



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources



Clark County, Las Vegas, Nevada
4-H 2022-2023 Program Evaluation Report



Oasis in the Desert, 4-H Summer Camp in Alamo, NV, June 2023

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Executive Summary

In the 2022-2023 4-H program year, the Clark County Extension team reached 9,938 youth participants, the urban Extension team reached 7,552, and the core urban 4-H team reached 2,649. The core urban 4-H team delivered 123 programs with 1,964.5 contact hours. The remaining Extension team provided 85 programs to 4,903 participants with 984 contact hours. The core urban 4-H team reached 2,649 youth participants via 1-hour, 2-4-hour, and 5+ hour SPIN (Special Interest) clubs. Topics included science, technology, engineering, and math (STEM) and agriculture, healthy living, and civic engagement, including leadership, communication and art. Of the 2,649 youth, 514 students attended 4-H Afterschool at Valley High School through a grant, and their surveys were analyzed separately. Out of the 2,135, 71% (n=1513) completed evaluation surveys designed to assess indicators of the 4-H Thriving Model (includes those who completed the 1-hour survey and those who completed at least one survey (either pre or post or both) for the 2-4 hour and 5+ hour sessions).

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, 6% (n=93) of which were completed in 1-hour workshops, 23% (n=355) were completed in 2–4-hour programs, and 70% (n=1065) were completed for 5-hour or more programs. For gender, 41% of participants were male; 46% were female; less than 1% identified as non-binary; 2% identified as other/undefined; 4% did not want to indicate their gender; and 7% did not provided any information. For ethnicity, 29% of participants were Hispanic/Latinx; 34% were non-Hispanic/Latinx, 20% did not know their ethnicity and 16% did not provide this information. For race, 2% of participants were American Indian/Alaska Natives; 4% were Asian; 19% were Black/African American; 1% were Native Hawaiian/Other Pacific Islander; 21% were White/Caucasian; 16% were Other/Multiracial; 18% did not know their race; and 18% of participants did not provide this information.

Participants who attended 1-hour 4-H programs said they explored things they care about (85%), adults in 4-H listened to their questions and ideas (91%), and adults treated them fairly (93%). These responses indicate strong positive outcomes for sparks, belonging and positive adult relationships—the basis of positive youth development.

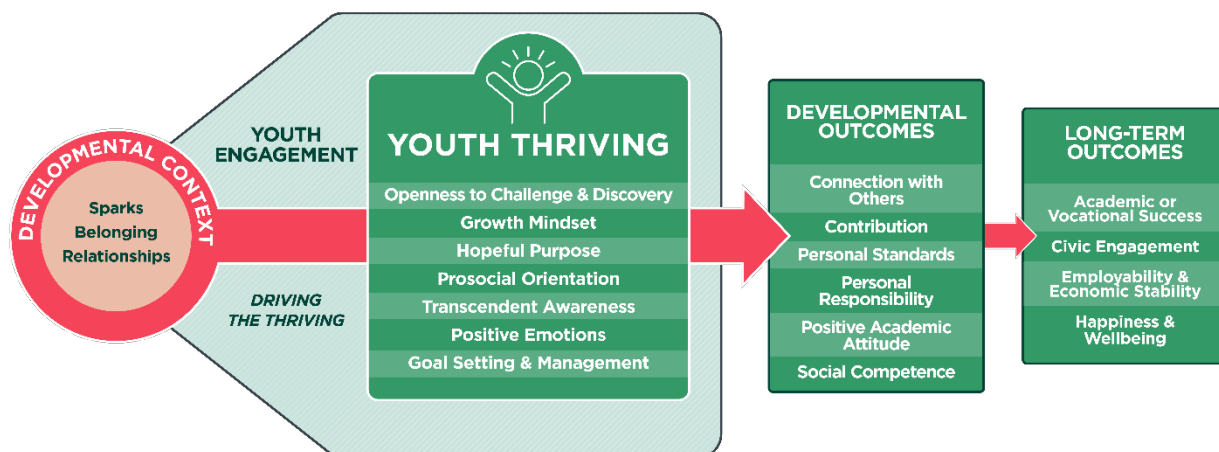
Among participants in 2-4-hour programs, 73% liked the activities they did and 77% said that adults treated them fairly, indicating strong outcomes for sparks and belonging and positive adult

relationships. In addition, over 80% 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. Most post-survey respondents (89%) agreed that they cared about their friends' feelings, indicating high levels of empathy. In terms of problem-solving skills, at the post-survey, 66% agreed that when they had a problem, they knew who to ask for help.

Among participants in programs that lasted 5 or more hours/sessions, 76% agreed they explored interesting things in 4-H; 76% of youth stated that adults in 4-H listened to their questions and ideas and 80% that adults treated them fairly, indicating strong outcomes for sparks and in belonging and positive adult relationships. At the post-survey 76% said that if they keep working at something, they will get better at it and 68% said they liked to try new things, even if they were not good at them at first, indicating an outcome for growth mindset and openness to challenge and discovery. With respect to the future and personal goals, at the post-survey, the majority agreed that it was important to reach their goals. High levels of empathy were evident in that 86% of post-survey respondents agreed that they cared about the feelings of their friends. With respect to problem solving, the majority knew who to ask for help when they had a problem.

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 and empathy. 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

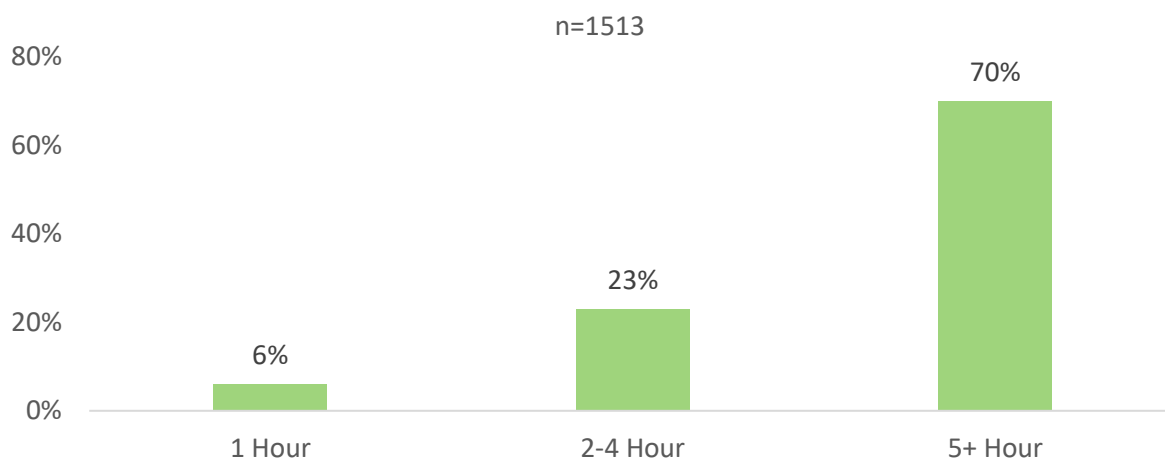
For the 2022-2023 program year, UNR Extension’s core urban 4-H team implemented programming aligned with the vision and goals outlined in the Clark County 4-H Plan. This plan details and sets forth the actionable steps intended to establish, increase and connect the state’s purpose in establishing a 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 core urban 4-H team reached 2,649 youth participants via 1-hour, 2-4-hour, and 5+ hour SPIN clubs with 1,964.5 contact hours. This 4-H team delivered 123 programs, including special interest and short-term programs, chartered clubs, summer day camps, 4-H Afterschool, and residential summer camps. The 2,649 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. Of the 2,649, 514 students attended 4-H Afterschool at Valley High School through a grant, and their surveys were analyzed separately. Out of the 2,135 remaining, 71% (n=1513) completed surveys (includes those who completed the 1-hour survey and those who completed at least one survey (either pre or post or both) for the 2-4 hour and 5+ hour sessions); 6% (n=93) of which were completed in 1-hour workshops, 23% (n=355) were completed in 2–4-hour programs and 70% (n=1065) 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, 41% of participants were male; 46% were female; less than 1% identified as non-binary; 2% identified as other/undefined; 4% did not want to indicate their gender; and 7% did not provide any information. For ethnicity, 29% of participants were Hispanic/Latinx; 34% were non-Hispanic, 20% did not know their ethnicity and 16% did not provide this information. For race, 2% of participants were American Indian/Alaska Natives; 4% were Asian; 19% were Black/African American; 1% were Native Hawaiian/Other Pacific Islander; 21% were White/Caucasian; 16% were Multiracial; 18% did not know their race; and 18% of participants did not provide this information.

Figure 3
Participant Demographics – Gender

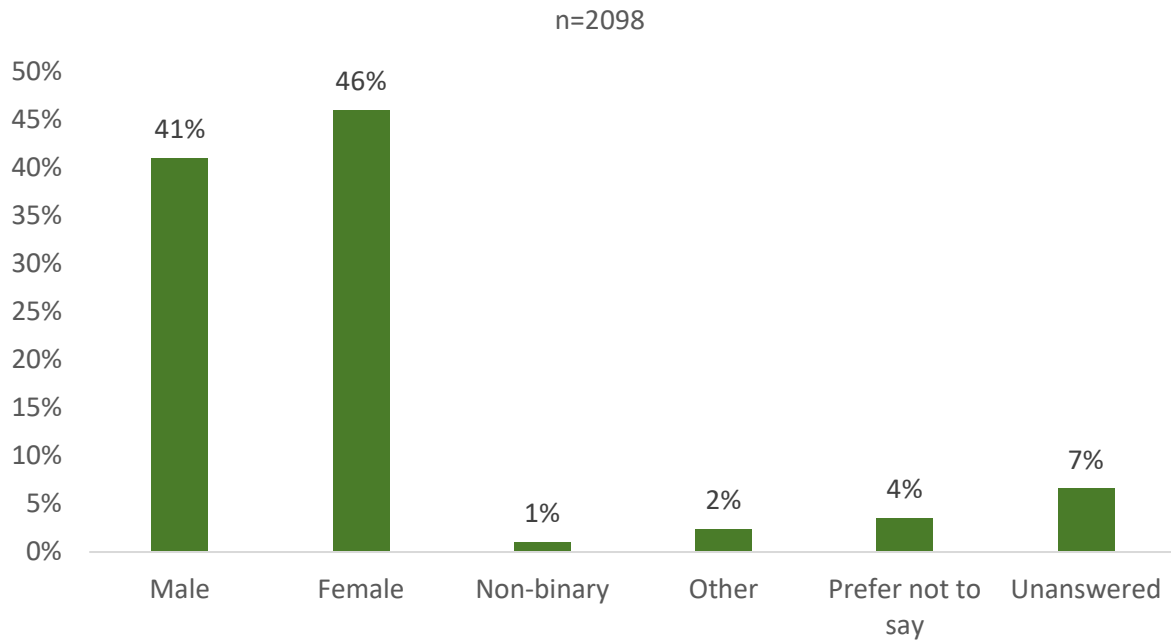


Figure 4
Participant Demographics – Ethnicity

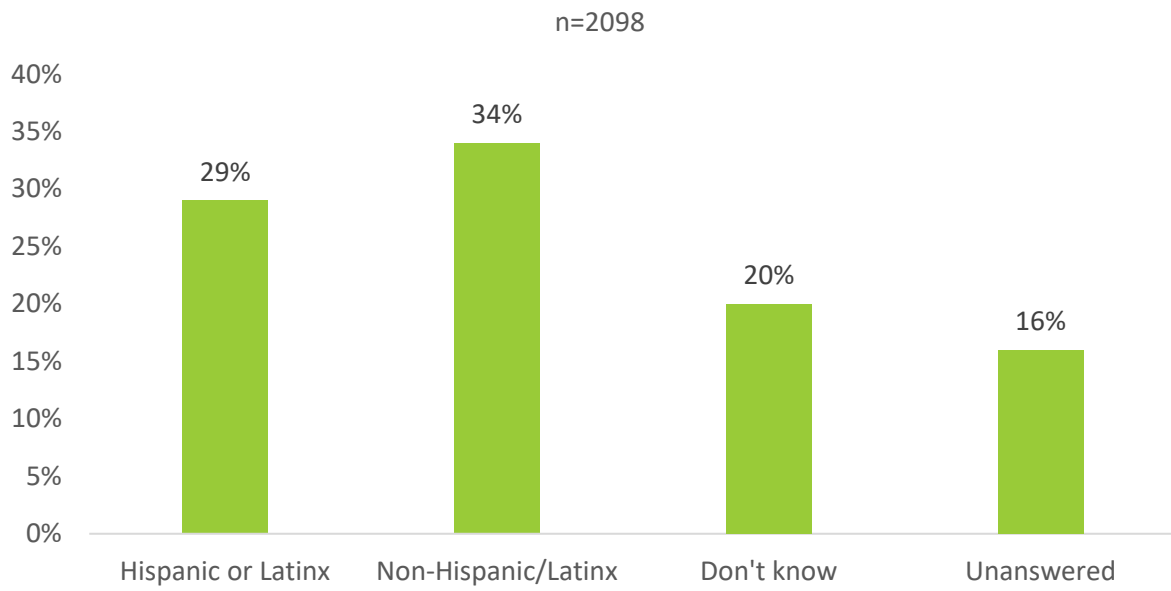
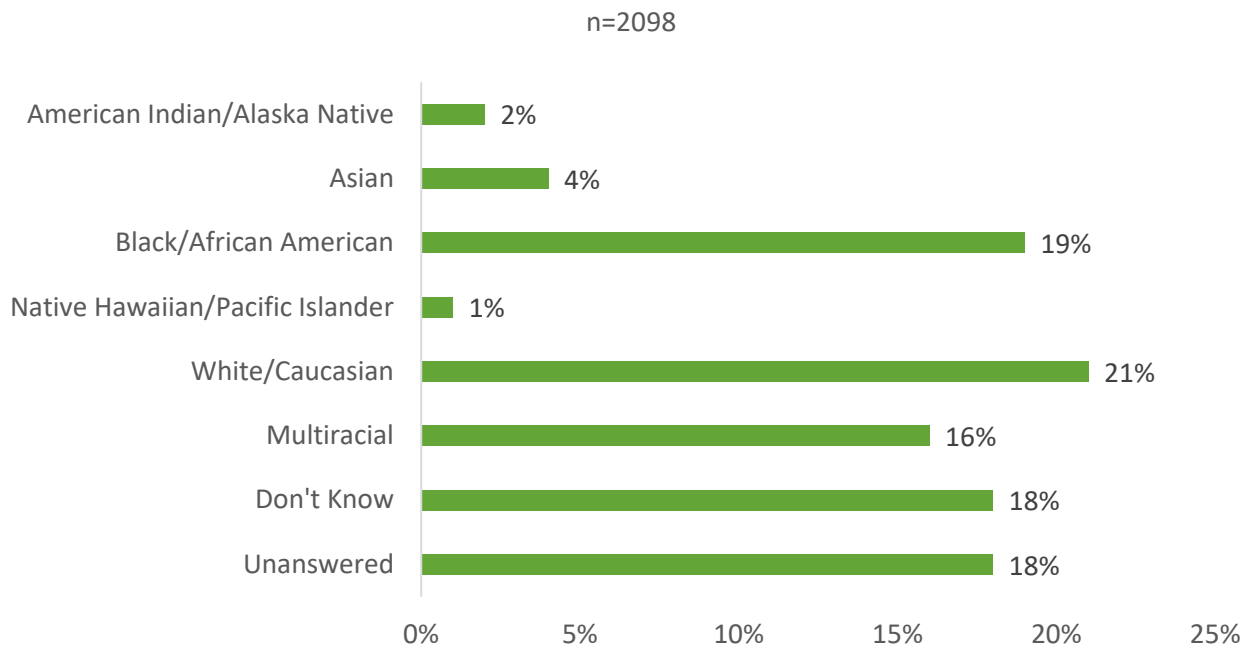


Figure 5
Participant Demographics – Race



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 2022-23 school year, 514 students attended the Valley High School program. The program was offered for 127 days between August 29, 2022, and May 11, 2023. The average weekly attendance was 74 students and average daily attendance was 31. Most participants (97%) attended the program less than 30 days, while 2% attended 30-59 days. The majority of students attended the program for less than 15 hours total. The majority of participants (60%) were Hispanic/Latino; 22% Black/African American; and 6% White.

Students completed the adapted 4-H Youth Thriving Survey at the end of fall and spring terms. Student opinions about the classes were positive with most students agreeing with the positively worded statements. 82% said they learned new things and 83% said they explored interesting things in the class. Most student responses to the items about positive relationships were also positive, including feeling safe in class, feeling welcomed, feeling valued, cared for and treated fairly by adults in the program. The majority of students indicated they would come back for future sessions and most of the remaining students said they maybe would come back.

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 A.D. Guy Center Programming
4-H Afterschool at Cadwallader Middle School
4-H Afterschool at Valley High School
4-H Afterschool Robotics
4-H Camp & Learning Service Day
4-H Camp Field Day
4-H Student Nutrition Advisory Council
Acres of Adventure
An Oasis in the Desert 4-H Summer Camp
Artfully Identifying Ourselves
Arts and Leadership (Oral Histories) Workshop at LYLC

Candy Culture and Creativity
Chicken Embryology
Clover's Workshop 4-H Winter Day Camp
Color Quest Jr. Summer Camp
Cosmetic Science
Emotions, Goal Setting and Coping Skills
Engineering Simple Machines
Explore STEM
Explorers of the Deep
Fall Shooting Sports Kickoff
Leadership and Community Engagement
Livestock Quizbowl
New Faces, New Places
One Stitch at a Time
Pen Friends
Shooting Sports
STEM Challenge: Galactic Quest
Sustainable Plastics

Table 2

Clark County, Las Vegas 4-H Program Locations

Addeliar D. Guy III Elementary School
A.D. Guy Knowledge Center
Berkeley L. Bunker Elementary School
Centennial Hills Library
Clark County Library
Clark County Shooting Sports Complex
Cyndal Farms Homeschool
Desert Breeze Community Center
Decatur Commons Apartments
Dr. C. Owen Roundy Elementary School
East Las Vegas Library
Elaine Wynn Elementary School
Eva M. Wolfe Elementary School
Helen Herr Elementary School
Ira J. Earl Elementary School
Jacob E. Manch Elementary School
Jesse D. Scott Elementary School
Lifelong Learning Center
Learning Outpost Homeschool Collective
Lee Antonello Elementary School
Liliam Lujan Hickey Elementary School

Lorenzi Park
Lucille S. Bruner Elementary School
Mabel Hoggard Elementary School
Meadows Library
Martin Luther King Jr. Elementary School
Mountain View Elementary School
Nevada 4-H Camp Alamo
Nevada Rise Academy
North Las Vegas UNR, Extension Campus
Paradise Recreation Center
Rainbow Library
Ralph Cadwallader Middle School
Rex Bell Elementary School
Reynaldo Martinez Elementary School
Rome Pines Apartments
Ruby Duncan Elementary School
Sherman Gardens Apartments
Sky View Pines Apartments
Sports Leadership and Management of Nevada (SLAM!)
Spring Valley Library
Stupak Community Center
Sunrise Library
University of Nevada, Las Vegas
Valley High School
Vanderburg Elementary School
Vincent L. Triggs Elementary School
Walnut Community Center
West Charleston Library
Whitney Ranch Recreation Center
William H. Bailey Middle School

Youth Thriving Survey Results (YTSR)

As part of an ongoing effort to increase and refine PYD programming in Southern Nevada, the core urban 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, core urban 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.

The surveys used during the 2022-2023 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 core urban 4-H team reached 117 youth, in 1-hour workshops, of which 79% (n=93) completed a survey. Of the participants who completed the youth thriving surveys, 80% reported that they explored interesting things in the class, while 85% expressed feeling passionate about things they did in the class (Figure 6). Seventy percent of the participants reported that they learned new things. Seventy-four percent of the participants expressed that the topics they learned about were important to them, while 58% reported that attending the 4-H class helped them see new opportunities.

For questions pertaining to belonging and positive adult relationships, 91% of the participants felt that the adults in 4-H listened to their ideas and questions and felt that they were respected while participating in 4-H (Figure 7). Most (89%) felt encouraged by adults in the class. Most (93%) felt that the adults treated them fairly and felt safe (93%) while in the 4-H program. These responses indicate strong positive outcomes for sparks, belonging and positive adult relationships—the basis of positive youth development.

Figure 6

1-Hour Youth Thriving Survey Results | Sparks

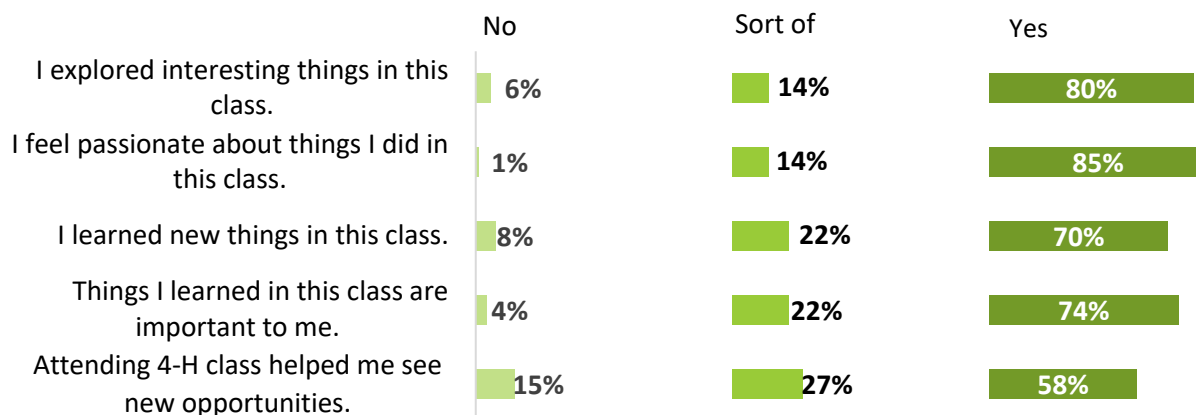
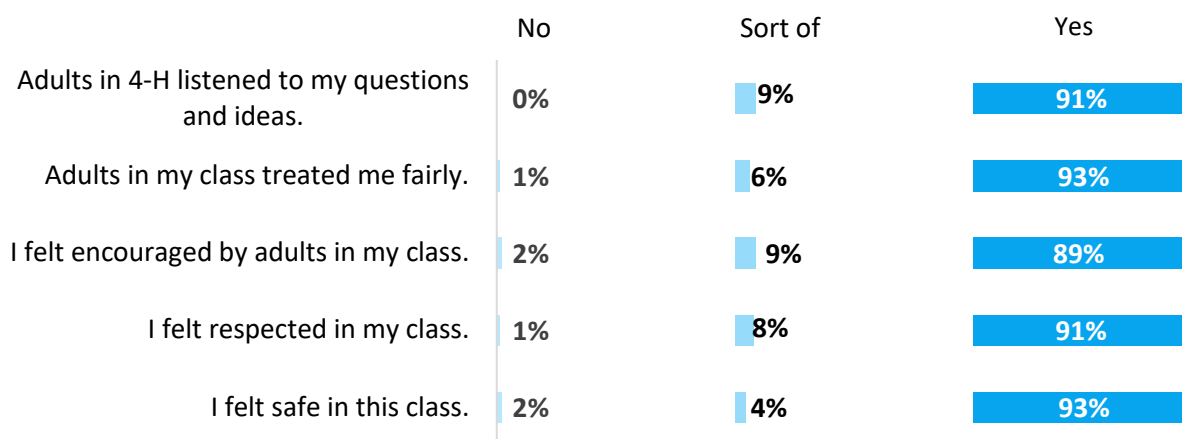


Figure 7

1-Hour Youth Thriving Survey Results | Positive Adult Relationships



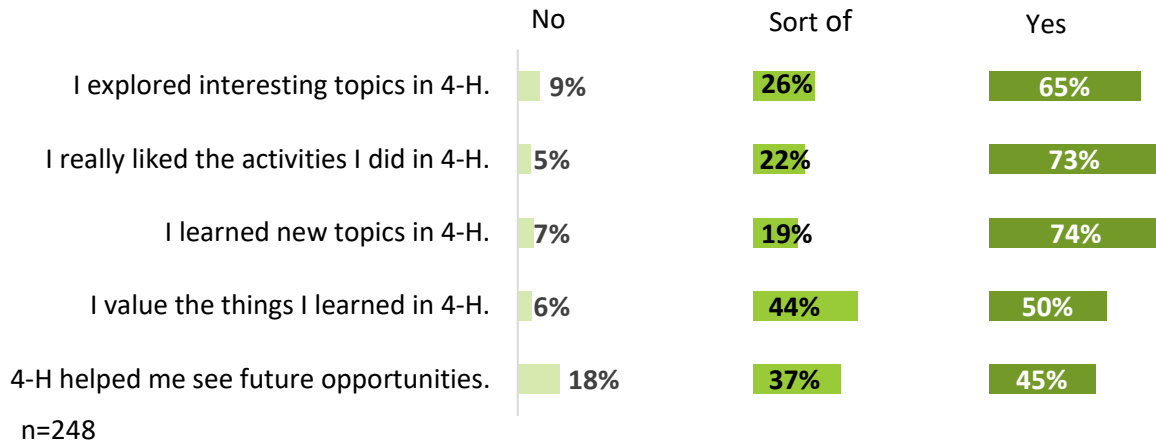
2-4-Hour Programs

The core urban 4-H team reached 377 participants in programs that were 2-4 hours, of which 94% (n=355) completed at least one survey. The pre-survey was completed by 290 participants and the post-survey by 251. Both pre and post surveys were completed by 186 participants. Data results are represented in Figure 8 – Figure 12.

Out of the 355 participants who completed the survey, 65% expressed having an interest in the topics and activities that were explored in their 4-H programs, while 73% reported liking the activities they did (Figure 8). Seventy-four percent of participants claimed that they learned new things in 4-H, while 50% indicated they valued the things they learned. Forty-five percent of participants expressed that the 4-H program helped them see future opportunities.

Figure 8

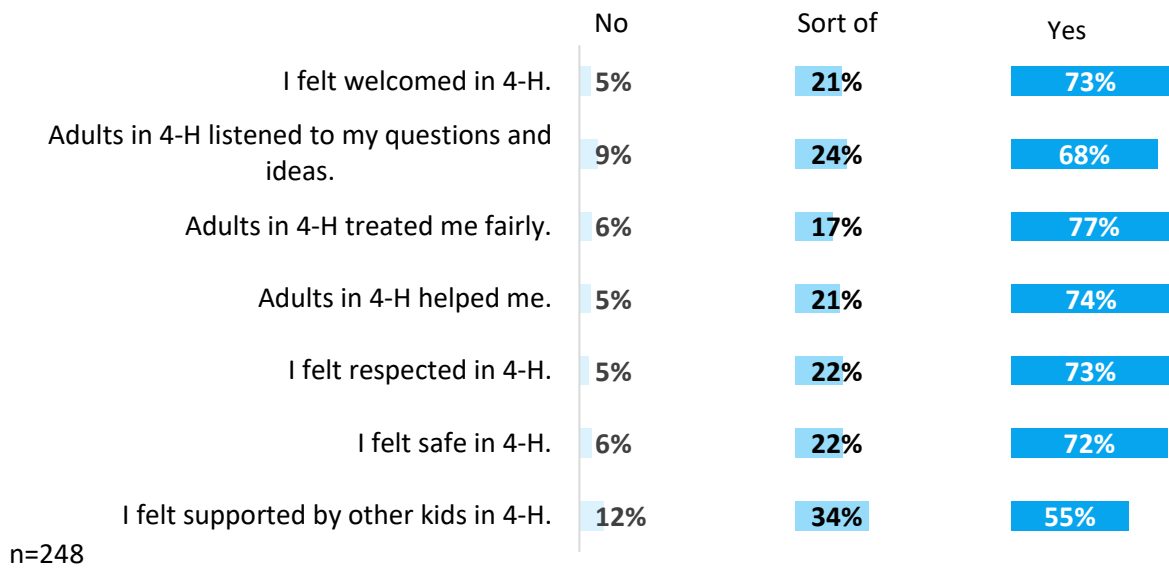
2-4-Hour Youth Thriving Survey Results | Sparks (Post Only)



With respect to positive relationships, 73% of the participants felt welcomed. (Figure 9). The majority felt adults in 4-H listened to them (68%), treated them fairly (77%), and helped them (74%). The majority felt respected in 4-H (73%) and felt safe (72%). While more than half (55%) felt supported by other kids in 4-H, this item had the lowest level of agreement.

Figure 9

2-4-Hour Youth Thriving Survey Results | Belonging & Relationships (Post Only)



In the post-survey, 80% of participants agreed that if they keep working at something, they will get better at it. The majority of respondents at the post-test also agreed that studying hard will open future opportunities (65%); if they set goals, they act to reach the goals (61%); and that they were excited about their future (64%). There was not a statistically significant difference in the pre-survey and post-survey responses on these four items. However, a McNemar-Bowker test found that the proportion of respondents agreeing with “I am not afraid of trying new things

even if they seem hard” was higher at the pre-survey than the post-survey, $X^2(3, N=184) = 13.7$, $p = .003$. At the post-survey, 28% of participants expressed a willingness to try new things even when they seem hard at the post compared to 40% at the pre-survey.

The five items related to individual willingness to grow and discover were summed to create a pre-survey scale and post-survey scale. A Wilcoxon signed rank test indicated that the post-survey summed score on willingness to grow (mean rank = 71.48) did not differ significantly from the pre-survey summed score (mean rank = 67.83), $Z = -.631$, $p = .528$.

Figure 10
2-4-Hour Youth Thriving Survey Results | Willingness to Grow and Discover (Pre and Post)



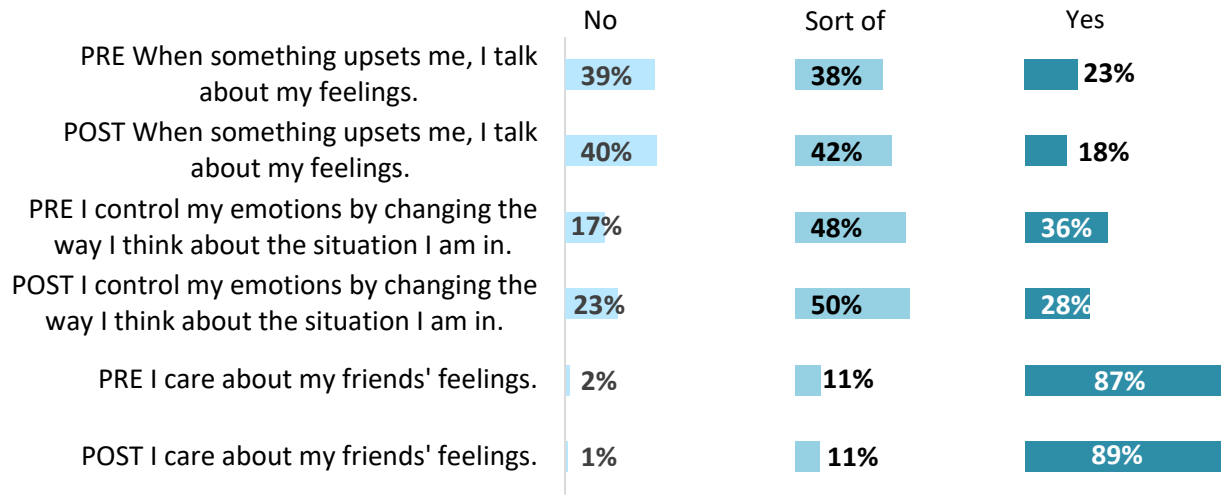
n=184 **p<.01

For questions pertaining to empathy and emotions, at the post-survey, most (89%) agreed that they cared about their friends’ feelings. However, smaller percentages agreed with the other two items—18% agreed that when something upsets them, they talk about their feelings; 28% agreed that they control their emotions by changing the way they think about the situation they are in. There was not a statistically significant difference in the pre-survey and post-survey responses on these three items. The three items were summed to create a pre-survey scale and post-survey scale. A Wilcoxon signed rank test indicated that the post-survey summed score on empathy and

emotions (mean rank = 62.9) was significantly lower than the pre-survey summed score (mean rank = 70.9), $Z = -2.133$, $p = .033$.

Figure 11

2-4-Hour Youth Thriving Survey Results | Empathy and Emotions (Pre and Post)

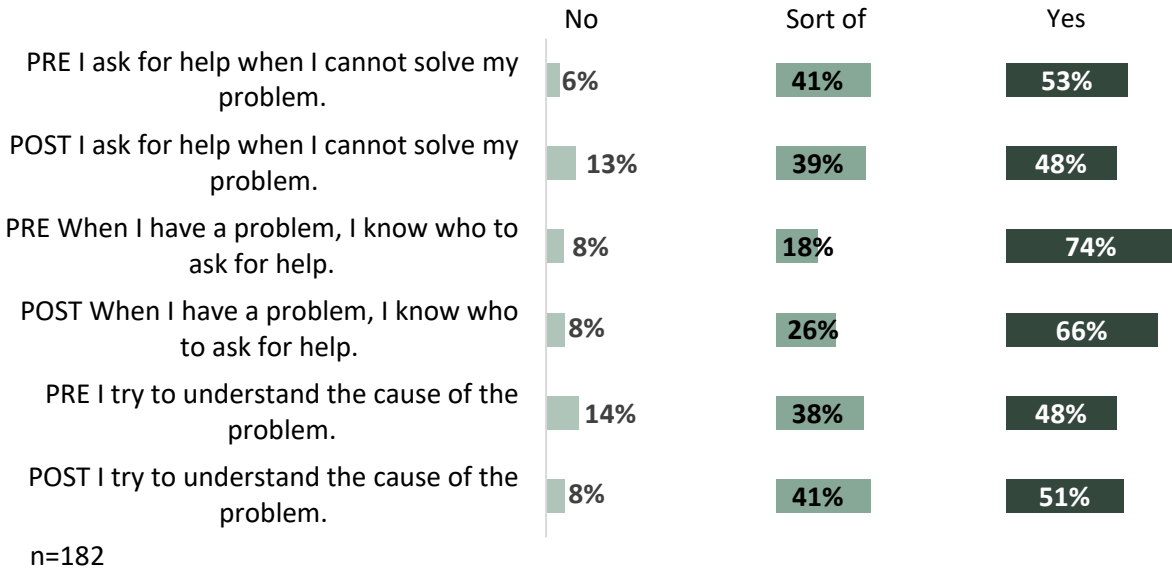


n=184

In terms of problem-solving skills, at the post-survey, 66% agreed that when they had a problem, they knew who to ask for help. Less than half (48%) agreed that they asked for help when they couldn't solve their problem, and 51% agreed that they tried to understand the cause of the problem. There was not a statistically significant difference in the pre-survey and post-survey responses on these three items. The three items were summed to create a pre-survey scale and post-survey scale. A Wilcoxon signed rank test indicated that the post-survey summed score on empathy and emotions (mean rank = 54.65) did not differ from the pre-survey summed score (mean rank = 60.97), $Z = -1.094$, $p = .274$.

Figure 12

2-4-Hour Youth Thriving Survey Results | Problem Solving Skills (Pre and Post)

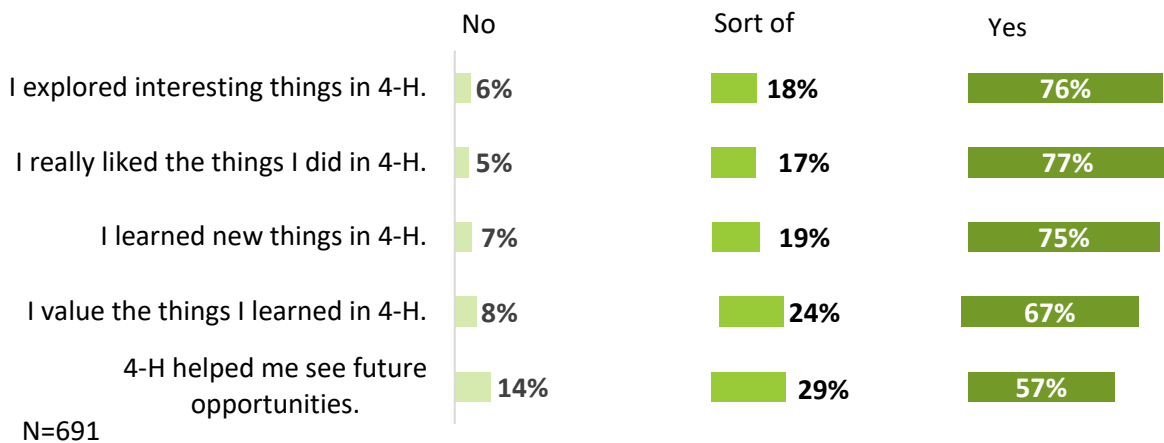


5+ Hour Programs

In the 5+ hour 4-H SPIN clubs, the core urban 4-H team reached a total of 1486 individuals of which 55% (n=810) completed the pre-survey and 49% (n=732) completed the post-survey. Both pre and post survey were completed by 477 participants. Data results are represented in Figures 13-18. Out of those who completed the post-survey, the majority said they explored interesting things (76%), really liked the things they did in 4-H (77%), and indicated they learned new things in 4-H (75%). Sixty-seven percent valued the things they learned in 4-H, while 57% agreed that 4-H helped them see future opportunities (Figure 13).

Figure 13

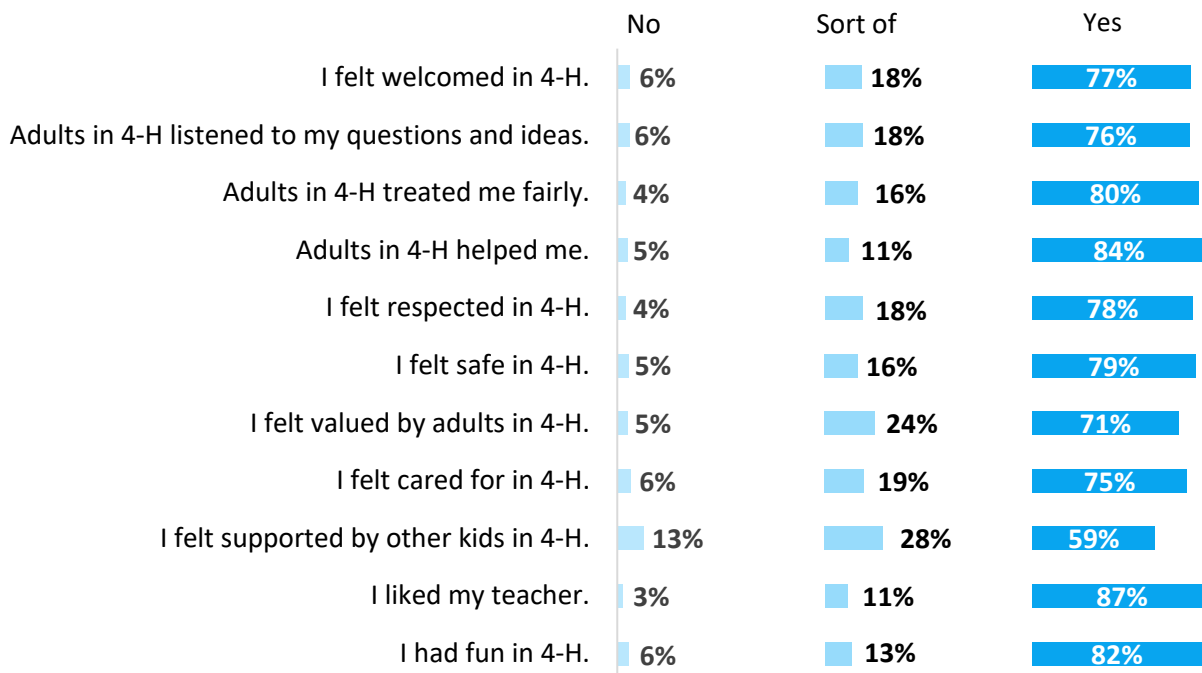
5+ Hour Youth Thriving Survey Results | Spark (Post Only)



For questions related to belonging and positive relationships with adults, the majority agreed with all of the items (Figure 14). The highest percentages said they liked their 4-H teacher (87%), adults in 4-H helped them (84%), they had fun in 4-H (82%), and adults in 4-H treated them fairly (80%). The lowest percentage (59%) said they felt supported by other kids in 4-H.

Figure 14

5+ Hour Youth Thriving Survey Results | Belonging & Positive Adult Relationships (Post Only)



N=694

For questions related to growth mindset and openness to challenge and discovery, at the post survey, the majority agreed that if they continued to work at something they would get better at it (76%); 68% said they liked to try new things, even if they were not good at them at first; 68% agreed that studying hard would open future opportunities; 68% said they were inspired to explore new opportunities in their lives. At the post-survey, half agreed that they were not afraid of trying new things, even if they seemed hard. There were no statistically significant differences between the pre-survey and post-survey responses on these five items. The five items were summed to create a pre-survey scale and post-survey scale. A Wilcoxon signed rank test indicated that the post-survey summed score on growth mindset/openness to challenge and discovery (mean rank = 149.93) did not differ from the pre-survey summed score (mean rank = 171.14), $Z = -.499$, $p = .617$.

Figure 15

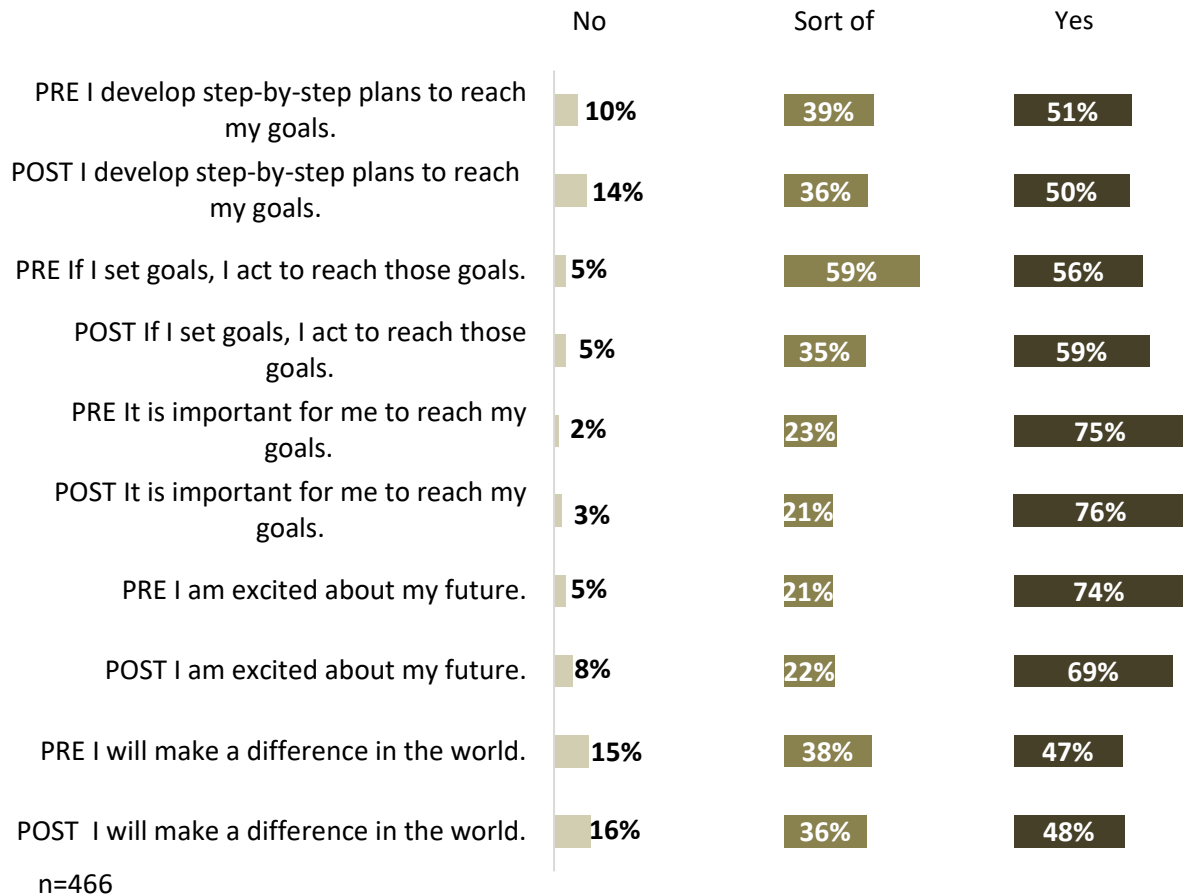
5+ Hour Youth Thriving Survey Results | Growth Mindset, Openness to Challenge & Discovery (Pre and Post)



With respect to the future and personal goals, at the post-survey, the majority agreed that it was important to reach their goals, that they were excited about their future, and that if they set goals, they act to reach their goals (Figure 16). Half the post-survey respondents agreed that they developed step-by-step goals to reach their goals. Less than half (48%) agreed that they will make a difference in the world. There were no statistically significant differences between the pre-survey and post-survey responses on these five items. The five items were summed to create a pre-survey scale and post-survey scale. A Wilcoxon signed rank test indicated that the post-survey summed score on future and goals (mean rank = 163.24) did not differ from the pre-survey summed score (mean rank = 179.75), $Z = -1.782$, $p = .075$.

Figure 16

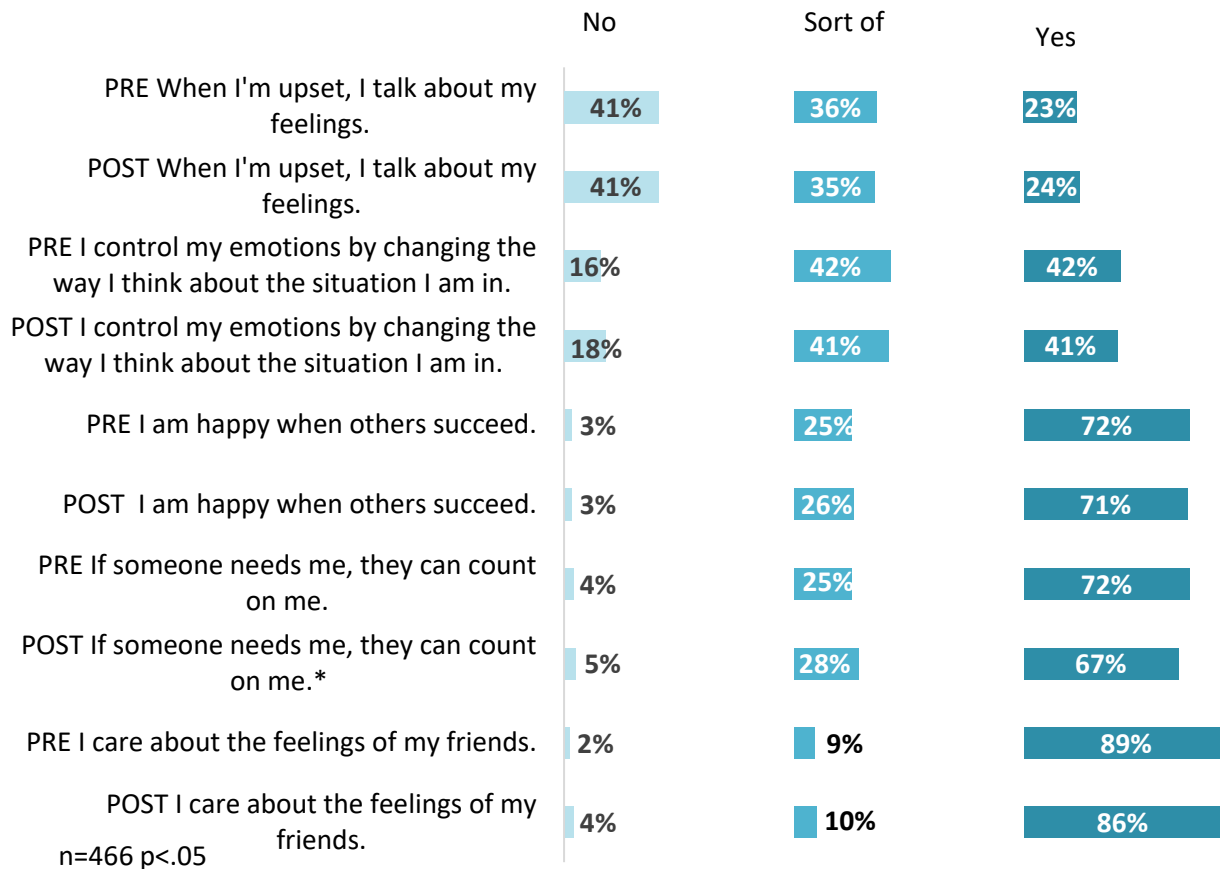
5+ Hour Youth Thriving Survey Results | Future and Goals (Pre and Post)



With respect to positive emotions, the majority of post-survey respondents agreed that they cared about the feelings of their friends (86%), that if someone needed them, they could count on them (66%), and that they were happy when others succeeded (69%; Figure 17). Smaller percentages agreed that they controlled their emotions by changing the way they thought about the situation they were in (41%) and that when they're upset they talked about their feelings (28%). There was not a statistically significant difference in the pre-survey and post-survey responses on four of the five individual items. However, a McNemar-Bowker test found that the proportion of respondents agreeing with "If someone needs me, they can count on me" was higher at the pre-survey than the post-survey, $\chi^2(3, N=459) = 7.985, p = .046$. At the post-survey, 67% of participants agreed with the statement compared to 72% at the pre-survey. The five items were summed to create a pre-survey scale and post-survey scale. A Wilcoxon signed rank test indicated that the post-survey summed score on positive emotions (mean rank = 161.07) did not differ from the pre-survey summed score (mean rank = 175.18), $Z = -1.542, p = .123$.

Figure 17

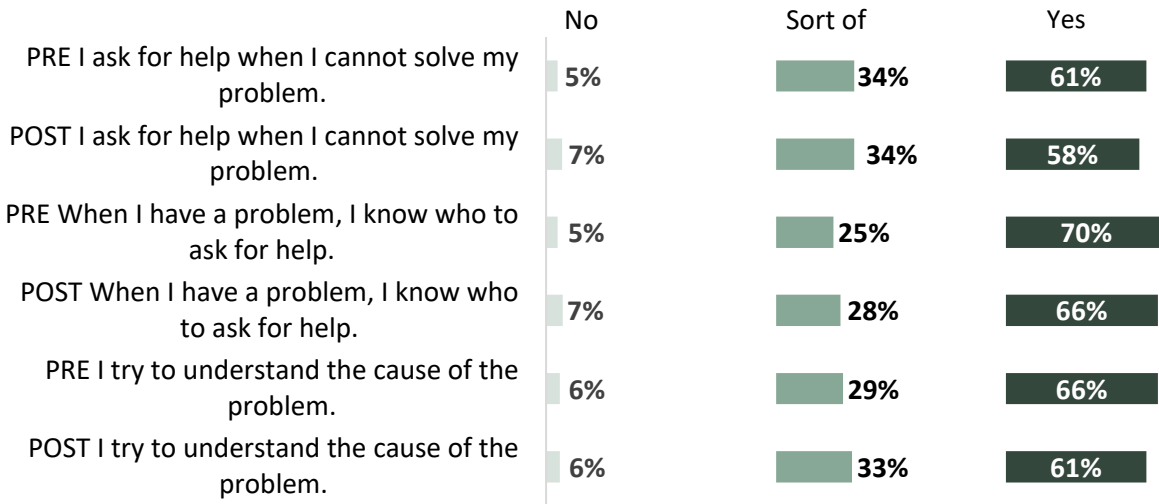
5+ Hour Youth Thriving Survey Results | Positive Emotions (Pre and Post)



In the area of problem solving, the majority of post-survey respondents agreed that they asked for help when they couldn't solve their problem; when they had a problem, they knew who to ask for help; and, they try to understand the cause of the problem (Figure 18). There were no statistically significant differences between the pre-survey and post-survey responses on the three items. The three items were summed to create a pre-survey scale and post-survey scale. A Wilcoxon signed rank test indicated that the post-survey summed score on problem solving (mean rank = 123.13) was significantly lower than the pre-survey summed score (mean rank = 145.25), $Z = -2.893$, $p = .004$.

Figure 18

5+ Hour Youth Thriving Survey Results | Problem Solving (Pre and Post)



All Clark County Data

In the 2022-2023 4-H program year, the urban Clark County Extension team reached 7,552 youth participants. The non-4-H urban Extension Team, provided 85 programs to 4,903 participants with 984 contact hours. Delivery modes were broken out as follows: 4-H Day Camp Programming, 7.3%; 4-H Overnight Camping Program, 1.6%; 4-H School Enrichment Program, 25.2%; 4-H Special Interest / Short-Term Program, 26%; After-School Programs Using 4-H Curricula / Staff Training, 17.1%; Organized 4-H After-School Club 22.8%.

Table 3

All Clark County Participant Racial Distribution

Race	Total Youth
American Indian or Alaskan Native	1.75%
Asian	1.4%
Black or African American	20%
Native Hawaiian or other Pacific Islander	2%
White/Caucasian	39%
Multiracial/Other	19%
Undetermined	14%
Hispanic/Latino	33%
Non-Hispanic/Latino	52%

Table 4

Volunteers

Total Number of Adult Volunteers	Total Number of Youth Volunteers	Total
338	69	407

Conclusion

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 and empathy. 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.

Appendix A



EXTENSION
College of Agriculture,
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4-H 21st Century Community Learning Center Program at Valley High School Evaluation Report 2022-2023



External Evaluators

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November 6, 2023

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University of Nevada Cooperative Extension 4-H 21st Century Community Learning Center Program Evaluation Report 2022-2023

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 for its second year from August 29, 2022 to May 11, 2023. The Center for Program Evaluation (CPE) at the University of Nevada, Reno was the external evaluator for the program. Evaluation methods for 22-23 included teacher and student surveys, program attendance, school attendance, and grades.

Performance Indicators and Program Attendance

In the 2022-2023 school year, 514 students attended the program. The program was offered for 127 days between August 29, 2022, and May 11, 2023. The average weekly attendance was 74 students and average daily attendance was 31. Most participants (97%) attended the program less than 30 days, while 2% attended 30-59 days. The majority of students attended the program for less than 15 hours total. The majority of participants (60%) were Hispanic/Latino; 22% Black/African American; and 6% White. Of the 25 academic and enrichment activities offered, Media/Library Lounge had the highest number of students attend. Other classes with higher attendance included Hobby Hangout and Virtual Lab Tutoring.

Teacher Surveys

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 34% had slight or moderate improvement. Improvement also was noted for 42% of the students with respect to completing homework to the teacher's satisfaction, 37% for participation in class, and 42% for turning in homework on time.

Student Surveys

Students completed the 4-H Youth Thriving Survey at the end of fall and spring terms. Student opinions about the classes were positive with most students agreeing with the positively worded statements. Most said they learned new things and explored interesting things in the class. Most student responses to the items about positive relationships were also positive, including feeling safe in class, feeling welcomed, feeling valued, cared for and treated fairly by adults in the program. The majority of students indicated they would come back for future sessions and most of the remaining students said they maybe would come back. Suggestions for future class topics included art, science, music, dancing, and social science classes.

School Attendance and Grades

Participants grades in English and Math were compared from 2nd Quarter to 4th Quarter for the students who had a B or lower in those subjects in 2nd Quarter. In English, 29% increased their grade in the 4th Quarter, and 17% increased in Math Performance Indicators. School attendance rates were slightly lower in 22-23 compared to the previous year for these participants. Thirty seven percent had school day attendance rate of 93% or higher in 22-23, compared to 53% in 21-22. Of the program participants

who had a school day attendance rate of 90% or less in 21-22, 54% increased their school day attendance in 22-23.

Performance Indicators		22 23 Status
<p>GPRA #2: Percentage of students in grades 7-12 attending 21CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.</p> <p>Note: GPA not available at time of report for Valley High School students. Proxy measures used were improvement in Math and ELA grades from 2nd quarter 22-23 to 4th quarter 22-23 for students with B or lower in 2nd quarter.</p>		<p>29% increased ELA grade 17% increased math grade</p>
<p>GPRA #3: Percentage of students in grades 1-12 participating in 21CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.</p> <p>* The NDE defines "Improvement" as a student increasing attendance to at least 93%</p>		<p>6.6% (n=2)</p>
<p>GPRA #5: Percentage of students in grades 1-12 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.</p>		<p>43%</p>

Analysis on Strengths, Weaknesses, and Areas for Improvement

Strengths

1. Offering the program to students to have a safe place to go after school.
2. Allowing flexibility for one to one help and choices to students to select opportunities for growth.
3. Providing teachers with freedom to design classes with student's interest and needs in mind.
4. Providing a budget for after school classes and instructional materials as most clubs do not have a budget.
5. Offering hot meals after school and snacks for students.
6. Large number of students reached by the program.
7. Teachers noticed improvement in engagement in learning for 43% of program participants.
8. Some participants with lower school attendance rates increased their school day attendance compared to the previous year.
9. Evidence of improvement in ELA (29%) and math (17%) grades for some students with grades lower than B in the first semester.

Weaknesses

1. Lack of awareness from teachers and students about the continuous opportunities to enroll in the program.
2. Student registration process was not understood by teachers, students and parents and consequently data was not collected on all students using the 4-H registration form.

3. Lack of targeted recruitment systems and direct paper referrals from counselors, administrators, social workers, and other school personnel thus enabling full circle follow up as evidence of the success of targeted recruitment efforts.
4. Class cancellation due to low student attendance classes mid-session creating the need to update flyers and contracts with teachers.
5. Low total hours of program attendance for most participants.

Areas for Improvement

Main challenges for the 4-H 21st CCCLP at Valley High in its second year included recruitment and attendance. A variety of recruitment methods are recommended including informing school staff of the program and its benefits, creating a tracking system that counselors can use to refer students at risk, having the program coordinator attend school events to promote the program, and second language newcomer students. Recommendations to improve attendance include giving attendees recognition and incentives for participating, supporting the 4-H Club and students' suggestions for club activities, 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.

Conclusion

In its second year, the 4-H 21st CCLC program at Valley High was successful implementing a variety of academic and enrichment classes with 514 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 recruitment and attendance. Improving attendance in Year 3 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 for its second year in 2022-2023. The after-school program aimed to improve academics and student engagement through enrichment activities. The 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 tracks data and evaluates 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 22-23 included teacher surveys, student surveys, school attendance, 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 student announcements, notices to teachers, flyers, social media, website announcements and in-person presentations. Students were offered five class sessions throughout the school year, with each session offering six weeks of activities. The program was offered for 127 days between August 29, 2022, and May 11, 2023. The grant target was to offer 100 days of services to students. The grant target was exceeded by offering 127 days.

The goals of the program included offering academic and enrichment classes after regular school hours to students attending Valley High school. Twenty-five different afterschool classes were offered to participants. Recruitment and publicity about the new program used student announcements, notices to teachers, flyers, social media, web site announcements and in-person presentations. In addition, parents were sent email notices once the student registered for the program. Methods used to register students included use of a QR code that provided access to online registration documents as well as a URL link.

A typical week of classes included Media/Library Lounge where tutoring was offered, along with a safe place to read or hang out. Students could stay for various classes until 4:30 P.M. Academic support classes included making up credits toward graduation using the Edgenuity online software program, one to one tutoring for various subjects such as math, social studies, English as a second language (ESL), and the Library/Media hangout where students could do homework, read or conduct research. Enrichment classes that were offered included art, gardening, financial literacy, photography and physical activities such as cheerleading, basketball and Garage Band. Students were encouraged to attend both the 2:30-3:30 P.M. and 3:30-4:30 P.M. sessions, but the majority of students attended only the first session, 2:30-3:30 P.M. Daily snacks including a hot meal was offered along with Popcorn Friday and extra food treats for those staying until 3 P.M. or later.

Participant Characteristics and Attendance

In the 2022-2023 school year, 514 students attended the program. Session 4 had the highest number of participants, while Session 5 had the highest average daily attendance (Table 1). The average weekly attendance was 74 students and average daily attendance was 31. Most participants (97%) attended the program less than 30 days, while 2% attended 30-59 days. The majority of participants attended the program for less than 15 hours total (Figure 1). Tenth grade had the greatest number of participants, while 11th grade had the least (Figure 2).

Table 1. Student Participation by Session 2022-2023

	# of Unduplicated Participants	Average Daily Attendance (ADA)
Session 1	128	18
Session 2	128	16
Session 3	185	22
Session 4	457	27
Session 5	251	44
Total Unduplicated	514	31

Figure 1. Program Attendance in Hours by Grade

Most participants attended the program for less than 15 hours.

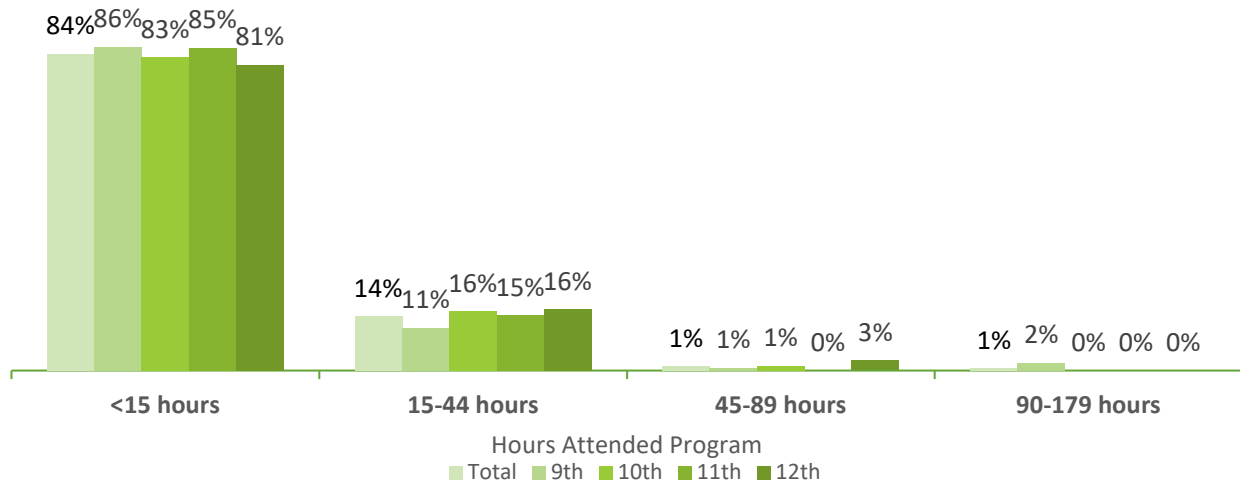
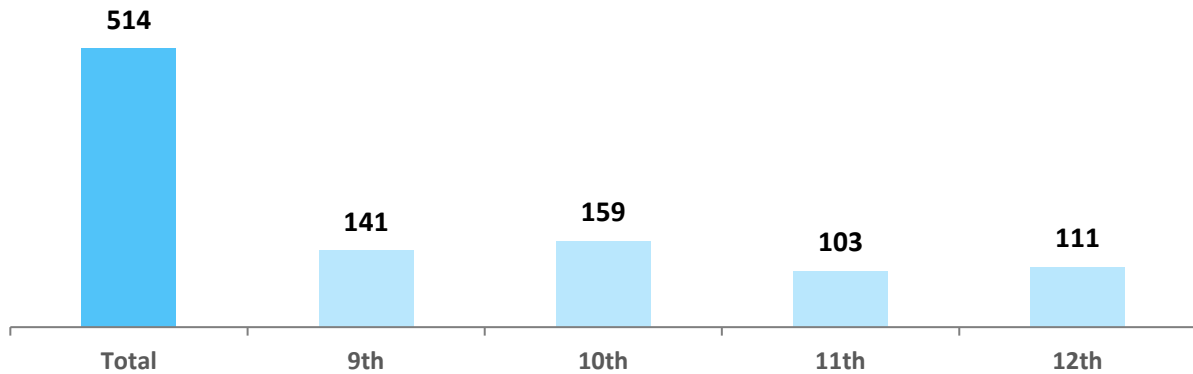
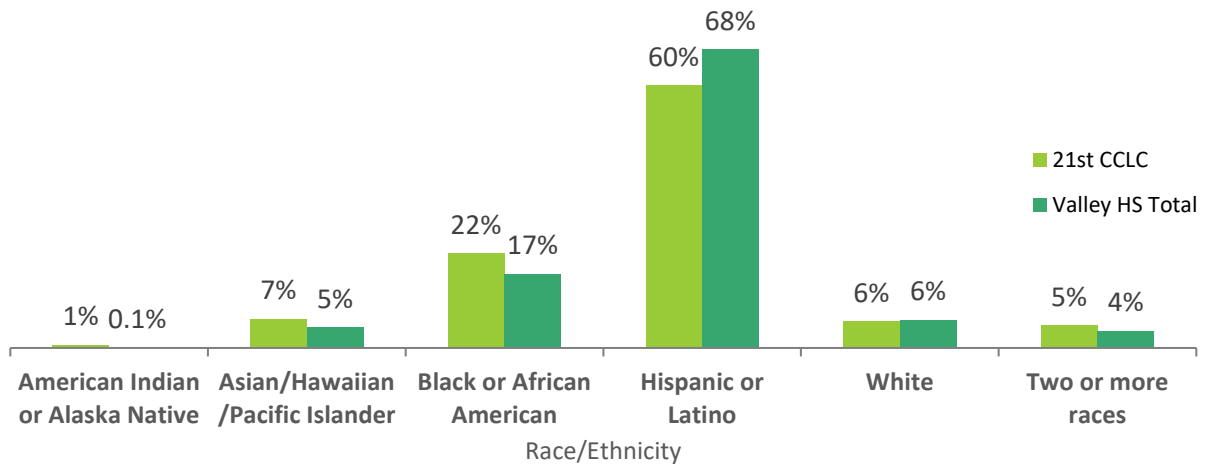


Figure 2. Number of Participants by Grade
 10th grade had the largest number of participants.



During the 2022-2023 school year, 2,714 students attended Valley High school (Nevada Department of Education). Of the total student population, 19% or 514 students attended the after-school program. The race/ethnicity distributions of the program participants and the school overall were similar, but there was a slightly higher proportion of Black/African American and a slightly lower proportion of Hispanic/Latino students participating in the program compared to the total school population (Figure 3). More than half the program participants (60%) were Hispanic/Latino; 22% were Black/African American; and 6% were White.

Figure 3. Participant Race/Ethnicity
 60% of program participants were Hispanic or Latino.



Activity Attendance

Students were able to choose from a variety of academic and enrichment activities after school. Of the 25 activities offered, Media/Library Lounge had the highest number of students attend (567 across all sessions; Table 2), with a daily average attendance of 27 students. Other classes with high attendance included Hobby Hangout (160 students attended), and Virtual Lab Tutoring (108 students). The least popular class was Diamond Painting, with an average attendance of 2 daily students during the session it

was offered. Coding/App Design had the lowest number of students attending (3 attendees). Other classes with lower attendance included Diamond Painting and Cosmetic Science.

Table 2. Number of Participants by Class, All Sessions Combined

Class	Attendees	Class	Attendees
Media / Library Lounge	567	GarageBand Music & Art Club	28
Hobby Hangout	160	Cheerleading Workshop	27
Virtual Lab Tutoring	108	Podcasting	27
Ceramics Club	63	Edgenuity Lab	22
MOTIVE Learning Lab	62	Gay-Straight Alliance	21
Board Games	59	Financial Literacy	20
Digital Photography	55	Artfully Identify Yourself	19
Gardening	54	Lego Bots Mania	16
Science Tutoring	42	Maker Space	9
ACT Prep / Tutoring	40	Cosmetic Science	8
Ukulele Club	40	Diamond Painting	5
Language Support	35	Coding / App Design	3
Drawing Club	31		

*Not all classes occurred across all sessions

Several events were offered to all students at Valley High school sponsored by UNR 4-H Extension. Such events included the 4-H Learning Service Day at Camp Alamo, the Capital Days 4-H trip to Carson City, and the 4-H End of Year Bash & Student Showcase. The earliest event, Service Day at Camp Alamo, occurred February 4, 2023. Transportation to Camp Alamo was provided to 15 students on the weekend and they helped clean, paint, and organize the camp for use by campers. Students earned tee shirts, certificates and learned about 4-H Extension and the various activities available to youth.

Capital Days field trip included 11 students who traveled to Carson City on March 22, 2023 (see Figure 4). Feedback from students was very positive and one shared, “I didn’t know that’s what they did up there!” The End of the Year Bash, planned by the assistant coordinator, Tammy Haddad, included recognition for seniors, teachers, and a display of student artwork. Refreshments and certificates, ribbons, and senior green cords were provided. The event was well attended.



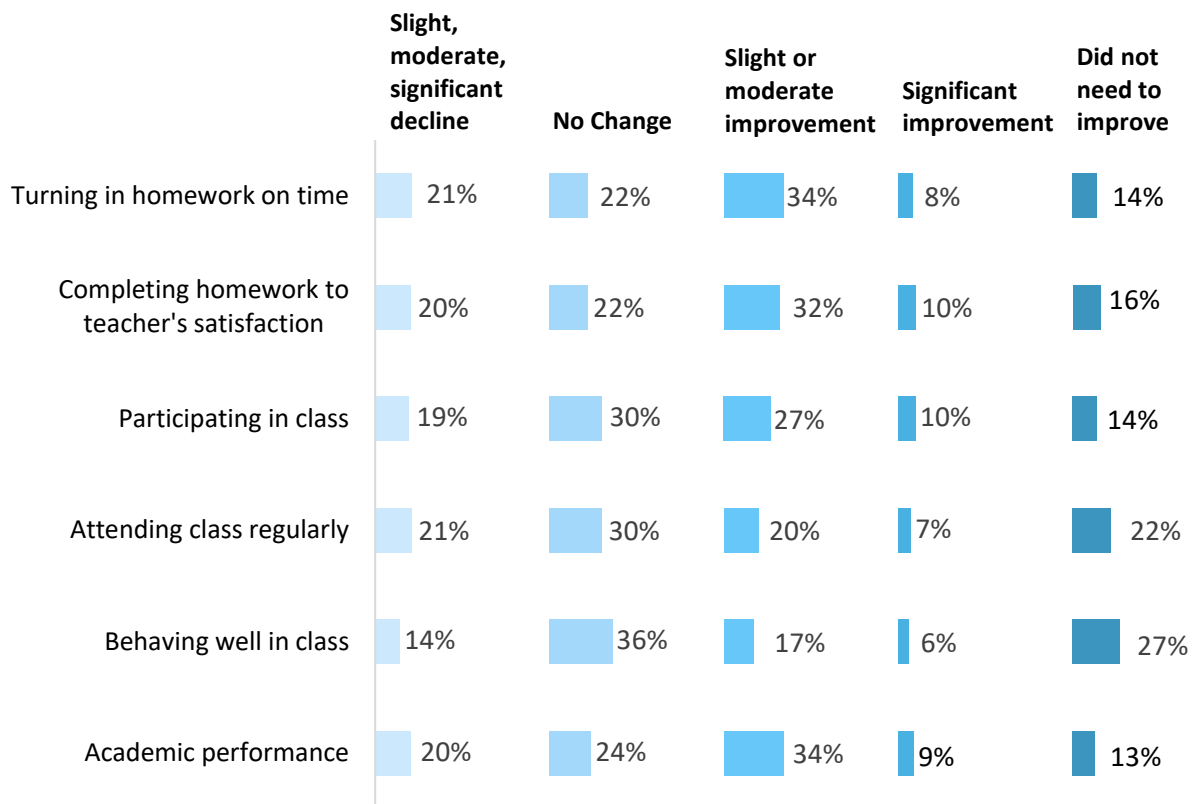
Figure 4. Capital Days 4-H Trip

Teacher Survey Results

The program collected teacher surveys for 433 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 14%-21% of the students. The most frequently reported improvement related to academic performance, for which 9% of participants had significant improvement and 34% had slight or moderate improvement (Figure 5). Improvement also was noted for 42% of the students with respect to completing homework to the teacher's satisfaction; 37% for participation in class; and 42% 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 5. Classroom Teacher Survey Responses

Classroom teachers noticed slight to significant improvement in academic performance for 43% of 21st CCLC participants over the year.

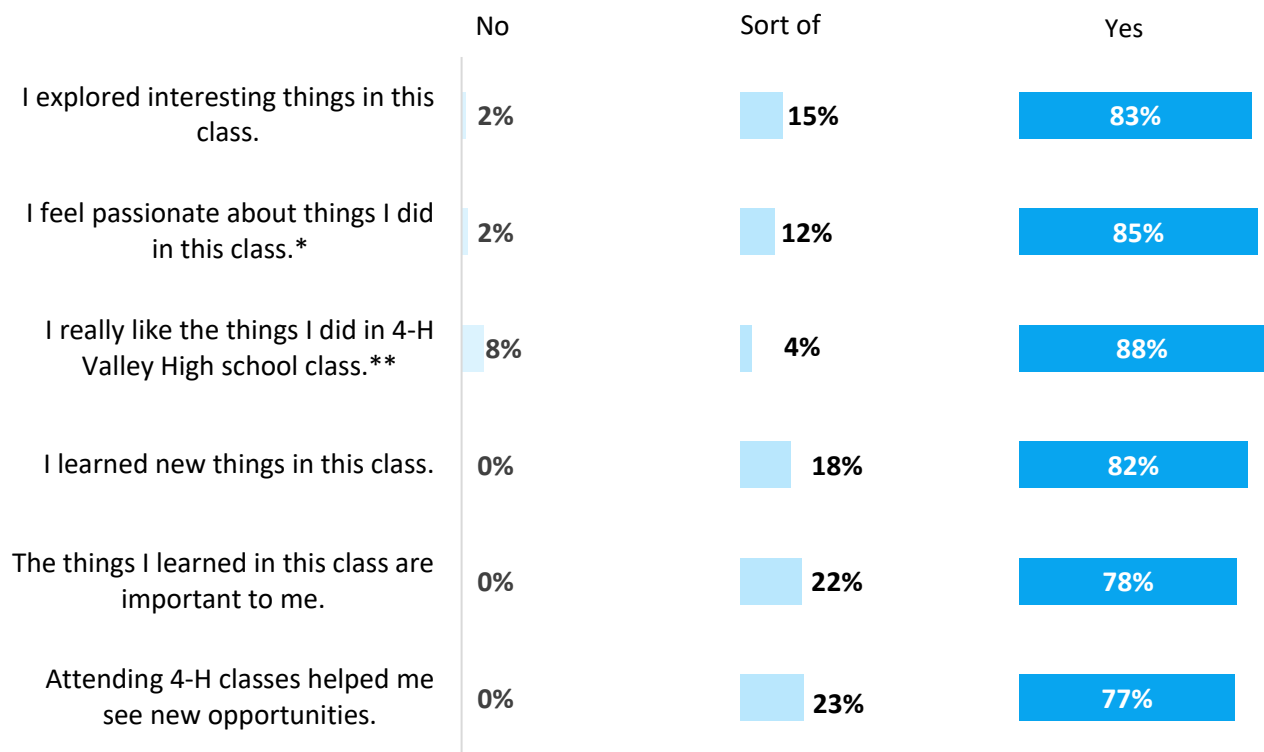


Student Survey Results

Students took the 4-H Youth Thriving Survey at the end the fall and spring terms. The survey was completed by 83 students. The survey included a series of statements about students’ opinions about the classes, relationships with others, willingness to grow and discover, thoughts about the future and goals, empathy and emotions, and problem-solving skills. Response options consisted of “No,” “Sort of,” and “Yes,” in addition to one question that included an additional “Like Somewhat” option. Student opinions about the classes were positive with most students agreeing with the positively worded statements (Figure 6). Most student responses to the items about relationships with others in the program were also positive with 77%-97% agreeing with each statement (Figures 7 and 8).

Figure 6. Student Opinions about the Class Attended

82% said they learned new things and 83% said they explored interesting things in the class.



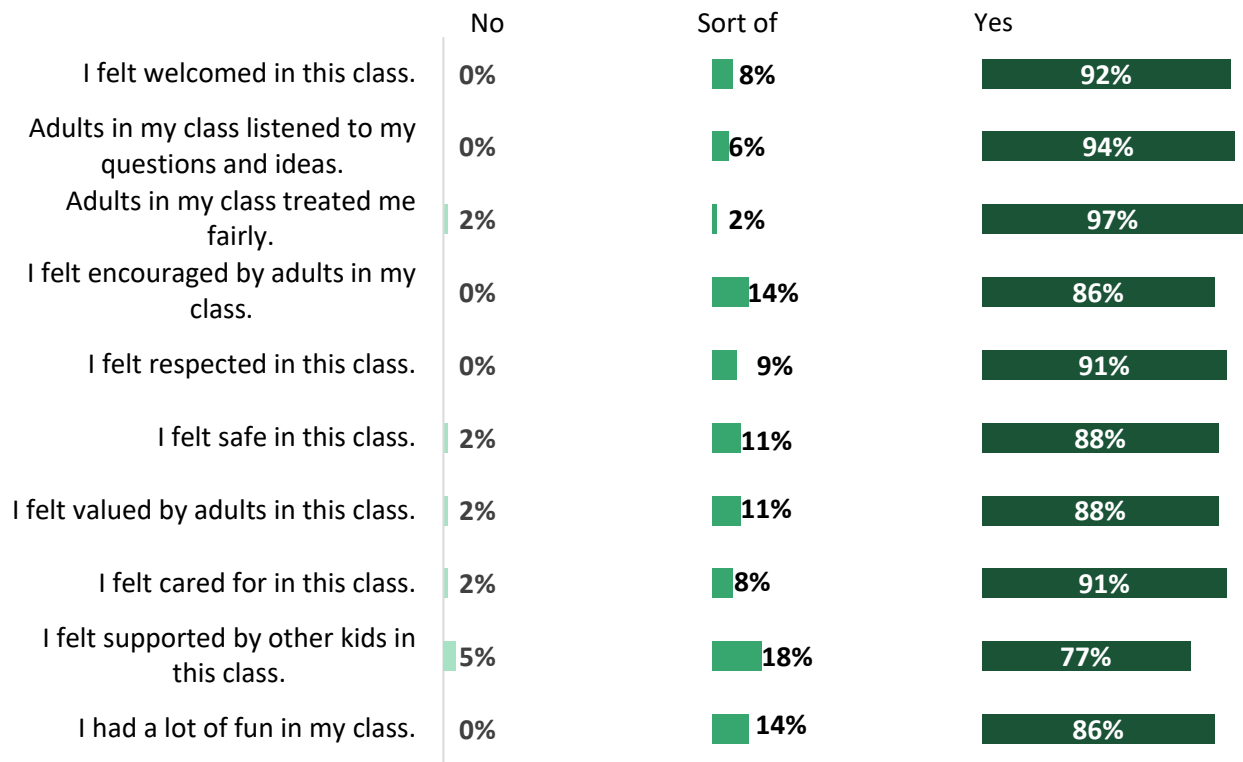
N=66

*N=41; question only in Fall survey

**N=25; question only in Spring survey

Figure 7. Positive Relationships

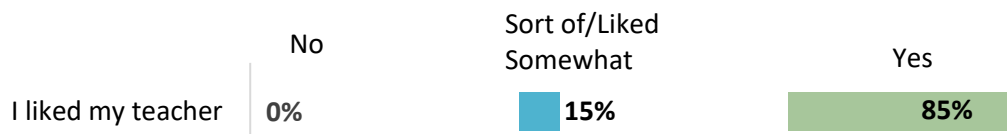
97% said adults in their class treated them fairly.



N=66

Figure 8. Positive Relationships: Liking Teacher

85% of students liked their teacher.



N=66

Most student responses also were positive for the Willingness to Grow and Discover items, Thoughts about the Future and Goals, and Problem-Solving Skills (Figures 9, 10, & 11). With respect to Empathy and My Emotions, most students had positive responses on four of the five items; however, a lower percentage (44%) said they talk about their feelings when something upsets them (Figure 12). 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 13).

Figure 9. Willingness to Grow and Discover

71% said attending class inspired them to explore new things in their life.

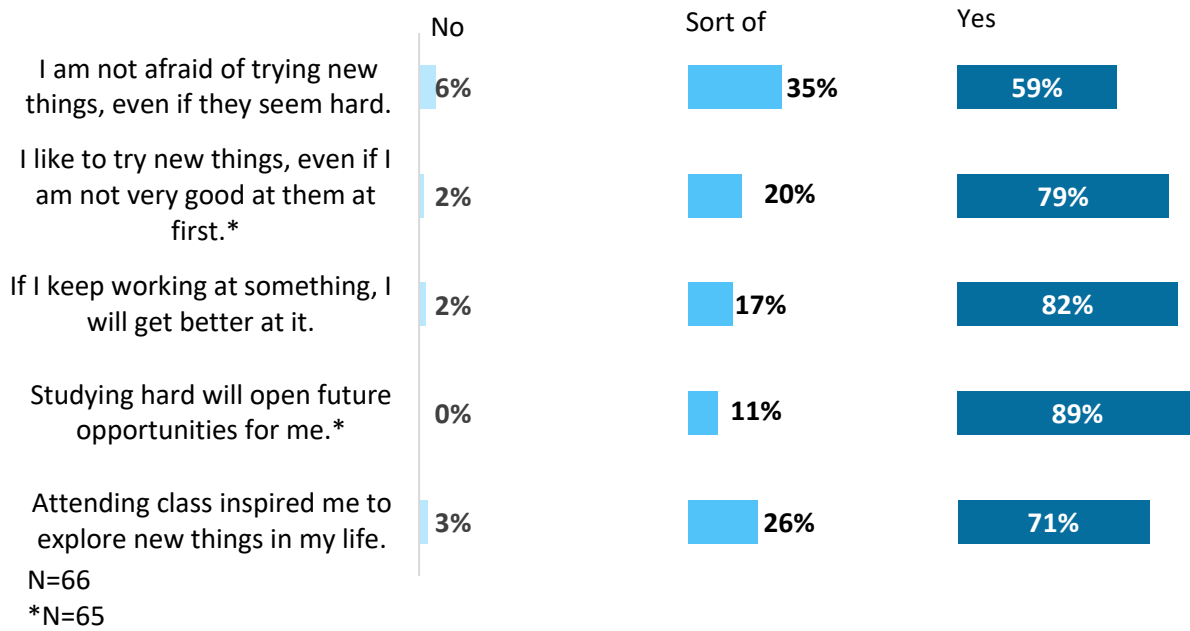


Figure 10. Thoughts About the Future and Goals

80% said it is important for them to reach their goals.

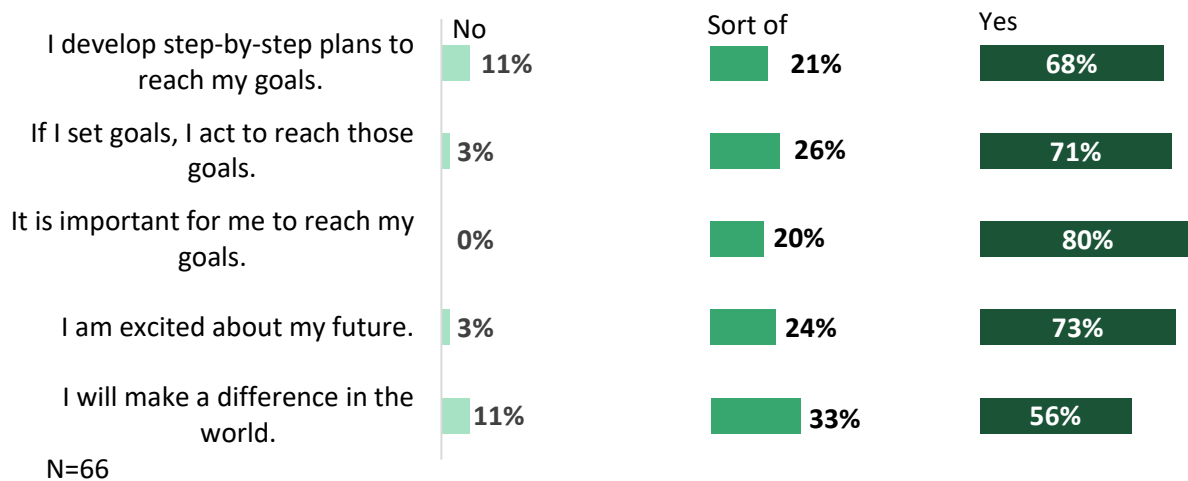


Figure 11. Problem-Solving Skills

65% said they ask for help when they cannot solve their problems.

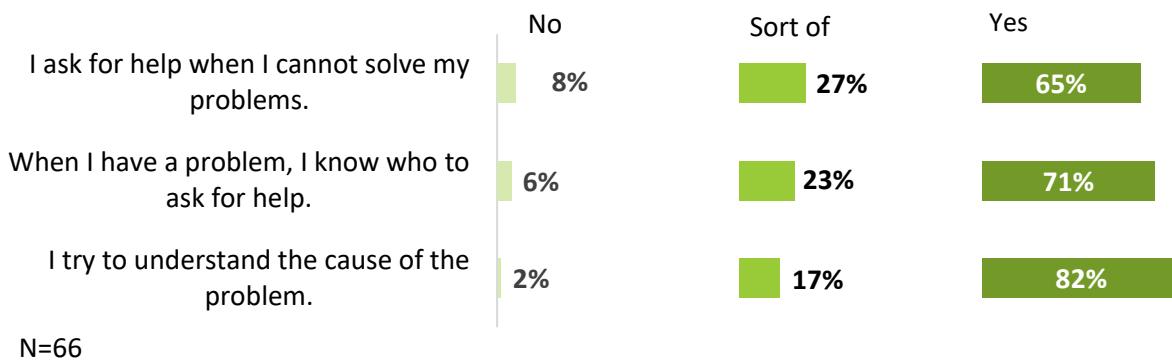


Figure 12. Empathy and My Emotions

86% said they are happy when others succeed and 85% care about the feelings of their friends.

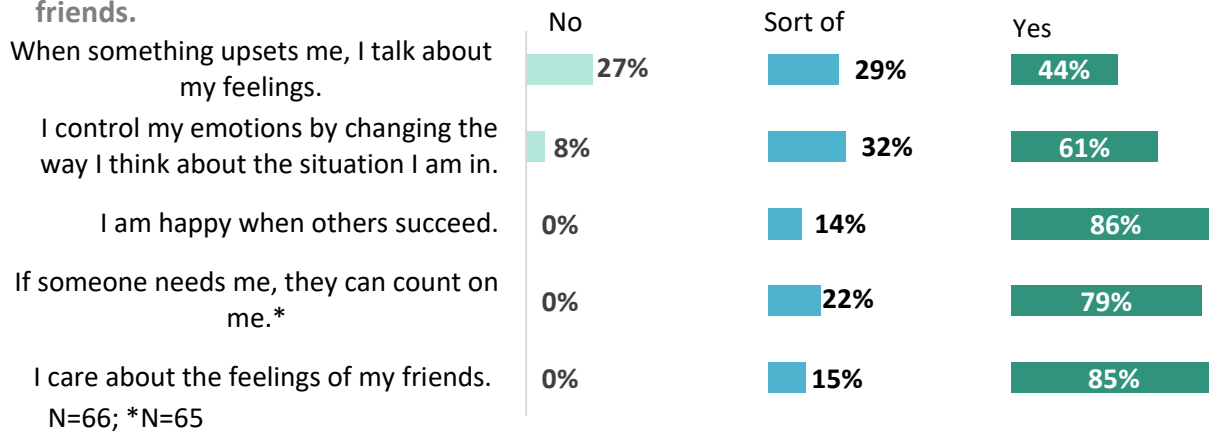
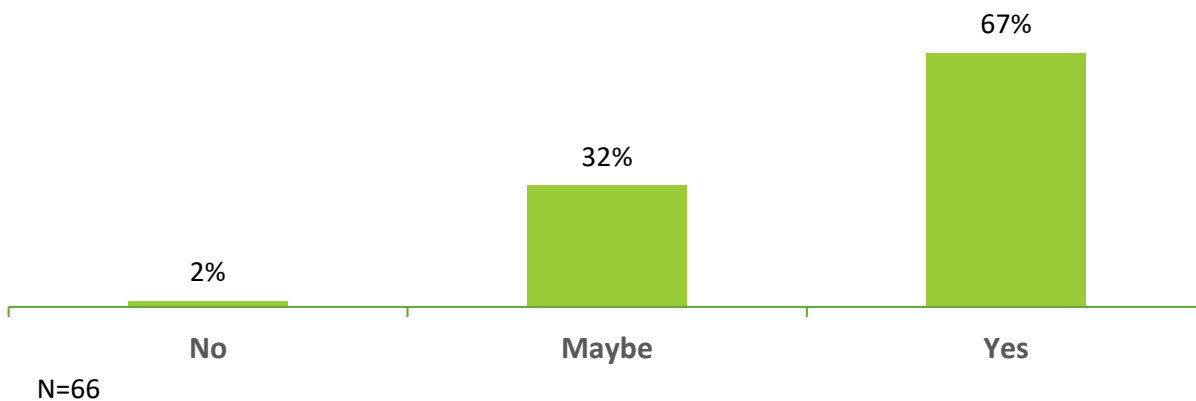


Figure 13. Desire to Come Back for Future Classes

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



Students wrote in what they liked best about the classes. Frequently mentioned responses included the teachers, learning new things, other people in the classes, and the freedom to choose activities and be creative (See complete list of responses in the Appendix). Of note, students mentioned how caring the teachers were and how the program allowed them to freely express themselves and explore their creativity.

What Students Liked Best

- The teachers
- Having fun
- Learning new skills
- Playing the Ukulele
- Friends and people involved
- Being creative and expressing themselves
- Freedom to choose activities they want to do
- Getting work/assignments done

Students also wrote what they liked least about the program. Many indicated there was nothing they liked least. Some other comments included activities being messy and staining clothes, the noise level getting to loud, or not having many people in classes (see complete list of responses in Appendix).

What Students Liked Least

- Nothing
- Getting messy (e.g., clay)
- Noise level
- Being too short
- Hard to choose which activity
- Classmates

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 different types of art, science, music, dancing, and social science classes.

Student Suggestions for Other Topics They Would Like to Learn about

- Tips for the future
- More difficult Ukulele songs
- Using a spinning table
- Different type of fires
- Psychology
- How to make things smoother
- Ceramic jewelry
- Political topics
- Folklorico
- Fortnite
- Dance (3)
- Guitar
- Drawing/Art (3)
- How to edit better
- How to remember certain lines of codes when necessary
- More stunts
- Science (2)
- Cheer
- Backflips
- Computer programming
- Marketing, more specifically business simulations
- Key Club
- Sewing
- More jewelry making
- Upcycling
- Pin making
- How to write scholarship essays
- Band
- Useful skills in life
- Anatomy
- Music Composition
- Archery
- Cooking (2)
- A criminal justice class

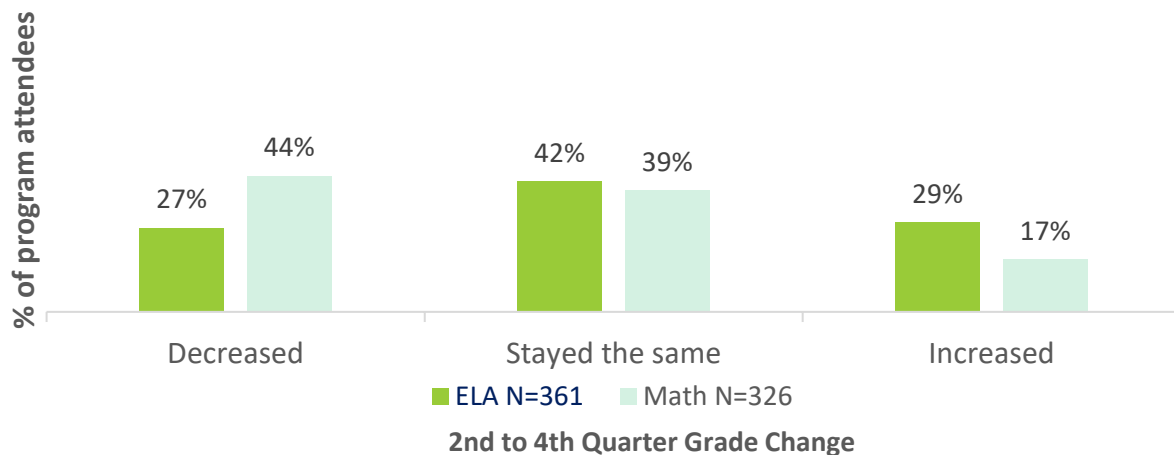


Figure14. Students in art class

Grades

Participants grades in English and Math were compared from 2nd Quarter to 4th Quarter for the students who had a B or lower in those subjects in 2nd Quarter. In English, 29% increased their grade in the 4th Quarter, and 17% increased in Math (Figure 15).

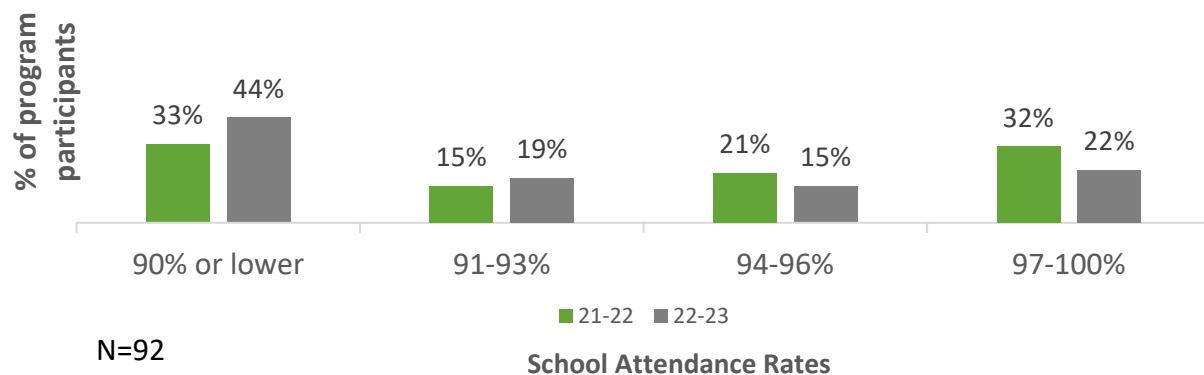
Figure 15. Participant Changes in Math and ELA Grades from 2nd Quarter to 4th Quarter in 22-23 for Participants with Grade B or Lower in 2nd Quarter



School Attendance

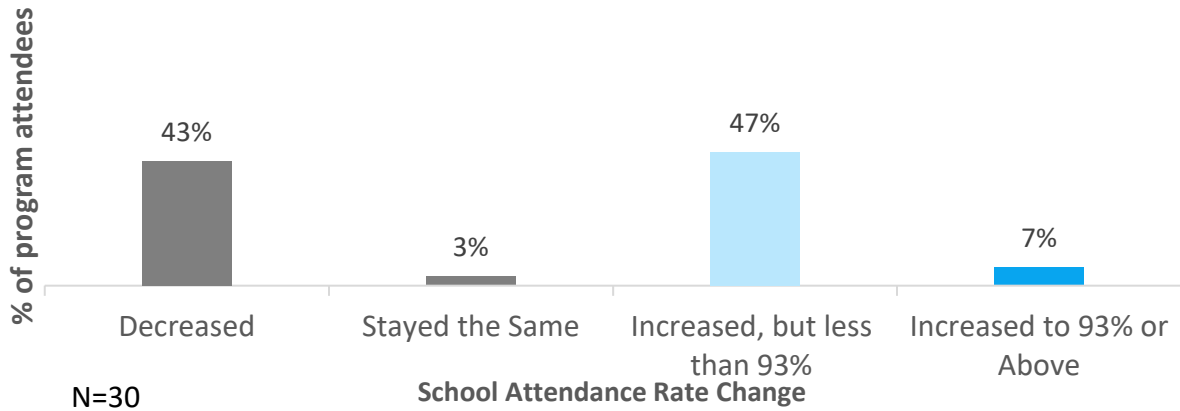
Regular school day attendance rates were available for 92 program participants for the previous year (2021-22) and the program year (2022-23). School attendance rates were slightly lower in 22-23 compared to the previous year for these participants (Figure 16). Thirty seven percent had school day attendance rate of 93% or higher in 22-23, compared to 53% in 21-22. This group of participants for whom attendance data were available for both years represents 18% of the total number of program participants in 22-23.

Figure 16. Participant School Attendance Rates 2021-2022 and 2022-2023



Of the program participants who had a school day attendance rate of 90% or less in 21-22 (n=30), 54% increased their school day attendance in 22-23 (Figure 17).

Figure 17. 22-23 School Attendance Rates for Program Participants with School Attendance Rate of 90% or Lower in 21-22



Performance Indicators

At the time this report was finalized, data (or proxy data) related to three performance indicators were available.

Performance Indicators	22 23
<p>GPRA #2: Percentage of students in grades 7-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.</p> <p>Note: GPA not available at time of report for Valley High School students. Proxy measures used were improvement in Math and ELA grades from 2nd quarter 22-23 to 4th quarter 22-23 for students with B or lower in 2nd quarter.</p>	<p>29% increased ELA grade 17% increased math grade</p>
<p>GPRA #3: Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.</p> <p>Note: The NDE defines "Improvement" as a student increasing attendance to at least 93%.</p>	<p>6.6% (n=2)</p>
<p>GPRA #5: Percentage of students in grades 1-12 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning.</p>	<p>43%</p>

Analysis on Strengths, Weaknesses, and Areas for Improvement

The Program Coordinator used several sources of data used to obtain feedback on the program's operation, which included teacher feedback (Google forms), student input (in-person meetings), administrator/counselor/community in-person meetings, and descriptive data from student enrollments. These sources along with the evaluation surveys from teachers and students, the program attendance and demographics, the school day attendance and math and ELA grades were used for the following analysis of the program's strengths, weaknesses, and areas for improvement.

Strengths

10. Offering the program to students to have a safe place to go after school.
11. Allowing flexibility for one to one help and choices to students to select opportunities for growth.
12. Providing teachers with freedom to design classes with student's interest and needs in mind.
13. Providing a budget for after school classes and instructional materials as most clubs do not have a budget.
14. Offering hot meals after school and snacks for students.
15. Large number of students reached by the program.
16. Teachers noticed improvement in engagement in learning for 43% of program participants.
17. Some participants with lower school attendance rates increased their school day attendance compared to the previous year.
18. Evidence of improvement in ELA (29%) and math (17%) grades for some students with grades lower than B in the first semester.

Weaknesses

6. Lack of awareness from teachers and students about the continuous opportunities to enroll in the program.
7. Student registration process was not understood by teachers, students and parents and consequently data was not collected on all students using the 4-H registration form.
8. Lack of targeted recruitment systems and direct paper referrals from counselors, administrators, social workers, and other school personnel thus enabling full circle follow up as evidence of the success of targeted recruitment efforts.
9. Class cancellation due to low student attendance classes mid-session creating the need to update flyers and contracts with teachers.
10. Low total hours of program attendance for most participants.

Areas for Improvement

Main challenges for the 4-H 21st CCCLP at Valley High in its second year included recruitment and attendance. The following recommendations address these challenges.

Recruitment and Attendance Recommendations

- Recruit widely, inform all staff members of the program, include ongoing announcements to students and create a tracking system that counselors can use to refer students at risk. The credit recovery classes had extremely low student turnout for two consecutive years. Action is needed to change this trend.
- Continue using the data entry procedures in the TransACT database. Continue the use of an independent contractor who is well skilled in excel, Infinite Campus and resolving data requests. Require that data be unloaded weekly to ensure that attendance is accurate and shared with teachers in the program.
- 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.). Make 4-H visible schoolwide.
- Create a mandatory registration form for all students. Target recruitment to at risk students such as: 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 second language 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.
- Support the 4-H Club and students' suggestions for club activities.
- Offer student recognition opportunities, including excellent attendance, excellent participation, and being stewards for recruiting others into the after-school program.

Parent Engagement Recommendations

- Collaborate with Communities and Schools and other community partners to build upon current parent groups that are active at the school.

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 second year, the 4-H 21st CCLC program at Valley High was successful implementing a variety of academic and enrichment classes with 514 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 recruitment and attendance. Improving attendance in Year 3 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?

- The teachers assuring students need the support they need.
- Learning the cords
- Learning new songs on the Ukulele.
- Learning about how to make stuff out of clay
- Playing the ukulele is a good thing to practice, and I love playing instruments
- The teachers
- The people (3)
- Being able to improve my ACT score in the future.
- The freedom to do whatever i like
- all of the opportunities to create new pieces
- I like being able to create what I want.
- Harris and the people
- I love learning new techniques and letting my creative side bloom.
- I liked the teacher
- Helping out my teachers, also when I'm having fun etc.
- The mood
- i like being able to create what i want
- my friends
- Communication with others
- Friends
- The ukulele (2)
- It was fun to learn about how soap and it's scents were made
- Playing ukulele with girlfriend
- the teacher
- Making things like a cup and a duck.
- Experiments
- It was fun (2)
- it's a very calming environment
- The teacher is very positive and nice
- Learning about how to code and learning about my peers
- It was really fun
- trying new things/going over something to be better at it.
- developing flexibility
- Learning new things

- Cheer
- Teamwork
- Tutoring was my favorite. Mr. Garcia assisted me as much as he could with my work. Would be able to graduate without him!
- it was exciting
- The utmost consideration for students wellness & success!
- Get my work done
- fun classes that passed time
- Learning there's other ways of making money
- I liked how I reached my goal.
- I got to make new friends.
- I enjoyed being able to have the choice between finishing up assignments and destressing and learning something new.
- The instructors
- I liked that we had a variety of clubs too chooses from.
- seeing and talking to my friends
- I liked the library because I felt great because I love reading.
- The activities we did.
- i loved that i learned a lot and they hand out snacks
- I was able to freely express myself and explore new skills and ideas within these classes
- The students
- the accepting attitudes of everyone
- The way of teaching of Mr. Ray
- I liked that it was calm and you do things at your own pace
- that I got to take the camera home

What did you like least about the class?

- There aren't too many kids
- Nothing I love this class
- There is nothing bad I could think of.
- How the dust stains my clothes sometimes
- Nothing, it's an amazing class
- I actually really liked this class
- Struggling
- There's nothing I don't like about this class.
- Assignments on canvas
- I hate when I get clay on my clothes.
- We get off topic quite often
- honestly just how messy it can get sometimes
- Research
- The noise level
- I don't think I have anything that I least like
- The silence
- when it gets messy
- loud
- Noise level
- There wasn't anything bad!
- working out
- Nothing really
- no.
- it was short
- N/A
- I don't really dislike anything about this class
- I LOVED ALL OF IT
- Too short :angry:
- The songs we learn and sing
- Everyone is really loud up front where kids tend to study.
- The people
- Nothing, everything was amazing, thankfully!
- i would get hungry so it was difficult for me to focus sometimes
- Nothing. (10)
- I have no complaints
- It was hard to choose what activity to join because there was a lot to choose from.
- that one kid who wouldn't stop talking about vulgar things regarding my mother

- I didn't really like fitness training
- I don't know to be honest
- Classes became very uninteresting as we lost our mentors due to them leaving the programs or I personally just felt pressured into attending a class because not many students were interested in going
- N/A (2)
- I think that sometimes there is no one to ask for help
- The teachers

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

- Tips for the future
- More difficult Ukulele songs.
- Using a spinning table
- Playing more songs
- What ever gets handed to me
- Not sure (3)
- As of now, I'm not sure which topics/activities I would like to learn about in the future.
- Different type of fires
- psychology
- I would like to learn how to make things smoother.
- On club or academic
- i would like to learn about ceramic jewelry.
- Political topics
- Folklorico
- I don't know (3)
- Fortnite
- I'm not sure (2)
- Dance
- I'm fine with what I know now
- Technology
- Guitar
- anything
- Drawing
- How to cook.
- How to edit better
- none
- N/A (3)
- I don't know I'm open to learning everything

- how to remember certain lines of codes when necessary
- An art class
- more stunts
- flexibility manage able
- Learning how to get better at songs
- Cheer
- Science (2)
- I think a class about computer programming
- Marketing, more specifically Business simulations!
- Any.
- Art and Key Club
- I do not know.
- Sewing, More jewelry making, upcycling, and pin making
- I would like to learn about how to write scholarship essays.
- BVM
- Dance and Band
- I'm not sure.
- good question because I don't know
- Useful skills in life?
- anatomy
- Music Composition
- Archery and cooking
- A criminal justice class
- Danza

Appendix B: Surveys



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources

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

Name: _____ **Class Name:** _____

Instructor: _____

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

Spark

Circle the option that relates best to your experience.	No	Sort of	Yes
1. I explored interesting things in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I really liked the things I did in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I learned new things in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I value the things I learned in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 4-H helped me see future opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Positive Adult Relationships

Circle the option that relates best to your experience.	No	Sort of	Yes
6. Adults in 4-H listened to my questions and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Adults in 4-H treated me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Adults in 4-H helped me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I felt respected in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I felt safe in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Would you like to come back for future 4-H classes?

No **Maybe** **Yes**

12. What did you like best about this 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
- Non-Binary
- My gender is not here
- I don't want to say

16. What is your grade? _____

17. Which of the following best describes your Ethnicity?

- Hispanic or Latinx: Person that identifies with Cuban, Mexican, Puerto Rican, Central or Southern American, or other Spanish culture.
- Not Hispanic or Latinx
- 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
- Race not Listed (Other)
- I don't know



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources

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

Name: _____ **Class Name:** _____

Instructor: _____

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

Willingness to Grow and Discover/Thoughts About the Future and Your Goals

Circle the option that relates best to your experience.	No	Sort of	Yes
1. I am not afraid of trying new things, even if they seem hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I keep working at something, I will get better at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Studying hard will open future opportunities for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If I set goals, I act to reach those goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am excited about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empathy and My Emotions

Circle the option that relates best to your experience.	No	Sort of	Yes
6. When something upsets me, I talk about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 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"/>
8. I care about my friends' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem-Solving Skills

Circle the option that relates best to your experience.	No	Sort of	Yes
9. I ask for help when I cannot solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. When I have a problem, I know who to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I try to understand the cause of a problem I am having.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Spark

Circle the option that relates best to your experience.	No	Sort of	Yes
12. I explored interesting topics in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I really liked the activities I did in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. I learned about new topics in 4-H.	0	0	0
15. I value the things I learned in 4-H.	0	0	0
16. 4-H helped me see future opportunities.	0	0	0

Positive Adult Relationships

Circle the option that relates best to your experience.	No	Sort of	Yes
17. I felt welcomed in 4-H.	0	0	0
18. Adults in 4-H listened to my questions and ideas.	0	0	0
19. Adults in 4-H treated me fairly.	0	0	0
20. Adults in 4-H helped me.	0	0	0
21. I felt respected in 4-H.	0	0	0
22. I felt safe in 4-H.	0	0	0
23. I felt supported by other kids in 4-H.	0	0	0

24. Would you like to come back for future 4-H classes?

- No Maybe Yes

25. What did you like best about this class?

26. What did you like least about this class?

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



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources

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

Name: _____ **Class Name:** _____

Instructor: _____

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

Willingness to Grow and Discover/Thoughts About the Future and Your Goals

Circle the option that relates best to your experience.	No	Sort of	Yes
1. I am not afraid of trying new things, even if they seem hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I keep working at something, I will get better at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Studying hard will open future opportunities for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If I set goals, I act to reach those goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am excited about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empathy and My Emotions

Circle the option that relates best to your experience.	No	Sort of	Yes
6. When something upsets me, I talk about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. 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"/>
8. I care about my friends' feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem-Solving Skills

Circle the option that relates best to your experience.	No	Sort of	Yes
9. I ask for help when I cannot solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. When I have a problem, I know who to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I try to understand the cause of a problem I am having.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What is your gender?

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

13. What is your grade? _____

14. Which of the following best describes your **Ethnicity**?

- Hispanic / Latinx: Person that identifies with Cuban, Mexican, Puerto Rican, Central or Southern American, or other Spanish culture.
- Not Hispanic or Latinx
- 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
- Race not listed (Other)
- I don't know

Circle the option that relates best to your experience.	No	Sort of	Yes
15. I care about the feelings of my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem-Solving Skills

Circle the option that relates best to your experience.	No	Sort of	Yes
16. I ask for help when I cannot solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. When I have a problem, I know who to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I try to understand the cause of a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Spark

Circle the option that relates best to your experience.	No	Sort of	Yes
19. I explored interesting things in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I really liked the things I did in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I learned new things in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I value the things I learned in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. 4-H helped me see future opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Positive Adult Relationships

Circle the option that relates best to your experience.	No	Sort of	Yes
24. I felt welcomed in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Adults in 4-H listened to my questions and ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Adults in 4-H treated me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Adults in 4-H helped me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I felt respected in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I felt safe in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I felt valued by adults in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I felt cared for in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I felt supported by other kids in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I liked my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I had fun in 4-H.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Would you like to come back for future 4-H classes?

- No Maybe Yes

36. What did you like best about this class?

37. What did you like least about this class?

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



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources

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

Name: _____ **Class Name:** _____

Instructor: _____

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

Willingness to Grow and Discover

Circle the option that relates best to your experience.	No	Sort of	Yes
1. I am not afraid of trying new things, even if they seem hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. 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"/>
3. If I keep working at something, I will get better at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Studying hard will open future opportunities for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am inspired to explore new opportunities in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thoughts About the Future and Goals

Circle the option that relates best to your experience.	No	Sort of	Yes
6. I develop step-by-step plans to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. If I set goals, I act to reach those goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. It is important for me to reach my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am excited about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I will make a difference in the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empathy and My Emotions

Circle the option that relates best to your experience.	No	Sort of	Yes
11. When I'm upset, I talk about my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 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"/>
13. I am happy when others succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. If someone needs me, they can count on me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I care about the feelings of my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Problem-Solving Skills

Circle the option that relates best to your experience.	No	Sort of	Yes
16. I ask for help when I cannot solve a problem.	O	O	O
17. When I have a problem, I know who to ask for help.	O	O	O
18. I try to understand the cause of a problem.	O	O	O

19. What is your gender?

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

20. What is your grade? _____

21. Which of the following best describes your Ethnicity?

- Hispanic / Latinx: Person that identifies with Cuban, Mexican, Puerto Rican, Central or Southern American, or other Spanish culture.
- Not Hispanic or Latinx
- 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
- Race not listed (Other)
- I don't know

