

Ohio 4-H Philanthropy Camp: Exploring Your Giving Potential

Research Proposal



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INTRODUCTION

Background and Setting

4-H provides an opportunity for significant involvement in community service. Evidence from statewide and national studies indicates that 4-H'ers have a high degree of involvement in community service projects (Ferrari & Fogt, 2004; Safrit & Auck, 2003; Grégoire, 2004; National 4-H Impact Assessment, 2001). Thus, it can be said that 4-H provides a “social network” in which service occurs (McLellan & Youniss, 2003, p. 49). Community service projects provide tangible benefits to communities while serving as a developmental context for the youth who participate in them.

Philanthropy serves as a way for communities to encourage volunteerism or service leadership among their residents, and philanthropy is an excellent vehicle for community youth development (Armshaw & Gould, 2000). The “Exploring Your Giving Potential” philanthropy camp was instituted through a 4-H Foundation Grant from The Ohio Valley Bank in honor of the retirement of Mr. Jim Dailey. The camp was created to foster awareness, appreciation, and use of the concepts and actions associated with youth philanthropy.

A camp setting was chosen as the delivery method, because studies have shown camp increases children's self-esteem by making them feel competent and successful (Burkhardt, Henderson, Marsh, Thurber, Scanlin, & Whitaker, 2005). Youth in a camp setting are challenged to think beyond the norm and take risks in a safe and supportive environment. Through the philanthropy camp experience, youth will gain confidence and creativity.

The camp evaluation will assess the benefits of youth receiving information and training in the art of philanthropy and service-learning. In addition, this camp will give youth opportunities in residential camping experiences.

Statement of the Problem

It is generally perceived that an activity such as philanthropy camp will increase youth awareness of philanthropy and service learning. However, this perception needs to be documented. The results of this project will provide a way to test these perceptions and share the results to benefit future programs.

Objectives of the Study

The purpose of this project is to implement philanthropy programming with young people. The evaluation of educational programs is a regular practice of Ohio 4-H Youth Development. The purpose of the evaluation is to assess the benefits of participation in the Ohio 4-H Philanthropy Camp and whether participation increases participants' level of engagement in philanthropy and service. It is designed to judge the outcomes of conducting such programming by examining the following questions:

1. What changes in knowledge, attitudes, skills, and behaviors related to philanthropy and service result from participation in Philanthropy Camp?

2. How does the extent and nature of philanthropy prior to camp compare with youths' level of involvement six months after completion of the camp?
3. What are the personal and interpersonal benefits gained through participation in the Philanthropy Camp experience?

Definitions

Philanthropy – The giving of one's time, talent, and treasures for the sake of another person or the good of an organization. The philanthropic traditions are voluntary giving, voluntary association, and voluntary action or service. According to Falk (2002, p. 62),

voluntary giving is described as sharing money or material resources, or both, with others. *Voluntary association* is coming together in a group to address the problems of society, to fulfill the needs of society, or to enhance the lives of others. *Voluntary service* is sharing time and talents to help others.

Youth philanthropy is understood as “young people giving time and money for the social good” (Libby, Rosen, & Sedonaen, 2005).

Community Service – Commitment of one's time and energy in service to the common good. This exchange is where one group or person has resources that they share voluntarily with another group or person who is lacking those resources.

Service-Learning – Service-learning is a method by which students learn through active participation in meaningful, organized community service. Students provide a purposeful service to the community and to society, while engaging in reflection activities that pertain to their learning curricula.

Adult-Youth Partnerships – A partnership between youth and adults that ensures that we are gaining and utilizing the unique perspectives of youth as well as transforming the relationships we have with them, especially in designing, delivering, and governing youth development programs.

Youth/Teen Boardsmanship – A committee consisting of teens and youth that have supervisory, managerial, investigatory, or advisory powers over a public or private business, trust, or other organization or institution.

Advocacy – Advocates for a solution to a problem.

Residential Camping – A camping experience held in a residential atmosphere that offers simple group accommodations and organized recreation or instruction.

Limitations of the Study

The results of this study may be limited to only the participants of the Philanthropy Camp. Because participants will be from a variety of counties, it will not be feasible to have additional meetings of participants to gather information.

Assumptions

Because participation is voluntary, it is assumed that youth attending the Philanthropy Camp will have a general interest in the philanthropy concepts. Another assumption is that the self-report instruments used in the evaluation will adequately address the research questions of this study, and that youth will report their perceptions accurately.

Review of Literature

This section reviews the relevant literature on philanthropy and service-learning. In addition, the benefits of using a camp setting for the program are discussed.

Philanthropy

Philanthropy serves as a way for communities to encourage volunteerism or service leadership among its residents, and philanthropy is an excellent vehicle for community youth development (Armshaw & Gould, 2000). Community Partnerships with Youth, Inc. (2005) defines philanthropy as sharing your time, talent, and treasure in a thoughtful, intentional, and on-going way for the good of another or the community. A more detailed definition is that philanthropy is “voluntary action for the public good that can be expressed as voluntary giving, voluntary service, and/or voluntary association to help others live a better life” (Armshaw & Gould, 2000).

Youth philanthropy is an approach to empower and establish young people as community leaders. It is important for youth to feel as though they are a valuable part of their communities and society as a whole. Youth have the ability to be contributing members of society and learning through philanthropy helps youth to realize this. Philanthropy radically energizes beliefs about what one person can actually do to positively impact their community and connects people to each other by tapping into the power of community (Community Partnerships with Youth, Inc., 2005).

By placing youth in positions where they are able to take on important responsibilities and know that their opinions are valued, they are able to gain self-confidence and commitment to a greater cause. In giving youth a voice and the power of choice, youth philanthropy programs allow and encourage them to be committed, caring contributors to the community (Kellogg Foundation, 1999). This is an important part of helping youth to discover their own personal beliefs and goals. Philanthropy grounds people in who they are and is the essence of their heart and spirit (Community Partnerships with Youth, Inc., 2005).

The philosophy of youth as resources is simple. If youth know that their community needs them, they will realize that they can be partners in solving some of society’s most vexing problems and perceive that their responsible action will improve the community’s and their own situation. (National Crime Prevention Council, 1999)

The youth philanthropy approach includes elements of community development, youth development, leadership development, team-building, and multi-culturalism, which can help youth to discover how diversity, leadership, and service can impact their future and the future of the communities in which they live. Giving the power of philanthropy to young people allows youth to become valuable contributors now, as well as essential leaders for the future. Youth philanthropy gives young people the power to make decisions, experience leadership opportunities, advance their social skills, and develop improved community-youth relationships (Kellogg Foundation, 1999).

As youth grow and develop into contributing adults, it is important that they find their own voice and direction in life. By allowing youth to play a valuable part in efforts to improve their communities and help their fellow citizens, they are able to gain important leadership, citizenship, and life skills. These skills will not only prove noteworthy in their own personal development, but they are imperative in helping build a better society for tomorrow.

Youth participating in service learning and philanthropic giving are able to grow and learn from the experience. Specifically, engaging in philanthropy is thought to enhance sense of self-worth (Falk, 2002). Through their participation in voluntary organizations, youth gain problem solving, communication, and networking skills (Allen, 2002). Involvement in volunteer service is associated with academic performance during high school and an increased likelihood of college attendance (Eccles & Barber, 1999). Furthermore, participation at a young age is associated with later involvement, both in the short term (e.g., from middle to high school; McIntosh, Schmidt, & Chang, 2001) and as an adult (Youniss, McLellan, & Yates, 1997; Van Horn, 2001).

Service-Learning

Community service is an integral part of the 4-H experience. Although 4-H uses the term community service, there is evidence that, in practice, a service-learning model is often used (Hairston, 2004; Shumer, 2001). However, not all 4-H'ers involved in community service reported involvement in the decision making and planning process (Ferrari & Fogt, 2004). Greater gains have been reported with a service-learning approach (Stafford, Boyd, & Lindner, 2003).

Youth service programs are designed to accomplish a number of different objectives. Some programs strive to develop civic consciousness, enhance intergenerational understanding, or increase environmental awareness. Some are targeted specifically at at-risk youth. Because it develops aspects of identity and areas of ability, service is considered a vehicle to enhance overall youth development (Shumer, 2001; Zeldin & Tarlov, 1997). Through participation in service experiences, youth may develop personal and interpersonal skills, develop civic and social responsibility, become more engaged in learning, and view themselves as making positive contributions to society (Billig, 2000a, 2000b; Grantmaker Forum for Community and National Service, 2000; Youniss & Yates, 1997).

Service programs must be high quality to produce results. Numerous authors have written about factors contributing to effective service experiences (Billig, 2000b; Furco, 2002; Glenn & Hergert, 2002; Kielsmeier & Klopp, 2002; Martin, 2001; Youniss & Yates, 1997; Zeldin & Tarlov, 1997). The community service activities must be motivating and interesting if teens are

to achieve the benefits of participation (Scales, Blyth, Berkas, & Keilsmeier, 2000). Meaningful activities of sufficient duration and appropriate structure are needed (Alt & Medrich, 1994; McClellan & Youniss, 2003; Scales et al., 2000). Youth are more likely to benefit from activities that they find engaging and that require considerable concentration and skills (Larson, 2000). The opportunity to reflect on and process the experience appears to be one of the most powerful components of service-learning (Astin, Vogelgesang, Ikeda, & Yee, 2000).

In summary, several elements are necessary to make service-learning effective:

1. *Clear goals and adequate preparation:* Adequate preparation that includes the setting of objectives for knowledge to be gained or skills to be learned by the participants.
2. *Youth participation in decision making.*
3. *Active participation in meaningful activities:* Performance of meaningful community service; service that improves the community or makes a difference in someone's life
4. *Opportunity for reflection:* Analyzing the service experience through guided discussion or reflective writing. Thinking about the service creates a greater understanding of the experience. The reflection component of service-learning separates it from traditional community service.

Finally, Billig (2000b) has noted several issues with the body of research on service-learning. She noted that most studies rely on self-report, very few studies used control groups, and very few tracked whether the impacts were sustained over time. Despite that, she concludes that the evidence is "promising." Although the vast majority of the studies of service-learning described school-based programs, there were a number that documented outcomes from community-based programs (e.g., Ferrari & Fogt, 2004; Grégoire, 2004; Hairston, 2004; Stafford et al., 2003). For outcomes to occur, there must be intentional and explicit connections during the program to the knowledge and skills desired (Billig, 2000b).

Camp Setting

A camp setting was chosen as the delivery method because studies have shown camp increases a child's self-esteem by making them feel competent and successful (Burkhardt et al., 2005). Youth in a camp setting are challenged to think beyond the norm and take risks in a safe and supportive environment. By doing this, youth gain confidence and creativity. Additionally, the camp would allow time for reflection, which is an important part of the service learning process (Neiberger-Miller et al., 2005). By encouraging youth to reflect we are also able to utilize the Experiential Learning Model, which uses the process of do, reflect, and apply to teach meaningful lessons that make a difference (Maxa et al., 2003; see Figure 1). As youth are questioned about what they did and what they learned, they in turn are able to realize who benefited from these actions and how these experiences relate to their own lives and future. They are able to realize not only how their lives have been impacted, but how other people's lives have been impacted by their actions.

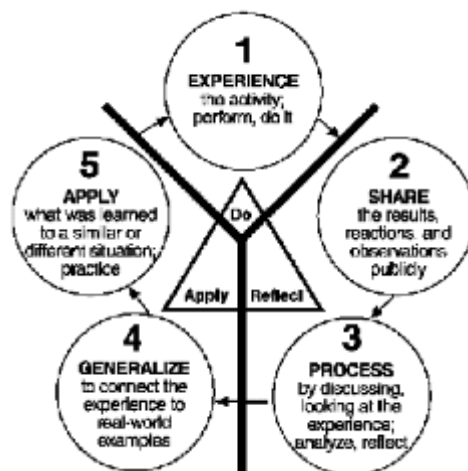


Figure 1

Experiential Learning Model

Source: www.cyfernet.org/integrate/exmodel.html

Summary and Conclusions

Although youth may participate in community service, they may be unaware of other aspects of philanthropy. An educational program designed to enhance knowledge, attitudes, skills, and behaviors may influence the level of engagement in philanthropic activities. It is clear that the benefits attributed to such programs will be realized only if the programs are of high quality. Key recommendations include adequate youth participation in decision making, adequate preparation and goal setting, meaningful involvement addressing real needs, and reflection. The elements of quality programming would apply no matter what the setting, and these considerations can be applied when designing 4-H programs such as Philanthropy Camp. A camp setting designed to provide a more intensive experience would presumably allow for such preparation, goal setting, and reflection to occur. Following up with participants after their participation will provide information that is often overlooked in other evaluations.

Methodology

The focus of the study is on publishing and presenting the evaluation of the outcomes of participation in Philanthropy Camp. The study design is descriptive-correlational. A combination of qualitative and quantitative methods will be used.

Program Design

The Ohio 4-H Philanthropy Camp, "Explore Your Giving Potential," was created to foster awareness and encourage actions associated with philanthropy and service learning. The camp will be held at Elizabeth L. Evans Outdoor Education Center/Canter's Cave 4-H Camp. Because this location is not on the OSU list of approved research performance sites, a letter of support from the camp's Executive Director was obtained.

The camp is designed for 4-H'ers 14 to 19 years old interested in learning about philanthropy, service learning, community service, teen boardsmanship, and youth/adult partnerships. Teenagers were selected as the target audience because they are capable contributors to society and have valuable, creative ideas that will help better their communities.

The curriculum will be derived from several sources, including the *Service Learning Helper's Guide* (Neiberger-Miller et al., 2005) and *Building Community Together Toolkit* (Armshaw & Gould, 2000). The program will include four sessions on topics related to philanthropy. Each will be taught by resource people who are knowledgeable in the area. These sessions are:

1. Service-Learning
2. Teen Boardsmanship
3. Stewardship
4. Adult-Youth Partnerships

A panel of speakers will address their experiences in philanthropy, including how they got started, outcomes of projects they have been involved with, and so forth. In addition, there will be camp activities (e.g., hike, campfire, flag raising), team-building activities, and community service built in throughout the program. The community service project will consist of tree planting at the camp, as well as each participant will be given a tree that can be planted in their community when they return. They will be asked to document their tree planting experience in their journals and with photos.

Participants would be encouraged to keep journals during and after the camp to help them remember what they learned and record their thoughts and actions. Journaling is very important to service learning, because it helps the youth to learn from what they have done (*Service Learning Helper's Guide*, 2005). By reflecting on the process, youth would be able to fully realize these concepts and apply them to other real-life situations. To assist with journal writing, open-ended prompts will be used during the camp. We will ask participants to share selected passages from their journals to illustrate their philanthropy experiences.

Participants

Participants will be youth between the ages of 14 and 19 years old. Youth from around the state will be invited to participate, with the total set at 45-50 youth.

Measures

Open-ended questions and items using Likert scales were developed by the 4-H educators and the PI to assess the knowledge, awareness, and activity prior to and immediately following the event. The same methods will be utilized in the follow-up instrument. These measures are explained below and the data collection instruments are attached to this proposal.

Demographic information. Age, gender, years in 4-H, and county will be collected on the surveys.

Knowledge, attitudes, skills, and behaviors. Pre- and post survey items were created by the project team to assess knowledge of and attitudes toward philanthropy and service learning,

as well as skills that were desired and developed through participation. There are three items measuring knowledge, six items measuring attitudes, and three items measuring behavior. All items are rated on a 6-point scale from 1 (*strongly disagree*) to 6 (*strongly agree*). Participants are also asked to provide a written definition of philanthropy, service-learning, and stewardship. These definitions will be compared to note changes in understanding of the concepts. They also will be asked to indicate what skills they desired and developed through their participation.

Extent and type of philanthropy. A series of items was developed based on the three-part definition of philanthropy (Falk, 2002), as well as from scanning available literature regarding the nature of philanthropy. Participants will complete this measure at the beginning of camp (Time 1) and six months following camp (Time 3). These 11 items represent the areas of voluntary giving, voluntary association, and voluntary service and are rated on a 6-point scale from 1 (*not at all*) to 6 (*quite a bit*).

1. Raised money to support an organization or cause
2. Given personal resources (money) to a charitable organization
3. Collected items to distribute to those in need
4. Been involved in making grants to fund community projects
5. Volunteered your time for a project or an organization in the community
6. Served on the board of advisory council or an organization
7. Participated in making decisions about which service project to pursue
8. Made a presentation to describe a service project to others
9. Been involved in planning a service project
10. Worked with a group to carry out a service project
11. Evaluated the results or impact of a service project

Participants will respond to open-ended questions regarding the types of philanthropic projects (i.e., fund-raising, board participation, and community service) that they have been involved in before attending the camp (Time 1). At the end of camp, participants will indicate their intentions to participate in new projects (Time 2). At the six-month follow up, they will indicate what their involvement has been, and how it may have changed since their camp participation.

Program satisfaction. In an open-ended format, campers will be asked about the best parts of camp and which aspects of camp they think will be most helpful to them as they anticipate future involvement in philanthropy.

Personal and interpersonal benefits. Six scales from the Youth Experiences Survey (YES 2.0; Hansen & Larson, 2002, 2005) will be used to assess youth development benefits related to participation (Appendix 3). The areas measured with these scales are consistent with benefits described in the literature (e.g., identity development, leadership). This measure will be completed at Time 2 and Time 3.

The YES 2.0 was developed as a self-report instrument to inventory teens' developmental experiences in organized youth activities. There are three domains of personal development (Identity Work, Initiative, and Basic Skills) and three domains of interpersonal development (Teamwork and Social Skills, Positive Relationships, and Adult Networks and Social Capital).

This instrument has been used previously with 4-H camp counselors (McNeely, 2004), and is a reliable and valid instrument for use with the audience attending Philanthropy Camp.

Quality of service-learning. As a means to understand factors that influence the participants' outcomes, the quality of the service experiences will be evaluated using the Evaluation of Service Learning measure (Batchelder & Root, 1994). The wording was changed slightly to match the current experience of Philanthropy Camp participants, and one question was dropped from the original, leaving a total of six items. These items are assessed on a 6-point scale from 1 (*strongly disagree*) to 6 (*strongly agree*).

1. I could make my own choices about important aspects of the service-learning experience.
2. My role in the service-learning experience seemed clear to me.
3. The camp helped me to think about and to learn more from my experiences during the service-learning.
4. Adult facilitators helped me to adjust to and deal with the service-learning experiences.
5. During the service-learning experience, I felt "I made a difference" and was of real help to others.
6. Regardless of how well my particular experience actually went, service-learning is an opportunity for a young person to "make a difference" and be of real help to others.

IRB Procedures

The Behavioral and Social Sciences Application form was completed. Appendix A1 was completed to identify the co-investigators. Because the proposal is for program evaluation, an expedited review was requested (category 7, Appendix B). Finally, Appendix I was completed because the participants will be less than 18 years of age.

Data Collection Procedures

All youth attending the camp will have the opportunity to participate in the research. After youth have registered for the camp, parents of youth will receive an information sheet describing the objectives of the study, and those aged 14-17 will receive a permission form. Verbal assent for youth aged 14-17 and consent for those who are 18 and over will be obtained from youth participants at the time of data collection. Accordingly, Appendix M1 was completed to request waiver of documentation of written consent for those participants 18 and over. Both the information sheet and the assent script will explain that the evaluation information is routinely collected as part of the regular practice in 4-H Youth Development educational programs. Their permission is requested to use the results from the evaluation in scholarly publications and presentations. They will be assured of the confidentiality of their responses and that they may decide to discontinue their participation (i.e., the use of their evaluation information for publication and presentation) at any time without consequence.

The 4-H educators named as co-investigators will administer the evaluation instruments. Data will be collected at three points: at the beginning of the camp experience (Time 1); at the end (Time 2); and six months later (Time 3). Instruments at Time 1 and Time 2 will be completed on-site and collected. Data collection at Time 3 will be by Internet or if participants do not have

access to the Internet, regular postal mail will be used. In the event that youth turn 18 after the camp, assent and/or consent will be obtained again at the time of follow-up. Table 1 summarizes the data collection schedule.

Table 1
Summary of Data Collection

Evaluation Measures	Time 1	Time 2	Time 3
Demographic information	x	x	x
Knowledge, attitudes, skills, and behaviors	x	x	x
Philanthropy inventory	x		x
Program satisfaction		x	x
Personal and interpersonal benefits (YES 2.0)		x	x
Quality of service experience			x

Data Analysis

Once the data have been obtained for evaluation purposes, the surveys will be coded and identifying information will be removed. The appropriate information will be entered into an SPSS data file for analysis.

Quantitative data will be analyzed using descriptive and correlational statistical techniques. Tables will be created to display the frequency distribution by item. Mean scores will be computed for scales. Comparisons will be made across the three data points using paired sample *t*-tests to note changes. Qualitative data from open-ended questions will be reviewed and coded for themes.

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Appendix 1
Letter from Canter's Cave 4-H Camp

The Elizabeth L. Evans Outdoor Education Center
Owned and Operated by
Canter's Cave 4-H Camp, Inc.
1362 Caves Rd.
Jackson, Ohio 45640
(740) 286-4058 Fax (740) 286-8622
Email: elenev4h@bright.net

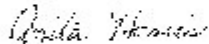
January 25, 2006

To Whom It May Concern,

Theresa Ferrari has explained the research project "Exploring the Giving Potential of Ohio's Teen 4-Hers" to me and I understand that Carrie Goble, Jo Williams, Erin Dailey, and Laura Jane Murphy will distribute surveys to participants asking about their knowledge of subjects pertaining to youth philanthropy and the actions they have taken and will take in the future in relation to this subject.

As the executive director of the Elizabeth L. Evans Outdoor Education Center at Canter's Cave 4-H Camp, I give my permission for conducting this research.

Respectfully submitted,



Anita Harris
Executive Director
Canter's Cave 4-H Camp, Inc

Appendix 2
Pre- Post- and Follow-Up Camp Instruments

The Youth Experiences Survey (YES) 2.0

Instructions: Based on your current or recent involvement please rate whether you have had the following experiences in philanthropy and service-learning associated with and following Ohio 4-H Philanthropy Camp.

Your Experiences In.....			
[Philanthropy & Service-Learning]			
Not At All	A Little	Quite a Bit	Yes, Definitely

IDENTITY EXPERIENCES

Identity Exploration				
1. Tried doing new things	1	2	3	4
2. Tried a new way of acting around people	1	2	3	4
3. I do things here I don't get to do anywhere else	1	2	3	4

Identity Reflection				
4. Started thinking more about my future because of this activity	1	2	3	4
5. This activity got me thinking about who I am	1	2	3	4
6. This activity has been a positive turning point in my life	1	2	3	4

INITIATIVE EXPERIENCES

Goal Setting				
7. I set goals for myself in this activity	1	2	3	4
8. Learned to find ways to achieve my goals	1	2	3	4
9. Learned to consider possible obstacles when making plans	1	2	3	4

Effort				
10. I put all my energy into this activity	1	2	3	4
11. Learned to push myself	1	2	3	4
12. Learned to focus my attention	1	2	3	4

Problem Solving				
13. Observed how others solved problems and learned from them	1	2	3	4
14. Learned about developing plans for solving a problem	1	2	3	4
15. Used my imagination to solve a problem	1	2	3	4

Time Management				
16. Learned about organizing time and not procrastinating (not putting things off)	1	2	3	4
17. Learned about setting priorities	1	2	3	4
18. Practiced self discipline	1	2	3	4

BASIC SKILL

Emotional Regulation					
19.	Learned about controlling my temper	1	2	3	4
20.	Became better at dealing with fear and anxiety	1	2	3	4
21.	Became better at handling stress	1	2	3	4
22.	Learned that my emotions affect how I perform	1	2	3	4
Cognitive Skills					
In this activity I have improved:		1	2	3	4
23.	Academic skills (reading, writing, math, etc.)	1	2	3	4
24.	Skills for finding information	1	2	3	4
25.	Computer/internet skills	1	2	3	4
26.	Artistic/creative skills	1	2	3	4
27.	Communication skills	1	2	3	4

Physical Skills					
28.	Athletic or physical skills	1	2	3	4

INTERPERSONAL RELATIONSHIPS

Diverse Peer Relationships					
29.	Made friends with someone of the opposite gender	1	2	3	4
30.	Learned I had a lot in common with people from different backgrounds	1	2	3	4
31.	Got to know someone from a different ethnic group	1	2	3	4
32.	Made friends with someone from a different social class (someone richer or poorer)	1	2	3	4

Prosocial Norms					
33.	Learned about helping others	1	2	3	4
34.	I was able to change my school or community for the better	1	2	3	4
35.	Learned to stand up for something I believed was morally right	1	2	3	4
36.	We discussed morals and values	1	2	3	4

TEAM WORK AND SOCIAL SKILLS

Group Process Skills					
37.	Learned that working together requires some compromising	1	2	3	4
38.	Became better at sharing responsibility	1	2	3	4
39.	Learned to be patient with other group members	1	2	3	4
40.	Learned how my emotions and attitude affect others in the group	1	2	3	4
41.	Learned that it is not necessary to like people in order to work with them	1	2	3	4

Feedback					
42.	I became better at giving feedback	1	2	3	4
43.	I became better at taking feedback	1	2	3	4

Leadership and Responsibility					
44.	Learned about the challenges of being a leader	1	2	3	4
45.	Others in this activity counted on me	1	2	3	4
46.	Had an opportunity to be in charge of a group of peers	1	2	3	4

ADULT NETWORKS AND SOCIAL CAPITAL

Integration with Family					
47.	This activity improved my relationship with my parents/guardians	1	2	3	4
48.	I had good conversations with my parents/guardians because of this activity	1	2	3	4

Linkages to Community					
49.	Got to know people in the community	1	2	3	4
50.	Came to feel more supported by the community	1	2	3	4

Linkages to Work and College					
51.	This activity opened up job or career opportunities for me	1	2	3	4
52.	This activity helped prepare me for college	1	2	3	4
53.	This activity increased my desire to stay in school	1	2	3	4



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Information Sheet Ohio 4-H Philanthropy Camp Study

We are glad that your child will be participating in the Ohio 4-H Philanthropy Camp. During this educational program, participants will be learning about volunteerism, leadership, and service.

Evaluation is something that we do as a routine part of our educational programs in 4-H Youth Development. We collect this information so that we can improve our programs, and so that we know the impact they have on the young people who participate. For the Philanthropy Camp, we will collect information before and after camp, as well as six months following camp. This assessment will provide information of learning attained and service-learning projects conducted by the campers.

In addition, we want to be able to share the results of what we find in these evaluations through publications and presentations. This is an important part of improving our overall 4-H programs. Because we want to share the information in this manner, it is considered research. Therefore, we are asking for your permission to use the evaluation information that we collect for this purpose, and we must document this through a parent permission form. So when you see references to “the study” or “the research” on the parent permission form, it refers to the use of evaluation information for publication and presentation.

There is nothing extra that your child will be asked to do. We simply want to use the information that we have already collected for publications and presentations. We will be working with Theresa Ferrari, Extension Specialist in the State 4-H Office, to analyze the results and prepare these publications and presentations.

Participants in research studies have certain rights. In this case, your child may decide that he or she no longer wants the evaluation information that was collected to be shared through publications or presentations. If they decide not to participate, it does not affect their participation in the Camp program and its evaluation.

You can be assured that the information your child provides on the evaluation will be treated confidentially. No names of individuals will be reported in our publications or presentations. What we will report is information that summarizes the results of the program.

If you have any questions, please contact the Philanthropy Camp organizers:

Connie Goble, Extension Educator, 4-H Youth Development, Pike County
Jo Williams, Extension Educator, 4-H Youth Development, Scioto County
Erin Dailey, Extension Educator, 4-H Youth Development, Jackson County
Laura Jane Murphy, Extension Educator, 4-H Youth Development, Lawrence County

The Ohio State University, the United State Department of Agriculture, and County Commissioners Cooperating

The Ohio State University Parental Permission For Child's Participation in Research

Study Title: Exploring the Giving Potential of Ohio Teen 4H'ers

Researcher: Theresa Ferrari, Extension Specialist, 4-H Youth Development, Principal Investigator
Co-Investigator: Connie Goble, Extension Educator, 4-H Youth Development

Sponsor:

This is a parental permission form for research participation. It contains important information about this study and what to expect if you permit your child to participate.

Your child's participation is voluntary. Please consider the information carefully. Feel free to discuss the study with your friends and family and to ask questions before making your decision whether or not to permit your child to participate. If you permit your child to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose: To enable publication and presentation of the evaluation conducted as part of the Ohio 4-H Philanthropy Camp.

Procedures/Tasks: Evaluation is something that we do as a routine part of our educational programs in 4-H Youth Development. We collect this information so that we can improve our programs, and so that we know the impact they have on the young people who participate. For the Philanthropy Camp, we will collect information before and after camp, as well as six months following camp. This assessment will provide information of learning attained and service learning projects conducted by the campers. In addition, we want to be able to share the results of what we find through publications and presentations.

Duration: There will be a six-month span from time of camp until follow-up survey. During this time we will be collecting the information that will be used to evaluate the camp. The publications and presentations made to share this evaluation will continue after this time.

Your child may leave the study at any time. That is, they may decide that they no longer want the information that was collected to be shared through publications or presentations. This decision does not affect their participation in the Camp program and its evaluation. If you or your child decides to stop participation in the study, there will be no penalty and neither you nor your child will lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

Risks and Benefits: *It is believed the study will be of no risks to participants. While there are no direct benefits, the sharing of program evaluation information helps in overall program improvement.*

Confidentiality: You can be assured that no information about individuals will be reported in the publications and presentations of Philanthropy Camp. The information that will be reported will summarize the results for the group.

Efforts will be made to keep your child's study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your child's participation in this study may be disclosed if required by state law. Also, your child's records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

Incentives: There are no incentives to be given for participation.

Participant Rights: You or your child may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you or your child is a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you and your child choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights your child may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:

For questions, concerns, or complaints about the study you may contact Theresa Ferrari, Extension Specialist, 4-H Youth Development, Principal Investigator.

For questions about your child's rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

If your child is injured as a result of participating in this study or for questions about a study-related injury, you may contact **Theresa Ferrari, Principal Investigator or Connie Goble, Co-Investigator**.

Signing the parental permission form. I have read (or someone has read to me) this form and I am aware that I am being asked to provide permission for my child to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to permit my child to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

Printed name of subject

Printed name of person authorized to provide permission for subject

Signature of person authorized to provide permission for subject

Relationship to the subject

Date and time AM/PM

Investigator/Research Staff

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Connie Goble, Extension Educator, 4-H Youth Development

Printed name of person obtaining consent

Signature of person obtaining consent

Date and time AM/PM

**Assent Script (14- to 17- year-olds)
and
Consent Script (18- to 19-year-olds)**

**Ohio 4-H Philanthropy Camp Study
Protocol #2006B0081**

(to be read by one of Co-Investigators at the conclusion of camp)

As part of Philanthropy Camp we have collected evaluation information from you. Evaluation is something that we do as a routine part of our educational programs in 4-H Youth Development. We collect this information so that we can improve our programs, and so that we know the impact they have on the young people who participate. For Philanthropy Camp, we have collected information before and after camp, and we will collect more information six months following camp using an Internet survey. This assessment will give us information about what you learned and the service-learning projects that you have become involved in. It will help us to do a better job of doing 4-H programs.

In addition, we want to be able to share the results of what we find in these evaluations through publications and presentations. This is an important part of improving our overall 4-H programs. Because we want to share the information in this manner, it is considered research

There is nothing extra that you will be asked to do. We simply want to use the information that we have already collected for publications and presentations. Sharing what we have learned with others is also an important part of what we do.

Participants in research studies have certain rights. In this case, you may decide that you no longer want the evaluation information that we collect to be shared through publications or presentations. If you decide not to participate, it does not affect your participation in the Camp program and its evaluation.

You can be assured that the information you provide on the evaluation forms will be treated confidentially. Your names will not be reported in our publications or presentations. What we will report is information that summarizes the overall results of the program.

If you are between the ages of 14 and 17, we have asked for your parents' permission for your participation, but we also want to get your assent (that is, your agreement). If you are 18 and over, you can give consent for yourself. Please tell us whether or not you want your evaluation information used for our research study.

If you have any questions, you may contact one of us, Philanthropy Camp organizers:

Connie Goble, Extension Educator, 4-H Youth Development, Pike County

Jo Williams, Extension Educator, 4-H Youth Development, Scioto County

Erin Dailey, Extension Educator, 4-H Youth Development, Jackson County

Laura Jane Murphy, Extension Educator, 4-H Youth Development, Lawrence County

If you do not want your information used in this way, please tell one of the Philanthropy Camp organizers before the end of camp.

**Reconsenting Participants at Six-Month Follow-Up
Internet or Mail Survey**

**Ohio 4-H Philanthropy Camp
Protocol # 2006B0081**

**Assent
(for those participants aged 14-17)**

and

**Consent
(for those participants aged 18 and over, including those who turned 18 since the
initial program)**

(To be included as cover letter to Internet or mail survey)

At the end of Philanthropy Camp, we described the evaluation process to you. We also told you that we wanted to use the results of the evaluation for publications and presentations about the camp experience.

Now that it has been six months since you attended Philanthropy Camp, we'd like to ask you to again reflect on this experience. So we want you to consider again whether we can use your evaluation in this way.

The information you provide on your evaluation survey will be kept confidential. If you decide that you don't want us to use it, it will not affect your participation in 4-H programs. Again, your name will not be associated with any of the results we share in publications or presentations about the camp. You can decide to withdraw at any time.

Thank you for your consideration,

Philanthropy Camp Organizers
Connie Goble
Jo Williams
Erin Dailey
Laura Jane Murphy

(To be placed at the beginning of the survey)

If you are **aged 14 to 17**, check **one**:

I *give* my assent to use my evaluation information for publications and presentations about Philanthropy Camp.

I *do not give* my assent to use my evaluation information for publications and presentations about Philanthropy Camp.

If you are **age 18 or over**, check **one**:

I *give* my consent to use my evaluation information for publications and presentations about Philanthropy Camp.

I *do not give* my consent to use my evaluation information for publications and presentations about Philanthropy Camp.

