



# 4-H Common Measures 2.0: 2020-2021 Results Report

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## Indiana 4-H

4-H began over 100 years ago, and has since grown into the largest youth development program in the nation. 4-H prepares young people to be leaders in their community and around the world through hands-on experiences alongside their peers and caring adults. Backed by a network of more than 6 million youth, 540,000 adult volunteers, 3,500 professionals, and more than 60 million alumni; 4-H delivers research-based programming around positive youth development. 4-H is delivered through America's 109 land-grant universities and the Cooperative Extension Service reaching every corner of our nation.

In Indiana, 4-H can be found in all 92 counties as delivered through Purdue Extension. Community clubs, afterschool programs, school enrichment, camps/workshops, and special interest programs are all ways youth across Indiana can be involved with the 4-H program.

## Evaluation

Indiana 4-H program evaluation was conducted using the National 4-H Common Measures 2.0 (CM2.0) surveys. Programs that provided a minimum of six hours of instruction for youth in grades 4 through 12 included a CM2.0 post-survey as appropriate to the program content and to the grade levels of participating youth. One program, Clover Gaming Connection, was not included as it has a unique CM2.0-related survey and IRB protocol.

## Surveys

CM2.0 surveys are:

- **4-H experience** - eight essential elements
- **Universal** - personal mindset, social and leadership skills, universal skills
- **Animal Science** - life skills and professional development, animal well-being, food safety
- **Civic Engagement** - interest in community service and giving back, and community awareness
- **Healthy Living** - healthy eating habits, physical activity, healthy decision making, and food preparation
- **Science and Engineering** - science interest and thinking, science skills and abilities, and engineering skills and abilities
- **College and Career Readiness** - professionalism, college decision-making, career decision-making

In addition, all surveys include questions about:

- Demographics, and
- 4-H involvement - past and current activities, and future interests.

## National Call for Data - College and Career Readiness (General and Targeted)

During the 2020-2021 program year, there was a 4-H National Call for Data survey with a unique, expanded, new survey for College and Career Readiness. The survey included professionalism, college decision making, career decision making, and “learning about you” - a selection of items about personal mindset and social skills from the Universal survey. This was a single survey for 9<sup>th</sup> – 12<sup>th</sup> graders, but it was intended to be used with 4-H programs that were either General (any topics) or Targeted (topics specific to college/career readiness) in order to compare programs. Purdue Extension participated in this effort to gather data for high school youth via 4-H programs.

## New Coordinated Planning Approach

Common Measures surveys have been used for Indiana 4-H for several years. But in 2021, all CM2.0 surveys were rebuilt in Purdue's Qualtrics account and combined into one survey with branching logic for the content blocks and grade levels. Individual program details (Title, Educator, County, Date) were embedded to shorten the surveys for youth, and to generate unique URLs for each program.



A coordinated planning approach was created to ensure consistent use and delivery of the surveys, and quality data and reporting of CM2.0. The planning process was shared with Educators via the 4-H Program Evaluation Instructions document. Here are the steps in the planning process:

- Preparation (one month before the program),
- Review of CM2.0 surveys,
- Request for a CM2.0 survey, at least two weeks before program, using the Program Evaluation Planning Tool (PEPT) for 4-H.
  - PEPT for 4-H is a Qualtrics survey where Educators provide their program details and grades of participating youth, and then are guided to the content and grade level CM2.0 survey appropriate to their plans.
- Planning,
- During the program, and
- After the program (within one month).

### Transition Year

The new survey structure and planning process were launched in January 2021, in the middle of the 2020-2021 program year. As a result, this transition year involved survey data collected via three different approaches:

- **Nebraska Qualtrics** - the previous arrangement with IRB protocol that was in place for the fall 2020 (using the Nebraska Common Measures team's Qualtrics account),
- **Purdue Interim Qualtrics** - a transition time after the IRB protocol was closed, during December 2020 and January 2021 when a temporary Purdue Qualtrics arrangement was created for individual programs, and
- **PEPT for 4-H** - the new coordinated planning approach started in the winter (using one survey built into Purdue's Qualtrics account).

This report combines all CM2.0 evaluation results for Indiana 4-H programs from September 2020 to August 2021.



## Demographics

From September 2020 through August 2021, there were 1,784 youth who participated in Indiana 4-H programs who completed a CM2.0 post-survey.

There were 33 eight- or nine-year-old youth who reported their grade as “other”, indicating that they were younger than 4<sup>th</sup> grade. Data for these 33 youth were removed from the analysis. There were 59 youth age 17 or older who reported their grade as other than 4<sup>th</sup> – 12<sup>th</sup>. It is assumed these individuals had finished their senior year and/or graduated and their data are included in these results.

Over half (59.1%) of the youth reported they were female. For grade levels, 12<sup>th</sup> grade had the largest percentage (14.4%), followed by 5<sup>th</sup> grade (14.0%), 4<sup>th</sup> grade (13.5%), and 6<sup>th</sup> grade (12.1%). The largest numbers of youth indicated they were 11 years old (15.4%), followed by age 10 (13.6%), and age 13 (11.2%).

Two-thirds (67.9%) reported their race as White or Caucasian. Reported demographics and race/ethnicity are presented in Tables 1 and 2.

Table 1. Demographics of Youth: 2020-2021

	#	%
<b>Gender</b>		
Male (boy)	657	36.7%
Female (girl)	1,057	59.1%
My gender is not listed	5	0.3%
I don't want to say	71	4.0%
<b>Gender Total</b>	<b>1,790</b>	<b>100.0%</b>
<b>Grade</b>		
4 <sup>th</sup>	238	13.5%
5 <sup>th</sup>	247	14.0%
6 <sup>th</sup>	214	12.1%
7 <sup>th</sup>	188	10.7%
8 <sup>th</sup>	158	9.0%
9 <sup>th</sup>	129	7.3%
10 <sup>th</sup>	188	10.7%
11 <sup>th</sup>	148	8.4%
12 <sup>th</sup> *	254	14.4%
<b>Grade Total</b>	<b>1,764</b>	<b>100.0%</b>
<b>Age</b>		
8 years old	21	1.2%
9 years old	152	8.5%
10 years old	243	13.6%
11 years old	274	15.4%
12 years old	164	9.2%
13 years old	199	11.2%
14 years old	128	7.2%
15 years old	172	9.6%
16 years old	161	9.0%
17 years old	157	8.8%
18 years old	103	5.8%
Older than 18 years old	10	0.5%
<b>Age Total</b>	<b>1,784</b>	<b>100.0%</b>

\*59 responses for age 17 years and older indicated other grade, and are assumed to be graduating seniors.



Table 2. Race and Ethnicity of Youth: 2020-2021

Race & Ethnicity	# of responses	% of respondents
American Indian/Alaskan Native	109	6.1%
Asian	44	2.5%
Black or African American	45	2.5%
Hispanic or Latino	35	2.0%
Native Hawaiian/Other Pacific Islander	7	0.4%
White or Caucasian	1,211	67.9%
More than one race	56	3.1%
I don't know	306	17.2%
I don't want to say	86	4.8%

\*youth could choose multiple responses

## Programs

4-H programs were held across 46 Indiana Counties, Areas, multi-county collaborations, and statewide, and with two others delivered virtually. The number of youth who completed CM2.0 surveys by County or Area ranged from one to 319. The largest percentage (17.2%) of participating youth were in Ohio County (Table 3).

Table 3. Youth who Completed CM2.0 Surveys by Program Location: 2020-2021

County / Area of 4-H Program	# of Youth Who Completed CM2.0 Surveys	% of All Youth Who Completed CM2.0 Surveys
Statewide	12	0.6%
Area 2	31	1.7%
Area 7	77	4.2%
Area 11	134	7.2%
Multi-County	14	0.8%
Union, Fayette, Franklin, Rush	6	0.3%
Virtual	12	0.6%
Allen	18	1.0%
Bartholomew	49	2.6%
Brown	2	0.1%
Cass	45	2.4%
Clark	30	1.6%
Crawford	1	0.1%
Dearborn	62	3.3%
Decatur	8	0.4%
Dubois	35	1.9%
Elkhart	111	6.0%
Grant	13	0.7%
Hamilton	101	5.5%
Hendricks	49	2.6%
Howard	1	0.1%
Huntington	14	0.8%
Jackson	14	0.8%
Jay	5	0.3%
Jefferson	10	0.5%
Jennings	11	0.6%
Johnson	23	1.2%
Lawrence	5	0.3%
Marion	64	3.5%
Montgomery	80	4.3%
Morgan	82	4.4%
Ohio	319	17.2%



Perry	44	2.4%
Pulaski	88	4.8%
Putnam	20	1.1%
Randolph	23	1.2%
Scott	10	0.5%
Spencer	64	3.5%
Steuben	4	0.2%
Sullivan	52	2.8%
Switzerland	22	1.2%
Tippecanoe	9	0.5%
Union	4	0.2%
Vanderburgh	10	0.5%
Vermillion	34	1.8%
Vigo	9	0.5%
Wayne	17	0.9%
<b>Total</b>	<b>1,852</b>	<b>100.0%</b>

Data presented in this report are from all programs that included the CM2.0 surveys from September 2020 to August 2021, even for programs where the Educator contacts did not request a results report.



## 4-H Experience

There were 485 youth in 14 programs who completed the 4-H Experience survey. Of these programs, eight were in Counties, one was in an Area, and one was statewide. One program was in the fall using the Nebraska Qualtrics arrangement, and the rest were from PEPT for 4-H (Tables 4 and 5).

Table 4. Programs Using the 4-H Experience Survey: Nebraska Qualtrics

Date	Title	Contact	Location	Responses
11/14/20	Area II Junior Leaders Retreat	Katie Whiteford	Clark	30
<b>Totals</b>	<b>1 Program</b>	<b>1 Contact</b>	<b>1 County</b>	<b>30</b>

Table 5. Programs Using the 4-H Experience Survey: PEPT for 4-H

Date	Title	Contact	Location	Responses
3/17/21	Art Adventure Day	Beth Smith	Bartholomew	16
3/18/21	Building Blocks of Babysitting	Sara Dunlap	Decatur	8
3/23/21	Nature Camp	Jill Andrew-Richards	Ohio	10
5/19/21	4-H After School	Alicia Criswell	Wayne	7
5/23/21	4-H in a Box	Alicia Criswell	Wayne	2
6/10/21	4-H Camp	Jill Andrew-Richards	Ohio	187
6/11/21	4-H Camp Counselors	Kathleen Bohde	Hamilton	18
6/11/21	4-H Camp Shakamak	Kathleen Bohde	Hamilton	76
6/11/21	Area 11 4-H Campers	JP Pietrowski	Area 11	96
6/17/21	Summer Hiking Adventure	Kathleen Bohde	Hamilton	4
7/1/21	4-H Junior Leaders	Kris Goff	Grant	13
7/9/21	4-H Road Show (4-H Experience)	Tony Carrell	Statewide	5
7/30/21	4-H Club Program	Cathy Boerste	Perry	13
<b>Totals</b>	<b>13 Programs</b>	<b>9 Contacts</b>	<b>7 Counties, 1 Area, 1 Statewide</b>	<b>455</b>

The 4-H Experience survey is for youth in grades 4 to 12 who have participated in a minimum of six hours of instruction. In addition, the survey is intended for youth who identify as members of a 4-H, or 4-H-sponsored, group. The 4-H Experience survey has 16 questions. One question asks the number of years of 4-H participation. The remaining 15 questions focus on the eight essential elements for positive youth development (<https://www.ag.ndsu.edu/publications/kids-family/essential-elements-for-positive-youth-development>). These essential elements are:

1. Positive relationship with a caring adult,
2. Inclusive environment,
3. Safe environment,
4. Engagement in learning,
5. Opportunity for mastery,
6. Opportunity to see oneself as an active participant in the future,
7. Opportunity for self-determination, and
8. Opportunity to value and practice service for others.

Questions 2 through 16 provide response items on a 4-point scale (no, not really, usually, and yes).



The largest percentage of youth (35.7%) reported they have completed 5 or more years of 4-H (Table 6).

Table 6. Years of 4-H Completion

1. How many years of 4-H have you completed?	#	%
I am not in 4-H	2	0.4%
Less than 1 year	54	11.2%
1 year	65	13.5%
2 years	72	14.9%
3 years	67	13.9%
4 years	50	10.4%
5 or more years	172	35.7%
Total	482	100.0%

Response options to 4-H experience questions 2 through 16 can be scored as follows: 1=no, 2=not really, 3=usually, and 4=yes. Of these 15 questions, two are negatively worded (Questions 3 and 12) and are not used in scale calculations. Reporting the average of the 13 questions provides a general indication of youth experiences in 4-H. Average scores are interpreted as:

- Low 4-H experience (average 1.00 to 2.49),
- Intermediate 4-H experience (average 2.50 to 3.49), and
- High 4-H experience (average 3.50 to 4.00).

Average scores for 4-H experience (4-point scale) ranged from 1.71 to 4.00. These scores put 11 youth in the low experience category, 152 in intermediate, and 322 in the high category (Table 7).

Table 7. 4-H Experience: Average Score Categories Low, Intermediate and High

	Low <i>avg 1.00-2.49</i>	Intermediate <i>avg 2.50-3.49</i>	High <i>avg 3.50 to 4.00</i>
4-H Experience	11 2.3%	152 31.3%	322 66.4%

With the highest average ratings on the 4-point scale, youth reported that 4-H is a place where:

- they feel safe (3.80),
- they learn about ways to help their community (3.77),
- it's okay for them to make mistakes (3.76), and
- adults care about them (3.76).

Table 8 shows the experience scale items and responses.

Table 8. 4-H Experience Scale Items

	n (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
2. Is 4-H a place where adults care about you?	482 (3.76)	6 1.2%	9 1.9%	80 16.6%	387 80.3%
4. Is 4-H a place where others like you?	480 (3.50)	8 1.7%	25 5.2%	168 35.0%	279 58.1%
5. Is 4-H a place where you feel safe?	483 (3.80)	1 0.2%	6 1.2%	81 16.8%	395 81.8%
6. Is 4-H a place where you get to figure things out for yourself?	481 (3.33)	18 3.7%	46 9.6%	174 36.2%	243 50.5%
7. Is 4-H a place where it's okay for you to make mistakes?	483 (3.76)	2 0.4%	12 2.5%	85 17.6%	384 79.5%
8. Is 4-H a place where you get to teach others what you've learned?	482 (3.55)	9 1.9%	48 10.0%	95 19.7%	330 68.5%
9. Is 4-H a place where you get to do things that you like?	480 (3.67)	7 1.5%	14 2.9%	109 22.7%	350 72.9%
10. Is 4-H a place where you're encouraged to plan for your future?	477	21	50	101	305



	(3.45)	4.4%	10.5%	21.2%	63.9%
11. Is 4-H a place where you get to choose what you want to do?	478	29	53	174	222
	(3.23)	6.1%	11.1%	36.4%	46.4%
13. Is 4-H a place where you have a chance to be a leader?	478	20	47	78	333
	(3.51)	4.2%	9.8%	16.3%	69.7%
14. Is 4-H a place where you learn about ways to help your community?	476	2	19	66	389
	(3.77)	0.4%	4.0%	13.9%	81.7%
15. Is 4-H a place where you feel you belong?	479	4	22	105	348
	(3.66)	0.8%	4.6%	21.9%	72.7%
16. Is 4-H a place where you get to help make group decisions?	476	11	43	117	305
	(3.50)	2.3%	9.0%	24.6%	64.1%

On the negatively worded items, youth (69.8%) reported that 4-H was not a place where they feel left out. Two-thirds of youth (64.0%) responded usually or not really that 4-H is a place where adults make the decisions (Table 9).

Table 9. Youth Feelings on 4-H Participation (Negatively Worded Items)

	<i>n</i> (Mean)	Yes (1)	Usually (2)	Not really (3)	No (4)
3. Is 4-H a place where you feel left out?	484	10	9	127	338
	(3.64)	2.1%	1.9%	26.2%	69.8%
12. Is 4-H a place where adults make the decisions?	480	79	191	164	46
	(2.37)	16.5%	39.8%	34.2%	9.6%



## Universal

There were 249 youth in 16 programs who completed the Universal survey. An additional 368 youth in 13 programs completed six items from the Universal survey that were part of the National Call for Data - College and Career Readiness survey. Of these programs, 16 were in Counties, three were in Areas, and one was statewide (Tables 10, 11 and 12).

Table 10. Programs Using Universal: Nebraska Qualtrics and Purdue Interim Qualtrics

Date	Title	Contact	Location	Responses
11/24/20	Junior Leaders	Alicia Criswell	Wayne	2
11/24/20	Livestock Ambassadors	Alicia Criswell	Wayne	6
12/11/20	Babysitting Spark Club	Lisa Wilson	Dubois	25
11/3/20	4-H Junior Leaders Marshal Mentor Plan	Shannon Chipman	Ohio	5
Summer 2021	Teen Teachers	Rachael Smith	Marion	37
12/11/20	Entrepreneurship Spark*	Elisabeth Eaton	Bartholomew	6
12/12/20	Disease Detectives*	Danielle Sands	Statewide	6
12/15/20	Leadership Series*	Tami Mosier	Steuben	4
12/15/20	Party Planning*	Tami Mosier	Steuben	7
	Career Day 2020	Lovett, Weladge, Bray, Lamb, Walker, Pfister, Steppe, Holtkamp, Dispennett	Vermillion	8
	Fall Break Fun Day 2020	Holbert, Finzel, Warner, Allee, Brewer	Vermillion	13
<b>Totals</b>	<b>11 Programs</b>	<b>21 Contacts</b>	<b>7 Counties, 1 Statewide</b>	<b>118</b>

\*Purdue Interim Qualtrics

Table 11. Programs Using the Universal Survey: PEPT for 4-H

Date	Title	Contact	Location	Responses
2/6/21	4-H Babysitting Basics	Heather Dougherty	Johnson	11
6/4/21	Area 7 4-H Camp	Carly Holland	Area 7	59
6/4/21	4-H Teen Camp	Allison Keen	Area 7	46
6/17/21	Making Cents out of Adulting	Kelsey Younce	Allen	4
7/8/21	Rural Life Survival Guide	Jill Andrew-Richards	Ohio	11
<b>Totals</b>	<b>5 Programs</b>	<b>5 Contacts</b>	<b>3 Counties, 1 Area</b>	<b>131</b>

Table 12. National Call for Data - College and Career Readiness\*: Nebraska Qualtrics and PEPT for 4-H

Date	Title	Contact	Location	Responses
3/8/21	Indiana 4-H Life Lessons 101 Spark Club	Kati Sweet	Hendricks	37
4/16/21	Pioneer Pathways Spark Club	Rena Sheldon	Morgan	13
4/27/21	INWork for Brownstown Central JAG Students	Molly Marshall	Jackson	4
5/5/21	4-H Camp Counselors	Brooke Stefancik	Sullivan	16
5/6/21	10 <sup>th</sup> Grade Leadership	Kyle Weaver	Switzerland	18
5/20/21	Camp Counselor Training	Kelsey Meyers	Area 7	31
5/26/21	The Changemakers	Dustin Homan	Marion	8
6/1/21	4-H Jr Livestock Advisory Board	Robby Kelly	Elkhart	19
6/6/21	4-H Camp Counselor Training	Heather VonDielingen	Area 2	31
6/10/21	4-H Camp Counselors	Jill Andrew-Richards	Ohio	102
6/11/21	4-H Camp Counselors	JP Pietrowski	Area 11	38
6/18/21	4-H Camp Counselors	Abby Morgan	Montgomery	18
6/20/21	4-H Camp Counselors	Rena Sheldon	Morgan	33
<b>Totals</b>	<b>13 Programs</b>	<b>12 Contacts</b>	<b>9 Counties, 3 Areas</b>	<b>368</b>

\*Survey included Universal survey items: 3 Personal Mindset (#4-#6) and 3 Social Skills (#16, #18, &amp; #22)



The Universal survey is appropriate for youth in grades 4 to 12 who have participated in a minimum of six hours of instruction. The Universal survey has 23 questions divided into two 10-item scales (Personal Mindset and Social Skills), and three additional items that are negatively worded. All questions use the same 4-point response options (no, not really, usually, yes).

### Universal - Personal Mindset

The Personal Mindset scale includes survey questions 1, 3-10, and 21. Average scores of the response options (1=no, 2=not really, 3=usually, 4=yes) were calculated for all ten questions for each youth. Reporting the average of the ten-scale questions provides a general indication of Personal Mindset skill development. The average scores are interpreted as:

- developing personal mindset (average 1.00 to 2.49)
- intermediate personal mindset (average 2.50 to 3.49), and
- advanced personal mindset (average 3.50 to 4.00).

Average scores for the Personal Mindset scale for all youth ranged from 1.67 to 4.00. These scores put 17 youth in the developing category, 242 youth in the intermediate category, and 353 youth in the advanced category for Personal Mindset skill development (Table 13).

Table 13. Personal Mindset Skill Development: Average Score Categories Developing, Intermediate and Advanced

	Developing <i>avg 1.00-2.49</i>	Intermediate <i>avg 2.50-3.49</i>	Advanced <i>avg 3.50 to 4.00</i>
Personal Mindset	17	242	353
	2.8%	39.5%	57.7%

For the ten Personal Mindset questions, highest average scores (4-point scale) for all youth were for these items:

- I am willing to work hard on something difficult (3.68),
- I try to learn from my mistakes (3.56),
- I treat others the way I want to be treated (3.55), and
- I like to learn new things (3.50).

Table 14 shows the responses for the Personal Mindset indicators.

Table 14. Universal-Personal Mindset indicators: Number and Percent of Responses

	<i>n</i> (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
1. Do you like to learn new things?	256 (3.50)	5 2.0%	11 4.3%	90 35.2%	150 58.6%
3. Do you try to learn from your mistakes?	256 (3.56)	4 1.6%	11 4.3%	79 30.9%	162 63.3%
4. Are you willing to work hard on something difficult?*	603 (3.68)	6 1.0%	14 2.3%	149 24.7%	434 72.0%
5. Before making a decision, do you stop to think about your choices?*	603 (3.34)	15 2.5%	49 8.1%	256 42.5%	283 46.9%
6. Do you think about how your choices affect others? *	601 (3.43)	15 2.5%	42 7.0%	215 35.8%	329 54.7%
7. Do you set goals for yourself?	247 (3.28)	11 4.5%	40 16.2%	65 26.3%	131 53.0%
8. Do you keep trying until you reach your goals?	245 (3.34)	3 1.2%	18 7.3%	116 47.3%	108 44.1%
9. Do you treat others the way you want to be treated?	247 (3.55)	4 1.6%	9 3.6%	81 32.8%	153 61.9%
10. Do you follow the rules even if no one is watching?	245 (3.41)	8 3.3%	11 4.5%	99 40.4%	127 51.8%
21. Are you willing to try something you might get wrong?	244 (3.39)	11 4.5%	17 7.0%	82 33.6%	134 54.9%

\*items included in National Call for Data: College and Career Readiness Survey



## Universal - Social Skills

The Social Skills scale includes survey questions 11, 13-16, 18-20, and 22-23. Average scores of the four response options (1=no, 2=not really, 3=usually, 4=yes) were calculated for all ten questions for each youth. The average score of these ten questions provides a general indication of Social Skills development. Average scores are interpreted as:

- developing social skills (average 1.00 to 2.49),
- intermediate social skills (average 2.50 to 3.49), and
- advanced social skills (average 3.50 to 4.00).

Average scores for the Social Skills scale for the youth ranged from 1.33 to 4.00. These average scores put 20 youth in the developing social skills category, 257 youth in the intermediate social skills category and 335 in the advanced social skills category (Table 15).

Table 15. Social Skills Development: Average Score Categories Developing, Intermediate and Advanced

	Developing <i>avg 1.00-2.49</i>	Intermediate <i>avg 2.50-3.49</i>	Advanced <i>avg 3.50 to 4.00</i>
Social Skills	20	257	335
	3.3%	42.0%	54.7%

For the ten Social Skills questions, highest average scores (4-point scale) for all youth included:

- I show respect for others' ideas (3.66),
- I look for ways to involve all members of a group (3.58),
- I like to learn about people who are different from me (3.50), and
- I get along with others who are different from me (3.47).

Table 16 shows the responses for the Social Skills indicators.

Table 16. Universal-Social Skills Indicators: Number and Percent of Responses

	<i>n</i> (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
11. Do you help others reach their goals?	246 (3.23)	9 3.7%	40 16.3%	82 33.3%	115 46.7%
13. Do you show respect for others' ideas?	245 (3.66)	3 1.2%	2 0.8%	71 29.0%	169 69.0%
14. Are you comfortable working in groups?	247 (3.43)	8 3.2%	21 8.5%	75 30.4%	143 57.9%
15. Do you think about other people's feelings before you say something?	246 (3.35)	4 1.6%	29 11.8%	91 37.0%	122 49.6%
16. Do you look for ways to involve all members of a group?*	608 (3.58)	5 0.8%	31 5.1%	178 29.3%	394 64.8%
18. Do you get along with others who are different from you?*	610 (3.47)	9 1.5%	22 3.6%	253 41.5%	326 53.4%
19. When someone makes you upset, can you still work with them?	244 (2.87)	26 10.7%	48 19.7%	101 41.4%	69 28.3%
20. Do you like to learn about people who are different from you?	244 (3.50)	4 1.6%	26 10.7%	58 23.8%	156 63.9%
22. Are you comfortable being a leader?*	609 (3.43)	28 4.6%	63 10.3%	139 22.8%	379 62.2%
23. Is it easy for you to speak up in a group?	242 (2.95)	24 9.9%	52 21.5%	77 31.8%	89 36.8%

\*Items included in National Call for Data: College and Career Readiness Survey



### Universal - Negatively Worded Questions

Youth responded (yes, usually, not really, no) to questions about being afraid to try something they might get wrong, whether it is hard to be a leader, or if they have a hard time speaking up in a group. Average scores (4-point scale) were from 2.63 to 2.74 which put the majority of responses in the middle between usually and not really (Table 17).

Table 17. Negatively Worded Questions: Number and Percent of Responses

	<i>n</i> (Mean)	Yes (1)	Usually (2)	Not really (3)	No (4)
2. Are you afraid to try something you might get wrong?	245 (2.65)	44 18.0%	47 19.2%	104 42.4%	50 20.4%
12. Is it hard for you to be a leader?	234 (2.74)	46 19.7%	41 17.5%	75 32.1%	72 30.8%
17. Do you have a hard time speaking up in a group?	234 (2.63)	54 23.1%	39 16.7%	81 34.6%	60 25.6%



## Animal Science

There were 82 youth in three programs who completed the Animal Science survey. These programs were based in two Counties (Table 18).

Table 18. Programs Using the Animal Science Survey: PEPT for 4-H

Date	Title	Contact	Location	Responses
3/24/21	Animal Science Spark Club	Melessa Wiesehan	Jennings	2
6/22/21	Saddle Club Camp	Robby Kelly	Elkhart	39
7/6/21	Animal Science Day Camp	Robby Kelly	Elkhart	41
<b>Totals</b>	<b>3 Programs</b>	<b>2 Contacts</b>	<b>2 Counties</b>	<b>82</b>

The Animal Science survey is appropriate for youth in grades 4 to 12 who have participated in a minimum of six hours of instruction. The Animal Science survey is divided into three modules: Animal Well-Being, Life Skills and Professional Development, and Food Safety (Food Production Animals). All questions provide response options on a 3-point scale (no, sort of, yes). The Animal Well-Being module has 11 questions. Eight questions ask whether the youth learned specific animal well-being knowledge and skills at 4-H and the remaining three questions ask if youth do specific practices. The Life Skills and Professional Development module has 15 questions. Six 21<sup>st</sup> Century Skills questions ask about skills necessary for successful animal science projects. Four questions ask if youth see animal science in their future. Two questions ask about skills to properly evaluate and show their animal. Two questions ask about addressing challenges experienced when raising and caring for animals, and a contribution question asks if they share what they have learned with others. The Food Safety (Food Production Animals) module has five questions asking youth about their understanding of the relationship between animal production and food safety.

### Animal Science - Animal Well-Being

For the 11 Animal Well-Being questions, highest average scores (3-point scale) for all youth were for these items:

- I learned the right way to store and handle feed (2.49),
- I practice safe animal handling (2.48),
- I learned about housing/shelter for my animal (2.45), and
- I learned how to handle animals safely (2.44).

All Animal Well-Being responses are shown in Table 19.

Table 19. Youth Reporting Animal Well-Being Learning and Practices

	n (Mean)	No (1)	Sort of (2)	Yes (3)
1. At 4-H, did you learn feeding and watering practices for your animal?	82 (2.37)	18 22.0%	16 19.5%	48 58.5%
2. At 4-H, did you learn about housing/shelter for your animal?	82 (2.45)	14 17.1%	17 20.7%	51 62.2%
3. At 4-H, did you learn how to identify if an animal is healthy?	82 (2.27)	21 25.6%	18 22.0%	43 52.4%
4. Do you practice safe animal handling?	82 (2.48)	14 17.1%	15 18.3%	53 64.6%
5. At 4-H, did you learn the right way to store and handle feed?	79 (2.49)	9 11.4%	22 27.8%	48 60.8%
6. At 4-H, did you learn how to identify signs that your animal may need veterinary care?	81 (2.17)	20 24.7%	27 33.3%	34 42.0%
7. At 4-H, did you learn how to give medicine to your animal?	80 (1.64)	46 57.5%	17 21.3%	17 21.3%
8. At 4-H, did you learn how to handle animals safely?	82 (2.44)	15 18.3%	16 19.5%	51 62.2%
9. Do you keep correct records of your animal project?	82	21	25	36



	(2.18)	25.6%	30.5%	43.9%
10. At 4-H, did you learn how to keep correct records of your animal project?	81	23	22	36
	(2.16)	28.4%	27.2%	44.4%
11. Do you look at your records when making decisions?	81	33	26	22
	(1.86)	40.7%	32.1%	27.2%

## Animal Science - Life Skills and Professional Development

When asked if they shared what they have learned about raising animals with others, most youth (82.9%) responded positively (yes 50.0% or sort of 32.9%).

Most youth responded (yes or sort of) that they would look for ways to help if they learn about someone mistreating animals (86.6%), and they learned how to solve problems when raising their animals (80.5%). Three-quarters of youth responded (yes or sort of) that they learned how to show off their animal's best qualities (76.3%), and how to judge or evaluate an animal (73.2%). These problem-solving and communication results are shown in Tables 20 and 21.

Table 20. Youth Reporting Problem Solving with Animals

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
13. At 4-H, did you learn how to solve problems when raising your animal?	82	16	22	44
	(2.34)	19.5%	26.8%	53.7%
14. When you learn about someone mistreating animals, do you look for ways to help?	82	11	13	58
	(2.57)	13.4%	15.9%	70.7%

Table 21. Youth Reporting Communication and Showing Ability

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
15. At 4-H, did you learn how to show off your animal's best qualities?	80	19	16	45
	(2.33)	23.8%	20.0%	56.3%
16. At 4-H, did you learn how to judge/evaluate an animal?	82	22	30	30
	(2.10)	26.8%	36.6%	36.6%

For aspirations toward animal science, average scores (3-point scale) showed that youth would like a career:

- caring for animals (2.35),
- raising animals (2.33), and
- training animals (2.14).

Table 22 shows results for youth aspirations toward animal science.

Table 22. Youth Reporting Positive Aspirations Toward Animal Science

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
17. Would you like a career in animal science?	78	30	21	27
	(1.96)	38.5%	26.9%	34.6%
18. Would you like a career raising animals?	78	17	18	43
	(2.33)	21.8%	23.1%	55.1%
19. Would you like a career training animals?	78	20	27	31
	(2.14)	25.6%	34.6%	39.7%
20. Would you like a career caring for animals?	78	17	17	44
	(2.35)	21.8%	21.8%	56.4%

Youth reported learning 21<sup>st</sup> Century skills. With the highest average scores (3-point scale), youth indicated that:

- spending time with animals makes them happy (2.81),
- they value taking care of something other than themselves (2.78),



- they are willing to work hard on their animal science project when it is difficult (2.68), and
- they have met new people because of their animal science project (2.66).

Table 23 shows the results for 21<sup>st</sup> Century Skills.

Table 23. Youth Reporting 21<sup>st</sup> Century Skills

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
21. At 4-H did you learn how to set goals for a successful animal science project?	79 (2.29)	15 19.0%	26 32.9%	38 48.1%
22. In your animal science project, are you willing to work hard when it is difficult?	79 (2.68)	8 10.1%	9 11.4%	62 78.5%
23. Do you value taking care of something other than yourself?	74 (2.78)	5 6.8%	6 8.1%	63 85.1%
24. Does spending time with your animal make you happy?	78 (2.81)	5 6.4%	5 6.4%	68 87.2%
25. Because of your animal science project, did you meet new people?	79 (2.66)	9 11.4%	9 11.4%	61 77.2%
26. Because of your animal science project, did you meet people who have careers in animal science?	78 (2.28)	20 25.6%	16 20.5%	42 53.8%

### Animal Science - Food Safety (Food Production Animals)

The Food Safety module of the Animal Science survey was included for two of the three programs. As a result, this section does not include any Saddle Club Camp data (n=39) as these questions do not apply to horses. Three-quarters of youth reported (yes or sort of) that at 4-H, they learned:

- why it is important to track where animals are raised (75.0%),
- why it is important to produce safe food for people to eat (72.5%), and
- how their actions affect the safety of the food produced by their animal (71.8%).

Table 24 shows results about the importance of safely producing food.

Table 24. Youth Understand the Importance of Producing a Safe Food Product

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
27. Do you know how correct animal records keep our food safe?	40 (1.95)	16 40.0%	10 25.0%	14 35.0%
28. At 4-H, did you learn how your actions affect the safety of the food produced by your animal?	39 (2.15)	11 28.2%	11 28.2%	17 43.6%
29. Do you know what people are looking for when they buy animal products?	40 (2.00)	13 32.5%	14 35.0%	13 32.5%
30. Do you know why it's important to track where animals are raised?	40 (2.28)	10 25.0%	9 22.5%	21 52.5%
31. Do you share why it's important to produce safe food for people to eat?	40 (2.28)	11 27.5%	7 17.5%	22 55.0%



## Civic Engagement

There were 138 youth in ten programs who completed the Civic Engagement survey. These programs were based in ten Counties (Tables 25 and 26).

Table 25. Programs Using the Civic Engagement Survey: Purdue Interim Qualtrics

Date	Title	Contact	Location	Responses
1/8/21	Citizenship Program*	Dustin Homan	Marion	5
<b>Totals</b>	<b>1 Program</b>	<b>1 Contact</b>	<b>1 County</b>	<b>5</b>

\*Purdue Interim Qualtrics

Table 26. Programs Using the Civic Engagement Survey: PEPT for 4-H

Date	Title	Contact	Location	Responses
4/5/21	Junior Leaders as Community Leaders	Rena Sheldon	Morgan	36
4/20/21	Citizenship Spark Club	Anna Balas	Elkhart	4
6/29/21	4-H Junior Leaders	Samm Johnson	Allen	14
6/30/21	Mini 4-H Camp Counselor	Heather Dougherty	Johnson	3
7/1/21	Money Matters Spark Club	Katie Finney	Brown	1
7/20/21	4-H Junior Leadership	Lynn Korniak	Cass	26
7/23/21	Junior Leaders	Brooke Stefancik	Sullivan	20
7/31/21	Junior Leadership	Mark Evans	Putnam	20
8/10/21	4-H Junior Leaders	Sara Haag	Vigo	9
<b>Totals</b>	<b>9 Programs</b>	<b>9 Contacts</b>	<b>9 Counties</b>	<b>133</b>

The Civic Engagement survey is appropriate for youth in grades 4 to 12 who have participated in a minimum of six hours of instruction. The Civic Engagement survey is divided into two modules: Interest in Community Service and Giving Back, and Community Awareness. Response options varied from yes/no to four-point scales. Of the 14 questions for the Interest in Community Service and Giving Back module, four questions ask about past participation in community service and volunteering, eight questions ask about maintaining future intentions for civic engagement, another question asks about interactions with local, state, and national government, and the remaining question asks if youth have encouraged others to volunteer in their community. The Community Awareness module has nine questions. Three questions ask about discussing local, national, and global needs and responding to problems. Six questions ask about youth civic involvement, community service and volunteering, and future intentions for civic engagement.

### Civic Engagement - Interest in Community Service and Giving Back

#### A. Future Intentions for Civic Engagement

Focusing on future intentions for civic engagement, there were seven questions asking youth about types of community service projects of interest with 3-point scale responses (no, maybe, yes). The largest average scores showed that youth were most interested in community service projects where they:

- walk dogs at an animal shelter (2.66),
- teach younger kids (2.54),
- organize drives for clothing, toys, books or food (2.53), and
- serve meals at a homeless shelter (2.50).



Table 27 shows average scores, number and percent of responses for Interests in Community Service.

Table 27. Youth Interests in Community Service Projects

Are you interested in a community service project where you would...	<i>n</i> (Mean)	No (1)	Maybe (2)	Yes (3)
2. ...organize a drive for clothing, toys, books or food?	137 (2.53)	8 5.8%	49 35.8%	80 58.4%
3. ...serve meals at a homeless shelter?	137 (2.50)	7 5.1%	55 40.1%	75 54.7%
4. ...teach younger kids?	138 (2.54)	15 10.9%	33 23.9%	90 65.2%
5. ...pick up trash outside?	138 (2.28)	18 13.0%	63 45.7%	57 41.3%
6. ...walk dogs at an animal shelter?	138 (2.66)	12 8.7%	23 16.7%	103 74.6%
7. ...visit people in a nursing home?	138 (2.49)	10 7.2%	51 37.0%	77 55.8%
8. ...plan a fundraiser?	137 (2.34)	15 10.9%	60 43.8%	62 45.3%

### B. Community Service and Volunteering

Focusing on community service and volunteering, four questions asked youth about their service activities. Nearly all youth (91.2%) reported they have done a community service project. Youth were asked if they have ever helped plan, or have led, a community service project. Three-quarters (72.5%) indicated (yes or sort of) that they had helped plan a community service project and almost half (46.3%) indicated they had helped lead a community service project (Table 28).

Table 28. Youth Interests in Community Service Projects

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
12. Have you ever helped plan a community service project?	136 (2.14)	39 28.7%	39 28.7%	58 42.6%
13. Have you ever led a community service project?	137 (1.61)	74 54.0%	43 31.4%	20 14.6%

Youth were asked to indicate their favorite community service project. The most common themes of their responses were:

- Helping the homeless and those in need, providing food for pantries, and serving food at events,
- Teaching, interacting with, and providing for kids,
- Picking up trash, cleaning up, and caring for natural resources and the environment, and
- Helping at 4-H or community events.

Table 29 shows the common themes and the responses for favorite community service projects.

Table 29. Common Themes and Responses for Youth About Their Favorite Community Service Projects

Themes	Responses
Helping the homeless and those in need, providing food for pantries, and serving food at events	<ul style="list-style-type: none"> <li>• Community Table</li> <li>• Community Table Dinner</li> <li>• Community Table Dinners</li> <li>• Community Table Dinners</li> <li>• Community Table service for homeless people for them to eat.</li> <li>• Community Table. Love helping others and bonding with those around me.</li> <li>• Feeding those in need</li> <li>• Fish Fry</li> </ul>



	<ul style="list-style-type: none"> <li>• Food stand</li> <li>• getting to pass out food</li> <li>• Going to Manna Mission and making Thanksgiving meals.</li> <li>• Helping in a drive through fundraiser for Donnie. Also picking up trash along the White River.</li> <li>• Helping in the homeless shelter in Kokomo. We cleaned and fed the people that live there.</li> <li>• Helping out at the food pantry</li> <li>• I also enjoy working at a food pantry.</li> <li>• I always enjoy food drives.</li> <li>• I enjoy giving away stuff to people who need it like clothes hygiene products or food</li> <li>• I enjoy going to a shelter on Thanksgiving and serving meals to people in need.</li> <li>• I enjoyed doing the food drives.</li> <li>• I like helping people and stuff like that is my favorite</li> <li>• I liked the meal give away</li> <li>• I served food to the homeless at Kokomo rescue mission.</li> <li>• it was when i went to salvation army. I don't know how old i was but i helped fold clothes and we got a hot dog at the end. it was so fun!</li> <li>• My church did a day where we went out and helped anyone in need</li> <li>• My club did a Community Table Dinner for people who didn't have enough to eat. It was really great!</li> <li>• My favorite community service project is serving meals on farmers day.</li> <li>• My favorite community service project was collecting food for the homeless. I haven't been able to go to many meetings because of COVID, though.</li> <li>• My favorite community service project was collecting food to take to the food pantry.</li> <li>• My favorite community service project would have to be the community table in Martinsville where Junior Leaders serve members a fresh dinner.</li> <li>• My favorite project was serving meals on Farmer's Day.</li> <li>• My favorite was when I helped pass out food at my church meal handout.</li> <li>• Our FFA annual scavenger hunt where we collect food in an hour and donate it to our local food bank.</li> <li>• Our schools canned food scavenger hunt.</li> <li>• Participating in a canned food drive</li> <li>• Rotary club pork lion dinner and helping with the Chef University workshop.</li> <li>• Soup kitchen</li> <li>• That along with helping with food drives/pantry's are my favorite.</li> <li>• The Community Table Dinner! I love to see/talk to people that come, and I get to spend more time with my friends.</li> <li>• To feed homeless people</li> <li>• Working with the FFA's annual scavenger hunt.</li> </ul>
<p>Teaching, interacting with, and providing for kids</p>	<ul style="list-style-type: none"> <li>• 4th grade ag day</li> <li>• 4th grade field day</li> <li>• Ag Day because I got to be with kids and animals.</li> <li>• Helping and teaching younger kids.</li> <li>• Helping preschoolers</li> <li>• Helping with a showmanship clinic to teach younger kids to show properly.</li> <li>• I really enjoy teaching people and helping people with math at my school.</li> <li>• mini 4-H day</li> <li>• My favorite community service project is helping children in any way, but shop with a cop and seeing the children light up</li> <li>• My favorite service projects have been ones where I am working with other kids, preferably younger and teaching them about animals and agriculture. I have helped them learn how to handle and care for animals as well as take care of the ground.</li> <li>• Salvation Army Back to School Blitz</li> <li>• teaching youth about agriculture</li> <li>• Teens as teachers where we taught kids on how to practice biosecurity at the county fair.</li> <li>• typically I enjoy working with kids</li> </ul>



Picking up trash, cleaning up, caring for natural resources/environment	<ul style="list-style-type: none"> <li>• Helping with the White River Clean-Up with my friends.</li> <li>• I cleaned up at the Indiana State Fair. Landscaping mostly</li> <li>• I helped with an Eagle Scout project to mark trails in Logansport.</li> <li>• I liked when my 4-H club cleaned up around a cemetery.</li> <li>• My favorite is picking up trash as it helps out the environment.</li> <li>• Picked up trash</li> <li>• Picking up trash around the boat launch.</li> <li>• Picking up trash.</li> <li>• Picking up trash.</li> <li>• Restoring a park with my middle school class</li> <li>• The white river cleanup that I do with my mom</li> <li>• We helped clean up the fairgrounds before the fair.</li> <li>• We picked up trash at a park</li> <li>• We picked up trash at a park</li> <li>• When we helped clean the fairgrounds.</li> </ul>
Helping at 4-H or community events	<ul style="list-style-type: none"> <li>• Helping with the Spring Fling committee.</li> <li>• Project 216</li> <li>• Serving through the Junior Leaders' Exploring 4-h</li> <li>• The 4-h Fling is the only community service project where I've seen the behind the scenes planning. I really enjoyed helping to plan this big event.</li> <li>• the 4-H Spring Fling because it was fun and I got to hang out with friends and other 4-H'ers.</li> <li>• Tractor pull</li> </ul>
Holiday events	<ul style="list-style-type: none"> <li>• Community Christmas for kids.</li> <li>• Easter Egg Hunt</li> <li>• Helping at the Easter egg hunt.</li> <li>• I enjoyed stuffing Easter eggs and talking with other leaders.</li> <li>• trunk or treat</li> </ul>
Gardening	<ul style="list-style-type: none"> <li>• Gardening at Fillmore</li> <li>• Helping at container gardening</li> <li>• My favorite community service project was when I helped pull weeds from a school's garden.</li> </ul>
Art projects	<ul style="list-style-type: none"> <li>• I participated in a project that painted electrical boxes in our town to help grow the arts community and beautify the town.</li> <li>• Looking for good art and best projects.</li> </ul>
Organizing and leading	<ul style="list-style-type: none"> <li>• I love organizing things</li> <li>• Gathering donations for different groups in our county and creating events for youth in our county</li> </ul>
Helping older adults	<ul style="list-style-type: none"> <li>• My favorite one was singing for the people in the nursing home and then we ate some lunch with them.</li> <li>• working with seniors in a nursing home</li> </ul>
Helping with animals	<ul style="list-style-type: none"> <li>• I liked when my 4-H after school club last year went to a shelter to take some animals on a walk.</li> <li>• Well, if I'm not sure I'm really interested in that kind of thing but if I could volunteer in a zoo or pet store. I would definitely do that but right now I focus more on school</li> </ul>
Other	<ul style="list-style-type: none"> <li>• any that help out other people to have a better life</li> <li>• Donating time and money to veterans.</li> <li>• going to houses and just helping out</li> <li>• i don't rilly remember</li> <li>• I gave gift cards to random people</li> <li>• plays piano at church</li> </ul>

### C. Youth Civic Engagement, Interactions, and Contributions

For civic engagement, youth were asked if they like helping people in their community, and nearly all reported positively (yes 82.5% or usually 16.8%). For interactions with local, state and national government, nearly all youth reported (yes 60.1% or sort of 31.9%) that they had met community leaders because of 4-H.



For contributions to their peers, families and communities, youth were asked if they had encouraged others to volunteer in the community, and most (87.7%) indicated yes or sort of (Table 30).

Table 30. Youth Contributions to Peers, Families, and Communities

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
10. Have you encouraged others to volunteer in your community?	138 (2.46)	17 12.3%	41 29.7%	80 58.0%

### Civic Engagement - Community Awareness

Focusing on youth engaging in discussion with others about the community, three survey questions asked youth if they had talked about needs in the community, country and world at 4-H, with responses on a 3-point scale (no, sort of, yes). The majority of youth (83.7%) responded yes or sort of that they had talked about needs in their community at 4-H. Table 31 provides the responses for discussions about community, country and world needs.

Table 31. Youth Discussions about Needs of the Community, Country, and World

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
15. At 4-H, did you talk about needs in your community?	135 (2.30)	22 16.3%	50 37.0%	63 46.7%
16. At 4-H, did you talk about needs across the country?	135 (1.86)	51 37.8%	52 38.5%	32 23.7%
17. At 4-H, did you talk about needs around the world?	135 (1.87)	50 37.0%	52 38.5%	33 24.4%

For helping to address problems in the community, three questions asked youth if they look for ways to help, with responses on a 4-point scale (no, not really, usually, yes). Most youth (87.3%) responded yes or usually that when they learn about a problem in the community, they look for ways to help (Table 32).

Table 32. Youth Looking to Help Address Problems in the Community, Country, and World

	<i>n</i> (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
18. When you learn about a problem in the community, do you look for ways to help?	134 (3.16)		17 12.7%	78 58.2%	39 29.1%
19. When you learn about a problem across the country, do you look for ways to help?	135 (2.61)	11 8.1%	49 36.3%	56 41.5%	19 14.1%
20. When you learn about a problem around the world, do you look for ways to help?	134 (2.63)	16 11.9%	44 32.8%	48 35.8%	26 19.4%

Youth were asked, “Do you like helping people?” and nearly all reported either yes (74.8%) or usually (23.0%). Youth were asked if they feel a responsibility to help their community and nearly all reported yes (54.8%) or usually (37.8%). Youth were asked how much 4-H inspired them to volunteer in their community and nearly all indicated either a lot (65.2%) or a little (31.9%).



## Healthy Living

There were 169 youth in 16 programs who completed one or more of the Healthy Living survey content blocks, 1) healthy eating habits, 2) being active, 3) healthy decision making, and 4) food preparation. Of these programs, there were 12 in Counties, one was a multi-county collaboration, and one was delivered virtually (Tables 33 and 34).

Table 33. Programs Using the Healthy Living Survey: Nebraska Qualtrics

Date	Title (Content Blocks)	Contact	Location	Responses
9/21/20	Chef University (HE & FP)	Monica Nagele	Montgomery	23
<b>Totals</b>	<b>1 Program</b>	<b>1 Contact</b>	<b>1 Counties</b>	<b>23</b>

\*HE=Healthy Eating Habits, BA=Being Active, DM=Healthy Decision Making, and FP=Food Preparation

Table 34. Programs Using the Healthy Living Survey: PEPT for 4-H

Date	Program Title (Survey Content Blocks*)	Contact	Location	Responses
2/27/21	Cooking Around the World (FP)	Megan Hoffherr	Multi-County	14
3/15/21	At Home Heroes (DM & FP)	Shannon Chipman	Ohio	4
3/19/21	Mindful Me (BA & DM)	Elisabeth Eaton	Bartholomew	9
3/24/21	A Happier, Healthier You (BA & DM)	Sam Williams	Pulaski	4
3/24/21	Chef University Spark Club (HE & FP)	Lynn Korniak	Cass	19
3/25/21	Chef University (HE & FP)	Abby Morgan	Montgomery	6
4/1/21	Chef University (HE & FP)	Kati Sweet	Hendricks	4
4/19/21	Chef University (HE & FP)	Abby Morgan	Montgomery	13
5/6/21	Chef University (HE & FP)	Britt Copeland	Jefferson	10
5/10/21	Wellness for the Win (HE, BA, & DM)	Megan Hoffherr & Carla Kidwell	Virtual	5
5/12/21	Junior Leaders Teen Cuisine (HE, DM, & FP)	Julie Wilson	Randolph	22
5/24/21	Wheels Workshop (BA & DM)	JP Pietrowski	Huntington	12
6/17/21	Babysitting Spark Club (HE & FP)	Lesley Lodmell & Sara Richer	Lawrence	5
6/25/21	Power of You (HE, DM, & FP)	Megan Hoffherr	Vanderburgh	10
6/28/21	Chef University (HE & FP)	Heather Dougherty	Johnson	9
<b>Totals</b>	<b>15 Programs</b>	<b>14 Contacts</b>	<b>12 Counties, 1 Multi-county, 1 Virtual</b>	<b>146</b>

\*HE=Healthy Eating Habits, BA=Being Active, DM=Healthy Decision Making, and FP=Food Preparation

The Healthy Living survey is appropriate for youth in grades 4 to 12 who have participated in a minimum of six hours of instruction. The survey has four content blocks:

- Healthy Eating Habits has 10 questions. Five questions ask about whether youth pay attention to their eating habits (fruit, vegetables, water, sugary drinks, and food labels) with four response options (yes, usually, not really, no). Three questions ask about the frequency (every day, most days, some days, never) for eating breakfast, meals with family, and fast foods. One question asks if youth contribute ideas for healthy snacks with their family, and one question asks if they learned about healthy food choices in the 4-H program.
- Being Active has five questions. Three questions are about youth activity, one question is about youth making contributions to their peers, families and communities asking if they encourage others to be active, and one that asks if the 4-H program included discussion about ways to be active.
- Healthy Decision-Making has eight questions. Six questions ask about views toward risky behaviors with response options on a 4-point scale (It's okay, It's usually okay, It's usually not okay, and It's not okay).
- Food Preparation has six questions about food preparation, and safety knowledge and skills relating to recipes, measuring cups/spoons, using knives and handling hot pans safely, and keeping cooking areas clean, with response options on a 3-point scale (no, sort of, yes).

## Healthy Eating Habits

Youth responded (no, not really, usually, yes) to questions about whether they pay attention to their eating habits. With the largest average score, youth reported positively that they pay attention to how much water they drink



each day (3.12). The next average scores showed neutral “attention” responses (between not really and usually) to how many sugary drinks they drink each day (2.74), and how much fruit they eat each day (2.42). Table 35 provides the responses and average scores for youth attention to daily eating habits.

Table 35. Youth Reporting Attention to Healthy Eating

	<i>n</i> (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
1. Do you pay attention to how much fruit you eat each day?	125 (2.42)	16 12.8%	57 45.6%	36 28.8%	16 12.8%
2. Do you pay attention to how many vegetables you eat each day?	125 (2.32)	26 20.8%	52 41.6%	28 22.4%	19 15.2%
3. Do you pay attention to how much water you drink each day?	123 (3.12)	15 12.2%	14 11.4%	35 28.5%	59 48.0%
4. Do you pay attention to how many sugary drinks you drink each day?	125 (2.74)	26 20.8%	28 22.4%	23 18.4%	48 38.4%
5. Do you pay attention to the food label for the food you eat?	122 (2.25)	41 33.6%	36 29.5%	18 14.8%	27 22.1%

Youth responded (never, some days, most days, every day) to questions about how often they eat breakfast and meals with their family. Average scores (4-point scale) indicated the frequency to be most days or every day for eating breakfast (3.20), and eating meals with their family (3.17). Youth answered a question with negatively-worded responses about how often they eat fast food. The average score was 2.92 indicating they eat fast food “some” days. Tables 36 and 37 show the frequency of eating breakfast, meals with their families, and fast food.

Table 36. Youth Reporting Frequency of Healthy Eating Habits

	<i>n</i> (Mean)	Never (1)	Some days (2)	Most days (3)	Every day (4)
6. How often do you eat breakfast?	121 (3.20)	7 5.8%	23 19.0%	30 24.8%	61 50.4%
7. How often do you eat a meal with your family?	124 (3.17)	8 6.5%	18 14.5%	43 34.7%	55 44.4%

Table 37. Youth Reporting Frequency of Healthy Eating Habits (negatively-worded responses)

	<i>n</i> (Mean)	Every day (1)	Most days (2)	Some days (3)	Never (4)
8. How often do you eat fast food?	125 (2.92)	1 0.8%	13 10.4%	106 84.8%	5 4.0%

Nearly all youth (98.4%, *n*=123) reported they learned about healthy food choices at 4-H, and three-quarters (71.0%, *n*=124) have given their family ideas for healthy meals or snacks.

## Being Active

Youth responded (no, not really, usually, yes) to questions about being active. Average scores (4-point scale) were that youth pay attention to how active they are each day (3.03), and pay attention to how much time they spend in front of a screen (2.13). These average scores indicate that most youth are paying attention to their daily activity, but are not paying attention to how much time they spend in front of a screen (Table 38).

Table 38. Youth Reporting Being Active

	<i>n</i> (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
1. Do you pay attention to how active you are each day?	30 (3.03)	1 3.3%	8 26.7%	10 33.3%	11 36.7%
2. Do you pay attention to how much time you spend in front of a screen (TV, computer, tablet, or smart phone)?	30 (2.13)	11 36.7%	10 33.3%	3 10.0%	6 20.0%



There were 66.6% of youth who reported (yes and usually) that they get to decide how much time they spend in front of a screen (Table 39).

Table 39. Youth Reporting Being Active (negatively-worded responses)

	<i>n</i> (Mean)	Yes (1)	Usually (2)	Not really (3)	No (4)
3. Do you get to decide how much time you spend in front of a screen (TV, computer, tablet, or smartphone)?	30 (2.10)	13 43.3%	7 23.3%	4 13.3%	6 20.0%

Most of the youth (83.3%, *n*=30) reported they encourage their friends to be active with them. When asked if they talked about ways to be active at 4-H, 70.0% responded yes.

### Healthy Decision Making

Youth responded (It's okay, It's usually okay, It's usually not okay, and It's not okay) to questions about risky behaviors. Highest average scores (4-point scale) showed youth perceptions of risky behaviors:

- someone else your age smoking (3.94),
- someone else your age taking drugs (3.94), and
- someone else your age drinking alcohol (3.86).

These average scores indicate youth think these behaviors are “not okay” (Table 40).

Table 40. Youth Perception of Risky Behaviors

	<i>n</i> (Mean)	It's okay (1)	It's usually okay (2)	It's usually not okay (3)	It's not okay (4)
6. What do you think about someone else texting and driving a car?	63 (3.38)	2 3.2%	5 7.9%	23 36.5%	33 52.4%
7. What do you think about someone else your age riding a bike and not wearing a helmet?	65 (2.22)	28 43.1%	10 15.4%	12 18.5%	15 23.1%
8. What do you think about someone else your age not wearing a seat belt?	65 (3.48)	1 1.5%	8 12.3%	15 23.1%	41 63.1%
9. What do you think about someone else your age drinking alcohol?	64 (3.86)	1 1.6%	1 1.6%	4 6.3%	58 90.6%
10. What do you think about someone else your age smoking?	65 (3.94)		1 1.5%	2 3.1%	62 95.4%
11. What do you think about someone else your age taking drugs?	65 (3.94)			4 6.2%	61 93.8%

Most (87.7%, *n*=65) youth reported that they encourage their friends to make responsible choices. When asked if they talked about risky behaviors during 4-H, 85.9% reported they had.

### Food Preparation Skills

Youth responded (no, sort of, yes) to questions about food preparation skills. Average scores (3-point scale) showed that youth know how to:

- use knives safely (2.89),
- use measuring cups and spoons (2.82), and
- follow a recipe to make something to eat (2.81).



Table 41 provides the average scores and responses to the food preparation skills questions.

Table 41. What Youth Know About Food Preparation

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
11. Do you know how to follow a recipe to make something to eat?	138	3	20	115
	(2.81)	2.2%	14.5%	83.3%
12. Do you know how to make changes to a recipe?	138	19	44	75
	(2.41)	13.8%	31.9%	54.3%
13. Do you know how to use measuring cups and spoons?	138	1	23	114
	(2.82)	0.7%	16.7%	82.6%
14. Do you know how to use knives safely?	138	1	13	124
	(2.89)	0.7%	9.4%	89.9%
15. Do you know how to handle hot pots and pans safely?	138	7	28	103
	(2.70)	5.1%	20.3%	74.6%
16. Do you know how to keep your cooking area clean to stop spreading germs?	137	7	27	103
	(2.70)	5.1%	19.7%	75.2%



## Science and Engineering

For the Science and Engineering surveys, there were 341 youth in 30 programs who completed one or more of the content blocks: 1) science thinking, 2) science skills and attitudes, and 3) engineering skills and attitudes. Of these programs, there were 22 in Counties, two delivered statewide, and one delivered virtually (Tables 42 and 43).

Table 42. Programs Using the Science and Engineering Survey: Nebraska Qualtrics and Purdue Interim Qualtrics

Date	Title (Content Blocks)	Contact	Location	Responses
10/28/20	Sportfishing Spark Club	Becky Holbert	Vermillion	11
11/4/20	STEAM Spark Club*	Lisa Wilson	Dubois	10
11/9/20	Super Science Camp	Jennifer Logue	Union	2
11/16/20	Fall Break Spark Clubs Lego Spark Club Taco Cook Off Spark Club	Kathleen Bohde	Hamilton	3
11/30/20	Horse and Pony Bootcamp	Megan McNeely	Scott	10
12/8/20	STEAM Club*	Abby Morgan	Montgomery	11
<b>Totals</b>	<b>6 Programs</b>	<b>6 Contacts</b>	<b>6 Counties</b>	<b>47</b>

\*Purdue Interim Qualtrics

Table 43. Programs Using the Science and Engineering Survey: PEPT for 4-H

Date	Program Title (Survey Content Blocks*)	Contact	Location	Responses
3/2/21	Soil and Water Program (ST)	Sam Williams	Pulaski	82
3/8/21	Curiosity Club (ST)	Beth Smith	Bartholomew	1
3/13/21	4-H Fluid Power Challenge (EN)	Danielle Sands	Statewide	1
3/18/21	Exploration Club (ST)	Elisabeth Eaton	Bartholomew	13
3/23/21	Natural Resources Virtual Spark Club (ST)	Cathy Boerste	Virtual	7
3/24/21	STEM Spark Club (ST)	Sam Williams	Pulaski	2
3/26/21	STEM Spark Club (ST)	Melessa Wiesehan	Jennings	8
3/31/21	Robotics 101 (ST)	Kati Sweet	Hendricks	8
4/20/21	Coding Club (ST)	Abby Morgan	Montgomery	10
4/28/21	Science Investigators (ST)	JP Pietrowski	Huntington	2
5/15/21	Water Windmill Event (ST)	Julie Wilson	Randolph	1
5/27/21	Juntos 4-H Aerospace Spark Club (ST)	Dustin Homan	Marion	14
5/27/21	Natural Resources Program for Cannelton (ST)	Cathy Boerste	Perry	13
5/27/21	Natural Resources Program for Perry Central (SS)	Cathy Boerste	Perry	18
5/27/21	STEM Spark Club (ST)	Robby Kelly	Elkhart	8
5/31/21	Build Smart Clubhouse (EN)	Danielle Sands	Jay	5
5/31/21	Build Smart Clubhouse (EN)	Danielle Sands	Tippecanoe	5
5/31/21	Build Smart Clubhouse (EN)	Danielle Sands	Union	2
6/12/21	STEM Fest (ST)	Brooke Stefancik	Sullivan	16
6/15/21	4-H STEM Spark Club (ST)	Kyle Weaver	Switzerland	4
6/18/21	Coast into STEM (ST)	Megan Hoffherr	Spencer	64
6/18/21	Out of this World (ST)	Katie Finney	Brown	1
6/24/21	Summer Science Series (ST)	Liz Beiersdorfer	Dearborn	3
7/9/21	4-H Road Show (Engineering)	Tony Carrell	Statewide	6
<b>Totals</b>	<b>24 Programs</b>	<b>18 Contacts</b>	<b>18 Counties, 2 Statewide, 1 Virtual</b>	<b>294</b>

\*ST=Science Thinking, SC=Science Skills and Attitudes, and EN= Engineering Skills and Attitudes



The Science and Engineering surveys are appropriate for youth in grades 4 to 12, or 8 to 12, who have participated in a minimum of six hours of instruction. There are three content blocks:

- Grades 4 - 12 - Science Thinking is made up of 16 questions about science interests/thinking with response options on 3- or 4-point scales.
- Grades 8 - 12 - Science Skills and Attitudes is made up of 7 questions focused on the scientific method, and attitudes toward science and a future in science.
- Grades 8 - 12 - Engineering Skills and Attitudes is made up of 7 questions focused on engineering design, and attitudes toward engineering and a future in engineering.

## Science and Engineering - Science Thinking

### D. Science Interest

For the five questions about science interests, responses were given on a 4-point scale (no, not really, usually, yes). The highest average scores reported showed that youth were interested in learning about:

- Robotics (3.22),
- Engineering (3.19), and
- Animal science (3.17).

Table 44 provides the average scores and responses for the science thinking questions.

Table 44. Youth Interests in Science

	<i>n</i> (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
1. Are you interested in learning about animal science?	339 (3.17)	20 5.9%	73 21.5%	75 22.1%	171 50.4%
2. Are you interested in learning about plant science?	339 (2.68)	47 13.9%	113 33.3%	82 24.2%	97 28.6%
3. Are you interested in learning about environmental science?	337 (2.84)	40 11.9%	88 26.1%	96 28.5%	113 33.5%
4. Are you interested in learning about robotics?	338 (3.22)	34 10.1%	48 14.2%	66 19.5%	190 56.2%
5. Are you interested in learning about engineering?	338 (3.19)	24 7.1%	71 21.0%	61 18.0%	182 53.8%

### E. Science Attitudes and a Future in Science

Youth expressed positive attitudes about science. Nearly all youth reported they like science a lot (61.4%,  $n=196$ ) or a little (35.4%,  $n=113$ ). Most youth responded yes (31.5%,  $n=101$ ) or sort of (54.5%,  $n=175$ ) that they would like a job that uses science.

### F. Science Process Skills

For questions about science process skills and abilities, youth indicated responses on a 4-point scale (no, not really, usually, yes). The highest average scores were for youth who reported they:

- Try new things to see how they will work (3.45),
- Ask questions about how things work (3.25),
- Come up with ideas for how to build new things (3.22), and
- Look at how things are the same or different (3.12).



Table 45 provides the average scores and responses for the youth science process skills.

Table 45. Youth Science Process Skills

	<i>n</i> (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
8. Do you ask questions about how things work?	339 (3.25)	10 2.9%	51 15.0%	121 35.7%	157 46.3%
9. Do you try new things to see how they will work?	339 (3.45)	8 2.4%	26 7.7%	112 33.0%	193 56.9%
10. Do you look at how things are the same or different?	337 (3.12)	16 4.7%	67 19.9%	115 34.1%	139 41.2%
11. Do you compare how different things work?	335 (3.04)	19 5.7%	74 22.1%	116 34.6%	126 37.6%
12. Do you take things apart to see how they work?	337 (2.78)	56 16.6%	91 27.0%	60 17.8%	130 38.6%
13. Do you come up with ideas for how to build new things?	337 (3.22)	21 6.2%	63 18.7%	73 21.7%	180 53.4%

### G. Science Learning and Application

For questions about learning and applying science, youth indicated responses on a 3-point scale (no, sort of, yes). Most youth (82.6%) responded yes or sort of that at 4-H they learned new things about science. When asked if they talked about how science can be used to help solve everyday problems, three-quarters (79.0%) of youth responded yes or sort of. Three-quarters (73.7%) of youth reported yes or sort of that they shared a science-related project with others. Table 46 provides the average scores and responses for science learning.

Table 46. Youth Science Learning

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
14. At 4-H, did you learn new things about science?	316 (2.40)	55 17.4%	81 25.6%	180 57.0%
15. At 4-H, did you talk about how science can be used to help solve everyday problems?	334 (2.20)	70 21.0%	126 37.7%	138 41.3%
16. Have you shared a science-related project with others?	331 (2.23)	87 26.3%	80 24.2%	164 49.5%

## Science and Engineering - Science Skills and Attitudes

### H. Grades 8 - 12 - Science Skills

For questions about science skills, youth indicated responses on a 3-point scale (no, sort of, yes). Just 18 youth responded to these questions and the highest average scores showed that youth know how to:

- plan an experiment (2.50),
- communicate the results of an experiment to others (2.50),
- analyze data to draw conclusions about hypotheses, (2.44) and
- ask a hypothesis that can be tested (2.39).



Table 47 provides the average scores and responses for science skills.

Table 47. Youth Science Skills

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
17. Do you know how to ask a hypothesis that can be tested?	18 (2.39)	2 11.1%	7 38.9%	9 50.0%
18. Do you know how to plan an experiment?	18 (2.50)	2 11.1%	5 27.8%	11 61.1%
19. Do you know how to analyze data to draw conclusions about a hypothesis?	18 (2.44)	2 11.1%	6 33.3%	10 55.6%
20. Do you know how to communicate the results of an experiment to others?	18 (2.50)	1 5.6%	7 38.9%	10 55.6%

### I. Grades 8 - 12 - Science Attitudes and a Future in Science

For questions on attitudes toward science, youth indicated responses on a 4-point scale (strongly disagree to strongly agree). For the 18 youth, average scores for attitudes toward science were:

- I like science (2.83),
- I would like a job that involves using science (2.44), and
- I would like to study science after high school (2.22).

Table 48 provides the average scores and responses for attitudes toward science.

Table 48. Youth Attitudes Toward Science and a Future in Science

	<i>n</i> (Mean)	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
21. I like science.	18 (2.83)	1 5.6%	4 22.2%	10 55.6%	3 16.7%
22. I would like a job that involves using science?	18 (2.44)	3 16.7%	6 33.3%	7 38.9%	2 11.1%
23. I would like to study science after high school?	18 (2.22)	5 27.8%	6 33.3%	5 27.8%	2 11.1%

## Science and Engineering - Engineering Skills and Attitudes

### J. Grades 8 - 12 - Engineering Learning

For engineering learning, youth indicated responses on a 3-point scale (no, sort of, yes). Of the 65 youth, over three-quarters (80.0%) responded (yes or sort of) that they had learned new things about engineering (Table 49).

Table 49. Youth Engineering Learning

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
14. At 4-H, did you learn new things about engineering?	65 (2.42)	13 20.0%	12 18.5%	40 61.5%

### K. Grades 8 - 12 - Engineering Skills

For engineer skills, youth indicated responses on a 3-point scale (no, sort of, yes). Just 18 youth responded to these questions and the highest average scores were that they know how to:

- communicate a design solution to others (2.44),
- identify potential solutions to a design problem (2.33), and
- evaluate test results to identify the best solution (2.17).



Table 50 provides the average scores and responses for engineering skills.

Table 50. Youth Engineering Skills

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
17. Do you know how to define an engineering design problem?	18 (2.11)	3 16.7%	10 55.6%	5 27.8%
18. Do you know how to identify potential solutions to a design problem?	18 (2.33)	1 5.6%	10 55.6%	7 38.9%
19. Do you know how to evaluate test results to identify the best solution?	18 (2.17)	4 22.2%	7 38.9%	7 38.9%
20. Do you know how to communicate a design solution to others?	18 (2.44)	1 5.6%	8 44.4%	9 50.0%

#### L. Grades 8 - 12 - Engineering Attitudes and a Future in Engineering

Youth expressed positive attitudes about engineering. Of the 18 youth, most (94.4%) reported (strongly agree or agree) that they like engineering. Most (83.3%) responded (strongly agree or agree) that they would like a job that involves using engineering. Table 51 provides the average scores and responses for attitudes toward engineering.

Table 51. Youth Attitudes Toward Engineering and a Future in Engineering

	<i>n</i> (Mean)	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
21. I like engineering.	18 (3.33)		1 5.6%	10 55.6%	7 38.9%
22. I would like a job that involves using engineering?	18 (3.17)		3 16.7%	9 50.0%	6 33.3%
23. I would like to study engineering after high school?	18 (3.11)	1 5.6%	3 16.7%	7 38.9%	7 38.9%



## National Call for Data - College and Career Readiness

For the College and Career Readiness surveys and the National Call for Data surveys, there were 388 youth in 16 programs who completed one or more of the content blocks: 1) professionalism, 2) college decision-making, and 3) career decision-making. Of these programs, ten were led in Counties, three were in Areas, and one was in a multi-County group (Tables 52 and 53).

There was an additional survey block called “learning about you” which was a set of six, select questions from the Universal survey: three Personal Mindset items (#4-#6) and three Social Skills items (#16, #18, & #22). Results of those items are included in the Universal survey section of this report.

Table 52. College and Career Preparation: Nebraska Qualtrics

Date	Title (Content Blocks)	Contact	Location	Responses
9/21/20	Prep for Success (CR)	Jennifer Logue, Carly Holland, Angie Riffle, & Heather Louise	Union, Fayette, Franklin, Rush	6
<b>Totals</b>	<b>1 Program</b>	<b>4 Contacts</b>	<b>Multi-county (4 Counties)</b>	<b>6</b>

\*CD=College Decision Making, CR=Career Decision Making

Table 53. National Call for Data - College and Career Preparation: Purdue Interim Qualtrics and PEPT for 4-H

Date	Title	Contact	Location	Responses
11/17/20	College/Career*	Molly Marshall	Jackson	10
12/11/20	Entrepreneur Spark Club*	Elisabeth Eaton	Bartholomew	4
3/8/21	Indiana 4-H Life Lessons 101 Spark Club	Kati Sweet	Hendricks	37
4/16/21	Pioneer Pathways Spark Club	Rena Sheldon	Morgan	13
4/27/21	INWork for Brownstown Central JAG Students	Molly Marshall	Jackson	4
5/5/21	4-H Camp Counselors	Brooke Stefancik	Sullivan	16
5/6/21	10 <sup>th</sup> Grade Leadership	Kyle Weaver	Switzerland	18
5/20/21	Camp Counselor Training	Kelsey Meyers	Area 7	31
5/26/21	The Changemakers	Dustin Homan	Marion	8
6/1/21	4-H Jr Livestock Advisory Board	Robby Kelly	Elkhart	19
6/6/21	4-H Camp Counselor Training	Heather VonDielingen	Area 2	31
6/10/21	4-H Camp Counselors	Jill Andrew-Richards	Ohio	102
6/11/21	4-H Camp Counselors	JP Pietrowski	Area 11	38
6/18/21	4-H Camp Counselors	Abby Morgan	Montgomery	18
6/20/21	4-H Camp Counselors	Rena Sheldon	Morgan	33
<b>Totals</b>	<b>15 Programs</b>	<b>14 Contacts</b>	<b>10 Counties, 3 Areas</b>	<b>382</b>

\*Purdue Interim Qualtrics

The 4-H 2020-2021 National Call for Data - College and Career Readiness survey is appropriate for youth in grades 9 to 12 who have participated in a minimum of six hours of instruction. The survey has 41 questions and four content blocks: Professionalism, College Decision Making, Career Decision Making, and Learning About You. Professionalism has 13 questions about applying for or having a job, importance of work/job performance, activities during the program on writing résumés, interviews and professional behavior. Response options vary including yes/no, yes/sort of/no, and yes/usually/not really/no. College Decision Making has six questions that address youth activities and learning in the 4-H program related to colleges, tours, scholarships, applications, and decisions. Response options vary including yes/no, yes/sort of/no, and a lot/a little/not at all. Career Decision Making has ten questions about choosing a career, activities and learning that occurred during the 4-H program, identifying strengths, exploring careers, finding a good fit, ideas about what to do after high school, and education needed in the future. Response options vary including important/somewhat important/not important, a lot/a little/not at all, and yes/sort of/no.



## Professionalism

Focusing on jobs, over half (57.9%) of the youth reported they have applied for a job, nearly half (48.3%) reported that they have a job, and half (50.4%) have a résumé (Table 54).

Table 54. Youth jobs, applications and résumés

	<i>n</i> (Mean)	No (1)	Yes (2)
1. Have you ever applied to a job?	387 (1.58)	163 42.1%	224 57.9%
2. Do you currently have a job?	387 (1.48)	200 51.7%	187 48.3%
3. Do you have a résumé?	385 (1.50)	191 49.6%	194 50.4%

For the importance of professionalism, with the highest average scores (4-point scale), youth reported that it is important to:

- be trusted by an employer (3.99),
- arrive to work on time (3.97),
- do their job well (3.96), and
- show respect for others (3.93).

Table 55 shows the responses for items about the importance of professionalism.

Table 55. Importance of Professionalism

	<i>n</i> (Mean)	No (1)	Not really (2)	Usually (3)	Yes (4)
4. Is it important to arrive on time for work?	387 (3.97)	1 0.3%		10 2.6%	376 97.2%
5. Is it important for you to be trusted by an employer?	388 (3.99)			5 1.3%	383 98.7%
6. Is it important for you to do your job well?	387 (3.96)	1 0.3%		13 3.4%	373 96.4%
7. Is it important for you to show respect for others?	383 (3.93)			26 6.8%	357 93.2%
8. Is it important to have a professional image on social media?	386 (3.60)	12 3.1%	21 5.4%	77 19.9%	276 71.5%

Most youth indicated that during the 4-H program, they did not do a mock interview (79.2%), nor did they work on a résumé (69.1%), Table 56.

Table 56. 4-H Program Activities for Résumés and Mock Interviews

	<i>n</i> (Mean)	No (1)	Yes (2)
9. At 4-H, did you work on your résumé?	382 (1.31)	264 69.1%	118 30.9%
11. At 4-H, did you do a mock interview?	380 (1.22)	297 78.2%	83 21.8%

When asked what they learned during the 4-H program, the highest average score, 2.60 (3-point scale), was for youth who reported “they learned how to act professionally” (Table 57).



Table 57. 4-H Program Activities for Interview Preparation and Professionalism

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
10. At 4-H, did you learn how to prepare for an interview?	384 (2.04)	117 30.5%	133 34.6%	134 34.9%
12. At 4-H, did you learn how to act professionally?	384 (2.60)	30 7.8%	92 24.0%	262 68.2%
13. At 4-H, did you talk about how to have a professional image on social media?	384 (1.97)	150 39.1%	95 24.7%	139 36.2%

## College Decision Making

Relating to college decision making, over three-quarters of youth indicated that during the 4-H program, they did not research colleges (75.7%), nor tour colleges (81.8%), Table 58.

Table 58. 4-H Activities to Research and Tour Colleges

	<i>n</i> (Mean)	No (1)	Yes (2)
14. At 4-H, did you research colleges?	374 (1.24)	283 75.7%	91 24.3%
15. At 4-H, did you tour a college?	374 (1.18)	306 81.8%	68 18.2%

For college scholarship, applications and fit, two-thirds of youth (66.5%) reported (yes or sort of) that they learned about scholarships, while over half reported they did not learn about the college application process (59.1%) or about colleges that might be a good fit for them (51.2%). Table 59 provides responses to the college scholarship, applications and fit questions.

Table 59. Learning About College Scholarships, Applications and Fit

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
16. At 4-H, did you learn about scholarships?	373 (2.03)	125 33.5%	111 29.8%	137 36.7%
17. At 4-H, did you learn about the college application process?	372 (1.56)	220 59.1%	94 25.3%	58 15.6%
18. At 4-H, did you learn about colleges that might be a good fit for you?	371 (1.71)	190 51.2%	98 26.4%	83 22.4%

When asked, “How much has 4-H helped you in your decisions about college?”, youth reported “a lot” (28.5%), “a little” (49.2%), and “not at all” (22.3%).

## Career Decision Making

When choosing a career, with highest average scores (3-point scale), most youth indicated that it is important to:

- be passionate about the work they do (2.87),
- go to college to have the type of career they want (2.74),
- have a career where they can make a difference in the lives of others (2.64), and
- live where they want when choosing a career (2.56).



Table 60 provides responses about choosing a career.

Table 60. Importance of Choosing a Career

	<i>n</i> (Mean)	Not important (1)	Somewhat important (2)	Important (3)
20. When choosing a career, how important is it for you to live where you want?	377 (2.56)	9 2.4%	147 39.0%	221 58.6%
21. When choosing a career, how important is it to be passionate about the work you do?	3.77 (2.87)	3 0.8%	42 11.1%	332 88.1%
22. When choosing a career, how important is your salary?	376 (2.34)	17 4.5%	213 56.6%	146 38.8%
23. How important is it for you to have a career where you can make a difference in the lives of others?	377 (2.64)	13 3.4%	109 28.9%	255 67.6%
29. To have the type of career you want, how important is it for you to go to college?	373 (2.74)	10 2.7%	76 20.4%	287 76.9%

For identifying strengths, exploring careers, and thinking about future education needs, most youth indicated that 4-H helped them “a little” or “a lot” to:

- think about the amount of education they might need in the future (98.7%),
- identify things they are good at (95.7%), and
- explore future career options (92.4%).

Table 61 provides results of the items about strengths, careers, and future education needs.

Table 61. Youth Identifying Strengths, Exploring Careers, and Thinking about Future Education Needs

	<i>n</i> (Mean)	Not at all (1)	A little (2)	A lot (3)
24. How much has 4-H helped you identify things that you are good at?	377 (2.57)	16 4.2%	131 34.7%	230 61.0%
25. How much has 4-H helped you explore future career options?	374 (2.34)	32 8.6%	184 49.2%	158 42.2%
28. How much have you thought about the amount of education you might need in the future?	372 (2.67)	5 1.3%	113 30.4%	254 68.3%

Focusing on careers and ideas about what to do after high school, most youth (83.1%) have, or “sort of” have, a better idea of what they might do after high school, and 83.0% have, or “sort of” have, identified careers that might be a good fit for them, as a result of the 4-H program (Table 62).

Table 62. Youth Identifying Careers as a Good Fit and Ideas on What They Might do After High School

	<i>n</i> (Mean)	No (1)	Sort of (2)	Yes (3)
26. As a result of 4-H, have you identified one or more careers that might be a good fit for you?	371 (2.29)	63 17.0%	138 37.2%	170 45.8%
27. As a result of 4-H, do you have a better idea of what you might actually do after high school?	372 (2.32)	63 16.9%	128 34.4%	181 48.7%

When asked of thoughts about what they might do after high school, all youth (100.0%) indicated (yes or maybe) that in the year after finishing high school, they are thinking about getting a job, and they are thinking about attending a 4-year college. Most youth (83.3%) indicated they are not thinking about joining the military. And, 83.3% of youth indicated that they are not or maybe thinking about attending community college or vocational/technical college (Table 63).



Table 63. Youth Plans for What They Might do After High School

	<i>n</i> (Mean)	No (1)	Maybe (2)	Yes (3)
Are you thinking about getting a job in the year after you finish high school?	6 (2.67)		2 33.3%	4 66.7%
Are you thinking about joining the military in the year after you finish high school?	6 (1.33)	5 83.3%		1 16.7%
Are you thinking about attending a community college in the year after you finish high school?	6 (1.67)	3 50.0%	2 33.3%	1 16.7%
Are you thinking about attending a vocational or technical college in the year after you finish high school?	6 (1.67)	3 50.0%	2 33.3%	1 16.7%
Are you thinking about attending a 4-year college in the year after you finish high school?	6 (2.50)		3 50.0%	3 50.0%



## 4-H Involvement

For 4-H involvement, 1,566 youth responded across all surveys about how many hours they spend on 4-H each week, how they have participated in the past, and how they would like to participate in the future.

For current 4-H activity, youth reported they spend from less than one hour to five or more hours each week on 4-H activities. The largest percentages of responses were for:

- 1 hour (19.3%),
- 5 or more hours (18.1%),
- 2 hours (18.1%), and
- Less than 1 hour (16.5%).

Table 64 provides the hours spent on 4-H activities weekly.

Table 64. Hours Youth Spend on 4-H Activities Each Week

	#	%
This is my first 4-H activity	186	11.9%
Less than 1 hour	259	16.5%
1 hour	303	19.3%
2 hours	283	18.1%
3 hours	169	10.8%
4 hours	83	5.3%
5 or more hours	283	18.1%
Total	1,566	100.0%

For past 4-H involvement, youth indicated they:

- are in, or have been in, a 4-H Club (67.6%),
- have participated in County-level competitive events (54.7%),
- have attended 4-H camp or other overnight 4-H experience (42.1%),
- have participated in State-level competitive events (37.3%), and
- have participated in a 4-H community service project (34.2%).

Just 21.4% reported this was their first 4-H event (Table 65).

Table 65. Youth Past Participation in 4-H

	# of responses	% of participants
I am in, or have been in, a 4-H Club	1,059	67.6%
County level competitive event (County Fair, etc.)	856	54.7%
Attended 4-H Camp or other overnight 4-H experience	659	42.1%
State level competitive event (State Fair, etc.)	584	37.3%
A 4-H Community Service project	536	34.2%
A leadership position in 4-H	463	29.6%
This is my first 4-H event	335	21.4%
I occasionally attend 4-H events	333	21.3%
Attended a National 4-H Program (CWF, a Summit, 4-H Congress, 4-H Conference, etc.)	98	6.3%
National level competitive event (National 4-H Judging, etc.)	95	6.1%

\*youth could choose multiple responses

For future 4-H participation, youth reported they are interested in meeting in person:

- about different topics each time (48.9%),
- about the same topics a few times (48.1%), and
- to share 4-H projects with others (45.3%).



Table 66 provides youth responses on their interest in future 4-H participation.

Table 66. How Youth Would Like to Participate in 4-H in the Future

	# of responses	% of participants
Meet in-person about different topics each time	573	48.9%
Meet in-person about the same topic a few times	564	48.1%
Meet in-person to share my 4-H project with others	531	45.3%
Get a take home 4-H Kit or Curriculum	237	20.2%
Meet virtually about the same topic a few times	126	10.8%
Other (listed below)	117	10.0%
Meet virtually about different topics each time	116	9.9%
Virtually share my 4-H project with others	110	9.4%
I am graduating from High School	74	6.3%
I am not interested in participating in 4-H in the future	65	5.5%

\*youth could choose multiple responses

Youth provided their ideas for other future 4-H participation. Most common themes of their responses were:

- activities with animals,
- will not participate / am not active in 4-H,
- become a teacher, leader, counselor, or volunteer,
- advance grade levels for participation,
- attend meetings / have in-person meetings, and
- projects and fair activities.

Table 67 shows common themes and responses for ideas about future 4-H participation.

Table 67. Common Themes and Responses of Youth about Ideas for Future 4-H Participation

Themes	Responses
Activities with animals	<ul style="list-style-type: none"> <li>• DON'T WANT TO WORK HERE BUT SHOW CATTLE</li> <li>• horse riding</li> <li>• I want to go in person and do a whole lot of different things that involve animals and to build thing.</li> <li>• I will be participating in Dog Obedience</li> <li>• I would like to attend 4-h to show animals and learn new things</li> <li>• I would like to do animal projects</li> <li>• PIGS</li> <li>• show gotes</li> <li>• Show my animals</li> <li>• veterinary</li> <li>• with an animal</li> </ul>
Will not participate / Not active in 4-H	<ul style="list-style-type: none"> <li>• I don't do 4H</li> <li>• I don't feel like doing it</li> <li>• I used to be more active and am not active this year.</li> <li>• I will not</li> <li>• no</li> <li>• no</li> <li>• not really</li> <li>• Not really interested</li> <li>• Not sure</li> <li>• probably not going to 4-H</li> </ul>
Become teacher, leader, counselor, volunteer	<ul style="list-style-type: none"> <li>• become a teacher at 4-H</li> <li>• become a teacher at 4-H</li> <li>• Become a volunteer</li> <li>• being a counselor</li> <li>• Being a Leader</li> </ul>



	<ul style="list-style-type: none"> <li>• being a leader/volunteer</li> <li>• Being the best for the kids</li> <li>• Caunsler</li> <li>• I'd like to help and be a leader</li> <li>• Maybe a leader</li> </ul>
Grade levels	<ul style="list-style-type: none"> <li>• 4th Grade</li> <li>• 4th GRADE</li> <li>• 4th grade going into 5th</li> <li>• 5th Grade</li> <li>• 6th grade</li> <li>• 8th grade</li> <li>• come in 8th grade</li> <li>• Elementary school</li> <li>• form middle school</li> <li>• GOING TO 6<sup>th</sup></li> </ul>
Attend meetings / Have in-person meetings	<ul style="list-style-type: none"> <li>• attend more 4-H meetings</li> <li>• club meetings in person</li> <li>• Fair and meetings</li> <li>• Have a 4H meating in person</li> <li>• Have all in person</li> <li>• Meet in person groups and have fun, i just wanna make friends</li> <li>• meet in-person all the way</li> </ul>
Projects and Fair	<ul style="list-style-type: none"> <li>• do more projects</li> <li>• do my projects at home myself</li> <li>• Do projects for county fair</li> <li>• I do projects myself</li> <li>• I mostly only like to participate in the fair</li> <li>• in person club meetings</li> <li>• keep doing more fair projects</li> </ul>
I don't know	<ul style="list-style-type: none"> <li>• i dont know</li> <li>• i dont know</li> <li>• I dont know</li> <li>• I don't know</li> <li>• I DON'T KNOW</li> <li>• I don't now.</li> </ul>
Camp	<ul style="list-style-type: none"> <li>• go to 4-H camp</li> <li>• go to 4-H camp</li> <li>• I wanna come back to camp</li> <li>• more 4-H overnight experience's</li> <li>• More camps</li> </ul>
Do things like always / Everything I am doing	<ul style="list-style-type: none"> <li>• everything i am already doing</li> <li>• everything i am doing</li> <li>• I am in 4-H I want to do it like we always have</li> <li>• normally</li> <li>• The same thing I do now</li> </ul>
I am in / will continue to be in 4-H	<ul style="list-style-type: none"> <li>• I am in one</li> <li>• I will continue to be involved in 4H and collaborate with others.</li> <li>• participate in everything I'm already in</li> <li>• Participate in other 4-H activities.</li> <li>• Stay in it as long as I can</li> </ul>
Make friends	<ul style="list-style-type: none"> <li>• I have visited 4-H a few times helping show with my friends in park County</li> <li>• I would like to meet everyone in the 4-H assion</li> </ul>



	<ul style="list-style-type: none"> <li>like any outhr people 😊❤️❤️</li> <li>make new friends</li> </ul>
Technology activities	<ul style="list-style-type: none"> <li>maker space</li> <li>robotics club</li> <li>robotics club</li> <li>ROCKETS</li> </ul>
Have fun	<ul style="list-style-type: none"> <li>Have fun</li> <li>Have fun!</li> <li>maybe do a little more fun thing because some of us were bored</li> </ul>
I want to be in 4-H	<ul style="list-style-type: none"> <li>I want to be in 4-H.</li> <li>I want to go to 4H</li> <li>start a club</li> </ul>
No masks	<ul style="list-style-type: none"> <li>NO MASK</li> <li>NO MASKS!</li> </ul>
Learn	<ul style="list-style-type: none"> <li>I would like to learn a bunch of different things in person</li> <li>I would like to learn more</li> </ul>
Graduated High School/ Going to College	<ul style="list-style-type: none"> <li>I've graduated</li> <li>Planning on going to College</li> </ul>
Help others	<ul style="list-style-type: none"> <li>help others</li> <li>To help kids</li> </ul>
Maybe / It depends	<ul style="list-style-type: none"> <li>depends how it is like</li> <li>maybe???</li> </ul>
Need more support	<ul style="list-style-type: none"> <li>We need more pride support and school support and disability support</li> </ul>



## Summary

From September 2020 through August 2021, there were 1,784 youth participating in Indiana 4-H programs who completed a Common Measures 2.0 post-survey. Over half (59.1%) reported they were female. For grade levels, 12<sup>th</sup> grade had the largest percentage (14.4%), followed by 5<sup>th</sup> grade (14.0%), 4<sup>th</sup> grade (13.5%), and 6<sup>th</sup> grade (12.1%). The largest number indicated they were 11 years old (15.4%), followed by age 10 (13.6%), and age 13 (11.2%). Two-thirds (67.9%) reported their race as White or Caucasian. 4-H Programs were held across 46 Indiana Counties, Areas, multi-county collaborations, and statewide, and two programs were delivered virtually.

For 4-H Experience, there were 485 youth in 14 programs who completed the survey.

- With the highest average ratings (4-point scale), youth reported that 4-H is a place where: they feel safe (3.80), they learn about ways to help their community (3.77), it's okay for them to make mistakes (3.76), and adults care about them (3.76).

For Universal, there were 249 youth in 16 programs who completed the survey. An additional 368 youth completed six, select items from the Universal survey that were part of the National Call for Data - College and Career Readiness survey.

- For Personal Mindset, highest average scores (4-point scale) were: I am willing to work hard on something difficult (3.68), I try to learn from my mistakes (3.56), I treat others the way I want to be treated (3.55), and I like to learn new things (3.50).
- For Social Skills, highest average scores (4-point scale) were: I show respect for others' ideas (3.66), I look for ways to involve all members of a group (3.58), I like to learn about people who are different from me (3.50), and I get along with others who are different from me (3.47).

For Animal Science, there were 82 youth in three programs who completed the survey.

- For animal well-being, highest average scores (3-point scale) were: I learned the right way to store and handle feed (2.49), I practice safe animal handling (2.48), I learned about housing/shelter for my animal (2.45), and I learned how to handle animals safely (2.44).
- Most youth (82.9%) responded positively (yes/sort of) that they shared what they have learned about raising animals with others.
- Most youth responded (yes/sort of) that they would look for ways to help if they learn about someone mistreating animals (86.6%), and they learned how to solve problems when raising their animals (80.5%).
- The majority responded (yes/sort of) that they learned how to show off their animal's best qualities (76.3%), and how to judge or evaluate an animal (73.2%).
- For aspirations toward animal science, average scores (3-point scale) showed that youth would like a career: caring for animals (2.35), raising animals (2.33), and training animals (2.14).

For Civic Engagement, there were 138 youth who completed the survey.

- Largest average scores (3-point scale) for future intentions showed youth were most interested in community service projects where they: walk dogs at an animal shelter (2.66), teach younger kids (2.54), organize drives for clothing, toys, books or food (2.53), and serve meals at a homeless shelter (2.50).
- For community service and volunteering, nearly all youth (91.2%) reported they have done a community service project. Three-quarters (72.5%) indicated (yes/sort of) that they had helped plan a community service project and almost half (46.3%) indicated they had helped lead a community service project.
- Youth indicated their favorite community service projects: Helping the homeless and those in need, providing food for pantries, and serving food at events, Teaching, interacting with, and providing for kids, Picking up trash, cleaning up, and caring for natural resources and the environment, and Helping at 4-H or community events.
- All youth (99.3%) indicated (yes/usually) that they like helping people in their community.
- Nearly all youth (92.0%) reported (yes/sort of) they had met community leaders because of 4-H.



- For contributions to their peers, families and communities, youth (87.7%) reported (yes/sort of) they had encouraged others to volunteer in the community.
- For helping to address problems in the community, most youth (87.3%) responded (yes/usually) that when they learn about a problem in the community, they look for ways to help.
- Nearly all youth reported (yes/usually) that they like to help people (97.8%) and they feel a responsibility to help their community (92.6%).
- Virtually all youth (97.1%) indicated (a lot/a little) that 4-H inspired them to volunteer in their community.

For healthy living, there were 169 youth in 16 programs who completed one or more of the survey content blocks: healthy eating habits, being active, healthy decision making, and food preparation.

- Focusing on healthy eating habits, largest average scores (4-point scale), showed youth pay attention to how much water they drink each day (3.12), but have neutral responses (not really/usually) about paying attention to how many sugary drinks they drink each day (2.74), and how much fruit they eat each day (2.42). Nearly all youth (98.4%) reported learning about healthy food choices at 4-H, and three-quarters (71.0%) have given their family ideas for healthy meals or snacks.
- For being active, highest average scores (4-point scale) were that youth pay attention to how active they are each day (3.03), but do not pay attention to how much time they spend in front of a screen (2.13). There were 66.6% of youth who reported (yes/usually) that they get to decide how much time they spend in front of a screen. Most youth (83.3%) reported they encourage their friends to be active with them. Youth (70.0%) indicated they talked about ways to be active at 4-H.
- Related to healthy decision-making, youth responded (It's okay, It's usually okay, It's usually not okay, and It's not okay) about risky behaviors, with average scores showing these behaviors are "not okay": someone else your age smoking (3.94), someone else your age taking drugs (3.94), and someone else your age drinking alcohol (3.86). Most (87.7%) reported they encourage their friends to make responsible choices, and 85.9% reported they had talked about risky behaviors during the 4-H program.
- Looking at food preparation skills, average scores (3-point scale) showed that youth know how to use knives safely (2.89), use measuring cups and spoons (2.82), and follow a recipe to make something to eat (2.81).

For science and engineering, there were 341 youth in 30 programs who completed one or more survey content blocks: 1) science thinking, 2) science skills and attitudes, and 3) engineering skills and attitudes.

- For science thinking, highest average scores showed youth were interested in learning about robotics (3.22), engineering (3.19), and animal science (3.17). Youth expressed positive attitudes about science with nearly all (96.8%) reporting (a lot/a little) that they like science. Most (86.0%) responded (yes/sort of) that they would like a job that uses science.
- For science process skills, highest average scores (4-point scale) showed youth: try new things to see how they will work (3.45), ask questions about how things work (3.25), come up with ideas for how to build new things (3.22), and look at how things are the same or different (3.12).
- In learning and applying science, most youth (82.6%) responded (yes/sort of) that at 4-H they learned new things about science. Three-quarters (79.0%) responded (yes/sort of) that in 4-H they talked about how science can be used to help solve everyday problems. Three-quarters (73.7%) reported (yes/sort of) that they had shared a science-related project with others.
- For science skills, just 18 responded (3-point scale) with average scores showing youth know how to: plan an experiment (2.50), communicate the results of an experiment to others (2.50), analyze data to draw conclusions about hypotheses, (2.44) and ask a hypothesis that can be tested (2.39).
- Regarding attitudes toward science, youth indicated (4-point scale) neutral attitudes toward science: I like science (2.83), I would like a job that involves using science (2.44), and I would like to study science after high school (2.22).
- Focusing on learning about engineering, over three-quarters (80.0%) responded (yes/sort of) that they had learned new things about engineering at 4-H.



- For engineering skills, just 18 responded with average scores showing youth know how to: communicate a design solution to others (2.44), identify potential solutions to a design problem (2.33), and evaluate test results to identify the best solution (2.17).
- Youth expressed positive attitudes with most (94.4%) reporting (agree/strongly agree) that they like engineering. Most (83.3%) responded (agree/strongly agree) they would like a job that involves using engineering.

For College and Career Readiness and the National Call for Data, there were 388 youth in 16 programs who completed one or more content blocks: 1) professionalism, 2) college decision-making, and 3) career decision-making.

- For professionalism, over half (57.9%) reported they have applied for a job, nearly half (48.3%) reported that they have a job, and half (50.4%) have a résumé. With highest average scores (4-point scale), youth reported that it is important to: be trusted by an employer (3.99), arrive to work on time (3.97), do their job well (3.96), and show respect for others (3.93).
- With the highest average score, 2.60 (3-point scale), youth reported they learned how to act professionally during the 4-H program.
- Focusing on college decision making, over three-quarters indicated during 4-H, they did not research colleges (75.7%), nor tour colleges (81.8%). For college scholarship, applications and fit, two-thirds of youth (66.5%) reported (yes/sort of) that they learned about scholarships, while over half reported they did not learn about the college application process (59.1%), or about colleges that might be a good fit for them (51.2%). Three-quarters of youth (77.7%) reported (a lot/a little) that 4-H helped them in their decisions about college.
- Highest average scores (3-point scale) for career decision making, showed youth indicated it is important to: be passionate about the work they do (2.87), go to college to have the type of career they want (2.74), have a career where they can make a difference in the lives of others (2.64), and live where they want when choosing a career (2.56).
- For identifying strengths, exploring careers, and thinking about future education needs, youth reported (a little/a lot) that 4-H helped them to: think about the amount of education they might need in the future (98.7%), identify things they are good at (95.7%), and explore future career options (92.4%).
- As a result of 4-H, most youth (83.1%) have, or “sort of” have, a better idea of what they might do after high school, and 83.0% have, or “sort of” have, identified careers that might be a good fit for them.
- On thoughts about after high school, all youth (100.0%) indicated (yes/maybe) that in the year after finishing high school, they are thinking about getting a job, and about attending a 4-year college. Most youth (83.3%) indicated they are not thinking about joining the military. And, 83.3% indicated they are not or maybe thinking about attending community college or vocational/technical college.

For 4-H involvement, 1,566 youth responded across all surveys about how many hours they spend on 4-H each week, how they have participated in the past, and how they would like to participate in the future.

- For current 4-H activity, youth reported less than one hour to five or more hours each week on 4-H activities. The largest percentages were: 1 hour (19.3%), 5 or more hours (18.1%), 2 hours (18.1%), and less than 1 hour (16.5%).
- For past 4-H involvement, youth reported they are in, or have been in, a 4-H Club (67.6%), have participated in County-level competitive events (54.7%), have attended 4-H camp or other overnight 4-H experience (42.1%), have participated in State-level competitive events (37.3%), and have participated in a 4-H community service project (34.2%). Just 21.4% of youth reported that this was their first 4-H event.
- For future 4-H participation, youth reported they are interested in meeting in person: about different topics each time (48.9%), about the same topics a few times (48.1%), and to share 4-H projects with others (45.3%).
- Common themes youth provided for future 4-H participation were: activities with animals, will not participate/am not active in 4-H, become a teacher, leader, counselor, or volunteer, advance grade levels for participation, attend meetings/have in-person meetings, and projects/fair activities.



In 2020-2021, Indiana 4-H contributed to positive youth development, to growth in personal and social skills, to gains in knowledge and skills, and to positive attitudes through civic engagement, healthy living, animal science, science and engineering, and college and career readiness programs.