



COLLEGE & CAREER READINESS

4-H COMMON MEASURES REPORT

2017-18



University of California

Agriculture and Natural Resources

4-H Youth Development Program

College & Career Readiness



Introduction

4-H learning experiences are based on the principles and practices of Positive Youth Development. The structured learning, encouragement, and adult mentoring that young people receive through their participation in 4-H plays a vital role in helping them achieve future life success. Positive Youth Development views young people as vital resources with assets and potentials to be developed rather than as problems to be managed. 4-H staff and volunteers intentionally address youths' basic needs by intentionally integrating elements within 4-H experiences that create environments conducive to optimizing youth development.

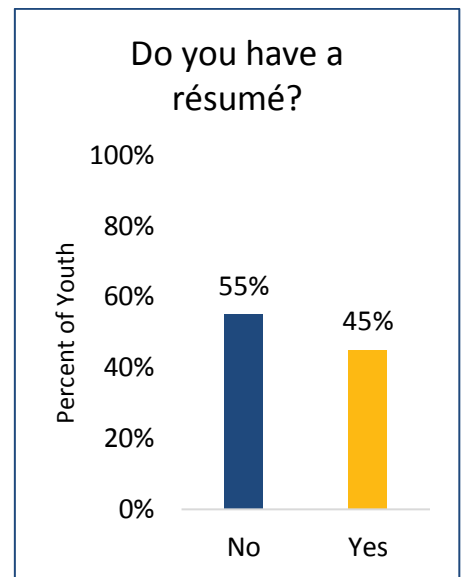
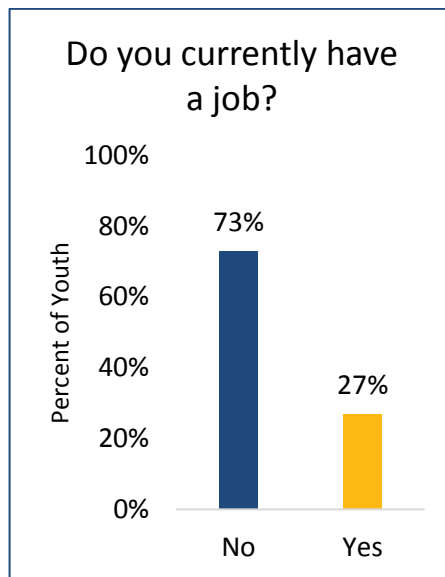
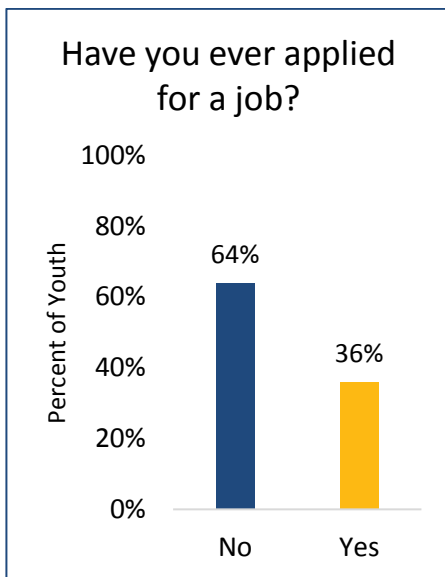
This report summarizes the impact of our 4-H Positive Youth Development programs on our youth.

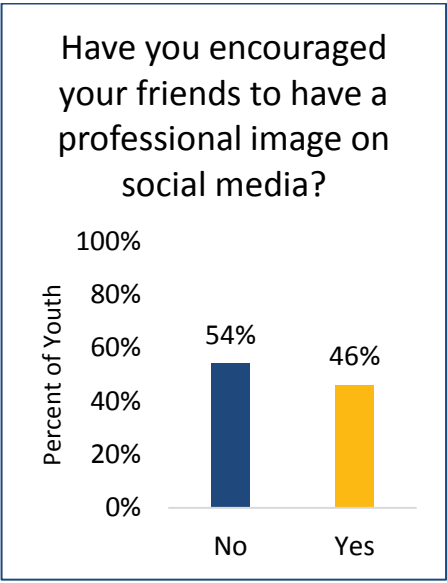
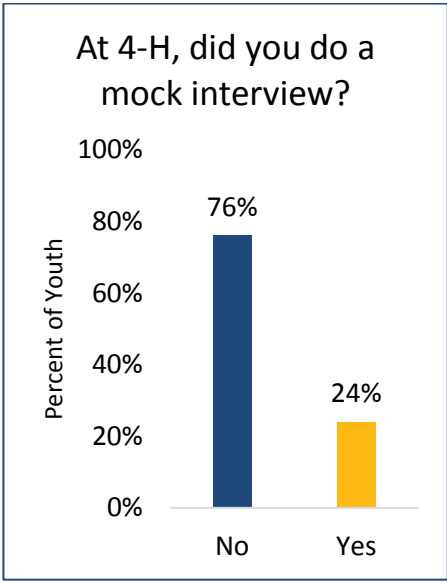
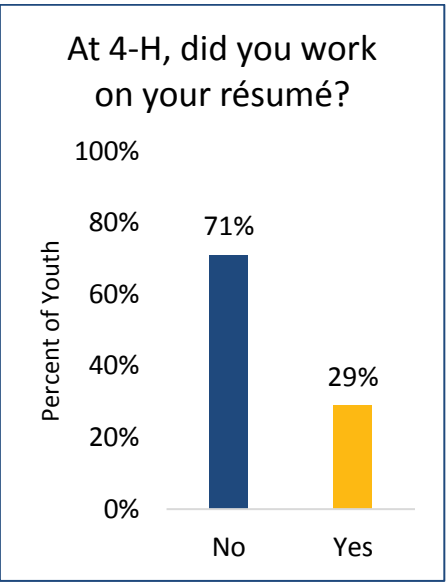
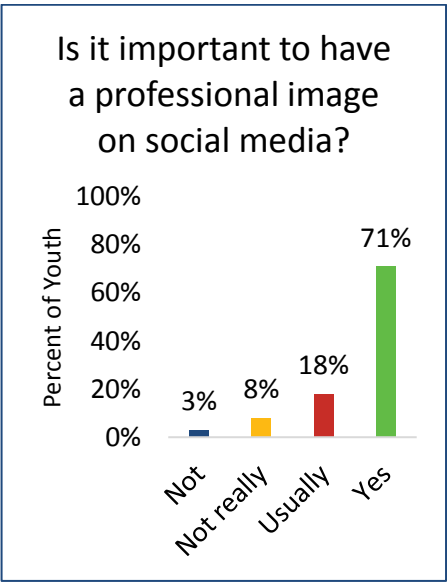
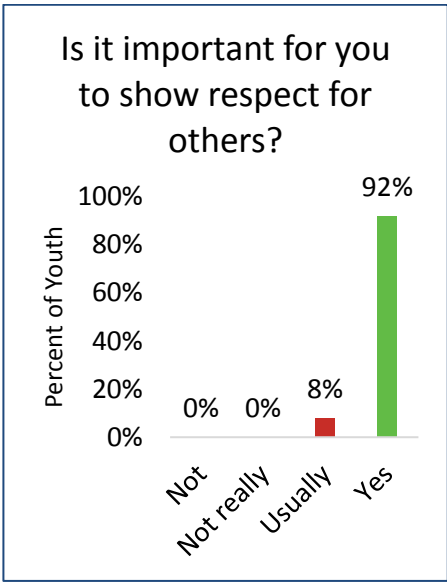
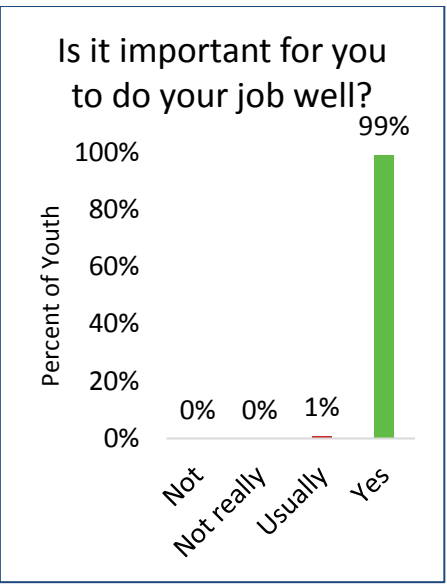
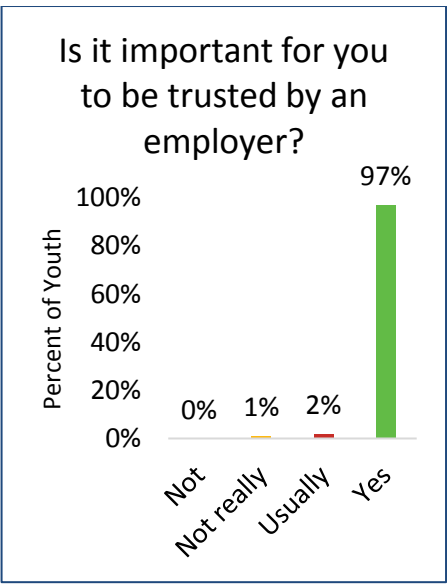
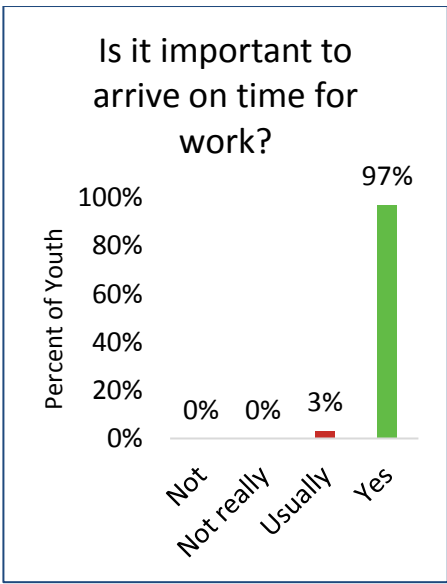
Participants' 4-H Experience

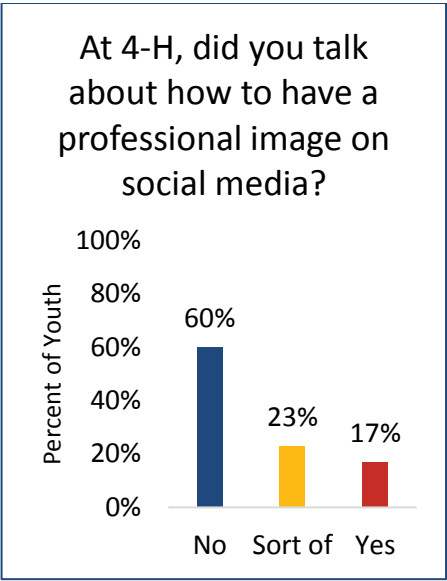
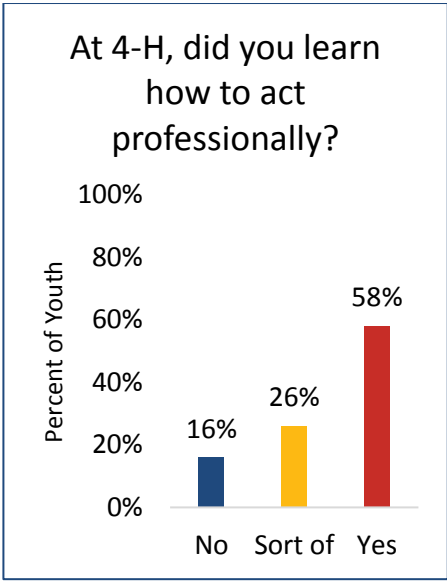
228 youth who took part in College & Career Readiness during 2017-18 completed a survey. Youth were between the ages of 12 and 18, with the average age being 14.97 years (standard deviation= 1.50 years). The average number of years in 4-H was 5.39 (standard deviation=3.08). The sample was 73% female and 27% male. The racial breakdown of the sample was: 80% White, 0.5% African American, 5% Asian, 1.4% Native American, 0% Pacific Islander, 7% Multiple, and 6% Undetermined. 19% of youth were Hispanic. Youth lived in farm (22%), rural (22%), town (26%), suburb (17%), and city (13%) areas.

Youth were asked a number of questions about what they may have learned during this program. Results are shown in the figures that follow. These results are based on youth who had permission to use their data. (Percentages may add up to 99% or 101% due to rounding.)

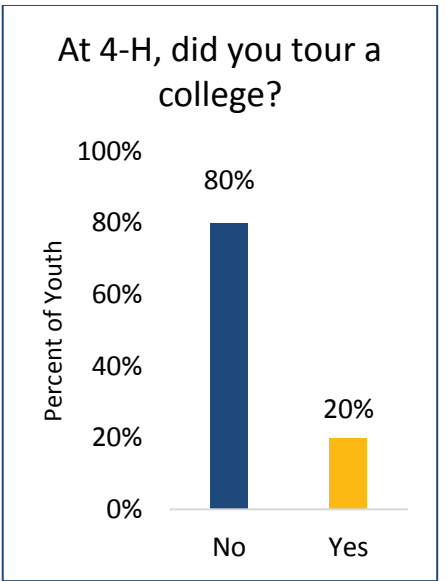
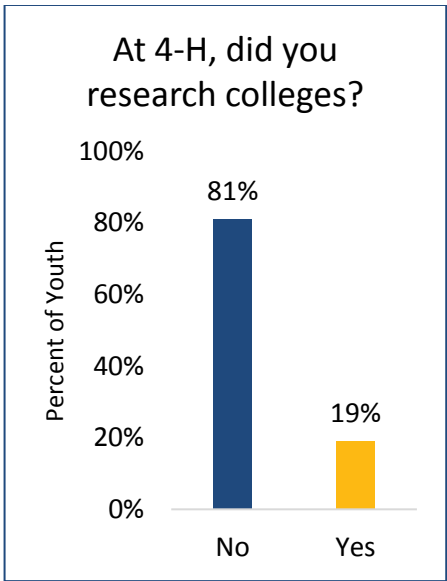
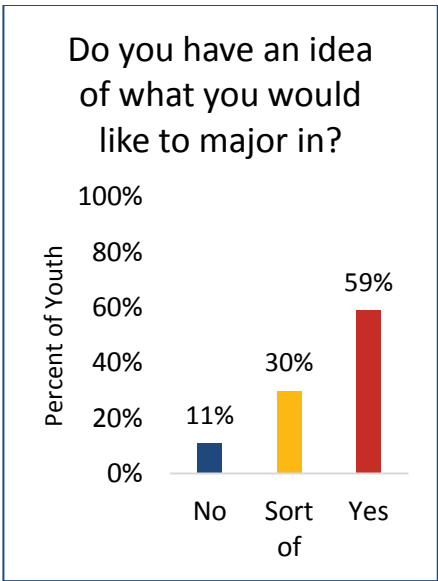
Professionalism



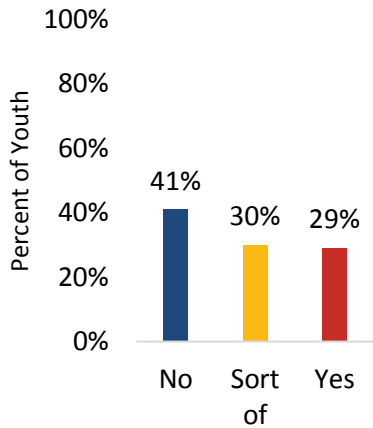




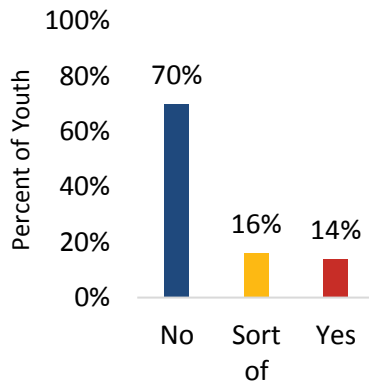
College Decision Making



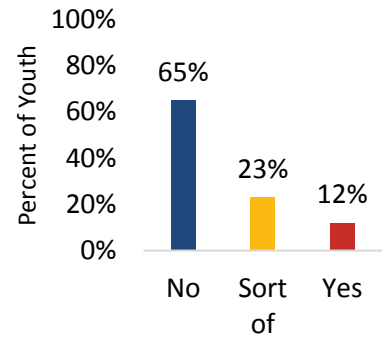
At 4-H, did you learn about scholarships?



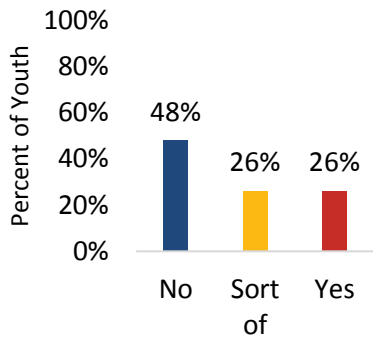
At 4-H, did you learn about the college application process?



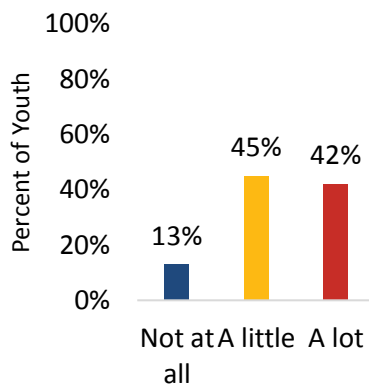
At 4-H, did you learn about colleges that might be a good fit for you?



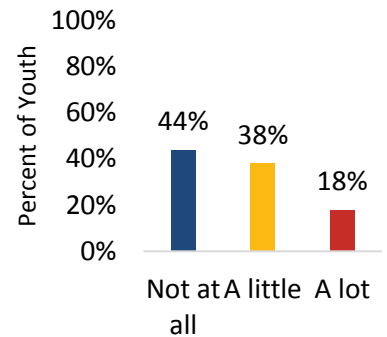
Have you shared what you learned about preparing for college with others?



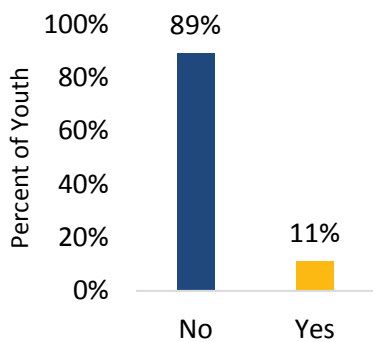
How much have you thought about how to pay for college?



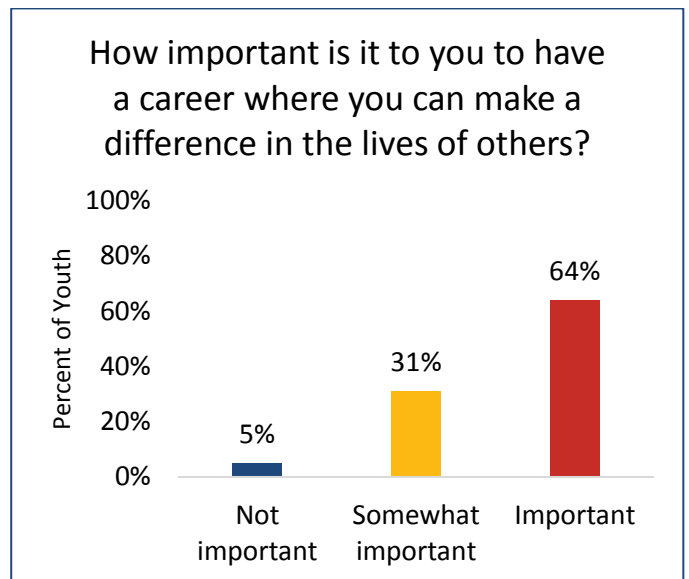
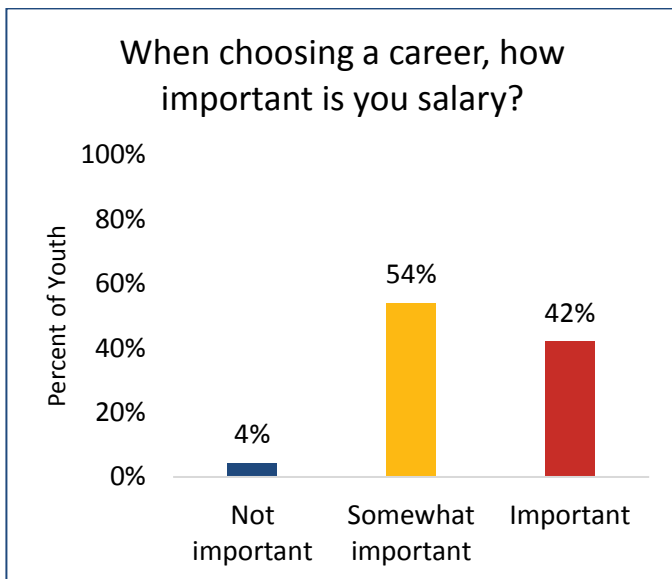
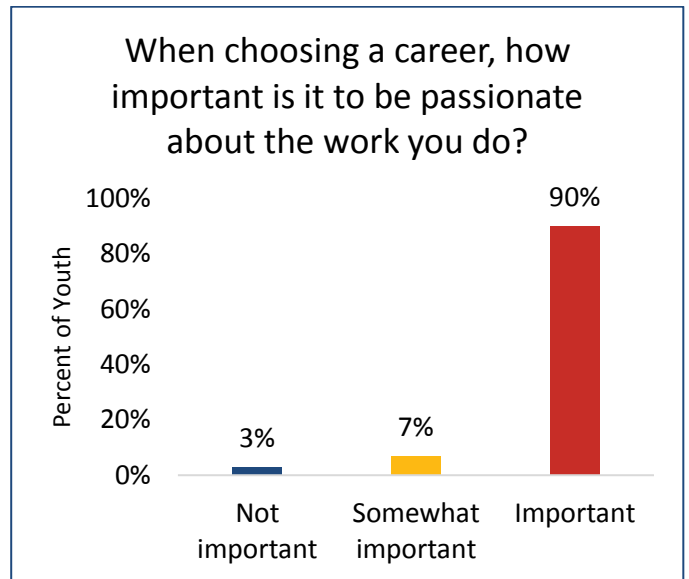
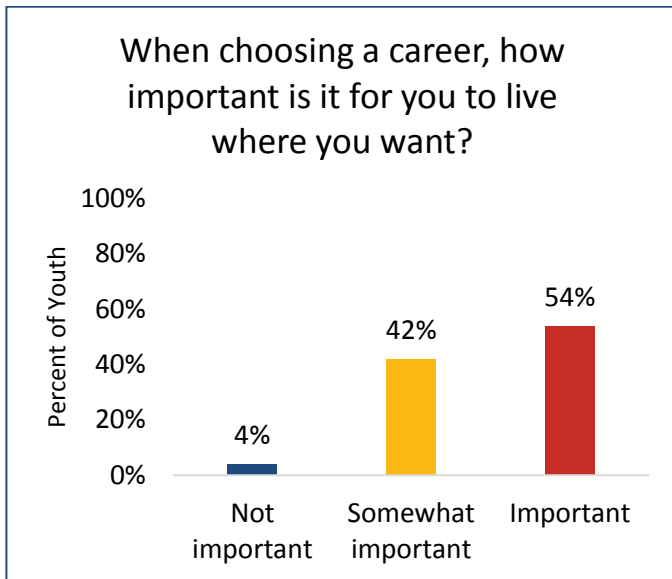
How much has 4-H helped you in your decisions about college?



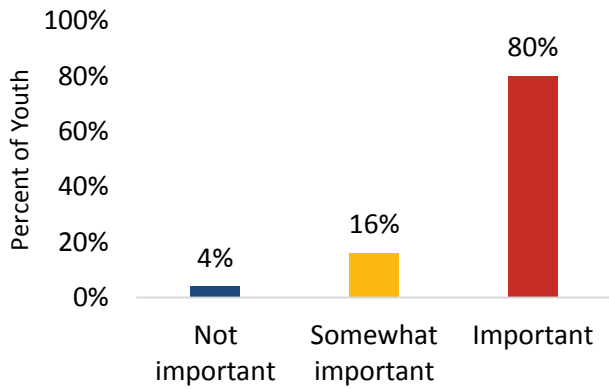
Have you filled out the FAFSA (Free application for Federal Student Aid)?



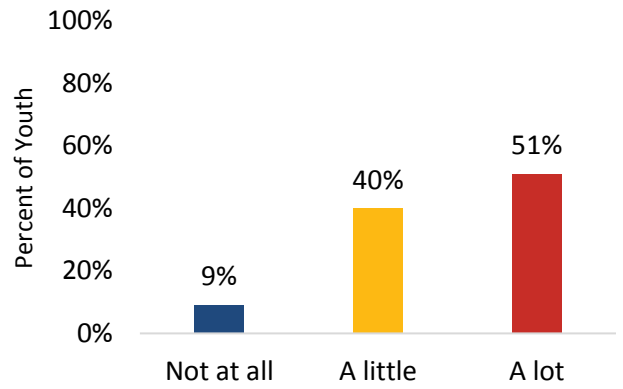
Career Decision Making



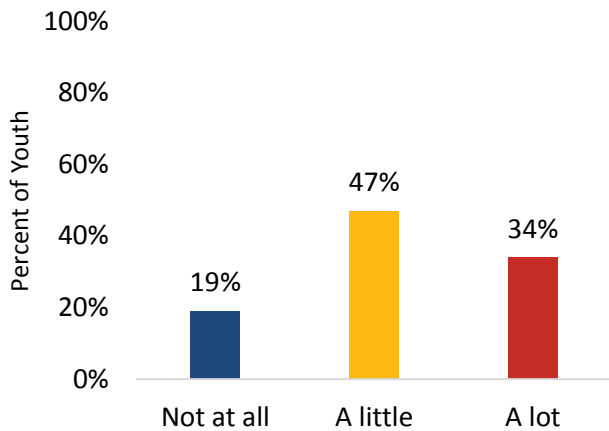
To have the type of career you want, how important is it for you to go to college?



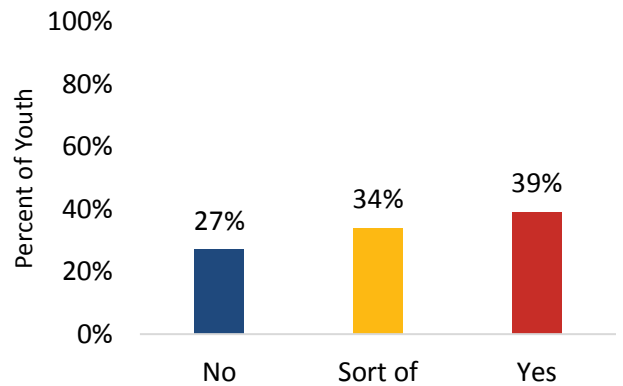
How much has 4-H helped you identify things that you are good at?



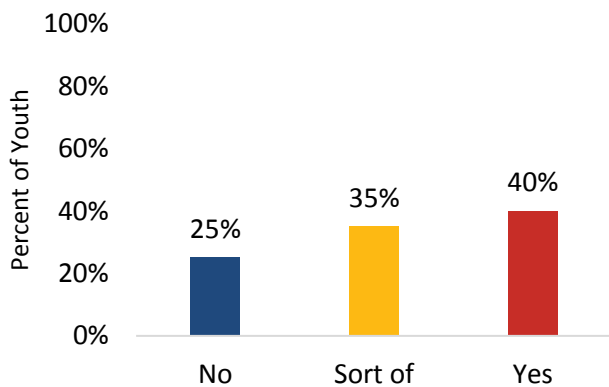
How much has 4-H helped you explore future career options?



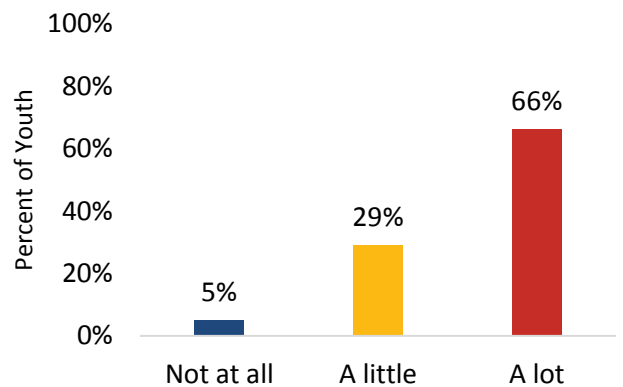
As a result of 4-H, have you identified one or more careers that might be a good fit for you?



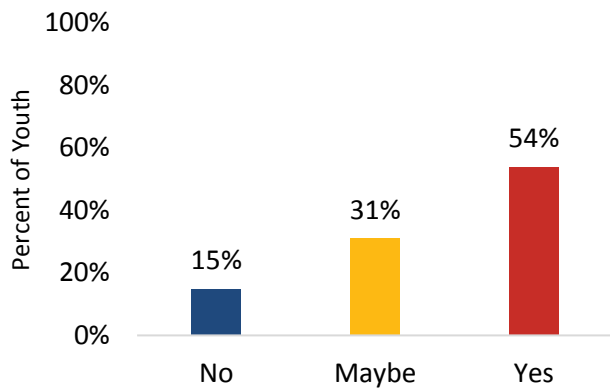
As a result of 4-H, do you have a better idea of what you might actually do after high school?



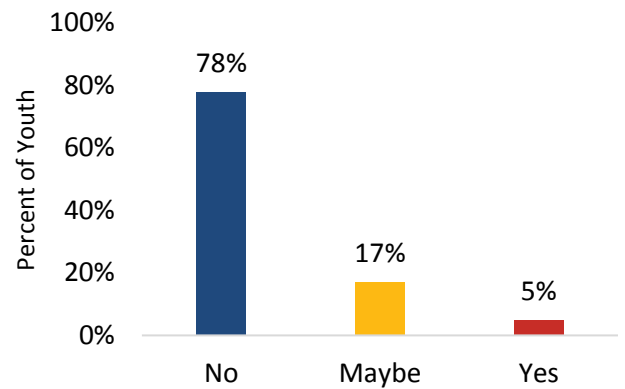
How much have you thought about the amount of education you might need in the future?



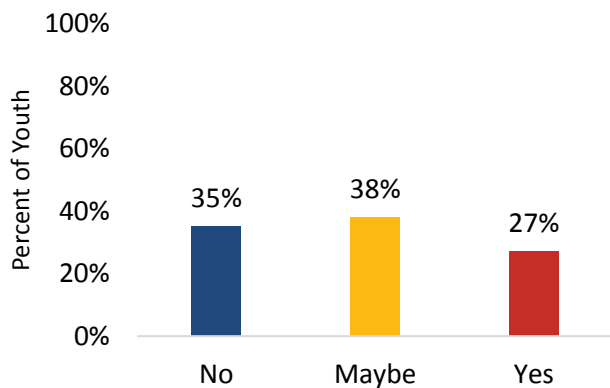
Are you thinking about getting a job in the year after you finish high school?



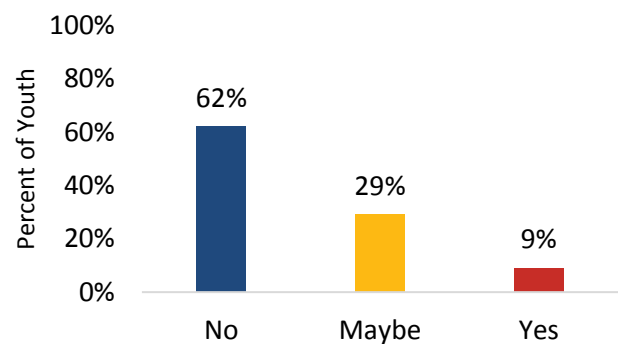
Are you thinking about joining the military in the year after you finish high school?



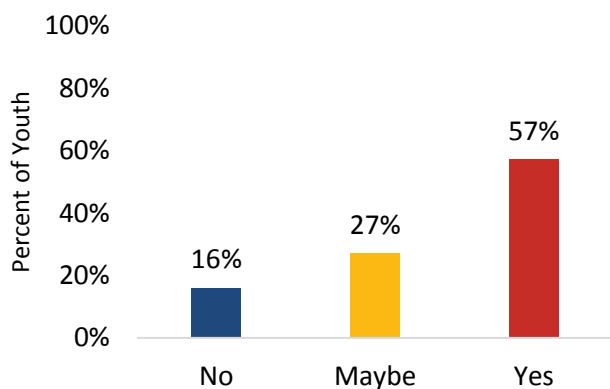
Are you thinking about attending a community college in the year after you finish high school?



Are you thinking about attending a vocational or technical college in the year after you finish high school?



Are you thinking about attending a 4-year college in the year after you finish high school?



Conclusion

Youth-driven 4-H experiences provide young people access to safe learning environments; challenging experiences that build skills, competencies, and resiliency to address life's challenges and to actively contribute to society; and partnerships with caring adults to help meet youths' basic needs of belonging, mastery, independence, and generosity. Youth who participate in 4-H report better grades, higher levels of academic competence, and an elevated level of engagement at school. They are also nearly two times more likely to plan to go to college. The structured learning, encouragement and adult mentoring that young people receive through their participation in 4-H plays a vital role in helping them achieve future life successes.