

2025



National 4-H Index Study

State-Level Data Summarization

—
SPRING/SUMMER 2025



VERMONT

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**NATIONAL 4-H
COUNCIL**



**Beyond
Ready**

About the

National 4-H Index Study

The 2025 National 4-H Index Study collected data from **7,369 youth** participating in 4-H programs from **38 states**. The study had five primary objectives:

1. To assess youth experience in high-quality 4-H programs that promote youth sparks and belonging and that foster developmental relationships between youth and adults. Research shows that these program quality indicators are strong predictors of youth program outcomes.
2. To assess youth readiness for Beyond Ready work and life outcomes and establish measures for evaluation in local Beyond Ready programs. These measures included:
 - Beyond Ready overall outcomes: Healthy, Productive, and Engaged
 - 4-H program outcomes: Work readiness, College and Career Readiness, Leadership, and STEM
3. To establish a baseline measure of 4-H's impact on supporting post-high school pathways and plans for youth, a central aspect of the Beyond Ready initiative.
4. To assess the overall influence that participating in 4-H had on the youth's development in key areas (e.g. emotional health, physical health, college and career readiness).
5. To measure the personal attributes of hopeful purpose and personal responsibility and the influence that 4-H had on their development.

Note that throughout the study youth were prompted to answer each question with the lead-in attribution: "Because of 4-H, I..." This attribution is important because it focuses the youths' response on the impact of their 4-H experience, and not the impact of other influences in their development. Using this attribution increases confidence that the impact youth report is indeed an outcome of their 4-H participation.

The items measuring 4-H influence were presented with the prompt: "Overall, how much did 4-H help you to..." These items were rated on a 1 (Not at all) to 5 (Extremely influential) scale.

Using the Results Presented in this Report

This report contains basic descriptive state results alongside national results. Results for each element measured are presented in two forms:

Frequencies

These results are the percentage of youth that rated each item on a five-point Likert scale, ranging from 1 (Not true at all) to 5 (Very true). The ratings can be interpreted in this way:

- 1 = No true at all (did not experience/did not gain this skill)
- 2 = Somewhat true
- 3 = Moderately true
- 4 = True
- 5 = Very true

These results can be used to describe the percentage of youth in your state that responded a particular way. For example, you could report the percentage of youth who rated the item a 5 (very true), or even combine the percentage of youth to report those who rated the item a 4 or 5, indicating the percentage of youth who provide the highest ratings about their experience in 4-H and/or the skill they developed in 4-H.

Means

Mean ratings are the average rating on the 1 to 5 scale. State means can be compared to national means for an understanding of how youth in your state report their overall experience and skill development in 4-H. This comparison may reveal specific areas where program improvement efforts or greater intentionality might be focused.

2025 National 4-H Index Study

Please refer to the **2025 National 4-H Index Study** (full National Report) for detailed and complete information regarding the items used in the 2025 Study. The National Report also provides additional ideas for sharing the results presented in your state report.



View the 2025 National 4-H Index Study at:

4-h.org/resources/professionals/common-measures/national-4-h-index-study

Generalizability of Findings

Data from the **2025 National 4-H Index Study** were not collected randomly from all youth participating in 4-H across the country. This brings into question, then, the generalizability of the results. While random collection ensured greater accuracy in generalizing the findings, there are several aspects of the 2025 Study that increase the confidence of generalizability to youth who are enrolled as individual members in 4-H:

- The method of youth recruitment used by most states was through e-mails to the parents of youth ages 13 and over who are enrolled in 4-H as individuals. While there may be some small variation on this, such as data collection at 4-H events for non-enrolled youth, we have confidence that these findings are generalizable to 4-H youth who are individually enrolled. Caution should be taken when generalizing these results to youth who participate in 4-H in other ways (e.g. group enrolled youth, or youth participating only in 4-H special events).
- The total population from which responses were drawn was estimated to be 365,000 youth (based on self-reported enrollment numbers from participating states). Random sampling of a population of this size requires a sample of 384 responses to reach a 5% +/- margin of error. Despite the lack of randomness in the sampling, confidence for generalizability is increased by the robust size of the final data set (7,369 youth) and the demographic match to the 4-H population as a whole (e.g., 4-H project participation).
- Additionally, data were collected from 38 states in all four regions of the country, which provides increased confidence in generalizability due to the expected variation across states and regions.
- Finally, youth responses included in the final data set were screened for eligibility, completeness, and response quality to ensure the final data set contained cases that met these quality standards. Research-backed data cleaning procedures ensure that the included cases represent careful and considered responses from youth, which enhances confidence that the findings are a true representation of 4-H youth across the country.

National 4-H Index Study

Oversight & Collaboration

The 2025 National 4-H Index Study was directed by the 4-H Common Measures team led by Dr. Jill Lingard (University of Nebraska-Lincoln). Makayla Burg (University of Nebraska-Lincoln), coordinates state participation, assists participating states in navigating IRB requirements, and oversees data collection. Dr. Mary Arnold (Oregon State University) provides measurement consultation, conducts data management, screening and analysis, and prepares the national and state reports. Funding for the National 4-H Index Study is provided through the generous support of National 4-H Council.

Suggested Citation

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4-H is the youth development organization of our nation's Cooperative Extension System and USDA.



Vermont Results

Part One: Sample Summary and 4-H Project Participation

Youth Participants = 52 (0.7% of total sample)

	National					Vermont				
	N	Mean	SD	Min.	Max	N	Mean	SD	Min.	Max
Sample	7,369					52				
Age		15.46	1.70	13	19		15.90	2.02	13	19
Years in 4-H		6.69	2.95	1	11		7.04	3.18	1	11

	National		Vermont	
	Frequency	Percent	Frequency	Percent
Animal and Agricultural Science	4,843	66%	35	67%
Civic Engagement	1,063	14%	6	12%
Communication	1,498	20%	0	0%
Creative Arts	2,968	40%	14	27%
Entrepreneurship	588	8%	2	4%
Environmental and Outdoor Science	1,849	25%	13	25%
Healthy Living and Foods	2,589	35%	11	21%
Mind/Body Wellness	698	9%	2	4%
STEM	1,581	21%	6	12%
State Total: 89				
Average Number of 4-H Projects:	2.4		1.7	

	National		Vermont	
	Frequency	Percent	Frequency	Percent
Leadership	4,711	64%	39	75%
Service	5,743	78%	30	58%

Part Two: Program Quality

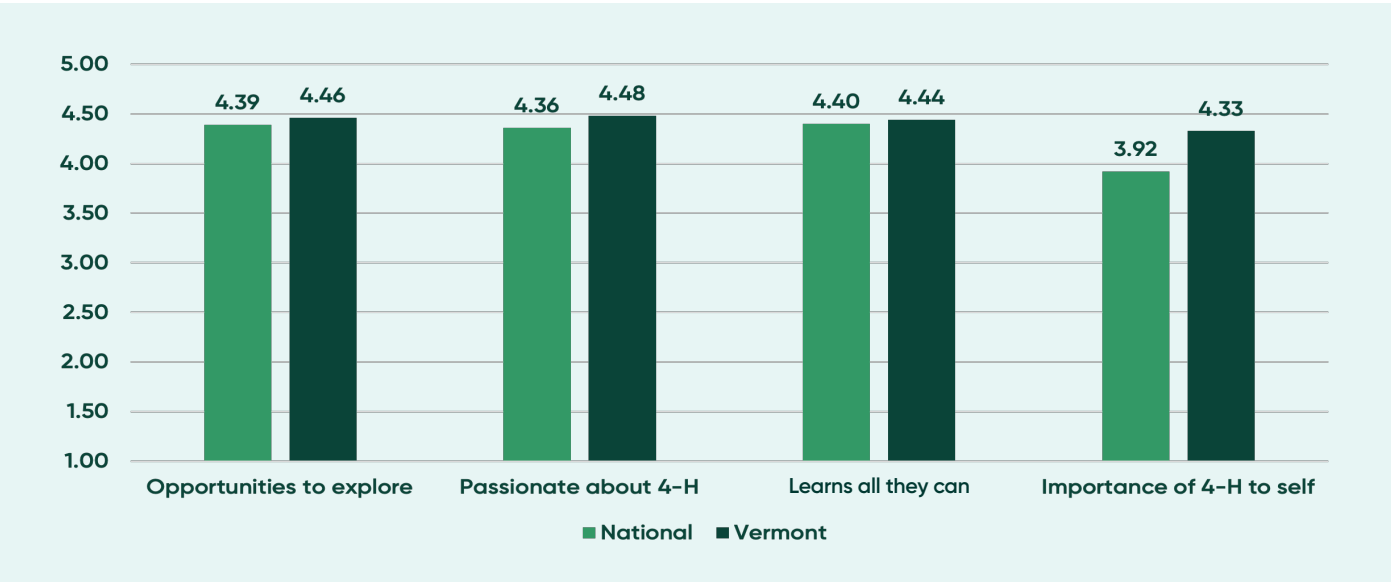
Program quality is comprised of *Sparks*, *Belonging*, and *Developmental Relationships* with adults who *express care*, *challenge growth*, and *share power* with youth. Response frequencies and means for each of these elements are presented below.

Sparks

Response Frequencies

		Not True at All (1)	(2)	(3)	(4)	Very True (5)
Has opportunities to explore interests	National	1.8	3.8	12.1	28.7	53.6
	Vermont	0.0	5.8	3.8	28.8	61.5
Is passionate about things they do in 4-H	National	1.4	3.2	11.5	27.8	56.0
	Vermont	1.9	1.9	3.8	30.8	61.5
Wants to learn all they can in 4-H	National	2.0	5.7	17.0	29.2	46.0
	Vermont	0.0	5.8	5.8	26.9	61.5
4-H is important part of self	National	3.5	7.0	15.3	24.5	49.8
	Vermont	0.0	5.8	9.6	30.8	53.8

Mean Ratings

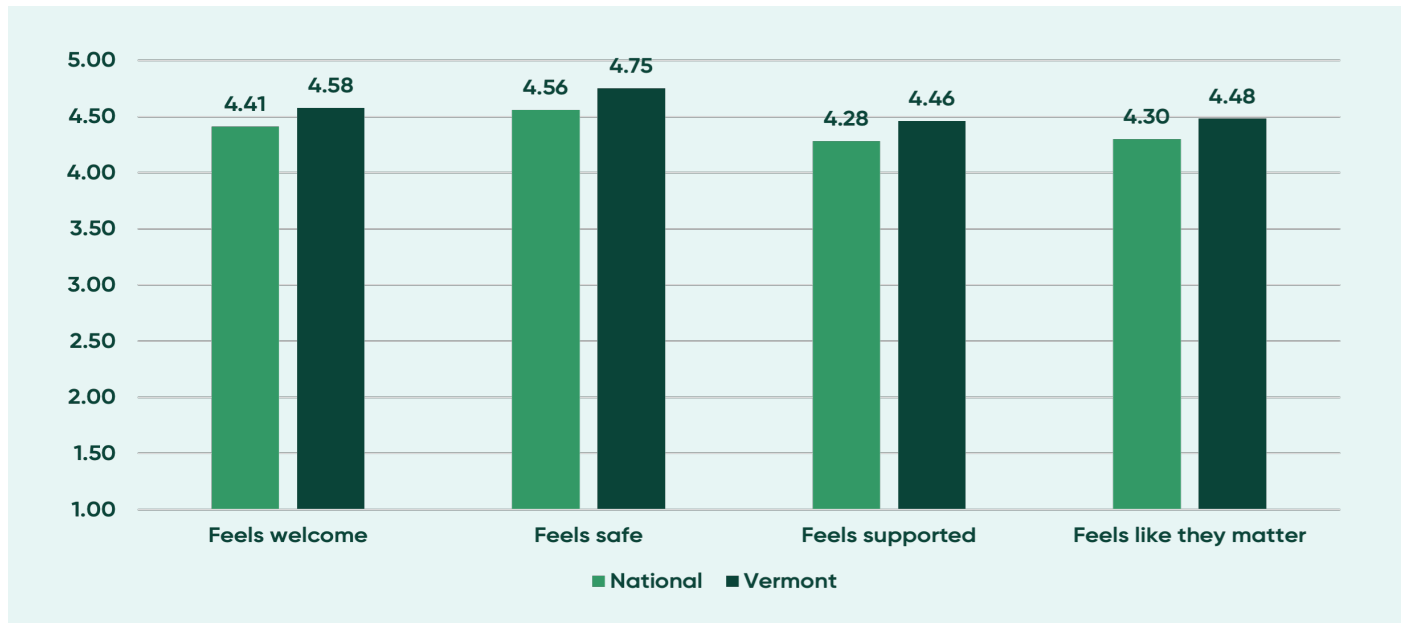


Belonging

Response Frequencies

		Not True at All (1)	(2)	(3)	(4)	Very True (5)
Feels welcome	National	2.2	3.3	9.0	22.1	63.4
	Vermont	0.0	3.8	5.8	19.2	71.2
Feels safe	National	1.2	2.0	7.2	18.5	71.1
	Vermont	0.0	0.0	5.8	13.5	80.8
Feels supported	National	2.6	4.4	11.8	24.7	56.3
	Vermont	0.0	3.8	11.5	19.2	65.4
Feels like they matter	National	2.8	4.5	10.8	22.9	58.9
	Vermont	1.9	1.9	7.7	23.1	65.4

Mean Ratings



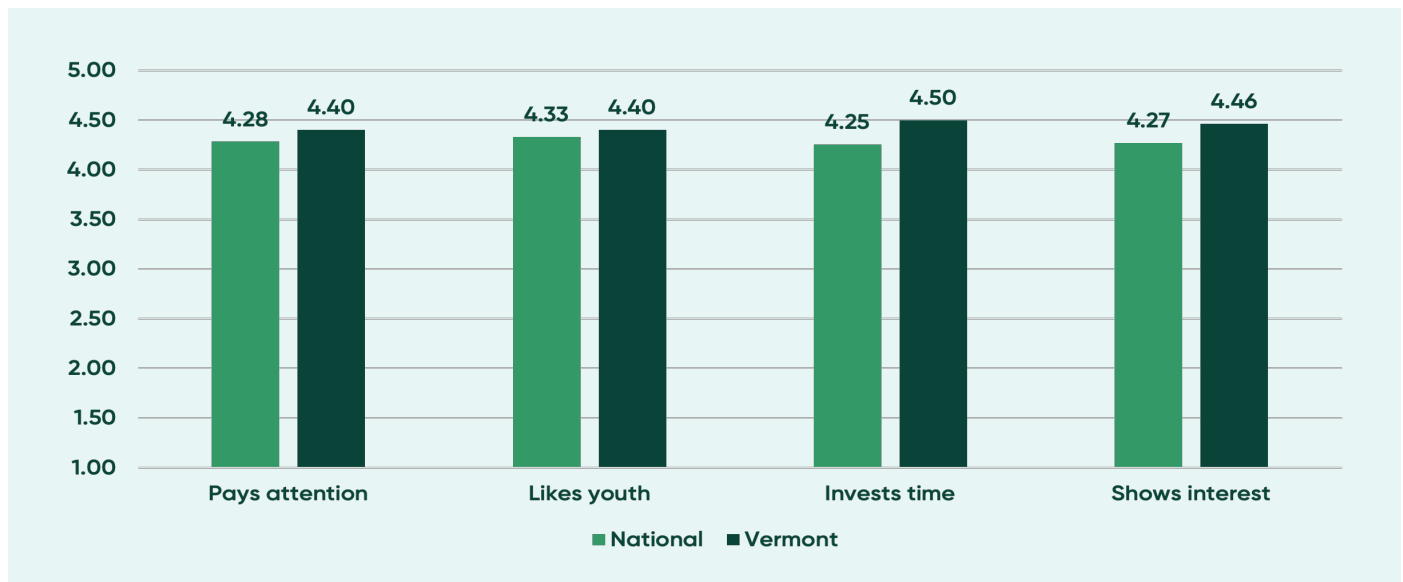
Developmental Relationships

Express Care

Response Frequencies

		Not True at All (1)	(2)	(3)	(4)	Very True (5)
Pays attention to youth	National	2.3	4.0	11.8	28.1	53.8
	Vermont	1.9	5.8	7.7	19.2	65.4
Likes youth	National	1.7	3.5	11.3	28.3	55.2
	Vermont		5.8	11.5	19.2	63.5
Invests time in youth	National	2.7	4.2	12.9	26.4	53.8
	Vermont	1.9	1.9	9.6	17.3	69.2
Shows an interest in youth	National	2.4	4.5	12.1	26.9	54.2
	Vermont	1.9	1.9	9.6	21.2	65.4

Mean Ratings



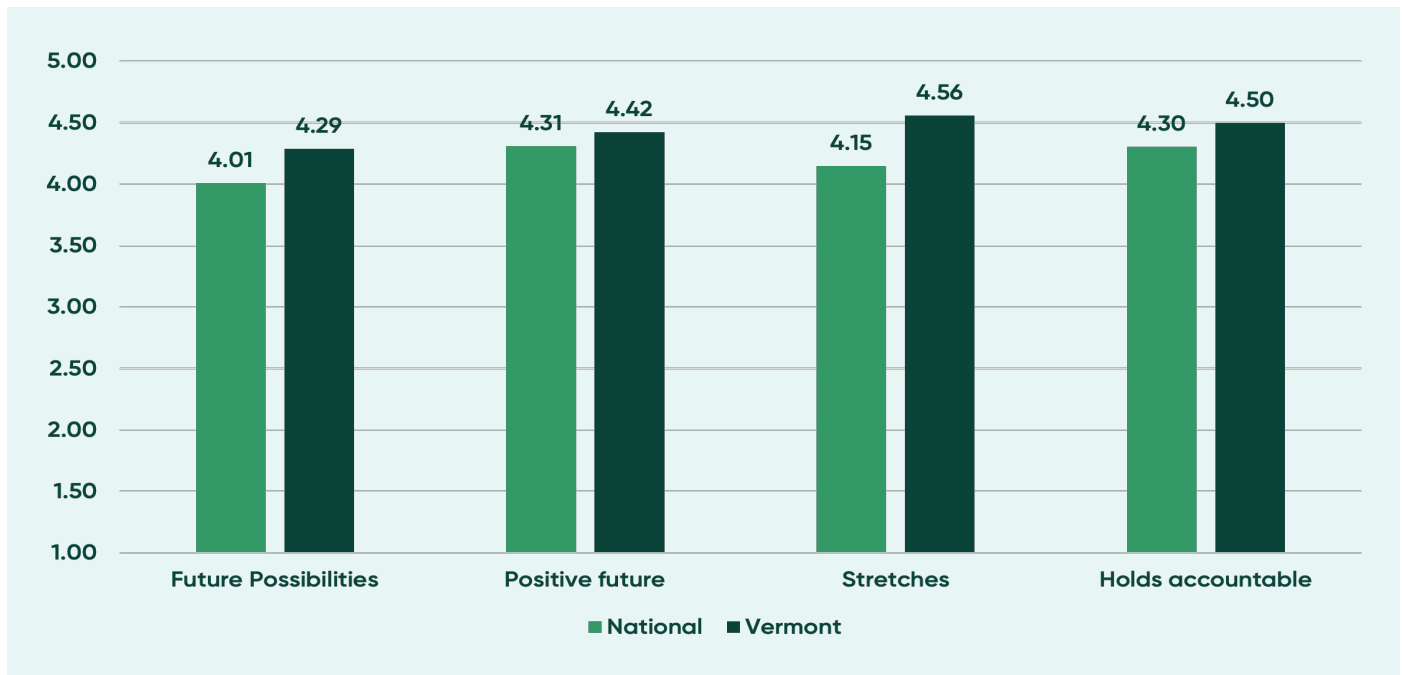
Developmental Relationships

Challenge Growth

Response Frequencies

		Not True at All (1)	(2)	(3)	(4)	Very True (5)
Helps youth see future possibilities	National	4.5	6.4	16.8	28.2	44.1
	Vermont	0.0	9.6	9.6	23.1	57.7
Expects youth to do have a positive future	National	2.8	3.5	11.1	26.8	55.8
	Vermont	0.0	7.7	9.6	15.4	67.3
Stretches and pushes youth in new ways	National	3.9	5.1	13.8	27.1	50.0
	Vermont	0.0	3.8	3.8	25.0	67.3
Holds youth accountable	National	2.3	3.5	11.8	27.6	54.8
	Vermont	0.0	1.9	9.6	25.0	63.5

Mean Ratings



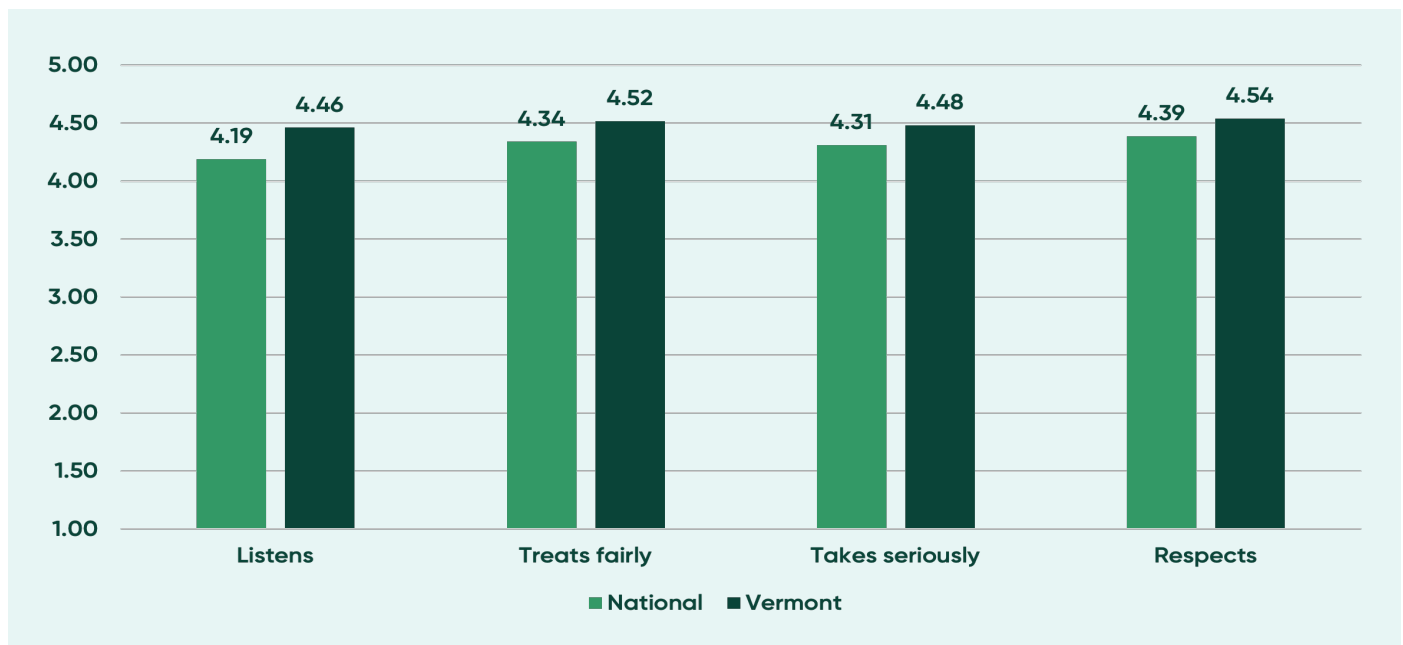
Developmental Relationships

Share Power

Response Frequencies

		Not True at All (1)	(2)	(3)	(4)	Very True (5)
Listens to youth's ideas	National	3.3	4.8	13.1	28.4	50.4
	Vermont	0.0	3.8	11.5	19.2	65.4
Treats youth fairly	National	2.5	3.3	10.5	26.4	57.2
	Vermont	0.0	0.0	11.5	25.0	63.5
Takes youth seriously	National	2.4	3.8	11.1	27.3	55.4
	Vermont	0.0	1.9	9.6	26.9	61.5
Respects youth	National	2.3	3.1	9.7	25.0	59.8
	Vermont	0.0	1.9	9.6	21.2	67.3

Mean Ratings



Part Three: Program Outcomes

Outcomes for the Beyond Ready initiative fall into three categories:

- 1. Overall Beyond Ready outcomes: A generation of *Healthy, Productive, and Engaged* youth.
- 2. Programmatic outcomes: *Work Readiness, College and Career Readiness, Leadership, & STEM*
- 3. Pathways outcomes: The ways in which 4-H is intentionally supporting youth to develop and navigate a *post-high school plan*.

Results for each set of outcomes are presented below:

Beyond Ready Overall Outcomes:

Healthy

Response Frequencies

		Not True at All				Very True
		(1)	(2)	(3)	(4)	(5)
Knows how to take care of physical health	National	8.2	9.2	25.9	27.0	29.7
	Vermont	5.8	11.5	26.9	23.1	32.7
Knows how to take care of emotional health	National	10.4	12.4	28.3	24.4	24.4
	Vermont	3.8	9.6	32.7	23.1	30.8
Prioritizes taking care of self	National	10.0	11.5	27.8	25.0	25.7
	Vermont	1.9	9.6	26.9	23.1	38.5
Has strategies to manage emotional/mental health	National	12.5	13.8	27.5	23.0	23.1
	Vermont	11.5	3.8	30.8	28.8	25.0
Knows how to make healthy choices	National	8.1	9.2	24.4	29.0	29.3
	Vermont	3.8	7.7	25.0	30.8	32.7
Is prepared to take good care of health throughout life	National	9.2	9.7	24.8	27.0	29.3
	Vermont	5.8	3.8	28.8	30.8	30.8

		None	(2)	(3)	(4)	Extreme
		(1)				(5)
4-H Influence on taking care of physical health	National	11.9	17.4	30.6	23.5	16.6
	Vermont	9.6	7.7	40.4	26.9	15.4
4-H Influence on taking care of emotional health	National	14.2	18.1	28.5	22.2	17.0
	Vermont	9.6	7.7	34.6	30.8	17.3

Healthy	Healthy (Average Score)	3.42	3.71
	Knows how to take care of physical health	3.61	3.65
	Knows how to take care of emotional health	3.40	3.67
	Prioritizes taking care of self	3.45	3.87
	Has strategies to manage emotional/mental health	3.30	3.52
	Knows how to make healthy choices	3.62	3.81
	Is prepared to take good care of health throughout life	3.58	3.77
	4-H Influence on taking care of physical health	3.16	3.31
	4-H Influence on taking care of emotional	3.10	3.38

Beyond Ready Overall Outcomes:

Productive

Response Frequencies

		Not True at All				Very True
		(1)	(2)	(3)	(4)	(5)
Positive activities	National	3.1	6.5	20.6	30.8	39.0
	Vermont	3.8	3.8	21.2	25.0	46.2
Doesn't waste time	National	6.0	9.5	25.1	29.4	30.1
	Vermont	3.8	9.6	17.3	34.6	34.6
Manages time	National	6.1	9.5	25.5	29.5	29.3
	Vermont	1.9	11.5	19.2	32.7	34.6
Balances time	National	5.0	8.2	22.9	30.7	33.3
	Vermont	0.0	11.5	19.2	28.8	40.4

		None	(2)	(3)	(4)	Extreme
		(1)				(5)
4-H Influence on productive use of time	National	5.0	12.0	27.4	30.0	25.6
	Vermont	0.0	13.5	25.0	34.6	26.9

Productive	Productive (Average Score)	3.77	3.94
	Positive activities	3.96	4.06
	Doesn't waste time	3.68	3.87
	Manages time	3.67	3.87
	Balances time	3.79	3.98
	4-H Influence on productive use of time	3.59	3.75

Beyond Ready Overall Outcomes:

Engaged

Response Frequencies

		Not True at All				Very True
		(1)	(2)	(3)	(4)	(5)
Volunteers	National	4.5	7.3	17.4	25.5	45.4
	Vermont	3.8	5.8	21.2	25	44.2
Seeks ways to help	National	4.9	8.7	21.5	28.2	36.7
	Vermont		11.5	25.0	28.8	34.6
Seeks leadership roles	National	7.7	10.1	19.7	24.4	38.0
	Vermont	3.8	7.7	19.2	36.5	32.7
Contributes to benefit others	National	4.2	7.9	21.4	29.4	37.1
	Vermont	1.9	1.9	26.9	36.5	32.7

		None	(2)	(3)	(4)	Extreme
		(1)				(5)
4-H Influence on community engagement	National	4.2	9.3	22.5	29.1	34.9
	Vermont	1.9	11.5	23.1	34.6	28.8

Engaged	Engaged (Average Score)	3.86	3.92
	Volunteers	4.00	4.00
	Seeks ways to help	3.83	3.87
	Seeks leadership roles	3.75	3.87
	Contributes to benefit others	3.87	3.96
	4-H Influence on community engagement	3.81	3.77

Program Outcomes:

Work Readiness

Response Frequencies

		Not True at All				Very True
		(1)	(2)	(3)	(4)	(5)
Is organized	National	7.5	10.8	27.4	29.2	25.1
	Vermont	7.7	7.7	23.1	28.8	32.7
Can set goals	National	4.2	7.0	19.5	32.2	37.1
	Vermont	5.8	3.8	15.4	36.5	38.5
Can work toward goals	National	3.8	6.5	19.4	32.2	38.2
	Vermont	3.8	5.8	17.3	36.5	36.5
Acts professionally	National	3.9	4.6	15.8	29.7	46.0
	Vermont	1.9	5.8	11.5	36.5	44.2
Knows employers expect doing job well	National	5.3	5.5	16.5	27.8	44.9
	Vermont	3.8	3.8	21.2	32.7	38.5
Works hard on difficult things (persistence)	National	3.8	5.3	17.4	29.0	44.4
	Vermont	1.9	7.7	21.2	30.8	38.5

		National	Vermont
Work Readiness	Work Readiness (Average Score)	3.92	3.96
	Is organized	3.54	3.71
	Can set goals	3.91	3.98
	Can work toward goals	3.94	3.96
	Acts professionally	4.09	4.15
	Knows employers expect doing job well	4.02	3.98
	Works hard on difficult things (persistence)	4.05	3.96

Program Outcomes:

College & Career Readiness

Response Frequencies

		Not True at All (1)	(2)	(3)	(4)	Very True (5)
Works hard for good grades	National	11.6	9.9	23.3	25.2	30.0
	Vermont	15.4	7.7	15.4	38.5	23.1
Explored colleges	National	18.4	11.3	20.6	19.2	30.5
	Vermont	21.2	11.5	17.3	15.4	34.6
Explored career ideas	National	8.3	9.0	18.8	24.9	39.0
	Vermont	11.5	1.9	17.3	28.8	40.4
Post-high school ideas	National	11.2	10.6	20.7	23.2	34.4
	Vermont	11.5	7.7	23.1	21.2	36.5
Education needed	National	11.5	11.1	22.3	23.3	31.8
	Vermont	15.4	1.9	25	25	32.7

		None (1)	(2)	(3)	(4)	Extreme (5)
4-H Influence on college and career readiness	National	9.6	14.3	25.0	24.4	26.8
	Vermont	5.8	19.2	21.2	23.1	30.8

Mean Ratings

National

Vermont

College and Career Readiness	College and Career Readiness (Average Score)	3.55	3.57
	Works hard for good grades	3.52	3.46
	Explored colleges	3.32	3.31
	Explored career ideas	3.77	3.85
	Post-high school ideas	3.59	3.63
	Education needed	3.53	3.58
	4-H Influence on college and career readiness	3.45	3.54

Program Outcomes:

Leadership

Response Frequencies

		Not True at All (1)	(2)	(3)	(4)	Very True (5)
Thinks through choices before decision making	National	8.4	11.6	28.1	27.5	24.4
	Vermont		17.3	21.2	40.4	21.2
Thinks how choices affect others	National	7.2	9.9	25.6	28.3	28.9
	Vermont	1.9	7.7	26.9	40.4	23.1
Involves all group members	National	5.1	7.5	20.9	28.5	38.1
	Vermont	3.8	5.8	23.1	36.5	30.8
Gets along with others who are different than self	National	5.1	6.9	19.4	28.2	40.3
	Vermont	3.8	5.8	21.2	38.5	30.8

Mean Ratings

National

Vermont

Leadership	Leadership (Average Score)	3.72	3.78
	Thinks through choices before decision making	3.48	3.65
	Thinks how choices affect others	3.62	3.75
	Involves all group members	3.87	3.85
	Gets along with others who are different	3.92	3.87

Program Outcomes:

STEM

Response Frequencies

		Not True at All (1)	(2)	(3)	(4)	Very True (5)
Developed STEM skills	National	15.4	13.9	25.3	20.3	25.1
	Vermont	15.4	13.5	23.1	26.9	21.2
Interested in STEM career	National	24.7	17.1	23.1	15.4	19.7
	Vermont	21.2	19.2	23.1	23.1	13.5
Interested in studying STEM after high school	National	26.8	17.3	21.9	14.6	19.4
	Vermont	25.0	19.2	19.2	19.2	17.3

		Not at All (1)	(2)	(3)	(4)	Extremely So (5)
Influence of 4-H on STEM development	National	23.2	20.1	24.8	14.5	17.4
	Vermont	21.2	23.1	25	11.5	19.2

Mean Ratings

All Youth

Youth in 4-H STEM

		National	Vermont	National	Vermont
STEM	STEM (Average Score)	2.98	2.99	3.66	4.50
	Developed STEM skills	3.26	3.25	4.00	4.50
	Interested in STEM career	2.88	2.88	3.53	4.17
	Interested in studying STEM after high school	2.83	2.85	3.46	4.83

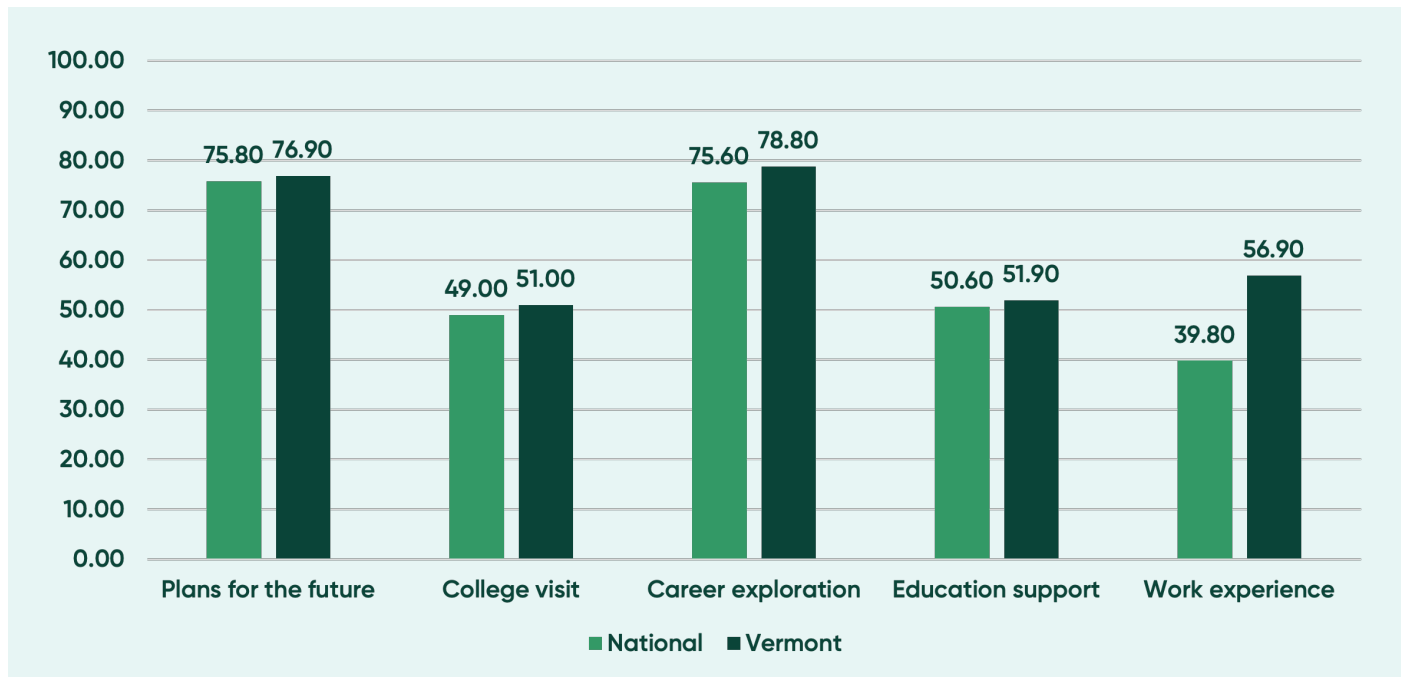
Beyond Ready Program Outcomes:

Post-Secondary Pathway Support

Helping youth develop and navigate a plan for what they do after high school is a unique feature of Beyond Ready programming, and one of the most important ways 4-H can help youth be ready for work and life. Youth were asked to indicate if they had the following opportunities while in 4-H:

- Had someone in 4-H talk to them about their future
- Had the opportunity to visit a college campus
- Had the opportunity to explore things they might want to do for a career
- Had someone help them figure out the education they need for the career they want
- Had a chance for work experience such as an internship, summer job, or job shadowing

The following chart shows the percentage of youth who indicated they had that experience:



		Not at All (1)	(2)	(3)	(4)	Extremely So (5)
Influence of 4-H on Post-Secondary Pathway Support	National	13.9	32.1	26.6	22.1	19.1
	Vermont	17.3	19.2	17.3	23.1	23.1

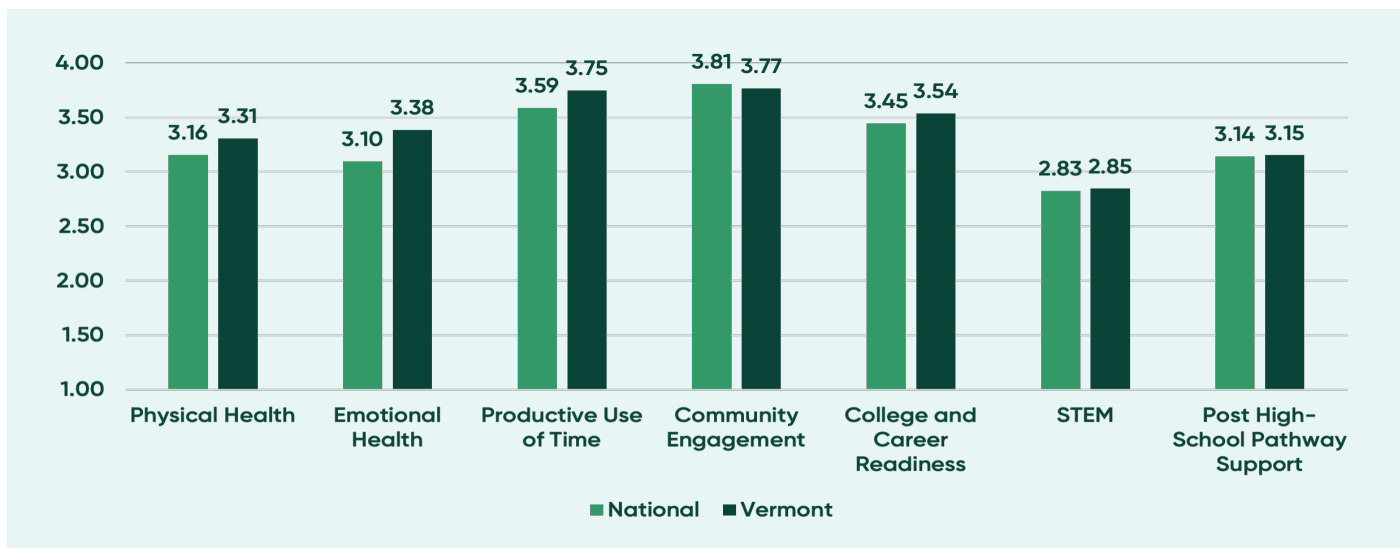
Part Four: 4-H Influence on Outcomes

Youth were asked to rate the level of influence 4-H had on the **development of Beyond Ready and other 4-H program outcomes** on a 1 (none) to 5 (extreme) scale. Frequencies and mean ratings for these items are presented below.

Response Frequencies

		None (1)	(2)	(3)	(4)	Extreme (5)
Physical Health	National	11.9	17.4	30.6	23.5	16.6
	Vermont	9.6	7.7	40.4	26.9	15.4
Emotional Health	National	14.2	18.1	28.5	22.2	17.0
	Vermont	9.6	7.7	34.6	30.8	17.3
Productive Use of Time	National	5.0	12.0	27.4	30.0	25.6
	Vermont		13.5	25.0	34.6	26.9
Community Engagement	National	4.2	9.3	22.5	29.1	34.9
	Vermont	1.9	11.5	23.1	34.6	28.8
College and Career Readiness	National	9.6	14.3	25.0	24.4	26.8
	Vermont	5.8	19.2	21.2	23.1	30.8
STEM	National	23.2	20.1	24.8	14.5	17.4
	Vermont	5.8	19.2	21.2	23.1	30.8
Post High-School Pathway Support	National	13.9	18.2	26.6	22.1	19.1
	Vermont	17.3	19.2	17.3	23.1	23.1

Mean Ratings



Part Five: Personal Attributes

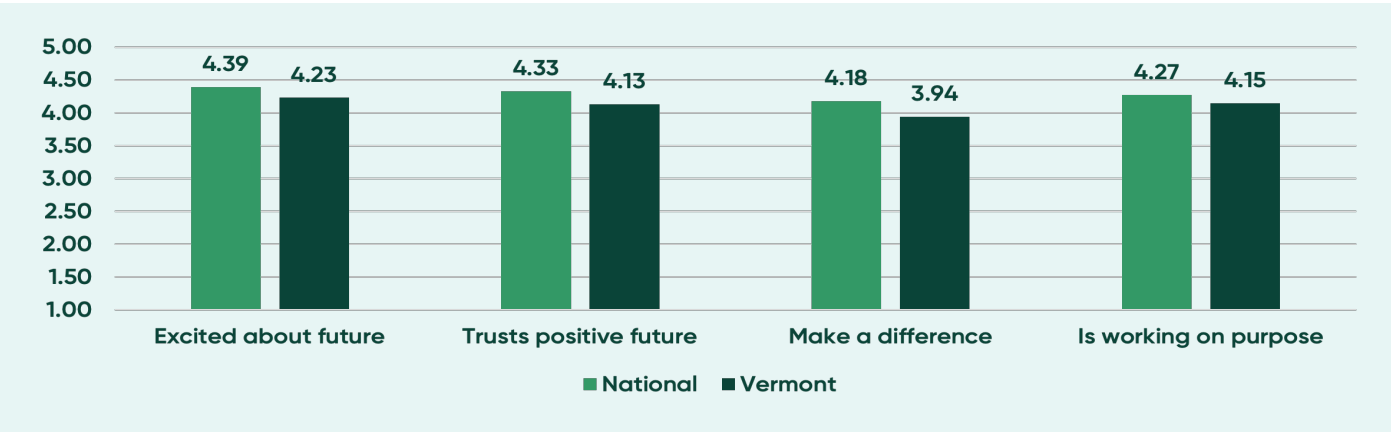
The personal attributes of *Hopeful Purpose* and *Personal Responsibility* were included in the 2025 National 4-H Index study. These attributes were selected to further understand youth readiness for work and life.

Response Frequencies

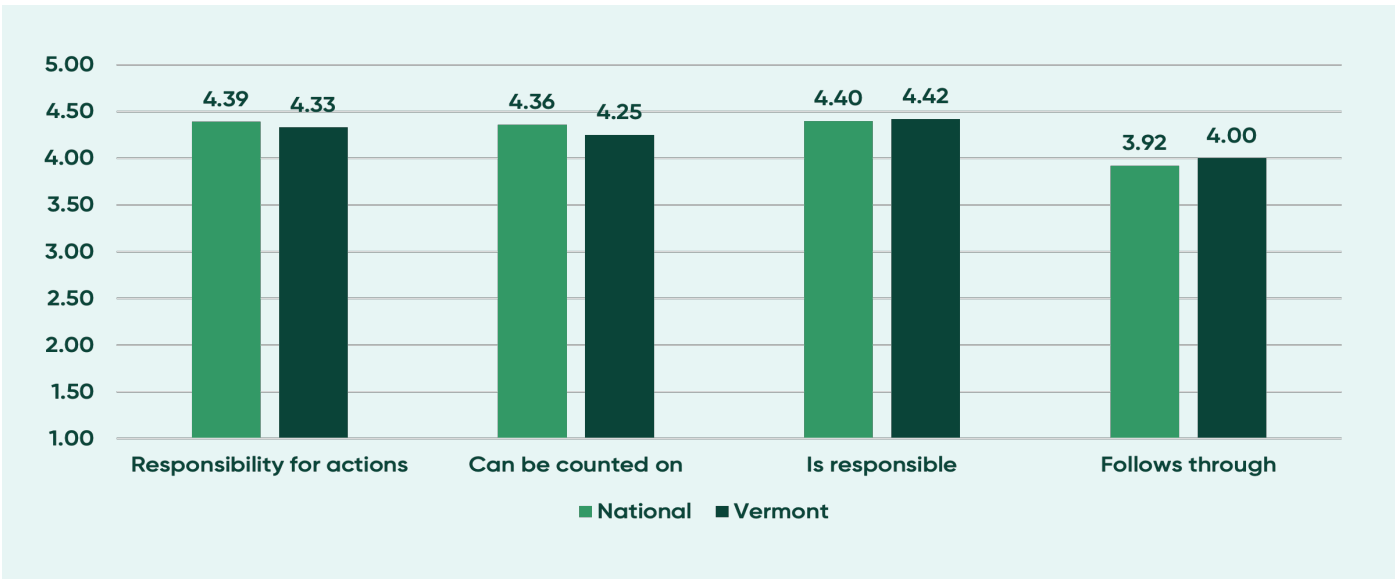
Hopeful Purpose		None (1)	(2)	(3)	(4)	Extreme (5)
Excited about future	National	0.9	2.3	12.3	26.0	58.6
	Vermont	1.9	1.9	15.4	32.7	48.1
Trusts positive future	National	1.2	2.8	12.7	28.6	54.8
	Vermont	1.9	1.9	17.3	38.5	40.4
Make a difference	National	1.5	4.2	17.9	27.7	48.8
	Vermont	5.8	5.8	13.5	38.5	36.5
Is working on purpose	National	1.0	3.7	15.2	28.1	52.0
	Vermont	1.9	5.8	15.4	28.8	48.1

Personal Responsibility		None (1)	(2)	(3)	(4)	Extreme (5)
Responsibility for actions	National	0.3	1.7	11.2	32.7	54.2
	Vermont	1.9	5.8	7.7	26.9	57.7
Can be counted on	National	0.3	2.1	12.3	31.9	53.4
	Vermont	1.9	5.8	3.8	42.3	46.2
Is responsible	National	0.4	1.6	11.0	31.7	55.3
	Vermont	0.0	3.8	5.8	34.6	55.8
Follows through	National	1.5	6.7	23.3	35.6	33.0
	Vermont	3.8	3.8	9.6	53.8	28.8

Mean Ratings

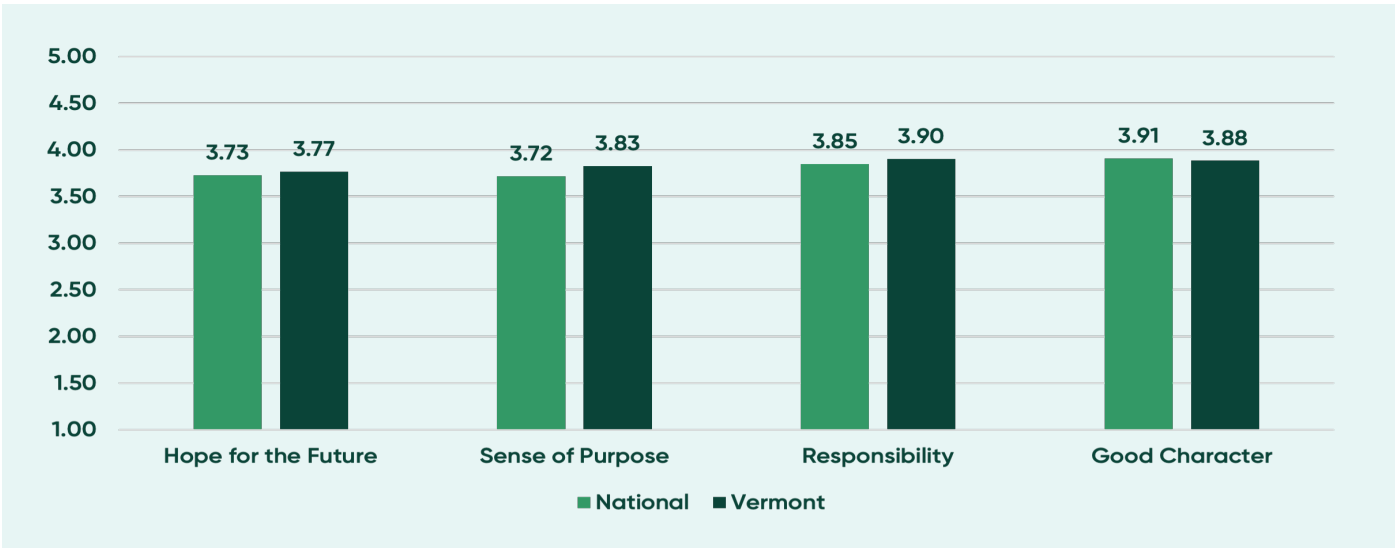


Mean Ratings



4-H Influence on Personal Attributes

		None (1)	(2)	(3)	(4)	Extreme (5)
Hope for the Future	National	5.4	10.7	22.7	28.1	33.1
	Vermont	0.0	13.5	28.8	25	32.7
Sense of Purpose	National	6.0	11.0	22.2	26.8	34.0
	Vermont	1.9	13.5	21.2	26.9	36.5
Responsibility	National	3.4	8.8	21.2	32.1	34.5
	Vermont	1.9	11.5	19.2	28.8	38.5
Good Character	National	3.7	8.2	19.3	30.8	38.0
	Vermont	1.9	13.5	13.5	36.5	34.6



Part Six: Youth Demographics

Residence	National		Vermont	
	Frequency	Percent	Frequency	Percent
Farm	2397	32.5%	18	35%
Rural/Non-Farm	2829	38.4%	21	40%
Town or City	1403	19.0%	12	23%
Suburb of City	436	5.9%	1	2%
City Over 50K	290	3.9%	0	0%
Unknown	14	0.2%	0	0%
Total:			52	100%

Years in 4-H	National		Vermont	
	Frequency	Percent	Frequency	Percent
Less than one year	305	4.1%	4	7.7%
One	368	5.0%	4	7.7%
Two	578	7.8%	4	7.7%
Three	687	9.3%	5	9.6%
Four	770	10.4%	6	11.5%
Five	761	10.3%	6	11.5%
Six	802	10.9%	4	7.7%
Seven	745	10.1%	4	7.7%
Eight	786	10.7%	2	3.8%
Nine	546	7.4%	0	0.0%
10 or more	1,014	13.8%	13	25.0%
Not in 4-H	5	0.1%	0	0.0%
Unknown	2	0.0%	0	0.0%
Total:			52	100%

Age	National		Vermont	
	Frequency	Percent	Frequency	Percent
Thirteen	1,011	13.7%	5	9.6%
Fourteen	1,479	20.1%	11	21.2%
Fifteen	1,506	20.4%	11	21.2%
Sixteen	1,235	16.8%	6	11.5%
Seventeen	1,103	15.0%	3	5.8%
Eighteen	663	9.0%	8	15.4%
Nineteen or older	372	5.0%	8	15.4%
Total:			52	100%

Youth Demographics Continued

Grade	National		Vermont	
	Frequency	Percent	Frequency	Percent
6th or lower	21	0.3	0	0.0%
7th	547	7.4	4	7.7%
8th	1,186	16.1	9	17.3%
9th	1,549	21.0	9	17.3%
10th	1,327	18.0	6	11.5%
11th	1,169	15.9	7	13.5%
12th	1,103	15.0	7	13.5%
Graduated	467	6.3	10	19.2%
Total:			52	100%

Race/Ethnicity	National		Vermont	
	Frequency	Percent	Frequency	Percent
American Indian or Alaskan Native	129	1.8	0	0.0%
Asian or Asian American	92	1.2	0	0.0%
Black or African American	233	3.2	6	11.5%
Hispanic or Latino	219	3.0	1	1.9%
Native Hawaiian/Other Pacific Islander	7	0.1	0	0.0%
White or Caucasian	6,194	84.1	41	78.8%
More than one race/ethnicity	259	3.5	1	1.9%
Prefers not to answer	236	3.2	3	5.8%
Total:			52	100%

Gender	National		Vermont	
	Frequency	Percent	Frequency	Percent
Female	4,688	63.62%	36	69.23%
Male	2,512	34.09%	11	21.15%
Gender not listed	54	0.73%	4	7.69%
Doesn't want to respond	108	1.47%	1	1.92%
Unknown	7	0.09%	0	0.00%
Total:			52	100%