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College of Agriculture,
Biotechnology & Natural Resources

Clark County, Las Vegas, Nevada
4-H 2021-2022 Program Evaluation Report
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Summerfest 2022 City to Cedar Summer Camp



Executive Summary

In the 2021-2022 4-H program year, the Clark County Extension team reached 11,867 youth participants. The Las Vegas 4-H team reached 1,512 youth participants via 1-hour, 2-4-hour, and 5+ hour SPIN clubs. Topics included science, technology, engineering, and math (STEM) and agriculture, healthy living, and civic engagement, including leadership, communication and art. 313 were reached through the 21st Century Community Learning Center grant (surveys analyzed separately). Of the remaining 1,199 participants, 640 completed post evaluation surveys designed to assess indicators of the 4-H Thriving Model.

The 4-H Thriving Model is the theory of change for positive youth development (PYD) in 4-H. High quality 4-H program settings provide youth a place to belong, matter and explore their personal spark. These components help ensure that 4-H programs provide a nourishing developmental context – a place where youth can grow. In the 4-H Thriving Model, the process of positive youth development is described by using seven indicators of thriving: a growth mindset, openness to challenge and discovery, hopeful purpose, prosocial orientation, transcendent awareness, positive emotions and, goal setting and management. The evaluation instruments were adapted from the Mediating Effects of Thriving on Youth Development studies (Arnold & Gagnon, 2019). See Figure 1: *4-H Thriving Model*.

Among survey respondents, 17% (n=109) took part in 1-hour workshops, 38% (n=240) in 2-4-hour programs and 46% (n=291) in a program that was 5-hours or more¹. When asked about their experience in the program, 50% of respondents said they felt passionate about topics and activities carried out in 4-H; 46% felt that 4-H helped them see new opportunities; 64% felt encouraged, 67% felt respected and 71% felt safe.

The gender break out for all survey respondents is as follows: 42% were male, 46% were female, 2% identified as other/undefined, 1% did not want to indicate their gender and 9% did not provide any information. For ethnicity, 24% of participants were Hispanic or Latinx, 44% were Non-Hispanic or Latinx, 8% did not know their ethnicity and 23% did not provide this information. For race, 2% of participants were American Indian or Alaskan Natives, 6% were Asian, 30% were Black or African American, 1% were Native Hawaiian or Other Pacific Islander, 22% were White/Caucasian, 9% were Multiracial, 7% did not know their race and 23% of participants did not provide this information.

¹ 69 of these took an older version of the survey that is not included in this analysis. The analysis is based on 571 surveys completed between November 1, 2021 and September 30, 2022.



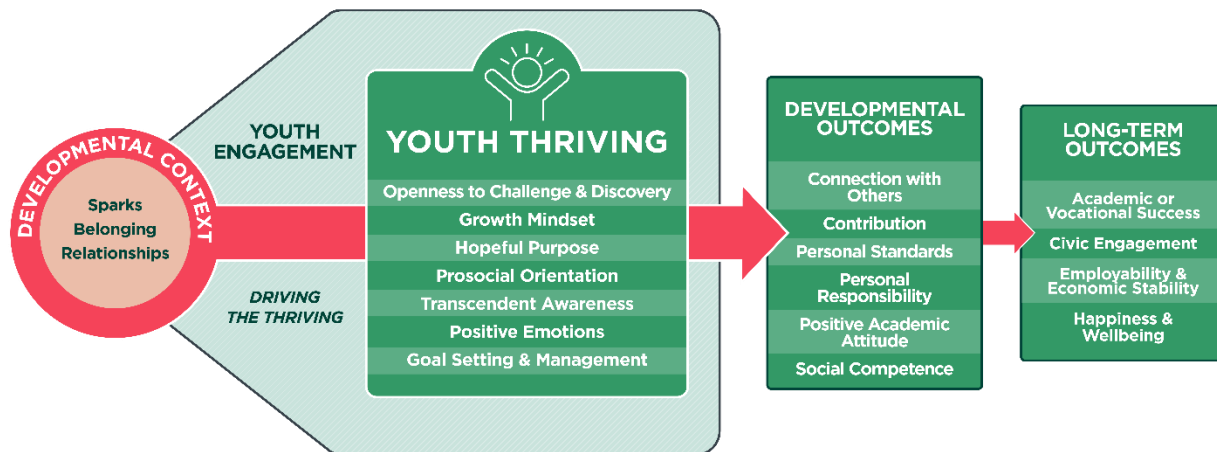
Participants who attended 1-hour 4-H programs said they explored things they care about (86%), adults in 4-H listened to their questions and ideas (88%), and adults treated them fairly (94%). These responses indicate strong positive outcomes for sparks, belonging and positive adult relationships, the basis of positive youth development.

Among participants in 2-4-hour programs, 72% said that adults treated them fairly, indicating strong outcomes for belonging and positive adult relationships. In addition, over 70% said that if they keep working at something they will get better at it and studying hard will open future opportunities, indicating strong outcomes for growth mindset and hopeful purpose.

Among participants in programs that lasted 5 or more hours/sessions, over 75% of youth stated that adults in 4-H listened to their questions and ideas and that adults treated them fairly, indicating a strong outcome in belonging and positive adult relationships. Nearly 80% stated they had a lot of fun in 4-H and that if they keep working at something, they will get better at it, indicating an outcome for growth mindset and openness to challenge and discovery.

In summary, results of 4-H positive youth development programming show strong outcomes in the various areas of the 4-H Thriving Model. For youth who attended 1-hour 4-H workshops, the strongest results demonstrated an impact in youth sparks, positive adult relationships and belonging. For youth who attended 2-4 hours of 4-H programming, the strongest results demonstrated youth had a growth mindset and goal setting. For youth who attended 5+ hours of 4-H programming, the strongest results were in positive adult relationships, growth mindset and openness to challenge and discovery.

Figure 1
4-H Thriving Model





Introduction and Overview

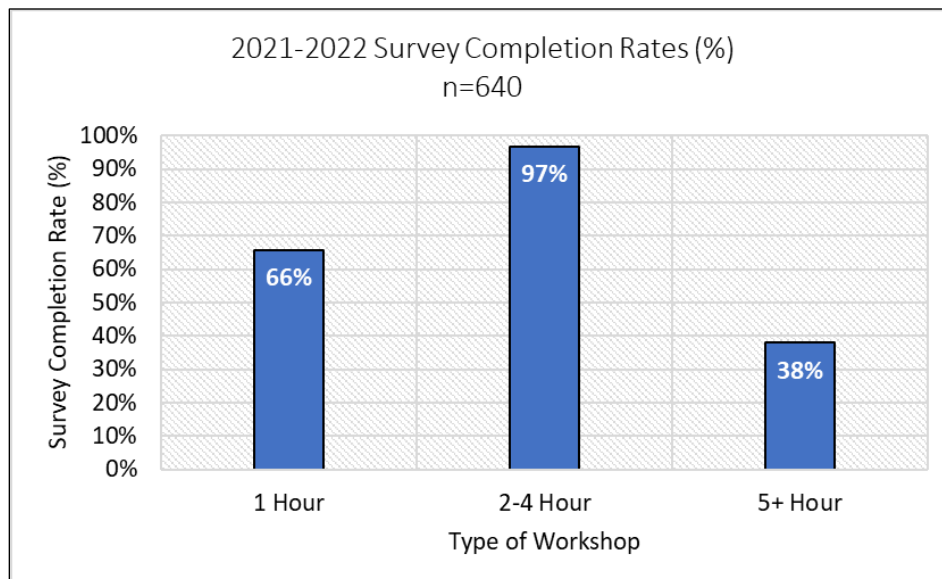
For the 2021-2022 program year, UNR Extension’s Las Vegas 4-H team implemented programming aligned with the vision and goals outlined in the Clark County 4-H Plan. This plan details and sets forth the actionable steps intended to establish, increase and connect the state’s purpose in establishing a statewide cohort approach (Usinger et al., 2014): “Extension 4-H Youth Development is an age-appropriate, positive youth development program that helps shape future leaders and innovators through research-driven, hands-on learning activities with a focus on academic and career readiness.” This report outlines 4-H programming, participant demographics and evaluation survey results of the 4-H Thriving Model (Arnold, 2018).

Participant Information

Through programs in STEM and agriculture, healthy living and civic engagement, the Las Vegas 4-H team reached 1,512 youth with 66 special interest and short-term programs, chartered clubs, 2 summer day camps, 4-H Afterschool, and 1 residential summer camp. The 1,512 individuals, does not account for participants who did not sign-up or sign-in, and/or did not provide other identifying information while in a 4-H program. 313 students of the 1,512 attended 4-H Afterschool at Valley High School through a grant, and their surveys were analyzed separately. Out of the 1,199, 640 completed surveys; 17% (n=109) of which were completed in 1-hour workshops, 37.5% (n=240) were completed in 2–4-hour programs, and 45.5% (n=291) were completed for 5-hour or more programs. See Figure 2.

Figure 2

Survey Completion Rates by Hours in 4-H





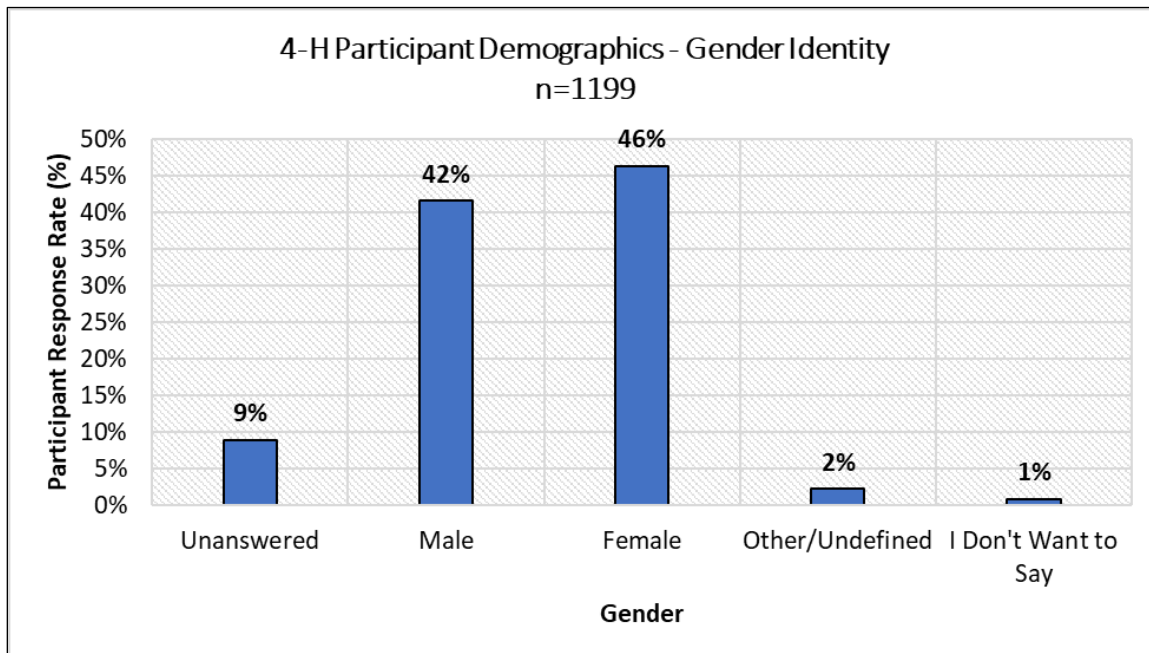
Participant Demographics

Demographic information for 4-H participants was collected using the attendance sheet. The attendance and demographics collection sheet prompted participants to provide information pertaining to gender, ethnicity, race, familial military status, as well as contact information via parental email or telephone number. Summaries of participant demographics data have been provided below in Figure 3, Figure 4, and Figure 5 for gender, ethnicity, and race, respectively.

For gender, 42% of participants were male, 46% were female, 2% identified as other/undefined, 1% did not want to indicate their gender, and 9% did not provide any information. For ethnicity, 24% of participants were Hispanic/Latinx, 44% were non-Hispanic, 8% did not know their ethnicity and 23% did not provide this information. For race, 2% of participants were American Indian/Alaskan Natives, 6% were Asian, 30% were Black/African American, 1% were Native Hawaiian/Other Pacific Islander, 22% were White/Caucasian, 9% were Multiracial, 7% did not know their race and 23% of participants did not provide this information. ²

Figure 3

Participant Demographics – Gender



² During the 2021-2022 program year, 4-H staff noticed a trend among young people to be more tolerant of racial diversity but less likely to want to identify their ethnic and racial demographics, in an effort to be more inclusive.



Figure 4
Participant Demographics – Ethnicity

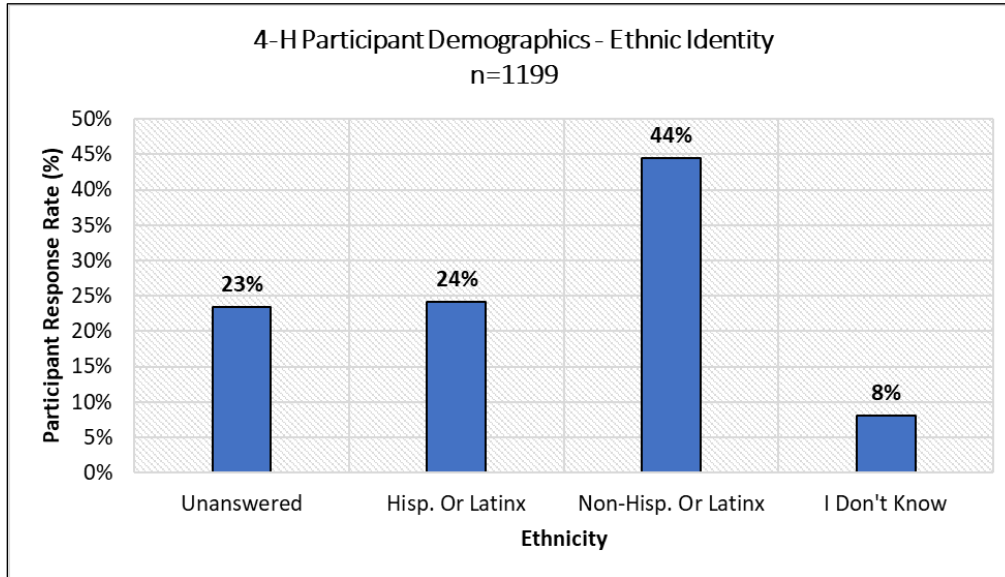
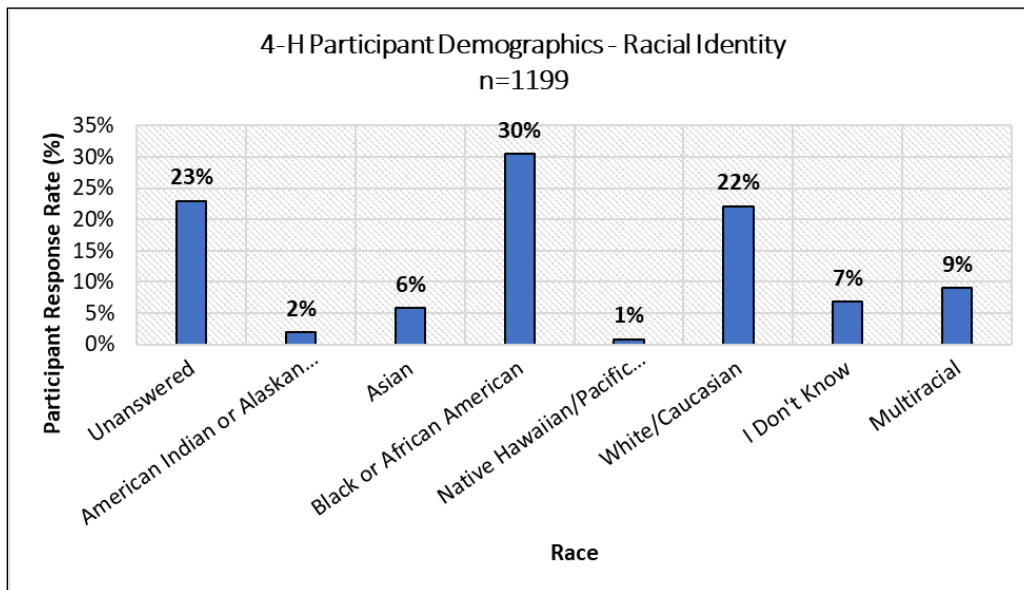


Figure 5
Participant Demographics – Race





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Valley High School

The participant demographics information reported above does not include information for participants of the 4-H Afterschool, 21st Century Community Learning Center Program at Valley High School. A separate report has been conducted for this Clark County, Las Vegas 4-H program. Below is a summary of participant demographics data; the full report can be found in Appendix A.

In the 2021-2022 school year, 313 students attended the [4-H Afterschool] program. The program was offered for 57 days between February 22, 2022, and May 20, 2022. The average weekly attendance was 93 students. Participants averaged 6.5 days of attendance. Most participants (99%) attended the program for less than 30 days, while 1% attended for 30-57 days. Most students attended the program for less than 15 hours in total. Ninth grade had the greatest number of attendees, while 11th grade had the least number of attendees. The majority of participants (58%) were Hispanic/Latino; 26% Black/African American; and 9% White.

Students completed the adapted 4-H Youth Thriving Survey at the end of Sessions 1 and 2. The survey contains a series of statements about students' opinions about the classes, positive relationships in the classes, willingness to grow and discover, thoughts about the future and goals, empathy and emotions, and problem-solving skills. Student opinions about the classes were positive with most students in both sessions agreeing with the positively worded statements. 87% said they learned new things and explored interesting things in the class. Most student responses to the items about positive relationships were also positive. More than 90% of the respondents said they felt safe in the class, welcomed, valued by adults, cared for and treated fairly by adults. Most students indicated they would come back for future sessions

4-H Programs and Locations

4-H programs covered the topics of STEM, agriculture, healthy living and civic engagement. Programming included one-time sessions to ongoing programs. Locations included libraries, schools, and community centers. See Table 1: Clark County, Las Vegas 4-H Clubs, Programs and Activities and Table 2: Clark County, Las Vegas 4-H Program Locations for a complete list of program names and locations.



Table 1

Clark County, Las Vegas 4-H Clubs, Programs and Activities

4-H Afterschool, 21 st Century Community Learning Center
4-H Advisory Council
4-H Explore STEM (Building Bridges, Coding, Principles of Flight, Robotics)
4-H STEAM Workshop: Chemical Reactions
4-H STEM Challenge
A Road Trip through Latin America
Boulder City 4-H Club
Candy, Culture and Creativity
Summerfest 2022 City to Cedar Summer Camp
Next Steps: College Readiness Program
Congressional App Challenge
Cosmetic Science
Coyote Bell: 4-H SNAC Club
Discovering the World: Me, We& our Planet
Diviértete con 4-H Shooting Sports
Falcon 4-H SNAC Club
Leadership & Community Engagement
New Faces, New Places
One Stitch at a Time
Roadrunners 4-H Club
Sandy Valley 4-H Club
Shooting Sports Clinic
Silver State Wranglers 4-H Club
STEM Challenge Galactic Quest
Summer in the City: Summer Day Camps
Summer STEM Workshop
Understanding State of Mind and Mental Health: Glitter Jars
Winter Day Camp in the Mojave Desert

Table 2

Clark County, Las Vegas 4-H Program Locations

A.D Guy Knowledge Center
Rome Pines – NV HAND Site



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Hampton Court – NV Regional Housing Authority Site
Sky View Pines – NV HAND Site
Hullum Homes - NV Regional Housing Authority Site
Kenny C. Guinn Middle School
Enterprise Library
Whitney Library
East Las Vegas Library
Cyndal Farms Micro-school
Whitney Ranch Recreation Center
West Las Vegas Library
Spring Valley Library
D. L. Dickens Elementary School
Matt Kelly Elementary School
UNR, Extension, Lifelong Learning Center
Flamingo Library
Dula Community Center
Pearson Community Center
Desert Breeze Community Center
Cordero Pines – NV HAND Site
Horizon Crest – NV HAND Site
Vera Johnson Manor B – NV HAND Site
Robert E. "Bob" Price Recreation Center
Camp Cedar Lake, Big Bear, CA – Residential Camp Site
Valley High School
Cortney Middle School
Fredric W. Watson Elementary School
Summerlin Library
Centennial Hills Library
Rex Bell Elementary School
Hollywood Recreation Center
H. P. Fitzgerald Elementary
Clark County Rifle-Pistol Center & RV Park
University of Nevada, Las Vegas
Stupak Community Center



Jo Mackey Magnet Elementary
Goynes Elementary School
John Tartan Elementary School
Doolittle Community Center
Steve Cozine Elementary School
Ruby Duncan Elementary School
Mesquite Library
Indian Springs Library
Walnut Recreation Center

Youth Thriving Survey Results (YTSR)

As part of an ongoing effort to increase and refine PYD programming in Southern Nevada, the Las Vegas 4-H team implemented an adapted version of the youth thriving surveys (Arnold, 2018) at the end of all programs. These surveys are used to determine the impact on developmental context and youth thriving indicators for youth ages 7-18, who participate. The theoretical foundation used to assess youth development is the 4-H Thriving Model (Arnold, 2018), (see Figure 1) where thriving is defined as “youth manifesting healthy developmental changes.” The model consists of essential components to enhance positive youth development: sparks, belonging, and relationships. Sparks is defined by Scales et al, 2011 (pg. 264) as, “Passion for a self-identified interest or skill, or capacity that metaphorically lights a fire in an adolescent’s life, providing energy, joy, purpose, and direction.” Belonging refers to the connection of youth to their community in meaningful and purposeful ways. Developmental relationships with caring and present adults spark a sense of belonging and promote youth’s active engagement in the program. It is this continued engagement that in turn allows for the positive developments measured by the seven youth thriving indicators: 1) growth mindset – believing that abilities can be developed through hard work; 2) openness to challenges and discovery – intrinsic desires to explore and enjoy new challenges; 3) hopeful purpose – having a sense of purpose which can aid in developing a happy and successful future; 4) transcendent awareness – awareness of the role of faith and/or spirituality play in shaping everyday thoughts and actions; 5) positive emotions – positive and optimistic mindset and ability to manage emotions appropriately; 6) prosocial orientation – personal values of respect, responsibility, honesty and caring, as well as helping others; and 7) goal setting and management – shaping effective strategies to achieve goals, maintaining perseverance, and adjusting when necessary.

With the 4-H Thriving Model as the foundation, the Clark County, Las Vegas 4-H team aims to determine the effectiveness of youth programming. Three surveys were administered based on the time the youth spent in 4-H programs: 1-hour workshops, 2-4-hour programs, and 5+ hours.



Youth thriving surveys for the 2021-2022 program year were implemented beginning November 2021 through the end of the program year. The program team began survey implementation in November. Prior to November another version of the same survey was pilot tested and modified. The surveys used during the 2021-2022 program are in Appendix B. Appendix C has the open ended responses displayed in a word cloud for all three surveys.

1-Hour Workshops

The Las Vegas 4-H team reached 109 youth, in 1-hour workshops, of which 77% (n=84) completed a survey. Data results are represented in Figures 6 & 7.

Figure 6

1-Hour Youth Thriving Survey Results | Sparks

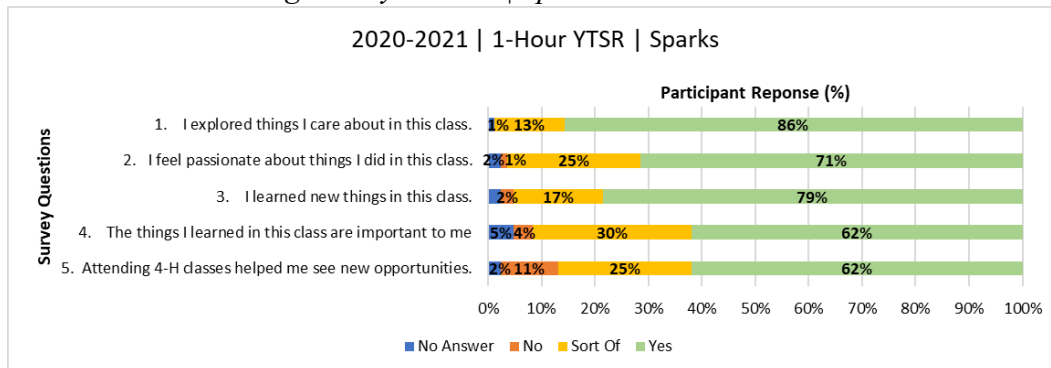
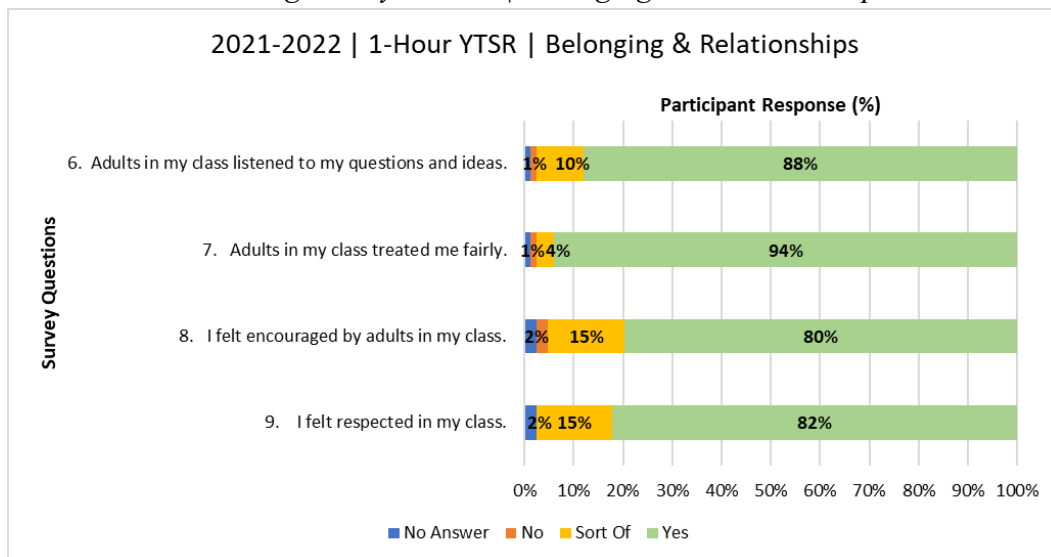


Figure 7

1-Hour Youth Thriving Survey Results | Belonging and Relationships





For the 84 participants who completed the youth thriving surveys, 86% expressed that they learned things they care about, while 71% expressed being passionate about the topics and activities they took part in. 62% of participants expressed that the topics they learned about were important to them while the same 62% expressed that participating in 4-H helped them see new future opportunities. For questions pertaining to belonging and positive adult relationships, 94% of participants felt the adults in their 4-H program treated them fairly; 88% felt that the adults in their workshops listened to their questions and ideas; 82% of participants felt respected; and 85% of participants expressed feeling safe.

2-4-Hour Programs

The Las Vegas 4-H team reached 248 participants in programs that were 2-4 hours, of which 97% (n=240) completed the survey. Data results are represented in Figure 8 - Figure 12.

Figure 8
2-4-Hour Youth Thriving Survey Results | Sparks

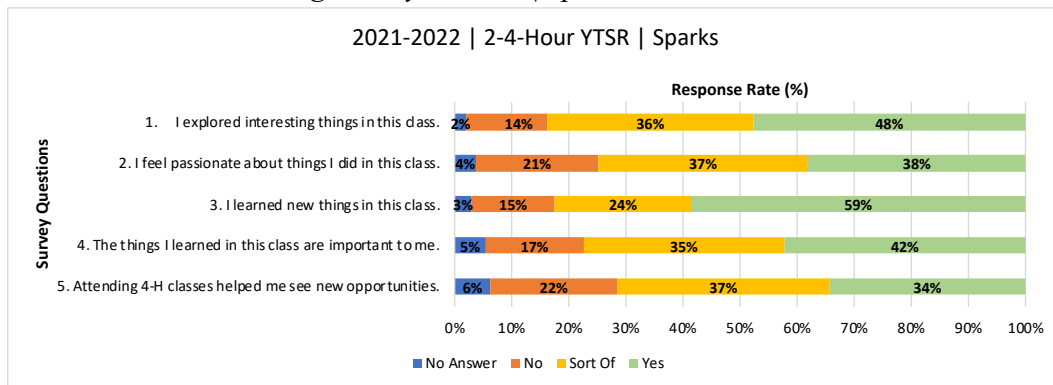


Figure 9
2-4-Hour Youth Thriving Survey Results | Belonging & Relationships

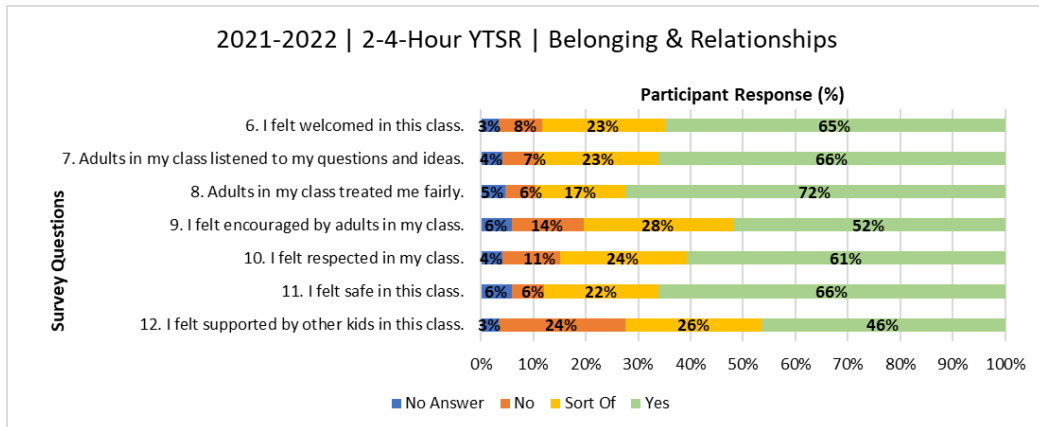




Figure 10
2-4-Hour Youth Thriving Survey Results | Growth Mindset, Openness to Challenge & Discovery, Hopeful Purpose, & Goal Management

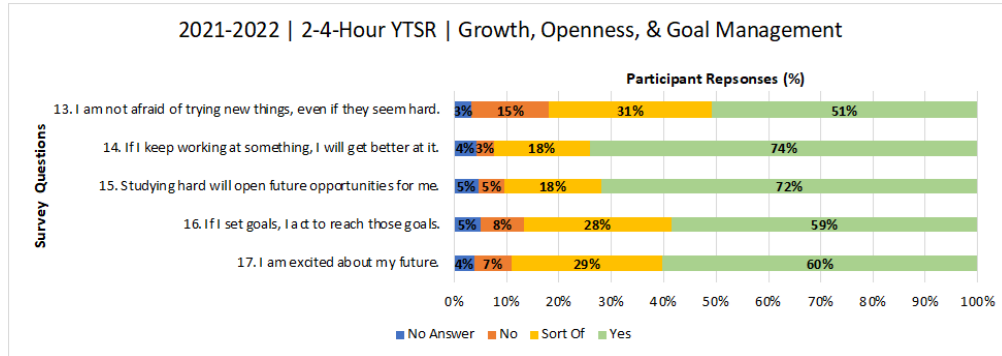


Figure 11
2-4-Hour Youth Thriving Survey Results | Positive Emotions

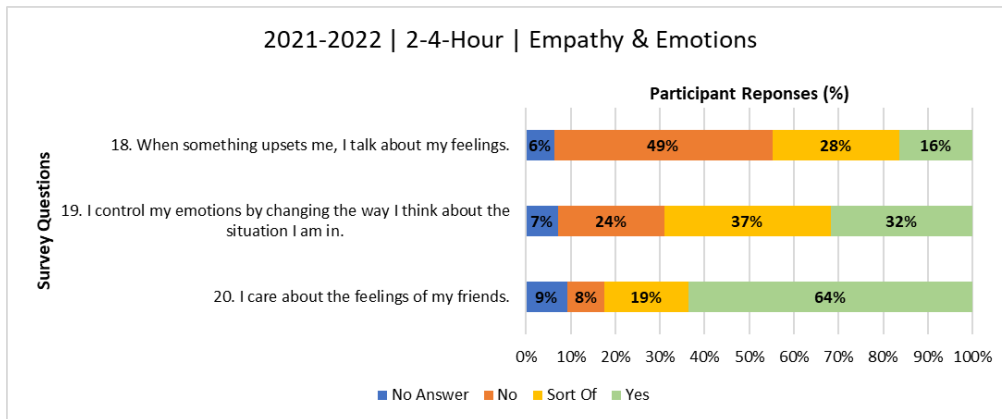
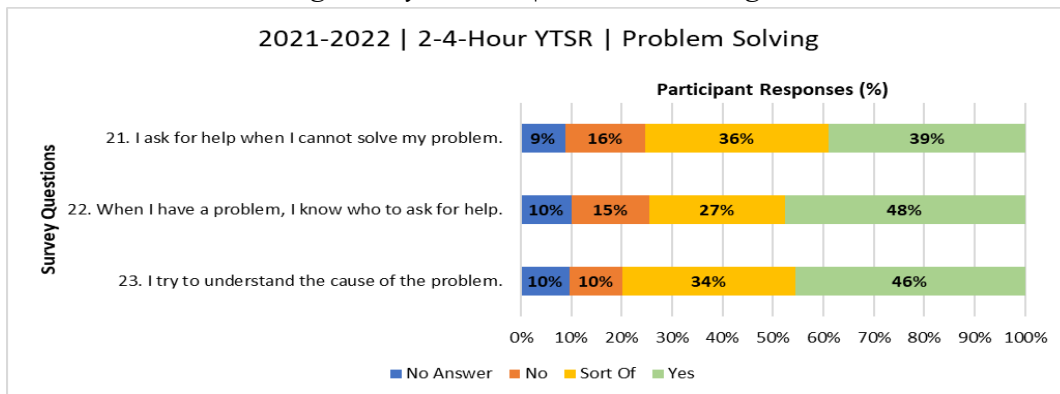


Figure 12
2-4-Hour Youth Thriving Survey Results | Problem Solving





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Out of the 239 participants who completed the survey, 48% expressed having an interest in the topics and activities explored in their 4-H program while 38% expressed feeling passionate about topics and activities. 59% of participants claimed they learned new things in 4-H while 42% claimed the lessons and things learned were important to them. Under positive adult relationships: 65% of participants felt welcomed; 66% felt heard; 72% felt they were treated fairly; 52% felt encouraged; 61% felt respected; 66% felt safe.

When asked questions pertaining to their individual willingness to grow and discover, and thoughts about the future and personal goals: 51% of participants expressed a willingness to try new things even when they seem hard; 74% of participants felt that if they keep working at something, they will get better at it; 72% of participants felt that that studying hard will open future opportunities; 59% claimed they act to reach goals set for themselves; 60% of participants expressed feeling excited about their future.

For questions pertaining to empathy and emotions, 49% of participants shared that when they feel upset, they do not share their feelings, compared to 16% who said they do and 28% who said they 'sort of' do. 32% of participants expressed that when faced with difficult emotions, changing the way they think about the situation (reframing) helped to keep emotions under control, compared to 24% who said they did not and 37% who said they 'sort of' reframe their perspectives, respectively. Lastly, 64% of participants expressed caring about the feelings of their friends.

In terms of problem-solving skills, 39% of participants said they ask for help when they cannot solve a problem while 16% said they do not and 36% said they ask for help occasionally. Forty-eight percent said they know who to go to when faced with a problem, 15% do not know who to ask for help and 27% know who to ask for help sometimes. When faced with a problem, 46% of participants claimed they try to understand the cause, while 10% do not and 34% claimed they sometimes try to understand the cause.

5+ Hour Programs

In the 5+ hour 4-H SPIN clubs, the 4-H team reached a total of 768 individuals of which 32% (n=248) completed the survey. Data results are represented in Figures 13-19.



Figure 13
5+ Hour Youth Thriving Survey Results | Spark

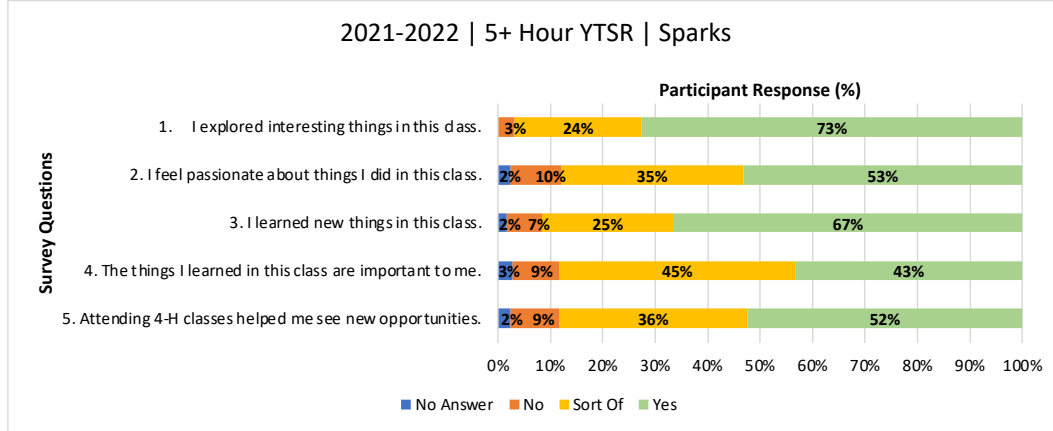


Figure 14
5+ Hour Youth Thriving Survey Results | Belonging & Positive Adult Relationships (Part 1)

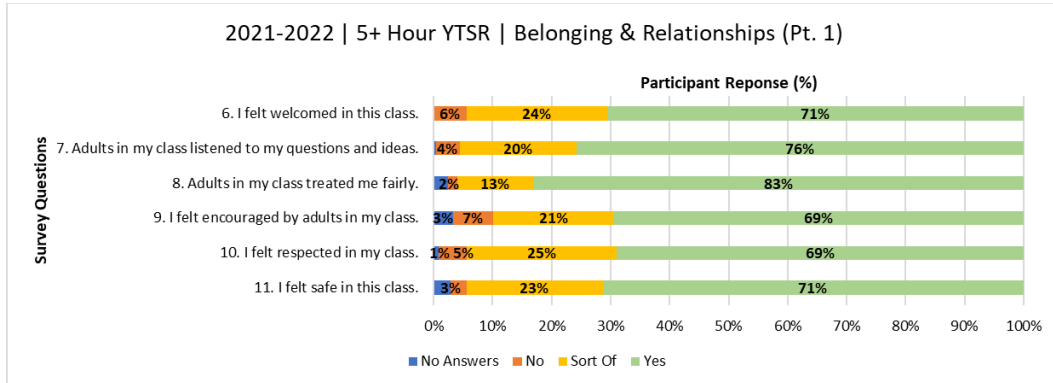


Figure 15
5+ Hour Youth Thriving Survey Results | Belonging & Positive Adult Relationships (Part 2)

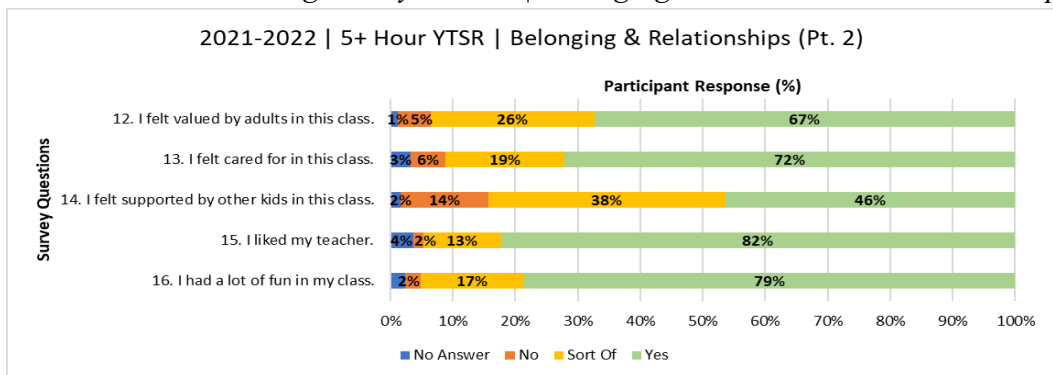




Figure 16
5+ Hour Youth Thriving Survey Results | Growth Mindset, Openness to Challenge & Discovery, & Goal Management

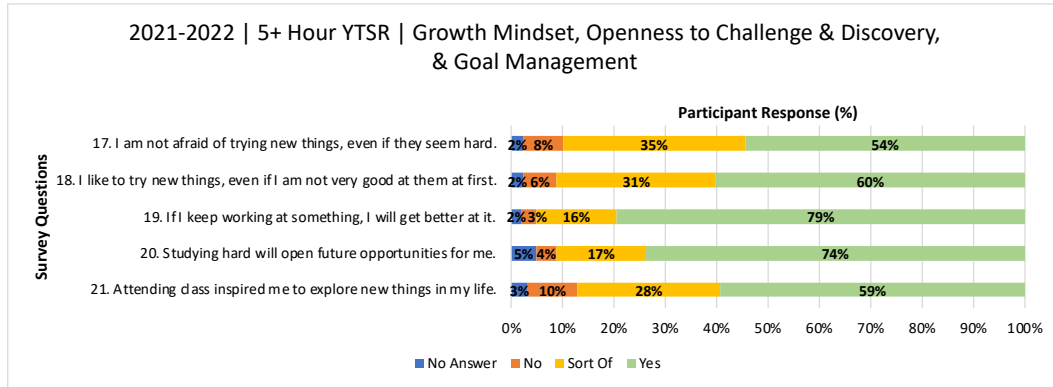


Figure 17
5+ Hour Youth Thriving Survey Results | Hopeful Purpose

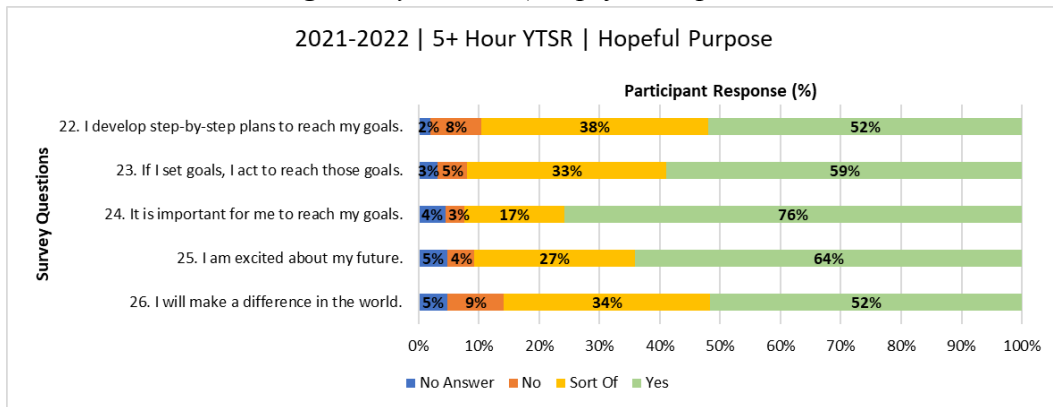


Figure 18
5+ Hour Youth Thriving Survey Results | Positive Emotions

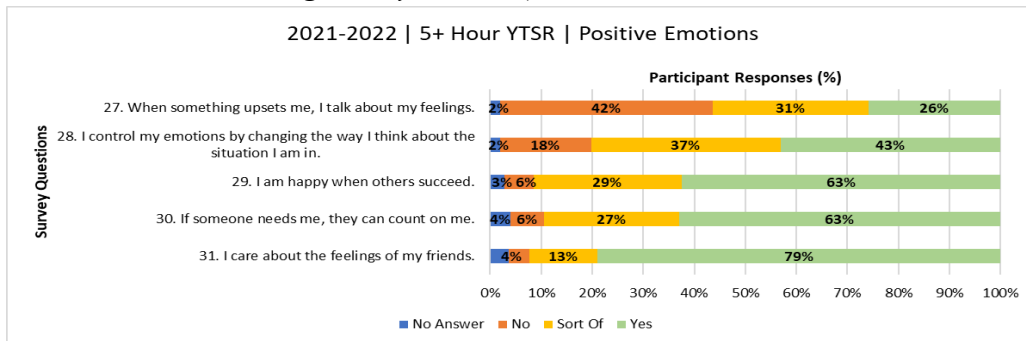
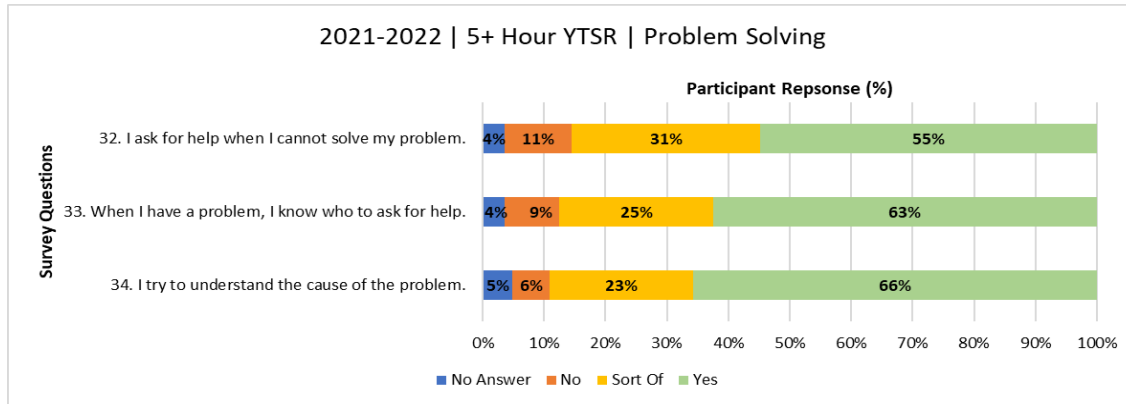




Figure 19
5+ Hour Youth Thriving Survey Results | Problem Solving



Out of the 248 participants who completed the survey, 73% expressed having an interest in the topics and activities explored in their 4-H program while 67% said they learned new things. Fifty-three percent said they felt passionate about what they did in 4-H. See Figure 13.

For questions related to belonging and positive relationships with adults, 71% of participants said they felt welcomed in 4-H; 76% felt that the adults listened to them; 83% felt that they were treated fairly; 71% felt safe in 4-H; 82% said they liked their 4-H instructors; 79% said they had a lot of fun in 4-H. See Figures 14 and 15.

For questions related to growth mindset and openness to challenge and discovery, 54% expressed they were not afraid of trying new things, even if they seem hard; 60% said they liked to try new things, even if they are not good at them at first; 79% believe that if they continue to work at something they will get better; and 74% of participants felt that studying hard will open future opportunities. See Figure 16.

For thoughts about the future and personal goals, 76% of participants expressed that reaching their goals is important; 64% expressed excitement for the future; 59% said they act to reach personal goals; and 52% said they develop step-by-step plans to reach their respective goals. See Figure 17.

In the area of hopeful purpose: 43% of participants said they change the way they think about a situation to control their emotions; 63% expressed feeling happy when others succeed; 63% also expressed that others could count on them when needed; and 79% said they care about the feelings of their friends. See Figure 18.

All Clark County Data

The Clark County, Las Vegas 4-H team oversees data collection and reporting for other Clark County youth programming. In the 2021-2022 program year, 11,867 participants were served



through 4-H Extension youth programming. Table 3 shows the racial distribution among participating youth. Table 4 shows there were 337 total volunteers. Volunteers serve as club leaders, special event assistants, project leaders and administrative support.

Table 3
All Clark County Participant Racial Distribution

Race	Total Youth
American Indian or Alaskan Native	193
Asian	451
Black or African American	2004
Native Hawaiian or other Pacific Islander	238
White/Caucasian	5379
Multiracial	1997
Undetermined	1605
Total	11,867

Table 4
Volunteers

Total Number of Adult Volunteers	Total Number of Youth Volunteers	Total
216	121	337

Conclusion

During the 2021-2022 evaluation period, the Las Vegas 4-H team reached 1,512 youth participants. Most youth demonstrated feeling a sense for belonging, participating in activities that sparked their interest, and positive relationships with adults. Further, youth demonstrated prosocial orientation, growth mindset, goal setting, openness to challenge, positive emotions and hopeful purpose. These indicators of thriving will help youth reach academic and vocational success, be civically engaged, gain employability and economic stability, and have happiness and wellbeing as depicted in Figure 1: 4-H Thriving Model.



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4-H 21st Century Community Learning Center Program at Valley High School Evaluation Report 2021-2022



Meeting of the 4-H 21st CCLC Program Advisory Board of students, parents and teachers.

Elizabeth Christiansen, Ph.D.
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Nora Luna, Southern Nevada 4-H Program Manager
Maria Chairez, 4-H 21st CCLC Program Coordinator
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October 27, 2022

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University of Nevada Cooperative Extension 4-H 21st Century Community Learning Center Program Evaluation Report 2021-2022

Executive Summary

The University of Nevada Cooperative Extension implemented the 4-H 21st Century Community Learning Center (CCLC) Program at Valley High School in Las Vegas, from February 22, 2022 until May 20, 2022. The program started by offering all students at Valley High School the opportunity to register for after-school classes, publicizing the program through announcements directly to students using web-based notifications, intercom announcements made verbally, and posts on the school's website. The Center for Program Evaluation (CPE) at the University of Nevada, Reno was the external evaluator for the program. Evaluation methods for 21-22 included teacher surveys, student surveys, and grades.

In the 2021-2022 school year, 313 students attended the program. The program was offered for 57 days between February 22, 2022 and May 20, 2022. The average weekly attendance was 93 students and average daily attendance was 35. Participants averaged 6.5 days of attendance. Most participants (99%) attended the program less than 30 days, while 1% attended 30-57 days. The majority of students attended the program for less than 15 hours total. Ninth grade had the greatest number of attendees, while 11th grade had the least number of attendees. The majority of participants (58%) were Hispanic/Latino; 26% Black/African American; and 9% White.

Of the 19 academic and enrichment activities offered, Media Library had the highest number of students attend (131 unduplicated across Sessions 1 and 2), while Spanish and English Tutoring had the lowest number of students attend (3 unduplicated). Other classes with higher attendance included Tutoring/Library Lounge, Edgenuity Lab Academic, Edgenuity Lab Enrichment, and Biology Tutoring.

Classroom teachers of the 21st CCLC participants are asked to what extent the student has changed his/her behavior with respect to six different areas. The most frequently reported improvement related to academic performance, for which 9% of participants had significant improvement and 33% had slight or moderate improvement. Improvement also was noted for 41% of the students with respect to completing homework to the teacher's satisfaction, for 36% for participation in class, and 39% for turning in homework

on time. Improvements were noted less frequently with respect to attendance and class behavior; however, fewer students needed to improve in those areas.

Students completed the *adapted* 4-H Youth Thriving Survey at the end of Sessions 1 and 2. The survey contains a series of statements about students' opinions about the classes, positive relationships in the classes, willingness to grow and discover, thoughts about the future and goals, empathy and emotions, and problem-solving skills. Student opinions about the classes were positive with most students in both sessions agreeing with the positively worded statements. 87% said they learned new things and explored interesting things in the class. Most student responses to the items about positive relationships were also positive. More than 90% of the respondents said they felt safe in the class, welcomed, valued by adults, cared for and treated fairly by adults. The majority of students indicated they would come back for future sessions and most of the remaining students said they maybe would come back. Examples of what students wrote in about what they liked best about the class are the teachers, learning new things, being with other people, catching up with homework, getting help with work, the fun, and the environment. Many students said there was nothing they liked least but some wrote that they were tired after school, weren't able to get help right away due to the tutoring schedule, didn't having enough time, felt it was boring, and that activities were repetitive. Suggestions for future class topics included art, science, math, history, music, games, money, and languages.

Attendee grades in English and Math were compared from 2nd Quarter (prior to the start of the program) to 4th Quarter. There was no change in grades for about half the students. With respect to English grades, 22% of students increased and 28% decreased. In Math, 23% of students increased and 27% decreased.

A variety of recruitment methods are recommended including informing school staff of the program and its benefits, assigning a lead counselor to help recruit for the credit-recovery class, having the program coordinator attend school events to promote the program, and recruiting new limited English proficient students. Recommendations to improve program attendance include planning highly engaging lessons during the first five days, giving attendees recognition and incentives for participating, cultivating a sense of belonging and identification with the program, and continuing to foster an inclusive and positive program environment. Other recommendations include collaborating with existing groups within the school to facilitate parent engagement and providing professional development to teachers on the 4-H Thriving model.

In its first year, the 4-H 21st CCLC program at Valley High was successful implementing a variety of academic and enrichment classes with 313 attendees. Teacher surveys indicated some positive outcomes related to improvement in students' academic performance, completion of homework, participation in class, and turning in homework on time. Students felt positively about participating in the program including the teachers, the class content, and the program environment. Most indicated that they would or maybe would continue in the program for another session. Students had many suggestions for topics they would like covered in future classes. A main challenge for the program was attendance—both the number of students participating and the frequency of attendance. Improving attendance in Year 2 will help expand the benefits of the program to more students and increase positive outcomes for the program participants at Valley High.

Introduction

The University of Nevada Cooperative Extension implemented the 4-H 21st Century Community Learning Center (CCLC) Program at Valley High School in Las Vegas, from February 22, 2022 until May 20, 2022. The after-school program aimed to improve academics and student engagement through enrichment activities. The new program emerged from the need to reconnect students back to school after the COVID-19 pandemic, which affected student attendance and opportunities to learn in a classroom setting. The program is funded for a three-year period through a grant from the Nevada Department of Education's from their federally-funded Nina M. Lowey 21st Century Community Learning Centers state formula grant. The program will track data and evaluate outcomes related to three goals:

1. Improve Student Academic Success,
2. Provide Enrichment Opportunities, and
3. Facilitate Community and Family Engagement.

The Center for Program Evaluation (CPE) at the University of Nevada, Reno is the external evaluator for program. Evaluation methods for program year 21-22 included teacher surveys, student surveys, and grades.

Program Implementation

The program started by offering all students at Valley High school the opportunity to register for after-school classes, publicizing the program through announcements directly to students using web-based notifications, intercom announcements made verbally, and posts on the school's website. The program coordinator was hired in December of 2021 and the afterschool program began on February 22, 2022. Teachers from Valley High School were recruited to work as UNR independent contractors to deliver academic and enrichment programs after school. In addition, UNR 4-H professionals also delivered some of the 4-H enrichment programs after school. Two, 6-week sessions were offered; February 22 to April 1 and April 4 to May 22 (with a week of Spring Break). The program ended on May 22, 2022 and operated for a total of 57 days.

Description of Services Provided

The goals of the program included offering both academic and enrichment classes before and after-school to students attending Valley High school. The following afterschool classes were offered:

1. Credit Retrieval (Edgenuity)
2. Exercise/Dance
3. Support for English Language Learners
4. Support for Special Education Students
5. Tutoring for all subjects
6. Tutoring, Math
7. Tutoring, Social Studies
8. Tutoring, Biology
9. Study Hall
10. Board Games
11. Pollinator Garden Preparation
12. Cosmetic Science
13. Debate and Public Speaking
14. Ukulele
15. Art
16. Podcasting
17. Zen Zone
18. Afterschool Drop-in Lounge

Recruitment and publicity about the new program included announcements over the intercom system, regular memos to teachers, speaking to students during classes and the lunchroom, and posting printed posters and flyers around campus. The fliers included a QR code that provided access to the online Eventbrite registration. A typical week of classes included open library where tutoring was offered; credit-earning class using the Edgenuity online software program; in-person tutoring for various subjects (math, biology, social studies, English as a Second Language); and engaging classes like art, pollinator garden, Zen Zone, and other non-academic activities. The classes were offered either immediately after school at 2:30 pm or at 3:30 pm. Students were encouraged to attend both the 2:30 and 3:30 sessions but the majority attended the first session from 2:30-3:30 p.m.

The after-school program offered students a snack which typically consisted of a small drink and bag of chips or muffin. The food was provided by the school through their federal free/reduced lunch program. The snack was provided after the last class, typically between 2:15 pm and 2:45 pm, in the library since it was centrally located on the campus of the high school. A total of 254 students picked up a snack, with a daily average of 25 students. Students often asked for more than one serving of snacks but due to federal free/reduced lunch guidelines, only one serving was available.

Participant Characteristics and Attendance

In the 2021-2022 school year, 313 students attended the program. The program was offered for 57 days between February 22, 2022 and May 20, 2022. The average weekly attendance was 93 students and average daily attendance was 35. Participants averaged 6.5 days of attendance. Most participants (99%) attended the program less than 30 days, while 1% attended 30-57 days. The majority of students attended the program for less than 15 hours total (Figure 1). Session 1 had a total of 205 contact hours and session 2 had a total of 320 contact hours. Ninth grade had the greatest number of attendees, while 11th grade had the least number of attendees (Figure 2). More than half the participants (58%) were Hispanic/Latino; 26% were Black/African American; and 9% were White (Figure 3). Twenty-one percent were characterized as limited English proficient and 12% were receiving special education services.

Figure 1. Program Attendance in Hours by Grade
Most participations attended the program for less than 15 hours.

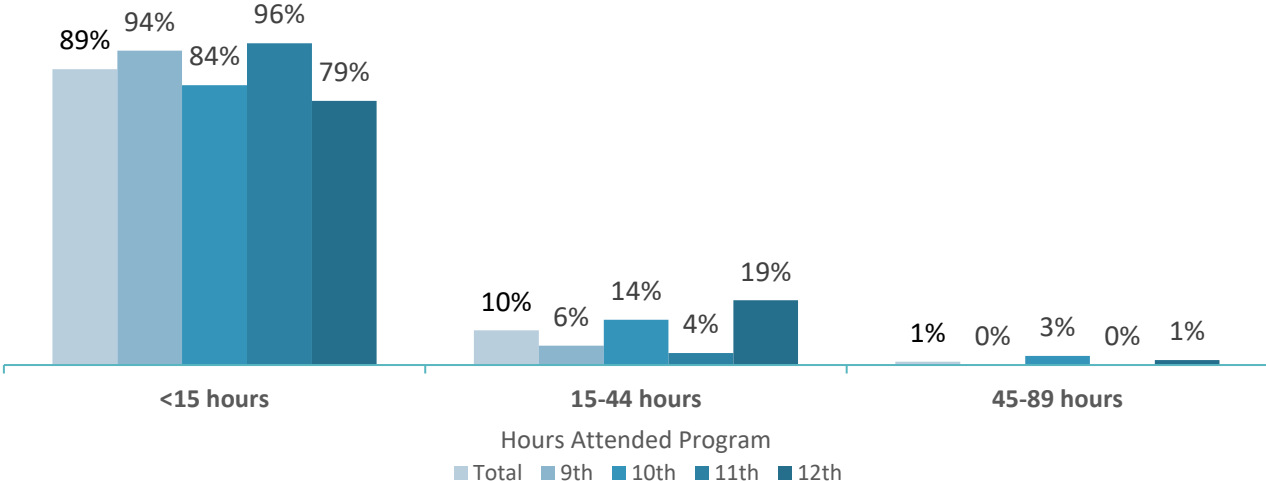


Figure 2. Number of Attendees by Grade
9th grade had the largest number of attendees.

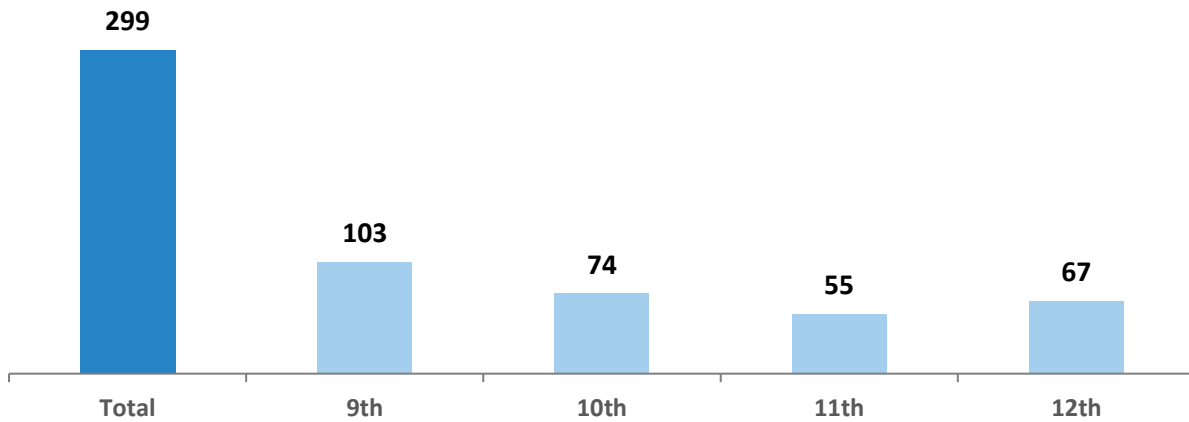
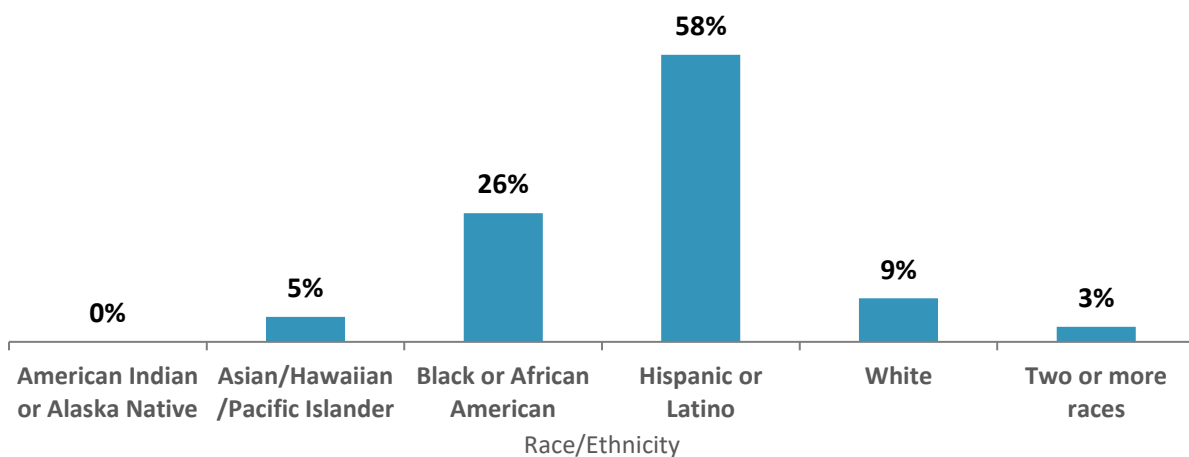


Figure 3. Participant Race/Ethnicity
58% of participants were Hispanic or Latino.



Activity Attendance

Students were able to choose from a variety of academic and enrichment activities after school. Of the 19 activities offered, Media Library had the highest number of students attend (131 unduplicated; Table 1). The activities included: use of library resources, multimedia games, art and jewelry making, laptops, printers, board games, and areas where homework or small group social groups met. The librarian supervised and assisted students and allowed books to be checked out as well. Other classes with higher attendance included Tutoring/Library Lounge, Edgenuity Lab Academic, Edgenuity Lab Enrichment, and Biology Tutoring (Table 1).

Spanish and English Tutoring had the lowest number of students attend (3 unduplicated). Other classes with lower attendance included Math Support and Exercise Dance. The low Math Support attendance was surprising since students who were struggling in math were encouraged to attend.

Table 1. Number of Attendees by Class, Sessions 1 and 2

Class	Attendees*
Media Support / Library Drop-In	131
Tutoring / Library Lounge	110
Edgenuity Lab (academic)	50
Edgenuity Lab (enrichment)	49
Biology Tutoring	41
Cosmetic Science	30
Create a Pollinator Garden	27
Podcasting	24
Ukulele Club	23
Art Club	19
Cheerleading Workshop	18
Board Games	16
English Learner Support	16
Zen Zone	15
Study Hall	11
Debate	10
Math Support	6
Exercise Dance	5
Spanish and English Tutoring	3

*Unduplicated within each class

There were several events that were offered to all students at Valley High school as a means to inform everyone that the University of Nevada Reno, 4-H Extension was now on-campus. The most popular events included the Pollinator Garden planting event and the 4-H Summer Big Bear Camping Trip. The Pollinator Garden activity, co-sponsored by *Get Out Doors Nevada*, included planting over 100 native desert plants on the school grounds. Over 70 students helped dig holes, plant, and assist with setting up the irrigation system. This project was fully supported by the administrative team and will continue as an ongoing project.

The grant required an advisory board made up of students, parents, and teachers. Two meetings were held, one during session 1 and one during session 2 of the program. The participants offered feedback on ways to improve the program and ways to recruit more youth.

A celebration was held for Valley High School seniors who attended the program. Over 20 seniors participated in the event. The program included comments from the 4-H Program Manager, the program coordinator, the Valley High School principal and a student who participated in the program. Refreshments were provided. The seniors received 4-H graduation cords. Teachers, parents, and 4-H professionals attended, resulting in a nice celebration.

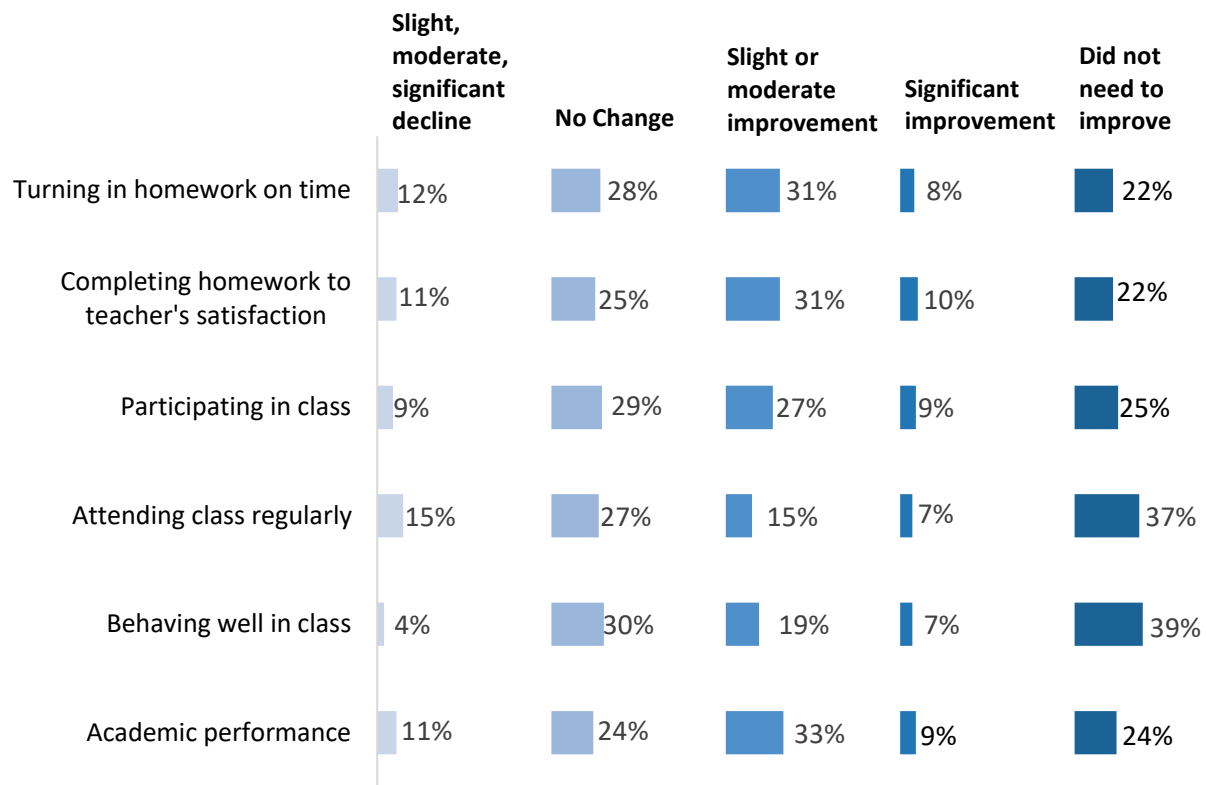
The University of Nevada Reno, 4-H Extension offered a five-day camping trip to Big Bear, California, and 20 students from Valley High School applied to attend. Fourteen Valley High School students attended. The camping trip was on June 6-10, 2022.

Teacher Survey Results

The program collected teacher surveys for 299 students. The classroom teachers of the 21st CCLC participants are asked to what extent the student has changed his/her behavior with respect to six different areas. The response options include three levels of decline, no change, three levels of improvement, and did not need to improve. Across the six areas, declines were noted for 4%-15% of the students. The most frequently reported improvement related to academic performance, for which 9% of participants had significant improvement and 33% had slight or moderate improvement (Figure 4). Improvement also was noted for 41% of the students with respect to completing homework to the teacher's satisfaction, for 36% for participation in class, and 39% for turning in homework on time. Improvements were noted less frequently with respect to attendance and class behavior; however, fewer students needed to improve in those areas.

Figure 4. Classroom Teacher Survey Responses

Classroom teachers noticed slight to significant improvement in academic performance for 42% of 21st CCLC students over the year.



Student Survey Results

Students completed the 4-H Youth Thriving Survey at the end of Sessions 1 and 2. Session 1 survey was completed by 52 students and Session 2 by 83. The survey contains a series of statements about students' opinions about the classes, positive relationships in the classes, willingness to grow and discover, thoughts about the future and goals, empathy and emotions, and problem-solving skills. Response options No, Sort of, and Yes. Student opinions about the classes were positive with most students in both sessions agreeing with the positively worded statements (Figures 5 and 6). Most student responses to the items about positive relationships were also positive (Figures 7 and 8).

Figure 5. Session 1: Student opinions about the class

87% said they learned new things and explored interesting things in the class.

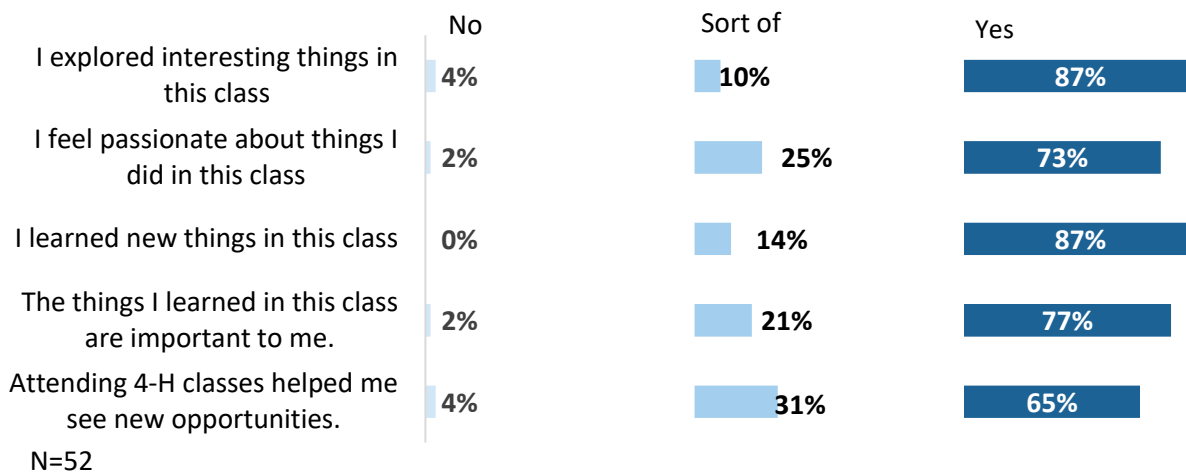


Figure 6. Session 2: Student opinions about the class

84% said they learned new things and 82% explored interesting things in the class.

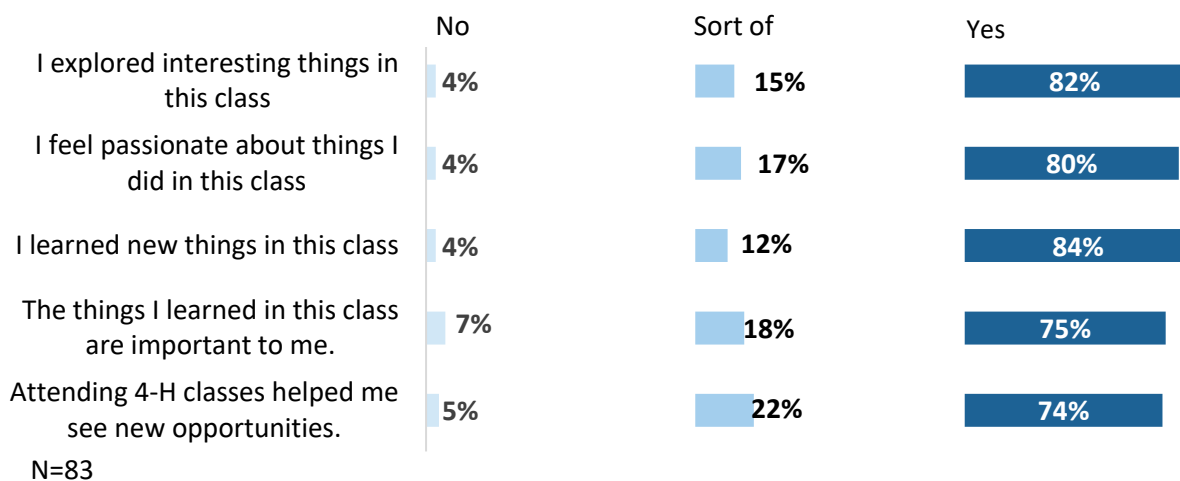
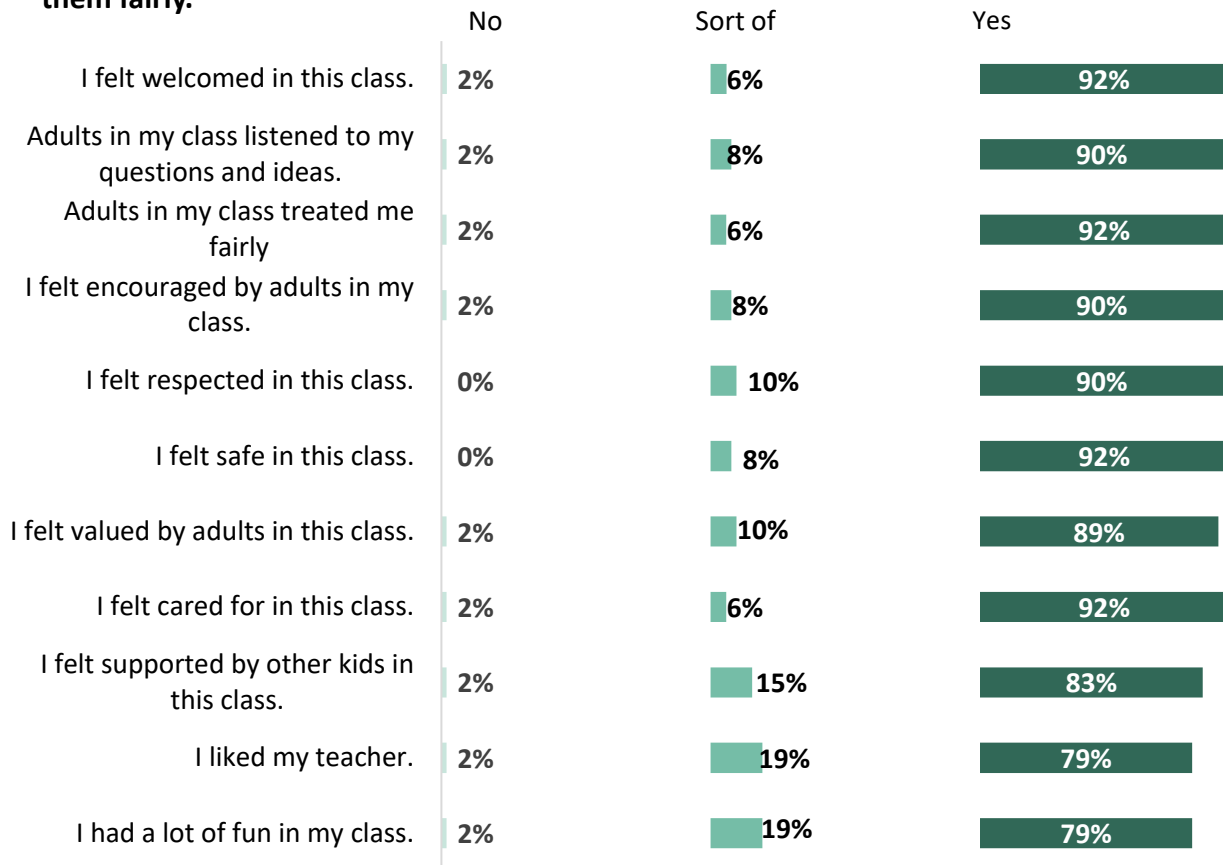


Figure 7. Session 1: Positive Relationships

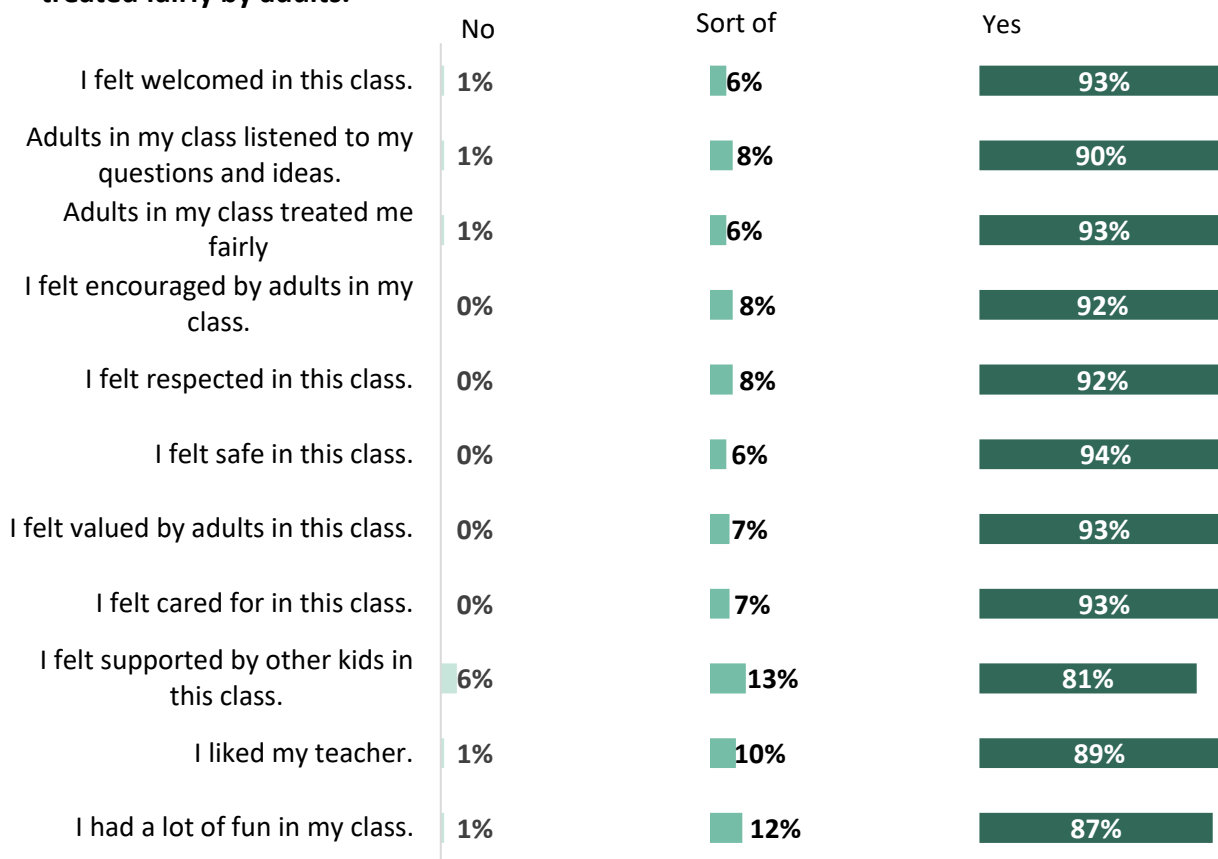
92% felt welcomed, safe and cared for in the class and said that the adults treated them fairly.



N=52

Figure 8. Session 2: Positive Relationships

94% felt safe in the class and 93% felt welcomed, valued by adults, cared for and treated fairly by adults.



N=83

Most student responses also were positive for the Willingness to Grow and Discover items, Thoughts about the Future and Goals, and Problem-Solving Skills. With respect to Empathy and My Emotions, most students had positive responses on 4 of the 5 items; however, a lower percentage (54% yes Session 1; 49% yes Session 2) said they talk about their feelings when something upsets them.

Figure 9. Session 1: Willingness to Grow and Discover

81% said attending class inspired them to explore new things in their life.

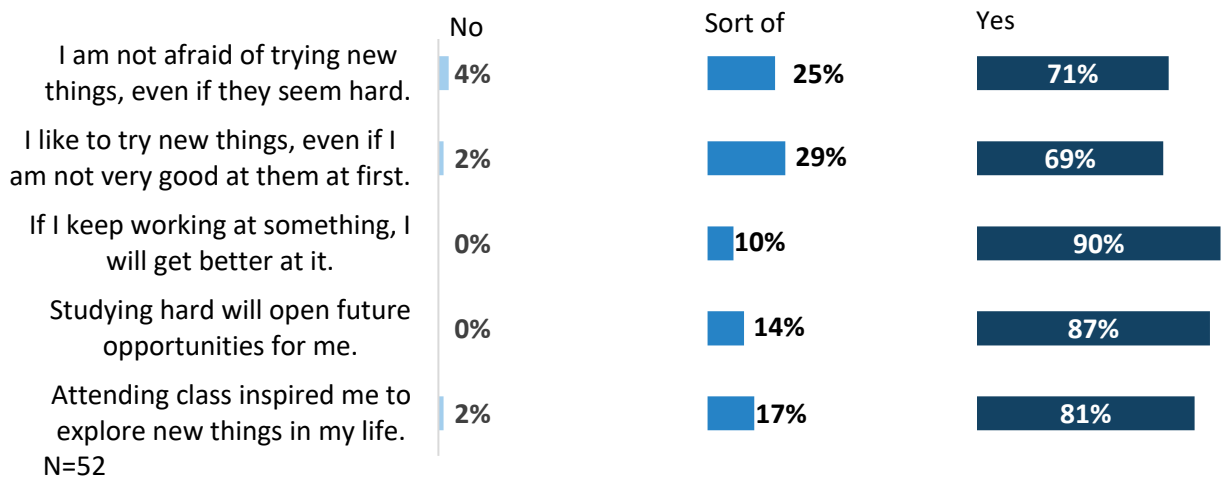


Figure 10. Session 2: Willingness to Grow and Discover

82% said attending class inspired them to explore new things in their life.

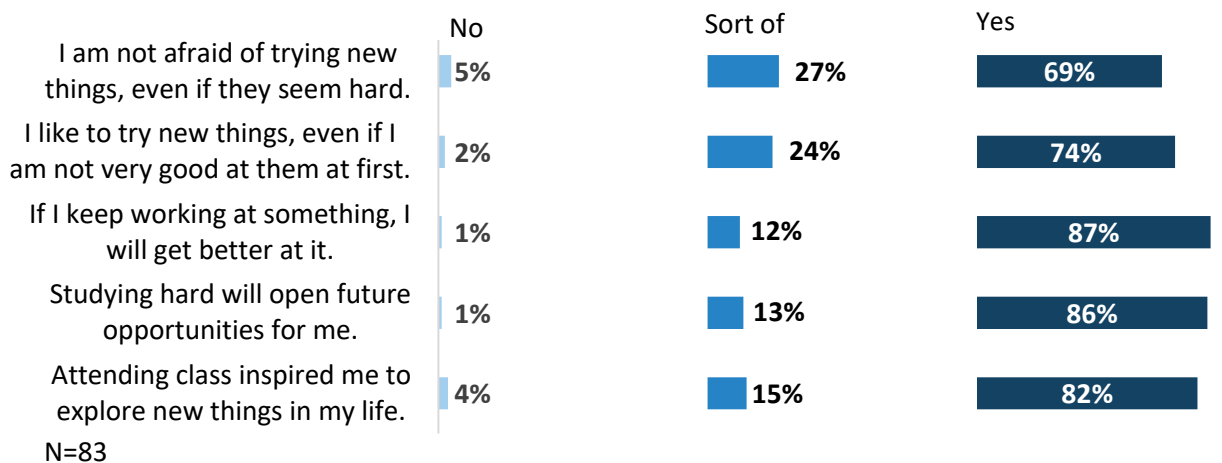


Figure 11. Session 1: Thoughts About the Future and Goals
87% said it is important for them to reach their goals.

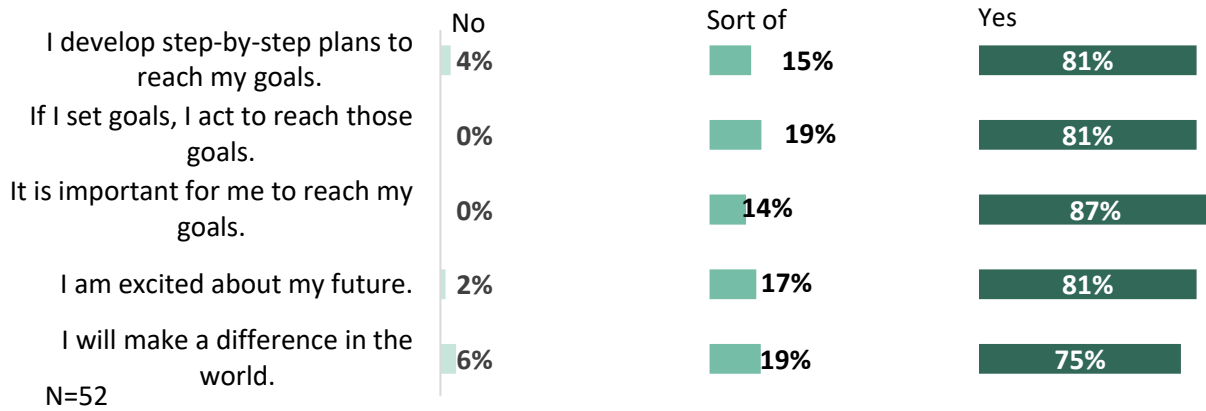


Figure 12. Session 2: Thoughts About the Future and Goals
87% said it is important for them to reach their goals.

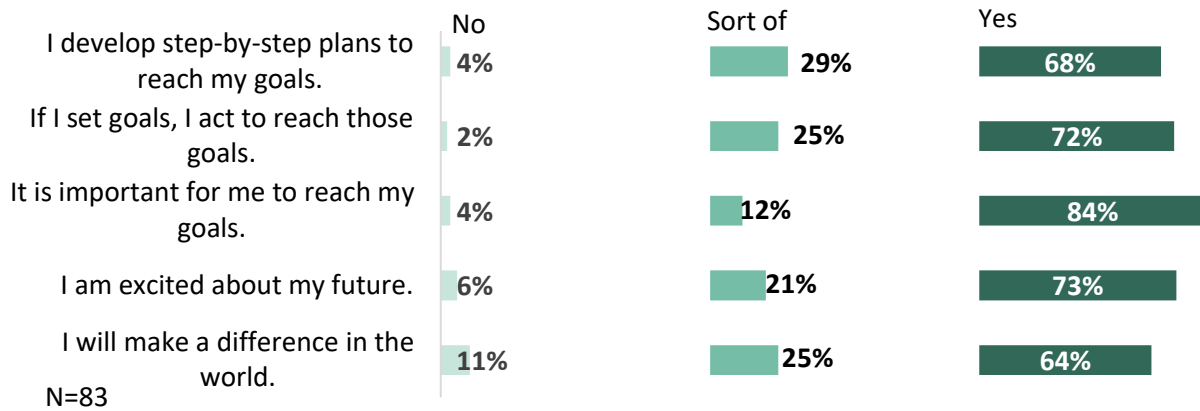


Figure 13. Session 1: Empathy and My Emotions

87% said they are happy when others succeed and care about the feelings of their friends.

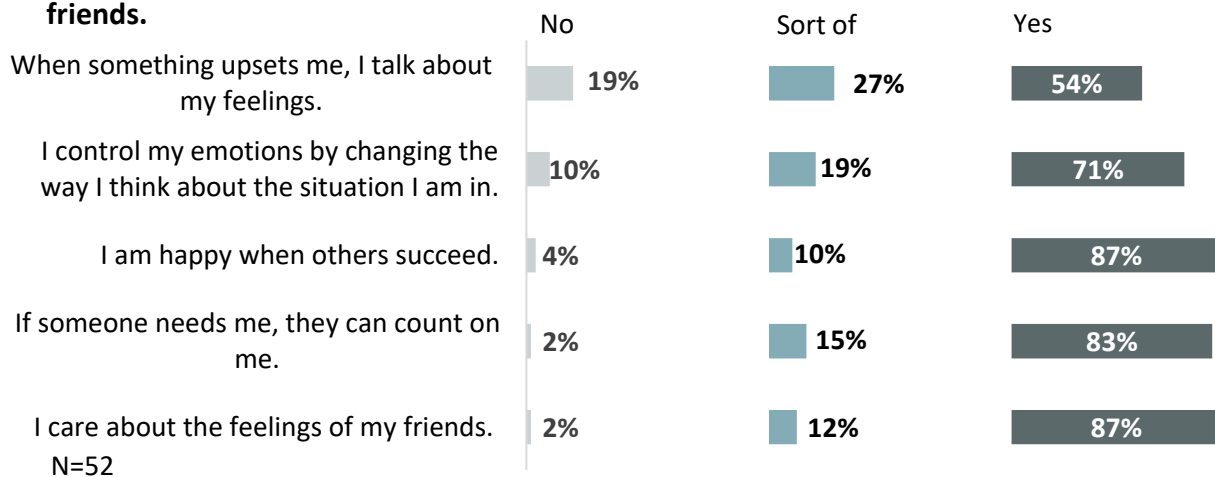


Figure 14. Session 2: Empathy and My Emotions

90% said they are happy when others succeed and care about the feelings of their friends.

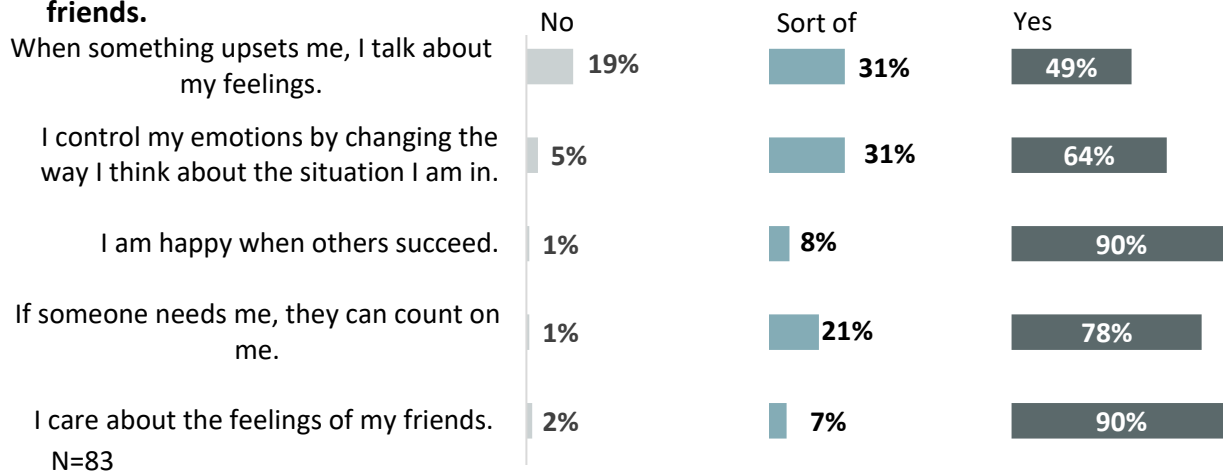


Figure 15. Session 1: Problem-Solving Skills

67% said they ask for help when they cannot solve their problems.

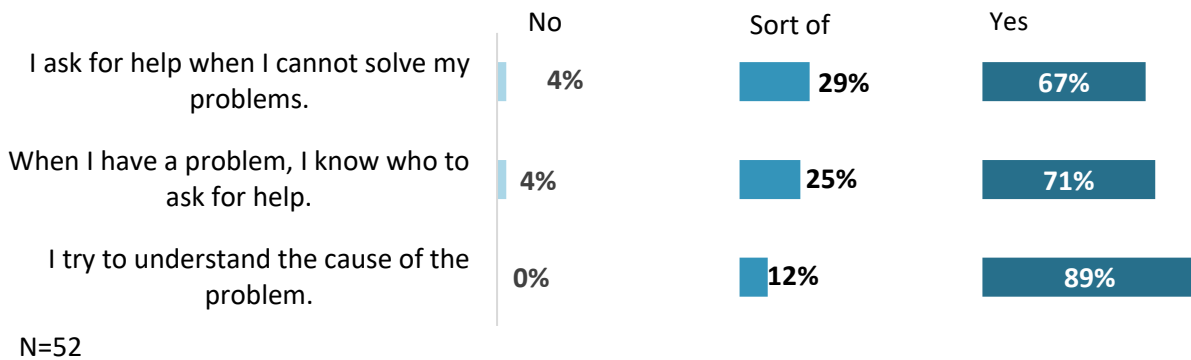
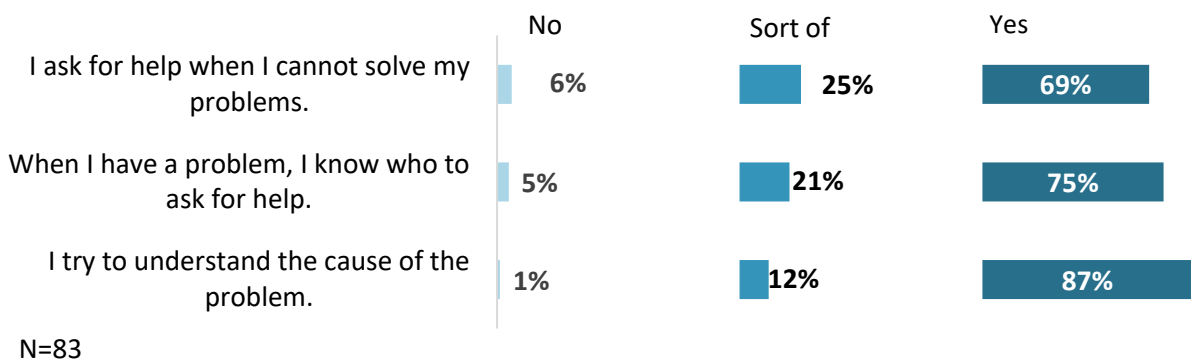


Figure 16. Session 2: Problem-Solving Skills

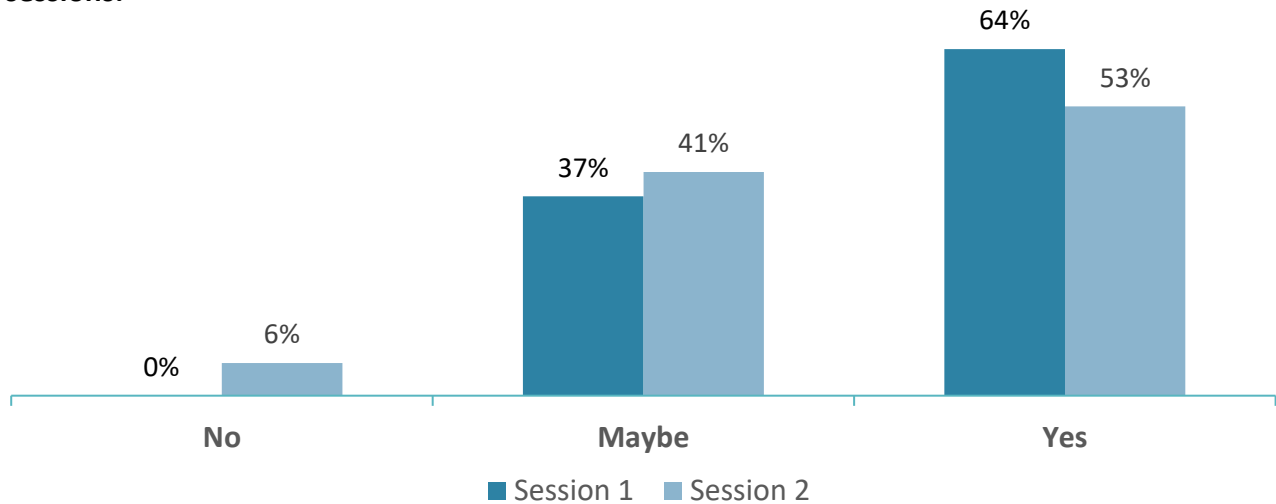
69% said they ask for help when they cannot solve their problems.



The majority of students indicated they would come back for future sessions and most of the remaining students said they maybe would come back (Figure 17).

Figure 17. Desire to Come Back for Future Classes

The majority of students in both sessions indicated they would like to come back for future sessions.



Students wrote in what they liked best about the class. Frequently mentioned responses included the teacher, learning new things, being with other people, catching up with homework, getting help with work, it was fun, and the environment (See complete list of responses in the Appendix). Of note, students mentioned how caring the teachers were and how inclusive and welcoming the environment was in the program.

What Students Liked Best	
Session 1 <ul style="list-style-type: none"> • The teachers • Help • Fun • Learning • Friends • Variety of activities 	Session 2 <ul style="list-style-type: none"> • Everything • Teachers • Fun • Friends • Break from regular school • Welcoming and kind • Learned new things • Good environment • Catch up on homework • Playing the ukulele • Variety of activities

Students wrote in what they liked least about the program. Many indicated there was nothing they liked least. Some other comments included being tired after school, not being able to get help right away due to the tutoring schedule, not having enough time, it was boring, activities were repetitive, and classmates (see complete list of responses in Appendix).

What Students Liked Least

Session 1

- Nothing
- After school; tired from the day
- Not being able to get help right away because of the tutoring schedule
- The studying

Session 2

- Nothing
- It wasn't quiet if needed to do a test.
- Boring sometimes
- Not enough time
- No food; better snacks
- That it is at school
- Activities got repetitive
- Classmates
- Kids not showing up for it

Students were asked to write in suggestions for future topics they would like to learn about. Some suggestions mentioned by more than one student included art, science, math, history, music, games, money, and languages.

Student Suggestions for Other Topics They Would Like to Learn about

Session 1

- Art
- Brackets
- Soccer
- Cars
- Cowboy D&D game
- Dissecting things
- Forensic science
- Evolution
- Help with algebra
- Hip Hop dances and TikTok dances
- History (3)
- Same classes as this time (3)
- Genetics
- Animals, pollinators
- Life skills
- Group projects
- Magic the Gathering
- Medical activities
- Math (2)
- Music
- More D & D
- Planting
- Psychology
- English
- Football
- Science
- Money, investing
- What's going on in the world now

Session 2

- New ones every week
- Biology (2)
- Arts & crafts, crochet
- Business
- Chemistry
- Art, art techniques, art history (7)
- Food evolution
- Gaming and robotics
- Guitar
- Gun safety
- History
- Painting in the dark
- How to invest
- How to read
- Dissection on different animals
- Animals and evolution
- Real life problems
- Play an instrument
- Learn a language (2)
- Homemade skincare products (2)
- Cosmetology
- Math (2)
- Diseases
- More multiplayer
- Economics
- Singing
- Hands on
- Sports
- Video Production

Grades

Attendee grades in English and Math were compared from 2nd Quarter (prior to the start of the program) to 4th Quarter. There was no change in grades for about half the students (Table 2). With respect to English grades, 65 students increased and 86 decreased. In Math, 68 students increased and 82 decreased.

Table 3. Change in English and Math Grades from Q2 to Q4

	English	Math
Increased:	65	68
Average Increase:	1.31	1.22
Decreased:	86	82
Average Decrease:	-1.36	-1.21
No Change:	151	150

Recommendations

A main challenge for the program in its first year was attendance—both recruitment of more participants and consistent attendance of participants. Another area for improvement was increasing parent participation and engagement.

Recruitment Recommendations

- Recruit widely, inform all staff members of the program, include ongoing announcements to students and assign a lead counselor to help recruit for credit-recovery class.
- Communicate and invite the program coordinator to school events where the benefits of the program can be publicized (i.e. back to school, PLC meetings, staff meetings, parent meetings, assemblies etc.).
- Create clear referral methods for sharing student names who are at-risk of dropping out of school. These include: chronic absenteeism, frequent referrals for failing classes, and other indicators of falling off track for graduation. Once established, the coordinator of the after-school program can track and monitor referrals and provide feedback to the administrative team on the success of this targeted recruitment.
- Recruit newcomer students who just enrolled in the district who are learning English as a Second Language. These newcomers can profit from extra tutoring, as well as using the library to complete assignments and gain social skills with other students who attend the program.

- Register credit deficient seniors using an “8” period class and have a designated counselor who works closely with the after-school teacher to monitor attendance. The teacher who works with these students can use a variety of methods to motivate credit-deficient students.

Attendance Recommendations

- Continue to foster an inclusive and positive program environment.
- Cultivate a sense of belonging and identification with the program among participants.
- Offer student recognition opportunities, including excellent attendance, excellent participation, and being stewards for recruiting others into the after-school program. Consider adding their photos/names to Valley HS student recognition publications.
- Provide incentives and offer highly engaging teacher lessons within the first five days of attendance as there was a steep drop off in attendance after day five. By planning ahead highly engaging lessons and incentives, teachers are more likely to retain students for the entire 6- week session.

Parent Engagement Recommendations

- Collaborate with Communities and Schools and other social services groups on campus and build upon current parent groups that are active at the school.
- Gather information from parents about what types of activities would be of interest to them.

Professional Development Recommendations

- Include a session with all staff about the after-school program and UNR’s efforts to involve students/families in 4-H.
- Offer professional development to the teachers who work in the program on strategies used by the University of Nevada Reno, 4-H Extension. This includes the 4-H Thriving Model.

Conclusion

In its first year, the 4-H 21st CCLC program at Valley High was successful implementing a variety of academic and enrichment classes with 313 attendees. Teacher surveys indicated some positive outcomes related to improvement in students’ academic performance, completion of homework, participation in class, and turning in homework on time. Students felt positively about participating in the program including the teachers, the

class content, and the program environment. Most indicated that they would or maybe would continue in the program for another session. Students had many suggestions for topics they would like covered in future classes. A main challenge for the program was attendance—both the number of students participating and the frequency of attendance. Improving attendance in Year 2 will help expand the benefits of the program to more students and increase positive outcomes for the program participants at Valley High.

Appendix

Student Survey

Appendix A



4-H Youth Thriving Survey – 5+ Hours/Session (Ages 7-18+)

Name of the class you attended: _____

We want to ask you some questions about your experience in the 4-H class. Select the option that relates best to your experience. Thanks for your help!

Please rate how true the following statements are for you	No	Sort of	Yes
1. I explored interesting things in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel passionate about things I did in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I learned new things in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The things I learned in this class are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Attending 4-H classes helped me see new opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Positive Adult Relationships

Please rate how true the following statements are for you	No	Sort of	Yes
6. I felt welcomed in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Adults in my class listened to my questions and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Adults in my class treated me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I felt encouraged by adults in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I felt respected in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I felt safe in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I felt valued by adults in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I felt cared for in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I felt supported by other kids in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I liked my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I had a lot of fun in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Willingness to Grow and Discover

Please rate how true the following statements are for you	No	Sort of	Yes
17. I am not afraid of trying new things, even if they seem hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I like to try new things, even if I am not very good at them at first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. If I keep working at something, I will get better at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Studying hard will open future opportunities for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Attending class inspired me to explore new things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thoughts about the Future and Goals

When I Think About My Future, I Think That...	No	Sort of	Yes
22. I develop step-by-step plans to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. If I set goals, I act to reach those goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. It is important for me to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I am excited about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I will make a difference in the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empathy and My Emotions

I Think That...	No	Sort of	Yes
27. When something upsets me, I talk about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I control my emotions by changing the way I think about the situation I am in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I am happy when others succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. If someone needs me, they can count on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I care about the feelings of my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem-Solving Skills

I Think That...	No	Sort of	Yes
32. I ask for help when I cannot solve my problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. When I have a problem, I know who to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I try to understand the cause of the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Would you like to come back for future classes?

- Yes No Maybe

36. What did you like best about the class?

37. What did you like least about this class?

38. What other topics/activities would you like to learn about in the future?

39. What is your gender?

- Boy
- Girl
- My gender is not here
- I don't want to say

40. How old are you?

_____ years

41. In which city do you live?

42. Which of the following best describes your Ethnicity?

- Hispanic or Latino: Person that identifies with the Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture.
- Not Hispanic or Latino
- I don't know

Race: Mark all that apply:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- I don't know

Student Survey Open-Ended Responses

What did you like best about the class?

Session 1

- Bogen is dope
- both of my teachers, and the students too
- dissecting frogs
- Everything (3)
- Everything. I really loved the teacher (Mr.Bogen)
- food
- Getting my grade
- Having fun
- How caring the teacher is
- How much information I was able to obtain
- I get extra help with my assignments, my teacher is nice, and make makes it easy to understand.
- I like how good she teaches
- I like the different type of pollinators and what plant they can be attracted to.
- I liked being in an environment where there was no strict schedule to follow so we were free to ask questions as we needed.
- I liked how passionate the instructor was.
- I liked how they gave me a second chance
- I liked that the teacher tried their best to understand the students questions or concerns.
- I liked that you are offered help when you need it.
- It helped me with my work.
- It is very interesting
- It's A lot of fun, the teachers there are nice and are helpful.
- It's Fun
- Its fun
- Its fun and interactive. The experience of adrenaline is thrilling
- La forma de enseñanza y la atención
- Learn more about the topic that I am struggling with.
- Learning about evolution
- Learning more about our pollinators
- Making bracelets
- My friends
- Nothing
- Snacks

- Teacher teaching us more
- Teacher treats everyone fairly
- The ability to work independently and silently.
- the books we read
- The fact that i feel safe in there
- The games
- The one to one help
- The people (2)
- The socialness
- The teacher (3)
- The teacher and the teaching method
- The thing like in this class is the teacher
- The variety of things to do.
- Yes

Session 2

- All the very kind people
- Being able to hang out and record mine and my friends' convos
- catching up on work
- Cheering and dancing
- Everything (4)
- Him teaching me
- How fun and chill it was
- How fun the teacher is
- How much fun I have
- How the teacher cares for us
- How to was a break for regular school and was overall fin
- How welcomed I felt and how kind everybody was.
- I can eat 24/7
- I definitely learned new things and made memories with my friends.
- I feel welcomed
- I like how we explored different things about science. There were fun activities.
- I like that I learn more everyday
- I like the teamwork and the passion for learning that we have.
- I liked being able to discuss with others topics we needed help with and learn from each other.
- I liked helping the librarian
- I liked how after learning I would get good grades.

- I liked how we got to work with our hands and how our instructor explained each step and why we were doing and adding what we were
- I liked that everyone there was so talkative and wasn't afraid to ask questions
- I liked that the class was a quiet environment.
- I liked the fact that I felt welcomed in this class
- I likes that I was able to do my missing assignments and when I was done I could either learn more stuff or do something else.
- ldk
- It was fun and relaxing
- It was interesting.
- It was very interactive and fun
- It's fun.
- It's chill
- Just being able to be myself
- Making friends
- making things
- Mr kelley is very very funny, a great guy to chill with, that's what i liked most
- Ms Argulles
- Nice people
- No sure
- nothing
- People are nice
- Playing the ukulele
- Playing Ukulele
- teamwork
- That it helped finish my credits
- The activities
- The class and teacher
- The comfortability in the room. It felt nice and like I can be treated as equal regardless of differences.
- The edgenuity
- The environment and everything about the class was amazing
- The environment
- The fact that if I was having a hard day at school I could find a form of relief.
- The friends
- The friends and my teacher
- The fun
- The games (2)

- The help I received here
- The inclusivity, everybody was included and was excited about the topic being learned.
- The learning environment
- The mood
- The music
- The people
- The projects we got to do
- The students of the class
- The teacher (4)
- The teacher and painting
- The teacher explained the information that I didn't understand.
- the teachers
- The ukulele
- The Variety

What did you like least about the class?

Session 1

- Nothing
- Everything
- Getting my hands dirty
- Having to get to know people.
- How hard it gets
- how it's after school
- I don't know honestly
- i like everything
- I liked this class.
- I think that sometimes I need urgent help and I can't get help because of the days that are scheduled for tutoring.
- I wasn't given a million dollars for being present.
- ldk
- It was kind of small and silent the day I went.
- My least favorite thing would be doing the hard labor under the sun.
- N/A
- no food
- Not being able to do hip hop dances
- Nothing (14)
- Nothing :))
- nothing i like everything in this class

- Nothing much.
- nothing really
- Nothing really
- Nothing was wrong
- Nothing.
- Online assignments
- Reached me to learn better in biology
- That I wasn't here for long
- That it was after school and I was already tired from the school day
- The arguing
- The Length
- The students
- The temperature
- The work
- Todo me gustó, no hay nada que no
- Traits
- Umm the studying

Session 2

- Absolutely nothing
- Eddie
- Everything (2)
- having to sign in 2 times
- I am not sure
- I didn't like how if you wanted to do a test there wouldn't be any quietness
- I don't know (4)
- I liked everything. (2)
- I love this class
- It's boring sometimes
- n/a
- N/A
- no food
- None
- Not enough time
- Not sure
- Nothing (30)
- nothing at all!
- Nothing I disliked about this class
- Nothing much

- Nothing really, everyone enjoys each other's company
- Snacks could have been better
- Some of the kids
- That it is at school
- That it takes a while to produce a podcast
- The activities got repetitive after a while
- The classmates
- The food
- the kids
- The kids (jk)
- The least thing I like is not kids showing up for this fun after school class we have for everyone.
- The people
- The people I work with. Only some of them tho
- The reading
- The time management and planning I suppose. It could have been handled better at times but I knew certain circumstances made it difficult so the counselors were limited to proceed with plans.
- The Voting
- There isn't anything I don't like
- There was nothing I disliked, it was fun all around.
- There was nothing I liked least
- There wasn't anything that I didn't like
- Waiting

What other topics/activities would you like to learn about in the future?

Session 1

- About soccer
- Anything would be suitable.
- Artes,
- Brackets
- Can't think of anything right now..
- Cars
- Cowboy d&d game
- Dissecting things
- Everything
- Evolution
- Forensic science

- Help with algebra.
- Hip hop dances and TikToks dances
- History
- I am ok with the way things are
- I don't know (2)
- I don't know yet
- I honestly don't know
- i like everything
- I would like to lean about history!
- I would like to learn more about genetics.
- I would like to learn more about the history and how the Idea was made originally and improved.
- I would love to learn about how other types of animals contribute to our society, relating to pollinators.
- I'm not really sure
- I'm very open minded to topics and activities. Maybe something with more life skills.
- i'd like to get into more group projects
- I'm not sure
- Idk (2)
- Magic the Gathering
- Maybe more about Medical type of activities or Math, I don't know everything is fine right now.
- Maybe more on life skills
- More dnd
- Music
- n/a
- N/a
- Nanotechnology
- None
- Nothing (2)
- Planting.
- Psychology
- Science
- Swag
- The same ones
- the topic i want to learn about more is English and math. Also i wanna learn about football as well
- To learn about controlling/investing my money

- Topics that are hard for me.
- What is going on during the world now

Session 2

- Any really
- Anything but I would like to see new ones every week
- anything it's all fun
- Anything useful
- biology
- Business
- Chem
- Different forms of art techniques and maybe learning a bit from art history wouldn't be too bad either. The simple things count as much as the fun things.
- don't have an answer
- Everything (3)
- Food evolution
- Gaming and robotics
- Guitar
- Gun safety
- Historical art
- History
- Honestly, painting in the dark
- How to invest
- How to read
- I don't know (6)
- i graduate in 2 weeks
- I like to do more dissection on different animals.
- I want to learn more about animals and evolution
- I would like to get into real life problems because it will benefit me in the future.
- I would like to learn about food
- I would like to learn about how to play another instrument.
- I would like to learn how to play an instrument or learn a language.
- I would like to learn the differences in oils in our skin and other oils
- I'm not entirely sure but it would be nice to try other things

- I'm not sure (2)
- I'm really into cosmetology
- Idk (9)
- Math (2)
- Math, bio, languages
- maybe more arts and crafts; want to learn how to crochet.
- More about diseases
- More about past artists
- more art
- More artistic things
- More homemade skincare products!
- More multiplayer
- More stunts
- n/a
- None (3)
- Not sure (3)
- nothing
- Paint (2)
- Probably economics.
- Singing
- Something that's hands on
- Sports
- Strawberry dna
- Tattooing
- Video Production



4-H 1 Hour/Session Survey (Ages 7-18+)

Name of the class you attended: _____

We want to ask you some questions about your experience in the 4-H class. Select the option that relates best to your experience. Thanks for your help!!

Please rate how true the following statements are for you	No	Sort of	Yes
1. I explored interesting things in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel passionate about things I did in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I learned new things in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The things I learned in this class are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Attending 4-H classes helped me see new opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how true the following statements are for you	No	Sort of	Yes
6. Adults in my class listened to my questions and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Adults in my class treated me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I felt encouraged by adults in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I felt respected in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I felt safe in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Would you like to come back for future classes?

- Yes** **No** **Maybe**

12. What did you like best about the class?

13. What did you like least about this class?

14. What other topics/activities would you like to learn about in the future?

15. What is your gender?

- Boy
- Girl
- My gender is not here
- I don't want to say

16. How old are you?

_____ years

17. In which city do you live?

18. Which of the following best describes your Ethnicity?

- Hispanic or Latino: Person that identifies with the Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture.
- Not Hispanic or Latino
- I don't know

Race: Mark all that apply:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- I don't know



4-H Developmental Context Survey – 2-4 Hour/Session Survey (Ages 7-18+)

Name of the class you attended: _____

We want to ask you some questions about your experience in the 4-H class. Select the option that relates best to your experience. Thanks for your help!!

Please rate how true the following statements are for you	No	Sort of	Yes
1. I explored interesting things in this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel passionate about things I did in this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I learned new things in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The things I learned in this class are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Attending 4-H classes helped me see new opportunity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Positive Adult Relationships

Please rate how true the following statements are for you	No	Sort of	Yes
6. I felt welcomed in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Adults in my class listened to my questions and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Adults in my class treated me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I felt encouraged by adults in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I felt respected in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I felt safe in this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I felt supported by other kids in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Willingness to Grow and Discover/ Thoughts about the Future and Goals

Please rate how true the following statements are for you	No	Sort of	Yes
13. I am not afraid of trying new things, even if they seem hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. If I keep working at something, I will get better at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Studying hard will open future opportunities for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. If I set goals, I act to reach those goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am excited about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empathy and My Emotions

Please rate how true the following statements are for you	No	Sort of	Yes
18. When something upsets me, I talk about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I control my emotions by changing the way I think about the situation I am in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I care about the feelings of my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem-Solving Skills

Please rate how true the following statements are for you	No	Sort of	Yes
21. I ask for help when I cannot solve my problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. When I have a problem, I know who to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I try to understand the cause of the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Would you like to come back for future classes?

- Yes No Maybe

25. What did you like best about the class?

26. What did you like least about this class?

27. What other topics/activities would you like to learn about in the future?

28. What is your gender?

- Boy
 Girl
 My gender is not here
 I don't want to say

29. How old are you?

_____ years

30. In which city do you live?

31. Which of the following best describes your Ethnicity?

- Hispanic or Latino: Person that identifies with the Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture.
- Not Hispanic or Latino
- I don't know

Race: Mark all that apply:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- I don't know



4-H Youth Thriving Survey – 5+ Hours/Session (Ages 7-18+)

Name of the class you attended: _____

We want to ask you some questions about your experience in the 4-H class. Select the option that relates best to your experience. Thanks for your help!

Please rate how true the following statements are for you	No	Sort of	Yes
1. I explored interesting things in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel passionate about things I did in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I learned new things in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The things I learned in this class are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Attending 4-H classes helped me see new opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Positive Adult Relationships

Please rate how true the following statements are for you	No	Sort of	Yes
6. I felt welcomed in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Adults in my class listened to my questions and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Adults in my class treated me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I felt encouraged by adults in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I felt respected in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I felt safe in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I felt valued by adults in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I felt cared for in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I felt supported by other kids in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I liked my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I had a lot of fun in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Willingness to Grow and Discover

Please rate how true the following statements are for you	No	Sort of	Yes
17. I am not afraid of trying new things, even if they seem hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I like to try new things, even if I am not very good at them at first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. If I keep working at something, I will get better at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Studying hard will open future opportunities for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Attending class inspired me to explore new things in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thoughts about the Future and Goals

When I Think About My Future, I Think That...	No	Sort of	Yes
22. I develop step-by-step plans to reach my goals.	o	o	o
23. If I set goals, I act to reach those goals.	o	o	o
24. It is important for me to reach my goals.	o	o	o
25. I am excited about my future.	o	o	o
26. I will make a difference in the world.	o	o	o

Empathy and My Emotions

I Think That...	No	Sort of	Yes
27. When something upsets me, I talk about my feelings.	o	o	o
28. I control my emotions by changing the way I think about the situation I am in.	o	o	o
29. I am happy when others succeed.	o	o	o
30. If someone needs me, they can count on me.	o	o	o
31. I care about the feelings of my friends.	o	o	o

Problem-Solving Skills

I Think That...	No	Sort of	Yes
32. I ask for help when I cannot solve my problem.	o	o	o
33. When I have a problem, I know who to ask for help.	o	o	o
34. I try to understand the cause of the problem.	o	o	o

35. Would you like to come back for future classes?

- Yes No Maybe

36. What did you like best about the class?

37. What did you like least about this class?

38. What other topics/activities would you like to learn about in the future?

39. What is your gender?

- Boy
- Girl
- My gender is not here
- I don't want to say

40. How old are you?

_____ years

41. In which city do you live?

42. Which of the following best describes your Ethnicity?

- Hispanic or Latino: Person that identifies with the Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture.
- Not Hispanic or Latino
- I don't know

Race: Mark all that apply:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- I don't know

Appendix C

2021-2022 Word Cloud for Open-Ended Questions

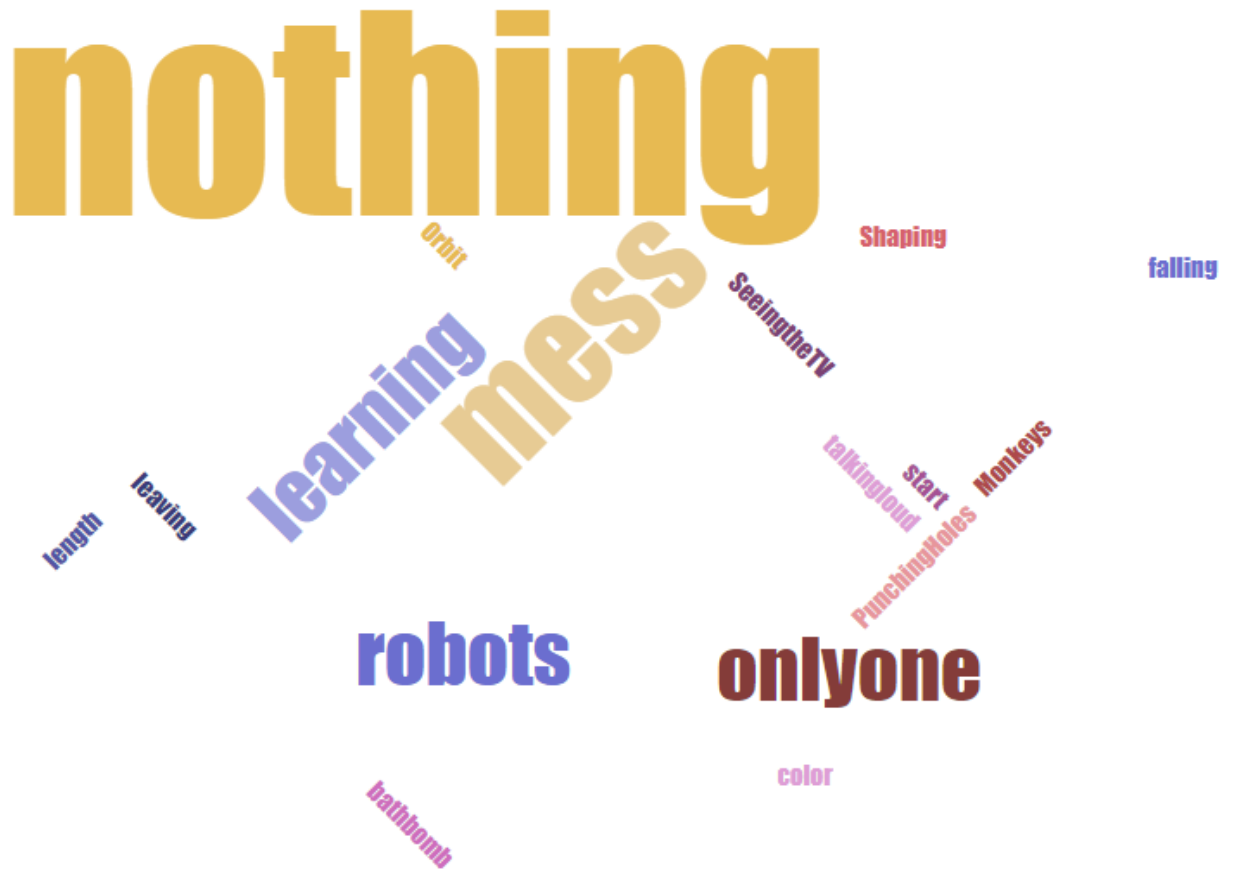
A word cloud is a visual representation of a text, in which the words appear bigger the more often they are mentioned. The following represents the responses from the open-ended 4-H survey questions.

1 Session Workshops

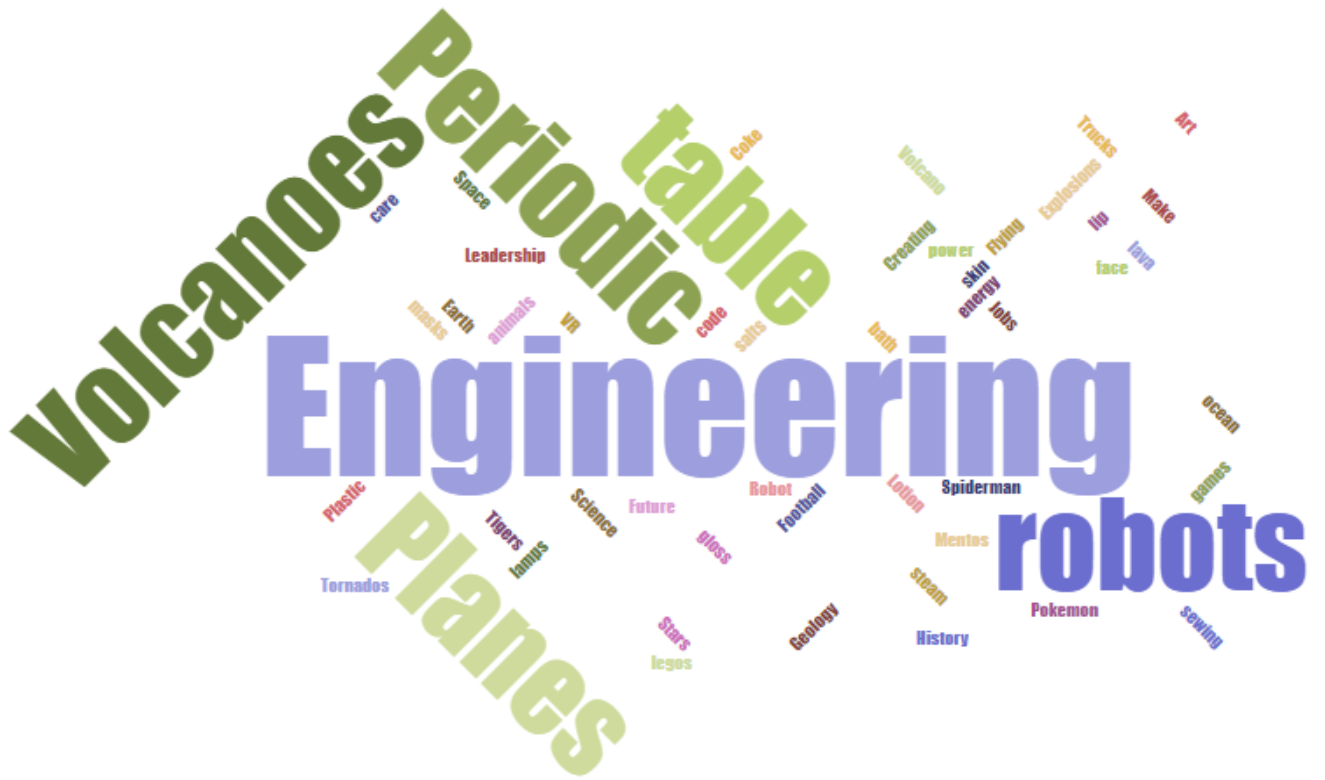
Question 12. What did you like best about the class?



Question 13. What did you like least about this class?



Question 14. What other topics/activities would you like to learn about in the future?



2-4 Session Programs

Question 25. What did you like best about the class?



Question 26. What did you like least about this class?



Question 37. What did you like least about this class?



