4-H Study of Positive Youth Development
Wave 6 California results

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4-H Study of Positive Youth Development

- Tufts University directs, Richard & Jacqueline Lerner
- Wave 1 began in 2002
- Longitudinal for 3 years per respondent
- 6,120 youth and 3,084 parents surveyed nationally (41 states)
- Survey includes 4-H members and youth who are not in 4-H
Parent and youth surveys include...

- Demographics
- Volunteering
- School engagement
- Parenting practices
- Weight/height
- Dietary and health behaviors
- Socioeconomic indicators
- Community and neighborhood information
- Personal values and character
- Aspirations, goals
- Civic engagement
- Participation in youth development programs
- Time use
- Pubertal changes
- Depression
- Risk behaviors
Participating states

- Participating state
California sample, 2008

- 285 youth in 6\textsuperscript{th}-12\textsuperscript{th} grades
- 62 percent female
- 70 percent 4-H
- 84% English – first language

Ethnic breakdown:

"4-H" was defined as reporting participation in 4-H camp, 4-H clubs, or a 4-H after school program during the current school year or summer.
How do 4-H youth compare to the non-4-H youth in the sample?
Programs increase my interest in science

I do well in subjects related to science

I plan to take science courses after HS

I plan to pursue a science career

- Programs: 0.0054
- I do well: 0.0015
- Science courses: <0.0001
- Science career: <0.0001
I do well in subjects related to engineering, programs increase my interest in engineering, I plan to take engineering courses after HS, I plan to pursue an engineering career.

- Programs increase my interest in engineering: .0029
- I do well in subjects related to engineering: <.0001
- I plan to take engineering courses after HS: .0147
- I plan to pursue an engineering career: .0173
SET: Technology

Programs increase my interest in technology: 0.2634
I do well in subjects related to technology: 0.0099
I plan to take technology courses after HS: 0.0335
I plan to pursue a technology career: 0.3269
Five Cs measures

All differences are statistically significant except for Contribution.
No statistically significant difference between the two groups.
How long has it been since you saw…

A doctor or other health professional

A dentist

\(0.0007\)

\(<0.0001\)
About my family

- I get along with my parents: 0.1551
- My parents give me help and support: 0.1408
- They often tell me they love me: 0.0019
- I have lots of good conversations with them: 0.2875
- In my family I feel useful and important: 0.1247
My neighborhood

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>4-H (%)</th>
<th>Non-4-H (%)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm given lots of chances to make my town or city a better place in which to live</td>
<td>40</td>
<td>20</td>
<td>.0003</td>
</tr>
<tr>
<td>In my neighborhood there are lots of people who care about me</td>
<td>50</td>
<td>30</td>
<td>.0009</td>
</tr>
<tr>
<td>Adults in my town make me feel important</td>
<td>60</td>
<td>40</td>
<td>.0005</td>
</tr>
<tr>
<td>If one of my neighbors saw me do something wrong he would tell my parents</td>
<td>80</td>
<td>70</td>
<td>&lt;.0001</td>
</tr>
</tbody>
</table>
At school, I try as hard as I can to do my best: 0.0867
I care about the school I go to: 0.2564
I help out at school often: 0.1180
Parents talk to me about school often: 0.0202
My teachers really care about me: 0.0061
I feel part of my school: .001
I think it is important to make good grades: .0091
School is very important for later success: .0458
I am happy to be at my school: .0002
How often do you... (% ever)

- Volunteer: 0.0002
- Mentor: 0.0020
- Tutor: 0.0061
- Paid work: 0.1255
- Out with friends: 0.3765
- Attend religious services: 0.0143

4-H | Non-4-H
Civic engagement

I can make a difference in my community
By working with others in the community I can make things better
People like me and my family can influence political decisions
I talk to my parents about politics

<.0001  <.0001  .0003  .0056
Civic voices: I can...
My future: I expect I will…

- Complete college: 4-H (.0001), Non-4-H
- Be involved in helping others: 4-H (.0002), Non-4-H
- Be healthy: 4-H (<.0001), Non-4-H
- Have friends I can count on: 4-H (<.0001), Non-4-H
In the past 12 months, I have...

- Stolen something from a store: 0.0982
- Hit or beat up someone: <0.001
- Damaged property for fun: 0.0199
- Carried a weapon: 0.5888
In the past 12 months, I have...

<table>
<thead>
<tr>
<th>Activity</th>
<th>4-H</th>
<th>Non-4-H</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoked cigarettes</td>
<td>0.0005</td>
<td></td>
</tr>
<tr>
<td>Drunk alcohol (more than a few sips)</td>
<td>0.159</td>
<td></td>
</tr>
<tr>
<td>Used marijuana</td>
<td>0.0048</td>
<td></td>
</tr>
<tr>
<td>Used other drugs</td>
<td>0.0629</td>
<td></td>
</tr>
<tr>
<td>Had sexual intercourse (ever)</td>
<td>&lt;0.0001</td>
<td></td>
</tr>
</tbody>
</table>
Conclusions

- Similar to the national results, 4-H youth in the California sample had higher levels of PYD variables and more positive outcomes and optimism about the future than non-4-H youth in the sample.
- 4-H membership is positively associated with SET-related measures.
- 4-H is also associated with positive outcomes for civic engagement.