

4-H AFTER SCHOOL: ELTON M GARRETT JUNIOR HIGH SCHOOL



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources



4-H Youth
Development

4-H After School Report and Student Outcomes at Elton M. Garrett Junior High School



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4-H Youth Development

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Abstract

4-H After School is a program implemented by the University of Nevada, Reno Extension 4-H Youth Development program in Clark County. The 4-H After School program gives students developmental opportunities to master a new skill, practice generosity, make new friends and build positive relationships with caring adults through the experiential learning model (USDA, 2016). After-school programs reduce unsupervised time for children and replace the time with instructional, educational, and recreational time with caring adults. Extension develops contracts with in-school professionals and trains them to deliver 4-H curriculum and programming. After-school projects are offered based on the needs and requests of the students, the interests and expertise of the teachers, and the school staff who are recruited to lead the chosen projects. Extension funds programming by contracting school personnel, purchasing supplies, and assigning a coordinator to oversee programming at each site. Schools assign a site liaison and provide space. Jointly, Extension and host sites work together to recruit and enroll students. Snacks are provided to students by the host site or Extension, depending on budgetary allowance. 4-H After School program began at Elton Madeline Garrett Junior High School in September 2023. The program ran for the duration of the year, divided into five sessions. The program concluded in May 2024, at the end of the school year. Programming was offered Tuesday through Friday for one hour after school.

Student Demographics

Elton M Garrett Junior High School is in Boulder City, Nevada, a town with an overall population of 14,828 residents (*U.S. Census Bureau QuickFacts*, 2023). Most students at Garrett JHS are white and live in Boulder City. Some students choose to attend Garrett and commute from the nearby town of Searchlight, Nevada or city of Henderson, Nevada. In 2022-

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2023, Garrett JHS had 380 students enrolled. The following year, the student population at Garrett JHS increased to over 400 enrolled students. While the population of Boulder City has decreased in the last 10 years, the number of enrolled students at Garrett JHS has fluctuated from 350 to up to 480 students (Nevada Accountability Portal, 2023).

4-H After School Attendance

The 4-H After School program ran for 114 days at Garrett Junior High School, between September 18, 2023, and May 10, 2024. The programming was divided into five sessions. Each session ran for approximately six weeks. The program was open to the entire population of Garrett Junior High School, approximately 410 students. In addition to the school's population, a few homeschool students attended programming during the year, with two to four attending regularly per session.

Session One

Session one began on September 20, 2023, and went on until November 2, 2023, for a total of 25 days. Programming took place Monday through Thursday, with Monday programming occurring during session one only. Seven clubs were meeting during this time: Lego, Basketball, Duct Tape Crafts, Explorers of the Deep, Archery, Sewing and Equity and Diversity Club (EDC). Instructors from University of Nevada, Reno Extension (UNR Extension) 4-H led Explorers of the Deep, Archery, and Sewing. Teachers from Garrett Junior High School (GJHS) hosted the remaining clubs: Lego, Basketball, Duct Tape Crafts and Equity and Diversity Club.

The highest attended club during session one was Explorers of the Deep, led by a UNR Extension 4-H Instructor with an average daily attendance of 10.2 students. The lowest

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attended club was Duct Tape Crafts, led by a Garrett teacher, with an average daily of 3.6 students per meeting.

During session one, 59 students enrolled. The day with the highest attendance was Wednesday, September 20, when 22 students attended. During this session, Wednesday was the most attended day with high-interest topics offered such as archery and sewing. The day with the lowest amount of attendance during session one was Thursday, October 26. On this day, two clubs were cancelled and only one ran with 4 students in attendance. The low attendance on the final Thursday of programming could be attributed to the cancellations and being the final week of session before the after-school schedule changed. The average number of students who attended daily in session one was 11.6 students.

Session Two

Session two of 4-H After School began on November 8, 2024, and ended on December 15, 2023, for 18 days. Programming took place Tuesday through Friday. Six clubs ran during this time: Yoga, Yearbook, Art, Lego, Basketball and Equity & Diversity Club. Yoga was led by a UNR Extension 4-H staff, and the remainder were led by Garrett JHS teachers. The new clubs added were Yoga, Yearbook and Art. Basketball club was taken over by a different teacher, and Duct Tape Crafts was cancelled due to low attendance.

The highest attended club during session two was Basketball, with an average daily attendance of 17.75 students. Closing following, Art had an average daily attendance of 16.3 students.

During session two, 40 more students enrolled in 4-H After School. The highest day of attendance during session two was 50 students on Thursday, November 16, 2023, setting the

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record for the year. The high attendance on November 16, 2024 had a high turnout from Art Club (16 students) and Basketball (23 students), with the rest of the students coming from Yearbook and Lego, all led by Garrett staff. The lowest attended day during session two was the following week on Tuesday, November 21 with only two students who stayed after-school for the club. Yoga, taught by UNR Extension staff, was the only club offered on Tuesdays, and the same students did not attend from week-to-week. Overall, the average daily attendance during session two was 21.3 students.

Session Three

Session three of 4-H After School at Garrett JHS started after winter break, on January 3, 2024, and ended on February 9, 2024. Programming continued to run on Tuesday through Friday. Six clubs ran during this time, but shortly became five clubs. The clubs were: Yearbook, Art, Band, Girls Junior Varsity (JV) Basketball, Boys JV Basketball, and Equity and Diversity Club. All the clubs were led by Garrett JHS staff. The new club added this session was Band.

Girls JV Basketball was cancelled after two meetings due to low student interest. Although girls were encouraged and welcome to join Basketball Club continuing from session two, the remaining basketball club became "Boys JV Basketball" as the weeks continued. Lego club did not continue from the previous session, due to low attendance and the teacher who led 4-H Lego club began coaching girls' basketball for the school district.

The highest attended club during session three was Boys JV Basketball with an average of 11.25 students. The lowest attended club during session three was Equity and Diversity, with an average of 6 students attending.

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The highest attended day during session three was Thursday, January 25, 2024, with 37 students in attendance. On the most popular day, the following clubs ran: Yearbook, Art, Band, and Basketball. Basketball had the highest attendance with 15 students. The least popular day of programming during session three was on January 5, with only four students attending Equity & Diversity Club. Low attendance on this day could be attributed to being the first week back after winter break, and only one club ran on this Friday.

Most students who were interested in signing up for 4-H registered by session three. During session three, seven new students enrolled. The new enrollments were due to the addition of Band Club, led by the daytime band instructor from Garrett. The average number of students who attended daily during session three was 19.5 students.

Session Four

Session four of 4-H programming at Garrett JHS began on February 13, 2024, and ran until March 28, 2024, for 25 days on Tuesday through Friday. Five clubs ran during this session. One new club was offered, Explore STEAM with a UNR 4-H Instructor. The remaining four clubs continued from the previous session: Art, Band, Basketball and Equity & Diversity Club. Basketball ended earlier (February 26, 2024) than the other clubs due to the end of the school district's basketball season. Three clubs ran for the entirety of session four.

The most attended day of programming during session four was Thursday, February 15 with 38 students in attendance. The club with the highest attendance on this day was Band with 10 students. The other clubs that ran on Thursday, February 15 were Yearbook, Art and Basketball. The lowest attended day of programming from session four was on Tuesday,

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March 19, 2024. Low attendance on this day could be due to the restart of programming after Spring Break, since school was out the week before.

During session four, three new students enrolled in the 4-H After School program. Two were interested in attending a field trip taken through the after-school program. One new homeschool student joined. The average number of students who attended daily during session four declined from the previous session, at 14 students.

Session Five

Session five of 4-H programming at Garrett JHS began on April 2, 2024, and ran until May 10, 2024, for 24 days from Tuesday through Friday. During the final session, four clubs ran. Chess was the new activity offered by the assistant basketball coach, replacing the Basketball Club. The other three clubs continued from the previous session: Art, Band and Equity & Diversity Club. All four clubs were led by Garrett instructors during session five. Art club began meeting once a week rather than twice a week, due to the instructor's schedule. Unlike Basketball, Chess did not see high attendance numbers through the end of the year, despite being taught by one of the same instructors who coached basketball. Chess was cancelled five out of the twelve times offered due to low attendance. While chess club was not the most popular, a small number of students did choose to keep coming back each week.

The most attended day of programming from session five was Thursday, April 18, 2024, with 14 students attending only two clubs: Band and Art. Five days of 4-H were cancelled during session five, since Chess was the only club running and no students attended. Low attendance during session five overall could be attributed to volleyball becoming a brand-new

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sanctioned sport for middle schoolers in Clark County School District. Many students stayed after school for volleyball tryouts and practice during sessions four and five.

Retention

Participants in the 4-H After School program must complete a registration form. The site coordinator and instructors at the site work together to assist students and families in completing registration for 4-H After School. Some students still chose to attend the program once, infrequently or only partially and remained unregistered. The number of unregistered students decreased as sessions continued. At the end of the school year, 165 students had attended the 4-H After School program for at least one day. Of those 165 students, 90 completed a full registration with 4-H.

The greatest number of new students joined the 4-H program in sessions one and two. The highest rates of retention from previous sessions were from session two to three, and session three to four. A decline in retention took place from session four to session five, possibly due to the end of Basketball Club and final days of Yearbook Club.

Table 2 displays information about the number of students who attended the session, breaking that number down into two categories: students who registered with 4-H, and students who did not register with 4-H. Also shown is the number of students who attended from session to session, students who attended 4-H for the first time, and students who did not return to the next session of 4-H.

Evaluation Outcomes

Participating 4-H students are administered a presurvey on the first day they attend, and again at the conclusion of the school year. The survey measures positive youth development

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outcomes according to the 4-H Thriving Model (Arnold, 2018), such as a positive academic attitude, social competence, personal standards, connection with others, personal responsibility and contribution to others. The questions on the survey also assess social, emotional and cognitive learning, including growth mindset, openness to challenge and discovery, hopeful purpose, prosocial orientation, transcendent awareness, positive emotions and setting goals (Arnold, 2018). Of all the students who participated in 4-H After School at Elton M. Garrett Junior High School, 71 students completed the presurvey, and 50 students completed the postsurvey. In total, 43 students completed both the presurvey and the postsurvey.

A slight change was made to the 4-H evaluation surveys during the program's duration to add in four options (Strongly Disagree, Disagree, Agree, Strongly Agree) rather than three to allow students more options.

Greatest Student Outcomes

The greatest student outcomes from the pre- and post-surveys given in 4-H After School regarded practicing to achieve goals and emotional well-being. Out of the 29 questions on the survey, the four survey items with the greatest growth are highlighted below.

I get better at something if I keep practicing.

After participation in the program, 54% strongly agreed and 40% agreed for a total of 94% of students in 4-H agreed or strongly agreed that they will get better at something when they keep practicing. The results are shown in [Figure 1](#). In the beginning of the program, 81% of students agreed with the statement. 4-H After School projects allowed students the space to

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practice their craft and view the results. For example, youth in 4-H Basketball worked towards making the school's team the next year and regularly attended to practice basketball skills.

It is important to reach my goals.

In Figure 2, survey results are shown referencing reaching goals. Before participating in 4-H programs, 79% of youth agreed it is important to reach their goals. After attending 4-H After School, 90% of 4-H youth agreed it is important to reach their goals. In 4-H Band Club, many students attending had self-selected goals like learning a solo piece, putting on a performance, or auditioning for honors groups.

I am happy when others succeed.

The survey question "I am happy when others succeed" measures students' prosocial orientation and positive emotions. The 4-H Afterschool program allows students the opportunity to observe and remember behaviors that are rewarded, practice those behaviors, and internalize positive attitudes, behaviors and actions as part of a young person's core values (Baxter Hancock, 2020).

Before attending programming, 84% of youth reported feeling happy when others succeed. After attending programming, 98% of youth reported feeling happy when others succeed. The 4-H After School program provided students with opportunities to celebrate each other's successes.

I can handle my emotions in different situations.

Figure 4 displays the survey prompt, "I can handle my emotions in different situations." In response to the question initially, 56% of students agreed, 38% marked "sort of," and 6%

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disagreed. At the end of the year on the post-survey, 80% of students agreed or strongly agreed with the statement “I can handle my emotions in different situations,” and 21% disagreed.

Limitations and Areas for Improvement

The largest areas of improvement shown through the youth thriving survey are related to goal setting, emotions and thoughts about the future.

I make step-by-step plans to reach my goals.

Figure 5 shows before participation in 4-H, 38% of youth agreed that they make step-by-step plans to reach their goals. After the conclusion of the 4-H year, 68% of youth agreed they make step-by-step plans to reach their goals. The results show some improvement in goal setting, however the results from this question show an area of need when compared to other survey items.

In Figure 6, 57% of youth responded “yes” to the statement, “I make step-by-step plans to reach my goals.” At the conclusion of the program, 86% of students agreed or strongly agreed with the statement. However, in the presurvey, only 3% responded “no,” and in the post survey, 6% marked that they strongly disagree.

If I set goals, I act to reach those goals.

In Figure 7, the same phenomenon occurs related to goal setting. In the presurvey, only 3% of youth responded “no” when asked “If I set goals, I act to reach those goals.” After the conclusion of the 4-H program, 6% strongly disagreed and 8% disagreed, for a total of 14% of youth who felt as though they do not act to reach their goals.

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The uptick in disagreeable survey results in Figure 6 and Figure 7 illustrates that not all youth felt they improved on goal setting throughout the year.

I talk about my feelings.

A final area of focus for improvements in the 4-H After School program is youths' ability to talk about their feelings. At the beginning of the year, less than a quarter of surveyed students agreed that they talk about their feelings. After a year of 4-H After School, the results of the survey show a slight improvement. "I talk about my feelings" on the presurvey at the start of the school year showed the largest percentage of students who disagreed, out of all survey items. During 4-H After School professional development, instructors collaborated and brainstormed specifically on how to include emotional learning in after school lessons. In the following years of 4-H After School, youth should continue to be encouraged to talk about their feelings, as it is one of the greatest areas of need facing youth today.

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Open-Ended Responses

In the final three questions of the post-survey, students were given the opportunity to answer using free text. The free text responses were used to ask students their favorite and least favorite parts of the 4-H After School program, as well as what projects should take place at the school in the future. Student interest and spark is paramount to voluntary participation in afterschool programs.

Table 4 displays what students like best about 4-H. Students responded positively towards Equity and Diversity Club (EDC), a student-led group focused on following the school district's policy regarding anti-racism, equity and inclusion (Clark County School District, 2021). Other activities students enjoyed were art, band, trying new things, spending time with friends, and making new friends.

Students who attended the afterschool program were also asked which parts of 4-H After School they enjoyed the least. While many students wrote "nothing" when asked what they disliked the least, some students wrote they like when the clubs are reduced to fewer days a week/not enough time, not being able to continue with 4-H After School due to graduating 8th grade, failed art projects or trying to figure things out while with little help, when teachers have to leave early or start late, and low student attendance on certain days. The open-ended student responses can be viewed in Table However, students were asked if they would return to 4-H, 31% of students said yes, 18% said maybe, and only 3% said no.

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Conclusion

Most students who participated in 4-H After School showed positive improvements in prosocial behaviors, growth mindset, and increased ability to set and achieve goals. Students enjoy having the freedom to make decisions about how to spend their time after school. For future programming, students expressed an interest in starting a Rubik's Cube club, more sports clubs, cooking, and crochet/knitting. Students also expressed a desire for more days of art and Equity & Diversity club. 4-H After School at Garrett JHS should continue to focus on how to help students achieve goals and talk about emotions.

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Tables**Table 1***Average Daily Attendance Per Session*

	Session One	Session Two	Session Three	Session Four	Session Five
Session Highest Attendance	22	50	37	38	14
Average Daily Attendance	11.6	21.3	20	14	7.25
Lowest Attended Day	4	2	4	3	1

Table 2*4-H After School Registration and Retention*

Registration	Session 1	Session 2	Session 3	Session 4	Session 5	Sessions Combined
Registered	39	56	61	41	26	90
Unregistered	19	37	32	29	16	75
Total Students Attended During Session	58	93	76	70	42	165
Retention						
Returners from previous session	N/A	24	48	47	32	N/A
New Students	58	105	21	12	3	N/A

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Table 3*Student Feedback Open-Responses*

What did you like least about 4-H?

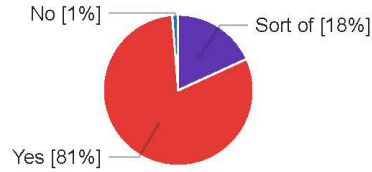
<ul style="list-style-type: none"> • EDC is only on friday • When I felt left out • Nothing • Having to leave and that I cant do it next year since Ill be at the high school. • not all the teachers stay the full time • Nothing! • It was very chaotic • Kids being mean to me • Nothings! • Not long enough • Nothing • I didn't want to leave • I didn't always enjoy all the 4H activities, but I had a decent amount of fun nonetheless. • bordum • nothing • nothing • idk • Nothing • edc being only on fridays • Most things are at the same time and same days so I cant go to different ones every time. • Every other one/ the archery girl who is rude. • only 30 min • I liked everything • I did not like waiting for the activities to start and leaving early. • I like it all • I'm not sure 	<ul style="list-style-type: none"> • the activities are afterschool • walking home after • painting in art • I love everything. • nothing • archery • It was not fun. • It was boring and I didn't get any help. Was no fun. • At times it could be boring. • Nothing, it was a great experience • snowglobe fail • Having to read instructions • The snow globe fail • I didn't like how we didn't get a lot of instructions. • I did not like the bobcat times. • If I wanted to stay afterschool with Mrs. Toal, I was required to sign up and all of the random surveys were annoying (like this one). • idk • I don't have anything I disliked about it it was very fun. • idk • learning • nothing • nothing really • idk • that there is only one art day now, but I understand that shes busy • I dont have any dislike about 4-H • The least thing I liked about 4-H was because there was some days that there would be little people in the club
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Figures**Figure 1**

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Pie Chart Data from Survey Item: I get better at something when I keep practicing.

PRE: I get better at something when I keep practicing.



POST: I get better at something when I keep practicing.

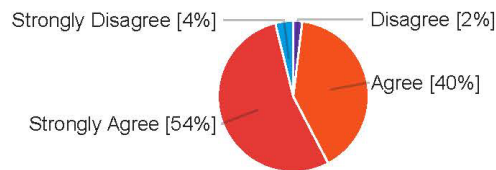
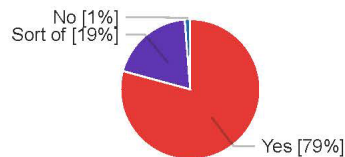


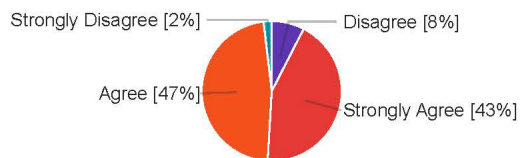
Figure 2

Pie Chart Data from Survey Item: It is important for me to reach my goals.

PRE: It is important for me to reach my goals.



POST: It is important for me to reach my goals.

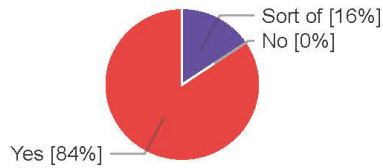


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Figure 3

Pie Chart Data from Survey Item: I am happy when others succeed.

PRE: I am happy when others succeed.



POST: I am happy when others succeed.

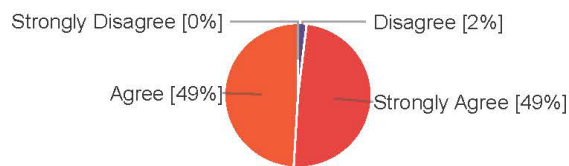
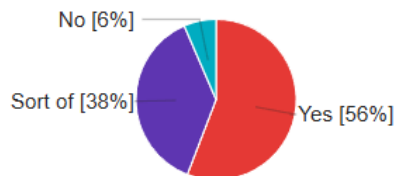


Figure 4

Pie Chart Data from Survey Item: I can handle my emotions in different situations.

PRE: I can handle my emotions in different situations.



POST: I can handle my emotions in different situations.

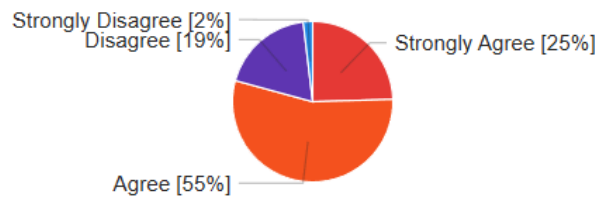
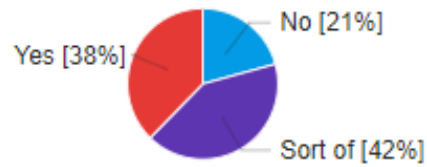


Figure 5

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Pie Chart Data from Survey Item: I make step-by-step plans to reach my goals.

PRE6. I make step-by-step plans to reach my goals.



POST4. I make step-by-step plans to reach my goals.

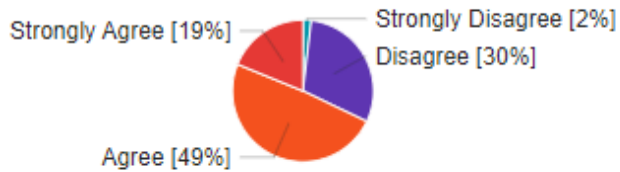
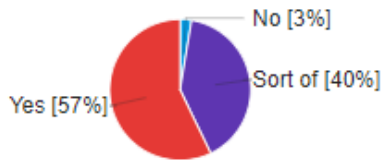


Figure 6

Pie Chart Data from Survey Item: If I set goals, I act to reach those goals.

PRE7. If I set goals, I act to reach those goals.



POST5. If I set goals, I act to reach those goals.

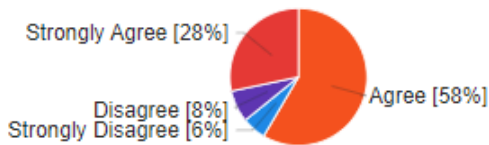
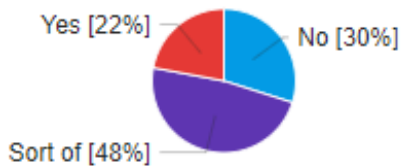


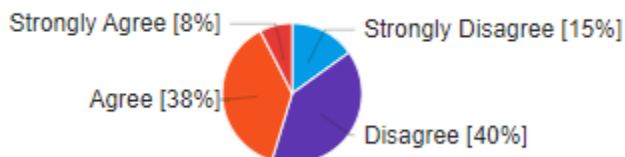
Figure 7

Pie Chart Data from Survey Item: I talk about my feelings.

PRE11. I talk about my feelings.



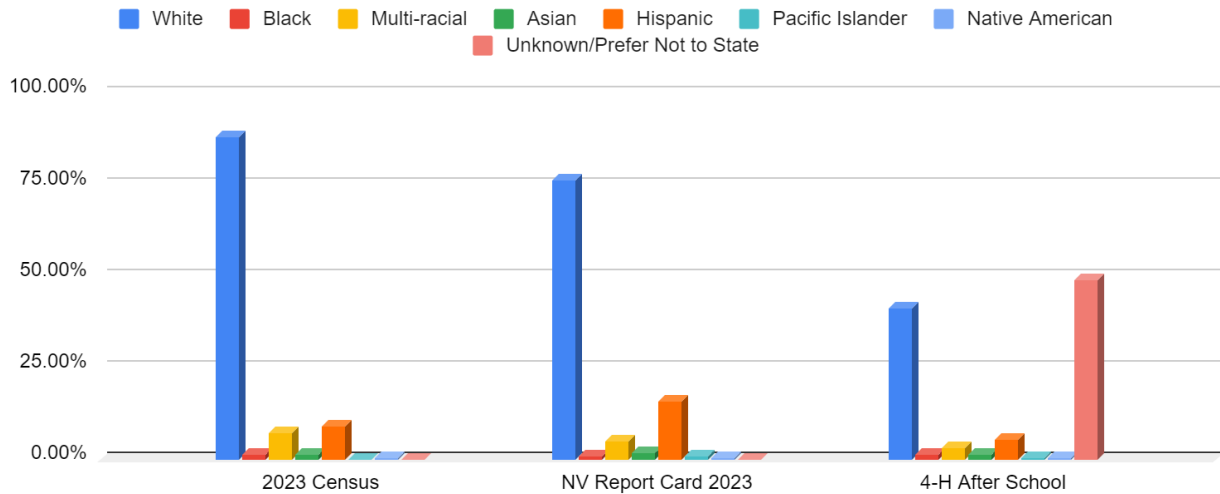
POST8. I talk about my feelings.



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Figure 10

Demographics Comparison of Boulder City Census, Garrett JHS and 4-H After School



Note: Data about racial and ethnic makeup of the overall student population at Elton M. Garrett Junior High School was retrieved from the state of Nevada’s Accountability Portal (Nevada Accountability Portal, 2023). Boulder City population data pulled from the U.S. Census (United States Census Bureau, 2023).