the previous year's eighth graders and previous senior members to re-enroll with a circular letter following the enrollment session.	3.59		
6. Sign up eighth graders in Honor Club before they head off to high school.	3.23		
7. Either call or send a personal letter to eighth grade members inviting them to participate in Honor Club and to promote All Stars.	2.81		
8. Begin working with the junior high levels for strong participation to follow over to senior level participants.	2.15		
9. Promote the fun activities that come for high school kids in 4-H at an earlier level.	2.19		
10. Work to make junior high programs more meaningful.	2.44		

CITIZENSHIP & LEADERSHIP

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
1. Develop more service projects for senior members.	2.41		
2. Start a senior service fraternity.	3.74		
3. Plan long-lasting community activities.	3.67		
4. Make the opportunity to run for state office known to seniors and then encourage them to run.	4.48		
5. Allow seniors to plan and set up junior camp and then allow them to receive special recognition as a team or individual as judged by camp staff and agents.	5.04		
6. Offer leadership opportunities like going to elementary school 4-H meetings, conducting project groups, judging contests and assisting juniors with presenting district demonstrations.	3.04		
7. Allow seniors to teach with agents and adult volunteer leaders.	2.67		
8. Give seniors more responsibility (i.e. judging team coaches, teen leaders at camp, livestock shows, fairs, etc...).	2.74		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
9. Offer special leadership training to teens.	2.44		
10. Encourage seniors to serve as resource persons at the high schools.	2.96		
11. Provide opportunities for teens to serve as mentors to junior high members.	2.11		
12. Create a teen leadership council in every county.	3.30		
13. Provide seniors with ways to be in leadership roles with younger 4-H members.	2.52		
14. Offer train the trainer activities for teens.	2.88		

HONOR CLUB & ALL STAR INVOLVEMENT

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
1. Develop an exciting Honor Club program.	1.78		
2. Increase Honor Club membership by updating the forms to give more credit to participation in events.	3.00		
3. Plan regular activities for Honor Club and All Star members.	1.93		
4. Increase Honor Club and All Star activities.	2.44		
5. Stress the value of becoming a 4-H Honor Club and All Star member.	2.22		
6. Promote All Stars to non 4-H members.	4.19		

SOCIAL OPPORTUNITIES

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
1. Provide social opportunities for seniors such as dances and tours.	2.15		
2. Always include fun in every 4-H event or activity.	1.52		
3. Provide more social activities for seniors.	1.93		
4. Plan more recreational activities with other counties.	2.22		
5. Offer more social than competitive activities.	3.19		
6. Provide more opportunities for senior 4-Hers to meet each other across the state.	3.07		
7. Provide as many social events as service-oriented events for senior members.	2.81		
8. Conduct more fun activities placing priority on things which are fun to senior members and not necessarily educational.	4.22		

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)

CAREER OPPORTUNITIES

1. Take a trip to the U.T. campus for a "career day". 3.48

2. Develop a program for teens to look at careers. 2.44

3. Develop career materials related to future job opportunities such as "high-tech" ag careers. 2.67

4. Emphasize career opportunities in agriculture and home economics. 3.56

TRAVEL OPPORTUNITIES

1. Provide opportunities for programs (i.e. exchange trips, recreational outings, service opportunities). 2.15

2. Offer more field trips. 2.67

3. Increase the number of 4-H sponsored trips. 3.11

4. Market Citizenship Washington Focus type trip for non 4-Hers at a different time. 5.48

5. Offer out-of-state exchange trips on the county level. 3.63

6. Plan a special trip for all members that attend 90% of the meetings. 3.44

7. Offer as many field and exchange trips as money will allow. 3.59

8. Develop tours to universities to look at college life. 3.44

9. Offer a county senior member tour similar to the county agents tour. 3.85

10. Offer day trips such as Opryland, white-water rafting, etc... 2.56

RECOGNITION

1. Market the availability of scholarships through 4-H. 2.63

2. Give cash incentives for participation. 5.07

3. Offer incentives such as savings bonds, cash, plaques, etc... for participation and accomplishments. 3.22

4. Increase county recognition with special trips. 2.73

5. Offer a county college scholarship for graduating seniors that have been active for nine years. 3.67

	Group Rating	Your Rating	Your Reason for Disagreeing (if you do)
6. Provide larger scholarships.	3.56		
7. Improve scholarship opportunities.	3.04		
8. Give awards other than ribbons.	2.81		
9. Provide meaningful recognition for all participants.	1.70		
10. Increase recognition for seniors.	2.19		

ADDITIONAL COMMENTS:

APPENDIX D

**STRATEGIES FOR CHANGE WITHIN THE
TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES**

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
1. Plan activities other than bread baking and posters for senior members.	1.48	.80
2. Cultivate a good relationship with high school administrators and teachers.	1.52	.80
3. Always include fun in every 4-H event or activity.	1.52	1.05
4. Plan the program with youth, not for youth.	1.56	.75
5. Provide new and different opportunities for senior members that excites and challenges them.	1.67	.78
6. Hire open-minded staff who can communicate with youth, collaborate with the educational system and create exciting program opportunities.	1.67	1.04
7. Associate 4-H with fun as opposed to sitting in a classroom.	1.70	1.03
8. Provide meaningful recognition for all participants.	1.70	1.32
9. Make job expectations clear to the agent.	1.74	1.13
10. Develop an exciting Honor Club program.	1.78	.75
11. Build pride in being a 4-Her.	1.78	.80
12. Schedule activities and events that meet the time schedule of the 4-H member.	1.81	1.55
13. Involve 4-H members in the decision-making process.	1.85	.91
14. Be sure that some adult, either paid or volunteers, shows individual interest in senior members for encouragement and guidance in 4-H activities.	1.85	1.10

**STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES**

	Mean	Standard Deviation
15. Provide "teenage projects" - ones that seniors request and are interested in.	1.89	1.01
16. Allow for meaningful interaction between youth and adults.	1.89	1.15
17. Plan regular activities for Honor Club and All Stars.	1.93	.92
18. Provide more social activities for seniors.	1.93	.92
19. Make it an honor to attend state events.	2.00	1.04
20. Deliver more creative and teen oriented programs and design a completely different program for seniors than elementary members.	2.04	1.48
21. Encourage active 4-H members to recruit new members.	2.11	1.05
22. Provide opportunities for teens to serve as mentors to junior high members.	2.11	1.05
23. Sell the benefits of staying in 4-H to the junior high audience.	2.15	1.03
24. Provide opportunities for programs (i.e. exchange trips, recreational outings, service opportunities).	2.15	1.06
25. Provide lots of participation opportunities.	2.15	1.13
26. Begin working with the junior high levels for strong participation to follow over to senior level participants.	2.15	1.23
27. Provide social opportunities for seniors such as dances and tours.	2.15	1.49
28. Promote the fun activities that come for high school kids in 4-H at an earlier level.	2.19	.88
29. Increase recognition for seniors.	2.19	1.59

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
30. Use resources for new and exciting program materials that would interest seniors.	2.22	1.01
31. Plan more recreational activities with other counties.	2.22	1.25
32. Stress the value of becoming a 4-H Honor Club and All Star member.	2.22	1.55
33. Ask 4-H member what he or she suggests to increase senior enrollment.	2.27	1.00
34. Allow senior members to design 4-H marketing efforts.	2.30	1.03
35. Make job expectations clear to adult volunteer leaders.	2.30	1.27
36. Encourage senior members to attend state events.	2.30	1.56
37. Not keep having the same programs year after year.	2.33	1.21
38. Survey teens who are not 4-H members to determine what would be of interest to them.	2.33	1.33
39. Use a senior advisory committee to help shape county, district and state programs.	2.37	1.18
40. Recruit dynamic adult volunteers who enjoy working with teens.	2.37	1.71
41. Develop more service projects for senior members.	2.41	1.28
42. Provide honest feedback to seniors.	2.41	1.69
43. Work with TN Department of Education and school superintendents to change policy so that 4-H trips are considered a school activity.	2.41	1.85
44. Offer special leadership training to teens.	2.44	1.25

**STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES**

	Mean	Standard Deviation
45. Involve the 4-H member's entire family in the 4-H program.	2.44	1.65
46. Listen to active senior 4-H members.	2.44	1.65
47. Work to make junior high programs more meaningful.	2.44	1.65
48. Increase Honor Club and All Star activities.	2.44	1.72
49. Develop a program for teens to look at careers.	2.44	1.22
50. Encourage more activity on the part of agents.	2.44	1.50
51. Provide seniors with ways to be in leadership roles with younger 4-H members.	2.52	1.42
52. Hold 4-H agents accountable for conducting programs for senior members - not office hours.	2.52	1.63
53. Try to change the image and perception of 4-H to be more "cool."	2.52	1.95
54. Recruit a 4-H sponsor from the high school faculty (i.e. yearbook sponsor, cheerleader sponsor).	2.52	2.33
55. Offer day trips such as Opryland, white-water rafting, etc...	2.56	1.72
56. Start to break the barrier that 4-H is uncool in the sixth grade.	2.59	1.65
57. Increase personal contact between agent and seniors through judging teams, Honor Club project groups, etc...	2.59	2.02
58. Involve more parents in the senior program.	2.62	1.77
59. Visit the middle school and high school to increase agent visibility.	2.63	1.69
60. Market the availability of scholarships through 4-H.	2.63	1.92

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
61. Make working with teens an expectation, not an option.	2.63	2.11
62. Develop career materials related to future job opportunities such as "high-tech" ag careers.	2.67	1.24
63. Offer more field trips.	2.67	1.33
64. Allow seniors to teach with agents and adult volunteer leaders.	2.67	1.33
65. Let 4-Hers plan their own events.	2.67	1.71
66. Conduct project or special interest groups in non-classroom setting after school.	2.70	2.02
67. Increase county recognition with special trips.	2.73	1.08
68. Give seniors more responsibility (i.e. judging team coaches, teen leaders at camp, livestock shows, fairs, etc...).	2.74	1.58
69. Organize project groups led by adult volunteer leaders to match the interests of the senior high audience.	2.78	1.95
70. Provide as many social events as service-oriented events for senior members.	2.81	1.27
71. Give awards other than ribbons.	2.81	1.49
72. Either call or send a personal letter to eighth grade members inviting them to participate in Honor Club and to promote All Stars.	2.81	1.57
73. Train more adult volunteer leaders to work with the senior high audience.	2.81	1.82
74. Market 4-H as a part of UT.	2.81	1.84
75. Periodically train staff to work with the senior level.	2.81	1.86

**STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES**

	Mean	Standard Deviation
76. Work with schools closely to make the 4-H program a supplement to formal education.	2.81	2.27
77. Provide agents with user friendly curricula that would be of interest to the senior audience.	2.85	1.83
78. Work with schools closely to provide more time for students to participate in a variety of clubs (including 4-H).	2.85	2.14
79. Offer train-the-trainer activities for teens.	2.88	1.40
80. Set meeting 4-H program schedule around other school activities.	2.89	1.87
81. Work closely with high school teachers to develop a curriculum that they could use in conjunction with existing high school curriculum.	2.89	2.28
82. Meet at the middle schools.	2.93	1.49
83. Expand the type project offered (i.e. computers).	2.93	1.77
84. Recognize Extension agents for successful teen programs.	2.93	2.13
85. Provide short-term projects and activities.	2.96	1.29
86. Encourage seniors to serve as resource persons at the high schools.	2.96	1.40
87. Provide special learning opportunities in high school classrooms (i.e. Envirothon).	2.96	1.45
88. Update senior project literature.	2.96	1.68
89. Work closely with vocational agriculture and home economics teachers at the high school.	2.96	1.85
90. Offer programs to high school clubs like FFA, FHA, Beta, etc... and market what 4-H has to offer.	3.00	1.57

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
91. Be present at the high school at designated time (agents).	3.00	1.75
92. Aggressively market the 4-H judging activities.	3.00	1.75
93. Offer senior members the opportunity to participate in all judging team activities.	3.00	1.82
94. Increase Honor Club membership by updating the forms to give more credit to participation in events.	3.00	2.04
95. Offer leadership opportunities like going to elementary school 4-h meetings, conducting project groups, judging contests and assisting juniors with presenting district demonstrations.	3.04	1.79
96. Involve more adult volunteer leaders to work with senior 4-H members.	3.04	2.01
97. Improve scholarship opportunities.	3.04	2.10
98. Provide more opportunities for senior 4-Hers to meet each other across the state.	3.07	2.11
99. Increase the number of 4-H sponsored trips.	3.11	1.74
100. Create a media blitz to expand the image to more than agriculture and home economics.	3.19	1.66
101. Offer more social than competitive activities.	3.19	1.80
102. Provide "high-tech" learning opportunities such as hands-on computer activities.	3.19	1.86
103. Recruit a committee of adult volunteer leaders readily interested in senior members to provide leadership and help in planning activities.	3.19	1.94
104. Offer incentives such as savings bonds, cash, plaques, etc...for participation and accomplishments.	3.22	2.17

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
105. Sign up eighth graders in Honor Club before they head off to high school.	3.23	2.16
106. Promote activities related to seniors using mass media.	3.26	1.89
107. Involve a core of business, educational and civic-minded citizens in the development, conduct and direction of the senior 4-H program.	3.26	1.68
108. Create a teen leadership council in every county.	3.30	2.43
109. Assign faculty to assist with programs that can related to this age group.	3.33	2.04
110. Find a "good" senior 4-H program, determine what makes it a good one and model it.	3.33	2.20
111. Try to meet clubs at the high school.	3.33	2.25
112. Increase 4-H activities on the junior and junior high levels.	3.37	1.74
113. Develop a fundraising program so that you have money with which to conduct programs.	3.37	1.86
114. Recruit more adult volunteer leaders who are willing to work odd hours to reach our senior audience.	3.41	2.27
115. Plan a special trip for all members that attend 90% of the meetings.	3.44	1.89
116. Develop tours to universities to look at college life.	3.44	2.17
117. Encourage 4-H agents to make programming with the senior audience a priority.	3.48	1.85
118. Take a trip to the UT campus for a "career day".	3.48	1.97

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
119. Create a plan or what experiences you want your seniors to have and then plan activities to expose them to those experiences.	3.54	1.58
120. Emphasize career opportunities in agriculture and home economics.	3.56	2.06
121. Provide larger scholarships.	3.56	2.47
122. Offer as many field and exchange trips as money will allow.	3.59	2.27
123. Encourage the previous year's eighth graders and previous senior members to re-enroll with a circular letter following the enrollment session.	3.59	2.32
124. Offer out-of-state exchange trips on the county level.	3.63	2.29
125. Increase visibility of 4-H to seniors through more scheduled meetings at the high schools.	3.66	2.02
126. Use more time for junior high events.	3.67	1.14
127. Facilitate community activities and involvement with other youth-serving and educational groups.	3.67	1.75
128. Plan long-lasting community activities.	3.67	2.08
129. Create a county newsletter for older members and adult leaders produced and edited by senior members.	3.67	2.27
130. Attend other school events and functions (Basketball games, concerts, plays) to show the students you're interested in what they are doing.	3.67	2.48
131. Offer a county college scholarship for graduating seniors that have been active for nine years.	3.67	2.81
132. Deliver programs to teens during high school enrichment period.	3.74	1.97

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
133. Start a senior service fraternity.	3.74	1.97
134. Make it understood that 4-H agents are to work an average of 40 hours per week with no set office hours (flex time).	3.74	2.86
135. Develop a winning county program.	3.78	2.15
136. Consider a cooperative arrangement with art, FFA, FHA, business or environmental clubs.	3.81	2.15
137. Provide a workshop or camp to teach one subject matter thoroughly (i.e. horse or nutrition).	3.85	1.90
138. A designated senior program person should receive special training in how to work with volunteers in the senior 4-H program so that new materials and ideas could be brought into the program.	3.85	2.09
139. Recruit adult volunteer leaders that can train district winning judging teams.	3.85	2.48
140. Offer a county senior member tour similar to the county agents tour.	3.85	2.51
141. Re-write the 4-H literature to be more diverse.	3.89	2.12
142. Offer one intensive week of inservice for 4-H agents instead of several throughout the year to allow more time in the county.	3.89	2.45
143. Involve senior members in other civic organizations such as Farm Bureau, Rotary, Kiwanis, etc.	3.96	1.79
144. Spend lots of time (agents) at the high school.	3.96	2.16
145. Serve as a guest lecturer at a science class.	3.96	2.47
146. Conduct only the activities that seniors want to participate in.	4.07	1.82

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
147. Emphasize personal dossiers, not record keeping.	4.07	2.13
148. Drop all activities in which the majority of senior members are not interested in participating.	4.19	2.06
149. Promote All Stars to non 4-H members.	4.19	2.51
150. Discover unique recruiting techniques by asking how other school clubs obtain membership.	4.22	2.06
151. Conduct more fun activities by placing priority on things which are fun to senior members and not necessarily educational.	4.22	2.06
152. Increase enrollment by physically getting into the schools and put enrollment cards into the hands of the right teachers.	4.26	2.51
153. Make the opportunity to run for state office known to seniors and then encourage them to run.	4.48	2.42
154. Totally revamp the senior program.	4.48	2.47
155. Increase the number of senior meetings.	4.48	2.50
156. Allow 4-H agents to work with a smaller number of 4-Hers. One agent per 1000 is unrealistic.	4.52	2.99
157. Plan and conduct tours to county factories and businesses.	4.52	2.17
158. Schedule more activities at all levels (county, district and state) on weekends and after school.	4.56	2.39
159. Provide outstanding motivational speakers for school-wide assemblies.	4.63	2.29
160. Increase the number of senior clubs.	4.63	2.47

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
161. Train teens to deliver programs using the DART curriculum as one vehicle to attract youth who are not interested in competition.	4.70	2.05
162. Work more closely with private industry.	4.74	2.31
163. Have more teaching in classrooms during club time.	4.74	2.35
164. Conduct a statewide senior camp instead of district senior camps.	4.74	2.92
165. Focus on agriculture and home economics programs.	4.78	2.26
166. Insist on a volunteer-drive program.	4.78	2.36
167. Decrease the amount of records for seniors.	4.78	2.39
168. Offer incentives for meeting attendance.	4.78	2.52
169. Involve youth-serving organizations and agencies in a "Youth Day". Enroll them in 4-H and redefine participation to include only major activities and events and special study opportunities.	4.85	2.03
170. Encourage agents to become involved in civic-minded citizens in the development, conduct and direction of the senior 4-H program.	4.85	2.61
171. Offer programs at different times of the day.	4.93	1.71
172. Alter traditional officers to chairmen, teen leader, captain or group coordinator.	4.93	2.37
173. Invite active eighth graders to senior meetings.	4.96	2.16
174. Designate one professional staff member at the state, district and county level to be responsible for the 4-H senior program.	4.96	2.71

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
175. Relieve a designated senior program person from all other 4-H program responsibilities except those related to the conduct of senior programming and related events and activities.	5.00	2.65
176. Hire more staff.	5.00	2.66
177. Utilize adult volunteer leaders with lower grades (4 & 5) to allow agents more time to work with senior audience.	5.04	2.39
178. Allow seniors to plan and set up junior camp and then allow them to receive special recognition as a team or individual as judged by camp staff and agents.	5.04	2.41
179. Give cash incentives for participation.	5.07	2.81
180. Always provide snacks.	5.11	2.83
181. Place more emphasis on work done with younger youth in record books.	5.19	2.65
182. Plan meetings at night rather than the afternoon after school.	5.37	1.69
183. Market Citizenship Washington Focus type trip for non-4-Hers at a different time.	5.40	2.23
184. Get rid of record books.	5.59	2.66
185. Meet a smaller number of Explorer and Junior clubs to have adequate time for a senior 4-H program.	5.63	2.37
186. Create a summer sports league for senior members such as volleyball, golf or basketball.	5.69	2.51
187. Eliminate individual competition such as record books.	6.07	2.74
188. Plan the first club meeting at a restaurant.	6.41	1.91

STRATEGIES FOR CHANGE WITHIN THE TENNESSEE 4-H CLUB PROGRAM
PRIORITIZED BY MEAN SCORES

	Mean	Standard Deviation
189. Hire a state level specialist to coordinate senior 4-H programs.	6.56	2.42
190. Give a door prize at every meeting.	6.70	2.41
191. Ask 4-H agents to meet with all the students in their county in grades 4-12 twice a year, no more, no less.	7.11	2.52
192. Not meet at the high school	7.70	1.92
193. Change the 4-H name.	8.00	2.13
194. Move 4-H agents office out of the Extension office and into the Department of Education offices.	8.07	1.86
195. Take the 4-H program out of the schools	8.78	.58

VITA

Susan Mobley Perrin was born on August 24, 1960 in Chattanooga, Tennessee. She was raised as an only child by her parents Walter and Dorothy Mobley. After her parent's divorce, Susan's mother remarried and the family was joined by step-father, Charles Holcombe and two step-sisters, Cathy and Cristy. In 1983 she entered The University of Tennessee, Chattanooga, majoring in Human Ecology. She married Brian Perrin in 1986 and graduated in May of 1988 with a Bachelor of Science degree. After graduation she was employed by the Tennessee Department of Human Services as an eligibility counselor. She began work in 1989 for The University of Tennessee Agricultural Extension Service as Assistant Extension Agent responsible for adult and 4-H home economics in Van Buren County. She began her graduate studies in January , 1991 at The University of Tennessee, Knoxville. She is a member of the Tennessee Association of Extension Family and Consumer Scientists, the Tennessee Association of Extension 4-H Workers and Epsilon Sigma Phi. During her graduate studies, she was initiated into Gamma Sigma Delta national honor society. In November 1993, Susan transferred to Rhea County where she now works as Associate Extension Agent responsible for 4-H Family and Consumer Science. In December, 1997, she graduated with a Master of Science degree in Agricultural and Extension Education.