

4-H Agent Longevity and Youth Participation and Perception: A Case Study

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Abstract

This study examined the influence of the 4-H agent and how the length of time an agent is employed in a community affects the perception of the quality and visibility of the 4-H program based on the theory of Positive Youth Development. The objective of this study was to determine if there was a relationship between the length of time an agent has been employed in a county and what effect, if any, it has on the perceptions of the youth ages 14-19 that are enrolled in the 4-H program. A total of 138 youth participated in the survey from 21 different counties in Virginia. The study found the positive influence of the 4-H agent in a county and the 4-H program and that these employees are an important part of a youth's 4-H career. Further research is needed to determine the time at which agents begin to make significant impact on the youth enrolled in their county programs. Programmatic recommendations include conducting a more in depth needs assessment including agents in the 8-11 year employment range and outside stakeholders.

Introduction

4-H agents, through the joint partnership of land-grant universities, direct the programming in their community and should be viewed as the main influence of the organization (Wingenbach, Meighan, Lawrence, Gartin, & Woloshuk, 1999). There has been little, if any, focus or research found in the literature on the impact the 4-H agent plays on 4-H membership and their positive or negative impact on youth. 4-H is one of the largest and most influential youth organizations that promotes positive youth development. 4-H got its start in approximately 1902 as Tomato Clubs for girls or Corn Growing Clubs for boys. In the corn belt and across the deep south, youth contests started and communities recognized youth-based clubs as a good way to reach youth and their families (History of 4-H Youth Development Organization). In 1914, the Smith-Lever Act was passed and this allowed politicians to see these clubs as a powerful tool to reach families. Interest expanded in these clubs due to an effort to improve conditions in the expanding farmlands. The clubs were of great interest to adults and allowed for more open communication between agriculture experts and the farmers whose children were involved in the clubs. Club work was described by Franklin Reck as “one of the most unique educational programs” (Reck, 1951). According to the National 4-H website, 4-H today “serves youth in rural, urban and suburban communities in every state across the nation” (History of 4-H Youth Development Organization).

Impact of 4-H Agents

4-H programming has shown that it was and is an important part of the education of youth in the past, present and future. Extension personnel, mainly 4-H agents, are a crucial part of this success. Through 4-H programming, youth experience many positive outcomes, especially

through the hands-on model of learning. “The integration of agriculture within the elementary and junior high curricula brings learning to life” say researchers (Knobloch, Ball, & Allen, 2007). There is currently a focus on developing more life skills in youth where the youth would learn the importance of self and social responsibility, how to make informed decisions and how to use these decisions to solve problems, communicate effectively and prepare for the world of work (Usinger, Breazeale, & Smith, 2005).

Literature Review

4-H membership peaked at 7.5 million members in 1974 and dropped to 5.6 million members in 1994 (Van Horn, Flanagan, & Thomson, 1999). According to the 2015 Annual Report from the National 4-H Council, 4-H serves nearly six million youth currently. Research, outlined below, affirms the positive impact that 4-H has on youth, the ages and instances when 4-H loses youth, why 4-H is losing numbers and what agents can do to grow and make their program flourish with the materials and tools they have.

4-H Impact on Life Skills

Young people have more power and potential today to create change on global and local levels than they ever had in any previous generation (Arnold, Cohen, & Warner, 2009). 4-H has grown from its’ first days in the 1900’s as agriculture-based clubs to clubs that offer a wide breadth of programming that includes nutrition, youth leadership, science, technology, engineering and math and has also maintained the agricultural component (History of 4-H Youth Development Organization). The positive impact of participating in 4-H programming has improved average test scores and passing rates of the mathematics and reading portions of the Florida Comprehensive Assessment Test (Lagunes & Timko, 2014). 4-H participation and the extent of

involvement had a positive effect on the average score in the reading subtest and the passing rate of both math and reading tests. The specific aim of a 4-H program is not to improve test scores, but the improvement of the scores is an additional product of positive youth development which helped affirm the 4-H philosophy of “Learning by Doing” as an important aspect of all 4-H programs (Lagunes & Timko, 2014). Smith, Swinker, Comerford, Radhakrishna, & Hoover (2006) conducted a study looking at the perceived life skills of youth involved in 4-H horse programs and found a significant positive relationship between overall horsemanship and life skills in youth who were actively engaged members of their 4-H club. Over 50% of the youth involved held leadership positions and almost 50% were involved in more than one organization. Participants reported greater than average development and retention of life skills of decision making, thinking, communication, goal setting, and problem solving for those youth involved in the youth horse programs (Smith, et al., 2006). This study indicates that structured youth activities allow for youth to develop and that by allowing them to “Learn by Doing” can play an important role in their life skills development.

4-H Agent Influence

The 4-H agent can play an important role in mentoring and influencing a 4-H member. The phenomenon of youth-adult partnerships allows youth to take on leadership roles and model behavior after the adults in their lives. These youth-adult partnerships allow youth to develop skills and bring about collective action in their community (Zeldin, Christens & Powers, 2013). A welcoming and safe environment was noted as a key concept in allowing youth to share feelings and begin to feel like they belong to family like community (Jennings, Parra-Medina, Hilfinger-Messias & McLoughlin, 2006). Adults must also provide support, trust and

encouragement to the youth. Adults must provide a welcoming environment in which the youth have the ability to build on success and failure and adults are a key aspect in making sure that when failure does occur, the youth do not feel discouraged (Jennings, et al., 2006). Adults also feel an immediate impact through these youth-adult partnerships. Through sharing successes, adults found that they have a greater feeling of membership and commitment to their organizations. This connection with the youth has the potential to motivate community leaders and could inspire the community to take greater action (Zeldin, et al., 2013). Youth know that adults have the power and value of influence to support their own cause, making it important that the adults support and be present in the potential of the youth in their community (Jennings, et al., 2006). Keeping 4-H agents employed and involved in their community is an important factor in developing youth to their fullest potential.

4-H Member Retention

4-H continues to struggle in adapting to the needs and desires of youth in order to retain their members and attract new ones (Lamm et al., 2005; Heinsohn and Lewis, 1995). Attrition from 4-H is documented and in the state of Virginia, 4-H participation declines from 40% to 10% as the youth ages from 9-11 years to 14-19 years (Price, 2016). Southeast Kansas found that 40-50% of their members were dropping out after their first year of enrollment and an additional 20% of members dropped out after their second year (Harder, Lamm, Lamm, Rose and Rask, 2005). Families explained their reasons for their child dropping out and the major reasons that were noted were “lack of understanding of the 4-H program, never feeling welcome or part of the group, and conflicting time commitments” (Harder et al., 2005). A similar study was done in Indiana and found that “displeasure with 4-H clubs” and “competing time demands of sports and

jobs” were frequent reasons given for dropping out of 4-H (Ritchie & Resler, 1993). Middle school dropout is a contributing factor in declining enrollment trends of youth in 4-H. The heightened need for social support, the desire to spend more time focusing on their social networks and peers, and a heightened self-awareness and the desire for more independence in decision making all emerged as factors in middle school dropout. A mismatch among youth programs and their developmental needs were also noted as potential causes of middle school dropout. Once youth reach the middle school years, they are able to make more decisions about the activities that they are involved in and may choose to specialize in other activities outside of 4-H (Russell and Heck, 2008). Parents may have been the one to choose to enroll them in 4-H at an early age and now the youth are looking to become involved in something they feel meets their own needs and desires. It is difficult to attract youth that are older and to keep them in the program as they continue to grow.

Theory

The theory guiding this work is Positive Youth Development Theory (PYD). Youth are increasingly viewed as resources to be developed and all youth have a large capacity to be developed positively in the right situations (Lerner, et al., 2006). There is an increased focus on the importance of social and environmental issues that affect youth as they develop into adults (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004). The PYD model demonstrates that mutually beneficial relationships between youth, adults and institutions all make a positive contribution to society, including to family, community and themselves. Initiative of the youth is a key component to the implementation of PYD and the development of personal connections with adult leaders is a large part of developing that initiative. Initiative was described as "the

capacity to direct cumulative effort over time toward achievement of a long-term goal” (Lerner, et al., 2012). PYD programs foster self-determination and self-efficacy which are defined in Catalano’s research as the ability to chart one’s own course and the perception that one can achieve their desired goals through their own actions.. PYD programs can foster long-term goal setting related to education goals and career goals (Catalano,et al., 2004).

Agent Impact on PYD

4-H agents can form meaningful relationships with the youth in their community in order to help them develop skills in communication and understanding. The role of the 4-H agent is to develop these bonds through adult mentorship. As educators in 4-H, agents use the PYD model to allow members to grow and learn through generating their own questions, possibilities and then allow them to defend those outcomes. PYD programs that promote bonding recognize that the positive interaction between an adult and a youth are extremely important for the youth’s growth into a healthy and functional adult (Catalano,et al., 2004). Adults were found to contribute largely to developing positive development through being a leader that cultivated youth input, task management and challenging the youth (Lerner, et al., 2012). 4-H agents are an important part of this social environment in the communities they serve and can empower youth to improve their communities and the guidance of a consistent 4-H agent can aide in their success ("What is 4-H?").

Methods

Research Design

Case study research is defined as “the study of a case (or cases) within a real-life contemporary contest or setting” (Yin, 2014). The entities studied in this case study are the relationship between the agent and the youth enrolled in the 4-H programs in each county. A survey was the chosen method of gathering data due to the large geographic sample in Virginia. The senior 4-H members in Virginia are part of a larger group of all 4-H members in Virginia and an even larger group of all 4-H members in the United States. A survey uses a fixed questionnaire, unlike in-depth interviews and focus groups, which allowed the topics to be covered freely and may not have a direct focus. Surveys allow for a large geographic area to be covered in a shorter time period. (Blair, Czaja & Blair, 2013). Qualitative approaches such as interviews or focus groups would require more coordination and could hinder participation if youth had to be responsible for attending or speaking to the researcher over the phone or in person (Blair, Czaja & Blair, 2013). The survey was piloted by three current employees of Virginia Cooperative Extension to check for accuracy, grammar, and syntax of the survey. Institutional Review Board (IRB) approval was obtained prior to sending out the survey to the agents and youth (See Appendix A and Appendix B). IRB statements were included at the beginning of each survey and consent was implied by participation in the survey. Data was collected in a two phase, chronological order.

Phase 1

Phase one of the research study was used to collect the current employment data of the 4-H agents employed by Virginia Cooperative Extension. This phase was done first in order to gain permission to survey the youth involved in the counties and to have an accurate count of the

number of years the agents were employed in their respective counties. The 4-H agent Employment survey was sent to all members of the Virginia Cooperative Extension list serv “4-H” that included all 4-H agents in the state of Virginia as of October 2018. Out of 81 4-H employees who serve as 4-H agents in Virginia Cooperative Extension , N=33 responded to the survey. Twenty-seven of these respondents gave permission for their counties to be surveyed further by providing their email to the primary researcher in the survey. This survey was sent electronically via email in seven-day increments for a total of 21 days using the Dillman method (Dillman, 1978).

Phase 2

Once collection of the data for 4-H agent employment was complete, the next phase was ready to start. The emails of the agents that elected to have their counties surveyed were put in to an Excel spreadsheet for easy access. The 4-H agents from the counties that consented were contacted via email and given the youth survey to disseminate among their senior aged 4-H youth. The survey included a 4-point Likert scale to determine the positive or negative influence of the 4-H agent and 4-H program. This survey was sent electronically via email to the 4-H agents to disseminate to the youth in seven-day increments for a total of 21 days using the Dillman method (Dillman, 1978). It was the responsibility of the 4-H agent to send the survey to their youth when prompted by the lead investigator. All questions and concerns were addressed to the lead investigator.

At the conclusion of the time period, a total of 138 youth from 21 counties participated in the survey and responses were collected electronically in Qualtrics. This was a 2.3% response rate based on enrollment data from the 2016-2017 4-H Online Report (Price, T. 2016). The range of

number of years that an agent had been employed was two counties with no agent, seven counties with agents that were employed 0-5 years, one county with an agent in the 6-10-year range, three counties with agents that were employed 11-15 years and eight counties with agents that have been employed over 15 years. Once data collection was completed, the data was analyzed using Qualtrics and Excel to run the correlation and significance tests.

Results and Discussion

A total of 138 youth from 21 different counties participated in the survey. The data was analyzed using a T-test to test if there is a correlation between number of years as a 4-H agent and 4-H'er opinion of the agent in the excel document.

Research Question 1: What relationship exists between the length of time an agent is employed in a county and the influence on the youth by the agent in the 4-H program?

There was a correlation between the length of time an agent was employed in a county and the influence on the youth by the agent in the 4-H program. The results indicated the longer an agent is employed in a county, the more influence they have on the youth in their county (see Table 1). Questions 2 and 6 through 9 demonstrated positive influence on youth by the agent. The higher the score on these questions, the more positive influence the agent has on the youth.

Table 1	
<i>Comparison of number of years an agent is employed to the average response to survey questions</i>	
<u>Survey Question</u>	<u>Correlation</u>
County Event Participation	0.35
My agent Supports Me	0.34
My agent is a positive influence	0.35
My agent has encouraged me to pursue my dreams	0.39
My 4-H agent is someone I look up to	0.42

P> .05

Research Question 2: What is the relationship between the length of time an agent is employed by the county and the perception of 4-H program by the youth?

There was a correlation between the length of time an agent is employed by the county and the perception of the 4-H program by the youth. The longer an agent was employed in a county the more positive the perception of the 4-H program was by the youth (see Table 2). Questions 2-5 and 10-11 were chosen as they best represented the perception of the 4-H program by the youth.

Table 2	
<i>Comparison of number of years an agent is employed to the average response to survey questions</i>	
<u>Survey Question</u>	<u>Correlation</u>
County Event Participation	0.35
State Event Participation	0.28
State Congress Participation	0.30
All Star	0.33
agent at County Events	0.30
agent at State Events	0.24

P> .05

Research Question 3: How do youth perceive the agent based on their visibility and accessibility?

There was a positive relationship between length of time a youth has known the 4-H agent and the amount of influence on the youth in the 4-H program. The number of years a youth has known their 4-H agent had a direct correlation on their perception of the importance of that 4-H agent in their life. Twenty-one percent of youth who knew their 4-H agent for 1-3 years said the agent was the most influential person in their 4-H career. In comparison, 52% of youth that have known their agent for 10+ years reported the 4-H agent as most influential on their time in 4-H.

If there was no 4-H agent employed in the county, youth chose their 4-H club leader as the person they looked up to 100% of the time.

4-H agents were found to have a high impact and influence on the youth in their counties.

Seventy-two percent of youth strongly agreed that their 4-H agent was someone that they look up to, 82% of youth strongly agreed that their agent is a positive influence on them and 84% of youth surveyed strongly agreed their 4-H agent supported them.

Forty-eight percent of youth who have known their agent 1-3 year strongly agreed their agent encouraged them to become a 4-H All Star. When this amount of time increased to 7-9 years, 71% of youth strongly agreed that their agent encouraged them to become a Virginia 4-H All Star. The Virginia 4-H All Star Program is the highest honor that a Virginia 4-H member can receive. This award program is a culmination of a youth's years in 4-H and being nominated to this program is an honor.

Youth also offered up important anecdotes to why they find their agent so important to their 4-H career. One student stated “[My agent] is a great man. I have known him since I was in 3rd grade. He has seen me grow up and I can hardly remember a time where he wasn't active in our community. He is always hard working.” Another student offered “My agent is a great influence on the county!” and “She is the best.” These comments further support the data that was recorded in this survey.

Limitations

While the data supports the conclusions that the agent plays an important role, it is important to note that the sample size of this survey is smaller than desired. There are over 90 counties in the state of Virginia, youth may not have been reached due to there not being an agent in their

county. The number of actual responses was much lower than the number of desired responses. The response rate was thought to be low due to several factors. The first factor was the low response rate of 4-H agents consenting to have their youth surveyed. This is believed to be due to agents wrapping up the 4-H year and preparing for the new 4-H year. There were several state-wide events happening during this time period, so many of the agents may not have been able to send the surveys to their youth due to being out of the office. Another factor in low response rates is due to fear of losing anonymity. Several emails were received by the lead researcher from parents concerned about individual results being sent to 4-H agents. It was also the end of the 4-H year and often during this time, 4-H clubs do not meet as they are preparing for the new year. Since all participants were young, parents may have been less inclined to participate due to privacy risks.

Recommendations and Conclusion

The data revealed that support from the agent, encouragement and visibility are important to 4-H members and their relationship with their 4-H agent. It can be concluded that the importance of having a 4-H agent employed and involved in a county is not to be overlooked and the 4-H agent plays an important role in the development of youth. These youth look up to their 4-H agents for support and guidance through their 4-H career. The length of time an agent is in a county is an important aspect and these results support that the longer an agent is in a county and has access to youth, the more impact they have. PYD theory confirms that the longer an agent is employed in a county, the more impact they have on their youth. The longer a youth knew their agent, the more positive their perceptions of the 4-H program were.

Research Recommendations

For future research, it is recommended that the youth be contacted directly by the researcher to recruit for participation instead of relying on the agent to disseminate the survey to them. This would ensure to the researcher that the possible participants were contacted per IRB protocol.

The data that was gathered in this survey shows a correlation between the length of time an agent is employed in a county and the influence on the youth enrolled in those 4-H programs. It is recommended that further research be dedicated to find the minimum number of years that an agent needs to be employed before they begin having impact and influence the youth in the county and when agents believe they begin to make an impact on the youth in their county. This research can then be used to develop programs to help keep agents motivated to stay in their communities to positively impact youth.

Programmatic Recommendations

The results of this study concluded that length of time a 4-H agent is employed has a positive correlation on the perceptions of the youth ages 14-19. This can become a powerful piece of evidence not only to Virginia Cooperative Extension, but to other states and Cooperative Extension as an organization. Programmatically, the researcher recommends a climate survey of the 4-H agents as a larger part of professional development than this work was able to accomplish. The climate survey should include agents in Virginia as a baseline for Virginia Cooperative Extension to move forward in retaining their 4-H agents. Conducting a climate survey of employed agents would allow for a baseline to move forward in developing training to support and mentor new and existing agents. It would also allow upper management to determine how the current agents perceive the leadership, cooperative extension program and their work

environment so that any issues that arise from this survey can be addressed. A climate survey can be a good tool in assessing the overall feelings and perceptions of the program as a whole and how to cooperatively move forward from those issues. Outside stakeholders can also be brought in from other states' cooperative extension services to provide another lens to view how training and mentorship works within those organizations. This would provide a valuable tool in assessing what is working or not working among peers across the national organization. Another suggestion would be to reach out to those agents in the state of Virginia that fell into the 8-11 year range for employment and interview them or build a case for each of them to share their success and how they navigated their career with 4-H. Taking a close look at what has worked and gauging if it's replicable for other agents could serve as a positive aspect of developing community within VCE would be a positive way to build on the relationships that these agents have worked hard to foster. They have become experts in developing their community 4-H programs and there are likely successful practices that can be shared among other 4-H agents in the field.

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Appendix

Appendix A: Agent Survey

4-H Agent Employment

IRB Statement:

The purpose of this study is to generate an understanding on how the length of time a 4-H agent has been employed in a county program affects the influence of the youth enrolled in the 4-H program. This knowledge will be used to assist the research team in learning if the length of time an agent is employed increases the positive or negative perception of the 4-H program in the community. We expect to find specific information regarding the length of time an agent has been employed and how it correlates to the perceptions of the youth on the local 4-H programs. Results will be shared via a project and report document being completed by Leona Ransdell. There are no known risks associated with this study, as there is no penalty should you decide not to participate. Your participation in this study should provide insight and benefits on how to better serve community 4-H programs, as we work to identify strengths and weaknesses associated 4-H agent longevity. No promise or guarantee of benefits have been made to encourage you to participate. Your responses during the survey will be kept confidential in the report. Your name and contact information will not be revealed as part of the study, and will not be shared with others involved in the study. The research team will determine which information will be used in the summary of the study, but will refer to you anonymously and not directly by name. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. All data obtained during this study will be destroyed within one year of the completion of this study and after the summary document has been published. Please understand that there is no compensation being offered to participate in this study and that participation is voluntarily on the part of you. You are free to withdraw from this process at any time. Subjects are free not to answer any questions or respond to experimental situations that they choose without penalty. Should you request additional information, you may contact: Leona Ransdell: email (leonar@vt.edu), phone: 540-231-6345 Tiffany Drape: e-mail (tdrape@vt.edu), phone: 540-231-5560 If you should have any questions about the protection of human research participants regarding this study, you may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732.

Q1 Please enter your first and last name.

Q2 What county or counties are you currently employed in?

Q3 How long (years or months) have you been employed as the 4-H Agent in your current county or counties?

Q4 If you wish to have your Senior Level (youth ages 14-19) youth surveyed in your county or counties, please provide the best contact email for yourself so that you may be reached for further comment

Appendix B: Youth Survey

Youth Perceptions of their 4-H Agent

The purpose of this study is to generate an understanding on how the length of time a 4-H agent has been employed in a county program affects the influence of the youth enrolled in the 4-H program. This knowledge will be used to assist the research team in learning if the length of time an agent is employed increases the positive or negative perception of the 4-H program in the community. We expect to find specific information regarding the length of time an agent has been employed and how it correlates to the perceptions of the youth on the local 4-H programs. Results will be shared via a project and report document being completed by Leona Ransdell. There are no known risks associated with this study, as there is no penalty should you/your child decide not to participate. Your child's participation in this study should provide insight and benefits on how to better serve community 4-H programs, as we work to identify strengths and weaknesses associated 4-H agent longevity. No promise or guarantee of benefits have been made to encourage you to participate. Your child's responses during the survey will be kept confidential in the report. Your child's name and contact information will not be revealed as part of the study, and will not be shared with others involved in the study. The research team will determine which information will be used in the summary of the study, but will refer to your child anonymously and not directly by name. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. All data obtained during this study will be destroyed within one year of the completion of this study and after the summary document has been published. Please understand that there is no compensation being offered to participate in this study and that participation is voluntarily on the part of you and your child. You and your child are free to withdraw from this process at any time, should you feel uncomfortable. Subjects are free not to answer any questions or respond to experimental situations that they choose without penalty. Should you request additional information, you may contact: Leona Ransdell: email (leonar@vt.edu), phone: 540-231-6345 Tiffany Drape: email (tdrape@vt.edu), phone: 540-231-5560 If you should have any questions about the protection of human research participants regarding this study, you may contact the Virginia Tech Institutional Review Board at irb@vt.edu or (540) 231-3732. On the next screen, the survey will begin. By clicking on the next screen, you are giving consent to allow your youth to take the survey. Please allow your youth to answer the questions to the survey.

Q1 In which county do you currently participate in 4-H?

Q2 How many years have you participated in 4-H?

1 - 3 (1)

4 - 6 (2)

7 - 9 (3)

10+ (4)

Q3 What is your main 4-H project? Please tell me about it below.

Q4 If you participate in other projects, please list them below. If you do not, you may skip this question.

Q5 How long have you known your current 4-H Agent?

- 1 - 3 years (1)
- 4 - 6 years (2)
- 7 - 9 years (3)
- 10+ years (4)
- There is no 4-H Agent currently in my county (5)
- I do not know my 4-H agent (6)

Q6 Who has influenced your time in 4-H the most?

- My 4-H Agent (1)
- My Club Leader (2)
- Both (3)

Skip To: Q10 If Who has influenced your time in 4-H the most? = My 4-H Agent

Skip To: Q14 If Who has influenced your time in 4-H the most? = My Club Leader

Skip To: Q10 If Who has influenced your time in 4-H the most? = Both

Q10 Please rank the following statements 1 - 4 about your 4-H AGENT

	1 - Strongly Disagree (1)	2 - Disagree (2)	3 - Agree (3)	4 - Strongly Agree (4)
My 4-H Agent communicates with me (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Agent encourages me to participate in county events (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H agent encourages me to participate in state wide events (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H agent encourages me to participate in 4-H State Congress (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H agent encourages me to become a 4-H All Star (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Agent supports me (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Agent is a positive influence on me (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Agent has encouraged me to pursue my dreams (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Agent is someone I look up to (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have seen my 4-H Agent at county events (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have seen my 4-H agent at state wide events (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Please rank the following statements 1 - 4 about your 4-H CLUB LEADER

	1 - Strongly Disagree (1)	2 - Disagree (2)	3 - Agree (3)	4 - Strongly Agree (4)
My 4-H Club Leader communicates with me (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Club Leader encourages me to participate in county events (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Club Leader encourages me to participate in state wide events (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Club Leader encourages me to participate in 4-H State Congress (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Club Leader encourages me to become a 4-H All Star (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Club Leader supports me (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Club Leader is a positive influence on me (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Club Leader has encouraged me to pursue my dreams (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My 4-H Club Leader is someone I look up to (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have seen my 4-H Club Leader t at county events (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have seen my 4-H Club Leader at state wide events (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Please feel free to add anything you would like about your 4-H Agent, 4-H Club Leader or your time in 4-H.
