

Purpose of National Call for Data:

The purpose was to draw a nationwide data sample, utilizing the 4-H Common Measures 2.0 College and Career Readiness instrument and select items measuring True Leaders from the Universal instrument, to assess outcomes experienced by 4-H youth in grades 9-12, and to examine the influence of variables such as grade, gender, and hours of involvement in 4-H. Participation in general 4-H programs and programs intentionally targeting post-secondary education and career readiness outcomes were reviewed. Through continued support of National 4-H Council this study was possible.

3,842

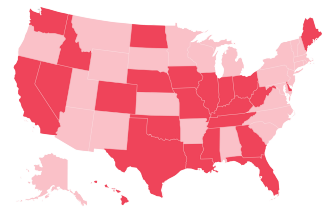
YOUTH RESPONDENTS

28

LAND GRANT UNIVERSITIES

25

STATES



DEMOGRAPHICS



66%

FEMALE

34%

MALE

20%

YOUTH OF COLOR

PROFESSIONALISM



Youth will demonstrate professional communication, social and emotional skills necessary for academic and workplace success, and will make contributions to others.

92.1%

KNOW A PROFESSIONAL IMAGE ON SOCIAL MEDIA IS IMPORTANT

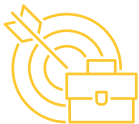
93.0%

AT 4-H, YOUTH LEARNED HOW TO ACT PROFESSIONALLY

32.9%

WORKED ON A RESUME AT 4-H

CAREER DECISION MAKING



Youth will make informed decisions about career aspirations that are personally meaningful.

98.0%

WANT A CAREER THAT MAKES A DIFFERENCE IN THE LIVES OF OTHERS

96.0%

4-H HELPED THEM IDENTIFY THINGS THEY'RE GOOD AT

83.7%

HAVE IDENTIFIED A CAREER THAT IS A GOOD FIT

COLLEGE DECISION MAKING



Youth will make informed decisions about college aspirations that are personally meaningful.

74.8%

4-H HAS HELPED THEM MAKE DECISIONS ABOUT COLLEGE

51.2%

LEARNED ABOUT COLLEGES RIGHT FOR THEM AT 4-H

28.6%

TOURED A COLLEGE THROUGH 4-H

TRUE LEADERS



4-H grows young people with essential life skills like confidence, courage, resilience and curiosity who are empowered and prepared for life today and tomorrow.

95.2%

GET ALONG WITH OTHERS WHO ARE DIFFERENT THAN THEM

97.3%

THINK ABOUT HOW THEIR CHOICES AFFECT OTHERS

89.5%

ARE COMFORTABLE BEING A LEADER



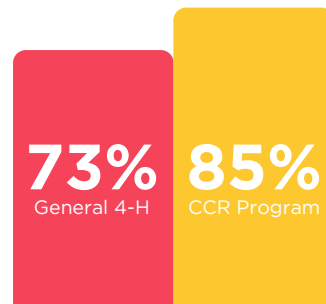
Value of Intentionality

College and Career Readiness Programs

Insights

Professionalism

When compared to general 4-H program participants, CCR participants were more likely to have a resume (57.8%), to have worked on a resume with 4-H (46.1%), and to feel prepared for an interview (82.1% prepared for an interview with 4-H and 50.7% did a mock interview). These results offer opportunity for future career-readiness programming to make a positive impact!



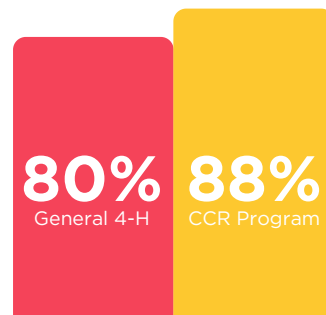
Youth indicated 4-H helped them make decisions about college

College Decision Making

General program participants were somewhat confident that their 4-H experience prepared them to make decisions about college, but CCR participants were more likely to have had the opportunity to research (48.9%) or tour colleges (46.5%) and had more opportunity to learn about scholarships (82.7%), college applications (60%), or how to choose a college (68.2%).

Career Decision Making

General and CCR program participants responded similarly to these subdomain items. Both groups placed importance on all of the relevant factors involved in making career decision (geography, passion about one's work, salary, making a difference, and the need for college). The primary difference was CCR participants overwhelmingly respond that it was important to go to college (88% vs 80% for General program participants) for the type of career they'd like.



Youth indicated going to college was important

True Leaders

Both General and CCR respondents had nearly a 100% positive response rate to all but one of the items in the True Leaders subdomain. The lone exception was the final item where 89.0% of General program participants responded "Yes" or "Usually" to whether they felt "comfortable" being a leader compared with 91.1% for respondents from CCR programs.



INTENTIONALITY MATTERS

Overall, responses from youth in CCR programs were more positive across all domains, regardless of gender, grade, or hours of involvement



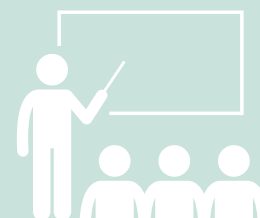
MORE HOURS SPENT IN 4-H

On average, the more time youth spent in 4-H each week produced more positive responses across all domains and all program types.



GENDER NEUTRAL

Gender didn't influence how youth responded to any of the four domains.



GRADE LEVEL

Older youth reported more positive responses in professionalism and college decision making. Grade didn't have an impact on career decision making or True Leader responses.