

EXAMINING ILLINOIS 4-H MEMBER
YOUTH FAIR PARTICIPATION

BY

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THESIS

Submitted in partial fulfillment of the requirements
for the degree of Master of Science in Agricultural Education
in the Graduate College of the
University of Illinois at Urbana-Champaign, 2018

Urbana, Illinois

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ABSTRACT

Traditionally the 4-H Youth Development Program provides a mastery component for 4-H Members through a 4-H Fair where they can display their projects through evaluation and competition. The 4-H Fair is a deep-rooted tradition that consumes many resources including 4-H Staff time and energy (Arnold, Meinhold, Skubinna, & Ashton, 2007). The purpose of this study is to identify 4-H Member's motivation as well as factors that hinder their participation in the 4-H Fair. This study was promoted to Illinois 4-H Members ages 12-18, although there are a few members that are outliers being younger than 12 and older than 18. Due to limited time and resources available to collect information for this survey, this study is lacking to encompass information from all Illinois 4-H Members that range from ages 8-18. The results of the study will assist 4-H Staff to make program improvements to increase involvement in the 4-H Fair.

*For 4-H Staff, in recognition of your hard work, and the contributions you make to support the
4-H program through positive youth development.*

ACKNOWLEDGMENTS

I would like to thank the many people that who have supported me through this work. First, I would like to thank my family, especially my husband, Billy for listening and helping me when this journey became difficult. I would like to thank my parents, Kevin and Debby for instilling the importance of education and never allowing me to quit something that I started in until the job was finished. Thank you to my advisor, Dr. Erica Thieman for all of the advice and assistance through this process. I would never have completed this degree without your insight and research expertise. I am reminded of a conversation we had once where she told me, “That’s why I am the teacher, and you are the student.”

A thank-you is also in order to all of the Illinois 4-H Staff and University of Illinois Extension Staff that assisted me through this process of this study. In particular the Director of Illinois 4-H, Dr. Lisa Bouillion Diaz and many members of the Illinois 4-H Staff including Patricia McGlaughlin, Bill Million, Dan Horn, and Judy Bingman. All of the Illinois 4-H Educators, Program Coordinators, Community Workers, and Office Support staff that assisted in distributing the surveys. I would not have results to analyze without your help. University of Illinois State Extension Specialist of Community and Economic Development, Zach Kennedy assisted the creation of the map included in this study. This map shows the county membership of the 4-H Members that participated in this study.

Finally, yet importantly, I would like to thank the Illinois 4-H Members that participated in this study. Without your input, 4-H Staff would not have the resources needed to improve your 4-H experience and hold to the 4-H motto “To make the best better.” You are the reason that we, as 4-H Staff, enjoy our jobs.

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CHAPTER 1: INTRODUCTION

While many people are planning summer vacations, 4-H Staff are planning around the clock to ensure the fair is a successful event for all participants. 4-H is the Nation's largest youth development organization with nearly 6 million members in the United States (National 4-H Council, 2017). Illinois 4-H aims to impact 200,000 youth each year through 4-H club activities and community outreach programming (University of Illinois Extension, 2017). The Illinois 4-H Mission has four objectives: Provide positive youth development contexts that foster belonging, independence, generosity, and mastery, create opportunities for youth to use their skills to influence and impact others, equip youth with skills and experiences for success, and to offer targeted youth education programs to address Illinois issues (University of Illinois Extension, 2017).

The framework for 4-H Clubs started in the late 1800's when researchers found that adults were not accepting of new agricultural discoveries and practices. However, young people embraced new ideas and were willing to test out new methods and share their results with adults. By utilizing young people to educate the public, the idea of the 4-H Club was born (National 4-H Council, 2018). Youth development programs found outside of the school have been a way to provide informal education to adolescents for over 100 years (Scheer & Donnermyer, 2007). The first 4-H club was established in 1902, and since then the program has taken off and become the Nation's largest youth development organization. 4-H became a national organization in 1914 with the passage of the Smith-Lever Act and created the Cooperative Extension Service. Cooperative Extension, in partnership with state land-grant universities, provides researched-based outreach education programs, including the 4-H Youth Development Program. 4-H is offered in every state across the nation and can be found in rural, suburban, and urban settings

(National 4-H Council, 2018). Through 4-H, 4-H Members have access to a variety of opportunities including clubs, camps, and after-school programs. In addition, 4-H Members can explore their interests through their project work (University of Illinois Extension, 2017).

Illinois 4-H Members can choose from over fifty different project areas, allowing them to explore their interests. Project categories include a variety of areas including large and small livestock, small pet and companion animals, engineering and technology projects, veterinarian science, environmental and natural resource projects, horticulture and crops, family and consumer science projects, citizenship and leadership projects, and many more. 4-H Members work on these projects throughout the 4-H year and then can display their projects at a 4-H Fair or a similar culminating event. This event allows members to exhibit what they have learned. 4-H Members that have livestock or other animal science projects can show a live animal or create an animal science static display that is evaluated by judges. Projects offered that are not animal science projects are referred to as general projects. General projects are shown as static displays and are assessed by judges. Some counties use conference judging as the method of evaluation for general projects where judges speak to the 4-H Exhibitor one-on-one about their project learning.

The 4-H Fair is traditionally the mastery component used in the 4-H Youth Development Program for members to display their projects through evaluation and competition. While the 4-H Fair can be a highlight of many 4-H Member's experiences, some 4-H Members choose not to participate in the 4-H Fair. With so much time and effort spent planning and facilitating 4-H Fair activities one can easily wonder if this program is worth the effort (Arnold, Meinhold, Skubinna, & Ashton, 2007).

CHAPTER 2: REVIEW OF LITERATURE

Youth tend to participate in programs that allow them to meet personal goals, develop skills, and have positive interactions with other youth and adults. These same factors also provide reasons that youth drop out or do not participate in a program. If the program does not allow the youth to meet their goals and if they have negative experiences with youth or adults enrolled in the program (McGuire, Dworkin, Borden, Perkins, & Russell, 2016).

From the beginning of the 4-H program, competition has been a program component. Many 4-H programs use the 4-H Fair as the mastery event where 4-H Members can showcase what they have learned throughout the year and compete against other members. The 4-H Fair provides 4-H Members recognition for their achievements. Mastery is one of the four essential elements of Positive Youth Development, according to 4-H Educator, Amy Leman with the University of Illinois Extension. 4-H Members develop Mastery through their project work over time. After a 4-H member masters a project, the goal is that they find enjoyment in these projects to help lead them to a future career choice and life skills that they can use daily. “Mastery is related to ‘self-efficacy’. Self-efficacy is believing in yourself and knowing you are capable of achieving goals and mastering tasks. Youth need to feel and believe they are capable” (Leman, 2010, p. 1).

According to a promotional piece by Cornell University, 4-H Youth Development Program, 4-H Fairs provide benefits for youth participants including setting goals, developing work standards, a sense of achievement from their accomplishments, and the opportunity to converse about what they have learned from their projects (Cornell University, Cooperative Extension, n.d.).

With competitive events being a standard component of 4-H Youth Development programs, a group of researchers collected information on the attitudes of 4-H participants about competitive events. Researchers concluded that most 4-H Members have positive views about competitive events. The 4-H Members surveyed felt that competitive events engage them to learn new things (Radhakrishna, Everhart, & Sinasky, 2006).

Finding information about the motivation of participation in 4-H Fairs was challenging, but one study published in the *Journal of Extension* examined the motivation and developmental benefits of youth participation in 4-H Fairs. Results of this study showed the most significant motivation for involvement in the 4-H Fair was “having fun.” Other top motivators included “achieving goals,” “spending time with friends,” and “teamwork.” The study hypothesized that motivation to participate in the 4-H Fair would be greater for members that were showing market livestock they could sell at the 4-H auction. However, results concluded that exhibition of market livestock had little effect on the motivation of participation (Arnold et al., 2007).

A study conducted by the University of Minnesota Extension shows the top three reasons youth joined 4-H was because they wanted to have fun, try new things, and participate in projects and fairs. Sixty-one percent of the respondents surveyed in this study also stated that they stayed in 4-H is because they enjoyed working on projects and participating in fairs and events (Harrington, Sheehan, & Blyth, 2011). Research conducted by Louisiana State University revealed several barriers to involvement in 4-H programs include time, scheduling, and transportation (Fox, Tarifa, & Machtmes, 2008). Youth schedules are many times dictated by their parent’s busy schedules. Transportation can be an issue because youth do not get their driver’s license until they are in high school. Some of the same factors are noted in a study conducted by the University of Georgia about 4-H club enrollment and retention. 4-H Members

do not re-enroll in the program because of scheduling conflicts and transportation issues.

“Flexibility in activities and schedules is one way to maintain interest and retain youth.” One of the factors that retain 4-H Members is the positive experience in competition (Defore, Fuhrman, Peake, & Duncan, 2011, p. 3).

Another factor of participation or lack of involvement might be allowing youth voice in the planning process of 4-H programs. Adults often plan and facilitate youth programming with little help from the youth participating. Having youth input in 4-H programming will likely increase the time spent planning, research has shown that adult planned activities are failing youth (Fox, et al., 2008). A study conducted by Oregon State University Extension provided insight on some additional factors that might limit 4-H participation of youth from high-risk environments. Factors included a lack of follow-through of involvement and lack of monetary resources. Even when the logistics for involvement was established to participate in a program, occasionally youth would refuse to join because of their lack of self-confidence for participation. Cost of 4-H programming was also a barrier for some at-risk youth. Some families were not equipped to provide the program fee needed to enroll in the program or the additional cost of equipment required. In these cases, scholarships were not available (Hobbs, 1999).

Other barriers that limit 4-H participation include lack of awareness and parents felt exclusion or mistrust of the 4-H program. Respondents thought it was hard to find information about the 4-H program. Another participant did not seek information about programs other than what was promoted through the school setting. The participants that felt exclusion to 4-H noted this led to mistrust of the people involved in 4-H programming (Avent & Jayaratne, 2017).

Importance

The 4-H Youth Development Program focuses on four main components: belonging, independence, generosity, and mastery. All elements are important, but a significant amount of time is spent preparing for the mastery component, in the form of the 4-H Fair. From anecdotal experience expressed by those working with the 4-H Youth Development program in Illinois, many 4-H Members enroll and participate in 4-H, but do not attend the fair. The current study seeks to identify the participation motives and factors influencing participation in the 4-H Fair.

When the current study was initiated, Illinois 4-H was experiencing a budget crisis due to lawmakers maintaining a state budget approval impasse for over a year and a half. With a portion of Cooperative Extension and 4-H funding provided by state and county matching funds, it is imperative that 4-H Staff reassess resources used for the 4-H Fair since the budget for the program is becoming smaller. Through collecting information on 4-H Fair participation, 4-H Staff can evaluate the current programming and make improvements. 4-H Staff have a desire for all 4-H Members to have equal access to the same opportunities for participation. By utilizing the results from this study, staff can determine if adjustments are necessary to improve 4-H Fair programming and participation.

Problem

If 4-H Members do not participate in the fair, they are not completing the mastery component of the 4-H Youth Development Program. To reap full benefit of 4-H involvement, members should participate in all four elements: Belonging, Independence, Generosity, and Mastery, also referred to by the acronym “BIG-M.” 4-H Staff spend countless hours planning mastery components for youth enrolled in the program. If there is a lack of participation, 4-H

Staff must decide if the 4-H Fair is the best way to approach mastery, or if there is a better way to accomplish this component.

Purpose and Objectives

The purpose of this exploratory study is to determine why Illinois 4-H Members choose to participate in the mastery component of the 4-H program, also known as the 4-H Fair. This descriptive, exploratory study will identify areas in need of improvement to increase participation.

Research Questions

1. What is the motivation for participation in the 4-H Fair by 4-H Members?
2. What factors influence 4-H Member's involvement in the 4-H Fair?

CHAPTER 3: METHODS

Research for this study was conducted from November 8, 2017 to January 22, 2018. The population selected to participate in this study was youth ages 12-18 enrolled in the Illinois 4-H Youth Development Program. During the 2016-2017 4-H program year, 10,982 youth between the ages of 12-18 were enrolled in Illinois 4-H. The goal of this study was to reach at least 200 Illinois 4-H Members with all counties represented.

The online research instrument created in Qualtrics was dispersed electronically to Illinois 4-H Staff in all 102 counties. The e-mail distributed to Illinois 4-H Staff on November 8, 2018, included an assent statement describing the study and distribution materials. These included: a template to use for county newsletters and e-mail blasts to 4-H Members that included information about the questionnaire with a link to participate, a reminder template for 4-H Staff to distribute every two-weeks in county newsletters and e-mail blasts to 4-H Members that included information about the questionnaire with a link to participate, a letter to 4-H Parents explaining the study, a copy of the questionnaire for 4-H Staff and 4-H Parents to review. Given the subject matter of the survey involving minimal risk and not being very different from other activities that youth in 4-H do as part of their learning experiences, the University of Illinois Institution Review Board (IRB) approved a waiver of parental consent for youth that had not attained the age of 18.

The survey was developed to identify motives for 4-H Fair participation. 4-H Staff were encouraged to send the questionnaire out to all youth enrolled in their county 4-H program ages 12-18 through electronic communication. 4-H Staff has access to family and member e-mail addresses through the 4-H Online database. Fifty-nine of 102 Illinois counties (57.8%) had at least one response from a 4-H Member. With this survey being voluntary, some county 4-H Staff

chose not to provide the opportunity for their members to participate, while others encouraged their members to participate but still received no responses. Forty-three (42.2%) Illinois counties did not participate in this study.

The anonymously completed instrument included demographic questions to establish county 4-H membership, age, years of 4-H membership, gender, residence, race, and ethnicity. The questionnaire asked 4-H Members if they had attended their county's 4-H Fair, Project Expo, or another event where they had the opportunity to show off their project work. If the 4-H Member answered "yes" to attending their 4-H Fair, they were asked why they attended. There was a series of choices where they could check all options that applied to them. One of the choices included a text box so participants could list reasons they attended the fair that was not already included in the provided list.

Survey participants were asked what type of transportation they used to attend the 4-H Fair. There was a series of choices where they could check all options that applied to them with one of the choices including a text box so they could list another form of transportation they used to attend the 4-H Fair. If a 4-H Member did not attend their county's 4-H Fair, they were asked why they did not attend their 4-H Fair. Additional questions asked if the 4-H Member enjoyed the 4-H Fair, where they could choose "yes" or "no." If the participant chose "yes", they were given a checklist to choose why they enjoyed the 4-H Fair. Participants that selected that they did not enjoy attending the 4-H Fair were provided options to describe why they did not enjoy participating in the fair.

4-H Members were asked what type of 4-H projects they are enrolled in with options being livestock, general projects, or both. 4-H Members were invited to complete a checklist of the projects they have enrolled in during their 4-H membership. The top five projects selected by

the sample of 4-H Members that participated in the study included 4-H Cooking projects ($n = 132$), Visual Arts projects ($n = 104$), Photography projects ($n = 97$), Clothing and Textiles projects ($n = 77$), and Poultry projects ($n = 67$).

Most respondents were 4-H Members ages 12-18, but there were a few participants younger than 12 and older than 18 due to 4-H Staff using enrollment data from the year before the study. The participants that responded that were older than 18 years of age had recently aged out of the program. It is likely that the respondents younger than age 12 had a sibling with the same e-mail address that was within the target age or 4-H Staff sent the survey out to all of their 4-H Members ages 8-18 instead of the target population. Of the 4-H Members that participated in the survey 8.7% were 12 years of age ($n = 24$), 15.6% were 13 years of age ($n = 43$), 14.5% were 14 years of age ($n = 40$), 13.8% were 15 years of age ($n = 38$), 13.1% were 16 years of age ($n = 36$), 13.8% were 17 years of age ($n = 38$), and 10.2% were 18 year of age ($n = 28$). The participants outside of the target population include 1.5 % were 9 years of age ($n = 4$), 0.4 % were 10 years of age ($n = 1$), 0.4% were 11 years of age ($n = 1$), 2.2% were 19 years of age ($n = 6$), 0.4% were 20 years of age ($n = 1$), and 0.4% identified as an adult ($n = 1$).

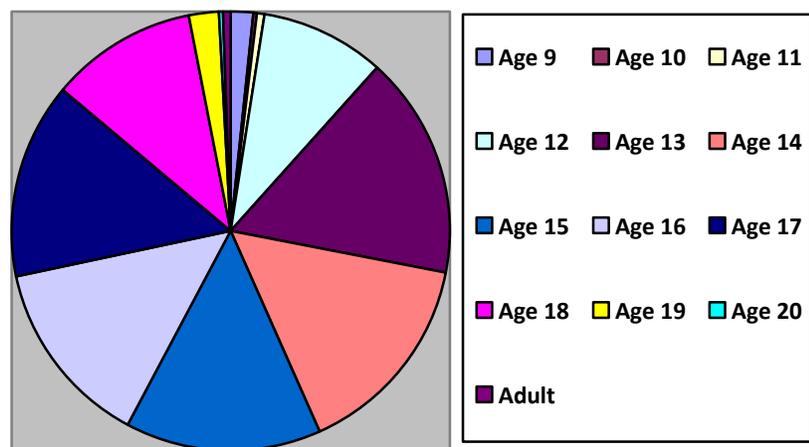


Figure 1. Survey Participation by Age. This figure illustrates the percentages of 4-H Members that participated in this study by their age.

The highest percentage of participants reported having membership in the 4-H program for four to seven years. Of those, 10.9% were four year members ($n = 30$), 14.5% were five year members ($n = 40$), 13.8% were six year members ($n = 38$), and 11.3% were seven year members ($n = 31$).

The participants lived in a variety of locations with 47.6% living on a farm ($n = 131$), 33.1% living in a rural town with a population under 10,000 ($n = 91$), 12% living in a town or city with a population between 10,000-50,000 ($n = 33$), 3.3% living in a suburb ($n = 9$), 2.5% living in a central city with a population of more than 50,000 ($n = 7$). Within the survey, participants selected their county membership. The following map displays the Illinois counties that had 4-H Members that participated in this study. The number of participants is included inside of the county borders.

Most members surveyed identified their race as white (90.5%, $n = 249$), 1% identified as black ($n = 3$), 0.4% ($n = 1$) selected they identified as American Indian or Alaskan Native, 0.7% identified as Asian ($n = 2$), 1.7% identified as another race not listed ($n = 5$), and 2.2% of the participants chose not to disclose their race ($n = 6$). Of those participants 88.4% ($n = 243$) were non-Hispanic or Latino, 4% ($n = 11$) identified as Hispanic or Latino, and 2.5% ($n = 7$) preferred not to disclose their ethnicity. Of the ($n = 275$) 4-H Members that responded, 67.6% identified as female ($n = 186$), 25.5% identified as male ($n = 70$), and 2.2% selected they preferred not to disclose their gender ($n = 6$).

The goal of this study was to understand what motivates Illinois 4-H Members to participate in the 4-H Fair. Therefore, we analyzed descriptive statistics collected from the survey data.

CHAPTER 4: FINDINGS

Objective 1: What is the motivation for participation in the 4-H Fair by 4-H Members?

Overall, it is determined that “having fun” was the most significant motivator to influence 4-H Members to attend the 4-H Fair. This was followed by receiving a 4-H premium check for their project work. It was determined that the lowest motivator of 4-H Fair participation was selling their animal in the 4-H Livestock Auction.

Results of the study show that “having fun” was the most significant motivator of 4-H Member attending the 4-H Fair ($n = 209$, 76%). Other motivators include receiving money for project work (4-H premium check, $n = 180$, 65.5%), doing a good job on project work to advance to the Illinois State Fair ($n = 170$, 61.8%), winning awards ($n = 164$, 59.6%), competing against other 4-H Members ($n = 163$, 59.2%), achieving goals through project work ($n = 163$, 59.2%), and parent encouragement to attend the 4-H Fair ($n = 160$, 58.2%). The lowest motivators were found to be participating in the 4-H Livestock Auction ($n = 90$, 32.7%), 4-H Leaders encouraging fair participation ($n = 116$, 42.2%), meeting new friends ($n = 122$, 44.4%), and helping other 4-H Members at the fair ($n = 131$, 47.6%).

Objective 2: What factors influence 4-H Member’s involvement in the 4-H Fair?

Most 4-H Members attended the 4-H Fair by obtaining transportation from their parents by motor vehicle ($n = 229$). With only 40% ($n = 110$) of the population that participated in this study being 16 years of age or older, which is when Illinois residents can apply to obtain a driver’s license 70 (25.5%) participants indicated they drove themselves to the fair. Only 3 (1.2%) participants rode their bike to the fair, and 3 (1.2%) walked to the fair.

Of the 4-H Members that did not attend the 4-H Fair, most stated they did not participate because they did not complete their projects ($n = 11$). The other top reason for not attending the

4-H Fair was that 4-H Members had another activity to participate in that conflicted with the 4-H Fair schedule ($n = 8$).

Outcomes from the survey show that out of 275 survey participants 93.8% ($n = 258$) indicated that they “had a good time and enjoyed the 4-H Fair.” The participants were specifically asked what they enjoyed about the 4-H Fair. Top results show 4-H Members enjoy showing their projects ($n = 221$), winning awards ($n = 182$), spending time with other 4-H Members ($n = 175$), and spending time with their family at the fair ($n = 169$). Of the members that did not enjoy the 4-H Fair ($n = 4$, 1.5%), reasons included talking to a judge about their project, which is referred to as conference judging ($n = 30$) and the competition ($n = 22$).

CHAPTER 5: DISCUSSIONS & CONCLUSIONS

From the results shown in this exploratory study, it can be concluded that most 4-H Members enjoy attending the 4-H Fair. With “having fun” being the most significant motivator for attending the fair, it is essential to keep this in mind when preparing 4-H Fair activities. “Having fun” was also recorded as the most significant motivator a pilot (Arnold et al., 2007). Since 4-H Members enjoy showing their project work, it is essential to consider if there are factors that can be adjusted to the judging process to make it more fun or interactive. These steps should be taken to create educational experiences that are valuable for 4-H Exhibitors to achieve their goals.

Another top motivator includes receiving money for project work, also known as a 4-H premium check. Contrary to the previously mentioned pilot study, which showed that 4-H premiums were the least motivating factor for participation in the 4-H Fair, 65.5% of 4-H Members that participated in this study are motivated by premium checks. 4-H premiums are appropriated by the State of Illinois General Assembly. However, in recent years, the State of Illinois has struggled to pass a budget in a timely fashion resulting in 4-H Staff notifying 4-H Members that there was no guarantee of allocation of 4-H premiums. With this study showing 4-H premiums as a top motivator, it seems crucial for Illinois 4-H to start exploring other options to obtain premium funding such as sponsorships or fundraisers.

4-H Members that are motivated to do well on their project work and advance to the Illinois State Fair is an indicator that members are driven to achieve goals and receive recognition. Also, many members enjoyed winning awards for their project work. These results are also very comparable to what was found in the Arnold et al., (2007) study. In addition, information published by the Cornell University, 4-H Youth Development program shows that 4-

H Fair provide benefits such as goal setting and a sense of achievement and accomplishment by obtaining the goals that they set. (Cornell University, Cooperative Extension, n.d.). Recognition and project mastery are vital components of the 4-H Youth Development Program. 4-H Staff should consider making every effort to ensure 4-H Members are recognized at the 4-H Fair for their efforts to encourage participation. Many fairs use ribbons, plaques, trophies, or other awards for project work recognition. In addition to these items, 4-H Staff might consider having an award ceremony at the 4-H Fair or another form of achievement acknowledgment. While 4-H Staff might feel like this is an additional effort spent on the fair, this could easily be a project directed to a group of 4-H Volunteers to plan and facilitate.

Surprisingly, less than 2% ($n = 4$) of 4-H Members indicated not having transportation was a factor for them not attending the 4-H Fair. Research published by Louisiana State University revealed transportation posing barriers to involvement in 4-H programs (Fox, et al., 2008). With a high percentage of youth being unable to drive a motor vehicle or use transportation without their parents, it is many times assumed that 4-H Members do not attend events due to lack of parent support or availability. Only 2.9% of the 4-H Members that participated in this study have not attended their 4-H Fair, making difficult to draw any specific conclusions for lack of participation in the fair. Transportation and parent involvement highly influenced a 4-H Member's involvement in the 4-H Fair. 4-H Membership age ranges from 8-18, resulting in only a small population of 4-H Members having the ability to drive themselves to the fair. Therefore, parent involvement is crucial for participation. With only a small sample of 4-H Members claiming they did not attend the 4-H Fair, there is not enough data to determine what factors significantly hinder fair participation. Results show that 4-H Members that attend the 4-H Fair find it to be an enjoyable experience. In addition, 4-H Members described showing their 4-H

project work as a pleasant experience. Few 4-H Members claimed they did not enjoy conference judging or judging competition for their projects.

With 93.8% of 4-H Members claiming they had a good time and enjoyed their fair experience, 4-H Staff can rest assured that all of the time spent preparing for the 4-H Fair is providing a positive experience. Responses that were not anticipated in this study include the following: using a bus or other forms of public transportation to attend the 4-H Fair, and utilizing a camper as transportation or even housing during the 4-H Fair. If someone were to replicate this study, the research instrument should include the addition of 4-H Shooting Sports as a 4-H project option and involve viewing other 4-H Member's project work as an option for motivation to attend the 4-H Fair. This study shows that the 4-H Fair is not only a popular 4-H event to attend but a positive and influential experience for the youth that attend. This study also supports that the 4-H Fair is a worthy endeavor to continue to support and fund. In the future, 4-H Staff should focus on the educational component of the 4-H Fair and always strive to achieve the 4-H motto, *to make the best better*.

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APPENDIX A QUESTIONNAIRE

4-H Youth Member Fair Participation Evaluation

Intro Illinois 4-H Member:

You are about to begin a questionnaire that will help Illinois 4-H Staff learn more about what motivates you to participate in your 4-H Fair or 4-H Project Expo. Your answers will be very useful to the people that manage the 4-H clubs and programs and will help 4-H make the best better.

The survey consists of 17 questions. We ask that you answer them to the best of your ability. If you don't know how to answer a question, you can skip it or contact Kristin Puckett, 4-H Program Coordinator for clarification, knblock2@illinois.edu or 217.442.8615. This survey is safe and will not put you in any danger.

Please click on the green arrow to start the questionnaire.

Thank you!

Q1 Have you ever attended your county's 4-H Fair, 4-H Project Expo, or another event where you were able to show off your project work?

- Yes (1)

- No (2)

Skip To: YQ1 If Have you ever attended your county's 4-H Fair, 4-H Project Expo, or another event where you were... = Yes

Skip To: NQ1 If Have you ever attended your county's 4-H Fair, 4-H Project Expo, or another event where you were... = No

YQ1 Why did you attend? Check all that apply.

- I like competing against other 4-H members (1)
- I like winning awards (2)
- My project work helps me achieve goals (3)
- My parents encouraged me to attend (4)
- My leader encouraged me to attend (5)
- I like meeting new friends (6)
- I have fun at the fair (7)
- I like helping other 4-H members at the fair (8)
- I like participating in the 4-H livestock auction (9)
- I like getting money for my project work (4-H premium check) (10)
- I want to do a good job and take my 4-H project to the Illinois State Fair (11)
- I have another reason that I like to attend the fair that you didn't list. Please write this reason in the box provided. (12) _____

Display This Question:

If Have you ever attended your county's 4-H Fair, 4-H Project Expo, or another event where you were... = Yes

YQ1.2 How did you get to the fair? Check all that apply.

- I walked to the fair (1)
- I rode my bike to the fair (2)
- My parents drove me to the fair (3)
- My grandparents drove me to the fair (4)
- My 4-H leader drove me to the fair (5)
- I drove myself to the fair (6)
- Another 4-H parent drove me to the fair (7)
- I have another person that drove me to the fair that is not listed above. Please type who brought you to the fair in the box provided. (8)

- I took another form of transportation to the fair. Please type what type of transportation you used to get to the fair in the box provided. (9)

NQ1 Why did you NOT attend the 4-H Fair or 4-H Project Expo? Check all that apply.

- I did not have transportation to the fair (1)
- I did not complete my project(s) (2)
- I did not show my project(s) because I had a problem or mishap. For example: The icing melted off my cake decorating project before I could exhibit it. Please type the problem you had in the text box provided. (3) _____
- My animal(s) got sick (4)
- I do not like showing my projects but I still learned about them on my own at home (5)
- I do not like competition (6)
- I could not attend because I had another activity. Please list the other activity you attended in the text box provided. (7)

- I did not know about the fair and what day it was (8)
- I am a new 4-H member and have not had the chance to attend the 4-H fair yet (9)
- There is another reason I did not attend that is not listed. Please type the reason in the text box why you did not attend. (10)

Display This Question:

If Have you ever attended your county's 4-H Fair, 4-H Project Expo, or another event where you were... = Yes

Q2 Did you have a good time/enjoy the 4-H Fair, 4-H Project Expo, or event where you were able to show off your project work?

Yes (1)

No (2)

Display This Question:

If Have you ever attended your county's 4-H Fair, 4-H Project Expo, or another event where you were... = Yes

YQ2 What did you enjoy about the 4-H Fair, 4-H Project Expo, or event where you showed your project work? Please check all that apply.

Showing my project(s) (1)

Talking with the 4-H judge about my project(s) (2)

Helping other 4-H members (3)

Being selected for the Illinois State Fair (4)

Spending time with other 4-H members (5)

Spending time with my 4-H leader (6)

Spending time with my family at the fair (7)

Getting my animals ready for the show (8)

Showing my animals (9)

Winning awards (10)

I have another reason that I enjoyed the fair that is not listed. Please type why you enjoyed the fair in the text box provided. (11)

Display This Question:

If Have you ever attended your county's 4-H Fair, 4-H Project Expo, or another event where you were... = Yes

NQ2 What did you NOT enjoy about the 4-H Fair, 4-H Project Expo, or event where you showed your project work? Check all that apply.

- Talking with the 4-H judge about my project(s) (1)
- The competition (2)
- I have another reason that I did NOT enjoy the fair. Please type what you did NOT enjoy in text box provided. (3) _____

Display This Question:

If Have you ever attended your county's 4-H Fair, 4-H Project Expo, or another event where you were... = Yes

Q3 Please use the text box provided to include any additional comments about your 4-H Fair, 4-H Project Expo, or event where you were able to show off your project work that you would like to include.

Q4 What type of projects are you enrolled in through 4-H?

- Livestock (1)
 - General Projects (2)
 - Both Livestock and General Projects (3)
-

Q5 Please check the box next to any 4-H projects you have enrolled in while being a member of the 4-H program. Check all that apply.

- Aerospace (Model Rocketry) (1)
- Beef (2)
- Bicycles (3)
- Cats (4)
- Child Development (5)
- Citizenship (6)
- College & Career Readiness (7)
- Clothing & Textiles (8)
- Communications (9)
- Computer Science (10)
- Consumer Education (11)
- Create Your Own. Please use the text box provided to type what kind of project you created. (12) _____
- Crops (13)
- Dairy Cattle (14)
- Dogs (15)
- Electricity (16)
- Exploratory (Welcome to 4-H) (17)

- Entomology (18)
- Beekeeping (19)
- 4-H Cooking (20)
- Food Preservation (21)
- Food Science (22)
- Meat & Other Protein (23)
- Forestry (24)
- Geology (25)
- Geospatial (26)
- Meat Goats (27)
- Dairy Goats (28)
- Health & Fitness (29)
- Horse & Pony (30)
- Horticulture (31)
- Intercultural (32)
- Interior Design (33)
- Leadership (34)
- Natural Resources (35)
- Photography (36)

- Plant & Soil Science (37)
- Poultry (38)
- Rabbits (39)
- Robotics (40)
- Sheep (41)
- Small Engines (42)
- Small Pets (43)
- Guinea Pigs (44)
- Swine (45)
- Theater Arts (46)
- Tractor (47)
- Veterinary Science (48)
- Video/Filmmaking (49)
- Visual Arts. Please use the text box provided to list the art mediums you have used for your project work. (50) _____
- Food Decorating (51)
- Scrapbooking (52)
- Welding (53)
- Woodworking (54)

Other. Please use the text box provided to include any projects you have enrolled in through 4-H that are not listed. (55)

Q6 What county are you enrolled in for 4-H membership? If you are enrolled in more than one county, please select all that apply.

- Adams (1)
- Alexander (2)
- Bond (3)
- Boone (4)
- Brown (5)
- Bureau (6)
- Calhoun (7)
- Carroll (8)
- Cass (9)
- Champaign (10)
- Christian (11)
- Clark (12)
- Clay (13)
- Clinton (14)
- Coles (15)
- Cook (16)
- Crawford (17)
- Cumberland (18)

- DeKalb (19)
- DeWitt (20)
- Douglas (21)
- DuPage (22)
- Edgar (23)
- Edwards (24)
- Effingham (25)
- Fayette (26)
- Ford (27)
- Franklin (28)
- Fulton (29)
- Gallatin (30)
- Greene (31)
- Grundy (32)
- Hamilton (33)
- Hancock (34)
- Hardin (35)
- Henderson (36)
- Henry (37)

- Iroquois (38)
- Jackson (39)
- Jasper (40)
- Jefferson (41)
- Jersey (42)
- JoDaviess (43)
- Johnson (44)
- Kane (45)
- Kankakee (46)
- Kendall (47)
- Knox (48)
- Lake (49)
- LaSalle (50)
- Lawrence (51)
- Lee (52)
- Livingston (53)
- Logan (54)
- Macon (55)
- Macoupin (56)

- Madison (57)
- Marion (58)
- Marshall (59)
- Mason (60)
- Massac (61)
- McDonough (62)
- McHenry (63)
- McLean (64)
- Menard (65)
- Mercer (66)
- Monroe (67)
- Montgomery (68)
- Morgan (69)
- Moultrie (70)
- Ogle (71)
- Peoria (72)
- Perry (73)
- Piatt (74)
- Pike (75)

- Pope (76)
- Pulaski (77)
- Putnam (78)
- Randolph (79)
- Richland (80)
- Rock Island (81)
- Saline (82)
- Sangamon (83)
- Schuyler (84)
- Scott (85)
- Shelby (86)
- St. Clair (87)
- Stark (88)
- Stephenson (89)
- Tazewell (90)
- Union (91)
- Vermilion (92)
- Wabash (93)
- Warren (94)

Washington (95)

Wayne (96)

White (97)

Whiteside (98)

Will (99)

Williamson (100)

Winnebago (101)

Woodford (102)

Q7 How old are you today?

12 (1)

13 (2)

14 (3)

15 (4)

16 (5)

17 (6)

18 (7)

Other. Please type in your age in the box provided if it is not listed. (8)

Q8 How many years have you been enrolled in 4-H?

1 (1)

2 (2)

3 (3)

4 (4)

5 (5)

6 (6)

7 (7)

8 (8)

9 (9)

10 (10)

11 (11)

More than 11. Please use the text box provided to type how many years you have been enrolled in 4-H. (12) _____

Q9 What is your gender?

Male (1)

Female (2)

Prefer not to say (3)

Q10 Where do you live?

- Farm (rural area where Ag. products are sold) (1)
 - Town with a population under 10,000 people rural non-farm (2)
 - Town or City with a population of 10,000-50,000 people (3)
 - Suburb of a city with more than 50,000 people (4)
 - Central city with more than 50,000 people (5)
 - I'm not sure. Please type in the name of the town/city where you live in the text box provided. (6) _____
-

Q11 What race are you?

- White (1)
 - Black (2)
 - American Indian or Alaska Native (3)
 - Asian (4)
 - Native Hawaiian or Pacific Islander (5)
 - Other. Please use the text box provided to type your race not listed. (6)

 - Prefer not to say (7)
-

Q12 Are you Hispanic or Latino?

Yes (1)

No (2)

Prefer not to say (3)

**APPENDIX B
IRB APPROVAL**

IRB EXEMPT APPROVAL

RPI Name: Dr. Erica Thieman
Project Title: *4-H Youth Member Fair Participation Evaluation*
IRB #: 18267
Approval Date: October 25, 2017

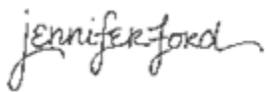
Thank you for submitting the completed IRB application form and related materials. Your application was reviewed by the UIUC Office for the Protection of Research Subjects (OPRS). OPRS has determined that the research activities described in this application meet the criteria for exemption at 45CFR46.101(b)(1). This message serves to supply OPRS approval for your IRB application.

Please contact OPRS if you plan to modify your project (change procedures, populations, consent letters, etc.). Otherwise you may conduct the human subjects research as approved for a period of five years. Exempt protocols will be closed and archived at the time of expiration. Researchers will be required to contact our office if the study will continue beyond five years.

Copies of the approved consent form(s) (page(s) 22-23 in the attached, approved protocol) are to be used when obtaining informed consent.

We appreciate your conscientious adherence to the requirements of human subjects research. If you have any questions about the IRB process, or if you need assistance at any time, please feel free to contact me at OPRS, or visit our website at <http://oprs.research.illinois.edu>

Sincerely,



Jennifer Ford
Human Subjects Research Specialist, Office for the Protection of Research Subjects

Attachment(s): Approved Protocol Application

C: Kristin Puckett