

THE EFFECT OF 4-H PARTICIPATION ON CITIZENSHIP AND CIVIC ENGAGEMENT SKILLS IN ADULT
ALUMNI

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ABSTRACT

The purpose of this study is to describe how participation in Idaho 4-H youth development programs impacts the citizenship, civic engagement and leadership life skills of the participants in adulthood. Objectives for the study included: describing participants' perceptions of citizenship and leadership and how Idaho 4-H youth development programs impacted their views and actions in citizenship, civic engagement, and leadership life skills as adults; describing other factors participants feel contributed to the growth, views and actions in those life skill areas; determining what 4-H programs, activities and projects Idaho 4-H alumni participated in and which were most impactful to their growth and development of citizenship, civic engagement and leadership life skills; and describing improvements or changes that participants feel need to be made to the Idaho 4-H program which would strengthen the development of citizenship, civic engagement, and leadership life skills.

This study utilized a qualitative ethnographic research design and methodology. Participants were interviewed using an open-ended questionnaire. A total of 15 interviews were collected over a period of three months in the fall of 2013. Because of the large amount of data generated, only 12 of the interviews were used in the final analysis.

Overall participants felt the Idaho 4-H program had a positive impact on their citizenship, civic engagement and leadership life skills but they also noted other non-4-H youth development programs and activities that had influenced these life skills. Participants listed several current 4-H activities such as 4-H National Congress, 4-H National Conference, Teen Conference and Know Your Government Conference as having been especially important in the development of their citizenship, civic engagement and leadership life skills. While they felt these activities were beneficial, they had several suggestions for improvements and changes.

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DEDICATION

This thesis is dedicated to all of the Idaho 4-Hers, parents, leaders, Extension educators and staff who have contributed so much to this program over the years. The 4-H program has given me many great opportunities and an extended 4-H family. I hope this study helps even just a little bit to continue “making the best better.”

TABLE OF CONTENTS

Authorization to Submit Thesis	ii
Abstract.....	iii
Acknowledgements	iv
Dedication.....	v
Table of Contents.....	vi
List of Tables	ix
List of Figures	x
CHAPTER 1: INTRODUCTION.....	1
Background	2
What is 4-H?	2
History of 4-H.....	3
Impact of 4-H	5
Positive Youth Development and Life Skills.....	6
Purpose and Objectives	8
Definition of Terms	8
Limitations of the Study.....	10
CHAPTER 2: REVIEW OF THE LITERATURE	11
Youth Development Frameworks.....	12
The Six C’s Model.....	14
The Targeting Life Skills Model	16
Search Institute’s Assets Model.....	19
The Four Essential Elements.....	21
Comparing the Four Frameworks	22
Life Skills Development.....	23
Leadership	24
Citizenship.....	25
Summary.....	29

CHAPTER 3: METHODOLOGY	31
Purpose and Objectives of the Study	31
Research Design.....	31
Population.....	32
Instrument Development	36
Credibility and Trustworthiness.....	36
Data Collection	37
Data Analysis.....	37
CHAPTER 4: RESULTS	40
Purpose and Objectives of the Study	40
Findings.....	41
Objective 1.....	41
Objective 2.....	48
Objective 3.....	50
Objective 4.....	52
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS.....	57
Purpose and Objectives of the Study	57
Summary.....	57
Conclusions	58
Objective 1.....	58
Objective 2.....	60
Objective 3.....	62
Objective 4.....	62
Recommendations.....	64
Future Research Ideas	67
REFERENCES.....	69
APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER	75
APPENDIX B: PARTICIPANT RECRUITMENT ELECTONIC COVER LETTER	77

APPENDIX C: PARTICIPANT RECRUITMENT HARD COPY COVER LETTER	80
APPENDIX D: PARTICIPANT INTERVIEW INSTRUMENT	83
APPENDIX E: RAW DATA FROM PARTICIPANT INTERVIEWS.....	86

LIST OF TABLES

Table 1: The Six Cs of Positive Youth Development	15
Table 2: The 40 Developmental Assets for Adolescents Ages 12-18.....	20
Table 3: Participant Demographics and Involvement in 4-H.....	33
Table 4: Participant Responses and Themes for Definition of Leadership.....	42
Table 5: Participant Responses and Themes for Definition of Citizenship.....	45
Table 6: Participant Responses and Themes for Effect of 4-H on Citizenship and Leadership Skills	47
Table 7: Participant Responses and Themes for Other Factors Effecting Citizenship and Leadership Skills	50

LIST OF FIGURES

Figure 1: Targeting Life Skills Model 18

CHAPTER 1

INTRODUCTION

Youth development programs of the past viewed youth as “broken” and in need of fixing through the preventative programs they offered. Today, the focus of many of these programs has changed to preparing youth for life through skill building, participation, and leadership (Lerner, 2004). This reflects the more recent theory of positive youth development (PYD). PYD theory is based on the idea that youth have strengths and can be guided to become positive contributors to society. PYD strives to develop in youth the “Five C’s” – Competence, Confidence, Character, Connection and Caring. When these characteristics are developed successfully the sixth C, Contribution, emerges. Citizenship and leadership are key elements of Contribution. In his book, *Liberty: Thriving and Civic Engagement Among America’s Youth*, Richard Lerner envisions that:

When young people define themselves, morally and civically, as individuals committed to making valuable contributions to self, family, community, and society, they thrive – they enter onto life paths marked by positive behaviors (such as competence, confidence, and compassion) and by active participation in their communities (by civic engagement), they develop toward a future characterized by the sorts of contributions to which they have been committed. (Lerner, 2004, p. 10)

Thriving and effective youth development organizations offer youth opportunities to develop these characteristics (Lerner, 2004). The 4-H program is considered one of the premiere PYD programs in the United States and around the world. The program provides many avenues for participants to make contributions to themselves, their family, community and society while developing and increasing critical leadership and citizenship skills which will help them as young people and adults.

The 4-H program often describes itself as a community of young people across America learning leadership, citizenship and life skills. Is 4-H truly teaching young people leadership, citizenship and life skills? There are many other youth development programs with similar philosophies but 4-H is unique because it is publicly funded and reliant on the good-will of the people for its continued support. Federal, state and local budgets are tight due to an ever looming economic crisis and current sequestration cuts. The 4-H program must constantly prove its worth to stakeholders and justify their continued support. The purpose of this study is to describe how participation in Idaho 4-H youth development programs affects the future citizenship and civic engagement life skills of adult alumni. This research will help measure and demonstrate the impact of Idaho 4-H programming while also providing useful insights into program successes and areas that require improvement.

Background

What is 4-H?

The concept of 4-H began as a voluntary youth development and agricultural training program in the early 1900's. The program was created to meet the needs of youth through experiential and hands-on learning under the supervision of caring adults within the local community. The American population was expanding at this time and the demand on the agricultural industry was advancing rapidly but many farmers were reluctant to accept new farming technology and agricultural practices (Wessel & Wessel, 1982). Agriculture educators discovered that by introducing new agricultural methods and practices to children at school and requiring home projects, the children would take the new knowledge and skills home to their parents. The parents could then see the results of their children's projects and were more easily persuaded to try new methods (Lamm & Harder, 2009). Another challenge for educators at the time was to make public

schooling more applicable and connected to country life (Wessel & Wessel, 1982). The birth of the 4-H motto of “learning by doing” and the formation of community clubs for hands-on and practical learning was the next step in addressing these challenges.

There were many 4-H clubs beginning around the same time, but the starting of the first 4-H club is attributed to A.B. Graham in Clark County, Ohio in 1902. This first club was called “The Tomato Club” or the “Corn Growing Club” since these were popular projects (Wessel & Wessel, 1982). Within the next few years another educator, Jessie Field Shambaugh, developed the iconic clover pin with an H on each leaf. O.B. Martin suggested the H’s stand for:

- Head- Managing, Thinking
- Heart- Relating, Caring
- Hands- Giving, Working
- Health- Being, Living

These four H’s represent the values which members are developing as they complete projects and programs in many diverse areas such as aerospace, entomology, agriculture, entrepreneurship, fishing, financial management, foods, gardening, pets, robotics, small engines, visual arts, woodworking and many more (National 4-H Council, n.d.).

History of 4-H

The passing of the Smith-Lever Act in 1914 created the Cooperative Extension System (CES) as part of the United States Department of Agriculture (USDA) (National 4-H Council, n.d.). The CES is unique in that it is funded by a mixture of federal, state and local dollars and run by a partnership between the USDA, land-grant universities and local county offices. The combination of funding, research and knowledge helps educators to provide expertise and non-formal educational programming to their communities. This in turn allows individuals and families to be more self-

reliant and improve their lives (National 4-H Council, n.d.). The newly established 4-H program fell under the oversight of the CES and 4-H clubs were formalized as part of educational outreach and youth development programming.

The 4-H program has always encouraged youth to be involved with their communities. During wartimes, knowledgeable older 4-H youth had to step up when their fathers were recruited or drafted into military service. Younger 4-Hers contributed to the food supply by planting and tending victory gardens and doing production oriented projects (Lamm & Harder, 2009). The 4-H program and CES are continuing to bridge the gap today, in a time when rural, urban and suburban communities are very disconnected from each other and the image of agriculture is struggling to remain positive in the eyes of consumers. The 4-H program and CES do this by providing a large variety of relevant projects and focus areas. As the National 4-H Council website says:

Youth currently in 4-H are tackling the nation's top issues, from global food security, climate change and sustainable energy to childhood obesity and food safety. 4-H out-of-school programming, in-school enrichment programs, clubs and camps also offer a wide variety of science, engineering, technology and applied math education opportunities—from agricultural and animal science to rocketry, robotics, environmental protections and computer science—to improve the nation's ability to compete in key scientific fields and take on the leading challenges of the 21st century. (National 4-H Council, n.d.)

The 4-H program has grown since its humble beginnings in the basement of the Clark County, Ohio courthouse to encompass programs across the nation and around the world. Since its inception over 100 years ago it now has more than six million youth involved and is the nation's largest youth development program. The program has unparalleled reach and scope with 540,000 volunteers, 3,500 professionals and more than 60 million alumni (National 4-H Council, n.d.).

Impact of 4-H

Today, the goal of 4-H is to create a community of young people across America learning leadership, citizenship and life skills. As a future Extension educator it is important to know if 4-H is achieving this goal. Does the 4-H program have worth and value because it is changing the lives of others for the better? The 4-H program has influenced many people's career choices, provided role models, mentors, new friends and "4-H family." This program has also afforded many youngsters the opportunities to increase their public speaking skills, enhance their knowledge of management, provided experience in working with groups, making decisions, and leading meetings, and grown their understanding of keeping good records.

Studies have been done seeking more concrete empirical evidence of the impact of 4-H (Barnett, 2003; Goodwin et al., 2005; Seevers, Hodnett, & Leeuwen, 2011). These studies cover a broad range of life skill development but none have focused specifically on citizenship and civic engagement. There is much anecdotal evidence given by current and former 4-H participants about the positive benefits and impacts of 4-H on their lives. As Radhakrishna (2005) discovered,

Overall, it appears that participation in 4-H projects and activities, the value of projects completed, and other experiences alumni had in 4-H contributed to leadership development, personal development, subject knowledge, development of communications skills, and community development. By participating in 4-H programs and activities, alumni believe that they learned many of the day-to-day skills, values, and responsibilities. 4-H alumni also learned the value of giving service to the community. These results support the findings of earlier studies reported in the literature (Boyd, Herring & Briers, 1992; Collins & Associates, 1997; Fox, Schroeder & Lodl, 2003; Heinsohn & Cantrell, 1986; Ladewig & Thomas, 1987; Mead, Hirschl, Rodriguez & Goggin, 2000).

Not only does 4-H appear to benefit the participants but according to the National 4-H Council it has helped grow the American economy. Many companies in the agriculture, manufacturing, technology and education fields seek out 4-H alumni as employees (National 4-H Council, n.d.).

Positive Youth Development and Life Skills

In past decades youth were seen as “broken” with problems which needed to be fixed (Lerner, 2004). Youth development programs in these years tended to focus on preventative programming. Today, the focus of many programs has changed toward PYD and life preparation such as skill building, participation and leadership (Lerner, 2004). The theory of PYD is used as a basis for understanding and developing programs that help youth develop characteristics which will aid them in becoming healthy adults.

The 4-H program utilizes several PYD frameworks which will be discussed further in the literature review. All of these frameworks focus on developing life skills in youth, but the *Targeting Life Skills Model* (TLS) does a good job of breaking the life skills down into focused categories. The TLS model focuses on creating experiences and projects through youth development programs that develop the life skills youth will need to be successful and thriving adults (Norman & Jordan, 2012). The 35 different life skills are broken down into categories based on the four H’s: Head, Heart, Hands and Health. They are then further broken down into: thinking and managing (Head), relating and caring (Heart), giving and working (Hands) and living and being (Health). The life skills of leadership and citizenship, which this research will be focused on, fall under the “giving” category.

Citizenship and civic engagement and consequently leadership, are all-encompassing life skills which are essential in any area of life. The National 4-H Council’s Strategic Plan strives to provide high quality 4-H positive youth development by “leveraging its investments to create

conditions that lead to greater application of high quality 4-H PYD techniques” (National 4-H Council, 2011). They expect that:

Youth who “graduate from a high-quality 4-H PYD program emerge with skills that enable them to craft a sustainable livelihood for themselves and their families. They also enter adulthood ready to serve as catalysts for positive change in their community (National 4-H Council, 2011).

In the next several years the 4-H program will take on the challenges of defining PYD, measuring and demonstrating impact, identifying and elevating innovations in PYD, and applying the 4-H PYD model in diverse environments (National 4-H Council, 2011). Although some research has been done on the impact of 4-H into adulthood, periodic evaluation of 4-H programming is a healthy and useful tool which allows organizations to ascertain whether they are achieving their goals and if changes need to be made to benefit and improve the program. The 4-H Study of Positive Youth Development found that:

One of the conclusions we have drawn from our findings to date is that youth programs cannot remain static; they must expand and change so that they address the diverse and changing characteristics, needs and interests of adolescents and their families (Lerner, Lerner, & Colleagues, 2011, p. 20).

This study will endeavor to examine the Idaho 4-H program, explore the strengths and weaknesses of its citizenship and civic engagement programs, and pinpoint areas it may need to change or expand in order to effectively serve an increasingly diverse population.

Purpose and Objectives

The purpose of this study is to describe how participation in Idaho 4-H youth development programs impacts the citizenship, civic engagement and leadership life skills of the participants in adulthood. The following are the objectives of the study:

- Objective 1:** Describe participants' perceptions of citizenship and leadership and how Idaho 4-H youth development programs impacted their views and actions in citizenship, civic engagement, and leadership life skills as adults.
- Objective 2:** Describe other factors participants feel contributed to the growth, views and actions of citizenship, civic engagement, and leadership life skills.
- Objective 3:** Determine what 4-H programs, activities, and projects Idaho 4-H alumni participated in and which were most impactful to their growth and development of citizenship, civic engagement and leadership life skills.
- Objective 4:** Describe improvements or changes that participants feel need to be made to the Idaho 4-H program which would strengthen the development of citizenship, civic engagement, and leadership life skills.

Definition of Terms

4-H: a voluntary youth development and agricultural training program which began in the early 1900's and was created to meet the needs of youth ages 5-18 years old through experiential and hands-on learning under the supervision of caring adults to guide them and evaluate their accomplishments (Wessel & Wessel, 1982).

Civic engagement: civic engagement is focused on the *doing* of democracy, that is active *participation*, not simply cognitive knowledge of political systems (Kirlin, 2002, p. 571).

Life skills: learned competencies known to assist individuals with leading constructive and rewarding lives and include decision-making, accepting differences, teamwork, self-responsibility, cooperation and communication (Maass et al., p. 2, 2006).

Plasticity: capable of being molded or to be flexible, malleable and resilient (Plasticity, n.d.).

Positive youth development: a focus on the developmental characteristics which lead to positive outcomes and behaviors among young people. It is comprised of creating a combination of internal and external factors, or assets, which can lead to youth becoming successful adults (Heck & Subramaniam, 2009, p. 1).

Youth development: youth development can be seen in several different ways: as the natural process through which youth grow into adults; as a set of principles underlying youth programs that encourage thriving among youth; or as a set of practices that foster the development of young people (Hamilton, Hamilton, & Pittman, 2004).

Limitations of the Study

The limitations of this study include the following

- The data collected is only from Idaho 4-H program alumni and may not be generalizable to the population.
- Participants' memories of 4-H participation may not be completely accurate.
- Participants were recommended by Extension personnel and may be more high-achieving 4-Hers which would create a halo effect for the 4-H program.
- The researcher may have some bias because of the positive impact of 4-H participation on her life, career and skills.

CHAPTER 2

REVIEW OF THE LITERATURE

The overarching goal of the 4-H program is to create positive youth development (PYD). The 4-H program makes several assumptions about PYD which are being validated by continued research:

- youth who achieve their full potential are less likely to experience problems;
- supports and opportunities are important for the success of young people;
- communities are critical shapers of youth development, and can improve their capacity to build successful young people;
- youth need to be viewed as resources and in a positive light (Heck & Subramaniam, 2009, p. 1).

A large variety of life skills are targeted in the PYD models but citizenship, civic engagement and leadership are very common elements. Many studies have been done on the perceptions of life skill development and usefulness in 4-H youth, but not many have been done with 4-H alumni or specifically focused on citizenship, civic engagement and leadership. Discovering the perceptions of 4-H alumni about the effects of their 4-H participation on leadership and citizenship skills provides a unique perspective. Adults have experienced life and occupations that youth have not and can give a truer picture of the usefulness of 4-H experiences and training in their adult lives. Current youth participants may have gained leadership and citizenship skills that they are using currently but the 4-H program needs to know if youth are learning skills that allow them to “craft a sustainable livelihood for them and their families” and “serve as catalysts for positive change in their communities” as adults (National 4-H Council, 2011).

The references within this literature review were selected because they came from scholarly and respected sources and were focused on PYD and the impact of the 4-H program on the life skill development of youth and adults. This chapter introduces and summarizes research and materials related to the significance of perceived benefits and values of 4-H participation, PYD and the impacts of 4-H. The remainder of this section will be divided into four parts:

- Youth development frameworks and why they are important;
- An exploration of the four most commonly used positive youth development frameworks and their development, research base, strengths and limitations;
- The impacts of the 4-H program on the development of life skills;
- The 4-H mission of life skills development and the importance of citizenship and leadership life skills.

Youth Development Frameworks

First, it will be helpful to expand on the concepts of youth development and PYD. Several authors say youth development “can be seen in three different ways: as the natural process through which youth grow into adults; as a set of principles underlying youth programs that encourage thriving among youth; or as a set of practices that foster the development of young people” (Hamilton, Hamilton, & Pittman, 2004).

PYD has several different conceptualizations as well, depending on the author or practitioner. Generally, it refers to a focus on the developmental characteristics which lead to positive outcomes and behaviors among young people. It is comprised of creating a combination of internal and external factors, or assets, which can lead to youth becoming successful adults (Heck & Subramaniam, 2009, p. 1). Research suggests there is a link between PYD and the developmental

assets associated with youth programs. However, to attain successful PYD these programs must go beyond simple extracurricular activities and feature the “Big Three” which are:

- positive and sustained relationships between youth and adults;
- activities that build important life skills;
- opportunities for youth to use these life skills as both participants in and as leaders of valued community activities (Lerner, Lerner, & Colleagues, 2011, p. 7).

The concept and theory of PYD was developed as an alternative response to an idea that adolescence is a time of struggle during which youth are in danger of being broken and display their deficits (Lerner, Lerner, & Colleagues, 2011, p. 4). This idea has permeated adolescent development theory for many years, but PYD assumes the opposite. Lerner, Lerner and Colleagues contradict this idea and show that PYD assumes the perspective that:

Youth are developing individuals who display considerable strengths, and who can be guided to become positive and constructive contributors to society. Acknowledging that adolescents may face developmental problems, it is the goal of the positive youth development perspective to promote positive outcomes. This idea is in stark contrast to a perspective that focuses on punishment and the idea that adolescents are broken. (2011, p. 4)

The 4-H program’s mission is youth development and its goal is PYD. To accomplish this task, the program utilizes several youth development frameworks.

Youth development frameworks are important because they give direction and purpose to the program. Frameworks do this in several different ways by:

- guiding staff and volunteers toward programming that achieves specific, positive outcomes;
- providing objectives and direction for program evaluation;
- and helping to identify the long term outcomes of a youth development program (Heck & Subramaniam, 2009, p. 2).

The four frameworks include: the Six C's, TLS Model, Assets Model and the Four Essential Elements. These frameworks are the most well-known, best researched and most commonly used in the 4-H program.

The Six C's

The Six C's model is just one way of operationalizing PYD. The original development of this framework sought to identify the characteristics needed for youth to thrive as they develop and move into adulthood. Originally the list only included the Four C's of competence (literacy, employment, skills, ability to contribute); connection (caring human relationships, through mentoring, counseling and similar experiences); character (values of responsibility, honesty, equity, etc.); and confidence (self-esteem and hope) (Heck & Subramaniam, 2009, p. 15). Eventually, the fifth C of caring was added and the definitions of the five C's expanded. A few years later in 2004, Richard Lerner proposed the sixth C, contribution, which is a result of successfully providing the beginning five C's. The current six Cs of Positive Youth Development and their definitions are shown in Table 1.

Table 1*The "Six Cs" of Positive Youth Development*

"C"	Definition
Competence:	Positive view of one's actions in specific areas, including social, academic, cognitive, health, and vocational. Social competence refers to interpersonal skills (e.g., conflict resolution). Cognitive competence refers to cognitive abilities (e.g., decision making). Academic competence refers to school performance as shown, in part, by school grades, attendance, and test scores. Health competence involves using nutrition, exercise, and rest to keep oneself fit. Vocational competence involves work habits and exploration of career choices. Effective entrepreneurial skills may be one instance of vocational competence.
Connection:	Positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community and in which both parties contribute to the relationship.
Character:	Respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
Confidence:	An internal sense of overall positive self-worth and self-efficacy.
Caring/ Compassion:	A sense of sympathy and empathy for others.
Contribution:	Contributions to self, family, community, and to the institutions of a civil society.

R.M. Lerner, J.V. Lerner and Colleagues, 2011, Institute for Applied Research in Youth Development Tufts University, p. 6.

Some researchers may dismiss the validity of PYD and the Six C's framework because of the concept of plasticity in development for most children. This means that some children can develop in homes, schools and communities that lack resources but still be resilient and resistant to problems. Others may develop in ideal environments and still have various problems (Lerner, Lerner, & Colleagues, 2011, p. 6). However, a large body of evidence shows that PYD and the concepts within the Six C's theory provide essential resources and activities which launch youth on a path to

successful adulthood and contribution to their community, family and nation. PYD has been linked to the assets found in youth development programs such as 4-H, but there are still many questions to be answered about this link. For example, Lerner, Lerner and Colleagues (2011) want to discover how PYD theory can be translated into specific practices that will help young people thrive, and how youth development programs do this successfully? Their research through the 4-H Study of Positive Youth Development was done to help understand what developmental assets are already or potentially present in youth programs, especially 4-H programs (Lerner, Lerner, & Colleagues, 2011, p. 7).

The 4-H Study of Positive Youth Development began in 2002 with a group of fifth grade students, both 4-H participants and non-4-H participants, called “Wave 1.” Over the next several years, waves were added so that statistical analyses would retain their power. By the end of Wave 7, data had been collected from more than 7,000 participants in 44 states (Lerner, Lerner, & Colleagues, 2011, p. 7). Study results show support for the Six C’s within the 4-H sample and the researchers believe this is due to the higher levels of developmental assets available to 4-Hers, especially because of youth relationships with caring, competent and committed adults. The 4-H participants had higher scores in all the Five Cs areas, higher scores in the level of contribution and active and engaged citizenship, were more likely to make contributions to their communities, and had greater college/education expectations than non-4-H youth (Lerner, Lerner, & Colleagues, 2011.)

Targeting Life Skills Model

The Targeting Life Skills Model (TLS), as introduced earlier, was developed by Patricia Hendricks at Iowa State University. The TLS model focuses on creating experiences and projects through youth development programs that develop the life skills youth will need to be successful and thriving adults (Norman & Jordan, 2012, p. 1). The development of the model came after extensive

literature reviews in the areas of youth development, resilience and program evaluation. The model is intended to be used as a basis for development of specific skills in youth by program staff.

TLS has been conceptualized as a “wheel” developed around the basis of the 4-H Pledge with the categories of Head, Heart, Hands and Health. Each of the four categories is further divided into subcategories of relating and caring (Heart); managing and thinking (Head); living and being (Health) and giving and working (Hands). These categories are then broken down into 35 different life skills.

Figure 1

Targeting Life Skills Model



Hendricks, P.A. (1996). *Targeting Life Skills Model*. Iowa State University Extension.

The TLS model was intended for use by the 4-H program and emphasizes that skills in the competency areas are appropriate to the youth participating in the program. Programs must offer experiences and continued practice so that youth can acquire mastery of the skills (Norman & Jordan, 2012, p. 1). The skills identified in the TLS model have also been used to create evaluation tools for measuring life skills and evaluating program impact.

Search Institute Assets Model

The Search Institute's Assets model was developed during the 1990's and focused on the resiliency of youth. The creators hoped to identify supportive assets available to youth that help them thrive (Heck & Subramaniam, 2009, p. 5). Similar to the development of the PYD framework in general, the Assets model was a contrast to the prevailing theories of public health and other fields at the time. They tended to focus on risk factors which could lead to negative outcomes in youth and tried to provide preventative measures. "The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them to become caring, responsible, successful adults" (Search Institute, n.d.).

The resiliency approach of the Assets model focuses on the strengths of young people, both internal and external. The idea is that increasing the strengths in the lives of young people will foster positive outcomes and allow youth to avoid problem behaviors (Heck & Subramaniam, 2009, p. 5). These assets are divided into internal and external assets. Internal assets are subdivided into areas of commitment to learning, positive values, social competencies and positive identity. External assets are then further subdivided into the areas of support, empowerment, boundaries and expectations, and lastly, constructive use of time. "Research on the underlying factors in the Assets model supports a developmental systems theory, demonstrating that internal as well as external

factors are both important in promoting positive youth development” (Heck & Subramaniam, 2009, p. 5). The 40 developmental assets for adolescents ages 12-18 are listed in Table 2.

Table 2

The 40 Developmental Assets for Adolescents Ages 12-18

<i>External Assets: Domain</i>	<i>Specific Assets</i>
Support	Family support; positive family communication; support from other adult relationships; caring neighbors; caring school climate
Empowerment	Adults in the community value youth; youth are considered to be resources in the community; youth volunteers community service at least one hour a week; youth feels safe at home, school, and in the neighborhood
Boundaries and expectations	Family boundaries: Clear rules and consequences, and family monitoring; school boundaries; neighbors help to monitor young people’s behavior; adults as positive role models; positive peer influences: best friends model responsible behavior; high expectations from parents and teachers
Constructive use of time	Creative activities: three or more hours per week in music, theater, or other arts; youth programs: three or more hours per week spent in sports, clubs, or other organizations; religious community: one or more hours per week at a religious institution; time at home: spending no more than two nights a week out with friends

<i>Internal Assets: Domain</i>	<i>Specific Assets</i>
Commitment to learning	Motivated to achieve in school; school engagement: actively engage in learning; homework: at least one hour per night on school days; caring about the school; reading for pleasure at least three hours per week
Positive values	Caring and helping other people; equality and social justice: youth cares about reducing hunger and poverty; integrity: youth stands up for his/her beliefs; honesty; accepts personal responsibility; restraint: chooses not to partake in sexual activity, alcohol or drugs

<i>Internal Assets: Domain</i>	<i>Specific Assets</i>
Social competencies	Planning and decision making; interpersonal competence: empathy, sensitivity, friendship skills; cultural competence and accepting differences; resistance skills: resisting negative peer pressure and dangerous situations; peaceful conflict resolution
Positive identity	Personal power: youth feels she/he has control over things that happen to her/him; self-esteem; sense of purpose; optimism about one's own future

K. E. Heck and A. Subramaniam, 2009, p. 6-7.

The Four Essential Elements

The Four Essential Elements of Youth Development were originally identified as the “Circle of Courage” in the 1990’s. The Circle of Courage elements were then included in an article in 2003 by Cathann Kress which examined the relevance of the elements among 4-H members using data from a 4-H study done in New York (Heck & Subramaniam, 2009, p. 13). Around the same time, a National 4-H Impact Assessment Project also identified eight critical elements of PYD. They felt these elements were most important to developing positive youth outcomes in youth development programming based on a review of research literature and a survey of over 2,400 youth ages 5-19 in eight states.

After the National 4-H Impact Assessment Project report was published, Kress combined the eight critical elements into the four Circle of Courage characteristics to create the Four Essential Elements which now include:

- **Belonging:** includes having relationships with caring adults; and an inclusive and safe environment.
- **Mastery:** includes opportunities for mastery and engagement in learning.

- **Independence:** includes opportunities to see oneself as an active participant in the future and the opportunity for self-determination.
- **Generosity:** the opportunity to value and practice service to others (Kress, 2003).

These four elements are considered to be the critical components that the National 4-H Headquarters would like to see promoted in 4-H youth development programs.

Comparing the Four Frameworks

The Six C's, TLS model, Assets model and the Four Essential Elements have all shaped and molded the ideas and goals of the 4-H program today but each has left its own distinctive mark and will continue to do so. The TLS model's focus is on quality youth development programming, while the Six C's and the Four Essential Elements emphasize youths' internal developmental needs during adolescence (Heck & Subramaniam, 2009, p. 20). The Assets model spans these two groups by focusing on not only the theory of positive assets and quality programming, but also describes the specific components and experiences a program should provide in order for youth to thrive (Heck & Subramaniam, 2009, p. 20).

Each of the four different frameworks focus on slightly different aspects of the PYD of young people or the organizations they attend, such as 4-H, but they also have several points in common.

- The models all address the importance of positive and supportive relationships with others, whether peers, family members, teachers, mentors or other adults.
- Most of the frameworks include a focus on having strong personal values and character, as well as empathy and/or caring for others.
- They all emphasize the importance of academic success, skill building or commitment to learning.
- Most include a dimension related to plans and goals for the future.

- Most include some aspect of contribution or civic involvement (Heck & Subramaniam, 2009, p. 20).

Out of these commonalities, I have chosen to focus my research on the aspects of contribution or civic involvement and skill building. Exploration of the PYD frameworks, which are the basis for 4-H programming, sets the stage for a discussion of the importance of life skill development.

Life Skill Development

The National 4-H Council's Strategic Plan (2012) lists several outcomes which should occur as a result of involvement in high quality 4-H PYD programs. Participants in 4-H programs should "graduate" with skills that will support them in creating a sustainable livelihood for themselves and their families, and furthermore, they will be ready and able to act as catalysts for positive change. But first, we must answer the question: does 4-H successfully develop life skills?

Many studies have been done to answer this question and justify the continued public funding of the 4-H program. Most of the studies have been done with youth who were currently participating in 4-H programs at the time and a few have been done with 4-H alumni. Some have also compared and contrasted 4-H with other youth development programs.

A study done by Maass, Wilken, Jordan, Culen and Place (2006) compared the 4-H program with other youth development organizations (OYDO) based on the 36 life skills identified in the TLS model and several other models. They found that while responsible citizenship was ranked as number ten for both the 4-H program and OYDO on a comparison of life skills taught by 4-H and other youth organizations, leadership was ranked very differently. Leadership was ranked as the number 16 life skill being taught by 4-H, while it was ranked as number 29 in OYDO. The study concluded that in general, most 4-H participants credited 4-H with influencing and developing the majority of the identified life skills but that OYDO also had some influence (Maass et al., 2006).

Two studies done by Fox, Schroeder and Lodl (2003) and Fitzpatrick, Gagne, Jones, Loblely and Phelps (2005) came to similar conclusions. According to the data from the Fox et al. study, 4-H club involvement had a significant influence on many of the 32 life skills identified in the survey. Participants also ranked the top ten life skills they felt were influenced by their 4-H participation with leadership being ranked as number five (Fox et al., 2003). The study done by Fitzpatrick et al. (2005) also concluded that 4-H participation helps youth learn and develop specific life skills, but alumni and adult volunteers differed greatly in which skills they felt were most important.

Leadership

Although the focus of this study is on citizenship and civic engagement, an important aspect and life skill of these two elements is leadership. When 4-H alumni were asked to identify the most important life skill learned through their 4-H participation, leadership skills were most often cited. In the leadership area, 4-H alumni indicated they gained citizenship skills, the ability to take orders, and networking skills. One 4-H alumnus shared that “4-H was the building block of my leadership skills” (Fox et al., 2003, p. 4). Leadership skills are becoming increasingly important in today’s society.

The number of our nation’s youth exhibiting at-risk behavior points to a lack of skills necessary for adulthood--skills in working with others, understanding self, communicating, making decisions, and leadership. These skills are required by adults for everyday living and are often called leadership life skills (Boyd, Herring, & Briers, 1992).

Even in the 4-H program’s infancy, leadership training was recognized as important. Shin (as cited in Hoover, Scholl, Dunigan and Mamontova , 2007) noted in 1928, “the training in leadership is the most valuable part of the education these boys and girls derived from club work.” Early leadership related events grew from public speaking contests, debates, farm demonstrations and implementation of club program activities (Hoover et al., 2007, p. 100). Four-H youth were also sent

on awards trips to state land grant universities and even Washington, D.C. to learn leadership and citizenship skills (Hoover, et al., 2007, p.100).

More recently, 4-H members have helped to identify some specific activities which they felt were most beneficial to leadership life skill development. These activities include serving as an officer, committee chair/member, serving on 4-H Council, participating in method demonstrations/illustrated talks, public speaking and judging activities (Boyd et al., 1992). However, one study done by Bruce, Boyd and Dooley (2004), found that practitioners and 4-H clubs tend to address some areas of leadership life skills more fully than others. They recommend that leadership roles for youth should be increased at all levels of 4-H, and that training and deliberate efforts should be made to teach leadership skills so that the leadership base can be increased. Study conclusions also found it important to help youth and adults make connections between leadership training and actual use of leadership life skills.

Overall, many studies (Boyd et al., 1992; Flynn, Frick, & Steele, 2010; Fox et al., 2003; Ladewig & Thomas, 1987; Maass et al., 2006; Pennington & Edwards, 2006; Radhakrishna & Sinasky, 2005;) have concluded that 4-H participation does indeed influence and develop life skills. The early day emphasis on leadership life skills has also carried through to the present day. "Participation in 4-H projects and activities, the value of completed projects, and the challenges and responsibilities in 4-H contribute to the personal and leadership development of 4-H alumni" as well as teach them many day-to-day skills and values (Radhakrishna & Sinasky, 2005; Radhakrishna & Doamekpor, 2009).

Citizenship

Citizenship is becoming something of a forgotten art in this day and age. We live in a world that is very individualistic and self-oriented. Many people fear that youth today are less civically engaged than earlier generations and this has motivated more research into the developmental roots

of civic engagement (Flanagan, 2003, p. 257). Why do people, especially youth, need to be civically engaged? And what exactly is civic engagement? As Kirlin (2002) states, “civic engagement is focused on the *doing* of democracy, that is active *participation*, not simply cognitive knowledge of political systems” (p. 571). In his book, *Liberty: Thriving and Civic Engagement Among America’s Youth*, Lerner (2004) points to several concepts which link liberty, thriving and civic engagement:

- There is a universal structure for adaptive developmental regulations between people and their contexts. This structure involves mutually beneficial relations between people and their social worlds, and may be represented as *individual* $\leftarrow \rightarrow$ *social context*.
- These mutually beneficial, individual $\leftarrow \rightarrow$ social context relations have their historical roots in humans’ integrated biological and cultural evolutionary heritage.
- When instantiated in ideal ways, adaptive developmental regulations involve reciprocally supportive relations between thriving individuals and social institutions supporting the freedoms of individuals.
- Thriving youth have noble purposes; they have an integrated moral and civic sense of self that impels them to transcend their own interests and contribute to others and to society in ways that extend beyond them in time and place.
- This idealized relation between individuals and society may be realized within diverse cultural systems. However, when universal structures of mutually beneficial person-context relations are coupled with behavioral and social characteristics consistent with the idea of America, then liberty is most likely to exist: Youth are maximally likely to thrive and, reciprocally, free society is most likely to flourish (p. 20-21).

Being civically engaged has many personal benefits but it is also a reciprocal relationship. The well-being of a person depends on the well-being of their relationships and the community in which they live (Evans & Prilleltensky, 2007, p. 681). Research has shown that working for the greater good

gives individuals an enhanced sense of meaning and purpose in life as well as improved mental health (Evans & Prilleltensky, 2007, p. 685).

Several studies, (Flanagan, 2003; Kirlin, 2002; Parker, Dale, & Wilkins, 2010; Youniss, McLellan, & Yates, 1997) have concluded that civic engagement as a youth also leads to being civically engaged as adults. Kirlin (2002) identifies several participatory factors which are important for adult civic engagement: desire to get involved (motivation); the ability to contribute something to the effort (capacity and skills); and some connection to the networks of individuals who ask others to become involved (networks). She also identifies three "pre-adult experiences" that affect later civic participation: education, discussion of politics at home, and participation in an extracurricular organization as an adolescent.

As Flanagan (2003) stated,

Community-based institutions are an important context where an ethic of civic participation can be nurtured in younger generations. It is in these institutions that youth can overcome a preoccupation with the self and identify with a group and its goals. When they feel a "sense of place" in their communities, i.e., of inclusion and respect from fellow community members, younger generations come to see their interests realized in the interests of the whole. By extension, as adults, contributing to the community isn't an option. It is simply the standard one lives by (p. 258).

The next question we encounter is how do we create civically engaged youth? There are several different theories about this issue. Youniss et al. (1997) propose that "civic engagement emanates from individuals whose developmental backgrounds make them more or less able and committed to partake in the renewal and continual reform of civil society" (p. 621). They believe that participation in organized groups does two things for youth. Participation introduces them to

the organizational practices which are a fundamental part of civic engagement and it helps youth incorporate civic involvement into their identity at an opportune moment in their formative development (Youniss et al., 1997, p. 623).

Kirlin (2002) opposes the development of a civic identity theory and believes that civic engagement of adults is based on youth developing a fundamental set of underlying civic skills which are necessary for civic engagement. These skills include monitoring public events and issues, deliberating about public policy issues, interacting with other citizens to promote personal and common interests, and influencing policy decisions on public issues (Kirlin, 2002, p. 574). These broad civic skills also have more detailed underlying skill sets which youth need to develop. Kirlin also suggests that youth be allowed to develop civic skills by designing and organizing their activities as much as possible by themselves. This means facilitating youth discovery of what problems exist, whom they need to contact to address the issues, and allowing them to decide what types of projects they will undertake so that it is less of a “prepackaged” experience planned by adults (Kirlin, 2002, p. 573-574).

Straddling the Youniss et al. and Kirlin theories is a more moderate and inclusive theory put forth by Flanagan. She argues two points in her article:

First, that the social incorporation of younger generations into the body politic and the development of habits that sustain the system are rooted in young people's experiences of membership in the institutions of their communities and the exercise of rights and fulfillment of responsibilities in those institutions. Second, that the evolving values and world views of youth are a fruitful arena for understanding the kinds of people they are becoming and the kind of polity they will create as younger generations replace their elders in society (Flanagan, 2003).

Involvement in civic organizations as youth will not only allow them to develop a civic identity at an important formative age as the Youniss et al. theory proposes, but it will also allow them to develop and practice the underlying civic skills which Kirlin advocates.

One of the stated goals of 4-H is that youth are learning citizenship, leadership and life skills, and we know that life skills carry on into adulthood (Radhakrishna, 2005). The 4-H program needs to document how these life skills are affecting society and the communities in which 4-H alumni are living in order to justify the continued public funding of the program. How has the 4-H program addressed the issue of civic engagement? Are 4-Hers and 4-H adult alumni civically engaged?

Pennington and Edwards (2006) addressed these questions and seem to agree with the previous articles, in that civic engagement of youth is important and it can be learned at an early age. They were especially curious to know about the impact of 4-H on adults and if these alumni viewed 4-H as having a greater impact than other youth development programs. They incorporated the TLS model and asked participants about the influence of 4-H on their “giving” life skills which include leadership, citizenship, community service/volunteering, and contribution to group. The participants agreed that 4-H had a major impact on these skills, more so than other organizations, and they were applying these “giving” life skills in their adult lives. They most strongly agreed about their application of skills in the area of citizenship (Pennington & Edwards, 2006).

Summary

The four major frameworks which influence 4-H program development are the Six Cs, Targeting Life Skills model, the Search Institute’s Assets model, and the Four Essential Elements. Although each of these have slightly different approaches, each aims to develop youth into successful adults by providing assets, training and practice to develop life skills. As this literature review emphasizes, citizenship, civic engagement and leadership have been identified as some of the most useful and important life skills developed in 4-H. However, many studies reviewed also

stressed the importance of further research to strengthen these claims and provide more empirical evidence (Barnett, 2003; Fitzpatrick et al., 2005; Fox et al., 2003; Pennington & Edwards, 2006; Radhakrishna, 2005).

The information gathered through these interviews can be shared with volunteers who are interested in life skills programming and help to provide better and more targeted training for delivering “giving” life skills programs. Encouraging 4-H alumni to share their experiences and act as living promotional materials can help engage community and stakeholder support for more giving life skills programming. These 4-H alumni may also be inspired, through the sharing of the impact of 4-H on their own lives, to assist with delivery of future giving life skills programming.

CHAPTER 3

METHODOLOGY

Purpose and Objectives of the Study

The purpose of this study is to describe how participation in Idaho 4-H youth development programs impacts the citizenship, civic engagement and leadership life skills of the participants in adulthood. The following are the objectives of the study:

- Objective 1:** Describe participants' perceptions of citizenship and leadership and how Idaho 4-H youth development programs impacted their views and actions in citizenship, civic engagement, and leadership life skills as adults.
- Objective 2:** Describe other factors participants feel contributed to the growth, views and actions of citizenship, civic engagement, and leadership life skills.
- Objective 3:** Determine what 4-H programs, activities, and projects Idaho 4-H alumni participated in and which were most impactful to their growth and development of citizenship, civic engagement and leadership life skills.
- Objective 4:** Describe improvements or changes that participants feel need to be made to the Idaho 4-H program which would strengthen the development of citizenship, civic engagement, and leadership life skills.

Research Design

This study utilized a qualitative ethnographic research design and methodology. This methodology is appropriate because ethnography focuses on describing and interpreting the shared and learned patterns of values, behaviors, beliefs, and language of a "culture-sharing group" (Creswell, 2013, p. 90). Culture can be defined as the attitudes, feelings, values and behavior of a

certain group which are transmitted and reinforced over time. An analysis of the 4-H program culture will show the essence of how it functions as well as provide recommendations for how it might function more effectively.

Population

The target population for this study was Idaho 4-H program alumni. Extension educators in 42 of Idaho's 44 counties were contacted and asked to recommend three 4-H alumni from their counties older than 25 years of age and with at least three years of 4-H experience as possible participants for this study. Several counties did not respond but approximately 50 potential participants' names and contact information were given to the researcher. Some participants were also found through "snowball sampling" and were recommended as potential contacts by other participants during the interview process (Lewis-Beck, Bryman & Liao, 2004). After initial attempts to contact the individuals, there were 15 available participants. This study only utilized 12 of the interviews because of the large amount of data generated.

Participants were allowed to choose a pseudonym so that their data would remain anonymous. There were 11 female participants and one male participant ranging from 74 to 24 years of age. Most of the alumni had been 4-H members for 10 to 12 years but one participant was one unsure and thought she had only been a 4-H member for eight years. Ten counties in Idaho were represented in the study and one county in Washington. These included: Ada, Bannock, Canyon, Caribou, Clearwater, Elmore, Gooding, Idaho, Latah, and Washington counties in Idaho, and Benton County, Washington. Participant demographics and 4-H involvement are shown in Table 3.

Table 3*Participant Demographics and Involvement in 4-H*

Pseudonym	Age	Sex	4-H County	Years in 4-H	4-H Projects Taken	4-H Youth Activities
Katie	67	F	Not in Idaho 4-H (Benton Co., Washington)	12	Home economics projects, sewing, foods, food preservation, home decorating, gardening, photograph, entomology, child development, teen leader	Benton Builders Club member and officer, club officer, National 4-H Congress, Collegiate 4-H
Brooke	44	F	Elmore County	10	Dog, dairy goat, horse, swine	4-H Camp one time
Athena	34	F	Canyon & Ada County	10	Market swine, home economics projects, cross-stitch, crochet, ceramics, cake decorating, embroidery, rocketry, archery, wildlife habitat evaluation	County and state demonstration contests
Ashley	37	F	Caribou County	10	Macramé, cooking, knitting, style review, bicycle, self-determined, horse	4-H National Congress, Know Your Government, Teen Conference, demonstration contests

Pseudonym	Age	Sex	4-H County	Years in 4-H	4-H Projects Taken	4-H Youth Activities
Elena	35	F	Bannock County	Unsure. 8?	Home economics projects, sewing, quilting, cooking, baking, babysitting, entertaining	State Wool Contest, State and National Fashion Review, Teen Conference, local and state demonstration contests, National 4-H Congress, National 4-H Conference
Virginia	26	F	Washington County	10	Market lamb, sewing, microwave cooking, wildlife, art	Know Your Government
Nik	26	F	Gooding County	12	Market lamb, breeding sheep, market swine, pet rabbit, breeding rabbit, crochet, embroidery, teen leader	Know Your Government, Citizenship Washington Focus
Kathy	24	F	Idaho County	10	Sewing, cooking, Making the Most of Me, cake decorating, scrapbooking, teen leader, market steer, teen leader	Know Your Government, Teen Conference, National 4-H Congress, Make It with Wool Contest, demonstration contest, 4-H Fashion Board, 4-H Ambassador, club officer

Pseudonym	Age	Sex	4-H County	Years in 4-H	4-H Projects Taken	4-H Youth Activities
Jason	37	M	Latah County, Clearwater County	10	Entomology, photography, rocketry, leadership, teen leader	Know Your Government and planning committee, Teen Association president, club officer, 4-H National Conference, 4-H National Congress, Collegiate 4-H, internship at the National 4-H Center
Melissa	26	F	Ada County	10	Market lamb, breeding sheep, quilting, cake decorating, animal science, electricity, woodworking, junk project, dairy heifer,	State 4-H livestock judging contest, 4-H camp, club officer, demonstration contest
Emma	74	F	Canyon County	10	Cooking, sewing	National 4-H Congress, internship with Ada County Extension office, Collegiate 4-H
Angela	38	F	Idaho County	10	Market lamb	Club officer, fair queen, Teen Conference, judging contest

The University of Idaho Institutional Review Board reviewed and approved the study to ensure the welfare of the human participants involved in the research. A copy of the approval letter can be viewed in Appendix A.

Instrument Development

Wolcott (2010) says there are two fundamental questions that must be answered in an ethnographic study: “What do people in this setting have to know and do to make this system work?” and “If culture, sometimes defined simply as shared knowledge, is mostly caught rather than taught, how do those being inducted into the group find their ‘way in’ so that an adequate level of sharing is achieved?” (p. 74). Ethnography requires detailed interviews and open-ended questions and this method allowed the 4-H alumni to answer on a more personal level and an in-depth manner rather than being limited to pre-formulated questionnaire answers.

A study done on 4-H Clubs in New York by Rodriguez, Hirschl, Mead, and Goggin in 1999 provided the foundation for the questions used in this study. The original Rodriguez et al. questions were selected from the 4-H Life Skills Wheel and included both multiple choice and open-ended questions. In 2005 a similar study was done by Fitzpatrick, Gagne, Jones, Loblely and Phelps based on the previous New York study. This study explored the question “Does involvement in 4-H Youth Development programs help youth learn and use specific life skills?” Alumni and volunteers were asked to identify life skills learned through 4-H participation from a list of choices and in an open-ended format. The Fitzpatrick et al. study originally had four open-ended questions and one large, multiple point demographic question. Questions for this research project were adapted from the Fitzpatrick et al. study with permission from the authors. The questions were expanded to approximately seven open-ended and demographics related questions and can be found in Appendix D.

Credibility and Trustworthiness

The initial interview questions were administered in pilot test interviews with two of the author’s acquaintances who were Idaho 4-H alumni. Confusing questions were noted, comments

were taken from the interviewees and changes were made to the questions. A peer debriefing also took place and a few minor changes were made. Audit trails are also available through field notes. Any issues noted were minor and did not affect the overall quality or impede participants' ability to complete the interview.

Data Collection

All participants were contacted via either a hard copy letter or an electronic letter explaining the research, the purpose of the study and inquiring about willingness to participate. They were asked to affirm participation by returning a response card indicating their contact information and best time to contact them to arrange for an interview. Potential participants who had not responded after two weeks were sent a reminder email. Once a response was received an interview was scheduled at a convenient time. Most of the interviews took place over the phone but a few were done in person because the particular participants lived nearby. The interviews were recorded on a digital voice recorder and downloaded into the Nvivo10 student software program. NVivo software organizes and stores qualitative data, searches for patterns, and assists researchers with other tasks (Bazeley & Richards, 2000). A total of 15 interviews were collected over a period of three months in the fall of 2013. Because of the large amount of data generated, only 12 of the interviews were used in the final analysis.

Data Analysis

Narrative data from the interviews was transcribed. The researcher analyzed the interview data and noticed several common themes. The NVivo program was then used to code selected passages from the interviews to the corresponding theme. Some of the coded themes were not used for this research but were helpful in pointing out future research possibilities. Codes not used in this study are marked with an asterisk. The codes or themes created were:

- Personal 4-H background
 - Work history and current occupation
- *Networking
- *Livestock versus home economics projects
 - *Personality type
- Leadership
 - Youth leadership activities
 - Teen Conference
 - Know Your Government
 - *"Token" youth
 - Other factors affecting leadership and citizenship
 - Modeling leadership
 - Definitions of leadership
 - Adult leadership and citizenship activities
- Citizenship
 - Youth citizenship activities
 - Definitions of citizenship
- 4-H affect on adulthood
- Suggested improvements or changes for 4-H
- Growth
- Giving back
- Community
- Broader perspective
- 4-H culture

These broad codes were more closely analyzed and used to answer the four objectives of the study. Several themes were then created for the participants' definition of leadership and citizenship, the perceived effect of 4-H on citizenship and leadership skills and other factors effecting leadership and citizenship skills. Participants' suggestions for improvements or changes to the Idaho 4-H program were also compiled into similar themes. These themes were placed in tables for organizational purposes and correspond to each objective.

CHAPTER 4

RESULTS

Purpose and Objectives of the Study

The purpose of this study is to describe how participation in Idaho 4-H youth development programs impacts the citizenship, civic engagement and leadership life skills of the participants in adulthood. The following are the objectives of the study:

- Objective 1:** Describe participants' perceptions of citizenship and leadership and how Idaho 4-H youth development programs impacted their views and actions in citizenship, civic engagement, and leadership life skills as adults.
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- Objective 3:** Determine what 4-H programs, activities, and projects Idaho 4-H alumni participated in and which were most impactful to their growth and development of citizenship, civic engagement and leadership life skills.
- Objective 4:** Describe improvements or changes that participants feel need to be made to the Idaho 4-H program which would strengthen the development of citizenship, civic engagement, and leadership life skills.

Findings

Objective 1: What does citizenship and leadership look like for 4-H alumni? How has 4-H impacted their citizenship and leadership skills as an adult?

The participants were asked to provide their definition of a good leader and a good citizen, as well as to list some characteristics of good leaders and citizens. Interviewees gave a variety of responses which were then grouped into similar themes to create a broad definition of leadership.

“(Leadership) . . . has meant different things to me at different times in my life.”

Ashley, Caribou County, Idaho

“A good leader is one that is able to accomplish things with the assistance of others without being a boss. He leads rather than push.”

Emma, Canyon County, Idaho

“They understand what needs to be done and never expects the fullness of commitment that they themselves have from others. Great leaders know the people that they are working with. They know their strengths and weaknesses and they work with them to both utilize their strengths and minimize their weaknesses but also to help them grow.”

Athena, Ada and Canyon County, Idaho

“Obviously they need to be determined, but I think they need to be kind of patient and gentle at the same time. A leader can’t just be someone who runs in and attacks everything.”

Virginia, Washington County, Idaho

“I think that a good leader of course, sets a good example, organized, detail oriented, able to motivate people, gives encouragement . . . is confident.”

Elena, Bannock County, Idaho

“Leadership is the ability to help others. To guide others, to help them make decisions, help them come to a consensus. And that’s one of the things we try to teach in our 4-H clubs is the process of doing that.”

Katie, Benton County, Washington

Overall, when the responses were grouped into similar themes, the participants said a good leader was confident, caring, competent and a team player. Their responses and the themes identified are listed in Table 4.

Table 4

Participant Responses and Themes for Definition of Leadership

Theme	Participant Responses
Confident	Lead by example, stand up for what they believe in, brave, doesn’t always mean doing what everybody else wants, determined, trusts others and delegates tasks.
Caring	Joining organizations to make the town/community/better, able to relate to others but don’t have to be their best friend either, recognize the strengths and weaknesses of others and themselves, provide opportunities for others to grow, good listener, leads rather than pushes, patient, gentle, responsible, helpful.
Competent	Organizational skills, detail oriented, able to “read” people (body language), charismatic, articulate (able to speak in public), able to bring others to a consensus or decision, has a vision for what needs done and doesn’t think it’s beneath them to help, gets things accomplished, a type of teacher.
Team player	Motivating, disciplining, inspirational, engaging, and diplomatic.

When asked to provide a definition of good citizen the responses given by the alumni indicated they thought a good citizen should have a positive attitude, be involved in their communities and be selfless. A few key quotes are shared and a compilation of their responses are listed in Table 5.

“Just having faith in your country that the best will happen. And you know, whether that’s writing to your Congressman to tell them you don’t like what they’re doing or supporting them when you think they’ve done a good job, I think that all goes into being a good citizen. I think that when you’re not a good citizen, that’s when you just stand back and let things happen.”

Ashley, Caribou County, Idaho

“I guess I would say it’s somebody who . . . is involved. Who volunteers for programs, who votes, who cares about what’s happening, not only in your small community, but in state and national and world level.”

Angela, Idaho County, Idaho

“A good citizen is a person who looks at the whole of the community above their own or before themselves. So they see what their community needs and that’s their primary focus. They’re thinking about the good of the whole and how the most people can benefit before they think ‘Well this is what’s best for me, end of discussion.’”

Athena, Ada and Canyon County, Idaho

“I think a citizen needs to be engaged in their community in some way, whether it’s through community service or through their church or school. They should be knowledgeable about the issues, voting certainly.”

Jason, Latah and Clearwater County, Idaho

“(Citizenship) is doing your part in politics, voting and being informed and volunteering with different groups and organizations who want to make a positive change.”

Elena, Bannock County, Idaho

“Citizenship is being involved in the community, being involved with others, wanting to do things for others rather than just for yourself. Not being selfish, thinking of others. Serving on committees or leadership roles is being a good citizen. Many of the same skills you need to have good leadership skills and organizational skills. Knowledge, I think that’s one of the main things is knowledge. You need to be able to investigate.”

Katie, Benton County, Washington

Table 5*Participant Responses and Themes for Definition of Citizenship*

Theme	Participant Responses
Positive Attitude	Good citizens should have a positive attitude and pride in their country and community and not be a “Negative Nelly,” always hoping for the best and making the world better or making a “real difference,” standing up against the adversity, being part of the solution instead of just complaining
Involved/Engaged/ Knowledgeable	Citizens should be involved and not just standing back and letting things happen. This might include things such as being informed and knowledgeable, voting, communicating with officials, going to town meetings, volunteering or community service, filling leadership roles, caring about the direction of their country and community, recognizing and honoring those in public service. Being a respectable and well-rounded individual.
Selfless	Caring for others and the community and putting their needs above or before their own, helping your neighbors, creating something better for everyone.

The participants were also asked how they thought 4-H had impacted their citizenship and leadership skills in adulthood. They all felt 4-H had a positive effect on their competence and/or skills, confidence and connection to their community and world. An interesting feature which became evident with analysis of the data was that almost all of the alumni had chosen careers or jobs in public service, several of them because of the influence of the 4-H program. These included: a former Extension educator and an Extension researcher, several 4-H program coordinators, a military lawyer, a U.S. Customs and Immigration Enforcement lawyer, two Americorps volunteers, and diplomatic services personnel. Only two of the participants interviewed were not involved in public service occupations. Some of the participants’ responses are shared below and the resulting themes are listed in Table 6.

“I really do think that 4-H Know Your Government did (have an impact on career choice). I had already kind of been intrigued by the law, like to be a lawyer but I think that going and watching how our laws were made and getting to meet a lot of different lawyers solidified that for me as well as just kind of solidifying for me that I wanted to do something with public service in mind.”

Ashley, Caribou County, Idaho

“I did get some stuff from 4-H and I think the biggest thing was that if I could find instruction I could do it. I got a lot of that from 4-H, from doing all those different projects every year. Because I was a girl doing swine, and that still wasn’t super common yet, I did fight a lot of the gender bias growing up through 4-H. But it gave me the confidence to stand up for the things that I wanted to do and not let somebody tell me that I couldn’t do them because I was a girl.”

Athena, Ada and Canyon County, Idaho

“Know Your Government was definitely the thing that pushed me the most. I got out of town, I got to meet all these people, I got to function as a statewide representative and meet other 4-Hers that were like me that didn’t just want to do all the other stuff, they wanted to be leaders and be seen and be a face of 4-H.”

Virginia, Washington County, Idaho

“I was learning things that I could take with me. I was treasurer for the first time in my 4-H club, which is why I was a treasurer for my residence hall. I knew the job and I learned how to keep a checkbook and records and how parliamentary procedure works.”

Athena, Ada and Canyon County, Idaho

“It certainly gave me a sense of wanting to help my community. You know you do a lot of community service with 4-H, helping your community.”

Jason, Latah and Clearwater County, Idaho

“It was a good way to learn some skills. I think it gives you confidence, whether it’s making a new recipe for the first time or doing some public speaking. I think that it just gives you experience in things that will help you with your life. It gives you a goal and you prepare and you practice and you perfect it and then, hopefully you come away with something you didn’t have before.”

Elena, Bannock County, Idaho

Table 6

Participant Responses and Themes for Effect of 4-H on Citizenship and Leadership Skills

Theme	Participant Responses
Competence/Skills	Organizational skills, leadership, management, networking, record keeping, handling money, time management, public speaking, setting goals, meeting deadlines, analytical thinking, working with others.
Confidence	Self-confidence, “can-do attitude,” self-reliant, willingness to try new things, courage to travel, independence, adventurousness.
Connection	Broader perspective, importance of giving back and helping others, connection and involvement with community, group goal mindset, putting others first.

Objective 2: What other factors do alumni feel may have contributed to the development of their citizenship and leadership skills?

Participants were asked to elaborate on other programs and activities they were involved in that may have contributed to the development of their leadership and citizenship. Most were highly involved in other activities through high school and even into college. These included involvement in student government and clubs, sports, music groups, sororities and many other activities.

“Four-H is the only thing I stuck with for any length of time. I tried Girl Scouts; I was given a choice between Girl Scouts and 4-H because for my mom, two was too much. I didn’t enjoy Girls Scouts at all really. My sister did, she did it for a little while longer. It all comes back to leadership. Our Girl Scout troop didn’t have any so that was why we had a less than stellar experience.”

Athena, Canyon County, Idaho

“I was heavily involved in FFA. And then band through highschool. I did 4-H in the summer, FFA and band in the winter. I think once I got into high school, I went more of the leadership route through FFA but I don’t think I would’ve ever done that without the 4-H background that I had.”

Brooke, Elmore County, Idaho

“It was Weiser, so you do everything, but I did 4-H, FFA, Key Club, Red Wave, Girls’ Health Association, Business Professionals of America, everything. I was kind of a busy kid. Played lots of sports, played volleyball and golf, like all year round. I did a lot of public speaking with FFA and that kind of required me to push to find out about things going on in my community for some of my topics that I did.”

Virginia, Washington County, Idaho

“For me it was definitely through school. And definitely in college being in Phi Beta Kappa and International Affairs Council. Just being in organizations like that because they are good groups to be in. And it’s definitely an honor to get into them and it opens your perspective from what most people see.”

Nik, Gooding County, Idaho

As adults with busy careers only a few were still involved in these types of activities. Most were involved in at least one group currently as an adult. Many commented that as youth, 4-H was the program they seemed to stick with or that their involvement in 4-H provided the confidence and ability to be involved in other similar activities. They indicated that school organizations or sponsored clubs, activities and other youth development organizations were also factors that contributed to their citizenship and leadership skills. Each of these factors provided varying degrees of training and influence depending on the organization or activity’s focus and the interviewee’s level of interest and participation. The participants’ responses are listed in Table 7.

Table 7*Participant Responses and Themes for Other Factors Effecting Citizenship and Leadership Skills*

Theme	Participant Responses
School organizations, clubs, and activities (high school and college)	Student Bar Association, Student Alumni Relations Board, International Affairs Council, Girl's/Boy's State activities, Key Club, Girls' Health Association, sorority involvement, choir and band, sports teams, academic decathlon team, various student clubs.
Other youth development organizations	Business Professionals of America, Girls Scouts, Cub Scouts, Bluebirds, FFA, FHA.

Objective 3: What 4-H programs, projects or activities did participants take part in and which were most beneficial to enhancing their citizenship and leadership skills?

The participants listed a variety of Idaho and national 4-H activities they felt had an influence on their citizenship and leadership skills. These included 4-H club officer positions, teen leaders, 4-H camp, county and state 4-H contests, 4-H Ambassadors, Teen Conference, Know Your Government (KYG) Conference, National 4-H Congress, and National 4-H Conference, Citizenship Washington Focus (CWF) and collegiate 4-H. Know Your Government Conference, Teen Conference, National 4-H Congress and National 4-H Conference are some of the major leadership and citizenship opportunities the 4-H program offers. These signature activities and programs help youth learn about state and national government, the judicial system, the rights and responsibilities of citizens in a democratic society and allows them to practice leadership and citizenship by holding officer positions, participating in mock legislative sessions or trials and performing public service projects. Of the twelve participants, six attended National 4-H Congress, two attended National 4-H

Conference, and four attended Teen Conference. Five participants had attended KYG and another was instrumental in the creation and management of KYG for many years. Eight of the 12 participants participated in a variety of animal, home economics and science-based projects. The remaining four participants did strictly home economics and some science-based projects. A majority of the participants were involved in a large variety of 4-H leadership and citizenship activities but two of the participants had only been involved in one activity each. Some of their responses are listed below.

“It was really going to Teen Conference that made me love the University of Idaho. Going to that there . . . it was so far away from home. It was nothing I had even considered because it was so far.”

Ashley, Caribou County, Idaho

“Over the years we started giving them more and more responsibility as to what they were going to do (for KYG). I always enjoyed seeing those kids from that first year and then seeing them the next year that they served on the planning committee and it always seemed like they grew so much. Some of them in height but also in maturity! Also in that first planning committee that we would have until the conference they just seemed to grow phenomenally and then I would see them come to Teen Conference and serve in a Teen Conference role and on. And then to see those kids after they graduated and were in college, some of them coming back to help and then those that came back as adults to help.”

Katie, Benton County, Washington

“I did well in the home economics classes because of my 4-H background . . . as a result I won a small scholarship to attend the University of Idaho. I’m the first one in our family that had

gone to college and it was quite an opportunity and so went to the University and of course I wanted to be like the home demonstration agent. So I went into home economics education with the Extension option and did well all through college because of my 4-H home economics background.”

Emma, Canyon County, Idaho

Objective 4: What improvements or changes do alumni feel need to be made to the Idaho 4-H program which would strengthen the development of citizenship and leadership skills?

Alumni had many personal experiences and anecdotes on which they based their recommendations. Participants indicated they wanted more and bigger opportunities to lead and an improved and more tailored leadership curriculum. The current available leadership project, Step Up to Leadership, is for larger groups and activities and with a very broad focus which can make it hard to adapt for smaller groups and specific project activities such as market swine or art.

“The opportunities that came about were really...small ones. And I think that was a great place to start but the bigger opportunities were kinda few and far between.”

Ashley, Caribou County, Idaho

“We need a good leadership project. Linda Webb worked on the national Step Up to Leadership project, it’s got excellent information in it, it’s great from the standpoint as a resource, but we don’t have a good project to help the kids learn how to be leaders and to help train them to be teen leaders.”

Katie, Benton County, Washington

“It’s hard to say what their mission really is because if the mission is to become a good citizen, then I think they’ve succeeded. You know in teaching people to care about each other and their communities and the people around them and learn life skills, you know that’s great. But if they’re looking for more of a leadership role, then yeah maybe there needs to be some more opportunities.”

Ashley, Caribou County, Idaho

They also felt the program would benefit from increased advertising and communication of citizenship and leadership opportunities at the club and county level. They suggested this could be done by encouraging youth who have attended these events to travel and share their experiences within their county. Another suggestion was increased use of the social media outlets youth tend to frequent.

“Kids who have done it, come and promote it, take it back to their clubs. Because I can tell ‘em till I’m blue in the face but they’re not going to listen to me, but boy if “Joe” comes back, who just went to Finland last summer, and he comes back and says ‘Hey, you need to do this exchange program!’ they’re going to listen. If I go and say the exact thing they’re just gonna think ‘You’re some old lady.’”

Brooke, Elmore County, Idaho

“Somebody needs to go up there and be like ‘Hey! Here are your opportunities. . .’ and I don’t know if that means just spreading the word to leaders or that means getting current members out and saying ‘Hey, I’m the same as you. Here’s what I’ve been doing and I think you would love it too!’”

Virginia, Wasington County, Idaho

“I think that part of the problem is that well, and this is going to sound bad, but not always do counties know who the ambassadors are. There isn’t always very good communication between the conference of letting counties know, ‘These were your attendees to the conference.’ We might not even know who our Ambassadors are, so it’s hard to call them and say ‘Hey we have this great event, do you want to help?’ If we don’t have a list of who those kids are that went it’s kind of hard to utilize their skills.”

Brooke, Elmore County, Idaho

“I did Ambassadors too one year but it was way too hard because there wasn’t that much teen involvement in my area. So it was cool to go to Ambassadors and meet all these people and learn how to be a leader and then . . . go home and . . . there was no way to use that information.”

Virginia, Washington County, Idaho

Similar to the theme of increased advertising, participants also felt the 4-H program needed greater visibility to the public. One participant suggested increased utilization and involvement in schools to spread the word about the 4-H program and its benefits. Families and youth today are very busy and 4-H competes with many other available activities so 4-H needs to be visible, understandable and easily accessible.

“Everybody knew about Girl Scouts...Boy Scouts. Girl Scouts wore uniforms once a week to school, it was required. So did the Boy Scouts. Nobody even knew what 4-H was. And you still see that, even in the small towns like Moscow. People may think they know what 4-H is, but most people don't have a 4-H experience. Nobody knows what goes on. And nobody knows how to get involved, it's like you have to know somebody to get in. It would be great if you

had a 4-H Clover in the window of every home and the neighborhoods could be talking about it but my kids barely even play with the neighbor kids. They talk to the kids at school and in their activities.”

Athena, Canyon County, Idaho

Another participant was concerned about what they felt was a lessening in constructive feedback and project quality. Her mother had been a judge at several different state fairs and they were both disappointed when they switched to giving participation ribbons instead of specific placings of blue, white or red.

“For me, I thought this was a very bad idea. You know 4-H shouldn’t just be about competing but I think that when someone works hard and does a good project, then getting a blue ribbon means something. I don’t think I would have been as motivated to do a good job if the project I’m gonna spend 10 hours on gets the same ribbon as the person who spends 10 minutes on theirs. What’s the point? I don’t know what the reasoning was but I personally feel like it lost some of what was good about 4-H. Getting constructive feedback on what you’ve worked on and getting judged. I feel like if you got a red or white ribbon then you work harder next time and that’s not gonna crush your ego.”

Elena, Bannock County, Idaho

Along those same lines another participant was excited about their county’s practice of “interview evaluations” and felt they would be helpful in providing better constructive feedback if implemented statewide. The process is separate from the 4-Hers’ exhibits that are judged at the fair and in this county over 50 volunteers are brought in during the course of one day and each 4-Her has a scheduled time to sit down with one of them. The volunteer looks through the record book, reads

their story and asks them questions such as, “What went well? What didn’t go so well? What were your goals? How did that go?” Each 4-Her is scored with a silver, bronze or gold sticker and given feedback from the volunteer.

“One of the coolest things is that they are learning how to be articulate, they’re learning how to properly dress and sit and act for an interview. They’re gaining confidence in themselves that what they’re doing is cool, it’s important. And so they’re getting the self-confidence, the self-worth and feedback on all their hard work through the year.”

Brooke, Elmore County, Idaho

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Purpose and Objectives of the Study

The purpose of this study is to describe how participation in Idaho 4-H youth development programs impacts the citizenship, civic engagement and leadership life skills of the participants in adulthood. The following are the objectives of the study:

- Objective 1:** Describe participants' perceptions of citizenship and leadership and how Idaho 4-H youth development programs impacted their views and actions in citizenship, civic engagement, and leadership life skills as adults.
- Objective 2:** Describe other factors participants feel contributed to the growth, views and actions of citizenship, civic engagement, and leadership life skills.
- Objective 3:** Determine what 4-H programs, activities, and projects Idaho 4-H alumni participated in and which were most impactful to their growth and development of citizenship, civic engagement and leadership life skills.
- Objective 4:** Describe improvements or changes that participants feel need to be made to the Idaho 4-H program which would strengthen the development of citizenship, civic engagement, and leadership life skills.

Summary

Based on the results of the 12 interviews the researcher has drawn several conclusions. In general the 4-H alumni interviewed felt the Idaho 4-H program had a positive impact on their citizenship, civic engagement and leadership life skills but they also noted other non-4-H youth

development programs and activities that had influenced these life skills. However, several participants said involvement in 4-H had given them the confidence and abilities to be involved in these other programs and activities. Participants listed several current 4-H activities such as 4-H National Congress, 4-H National Conference, Teen Conference and Know Your Government Conference as having been especially important in the development of their citizenship, civic engagement and leadership life skills. While they felt these activities were beneficial, they had several suggestions for improvement which included:

- more and bigger opportunities to lead;
- an improved leadership curriculum;
- increased advertising and communication of citizenship and leadership opportunities at the club and county level;
- greater visibility of the 4-H program to the public;
- and more constructive feedback opportunities for 4-H members.

Conclusions

Objective 1: Describe participants' perceptions of citizenship and leadership and how Idaho 4-H youth development programs impacted their views and actions in citizenship, civic engagement, and leadership life skills as adults.

The 4-H alumni participants in this study said that 4-H had a positive influence on their lives in general and provided an excellent model or pattern for citizenship and leadership skills. They identified several vital characteristics of leadership and citizenship which correspond to those found in the PYD frameworks and the results support the conclusions of other similar studies (Boyd, Herring & Briers, 1992; Fox, Schroeder & Lodl, 2003; Heinsohn & Cantrell, 1986; Ladewig & Thomas, 1987; Mead, Hirschl, Rodriguez & Goggin, 2000; Radhakrishna, 2005). The participants said good leaders

were confident, caring, competent and team players. A good citizen is someone who is involved in their community and broader surroundings, has a positive attitude and is selfless. Idaho 4-H alumni provided examples and stories that participating in 4-H had a positive impact on their citizenship and leadership skills in the areas of competence and/or skills, confidence, and connection.

These characteristics especially correspond to the six C's of PYD which are competence, confidence, connection, character, caring and contribution. Richard Lerner said that when youth are able to see living definitions of good citizenship and leadership through youth development programs and identify themselves as individuals committed to making valuable contributions to self, family, community and society, they thrive and their futures are a continuation of the sort of contributions to which they have been committed as youth (Lerner, 2004). This emphasizes the idea that we need to train good citizens and leaders as youth and not attempt to remake them as adults and expect positive results.

The 4-H experiences of these alumni provide evidence that the Idaho 4-H program is firmly grounded in the four main PYD frameworks. Participants' comments about the skills they learned through 4-H participation show that they were practicing the giving life skills which are part of the Targeting Life Skills model. The 4-H program encompasses the Four Essential Elements by offering several different levels of leadership and leadership experiences which help 4-Hers to feel a sense of belonging, practice their independence and generosity and eventually master many citizenship and leadership skills. As Heck and Subramaniam stated, the 4-H program makes several assumptions about PYD which were substantiated by this study:

- supports and opportunities are important for the success of young people;
- communities are critical shapers of youth development, and can improve their capacity to build successful young people;

- youth need to be viewed as resources and in a positive light (2009, p. 1).

The 4-H program is helping to grow the 6 C's of PYD—Competence, Confidence, Character, Connection, Caring and Contribution—as evidenced by the participants' definitions of good citizenship and leadership and their testimonies about the effectiveness of the 4-H program in building citizenship and leadership skills. By providing citizenship and leadership opportunities and training, and valuing youth and the resources they represent, the program is also increasing the amount of external assets (support, empowerment, boundaries and expectations, constructive use of time) which the Search Institute says are invaluable for the development of youth into “caring, responsible, successful adults” (Search Institute, n.d.). By developing these external assets, the 4-H program in turn increases the development of youths' internal assets (commitment to learning, positive values, social competencies, positive identity) which are vital to good citizenship and leadership. Civic engagement and leadership require active DOING and the motto of 4-H is “learning by doing.” The 4-H program is perfectly positioned to facilitate the development of good citizens and good leaders by providing citizenship and leadership opportunities and connecting knowledge to real life applications.

Objective 2: Describe other factors participants feel contributed to the growth, views and actions of citizenship, civic engagement, and leadership life skills.

The 4-H program is a building block for life. Alumni took part in a variety of 4-H programs, projects and activities and many mentioned participation in 4-H providing the avenue to build their confidence and encouragement to participate in other similar activities. None of the participants could pinpoint 4-H as being the only source for their citizenship and leadership skills but 4-H participation probably offered the most formal training and a solid basis for youth to begin thinking about citizenship and leadership and developing related skills. Four-H participation was one of the

strongest influences on their citizenship and leadership skills but school activities, clubs and other youth development organizations also had an effect. These results concur with the conclusions of the Fitzpatrick et al. (2005), Fox et al. (2003), and Maass et al. (2006) studies which concluded that 4-H participation had a strong influence on citizenship and leadership skills but other youth development organizations also had varying degrees of influence.

One of the factors which can draw people to the 4-H program and other youth development programs and play a large role in their success is the modeling of good citizenship and leadership skills in the adult leaders of these organizations. The “Big Three” components which are necessary for successful PYD programs includes having a positive and sustained relationship between youth and adults (Lerner, Lerner, & Colleagues, 2011). In the interviews, participants were asked if there was someone in the 4-H system who had modeled good leadership and citizenship for them. Brooke related that she didn’t respect her club leader as much as she would’ve liked because “she would ride her son’s horse and then put him on the day of the show and he’d go win all the classes. She didn’t expect her kids to put the work in.” She contrasted this with the positive example of another leader who gave freely of his time, advice and resources and genuinely seemed to care about the youth. Athena said her success in 4-H all came back to the leadership within the club. She and her sister had tried Girl Scouts but didn’t stick with it for very long and soon moved on to 4-H. “It all comes back to leadership. Our Girl Scout troop didn’t have any, so that was why we had a less than stellar experience.” Good leadership and citizenship are attractive and the 4-H program needs to develop these skills not only in youth but also in the 4-H leaders. These adult leaders act as crucial role models and hopefully provide the positive and sustained relationships which are necessary for the success of the program.

Objective 3: Determine what 4-H programs, activities, and projects Idaho 4-H alumni participated in and which were most impactful to their growth and development of citizenship, civic engagement and leadership life skills.

The 4-H alumni participated in a variety of projects and activities but there were several key citizenship and leadership events which were important in their development of skills. Teen Conference, Know Your Government Conference, 4-H National Congress, 4-H National Conference and Citizenship Washington Focus were identified as having positively influenced alumni's citizenship and leadership skills. Through these activities and programs the 4-Hers experienced growth as they explored areas of interest, prepared for careers, gained confidence and found inspiration and confidence to try new things. They gained perspective as they met new people and experienced other cultures and they also developed a desire to give back to their community and state and to take the initiative as leaders in their own jobs and organizations.

Some of the participants were very engaged within the 4-H culture and aware of the available citizenship and leadership opportunities. Others were less involved and may have had them mentioned vaguely in their clubs and later wished they could have participated. One was so excited to attend KYG conference and came back with grand plans for her county but lacked the support and interest of other teens. Several who were indifferent to attending the events wished that other 4-Hers who had attended would've come back and shared their experiences and possibly piqued their interest. Over all the participants seemed pleased with the citizenship and leadership training and opportunities they received through a variety of projects and activities.

Objective 4: Describe improvements or changes that participants feel need to be made to the Idaho 4-H program which would strengthen the development of citizenship, civic engagement, and leadership life skills.

Studies such as Lerner et al. (2011) have suggested that 4-H programs cannot remain static. Many of the activities and programs offered by Idaho 4-H such as KYG and Teen Conference have been around for quite some time. They are good programs and participants in this study indicated they had a positive effect on their citizenship and leadership skills. However, there is always room for improvement! What is the next new program 4-H can create to increase the development of citizenship and leadership skills? The 4-H program will need to listen to its members and alumni as it moves into the future and be willing to continually adapt and develop new programs and activities.

Alumni responses reveal the 4-H program needs to work on creating more and bigger leadership opportunities, increase visibility to the public, intensify advertising of citizenship and leadership opportunities at the club and local levels, and increase constructive feedback opportunities. Interestingly, several participants mentioned the fact that they were more aware of and took advantage of groups such as Boy Scouts or Girl Scouts and FFA because these groups were more present in their schools. Athena said, "Girl Scouts wore uniforms once a week to school, it was required. So did the Boy Scouts. Everybody knew who was in Girl Scouts and Boy Scouts, even if you were in different troops. Nobody even knew what 4-H was."

Judging by the participants in this study, even the youth who were active 4-H members were simply not aware of the citizenship and leadership opportunities and activities available to them such as KYG and Teen Conference. Sometimes even when they were involved in everyday leadership and citizenship activities they were unaware. One commented that they didn't realize at the time that they were learning leadership skills in club meetings or practicing good citizenship when they participated in community service projects, they were just there, doing it! This seems to indicate that the 4-H program might benefit from better articulating to their members the purpose and benefits of the activities they are involved in. However, like the quote mentioned in the beginning of this thesis

from Lerner's book, *Liberty: Thriving and Civic Engagement Among America's Youth*, no matter if they realize it or not, learning and practicing good citizenship and leadership at a young age can develop into a healthy adult habit.

Recommendations

The Idaho 4-H program would most greatly benefit from increased statewide communication about citizenship and leadership topics. The recent formation of Extension educator and professional teams for these subject areas and many others and the IGNITE sessions which share successful ideas are some of the ways the 4-H program is addressing this issue. The Idaho 4-H program could also improve its citizenship and leadership programs by: creating more opportunities to lead with greater responsibility and increased constructive feedback, expanding its' leadership curriculum, increasing advertisement of citizenship and leadership opportunities at the club and county levels, and greater visibility to potential members and the public.

More opportunities to lead with greater responsibility and constructive feedback

Many 4-H alumni would have liked to see more opportunities to lead and a greater level of responsibility. As Ashley said, "the opportunities that came about were very small ones, and I think that's a great place to start but the bigger opportunities were kinda few and far between." For her, a bigger opportunity would have been being a state officer or something similar but there are not many of this type of positions available. The state programs we have currently such as Know Your Government Conference and Teen Conference are good but they could benefit from increased youth input and leadership and citizenship activities. Assigning a team to assess how to incorporate more youth leadership and citizenship opportunities into these activities would be one way to address this issue. On a more local level, Extension educators can continue to encourage 4-H leaders and parents

to let youth plan and lead activities within their club and community with as little adult input as possible.

Youth need opportunities to lead and practice citizenship but along with this they also need constructive criticism. Many counties would say the youth are getting this through record book and leader evaluations but there is always room for improvement. A relationship with a caring adult is one of the reasons 4-H is so successful and this could be incorporated with the idea of constructive feedback by encouraging counties or clubs to have interview evaluations. For this type of evaluation volunteers are recruited to act as interviewers and sit down individually with each 4-Her. They ask the youth to share about their 4-H experiences, what went well that year and what may not have. Canyon County is currently doing this type of interview evaluation and has had great success. Not only do the youth get constructive feedback but they also gain career and leadership skills as they answer questions and interact with adults.

Improved leadership curriculum

The current leadership curriculum, Step Up to Leadership, provides excellent information and is a good resource but is very generalized. One alumni who was currently a 4-H leader expressed frustration over the fact that many of the activities were designed for large groups or did not fit with the specific project area, such as art or market swine. Youth, and especially teen leaders, would benefit from more specialized leadership information for specific projects.

Increased advertising of citizenship and leadership opportunities at the club and county level

Youth promoting citizenship and leadership activities to other youth is one of the most attractive and effective ways to advertise these programs. The 4-H program needs to take advantage of the 4-Hers who are currently attending these activities. One way of doing this might include

adding a requirement for recruiting time to the KYG and CWF curriculum or as a requirement for attending Teen Conference, National Congress or National Conference. Youth who attended these events would need to meet a one hour or one event recruitment activity requirement to help interest other youth in their home clubs and counties.

Oftentimes youth and clubs are unaware of potential citizenship and community service activities which exist and community leaders are unaware that 4-H youth are available and willing to help. Encouraging youth to connect with community leaders would solve both of these problems and make youth more aware of community needs. Some community service projects can be so large and overwhelming that no one is brave enough to take them on. Partnering with other clubs or community groups would help to break up the project into more manageable parts.

Greater visibility to potential members and the public

The 4-H program could also benefit from an increased school presence. Currently there are several 4-H Afterschool programs across the state which are doing good work and having great success. However, many of the alumni interviewed commented that other youth development programs, such as FFA, had an impact on their citizenship and leadership skills because they were part of and included in their school activities.

Youth and families are very busy and there is a plethora of activities and groups which they can choose to be a part of. Many are simply unaware 4-H exists or have no idea what it involves or the scope of projects available. Athena commented,

Nobody even knew what 4-H was. And you still see that even in small towns like Moscow.

People may think they know what 4-H is but most people don't have a 4-H experience. Nobody

knows what goes on and nobody knows how to get involved. It's like you have to know somebody to get in.

Athena said that everyone knew about Boy Scouts and Girl Scouts because they got to wear their uniforms to school one day a week and their scout leaders came regularly to talk to kids and encourage them to join. She suggested having a "Meet 4-H Clubs Night" at the local school to put the 4-H program on the radar and let families know how they can get involved and become members.

Many teachers are also unaware of the excellent 4-H curriculum which is available to them and could be incorporated into their classrooms and teaching. Currently, the Idaho 4-H program is working on aligning 4-H curriculum with the new Common Core educational standards. By promoting the availability and excellence of its curriculum to teachers the 4-H program would benefit from increased awareness among educators and youth alike about the breadth and depth of 4-H projects and opportunities and put an end to the stigma that 4-H is just for rural farm kids.

Future Research Ideas

Future research ideas include:

- investigating the possible links between 4-H participation and career choice;
- exploring the effect of type of projects taken (animal vs. non-animal) and level of involvement in citizenship and leadership activities;
- studying "4-H dropouts," those alumni who only participated for two years or less, and discovering what led them to leave the 4-H program and what recommendations they would have for increasing retention rates.

The Idaho 4-H program is doing a good job of developing citizens and leaders by providing citizenship and leadership opportunities and connecting knowledge to real life applications. Alumni were satisfied with the leadership and citizenship opportunities and training they received but also indicated some changes and ideas which could improve the program. The 4-H program will need to listen to members and alumni as it moves into the future and be willing to continually adapt and develop new programs and activities. One of the 4-H mottos is “Making the Best Better” and with continued research and development of 4-H programs, today is going to be the best and tomorrow will be even better.

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APPENDIX A

Institutional Review Board Approval Letter

University of Idaho

Office of Research Assurances (ORA)
Institutional Review Board (IRB)

875 Perimeter Drive, MS 3010
Moscow ID 83844-3010

Phone: 208-885-6162
Fax: 208-885-5752
irb@uidaho.edu

August 18, 2013

To: James Connors
Cc: Christy Davis

From: IRB, University of Idaho Institutional Review Board

Subject: Exempt Certification for IRB project number 13-194

Determination: August 16, 2013
Certified as Exempt under category 2 at 45 CFR 46.101(b)(2)
IRB project number 13-194: Idaho 4-H Alumni Leadership & Citizenship Life Skills
Evaluation Interviews

APPENDIX B

Participant Recruitment Electronic Cover Letter

Dear 4-H Alumni-

I am an Agricultural Education & 4-H Youth Development graduate student and a 4-H alumni working on my master's degree at the University of Idaho. I am writing to ask for your help with my thesis research project. You were recommended by your local or state Extension staff as someone who might be willing to reflect and share about their experience with the 4-H program.

The purpose of my research is to describe how participation in Idaho 4-H youth development programs affects the leadership and citizenship skills of 4-H alumni in adulthood. The National 4-H Council's Strategic Plan states that as a result of involvement in high quality 4-H positive youth development programs, 4-Hers should "graduate" with skills that will support them in creating a sustainable livelihood for themselves and their families, and that they will be ready and able to act as catalysts for positive change.

The information gathered through this study will tell us (1) if the 4-H program has been effective in meeting its life skills objectives, and (2) provide concrete evidence to stakeholders concerning program effects so that they will continue to support the 4-H program. The evaluation will also aid Extension faculty and staff to better plan and implement programs. A strong youth development program at the community level benefits both the youth and the community as a whole.

By choosing to participate and share your 4-H story, you will be asked to complete an interview about your 4-H experiences with me sometime this fall. The interview will take approximately one hour and will be either by phone or face-to-face depending on your location. Your identity will remain confidential. **If you would like to participate please respond to this email and include your mailing address.** This is so I can send you an Informed Consent letter and calendar to

help schedule your interview. I would like to begin the interviews by October 1st so I would appreciate your reply by **September 23rd**.

If you have any questions I can be reached at (208) 885-6404 or by email at puck3790@vandals.uidaho.edu. I appreciate your willingness to help with this research and look forward to hearing from you and learning more about the many great 4-H programs we have in Idaho.

Sincerely,

Christy Davis

Agricultural Education & 4-H Youth Development Graduate Student

APPENDIX C

Participant Recruitment Hard Copy Cover Letter

Dear 4-H Alumni-

I am an Agricultural Education & 4-H Youth Development graduate student and 4-H alumni working on my master's degree at the University of Idaho. I am writing to ask for your help with my thesis research. You were recommended by your local or state Extension staff as someone who might be willing to reflect and share about their experience with the 4-H program.

The purpose of my research is to describe how participation in Idaho 4-H youth development programs affects the leadership and citizenship skills of 4-H alumni in adulthood. The National 4-H Council's Strategic Plan states that as a result of involvement in high quality 4-H positive youth development programs, 4-Hers should "graduate" with skills that will support them in creating a sustainable livelihood for themselves and their families, and that they will be ready and able to act as catalysts for positive change.

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By choosing to participate and share your 4-H story, you will be asked to complete an interview about your 4-H experiences with me sometime this fall. The interview will take approximately one hour and will be either by phone or face-to-face depending on your location. Your identity will remain confidential. Enclosed are an Informed Consent letter, a calendar and the interview questions. To participate in this study you simply need to **read and sign the "Informed Consent" letter, choose your top five possible interview dates on the included calendar, include your email**

address and return them to me in the enclosed envelope. I would like to begin the interviews by October 1st so I would appreciate your reply by **September 30th**.

If you have any questions I can be reached at (208) 885-6404 or by email at puck3790@vandals.uidaho.edu. I appreciate your willingness to help with this research and look forward to hearing from you and learning more about the many great 4-H programs we have in Idaho.

Sincerely,

Christy Davis

Agricultural Education & 4-H Youth Development Graduate Student

APPENDIX D

Participant Interview Instrument

Idaho 4-H Alumni Leadership & Citizenship Life Skills Evaluation Narrative and Questions

The purpose of my research is to describe how participation in Idaho 4-H youth development programs affects the citizenship and civic engagement skills of the alumni in adulthood.

I would like to hear your “4-H story.” I’m especially interested in what programs, activities and projects you were involved in, how you may have benefitted from them and what improvements or changes you feel could be made to strengthen the citizenship and civic engagement program areas.

The information gathered through this study will tell us (a) if the 4-H program has been effective in meeting its life skills objectives, and (b) provide concrete evidence to stakeholders concerning program effects so that they will continue to support the 4-H program. The evaluation will also aid Extension faculty and staff to better plan and implement programs.

After introducing the project and its goals and discussing the use of the tape recorder, the following questions will be asked.

- Do you have any questions before we begin?
- The hardest two questions of the whole interview: How old are you? And what would you like your pseudonym to be?
- Please start by telling me a little bit about your life up to now. You can start with “I was born” if you want and think about your life with a 4-H emphasis. This might include:
 - where you were born and grew up;
 - where you went to school and level of education;
 - what kinds of work you have done and what is your current occupation;
 - your involvement or role in any organizations, clubs or groups.
- Tell me about your 4-H experiences :
 - How were you introduced to 4-H?
 - How many years were you in 4-H and what projects did you take?
 - Approximately when was this and were? (year/s)
 - Have any of your family members (e.g., grandparents, parents, siblings, spouse or partner, and/or children) ever participated in 4-H? If so, how much and in what ways?
 - What kinds of activities did you do with 4-H on the local, state and national levels?
 - Did you attend Know Your Government or Teen Conference?
 - If not, why not?

- How do you think 4-H has impacted your adult life? (e.g., career choice, skills, outlook on life, etc.)

I would like to read you a statement from the National 4-H website which may help us define and talk about the areas of citizenship and civic engagement.

Citizenship- 4-H has always emphasized the importance of developing passionate, well-informed citizens who are involved in their communities and help to foster social change, Civic engagement helps young people understand the big picture and learn skills that will encourage them to become engaged, responsible citizens and successful leaders. With 4-H citizenship programs, youth learn how to lead, make decision, and contribute to their communities from an early age (National 4-H Council, n.d.).

- What do you think of this statement?
 - Is it an accurate depiction of 4-H?
 - Are there things that need to be added or deleted from this statement?
- How do you feel participating in 4-H affected your citizenship skills?
 - How would you define a good citizen?
 - What skills should a good citizen have?
 - Were there specific programs or activities in 4-H that you felt helped build your citizenship skills?
- Leadership is a large part of citizenship. How do you feel participating in 4-H affected your leadership skills?
 - How would you define a leader?
 - What skills should a good leader have?
 - Were there specific programs or activities in 4-H that you felt helped build your leadership skills?
 - Was there a person in the 4-H system who modeled good leadership skills?
 - Can you think of any other factors or involvement in other groups or activities that may have had an impact on your citizenship and leadership skills? (e.g., Boy/Girl Scouts, FFA, or youth group)
- If you could have a “do-over” of your 4-H experience would you change anything or do things differently?
- Do you feel there are improvements or changes that could be made to the Idaho 4-H program which would strengthen the development of leadership and citizenship life skills?
- Thank you for participating!

APPENDIX E

Raw Data from Participant Interviews

Interview transcript for Angela

C: Well, if you don't mind, we'll go ahead and get started.

A: I'm ready!

C: Ok, well two toughest questions, or easiest questions depending on what you think. The first one is how old are you?

A: Oh that's a horrible question! No, just kidding. I'm 38.

C: Ok, and this one might be fun, what would you like your pseudonym or fake name to be?

A: Ohh...Angela.

C: Ok. I like that one. That will work just fine!

Maybe just as refresher or a reminder before we get started too much, the purpose of my research is to describe how participating in Idaho 4-H programs affects citizenship and civic engagement skills in adult alumni. So mostly I just want to hear your 4-H story. I'm interested in what programs, activities, projects you were involved in. How you may have benefitted from them, or not.

A: Ok.

C: And if you have any suggestions for improvements or changes that might strengthen specifically citizenship and civic engagement, or generally just something that has always bothered you about it. The information from the study is going to be used to help 4-H know if they're meeting their life skill objectives basically. And provide some evidence saying "Yes we're doing a good job!" and people will continue to support the 4-H program.

A: Right, right. Ok, well...

C: Any questions?

A: No, I don't think so. Not yet any way. Hopefully I will answer your questions as completely as I can.

C: Oh I wouldn't worry about that too much!

A: Well, I was involved in 4-H as a kid for what, 9 years, 10 years? Took it all till my senior year in high school. I took a lamb and it was from Idaho county, which is where I did all my 4-H.

C: Ok, I remember seeing somebody, oh who was it? Was it Mary Jean? Do you know Mary Jean Craig?

A: Uhm...

C: I can't remember who recommended you to me, but they included your maiden name in with it and I was like "That sounds like an Idaho county Prairie name!"

A: Yup, I'm a Prairie girl!

C: Oh, well see I went to Idaho county too.

A: You did?!

C: Yes, but see I'm 26.

A: So I may not know you because you're a little bit younger than me.

C: Yes, exactly. But we probably know similar people.

A: I'm sure, yes. From Idaho county, and absolutely loved 4-H. As I got older I was, our club, I was part of the Keuterville Livestock Club and I was the president for you know, a couple years, and I'm sure I was every leader. Every branch that you could be! We didn't have a huge club so the older members were always one of them. Took charge of the different aspects of the club. Then I tried out for Idaho county fair queen, and I actually got it and I was the Idaho county fair Queen!

C: Oh boy!

A: So I got lots of, you know I did lots of, I did the Teen Conference, as many times as I could and I was pretty involved in 4-H. Of course back then, they did not have the Teen Leaders like they do know. And that is awesome, I absolutely love that new program! I'm not sure how new it is?

C: I don't know either, because it's always been around as long as I can remember but that's like 15 years maybe?

A: Oh, right.

C: So you know...

A: Yeah, I don't think it was, because I'm sure I would've been involved in that if it was an option. I don't remember it being something that you know, was ever a thing. And that's awesome. I love that new program.

C: What years were you in 4-H?

A: Oh goodness.

C: Sorry! I know that might be a strain!

A: Well, I graduated from high school in '94, so whatever...

C: So '84 maybe? If you were in 10 years?

A: Yeah, that's a long time ago.

C: And you said you took lamb projects the whole time?

A: Yes, and that is the only project that I did was the market lamb.

C: But you also went to Teen Conference?

A: Yes. And you know, the judging contest and the Teen Conference and uhm the fair Queen stuff and all that. I would consider, back then, I was pretty, I did sports and all that other stuff too, so you'd only have so much time for everything.

C: Right.

A: But I considered 4-H one of my things that I had to do, and I loved it, I loved 4-H.

C: So how were you introduced to 4-H? Was your family involved?

A: My older siblings. I had two older sisters and they were in 4-H. And I believe that my dad, I think my dad was in 4-H. He was, you know, they were involved in the community and we lived on a farm and my mom actually raised sheep so it was just kind of a natural thing for our family to do.

C: Yeah, yeah. Ok, so where did you end up going to college at? You said you majored in psychology?

A: Yes, I went to college at LC. (Lewis-Clark State College) LCSC in Lewiston.

C: And got a bachelor's degree, associates degree?

A: Yes, got my bachelor's degree.

C: Ok. What kinds of work have you done and maybe what's your occupation now?

A: Well, nothing to do with my degree!

C: That's typical, very typical.

A: That is typical. I am actually, my official title now, I'm called and essential services manager for the Idaho Distance Education Academy, and I work out of Boville, Idaho of all places.

C: Oh very interesting.

A: Yes. I've worked there for 2 years now.

C: So what does that involve?

A: Well, basically it's that I'm kind of like a shipping and receiving, the school it's a public school, but it's basically for like homeschooling families. So we send all the curriculum to their homes and I'm kind of the manager of the warehouse and so we send stuff out, then we get stuff back and I process the orders and manage their curriculum kind of things. So that's what I do now. Prior to that I worked in Coeur d'Alene for a company and I was a, oh goodness, like administrative assistant, all around type of, yeah, a supervisor of a couple of employees, you know just kind of a little bit of everything. I guess my psychology degree has come in handy!

C: Analyzing people!

A: Yes! But it's not you know I'm not directly related to that field, my occupation is not.

C: So are you involved in any organizations, clubs or groups? You can even go clear back to high school and start there if you want to or however you wanna go about that.

A: Oh goodness. Well, now that we have kids, we have two kids, my daughter and my son both actually, he's a Cloverbud and she's in regular 4-H. She just finished her year so I'm kind of involved with their club. I'm getting involved with the Booster Club at the Deary school because that's where they go to school. We're fairly new to this area so I'm just getting my feet in to you know, all the parent clubs I guess you want to call it?

C: Yeah.

A: Yeah and the kids are young. ***'s just, this is her first year of 4-H, she's only 8 so we're just getting involved in those things. But you know outside of high school I was involved in all sorts of clubs in high school, but once you graduate and all that, you get married and you have babies, and until your kids are older...

C: You don't have time!

A: Yes, and then usually whatever you're involved in revolves around your kids! So that's what I'm finding.

C: Right, right, I know that!

A: That's what I'm getting into is things for them.

C: Well, you said you were involved in a lot of clubs in high school, do you wanna tell me about that?

A: Oh you know, like Praire League, or the Girl's Club, I was president of that, I was editor of the yearbook and was involved in that. You know those kind of clubs.

C: Ok. Well, going back to, you talked about going to Teen Conference, what kinds of things did you do with 4-H on the local, state, national levels? Maybe you just wanna tell me a little bit more about your experience with Teen Conference. Did you go to Know Your Government?

A: No. You know I wasn't involved in that. and I'm not sure if it wasn't such a big thing or maybe it was and it just wasn't in my group or we didn't, it was just something that we weren't...I don't even remember knowing about that when I was in 4-H.

C: That's interesting because a lot of people have said that.

A: Really? So maybe that's something that could be improved?

C: Exactly.

A: And you know something else that's interesting that I did not know about until last year, was the exchange student program that 4-H is involved in! I never knew anything about that and apparently that's been around for years.

C: Yup. Funny thing, because I never knew about it either!

A: Really?!

C: Yeah, because I work in the State 4-H Office right now, and I think I remember hearing about it randomly somewhere after I was out of high school, but I never really knew very much about it until I came here.

A: So advertising programs! I mean I know that costs money, but there's so much free media out there now. I mean Facebook and all those online things. I think advertising would definitely help get the word out. I didn't even know that existed until last year!

C: I know, and isn't that so cool that you can go and stay with someone for like 9 months? I was like "Why did I not know about this?!"

A: I know! Yeah, I thought that was very cool.

C: Ok let's see. Teen Conference.

A: Oh yeah that's right...I kind of remember, I mean we stayed at the U of I and that was really cool, and I do remember the classes and the different activities and it was very...I mean I really enjoyed it. But the coolest thing was staying in the dorms! You know, when you're 15 or 16 or however old I was, that was pretty cool. But

I don't remember much more. I mean I enjoyed it and it was a neat thing to do and it was a great thing to be able to do.

C: How do you think 4-H has impacted your adult life? That could be career choices, skills, your outlook on life, anything.

A: Anything. Well, I'm more of an outgoing person anyways, and so that may have been why I was able to be involved in different things and the fair royalty and you know whatever, that kind of stuff, but that definitely helped me even more.

To open up and get out of my shell, you know go up to people and introduce myself and not be shy. Let my voice be heard. You know, I think your confidence. You definitely and even when you're little, you're out there in a ring showing an animal in front of all these people and you're learning how to do that and you're learning how to take care of something that's a live animal. For me, that responsibility and that's why I have my kids involved in it too because it was...I think of nothing bad when I think of 4-H. I love it and I loved it, and I think it was nothing but good for me as a person. And my husband was very involved in 4-H as well and my kids are and hopefully they'll love it as much as we did, and they'll be just as much involved in it as they grow up.

C: Yeah. Well, you know as I said in the beginning when I read you that long speel about the purpose and all that,

A: Yes.

C: It's mostly, my study is mostly about citizenship, civic engagement that kind of thing. And when I was thinking about that, "How do I ask questions about that?" So I was talking to my boss and she was like "Well, why don't you.." well first of all, I was thinking what exactly IS it? You know you have to have some kind of definition or something to tell people, THIS is what I'm looking for.

A: Right.

C: So she told me to try the national 4-H website and so I have a little, it's not too long, short definition that they gave, and I'm just curious what you might think of it, so I'll read it to you.

A: Ok.

C: (citizenship definition)

A: All right. I agree with that. I would say that it's all of those things, I mean all of those things are true. I probably am now more starting to become involved in my community because I'm older. You know, I don't know if you're young it's "I don't want to watch the news" because you don't really care about anything political wise. You know, typical. But now, I guess you get older and you're paying more taxes and you think "I better really pay attention to these things and be an informed voter!" To me, I don't know if I was taught that as much in my 4-H experience but maybe more so now, especially with the KYG. My niece was very involved with KYG and I think that really helped her.

C: Well, maybe a question, or this is one of my questions, is how would you define good citizenship and what skills does a good, responsible citizen have? Or conversely, what are things that maybe bad citizenship would be?

A: (laughing) Oh goodness. A good citizen versus a bad...

C: You don't have to compare those, it was just something to get you started thinking.

A: Well, I guess I would say it's somebody who you know, who IS involved. Who volunteers for programs, who votes, who cares about what's happening, not only in your small community, but in state and national world level. Somebody who, neighborly, even just somebody who's neighborly! That's a good citizen. I guess who's not breaking the law...

C: That would be a good place to start...

A: Pays their taxes...

C: Yeah.

A: But who has a voice and can stand up against the adversity and stick up for what you believe in...yeah. There you go, does that sound right?

C: Yeah, it's completely up to you, but that was great. And you kind of said that you didn't feel like you maybe learned that necessarily in 4-H, but do you think that maybe participating in 4-H effected your citizenship skills?

A: Yes, absolutely! Because I mean if you're not involved, I mean I was involved in a lot of different things in high school but 4-H I think was the gateway to me being involved in those things. Because I started 4-H when I was 8 or 9 or however old I was, and that got me out there in front of people and showing my animal and doing

my record book and learning how to do all those things and I think that was the gateway for me to be able to, and want to be involved in all the other things that I was involved in in high school.

C: Ok. I guess the next thing I'm curious about it leadership. So how would you define a good leader or good leadership skills?

A: Someone who will LISTEN.

C: You must have experience with this...

A: Well you can't, somebody who's gonna take charge and be willing to put in the hours and do all the work but who is also willing to listen and take in all the ideas. Really a leader is just somebody who can organize in my mind. Because you have to listen to every body who is involved in the group and you can't just be the top dog and do whatever you want to do.

C: Ramrod your ideas through?

A: Exactly! That's not a good leader. Somebody who will listen and take in all the different ideas and who can be diplomatic about it and take all the different ideas and come up with one unified idea.

C: Ok, so how do you think participating in 4-H effected those skills?

A: Oh I think big time. You know, you're involved in a group, in our club, and it wasn't that big, but we had quite a few kids and it's different ages, and everybody has an opinion and everybody wants to do this or do that, so you have to get, you know, decide what's gonna happen and how you're gonna do things and just learning how to manage that I think was a big thing for me in 4-H.

C: Yeah. And I think, I saw it modeled before I had to do it.

A: Yeah, there you go. Exactly.

C: I had older, whether it's a leader or another member who's the president.

A: Yes.

C: So that you had something instead of just being like "Well, I have no idea how to do this!"

A: Right, you learn because if you've been in there since you were 8, you've seen all that. That's exactly right.

C: So can you think of a person that modeled those skills for you?

A: Oh a specific person?

C: Well, not necessarily, unless a specific person pops into your mind like "Oh yup, Susie Homemaker."

A: Well we had, I had a wonderful, well I've always had great leaders. Great leaders and great Teen Leaders. When I was little, older people that I looked up to. I guess nobody specific. I remember my leader ***, she was my leader for quite a long time and she was always willing to go that extra mile. She would do ANYTHING for those kids. And I remember watching her and helping her as I got older and I was helping out with different things and we went to the community center and we brought our animals to the old folks home and that was all her idea and all her doing.

C: Yeah she's a neat lady.

A: Yes she is.

C: You mentioned being involved in a lot of things in high school and beyond, but were there any other factors or involvement in other groups that may have specifically impacted your citizenship or leadership skills? You know some people say "Well I was in FFA and we did leadership training," or "I was an officer" or "I was in Boy Scouts or Girls Scouts." That's mostly what I'm looking for.

A: Well you know being the president I was in a couple different clubs my senior year. I never did any specific like leadership training I guess. At least I don't remember any specific leadership training. Just being involved and kind of getting thrown in there and doing it!

C: Yeah. I always think back on my high school experience and think "Man, I could've really used some leadership training!"

A: Yeah!Yeah.

C: I mean I had some in 4-H, at least me personally, but I'm like "Why weren't other organizations doing that?" I don't know, they were behind I guess.

A: Yeah I agree, I agree with you.

C: Well, if you could have a do-over of your 4-H experience would you change anything or do things differently?

A: Oh goodness. Now that I'm 38, you think back and there's lots of things in my life I would do differently! But specifically 4-H?

C: Yeah.

A: You know, I may, if I knew about the KYG, I bet you that might have been something I would have done. I don't know about the exchange program, I might have been too wimpy to actually go to a different country.

But having someone there come here might have been kind of cool. I guess, being more informed on all the different programs, not, I may not have necessarily done them because you know, you're busy with sports and other stuff too. So I may not have done it, but to know it was there, that would have been nice.

C: Well that kind of leads up to my last big question here. So do you have any suggestions for changes? I know you mentioned a couple, better advertising. Which kind of goes along with that, but anything else you can think of?

A: Oh goodness. Well, I don't know you know. Now that I have a daughter in 4-H and *** will be in real 4-H here eventually, I guess I'll see.

C: Mmhmm.

A: I'll see kind of looking at it through their eyes. You know looking at it as a parent and not the participant and what's you know, different things. So far I haven't really thought of anything, but I'm not, I'm not super, super involved in it yet. My kids are still young so we don't, we don't have the leadership things yet. But just having them in the group and learning how to, what's the proper procedure or a meeting, voting on the officers. Just that for them is a great start. I guess just get the word out there better to people. This is so funny because I was just tooting 4-H's horn today with the person I work with. I was like "You know, your daughter could do cooking 4-H. You don't have to take an animal!"

C: Yeah. Well and sometimes, and other people I've interviewed have mentioned this, people don't realize what all there is to offer. Which has to do with advertising. Or they just think that it's for farm kids. Same deal.

A: Right. And that is kind of what she was thinking too, she was like "Well I didn't know." Oh yeah they do all sorts of things, not just market animals.

C: The list is growing!

A: You can do all sorts of things. Yes it's very...and I don't know, I didn't know what our specific club in Cottonwood offered, but I don't think I knew of all the different things they offered back then either. So getting the word out.

C: Ok well that was my last question I had for you. Thank you very, very much.

A: Thank you and good luck.

Interview Transcript for Athena

C: This is ***. And two hardest questions, no two easiest questions, what's your age?

A: 34.

C: And what would you like your pseudonym to be?

A: That is a hard one.

Do you have an Athena yet?

C: Nope no Athena. Athena it is. Ok, now that we got through those tough questions, we'll move on to the hard, thought-provoking ones!

(Purpose of research narrative)

C: Any questions before we start?

A: No, I just don't want to be the negative nelly one.

C: No, no, no it's supposed to be genuine, you're supposed to have all sides of an issue. That's the beauty of talking to all sorts of people. So do you want to just start with your life up to now?

A: I was born in 1979 in Caldwell, Idaho. My mother's family was a 4-H family, so when I was very little, my uncle always told me, he had a hog farm, "When you turn 9 you can show a pig at the fair, I'll give you a pig to show at the fair." And so, when you're 9 you can show a pig. So, when I was 8 and in third grade, because I was a summer baby, they let me show that year, because I turned 9 two weeks before the fair. I had a 298 pound pig that year, he was huge, that was back when they wanted them to look like boxcars, and before the lean meat took off about 2 years later. I thook this huge pig that I could not see over the top to the fair. Practiced with him and practiced with him, and got in the show ring and didn't show. He stood in the corner and screamed, could not move him. I mean the pig weighed what...I was 50 pounds? He was huge, and then I got reserve grand champion, and that's the best I ever did. But, that started my 4-H career with that pig project. But I was the only kid in my school doing 4-H. I was a city kid in Ada county, I lived in the suburbs, it's all city now, but back then it had only been farm land 5 years before. So, I went to a new school, but I was the only kid in 4-H, and I was doing Canyon County 4-H and we were crossing the county line to go to 4-H. My grandparents farm was in Canyon County, so my animal stayed there, I didn't have my animal with me, I saw my animal on

nights and weekends. I had a very different 4-H experience because of that and I felt very isolated. My 4-H life was separate from the rest of my life. That was very interesting. I started doing other 4-H projects a few years later when I was about 10 or 11. I started taking some additional home ec projects besides my pig. I did pig all the way through. I did 11 years of market swine. But I started with cross-stitch, which my mother also picked up while I was learning it. And my mother hadn't been able to do 4-H so I think she actually enjoyed the fact that we were because when she was a girl, girls weren't allowed to do the animals, and that's what she wanted to do. So she never did 4-H, only my uncle had.

C: Ok, so you said your family was kind of a 4-H family, but...

A: But my mom hadn't been able to do it because of the gender issue. So my uncle gave us pigs and he would keep them for us. And then my mom would take us to home ec skills. My first club was really good, there were some older members who were really, really nice to me and became my friends. They were almost 10 years older than me, but they looked out for me, and every once in awhile we would be in a little group or meeting. So like one of them did cross-stitch with me and she showed rabbits so she wasn't really at the fair, but she introduced me to some other friends, who are still my friends to this day, who went to another club in another city that were still in the same county, they were from Parma.

We're still friends even though they live all over the country now. But those are my close 4-H friends, they're the ones that I really know where they are anymore. Of course they aged out of the program way before I did. So, I was in a total of 4 or 5 different counties during the course of my career.

C: In different counties or the same county?

A: Only one was in a different county, the rest were in Canyon County. My first club disbanded I think three years in. Most of the members were older and so the club stopped meeting. So then I went over to another club and then that club split in half because they were too big, and we were in that club for a really long time. Maybe it was just 4 then....as I got towards highschool, my mom tired of driving so far for 4-H meetings, so we joined an Ada county club that met at, not the highschool that I went to, but the highschool that my highschool was associated with that had an ag program. My highschool didn't have any ag program or shop or any of those, so you had to go to the other highschool to do that, so we met at that highschool, which was also our rival highschool! So there was that uhm...after awhile, almost all of my home ec projects were instructed by my

mother. Occasionally we would sign up for a project that another kid in the club wanted to do, but a lot of times it was my sister, myself and my mother. I don't have any brothers, it was just my sister and I. And we would do projects under her guidance, and she would either learn the project or it would be something she already knew.

I really enjoyed fair. I loved seeing my friends that I only saw once a year. I loved being there all week. It was a home, it was a fun time.

I got to hang out with a bunch of really great kids and we had a great time and I loved doing my projects. And everybody would try to do just a ton of projects, and the project quality was so high. Canyon county especially was a very competitive county. I was impressed, I actually learned something because I wanted to be like the girls who were making wedding dresses for their final project. I never got that good. And I still sew a little. And then there's people who are making professional style cakes in their cake decorating. We did ceramics and that was one of the few consistent instructors I had, my ceramics instructor. But people were making amazing things, and I was always inspired to try it because of that. And they had these special awards for the individual who had got the most best of shows in certain groupings of categories. And I always wanted to get that award. I had friends that got it but I never made it. But you had to do a lot of projects to be even considered part of that, and part of it was because it was a lot for my mom to even consider us trying to fill out 11 record books in time for fair. So there was some limitations. But my 4-H life was this separate part of me that was completely isolated from the rest of my life.

C: So you mentioned that you did swine and sewing and crochet...

A: And cross-stitch, ceramics, cake decorating, embroidery, rocketry, archery, what else...I was on the wildlife habitat evaluation team in highschool. Which actually led to my major which is wildlife biology.

C: Wow. and I was going to ask you, where did you go to school and what's your degree in?

A: So I went to the University of Idaho. Straight out of highschool I came up here and I didn't even sign my paperwork because I was still 17 when I graduated. I came up and studied wildlife. I was sure I wanted to be a wildlife biologist. And I still love wildlife biology, I don't regret getting that degree at all. I'm not working in that industry right now.

C: So what kinds of work have you done? What's your occupation now?

A: So, after college I got a job as a fisheries technician but as that fisheries technician job was largely computer based, I did cartography and data analysis for Idaho Fish and Game, and then when that job ended I did some more fisheries analysis. I got a job as a computer programmer. I also worked at computer repair while I was at Fish and Game. They had air conditioning and my home office didn't! I've been a lunch lady at an elementary school, which was a lot harder than it sounds. And then I was a historian for the Selway-Bitterroot Wilderness project, I did some archivist work for them, just for a few weeks last winter, and I worked here at Idaho 4-H as part of the science and engineering technology programs as an assistant here. And now I'm serving as a VISTA here in the Idaho FIRST here in the Idaho State 4-H office is helping to administer the FIRST program.

C: Which is?

A: Which is a robotics program K-12, so elementary through highschool that teaches the fundamentals of engineering, teamwork and gracious professionalism.

C: So have you been involved in any organizations or clubs or groups other than 4-H? It can be all through, you know highschool on up to now. Anything, doesn't matter.

A: So I was really active in highschool. I was on several sports teams, I was in the band and I was on the academic decathlon team. Which is a team that studies ten different subject areas and then takes standardized tests on them. That was our big event. If we had had FIRST, I would've done FIRST in a heartbeat! It was way better. But we went to nationals for that. It was fun, I brought the first gold medal back for the state of Idaho in academic decathlon. That was exciting. In college I was a member of the student chapter of the wildlife society.

C: Oh, and maybe the thing I forgot to mention, what is/was your role in those organizations?

A: In academic decathlon, we were all students. I was a squad leader in highschool band...no I never was a squad leader in highschool, that was university. But I was in charge of a group of students in the marching band in highschool. In college I was treasurer for my hall for a few months before I moved out. Wildlife society, I ran for elections but I don't think I ever got it, and then I got really busy. I had to work through college, so I didn't have a lot of time, and as I got into my upper division classes I had to stop participating as much and so I didn't run for office because I just simply couldn't. I was doing good to make meetings. I was on our conclave team twice though, which is it's kind of like quiz bowl, except it was wildlife themed. And we would compete with

other schools from around the region over spring break. So I did that a couple years and that was fun. I currently participate in Bountiful Baskets as a volunteer, so I help sort food and hand it out. It's not real hard, but I really like going, and when I was not working over the summer, it was one of the things that really kept me going. So to me that was really important and I think it's a great idea. I'm on my childrens' schools PAT and I'm the volunteer coordinator for them, and I do our big fundraising event, which is the Fall Carnival, which is coming up so I'm planning that which has been really hard this year. We completely bankrupted the PAT by buying our playground over the summer so I have no money to run a fundraiser with. It's interesting though because it's looking like it's going to work.

C: So what are some of your duties with that?

A: Well, it's varied, depending on the organization of the school. And right now the PAT is fried. We spent two years doing really high-intensity fundraising to do these projects that we've completed, so right now it's just keeping the ball rolling while everybody catches their breath. But while we were doing some intensive fundraising, it involved going out and getting community sponsors, getting volunteers from student groups at the university, helping teachers organize games, putting up flyers, advertising, decorations and trying to do it with not spending any money. And getting the prizes, and just all the logistics to make it run. Last year it was just me and another lady who put the whole thing on together. The year before that I was the understudy and it was the first year the program had been done. This year I'm the only person doing it, but we just had a big email discussion over lunch and it looks like it's going forward pretty well. I'm trying to get some other people to go out and ask businesses for money because I think the businesses are going to start locking doors in my face here pretty soon because with being a VISTA and being the fundraiser for Moscow Charter School, I'm asking for too much. So I'm asking some other people to go out and be the face of the charter school for right now. I think that's about all I've done...

C: That's fine! So were you in 4-H all ten years?

A: Yeah.

C: And approximately when would that have been?

A: Well, my last year was 1997 so 87 to 97?

C: and you mentioned that your mom and uncle had been in 4-H? Were your grandparents in 4-H?

A: I'm not sure, I think my grandpa had probably been in 4-H. He was a farm boy..

C: So he probably did it as a member and not a leader?

A: Yeah, he wasn't a leader, but I think he might have been a member. My mom was a leader though.

C: What about your kids? Are they old enough to be in 4-H?

A: My oldest two are. My oldest is did 4-H this last year, and she was a Cloverbud for three years before that.

My younger one is in her second year of Cloverbuds this year in January.

C: That ought to be plenty to keep you busy.

A: Yeah, it was really hard, we were gonna pull my oldest daughter out because she's only 8, she turns 9 in December, and I felt that she just has so much going on and we really don't know our 4-H club very well. She's kind of having the same 4-H experience as I did where 4-H club is kind of an isolated side thing that we do and so I was feeling overwhelmed and so I was like "let's just not do it this year." And then I started working for 4-H and some other people from our club who also go to our church contacted me about her doing platforms, which happens to be a new program that I was actively promoting at the time, and I know would be right up her alley. She's very analytical and so I went in and paid her dues and she did that over the summer.

C: It's interesting to see, it seems like generally, when people get into 4-H, a lot of people it's a continuing thing. Your parents do it, and then you do it, and your kids do it too.

What kinds of things did you do with 4-H, or did you do on a state or national level?

A: I did some, well I did two state and one national. When I was, I wanna say middle grades, middleschool, I did the demonstration contest in the county. Normally demonstrations were given during your project meetings, which were often just to my mother. Or we would have my grandparents and my uncle hangout and we would all stand there and give a demonstrations because like I said, a lot of the projects were just my sister and I. And for a long time our club was way too large to even try to do it any other way. But, one year I decided that I wanted to give my market swine demonstration at the competition, and so I did the county competition and won and then I went on to state a couple months later at the fairgrounds. It was a really good experience, I didn't like talking to adults at all at that age, I was very uncomfortable, and so I pushed myself to do the competition to try to help with that. It didn't solve the problem, but it was huge in getting on the way there. If I had done it a few more times, I probably would have but it was good that I did it, and I was very glad that I did

it and I had a very positive experience. The people who evaluated me at the state level I distinctly remember to this day the questions they asked me, and they were so nice and so wonderful.

We had Hampshire pigs and so they had black ears and so the only way I knew, my demonstration was on how to identify individuals, how do farmers identify individuals in their hog herds and I was using ear notching, and I had learned how to read ear notching and so I was teaching ear notches, and one gentleman asked me, what were other methods of identifying the individual pigs, and the only other thing I knew about was the plastic tags that we used at the fair, the ear tags like they use on cows, and so I mentioned that one and he taught me about tattooing which is something they use on white breeds of pigs because you can see the tattoo inside of the ear. I didn't know about that at all, but I will never forget him telling me that. When I was in highschool I did the wildlife habitat evaluation program, which was great because I had always wanted to be a biologist. I ran into problems in school with teachers who wanted to discourage me and encourage me to branch out and I always wanted to be a biologist and I was so mad about that. So when I found out that 4-H had this wildlife habitat program I wanted to be a part of it. The first year we scrambled together a team of 4 kids in Ada county and I think we had an instructor sort of, but my mom basically ended up taking over because the instructor at the Extension office kind of bailed on us. And then the next year my mom just did it straight up. My senior year, which was the last year they did it because I was the one that wanted to do the program, and Idaho was hosting the National competition and you could only go to nationals once and so none of the other teams wanted to go so we kind of won by default. Nobody showed up to compete that year because nobody wanted to travel to Idaho nationals. So nationals were in Sun Valley and we went and it was a great time and it was probably the most uncompetitive competition I've been in even at the national level. But it was really, really cool to meet 4-Hers from other areas and it really opened my eyes to what 4-H could be like in an urban area. Because there were people from cities that were on these teams from like Georgia. The girls were from Atlanta and they kind of hid because they were the only dark-skinned girls at the competition and there was a group that was harassing them because of that from another state. They hid in their room and I didn't get a chance to talk to them much, but it really opened my eyes to the fact that there could be 4-H in the city because I felt like the only city kid doing 4-H. That was helpful. Unfortunately I was timing out of the system. I think about that time 4-H had an advertising campaign coming out on VHS that they would play a little 4-H ad and it showed

urban 4-Hers and I was like "Wow!" They have like this completely different experience from what I was having, so that kind of opened me to there being more out there. I've talked to my mom since working at 4-H about why didn't I go to Teen Conference or did you even know about KYG or these national conferences, and the answer was, she never heard. And our club might have mentioned KYG once when I was like 12, they just weren't getting down to the individual level, to where we even knew they existed. Now, this is all pre internet, so a lot of that's changed, a lot of that's on a website and people can find it pretty easy. And there's email...but before we just didn't know.

We probably would've done more.

C: I'm glad you mentioned that because it's probably a question I should be asking, especially people that didn't go, or even the ones that did, "How did you hear about it?" because a lot of people have mentioned that it wasn't very well advertised, the leadership opportunities and stuff.

A: My senior year of highschool I was bound and determined to go overseas, and one of my friends was going to take me overseas. I had no idea 4-H had a foreign exchange program. I would've gone, but my friends' grandmother died, we were going to stay with her in India. I had my passport, I had my shots, I was ready to go and I never made it. I mean it's ok, but it's like "Oh man!" I just found out last year that there was this international opportunity that I could've gone on. Now I'm 35, I've aged out of the program, even the older age group transfer program. I completely missed my shot at that. So that's something I've talked about with my 8 year old, about maybe, because she wants to go international. And we've already talked with some friends we have in other countries, about them keeping her for 9 months so she can go to school in another country, and there's also the 4-H option.

C: How do you think 4-H has impacted your adult life? Your career choice, skills, outlook on life, that kind of thing.

A: Well, I always wanted to be a biologist and I don't think that came from 4-H necessarily, I'm not sure where that really came from. And I really enjoyed doing it, but I did get some stuff from 4-H and I think the biggest thing was that if I could find instruction I could do it.

C: And that's carried over to today?

A: Yeah. I do all kinds of stuff that most people are like, oh my gosh, I can't believe you do that. And I'm thinking, this wasn't that hard, because I grew up with the mindset that if you could find instruction you could do it. I love to find a mentor whenever I can, like a leader. If I can find a leader who will sit down and walk me through a few steps, all I need is the basics, I'm good from there. So, I got a lot of that from 4-H from doing all those different projects every year. I took 2 years of cake decorating. My kids cakes get fancier and fancier every year, but it's my three times a year excuse to make a cake. I don't do them all the time, but yeah they're a BIG deal.

I learned the basics of sewing. I cos-play now and that's allowed me to branch out into a lot of other crafts. I can make foam core weaponry. I exhibited my last set of cos-play costumes at the fair here in Latah County.

C: Now by cos-play what do you mean?

A: Dressing up as a character from either science fiction, fantasy, video game or comic. My whole family dresses up. It's a bit more than costuming. Costuming is just an outfit. Cos-play is a whole personality, so you basically take on the personality of the character while you're in costume. Some of them get quite in-depth. My daughters wear latex ears, full face paint, wigs if we need them,. I have a costume that turns me into a giant bird. So there's a lot of techniques in there, Ready, Set, Sew! went a long way. You know I made a pair of shorts and a jumper once, and a skirt in 4-H and I've taken those skills, and my daughters, and this is really kind of silly, they wear their costume dresses from their costumes as every day clothes. And my six year old, her costume dress that I made her, is her favorite dress of all time. And it never is in her closet because she wears it the second it's clean.

Another thing, because I was a girl doing swine, and that still wasn't super common yet, I did fight a lot of the gender bias growing up through 4-H. One of my really good friends dad's really had a problem with me. His daughter did pigs too, but he kind of like kept, it was a conflict for him. When I was younger, and she was a lot older, he had three kids. She was the middle and his son was only a few years ahead of me. So he kept coming back, and I wanted to set up the sale arena or the show arena, I wanted to be driving stakes, and he was like "you're a girl, you're not allowed to do these things." And I really combatted that, but it gave me the confidence to stand up for the things that I wanted to do and not let somebody tell me I couldn't do them because I was a girl. Where I grew up feminism was a bad word and nobody was a feminist. That was awful. I've

learned to embrace it more. I kind of grew up the whole, doing it anyway. And being in male dominated careers, first in biology, which there aren't a lot female wildlife biologist. Jane Goodall is an exception, and she's an extreme biologist, she gave up her entire life for her career, which is great, but not me. And now working in engineering, it's not exactly female friendly yet, so there are times sometimes when you have to stand up and say "It's ok guys, I've got this. I can do this too. Yeah, it's heavy lifting, but it's ok I can lift things, it's only 50 pounds or 75 pounds." And it's not a conscious thing for the guys who say no, they really aren't thinking when they say no, so it's not like its oh...you know. It's ingrained, and it's something that needs to be seen to be changed. So I've learned kind of a way to say "Hey, it's ok, yeah I'm a girl, but I can do it too. Just hand me the tools, it's alright." And that's helped me alot.

C: As I said in the beginning, mostly my research is around citizenship and civic engagement. And when I was thinking about how to ask questions about that? And then I got to thinking, what exactly is good citizenship and whats a good citizen, and what's leadership and what's a good leader? And Carrie suggested that I go to the national 4-H website and I'll just read you what I have really quick.

(Citizenship statement)

So, what do you think of that statement?

A: Well, something must've stuck eventually because I'm a VISTA, serving with Americorps. And if you think about it, wildlife resources as a degree and as a profession is about civic engagement. It stops being about the fuzzy animals the second you walk into a university. If you wanna be with the animals, you go over to the zoology department where they deal with physiology. Wildlife resources is the science of managing people for the betterment of the people without the people realizing they're being managed in the first place. And that's a secret you're not supposed to tell. It's working with the people to create a better environment overall, while maintaining our cultural identity as hunters and fishermen. Maintaining sport quality environment so that everybody can enjoy it for multiple uses. It's like the impossible dream. So, even with that, which is a heavy science career, my goal was never hard science, it was about creating something better for everybody. With FIRST, FIRST is all about taking young people and giving them the tools, both physical tools and knowledge but also a mindset that's very similar to 4-H of making the world better. In fact the competition element of FIRST is completely different than any other program you will ever see. The competition is downplayed at the

competition. The number one honor isn't who scored the most the points or even who built the best robot, it's who met all the requirements of the program, including community outreach, working well with others within your team and other teams, professionals, talking to grownups, which was one of my huge struggles as a child. Who is doing that the best? That, all of that put together is who we give our Inspire or our Champions awards to. And it's once again trying to make the world or the future a better place. I've done a lot of soul searching over the last couple of years trying to decide what I wanted to do since I left Fish and Game, and the happiest I've ever been is when I was working with first initially, and that's what led me to being an Americorps because I was making a real difference for people, and I wanted my work to make a real difference.

And I don't think it really matters whether I'm doing that work as a biologist or whether I'm doing that as a teacher or whether I'm doing that anywhere as long as what I'm doing is really making a difference. And to me, making a difference is working with the future in mind. And it's not monetary, I'm not a monetarily based person, so business is not satisfying to me at all.

C: Maybe that leads into how would you define leadership and what are the skills that a good leader should have?

A: The best leader is the leader who didn't want to be there in the first place. The one who didn't want to be the leader, who wanted to be doing things and they saw the need and they rose to the challenge. You always get your best leaders that way. They understand what needs to be done and they don't see themselves above doing it. A good leader never asks more of the people under them than they are willing to give themselves and never expects the fullness of commitment that they themselves have from others. As a volunteer coordinator I never ask a volunteer to do a job I wouldn't do myself. And I never expect them to put in half as many hours as I'm willing to put in. Because everybody has a different life and everybody is busy and a leader needs to recognize those things. Especially now when everybody is pulled in so many directions with so many commitments. Great leaders know the people that they are working with. They know their strengths and their weaknesses and they work with them to both utilize their strengths and minimize their weaknesses but also to help them grow. To give them opportunities to expand beyond the box they've put themselves in.

C: That's interesting, "The box they put themselves in..."

A: Well, a lot of times when we categorize ourselves, we look at our strengths and weaknesses and we push ourselves towards our strengths only and we try to avoid our weaknesses at all costs. And it's not great to put somebody in a position of power over their weakest point. They're not going to be happy and they're not going to do a good job. But we shouldn't ignore those weaknesses entirely.

C: So can you think of any specific programs or activities within 4-H that helped you build leadership skills? Or even a specific incident where you felt like you really grew as a leader? Or were challenged as a leader?

A: I was the leader of our Wildlife Habitat team and mostly because it was my idea to do it and everybody else was just going along because I wanted to do it. And really that was...a couple of the first times that I was really put in a position of leadership were in highschool and I was doing that program in highschool so that was interesting for me. I think I've been a bad leader as well as a good leader. My time as a section leader in marching band in highschool was mixed. I had a very difficult group of people that I didn't really understand and we eventually made it work, but the first bit, I was not able to take the leader before me's style and apply it again. Part of that was because we had a generation boundary. I identify with generation X and the people that I was leading identified with generation Y and we had totally different mindsets about what we were wanting out of the program. It ended up working out ok in the end, but it was very difficult. In 4-H, getting more leadership opportunities...I wanna think at fair. I didn't get a lot of leadership opportunities with my club during the year, but at fair it was different. At fair we were together, even with other people and other clubs. And a lot of times I was, especially after my older friends had graduated out of the program, I was the one that everyone looked to to say "What shall we do now?" My uncle was our swine leader until he got really, really sick. He died of cancer my junior year I wanna say. He died of cancer on weigh-in night of the Boise fair. We got herdsmanship 6 out of the 7 days that year. That was completely my club pulling together behind me. I wanted to get herdsmanship and they did everything I asked. Partially out of sympathy, probably not the best leader then. But we got herdsmanship a lot of other times too. And a lot of that was "Hey guys, lets get under the bleachers and clean our designated area. We got the cruddy area again this year, but lets get under the bleachers and get this done." Because nobody wants to clean under the bleachers. Setting up ROTA's (?) to spray down animals...even just activities to alleviate the boredom of fair. Because our fair is, the Canyon county fair is the last full week of July and the Ada county fair is the first week in August. It's hot and miserable

and you're there all day keeping an eye on your animals or they're going to overheat. So a lot of times I was looking to for "What are we gonna do to beat the boredom?"

And we played a lot of cards, but it was usually me setting up our tack areas as a card table and getting the game started. Keeping order when fights broke out because it's 98 degrees and we were all sitting in the hog section and we all smell and there will be a fight over cards. Which is dumb. Over which game of cards we're playing. I brought the toothpicks for gambling. No money exchanged hands but you needed a way to keep score. I never really thought of myself as being the leader, but now that I look back it was always me that was saying let's do this and let's do that and let's go over here.

C: So maybe part of being a leader is being the inspirer or the initiator?

A: Although initiators usually get you in trouble!

C: Well, hopefully in a good way!

A: Yeah. Definitely rising up to some of those challenges and getting the opportunity to try out different things. And it wasn't all roses, there were some really dark episodes where bad things happened or we did stuff that we really shouldn't have done because we were kids and it was 98 degrees and we were bored and we made bad decisions. Or there was a fight going on that was carrying over that was more than just cards. So there was stuff like that that happened.

But there were definite times when things were good and they were working the way they should.

C: Can you think of a person who modeled good leadership in the program?

A: You know, I think the two ladies who adopted me when I was 8. Who let me hangout with them, took me around the fair, kind of were my friends. *** and ***. I'm still friends with ***, although she doesn't remember me, she fell while I was still in 4-H actually, and lost her memory, and we were actually part of recreating her wedding for her. She doesn't remember it, but she was one of those people who exemplified leadership, her and ***. And their willingness to hangout with and listen to the ramblings of a 9 and 10 year old little girl at the fair when they had their own teen interests.

C: A lot of people have mentioned that part of being a good leader is caring for other people.

A: Definitely, if I had to pick somebody out, those are the people I remember.

C: I read the definition of citizenship in 4-H, but how would you define a good citizen and what skills does a citizen need, or should have?

A good citizen is a person who looks at the whole of the community above their own or before themselves. So they see what their community needs and that's their primary focus. They're thinking about the good of the whole and how the most people can benefit before they think about "Well, this is what's best for me," end of discussion. I mean there's room for talking about yourself and you definitely have to be in charge of yourself and thinking about yourself, but a citizen means belonging to more, to being part of something. And when you're with more and you're part of something that something becomes your focus. And that could manifest in different ways. You could be part of, you know, go to town meetings or school meetings, or other things that interest you but it's being a part of more, identifying that more and becoming engaged in that more. And you can be a citizenship to a lot of different things without being a citizen. Without being directly involved in it. You can burn out really fast. You see what I'm saying? I consider myself a citizen of Moscow but I don't go to town meetings. But, I do fill out town surveys when they come up and I do engage with other groups within the community that are working to make part of the whole. I work with the different school groups, I run a Facebook page for parents in the area. Guess I didn't mention that one. Yeah, I run a couple of Facebook groups. One of them is for parents in my local area to find events and resources and activities that they can do with their family so that they can be a part of their community and engage in their community in a fun way.

C: You talked about burnout?

A: Burnout is hard. You have to....over-engagement can lead to burnout. Everybody has a different threshold for burnout. As a volunteer coordinator it's very critical to watch your volunteers for burnout. The schools that I work with, most of our volunteers are all burnt out. They've done so much for so long that they just need some time. But you can get the same thing in a job or parenting or anything else in life. You hit a threshold and that's your wall, and you get burnt out and you need to take a step back. Or get help or whatever it is you need to do. As a citizen, when you take on too much of the load for yourself, of whatever benefit to your group that you're trying to achieve, you can burn yourself out.

C: So maybe part of, well that could go along with being a good leader...not only recognizing it in yourself but in others.

A: Yeah. Balance.

C: So how do you think participating in 4-H affected your citizenship skills? And were there any specific programs or activities that you think of that really involved that?

A: I can't think of anywhere else where we even talked about citizenship.

C: Except in 4-H?

A: Except in 4-H, really. Maybe social studies once or twice. But it wasn't a common theme growing up.

C: And by talked about...

A: It was...club meetings were very structured, but there was always a citizenship piece that was presented.

Almost always. We didn't always do a lot of engagement. Some of our community service was pretty...and a lot of groups did like roadside cleanup or we would go clean the pond. Which is great stuff to do, and it needs to be done and and it really does teach you about litter, seriously, I've cleaned my fair share of ponds and motorways. For awhile one of my clubs was actually meeting, like two or three times a year, at a home for disabled children. And I never really fully understood what was going on at the home, but we would meet with these kids and we would hang out, and they had this really cool room with a trampoline for a floor, so everybody loved that. But that was just kind of seeing everybody and mizxing with different people. I think I benefitted from doing, even though 4-H was seperate from the rest of my life, from seeing those people in addition to everything I experienced in suburbia. For citizenship we talked about it. We did different activities, but not a lot. We did a lot of talking about citizenship and we participated in community events, which I think is really underplayed. We were the fair. It still bothers me to this day when people go to the fair for the rides. If you're looking for the rides, go to the amusement park, they're way better. We didn't even have rides at the Canyon county fair when I was first starting 4-H. They didn't have rides until I was like 12. And even then they were like nothing. The fair was free, there would be no fair without the 4-H. It was a community service we were putting on for everybody. And yeah, we were doing it for ourselves but we invited everybody else to participate. We did parades...and I think these are the kind of things that get lost. To a kid, you don't quite get it at the time, of what a difference, it's just fun! You made a float, you sing silly 4-H songs, you wave at people and you get to throw candy or handout candy depending on what the rules are. But when you look back on it

later, you were engaged in the community. You were participating in something. and even in your own small way, you were providing a service for every individual in that community to engage with you.

It's kind of....it takes this whole meta-extrapolation thing, but if you really look at it, those little acts, they really made a huge difference. And yeah , it looks like just a bunch of kids having fun, but we were having fun in a way that benefitted everybody. We were adding to our community. Like the Facebook page I'm running now. It's not a huge group and we're not incredibly active. Our sole purpose is to post local happenings so that everybody can know about them and participate. What happens when you go to those events? You meet other people, you build community. Having a parade, having a fair with projects to look at and talk about with the person standing next to you. That builds community, even in a small way, we have a shared experience.

C: Can you think of any other factors or any other involvement in groups that may have had an impact on your citizenship and leadership?

A: I did a lot of activities, very active person. 4-H is only thing I stuck with for any length of time. 4-H and band, were the onyl ones I stuck with for any length of time. I tried Girl Scouts, I was given the choice between Girl Scouts and 4-H because for my mom, two was too much. I didn't enjoy Girl Scouts, at all really. My sister did, she did it for a little while longer. It all comes back to leadership. Our Girl Scout troop didn't have any, so that was why we had a less than stellar experience. With 4-H, even if the club meetings I didn't really have a whole lot of friends to hangout with, I was learning things that I could take with me. I was a treasurer for the first time in my 4-H club, which is why I was a treasurer for my residence hall. I knew the job and I learned how to keep a checkbook and records and how parliamentary procedure works. As silly as it sounds, and as annoying as some people find it, it's second nature to anybody who spent more than two years in 4-H meetings. Yeah we make a joke of it sometimes, but you completely get those things. And I took that outside of 4-H. Most of my activities were in highschool and they were all focused on self, so not really. Maybe in college, but not before then.

C: That was mostly what I was curious about, were you in Boy Scouts or Girl Scouts or youth group.

A: I did go to youth group in highschool or middle school, but not a lot.

C: And some of those things may have a leadership and citizenship component which is why I was curious.

A: Yeah, I hadn't really thought about it, I was thinking yeah I did all this other stuff, but not really because...you know volleyball is all about how good you can get for the team, and if you're not good enough,

you're benched. So it really is about self-improvement. Academic decathlon was about getting the whole team to a good place, but at that point, I was already a junior in high school when I joined the academic decathlon team. I had been in 4-H for so long by that point already.

C: If you could have a "do-over" of your 4-H experience would you do anything differently?

A: Yes. But I'm not sure how I would fix it. I really did feel isolated. I hated going to club meetings. Not because of the parliamentary procedure or any of that, but because I didn't know any of those kids in my club. And I didn't have a connection to any of those kids in my club. And when I went back to school, and I wasn't really popular in school either, so it wasn't like my school was much better, but at least I knew everybody's name. Nobody else had a 4-H experience. We couldn't share, "Well, my club is doing this...Well, MY club is doing this." The only other person I could talk to about our clubs were at the fair for one week every summer. I would change that. I would have 4-H be more visible. Everybody knew about Girl Scouts. Everybody knew about Boy Scouts. Girl Scouts wore uniforms once a week to school, it was required. So did the Boy Scouts. Everybody knew who was in Girl Scouts and Boy Scouts, even if you were in different troops. Nobody even knew what 4-H was. And you still see that, even in the small towns like Moscow. People may think they know what 4-H is, most people don't have a 4-H experience. Nobody knows what goes on. And nobody knows how to get involved, it's like you have to know somebody to get in.

My kids got into Cloverbuds because the Cloverbuds leader was their Sunday School teacher and she invited them. If not, I wouldn't even have thought of it at five and six years old. I would've..

C: Which is interesting because you came from a 4-H background.

A: But Cloverbuds didn't start until I was 10. There wasn't Cloverbuds when I was eight years old. I wouldn't have even started to look for a 4-H club until this year maybe. And we're already doing karate and we did swim last year, and my kids are doing a free dance class and a free music class. You know, with all that going on, I don't need to try to find 4-H.

C: It needs to be more visible is what you're saying?

A: Yeah. And I think that if the kids were sitting around on the playground comparing their 4-H experiences, "Oh my club does this, and I'm taking this project, and come see what I made!" Then it becomes something meaningful that the kids can share. And when I think of 4-H the first feeling I think of is isolation, and then I

remember all the great times I had and all the cool stuff I learned. And I still use all that cool stuff. But the very first feeling is isolation, because I felt alone.

C: So changes wise, or ideas, you're saying 4-H could be more visible. Any ideas on how that might work better?

A: Well, I can only share with what happened in my counties. Four-H wasn't where the kids were. It was something we did on the side. We sometimes met at school. My first 4-H club, we met in a church, and it was a church I didn't even attend. I don't think anybody in our club even attended that church. In fact I happen to know for a fact now that that church doesn't have anybody under 40 attending it, because my mother is the secretary for that church right now. There is no conversations in the schools.

C: So maybe more connected in the schools?

A: Yeah. And I mean homeschool groups are great and stuff and all of the different educational helps. But I think the schools are where kids compare notes. I would say it would be great if you had a 4-H clover in the window of every home and the neighborhoods could be talking about it but my kids barely even play with the neighbor kids. They talk to the kids at school and in their activities.

C: So any other suggestions for 4-H? Especially thinking of leadership and citizenship? You mentioned about like KYG and stuff...

A: I think within the 4-H system, I'd have to look now, I think communication has gotten better, but keeping and improving that communication about everything that's available.

C: And by communication, you mean to members?

A: To members. To let members know, because at least in my experience, the members are going to be the ones that demand the programs. We made, after I think I was 12 or 13, we started making an annual pilgrimage to the Extension office to look through the book. And this is all pre-internet, nothing is on computers, nothing is barely on computers at this point. I mean we had a computer but not everybody did. The book was the list of possible programs.

C: Projects?

A: Projects. So it was like this five to six inch bound volume of projects in microscopic font and you start, and it's alphabetical, and you start, and my mom would say, "What do you want to do this year?" And we would start looking and see what kind of projects might interest us. "Oh look, you can show your cats. Oh look, you

can do these other things. Here's the different cooking programs. Which one do we want to try this year?" Now I was lucky because my mom was my leader, so we could just go and pick any project that we wanted to do, and I think that was amazing because we weren't limited by "Well, your club does swine, steers, dairy and sewing and one cooking project. Oh you did that cooking project last year, you're good, you don't need to do it this year." We weren't limited by that, and I know a lot of clubs are like that, because my last club was like that, and they just kind of told my mom she could lead whatever she wanted. And then another mom stepped up and said "hey, I know cake decorating, I could teach cake decorating." And that's where I learned cake decorating, because this other mom saw my mom. Prior to our arrival in that club, it was strictly animals. You did pigs, steer, dairy, that was it. Oh and sheep, you could do sheep too. That was it, you could do those projects and nothing else.

C: Probably just depends a lot on the club, because I know there are some that just livestock but there are also some that do everything.

A: Yeah, and I think it does too. But I feel really lucky to have had that opportunity, and I know not every kid gets that. I also had a mother who was willing to be the 4-H leader for any project under the sun. And I know not everybody has that personality type, and she gave that to me. Not everybody gets that, but it would've been cool. When we were looking for Wildlife Habitat team, we were like asking our friends at school "Do you wanna join 4-H and do this program with us?" And they were like "What?!" So they didn't know.

C: They had never been in 4-H...

A: Well maybe they had an aunt who did or a mom who did it as a little girl and they never thought about it because they don't live on a farm anymore.

C: I think that's a stigma. Somebody else had mentioned that too, you know 4-H is just for farm kids. Which we know isn't true, and you are kind of an example of that, but I think there is that idea out there.

A: Right. And I think part of that could be overcome by being more visible in a school. Boy Scouts and Girl Scouts come to my daughters school and talk about the program every year and talk about the program at the beginning of the fall. Every year the local Boy Scout and Girl Scout leaders come in and they talk to the principal. Their school has a meeting day once a week for all the kids. The whole school meets in a room and has a big meeting. And every year the Boy Scouts and Girl Scouts talk at the meeting and they have a little

afterschool demonstration table set up where they stay for the afternoon and talk to the kids. And the kids come home with Boy Scout pencils and Girl Scout stickers and pencils and saying "I wanna be a Girl Scout!" Here's the number for my mom to call. And every year, we go "Well, do you want to do Girl Scouts or 4-H?" Because you can't do both, we're already doing too many things. And I really think if 4-H just sat down and said ok, for the month of September, and I know that's really hard for Latah county because that's the month of the fair, but for Canyon county, the fair is in July so that would be more realistic. To say, "For the month of September, we're going to go to this school and then this school and then this school etc. And we're gonna talk to all the kids about 4-H and we're gonna give them the number to enroll." Or we're gonna invite them all to a "Meet 4-H Clubs Night" so they can meet the 4-H clubs. It would put 4-H back on the radar for these kids that are now in the city. And then talk about the city friendly projects, and not just home-ec. I mean there's science projects, you could do rocketry, and junk drawer robotics and...

C: Backyards and Beyond

A: Right. Obviously you should be pitching FIRST, but besides that program that is so near and dear to me, I was writing a sewing electronics curriculum last spring, and I was halfway finished. If somebody picked that up and ran with it, we could have a sewing curriculum for electronics.

C: And what do you mean by that?

A: Sewing circuits! Conductive thread, programmable, wearable chips. I have an Idaho ROKS jacket that I made last year as a demonstration piece. It has a computer as a lapel and on the back I embroidered, I did an applique out of embroidery with Idaho ROKS with LEDs on it and then the conductive thread is visible so it looks like a computer, the whole jacket does and then the power flows through the conductive thread from the computer system to the lights on the front and the lights are programmed to respond.

C: Interesting.

A: the jacket is a bit extreme, but the basic principle my six year old can do. Because we've made LED rings, which is just connecting a battery to an LED on a piece of fabric. She can do that. And basic circuitry, you add programming and you add a whole nother element to the program. So it doesn't have to be programs from 100 years ago. The Maker movement has a ton of programs that could easily fit in a 4-H program and they're all for being done in the garage or the driveway.

C: I'll have to check that out.

A: Yeah it's really sad. And they're starting to do the same thing. They're starting to take over where 4-H has left off.

C: I've never heard of Maker.

A: You've never heard of Maker? Maker is a movement, it's not a group. It's a movement of individuals that are bringing electronics engineering and science skills to kids via Maker educational facilities and trailer presentations. They're teaching smelting, wiring, programming, making. And then they have these events, there's one in Boise now, called Maker fairs. Which is almost the exact same idea as a fair. They bring the stuff they've made and then they show it off to each other. And people who have different skills advertise their skills at these fairs. And they're not doing it to make money, they're just doing it because this is what they love. And there's huge educational grants out there for it right now. 4-H could embrace that movement, the missions are the same, and we already have the fair.

Interview transcript for Ashley

C: Ok, so now we're recording! That would've been bad. Ok, so the hardest question is, how old are you?

A: Oh, I'm 37. I had to think for a minute!

C: And here's another fun question, what would you like your pseudonym or fake name to be?

A: Oh gosh....

C: Any preference? What did you always want to be called?

A: Oh boy that's a good question. I have no idea....you can call me Ashley.

C: Ok we will go with that.

A: If that hasn't been used yet.

C: No, actually you are my very first official interview so you have your choice of whatever you want to be called. I did a couple pilot tests with a few people, but you're my first official so.

C: Alright, like I said, if you just want to tell me a little bit about your life up to now, you can start with I was born, or whatever and just kind of think about it with a 4-H emphasis I guess.

A: Ok, well I'll just start out with you know, I guess, I'm from southeastern Idaho, just a small little town called Soda Springs, so I came from Caribou county. And it's uhm, I don't know if you're familiar with that part of the state, but it's kind of over in between Pocatello and Montpelier, so it's right there in the corner.

C: Ok. Yeah I'm looking at you...well I have a map up on my wall and I can see Caribou and Soda Springs, so I have an idea.

A: Yeah, so that's where I was from and it was just a really small little town and I guess growing up I used to go to the Caribou county fair every year because my grandma, I mean my great-grandma used to work there. I don't know how it is now, but at least the fair when I was a kid relied a lot on volunteers and so a lot of times it was the older retirees that would kind of work the...you know uhm work the different areas. So she worked at like the senior citizen place/area and she would take in all the sewing, and quilts and sometimes she would be babysitting me so I would get to sit there while she would bring things in. And I don't know, I guess I always had an appreciation I guess, from a really young age of you you know hanging out at the fair and just seeing all of the different kinds of things that people would bring in. And because it was such a small town, I mean the nearest city in my mind was Pocatello, and now I look at it and I'm like that's not really a city! You know maybe a bigger sized town but uhm to me that was the big city and it was far enough away that really people did anything, you know a lot of people did a lot of things that they could to try to get by. So if you were, I mean you could go to the local store for bread or milk, but it was more expensive, so a lot of people of wait until they could go to Pocatello to do a big grocery shopping trip. So for the most part everybody made their own bread, people made their own baked goods, food was home cooked. Because we didn't have a lot of fast food restaurants or that kind of thing to choose from. So I think from just having that background, 4-H was a natural fit.

You know I remember I was probably second grade maybe or third grade when the Caribou county Extension agent came in to class, or actually I think it was like a school assembly that they had. And they came in and they talked about all of the different projects and clubs that you could be a part of and don't ask me why I started with this one, but I thought that Macrame sounded like the coolest thing ever!

C: Welll...it could be.

A: Yeah so that was what I started with and I think I was about 8 or 9, however old you are when they'll let you come in, and I took that and a cooking class. And ahh lets see, I could tell you the things that I remember vividly. One was that my macrame project, ok so I made this little thing, it was a decoration for my room, and I think it was called a "Parachuting Pal" and it had like this ceramic bead of a cat on it and it looked like it was parachuting.

C: Oh my goodness...

A: Yeah, and my knots were so crappy that it like leaned to one side!

C: Oh, sounds like a good first project!

A: Yeah it was pretty great. And then like my cooking class, the thing I remember most about that was that was where I learned it's important to bring a plate to the pan rather than you know flip you grilled cheese sandwich on a spatula and try to take it to you plate, because I lost it on the floor!

C: Awww...

A: Yeah, but you know how they always have those record books to document things in, that's what I remember documenting things in and I was like "Well, you know my project didn't turn out quite right but... here's what I learned." And you know from there I think it just uhm, you know I think I tried just about everything. My grandpa had a farm and, but we didn't live on a farm, we lived in town. He had a farm, it was outside of town a little ways. It was kind of the old family homestead. My grandparents lived in town too, but the farm was out of town and it was like a little hobby farm and he had a couple of horses. So that was something that I really, really wanted to get into. And it took several years of really convincing my grandpa that it would be ok. So I think for the most part, most of the clubs I was in you know focused on like the handi-crafts. I think I did some candlewicking, which is like embroidery with knots, and I did a second macrame class. The second one was better than the first thankfully! I think I made a plant hanger that time.

C: Not as lopsided maybe?

A: No, no this one actually worked out, cuz I remember somebody stuck a note on it when I came to... like you know, for me one of the biggest, most exciting things was to run to the fair, as soon as it opened after they had judged and see what I got. And I remember this, somebody had stuck a note on it that said, "Hey, I really like this and I would love to buy it." And I was like "Hey, nice, I'm getting better!"

C: Showing improvement at least huh?

A: Yeah exactly. So I did those and then several knitting classes. I think I did at least three or four years of knitting, and then like the last year I did like the style review wearing one of my knitted sweaters. And I took like a bicycle class, and I even took like a self-determined project one time.

C: Oh cool!

A: That time around I decided to do, like I had done a science fair project and I kinda wanted to spin off of that one. And my science fair project was on nuclear energy. And so I built a nuclear power plant out of ordinary household cardboard items.

C: Oh my goodness! That's quite ambitious!

A: Yeah I had like you know, plastic cups and I used like cocktail straws for my control rods. It was pretty funny. And I must've used like 5 cans of silver spray paint!

C: Oh my goodness!

A: Yeah so a little bit of everything. And then finally when I got to highschool is when I did a couple of horse classes. And you know, since I started so late in life with the horse thing, like it was really kind of embarrassing. I was like in the walk-trot classes as a freshman in highschool! Which is sort of humiliating...

C: Oh goodness...yeah.

A: Yeah, but you know you gotta start somewhere. That was how I tried to look at it. But you know I learned a lot from all of it and I was really involved with, well I guess it was probably like junior high that I got involved with like some of the district and state activities, and that was really what started it, was the uhm, what do you call it...the Know Your Government, 4-H Know Your Government Conference. So I started out with that one, I went to the legislative workshop my seventh grade year and then the judicial workshop my eighth grade year and then I came back the next year as a planning committee member.

C: Oh cool.

A: Yeah, and so there I got to know so many great people. You know, I came from, like my high school was, like we had all grown up knowing each other, since it was so small, like for a really long time, so most of the kids that I graduated with I had known since kindergarten. There were like a couple kids that moved in, but it was really small, and it was very, very clique-y, and I think that 4-H for me was kind of a revelation that there was

life outside of the little town I was in, and life outside of highschool. Honestly. You know, and it was a place that I could go, and I could be who I wanted to be. And I didn't have to feel like I was in a box, because you know like the little town I came from, there were 4 generations of my forebearers that had all come from there, no one had moved away!

So I mean everything that people knew about me was all related to my parents and my grandparents. And many of the highschool teachers I had, had taught my parents. I just, I wanted to be able to do something for me. That, to me at least, 4-H was very, very important about that. It taught me, you know about, like making friends and realizing that you could achieve your dreams and you could travel. You know, I went to 4-H National Congress one year and that was probably the first I had probably been that far away from home. You know, cuz I think it was in Florida that year.

C: A little scary for a small town girl huh?

A: Yeah, but it was like so incredible. It just remember being so excited. It was just this whole big, wide world that was out there. And then I did like the Teen Conference I think two years. And from there, I mean it was really going to Teen Conference that made me love the University of Idaho. Going to that there, again, it was so far away from home, it was nothing I had even considered, because it was so far. Then, I was going to go to Utah State University, because I got a degree in Agriculture, and so I had thought that was closer to home, but my scholarship fell through at the last minute. When I talked with the U of I and kind of explained what happened, they took me right away.

C: Oh cool.

A: Yeah, and just having had that chance, that I was there for 4-H, really solidified that that was a good choice. So I went there for the undergrad and then stayed there for law school.

C: Oh wow...

A: So in a sense, it's all kinda connected to that 4-H.

C: So you came here for all your education...what are you doing now? What's your occupation?

A: I'm a military lawyer. So I'm an active duty Air Force officer and I'm a JAG. A judge advocate general. And I've been in the Air Force now for about 11 years.

C: Wow...

A: So, pretty much as soon as I graduated from law school, I took a little bit of time off, not very much, and then I came right in to the Air Force. They have a direct commissioning program, so you know like there are some people that go through ROTC? And the college to be commissioned as an officer? Well, as a lawyer, you can either do it that way or you can apply for a different program and they will just make you an officer after you graduate. So you don't go through ROTC, but they do have you go through an officer training school. So that was what I did and I went to officer training school, and then I went to a JAG specific training course, just to learn how to be a military lawyer. Yep, and I've lived all over the world ever since.

C: Oh, so where have you been?

A: Well, ok. so I started out in Little Rock, Arkansas at Little Rock Air Force Base, and then from there we went to Alaska to the Fairbanks area. There's a little base up there called Eielson Air Force Base. And then from there they sent me to the Pentagon.

C: Ooh.

A: And then while I was there I applied for more education, it was like a post-law degree in government contract. And I got selected for that, so the government sent me to George Washington University Law School up in D.C. and I did that for an assignment. Then they sent me to Boston, to Hanscom (?) Air Force Base, where I did, I applied that contract law degree. So I was a contract lawyer, for like weapons systems contract. And now I'm down in San Antonio, Texas at Randolph Air Force Base. I'm like the legal advisor for the Brigadier General that's in charge of all of the recruiting for the Air Force.

C: Oh boy!

A: Yeah, it's very interesting. and then in between all those things I've deployed three times. So the first time I went to Iraq and that was during the height of the Iraq war and I was doing detainee operations. And then, after that, in 2009, they sent me to Jaboti (?) a little country in Africa and I was there assisting with the anti-terrorism mission. I was doing like contracts in fiscal law but they were doing kind of a humanitarian, civil assistance type work down there as well as anti-terrorism. And then I just got back in February from an assignment at an undisclosed location in southwest Asia. You know and that one was just running a legal office. Yeah so it's been kind of an interesting way of doing things.

C: Sounds like you've been a busy lady!

A: Yeah, I've been busy but very fun!

C: Well, I was just thinking about what you had said, that you went to Know Your Government and Teen Conference and the National Congress did you say? 4-H National Congress? Do you think that that had anything to do with your career choice?

A: You know, I don't know that it did because by the time that I went to National Congress I was already a freshman in college. But I'll tell you what, I really do think that 4-H Know Your Government did. I had already kind of been intrigued by like the law, like to be a lawyer but I think that going and watching how our laws were made and getting to meet a lot of different lawyers solidified that for me as well as just kind of solidifying for me that I wanted to do something that with public service in mind. The whole reason I went into agriculture was quite honestly because the scholarship money was so good. I came from a family with not a lot of money and I always knew that I wanted to go to law school but you know trying to figure out how to fund it was always the issue and so I figured out that by, you know I didn't mind agriculture, I'd been around it my whole life and everybody had told me to do something, you know, not just political science. That I should find a very applied degree so that if I hated law school I had something to fall back on. And so I chose agricultural economics because it was a very applied economics degree and that way I could have a great deal of my education paid for so that way I could keep saving towards law school. You know cuz I always had that in mind. But you know I think there is definitely Know Your Government has had probably the biggest impact.

C: That's very interesting. I heard you say agricultural degree but I didn't get the ag econ part and I was wondering, "Wow, how did she go from agriculture to law school?"

A: You know I always figured that even if I became a lawyer...I always figured I would just stay in Idaho. Quite honestly I didn't think about the military part till later. That kind of came during law school more but...the idea of just being able to stay in Idaho, you know there is so much water law and defending and stuff like that, I figured there would be a way to work it in.

C: Yeah, well godness knows we need all we can get in the law department with agriculture these days. I can't remember if you said if any of your family had been in 4-H before that, like your parents, or grandparents or siblings.

A: Not really. You know I'm the oldest of three kids and my younger brother did a little bit of 4-H while I was in. I think we both took a bicycle 4-H class together. But you know he really didn't stay with it. I don't think, he was more into sports. And my mom she was never in 4-H as a kid, but while I was in it I think she taught an art 4-H class, or something like that that I was in one year. You know and when I did the horse thing, she has shown horse as a kid and was pretty good at it so she helped me alot. Like she was always game to you know help me load up the trailer and the horse and go wherever we needed to go!

C: That's always nice.

A: Yeah, I guess they played more of a supportive role.

C: Yeah parents are very important for 4-H success that's for sure.

A: Right, yeah I mean they were always really good about "Oh what are you making?"

C: "What is that creation?"

A: Yeah when it got better it was like "Oh yeah, that's really cool! It actually looks like a sweater, not a fleece!"

C: Have you been involved or are you involved in any other organization, or clubs or groups?

A: You know I have been over the years. I think like a lot of it probably does have to do with 4-H. I guess I like this kind of the community. Especially like the Teen Conference and 4-H Know Your Government, the group of people that you met, I think I've always strived to look for other parts like that in my life. So when I was in college I joined a sorority there on campus, I was a Tri Delta. And so wherever I'm at I've always tried to join the local Tri Delta alumni group. And then lets see, I think it was last year, I joined the Daughters of the American Revolution when we lived in Massachussets because we have Revolutionary War ancestry. But that's probably been the probably most recent thing. Other than like church, I've always been active in my church.

C: Ok. So what was your role and were you a, oh I don't know what you call it in a sorority, an officer?

A: Yeah, I was. Lets see, my first year I was the secretary and then I was the vice president of academic development and then I was trying to remember, I did one more thing...it seemed like the last two years I was on the Standards Committee. And you know that's kind of the like the group that enforces the rules. So when people break them or whatever, that's the group that determines whats gonna happen. And surprisingly, two of the other five women that were on that group, we all went to law school together. It's really funny. And one of them just became a judge!

C: Oh my goodness. That's a really good accomplishment there.

And I've always wondered about the Daughters of the American Revolution, maybe I should read up on them, but what do they do?

A: Well, you know I'm still figuring that out. Most of them are about 85....and quite honestly.

C: Hang on just a second...

A: Ok, so basically they are a patriotic organization. They're devoted to like keeping the history of the American Revolution alive and so like mostly what they do is they sponsor essay contests for kids and they do a lot of philanthropic work. Seems like they usually volunteer at the local veterans hospitals. I think they also pretty much go out to every single, what do you call it, the ceremonies, naturalization ceremonies where people become citizens.

C: Oh ok, yeah!

A: And they talk to the new citizens and give them all little pins and it's kinda cute.

C: So have you done that?

A: I haven't yet, I just joined and so far all I've done is gone to meetings because I had just gotten my certificate when I deployed the last time. And like I said, the median age is 85 so whenever they see like a new person that's young they're so excited!

C: That's funny!

A: It's kind of one of those groups that's like the VFW, it's a really noble purpose but it's a lot of like older people that are in it. So it's trying to...but I think like the most beneficial part of it, or just the neatest part of it is that they have so many records that they are trying to preserve for people's family history. And you know they have like a library, like pretty much every chapter has a library. And it doesn't take a lot of time either so it's a good group to join cuz it's you know its and hour every month.

C: and you can pretty much go to whatever you local chapter is?

A: Yeah.

C: Interesting, very interesting. Well that kind of leads me up to more of the citizenship and civic engagement part. I kind of debated how I wanted to go about it when I was writing my interview questions, and so I talked to Carrie my boss and she said "Well why don't you tell them what that is, what you mean by that." So this is

from the National 4-H website and it just says "4-H has always emphasized the importance of developing passionate, well-informed citizens who are involved in their communities and help to foster social change. Civic engagement helps young people see the big picture and learn skills that will encourage them to become engaged, responsible citizens and successful leaders. With 4-H citizenship programs youth learn how to lead, make decisions and contribute to their communities from an early age." So that's kind of a definition. I don't know, I was like they need a better working definition!

A: Yeah definitely. But I understand what you mean I think.

C: So I just wondered how do you feel participating in 4-H affected your leadership skills?

A: Well you know I mean I think I have different ideas, or what would I say...it has meant different things to me at different times in my life. And I guess I'll explain what I mean. When I was in highschool and that kind of thing, 4-H provided a springboard to become active in my community. I did some, I think it was a youth at risk council, or where we did something like where we tried basically to try to do things, whether it was to earn money for a youth center or whatever it was to try to help insure that kids in the community had a good start. And you know it's like, I think that's what I thought that leadership meant at first was more along the lines of you know like maybe being a leader by example or by standing up for what you believed in or joining organizations to try to make the town better. But then, and maybe I even thought that a little when I was in my sorority and had my leadership positions. Then it was more about the house and making sure it ran right and survived another year. You know or next Rush or whatever it was! But then when I got into the military, I'll tell you what, I felt like I didn't know leadership at all. I felt like, cuz the leadership that was required as an officer in the military was far, far different than anything I'd ever experienced before. Especially, you know I think the first time I was really called to lead was when I went to Iraq. And suddenly I was in charge of a plane full of 300 people all going to Iraq and like 15 of us were Air Force and all of the rest were Army and most of them were much older than me and had been in the military much longer time. and I was having to tell these people they couldn't take a smoke break, you know because we were trying to get on the plane or you know, you have an hour, and that's it! You know, we're just stopping for fuel and then getting back on. You know I'd never been called upon to like lead a group that way, if that makes any sense. And so I felt like, you know maybe if in that sense I didn't feel really that prepared. I'm not sure that my former experiences prepared me

for that kind of, you know life and death type of situations. But at the same time, you know, I think it did. It taught me to be brave and to have confidence in my abilities and to know that if you tried hard enough then you, you know ask people for help, then you would be able to succeed.

C: Yeah. You mentioned the youth at risk program, were there any other specific programs or activities that you think might have helped build leadership skills for you?

A: Uhhh...I was trying to think. So there was that one...let's see when I was in Law School I was part of the Student Bar Association. That was basically like the student body presidency. I was just like a treasurer. I also did moot court (?) like that organization and that was kind of hard to explain, it wasn't just moot court as in you got up there and did a mock trial, it was also like a club and so there were opportunities to speak in front of people and I don't know, kind of, sort of lead in that way. But I would say, you know really between 4-H and you know cuz I was uhm just involved on a local level, you know in like the small leadership, small 4-H leadership type of thing.

C: That was what I was kind of wondering, within 4-H was there any programs or activities, I know you said like Know Your Government or that kind of thing, but anything specific that pops into your head were you go "Yeah that was one where I really had to use my leadership skills?"

A: You know I think, maybe the planning committee. When I was on the planning committee, I don't know how it works now, but I think I wanna say that I went to like the inaugural Know Your Government conference. If not the first, then like the second. And they were still kinda working the bugs out. And by the time I was a planning committee member, you'd have to get up and introduce topics, and I was the speaker of the house, that kind of thing. Oh and I did go to Girl's State. And when I went to Girl's State I was the secretary of agriculture. Kind of got a little bit of leadership there. You know just getting up in front of people and running committees. So I remember as the speaker of the house telling people to be quiet and introducing the governor's for people.

C: Maybe that leads up to the next thing, how would you define leadership and what skills do you think a leader should have?

A: Oh gosh, I think that there's all kinds of leaders. Once again you know, I think my definition changes with time, like you know Abraham Lincoln was a very good leader, you read his book, I think it was Lincoln on

Leadership or whatever is a good book. And like Colin Powell, I find him very inspiring as a leader and as I've grown at least with the military, that's probably a lot of my standpoint at least at this point in my life, I think that the leader is somebody who is not afraid to stand up for what they believe in, or who can sometimes see the forest through the trees. You know and everybody else can't. Sometimes it's being able to take that 30,000 foot view and be able to direct people underneath them. and that people underneath them have confidence that even though they don't know how things are going to turn out, they have enough confidence in that leader to go ahead and follow them. You know I was in a meeting the other day where, it was like a leadership forum, and the colonel that was leading it, he said we do what our senior officers tell us to do because we have faith that they know better than us. And we follow them until we have reason to believe that they don't!

C: That's very true!

A: Yeah, and I think that that is true to a certain degree. You know you want I think a good leader is somebody that can not only relate to the people but doesn't necessarily think they have to be the people's friend. They are able to have enough of a backbone that they know that being a leader is more than just you know doing what everybody wants. For the betterment of the country or the community or whatever it is.

C: Yeah. Just out of....

A: That's probably not very good-

C: No, no, no. That was good, that was great. A lot, I looked at the question and thought "People are gonna go uhhhhm..." but I'm just curious because that's, well I read that goofy definition of citizenship which involves leadership and thought "well what does it mean to people?" and so that's why I was curious like "Oh I should ask people that!"

Was there somebody in the 4-H system who modeled those leadership skills for you?

A: You know I don't know? I think about leadership and I don't, honestly I don't know. I don't know that I'd necessarily saw like a great leader, like you would think of a politician or president or anything like that. But I will say like I had a lot of really great people that I came to know as a result of 4-H. You know a lot of kind people, that really cared about our development and giving us opportunities to learn and to grow. You know I'm trying to think of different people...I can think of my Extension agent growing up, her name was *** and I don't think that she ever had any children that I know of but she was, you know I think that she liked kids. I

remember one time I was going to it was like some district meeting up in McCall, like to learn how to be a better speaker, or I don't remember. But I really, really wanted to go and I didn't have a way of getting up there and so she let my mom borrow the 4-H van to drive me up there. I can't remember if our car had a problem or what was going on! But you know she just did little things like that because she knew it was that important to me. You know and like I've had the same lady for knitting 4-H all those years I was in 4-H and I just appreciated how patient she was. She was so good at it, and she was just so patient a teacher. You know now as a lawyer and in the military and having gone on all these deployment I usually always take a knitting project with me and it's just a really great way of like stress relief! It doesn't take a lot of room in my bag and you know it's like a life-long skill that someone taught me that's helped me to cope with you know any big stresses in my life. and I mean while that may not be like a leadership quality to some, it's very important to me.

C: Well, but she taught you a life skill so that's always a good thing.

A: Yeah, and I think too about the horse 4-H program and the great people that I met through that. I mean you know I learned how to care for an animal and you know I just had so much fun with it, even though you know, I was pretty terrible at it! It instilled a love of horses for me that I have to this day and it was just great.

C: This might be an interesting question for you because you're in the military. How do you think 4-H affected your citizenship skills?

A: I think it definitely did. Now I don't know anyone that also joined the military from my 4-H days but everybody that I knew from 4-H that I'm still in touch with, and you know I am, like I've remained friends with a lot of them to this day from all those other places. But they're all very patriotic. And you know you can just tell by the posts that people post and that sort of thing. And I think, especially Know Your Government, and just having an opportunity to participate in all of those, fair. Like you know you were at a horse show or a rodeo or I don't know. You know the flag was always a big deal, and then the 4-H pledge that we would always recite, you know citizenship. I think that the overarching concept was that you know being a good thing was a good thing to strive to be and that 4-H and being part of your community was being bigger than yourself.

C: That's cool. This might sound copycat, but my next question was how would you define citizenship or what skills should a responsible citizen have? and maybe think, because you said a lot of their posts were patriotic and I thought "Well, what does patriotic mean? You know it means different things to different people.

A: Right. That's true. I think at least from what I've seen you know, for them it's like, there's one guy, and I always think of him as like John Wayne. But ahh he always had a cowboy hat on and he is like the person I think of when I think of the Marlboro Man! You know because he's made a living as a cowboy and he's the real McCoy! But you know he's always posting whether it's just know and American flag or a picture of like a wounded warrior that somebody is asking for help for, whether it's uhm yeah just standing with your country. See, I don't know if you have Facebook?

C: Yeah I do.

A: You know how alot of people, especially like today with the governement shut down, how like they're a bunch of negative Nellie's out there. I guess what I meant was that for most of these guys that I'm friends with was that overwhelmingly most of the posts were all positive when it comes to the country. And I just think that you can just tell you know. It's hard to explain. Like the one gal she married a firefighter, and so like a lot of her posts are about people in public service and how they should be recognized and honored.

C: Well, without saying it maybe, you kind of gave me some ideas of what being a citizen is...

A: Right.

C: So you know, uhm caring for people who have less than you, or public service or what was the other one you made me think of...oh now I can't remember what it was!

A: Yeah, whether it's caring for our veterans or honoring our heritage or you know revering the flag...

C: or being involved in your community...

A: Or being involved in your community.

C:Yeah.

A: Yeah, all of those things are patriotic. Or even just having faith in your country, that the best will happen. And you know whether it's writing to you Congressmen to tell them you don't like what they're doing or supporting them when you think they've done a good job, I think all of that goes into being a good citizen. I think that when you're not a good citizen, that's when you just stand back and let things happen.

C: Yeah, yeah. And then complain about it, right?

A: Yeah, exactly. That things aren't going the way you wished they would!

C: Yeah, yeah. Well, uhm I kinds of asked you about if you were involved in any other groups or activities that might've impacted your, those citizenship and leadership skills, like Boy Scouts or youth group. Were you part of anything else besides 4-H?

A: Oh gosh I was a part of a lot of things. Let me see, try to remember...I mean 4-H was definitely a big one. I was always very active in my church youth so that was probably another big one. You know I always held a, some type of leadership roll in that. And did a lot of like youth camp and that kind of thing during school. And then later, you know we were talking about the sorority, that was the big one cuz yeah you know that takes up a lot of your time. It's kind of hard to do much else besides that. And then like I said the student bar association when I was in law school. What else....oh I mean there was lots of clubs, I was in Show Choir.

C: Oh cool.

A: Yeah that was really fun. Let's see, I was in band for a little while in high school. Like a whole bunch of clubs, so I was part of Students Against Drunk Driving, and the Drama Club and the Future Homemakers of America Club. Oh and Business Professionals of America. I forgot that one. I was very heavily involved in that one.

C: Did any of those provide like training, or oh what do I want to say...yeah I guess training, in like leadership? I would imagine that like Business Professionals did?

A: Yeah I would say that like all of them did and definitely Business Professionals. I feel like between that one and 4-H. Because in 4-H, and I think I forgot to mention this earlier, but I participated in a lot of those speaking contests that they had with the horse program. Like do they call them demonstration contests?

C: Yeah.

A: Yeah, so I did a bunch of those and I remember feeling like between that and the Business Professionals competitions that I was in, like I went to Nationals one year. I really gained a lot of skills that when I went to college helped, like typing. You know I did a lot of typing contests. It sounds funny, but I gotta tell yah it has saved me on multiple occasions because I can just type it out like you wouldn't believe. So I mean like life skills that were just important and in like a professional environment and then the speaking in front of people. Being able to be organized actually. I think that was good too because in like 4-H you always had to document everything in those what do they call them? The books?

C: The record books yeah.

A: Record books yeah. I feel like at this day that has helped me immensely in preparing for court.

C: That's interesting...

A: Because it started me from a young age, being able to think about things in analytically and how things went together.

C: I never really thought about that as a preparation...but yeah!

A: Right, and you know you kind of, like when you're leading a group, cuz you know like that what I'm doing right now, I'm in charge of people. You know I have to write their appraisals, I have to you know I mentioned I'm in charge of trying to manage their careers, as well as trying to run our office and so all of those like organizational skills are really important. And it's true that I still kinda use that.

C: If you could have a "do-over" of your 4-H experience, would you do anything differently?

A: Oh, you know, I think it was wonderful. Honestly. I don't know that I would change anything. If there was anything, it probably would've been wanting to start horse 4-H earlier. So that I would've sort of just felt better at it. Because I enjoyed it so much. It was great. But I loved it. I loved everything about it and every minute. I think if I ever have kids, it's definitely a program that I would encourage them to do. And to this day I donate every year to the 4-H Council.

C: That's awesome. We need people like you.

Well and this kind of also goes along with that, and I asked one of my pilot test people this question and she was like "Uhhmmm..." but, do you think there are any improvements or changes that could be made to programs that would strengthen leadership and citizenship life skills that you can think of?

A: You know, I think maybe leadership a little bit. And again remember though, I haven't been to anything 4-H in a really long time, so maybe things have changed a lot since I was there. I think that for me, I was telling you before, it was kind of uncomfortable for me to lead when I was called upon to do so in a very dicey kind of environment. Because I think I hadn't really had an opportunity to like motivate or move a large group of people. So, sometimes I think it's ahh...letting the kids do more. You I think at least when I was there, the adults were great, but they ran things so well, that I always just felt like we were more of consultants. More like "Well, this is how we're going to do it, and then what do you guys think?" And then really put everything together for us so all we had to do was just show up. And you know maybe you would stand up at the microphone and you

would introduce somebody or something but you didn't really have that role of actually having to take charge and make it happen. And if you didn't it was going to fall apart! Maybe that would be it, is giving them more power.

C: Do you think, more opportunities, or was that something that there was lots of?

there the opportunities that came about were really...small ones. And I think that that was a great place to start but the bigger opportunities were kinda few and far between. Like I think the bigger opportunity was kind of more like you know maybe being a state officer, and those were kinda hard to come by. Yeah, so most of the opportunities you got were to lead your own club or to you know "Hey everybody! I'm going to show you how to do a square knot today! Please watch me and pay attention and you will be amazed!" Maybe a few more big opportunities.

C: Yeah, I know what you mean.

A: Yeah...and you know it's hard to say what their mission really is, because if the mission is to become a good citizen, then I think they've succeeded. You know in teaching people to care about each other and their communities and the people around them and learn life skills, you know that's great. But if they are looking for more of a leadership role, then yeah maybe there needs to be some more opportunities.

C: Ok, that's a very interesting thought. I see it, well I work in the state 4-H office right now, and so I've kind of been getting to see the other side of things, because I came from a county, you know I was involved in a county and getting to see how the state office works and all the things that they try so hard to do. And we were talking about how hard it is to turn things over to other people and trust that it will get done. and I think that's the issue with 4-H leaders, its like "Well, if these kids don't get it done, well you know...."

A: What are we gonna do?! Right and you know maybe that's a, you know I don't know, I think in a way, if they could, and if the kids were the right kids, I think it would give them confidence in their own abilities that would you know, help them alot with things in life. But I'm sure it's a very hard line...

C: Well, and it depends on the kids like you said.

A: Oh it does. Like you said theres a lot of kids that you're like "Oh boy....."

C: Probably not gonna turn that one over!

A: I don't know why the kids elected you!

C: Yeeahh...it was a popularity contest.

A: It was a lot of fun!.....4-H is very near and dear to my heart. If I had an opportunity to be a leader I definitely would. I just haven't been able to be in one place long enough. I definitely enjoyed talking about it. It was like I said, a great memory.

C: A trip down memory lane...

Oh! I know I was gonna ask you really quick, what year were you in 4-H?

A: Let's see here, ok. So how old are you when they let you come in?

C: Well, were you ever a Cloverbud?

A: No, I was not a Cloverbud.

C: Ok so 8 I believe.

A: Ok so then I would've...I came right in when I was 8, so I would've started in 1984 and then like I said I guess my last 4-H hurrah was 4-H National Congress, and that was in 1994. Yeah it was 1994 to 1995 whenever it happened that year. So it spanned awhile.

C: Yeah, it's going to be interesting, hopefully, to see different age groups perspectives on 4-H.

Interview transcript for Brooke

C: Some easy questions to get us started, I need to know what your age is?

B: I am 44.

C: And here's a fun one, what would you like your pseudonym or fake name to be?

B: Oh lets go with Brooke.

C: (Purpose of research narrative)

If you just want to tell me about your life up to now.

B: I grew up in a small town, not a whole lot to do, but one of the big things to do was 4-H. That was one of the things you could, very rural, very small. I joined 4-H when I was eight, taking the dog project and the dairy goat project, but begging to do the horse project. After much whining and complaining, I did get my wish the second year, no more dog, no more goat, just horse. And I stayed in horse for nine more years, all the way through the

summer of my freshman year of college. I was in 4-H a month and a half after I turned 19 because I turned 19 in June so I was still able to be in 4-H that last year after my freshman year of college. And I particularly concentrated on horse, so I didn't do any of the other projects after that first year. My mom was in 4-H as a child and my sister was in 4-H with me. She did mostly small animal projects. I actually did do market swine one year and then did it through FFA after that so I did 4-H and FFA. Mainly it was just a horse club, I just did the horse project. I didn't go on to any of the state leadership things. My sister did, I didn't, I was a homebody. How 4-H helped me, it gave me a whole lot of confidence and if I worked hard that I could do it. For example, when I started, I was riding my mom's old barrel horse and she wasn't a show horse. You put her in the arena and she wanted to run. So I did alright, I got blues and red ribbons. It was very frustrating the first few years to see those kids go out there and win and win and see them on these perfectly trained horses and you know, you're riding what you have. And I think at some point I just buckled down and said "I'm gonna do this!" And I developed enough confidence that by the time I was in my last few years, I was very hard to beat on horses I had trained myself. On colts. And I think it instilled that if you try hard enough and you work hard enough that you can set your goals and you can do this. So I think that's a big thing, and of course that went across the board into school. The same thing happened in school, because I found out that if I applied myself to my horses, which was my true love, gee if I applied myself to my school a little bit, guess what? I did well in school too. And so that went all the way through high school and college and into my profession.

How far do you want me to go?

C: Well, I was going to ask you what town and county were you in growing up?

B: Glens Ferry in Elmore County.

C: Alright. So where did you go to school?

B: I went to Glens Ferry Elementary and Glens Ferry Highschool.

C: And then into college, did you go to U of I or?

B: I went to College of Southern Idaho. Went to U of I for a semester but ended up getting my bachelor's degree from Boise State. But I have an associate's from CSI. My bachelors from Boise State.

C: And what was that in?

B: Elementary education. Both my associate and my bachelors.

C: So what kinds of work have you done? You can start clear back in highschool and work your way up or however you want to do that, and what are you doing now?

B: Well in highschool, my first job was I cleaned stalls for a horse trainer. I did that, that was my main job in highschool and of course helping dad on the farm. And then in college I was a work study for the music department and I also worked at a bowling alley. I was a blight inspector for the USDA for one fall.

C: That's interesting.

B: Yeah, lot's of walking.

C: Like potato blight? Or?

B: Beans.

C: Oh ok.

B: I was a veterinary assistant, kennel cleaner/assistant for awhile. I was a pre-school teacher for quite awhile. What else have I done? Worked actually at a couple different bowling alleys in their cafes. Up until that point, that was all through college. Then I actually worked for the Forest Service, seasonal on their trail crew and their recreation crew. I fought a little fire as part of that, wildland firefighter. Then after that I kind of took a detour, I had graduated college by that time, I actually started detailing cars and doing auto accessories. Rhino linings, spray in bed liners, window tinting, did that as a small business, kind of partial owner type, and then I actually managed a detail shop for an auto auction for several years and then I moved on to a specialty repair technician. I fixed interiors of cars, ripped seats, cigarette burns, cracked dashes, stains in the carpet, anything interior or auto related. And then after that I got on at the Extension office with the 4-H program, so back to my roots kind of.

C: That's interesting. You've done a lot of things! A lot of varied things.

B: Yeah I bring a whole different realm of experience into a group or room in this profession. I have some different perspectives on some things and how to do things. Lots of mechanical background as well.

C: Yeah, sounds like it. So how did you, I'm just curious about, before you started your job there at the Extension office, were you involved with Extension or 4-H in any way?

B: Nope, I wasn't. I always thought when I was little that it would be fun to work in the Extension office and I thought many times about becoming a 4-H leader and I'd thought about the program but where I didn't have

any kids, I just thought that was kind of weird. But now I'm thinking that wasn't, but at the time to me it was. So even though I had thought about it several times, no I wasn't.

C: So when you saw that the position was open, you just decided that might be something fun to do?

B: Well it was funny, my sister was 4-H leader at the time and she had told me she was going to apply for the job. I was like "Really? Tell me about the job." And she said "But I'm not fully qualified because you're supposed to have a bachelor's degree." And I said "Oh? Maybe I should apply." And she said I should because I was working outside and as you get older you don't do as many things as when you're younger and I had worked hard for a lot of years and was kind of sick of being outside all winter working out of a van and stuff. I wasn't young anymore. She said yeah you should, so I did. I haven't looked back, it's been fun, I have a great boss, can't complain.

C: How many years have you been there?

B: Six years as of January 2nd. Coming up on six years.

C: In all those many different jobs that you did, did you hold any leadership type positions or have to do anything involved with that?

B: I did actually. I was actually a crew leader with the Forest Service for a year. I took a leadership role there. But I was also kind of a co-owner/manager of the spray-in bedliner, accessory, detail shop. It was a car accessory shop. My boyfriend was the owner so I was just kind of automatically. I was partner in it and did all the hiring and managing of the employees. Then I was the manager of the detail department of the auto auction. I had I think up to 22 employees at one time that I managed all them and did all their paperwork, did all the leadership on them, hiring, firing, you know, keeping them in line! And they're not the type of, they're the type of young people that you do a lot of job training skills in hopes that they go on and do better things. I always told them when I hired them that this is what I consider a stepping stone job. And I take my personal job here to teach you skills that can take you to another job that pays better and is not gonna beat you, that you can go on and move forward from this. Take this as a learning experience. And that's what I told them when I interviewed them. If I bring on, we're gonna do these things, and we're gonna teach you job skills so that you can go on and they did. So that made me feel good. Because a lot of them didn't even have high school degrees that applied for this type of job so I always felt it was important that they get their GED.

C: Do you think skills you might have learned might have helped you in those jobs?

B: Oh absolutely. I think that the self-confidence, the record keeping for sure, I mean you can't go wrong with that. From balancing your checkbook to keeping records for their payroll and different things, absolutely.

C: What about, well it just made me think, 4-H encourages you to learn and keep learning, it sounded like you were passing that on to these people that you employed?

B: I did, yeah.

C: And that maybe was something you learned there too?

B: I don't know, maybe? I think 4-H is one of those things that it's really truly hard to measure what all you get from it because what it does is it gives you a little here, and a little there, that supplements other things that you're learning. And you may never have gotten to where you are without the 4-H, to the extent you are.

Because a lot of the things 4-H does is very subtle. I don't think you can look back and say particularly that 4-H did THIS. At least the people who are very heavily involved and those teens that just go on and do everything, maybe they can but I think in my involvement where it was just horse, just in my club. My sister went on to be a camp counselor, she went to Teen Conference and she did all those things but I didn't. Was it right for me? It was. Was it what I needed? It was. I wasn't the type of kid to push and say "Take me away from home for four nights!" I did go to 4-H camp one year, I hated it, I never went back. Camp was not for me. It's not for every kid. But my sister went to camp every year, went on to become a counselor, went every single year that she could be a counselor. So that's two different kids.

C: And you said your mom had been in 4-H as a kid?

B: Mhm. She's also on your list.

C: So were you involved in any other organizations or clubs or groups as you were growing up? Or even now?

B: FFA, I was heavily involved in FFA. And then band through highschool. I did 4-H in the summer, FFA and band in the winter. That was kind of my big thing mostly growing up.

C: So what did you do in FFA?

B: I did market swine. Oh I did like seven or eight different things, I sold puppies, I had puppies. I kept my horse, 4-H was for my horse, I raised corn, I was on the meats team once, I was on the crops team every year. I got my state Farmer degree, actually I was the very first kid ever in Glens Ferry to get their State Farmer degree.

Because when I was a freshman in highschool was the first year we ever had FFA at Glens Ferry. So I was the first one ever to get and I thought that was kind of cool.

C: Yeah, that is cool. Were you an officer or anything like that?

B: I was an officer I think for three years in FFA.

C: What about now, are you involved in any clubs, organizations or groups?

B: Well, the IAE4-HP. Idaho Association of Extension 4-H Professionals. They changed the name.

C: And what has been your role in that?

B: I'm just a member right now, I haven't gone above that.

C: You kind of said 4-H was something you did because there wasn't much else to do.

B: Yeah you did because there's nothing to do. I mean you want something to do and there's 4-H and going to the fair was "THE THING." If you're in 4-H you gotta go down and hangout at the fair all week. And get ribbons, and talk about your animals and talk about how cool you are. Sit on the fence and act important. I don't remember what ribbons I got, but I remember hanging out at the fair and talking to people. That's what I remember about 4-H.

C: Yeah, fair is a special memory for those of us who have been in 4-H. So, if your mom was in 4-H were your grandparents involved?

B: They may have been, but I don't know.

I'm thinking that my grandma might have been, but I can't say that with certainty.

C: You were in 4-H for the full ten years? And can you tell me approximately what years those were?

B: Mmhm. '78 to '88.

C: And those were all in Elmore county. And you said you didn't do any of the KYG or Teen Conference or anything like that?

B: No.

C: Mostly just in your club and local type stuff?

B: Yeah. I was a solitary kid, I did what I wanted. Like I said, my sister went on and did the bigger, better, greater things. But that wasn't for me. I just wanted to spend time with my horse and my animals and that's what I did.

C: Yeah. How do you think 4-H has impacted your adult life? And that could be career choice, or skills, outlook on life, and that's just some ideas, doesn't necessarily mean it did.

B: I think it kind of gave me that core of if you work hard, if you really dig in and you work hard, you can do it. Set your goals, I think the goals really help. You learned how to set goals and you follow through them and if you don't succeed the first time you try again. I think that's just a big life lesson all the way through that you can apply to anything you do. Don't give up, keep trying. I would say that's probably the biggest thing that I can probably give back to 4-H is don't give up. I remember my first year in 4-H, sitting out under our weeping willow tree, crying my eyes out for an hour and a half because I had to write a story. It was torture! I mean I remember just blubbering, I think the paper was just wet. Bawling to my mom saying "I can't do this!" and her saying "You need to do this, it's part of your project. You've gotta do it." "But I don't want to do it!" And truly I remember sitting out there bawling and sobbing because I had to write a story about my dog and my goat. But you know, by the time I was, you know, two years later, I was like oh no big deal. What was the big deal? And of course by the time you're ten years in, heck it's easy then.

C: Piece of cake huh?

B: But you know that first year, I still remember it. I could tell you exactly where I was sitting on the lawn. It pushed you a little bit, but you know, you try, you push yourself through it and you'll get there. And I think that helps you finish what you start, whether it's college or highschool or anything you do.

C: Well, as I said, the focus of my research is looking at citizenship and civic engagement...

(Citizenship definition)

So, I'm curious, what do you think of that definition? Are there things missing that should be included?

B: I think it's pretty good. I think it makes me feel just about community and it makes me think of the community service with the 4-H program that we, we're hoping that most of our clubs are out there doing some type of community service. Not that it always happens. I don't think you need to take the citizenship project to become a good citizen. Hopefully that's coming through other ways in 4-H as well. I mean that's always a nice add on to it but I don't necessarily know that you need to think you need to take a citizenship project. But that being said, being fairly sheltered in the 4-H horse project, did it turn me into a good citizen? I don't know. We didn't do a lot with the community. But you know, in a small town like that, everybody knows

everybody, and if somebody tells you to do something you do it, you just do it. You don't even know why you're there! We're just here and were doing it! So I don't know if my 4-H experience, specifically, if I could pinpoint something that through it helped me become a better citizen. I don't know.

C: Well maybe, here's a question for you, how do you define citizenship and what skills make a good citizen?

B: Boy...to me a good citizen is someone with good morals and ethics that will help their neighbor. I think that's as much of a citizen as someone that's running for...maybe or not so much in tune with the politics or this and that. You know, does that make me less of a citizen if I'm not involved in that civic duty type thing? If you're treating your neighbors good and you're doing the right thing, you know. I don't know...

C: So more of a local, taking care of your neighbor type thing?

B: Yeah I guess that small town mentality.

C: Yeah, no I can relate to that too.

Part of citizenship and civic engagement is leadership, so I'm also curious, how would you define leadership and what skills should a good leader have?

B: A good leader needs to be confident. If they're not confident in themselves and their abilities they're going to fail. They need to be, I would say, charismatic. They need to be articulate and a really good leader, a lot of them lead by example. I'm not gonna follow somebody, they can have the best personality, and have the best skills and be assertive and stuff but they're not gonna go do that but they want me to? To me that's not a good leader if they're not willing to dig in and do it as well. Or if they're not afraid to engage.

C: So charismatic, but not just a showman? They help and they dig in and do things too?

B: Yeah, a team player. I think a leader needs to be a team player. And I think a leader needs to be willing to listen. And a really good leader is going to be able to read people.

C: And by read people you mean?

B: Body language.

C: Ok. That's some great answers. Was there a person in the 4-H system, or even someone today, who models those skills?

B: Which would you prefer, past or present?

C: Well, either or both, whatever, if you can think of someone for both.

B: I can because she's sitting in the room. She just walked in, I was just harassing her, sorry. I did have a leader when I was growing up that definitely gave me a lot of insight in things.

C: Was that model leader or lead by example?

B: He was a leader. Yeah, lead by example would be a good way to put it. And caring, he was very caring.

C: That's a good trait too. So if you could have a "do-over" of your 4-H experience, would you change anything or do anything differently?

B: Now that's a tough question. I don't know, because the type of kid I was. I don't know that I would change anything, because I knew what I wanted and I did it. I know I wouldn't be a kid that would have gone to camp more, knowing like I know now that it's a great experience but I also realized from my experience that it's not for everybody. I don't know that I would change anything, other than...no I don't think I would. I think once I got into highschool, I went more of the leadership route through FFA but I don't think I would've ever done that without the 4-H background that I had. I had that confidence from 4-H so then when I was in FFA I kind of took more of the leadership route through FFA rather than 4-H but I think it was because those opportunities were offered in school. Maybe the only thing I would change now maybe I would've asked more questions, "What other options are there?" Maybe something would've sparked back then. Because I was purely in a horse club doing horse things, but obviously my sister did other things. If I would've asked the right questions, I probably would've found out more things. We were in two different clubs though. She was in a livestock club and I was in a horse club. So we were presented different things too. The leader I had, the leader that I told you before, wasn't my club leader. My club leader, I guess I didn't respect her as much as I would've liked to.

C: Why was that? If you care to share?

B: She did give her time and everything, but she. . .trying to put my finger on it. She was one that would ride her sons horse and then put him on the day of the show and he'd go win all the classes. She didn't expect her kids to put the work in.

C: That's too bad.

B: That's the closest way I can explain it. But the other leader, he actually did a working ranch horse project in our county. It was probably the first one ever in the state. He put it together, every week during the summer

he let us use his cattle, his ranch. We went out there every Wednesday night I can remember, hung out at their ranch, working cattle. He opened up his house, his, you know, he was there for us kids.

C: He gave a lot sounds like.

B: He gave and gave. His granddaughter was in the 4-H club, so he was a grandparent. And he also invited some of us to go on his own cattle drives. He really engaged us and he came and watched us show and he gave us advice. He didn't have to do any of that.

C: He sounds like a really neat guy.

B: He was. He was a really neat guy and he passed away a few years ago and I kicked myself after the Hall of Fame a couple years ago, I should have nominated him. And I think when Hall of Fame comes up next time I'm definitely gonna nominate him and his wife. She's still living down on their ranch. All his kids were in 4-H, all of his grandkids and now I think some of his great-grandkids as well. Huge 4-H family.

C: That's really neat. You also mentioned that you took more of a leadership route in FFA. Would you care to elaborate on that maybe?

B: Well, I think with just, and I think that maybe the difference is though, is the difference of the leader. My 4-H leader she was very horse. Pretty much it stopped at county. She had no other goals. My FFA advisor that came in was right out of college, lots of energy, big FFA family. Her brother still is an FFA advisor, her daughter is the new FFA advisor down here this year. Just graduated college up there. So, big FFA family, she comes in with all this energy and takes us places. Loads us up in a car, not a bus, her car, and takes us to expose us to things. She took us to every district contest as a team. So I think it just happened that way because she pushed us more, I was pushed in the other.

C: Different emphasis in the two?

B: Mhm. But I think if I wouldn't have had that 4-H confidence then I wouldn't have succeeded in FFA. Because the confidence that 4-H helped me create passed through into my schoolwork into FFA. Does that make sense?

C: Yeah, kind of a building block. Did you do FFA competitions to do with leadership and things like that?

B: Well, I was an alternate on a Parli-Pro team for a year. I was on the Crops team, trying to think of leadership stuff. . .we went to a conference, I was on a committee one year. So there was some little stuff that we did.

C: I just wasn't sure if, you know there can be competitions and things, and I'm not super familiar with FFA, but that are totally focused on leadership skills, where as other ones, it's built into the project but you're doing plant whatever.

B: I don't think they had those so much when I was in highschool. I think we had a team that went to about every contest our district offered and I don't remember any type of leadership. There was dairy, dairy judging, meats, crops, parliamentary, all those things, but I don't remember a specific leadership thing.

C: That's ok, that was mostly what I was trying to figure out.

B: I was an officer for three years.

C: Ok.

B: And I did go to the state convention every year. And I went to the state contest I think one year. Because I didn't do the contests because that would interfere with my 4-H time.

C: Oh, I see.

B: FFA was what I did during the school year. I rode my horses in the summer. I had my priorities!

C: Exactly.

B: But I did go one year up to Moscow.

C: Well, are there any suggestions for improvement of change you think would help Idaho 4-H? That could be anything, but especially helping develop leadership and citizenship life skills? And this may be interesting since you're in a coordinator position too!

B: I would say probably what, well may be I will just focus on one of the things that the biggest change from when I was in 4-H, at least when I was in our county, is that we do interview evaluations.

I think that one thing is huge. They bring their record books, are you familiar with the interview evaluation?

C: No I'm not.

B: Not all counties do it, but we do it in Canyon. Every member in every single project. We do horse a separate day, so leave horse out for a minute. But every other project they bring their record books completed, their stories, their CCS books, all that. They come and we have a group of volunteers. We bring in about 50 volunteers in one day and they, we have a schedule, each and every kids will sit down with one of those volunteers and talk about their projects. They bring their record books, the volunteer will look through their

book and ask them questions. "So what went well? What didn't go so well? What were your goals? Are you going to be in 4-H next year? Or what are your plans? How did that go?" You know, and they'll read their story and just talk to them and they get a score and feedback from the volunteer. And we just give a silver, gold or bronze sticker is what they get and then they get the feedback sheets from the interviewers after fair. And that's a totally separate process than when they take their exhibits in to be judged. So every single kid goes through that process. And the reason I say that right now that's probably one of the coolest things is that they are learning how to be articulate, they're learning how to properly dress and sit and act for an interview. They're gaining the confidence in themselves that what they're doing is cool, it's important. And so they're getting the self-confidence and self-worth, and feedback on all their hard work through the year. I think that's gonna give you...and another way is that these people are volunteers, they care about me enough to be here. So they have a caring adult, which is important, sitting on the other side of the table. They don't get paid to be, they're all volunteers. So there's a lot of aspects in that one thing. My very first year here, three weeks into the job, right when I got into the job I had to take on KYG, because in our county, we only get 11 spots for delegates for KYG, 11 or 12. We had a lot more than that apply so we actually judge our applications and we bring people from the community to judge all the applicants. So I was curious, I was learning the whole process. So our interviewers, who are the mayor of Nampa and the mayor of Caldwell, and they came in and I asked them "Do you mind in the back of the room? I'm just trying to learn." "Oh no problem." So I was sitting in the back of the room and they interviewed a couple of kids, and in between kids, when the door was closed, they looked at each other and they said, "Do you believe these kids are eighth graders? They're interviewing better than people that come and apply for a job working at the city." And that told me a lot right there. And then when I saw the interview process later it kind of connected a lot of things. I think that that's something that all counties should be doing.

C: Yeah. We, well the county I come from, Idaho County, we don't do that. But we do the demonstration contest and they get feedback from that, but that's not everybody.

B: Yeah, we do demonstrations, we do our oral presentations, we do that too. Every single project. The oral presentations are huge too. But I think every single club having the leaders trained, that what they're doing is important. I think the biggest thing is them being there caring for the kids.

C: Well I know several other people I've interviewed have said that they wished leadership opportunities like KYG and Teen Conference and National Conference and National Congress were better advertised to kids. Whether that be flyers in the mail or somebody coming to their county and doing a pitch for it, that type of thing. I'm curious what you think about that.

B: Well we send it out in the newsletter, we send it out in email blasts. I think the only way you're really gonna get kids on board is having the kids come and sell it.

C: Kids who have done it.

B: Kids who have done it, come and promote it, take it back to their clubs. Because I can tell 'em till I'm blue in the face but they're not going to listen to me, but boy if *** comes back, who just went to Finland last summer, and he comes back and says "Hey, you need to do this exchange program!" and goes and talks to the schools or the clubs, you know, he's a cool senior or college student. They're gonna look up to him with oogley eyes and so OK! And they're going to listen. If I go and say the exact thing they're just gonna think you're some old lady. I think the best way, we promote it pretty hard out of our Extension office. Could we do better? Sure. We could mail more out, would we reach more kids? I don't know.

C: I was just curious because of some comments, so I've been asking and seeing what other people say.

B: I think if we could get our ambassadors to truly be ambassadors after their conference would help.

C: And sometimes, from my experience as an ambassador, because I was an ambassador,

B: But did you go on and do stuff? Because we have ones in our county that come back and never do anything.

C: Well yeah, but for me, it kind felt like ok so I went, and then I got to help out at the fair and do different things like that, but there was never really any opportunities to be an ambassador in that sense. There was some I guess, maybe I needed to take advantage of that more, but maybe counties need to brainstorm more opportunities to do that type of thing, I don't know.

B: And maybe, well I think part of the problem is that well, and this is going to sound bad, but not always do counties know who the ambassadors are. There isn't always very good communication between the conference of letting counties know, these were your attendees to the conference. We might not even know who our ambassadors are. So it's hard for us to call them and say "Hey, we have this great event, do you want to help?" So if we don't have a list of who those kids are that went, it's kind of hard to utilize their skills.

C: Yeah.

B: And can that be fixed? Sure. And luckily, we do a lot of the payments and stuff through our office so we can get that and we've used our ambassadors because in our county we do new family orientations. We've found we lost a lot of first year families and we want to retain those so we've developed new family orientations and half the program is presented by teens. Nancy and I are there and we do part of it and we made part of it interactive, or we are going to make it interactive with the turning point. I think we did do a little bit of that last spring. But the teens are there to answer questions and give their insight. And we had I think we had up to seven teens at one of them last spring.

C: That's really cool. That's a good idea.

B: It's a neat thing.

C: Can I come and watch?!

B: Sure!

C: I wish I lived closer because that sounds like a great idea. I think a lot of the counties have the same problem.

B: Yeah I think it's because 4-H has it's own culture.

C: Yeah...there is that.

Anything else you can think of?

B: Well I'm sure there's lots of stuff, but I'll leave it at that.

C: Ok. That was great. It was really good. I appreciate getting perspective from someone who is working in 4-H currently.

B: Another thought did come in as you were just talking about that, and that's pride, in my community, and country. I think that's under citizenship too.

C: As part of being a good citizen?

B: Yeah.

C: Caring for, well you mentioned caring for your neighbors, but maybe caring for the direction of your country as a whole or your community?

B: Yeah.

Interview transcript for Elena

C: First two hardest questions, how old are you and what would you like your pseudonym to be?

E: 35. And uhm, I don't know, how bout Elena.

C: That's pretty. I like that name.

E: If I had another daughter, that's what I'd name her.

C: I have a little niece, well I guess my cousins daughter, and her name is Lainey and I really like that name too.

(Purpose of research narrative)

If you just want to start by telling about your life up to now, you can start with "I was born..." however you want to go about that and just think about it with a 4-H emphasis too.

E: Ok. Well I was born in Pocatello, Idaho and I grew up in Inkom, Idaho, which is a very small town, about 650 people. I lived in the same house all my life until I moved away to college when I was 18. I went to a small highschool, there was 150 students in my graduating class and it was a bunch of small rural towns that kind of all commuted to a centrally located highschool. So many of my friends, we were kind of from all over the valley from these small towns. I started 4-H when I was about 12. I don't remember, is that the youngest you can start?

C: I think the youngest you can start, well you can be a Cloverbud, which is age 6. And then you become a regular member at age 8.

E: I was not a Cloverbud, so ok, age 8. Well then I must have probably been eight I'm guessing. And I was involved in 4-H through highschool and I definitely remember doing it in highschool for my first two or three years. I don't remember if I did it my senior year. I would say I was very involved in 4-H. I never took, I never showed animals or did animals, I didn't have access to that. But I did a lot of home ec, sewing, quilting, cooking, several cooking and baking classes. Specialized classes like babysitting, entertaining, also participated in the state wool contest for 3 years. I went to the state fashion review many times. I did the demonstration contest and won at county and state levels. I was a delegate to the National 4-H Conference in Washington, D.C. and National 4-H Congress in Orlando. I also went to a 4-H camp at the University of Idaho one year.

C: Was that Teen Conference or something else?

E: Yeah, that was Teen Conference.

C: Ok. I didn't mean to interrupt you, I'm sorry.

E: Oh no that's ok. And I think I went to Washington D.C. in 1993 and Orlando in 1994. And for Orlando I think it was a small group of nine or ten of us and we all went in a category, and I went for, I was Idaho's Fashion Review delegate. I participated in National Fashion Review. I was again, mostly in sewing and home ec projects but I was very involved and always took four or five, even up to eight, every summer. It was a big part of my summer especially. My mom was a leader, she took 4-H as a youth, so I think that's how I started and became involved. I think that sometimes 4-H has a stigma of being not cool, but many of my best friends were in 4-H, so it wasn't ever an uncool thing to do.

I see "What was being in 4-H like for you?" I think that it was just fun, it was a good way to learn some skills. I think it gives you confidence, whether it's making a new recipe for the first time, or doing some public speaking, I think that it just gives you experience in things that will help you with your life. And then I see the next question is, "How has 4-H impacted your adult life?" I would say its just, I don't think it has impacted my career choice per se, but I think it's just basic skills, leadership skills, and experience in doing different things. I think that you know 4-H it gives you a goal and you prepare and you practice and you perfect it and then, you know hopefully you come away with something you didn't have before.

C: Ok. Well, you've obviously got my questions in front of you.

E: I do...

C: And I will warn you that they may have changed just a little bit, not changed much, but I did add a couple of things since then.

M I'm sorry, I went right to number 2!

C: No,no, no! You're fine, that's just kind of a general outline, I've skipped all over the place through most of them.

E: I can go back to number one, I do have a bachelors degree. I got an associates degree and a bachelors degree and I also did an internship at Disney World. Which I think I probably would not have done had I not been there for 4-H ongress. So I think again it just opened up lots of opportunities. You know, two of my first three trips by

plane were going to Washington D.C. and Orlando for 4-H. And I just think about my life now, I travel a lot and I've lived overseas for the last nine years, and it's kind of started all that actually.

C: Maybe helped you get out more and to not be afraid to do things?

E: Yeah, to be a little adventurous and to experience new things, and independence I would say.

C: So, what are you doing right now? You said you had lived overseas for quite awhile?

E: Right, my husband is a diplomat and so I trail along, trailing spouse they call it. But before, we lived in Texas, and I was in human resources for a few years. And since we've joined the state department, I've worked two different jobs. One as an office management specialist, kind of doing admin work for our regional security office, and currently I am a special investigator with diplomatic security. So all Americans that work at consulates and embassies have to have a security clearance, and I conduct the interviews.

C: Ok. That sounds like a very interesting job.

E: It is.

C: And I'm sure you see some very interesting things!

E: Yup. But I enjoy it.

C: Good. So, what countries have you lived in so far?

E: I've lived in China, Latvia and Taiwan.

C: Latvia...now THAT would be interesting.

E: (laughs) Yes. It's cold there though.

C: And did you go to school here at the U of I or somewhere else?

E: No I went to Ricks College for 2 years and then I went to BYU Hawaii.

C: Ooh BYU Hawaii.

E: Yeah I graduate from BYU Hawaii.

C: Maybe if you just want to tell about clubs or groups, anything like that that you might have been involved in in highschool, college, now, if you're part of anything?

E: Sure. In highschool I was...I did Girl's State, the Performance Choir and Drill team. And in college I did choir and currently I'm in a women's organization, an international choir, a book club, and a gourmet club.

C: What is your role in those clubs currently? Are you president or just a member...

E: Some of them aren't so formal, like the gourmet club is just a group of us that get together and cook, we bring something. We're assigned to bring something like an appetizer a soup or a salad that we've never made before, and then we cook together and then we all sit down and have a meal together. It's pretty informal. The book club I am an organizer of, I mean it's not a president per se, but I help set our schedule and who is hosting and choosing the book and I kind of organize all that. And in my choir I was a committee member as well.

C: So kind of organizational as well?

E: Right. My job was to plan the socials after the concert, buy the gift for the conductor and pianist, collect the money, all that kind of stuff. And then I'm also fairly involved with my church as well.

C: Ok. So what kinds of work have you done? You told me about a few different jobs, I don't know if you want to go back as high school and college...

E: Well high school and college I mostly waited tables to pay for my education. And then I did work in college at the public relations department, I would give campus tours and things like that. Organize continuing education classes and conferences. And then after I graduated I did go into human resources and I did recruiting and training.

C: I think we talked about two pretty well...let's see. As I said, my study is focusing on citizenship and civic engagement skills and so when I was trying to decide how to ask about them, I talked to my advisor and my boss, and said, "What is citizenship? How do you define that?" She suggested I look at the national 4-H website. So I went there and they have this definition that is ok, but it kind of needs some more "meat" I think. And that's kind of what I'm curious to know, so I'll just read it to you really quick.

(Citizenship definition)

MY first question would be, because leadership is considered part of citizenship, I'm curious to know how you would define leadership or a leader? And what kind of skills should a leader have?

E: Well, I think that a good leader of course, sets a good example, organized, detail motivated, able to motivate people, gives encouragement things like that. Is confident. I was thinking this morning about, I have a neighbor here, there's 20 houses in my neighborhood of all American diplomats. And so we have a BBQ in the spring time to say farewell to those that are leaving and in the fall to welcome those that are new to our neighborhood. And you know, she has the initiative, and she organizes and picks out the date and the venue,

and does emails and everything, but at the actual BBQ she always asks my husband or me to say a few words, to welcome everybody and mention the new families or whatever because she just doesn't like public speaking at all. And even though we're all neighbors and friends, she won't do that. And I feel like that's where 4-H gives you good practical experience to where that doesn't bother you at all. Now I don't claim to like public speaking and feeling nervous, but I can get up in front of my friends and neighbors and welcome them to a BBQ. And so I think, that's where I feel like 4-H affects my life and my leadership skills. It think that for me, say it's book club and things are disorganized and people don't have direction, I feel confident getting out my notebook and so ok, let's figure this out and rise to the occasion. I'd say that some people are more comfortable being leaders than others. But I think because I have this kind of background and conducted meetings before in 4-H or whatever, that it is a skill that can be learned.

I don't think I really answered the question...

C: No actually I think you did really well. You mentioned conducting meetings, what positions or offices did you hold within your 4-H club?

E: It's been so long I can't even remember to tell you the truth. I know that I was president at some point.

C: That's fine. I just remembered you mentioning that and thought I should ask.

My next question would be, was there a person within 4-H that modeled those skills, that's comes to mind? Or people, more than one.

E: Yeah, my mom was a good example to me, she was my leader, especially in sewing. She was a seamstress so she was a good example to me. And you know, for me in the summer time I wanted to be outside, playing or somewhere else and she was kind of the one that always made me sit down, and you know for the projects you had to write the little essay thing to hand in with them, kind of keeping me on track and setting your priorities and meeting deadlines. Another person particularly, was *** who worked at the Bannock County Extension office and she was over 4-H and she was very involved with the youth and she knew our names and she was our friend. I remember one time, application were due for either the conference or the congress, and she would kind of gently nudge us to get them done on time. One time she took like a Saturday and we all went to the Extension office and she put us all on different computers and we all filled out our application so we could all get them done on time. And I remember she was very nice and caring and then she helped us fundraise as

well in Bannock County, for those of us that got selected. We spent a couple Saturdays, we did car washes and we made hoagie sandwiches and she was always very much a part of that. We're still in touch actually.

C: I don't recognize her name, she's not there any more I would guess?

E: No she's not.

In fact that's ***'s job now I think.

C: I think *** is moving too.

So here's another tough, or many-parted question: how would you define citizenship? And maybe some skills that a good citizen has? Or maybe skills that a bad citizen has or lacks?

E: I think that good citizenship is just doing your part in society. It takes everybody doing something to make it function well. And I think it's important to think about the footprint that you leave, like I don't know how to explain it...

C: Like leaving a legacy maybe?

E: Well, like think about your part on the Earth, like how much do you use and waste.

C: So more like of an environmental type?

E: Yeah that specific example is more of environmental. You know, and doing your part in politics, voting and being informed and volunteering with different groups and organizations who want to make positive change.

C: Yeah, I almost asked you what "doing your part" was!

E: Yeah, positive change.

C: How do you feel participating 4-H affected your citizenship skills? If at all.

E: Let me think about it for a second....I think it teaches that it's not just about you. I think that 4-H and we can talk about this when I talk about maybe some improvements, 4-H was, I think it used to be a little more competition driven? You know you were awarded red, blue, white ribbons and trophies and then you went to state and then there were different things you could win there. And I think it can teach you to be driven and motivated, sorry this has nothing to do with citizenship. I think it teaches you that there's more than just you. It makes you not so self-centered. Like on one hand the competition makes you driven, but it's good to have competition and see that there's a whole bunch of people and ideas and projects and you know some people

might be given the same task, but they accomplish it in different ways. And one might be better than the other or the might just be a differnt way of doing it. I think that it broadens you. I still didn't answer your question.

C: That's ok. Sometimes you have to talk around it! That's a tough quesiton I think especially when you've been out of 4-H for awhile because there's been other experiences I think for most people since then that affect you.

E: I mean I remember volunteering to pick up litter with my 4-H group and I remember, I mean definitely definitely doing other things. Again, thinking outside of yourself. Making your club better.

C: Well, and you might have just answered this, but were there specific activities that you feel helped build that skill?

E: Yes, I think the conferences were good, and then the community service aspect. And then I feel like I took some kind of government class? I don't remember if there was a project or what...

C: Did you do KYG or not?

E: No I didn't go to KYG. I went to Girl's State.

C: And what exactly is Girl's State?

E: Girl's State is where they take a couple of delegates from every highschool and you go to Boise for a week and you set up a government and you meet your Congressmen and every town, we wer put into towns, and every town needs a mayor and council women, and so you just like organize this city and you campaign and you have elections and you do all these things. so it's basically this exercise in government.

C: Right. And not 4-H related, but still...

So, we kind of mentioned, were there any other involvement in groups, or activities or clubs that might have impacted your citizenship and leadership skills? You kind of said Girl's State, but were you a Boy Scout or Girl Scout or in youth group or anything like that?

E: No I mostly did 4-H and I was involved with youth activities at church.

C: I guess maybe what I'm asking, or trying to ask! is if other activities in church or that kind of thing gave you some training in being a leader or citizen?

E: Yes they did, but again I think it's been too long for me to think of that. I'm sorry.

C: That's fine.

E: You need to interview younger people!

C: Yeah I've had mostly fairly young people, between 25 and 35, yeah a little bit older than that.

If you could have a do-over of your 4-H experience, would you change anything or do anything differently?

E: No, I loved it! It was fun and made me experience new things and grow, and discover talents I didn't know I had or helped me refine things that I needed to work on. I loved it.

C: Good. Can you think of any improvements or changes that could be made to the 4-H program in Idaho, that would strengthen those leadership or citizenship skills?

E: Oh sure. So my mom for many years was a judge at a couple of different state fairs until they just switched over and started giving out participation ribbons. And for me, I thought this was a very bad idea. You know 4-H shouldn't just be about competing, but I think that when someone works hard and does a good project, then getting a blue ribbon means something. For me I, don't thin I would have been as motivated to be a good job if the project I'm gonna spend 10 hours on gets the same ribbon as the person who spends 10 minutes on theirs. What's the point? I don't know what the reasoning was but I personally feel like it lost some of what was good about 4-H. Getting constructive feedback on what you've worked on, and getting judged. I feel like if you got a red or a white ribbon, then you work harder next time, and that's not gonna crush your ego. Again, I dont' know what the reasoning was but I feel like the 4-H that I was in and loved, isn't the 4-H that is now. So, I think if... you know we don't have 4-H (in Taiwan) actually my husband was talking about 4-H when I was telling him last night that I was doing this interview, and he said something interesting about 4-H in Taiwan, which I'll get to in a minute.

C: Ok.

E: But, you know I think if my kids had the opportunity to take 4-H and it was like "Oh come learn how to bake and then you bring some cookies to the fair and then you get a participation ribbon." I don't know if I would sign them up for that honestly. Because I feel like there's lots of distractions, lots of things to be involved in. And quite frankly, I could just teach them to bake cookies on their own and kind of cut out the middle man. Again, I feel like this new program, and you would certainly have a lot more insight on that because I'm just going on what my mom said, she said they don't judge any more,that that's kind of sad to me.

C: Yeah, I don't know for sure, I know, I think it varies a lot by county, at least within Idaho as to what they give for just participation or whether or not they hand out red, white and blue. Because in my home county, they

definitely don't just hand out participation ribbons, you get judged. And if you deserve a white ribbon, you're gonna get one. I mean they give the Cloverbuds a participation ribbon...

E: Sure, because they're SO young.

That's different.

C: Yeah, and there's a, oh I can't remember what it's called, but basically there's a, I think it's "Ages & Stages" and that's basically that theory the background behind it says that kids that young shouldn't be competing until they are a little bit older.

E: Yeah, they should only have positive encouragement, otherwise they're gonna quit. That I understand. You know like, my mom did sewing, judged sewing, and like when I was in highschool, I did the Wool Contest, that can be very competitive and there are very good projects, very high quality projects. And she said they just stopped judging them, they don't do it anymore. I think that's sad, you put a lot of time and effort into it. A blue ribbon or sometimes a trophy makes you feel like you accomplished something.

C: Yeah, that's interesting. Like I said, I think it varies a lot by county. What their policy is on that kind of a thing. So, maybe more coherence across the state on, I don't know what you would say, on procedure?

E: Yeah, on judging and expectations. Things like that.

C: And you were gonna tell me about 4-H in Taiwan?

E: Yeah, they do have 4-H in Taiwan. My husband's job, there's different zones in the foreign service, and he is a public diplomacy officer, so his job is basically doing public relations for America. And he's involved in like the Fulbright program, and cultural and educational exchanges and all these things. And recently he came across, and worked with, a 4-H camp in Taiwan. And he said that in Taiwan 4-H is funded through the Department of Agriculture and that they have plenty, plenty of money. But, they don't have interest, they have no kids that wanna take 4-H. And so here, my husband thinks that 4-H has kind of an image problem because maybe they're not super modern. So that kind of led me to think about what is great about 4-H? And what's great about 4-H is that it's kind of a little bit old-fashioned, but maybe it's not keeping up with the times enough. And again, I'm far removed, so I don't know if they are and what they're doing to stay kind of modern and relevant and online or whatever, but you know I think it needs to maybe have a more "hip" image. You know, not just for nerds or farmers or you know...it just needs to be a little more modern and interesting.

C: That is really interesting, because 4-H is funded in part by the USDA here, so it's very similar but...and they are, and this is just for your information, I wouldn't say they're way modern or anything, but most counties, and definitely each state has a website, U of I has a website with all kinds of links and projects and that kind of stuff. And there's a national 4-H website, they're doing things that I never thought about, they're doing robotics, a lot of science and technology projects within 4-H now. Things that weren't there 10 or 15 years ago.

E: Well that's good. I've been out of it too long. But I think that in general people think that it's for farmers, and that it's way old-fashioned.

C: No, no I wasn't trying to discount what you were saying, because I understand that too, but yeah, and I think they're struggling with that too, how do we reach those people.

E: Yeah, how to fit in.

C: Well cool. That's neat to hear about 4-H in Taiwan. It's in quite a few places, but I know it's very different in a lot of places than it is here too.

E: Yeah I just wrote down some skills that 4-H taught me, which were: homemaking, time management, leadership, meeting deadlines, public speaking, confidence and willingness to try something new. I had a great time in 4-H, a lot of good opportunities. It was really important for me in my formative years.

Interview transcript for Emma

C: Just to get started I have two questions for you, hopefully not too hard.

E: I hope not!

C: Ok, how old are you?

E: 74.

C: And, what would you like your pseudonym or fake name to be?

E: Emma.

C: Emma? Wow, you're quick! Most people are like oh my goodness, I don't know.

E: That's my first name and I don't go by it.

C: Oh, ok. Well that would explain why!

(Purpose of research narrative)

E: I feel very strongly about that, because if weren't for 4-H my children would not be where they are now.

C: And I can't remember, you are mom to?

E: ***

C: Ok. And I just met her at Statewide Training last week.

E: Oh, ok.

C: Before we start do you have any other questions?

E: No.

C: Ok, do you want to just start with I was born and think about it with a 4-H emphasis?

E: Well lets start back when I was about nine years old when I attended Marblefront Grade School which is a very small school, we had usually four in a grade.

C: Oh wow.

E: Yep. It's unheard of now days. But a lady from the Farm Bureau came to school one day and she said "We would like to get a 4-H club started in our community, would any of you have a mother who would be interested in helping?" Well my little hand went up and I said "Mine will!" My mother could probably have shot me, but she did and kept it going until someone else could come along and take over. I think she only stayed in it about two years. But we had a little community club and this one was not an animal club it was cooking and sewing at that time and so I did cooking and sewing every year and the culmination of that was probably when I got to be a highschool student and entering the cherry pie contest. I can see a picture of myself on the stage and in Canyon County we had the fair in the park, and we had a big tent set up in the park because we had no fairgrounds and the band stage was the stage they used for fashion show and for demonstrations and all of that. And the cherry pie contest was held on that stage and there is an oven sitting out here in the open on this stage! There's a nice white stove that one of the furniture stores supplied and a refrigerator and everything and I was the cherry pie contest winner and I have to this day several Foley sets of the pastry cloth and the pastry blender that came from winning the cherry pie contest. I have used up my supply of pastry cloth now so I guess I'm through baking pies! So they finally wore out. My senior year in highschool there were four of us girls who won trips to National 4-H Congress and we went back to Chicago. It was a newspaper worthy event, there were

pictures taken that went in the paper of us getting on the train, there was still a train coming through town at that time, I don't remember if it was City of Portland or Portland Rose but anyway we rode the train back to Chicago. Which was quite an adventure for us all.

C: Wow. And were you by yourselves?

E: Uh huh. Yeah we were. And they had the National 4-H Congress at that time at the Conrad-Hilton Hotel and we were wined and dined and taken to see museums and taken to see everything in the city. We had a room that looked out over Lake Michigan so we thought we were pretty hot stuff.

C: I bet!

E: While I was in highschool then I did well in the home economics classes because of my 4-H background. I was president of Future Homemakers. My sewing teacher always said "You gotta speed up. You're too slow, you've got to do it faster." But anyway, I got through that and as a result won a small scholarship to attend the University of Idaho.

C: Because of your home ec?

E: Because of my home ec and 4-H background. I'm the first one in our family that had gone to college and it was quite an opportunity and so I went to the University and of course I wanted to be like the home demonstration agent. That's what I wanted to be and so I went into home economics education with the Extension option and did well all through college because of my 4-H home economics background. It served me well. I was selected for Phi U (?) which was the home economics honorary, I was president of Phi U, president of the home economics group so I was definitely a leader and I feel like I'm bragging!

C: That's ok!

E: But it has just done me well. When I graduated of course I married a Moscow boy so there was no openings in Extension in the Moscow area and teaching, the students had grabbed all the teaching jobs. I did my student teaching up in Coeur d'Alene. So I went into home economics research in the Ag Science building. I worked with *** and *** which were old names at that time. We did potato research on the vitamin C content of various potato forms. So that was what I did until our first child was born. So that's my 4-H background.

C: Ok, so I was trying to calculate in my head, when would you have been in 4-H? Was that the '50's?

E: Let's see, I was born in '38 yeah so it would've been the late 40's and early to mid-50's.

C: I think you are probably the oldest person I've talked to, no offense, so far.

E: That's fine!

C: That's really interesting to hear about the 4-H program back then. And you were in 4-H all ten years?

E: Well I went through highschool and I was in the 4-H club in college too, the university 4-H club.

C: Yeah, they still have Collegiate 4-H. What did they do in college?

E: You know, I really don't remember.

C: You know that's funny because now I've talked to several people who have been a part of it or are a part of it now and it doesn't sound like they really do much and so I was curious if they had.

E: Well, during my junior and senior year I did an internship with Ada County Extension office. I was over judging over at the Canyon County fair and there was this little beginning foods project that their display was supposed to be cookies. He had beautiful cookies! I looked at his record book and his records had nothing to do with cookies, he had steak and hashbrowns and stuff like that. When I got to his story I figured it out. He said "The only reason I'm taking this cookie project is so I can show my horse." So at that time in a horse project they had to have another 4-H project. You couldn't just do horse at that time.

C: That's kind of weird.

E: Well it is now, but it wasn't then!

C: Interesting, very interesting. But good cookies?

E: Wonderful cookies.

C: Well he was missing his occupation in life apparently.

So you were invoved in collegiate 4-H and the honor society, any other organizations or clubs that you were in?

E: I don't believe so.

C: What about today, are you part of anything like that or have been?

E: Well when our oldest daughter was about nine years old, a friend met me in the grocery store one day and said "You know, I think our kids are old enough we need to start a 4-H club." And so I started the program all over again. We had our 4-H club the whole time that our girls were in the 4-H club which would've been about late 60's to 1980 or 81. And then I kept the club going several years after they went to college too. But because of their backgrounds in 4-H they also were able to go to college and the oldest daughter majored just like I did

in the home ec education Extension option. She taught three years in Melba for home economics which was then called Family and Consumer Science and she is now a principal at Century High School in Pocatello. But the 4-H was their background.

C: Got them started huh? So how many kids do you have?

E: The two girls.

C: And of course *** wound up in Extension.

E: Yes. And she started out majoring in accounting.

C: Well, it's always useful. So you were an organizational and project leader probably?

E: Yes. And I still go into the Extension office to volunteer. Going in Wednesday.

C: You know, you can't hardly get away. The Extension educator in my county, she says once you're on her list you pretty much have to die to get off!

E: Right! I go in a do things that don't take a whole lot of brains. I do the evaluations on their leader trainings and I do inventory on the scrapbook kit and help with mailings. They let me on computer once.

C: They let you on the computer ONCE?!

E: I must've really messed that up. Not really...

C: So you went to National 4-H Congress. And did you do any kind of leadership, was their classes or anything like that? I've heard that it's mostly, or it was in the past, that it was mostly kind of a rewards type trip.

E: It was a rewards type of trip. They just entertained us royally.

C: That sounds like a lot of fun. What about, did they have Teen Conference back then?

E: I don't remember that they did. If they did I didn't attend it. By the time our girls were in 4-H yes, they got very involved. And I think that Teen Conference is wonderful because when the kids come back from that they have grown I think a year in the time they were gone, I mean in maturity. It just makes so much difference.

C: Do you remember any other leadership type or citizenship type opportunities that you did? Or activities that you did while you were in 4-H?

E: Well, I was a teen leader and did that until I got into college.

C: Did they do community service projects back then?

E: I don't remember that we did. It's been a long time ago you know!

My memory may not be perfect.

Well we always did community pride projects when the kids were in 4-H.

C: Yeah. It might be a more recent component. You know in the last 20 or 30 years. I'm not sure, I would have to look that up or ask somebody who knows.

E: Well it's been around over 30 years. I bet it's been around at least 40 years.

C: Let's see, well we kind of talked about how 4-H had an impact on your adult life, but I have a few more questions that are a little more specific about citizenship and civic engagement.

E: Ok

C: (Citizenship definition)

So what do you think of that?

E: I think that describes the citizenship as far as 4-H goes very well. It is an important part of their 4-H now days.

C: It makes me wonder, they say the different generations have a different focus, like my generation the Millennials have more of a "me" focus whereas your generation was more community and nationally focused, it wasn't such a selfish outlook. That would be interesting to look into.

E: That's what I hear. But I'm not sure, I think there's Millennials all the way through.

C: Yeah, it's easy to be selfish I suppose, but it's interesting anyways.

Going along with how 4-H may have affected your life, how do you think participating in 4-H may have affected your leadership skills?

E: Oh that's where I learned my leadership skills because of the demonstration requirements. Now they call it public speaking? Not public speaking...

C: We still have demonstrations.

E: Yeah but they're a part of one phase of it can be a demonstration or an illustrated talk or a TV commercial or a speech. But anything like that that gets someone up in front of a group is invaluable.

C: Ok, so going right along with this, how would you define a leader or leadership and what are some of the skills that a leader has?

E: Now that's a good one. A leader or a good leader is one that is able to accomplish things with the assistance of others without being a boss. He leads rather than push.

C: That's funny. Any other specific skills you can think of that a leader needs to have?

E: A leader needs to have people skills because you're interacting with people of all types.

C: So being able to communicate and relate to people?

E: Communication, mmmm.

C: Was there a person in the 4-H system who modeled those skills for you? Or people?

E: All of our what we called home demonstration agents at the time. I think the people in the Extension offices, all of the Extension offices are just great people.

C: And now you say home demonstration agents, were they specifically family consumer science Extension educators and that was their specific title?

E: Yes. That was their title at that time.

C: But they were actual Extension educators.

E: Yes that's what we would call them now.

C: Alright, and here's the other part of it, how do you feel participating in 4-H affected your citizenship skills? And then along with that, how would you define citizenship and some of the skills that a citizen has or things that a good citizen does?

That was a long question...

E: Well citizenship to me is exercising your opportunity to vote and being informed on situations that are going to be voted on. And leadership and citizenship are so closely intertwined.

C: Yeah it is. Are there any specific programs or activities that you saw as a 4-H member or a 4-H leader that helped build those skills?

E: I think the community activities, like they used to do the community pride and they do the community projects now it helps the kids to get out and see the things that need to be done. Or looking for an idea, looking for a need and filling that need.

C: Ok, well I have just a couple more questions. If you could have a "do-over" of your 4-H experience, and this could be as a 4-Her yourself or as a leader, would you change anything or do some things differently

E: You know, I can't think of anything I would change.

C: And can you think of any improvements or changes that could be made to Idaho 4-H that would strengthen the development of those leadership and citizenship life skills? Any programs or activities or ideas that you've had swirling around and always wanted to do?

E: No I don't think so. They have so many more opportunities now than they used to have with their Ambassadors as well as their teen counselors, their Idaho conference.

C: The ambassador training conference?

E: Mhmm.

C: That's what somebody else had mentioned, that there were so many more opportunities now than there was. I guess I don't realize it because I've been in it more recently and there's always been all of those things to do.

E: Well, I just don't think we want to spread ourselves too thin. Because there are so many different directions to go with all the variety in the project areas that are available now as well as the citizenship, leadership and all of the statewide activities that students can participate in.

C: So focus on the things that we are doing well?

E: I say focus on the things that we are doing well already.

C: Alright. That is a good idea.

...

It varies a lot from different parts of the state.

E: I bet it does and it varies a lot depending on whether you're talking to someone that's been in the animal projects or purely in the home economics like myself.

C: Yeah. So you never did any animal projects?

E: Never had animals. We didn't live in a place where we had animals. We did venture into photography and many other miscellaneous projects.

Interview transcript for Jason

J: I don't know. Just make one up, I don't care.

C: Ok, anything you wanted to be called when you were a kid?

J: Nope.

C: Ok, well I will come up with something brilliant. Ok well, just to refresh your memory...

(Purpose of research narrative)

J: Well my mom was working in the state 4-H office, well she started off in the county Extension office and then I think when I was in the 6th grade she moved to the State 4-H office so I was involved in 4-H all my life growing up, doing just about every type of project. Didn't do any livestock projects but other than that I did entomology, photography, rocketry, leadership, KYG, teen leadership projects. I was state president for one year of the teen association. I was the KYG planning committee and was an officer in my local club for several years, so did just a little bit of everything in 4-H. Went to D.C. a couple times, once for the National Conference and then a photography conference, Hot Shots, I think it was called. Did the 4-H Congress in Chicago one year.

C: Ok, you've been quite a few places with 4-H.

J: Yup.

C: Ok, I didn't catch, did you mention where you were born and grew up?

J: Oh sorry, I was born in Portland, Oregon. Moved to Moscow when I was three years old and then when I was six we moved to Orofino, and then when I was in the 6th grade we moved back to Moscow when she transferred to the State 4-H Office.

C: Where did you go to school, or what did you do for education beyond highschool?

J: I have a bachelors of science degree in business from the University of Idaho, a juris doctor (?) law degree from the University of Idaho and then I have a masters of law degree, an LOM degree from American University in Washington, D.C.

C: So I'm guessing that your occupation now has something to do with law?

J: Yeah I'm an attorney for U.S. Immigration and Customs Enforcement.

C: Ok, what other kinds of work did you do, even in highschool or college?

J: Let's see, going back to highschool is a long time. I worked for a photography studio taking pictures at graduations, special events stuff. It was called Image Studios. What else did I do...in college I worked as a pizza

delivery driver for a couple months and then worked as a bank teller for a year and a half or so. I worked for the University of Idaho, one year when I was in law school, kind of as one of the people that would enforce the student code of conduct. And then after college, well I guess in Moscow, I did an internship at the National 4-H Center one year, that was undergrad. Well I shouldn't say one year, it was one semester, my spring semester of my freshman year. I interned for a state senator for one summer and then in law school I interned in the Gem county prosecutors office and then after I graduated from Moscow I worked as a law clerk for a district court judge in Lewiston and then I was a prosecutor, a deputy prosecutor in Valley county for two and a half years, and then I went to Latah county to be a prosecutor there for three years. Then that's when I went to D.C. to get my LOM degree and while I was getting the LOM degree I did an internship with the Department of Justice and now I work with U.S. Customs and Immigration Enforcement and I've been here for about 5 years.

C: Wow. You've been a lot of places. Are you involved in or have you been involved in any other organizations or clubs, groups, besides 4-H, and maybe what was, or is your role in those?

J: Like in school or after school?

C: Uhm wherever you want to start, or whatever you can remember I guess!

J: Right, so I played trumpet in the band, I did a lot with the band I was a band geek. In college I was in the band, the marching band, jazz band, various honor club type things. Don't really do much but they give you a pin or whatever. I didn't really do a whole lot with clubs. I'm currently a member of the Christian Legal Society.

C: So do you have any leadership roles within that?

J: Not currently no. When I was in law school I was president of the law school chapter of the Christian Legal Society.

C: And what did you have to do as president? What was your job description?

J: Uhm basically plan meetings, make sure you're aligned with the student bar associations rules. One year the student bar association was trying to cut our funding so I had to fight that we were entitled to the money they were trying to take away.

C: Sorry, I'm making you dig deep in your memory.

J: That's ok. I guess in elementary school I was in Cub Scouts.

C: Ok, I have a question a little bit later about that. But that's good to know. Let's see, you already told me a little bit about how you were introduced to 4-H, how your mom was part of it or has been. Do you have any siblings or grandparents that were involved in 4-H?

J: Yeah, my mom said we just won some sort of century club 4-H thing for all the family members that have been in 4-H. Yeah my grandparents, I don't know if they were in 4-H as kids, but they were certainly 4-H leaders. My mom was involved in 4-H as a kid and my uncle, and then both my brothers were involved in 4-H.

C: You kind of told me about what projects you took...when exactly or approximately, were you in 4-H?

J: Let see, I think it's 9 years old when you can start 4-H?

C: I think it's eight actually.

J: Ok eight. Third grade...I don't think they had Cloverbuds when I started. So that probably been '84? I turned eight in '84, so '84 or '85, and I did 4-H till I graduated in 1994. And I think I was even part of the college 4-H club for a year or so.

C: What was collegiate 4-H group like back then?

J: Ahh, we didn't do much. It was either getting started or falling apart, I can't remember, but I don't remember it doing a whole lot. What I do remember thinking is "I'm in college now, I don't really want to do a whole lot with 4-H anymore." Still leader and all that but I didn't wanna do the 4-H project type thing.

C: (laughing) I was just curious because one of the interns here in the office, he's the president of the collegiate 4-H club and we were talking today and I said "So what do you guys do?" and he was like "Not a whole lot."

J: Sounds like about the same as when I was there.

C: Yeah, because I remember when I was started college I was like "Oh that would be kind of cool!" so I talked to them a little bit and went to a meeting and was like they aren't doing anything and so I didn't pursue that, but I was just curious to see if it had changed any.

J: Yeah I think we did do, go to a conference at Bozeman, Montana State, Western Collegiate 4-H or something like that but I don't remember doing a whole lot with it.

C: Ok well you said a few things that you did with 4-H, and I'm kind of thinking local, state and national, so you said you did Teen Conference...

J: Yup and I did KYG and 4-H camp just about every year. Did a camp counselor at 4-H camps, once I got old enough to be a counselor. You know of course fair projects and all that. We hosted a LABO kid one year.

National Conference in D.C., National Congress in Chicago, Hot Shots. I don't think Hot Shots was 4-H specifically, it was at the National 4-H Center but it was open to people outside of 4-H.

C: Yeah I remembered most of those, but I just wanted to make sure I got them all straight.

So what country was your LABO student, or person from?

J: Japan I think. LABO is really only Japan isn't it?

C: Yeah, I'm not sure. I'm not really familiar with that, I'm learning about the IFYE one because we just started doing that again. So was that very interesting having someone from Japan?

J: Yeah. I mean he was only there for a month or so and he didn't speak very good English. He was really young so it was hard to communicate with him.

C: Ok, well here's another big question for you to think about...How do you think 4-H has impacted your adult life? You know whether that's maybe your career choice, or skills or your outlook on life, that type of thing.

J: Yeah. Well when I went to KYG I got introduced to the judicial branch, you know being a lawyer and all that, so kind of got interested in being a lawyer then. And then I think I remember doing a speech one time when I was volunteering at the KYG conference, helped lead the judicial workshops for a number of years after I was a lawyer, and I remember telling them it just kind of, 4-H builds on things. Like right now, I don't put on my resume what I did in 4-H as a kid, but it just kind of builds things. It helps you get your scholarship to college, and then it helps you get your first internship or whatever. So it just kind of builds everything and gives you that experience. You know like the building blocks for the rest of your career.

C: Well, as you probably noticed, the main part of my research is about citizenship and civic engagement. And when I was trying to come up with, or thinking about what kind of questions I wanted to ask, and I was having a hard time and I was talking to Carrie, my boss, and I said "Well, what is citizenship? Whats the definition of citizenship and civic engagement?" And she told me to look at the National 4-H website. So I went and read their definition and went huh, well I don't know if I like that or not. So, let me just read it to you really quick to give you an idea and I've got a couple questions surrounding that...

(Citizenship definition)

So one of my questions is, how would you define leadership? Maybe I should explain, because leadership falls under citizenship and civic education.

J: Right, well I think there's different types of leadership. I'm not in any sort of leadership role in my job, or managerial role, but leadership could be anything from, well obviously in my job I have to go to court and represent my client, which is Immigration Customs Enforcement, you gotta have the leadership type skills to litigate, to go to court and make your argument in front of the judges and juries and all that. That's one type of leadership, but then there's also leading your family, and raising your kids to be responsible citizens. You know that's a different type of leadership. That's not a good succinct definition...

C: That's ok. So you mentioned skills, like leadership skills, can you think of some maybe that leaders should have?

J: Public speaking certainly, the ability to make decisions without being too wishy-washy and all that. You gotta be able to listen to people, you know get input, collect information to make decisions.

C: And you might have kind of already answered this one, but how do you feel participating in 4-H affected your leadership skills?

J: Well certainly public speaking. You do a lot of that through 4-H. Being able to work independently and make decisions, you gotta do that a lot through your 4-H projects. Research as you're working on your projects.

C: Was there a person in the 4-H system who modeled these 4-H skills for you? Or someone you can think of specifically?

J: Right...I'm trying to think back, it was a long time ago. I guess just about any of the leaders in various things that we went to. *** who was the Teen Association who worked with that out of the 4-H office. The people with the 4-H ambassadors program like *** and some others. That's what I'm thinking of off the top of my head.

C: So the other part of that definition was how would you define citizenship? And what skills should a good, responsible citizen have?

J: I think a citizen needs to be engaged in their community in some way, whether it's through community service or through their church or school. They should be knowledgeable about the issues, voting certainly.

C: How do you think participating in 4-H affected your citizenship skills?

J: Well it certainly gave me a sense of wanting to help my community. You know you do a lot of community service in 4-H, helping your community. Learn more about what's going on with the politics and what you need to vote on and all that.

C: I kind of forgot to ask this question about the leadership part, but were there any specific programs or activities that might've helped you with your citizenship and leadership skills?

J: I was on the planning committee for KYG and I was an officer for the teen association and then officer through my club, so all of those certainly would've helped.

C: You mentioned being in Boy Scouts and one of my questions was any other factors or involvements in other groups that might've had an impact on citizenship and leadership skills?

J: Well I was only in Cub Scouts till way below 6th grade, I was never in Boy Scouts. Certainly though band, I was in various leadership roles through band in highschool, and then in college marching band I was squad leader. I don't know if that gave me a whole lot.

C: Yeah well it's kind of like you said, different types and levels of leadership maybe?

J: Yeah.

C: So if you could have a "do-over" of your 4-H experience, would you change anything or do anything differently?

J: Oh probably not. It's kinda hard to tell, looking back from now because you don't know how things are going to change.

I took a lot of projects, 5,6,7 a year so I was pretty busy.

C: Do you feel there are any improvements or changes that could be made to the Idaho 4-H program that would strengthen the development of leadership and citizenship life skills?

J: I've been away from it for too long, so I'm not sure what's going on with Idaho 4-H.

C: Well, maybe just at the time that you were in 4-H if you can think of something, that you would've liked to change or that would've helped you get better at those skills?

J: Not that I can think of right now.

C: That's ok. Some people, they have an answer right away, and I'm like ok! They've obviously thought about this!

J: So are you doing anything about current community involvement or citizenship?

C: Yeah! And maybe I just didn't ask that very well. What are you doing currently with that?

J: Well my wife and I have been foster parents and ended up adopting three kids out of the foster care system.

C: That's awesome.

J: And then we've helped out with our church quite a bit. I've been the Cub Scouts leader when my son when he was in it for a few years, helped him on his t-ball team as a coach for a few years. Helped grade bar exams for the Idaho State Bar Association for a number of years.

C: That must have been interesting! So what made you, if this isn't too personal, what made you interested in foster care and adoption, that kind of a thing?

J: Part of it was when I was a prosecutor in Idaho, I did child protection cases and I just saw the need for good foster parents. Wanting to help kids, my wife and I strongly feel that families are the building block of society and one way that we felt we could do that was through foster care, by helping kids in a time when they really need the help. Try to help strengthen families that way.

C: That's really neat. Anything else you want to tell me that I forgot to ask?!

Interview transcript for Katie

C: So this is ***. Ok, two hardest questions before we start, how old are you?

K: You're making me think! I am....67.

C: Ok, and what would you like your pseudonym to be? Your fake name?

K: Oh...

C: Anything you always wanted to be called?

K: No. Well, how bout we say Katie.

If I had ever had a daughter she would be Katie.

C: Ok. So you just have one son?

K: Three sons. But just one son replied. Well, one son I didn't even give the opportunity to reply because I knew he was bitter about 4-H. Because mom wasn't always home when he wanted her to be.

C: I see.

K: And the oldest son didn't ever reply so I gave you my middle son.

C: Yeah, he was very interesting to talk to. I can't remember how we got started talking about it, but we were talking a little bit about how he and his wife have adopted three kids and fostered quite a few and holy moley that's a tough one. I have an adopted cousin and foster care is very interesting.

K: Yeah and see that, the youngest one that was just finalized on October first, they named her Katherine and may call her Katie.

C: Oh. That's cool. Well, just a little short blip I've been trying to read in the beginning so that people know the purpose of my research.

(Purpose of research narrative)

Well, do you just want to tell me about your life up to now? You can start with I was born, however you want to start.

K: Well first of all, I was not a 4-H member in Idaho, I was a 4-H member in Washington. I was a third generation person involved in 4-H. My mother and her siblings were 4-H members and my grandmother was a 4-H leader. So that's the 4 generations. So when I was eight years old, seven or eight years old, my mother and another lady started what they called a "pre-4-H club" because we weren't old enough to be in a 4-H club. At that time you had to be 10 years old to be a member in 4-H. I had been in Bluebirds and was still in Bluebirds.

C: Which is?

K: Which is Campfire.

C: Ok, that's what I was thinking.

K: We did the types of things that we would do in Cloverbuds today. Just showing us some things that we might learn in 4-H. Well, at the end of that year, at the beginning of the next year, I would've gone through three years of Bluebirds and my mother gave me the option of I could continue into Campfire or I could join another 4-H club. And so I decided that I wanted to be in another 4-H club and so that was kind of the way it started. Washington allowed associate members to start a year before, so that when I was nine but because I had an August birthday, it was nine by the end of the year, so I was eight years old for most of my first year of 4-H. So I kind of got a jump on things from that standpoint. I started out with sewing and I did all kinds of home ec

projects, sewing and foods and home decorating, food preservation, just about anything that you could name that was a home ec related project I did. I did gardening, I did photography and I did entomology. My dad was an entomologist and so I took one year of entomolgy kind of more related to the gardening. When I was old enough I became a leader, so I was a teen leader. Our county had an organization called Benton Builders' Club, I don't know, I think Canyon County still calls theirs a Builders Club her in Idaho but it was an organization that crossed county lines, but it was for the older 4-H members in the county to get together and do things like community service or leadership. We would put on officer training workshops for the others and I was president of the Benton Builders for one year and the various 4-H clubs that I was in. And in Washington it seemed like we had a sewing club and we had a cooking club and we had a photography club. I took some projects, child development, that was another one that I took, but we took some projects within the club but it was like we had more of a seperate club. But In Idaho it depends on the county, some of them still have that model where each topic is a different club, like a club that I'm involved with we have an organizational club and then we have seperate clubs that meet outside of that.

C: So when you were taking it you were in like sewing club and cooking club and taking projects, you were in more than one club at once?

K: Yes. As I recall, like the sewing club met on the first and the third Wednesday or whatever and the cooking club met on the second and the fourth or something like that!

C: And what county was this in in Washington?

K: It was in Benton county.

C: Ok, Benton Builders, right.

K: I lived in Prosser. Richland, Kennewick and Benton City, those were the towns.

C: From the way you describe the Benton Builders it kind of sounds like what 4-H ambassadors does now?

K: Not exactly, because the ambassador program is on a statewide and the training is at the state level and you just have a few from each of the counties. Benton Builders was an organization just within the county, but there would be a Yakima Builders maybe for Yakima county and so on for each of the different counties.

C: But you put on leadership training for your counties? So like club officer training?

K: Mmhm. And community service.

C: Interesting. Hmm that's an idea! So where did you go to school at? College wise.

K: I have two degrees from Washington State University. Actually I have three degrees from Washington State University! I have two bachelors degrees, I have a degree in child development and a degree in education. And then I got my masters degree also in child development from Washington State University.

C: What kinds of work have you done and what's your occupation now?

K: My plan when I went to college was to be a kindergarten teacher. A nursery school teacher and or a kindergarten teacher. I taught kindergarten for a year and a half in a public school and I taught kindergarten for two years for private schools. I did a nursery school during the summer with a friend but never really did nursery school other than that.

C: Which would be like, oh what do they call them now?

K: Preschool.

C: Yeah.

K: And then, we were living in Portland, which is where my sons were born, and I had seen a job advertised for the Clackamas county Extension office and I went in got hired to do something else. I got hired to be an assisstant to the county agent. He had just different projects he wanted me to do. One of which, the major one, was that I designed a lamb pattern, a full-sized lamb that could be used for demonstrations, like how to tube a lamb, or castrate it or...

C: Oh my goodness. That had to be a pretty comprehensive model!

K: Well, yeah. He had lambs and so he took me to his house and we took measurements and I had found a lamb pattern that somebody, a commercial lamb pattern, and so I started with that. That was my main job for him. Well, I had been, well I worked there for a total of six months, and towards the end, my parents were living in Pullman and they saw the job for Latah county 4-H agent advertised. And at that point I had decided I, my marriage was breaking up and so I needed a full-time job, so I applied for it, came in, I was one of seven that applied for it, got a call the next morning offering me the job! So that was my start in Idaho Extension. That was in 1979 and I retired in 2009.

C: And you were an Extension educator?

K: That's not what we were called at that time...

C: Agent right?

K: I started out as the 4-H agent in Latah county, I was the only one that was 100 percent 4-H in the state and I was here for three years and then the university was going through budget problems and I was transferred to Clearwater county as a home economist 4-H agent and I was there for five years and then had the opportunity, they had a position open in the state 4-H office as, it was not an Extension educator position, it was an Extension associate position. But I still had my house in Moscow because I had never been able to sell it, so I interviewed and made the transfer back here to Moscow. The main thing that the state 4-H leader at that time, which was ***, was to start the Know Your Government program and so that was my first assignment and that was the majority of my duties for the rest of the 22 plus years I was here in the state 4-H office!

C: Well, maybe you could tell me a little bit about how KYG started and a little bit of the progression?

K: Well, it was 1987 when I moved into the state 4-H office. They at that time, Chevron was providing funds for community service projects and to support conferences around the state and so on and we had built up quite a bit of funds in the state office from those. Several other states had been doing a KYG conference and the representative from Chevron was real interested in those and was encouraging Idaho to get into that. So the decision was made that we wanted to go that direction to get started on it. So that was my job when I started was to get this KYG conference off the ground. The previous year we had done, at the county level, we had done kind of a little county KYG, and one of the state legislators was from Clearwater county, he was a 4-H leader and he and his wife had been long-time 4-H members and 4-H leaders. He was real interested in this and helped us do this county one. So that kind of sparked my interest then when I was given the opportunity then to move to the state office. So we got started on that, that was in the fall of 1987 and we held our first conference in February of 1988 and we decided that it was going to be for eighth and ninth graders because at that time, Teen Conference was for ninth through twelfth graders. So you had to have finished the ninth grade. Most of our camps programs were through maybe about the second grade and then you could be a camp counselor or maybe you had to wait a year to be a camp counselor, so there was kind of a break in programs.

C: Something for them...

K: And that was an age where we were losing kids. They didn't have something they were interested in or they were moving into FFA or something. So we targeted it for eighth and ninth graders because that was at an age

where we needed something for kids to do. That first year we set up, we said we were gonna have 100 kids and we said every county could send two kids, figuring that there would be counties that wouldn't send two kids! The response was phenomenal. There were some counties that were not able to send two kids because we didn't have enough space for them. We had 100 kids come that first year and we had really good response from the legislators, the governor. Well, the governor at that time was Cecil Andrus, who was a good friend of the legislator that I just mentioned from Clearwater county, because he came from Clearwater county also! So he came to the conference and we had, I was going to say Senator Craig, but he was Representative Larry Craig at the time that came and spoke to the kids and just the local legislators were happy to have us there and supportive of the conference and everything. So that first year was a really good success. So then we upped our numbers to 110 so we could take a few more and we moved to a different hotel so we had a little bit more space and we just kept on growing from that. We had kids that wanted to come a second year, and the way we had it set up, we weren't going to do a different program for a second year and so we couldn't accommodate kids coming second year and so I think it was the third year that we started the Judicial program for them. If they had been the first year then they went, we didn't limit it to that, but anyway that gave them an opportunity to go a second year. We had always, one of the roles we had always assigned to a few kids was reporter and we started a separate reported workshop, and now my years are getting confused...

C: The years are running together?

K: Yes! We started a separate reporter workshop for kids and then eventually we started a separate workshop for kids because that first year we wanted to have youth involved in the planning of this. So we had appointed four youth, one from each district, to be involved and then after that first year we had them serve as the committee chairs and then when we added the judicial workshop we added more kids to the planning committee and they served as the judges and so on. So that kind of evolved and we added the reporter program as the third year program also. And then I'm not sure where they're at. After I retired, *** added some kids to come back, some mentors, that would come back a second year on the planning committee that would help. So they've done a few more things like that. Basically we kept the program fairly consistent from one year to the next. The legislators, we had six different committee meetings or committees and then they all debated a bill and took it to the mock floor session. We always did a different trial about every three years so

the judges wouldn't know what the trial was about, it wouldn't have been one that they had seen at one point. So that was kind of the way that evolved. Over the years we gave the youth on the planning committee more responsibilities. It started out they were kind of token youth. I think a lot things start that way.

C: It's hard to give kids control.

K: Mhmm. But over the years we started giving them more and more responsibility as to what they were going to do. I think it's been a really good learning experience. And I always enjoyed seeing those kids from that first year and then seeing them the next year that they served on the planning committee and it always seemed like they grew so much. Some of them in height but also in maturity. Also in that first planning committee that we would have until the conference they just seemed to grow phenomenally and then I would see them come to Teen Conference and serve in a Teen Conference role and on. And then to see those kids after they had graduated and were in college, some of them coming back to help and then those that came back as adults to help. My son *** being one of those.

C: Yeah, I talked to somebody else. . . ***?

K: Yeah. And she's still involved I believe.

Because I put a note out on my Facebook to some of those people on Facebook that I'm friends with.

C: Yes, and I was very appreciative!

K: Just to see them giving back so much. And some of the kids that are, well, I don't know whether *** is one that you've heard from?

C: Mhmm.

K: She's in the JAG Corps now!

C: Yeah she was a very interesting interview. You mentioned that Chevron kind of started this whole thing. Do you know why the interest in KYG? Were they seeing that kids were not involved or didn't know about government procedures or that type of thing? 4-H was encouraged to pursue that but was 4-H also noticing that? What was the impetus behind that, if you know?

K: Well, 4-H has always had a very strong citizenship component from the very beginning its always been one of the things that's been emphasized. Chevron supported the citizenship program in all of the Western states, I don't know how many of the states they were actually in. So the citizenship program and encouraging

citizenship, at that time community pride was more what we were calling it, but they were real interested in promoting citizenship. And I don't know if that was result of the corporate leadership. What I noticed over the years was the interest depended on the contact person.

C: You mean within Chevron?

K: With Chevron. So the first few years we had somebody who was very interested in citizenship, very interested in the 4-H program, very interested in the KYG program and so on. Well then he retired, somebody else took over for him and that person wasn't nearly as interested and so eventually they dropped their sponsorship.

C: I was wondering, because now it's primarily a U of I Extension thing, it's not funded by Chevron or any others.

K: No and there are a lot of organizations that still do fund and support but not, well and Chevron wasn't ever the major donor. The endowment board of Friends of 4-H for the most part has been the major donor over the years. But Chevron was that first year, was one of the big sponsors. Idaho Law Foundation has been, from about the third year when we started the Judicial program has been a good supporter.

C: Well lets see. . .what about Teen Conference? Have you done any work with Teen Conference?

K: Yes, that was my other major responsibility was to be co-coordinator for it. I did more of the behind-the-scenes things for Teen Conference. The dorm assignments, working with the food service, that kind of thing, making sure that everything was ready for registration.

C: The important stuff!

K: Yes, I'm a detail person.

C: So when did Teen Conference start? What was the first year that they did it?

K: It started out as Citizenship Short Course in I believe it was 1922?

C: Wow. I didn't realize it went back that far.

K: And they took a break during WWII, but in...it wasn't 2002, that was the 4-H Centennial, whether it was 2001 or 2003, that we celebrated 75 years of Teen Conference. So yes it's been going on a number of years. It has changed format quite a bit over that time.

C: Well, it's interesting you said it was Citizenship Short Course? And do you know what their program activities were then? Or maybe the difference between what they did then and what we do now?

K: I don't know that we have any programs or anything from those first years? Have you talked to ***? Do you have him on your list? You need to talk to ***.

C: I've heard his name a lot and might have even seen him but didn't know who he was.

K: *** was a 4-H member in Idaho in the 1940 and went to National 4-H Conference in 1951 and went again in...maybe I've got that wrong. He went again on his 50th anniversary of the year that he had gone.

C: So that would be like 2001?

K: Yes, he went in 2001 and then we started the Hall of Fame in 2002 and he went again that year when he was inducted into the National 4-H Hall of Fame.

And he worked all of his working years were for the University of Idaho. I think he was in Jefferson county was where he started. But he's somebody you very definitely need to talk to.

C: Ok. So are you involved, or were you involved in any organizations, clubs, groups, besides 4-H? Or even including 4-H, because I know like right now, you're the Cloverbud leader right?

K: I am the co-organizational leader for the Mountain View 4-H Club. Cloverbuds is one of the things that I do, but also this last year I led sewing, quilting, photography and scrapbooking was the other one that I led this last year. So yes, I'm involved in that! I'm also involved in the Palouse Patchers, which is a quilting organization that I joined the year I retired although I've always enjoyed quilting. I served as vice president for them last year and then the same person who talked me into being vice president talked me into being the Quilt Show chair this year because she keeps sighting my experience with Extension! "You know, you have all these skills because you worked in Extension!" So yes, I'm going to be the Quilt Show chair. I've been a Sunday School leader for years and years and years. I teach the three, four and five year-olds.

C: That must be fun!

K: Oh yes. I've served in the past as a deacon of the church. Not been involved too much in other outside organizations. When my kids were in school I was a PTA member and band boosters and things that the kids were involved in.

C: So you were probably doing some fundraising type things with band boosters?

K: Mmhm.

C: And leadership positions, as vice president, what do you have to do? What are your roles?

K: My role as vice president was to provide the programs. So and *** kept saying "You have all these kinds of contacts in Extension." And I said, "Not those kinds of contacts!" But we had a good year. Oh, and you asked about leadership roles, I have been involved in National Association of Extension 4-H Agents since I started in 1979 and served at the state level all of the offices. And I was contact in a couple of committees. And oh what did we decide? It was in 1999 that I had been asked to be the contact for the public relations and information committee for the West. So I went to the committee and one of the things that was offered as a possibility was the National Distinguished Alumni database. And I thought, "ok, I'm kind of interested in that." Because I had discovered that, I was doing some searching on 4-H, I don't know what it was now that I was working on, but the...Ellison Anazuka, which was one of the ones who was killed on the Challenger shuttle? He was a 4-H member from Hawaii and he had carried a 4-H flag on one of the previous missions and so on. Anyway, I was looking for him and it showed, it came up that he was an Eagle Scout, but it didn't ever say anything about he was in 4-H. So I thought, ok there should be some place that this comes up. So that was kind of what sparked my interest on going to this particular task force on distinguished alumni. Well, the person who was doing that started talking about, because it was coming up on the Centennial of 4-H, and started talking about things that we could do, and one of the ideas was to establish a National 4-H Hall of Fame. I thought, ok, that sounds like a great idea! So I got started on that and I have been on the National 4-H Hall of Fame task force since 1999. We had the first induction ceremony as part of the centennial celebration and we inducted 101 people. The idea was we do one person for every year 4-H had been in existence and then we ended up with somebody who had nominated a couple or something, so anyway we ended up with 101. I was in charge of the ceremony and getting everything put together for that.

C: The details.

K: Yes, the details.

And it was so amazing the people that I got to meet and talk to. I talked to Ellison Anazuka's widow, who was also a 4-H member from Hawaii. I met J.C. Penney's granddaughter or daughter, descendants of all these people that I had heard about over the years who had been instrumental in starting 4-H. It was so amazing for me to

be able to do that. And I just got back from Washington, D.C., where we just inducted our twelfth class and *** was one of those who was inducted and several other people that I knew and have worked with over the years. It's just been a really interesting thing and I'm still doing it as a volunteer because I really enjoy doing it.

C: And still doing the same? Coordinating all the details?

K: No, not the same. My role the last few years has been to make a memory book with pictures and well just basically, the page has their name and a picture and then a list of everybody at the end who's been inducted and place for guests to sign and those kinds of things. So that's what I've been doing that for about four years now, I've been doing that part since I retired.

Some other things that I've done, since you're focusing on citizenship, I served on the national citizenship curriculum committee for the curriculum "Public Adventures" which was more of a community pride. It didn't ever really take off too well because it didn't really fit with what most 4-H clubs do as the way they do community pride. And then I also wrote a Cloverbud project on citizenship, so I've been involved in those kinds of things.

C: So, a Cloverbud project for Idaho, or national type curriculum?

K: It was for Idaho, for me to use specifically in my project, but I also have taught a couple workshops on it at national meetings, but I don't know that it's being used anyplace else.

C: The reason I asked was because I curious why you felt maybe that area needed curriculum? Or what was behind that.

K: The topic of my project was heroes. We had a speaker come to one of our in-services, and the name is escaping me now, who talked on how kids need heroes and that kids don't have heroes anymore. Real life heroes. You know you have your super heroes and your sports heroes, but real life heroes that you can look up to. And so I thought you know, that's right and I thought that was something I could do with the Cloverbuds and we could talk about and do some lessons on heroes. I started working on it, you know, like do one lesson a year. But basically there's a lesson on who's a hero? What does that mean? And then some of our heroes are community people. That would be like your firemen and policemen and so on. Heroes in 4-H, so we talk about the national and some of the local county, state heroes. And...it's been awhile...what are the other heroes? Heroes in my family was one of them.

C: That's interesting. Let's see, we kind of already talked about your 4-H experiences and how you were introduced to 4-H. And a lot of people I've talked to, they've said "Well, it wasn't really an option, I just did it!" Was that kind of how it was in your family? Because you said your mom was a leader.

K: My mom had started leading 4-H, my dad then lead the entomology for my brother and then my moms' friend also did a bachelor club for my brother and her son and their friends. I wouldn't say it wasn't an option not to belong to 4-H, because I enjoyed it. We first belonged to that pre-4-H and then when I was given the option to do another one, yes I wanna do that! So it was something mother had introduced us to, but it wasn't something that we had to do.

C: Right, and I think most of those people they enjoyed it too, but it was just like "Of course. What else would we do?"

K: Yes.

C: What years were you in 4-H as a member?

K: I was a member in 4-H for 12 years is what it turned out to be because you had to be ten years old to start and you could be in till you were 20. And then I was and associate member too.

C: Right, you snuck in!

K: Yes, yes.

C: And what year, date would that have been?

K: Ok, so it would have been 1954 through...1966. Oh and then I was a member of the collegiate 4-H at WSU. So 1965-66. I judged at the fairs.

C: As a collegiate 4-H member?

K: Well not necessarily as a collegiate 4-H member, but after I was out of 4-H then they would ask me to judge. So I really wasn't, maybe five years I was out of 4-H. I'm not even sure it would have been five years. Maybe three years. When we moved to Portland. And then I started working down there in the Extension office and then when we moved here and been going ever since. And I've been a 4-H leader for 31 years.

...

In addition to working for Extension because I firmly believe in the program. All of my kids were in 4-H. *** really, because he's the only one that lived with me through highschool years, *** and *** went to live with

their dad when they were in highschool. But *** really got a lot out of 4-H in terms of he won a national scholarship. I had won a national scholarship and went to National 4-H Congress and won a scholarship there. He learned a lot through being a camp counselor and just everything and I was just a firm believer and what it would do and I wanted my kids involved in it.

C: Are your grandkids involved in 4-H?

K: Not yet.

C: That's what I was thinking when I talked to them, *** said his kids weren't quite old enough or something.

C: I know we've probably talked about this a little bit, but how do you think 4-H has impacted your adult life? You know, career choice, skills, outlook on life, that kind of thing.

K: Well, first of all, my son just asked me this, I was visiting him, my oldest son in Oklahoma, and he asked "Well mom where did you learn to speak?" And I said 4-H, 4-H demonstrations. I never took a speech class, didn't have any other training other than 4-H. And then of course on-the-job in Extension and so forth. So that's one of the things. Plus the leadership. I learned how to run a meeting, those kinds of things in 4-H. So those two things right there. Career, obviously!

C: Obviously!

Because you mentioned that you were teaching and you thought you wanted to be a teacher but with Extension, you said your family was here so that was probably kind of a draw to be closer to them, but...

K: Yes, and when I decided I was gonna have to go back to work full-time, my training was in nursery school and kindergarten, and my oldest was five and I just kinda thought you know I'm not sure I want to spend all day teaching kids the same age as my kids are. Will I be able to give them the best I can if I've been involved with that same age group. So when the Extension position came available it was like well you know, I've got the degrees and I'm qualified to do that and it would be 4-H and I'm obviously qualified to do that!

C: Well, it probably kind of allowed you to stay in a similar field, not like you said, that would be very wearing going home to the same thing almost.

My reasearch is mostly on citizenship and leadership being a part of that so when I was talking to Carrie about how to ask these questions, what is citizenship? And she said why don't you go to the national 4-H website.

And so this is their statement and I'm curious to see what you think of it.

(Citizenship definition)

So, anything missing?

K: No, I heartily agree with that. I don't know if you've looked at any of the thesis that *** did on the evaluation of the KYG conference?

C: I don't think so.

K: There should be a copy of it here someplace.

C: The name looks familiar, I've probably seen it somewhere.

K: That was one of the things that we had found was that kids who went to the KYG conference were more likely to be involved in citizenship. To be involved in their communities, to be leaders in their communities or the organizations that they belonged to and so on. And so yes I see it happening. Now you can't say that it's a cause and effect, that because they went to the KYG conference they're more involved. They could have gone to the KYG conference because they're more interested, but there's a correlation.

C: So maybe this is not particularly accurate?

K: No, I'm not saying that it's not accurate. I do feel that the kids are more likely to, I KNOW that they're more likely to be involved. I think that 4-H fosters that interest. It's something that they get involved in as a 4-H member maybe because it's not an option. Like this year our club washed the tables and chairs at the fairgrounds, power-washed them. And we had 30 maybe 40 kids there doing that. We often times will sponsor Operation Christmas Child, or we might do letters to soldiers as a club, and the kids get involved doing that. Now they might be doing that at some other organization, but they might not. So they're doing it and they get that exposure doing it for others. I think that fosters that interest as they grow older.

C: Ok. Well, here's a tough one, or at least it has been for a few people I've interviewed, how would you define leadership and what skills should a leader have?

K: Ok well leadership is the ability to help others...I'm trying to do it without saying lead! To guide others, to help them make decisions, help them come to consensus or whatever. And that's one of the things we try to teach in our 4-H clubs is the process of doing that. And I see the kids develop that as they get older. They can barely get up in front of the club and say anything when they first start, and by three or four or five years later they're president of the club. That ability is what I would call a leader. And then what was the second part?

C: What skills can you think of that a good leader should have?

K: They need to be able to speak. They need to be able to think on their feet. They need those organizational skills for running a meeting and putting together an agenda and those kinds of things. They need people skills because the leaders of a 4-H project, they need to be able to relate to the kids that they're leading and working with.

C: Well, you kind of talked about some things that you learned with 4-H, and I'll ask you again, maybe there's something you want to add. How do you think 4-H participation has affected your leadership skills?

K: Well, I've mentioned that I learned how to lead meetings through it.

C: Speak?

K: Speak. I did learn how to relate to the younger kids because I was a teen leader. I can't think of anything else right now.

C: That's ok. Was there a person in the 4-H system who modeled those skills for you? And I'll preface that with a lot of people have said they couldn't name anyone in particular but I did see those skills modeled.

K: Well, my mother would be one. She was my 4-H leader. I did see some of those skills in the county agents that I worked with and the state office, when I was on campus at WSU.

C: Ok so, going on to citizenship skills, how would you define citizenship? What is a good citizen? Or maybe included in that what are skills that a good citizen has?

K: Citizenship is being involved in the community, being involved with others. Wanting to do things for others rather than just for yourself. Not being selfish, thinking of others. Serving on committees or leadership roles is being a good citizen. Many of the same skills you need to have good leadership skills and organizational skills. Knowledge, I think that's one of the main things is knowledge. You need to be able to investigate and...

C: Critical thinking maybe?

K: Yes. Decision making and those kind of things.

C: Now this might seem like a dummy question, but were there any specific programs or activities that you as a 4-Her and as a professional see that especially builds citizenship and leadership skills?

K: Well, outside of the ones I mentioned? KYG, teen leader and so on.

C: Have you had any experience with CWF?

K: Oh yes. I took a group back to CWF I think my second year in the state office and then I coordinated the program for all the years that I was here, you know the groups that we would send back from the state.

C: I'm somewhat familiar with it, but it seems to me like the CWF trip, and I know they travel around to a lot of historical sites, is more about giving kids a background knowledge of their country and laws and the Constitution and that kind of thing. What has your experience been with it? Are kids like yeah it was great and it was a big fun trip or is it really...

K: Well it has evolved some over the years, but when I took a group back, much like what the KYG conference does, we did a, and I guess it wasn't on the national level, Dotville was the name of it, everybody had colored dots and you were grouped according to your color dot and it was like a town council and you had to present a proposal to get funding from the town council and you, did we start out electing? I'm not sure that we did elect. Later on they did do some elections. But it was part of the experience was teaching the kids somewhat of the election process and how they could be involved as far as the proposal process and all that.

C: So that relates to being knowledgeable about things. About your country and how it works.

K: Yeah.

C: That definitely helps.

Can you think of any other factors or involvement in any other groups that might have had an impact on your citizenship and leadership skills?

K: When I was in highschool I was involved in several different organizations that, we did like a mock UN, you know a couple different things like that that were school oriented ones, so yeah I did do some of that that was from the schools.

C: It's kind of like you mentioned earlier, 4-H isn't necessarily a cause and effect relationship, or you can't infer that. People come from very diverse backgrounds and every little bit adds up to who they are.

K: That was one of the things that I always wanted to do with the KYG conference was to take a group of the KYG kids but also to compare them to kids who had gone to Girls' State or Boys' State or some of those different things.

C: Yeah. That's a hard one because like for my example here, were you in Boy Scouts or Girl Scouts or were you in Fireside or Bluebirds or that sort of thing, or were you in youth group. Which I don't necessarily know how much leadership skills that might teach you but who knows!

K: Well church youth group I was an officer in that too.

C: If you could have a "do-over" of your 4-H experience would you change anything or do things differently? And this could be your 4-H member experience and your 4-H professional experience if you want to separate.

K: Hmm. That's a hard one. I'm not sure that I would.

C: Most people say that. Or they say "I would do more! I did 12 projects but I would do more!"

Ok, and lastly, do you have any suggestions for improvements or changes that could be made to Idaho 4-H especially in those leadership and citizenship areas that would strengthen that and make it better?

K: Yes I do. I experienced it this year.

C: She's gonna pull out her bulleted list!

K: We need a good leadership project. *** worked on the national Step Up to Leadership project, it's got excellent information in it, it's great from the standpoint as a resource, but we don't have a good project to help the kids learn how to be leaders and to help train them to be teen leaders. We had a couple kids in the 4-H club this year who wanted to be teen leaders and so they were trying to figure out, well what do we do? Well you take that Step Up to Leadership project and the way it is designed, you do this big activity with this big group. Well if you're not, you're trying to teach them, in this one case, how to do art and doing an activity on getting acquainted is not something you necessarily want to do. Or the swine, we had somebody who was leading art and who was leading swine. And they needed some guidelines, ok these are the kinds of things as a teen leader that you need to be doing, you need to be making your plans, you need to be including these kinds of things in your meetings. We used to have a project like that and it was very old and so when they came out with the Step Up to Leadership they kind of dropped that. Which it needed to be done away with. And then they have these checklists to go with the Step Up to Leadership, one for KYG, one for serving on an event planning team, and you check these off, or if you're a club officer you can do it and you can check these off. But unless you, you don't really have any resources to help you other than this Step Up to Leadership, which is not the kind of resource they're looking for.

C: So you in particular, they particularly need something to be training as teen leaders that fits that specific leadership role rather than just a general leadership project which is what Step Up to Leadership is?

K: Mhmm.

C: ok. Anything else?

K: Citizenship... I think what we have for citizenship is good. We're not emphasizing, and that was partly my problem, when Chevron eliminated the funding for community pride and so on, we at the state level did not have the funding to put into it and so were no longer giving grants to clubs to do community pride projects or holding the community pride conferences to recognize them and train them and so on. So I would like to see something more focused on things that can train the clubs to do citizenship activities at the local level.

C: So when I think of that, because I am and have been a 4-H leader, a lot of times clubs have a hard time coming up with "What do we do?" for a community pride project or a community service project. So when you said some kinds training about that that makes me think of some kind of training to help you discover what your community needs and then how do you go about meeting that and maybe even collaborating with other groups. Is that kind of what you're thinking?

K: Yeah and this Public Adventures project had a lot of that in there. And good information on how to do that, but that was all you did. It was set up to do like an hour and a half meeting to do this part of it and then the next part of it and then the next part of it and so on. Whereas you need maybe a little bit of time at a meeting to do something or...

C: You don't have an hour to do that unless you're specifically meeting for that.

K: Right.

C: And you mentioned, so in the past 4-H had provided funds or Chevron had provided funds through 4-H?

K: Chevron had provided funds and we had grants and clubs could apply for a grant up to I think \$300 to do community service.

And you know they might be something big or they might be something little that the clubs would try to do.

C: And you also mentioned some recognition. Do you think maybe that is part of, not necessarily the problem, but that we need more recognition of community service? Because I know this year we did the community service hours.

K: Mmhm, and Idaho county was the top!

C: Yeah. What do you think of that?

K: I'm not so sure that the kind of recognition that we did before was really motivating. I don't know.

C: So what we have now is different and better?

K: We gave plaques and certificates, pins that sort of thing and I'm not sure that that was really motivating.

C: So we need to find out what is motivating for kids to do it?

K: Yeah

C: Ok. Anything else that's on your list of things you want to change?

K: National 4-H Congress. I was very disappointed they weren't sending anybody to National 4-H Congress. Particularly since one of my 4-Hers had applied and won't be able to go now because he will be too old.

C: So what do you think would fix that for Idaho, that we would be able to send kids? More interest? More advertising? More money?

K: I think you need to get the information out there. I don't know whether the information even got out this year.

C: So clubs didn't know about it. So advertising essentially. That's interesting, and I'm excited because you know in research you're "saturated" when people start saying the same things and that's what I've been hearing. A lot of the programs, like Teen Conference, within the counties there is nobody going back who has gone and saying " This was awesome! You guys should go!" And National Congress, conference or congress?

K: Congress.

C: Well and you can hear about things and it's like sure, great, National Congress. But you need somebody who's been there to tell you about it.

K: Right. Well and *** applied because we've been talking to him about it for years and we did have one member who went a year ago.

C: Was this ***?

K: Yes.

Interview transcript for Kathy

C: Ok, I think we are recording...yes.

K: Perfect.

C: So, now that we got the tough questions out of the way, just to refresh your memory a little, the purpose of my research is to describe how participation in 4-H, Idaho 4-H specifically, affects citizenship and civic engagement skills in adult alumni. So, mostly I just want to hear your 4-H story. I'm especially interested in what programs and activities and projects you were involved in. How you might have benefitted from them, or not, and if you can think of any improvements or changes that can be made to strengthen those program areas. So, if you have any questions before we start?

K: Not really...

C: That's ok, just thought I would ask.

K: I mean I have the paper in front of me so...

C: And my questions are very similar to that, I did a little re-vamping after I sent that out and some pilot testing, but it's pretty much the same thing.

K: Ok.

C: So if you wanna just tell me a little bit about your life up to know, you can start with "I was born.." or whatever you wanna do.

K: Well, I was born in Cottonwood and I was raised on the Prairie my whole life. My dad was a farmer, is a farmer, so I guess I kind of grew up around that, we didn't live on the farm, but I would go up to grandma and grandpas house and do all the farming type stuff every once in awhile. My mom, when I was growing up, she was a stay-at-home mom and she was also really active in 4-H because she was a 4-Her herself and so that's how I got started in 4-H. She was a leader, and she did the projects when she was younger too. She made my brother and I and my little sister take all the projects. So that's how I got started.

I did the whole school thing in Cottonwood, graduated. And then I went to Moscow, to the University of Idaho, Go Vandals! I studied accounting and I stuck with that major the whole way through. I added finance when I was a freshman though too. I graduated in 4 years with a degree in accounting and finance and then I got a job

down in Lewiston working for Presnell-Gage and that's where I've been for the last, let's see, two and a half years?

C: That's hard to believe...

K: Right? No.

C: I was gonna say, it goes by really fast!

K: Yeah, two and a half years. Wow, that's weird to actually like think about it.

C: Yeah, time just passes and you're there...

K: I know yeah. So I don't know if that's what you were looking for, but that's what...

C: No, that's great.

K: Ok!

C: So what other kinds of work have you done?

K: Well, during high school I really didn't work too much because I was so involved in 4-H. That was kind of like my job and my activity in the summer. I guess like I would clean house and babysit, if you wanna call that "job."

C: Of course.

K: Yeah it was something. Then during college and I guess as soon as I got out of highschool, I helped dad on the farm, like driving grain truck during the summer. Just driving tractor, whatever little jobs he wanted me to do. And then I also, during college, I also decided that I didn't want to go back home and live with my parents anymore, so I ended up getting a job at a quail farm in between Moscow and Pullman and I started out just as the bookkeeper, but I asked them if I could work more hours and my boss said "Yeah, if you wanna kill the birds and all that kind of fun stuff." and I was like yeah sure. So I was like, hands-in with all the quail, and cleaning stalls and you know shipping them out and the kinda gross stuff that kind of goes along with owning a bird farm.

C: Huh, I didn't even know there was one!

K: Yeah, it's right in between Moscow and Pullman on the Airport Rd. Like if you're headed to Pullman on that road it's before the airport.

C: So you were just their bookkeeper and then you got into it a little bit more?

K: Yeah and I did other stuff, I like I helped them build his mom's house and I would weed eat, I'd drive tractors, I'd like build barns, pretty much anything and everything that he could think of I would do. It was fun, it was a variety...it was something.

C: Yeah no. It sounds like a fun job, especially if you're from farming or ranching background and kinda know how to do that stuff!

K: Yeah, well sometimes I was way out of my element, but he was pretty understanding. He knew that I was a girl, and kind of a girly-girl, but I didn't mind getting my hands dirty and learning so it was fun.

C: Cool. What other kinds of things, or have you been in any other organizations or clubs or groups, and what is or what was your role? And this can even be high school and college.

K: That's a tough one! I really wasn't too involved during college, I would go to some of the accounting club meetings, but I wasn't actually a member of the club and gosh I don't really think I did anything during college...I was such a loser!

C: That's ok, I was, I am the same way. "I'm like I really should do something or be involved in something, but I don't have time!"

K: I know, I know. I felt like I was busy enough with school, and then if I did have down time then I didn't want to fill it up with a club type thing. Yeah..I wasn't really involved in college things. And then gosh high school, I took sports, so I was always involved in that, and then 4-H of course, which took up a good chunk of my summer. And I guess I was part of the girl's club at my school which is called Prairie League and we would put on dances and do little school fundraisers and stuff. And I was student body president my senior year...

C: Well that's pretty important!

K: Yeah, it wasn't too difficult of a job.

C: Were you in honor society or anything like that?

K: Uhhh...was I in honor society? That's terrible of me, I should remember some of this stuff! I think I did honor society my senior year, I don't think I did it any other year though. Yeah, I think I was only in it senior year.

C: So you were student body president, what kind of stuff did you have to do that?

K: Oh gosh...uhm.

C: We're really twisting your brain here!

K: I know, it seems like so long ago. I need to get out my yearbook or something. Well, we did like little fundraisers with that too, like to raise money for the school. I don't think we had to put on any dances so that's good. We would do weekly announcements to let all the student body know what was going on during the week if there was sporting events, or if there was a dance coming up or if there was ISAT testing or something like that then we would do that.

C: Well, maybe I should say what did you specifically have to do, like lead meetings or...

K: Oh yeah. Like we would have meetings, oh maybe once a month. Just get together and recap on some of the events, like what was coming up and what did we need to plan for and I would talk to the principal and coordinate our ideas. Like I was the liaison between the faculty and the student body, so I had to communicate to all the adults what we wanted to do. And...gosh Christy this is so hard! You said the age one was gonna be the hardest question and you lied!

C: I'm sorry! (laughing)

K: Gosh is that good enough?

C: Oh yeah, I just didn't want to cut you off in something important. That's fine, that's great. I was just curious, asking about leadership roles and that type of thing.

K: Oh yeah.

C: You know, what kind of things have you done, what kind of training...But, moving on, maybe this will be something you remember more. More about 4-H experiences, you told me how you were introduced to 4-H by your mom, and you said your mom was in 4-H...

K: Yup.

C: And were you grandparents in 4-H in any way?

K: I don't think my grandparents were but I think my grandparents were...I wanna say leaders. My mom's mom would be her leader when she took cooking or sewing I think. I'm not positive on that though.

C: And your brother and sister did it too right?

K: Yup.

C: Because I remember, well I remember *** a lot better than your brother!

K: Yeah, she's still doing the whole 4-H thing.

C: Yeah, I talked to her at the Fair, because she was helping set up the 4-H building and I was in there too and so we chatted for a little while.

K: Oh yeah she was busy during that. That time is so hard for people who are in sports and 4-H and people going on to college. It's such a busy time, I feel bad for them. But I guess we survived it so...

C: Yeah, well I really didn't have sports when I was in high school, so it was easier for me. For me it was the...

K: But you had to travel!

C: Yeah. For me it was like ok, I've got to drive an hour each way. But I enjoyed it and I wouldn't change it.

K: It was worth it.

C: Yes, it was worth it!

Ok so, how many years were you in 4-H and what projects did you take?

K: Ok, so I was in 4-H ten years and my main projects were the like the family and consumer science ones, so I took cooking, sewing and Making the Most of Me, were the main ones. And then I took cake decorating, I think for maybe two years and I took scrapbooking and I took leadership and I took a steer one year..

C: Really?!

K: Yeah, but see I only made it to the spring show and then he died!

C: Oh no!

K: Yeah it was my senior year, my very last year, and I finally convinced my dad that I should be able to take a steer, and I brought him to the spring show and he got blues. I was pretty stoked about it, and then about maybe two, three, four weeks after that he died. He had a heart attack is what my dad thought.

C: That's too bad.

K: Yeah that was kind of disappointing.

C: Especially your senior year.

K: Oh I know, I wanted to go out with a bang...

C: And that was not the bang you were anticipating!

K: Exactly!

But I think those were kind of the main ones. Nothing else really comes to mind for projects.

C: With leadership, I know a couple different curriculums or projects within that, I was just looking at it today I think...

K: Well, I did like Know Your Government, which I think falls into the leadership one, and also like lead projects.

C: So you were a Teen Leader?

K: Yeah.

C: Ok so that clarifies it. So you did KYG, did you just do it the one year or did you go back?

K: I just did it the one year.

C: I think that's what, legislative? And then I think judicial is the second year.

K: That sounds right.

C: Yeah, that's what several other people I've interviewed have all said, so I'm assuming it would be the same.

K: Yeah, we'll go with that.

C: Ok and then you were a teen leader. And what projects did you teen lead?

K: I did a cooking project, and I think, I don't think I lead any sewing projects and I don't think I did Making the Most of Me. So I think it was just some cooking projects.

C: So what got you interested in being a teen leader?

K: Just wanted to switch it up a little bit and I guess that's kind of one way to give back to the 4-H program is by kind of being a leader, a teen leader I guess. It was just another thing to add to the old 4-H resume.

C: How many kids were you a leader over, or however you would say that?

K: I think there were only three girls in the group and it was me and my friend *** who, we kind of like teamed up and did it together since we were new and didn't know how to...lead I guess? To lead a project anyways. So we did it together and it was a lot of fun. We learned a lot and I think the girls learned a lot too.

C: So did you just do it one year, or more than that?

K: I think we did it two years.

C: You said learning how to lead was one of the hardest parts, but was there something specific about it that was really hard?

K: I guess.... I don't know, making sure that the girls had fun? Because we enjoyed ourselves but you can never really tell if the girls, or the kids, are learning AND having fun. You know, like they're pretty shy, when they're really young and with high school kids...it would've made me nervous to be around highschooler. And that's such like, an influential age?

C: Ok

K: I guess making it fun, and getting the point across.

C: Yeah that's hard. I think for anybody. Figuring out how to like have fun, but still learn something.

Ok let's see, let me check my questions and make sure I'm asking all the important ones...so you said you went to KYG. Did you do anything else, kind of a local, state, national contests, or anything like that?

K: Yeah. I did, I went to Teen Conference every year. And I think that starts when you're going into your freshmen year?

C: Yeah I think eighth grade you can go?

K: So like four or five years, something like that. And that was a lot of fun. And then I did the National 4-H Congress in Atlanta. I got to go on that trip. And then when I was a senior I got to this John Deere conference in Washington, D.C., and it was kind of like a 4-H based conference and you just kind of learned about projects and how to make a project. I didn't really do anything with it, I was supposed to make a project or like re-vamp an existing project, but it never got done so...yeah. And what else did I do?

C: Interesting.

K: I did like the Make it with Wool contest and that was you had to make something out of wool and enter it in the contest, but that wasn't really a big national conference or anything. I made it past districts and to the state level, but that was as far as I got and I think that might be as far as I could have got, but I don't know. I think that was it for stuff.

C: So Teen conference, KYG, 4-H Congress?

K: Yeah it was ConGRESS.

C: Yeah it's confusing, they have conference and congress. I was just reading the definitions between the two of them today and I'm like "Oh, now this makes sense."

K: And is it, let's see Congress, oh no, I'm thinking of CWF. Where's Congress at? Is that in D.C. too?

C: Congress is in D.C., I'm trying to remember, I'm flipping back through..oh it's in the back. There's a thing called 4-H Today that the county, or the State, puts out every couple of years and it has lists, like lists all of the opportunities that you can do, and I'm supposed to be making a list of leadership possibilities in Idaho. The conference is held in D.C. The delegates work in groups to make recommendations for the direction of 4-H and youth programs and they meet Idaho members of Congress and tour the capital. And Congress is in Atlanta, and it recognizes outstanding achievement in 4-H projects, activities, citizenship and leadership. So, you must have been outstanding.

K: I guess. Outstanding enough.

C: Yeah, I don't know, I need to look into it more. I don't know what the criteria is, like why you get to go to that, or how you...

K: I remember having to make a huge book recapping everything that I had done in 4-H. It took me forever to finish the book, and then I had to do an interview, I think during Teen Conference. And it was like videotaped, and they brought it back to I don't know, to like some 4-H big meeting, and selected the delegates that way. It was pretty intense!

C: And it's funny, now that you mention the video thing, I had to go through this huge cabinet of like old stuff here in the office, the state office, like really old stuff, like slides from the '70s but there was also some more recent stuff. And there was a tape, with your name on it and it said like "Interview" or whatever.

K: Seriously?

C: Yes!

K: Oh I bet that was my interview for Congress then!

C: Yeah it probably was.

K: Oh that is funny.

C: You're going to be archived, eventually. For posterity.

K: Wow. I would love to see that video. That would be comical.

C: I might be able to get it for you, but I don't know what box it's in...I'd have to dig through them all again.

K: That is too funny.

C: Yeah, now that I think about it, I'm thinking, "I remember seeing her name on something..."

K: Crazy.

C: Yup. Well, what was being 4-H like for you? You kind of mentioned in the beginning that your mom made you do it, but... I don't know if that's too broad of a question?

Go ahead!

K: Uhm...I was still trying to formulate an answer... I don't know. Say the question again.

C: What was being in 4-H like for you? Was it hard? Was it something you wanted to do? Was it something you were forced to do? You know, did you enjoy it, did you not enjoy it? That kind of thing.

K: Yeah, well I was probably kind of forced into it because of my mom, but as I grew up, she didn't have to force me, I wanted to do it. It was more of a struggle of deciding what projects I wanted to do. Cause there were years that I wanted to do EVERY project, and that just doesn't work out! But it was I don't know. It's helped me out today, because like last night I was making my Halloween costume and I had to like sew it together and I wouldn't have been able to do it if it wasn't for 4-H and learning how to sew. So, it was good for me then, and it's good for me now and...gosh I feel like my answers are really retarded.

C: No, no.

K: Like it's just been all around good, like I know how to cook. Do I cook very often, no! But I know how to do it.

C: (laughing) Someday when you need to?

K: Yeah! Well it's hard to cook for one person and it isn't much fun. And then leadership, I guess just going to work and knowing when you have to step into like a leadership type role and take initiative on projects. Ahh, public speaking I guess, has been, well I did the demonstration contest when I was going through 4-H, I hated it every single time, but it's probably helped my speaking skills during college and even afterwards too.

C: Well, you kind of answered my next question, which is, how do you think 4-H has impacted your adult life?

K: Yeah, it's...well I use all the skills that I learned in 4-H now, so it's definitely been a huge, huge impact. If it wasn't for 4-H, I wld not be as crafty and awesome as I am now!

C: Well, some people you know, they can point back to 4-H and say "4-H had an impact on my career, what I chose to do" and I'm always amazed at that...

K: And I don't think 4-H did that for me. Well maybe in a way it did, because being able to speak in front of people, and to people, that may have helped my interviewing skill. I always got like internships and I don't know, just a job, so I don't know, probably interviewing and being able to work well with others has helped.

C: Learning to work with different kinds of people?

K: Yeah, absolutely.

C: Well, so like I said, the focus of my research is mostly on citizenship and civic engagement and leadership falls under those too. And when I was trying to think about what questions I wanted to ask about these specific things and how I should ask them, I was really kind of stumped. So I talked to my boss Carrie, and she said "Well, why don't you look at the statement on the National 4-H website about what citizenship is." So I went and looked at it and thought "huh...they need a better definition."

K: Uh huh...

C: So I'll read it to you, just to give you an idea...

(Citizenship definition)

K: Yeah...yeah. It's a nicely worded definition.

C: So my questions to start off with are, how do you feel participating in 4-H affected your leadership skills? And maybe you kind of answered some of those.

K: Yeah...well I think I mean during school and doing school projects, I think kind of taking the initiative to be the leader helped, being in 4-H helped me be that leader, or choose to be that leader. Gosh...that's a weird question.

C: Were there any specific programs or activities that might have helped you build that skill? You know, within 4-H, that were really helpful?

K: Well probably like my teen leadership projects, that was helpful. Kind of like being the teacher and being the leader. And then probably doing like the demonstration contest helped with speaking and even like Fashion Board. Because I took Fashion Board during 4-H and so coming up with an idea to decorate for the style show, that took some leadership and organization to get it all together.

C: I thought it was interesting, just listening to you, you said that being a leader is a choice and I hadn't really thought about that. And you also said that being a leader is, or you kind of compared it to being a teacher. That was kind of interesting too.

K: Yeah.

C: Here's a tough one for you...how would you define leadership? Like what skills should a leader have or what should they be able to do?

K: Well they should be able to lead...is that too broad?

C: Maaaybe...

K: Gosh, I guess a leader should be able to guide a group of people into a direction with like an ending, a common goal. So like if you in a group for school, you would want the leader to be able to give direction on where you want that certain project to go, and have like a presentation at the end of the whole...ordeal.

C: Ordeal! (laughing)

K: These are so hard!

C: I know, but I think it's kind of interesting, hearing what people think leadership is. And you don't really think about it very often, and I think we know what it is when we see it, but it's hard to define.

K: It's really hard to define! It's jsut being...a leader. That's like a definition within itself. I don't know.

C: Well, ok so was there a person in the 4-H system who modeled these skills?

K: Well I guess pretty much any of my 4-H leaders. Like my mom was my sewing leader mainly and she did some cooking projects when I was younger. And then *** was mainly my cooking leader. And so she was a huge help. She knows everything about cooking. She's an amazing cook! And so watching her in the kitchen, just like watching her in the kitchen, like not having her talk to us, but just watching her and how she approaches like a recipe was kind of cool. I don't know, all my leaders were good leaders. I learned a little bit from each of them, so they all kinda get the credit.

C: Well maybe uhm...I was trying to think of a way to help you....what things did you appreciate about them, as a leader? Does that help think about how good leaders do things or what you think a good leader models?

K: I don't know...they never left me in the dark. Like they always took the time to answer all my questions and make sure that I fully understood everything and they were patient. Which was huge because I'm a very impatient person. And...I don't know.

C: No that was good. Don't worry about it, it's your opinion! You can't go wrong.

K: Yeah I guess I can't go wrong. I just don't feel like I'm giving brilliant answers.

C: Well ok, so here's the next one, kind of similar. How do you feel participating in 4-H affected your citizenship skills?

K: Citizenship skills...so what do you mean by like citizenship skills?

C: Ok, so maybe we should go to, how would you define citizenship? What skills should a responsible citizen have?

K: Well I guess citizens should be like respectable and well-rounded individuals...

C: Knowledgeable you mean?

K: Yeah knowledgeable. I don't know, just good people. They care about others and they care about the environment. I don't know, just good people. Responsible, respectable, they're knowledgeable...I feel like I need a thesaurus! to list off a bunch of things.

C: Ok, so thinking about those qualities, and maybe part of, at least part of the 4-H definition of citizenship includes leadership. How to lead, make decisions and contribute to communities. So can you think of some of the programs or activities that you were involved in that might have helped build that skill?

K: Well, I guess all of them did in one way or another. Let's see, oh Ambassadors! That was a good one.

C: Oh my gosh, I totally forgot about that one!

K: That was mainly about helping. It's all about helping pretty much. I think we did Relay for Life, and then we did a button fundraiser thing, and then we had, oh we sold hotdogs. And we were just the go-to people to like, during the fair, to help *** out and to... I don't know. Now I forgot what...citizenship. We were talking about what makes a good citizen.

C: Did you do community service projects?

K: Yeah...probably!

Well let's see, like my club we would always do like an Easter egg hunt in Cottonwood. So that was quite the project of getting all the eggs ready and dyeing them, and getting prizes for all the people who found plastic eggs and putting coins all that jazz. So that was like a community service project. I think we did like, highway cleanup type things once.

C: Ok. Did you go to Ambassador training, did they provide you, ok well I was thinking about Teen Conference, and KYG and Ambassadors, did you have any leadership type workshops or that kind of thing?

K: Well I'm sure during Ambassador training we probably talked about that kind of stuff, but I don't know if we really had like hands-on classes and lets see. Teen Conference I don't think I really did anything that was leadership.

C: Sometimes they don't always have that track or whatever...

K: Well and if they did and it was optional, I probably didn't take it. I took cooking one year and then I took a fitness type one, a dance one, fashion board one, I don't know.

C: So, now maybe moving on to questions that won't strain your brain as much, sorry!

Can you think of any other like factors, or involvement in other groups that might have had an impact on your citizenship and leadership skills? Like were you in Girl Scouts or youth group?

K: I guess maybe like doing student body, like being the student body president, maybe some things that I had to do in that. Honestly like 4-H is the one that comes to mind. It wasn't just within your 4-H club, it was county-wide, community-wide. I don't really think I was involved in anything else.

C: That's ok.

If you could have a do-over of your 4-H experience would you change anything or do anything differently?

K: Well, like I had to beg my dad to let me take a steer, finally when I was a senior. I wish I could've taken more animal projects, but I understand why I couldn't because we didn't live on the farm until I was in highschool. It wouldn't have taught me anything because my dad would've been the one who would've fed the animal and practiced with the animal most of the time. So in some ways I wish I could've taken that but I understand why I wasn't able to. Really I'm glad I stuck with the projects I did. I think I stayed in them long enough to get a good grasp of everything.

C: So staying with certain projects over time was important for you to learn?

K: Yeah, definitely.

C: Not just do one one year and do something different the next year?

K: Yeah I don't feel like you really learn. I guess you get a glimpse at everything but you don't really perfect any skills that the projects is trying to teach you.

C: Interesting, I never really thought about that.

K: If I took sewing for one year then yeah, I could probably sew a straight line but could I make a business suit out of it, probably not. That's something you learn over time.

C: And going along with that question can you think of any improvements or changes that could be made to Idaho 4-H which would strengthen those leadership and citizenship life skills You were saying you were having a hard time thinking of them, maybe more opportunities, or?

K: One thing I guess I wish that we would promote more, is Teen Conference. Because I loved Teen Conference! It was so much fun, and I made friends with it. Like my brother, he met one of his really good friends at Teen Conference and was actually in his wedding as best man this weekend. Without 4-H and without Teen Conference that friendship never would've been formed. I wish Idaho 4-H would promote that statewide program more.

It would be kind of cool to do some district-wide little conferences but it would also be nice if they were like free. I mean not like really free, but just inexpensive.

C: Like day-long conferences?

K: Like a weekend, like Labor Day weekend conference or something like that.

C: To do with leadership?

K: Yeah, I mean leadership, just to kind of get to know people who are in 4-H in the state...

C: A 4-H vacation together.

K: Yeah!

C: Anything else you can think of?

K: I think the program is pretty good as is. I wish more people would be, like more dedicated to, and want to go and do like Teen Conference and some of the national type programs.

C: And by people do you mean kids? Or like leaders or educators?

K: Like kids, 4-Hers. Because I remember like my very first year that I went to Teen Conference, there was like a ton of people from Idaho county that went. And now like my sister, she drags herself up there because there's no one to go with her. And that makes me really sad. How has it dropped so much within the last couple years? That's really sad.

C: I don't know if it's cost, or if it just runs in cycles. Some years there's lots of kids and other years there's not or what.

K: Yeah I don't know either. I'm sure part of it, or a huge part of it is probably the cost. Because it is kind of spendy to go there. Maybe I guess, I always wanted to go because the people leading the conference and some of the veterans of it were so much fun, so they made you want to come back to the conference. I don't know if they quite as outgoing of people at the conference anymore, so that maybe has a part to play.

C: Depends on the people?

K: Yeah.

C: I know they made some changes recently. I had never been to it and this year since I was working for the state 4-H office so I just kind of observed and hung-out. It was interesting, but I didn't know any better, you know, because I'd never been before.

K: Well, I know, because I did go up there on Wednesday night, which was the night of the talent show, just because my mom was an adult chaperone and I just wanted to see you know. And she was saying that like some of the like adult chaperones are college staff that they asked to come to the conference, probably shouldn't have been there, just because they aren't college. Like they are people who are 30 years old. They shouldn't be college staff anymore, they should be adult chaperones and they should let some of the college students be college staff. I know that there was one of the kids that was one of the outgoing kids during the conference and he was a lot of fun and everyone liked him, and he tried to be college staff but he got turned down. And he's not really sure why, because he would've been a really good candidate as a college staff.

C: Huh, I don't know.

K: And I don't know if that's like an issue at the top or just, I don't know. Anyways, I just wish that would be promoted more, and like more statewide get-togethers.

C: Well maybe your wish will be granted, I don't know!

Interview transcript for Melissa

C: Ok, first thing, hardest question, how old are you?

M: 26.

C: And what would you like your pseudonym or fake name to be?

M: I have no idea....when I was in highschool we had a Latin class and my name was Melissa. That's the only thing I can think of.

C: (Purpose of research narrative)

Tell me about your life up to now...

M: I was born in California and my mom and dad moved when my brother and I were five and I was six. And in Idaho we met some people, and we bought a little bit of acreage, and we met some people and they had horses and their daughter was in 4-H and so they kind of got us involved in it. Mom had heard of it but had never been in it. We have cousins in South Dakota that are involved in 4-H, but she never was, and so they got us started. We were in a small animal club and my brother showed rabbits and I was the only one that showed sheep because I was old enough. That was kind of a learning experience because we had a mentor, the lady that we bought our sheep from but we were kind of on our own and I guess that is helpful, if you're a new person to 4-H, is to have someone that already knows what they're doing. Kind of there helping you along, because at fair we were kind of like " What's going on?!"

C: Yes, fair can be overwhelming!

M: So I started and did sheep and then my breeding ewe was a little overweight, she made weight, but she was a little on the edge of weighing too much so we decided to keep her and my brother and I started a flock. We were in 4-H for 10 years I think. I stayed in 4-H all through highschool, they didn't have an FFA program where I was so, and then I did quilting and cake decorating, animals science, rocketry, electricity, woodworking, the junk project.

C: Junk drawer robotics?

M: No, they used to, I don't think they have this project any more. It was called like the Junk Project, and you could create like an art piece with junk.

C: I think they still do. Or at least I think they do because I saw a bunch of those when I was at the Latah County fair. But we don't do them in my home county so I was always like "Oh cool!"

M: Yeah, I don't think they do it down here any more, because I haven't seen that book in a long time. But my brother and I welded a bunch of pieces of stuff together that we found.

C: Sounds like a good excuse to weld.

M: Yeah it was pretty fun. What else...I did the dairy replacement heifer project. And then the school I wanted to go to was U of I, so I went up to U of I after I graduated highschool and then into animal science. And I think 4-H really solidified what I wanted to do. Because I've always been interested in animals, but it really made it, made what I wanted to do, I knew what I wanted to do through 4-H, because of the livestock. I worked for a vet too while I was in highschool, so going to vet school was my major goal. I think through all the projects in 4-H that really kind of solidified what I wanted to do. I got my bachelors in animal science and I didn't get into vet school, so I decided I was going to get my masters. I had two internships at the Caine Veterinary Teaching Center in southern Idaho and my major professor ended up being one of the veterinarians down there. And because I had done the dairy heifer program in 4-H, I was really interested in dairy, even though I had done sheep for so long and I had only done the dairy project for two years for having the cow and I was really interested in that, so my research ended up being on dairy reproduction. And then I didn't get into vet school again. I was on an alternate list at Oregon State and at Washington State but I never got in so I started looking for jobs and a job opened up at the Extension office and I thought it would be kind of a way to kind of still be involved in a way, even though that's not what my job description is now. I plan on still trying to get to somewhere where I can work with livestock, maybe as a livestock educator.

C: Yeah, it's really hard to get into vet school. That was where I thought I wanted to go initially, but I decided that I hated chemistry and it hated me, so I thought "Ok, that's NOT where I want to go!" There's a lot of people who have tried and not made it in.

M: Yeah it's ended up being a good thing, because I'm married now and have two kids, and so I think going to vet school would have been really hard on all of us. I think we're better off.

C: Yeah and you don't have \$200,000 worth of debt! Ouch! That just scares me to death.

M: Yeah I couldn't imagine having that right now.

C: So you said that you worked for a vet when you were in highschool, what other kinds of work have you done?

M: I worked for a vet and then I think my freshman year I worked for the vet again and then next year I got an internship at the Caine Veterinary Center and then the following year I got another internship there over the summer. And then after that, what did I do... I think I worked at the U of I bookstore and then I was an orientation leader during the summers.

C: So you probably had some leadership responsibilities with those?

M: Yeah.

C: Maybe if you want to describe that a little bit more?

M: Yeah you want me to talk about working for the vet also?

C: Yeah if you want to.

M: Ok. I guess there I was more observing, kind of getting some experience working for a vet office. I did phone calls to like register patients for what date they were coming in and I took notes for the vet. I wasn't really in a leadership role for that I was just kind of observing. And then at the Caine Center, I was also observing there, but they had us do some things, like they had us take vital signs of the animals and make sure they were fed and watered. It was our responsibility. They weren't checking up on us, we just had to do it. I guess they were checking up on us. and then the second year I was more of a research assistant and I was helping the vet that ended up being my major professor, he was doing research and I was analyzing samples for him. That was kind of a lot of responsibility because I didn't want to screw up his samples! Because it took a long time to gather them all up. Then working as a new student orientation leader, we had some training like the week before and then after that we would work with the incoming freshmen doing all the orientation stuff at U of I. And then making sure they knew where they were going and what classes they had and we did icebreakers. So we were the leaders for each group that we had. I think that was kind of, like being in 4-H you kind of get pushed into doing things that maybe you're not so comfortable with, so having that experience already, being up at school, I was kind of pushing myself to do things that maybe I wasn't as comfortable doing, but I met a lot of new

people and made some friends through that so I think it was a good experience and I think being in 4-H really helped. You already had that drive to go do something new.

C: So part of my interest is what are 4-H alumni doing today? You know 10 years after they've been in 4-H. So are you involved in any clubs or groups? What's your role if you are?

M: Ok. Well through the Extension office, I coach four FLL teams, that's the First Lego League. So I have about 25 nine year olds that I'm coaching. That's pretty interesting, and working with the robotics program through the Extension office. It's pretty fun, watching the kids grow and like watching them figure out how to do things. I also, I've done record book judging for different fairs, and I also help one of the 4-H clubs down here, for their sheep program. My mom's the leader for their sheep club. So I was actually just getting my leader applicaiton done the other day so I can be a leader. I haven't been a leader yet, so this is the first time I'll be a leader. Eventually my kids will be in 4-H so I figure I might as well help out with the club now, because they'll probably be in that club.

C: Yeah. I think I forgot to ask you, or I probably almost know because I'm the same age as you are, but what year were you in 4-H, and what county?

M: Let's see, 1996 to 2006. Yeah I guess it was 2006, because I know I did an extra year. In Ada county.

C: Do you have any of your other family members, you mentioned your brother, that were in 4-H? Your parents or grandparents or your husband or your kids? Oh, obviously, your kids are too young. Were they in 4-H?

M: I think my husband might have started it, but he never finished anything when he was really young so he never continued it. My parents weren't in 4-H and I don't think my grandparents were. Well, my grandma might have been. She's from South Dakota and I know all my cousins back there are in 4-H.

C: That totally counts!

M: Right.

C: Did you do anything through 4-H, well I guess, local, state, and national levels, did you go to any national conference or congress, or KYG or that kind of thing?

M: No, I didn't do any of those, but I did the state livestock judging contest. We didn't make it any farther than that. Well I went to 4-H camp. I don't know if that counts.

C: Sure! As a camper or as a counselor?

M: As a camper.

C: And how do you think being in 4-H has impacted your adult life? You kind of already mentioned career choice, but skills, outlook on life, that kind of thing?

M: I think its helped alot with like responsibility, organization, talking to different people. Because you meet a lot of different people in 4-H. Like working as a team. Being in a club you have to work with the people in your club and I know we've had, when I was in our club, I know there was some kids that we didn't quite get along with, but they were still in our club. I guess you learn to treat people, I guess how you would want to be treated.

C: You learn to make it work somehow?!

M: Yeah.

C: (Citizenship definition)

My question would be, how would YOU define leadership, because that goes along with citizenship and civic engagement. What's your definition of a leader and what kind of skills should they have?

M: As a leader I think it would have to be someone that takes charge and is able to delegate tasks. Because a leader can't do everything, they need to be kind of overseeing what's going on. They need to have a strong voice, like they need to be able to be heard. I guess that's how I would define a leader.

C: And how do you feel participating in 4-H affected your leadership skills?

M: I think it helped a lot because I was pretty shy growing up. Being the president and vice president of our club and taking on some of the leadership roles in our club helped a lot. Also I did county and district demonstrations and I think presenting in front of people has helped me throughout my life after 4-H, just because I was exposed to that and I knew what those positions were.

C: Was there a person in the 4-H system who modeled those skills for you? Or modeled what a good leader should be?

M: I think our 4-H leaders in our club helped model that. Because our club didn't really do much, like we didn't do KYG and things like that so we were more of the livestock so I think it was mostly our leaders that we were exposed to and I think that they modeled leadership the most for us.

C: Yeah a lot of people I've asked, they're like "Well, there was bits and pieces from different people but I can't think of one specific." I think that's how a lot of people are. So my next question is, how do you think participating in 4-H affected your citizenship skills?

M: So that would be like...

C: Or maybe...

M: Contributing back? Doing community service?

C: Yeah part of it is, how would you define being a good citizen? What skills should a responsible citizen have? Maybe that will help.

M: Yeah. I guess being a responsible citizen, I mean, doing something, like if you see something that shouldn't be happening, you should stand up and say something. In 4-H you would want to say something if you saw something that was going on that wasn't right. Giving back to your community is being a responsible citizen.

C: Can you think of any other factors or involvement in other groups that might've had an impact on citizenship and leadership skills? Some people were in Boy Scouts or Girls Scouts or youth group, stuff like that is mostly what I'm looking for.

M: I was just in 4-H so I didn't really have any other clubs. I mean I was in karate, but it's not really a club environment. I mean it kind of is, but I don't know.

C: Well, it didn't necessarily have to be a club, just anything else that might've had and on learning about leadership or citizenship or that kinds of thing.

M: I guess karate did because you have to be a leader and be ethical because you're learning something that's, could protect you but you need to be responsible with it.

C: Not to harm others unless...

M: Yeah. I can't think of...

C: That's ok. Some people I've talked with they're like yeah, I was in 4-H and they list off like 12 other things! And you're like how did you have TIME for that? And then other people are like yeah, I was just in 4-H and that was my main thing. And I'm like oh, ok, because that was me, I was basically in 4-H and that was it. I'm always amazed at some people, they list off the things they did and I'm like holy cow. When did you sleep?

M: Yeah, yeah.

C: Well, ok, so if you could have a "do-over" of your 4-H experience would you change anything or do things differently?

M: I think if I could change something about my 4-H experience I would be more involved in the leadership aspect of it, like doing KYG and going to Teen Conference and being a camp counselor, stuff like that I think would've benefitted me more than just sticking to the livestock area.

C: So why necessarily, well obviously you said your club was a livestock club, so that kind of limits you but why didn't you become more involved in that? It didn't get advertised or talked about or?

M: Well, it was kind of funny, my mom and I were talking about this the other day because she was the leader for my club when my brother and I were growing up. She brought up the same thing. She was like I really wish I had made you guys go do that stuff. And I think it was more like, I think it was more her not thinking we would want to do that so she just never really encouraged it. She kinda regrets not having my brother and I do that stuff. I guess it just wasn't encouraged.

C: Interesting. So if you could make some changes to Idaho 4-H that would maybe strengthen the development of leadership and life skills, do you have any ideas on that? As a 4-Her or as a program coordinator or any of those?

M: Could you say that one more time?

I guess as a 4-Her I think maybe more advertisement of it?

C: Of like KYG?

M: Yeah like the leadership type things. I guess when I was, maybe it needs to be sent out to the clubs more, I don't know. I think it would be a good thing for all the kids to be involved in, some sort of leadership program. If they can be involved in that I think it would benefit all the 4-Hers.

C: Any other thoughts as a program assistant?

M: I guess my title is 4-H special programs manager so I think it's just technically an assistant, so I do the afterschool and daycamps and like classroom programs.

C: Yeah, I should have asked you that, what's your current occupation?

I kinda skipped over it. Well that helps. That's the end of my list of question...

Interview transcript for Nik

C: Ok, so the hardest question probably is, how old are you?

N: I'm 26.

C: 26...ok. Next hardest question, what would you like your pseudonym or fake name to be?

N: Ohhh...uhm how bout just Nik? I get called that all the time.

C: Ok we will go with that. Sounds like a plan. The last person I interviewed was like "Oh gosh, I don't know..." it took her awhile. I was like " What did you always want to be called as a kid?"

Ok, well now that we got those out of the way, I will just refresh your memory really quick. The purpose of my research is to describe how participation in 4-H affects citizenship and civic engagement skills in 4-H alumni. Mostly, I would just like to hear your 4-H story. I'm especially interested in like what programs,activities and projects you were in, how you might have benefitted from them and if there's any improvements or changes you think could be made that would strengthen or improve those program areas.

N: Ok...

C: And...go ahead?

N: Nope you're fine. Go ahead, I'm listening.

C: Mostly, the information I'm trying to gather is going to help us see if the 4-H program has been effective in meeting those life skills objectives, which I'm sure you're quite familiar with by now, and provide some evidence to stakeholders so they will continue to support us.

N: Ok.

C:Do you have any questions before we start?

N: Nope I'm good.

C: Alright,well, if you just want to start by telling me a little bit about your life up to now, or you can start with "I was born.." however you wanna go about that, just kind of think about it with a 4-H emphasis.

N: Ok. I was born in Gooding, Idaho. Born and raised there, and I did 4-H for 12 years in Gooding County. I did Cloverbud one year and the rest was regular 4-H. I took a lot of different projects in 4-H, I did market sheep, market swine, breeding sheep, pet rabbit, breeding rabbit, Know Your Government, Citizenship Washington

Focus, crocheting, embroidery, teen leader, there's a bunch more, that's just naming a few. I loved rabbits, that was my specialty, and I really liked government. I went to the Know Your Government three years. First year as legislative, second year judicial, and third year I went back as a reporter. And then I went to CWF the next year and it was because of those conferences that I actually got my associates and my bachelors in political science with a minor in international studies.

C: Oh wow. That's cool.

N: Yeah. So it was a really great program, I loved it. I did as much as I possibly could in it. They wanted me to stay involved on committees after I graduated from high school, but I had to focus on school. And once I graduated, I had only been out of school about a year when I got a call telling me that the 4-H Coordinator position in Lincoln County was open and had a bunch of people calling the educator there putting in a good word for me and they told me to fill out my application. Filled it out, and after two really grueling interviews, I got the job!

C: That's cool! Nice to have some people put in a good word for you too.

N: Oh yeah, it helped. And some of them were my mentors that I did 4-H with and they were still in the program. Like *** was one of my mentors, and most of the coordinators in District 3 were coordinators when I was a 4-H'er so they love making fun of me and calling me the baby of the team, but I get em right back.

C: Ok, so did you go to school here at the U of I, or how did you get your degree?

N: I got my associates at CSI and my bachelor of Arts at CSU and I'm currently working on my masters at U of I.

C: And you said you had a minor, two minors?

N: No just one minor.

C: Oh, sorry.

N: No, that's ok. My minor is in international studies.

C: And your arts degree was in?

N: Political science.

C: Ok, I've got it straight now. Oh goodness. Yeah, people always ask me, "Now what are you going to school for?" Because it used to be that when I got my bachelors it was Ag Industry Management and Communications

and they've discontinued that and they call it something else now, and it was such a mouthfull, it was like, those poor people were like "What?" Oh nevermind, just say agriculture!

N: Yeah, yeah. Half the time I tell people my degree is in Poli Sci and they're like "What's that?" Political science. "Oh, Ok!"

C: Ok, well, what kinds of work have you done? You said your occupation currently is as a program coordinator for Gooding County, right? No...

N: Lincoln County. Yeah.

C: Sorry.Ok, so Lincoln County. So worked anywhere else while you were in high school or college?

N: Oh yeah, I worked at the Extension office as the coordinators helper through high school. And then worked at King's a little bit through college and then Christopher & Banks while I was at CSI. And then when I moved up to Pocatello, I managed the UPS stores up there and then worked at Gold's Gym a little bit before I actually got the job down in Shoshone.

C: Ok, that's cool. It's always interesting to hear where people have been and what they did through college especially. You're like "Wow..."

Are you involved in, or have been involved in any other organizations, or clubs or groups, besides 4-H?

N: Yeah. You want high school and college, or just college?

C: Sure, go for the whole enchilada.

N: Oh wow, in high school I was in honor society, I was in jazz band, I did bowling. I was the captain of our bowling team. Ahh I was in reading club and did a lot of different sports and maintained a 3.89 GPA in highschool. In college, when I went to CSI, I was in Phi Beta Kappa. It is NOT a sorority, it's an honor society. It's an international honor society actually for two year colleges. And my last year at CSI I was the president of our chapter and vice president of our region which consisted of Oregon, Utah and southern Idaho. And then while I was at ISU I was in * two honor societies at my university* and an honor society for my degree and then I became president of the Internationalists. And what that is, is they pick an international topic that is happening currently and then we do a week long symposium on it. And it's a really rare organization. There's only five in the United States, and the next closest one is in California.

C: Anything else?

N: I've done so much, I forget a lot of it.

C: Yeah I know, and it's like when you get a few years away from it, you're like "What did I do?"

N: Yeah. I'm sure there's others, but I just can't think of them. That's the most important stuff right now though.

C: Usually the things that you can remember are the ones that stand out the most anyways.

N: Exactly.

C: Ok. Well do you want to tell me a little bit more about your 4-H experiences, How were you introduced to 4-H?

N: My aunt and uncle were 4-H leaders in Gooding county and I have a cousin that is just 4 months younger than me.....and my mom and dad decided to get me started in 4-H and my cousins took market steers. My dad worked for the railroad so my mom was like "There's no way you're taking something like that!" So I actually got into market sheep first before I switched over to market swine and we pretty much did all....the projects, but as I got older and we found out about the miscellaneous and leadership projects, thats pretty much the direction I took. Started goin that direction more because I've always been more of a follower, or excuse me, a leader not a follower! Wow, I'm tired. That's the wrong word, that is NOT my personality at all. The more I got into it, the more active I got into it....I went to Ambassador training that first year.....jumped straight from an Ambassador in training to a senior ambassador. I was on the state officer team for teen conference as the senior ambassador when I was a senior in high school. I also went to the National 4-H Conference and then I was the dirtrict 3 teen rep on a lot of different committees on the ditrict 3 Leader's association. I was also on the policies and procedures committee, I was on the advisory board and there was one other but I can't remember what it is at this time.

My mom and dad did 4-H, I'm the oldest of three girls, my sisters....my youngest sister is still in it. She's got another couple years before she graduates high school, yeah its a family tradition for us.

C: Yeah that's been interesting hearing about if people's families have been involved, and that's one of my questions, have any of your family members been involved.

N: Yeah my grandparents did it. I don't know about great-grandparents, but I know grandparents did it.

C: Really? Yeah that's cool to have those generations of having done it.

So approximately what years were you in 4-H?

N: Oh goodness...I wanna say started in 1992. '92, '93 right in there.....(phone cut out)

C: Ok so, sorry, but the phone cut out again. You went from 1993 till when?

N: 2006.

C: And then in 2012 you started the coordinator position right?

N: Yeah yep.

C: Every once in awhile it's just like you're gone...ohhh. And then you come back. Ok, and this was in Gooding County right?

N: Correct.

C: We already kind of talked about you went to Know Your Government...

N: Teen Conference...

C: National Conference?

N: Yep right.

C: Anything else that I missed or I'm forgetting?

N: Citizenship Washington Focus. And I also went to 4-H camp. I went as a camper for a number of years and then as a counselor for a couple years.

C: Oh cool. That was one of my favorite things.

N: Me too.Oh and Ambassador Training.

C: I'm always curious...can you tell me a little bit more about National Conference and like CWF? Because I never got to go and I'm always curious to hear people's experiences.

N: National Conference, we went back in March, it was actually over Spring Break, we were back there for a week. Went to the National 4-H Center, spent a lot of time in Washington, D.C. That one we did a lot of roundtables and they had a bunch of different workshops. Everyone from Idaho had to take a different workshop so they could mingle with 4-Hers from other states. And I ended up taking a government workshop. Surprise, surprise. We just did a mock trial, came up with cases and everything. And the roundtables, cuz we would get together as 4-Hers from different states and talk about our different programs and how we did things. We'd always have fun seeing who had accents and picking a word and saying "ok now, say it!" and

seeing how everyone would say it. We got to see a lot of national monuments and meet our senators and congressmen, which for me was a lot of fun. Our senators and congressmen were really good, we usually got to meet with all of them. They would set aside like a half and hour to an hour to actually talk with us and see what we were doing, and how 4-H benefitted our lives, and most of them were 4-Hers themselves, so it was really cool to talk to them about that.

CWF we were back there a little bit longer. We went in July, and we went around the 4th of July, a day or two early so that we could see the fireworks and the parade. And that year it just rained and rained and rained and we finally gave up on the parade. It was so humid! Yeah, and then that one is definitely more government focused. We toured D.C. a whole lot more than we did during National Conference, and we spent more time speaking with our senators and our congressmen. We just learned about our government at the national level, whereas with KYG you learn about the government at the Idaho level. And we actually got to stay three days longer and went to Gettysburg and toured that and got a whole bunch of historic facts so it was a lot of fun.

C: We've got a group from Idaho County, which is my home county, that's gone with a group from another county, thats working on, I think their second trip? And I was like "I wanna go!"

N: Wow that's awesome.

C: Yeah, I wanna be a chaperone! Unfortunately I'm not there all the time so I can't do the fundraisers and the stuff.

N: Yeah, if you can ever go, do it, cuz it's a lot of fun!

C: Yeah it would be fun to go with a bunch of other 4-H people too and that kind of thing.

N: Yeah.

C: Although I don't know, today, you might not get to see anything cuz nothings open!

N: No kidding.

C: Well, ok so my next question is, how do you think 4-H has impacted your adult life?

N: Oh it's impacted my life...I mean I definitely would not be where I am today because when I was younger I was really shy, I didn't like to meet new people. I would get homesick really bad, didn't wanna go places. And

now I love going to different 4-H experiences, like I said CWF and KYG had a huge impact as to why I did my undergrad studies. And just... I am who I am today because of the 4-H program, that's all there is to it.

C: Ok, well as you know the focus of my big questions I guess, is about specifically citizenship and civic engagement and that type of thing. As I was trying to prepare some questions about that and I was talking to Carrie, I was like "I need a definition of what citizenship is!" and so she was helping me find, you know, not just the Webster's dictionary definition, she was like "Well, try the national website." And so this is what they have and my questions kind of have to do with what do you think citizenship is because I'm curious.

N: What I think?

C: Well yeah, I'll just read you this really quick and then I've got a couple questions around that, but yeah. After reading it I was like "Okk..." This is the definition of 4-H citizenship: "4-H has always emphasized the importance of developing passionate, well-informed citizens who are involved in their communities and help to foster social change. Civic engagement helps young people understand the big picture and learn skills that will encourage them to become engaged, responsible citizens and successful leaders. With 4-H citizenship programs, youth learn how to lead, make decisions, and contribute to their communities from an early age." So...I heard that and I was like "Well...I guess that's helpful." But I guess part of the citizenship and civic engagement I think is leadership.

N: It is.

C: And so how do you feel participating in 4-H affected your leadership skills?

N: Well for me personally, just because I used to be shy and didn't really want to take the initial step, it has helped me get out of my comfort zone and be more outgoing, and "Can I help you?" or "We should do this." You know, what can we do to help our community, and just always thinking of how to help someone else. Not think about how is this gonna benefit me, or is there something in this for me. How is this going to help everyone else, or our community, or a certain individual. Because that's what, everyone needs, help now then, whether they want to admit it or not.

C: This is true. Were there specific programs or activities that you think helped build those leadership skills?

N: I always think community service is definitely one of them. We'd go up to the 4-H campgrounds and clean, we helped plant the rose garden in front of the courthouse. Around Mother's Day we planted flowers and took

them to the senior citizen homes. Just cleaned up around our community. Just having to think of different ways to help your community.. It makes you step outside of your comfort zone and become a leader and have to take initiative.

C: Ok. So you kind of listed a few things, but how would you define leadership and what skills should a leader have?

N: Ooh. I think theres a lot of different types of leadership out there.They are just good at helping a group...cuz I don't like necessarily being the leader, but sometimes you get too many leaders. If you're a good leader, you need to be able to step back, be a follower for a little while and let someone else take charge. You also need to be able to delegate to others and not do it all yourself. Because for me personally, I just have the mindset, well it will just be quicker and easier if I do it. And you have to be able to learn to trust others and give them something to do. Especially being a coordinator, there's just so much you have to do, you have to definitely be a team player, and rely on your team to help you out. And if they don't have the skills to do, teach them or find someone to give them the skills so that you have the most well-rounded team to get the job done.

C: Ok. Other question, was there a person in the 4-H system who modeled these 4-H skills for you?

N: There was a lot of people. My coordinator was definitely one, ***. She was the coordinator for like 23 years I think? *** definitely did that for me. ***. And my parents, my mom and dad, they were always there modeling those skills.

C: Ok so, you might have talked about it some in your leadership answers, but how do you feel or think participating in 4-H affected your citizenship skills?

N: Well, it definitely makes me more aware of what it is going on, and I do vote when there is an election. And just try and stay current on what is going on in my community. And for me personally, it bugs me with our generation and younger, how ignorant they are, and they don't care and they just make dumb decisions. Saying you know "Ignorance is bliss" but when it comes to citizenship in my opinion, it's not ok.

C: So were there some programs, activities that helped you build that skill?

N: Definitely KYG and CWF, and being a teen leader and an ambassador in 4-H definitely did that for me.

C: Ok, so how would you define citizenship?

Or good citizenship?

N: Oh, ok. I think that it should be someone who is proud of where they come from, whether it be their hometown, or their nation or their state, and if something is wrong, instead of complaining about it, try to be part of the solution. I mean a lot of people think, I'm one person, I can't do it all. But all it takes is one person going, "Well what if we approach it this way?" Just try and look at it from a different perspective. Especially in Idaho, in my opinion, a lot of people from small towns say "Well, we've done it this way for so long." Well, it's not working! We need to be able to do something different, and a lot of people are scared of change and to take charge. And you necessarily don't have to be the one to take charge, but being willing to speak up and going to people that you think can do it and saying "What about this?" and just thinking outside the box and just trying to just be a part of that solution and not the problem.

C: Yeah. Ok, sorry I'm catching up on my list of questions.

N: You're fine.

C: Can you think of any other factors or involvement in other groups that may have had an impact on your citizenship and leadership skills? Like some people are involved in Girl Scouts or youth group or anything like that?

N: Yeah. Ahh for me it was definitely through school. Just being in jazz band andsociety and reading club and...? And definitely in college being in Phi Beta Kappa and International Affairs Council. Just being in organizations like that because they are, they're good groups to be in. And it's definitely an honor to get into them and so it definitely opens your perspective from what most people see.

C: Did you, or do any of those groups offer like training in that type of thing?

N: Uhm, they're not necessarily formal training, like 4-H is, but just the different things you do as a club and the different conferences that go to. Especially if you go above and beyond what the means of the program are. They definitely show us that way. If that makes sense?

C: Yeah, yeah. It's more of a learn by...doing.

N: Learn by doing.

C: Yeah, yeah. So, if you could have a "do-over" would you change anything or do things differently?

N: No, no.

C: Yeah. I had one lady say "I would've done more!"

N: I don't think I could have done more. It was insane, I was busy enough.

C: Yeah,yeah, that's for sure.

Do you think there are any improvements or changes that could be made to the Idaho 4-H program that would strengthen the development of those leadership and citizenship skills?

N: You know, being a coordinator, I would definitely say yes, and I think we are headed in that direction. What it was really like before I started, I couldn't tell you. I mean I could tell you from the 4-H side, but being a 4-H coordinator is totally different. But, uhm I think it would help if we could get the state more unified. Especially have the districts be so different.Especially when you have kids going to districts and then nationals, everybody does it so different that when those kids get to those higher levels they're not prepared. So I really think, especially for our district, when I do county stuff, like the oral presentation contest, I use the district score sheet so it's not a surprise to them. They're getting practice at the beginning level so that as they work their way up they're going ok. And they're more confident, and they're not scared. That I think is one of the biggest problems I think is just the differences. And you know, every county is different. Like northern Idaho is a lot differnt from southern Idaho and there's just different aspects that you wanna focus on. But if we could get it more unified, I think that will be helpful. But I think we are headed that way. I've seen a lot of progress because I just started my third year as a coordinator, even though technically I'm still on two, but according to the 4-H year. I've already seen a lot of improvement and...? You know, I think the biggest...? fear...within the 4-H profession is being a team player and not being a bully and not being it's your-way -or -the-highway. That attitude gets nobody, anywhere.

C: Well, what about as a 4-Her? I'm interested in that perspective too.

N: What I like, and there's things that they're doing now that I wish I had had when I was a 4-Her. Ahh, Teen TALK, that's a completely new program. And they developed that, oh geez, like 3 or 4 years after I had been out of 4-H. And at the Ambassador training, they now have a level for third years and up. Which is good, because when I went, it was just the first year you go and then after that, it was two years and up. Sometimes it got a little repetitive, but now they are fixing it and yeah there's just...they're making changes through 4-H that I think are good.

C: Yeah I was trying to remember, I went to Ambassador training, but it's been quite a while...I don't even remember what all we did or that there was second level, so I must have been spacing it I guess. Wow. Ok, well it's been very interesting to me to hear from different people what they would change, or what they see. I think it will be very helpful too.

N: Well good.

C: Well, anything else you would like to tell me that you forgot or....

N: Uhmmm not that I can think of?

C: Well, I think that's about all of my questions.

N: Ok, I hope it was helpful.

C: Oh yes, yes it was. Like I said, I've been enjoying hearing people's stories and their experiences, and getting some really insightful commentary on things. Especially, the well "What do you think citizenship is and leadership?" It's just really interesting.

Thank you very, very much.

Interview transcript for Virginia

C: I almost forgot the other night. That always helps. and I was like Ahhh!

V: Yeah, yeah.

C: Well, thank you so much for being willing to do this.

V: You're very welcome.

C: Let me write down the date, and ok, so hardest question, how old are you?

V: I'm 26.

C: And, next hardest, what would you like your pseudonym or fake name to be?

V: Oh, I don't know. Whatever you want?

C: What did you always want to be called as a kid, that you thought you should have been named?

V: Oh my goodness. Well my name is pretty boring. Well, I've always wanted to be called Virginia or something super classy like that.

C: Ok, we'll go with Virginia.

V: I like it.

C: Ok, yeah, I asked somebody else, and they were like, "Oh my goodness, I don't know!"

V: I probably would pick a totally crazy name.

C: Hey, you didn't go with Ophelia, or you know...

V: Ooh, but you know that is pretty classy.

C: Ok, well just to kind of preface the interview, I wanted to go over the purpose really quick, so that you have an idea of what I'm looking for.

V: Ok.

C: So, the purpose of the my research is to describe how participation in Idaho 4-H programs affects citizenship and civic engagement skills in adult alumni. And mostly I would like to hear your 4-H story. I'm especially interested in what programs, activities, projects you were involved in, how you feel you might have benefitted, and if there's any improvements or changes you feel could be made to strengthen those areas.

V: Ok.

C: And the information gathered through this will tell us if the 4-H program has been effective, which is kind of important, and provide some evidence for stakeholders so they will continue to support us.

Ok, so do you have any questions before we start?

V: Nope, I'm ready.

C: Ok. Well, if you want to just start by telling me a little bit about your life up to now. You can start with "I was born..." however you want to do that and just kind of think about it with a 4-H emphasis.

V: Ok, well I grew up in, and born and raised in Weiser, Idaho. Super tiny farm town, so 4-H was like not really an option, it's just what you do. And I also was born into a 4-H family. My grandma worked in Extension in Washington county and my mom had been a member and a leader her entire life pretty much. So it was just kind of a really natural progression. Also in Weiser, there isn't a ton to do when you're a little kid. Also it was a great way for me to, you know, have activities outside of school and sports and be doing something else. I lived

on a farm, like a little baby five acre farm. We raised sheep, we had little bummer lambs, so of course the second that I could actually officially have a purpose for that, I was all about it! "What do you mean I get to show these things off?!" Until I realized what that entailed and then it was not as exciting then, obviously.

C: Yes.

V: What else...I kind of did a lot of projects. Like I was always really family focused. Like I did sewing in the third grade and my grandma was like "I'm gonna teach you how to sew, and you're gonna do a record book basically and make stuff." And I was like "Ok! cool! Does that mean I get to do the fashion show? Awesome!" I did microwave 4-H, I did wildlife 4-H, I really liked record books when I was little, because you know, I was crazy, until I got to middle school and I was like, "I don't have time for this!" Yeah, so that was kinda growing up. Once I was in high school, I started doing more leadership stuff, which was really hard in a small county. I did Know Your Government for three years, and my first year I had a couple other kids from my county, and my second year it was pretty much just me, and then returning as a third year, obviously there was no one from my county. It was cool to get to the state level but it was really sad that there was no support for that back home.

C: Yeah.

V: And there was no other, like nobody did leadership projects in my county, so I felt kind of strange doing them but I enjoyed them so much more than the other stuff that I had been doing.

C: That's cool.

V: Yeah, then high school hit and I kind of did the 4-H, FFA thing. Didn't do a ton of 4-H stuff, and then I went to U of I. Helped out with *** a ton for Know Your Government, I'm actually I'm on the adult planning committee for that now. I haven't missed one since the eighth grade. Yeah, I guess that's about it.

C: So you got your bachelor's degree here at the U of I?

V: I did. Yeah I got my bachelor's at the U of I in education, secondary education, with an emphasis in english. Graduated in 2009 with that and then went to Western Oregon University and got a Master's of education there.

C: Oh wow. Just recently, I'm guessing?

V: I graduated with that in 2011.

C: I think we're the same age, and I'm still working on my Master's degree.

V: Well, it hasn't really done anything for me yet, so don't worry about it!

C: Hah! Oh that's funny. Ok, so what kinds of work have you done, and what's your occupation now?

V: Right now I have three jobs. Most importantly I'm the house manager at the Kenworthy Performing Arts Center which I absolutely love. And I'm also facilitating an English 95 course on the U of I campus. Before that I've actually worked in movie theaters for about 4 years. I started doing that when I was student teaching, which is awesome. Most of that has been management, leading teenage staff, and just kind of general maintenance and management of the theater. I've done a little bit of everything. I've been a personal assistant for a real estate agent, I've been a waitress and a barista. I've substitute taught a ton. That's about it I guess.

C: Well, plenty. Plenty busy!

V: Yup.

C: It's always interesting to hear what people have been doing, especially in college, it's so varied and it's like "I just need a job, whatever the job is!"

V: Pretty much. I don't care how many there are or how awful they are, as long as there's something!

C: Yes. So are you currently involved or have you been involved in any clubs, organizations or groups? And what was/is your role?

V: Besides 4-H?

C: Mmhmm.

V: Hmm. I ...not really. Not as much. Like in high school I was involved in everything. In college I was really active in Student Alumni Relations Board on campus and I was a member of a sorority and was on the executive board one year for that. If that counts?

C: Oh yes, anything. You can tell me about high school too if you want to, that's fine.

V: High school I did, and it was Weiser so you do everything, but I did 4-H, FFA, Key Club, Red Wave, Girls' Health Association, BPA, everything. I was kind of a busy kid. Played lots of sports, played volleyball and golf, like all year round.

C: Ok so what's Red Wave?

V: It's like a spirit thing, a school spirit club. Predominantly athletes but it's kind of just to promote school spirit.

C: Ok, I was guessing that's what it was but I wasn't sure. Did you hold any leadership positions in any of those?

V: Yeah. I think I held every office in my 4-H club at some point. In FFA I was Treasurer, Student Advisor, President, on the district level I was Treasurer. In my sorority, I held the position of administrative secretary and vice president of development.

C: Ok, I'm hopelessly lost when it comes to sororities, so I'm like "Wow, I didn't even know they had that!"

V: Yeah. It basically means the person who does all the sisterhood activities, as well as all the discipline for the chapter.

C: Ok yeah. I had somebody else who did the same thing, disciplinary type board, and I was like, "That does not sound fun!"

V: It's kind of awful, but it's entertaining sometimes.

C: Yeah I bet. Well, ok, how were you introduced to 4-H?

V: Well, it was just kind of a thing, like it had existed for as long as I can remember. Like I said my grandma worked in Extension so I was at the 4-H office a lot growing up. So it was like, "Ok, well you have these lambs, and as soon as you hit third grade, they can become a project." And it was kind of also a combination of that, and there's a teacher in Weiser, who her entire third grade class they make a 4-H group, and they do an art project as a class and it's like half curriculum, half 4-H project, and so I was lucky enough to be in that as well.

C: That's a really cool idea. I like that.

V: Yeah, and it's like super popular. Like everyone wants to be in Ms. Chandler's class so they can be in 4-H.

C: Huh. That's awesome. I never thought about a teacher doing that, you know creating a club for the classroom. That is a great idea. I'll have to think about that.

V: Yeah, spread the word! It's a really great program.

C: Ok, and what years were you in 4-H approximately?

V: Like actual years?

C: Yeah...

V: Uhm 1996. 95 or 96. Good gravy, that's a long time ago!

C: I know! Up until?

V: Until 2005.

C: And you mentioned that your grandma worked at the county Extension office, were your grandparents involved? Were they member of 4-H as kids?

V: Yeah they both were, and my mom and my uncle were both members growing up too. Pretty heavy influence.

C: Yeah. Any siblings in 4-H?

V: Just me, I don't have any siblings. But they would've been, they would've been.

C: Ok, so what kinds of things did you do with 4-H, you know local, state, and national? You've probably answered some of this already, but I can't remember, you said Know Your Government....

V: Uh huh... I did KYG for three years, my third year I was selected as a reporter. Everything else I did for the most part, just really locally all my projects. I did do demonstration contests at the state level a couple times. I think in middle school.

C: And they had a state demonstration contest?

V: Yeah it was like I had to go to oh, what's it called? The Boise fair?

C: Ada county?

V: Western Idaho Fair was the big one. I had to go there and like speak at the giant pavillion like in front of everybody. That was super exciting. I did ambassadors too one year, but it was way too hard because there wasn't that much teen involvement in my area. So it was cool to go to Ambassadors and meet all these people and learn how to be a leader and then like go home and like there was no way to use that information.

C: That's too bad. Ok, how do you think 4-H has impacted your adult life? Maybe career choice, skills, outlook on life, that kind of thing.

V: You know, I think I expected it to kind of function as a pre-social network, you know, networking kind of thing. It was obvious that I learned skills like how to care for an animal, but I think I could've learned that any time, just with the way I was brought up. But the other stuff, like the learning how to get along in a group, the learning how to work with people you don't really like, and push members to get their record books done so you know, your club succeeds. I think all of that was really, really beneficial for me and KYG. It honestly was the most important part of my 4-H career. The rest of it I think was great, it was a good experience, but KYG was definitely the thing that pushed me the most. I got out of town, I got to meet all these people, I got to function

as a statewide representative and meet other 4-Hers that were like me that didn't just want to do all the other stuff, they wanted to be leaders, and be seen and be a face of 4-H. And obviously that impacted me so much and I'm still there today, helping the next groups come through.

C: Yeah. Like I said, the major part of my research is looking at citizenship and civic engagement, and when I was thinking about how to ask questions around that, I thought well, "What does citizenship mean?" you know? And so I was talking to Carrie my boss, and she was like well why don't you look on the National 4-H website and see what they say? So this is the statement, and I'll just read it to you really quick, that they have. And I just decided, "I'm like, they need a better statement." So kind of part of my questions revolve around that.

(Citizenship definition)

V: I think they need a new statement. It's long.

C: Yeah they need some like defining...

V: Like yeah, what does that actually mean?

C: That's great, but it's kind of more of a vision statement, so I'm just curious, what are kids actually getting out of it and what do they think it should be, But, uhm, maybe to start off, how do you feel about how 4-H affected your leadership skills, because that's a big part of civic engagement?

V: Yeah, I think that the general, like being a fourth grade student who's an officer in the 4-H club, it definitely fostered this idea that leadership is really important and it's something I kind of like. and pushed me to pursue that sooner than I probably would have. I think the older I got it was definitely in the background. I wouldn't have pushed myself to be in other groups if it hadn't been for that early introduction. And I also really think it's kind of like that summer camp mentality, like you come home and you're like "There's nothing better than summer camp!" I've come home from 4-H stuff thinking "There's nothing better than 4-H stuff!" I wanna be so involved. When I was in eighth grade I started a petition to change the Washington county voting age, because I wanted to vote at 16 rather than 18.

C: Wow...

V: Because I was so amped up, like this is really important, we need to get involved. If we're educated, like we are probably gonna put more educational input into our choices than some idiots that are voting and just go and check a box. So I definitely think it was kind of a fire starter for me I guess.

C: So were there any specific programs or activities that helped you build that skill that you can think of?

V: Know Your Government. I feel like a broken record.

C: No that's ok! I was kind of expecting that.

V: That was probably, especially that first year, I came home and I was like "I'm gonna be a member of the House of Representatives!" like I'm gonna get stuff done!

C: Hey, that's good to be inspired. We need that.

Ok,so here's the hard part. How would you define leadership and what skills should a leader have?

V: That IS a hard question. I think leadership means standing up and getting things accomplished. Whether that means leading a group of people to get those things done, or you just stepping in and getting things that need to be done, taken care of. What was the second part of the question?

C: Are there any specific skills that a leader should have?

V: Right....obviously they need to be determined, but I think they need to be kind of patient and gentle at the same time. A leader can't be just someone who runs in and just attacks everything. I think that's really detrimental to a group and getting things accomplished because then they're just being a bully. So they have to be able to say "This is what needs to get done, and we're gonna get it done but I want to do it with all of you." In a group... and obviously in a perfect world that works but not always. It has to be someone who's like "Hey, you're not happy. Let's figure this out."

C: You hit the nail on the head right there, in a perfect world.

Was there a person in the 4-H system who modeled those skills for you?

V: Uhm...

C:It's ok to say no!

V: Like no one really jumps out at me. I don't remember being like, "Oh, I want to be THIS person." I suppose aspects of different people. There was someone who helped with KYG when I was in it, and then as I became an adult helper, we kind of overlapped a little bit. And I remember just being like "You're really cool. I like how

you get things accomplished." Because she wasn't like "I'm the adult in the classroom and let me tell you..." She was just like this is your project, do it. And I really appreciated that.

C: Yeah, that takes skill and discernment to know how to do that. Ok, so second part of that, how do you feel participating in 4-H affected your citizenship skills?

V: I think it definitely made me more aware that I want to be a more involved citizen. Whether or not I followed through on that all the time, not so much. Part of the reason I moved back to Moscow last year was because I missed being part of a community and I think it kinda harkens back to that. I know in my heart that I want to be involved, that I want to, you know, be a member of city council, or be involved with the chamber of commerce, like some kind of connection to the community where I know who everyone is and they all know who I am and we're all working together for a community that we really love. I think I've kind of started on at the Kenworthy, it's definitely been in the background the whole time. This is how I'm going to get involved in the community, this is my "in" and I think without 4-H none of that would have been important to me.

C: So if you don't mind my asking, where were you before that you weren't feeling like you were part of the community?

V: After undergrad I went to Oregon and did my masters, and I was in a small town there where nobody got along, and then after that I moved to Portland and was there for 2 years and there's no such thing as going to the grocery store and running into someone you know.

C: Yeah. So more of that small town feel?

V: Right, which I thought I hated, growing up but silly me what do I know!

C: More like Weiser, huh?

V: Yeah, yeah. Except bigger.

C: That's funny, because I grew up very similar to you in Kamiah, and it was so funny when I came to Moscow because I was like "Oh my gosh this is a big city!" and I'm not a city girl you know. I lived on the farm and ranch my whole life so it was a big adjustment, so many people, they were like "This isn't a city!" and I was like "Ohh yes it is."

V: Oh dear...yeah.

C: I've gotten better about being in cities but I'm just like "I need my horse, I need some open space!"

V: Right, like I love, I miss Portland so much but there was just no connection to a group. It's so weird that you can be so alone with so many people.

C: Yeah. Well and maybe that's the beauty of 4-H too. It creates kind of a family or a group...well that's one of the four Essential Elements is belonging. Creating a sense of belonging.

V: Right...

C: So that makes sense.

So is there any specific programs or activities that helped you build your citizenship skills?

V: Well yes, mmmm.

C: (laughing) Know Your Government?

V: Yeah pretty much! pretty much...

C: And here's the kicker, how would you define citizenship, good citizenship I should say, and what kind of skills does a good and responsible citizen have?

V: I think citizenship means being aware of what's going on in your community. So in a really good example it would mean, you know, being super involved with your community, however that works for you. But I think ultimately a good citizen has an awareness of what's going on. They aren't just existing in their bubble, they're existing as part of a group. So the skills needed for someone needed to be a good citizen are educational outlets where they can get that information whether it's you know, by being involved with groups or just reading the newspaper and keeping up, or heaven forbid, reading a Twitter feed or something awful like that. Just staying caught up with what's going on and being really well-informed.

C: Ok, can you think of any other factors or involvement in other groups that may have had an impact on those skills as well? Maybe you were part of the Girl Scouts or part of the youth group when you were younger?

V: I think being in a small community and being plugged in to everything might have had a little bit to do with that. I think FFA definitely had an affect on that as well. I did a lot of public speaking with FFA and that kind of required me to push to find out about things going on in my community for some of my topics that I did.

C: And I'm guessing, probably knowing that kind of thing, they provided some training in leadership for you or citizenship type things?

V: Uhm a little bit, not too much, but a little bit. Usually I was the one putting on those leadership trainings, so that's kind of tricky.

C: Ahh. Very interesting yes. So and this was mostly in FFA?

V: Yes.

C: Were you asked to put them on or was this just something you were really passionate about?

V: My first year of FFA there was like a district-wide leadership thing you could go to if you wanted to before you went to state leadership conference which doesn't have training, it's just events basically. And I went, and it was awful, like it was not well organized and I felt like I didn't learn anything and so the next year I told my advisor that we were gonna fix that because our chapter was in charge of it and so I totally re-vamped the program because I didn't like what was happening.

C: Well, that's cool.

V: Yeah. That makes me sound kind of like a bully...

C: Well, sometimes people need new vision, new direction too. Or they're just doing the best they can and they don't know how to make it better. Ok, well, if you could have a "do-over" of your 4-H experience, would you change anything or do anything differently?

V: I would probably do more at the state level I think. Because I always really enjoyed it when I was there, but then it was like "Oh, it's so much work to go," to like Teen Conference. That was a huge hassle, it was something I would've loved to have done more than once, but it was so ugh, it was such a pain in the butt. But I probably would've done that again.

C: Ok. Do you think there are any improvements or changes that could be made to the Idaho 4-H program which would strengthen the development of leadership and citizenship life skills?

V: I don't know...I think there are some really solid programs in place, and as long as you can get enthusiastic members into them, like that's always the trick right, getting the good kids to be better?

C: So recruiting maybe?

V: Yeah. And I think, I wish there was some kind of like job sales to like all counties because I think that, you know, Canyon county, like everybody knows that they have crazy good leader kids. That's lovely you know, but what about Valley county that there are like 4 teenagers in the whole county. Somebody needs to go up there

and be like "Hey! Here are your opportunities..." And I don't know if that means just spreading the word to leaders or that means getting current members out and saying "Hey, I'm the same as you. Here's what I've been doing and I think you would love it too!"

C: So, job sales, as in like future career opportunities or in getting kids involved in 4-H?

V: Like job sales, sorry, that's totally a sorority term, like uhm for programs of 4-H, kind of like and opportunities fair, but like if that could go from county to county. Like I looked into some of this stuff and like my grandmas was involved in KYG so I knew I was gonna do that, but I think after I left the county, there was not really any like "Hey, this is coming up. I think you would really love it, you should look into it."

C: Ok, so just like a sharing the opportunities and the differnt programs' possibilities?

V: Yeah.

C: Ok, ok, I can see that yeah. Because when I was in 4-H, well I'm the same age as you are, I didn't know about a lot of this stuff and there wasn't anybody telling me about it or saying "Hey, I've gone and it's great! You wanna come too?"

V: Exactly.

C: Yeah, I don't, I come from the biggest county in the state, Idaho, and so yeah, I don't know if there just wasn't as many kids going then or what but they kinda, I think they could advertise better.

V: Exactly, exactly. That's exactly it.

C: Anything else?

V: Ah nope, I don't think so.

C: Anything else you wanna tell me about, or an idea popped into your head, or you forgot?

V: No I don't think so...

C: Well, I really appreciate it and it's been fun hearing your story.

V: Oh good.

C: Yeah, I've been laughing, I've done a couple interviews now and a lot of people, we share a lot of similar experiences and backgrounds, and I'm like "Wow, I'm not weird!"

V: Yeah! I feel so much better about my life!

C: Well, I may be getting back to you if there's something unclear when I type it up or I have another question or something.

V: Ok, sure.

C: Thank you very, very much.