

YOUTH-ADULT PARTNERSHIPS: EXAMINING THE PERCEPTIONS
OF YOUTH AND ADULT 4-H FOUNDATION BOARD MEMBERS

by

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ABSTRACT

The purpose of this study was to determine the effectiveness of youth-adult partnerships within state 4-H foundation boards by assessing perceptions of youth and adult members toward one another. The intent of this study was to provide youth serving organizations with empirical data pertaining to the youth-adult partnerships within the Western 4-H Foundations included in this study. The population for the study included state 4-H foundations across the United States that included both adults and youth as voting members of the foundation director's board. The purposive study sample was state 4-H foundation boards from the Western 4-H region with youth and adults in formal decision-making roles. This research was conducted using a modified form of the *Involvement and Interaction Rating Scale (IIRS)*. The IIRS instrument was organized based on three item groups that measured the following constructs: 1) Youth Involvement Indicators, 2) Adult Involvement Indicators, and 3) Youth-Adult Interaction Indicators. Each of the three sections incorporated semantic differential questions. Adult participants consistently had higher means through out each of the three IIRS constructs. Semantic differential questions nine, twelve, and thirteen were repeatedly statistically significant throughout multiple comparisons. Evidence revealed youth with prior youth-adult partnership experience held less positive views regarding youth-adult partnerships than did the youth with no experience in a youth-adult partnership. Youth believed adults were over-bearing and did not let the youth excel to their potential. Youth perceived adults were not actively listening to youth and were not taking youths' ideas seriously.

CHAPTER 1

INTRODUCTION

Prior to the last years of the 20th century there was little discussion and research related to youth-adult partnerships and shared decision-making processes. Youth serving organizations in the first years of the 21st century established the trend through youth participation through involvement in organizational decision-making. One recognized way for increasing the level of participation was to give youth a voice and voting rights on the youth-serving organization's board. According to Cody Stone, Volunteer and Leadership Development Specialist, Montana 4-H, (personal communication, May 12 2010) the National 4-H program began emphasizing the concept of youth-adult partnerships in 1997 when, at the National 4-H Conference, there were information sessions and discussion on incorporating youth-adult partnerships within 4-H. The United Nations Convention on the Rights of the Child (Zeldin, & Petrokubi, 2006) articulated the logic for engaging youth as partners in collective decision-making and action as both an issue of social justice and as a matter of good practice. "The shift is toward partnership and connection, toward positive youth development and youth voice and responsibility" (Noam, 2004, p. 1). This partnership or connection between youth and adults was commonly referenced as a Youth-Adult Partnership (YAP) in the youth development literature (Noam, 2004; Zeldin & Petrokubi, 2006).

Young people want to be involved in the decisions affecting them in everyday life just as adults are involved with the decisions that affect them (Fisher, 2003). According

to Scales, Leffert, & Lerner (1999), this desire to be a part of the decision making process benefits both youth, adults, boards, and even communities in positive ways. “When adults in young people’s lives hold similar positive values, make these values explicit, and intentionally seek to promote them, they provide a solid guiding influence that helps youth navigate through their social worlds and internalize positive values” (Scales, Leffert, & Lerner, p. 171). The positive values youth gain while being in a youth-adult partnership will in turn affect a community or a board.

Youth are not the only ones that benefit from the youth-adult partnership; adults also gain from being in a youth-adult partnership. Researchers have reported the benefits adults receive by participating in a youth-adult partnership.

Adults and organizations also stand to gain from partnerships with youth. Research demonstrates that adults increase their competence by learning experientially with youth in the context of decision-making activities. They deepen their understanding of youth issues and develop new strategies for reaching out to diverse populations. Indeed, inviting youth to the table raises the bar for everyone, with inspired adults demonstrating an increased commitment to their practice and a deeper connection to the organization (Zeldin & Petrokubi, 2006, p. 11-12).

The notion that youth and adults can collaborate on issues of importance runs counter to prevailing societal norms, public policies, structures, and standards of practice (Zeldin, 2004). Successful youth-adult partnerships face numerous obstacles. “How adults view young people’s capacities can be a major obstacle to youth empowerment” (Scales, Leffert, & Lerner, 1999, p 63). Such obstacles must be recognized and eliminated in order for youth and adults to serve together effectively on boards or within other community settings.

Calvert, Zeldin, Weisenbach and (2002) stated “Research is needed to examine the impact of young people on individual adults, both the direct effects of youth action and indirect effects such as changing adult perceptions and expectations of young people” (p. 8). Additionally, “Researchers can support practice and advance knowledge by documenting the outcomes ... that emanate from different types of youth-adult relationships and partnerships” (Zeldin, Larson, Camino, O’Conner, 2005, p. 8).

One example of a youth serving organization that has taken a strong role in youth-adult partnership movement has been the National 4-H program. (Zeldin, Petrokubi, & MacNeil, n.d.) The National 4-H program has broken, and continues to break the societal norms to allow youth to have a voice, vote, and partnership with adults. To continue this positive movement, it was imperative researchers continue to examine the successes and failures of youth-adult partnerships, specifically in relation to the National 4-H organization.

The theoretical framework for this study was based on the works of Zeldin combined with the work of Jones and Perkins (2006). Zeldin’s body of research had focused on various forms of youth-adult partnerships within youth serving organizations, especially 4-H, across the nation. Jones and Perkins developed the *Involvement and Interaction Rating Scale*, which they had used with a 4-H based community development research project. However neither set of researchers specifically examined youth-adult partnerships within state 4-H foundations.

Problem Statement

As evidenced by the previous research, it was important to examine how youth-adult partnerships on decision-making boards were perceived by both the adults and youth. The problem addressed by this study was how youth-adult partnerships within 4-H Foundation boards were either promoting or hindering the effectiveness of the boards and their decision-making abilities.

Purpose

The purpose of this study was to determine the effectiveness of youth-adult partnerships within state 4-H foundation boards by assessing perceptions of youth and adult members toward one another.

Objectives

The following specific objectives were established for this study:

1. Determine selected demographic variables for both youth and adult respondents.
2. Determine if statistically significant differences existed between perceptions of youth and adults serving on state 4-H foundation boards related to group involvement, interaction and respect.

Significance of the Study

While the body of knowledge related to the success of youth-adult partnerships was relatively small, the body of knowledge related to youth-adult partnerships within the 4-H organization was perfunctory at best. Youth-adult partnerships had been in existence for generations. However, little empirical evidence existed regarding the effectiveness or sustainability of these partnerships. The intent of this study was to provide youth serving organizations with empirical data pertaining to the youth-adult partnerships within the Western Region 4-H Foundations included in this study. The researcher believes the conclusions and recommendations from this study will provide evidence to enhance effectiveness of the 4-H program as well as other youth serving organizations that incorporate youth-adult partnerships in decision and policy-making.

Assumptions

1. Members of the boards used in this study were best qualified to determine the importance of youth-adult partnerships on youth serving boards.
2. Respondents were truthful and honest in all of their answers during the data collection.

Limitations

1. The study was limited to the participating youth and adult members on state 4-H foundation boards in the thirteen western states.

2. The study was limited to 4-H Foundation boards that with youth serving as voting board members during 2009.
3. Due to the small population of state 4-H foundations in the United States incorporating youth in decision-making, the purposive sample was small. This small sample may have affected the results.
4. Respondents with significant previous youth-adult partnership experience may have reflected on past rather than present experiences in completing the data collection instrument. This may potentially have impacted internal validity.

Definition of Terms

The following terms are defined as they are applied in this study:

1. 4-H: A Cooperative Extension Service program designed to be an educational opportunity for the development of youth.
2. Youth-Adult Partnership: “A fostered relationship between youth and adults where both parties have equal potential in making decisions, utilizing skills, learning from one another and promoting change through civic engagement, program planning and/or community development initiatives” (Jones & Perkins, n.d., p. 1).
3. 4-H Foundation: A non-profit 501(c)(3) existing for the purpose of raising private funds to support the 4-H program in each state.
4. Youth: Any person 19 years old or under.
5. Adult: Any person 20 years old or older.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

While there were numerous scholarly documents and presentations related to the importance of youth leadership development and youth involvement in youth-serving organizations, to date there was little published research focused on determining the effectiveness of youth-adult partnerships within state 4-H foundation boards. In this literature review, the researcher examined a) Youth-Adult Partnerships Explained; b) Organizations Utilizing Youth-Adult Partnerships; c) Participants' Perceptions Within Partnerships; d) Implications for Improving Organizational Effectiveness Through Youth-Adult Partnerships; e) Impacts of Youth-Adult Partnerships on Participants; f) 4-H Program Overview; and g) 4-H Foundations Overview.

Youth-Adult Partnerships Explained

Zeldin, Petrokubi and MacNeil (2008) noted youth-adult partnerships as an innovative idea; “the belief that youth and adults can, and should collaborate on issues of importance runs counter to prevailing policies, institutional structures, and community norms” (p. 262). Earlier, Zeldin, (2004) wrote, “across the country, youth are increasingly sitting at the governance tables where important decisions are made” (p. 75). This shared decision-making between youth and adults was commonly referenced as a youth-adult partnership (YAP). Authors (Jones & Perkins, 2005; Zeldin, Camino &

Mook, 2005; Calvert, Zeldin, & Weisenbach, 2002; Zeldin, McDaniel, Topitzes & Lorens, 2001) have asserted that youth-adult partnerships happen when adults and youth engage in joint decision-making, learning, or teaching. Wheeler (2000) described youth-adult partnerships as incorporating "...youth as equal partners with adults in decision making, planning, and implementing actions" (p. 50).

Organizations Utilizing Youth-Adult Partnerships

Several youth-serving organizations have incorporated youth-adult partnerships for decision making. A sampling of these include the Missouri Governor's Office Youth Cabinet, New Haven Connecticut's Board of Young Adult Police Commissioners, the Center for Young Women's Development in San Francisco, and anti-smoking campaigns targeting youth in numerous states (Zeldin, Camino & Calvert, 2007). Larson, Walker and Pearce (2005) included local and state FFA affiliates in a study of youth-driven programs utilizing combined youth and adult decision-making. However, the organization most often noted throughout the literature was 4-H. Zeldin, Petrokubi and MacNeil (2008) stated, "4-H Youth Development is one public system that is actively seeking to disseminate and implement YAP. 4-H Youth Development seeks to integrate YAP into its own governance structures as well as those of local government and community coalitions" (p. 262).

Participants' Perceptions Within Partnerships

Youth Perceptions of Adults

Jones and Perkins (2006) noted that youth sometimes felt their opinions were not valued by adults. In contrast, Zeldin (2004), noted that youth felt respected when they perceived that board members or staff were really listening to them and wanting to make structural improvements to support youth within an organization. Further, Zeldin determined youth had a sense of belonging when adults went out of their way to welcome them into their role as a decision maker. Fisher (2004) stated “When adults sought out their (youth) opinions on issues and really listened to them it changed their own perspectives and extended their sense of belonging...” (p4).

Adult Perceptions of Youth

According to Scales, Leffert, and Lerner (1999), “how adults view young people’s capacities can be a major obstacle to youth empowerment” (p. 63). These authors also noted that adults formulated the harshest stereotypes towards youth before getting to know them and understanding the knowledge and skills they could bring to decision-making processes. Throughout much of the research on youth-adult partnerships, findings included the underlying theme of youth being marginalized by adults (Fisher, 2004; Zeldin, Larson, Camino & O’Conner, 2005). Jones and Perkins (2006) reported female adults were likely to hold more positive perceptions about youth in general and about youth-adult interactions.

Zeldin (2004) confirmed that adults held preconceived views of youth as being the recipients of service, rather than as partners or collaborators. Adults also tended to question the competence of the youth selected for governance roles. A recurring recommendation noted through much of the research was the need to educate adults within the youth-adult decision-making partnerships, particularly related to the fact that one young person was not adequate to represent all youth of the organization. (Fisher, 2004; Zeldin & Petrokubi, 2006). This point was further emphasized by McTaggart and Kontes (1993), who wrote that organizational boards needed to delineate shareholders, stakeholders and customers, especially one of those groups involved youth. McTaggart and Kontes further noted boards should focus organizational efforts more on customers than shareholders or stakeholders.

Implications for Improving Organizational Effectiveness Through Youth-Adult Partnerships

Much of the research focused on supporting and increasing interest for youth-adult partnerships; implications from research centered on organizational effectiveness occurring within the partnerships. MacNeil and McClean (2006) reported, “having youth on a board caused a shift from we (adults) do for them (youth), to we do together” (p. 102). Accordingly, this shift allowed youth a voice in decisions that pertained to the organization, which in return positively affected both the youth board members and their peers. Scales, Sesma, and Bolstrom (2004) reported similar conclusions; positive youth-adult relationships required that youth and adults engage in joint activities of exploration, discovery, and learning.

Crosby and Bryson (2005) indicated the ideal youth-adult partnership should include both parties in a 50% (youth) 50% (adult) partnership. Such a partnership allowed mutual empowerment. Additionally, Crosby and Bryson noted the imperative of shared vision to the partnership's mission, goals, decision-making procedures, rules, norms, work plan, and responsibilities. Shared expectations of the youth and adults allowed both parties to understand and abide by the roles within the partnership.

“Engaging all young people boosts the authenticity and energy needed to start and support an initiative” (Fisher, 2003, p. 12). Several researchers (Scales & Leffert, 1999; Zeldin, 2004) concluded that the energy and presence of youth caused adults within boards and organizations to have a more open outlook on issues, challenges and decisions. “To engage young people and improve the quality of planning and decision-making requires a commitment by the organizational leadership” (Libby, Rosen & Sedonaen 2005, p. 117). Zeldin (2004) reported many organizations that included youth in decision making provided critical connections and insights to their larger youth membership. Jones and Perkins (2006) stated “Even if a true partnership is not achieved in the process, the assuring effects of social connections between group members can produce favorable results” (p. 105).

Impacts of Youth-Adult Partnerships on Youth

Zeldin, Petrokubi and MacNeil (2008) noted, “Scholars have amassed a broad body of empirical evidence demonstrating that participation in decision making promotes the social and academic development of youth” (p. 263). Research has revealed the positive influences adult role models have on youth lifestyles. Scales, Sesma, and

Bolstrom (2004) reported that adults directly influenced youth in the following areas: academic outcomes, mental and behavioral outcomes, and social outcomes. Positive academic outcomes included better academic performance and improved occupational aspirations and expectations. Positive mental and behavioral health outcome examples were lower levels of aggression and fewer externalizing and internalizing behaviors. Positive social outcomes included helping behaviors, conflict resolution, and validation. Noam and Fiore (2004) and Scales and Leffert (1999) all concurred and further indicated that youth who were in a youth-adult partnership were more likely to be resilient, academically successful, and socially adjusted.

“When adults in young people’s lives hold similar positive values, [it provides] a solid guiding influence that helps youth navigate through their social worlds and internalize positive values” (Scales & Leffert, 1999, p. 171). Values were reiterated throughout the research, along with the conclusion that youth looked up to and would shadow adults’ behavior. The values adults modeled served to assist youth in successfully navigating adversity, depression, drug use and school failure (Noam & Fiore, 2004). Fisher (2004) determined youth gain skills when in a youth-adult partnership ranging from thinking and acting in socially responsible ways to developing problem solving and critical thinking.

Zeldin (2004) discovered youth who were selected to a governance position spoke of feelings of pride, importance, and appreciation. With that sense of self-efficacy, youth in governance or partnership roles gained skills in critical thinking, organization, teamwork, and communication (Larson, Walker & Pearce, 2005; Zeldin & Petrokubi,

2006). Probst (2006) determined the presence of an adult helped protect youth from engaging in risky behaviors and promoted acting in productive ways. Williamson (1998) noted, “when our youth are allowed to work hand-in-hand with adults in positive partnerships... that will surely make all the difference for the development of our communities and individual lives” (p. 31).

However, researchers (Zeldin 2004; Crosby & Bryson 2005; Zeldin, Camino, & Mook, 2005) also acknowledged when these youth-adult partnerships are in the infancy stages, many youth board members speak negatively towards how they are being treated by fellow adult board members. Camino (2000) quoted negative feelings from youth, “It was rocky at first. At first, adults didn’t let us (youth) talk in meetings... Then youth got more involved. Adults started asking us (youth) for our opinion. We had a lot of ideas.” (p. 15). Einspruch and Wunrow (2002) concluded that “Continuity of key youth and adults has been critical to partnership development, as those who worked together for two or three years fare better than those who experience frequent turnover of both youth and adults” (p. 10).

Impacts of Youth-Adult Partnerships on Adults

In a Youth-Adult Partnership, both sides benefit from the affiliation (Fisher 2003). Benefits to adults included acquiring new skills, renewed energy and considering alternative possibilities. Fisher further revealed adults involved in a youth-adult partnership reported being transformed by the energy, optimism, and creativity youth brought to the partnership. Zeldin (2004) concluded adult board members believed they were making better decisions with increased confidence and attributed that to the

interaction with the youth board members. Additionally, adults better understood the concerns, language, and perspectives of youth from the youth-adult partnership. Fisher stated “Recognizing young people as resources, contributors, and leaders makes it possible to fully engage children and adolescents as partners” (p. 12). Adults had a sense of connection to the problems and issues that arose at board meetings because of the youth sitting in the room next to them (Zeldin, 2004; Jones & Perkins, 2006; Zeldin, Camino, & Mook, 2005).

Overview of the 4-H Program

Four-H (4-H) is a voluntary educational organization operating under the United States Department of Agriculture and Land Grant University System, specifically within the National Institute of Food and Agriculture, formerly known as the Cooperative State Research, Education, and Extension Service (Seevers, Graham, & Conklin, 2007). Membership is open to youth ages five to nineteen. The purpose of 4-H is to provide educational opportunities through project work and activities. When a member undertakes a 4-H project (i.e. market beef, photography, skate boarding or sewing), he or she assumes responsibility for its completion. 4-H volunteer leaders organize and supervise educational activities related to specific projects for members.

The 4-H program is designed to be flexible to meet the needs of the members of various age groups (Seevers, Graham, & Conklin, 2007). This flexibility comes in the form of the various projects and personal development activities (i.e. summer camps and teen leadership conferences). Both the mission and vision of the 4-H organization

embody the idea of youth-adult partnerships, “4-H empowers youth to reach their full potential, working and learning in partnership with caring adults” and “a world in which youth and adults learn, grow and work together as catalysts for positive change” (The 4-H Story, 2009).

The main emphasis within the 4-H organization is to learn by doing, to have real life experiences, and to become a better adult (Seevers, Graham, & Conklin, 2007). Throughout the activities in 4-H, members are acquiring skills, knowledge, attitudes and experiences that will be of value to them throughout their lives. Seevers and Dormody (1994) concluded, “Participation in 4-H leadership activities had a positive relationship with youth leadership life skills development...” (p. 67). These authors recommend, “4-H professionals and volunteer leaders should not only continue to involve and encourage participation in leadership activities at the club/county levels but provide opportunities and support for involvement at higher levels” (p. 68). To evidence the 4-H program was continuing to positively impact young people, Seevers, Hodnett and Van Leeuwen (2010) noted former 4-H members were more likely than non members to hold civic and political leadership positions, due to the leadership opportunities available through 4-H.

As a result of 4-H being an integral part of the Cooperative Extension through its outreach education (The 4-H Story, 2009; Seevers, Graham, & Conklin, 2007), the 4-H organization has developed and matured along with Extension. Heusel (2009) described this partnership between 4-H and Extension, “4-H Youth Development is the only youth program with direct access to technological advances in agriculture and life sciences, human development, and related areas, which result from land-grant university research”

(p. 5). Through the affiliation with Cooperative Extension, by 2000 4-H had moved from being a primarily rural youth organization to providing programming to serve the needs of all youth (Seevers, Graham, & Conklin, 2007).

Decision making processes with 4-H Entities

As stated previously the 4-H program has adopted the idea of youth-adult partnerships. As with any other youth serving organization there are several boards that help direct the organization, as pointed out early. Within the 4-H program there were several boards on which youth served in decision-making capacities. A few examples included county level 4-H Clubs (Barb Larsen, 4-H Volunteer Leader, personal communication, April 27, 2010); County 4-H Leaders Councils (Katelyn Andersen, County Extension Staff, personal communication, April 28, 2010); and County 4-H Foundation Boards (Karole Sommerfield, County Extension Staff, personal communication, April 28, 2010). State and national level examples that involved youth in formal decision making roles included: Montana 4-H Foundation Board (The Montana 4-H Center for Youth Development, nd); State 4-H Council (The Montana 4-H Center for Youth Development, nd); National 4-H Congress Planning Committee (Brett Schomer, Program and Events Coordinator, personal communication, April 27, 2010); National 4-H Conference Operations Team (4-H National Headquarters USDA, 2010); and National 4-H Council (National 4-H Council, 2009).

Overview of the 4-H Foundations

Jennifer McIver, National 4-H Council Research and Development Director, stated “there is currently no documentation citing what a state 4-H foundation consists of... because National 4-H Council does not oversee any of the state 4-H foundations” (personal communication, April 27, 2010). This information was supported by Davis, Frazee, Vestal, Boyd, Akers, Hopper, Howard, & Ballard (2007) “Since no prior formal studies had been published about state 4-H foundations... [they] are considered in their infancy” (p. 2).

While each state had its own organizational structure for its foundation board, each had similar bylaws and articles of incorporation. The Montana 4-H Foundations’ Articles of Incorporation (1969) included the following purpose, “The objects and purposes for which the corporation is formed are to aid and promote, by financial assistance and otherwise, all types of 4-H programs and other Extension youth programs. The objects and purposes shall also include provision for scholarship aid to qualified 4-H members attending other accredited educational institutions” (p. 1). The purpose stated within the by-laws of the Ohio 4-H Foundation was, “... to promote, expand and give recognition to the Ohio 4-H Youth Development Program; and to solicit contributions, gifts, grants and bequests, under the auspices of The Ohio State University or other approved organizations, to enhance the Ohio 4-H Youth Development Program and to recognize 4-H Youth and adult volunteers” (nd, p. 1).

The mission, stated within the Tennessee 4-H Foundation Business Plan for 2009 noted, “The mission of the Tennessee 4-H Foundation is to create and sustain positive

youth development opportunities for 4-H members in Tennessee” (p. 2). The New York State 4-H Foundation website provided the following mission, “The NYS-4-H Foundation cultivates, secures, and stewards financial resources to support the Cornell Cooperative Extension New York State 4-H program in developing and delivering superior 4-H youth development programs” (New York State 4-H Foundation, Who we are). The Missouri 4-H Foundation bylaws , article IV had similar wording related to purpose and powers (The Missouri 4-H Foundation, 2009).

While no typical structure for state 4-H foundations existed, the foundation governing documents examined by the researcher revealed each had a board of directors, comprised of nine to 36 members, and included both youth and adult members (Wyoming 4-H Foundation By-Laws, 2004; Montana 4-H Foundation By-Laws 2008; The Missouri 4-H Foundation, 2009; The Ohio 4-H Foundation, nd; Tennessee 4-H Foundation, 2009). The directors’ boards were led by board-elected officers: chairperson/president, vice chairperson/president, secretary and treasurer (Montana 4-H Foundation By-Laws, 2008; Wyoming 4-H Foundation By-Laws, 2004). Also included in the Montana 4-H Foundation By-Laws (2008) was a direct reference to the voting rights of youth board members, “shall have all the rights and responsibilities of the adult directors” (p. 3).

Summary

Numerous studies existed to support the importance of 4-H and its various programs on youth leadership and life-skills development. Several researchers had

examined the concept of youth-adult partnerships within organizations including those primarily serving youth. Those researchers reported youth-adult partnerships had positive implications for not only the organization, but also for both the youth and the adults within the partnership. Crosby and Bryson (2005) recommended the most effective youth-adult partnerships should incorporate equal numbers of youth and adults. Shepard Zeldin was the leading author on youth-adult partnerships for 4-H organizational decision making. Although Zeldin had examined selected entities within 4-H, he nor any other researcher had published results related specifically to youth-adult partnerships on 4-H foundation boards. No model existed explaining either a proven way to set up effective youth-adult partnerships or a means by which to effectively evaluate youth-adult partnerships within state 4-H foundation boards. The theoretical frame work for this study was grounded in the combined works of Zeldin as well as the evaluation measures of Jones and Perkins.

CHAPTER 3

METHODOLOGY

The purpose of this study was to determine the effectiveness of youth-adult partnerships within state 4-H foundation boards by assessing perceptions of youth and adult members toward one another. Specific objectives included: 1) Determine selected demographic variables for both youth and adult respondents, and 2) Determine if statistically significant differences existed between perceptions of youth and adults serving on state 4-H foundation boards related to group involvement, interaction and respect.

The researcher organized the methodology in four sections: (a) population description, (b) instrument design, (c) data collection methods, and (d) data analysis procedures. Each section was detailed in the remaining pages of this chapter.

Population Description

The study population included state 4-H foundations across the United States that included both adults and youth as voting members of the foundation director's board. The purposive study sample was state 4-H foundation boards from the Western 4-H region with youth and adults in formal decision-making roles. The Western 4-H region included states with population diversity, ethnic diversity, cultural diversity, socio-economic diversity and diversity within 4-H programs. From numerous studies related to youth-adult partnerships, Zeldin, McDaniel, Topitzes and Calvert (2000) noted youth and

adults "...on the East Coast had similar experiences to those who lived in the Midwest or on the West Coast" (p. 10). The researcher examined by-laws and articles of incorporation of state 4-H foundations in each of the four 4-H regions including: Montana and Wyoming (Western 4-H Region); Ohio and Missouri (North Central 4-H Region); New York (Northeastern); and Tennessee (Southern). Each documented similar purposes and goals. Therefore, the purposive sample of this study allowed the results to be generalized to all state 4-H foundation boards incorporating youth-adult partnerships in decision-making.

The study sample was identified through the map of the thirteen states that make up the Western Region of the national 4-H program, as designated by National Institute of Food and Agriculture (NIFA, 2010). This included Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming. Each state 4-H foundation director was contacted initially by electronic mail, then by telephone to verify the following research study requirements were met:

1. Had an organized state 4-H foundation with regular meetings.
2. Had youth serving on the state 4-H foundation board.
3. Youth members had full voting rights on the state 4-H foundation board.

According to the foundation directors, foundation boards that fully met the criteria for inclusion in the sample included those from Hawaii, Montana, Oregon and Wyoming. With evidence that the boards met all listed requirements, the researcher once again contacted the respective foundation directors to secure participation and contact information for the respective board members. The remaining western 4-H region

affiliated states were not selected based on failure to meet the study requirements, as delineated below:

Alaska – “Our foundation board in Alaska is nonexistent currently” (Marla Lowder, 4-H & Youth Development Agent, personal communication, May 28, 2009).

Arizona – Reported of currently having no youth on their 4-H Foundation board but said that a couple of years ago youth did have representation on the board (Kirk Astroth, Director of the Arizona 4-H Youth Development program, personal communication, May 25, 2009).

California – Stated that they do include youth on their board but are currently going through some financial difficulties and have down sized their board to only the board directors (Tammie Erhard, Annual Fund Manager, personal communication, May 25, 2009).

Colorado – The state 4-H Leader urged that they do not participate in the study because of the “lack of commitment and attendance by the youth that serve on their 4-H Foundation” (Gary Small, Executive Director of the Colorado 4-H Foundation, personal communication, May 25, 2009).

Idaho – Reported that they allow youth to attend their board meetings for presentation purposes only and that youth do not have a vote when in attendance to board meetings (Arlinda Nauman, State 4-H Director, personal communication, June 11, 2009).

Nevada – Does not have a 4-H Foundation (Stephen Schafer, State 4-H/Youth Development Coordinator, personal communication, May 28, 2009).

New Mexico – Reported having no youth representation on the New Mexico 4-H Foundation (Frank Hodnett, Extension 4-H Youth Development Department Head, personal communication, June 2, 2009).

Utah – Does not have a 4-H Foundation Board (Kevin Kesler, Director of 4-H and Youth Programs, personal communication, May 19, 2009).

Washington – Reported having no youth representation on the Washington 4-H Foundation (Gayle Ashworth, Washington 4-H Foundation Executive Director, personal communication, May 27, 2009).

Instrument

This research was conducted using a modified form of the *Involvement and Interaction Rating Scale* (IIRS). The IIRS was developed by Kenneth Jones from University of Kentucky (Jones & Perkins, 2006). The researcher contacted Dr. Jones via telephone and electronic mail to gain permission to use the instrument (Appendix A).

The IIRS instrument was organized based on three item groups that measured the following constructs:

1. Youth Involvement Indicators
2. Adult Involvement Indicators
3. Youth-Adult Interaction Indicators

Each of the three sections incorporated semantic differential questions. An example semantic differential question was *Youth appear uneasy and intimidated by adults* opposed to *Youth seem comfortable working with adults*. Participants were instructed to place an X in boxes between the two statements, nearest the statement they perceived as most accurately reflecting their foundation and experiences as a board member.

The researcher modified the research instrument by reducing the number of agreement preference options between the semantic differentials from 10 to four. The lesser number of choices corresponded with the recommendations of Leedy and Ormrod (2009) in using scales for research data collection due to the small sample sizes. Jones and Perkins (2005) reported “as a measure of reliability for the Involvement and Interaction Rating Scale, a post-hoc test was conducted by the researcher, which reported an overall Cronbach’s Alpha of 0.94... each of the constructs were as follows: Youth Involvement (0.83), Adult Involvement (0.84), and Youth-Adult Interaction (0.87)” (p. 6).

The researcher submitted the instrument, informed consent for youth, informed consent for adults, and the research proposal to the Montana State University Institutional Review Board (IRB) for approval. Since no personally identifying data were to be collected, the IRB granted exempt approval for the study. IRB documentation was included in Appendix B. IRB requirements for this study mandated that participating youth receive a paper copy of the informed consent to be signed by the parent or legal guardian if the youth was under the age of 18 (Appendix C).

Data Collection

The purposive study sample included 69 adults and nine youth from the four states. Based on Dillman, Smyth and Christian (2009), data were collected to make determinations about the current youth-adult partnerships in the 4-H foundation boards. The researcher adhered to the following distribution timeline during the data collection process.

1. November 10, 2009 – Email message was sent from surveymonkey.comTM (Appendix D) notifying and directing adult participants to the online consent and survey (Appendix E);
2. November 11, 2009 – A paper version of the consent and survey were distributed to the Montana 4-H Foundation during their Fall meeting (Appendix F);
3. November 18, 2009 – A reminder email message was sent from surveymonkey.com notifying and directing adult participants to the online consent and survey (Appendix G);
4. November 19, 2009 – Youth participants were mailed a consent and survey (Appendix H);
5. November 30, 2009 – A reminder email message was sent from surveymonkey.com notifying and directing adult participants to the online consent and survey (Appendix G);
6. December 1-2, 2009 – Follow up phone calls were made to youth and adult non-respondents verifying they had received the invitation to participate and

asking them to please complete the survey. During these follow up calls, two adult participants asked to opt out of the survey. One participant believed she did not possess enough knowledge to participate in the survey because of being recently added to board. The other participant indicated he did not participate in surveys, but would be happy to answer any other questions.

7. December 3, 2009 – The researcher emailed youth participants to remind them to return the consent and survey.
8. December 16, 2009 – A final reminder email message was sent from surveymonkey.com™ notifying and directing adult participants to the online consent and survey (Appendix G) and requesting response on or before December 18, 2009.

Sixty-nine adults received notification of the survey via surveymonkey.com™ and nine youth were mailed paper copies of the survey. A cover letter and consent form accompanied each mailed and web-based survey instrument, providing sample members the option to decline participation. Mailed surveys were distributed with a self-addressed return envelope with pre paid postage. Both the web-based and mailed survey completion deadlines were December 18, 2009. The researcher confidentially maintained the responses in order to follow up with non respondents. No personally identifying information was collected.

The final response rate was 62.3% (43 of 69 surveys) of adults and 77.8% (7 of 9 surveys) of youth. In responding, four adults opted out of participation, yielding a

useable adult response rate of 56.5% (39 of 69). The combined youth and adult response rate for the study was 67.6%.

Data Analysis

All data were collected by the researcher and maintained in a controlled access file in order to ensure data security and confidentiality of the respondents. The researcher compiled the data using a Microsoft ExcelTM spreadsheet. Following the December 18 deadline established by the researcher, the web-based survey access was closed. No web-based or mailed responses were accepted following the established deadline.

Once data was completed, the researcher coded the four response choices between the semantic differential questions. The response choices were assigned the numbers one through four with number one nearest the negative statement and number four nearest the positive statement. Thus, responses coded one and two were negative responses while responses coded three and four were positive responses for crosstab analysis.

The researcher analyzed the compiled data using Microsoft ExcelTM and Statistical Package for the Social SciencesTM, (SPSS) v.17 statistical software. Demographic variables were analyzed with descriptive statistics including means and standard deviations. As this was a sample of the population, inferential statistical analyses included Crosstabs with a Chi-square post-hoc test and one-way ANOVA. A priori, an alpha 0.05 significance level was selected for the results.

CHAPTER 4

RESULTS OF THE STUDY

This study was focused on assessing youth and adult board members' perceptions of one another within the context of the decision-making process required of state 4-H foundation boards. The researcher examined selected demographic variables for both youth and adult respondents, then analyzed data for statistically significant differences between youth and adults' perceptions related to group involvement, interaction and respect. For comparison and understanding, the results were organized as follows: (a) Demographic Data; (b) Semantic Differential Questions; (c) Compared Means of Youth and Adults; (d) Comparison of Youth and Adults; (e) Comparison of Youth and Adults by Gender; and (f) Comparison of Youth and Adults by YAP Experience.

Demographic Data

The sample included 69 adults and nine youth within the four state foundation boards meeting the parameters for inclusion in the study, Hawaii, Montana, Oregon and Wyoming. Each of the four states participating in the research were represented by both youth and adults. Fewer youth were part of the sample due to the fact that in Hawaii, Oregon and Wyoming, the 4-H foundation boards incorporated only two youth as voting members. The Montana 4-H Foundation board included three youth voting members. Forty-three adults (62.3%) responded, while four adult respondents opted out of participation through the informed consent process, yielded a usable adult response rate

of 56.5% (n = 39). Seven youth returned signed informed consent and the completed data collection instrument. No youth respondents were eliminated due to incomplete consent or instruments, thus the youth response rate was 77.8% (n = 7). The combined response rate was n = 46; (15.2% youth and 84.8% adults). Figure 1 represented the youth and adult distribution of respondents. Although respondents were coded by state, the researcher agreed not to analyze data by state in order to meet the requirements of Institutional Review Board policy when dealing with non-adult respondents.

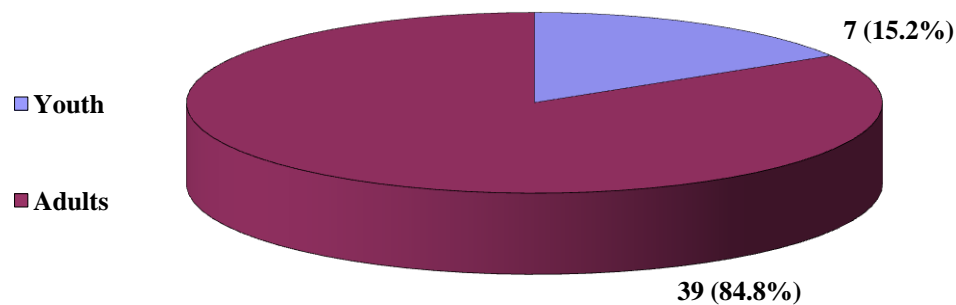


Figure 1. Youth and Adult distribution of survey respondents.

Table 1 detailed the youth and adult respondents based on gender. Almost 75% of youth respondents were female. However, the adult respondents were more evenly distributed between female and male. Combining youth and adults, females held higher representation (n = 26) than males (n = 20).

Table 1

Survey respondents by gender.

Gender	Youth	Adult	<i>n</i>
Female	71.4%	53.8%	26
Male	28.6%	46.2%	20
Total	100.0%	100.0%	

Respondents' self-described ethnicity based on the following choices: Asian, Black/African-American, Hispanic/Latino, Native American, White/European-American or Other. Figure 2 summarized respondents by ethnicity. Among youth participants, two (28.6%) responded as Asian and five (71.4%) as White/European-American. A similar

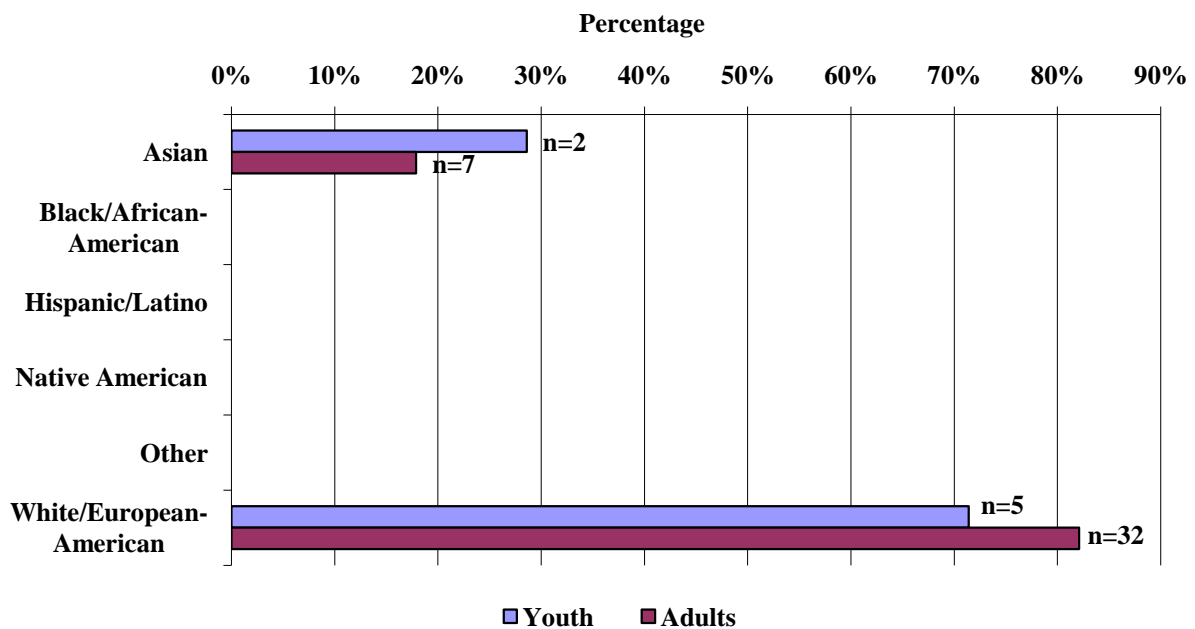


Figure 2. Survey respondents by ethnicity.

trend was seen within the adults; seven (17.9%) adults self-reported ethnicity as Asian and 32 (82.1%) reported White/European-American.

In response to the demographic question related to residence location, the majority selected rural or farm residence: four youth (57.1%), 23 adults (59.0%). Respondents reporting a suburban residence included one youth (14.3%) and nine adults (23.1%). Two youth (28.6%) and seven adults (17.9%) noted an urban or city residence location. Figure 3 summarized the residence location for respondents by percentage.

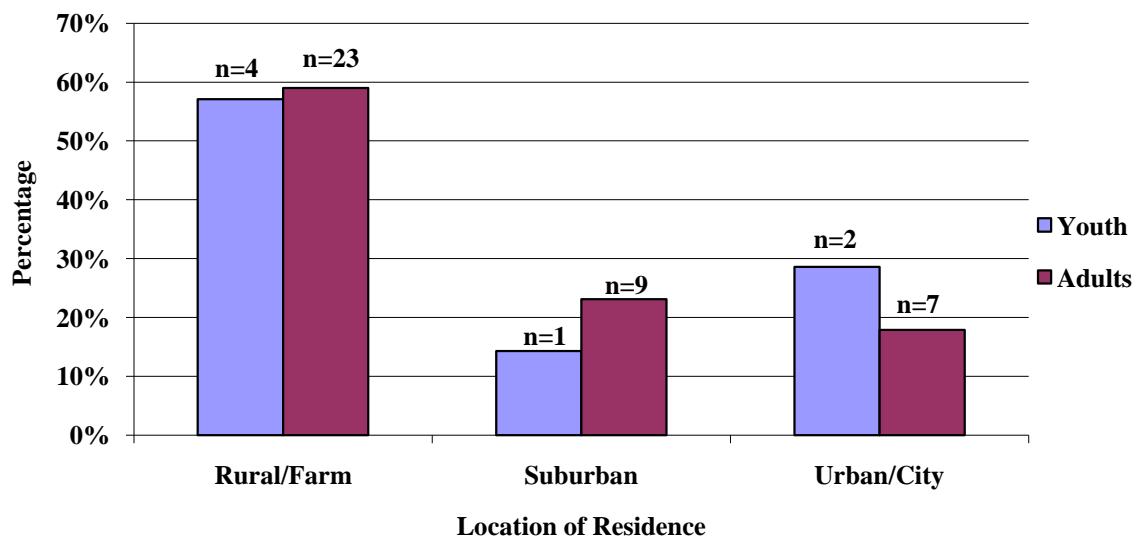


Figure 3. Survey respondents by place of residence.

Responding to the query, *Is this your first time participating in a setting that involves youth and adults working together?*, three youth (42.9%) and nine adults (23.1%) responded affirmatively. Four (57.1%) youth and 30 (76.9%) adults responded negatively, indicating involvement in previous youth-adult partnerships. Respondents answering *No* were asked to identify other settings in which they had experienced a

Youth-Adult Partnership. The researcher categorized the responses from both youth and adults into four distinct organizational affiliations: 1) other youth organizations (n=11), 2) religious based organizations (n=3), 3) school based organizations (n=12), and 4) university-based organizations (n=1).

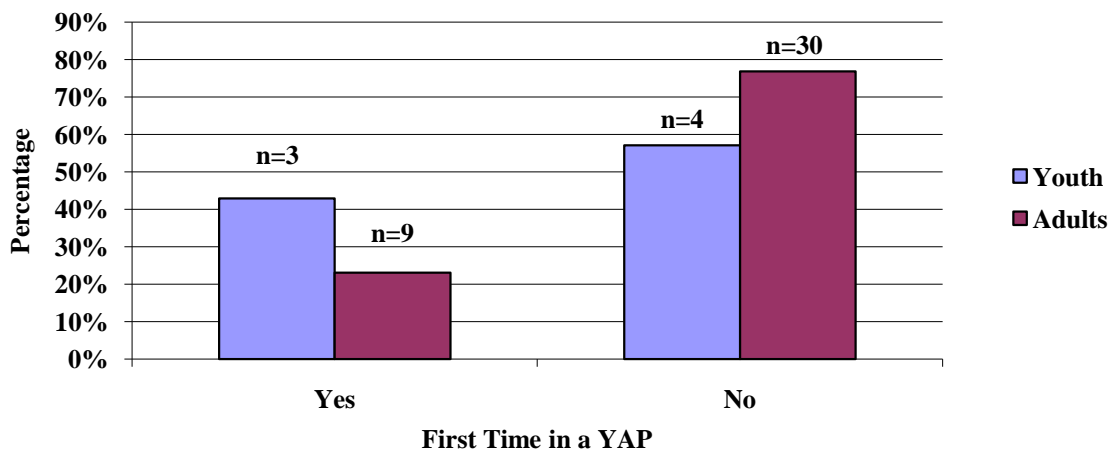


Figure 4. Responses to the question, *Is this your first time participating in a setting that involves youth and adults?*

Semantic Differential Questions

The semantic differential scale consisted of dichotomous pairs of phrases, one worded negatively and one worded positively. Between each phrase respondents had four choices from which to select the response closest to their perception. The Involvement and Interaction Rating Scale instrument (IIRS) was organized based on three item groups that measured the following constructs: 1) Youth Involvement Indicators; 2) Adult Involvement Indicators; and 3) Youth-Adult Interaction Indicators. Participants were instructed to place an X in boxes between the two semantic differential

statements, nearest the statement they perceived as most accurately reflecting their foundation and experiences as a board member. The statements were included in Table 2. The IIRS instrument was included as Appendix F.

Table 2

Detailed list of the three sections of semantic differential statements

Variable	Negative	Positive
Youth Involvement Indicators		
Question 1	Youth take little initiative in working on projects.	Youth take lots of initiative in working on projects.
Question 2	Youth show up late for meetings/events.	Youth arrive to meetings/events on time.
Question 3	Youth make few decisions for themselves, often relying on the decisions of adults.	Youth have full access to information that is needed to make decisions.
Question 4	Youth rarely share ideas about things that matter to them.	Youth frequently share ideas about things that matter to them.
Question 5	Youth do not have an equal vote in the decision-making process.	Youth have an equal vote in the decision-making process.
Question 6	Youth do not help one another in developing new skills.	Youth help one another in developing new skills.
Question 7	Youth have no interest in being involved with this project.	Youth are very excited about being involved with this project.
Adult Involvement Indicators		
Question 8	Adults display a sense of wanting to control youth.	Adults display a willingness to accept and nurture youth leadership.
Question 9	Adults never listen to the suggestions of youth.	Adults always listen to the suggestions of youth.

Table 2 (continued)

Variable	Negative	Positive
Question 10	Adults always take over everything when working on project activities.	Adults never totally take over everything when working on project activities.
Question 11	Adults do not learn new skills from one another.	Adults learn new skills from one another.
Question 12	Adults never take the ideas of youth seriously.	Adults always take the ideas of youth seriously.
Question 13	Adults command youth to follow the directions of adults.	Adults encourage youth to come up with their own ideas.
Question 14	Adults have no interest in being involved with this board.	Adults are very excited about being involved with this board.
Question 15	Adults are not very concerned with community change.	Adults are very concerned with community change.

Youth-Adult Interaction Indicators

Question 16	There is arguing/tension among youth and adults.	Youth and adults get along well together.
Question 17	Youth appear uneasy and intimidated by adults.	Youth seem comfortable working with adults.
Question 18	Adults appear uneasy and afraid of youth.	Adults seem comfortable working with youth.
Question 19	Adults do not consult with youth on board activities at all.	Adults actively and consistently consult with youth on board activities.
Question 20	Adults provide little or no direction and mentoring for youth.	Adults provide direction and mentoring for youth.
Question 21	Youth and adults rarely agree with one another.	Youth and adults often agree on most decisions.
Question 22	Youth and adults work separately on board tasks.	Youth and adults work together as partners on board tasks.
Question 23	Youth and adults learn little from one another.	Youth and adults indicate mutual learning from one another.

Table 2 (continued)

Variable	Negative	Positive
Question 24	Youth and adults rarely help one another develop new skills.	Youth and adults frequently help one another develop new skills.
Question 25	Youth and adults never engage in respectful conversations.	Youth and adults always engage in respectful conversations.

Compared Means of Youth and Adults

Youth Involvement Indicators

Five of the seven responses within the youth section of the IIRS were ranked positively by youth (<3.0); adults also ranked five positively, but not the same statements. Youth ranked four semantic differentials lower than adult respondents (Q1, Q4, Q5 and Q6) as outlined in Table 3. This revealed youth were more critical of themselves than were the adults critical of youth. Adults ranked three (Q2, Q3, and Q7) of the seven Youth Involvement Indicator questions lower than the youth respondents. Question two centered on the perception that youth were timely in arriving at meetings; the mean ranking for adults was 3.31 while the mean ranking for youth was 3.43. There was not a large difference in the standard deviations of the two groups for question two. In contrast, for question three related to the decision-making impetus of youth, the adults mean was 2.87 with a 0.97 standard deviation and the youth mean was 3.00 with a 1.15 standard deviation. Question seven focused on the interest of youth toward the foundation board. The youth responses revealed a 3.29 mean, but the adult responses returned a 3.18 mean. Standard deviations for the question were similar. The adult

responses yielded a higher grand mean (3.17) than did the youth responses (3.02) for all youth involvement indicators.

Table 3

Means comparison of youth and adults within Youth Involvement Indicators

Variable	Youth		Adults	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Question 1	2.71	0.76	2.95	0.97
Question 2	3.43	0.79	3.31	0.77
Question 3	3.00	1.15	2.87	0.92
Question 4	2.57	1.27	3.21	0.92
Question 5	3.14	1.07	3.41	0.86
Question 6	3.00	0.58	3.28	0.86
Question 7	3.29	0.76	3.18	0.88
Grand Mean	3.02	0.30	3.17	0.20

Note. Based on four point scale
Refer to Table 2 for question details

Adult Involvement Indicators

Seven of the eight responses within the adult section of the IIRS were ranked positively by adults (<3.0); youth ranked five statements positively. In seven of the eight questions related to *Adult Involvement Indicators*, youth responses revealed lower mean ranks than the adults' responses. The only question to which youth ($M = 3.57$) responded more positively than adults ($M = 3.36$) was Question 14, *Adults are very excited about being involved with this board*. As with the youth involvement indicators, adults' responses for the adult involvement indicators returned a higher grand mean (3.32) than the youth (3.04). Table 4 summarized the data.

Table 4

Means comparison of youth and adults within Adult Involvement Indicators

Variable	Youth		Adults	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Question 8	3.29	0.95	3.36	0.74
Question 9	3.00	0.82	3.33	0.74
Question 10	2.43	0.79	2.92	0.66
Question 11	2.71	0.49	3.26	0.75
Question 12	3.14	0.90	3.28	0.56
Question 13	2.86	0.90	3.57	0.60
Question 14	3.57	0.53	3.36	0.71
Question 15	3.29	0.76	3.46	0.60
Grand Mean	3.04	0.36	3.32	0.19

Note. Based on four point scale
Refer to Table 2 for question details

Youth-Adult Involvement Indicators

The mean responses for all statements within the youth adult indicators were 3.0 or greater, indicating both youth and adults were more positive than negative in relation to these statements. Five of the seven responses within the youth section of the IIRS were ranked positively by youth; adults ranked all seven positively. Data from the youth-adult involvement section of the IIRS instrument returned the largest variation between youth and adult perceptions. Each group had five of the ten questions (reference Table 2) with a higher mean than the other group (Table 5). Interestingly, the mean ranks for this section were consistently closer than mean ranks for either the youth interaction indicators or the adult interaction indicators. Again, the adult respondents had a higher grand mean (3.38) than the youth (3.34).

Table 5

Means comparison of youth and adults within Youth-Adult Interaction Indicators

Variable	Youth		Adults	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Question 16	3.86	0.38	3.67	0.48
Question 17	3.29	0.95	3.08	0.96
Question 18	3.71	0.49	3.64	0.58
Question 19	3.00	0.58	3.10	0.64
Question 20	3.29	0.76	3.28	0.65
Question 21	3.43	0.53	3.38	0.49
Question 22	3.14	0.69	3.23	0.74
Question 23	3.14	0.36	3.41	0.72
Question 24	3.00	0.58	3.33	0.70
Question 25	3.57	0.53	3.64	0.49
Grand Mean	3.34	0.30	3.38	0.22

Note. Based on four point scale
Refer to Table 2 for question details

Comparison of Youth and Adults

In the comparison of youth and adult responses, a statistically significant difference ($p = 0.043$) was noted for semantic differential response nine, *adults never listen to the suggestions of youth* versus *adults always listen to the suggestions of youth*. Of the adults, 94.9% agreed (response code 3 or 4) with the positive statement and only 5.1% agreed with the negative statement (response code 1 or 2). Within Youth respondents, 71.4% agreed with the positive statement and 28.6% with the negative (Table 6).

Table 6

Crosstab comparison of youth and adults

Variable	Youth	Adults	χ^2	<i>p</i>
Question 1			0.602	0.438
Negative	42.9%	57.1%		
Positive	57.1%	71.8%		
Question 2			0.055	0.814
Negative	14.3%	85.7%		
Positive	85.7%	82.1%		
Question 3			0.098	0.754
Negative	28.6%	23.1%		
Positive	71.4%	76.9%		
Question 4			2.164	0.141
Negative	42.9%	57.1%		
Positive	17.9%	82.1%		
Question 5			0.099	0.752
Negative	14.3%	10.3%		
Positive	85.7%	89.7%		
Question 6			0.006	0.941
Negative	14.3%	15.4%		
Positive	85.7%	84.6%		
Question 7			0.146	0.702
Negative	14.3%	20.5%		
Positive	85.7%	79.5%		
Question 8			0.718	0.397
Negative	28.6%	15.4%		
Positive	71.4%	84.6%		
Question 9			4.108	0.043*
Negative	28.6%	5.1%		
Positive	71.4%	94.9%		
Question 10			2.846	0.092
Negative	42.9%	15.4%		
Positive	57.1%	84.6%		
Question 11			1.141	0.285
Negative	28.6%	12.8%		
Positive	71.4%	87.2%		

Table 6 (continued)

Variable	Youth	Adults	χ^2	<i>p</i>
Question 12			4.108	0.043*
Negative	28.6%	5.1%		
Positive	71.4%	94.9%		
Question 13			8.720	0.003*
Negative	42.9%	5.1%		
Positive	57.1%	94.9%		
Question 14			1.007	0.316
Negative	0.0%	12.8%		
Positive	100.0%	87.2%		
Question 15			0.816	0.366
Negative	14.3%	5.1%		
Positive	85.7%	94.9%		
Question 16			. ^a	. ^a
Negative	0.0%	0.0%		
Positive	100.0%	100.0%		
Question 17			0.227	0.634
Negative	28.6%	20.5%		
Positive	71.4%	79.5%		
Question 18			0.375	0.540
Negative	0.0%	5.1%		
Positive	100.0%	94.9%		
Question 19			0.099	0.752
Negative	14.3%	10.3%		
Positive	85.7%	89.7%		
Question 20			0.099	0.752
Negative	14.3%	10.3%		
Positive	85.7%	89.7%		
Question 21			. ^a	. ^a
Negative	0.0%	0.0%		
Positive	100.0%	100.0%		
Question 22			0.011	0.916
Negative	14.3%	12.8%		
Positive	85.7%	87.2%		

Table 6 (continued)

Variable	Youth	Adults	χ^2	p
Question 23			0.325	0.569
Negative	14.3%	7.7%		
Positive	85.7%	92.3%		
Question 24			0.325	0.569
Negative	14.3%	7.7%		
Positive	85.7%	92.3%		
Question 25			. ^a	. ^a
Negative	0.0%	0.0%		
Positive	100.0%	100.0%		

Note. Refer to Table 2 for question details.

^a = No statistics were computed because responses yielded no differences.

* $p < 0.05$; $df = 3$.

Responses for question 12 also revealed a statistically significant difference ($p = 0.043$). Question 12 included the semantic differential statements: *adults never take the ideas of youth seriously* and *adults always take the ideas of youth seriously*. Youth respondents showed 71.4% agreement with the positive statement while 94.9% of adults agreed with the positive statement. In contrast, 28.6% of youth and 5.1% of adults agreed with the negative statement.

Another statistically significant difference ($p = 0.020$) was discovered with Question 13, *adults command youth to follow the directions of adults* versus *adults encourage youth to come up with their own ideas*. Responding to the negative statement were 42.9% of youth and 5.1% of adults, whereas 57.1% of youth and 94.9% of adults responded to the positive statement.

Comparison of Youth and Adults by Gender

When analyzing responses by gender, once again questions nine and 13 revealed statistically significant differences ($p = 0.044$) and ($p = 0.018$) respectively (Table 7).

The researcher further analyzed the specific differences among the four gender categories using a one-way ANOVA, which returned a statistically significant difference in question nine, $F(3,46) = 2.99$, $p = 0.042$. A Tukey HSD post-hoc analysis was used in order to determine where the specific differences occurred within the gender categories. Male adults ($M = 3.00$, 95% CI [3.00, 3.00]) produced significantly more positive responses than the female youth ($M = 2.60$, 95% CI [1.92, 3.28]), $p = 0.025$.

Likewise, one-way ANOVA analysis with question 13 revealed which of the four gender categories between youth and adult were significantly different statistically, $F(3, 46) = 3.94$, $p = 0.015$. A comparison of the four categories with a Tukey HSD pos-hoc indicated female adults ($M = 3.00$, 95% CI [3.00, 3.00]) gave significantly more positive responses than female youth ($M = 2.60$, 95% CI [1.92, 3.28]), $p = 0.038$.

Table 7

Crosstab comparison of youth and adults by gender

Variable	Youth		Adults		χ^2	p
	Female	Male	Female	Male		
Question 1					1.234	0.745
Negative	40.0%	50.0%	33.3%	22.2%		
Positive	60.0%	50.0%	66.7%	77.8%		
Question 2					2.966	0.397
Negative	0.0%	50.0%	14.3%	22.2%		
Positive	100.0%	50.0%	85.7%	77.8%		

Table 7 (continued)

Variable	Youth		Adults		χ^2	<i>p</i>
	Female	Male	Female	Male		
Question 3					1.211	0.750
Negative	20.0%	50.0%	19.0%	27.8%		
Positive	80.0%	50.0%	81.0%	72.2%		
Question 4					2.607	0.456
Negative	40.0%	50.0%	14.3%	22.2%		
Positive	60.0%	50.0%	85.7%	77.8%		
Question 5					3.811	0.283
Negative	0.0%	50.0%	9.5%	11.1%		
Positive	100.0%	50.0%	90.5%	88.9%		
Question 6					4.428	0.219
Negative	20.0%	0.0%	4.8%	27.8%		
Positive	80.0%	100.0%	95.2%	72.2%		
Question 7					0.814	0.844
Negative	20.0%	0.0%	23.8%	16.7%		
Positive	80.0%	100.0%	76.2%	83.3%		
Question 8					2.734	0.434
Negative	40.0%	0.0%	19.0%	11.1%		
Positive	60.0%	100.0%	81.0%	88.9%		
Question 9					8.094	0.044*
Negative	40.0%	0.0%	9.5%	0.0%		
Positive	60.0%	100.0%	90.5%	100.0%		
Question 10					3.930	0.269
Negative	40.0%	50.0%	9.5%	22.2%		
Positive	60.0%	50.0%	90.5%	77.8%		
Question 11					6.995	0.072
Negative	40.0%	0.0%	4.8%	22.2%		
Positive	60.0%	100.0%	95.2%	77.8%		
Question 12					5.203	0.158
Negative	40.0%	0.0%	4.8%	5.6%		
Positive	60.0%	100.0%	95.2%	94.4%		
Question 13					10.103	0.018*
Negative	40.0%	50.0%	0.0%	11.1%		
Positive	60.0%	50.0%	100.0%	88.9%		

Table 7 (continued)

Variable	Youth		Adults		χ^2	<i>p</i>
	Female	Male	Female	Male		
Question 14					1.517	0.678
Negative	0.0%	0.0%	9.5%	16.7%		
Positive	100.0%	100.0%	90.5%	83.3%		
Question 15					1.764	0.623
Negative	20.0%	0.0%	4.8%	5.6%		
Positive	80.0%	100.0%	95.2%	94.4%		
Question 16					. ^a	. ^a
Negative	0.0%	0.0%	0.0%	0.0%		
Positive	100.0%	100.0%	100.0%	100.0%		
Question 17					2.607	0.456
Negative	40.0%	0.0%	14.3%	27.8%		
Positive	60.0%	100.0%	85.7%	72.2%		
Question 18					0.390	0.942
Negative	0.0%	0.0%	4.8%	5.6%		
Positive	100.0%	100.0%	95.2%	94.4%		
Question 19					1.452	0.693
Negative	20.0%	0.0%	14.3%	5.6%		
Positive	80.0%	100.0%	85.7%	94.4%		
Question 20					2.107	0.550
Negative	20.0%	0.0%	4.8%	16.7%		
Positive	80.0%	100.0%	95.2%	83.3%		
Question 21					. ^a	. ^a
Negative	0.0%	0.0%	0.0%	0.0%		
Positive	100.0%	100.0%	100.0%	100.0%		
Question 22					0.951	0.813
Negative	20.0%	0.0%	9.5%	16.7%		
Positive	80.0%	100.0%	90.5%	83.3%		
Question 23					1.537	0.674
Negative	20.0%	0.0%	4.8%	11.1%		
Positive	80.0%	100.0%	95.2%	88.9%		
Question 24					1.537	0.674
Negative	20.0%	0.0%	4.8%	11.1%		
Positive	80.0%	100.0%	95.2%	88.9%		

Table 7 (continued)

Variable	Youth		Adults		χ^2	<i>p</i>
	Female	Male	Female	Male		
Question 25					. ^a	. ^a
Negative	0.0%	0.0%	0.0%	0.0%		
Positive	100.0%	100.0%	100.0%	100.0%		

Note. Refer to Table 2 for question details.

^a = No statistics were computed because responses yielded no differences.

* $p < 0.05$; $df = 3$.

Comparison of Youth and Adults by YAP Experience

When comparing youth and adults based on previous experience within a youth-adult partnership, a statistically significant difference ($p = 0.037$) was noted for question five, *youth do not have an equal vote in the decision-making process* versus *youth have an equal vote in the decision-making process*. Agreeing with the negative statement were 33.3% of youth and 33.3% of adults without YAP experience as well as 3.3% of adults with YAP experience (Table 8). A one-way ANOVA revealed a statistically significant difference among the groups, $F(3, 46) = 3.17, p = 0.034$. A Tukey HSD post-hoc analysis was used in order to determine where the specific differences occurred within the experience categories. The mean for adults with YAP experience ($M = 2.97, 95\% \text{ CI } [2.90, 3.03]$) was significantly higher than the mean for adults with no YAP experience ($M = 2.67, 95\% \text{ CI } [2.28, 3.05]$), $p = 0.049$.

The analysis by YAP experience revealed a statistically significant difference ($p = 0.037$) with question six (Table 8). Youth (25.0%) and adults (6.7%) respondents with YAP experience along with of adults (44.0%) without YAP experience concurred with

the semantic differential statement, *youth do not help one another in developing new skills*. The one-way ANOVA also revealed a statistically significant difference between the groups in question six, $F(3, 46) = 3.17, p = 0.034$. The Tukey HSD test indicated the mean for adults with YAP experience ($M = 2.93, 95\% \text{ CI } [2.84, 3.03]$) was significantly different than the adults with no YAP experience ($M = 2.56, 95\% \text{ CI } [2.15, 2.96]$), $p = 0.049$.

Table 8

Crosstab comparison of youth and adults with or without YAP Experience

Variable	Youth		Adults		χ^2	p
	W/O YAP Experience	With YAP Experience	W/O YAP Experience	With YAP Experience		
Question 1					4.961	0.175
Negative	33.3%	50.0%	55.6%	20.0%		
Positive	66.7%	50.0%	44.4%	80.0%		
Question 2					1.762	0.683
Negative	33.3%	0.0%	11.1%	20.0%		
Positive	66.7%	100.0%	88.9%	80.0%		
Question 3					3.130	0.372
Negative	0.0%	50.0%	33.3%	20.0%		
Positive	100.0%	50.0%	66.7%	80.0%		
Question 4					4.072	0.254
Negative	33.3%	50.0%	33.3%	13.3%		
Positive	66.7%	50.0%	66.7%	86.7%		
Question 5					8.497	0.037*
Negative	33.3%	0.0%	33.3%	3.3%		
Positive	66.7%	100.0%	66.7%	96.7%		
Question 6					8.497	0.037*
Negative	0.0%	25.0%	44.4%	6.7%		
Positive	100.0%	75.0%	55.6%	93.3%		
Question 7					1.484	0.686
Negative	0.0%	25.0%	11.1%	23.3%		
Positive	100.0%	75.0%	88.9%	76.7%		

Table 8 (continued)

Variable	Youth		Adults		χ^2	<i>p</i>
	W/O YAP Experience	With YAP Experience	W/O YAP Experience	With YAP Experience		
Question 8					6.325	0.097
Negative	0.0%	50.0%	33.3%	10.0%		
Positive	100.0%	50.0%	66.7%	90.0%		
Question 9					10.034	0.018*
Negative	0.0%	50.0%	11.1%	3.3%		
Positive	100.0%	50.0%	88.9%	96.7%		
Question 10					15.252	0.002*
Negative	0.0%	75.0%	44.4%	6.7%		
Positive	100.0%	25.0%	55.6%	93.3%		
Question 11					15.532	0.004*
Negative	0.0%	50.0%	44.4%	33.3%		
Positive	100.0%	50.0%	55.6%	96.7%		
Question 12					10.034	0.018*
Negative	0.0%	50.0%	11.1%	3.3%		
Positive	100.0%	50.0%	88.9%	96.7%		
Question 13					19.106	0.000*
Negative	0.0%	75.0%	11.1%	3.3%		
Positive	100.0%	25.0%	88.9%	96.7%		
Question 14					6.088	0.107
Negative	0.0%	0.0%	33.3%	6.7%		
Positive	100.0%	100.0%	66.7%	93.3%		
Question 15					3.079	0.380
Negative	0.0%	25.0%	0.0%	6.7%		
Positive	100.0%	75.0%	100.0%	93.3%		
Question 16					. ^a	. ^a
Negative	0.0%	0.0%	0.0%	0.0%		
Positive	100.0%	100.0%	100.0%	100.0%		
Question 17					8.741	0.033*
Negative	33.3%	25.0%	55.6%	10.0%		
Positive	66.3%	75.0%	44.4%	90.0%		
Question 18					1.382	0.710
Negative	0.0%	0.0%	11.1%	3.3%		
Positive	100.0%	100.0%	88.9%	96.7%		

Table 8 (continued)

Variable	Youth		Adults		χ^2	<i>p</i>
	W/O YAP Experience	With YAP Experience	W/O YAP Experience	With YAP Experience		
Question 19					1.214	0.750
Negative	0.0%	25.0%	11.1%	10.0%		
Positive	100.0%	75.0%	88.9%	90.0%		
Question 20					7.637	0.054
Negative	0.0%	25.0%	33.3%	3.3%		
Positive	100.0%	75.0%	66.7%	96.7%		
Question 21					. ^a	. ^a
Negative	0.0%	0.0%	0.0%	0.0%		
Positive	100.0%	100.0%	100.0%	100.0%		
Question 22					2.602	0.457
Negative	33.3%	0.0%	22.2%	10.0%		
Positive	66.7%	100.0%	77.8%	90.0%		
Question 23					1.847	0.605
Negative	0.0%	25.0%	11.1%	6.7%		
Positive	100.0%	75.0%	88.9%	93.3%		
Question 24					4.786	0.188
Negative	0.0%	25.0%	22.2%	3.3%		
Positive	100.0%	75.0%	77.8%	96.7%		
Question 25					. ^a	. ^a
Negative	0.0%	0.0%	0.0%	0.0%		
Positive	100.0%	100.0%	100.0%	100.0%		

Note. Refer to Table 2 for question details; YAP = Youth-adult partnership; W/O = Without.

^a = No statistics were computed because responses yielded no differences.

* $p < 0.05$; $df = 3$.

Responding to the negative statement in question 10, *adults always take over everything when working on projects activities*, were 75.0% of youth and 6.7% of adults with YAP experience, along with 44.4% adults without YAP experience ($p = 0.002$).

Table 8 delineated the complete analysis results. Analysis by one-way ANOVA exposed

a statistically significant difference within question 10, $F(3,46) = 6.94, p = 0.001$. Tukey HSD post-hoc comparisons showed that the youth with no YAP experience ($M = 3.00$, 95% CI [3.00, 3.00]) gave significantly more positive responses than the youth with previous YAP experience ($M = 2.25$, 95% CI [1.45, 3.05]), $p = 0.030$. Interestingly, adults with previous YAP experience ($M = 2.93$, 95% CI [2.84, 3.03]) produced significantly higher mean ranks than both youth with previous YAP experience ($M = 2.25$, 95% CI [1.45, 3.05]) and adults with no YAP experience ($M = 2.56$, 95% CI [2.15, 2.96]), $p = 0.039$ and $p = 0.007$ respectively.

The negative statement, *adults do not learn new skills from one another*, received agreement from 50.0% of youth with YAP experience, as well as 3.3% of adults with YAP experience and 44.4% of adults without YAP experience which resulted in a statistically significant difference ($p = 0.004$) for question 11 (Table 8). The one-way ANOVA analysis was also statistically significant, $F(3, 46) = 5.84, p = 0.002$. A comparison of the four categories with a Tukey HSD post-hoc indicated mean ranks for adults with YAP experience ($M = 2.97$, 95% CI [2.90, 3.03]) was again significantly higher than mean ranks for youth with YAP experience ($M = 2.50$, 95% CI [1.58, 3.42]) $p = 0.039$, as well as mean ranks for adults with no YAP experience ($M = 2.56$, 95% CI [2.15, 2.96]), $p = 0.007$.

Only 44.4% of adults and 66.7% of youth with no YAP experience agreed with the positive statement *youth seem comfortable working with adults* in question 17 (Table 8). Likewise, 75.0% of youth and 90.0% of adults with YAP experience agreed with the statement ($p = 0.033$). Further analysis revealed a significant difference among the

groups, $F(3, 46) = 3.29, p = 0.030$. Tukey HSD post-hoc indicated the adults with YAP experience ($M = 2.90, 95\% \text{ CI } [2.79, 3.01]$) mean was significantly higher than mean of the adults with no YAP experience ($M = 2.44, 95\% \text{ CI } [2.04, 2.85]$), $p = 0.018$.

Again, questions 9, 12 and 13 exposed statistically significant differences ($p = 0.018$), ($p = 0.018$) and ($p = 0.000$) respectively, based on comparisons of experience with youth-adult partnerships, as shown in Table 8. The ANOVA revealed a statistically significant difference within Question 9, $F(3, 46) = 3.91, p = 0.015$. The Tukey HSD test indicated the adults' with YAP experience posted mean ranks ($M = 2.97, 95\% \text{ CI } [2.90, 3.03]$) significantly different than mean ranks of youth with YAP experience ($M = 2.50, 95\% \text{ CI } [1.58, 3.42]$), $p = 0.009$.

Statistical significance was found within question 12 based on ANOVA, $F(3, 46) = 6.91, p = 0.015$. Tukey HSD post-hoc comparisons confirmed the adults with YAP experience ($M = 2.97, 95\% \text{ CI } [2.90, 3.03]$) gave significantly more positive responses than the youth with previous YAP experience ($M = 2.50, 95\% \text{ CI } [1.58, 3.42]$), $p = 0.009$.

The one way ANOVA also evidenced statistical significance within question 13, $F(3, 46) = 9.95, p = 0.000$. The four category comparison with the Tukey HSD post-hoc proved three statically significant differences when compared against youth with YAP experience ($M = 2.25, 95\% \text{ CI } [1.45, 3.05]$): youth with no YAP experience ($M = 3.00, 95\% \text{ CI } [3.00, 3.00]$), $p = 0.002$, adults with no YAP experience ($M = 2.89, 95\% \text{ CI } [2.63, 3.16]$), $p = 0.001$, and adults with YAP experience ($M = 2.97, 95\% \text{ CI } [2.90, 3.03]$), $p = 0.000$.

Summary

Compared Means of Youth and Adults Summarized

The compared means of youth and adult participants within the three constructs of the IIRS revealed the following:

1. Adults, in general, ranked three (Q2, Q3, and Q7) of the seven *Youth Involvement Indicator* questions lower than the youth respondents as outlined in Table 3.
2. The only question to which youth ($M = 3.57$) responded more positively than adults ($M = 3.36$) was Question 14, related to *Adult Involvement Indicators*.
3. Data from the *Youth-Adult Involvement* section of the IIRS instrument returned the largest variation between youth and adult perceptions.
4. Adult participants consistently had higher means through out each of the three IIRS constructs.

Semantic Differential Question Nine Summarized

Semantic differential question nine, *adults never listen to the suggestions of youth* versus *adults always listen to the suggestions of youth*, was repeatedly statistically significant throughout multiple comparisons.

1. Comparison of youth and adult responses yielded 94.9% of adults agreed with the positive statement and only 5.1% agreed with the negative statement. Whereas 71.4% of youth respondents agreed with the positive statement and 28.6% with the negative.

2. Tukey HSD post-hoc comparisons indicated male adults produced significantly more positive responses than the female youth, when comparing youth and adult participants by gender.
3. Further analysis of youth and adults based on comparisons of experience with youth-adult partnerships indicated the adults' with YAP experience posted positive mean ranks significantly different than mean ranks of youth with YAP experience

Semantic Differential Question Twelve Summarized

Semantic differential question 12, *adults never take the ideas of youth seriously* and *adults always take the ideas of youth seriously*, was noted statistically significant when compared by youth/adult responses and experience with youth-adult partnerships.

1. Youth respondents showed 71.4% agreement with the positive statement while 94.9% of adults agreed with the positive statement. In contrast, 28.6% of youth and 5.1% of adults agreed with the negative statement.
2. A post-hoc comparisons confirmed the adults with YAP experience gave significantly more positive responses than the youth with previous YAP experience.

Semantic Differential Question Thirteen Summarized

Semantic differential question 13, *adults command youth to follow the directions of adults* versus *adults encourage youth to come up with their own ideas*, was also repeatedly statistically significant throughout multiple comparisons.

1. Responding to the negative statement were 42.9% of youth and 5.1% of adults, whereas 57.1% of youth and 94.9% of adults responded to the positive statement, when comparing youth and adult responses.
2. Comparing youth and adults by gender, a post-hoc analysis indicated female adults gave significantly more positive responses than female youth.
3. Tukey HSD post-hoc comparison proved three statically significant differences when comparing youth and adults based on experience with youth-adult partnerships:
 - a. Youth with YAP experience posted mean ranks lower than mean ranks of youth with no YAP experience.
 - b. Youth with YAP experience gave significantly more negative responses than the adults with no YAP experience.
 - c. Youth with YAP experience produced significantly lower mean ranks than adults with YAP experience.

CHAPTER 5

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

The purpose of this study was to determine the effectiveness of youth-adult partnerships within state 4-H foundation boards by assessing perceptions of youth and adult members toward one another. To complete the purpose of the study, the following objectives were identified: 1) Determine selected demographic variables for both youth and adult respondents, 2) Determine if statistically significant differences existed between perceptions of youth and adults serving on state 4-H foundation boards related to group involvement, interaction and respect.

The researcher examined selected demographic variables for both respondent groups and analyzed data for statistically significant differences between youth and adults' perceptions related to group involvement, interaction and respect. For reporting purposes, the conclusions, implications and recommendations were organized under the following headings: a) Conclusions Related to Objective One; b) Conclusions Related to Objective Two; c) Implications Related to Objective One; d) Implications Related to Objective Two; e) Recommendations; f) Recommendations for Further Study.

Conclusions

Based on the data analysis and findings, the following conclusions were drawn:

Conclusions Related to Objective One:

1. There was adequate evidence to conclude 4-H Foundation Boards in the 4-H Western Region lacked the levels of ethnic diversity corresponding with the states' populations. With only the data collected in this study, the researcher was not able to conclusively provide further explanation. Data were not collected to examine the criteria used by state 4-H foundations in selecting board members.
2. Gender representation, especially among youth serving on these boards was unequal. Fisher (2003) noted the increased synergy within boards when youth of diverse ages, genders, cultural/ethnic backgrounds or socio-economic status were engaged in decision-making initiatives.

Conclusions Related to Objective Two:

1. Both youth and adults had experience working within a youth-adult partnership for decision-making in settings besides the 4-H foundations. These settings included numerous youth-serving organizations as well as religious, school-based and other public sector organizations. Youth and adults without previous YAP experience held contrasting views to those with experience. This disparity helped explain the perception differences between those with YAP experience and those without YAP experience.
2. The 4-H foundation board adults held more positive perceptions than the youth of the youth-adult partnerships. Possible explanations include the adults having more YAP experience or just more life experience, or the youth feeling under-represented due to larger ratios of adults to youth on the foundation boards. Due to female adults being

- in the gender majority for this study, their tendency toward more positive perceptions, as noted by Jones and Perkins (2006), may be another potential explanation. Yet another possibility was that youth felt empowered by the survey to share their feelings and frustrations in a confidential manner.
3. Evidence revealed youth with prior youth-adult partnership experience held less positive views regarding youth-adult partnerships than did the youth with no experience in a youth-adult partnership.
 4. Youth believed adults were over-bearing and did not let the youth excel to their potential. Zeldin (2004) noted the preconceived views by adults of youth being in need of service and direction, rather than equal collaborators toward solutions often led to misunderstandings and frustration.
 5. Youth perceived adults were not actively listening to youth and were not taking youths' ideas seriously, which was also noted by Jones and Perkins (2006).
 6. Corroborating Crosby and Bryson (2005), over-representation by adults and under-representation by youth negatively impacted the decision-making ability of 4-H foundation boards. Zelding and Petrokubi (2006) reported a similar finding from a study examining the multiple representations youth must assume when YAP boards have unbalanced numbers of youth and adults.

Recommendations

Based on conclusions, the researcher made the following recommendations.

1. 4-H foundations boards must more diligently seek representation from representative ethnic and cultural groups. Suggestions to accomplish this recommendation include broadening the board member selection criteria, examining the stakeholder groups for potential representatives and actively recruiting potential board members from under-represented populations. Further, 4-H foundation boards should examine their constitution and bylaws to ensure ethnic and cultural representation reflecting stakeholders is mandated.
2. To improve understanding and decision-making effectiveness, youth and adult board members need pedagogically appropriate training in effective youth-adult partnerships. Such training is necessary to assist youth and adults in understanding and valuing one another's viewpoints. Training would also provide additional opportunities for interaction and trust-building, especially between youth and adults, before the decision-making process began that impacts foundation directives. Numerous entities, including 4-H already have training modules available at low-cost or no-cost. These modules could be used as stand-alone training programs, or adapted to fit the specific settings, dynamics, and needs of each state 4-H foundation board.

Implications and Recommendations for Further Study

1. At the time of this study, Shepherd Zeldin was the most published researcher in the youth-adult partnership field. Much of Zeldin's work was related to 4-H groups. However, the researcher found no documented publications focused on 4-H

- foundations specifically. The empirical data provided by this research added to the overall body of knowledge available to researchers examining the effects and impacts of youth-adult partnerships, while also providing a baseline from which research related to state 4-H foundations can be continued.
2. Previous national studies of youth-adult partnerships by Zeldin, McDaniel, Topitzes and Calvert (2000) have revealed, even across diverse organizations, high degrees of consistency for youth and adults from the East Coast to the West Coast, regardless of location, city size, or socio-economic backgrounds. Conclusions and recommendations from this study were relevant to state 4-H foundations as well as other youth serving organizations incorporating youth-adult partnerships in decision and policy-making.
 3. Future research studies should focus on the criteria and processes used in selecting state 4-H foundation board members, specifically examining how individuals from currently under-represented people groups may be identified for consideration as board members.
 4. Youth reporting no previous youth-adult partnership (YAP) experience were more positive about the experience than were youth with previous YAP experience. Additional research is needed to examine this particular phenomenon.
 5. More in-depth examination is needed to determine significant correlations between youth and adults perceptions based on the number of youth-adult partnership experiences.

6. Since youth were represented in disproportionately lower numbers than adults on the 4-H foundation boards, research is needed to determine if the more negative perceptions by youth were due to the disproportionate representation.
7. A follow-up study is needed to determine whether pedagogically appropriate youth-adult partnership training can positively impact the perceptions of youth and adults serving on 4-H foundation boards related to group involvement, interaction and respect.
8. Research using the Involvement and Interaction Rating Scale (IIRS) should be replicated with other youth-adult partnership decision-makers to determine specific variables that significantly impact the longevity of such partnerships.

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APPENDICES

APPENDIX A

CORRESPONDENCE WITH KENNETH JONES

From: **Jones, Kenneth R**
Date: Thu, Oct 8, 2009 at 1:52 PM
Subject: Request for youth-adult partnership survey, publication
To: Eric Larsen

Eric,

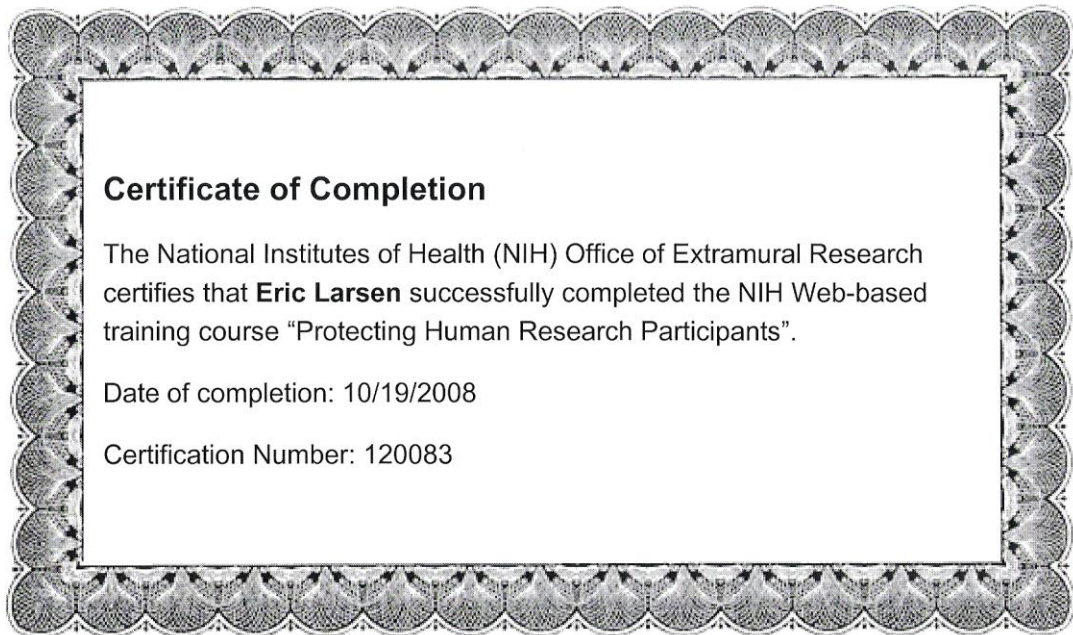
As per our discussion, here is a copy of the survey/publication. Good luck to you on your graduate studies and I look forward to seeing your findings.

KRJ

Kenneth R. Jones, Ph.D. Assistant Professor and Youth Development Specialist Dept.
of Community and Leadership Development University of Kentucky 500 Garrigus
Bldg. Lexington, KY 40546-0215 Phone: (859) 257-3275 Fax: (859) 257-4354

APPENDIX B

INSTITUTIONAL REVIEW BOARD INFORMATION





INSTITUTIONAL REVIEW BOARD
For the Protection of Human Subjects
FWA 0000165

960 Technology Blvd. Room 127
 c/o Veterinary Molecular Biology
 Montana State University
 Bozeman, MT 59718
 Telephone: 406-994-6783
 FAX: 406-994-4303
 E-mail: cherylj@montana.edu

Chair: Mark Quinn
 406-994-4707
 mquinn@montana.edu
Administrator:
 Cheryl Johnson
 406-994-6783
 cherylj@montana.edu

MEMORANDUM

TO: Eric Larsen

FROM: Mark Quinn, Ph.D.
 Chair, Institutional Review Board for the Protection of Human Subjects

DATE: June 3, 2009

SUBJECT: *An Assessment of Benefits of Youth-Adult Partnerships on Youth-Serving Organizational Boards* [EL060309]

Thank you for submitting the revisions and clarifications requested by the Institutional Review Board. This proposal is now approved for a period of one-year.

Please keep track of the number of subjects who participate in the study and of any unexpected or adverse consequences of the research. If there are any adverse consequences, please report them to the committee as soon as possible. If there are serious adverse consequences, please suspend the research until the situation has been reviewed by the Institutional Review Board.

Any changes in the human subjects aspects of the research should be approved by the committee before they are implemented.

It is the investigator's responsibility to inform subjects about the risks and benefits of the research. Although the subject's signing of the consent form, documents this process, you, as the investigator should be sure that the subject understands it. Please remember that subjects should receive a copy of the consent form and that you should keep a signed copy for your records.

In one year, you will be sent a questionnaire asking for information about the progress of the research. The information that you provide will be used to determine whether the committee will give continuing approval for another year. If the research is still in progress in 5 years, a complete new application will be required.



INSTITUTIONAL REVIEW BOARD
For the Protection of Human Subjects

960 Technology Blvd. Room 127
c/o Veterinary Molecular Biology
Montana State University
Bozeman, MT 59717-3080
Telephone: 406-994-6783
FAX: 406-994-4303
E-mail: cherylj@montana.edu

Chair: Mark Quinn
406-994-5721
mquinn@montana.edu
Administrator:
Cheryl Johnson
406-994-4706
cherylj@montana.edu

MEMORANDUM
.....

TO: Eric Larsen and Carl Igo
FROM: Mark Quinn *Mark Quinn (s)*
Chair, Institutional Review Board for the Protection of Human Subjects
DATE: October 9, 2009
SUBJECT: *An Assessment of Benefits of Youth-Adult Partnerships on Youth-Serving Organizational Boards* [EL060309]

This is to acknowledge receipt of the request dated October 9, 2009 for a minor modification to the above proposal. The request for the following modification is approved:

- Changed survey to a Likert-type scale in determining perceptions of participants

APPENDIX C

YOUTH PARTICIPANT CONSENT FORM

June 2, 2009

Dear 4-H Foundation Board Member,

You have been selected to participate in a study investigating Youth-Adult Partnerships on 4-H Foundation Boards. The purpose of the study is to gather information about how youth and adults perceive each other in a board room setting. The information obtained will be beneficial in developing and improving the 4-H program and also 4-H Foundations such as the one you serve on currently.

Your participation will involve about one hour of your time for the three different questionnaires you will be asked to fill out. The questionnaires will be easy to follow and easy to answer for all participants of the survey. There is no foreseeable risk involved for either participants or non-participants.

All of your individual information will be kept confidential. If you choose to participate, please do not put your name on any of the material except for the consent form. The consent form and the questionnaire will be filed separately after they are received. The investigator will give each member an identification code, this will allow the investigator to be able to distinguish which participants of the study have sent his or her questionnaires back. The investigator will only know this code and the information linked to the code, no other outside parties will have access to this code. Only group results will be reported.

Your participation in this leadership study is strictly voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

If, after reading this letter and considering the impact of your involvement, you decide to participate, please sign the consent form on the following page. Then **return the consent form** in the prepaid envelope addressed to Montana State University Division of Agricultural Education by **two weeks from the postmark of this letter.**

If you have any questions or concerns about this study or how the data will be reported and used, please contact Eric Larsen at eric.larsen@myportal.montana.edu (406)-994-5778 or Dr. Carl Igo at cigo@montana.edu (406)-994-3693. If you have any questions or concerns about the rights of a research participant, please contact Dr. Mark Quinn, Institutional Review Board Chairperson mquinn@montana.edu (406)-994-4707.

Thank you for your willingness to participate in this study,

Eric Larsen
Graduate Student

Dr. Carl Igo
Assistant Professor

AUTHORIZATION: I have read the above and understand this study.

I, _____ (*name of parent or guardian*), related to the subject as _____ (*relationship*), agree to the participation of _____ (*name of subject*) in this research. I understand that the subject or I may later refuse participation in this research and that the subject, through his/her own action or mine, may withdraw from the research at any time. I have received a copy of this consent form for my own records.

Youth Participant Signature: _____

Date: _____

Parent of Youth Participant Signature: _____

Date: _____

APPROVED
MSU IRB
06/03/2009
Date approved
06/02/2010
Expiration date

APPENDIX D

INVITATION EMAIL

To: [Email]

From: Eric Larsen

Subject: Assistance Needed From 4-H Foundation Board Members

Body:

Hello,

You have been selected to represent the Oregon 4-H Foundation board in a research project on Youth-Adult Partnerships. Shepard Zeldin, noted researcher on Youth-Adult Partnerships, indicated, "The logic for engaging youth as partners in collective decision making and action has long been articulated as both an issue of social justice and as a matter of good practice". This research will provide additional knowledge and information about Youth-Adult Partnerships specifically on 4-H Foundation boards. Simply click on the following link to be directed to the survey:

<http://www.surveymonkey.com/s.aspx>

Eric Larsen
Graduate Student
Agricultural Education
Montana State University - Bozeman

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

<http://www.surveymonkey.com/optout.aspx>

APPENDIX E

ONLINE ADULT CONSENT AND SURVEY

Youth-Adult Partnerships on 4-H Foundation Boards

1. Participant Agreement

Dear 4-H Foundation Board Member,

You have been selected to participate in a study investigating Youth-Adult Partnerships on 4-H Foundation Boards. The purpose of the study is to gather information about how youth and adults perceive each other in a board room setting. The information obtained will be beneficial in developing and improving the 4-H program and also 4-H Foundations such as the one you serve on currently.

Your participation will involve about twenty minutes of your time for the survey you will be asked to fill out. The survey will be easy to follow and easy to answer for all participants. There is no foreseeable risk involved for either participants or non-participants.

All of your individual information will be kept confidential. If you choose to participate, please do not put your name on any of the material except for the consent form. The consent form and the survey will be filed separately after they are received. The investigator will give each member an identification code, this will allow the investigator to be able to distinguish which participants of the study have sent his or her survey back. The investigator will only know this code and the information linked to the code, no other outside parties will have access to this code. Only group results will be reported.

Your participation in this leadership study is strictly voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

If, after reading this letter and considering the impact of your involvement, you decide to participate, please sign the consent form on the following page. Then return the consent form in the prepaid envelope addressed to Montana State University Division of Agricultural Education by two weeks from the postmark of this letter.

If you have any questions or concerns about this study or how the data will be reported and used, please contact Eric Larsen at eric.larsen@myportal.montana.edu (406)-994-5778 or Dr. Carl Igo at cigo@montana.edu (406)-994-3693. If you have any questions or concerns about the rights of a research participant, please contact Dr. Mark Quinn, Institutional Review Board Chairperson mquinn@montana.edu (406)-994-4707.

Thank you for your willingness to participate in this study,

Eric Larsen
Graduate Student

Dr. Carl Igo
Assistant Professor

*** AUTHORIZATION: I have read the above and understand the study. I agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. I have printed a copy of this consent form for my own records.**

Yes

No

Youth-Adult Partnerships on 4-H Foundation Boards

2. Please. . .

Your response is crucial to improving 4-H Foundation work throughout the United States. We hope you will reconsider your decision and click the previous button to take the survey.

Thank you,

Eric Larsen
Graduate Student

Dr. Carl Igo
Assistant Professor

Youth-Adult Partnerships on 4-H Foundation Boards

3. Demographic Data

The following questions will ask you demographic data about yourself.

*** You are (Check one):**

- A Youth Participant
- An Adult Participant

*** How do you describe yourself?**

- Asian
- Black/African-American
- Hispanic/Latino
- Native American
- White/European-American
- Other (please specify)

*** What is your Gender (Check one)?**

- Female
- Male

*** What is your current age?**

Age

*** Please select one that best describes the area in which you live.**

- Rural/Farm
- Suburban
- Urban/City
- Other (please specify)

*** Is this your first time participating in a setting that involves youth and adults working together? (Check one)**

- Yes
- No (If not, what other settings have you worked in a youth-adult partnership?)

Youth-Adult Partnerships on 4-H Foundation Boards

4. Youth Involvement Indicators

For the items below, think of your current 4-H Foundation board and the youth and adults on your board. The purpose of this survey is to allow you to rate the levels of youth involvement with other youth, adult involvement with other adults, and youth working together with adults. Click within the bubble near the statement that you feel is the most accurate. For example, if you feel the statement on the right or left best describes your situation, you would click on the bubble closest to that statement. If you believe that both statements are accurate or somewhat accurate, then you would click on the bubble near the middle. See the example below:

Youth and adults do not have lots of fun. Youth and adults have lots of fun.

O O X O

*	Youth take little initiative in working on projects.	-	-	Youth take lots of initiative in working on projects.
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
*	Youth show up late for meetings/events.	-	-	Youth arrive to meetings/events on time.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth make few decisions for themselves, often relying on the decisions of adults.	-	-	Youth have full access to information that is needed to make decisions.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth rarely share ideas about things that matter to them.	-	-	Youth frequently share ideas about things that matter to them.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth do not have an equal vote in the decision-making process.	-	-	Youth have an equal vote in the decision-making process.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth do not help one another in developing new skills.	-	-	Youth help one another in developing new skills.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth have no interest in being involved with this project.	-	-	Youth are very excited about being involved with this project.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Youth-Adult Partnerships on 4-H Foundation Boards

5. Adult Involvement Indicators

For the items below, think of your current 4-H Foundation board and the youth and adults on your board. The purpose of this survey is to allow you to rate the levels of youth involvement with other youth, adult involvement with other adults, and youth working together with adults. Click within the bubble near the statement that you feel is the most accurate. For example, if you feel the statement on the right or left best describes your situation, you would click on the bubble closest to that statement. If you believe that both statements are accurate or somewhat accurate, then you would click on the bubble near the middle.

*	Adults display a sense of wanting to control youth.	-	-	Adults display a willingness to accept and nurture youth leadership.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults never listen to the suggestions of youth.	-	-	Adults always listen to the suggestions of youth.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults always take over everything when working on project activities.	-	-	Adults never totally take over everything when working on project activities.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults do not learn new skills from one another.	-	-	Adults learn new skills from one another.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults never take the ideas of youth seriously.	-	-	Adults always take the ideas of youth seriously.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults command youth to follow the directions of adults.	-	-	Adults encourage youth to come up with their own ideas.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults have no interest in being involved with this board.	-	-	Adults are very excited about being involved with this board.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults are not very concerned with community change.	-	-	Adults are very concerned with community change.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Youth-Adult Partnerships on 4-H Foundation Boards			
6. Youth-Adult Interaction Indicators			
*	There is arguing/tension among youth and adults.	-	Youth and adults get along well together.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth appear uneasy and intimidated by adults.	-	Youth seem comfortable working with adults.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults appear uneasy and afraid of youth.	-	Adults seem comfortable working with youth.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults do not consult with youth on board activities at all.	-	Adults actively and consistently consult with youth on board activities.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Adults provide little or no direction and mentoring for youth.	-	Adults provide direction and mentoring for youth.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth and adults rarely agree with one another.	-	Youth and adults often agree on most decisions.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth and adults work separately on board tasks.	-	Youth and adults work together as partners on board tasks.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth and adults learn little from one another.	-	Youth and adults indicate mutual learning from one another.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth and adults rarely help one another develop new skills.	-	Youth and adults frequently help one another develop new skills.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*	Youth and adults never engage in respectful conversations.	-	Youth and adults always engage in respectful conversations.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Youth-Adult Partnerships on 4-H Foundation Boards

7. Thank You!

Thank you for your participation in the survey of Youth-Adult Partnerships on 4-H Foundation Boards.

APPENDIX F

CONSENT FORMS AND SURVEY DISTRIBUTED TO
MONTANA 4-H FOUNDATION

June 2, 2009

Dear 4-H Foundation Board Member,

You have been selected to participate in a study investigating Youth-Adult Partnerships on 4-H Foundation Boards. The purpose of the study is to gather information about how youth and adults perceive each other in a board room setting. The information obtained will be beneficial in developing and improving the 4-H program and also 4-H Foundations such as the one you serve on currently.

Your participation will involve about one hour of your time for the three different questionnaires you will be asked to fill out. The questionnaires will be easy to follow and easy to answer for all participants of the survey. There is no foreseeable risk involved for either participants or non-participants.

All of your individual information will be kept confidential. If you choose to participate, please do not put your name on any of the material except for the consent form. The consent form and the questionnaire will be filed separately after they are received. The investigator will give each member an identification code, this will allow the investigator to be able to distinguish which participants of the study have sent his or her questionnaires back. The investigator will only know this code and the information linked to the code, no other outside parties will have access to this code. Only group results will be reported.

Your participation in this leadership study is strictly voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

If, after reading this letter and considering the impact of your involvement, you decide to participate, please sign the consent form on the following page. Then **return the consent form** in the prepaid envelope addressed to Montana State University Division of Agricultural Education by **two weeks from the postmark of this letter.**

If you have any questions or concerns about this study or how the data will be reported and used, please contact Eric Larsen at eric.larsen@myportal.montana.edu (406)-994-5778 or Dr. Carl Igo at cigo@montana.edu (406)-994-3693. If you have any questions or concerns about the rights of a research participant, please contact Dr. Mark Quinn, Institutional Review Board Chairperson mquinn@montana.edu (406)-994-4707.

Thank you for your willingness to participate in this study,

Eric Larsen
Graduate Student

Dr. Carl Igo
Assistant Professor

AUTHORIZATION: I have read the above and understand study.

I, _____ (*name of subject*), agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. I have received a copy of this consent form for my own records.

Participant Signature: _____

Date: _____

APPROVED
MSU IRB
06/03/2009
Date approved
06/02/2010
Expiration date

June 2, 2009

Dear 4-H Foundation Board Member,

You have been selected to participate in a study investigating Youth-Adult Partnerships on 4-H Foundation Boards. The purpose of the study is to gather information about how youth and adults perceive each other in a board room setting. The information obtained will be beneficial in developing and improving the 4-H program and also 4-H Foundations such as the one you serve on currently.

Your participation will involve about one hour of your time for the three different questionnaires you will be asked to fill out. The questionnaires will be easy to follow and easy to answer for all participants of the survey. There is no foreseeable risk involved for either participants or non-participants.

All of your individual information will be kept confidential. If you choose to participate, please do not put your name on any of the material except for the consent form. The consent form and the questionnaire will be filed separately after they are received. The investigator will give each member an identification code, this will allow the investigator to be able to distinguish which participants of the study have sent his or her questionnaires back. The investigator will only know this code and the information linked to the code, no other outside parties will have access to this code. Only group results will be reported.

Your participation in this leadership study is strictly voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

If, after reading this letter and considering the impact of your involvement, you decide to participate, please sign the consent form on the following page. Then **return the consent form** in the prepaid envelope addressed to Montana State University Division of Agricultural Education by **two weeks from the postmark of this letter.**

If you have any questions or concerns about this study or how the data will be reported and used, please contact Eric Larsen at eric.larsen@myportal.montana.edu (406)-994-5778 or Dr. Carl Igo at cigo@montana.edu (406)-994-3693. If you have any questions or concerns about the rights of a research participant, please contact Dr. Mark Quinn, Institutional Review Board Chairperson mquinn@montana.edu (406)-994-4707.

Thank you for your willingness to participate in this study,

Eric Larsen
Graduate Student

Dr. Carl Igo
Assistant Professor

AUTHORIZATION: I have read the above and understand this study.

I, _____ (*name of parent or guardian*), related to the subject as _____ (*relationship*), agree to the participation of _____ (*name of subject*) in this research. I understand that the subject or I may later refuse participation in this research and that the subject, through his/her own action or mine, may withdraw from the research at any time. I have received a copy of this consent form for my own records.

Youth Participant Signature: _____

Date: _____

Parent of Youth Participant Signature: _____

Date: _____

APPROVED
MSU IRB
06/03/2009
Date approved
06/02/2010
Expiration date

Office Use Only	Individual ID #	Date Received

Please complete the following items. Please **DO NOT** write your name on any part of the survey. This will ensure your responses will be kept confidential.

1. You are (Check one):

- A Youth Participant
- An Adult Participant

2. How do you describe yourself?

- Asian
- Black/African-American
- Hispanic/Latino
- Native American
- White/European-American
- Other _____

3. What is your Gender (Check one)?

- Female
- Male

4. What is your current age?

5. Please select one that best describes the are in which you live.

- Rural/Farm
- Suburban
- Urban/City
- Other _____

6. Is this your first time participating in a setting that involves youth and adults working together (Check one)?

- Yes
- No (If not, what other settings have you worked in youth-adult partnership?)

Office Use Only	Individual ID #	Date Received

For the items below, think of your current 4-H Foundation board and the youth and adults on your board. The purpose of this survey is to allow you to rate the levels of youth involvement with other youth, adult involvement with other adults, and youth working together with adults. Place an "X" (within the box) near the statement that you feel is the most accurate. For example, if you feel the statement on the right or left best describes your situation, you would place an "X" in the box closest to that statement. If you believe that both statements are accurate or somewhat accurate, then you would place an "X" near the middle. See the example below:

EXAMPLE

Youth and adults do not have lots of fun. Youth and adults have lots of fun.

Youth Involvement Indicators

Youth take little initiative in working on projects.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth take lots of initiative in working on projects.
Youth show up late for meetings/events.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth arrive to meetings/events on time.
Youth make few decisions for themselves, often relying on the decisions of adults.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth have full access to information that is needed to make decisions.
Youth rarely share ideas about things that matter to them.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth frequently share ideas about things that matter to them.
Youth do not have an equal vote in the decision-making process.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth have an equal vote in the decision-making process.
Youth do not help one another in developing new skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth help one another in developing new skills.
Youth have no interest in being involved with this project.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth are very excited about being involved with this project.

Adult Involvement Indicators

Adults display a sense of wanting to control youth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults display a willingness to accept and nurture youth leadership.
Adults never listen to the suggestions of youth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults always listen to the suggestions of youth.
Adults always take over everything when working on project activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults never totally take over everything when working on project activities.
Adults do not learn new skills from one another.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults learn new skills from one another.
Adults never take the ideas of youth seriously.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults always take the ideas of youth seriously.
Adults command youth to follow the directions of adults.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults encourage youth to come up with their own ideas.
Adults have no interest in being involved with this board.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults are very excited about being involved with this board.
Adults are not very concerned with community change.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults are very concerned with community change.

Youth-Adult Interaction Indicators

There is arguing/tension among youth and adults.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults get along well together.
Youth appear uneasy and intimidated by adults.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth seem comfortable working with adults.
Adults appear uneasy and afraid of youth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults seem comfortable working with youth.
Adults do not consult with youth on board activities at all.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults actively and consistently consult with youth on board activities.
Adults provide little or no direction and mentoring for youth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults provide direction and mentoring for youth.
Youth and adults rarely agree with one another.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults often agree on most decisions.
Youth and adults work separately on board tasks.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults work together as partners on board tasks.
Youth and adults learn little from one another.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults indicate mutual learning from one another.
Youth and adults rarely help one another develop new skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults frequently help one another develop new skills.
Youth and adults never engage in respectful conversations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults always engage in respectful conversations.

APPENDIX G

REMINDER EMAILS

To: [Email]

From: Eric Larsen

Subject: Assistance Needed From 4-H Foundation Board Members

Body:

Just wanted to send you a friendly reminder about taking the survey on Youth-Adult Partnerships on 4-H Foundation Boards.

You have been selected to represent your 4-H Foundation board in a research project on Youth-Adult Partnerships. Shepard Zeldin, noted researcher on Youth-Adult Partnerships, indicated, "The logic for engaging youth as partners in collective decision making and action has long been articulated as both an issue of social justice and as a matter of good practice". This research will provide additional knowledge and information about Youth-Adult Partnerships specifically on 4-H Foundation boards. Simply click on the following link to be directed to the survey :

<http://www.surveymonkey.com/s.aspx>

Eric Larsen
Graduate Student
Agricultural Education
Montana State University - Bozeman

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

<http://www.surveymonkey.com/optout.aspx>

To: [Email]

From: Eric Larsen

Subject: Assistance Needed From 4-H Foundation Board Members

Body:

Just wanted to send you a friendly reminder about taking the survey on Youth-Adult Partnerships on 4-H Foundation Boards.

You have been selected to represent your 4-H Foundation board in a research project on Youth-Adult Partnerships. Shepard Zeldin, noted researcher on Youth-Adult Partnerships, indicated, "The logic for engaging youth as partners in collective decision making and action has long been articulated as both an issue of social justice and as a matter of good practice". This research will provide additional knowledge and information about Youth-Adult Partnerships specifically on 4-H Foundation boards. Simply click on the following link to be directed to the survey :

<http://www.surveymonkey.com/s.aspx>

Eric Larsen
Graduate Student
Agricultural Education
Montana State University - Bozeman

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.

<http://www.surveymonkey.com/optout.aspx>

To: [Email]

From: Eric Larsen

Subject: Final Reminder For 4-H Foundation Board Members

Body:

Hello,

I would just like to send a reminder to you about taking this survey on Youth Adult Partnerships on 4-H Foundation Boards. The CLOSING DATE IS DECEMBER 18th, after this date the survey will be closed. The survey should take about 10 minutes total to take. This research will provide additional knowledge and information about Youth-Adult Partnerships specifically on 4-H Foundation boards. Simply click on the following link to be directed to the survey :
<http://www.surveymonkey.com/s.aspx>

Thanks,

Eric Larsen
Graduate Student
Agricultural Education
Montana State University - Bozeman

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
<http://www.surveymonkey.com/optout.aspx>

APPENDIX H

PAPER COPY OF SURVEY SENT TO YOUTH PARTICIPANTS

June 2, 2009

Dear 4-H Foundation Board Member,

You have been selected to participate in a study investigating Youth-Adult Partnerships on 4-H Foundation Boards. The purpose of the study is to gather information about how youth and adults perceive each other in a board room setting. The information obtained will be beneficial in developing and improving the 4-H program and also 4-H Foundations such as the one you serve on currently.

Your participation will involve about one hour of your time for the three different questionnaires you will be asked to fill out. The questionnaires will be easy to follow and easy to answer for all participants of the survey. There is no foreseeable risk involved for either participants or non-participants.

All of your individual information will be kept confidential. If you choose to participate, please do not put your name on any of the material except for the consent form. The consent form and the questionnaire will be filed separately after they are received. The investigator will give each member an identification code, this will allow the investigator to be able to distinguish which participants of the study have sent his or her questionnaires back. The investigator will only know this code and the information linked to the code, no other outside parties will have access to this code. Only group results will be reported.

Your participation in this leadership study is strictly voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

If, after reading this letter and considering the impact of your involvement, you decide to participate, please sign the consent form on the following page. Then **return the consent form** in the prepaid envelope addressed to Montana State University Division of Agricultural Education by **two weeks from the postmark of this letter.**

If you have any questions or concerns about this study or how the data will be reported and used, please contact Eric Larsen at eric.larsen@myportal.montana.edu (406)-994-5778 or Dr. Carl Igo at cigo@montana.edu (406)-994-3693. If you have any questions or concerns about the rights of a research participant, please contact Dr. Mark Quinn, Institutional Review Board Chairperson mquinn@montana.edu (406)-994-4707.

Thank you for your willingness to participate in this study,

Eric Larsen
Graduate Student

Dr. Carl Igo
Assistant Professor

AUTHORIZATION: I have read the above and understand this study.

I, _____ (*name of parent or guardian*), related to the subject as _____ (*relationship*), agree to the participation of _____ (*name of subject*) in this research. I understand that the subject or I may later refuse participation in this research and that the subject, through his/her own action or mine, may withdraw from the research at any time. I have received a copy of this consent form for my own records.

Youth Participant Signature: _____

Date: _____

Parent of Youth Participant Signature: _____

Date: _____

APPROVED
MSU IRB
06/03/2009
Date approved
06/02/2010
Expiration date

Office Use Only	Individual ID #	Date Received

Please complete the following items. Please **DO NOT** write your name on any part of the survey. This will ensure your responses will be kept confidential.

1. You are (Check one):

- A Youth Participant
- An Adult Participant

2. How do you describe yourself?

- Asian
- Black/African-American
- Hispanic/Latino
- Native American
- White/European-American
- Other _____

3. What is your Gender (Check one)?

- Female
- Male

4. What is your current age?

5. Please select one that best describes the are in which you live.

- Rural/Farm
- Suburban
- Urban/City
- Other _____

6. Is this your first time participating in a setting that involves youth and adults working together (Check one)?

- Yes
- No (If not, what other settings have you worked in youth-adult partnership?)

Office Use Only	Individual ID #	Date Received

For the items below, think of your current 4-H Foundation board and the youth and adults on your board. The purpose of this survey is to allow you to rate the levels of youth involvement with other youth, adult involvement with other adults, and youth working together with adults. Place an "X" (within the box) near the statement that you feel is the most accurate. For example, if you feel the statement on the right or left best describes your situation, you would place an "X" in the box closest to that statement. If you believe that both statements are accurate or somewhat accurate, then you would place an "X" near the middle. See the example below:

EXAMPLE

Youth and adults do not have lots of fun. Youth and adults have lots of fun.

Youth Involvement Indicators

Youth take little initiative in working on projects.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth take lots of initiative in working on projects.
Youth show up late for meetings/events.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth arrive to meetings/events on time.
Youth make few decisions for themselves, often relying on the decisions of adults.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth have full access to information that is needed to make decisions.
Youth rarely share ideas about things that matter to them.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth frequently share ideas about things that matter to them.
Youth do not have an equal vote in the decision-making process.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth have an equal vote in the decision-making process.
Youth do not help one another in developing new skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth help one another in developing new skills.
Youth have no interest in being involved with this project.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth are very excited about being involved with this project.

Adult Involvement Indicators

Adults display a sense of wanting to control youth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults display a willingness to accept and nurture youth leadership.
Adults never listen to the suggestions of youth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults always listen to the suggestions of youth.
Adults always take over everything when working on project activities.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults never totally take over everything when working on project activities.
Adults do not learn new skills from one another.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults learn new skills from one another.
Adults never take the ideas of youth seriously.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults always take the ideas of youth seriously.
Adults command youth to follow the directions of adults.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults encourage youth to come up with their own ideas.
Adults have no interest in being involved with this board.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults are very excited about being involved with this board.
Adults are not very concerned with community change.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults are very concerned with community change.

Youth-Adult Interaction Indicators

There is arguing/tension among youth and adults.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults get along well together.
Youth appear uneasy and intimidated by adults.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth seem comfortable working with adults.
Adults appear uneasy and afraid of youth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults seem comfortable working with youth.
Adults do not consult with youth on board activities at all.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults actively and consistently consult with youth on board activities.
Adults provide little or no direction and mentoring for youth.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Adults provide direction and mentoring for youth.
Youth and adults rarely agree with one another.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults often agree on most decisions.
Youth and adults work separately on board tasks.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults work together as partners on board tasks.
Youth and adults learn little from one another.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults indicate mutual learning from one another.
Youth and adults rarely help one another develop new skills.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults frequently help one another develop new skills.
Youth and adults never engage in respectful conversations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Youth and adults always engage in respectful conversations.