

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. Combined findings from Wave 1 and Wave 2 can be found below.

DEMOGRAPHICS



66%

FEMALE

34%

MALE

21.2%

YOUTH OF COLOR

4,303

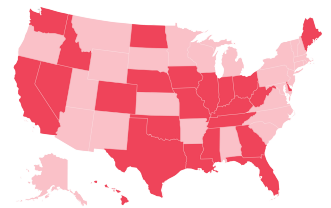
YOUTH RESPONDENTS

28

LAND GRANT UNIVERSITIES

25

STATES



PROFESSIONALISM



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

91.7%

KNOW A PROFESSIONAL IMAGE ON SOCIAL MEDIA IS IMPORTANT

93.1%

AT 4-H, YOUTH LEARNED HOW TO ACT PROFESSIONALLY

33.3%

WORKED ON A RESUME AT 4-H

CAREER DECISION MAKING



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

97.9%

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

96.0%

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

84.1%

HAVE IDENTIFIED A CAREER THAT IS A GOOD FIT

COLLEGE DECISION MAKING



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

75.2%

4-H HAS HELPED THEM MAKE DECISIONS ABOUT COLLEGE

51.5%

LEARNED ABOUT COLLEGES RIGHT FOR THEM AT 4-H

29.2%

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.

97.0%

GET ALONG WITH OTHERS WHO ARE DIFFERENT THAN THEM

94.9%

THINK ABOUT HOW THEIR CHOICES AFFECT OTHERS

95.1%

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 (55.9%), to have worked on a resume with 4-H (48.6%), and to feel prepared for an interview (83.2% prepared for an interview with 4-H and 52.4% did a mock interview). These results offer opportunity for future career-readiness programming to make a positive impact!

College Decision Making

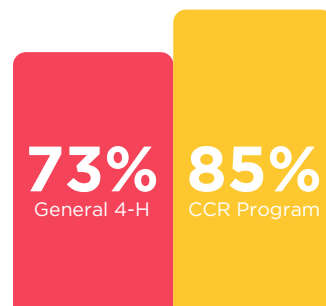
General program participants were somewhat confident that their 4-H experience prepared them to make decisions about college, but CCR participants were more likely to have had the opportunity to research (49.2%) or tour colleges (45.2%) and had more opportunity to learn about scholarships (82.5%), college applications (61.6%), or how to choose a college (68.7%).

Career Decision Making

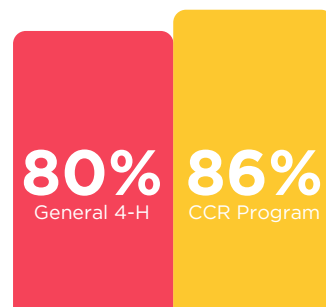
General and CCR program participants responded similarly to these subdomain items. Both groups placed importance on all of the relevant factors involved in making career decision (geography, passion about one's work, salary, making a difference, and the need for college). The primary difference was CCR participants responded more positively when asked if 4-H has helped them explore their career options (95% vs 87.8% for general participants).

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 89.1% of General program participants responded "Yes" or "Usually" to whether they felt "comfortable" being a leader compared with 89.5% for respondents from CCR programs.



Youth indicated 4-H helped them make decisions about college



Youth indicated going to college was important



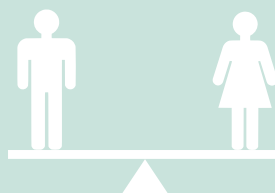
INTENTIONALITY MATTERS

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



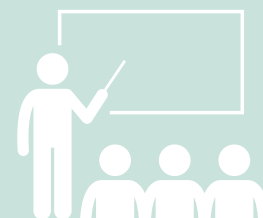
MORE HOURS SPENT IN 4-H

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.

Making a Difference

Impact on Youth of Color



For more than 100 years, 4-H has been the nation's leading youth organization to welcome young people of all beliefs and backgrounds, giving youth voice to express who they are and how they make their lives and communities better.

This study showcases the significant impact intentional 4-H College and Career Readiness programming has on Youth of Color (YOC). YOC represent youth who identify as American Indian or Alaskan Native, Asian, Black or African-American, Hispanic or Latino, Native Hawaiian/Other Pacific Islander, or More than one race.

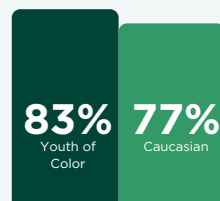
Overall, YOC consistently produced higher scores across most items included in this evaluation; with many showing a statistically significant difference between how YOC and Caucasian youth responded. This study revealed that YOC experience intentional 4-H College and Career Readiness programming differently than Caucasian youth. This presents a future opportunity to further explore what is leading to these statistically significant differences.

The following bar charts represent statistically significant differences between YOC and Caucasian youth participating in CCR Programs, as well as differences between YOC participating in General 4-H Programs and CCR Programs.

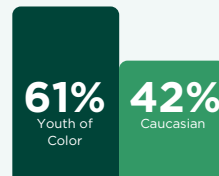
Results from CCR Programming

Results from Youth of Color

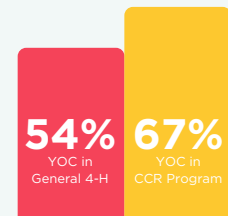
Professionalism



Learned how to act professionally at 4-H

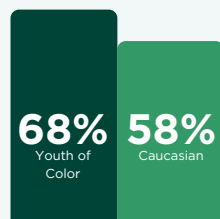


Worked on a resume at 4-H

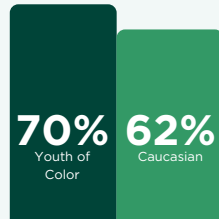


Learned how to prepare for an interview at 4-H

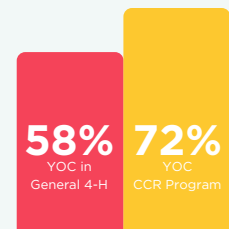
Career Decision Making



At 4-H, identified careers that may be a good fit for them

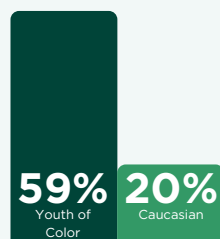


Through 4-H, identified what they might actually do after high school

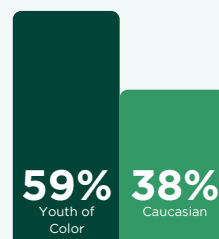


Explored future career options through 4-H

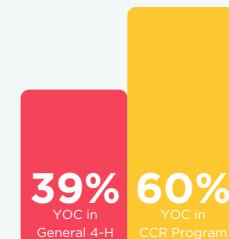
College Decision Making



Learned about the college application process at 4-H?



Indicated 4-H has helped them make decisions about college



At 4-H, learned which colleges could be a good fit

