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An Examination of Extension Professionals' Demographic and Personal Characteristics Toward Fostering Diversity-Inclusive 4-H Programs

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4-H youth professionals' attitudes about the perceptions of diversity inclusion in their programs are variables that may have an influence on the number of youths that enroll in 4-H. This study examines the impact of Extension professionals' demographic and personal characteristics on their perceptions of the benefits of diversity inclusion, perceived barriers to diversity inclusion, and proposed solutions to increase diversity inclusion in 4-H youth programs. Using a web-based questionnaire, the researchers employed a nonproportional stratified random sampling technique, and 117 Extension professionals participated. Through comparative analysis, the researcher found statistically significant differences existed in professionals' perceptions toward the benefits of diversity inclusion, the perceived barriers toward diversity inclusion, and the proposed solutions to increase diversity inclusion in 4-H programs. Additional research should be conducted to understand better why these differences exist.

Keywords: diversity, inclusion, multicultural education, minority, Extension, 4-H

Introduction

As the makeup of America's youth continues to increase, so do the calls for 4-H programs to recruit and retain youth from various ethnicities, cultures, and abilities. Current demographic numbers indicate that while 34% of all 4-H youths are persons of color, the same population makes up over 44% of eligible 4-H youth participants (4-H National Headquarters, 2012; Snyder & Dillow, 2011). Furthermore, America's youth of color population has risen to 43% (from 38.5%) in only eight years (Johnson & Lichter, 2010). Population projections indicate that by 2050, more than 62% of America's child population will be comprised of children of color (U.S. Census Bureau, 2009). To put the rising growth of youth of color in perspective, the total population gain (80%) of youths 19 and younger was of Hispanic descent (U.S. Census Bureau, 2009). From a geographic perspective, 16% (504) of America's 3,077 counties now have youth of color populations larger than their White counterparts, with another 9% nearing a demographic shift (Johnson & Lichter, 2010). In comparison, 1990 summations of the same data reveal only 11% of America's counties having youth of color populations larger than their White

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counterparts, with only 7% nearing a demographic shift (Johnson & Lichter, 2010). Even in parts of the country where populations are homogenized, youth diversity greatly exceeds adult diversity (U.S. Census Bureau, 2009).

In addition to the growing youth of color population, one less-often recognized trend is that of the declining number of White youth. In a demographical analysis of youth in America, Johnson and Lichter (2010) reported that, between 2000 and 2008, the number of White youths declined by nearly 2.6 million, proportionally making their overall population decrease by 4%. Orfield, Kucsera, and Siegel-Hawley (2012) reported that, between 1970 and 2009, White student enrollment fell by nearly 25% in the nation's public schools. Hussar and Bailey (2013) reported that, between 2010 and 2021, enrollment in public elementary and secondary schools is projected to decrease by 2% for White youth (18% increase for youth of color). The 2009–10 first-grade enrollment of future 4-H-eligible youth shows that Whites make up only 52% of public student enrollment – the lowest in 40 years (Orfield et al., 2012).

In regards to membership numbers among White 4-H youth, a linear demographic analysis reveals unstable enrollment fluctuations across the country (Research, Education, & Economics Information System, 2013). A 6-year membership enrollment analysis shows that, between 2005 and 2010, 4-H membership of White youth decreased by slightly over 7%, while membership for youth of color increased at an average rate of 7% (Research, Education, & Economics Information System [REEIS], 2013). Incidentally, not only do 4-H Extension professionals have to be concerned about recruiting and retaining nontraditional youth, but they must also address the societal appeals that many traditional 4-H youths are now moving toward, such as new opportunities for participation in sporting events and other youth organizational groups. Newby and Sallee (2011) stated that “no matter how successful 4-H programs are in providing quality education for today's youth, these programs are of little influence unless the child is a member of 4-H” (p. 41). With the current decline of White youth, the fundamental issue facing the 4-H profession is the need to expand the purpose of 4-H in order to retain traditional members while simultaneously recruiting the growing population of ethnically and culturally diverse youth.

As the United States becomes more ethnically and culturally diverse, the number of youths with disabilities also remains a critical issue. As Stair, Seevers, and Moore (2012) reported, 4-H programs have seen a substantial increase in youths with disabilities, and adequate training is needed for 4-H programs to accommodate the diversity of this population. Public school enrollment data reveal that the number of 4-H-eligible youths with disabilities represents over 13% of the total enrollment in public schools, with 32 states having an overrepresentation percentage greater than the national average (Scull & Winkler, 2011). Coincidentally, over 50% of the total 4-H youth enrollment is made up of youth residing from those same states (REEIS, 2013; Scull & Winkler, 2011). Brault (2012) reported that nearly one of every five people in the United States, ages five and older, have some form of disability, with people of color having

larger proportions as compared to White Americans. From a geographic perspective, Bajema, Miller, and Williams (2002) reported higher concentrations of youths with disabilities in rural communities. Coincidentally, 47% of 4-H members reported residing in rural farm/nonfarm areas (REEIS, 2013). Although 4-H and Extension have made strides in accommodating the changing makeup of clients, increasing the diversity of 4-H youth programs should be of high priority. For 4-H professionals to recruit and retain diverse youth, the trials, concerns, and opportunities related to marginalized groups must be addressed.

Demographic and Personal Characteristics in Extension Research

Demographic and personal characteristic variables in 4-H/Extension research have historically been used as descriptive-only items highlighting those variables deemed important by the study's researchers. In the context of 4-H/Extension, researchers have often overlooked the potential impact that demographic and personal characteristics may have on their ability to deal with diverse populations. With a population of adults professionally similar to 4-H/Extension professionals, LaVergne, Jones, Larke, and Elbert (2012) examined the effect of agricultural education teachers' demographic and personal characteristics on their perceptions of the benefits, perceived barriers, and proposed solutions to increasing diversity inclusion in agricultural education programs. The researchers discovered statistically significant differences in the teachers' perceptions toward the benefits of diversity inclusion (teaching region), perceived barriers toward diversity inclusion (race), and the proposed solutions (gender, race, and school setting). Kessell, Wingenbach, and Lawver (2009) discovered statistically significant relationships between student teachers' confidence levels and selected demographics. The researchers reported that female student teachers had more knowledge about disabilities and special education laws, and as participants' age and time spent with a special needs person increased, knowledge of disabilities and knowledge of laws pertaining to students with disabilities increased.

Given the homogenous makeup of 4-H Extension professionals, coupled with the rapidly changing makeup of 4-H-eligible youths, 4-H Extension professionals must be prepared to build equitable programs free of ambivalence. A lack of direction about the best way to diversify 4-H youth programs can exacerbate the difficulties that many 4-H professionals have with the recruiting and retaining of marginalized populations in 4-H youth programs. The ability of 4-H Extension professionals to direct a variety of youths is vital to the success of the profession. As Walter and Grant (2011) state, "the lack of confidence and skills youth professionals have, paired with the changing demographics in communities, results in a significant number of young people being excluded..." (p. 3). The demographic and personal characteristics chosen for this study accurately represent the composition of 4-H Extension professionals in West Virginia. As previously mentioned, whereby the demographic and personal characteristics data collected in previous studies have focused on highlighting descriptive-only content, this study aims to

determine if these individual factors affect the reality of diversity inclusion among 4-H Extension professionals.

Conceptual Framework

Based on the concepts that (a) adolescents participating in youth programs demonstrate increased personal and social skills (Lee, Olszewski-Kubilius, Donahue, & Weimholt, 2008; Wolchik, Schenck, & Sandler, 2009) and (b) 4-H youth programs and the National FFA Organization share an interdisciplinary vision (Ricketts & Bruce, 2009; Sulser, Greenhalgh, Parent, & Sagers, 2012), the conceptual framework for this study was rooted in LaVergne's (2008) educational model of diversity inclusion. According to this model, diversity inclusion is an educational belief that accepts all learners by engaging them in learning programs regardless of their race, ethnicity, or exceptionality (LaVergne, 2008). Within the model (see Figure 1), the principles of multicultural education (Banks, 2008), culturally responsive teaching (Gay, 2000), and inclusion (Salend, 2008) are used to create professionals who (a) understand the benefits of inclusion, (b) accept the fact that negative perceptions may influence marginalized group participation in agriculturally-based programs, and (c) have an awareness of possible solutions to increase marginalized group participation. LaVergne (2008) further stresses that professionals need to recognize their strengths and weaknesses when it comes to diversity-inclusive topics and to understand how these suppositions influence their expectations for the interactions with, and achievement of, the individuals in their programs. LaVergne (2008) states, "they recognize that the ultimate goal of a diversity-inclusive program is not to achieve the cliché of a 'one program fits all' model, but to create a program where their kids have equal opportunities to benefit from everything that the program has to offer" (p.49). The researcher also calls for individuals to constantly seek strategies and solutions to increase underrepresented-group participation while becoming supporters of those who understand that, ultimately, successful programs will be determined by how prepared individuals are in teaching youths of color and youths with disabilities. The ultimate goal of a diversity-inclusive program is to develop an organization where all youths, regardless of their individuality, experience social equity and equitable education.

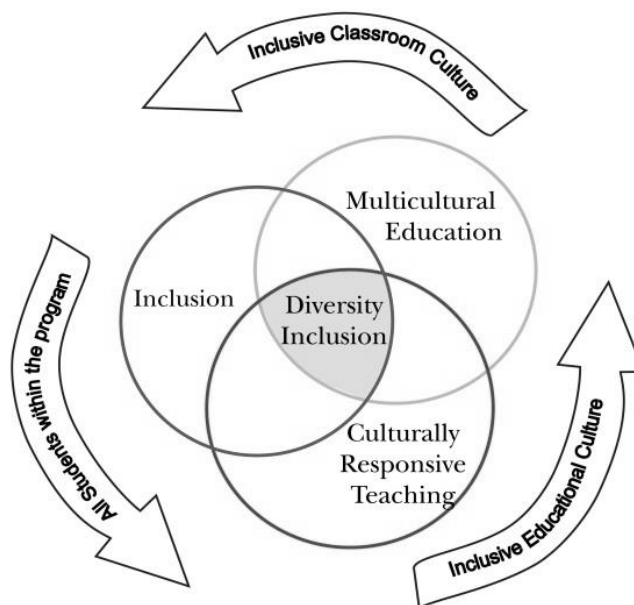


Figure 1. *The Diversity Inclusive Program Model (LaVergne, 2008, p.44). Within the model, the principles of multicultural education (Banks, 2008), culturally responsive teaching (Gay, 2000), and inclusion (Salend, 2008) are used to create an all-encompassing program.*

As Extension professionals continue to explore the needs of nontraditional youths, they must also create 4-H programs that accept and promote diversity inclusion at all levels. Maintaining an effective organization that provides America's youth with meaningful activities will require Extension professionals to have a greater awareness and understanding of the rich experiences and perspectives that youths of color and youths with disabilities bring. As Schauber and Castania (2001) state, "Extension educators need to establish open lines of communication with prospective audiences and become attuned to how they can meet the needs of all people" (p. 1).

Purpose and Objectives

This study sought to examine the impact of West Virginia 4-H Extension professionals' demographic and personal characteristics on their perceptions of the benefits of diversity inclusion, perceived barriers to diversity inclusion, and proposed solutions to increase diversity inclusion in 4-H youth programs. Based on consulted literature, the following hypotheses were developed to be tested *a priori* at the .05 level.

Null Hypotheses

- H₀₁: No difference exists in 4-H Extension professionals' perceptions of the benefits of diversity inclusion in the presence of any of the following demographic and personal characteristics: years of service (adult), age, gender, high school/college diversity/multicultural training, career-work diversity/multicultural training, race/ethnicity, work setting (county), age range most confident to work with, or years of membership as a youth.
- H₀₂: No difference exists in 4-H Extension professionals' perceptions of the barriers of diversity inclusion in the presence of any of the following demographic and personal characteristics: years of service (adult), age, gender, high school/college diversity/multicultural training, career-work diversity/multicultural training, race/ethnicity, work setting (county), age range most confident to work with, or years of membership as a youth.
- H₀₃: No difference exists in 4-H Extension professionals' perceptions of proposed solutions to increase diversity inclusion in the presence of any of the following demographic and personal characteristics: years of service (adult), age, gender, high school/college diversity/multicultural training, career-work diversity/multicultural training, race/ethnicity, work setting (county), age range most confident to work with, or years of membership as a youth.

Methods and Procedures

The West Virginia University Institutional Review Board approved this study (via exemption). As such, informed consent was obtained through returned e-mails from individuals willing to participate in the study. Following Dillman's (2007) *Tailored Design Method* for survey implementation, the researcher implemented a questionnaire using a series of e-mails utilizing SurveyMonkey.com as the host website. The questionnaire was based on previous work by LaVergne et al. (2012) regarding Texas agricultural education teachers' perceptions of proposed solutions to increase diversity inclusion in agricultural education programs. Researchers acquired permission to use and slightly modify the instrument to have language appropriate for Extension audiences. Part 1 (Benefits) consisted of 12 statements designed to gauge participants' perceptions of the benefits of diversity inclusion in 4-H youth programs. Part 2 (Barriers) consisted of 12 statements designed to measure participants' perceptions of the perceived barriers to diversity inclusion in 4-H youth programs. Part 3 (Solutions) consisted of 12 statements designed to gauge participants' perceptions of possible strategies or solutions that would promote diversity inclusion in 4-H youth programs. Participants responded to each question using a four-point Likert-type scale wherein 1 = *strongly disagree (SD)*, 2 = *disagree*

(D), 3 = *agree* (A), and 4 = *strongly agree* (SA) (Table 1). Part 4 consisted of nine items designed to collect demographic information on respondents. Faculty and administrators from the state land-grant university formed the panel of experts and reviewed the instrument for face and content validity. Construct validity confirmed the questionnaire's scores did reflect the conceptual areas it was intended to measure. Evidence of construct validity was collected from the responses, suggestions from the panel of experts, and a pilot test of 10 Extension professionals not included in the survey population. The groups provided input regarding the content and direction of the statements, which improved the accuracy and precise construction of the questionnaire. Internal consistency was established using a pilot test that yielded the following Cronbach's alpha (Gliem & Gliem, 2003) for each of the constructs: benefits = 0.94, barriers = 0.80, and solutions = 0.82. Post-hoc reliability analysis was also conducted, resulting in the following Cronbach's alphas: benefits = 0.97, barriers = 0.82, and solutions = 0.88.

Table 1. Individual Statements for the Benefits, Barriers, and Solutions Scales (n = 117)

Scale	Item
<i>Benefits</i>	
	-There are benefits for the inclusion of youth of color in 4-H programs.
	-Providing youth of color with 4-H leadership opportunities will have a positive impact on 4-H programs.
	-Diversity inclusion can improve social relationships between White youth and youth of color in 4-H programs.
	-Providing youth of color with career exploration opportunities will have a positive impact on 4-H programs.
	-I believe 4-H can help youth of color improve academically.
	-There are benefits for the inclusion of youth with disabilities in 4-H programs.
	-Diversity inclusion can improve social relationships between youth with and without disabilities in 4-H programs.
	-Providing youth with disabilities career exploration opportunities will have a positive impact on 4-H programs.
	-Providing youth with disabilities 4-H leadership development opportunities will have a positive impact on 4-H programs.
	-I believe 4-H can help youth with disabilities improve academically.
	-The inclusion of diverse populations in 4-H youth programs is a benefit for the entire community.
	-Diversity inclusion in 4-H youth programs can have a positive impact on other youth programs in the state.
<i>Barriers</i>	
	-The lack of information about 4-H youth programs have an impact on youth of color participation in 4-H.
	-A lack of role models hinders the participation of youth of color in 4-H programs.
	-The perception of 4-H alone influences the participation of youth of color in 4-H programs.

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- Rejection by peers is a barrier to diversity inclusion by youth of color in 4-H.
 - Negative stereotypes of people of color are a primary reason why youth of color do not participate in 4-H programs.
 - The lack of information about 4-H youth programs have an impact on youth with disabilities participation in 4-H.
 - A lack of role models hinders the participation of youth with disabilities in 4-H programs.
 - The perception of 4-H alone influences the participation youth with disabilities in 4-H programs.
 - Improper program materials is a barrier to diversity inclusion for youth with disabilities in 4-H youth programs.
 - Rejection by peers is a barrier to diversity inclusion by youth with disabilities in 4-H.
 - Negative stereotypes of people with disabilities are a primary reason why youth with disabilities do not participate in 4-H programs.
 - Parental attitudes about 4-H play an important role in diversity inclusion among all youth.

Solutions

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- 4-H youth instructional materials should reflect the diverse society that 4-H youth programs have.
 - County 4-H youth personnel need training in multicultural education.
 - Colleges and universities should incorporate more multicultural education classes in their preservice Extension preparation curriculums.
 - A multicultural education training workshop should be utilized to promote an attitudinal change toward diversity inclusion in 4-H youth programs.
 - All 4-H youth personnel should strive to increase a diverse membership in their 4-H youth programs.
 - All 4-H youth personnel should be required to have some type of diversity training prior to working with youth.
 - County 4-H youth personnel should become familiar with the youth with disabilities - represented in their counties in order to promote an atmosphere of acceptance and cooperation.
 - County 4-H youth personnel should become familiar with the youth of color represented in their counties in order to promote an atmosphere of acceptance and cooperation.
 - Peer mentoring is a strategy that could be utilized to assist all 4-H youth personnel in increasing diversity inclusion in 4-H.
 - An increase in the recruitment efforts of underrepresented groups by 4-H personnel would enhance diversity inclusion in 4-H.
 - For youth to become interested in joining 4-H, parents, 4-H youth personnel, and policymakers must develop strategies to address the different learning styles of all youth.
 - A statewide support network designed to assist county 4-H youth personnel in working with diverse audiences would enhance diversity inclusion in 4-H.

Note: 1.00 to 1.49 = *SD*, 1.50 to 2.49 = *D*, 2.50 to 3.49 = *A*, 3.50 to 4.00 = *SA*

The target population consisted of all West Virginia 4-H youth Extension professionals, as listed through the West Virginia University Cooperative Extension Office from 2011 to 2012. Because of the unavailability of accurate personal information (e.g., missing e-mail addresses, incorrect home/work addresses) from the three sources, access to all professionals was not feasible. The accessible population of the study consisted of all Extension professionals who had e-mail addresses listed through the West Virginia University Cooperative Extension Office ($N = 1,400$). Using a sampling formula from Bartlett, Kotrlik, and Higgins (2001), researchers randomly selected 276 participants ($n = 276$).

Participants received a prenotice/introductory mailed letter outlining the purpose of the study and informing them that they would receive an e-mail in one week with instructions on how to complete the Internet-based questionnaire. From the preliminary selection, 24 e-mail addresses were invalid. To obtain valid e-mail addresses and to maintain number of participants, the researchers randomly selected additional participants from the total population pool. After this update, the e-mail addresses were deemed valid. For the data collection phase, the researchers sent reminder e-mails once a week until the study was concluded. During the 6-week study, 117 (42.3%) professionals responded.

Results

Nonresponse error was addressed by comparing respondents' questionnaire return rate prior to the closing date ($n = 93$) with respondents' questionnaire return rate after the closing date ($n = 24$) (Lindner, Murphy, & Briers, 2001). Using the closing date as the independent variable and mean scores as the dependent variable, independent sample t -tests revealed no statistically significant difference ($p < .05$) existed between respondents' mean scores on the three scales. Null hypothesis 1 was tested using a combination of independent sample t -tests and the ANOVA procedure. Only those characteristics for which a statistically significant difference existed ($p < .05$) are reported.

High School/College Diversity/Multicultural Education Training

The t -test procedure was used to determine if differences existed in the perceptions of the benefits to diversity inclusion based on participants' receiving or not receiving diversity and/or multicultural training in high school or college. A statistically significant difference ($t(106) = 3.51$, $p < .01$, $r = .10$) existed between mean scores of Extension professionals who had received diversity/multicultural education training ($M = 3.75$, $SD = .33$) and those who had not ($M = 3.43$, $SD = .62$) on the perceptions of the benefits to diversity-inclusive 4-H programs. Because of statistically significant differences found for the personal variable, High School/College Diversity/Multicultural Education Training, H_{01} was rejected (Table 2).

Table 2. Comparison of Benefits Scale by High School and/or College Diversity/Multicultural Training Received ($n = 117$)

Did you receive any diversity/multicultural training in high school and/or college?	n^*	M	SD	t	p	Cohen's d
Yes	65	3.75	.33	3.51	.001**	.10
No	43	3.43	.62			

Note: 1.00 to 1.49 = SD , 1.50 to 2.49 = D , 2.50 to 3.49 = A , 3.50 to 4.00 = SA

*Nine participants chose not to respond to this question.

** $p < .01$

Null hypothesis 2 was tested using a combination of independent sample t -tests and the ANOVA procedure. Only those characteristics for which statistically significant differences existed ($p < .05$) are reported.

Years of Service

A one-way ANOVA was used to compare participants' perceptions of the perceived barriers to diversity inclusion in 4-H programs by years of service to the organization. Table 3 indicates that a statistically significant difference existed among participants ($F(5, 102) = 2.59, p < .05, r = .11$). A Tukey–Kramer post-hoc analysis showed that participants with less than 12 months to 5 years of service ($M = 2.73, SD = .52$) had statistically significant higher mean scores on Part 1 (Barriers) than participants with 11–15 years of service ($M = 2.28, SD = .51$). Because of statistically significant differences found for the personal variable, Years of Service, H_{02} was rejected.

Table 3. ANOVA Table of Overall Barriers Scores by Years of 4-H Service ($n = 117$)

Years of Service	n^*	M	SD	F	p	Cohen's d
0 (< 12 months) – 5 years	19	2.73	.52	2.594	.030**	.11
6 – 10 years	21	2.50	.34			
11 – 15 years	19	2.28	.51			
16 – 20 years	9	2.65	.30			
21 – 25 years	14	2.55	.33			
25+ years	26	2.50	.32			

Note: 1.00 to 1.49 = SD , 1.50 to 2.49 = D , 2.50 to 3.49 = A , 3.50 to 4.00 = SA

*10 participants chose not to respond to this question.

** $p < .05$

Null hypothesis 3 was tested using a combination of independent sample t -tests and the ANOVA procedure. Only those characteristics for which a statistically significant difference existed ($p < .05$) are reported.

Career/Work-based Diversity/Multicultural Education Training

The *t*-test procedure was used to determine if differences existed in the perceptions of the proposed solutions to increase diversity inclusion based on participants' receiving or not receiving diversity and/or multicultural training at the career/work-based level. A statistically significant difference ($t(105) = 2.19, p < .05, r = .04$) existed between mean scores of Extension professionals who had received diversity/multicultural education training at the career/work level ($M = 3.00, SD = .41$) versus those who had not ($M = 3.22, SD = .42$). Because of statistically significant differences found for the personal variable, Career/Work-based Diversity/Multicultural Education Training, H_{03} was rejected (Table 4).

Table 4. Comparison of Solutions Scale by Career/Work-based Diversity/Multicultural Training Received ($n = 117$)

Have you had any diversity/multicultural education training at the career/work-based level?	<i>n</i> *	<i>M</i>	<i>SD</i>	<i>t</i>	<i>P</i>	Cohen's <i>d</i>
Yes	84	3.00	.41	2.19	.031**	.04
No	23	3.22	.42			

Note: 1.00 to 1.49 = *SD*, 1.50 to 2.49 = *D*, 2.50 to 3.49 = *A*, 3.50 to 4.00 = *SA*

*10 participants chose not to respond to this question.

** $p < .05$

Conclusions and Recommendations

Respondents' indication of receiving diversity/multicultural education training during their high school/college matriculation had a statistically significant difference on the Part 1 (Benefits) scale score. This finding indicated that those individuals who received some form of diversity/multicultural education during their high school/undergraduate matriculation agreed more with the perceptions of the benefits of diversity inclusion in 4-H programs than did respondents who did not receive any training. Given that one of the vital goals of diversity/multicultural education training is to create individuals who recognize that every child has a right to equal and equitable access, this finding supports the need to ensure that preservice Extension programs consider incorporating some form of diversity/multicultural mentorship experience within the undergraduate/graduate curriculum (LaVergne, 2008). Current practitioners who are successful at modeling diversity-inclusive programs could provide valuable insight to preservice practitioners. Furthermore, as preservice Extension programs incorporate these practices, they should also consider the addition of a field-based component that would provide preservice Extension professionals the opportunities to witness the implementation/operation of inclusive practices firsthand (Talbert & Edwin, 2008). This will give students many opportunities to gain practical experience in the field while being exposed to issues of diversity in everyday activities.

Results of the study reveal that participants with less than 12 months to 5 years of service agreed more with the perceived barriers to diversity-inclusive 4-H programs than did participants with 11–15 years of service. First, the findings could indicate that early-career Extension professionals are more aware of the barriers that youths of color and youths with disabilities experience when attempting to join 4-H programs. Second, the findings could indicate that, because of their experience within the profession, experienced Extension professionals may perceive other factors as reasons for which marginalized groups are not participating in 4-H programs. One implication of this finding is that respondents agree that barriers to 4-H participation do exist. As such, empirical research indicates that (a) the number of youths of color and youths with disabilities are increasing at historic rates (Johnson & Lichter, 2010; REEIS, 2013); (b) 4-H professionals still lack the ability to promote all-inclusive 4-H environments (Mpofu, Ingram, & Radhakrishna, 2010; Peterson et al., 2012); and (c) the barriers to inclusion remain unresolved (Peterson et al., 2012; Russell & Van Campen, 2011). Based on the findings, the researchers recommend that research of a qualitative nature be implemented to determine the multilayered barriers to increasing diversity inclusion in 4-H programs. Whereas the results of this study should certainly be viewed as graphic indicators of the effect that personal and demographic characteristics have toward diversity inclusion in 4-H programs, the actual barriers causing these groups to continue to be underrepresented can only be determined by those who are involved at the ground level.

A statistically significant difference existed between respondents who had received diversity/multicultural education training at the career/work-based level as opposed to respondents who did not receive training at the career/work-based level on the proposed solutions to increase diversity inclusion in 4-H programs. Perhaps this difference can be attributed to the type of training that was received among participants. For example, could inadequate diversity training have had an adverse effect on participant perceptions of diversity and inclusion in 4-H programs? In order to ensure that Extension professionals are receiving the training needed to accommodate the influx of diversity within their programs, reexamining training materials is critical. Based on these findings, continuous efforts should be made to determine the most effective methods (collaborative partnerships, field experiences, etc.) of fostering diversity-inclusive 4-H programs.

Finally, the effect sizes in results have been interpreted as having small relationships (strength) between the magnitudes of the observed effects. The purpose for reporting the effect size is to provide readers with a logical measurement of the strengths of associations (Cohen, 1988), and it should be noted that a small effect size is rather important. Trusty, Thompson, and Petrocelli (2004) noted that small effect sizes for critical outcomes can be important, as long as they are replicable. Additionally, because of the unavailability of previous research data concerning personal and demographic effects on diversity inclusion, the researcher recommends that this

study be replicated so that comparative analyses can be made to determine the study's applied context.

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