



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources



4-H 21st Century Community Learning Center Program at Valley High School Evaluation Report 2023-2024



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Table of Contents

Executive Summary	3
Program Attendance	3
Teacher and Parent Surveys	3
Student Surveys	3
Analysis on Strengths, Weaknesses, and Areas for Improvement	4
Strengths	4
Weaknesses	4
Areas for Improvement	4
Conclusion	5
Introduction	6
Program Implementation.....	6
Highlights for the 2023-2024 Year	8
Participant Characteristics and Attendance.....	11
Activity Attendance.....	13
Teacher Survey Results.....	14
Parent Survey Results	16
Student Survey Results	18
Nevada 21 st CCLC Student Survey Items	18
4-H Thriving Youth Survey Items	19
Analysis on Strengths, Weaknesses, and Areas for Improvement.....	26
Strengths	26
Weaknesses.....	27
Areas for Improvement.....	27
Conclusion.....	29
Appendix.....	30

University of Nevada Cooperative Extension 4-H 21st Century Community Learning Center Program Evaluation Report 2023-2024

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 third year in 2023-2024. The Center for Program Evaluation (CPE) at the University of Nevada, Reno was the external evaluator for the program. Evaluation methods for 23-24 included teacher, student, and parent surveys, and program attendance.

Program Attendance

In the 2023-24 school year, 359 students attended the program. The program was offered for 132 days between August 28, 2023, and May 10, 2024. Notably, this exceeded the grant target of 100 days of services to students. The average weekly attendance was 69 students and average daily attendance was 32. Most participants (91%) attended the program less than 30 days, while 8% attended 30-59 days. About half of the students attended the program for less than 15 hours total. The majority of participants (60%) were Hispanic/Latino; 22% Black/African American; and 7% White. Of the 4 academic and enrichment activities offered, Library Hub had the highest number of students attend.

Teacher and Parent Surveys

Classroom teachers at Valley High School reported improvement in engagement in learning for 58% of program participants over the school year, while decline was noted for 16% of participants. Most parents thought their child like the program quite a bit or a lot and that it was somewhat or very likely they would send their child to the program again next year. The majority of parents noticed improvement in their child wanting to go to school, in their behavior, and in their reading and math skills.

Student Surveys

Student opinions about the classes were positive with most students agreeing with the positively worded statements. Most said they really liked the topics. Most student responses to the items about positive relationships were also positive, including liking their teacher(s), having fun in the class, feeling welcomed, and adults in the class listening to them. After attending the program, most students agreed that when they have a problem, they try to understand the reason; get better at something when they keep practicing; want to explore new opportunities in their life; and that it is important for them to reach their goals. Most of the students agreed that after attending the program they were happy when others succeed. Three quarters of the 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, economics, archery, ceramics, and cooking.

Analysis on Strengths, Weaknesses, and Areas for Improvement

Strengths

- **Safe Haven:** Program provided a safe environment for students after school hours, ensuring they have a secure place to go.
- **Choice and Connection:** Program offered students a variety of opportunities for personal, physical and academic growth. Families are also able to learn and connect with community services/programs through the two required Family Nights.
- **Budget Support:** A budget was provided for after-school classes and instructional materials to address the resource limitations in most clubs.
- **Teacher Compensation:** Afterschool Program teachers received compensation, ensuring quality instruction.
- **Nutritional Support:** Daily hot meals and snacks contributed to student well-being.
- **Program Presence:** The 4-H Afterschool Coordinator attended all Valley Viking Nights, Home Coming, Freshman Orientation, Open House and the CCSD Family Academy Day with the purpose of meeting families and recruiting more program participants.
- **Engagement in Learning:** Teachers noticed improvement in engagement in learning for 58% of program participants.
- Parents noticed improvements in willingness to go to school, behavior at school, reading skills, and math skills for majority of the students.

Weaknesses

- **Incomplete Student Registrations:** The student registration process was not fully understood by teachers, students nor parents and consequently data was not collected on all students who participated in the Program.
- **Lack of Targeted Recruitment System.** Although several methods were used to recruit students, there were no class presentations targeting specific grades or groups, and posting the classes on the daily school announcements and on social media were employed only during the latter part of the school year.
- **Low Attendance and Class Cancellation:** Low attendance led to class cancellations, which created some confusion and the need to update class schedules and flyers for the remainder of the session.
- **Coordinator Transition Challenges:** The new coordinator had a steep learning curve with school processes and grant requirements.

Areas for Improvement

Main challenges for the 4-H 21st CCCLP at Valley High in its third year included recruitment and attendance. A variety of recruitment methods are recommended including tabling at school events at the beginning of the year, posting registration link on Instagram, daily

announcements all year to market the program, partnering with administration to use Parent Link to connect to all students and families, making presentations in classes and at parent meetings, and providing points to students who recruit friends. With respect to programming, recommendations include rehiring staff that connected well with students, offering the most popular classes again, bring volunteers to campus to lead activities, and offer dynamic parent programming.

Conclusion

In its third year, the 4-H 21st CCLC program at Valley High was successful implementing a variety of academic and enrichment classes with 359 attendees. Teacher surveys indicated improvement in engagement in learning for more than half the participants. 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 4 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 third year in 2023-2024. The 21st Century Community Learning Center (CCLC) grant provides funding to eligible organizations with the purpose of establishing or expanding centers that offer out-of-school academic enrichment opportunities for students and their families. These centers provide various services, including tutoring, homework help, sports, art and science activities. The Program aims to support students' learning and development while providing a safe environment during non-school hours. In 2021, the 21st CCLC grant expanded to target high school students. Two sub-grantees in Clark County received funding, with the Nevada Department of Education, awarding \$110,000 to the Board of Regents, Nevada System Higher Education (NSHE), UNR 4-H Extension. Valley High School, serving approximately 2,325 9-12th grade students during the 2023-2024 academic year, was the beneficiary of this award.

The Center for Program Evaluation (CPE) at the University of Nevada, Reno is the external evaluator for program. Evaluation methods for program year 23-24 included teacher, student, and parent surveys, and program attendance. 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.

This report summarizes the activities and outcomes of the after-school program at Valley High School during the 2023-2024 academic year. The Program aimed to provide students with academic support, enrichment classes, and family engagement opportunities beyond regular school hours, while creating a safe learning environment. The report offers useful information to administrators, teachers, parents and other stakeholders who support after school programs for high school students. Recommendations are provided for the continuation of the program in the 2024- 2025 school year.

Program Implementation

The 4-H Afterschool Program was open to all students at Valley High school. To reach them and their families various communication channels were employed:

- **Student Announcements:** Video school announcements delivered daily.
- **Flyers:** Approved flyers distributed throughout campus to promote program.
- **Social Media:** Utilized platforms like Instagram to announce upcoming events.
- **Parent Link:** Emails, phone calls and emails sent by the school to families.
- **In-Person Presentations:** Informative workshops during Valley Viking Nights.

- **Parent Email Notices:** Sent to the families of registered students to inform them of camps, Parent Nights, Advisory Meetings, Surveys and other opportunities.

To streamline the registration process, students were able to access a QR code as well as a URL link as an alternative method of online registration. The application was also made available in Spanish since Valley High School has a large number of English language learners. The program was offered for 132 days between August 28, 2023, and May 10, 2024. Notably, this exceeded the grant target of 100 days of services to students. A typical week for students included the following activities:

- **Library Hub:** students could receive tutoring services and find a safe place to read or hang out.
- **Classes or Clubs:** Various classes were available, allowing students to be on campus until 4:30 P.M.

Flyers were distributed or posted through the campus to promote both the 4-H Afterschool Program and specific classes. Academic support included math tutoring from a math instructor and one to one tutoring for various subjects such as English, science, social studies, and English for Language Learners (ELL). The Library Hub served as a place where students could do homework, read, craft or socialize with peers. Enrichment classes that were offered included Book Club, Cooking, Gardening, Financial Literacy, Podcast and physical activities such as Tumbling, Yoga and Badminton. Students were encouraged to attend both the 2:30-3:30 P.M. and 3:30-4:30 P.M. but many students attended only the first session, 2:30-3:30 P.M. A hot meal was offered immediately after school and at times extra food treats were also available.



Highlights for the 2023-2024 Year

Program Activities: Nine to fifteen activities were offered during each of the five sessions to participants. They ranged in interest from hand-sewing to badminton to ACT preparation. The instructors leading these activities were either Valley High School teachers, 4-H Community Based Instructors, community volunteers or program partners such as the Gear Up coordinator and the Fulfillment Fundamentals' college counselor.

Parent Events: During the two *Parent Nights* that were put on by the 4-H Afterschool Program, there was participation from three community organizations: Adult Education Services from UNLV, the State Treasurer's Office and the Association of Builders and Contractors. Each shared their field expertise and offered various opportunities that ranged from employment to educational opportunities and scholarships right after graduation. The response from families was overwhelmingly positive. There was strong turnout at each of these evening events. This included attendance at the *Advisory Board Meetings* which were open to staff, administrators, students and families. Suggestions poured in regarding class offerings, student recruitment and even ideas for communication with non-English speaking parents. As one family shared that their participation started only after attending a 4-H Afterschool bilingual workshop during a Valley Viking night. Prior to that, although they had received invitations via Parent Link, they had never investigated further because of the language barrier.



Closing Ceremony: May 10, 2024, was the last day of after-school programming. Seniors with minimum attendance and students who submitted an entry for the Showcase were invited to the event. Teachers, administrators and volunteers were recognized for their support and students for their participation throughout the academic year. Two students received special commendation for their high attendance during the year and two others for their high academic achievement. Of the last two, the first student earned \$100,000 from the Charles and Phyllis Frias Legacy Scholarship (through the Public Education Foundation) which will help cover all his in-state costs including tuition, room and board at the University of Nevada, Reno. The other secured his full-ride scholarship through QuestBridge, a non-profit organization that connects high achieving students from low socio-economic backgrounds to educational opportunities. He will be attending Brown University in the Fall.



Student Participation in Other 4-H Events: There were several events that were offered to Valley High School students sponsored by UNR 4-H Extension. These included:

- 4-H Yoga & Yogurt Day Workshop
- 4-H Game of Life Overnight Camp
- 4-H Archery Overnight Camp

The 4-H Extension staff planned several events which Valley High students were invited to and signed up for starting with the Yoga and Yogurt Day Workshop on January 22. Transportation to UNR- Extension was provided leaving from Valley High School. Students learned about stress management techniques, expressive arts and healthy eating.

The Game of Life and Archery camps took place in Alamo, Nevada at the 4-H Camp Alamo, and spanned over three to four days. At camp, students received instruction on expressive arts, survival skills, nature exploration, archery and much more. Valley High School students were invited to participate in all three events. 4-H offered transportation and a fee reduction to remove financial barriers.



Participant Characteristics and Attendance

During the 2023-2024 school year, 2,325 students attended Valley High school (Nevada Department of Education). Of the total student population, 15% or 359 students attended the after-school program. Session 4 had the highest number of participants, while Session 2 had the highest average daily attendance (Table 1).

Table 1. Student Participation by Session

	# of Unduplicated Participants	Average Daily Attendance (ADA)
Session 1	80	17
Session 2	153	64
Session 3	96	17
Session 4	156	30
Session 5	146	31
Total Unduplicated	359	32

Demographic and school year program attendance data were reported for 254 students. The average weekly attendance was 69 students and average daily attendance was 32. Most participants (91%) attended the program less than 30 days, while 8% attended 30-59 days. About half attended the program for less than 15 hours total (Figure 1). Tenth grade had the greatest number of participants, while 12th grade had the least (Figure 2).

Figure 1. Program Attendance in Hours by Grade

About half of the participants attended the program for less than 15 hours.

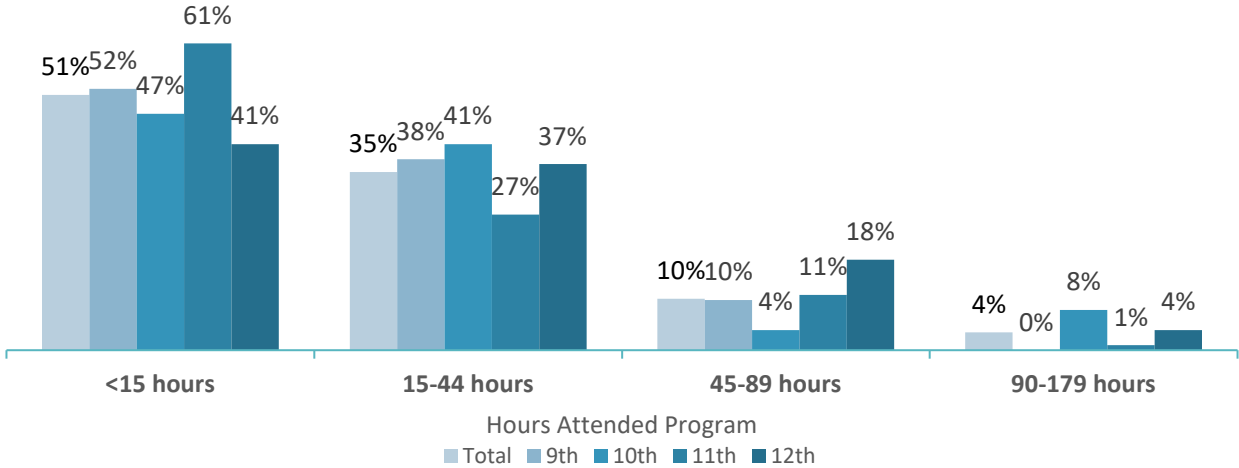
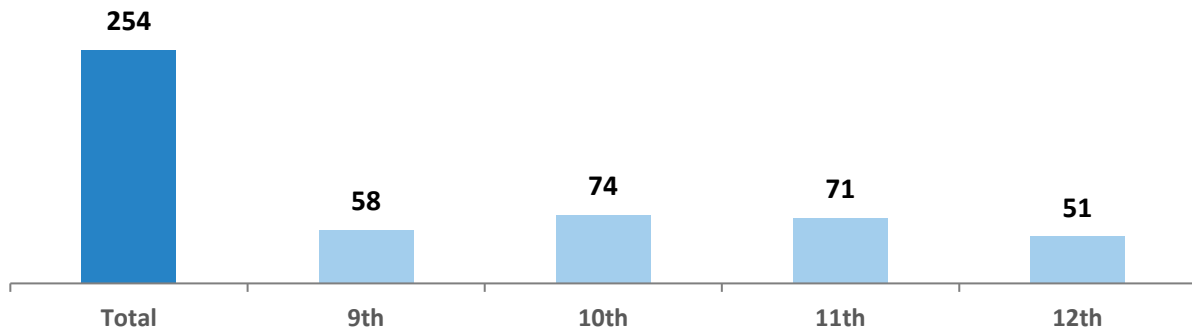
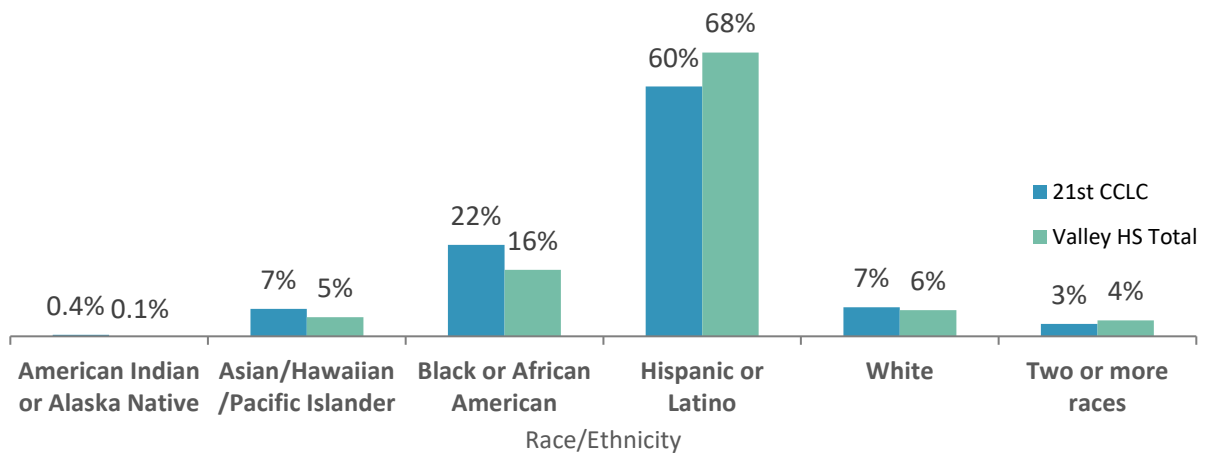


Figure 2. Number of Participants by Grade
 10th grade had the largest number of participants.



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 7% were White.

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



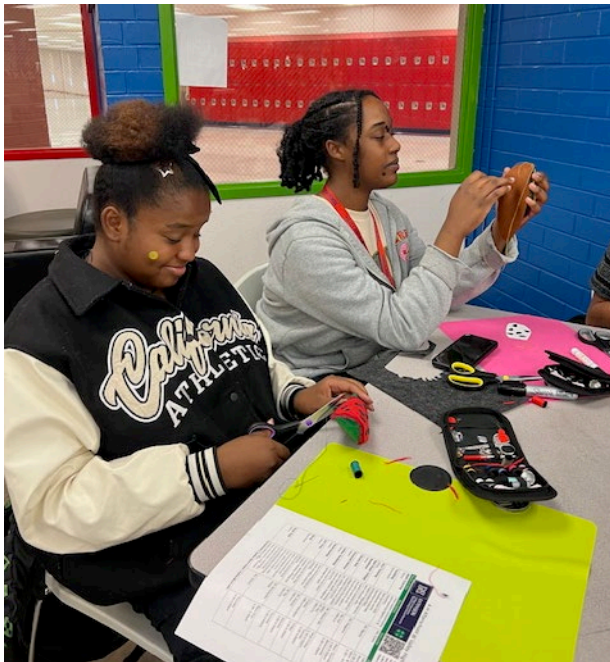
Activity Attendance

Students were able to choose from a variety of academic and enrichment activities after school. Of the 4 activities offered, Library Hub had the highest average number of students attend per session (100.8), with a daily average attendance of 19 students (Table 2). The second highest was Cooking with an average daily attendance of 17. Language Support had an average daily attendance of five, while Tutoring had three.

Table 2. Number of Participants by Class

	Class	Average Daily Attendance	Average Attendance Per Session
Academic	Tutoring	3	24.8
	Language Support	5	11.8
Enrichment	Library Hub	19	100.8
	Cooking 301/401	17	30

*Not all classes occurred across all sessions



Teacher Survey Results

The program collected teacher surveys for 185 students. Teacher surveys were administered online through the AS21 system. The teacher survey used across all the programs in Nevada in 23-24 was used to assess participants' engagement in learning which the Nevada Department of Education (NDE) defines as "participation and attention during classes and being an 'active participant' in their own learning. The survey asked teachers to review a list of behaviors (see box below). If the student had improved in at least one of the indicators, teachers were to respond that the student had improved engagement in learning over the academic year. The other response options were 'there was no change in the student's engagement in learning' and 'student has declined in engagement in learning.' Classroom teachers at Valley High School reported improvement in engagement in learning for 58% of program participants over the school year, while decline was noted for 16% of participants (Figure 4).

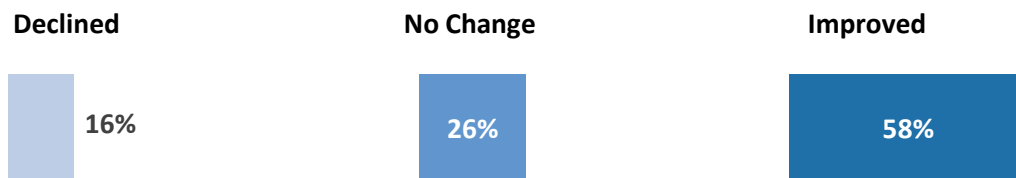
Teacher Survey List of Behavior Indicators

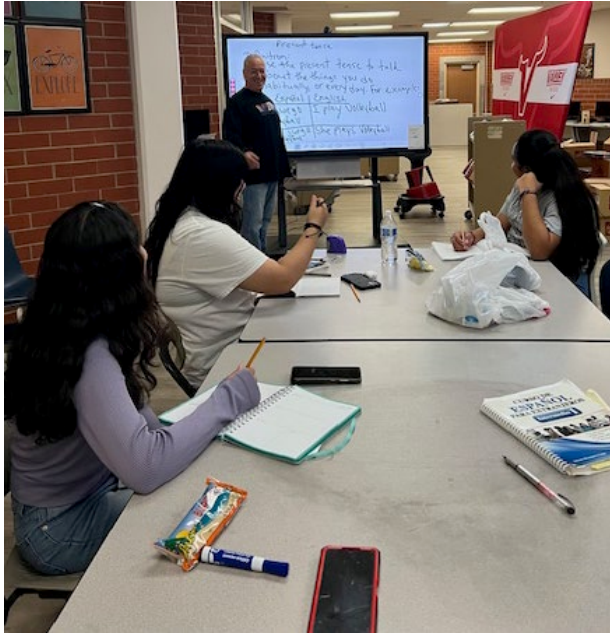
From the beginning of the school year to the end of the school year, has this student improved their behavior in terms of:

- Completing homework on time;
- Working independently;
- Demonstrating consistent effort;
- Striving for quality work;
- Participating in group activities;
- Working and playing cooperatively with others;
- Accepting responsibility for choices and actions;
- Listening and following directions?

Figure 4. Student Engagement in Learning (N=185)

Classroom teachers reported improvement in engagement in learning for 58% of program participants over the school year.





Parent Survey Results

The parent survey was administered online through Qualtrics. In the case of parents having more than one child enrolled in the program, we asked them to complete the survey only once, for the child with the most recent birthday. A total of 62 Valley High School parents completed the survey. Sixty percent completed the survey in English and 40% in Spanish. Parents responded to questions about their and their child's satisfaction with the program and about noticeable improvements in their child across several domains. When asked how much they thought their child liked going to the afterschool program, 81% said they liked it quite a bit or a lot (Figure 5). Most parents (88%) indicated it was somewhat or very likely they would send their child to the program again next year (Figure 6). The highest percentage of parents (76%) indicated their child had improved in wanting to go to school, while 68%, 62% and 70% noted improvements in reading skills, math skills, and behavior in school, respectively (Figure 7).

Figure 5. Parent Opinions about Child's Satisfaction with Program

54% said their child liked going to the program a lot.

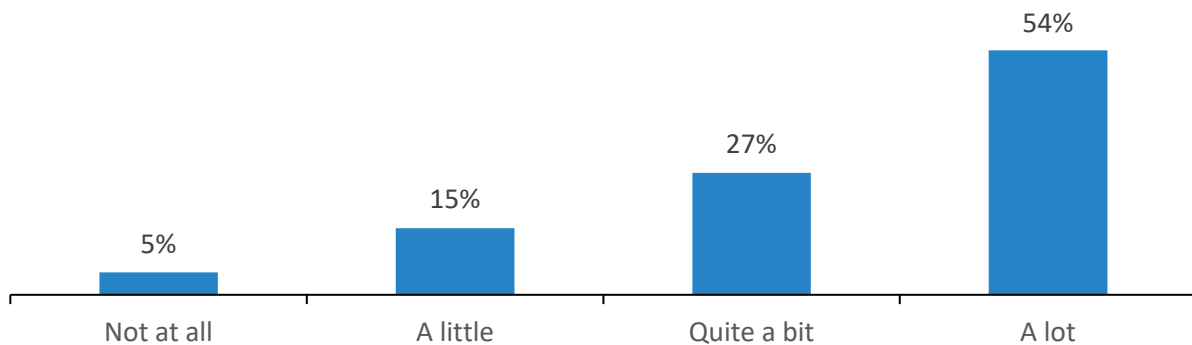


Figure 6. Likelihood of Parents Sending Child to Program Again

73% of parents said it was very likely they would send their child to the program again next year.

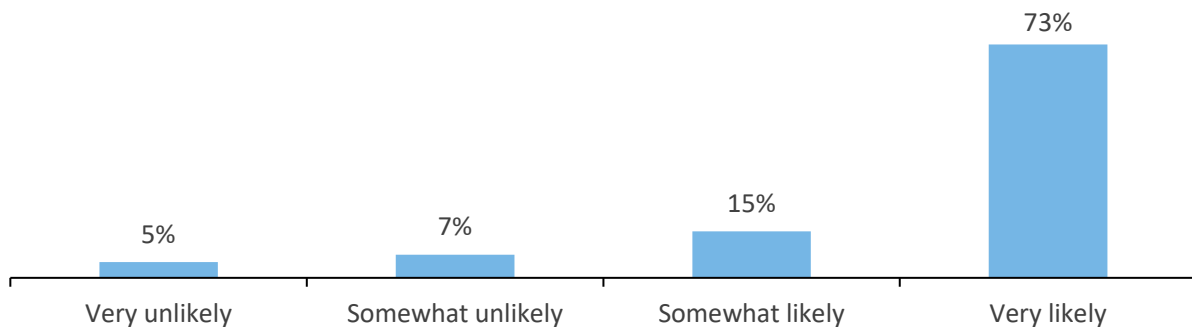
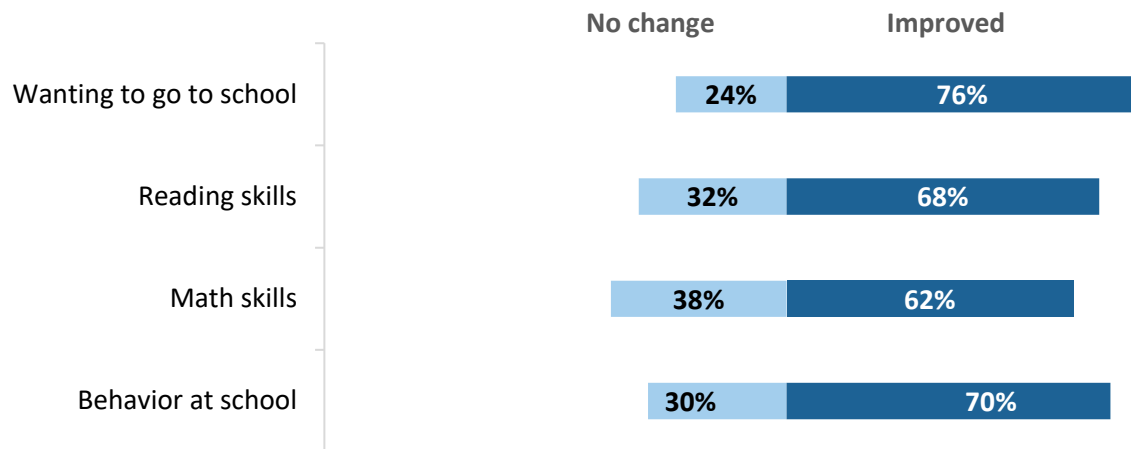


Figure 7. Parent Opinions about Child Changes in Skills and Behavior

76% of parents noted improvements in their child wanting to go to school.



Parents were asked to write in additional comments about the afterschool program. The examples provided were (a) what has been the most positive result of your child’s participation in the program; (b) ideas for types of parent/family activities, events, or classes would you like to have offered at this afterschool program; (c) suggestions for improvement. The parent’s comments included mentions of their child’s enjoyment of the program, that they were socializing with others more and participating in a variety of activities, that their grades had improved, introduction of the youth to professional life, and that their child had become more responsible. Some suggestions parents offered included offering the program on more days, sending text alerts for parent events, and offering a workshop for parents of adolescents called Positive Connections for Parents & Teachers taught by Olga Soto (see complete list of comments in the Appendix).

“My son's results were very positive. My son was looking forward to the start of the week with great enthusiasm to go to the after-school program.”

Student Survey Results

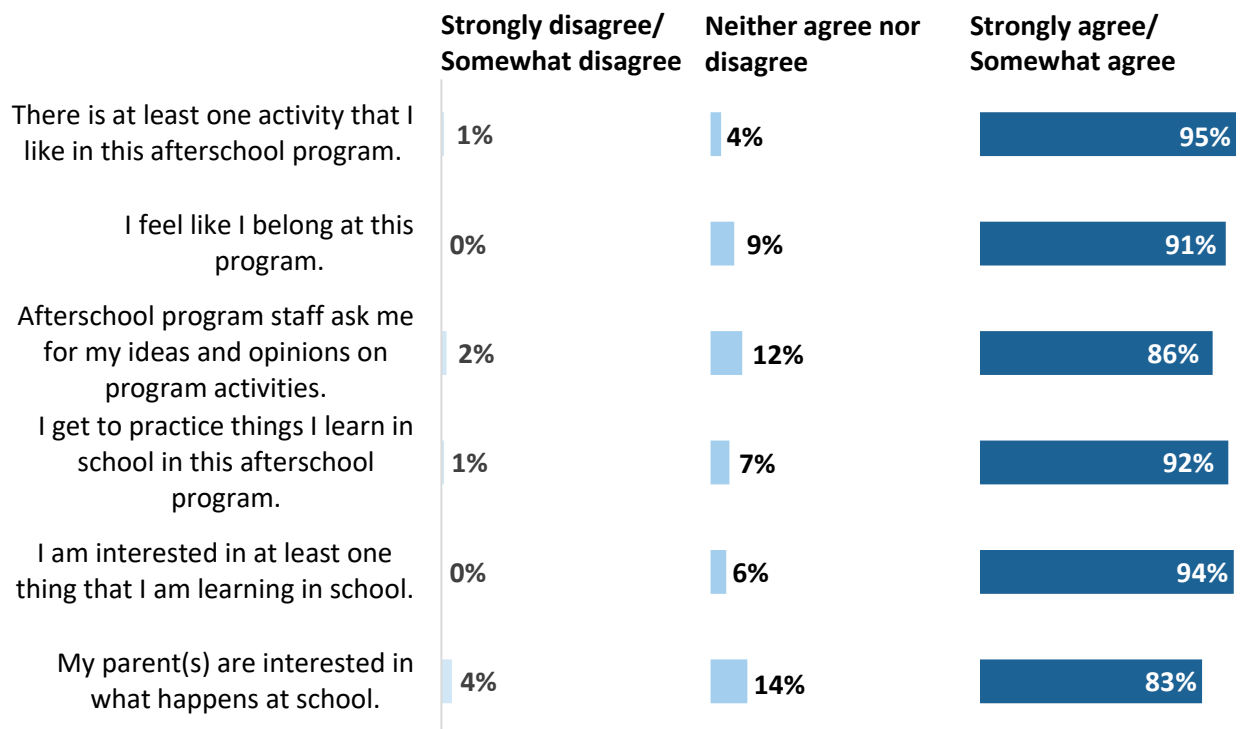
Students completed a student survey online in spring 2024 which consisted of the 4-H Youth Thriving Survey, as well as six Nevada statewide student questions. The survey was completed by 117 students.

Nevada 21st CCLC Student Survey Items

Students were asked about their satisfaction with the program and their experiences. Response options consisted of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Most of the participants (95%) agreed or strongly agree that there is at least one activity that they like in the program (Figure 8). Ninety-four percent indicated that they were interested in at least one thing that they were learning in school. Most (92%) indicated that they got to practice things they learned in school in the program, and 91% indicated that they felt like they belonged at the program. Eighty-six percent indicated that afterschool program staff asked for their ideas and opinions on program activities and 83% indicated that their parent(s) were interested in what happens at school.

Figure 8. Participant opinions about the program

Most students said that there was at least one activity that they liked in this program.



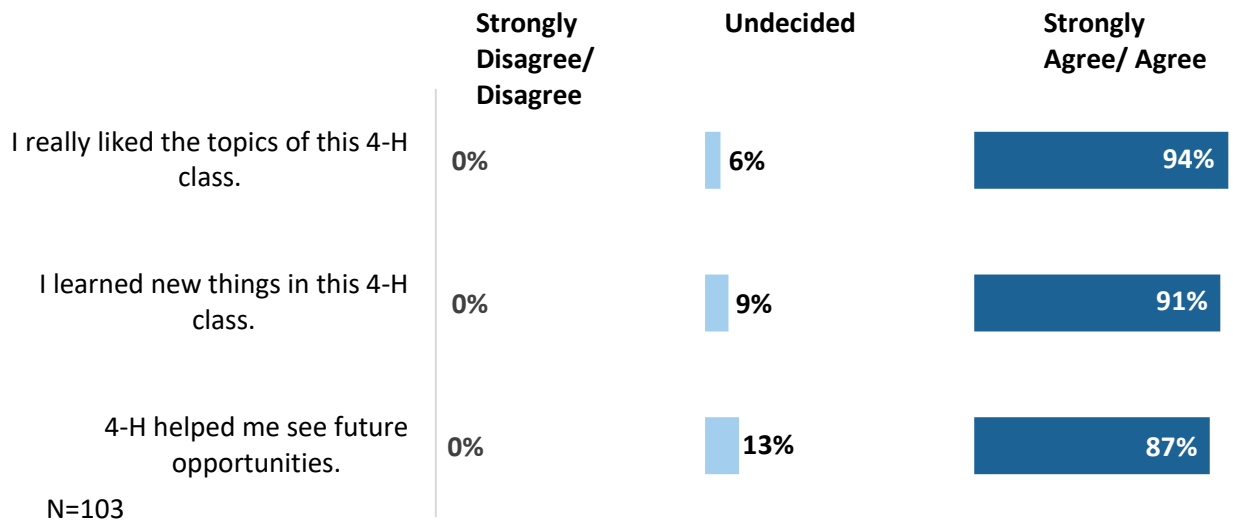
N=103

4-H Thriving Youth Survey Items

The 4-H Thriving Youth survey items included a series of statements about students' opinions about the classes, positive relationships in the program, willingness to grow and discover, thoughts about the future and goals, problem-solving and empathy and emotions. Response options consisted of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Student opinions about the classes were positive with most students agreeing with the positively worded statements; however, 13% of students were undecided regarding 4-H helping them see future opportunities (Figure 9).

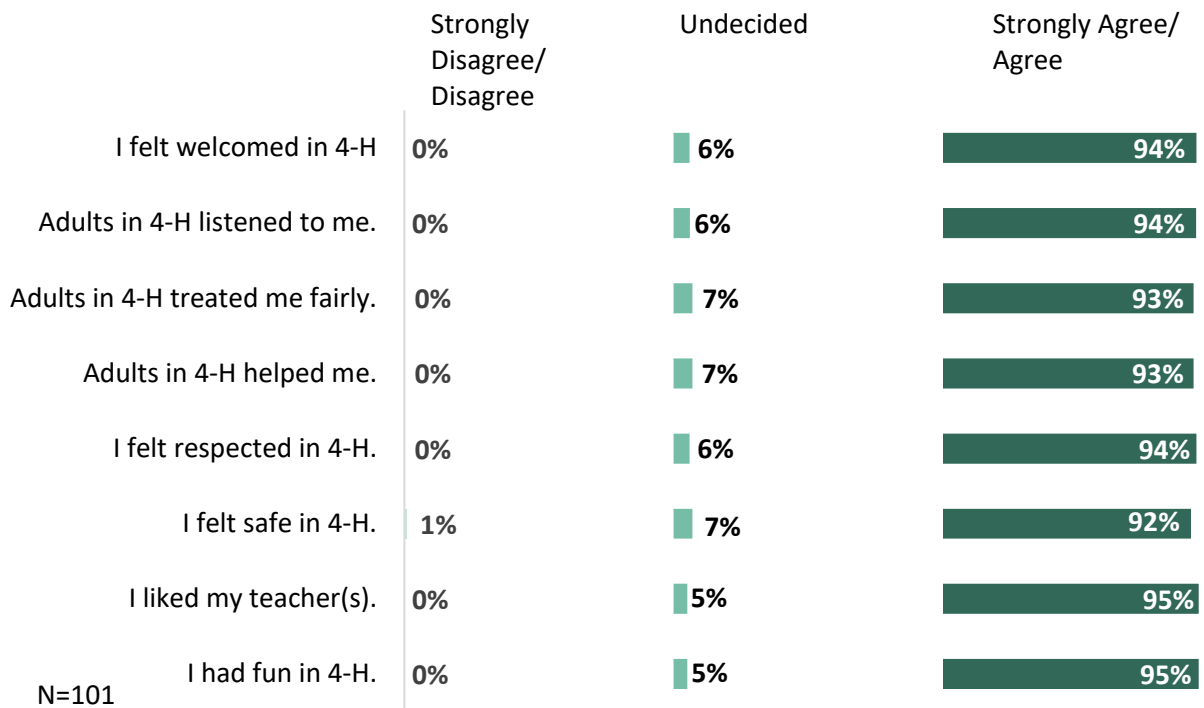
Figure 9. Student Opinions about the Class Attended

94% said they really liked the topics of this 4-H class and 91% said they learned new things in this 4-H class.



Most student responses to the items about relationships with others in the program also were positive with 92%-95% agreeing with each statement (Figure 10). Five to seven percent of respondents were undecided on the items. One percent of students disagreed or strongly disagreed with feeling safe in 4-H.

Figure 10. Positive Relationships
95% said they liked their teacher(s) and that they had fun in 4-H.



On the next set of items, a retrospective pre, then post style question was used. Students were asked first to think about how they felt before starting the program that year and then how they felt after the program. The majority of student responses were positive for the Problem-Solving Skills, Willingness to Grow and Discover, and Thoughts about the Future and Goals items (Figures 11, 12, & 13). The most significant increase from the student's feelings before starting the program to their feelings after attending the program was regarding asking for help when they could not solve a problem, trying new things even when they seemed hard, and if they set goals, they acted to reach those goals.

Figure 11. Problem-Solving Skills

74% said that before their experience in 4-H asked for help when they could not solve a problem, and this increased to 84% after their experience in 4-H.

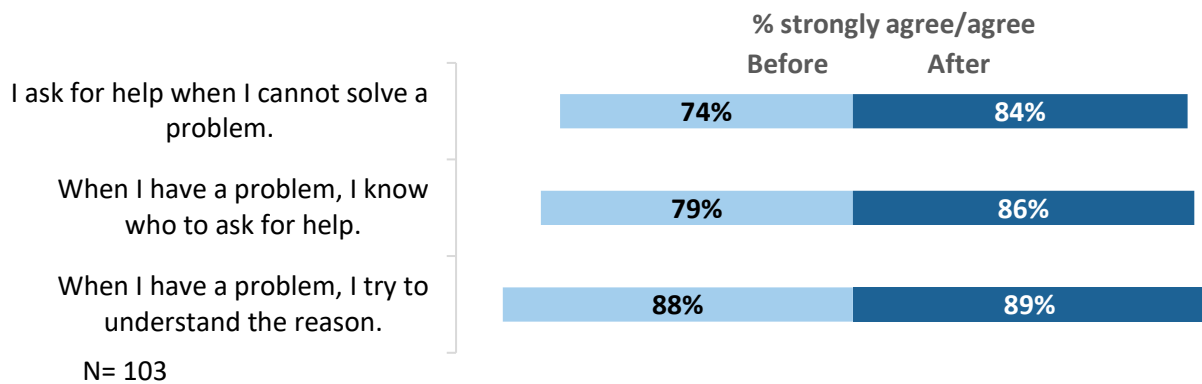


Figure 12. Willingness to Grow and Discover

86% said that before their experience in 4-H they tried new things, even when they seemed hard, and this increased to 94% after their experience in 4-H.

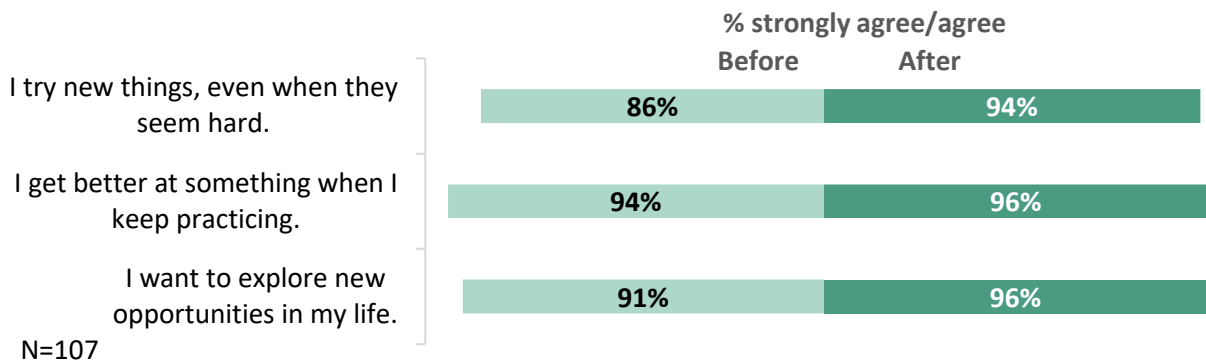
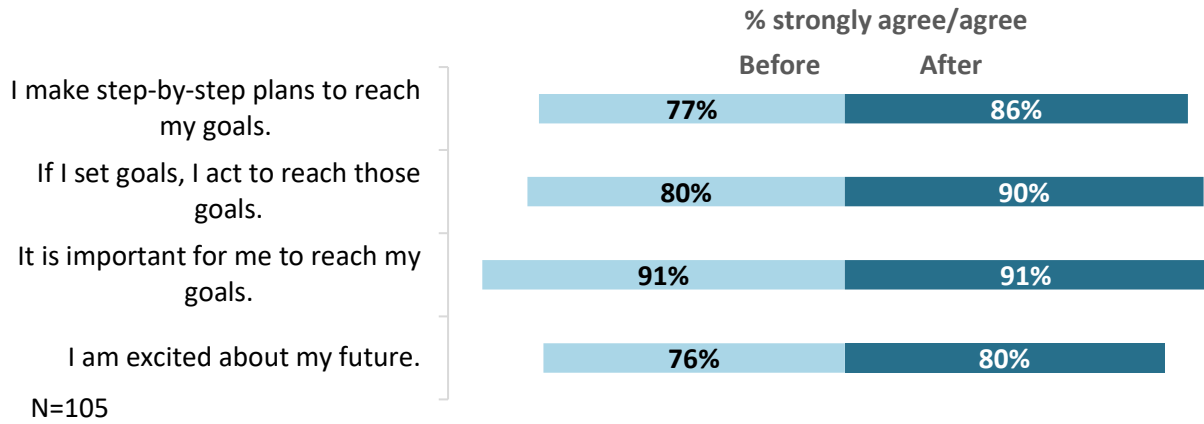


Figure 13. Thoughts About the Future and Goals

80% said that before their experience in 4-H if they set goals, they acted to reach those goals, and this increased to 90% after their experience in 4-H.



With respect to Empathy and My Emotions, most students had positive responses on three of the four items; however, a lower percentage said they talk about their feelings (55% prior to starting the program and 67% after attending the program) (Figure 14). The item regarding student’s feeling that others can count on them when they need them slightly decreased (90% prior to starting the program and 89% after attending the program). Three quarters of the students (75%) indicated they would come back for future sessions, 23% said they maybe would come back, and 2% said they would not come back (Figure 15).

Figure 14. Empathy and My Emotions

55% said that before their experience in 4-H they talked about their feelings, and this increased to 67% after their experience in 4-H.

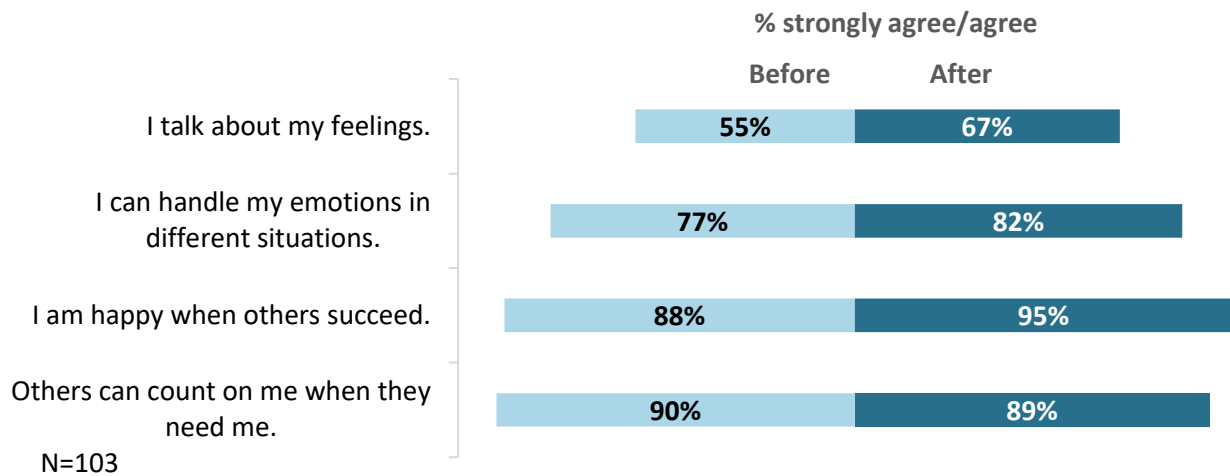
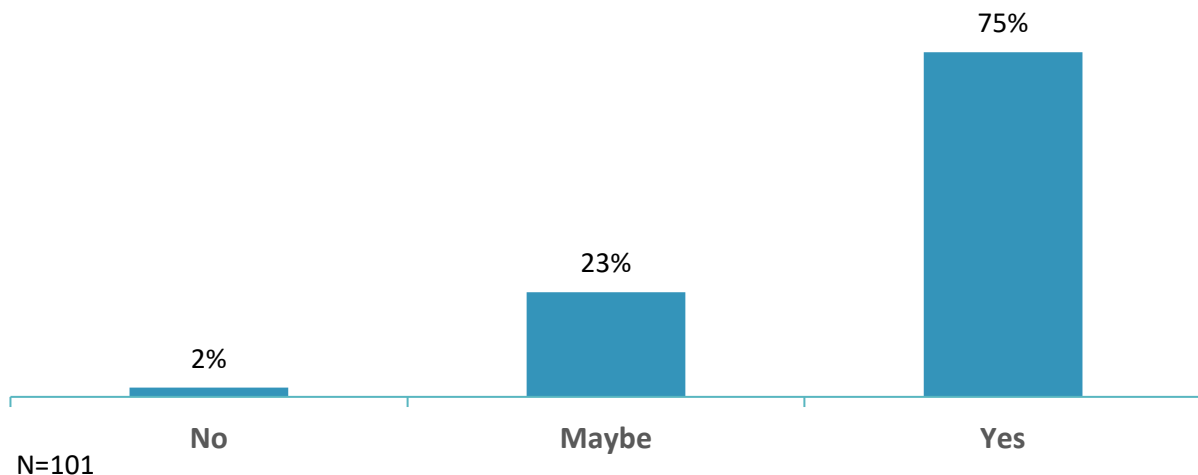


Figure 15. Desire to Come Back for Future Classes

75% of students indicated they would like to come back for future sessions.



Students also had the opportunity to write in what they liked best about the classes. Frequently mentioned responses included the staff, the opportunities to learn new things, meeting new people in the classes, hanging out with friends, and the safe and inclusive environment it provided (See complete list of responses in the Appendix). Of note, students mentioned how caring the staff were and how the program allowed them to explore new activities and improve in communication, education, and social skills.

What Students Liked Best

- The staff
- Hanging out with friends
- Book Club
- Cooking
- Everything
- Inclusivity
- The activities
- Meeting new people

Students also wrote what they liked least about the program. Many indicated there was nothing they liked least. Some other comments included the program only occurs twice a week, the noise level getting too loud, and not having much organization in the program (see complete list of responses in Appendix).

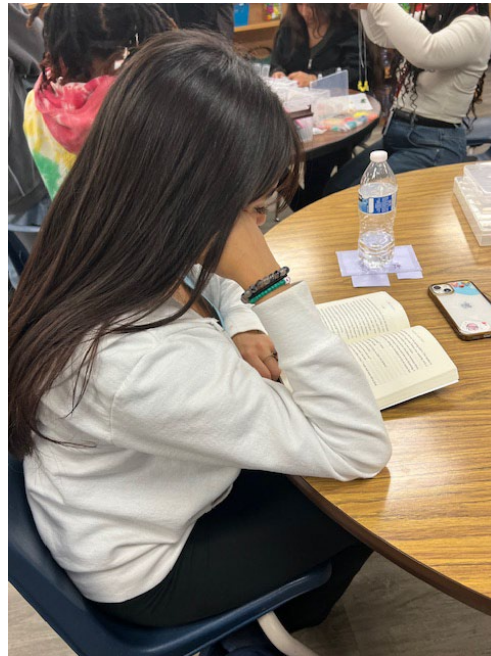
What Students Liked Least

- Nothing
- Being nervous to meet people
- It would get quite loud
- It only happens twice a week
- Food quantity
- The lack of communication initially of what clubs were and weren't in 4H.

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, economics, archery, ceramics, and cooking.

Student Suggestions for Other Topics They Would Like to Learn about

- Archery
- Crocheting
- Acrobatic
- Anime
- Ceramics
- Bracelets
- Language
- Computers
- Foreign Language Club
- Cooking
- Sports
- Art
- Journaling
- Anything
- Fashion
- Fencing
- History
- How to make multiple cultural underrated foods
- More chances to use their funds
- Folk stories
- Creative writing
- Painting
- Mexican style stuff
- English
- Life skills
- Crafts
- Finance or business class
- Dungeons and Dragons
- Karaoke
- Reading
- Robotics
- Rollerblade
- Sewing
- Social economics
- Watch more movies
- Wealth and economics
- Building





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, parents, 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

- **Safe Haven:** Program provided a safe environment for students after school hours, ensuring they have a secure place to go.
- **Choice and Connection:** Program offered students a variety of opportunities for personal, physical and academic growth. Families are also able to learn and connect with community services/programs through the two required Family Nights.
- **Budget Support:** A budget was provided for after-school classes and instructional materials to address the resource limitations in most clubs.

- **Teacher Compensation:** Afterschool Program teachers received compensation, ensuring quality instruction.
- **Nutritional Support:** Daily hot meals and snacks contributed to student well-being.
- **Program Presence:** The 4-H Afterschool Coordinator attended all Valley Viking Nights, Home Coming, Freshman Orientation, Open House and the CCSD Family Academy Day with the purpose of meeting families and recruiting more program participants.
- **Engagement in Learning:** Teachers noticed improvement in engagement in learning for 58% of program participants.

Weaknesses

- **Incomplete Student Registrations:** The student registration process was not fully understood by teachers, students nor parents and consequently data was not collected on all students who participated in the Program.
- **Lack of Targeted Recruitment System.** Although the following methods were used to recruit students, there were no class presentations targeting specific grades or groups, and the last two methods (d, e), which were possibly the most effective, were employed only during the latter part of the school year.
 - a) flyers were posted throughout campus
 - b) tabling took place during lunch
 - c) program information was presented during evening school functions
 - d) afterschool classes and events were posted on the daily school announcements
 - e) social media was also utilized to get the word out
- **Low Attendance and Class Cancellation:** Low attendance led to class cancellations, which created some confusion and the need to update class schedules and flyers for the remainder of the session.
- **Coordinator Transition Challenges:** The new coordinator had a steep learning curve with school processes and grant requirements.

Areas for Improvement

Main challenges for the 4-H 21st CCCLP at Valley High in its third year included recruitment and attendance. These recommendations are based on what seemed to be most effective during the 2023-2024 year and on suggestions by administrators, students and parents.

Recruitment: Begin early and continue efforts throughout the year. Utilize the following methods for more successful recruitment.

- Set up information table at school-organized events (at the beginning of the year).
- Present at first teacher meeting to recruit staff and share information on Program.
- Use Instagram to post registration link and announce the first day of programming.
- Deliver flyers to Valley administration for approval (before school begins).
- Use daily announcements to market Program all year long.
- For major events, enlist the support of the administration to utilize Parent Link which will target *a//*students/families via email, phone and text messages.

- Deliver five-minute presentations and classroom visits.
- Attend all SOT/PAC meetings to share Program information, invite parents to special events, and gain more exposure.
- Create bilingual flyers, messages, emails, and power points.
- Initiate a system where registered participants can gain points by referring friends

Programming: Continue to hold conversations with students and staff and refer to that's already been said. The Advisory Board, students and school staff have made concrete suggestions.

- Rehire staff that made a positive impact/connection with students during previous years and those that can lead students to build/create projects for participation in the County Fair and the end of the year Showcase.
- Offer the most popular classes again (cooking, library hub, book club).
- Listen to student input when it comes to developing new activities and give them the autonomy to choose and recruit other participants and staff.
- Begin small to get a better sense of what students really want. Refer to the end of the year survey and initiate informal conversations to gauge student interest.
- Be better connected with campus community: Fulfillment Fundamentals, TRIO, CIS, counseling staff, administration.
- Continue to bring volunteers to campus to lead classes.
- Offer dynamic parent programming such as financial literacy classes or domestic violence awareness, English classes. Invite former guests if requested by families.
- Bring back a credit retrieval class (APEX) to help with grant requirements and to support academic success among participants. Gamify class as suggested by the administration.
- Collaborate with other clubs to recruit, promote and develop opportunities for more students.
- Work with administration to have students in detention, complete their time in after school Program.
- Recognize student attendance/participation at the end of each session or once per semester.

Fiscal Compliance: To ensure compliance with the grant, keep immaculate records of all activities, transactions and student numbers.

- Work closely with new staff member responsible for uploading student data in TransAct. Ensure that she has all the necessary support to be successful.
- Train staff early to ensure they understand their role and responsibility in gathering data.
- Require a special training for staff on Registration and hold events that will help participants and parents complete the online registration form.
- Attend monthly NDE meetings
- Keep all documents, i.e. flyers, meeting notes, attendance sheets, saved in M Drive.

- Maintain an updated 4-H Afterschool calendar.

Professional Development: Develop presentations/training to all staff about the after-school program, general compliance and 4-H mission.

- 4-H Thrive Model
- Experiential Learning Model
- Weekly Attendance
- Student Registration
- Post-Reflective Surveys

Conclusion

In its third year, the 4-H 21st CCLC program at Valley High was successful implementing a variety of academic and enrichment classes with 359 attendees. Teacher surveys indicated improvement in engagement in learning for more than half the participants. 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 4 will help expand the benefits of the program to more students and increase positive outcomes for the program participants at Valley High.

Appendix

Parent Survey Open-Ended Responses

Please write any additional comments about the afterschool program in the box below. For example, (a) What has been the most positive result of your child's participation in the program?; (b) Ideas for types of parent/family activities, events, or classes would you like to have offered at this afterschool program?; (c) Any suggestions for improvement.

- My daughter is very happy since she started school and started participating in the program.
- Now he/she is very active.
- I have seen that my son has understood the language more and that makes me happy.
- The program is good and the attention they give us as parents.
- My son's results were very positive. My son was looking forward to the start of the week with great enthusiasm to go to the after-school program.
- My child loves this program and we are eagerly waiting for the next school year to participate! I support and appreciate that you have these after school programs, it is very positive for the kids!! Thank you.
- I believe one of the best ways to improve the after school program is to extend the days it offers. Most clubs only host one day a week and creates a wait time between each session. I believe motivation would go farther by adding more days so they have more to look forward to during the school days.
- Love it
- Loves to stay and help the teachers with programs for example cooking, art class and is more involved in meetings. Grades did improve and was socializing more than before.
- Maybe text alerts for family events
- I like it because they socialize with more children with adult supervision
- Ms. Hellen have done all
- Very good for introducing our children to professional life
- Very good and functional
- My child likes to complete her homework after school in the library.
- My child loves this program an enjoys it very much.
- Be offered more frequently.
- She became more responsible. I think parent and school should work together to prepare child's for real life. Throughout dance, draw, Bible study, movie, parent conferences, visiting rehab, assisting living and others.
- She loved attending dance classes and great for exercise and being in a sport activity keeping her busy.

- If you can bring the workshop for parents with adolescent children to this program, I think it would help a lot. The workshop is called Positive Connections for parents & teenagers and is taught by Olga Soto.
- They are much more independent.
- That they like to do more after school activities instead of staying home.
- What I think that improved is that I love all of the school activities.
- Will be transferred to closer zoning school

Student Survey Open-Ended Responses

What did you like best about 4-H?

- All (3)
- All the things we're able to do.
- Being able to enjoy a new type of after school activity.
- Being with friends.
- Book Club
- Cooking (5)
- Cool Instructors
- Culinary
- DnD and E-games.
- Finding friends
- Everything (3)
- Everything, it was so welcoming.
- Flexibility
- Friends (2)
- Fun and educational.
- Hanging out in the library with my friends. (2)
- Hanging out with friends. (2)
- Helps me more time on homework.
- Honestly, I love the welcoming environment and safe feelings.
- How nice they are.
- How welcoming the environment is.
- I can chill here, and the staff is nice.
- I don't.
- I got out of my comfort zone and try something new.
- I guess just being there, being to look forward after school.
- I like all.
- I like everything.
- I like how I was able to get help from the staff.
- I like the people and just the fun things to do.

- I liked being able to make a difference in my community.
- I liked cooking with friends in 4-H.
- I liked how we had to problem solve every problem that we had.
- I liked that I got to meet people.
- I liked that there was a quiet place to hang out after school.
- I liked the fact that they funded us.
- I liked the Meets and all the different things to do.
- I liked the opportunities.
- I liked the opportunities that the club offered.
- I love to hang out with my friends and love being in the library.
- I loved how the teachers knew everyone's name and felt like they tried to make everyone feel like they belonged.
- I loved the energy that 4-H has and the fun activities that they have.
- I really enjoyed podcast because it helped me with the way I communicate.
- I dk
- Inclusivity
- It was fun.
- It's very interesting.
- Making friends.
- Making new friends and having new experiences.
- I liked it.
- Meeting new people and doing new things.
- My girlfriend.
- Movies
- Ms. Hellen (2)
- Ms. Hellen and how welcoming she was. Every conversation with her was alive instead of artificial.
- Podcast
- Reading
- Staying with my friends!
- That it's open to everyone.
- The activities.
- The activities and people. (2)
- The class was fun.
- The different thing I can do.
- The environment.
- The Events and Tutoring, I love that they added cooking class and yoga :).
- The food. (2)
- The fun activities.

- The meetings. (2)
- The movies.
- The people. (2)
- The people and activities.
- The people I met. (2)
- The programs and teachers.
- The quietness.
- The room to spread your own.
- The snacks.
- The teacher was very friendly, and it gave me a space to do my homework before I went home.
- The things to do.
- We got to learn how to cook and create new meals with our peers.
- What I like best about 4-H is that invites every one of every.
- What I like best about 4-H is that there is a lot of things you can learn.

What did you like least about 4-H?

- All (2)
- Being nervous.
- Certain students.
- Cleaning
- Don't know.
- Actually, I liked everything. There isn't anything that I didn't like.
- Speaking English
- Having to do this survey.
- I cannot think of any part of this class I did not enjoy.
- I didn't like how we weren't student lead.
- I didn't like that I didn't know when certain meetings in certain clubs started.
- I didn't really have nothing to dislike or least favorite.
- I don't know. (3)
- I don't know to be honest.
- I hate how short it is.
- I like all.
- I liked all of it.
- I need to stay at school.
- I was a bit nervous at first to meet people.
- I wish they had been there the entire year.
- I'm not sure.
- It was least anticipated.

- It would get quite loud.
- It only happens twice a week.
- Lack of activity for me to do.
- Learning new things.
- Less clubs.
- Less teamwork.
- Little food.
- N/A (2)
- Need to leave early for the bus.
- No field trips or more events.
- None. (3)
- Not long.
- Not much.
- Not many instructions.
- Not talking very loudly.
- Nothing (22)
- Nothing really. (3)
- Nothing yet.
- Only Afterschool.
- That they talked to my girlfriend.
- Some kids.
- That it closes sometimes.
- That it ends really fast.
- That it was after school.
- The lack of communication initially of what clubs were and weren't in 4H.
- The long process of preparing food.
- The long talks.
- The meetings....
- The occasional random kid that would be loud.
- The teachers.
- The times available.
- There nothing I didn't dislike.
- There wasn't anything I disliked about the 4-H program.
- There's nothing that I don't like about it.
- There's nothing wrong with it.
- Too short.
- Ummm, I have no clue.
- Undecided.
- We need a little organization.

- What I least like about 4-H is introducing yourself.
- When Ms. Hellen is gone.
- When the food ran out.

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

- 4-H has everything
- A ceramics class would be very fun.
- A Foreign Language Club would be cool.
- About music
- Acrobatic
- Anime
- Anything (2)
- Archery (4)
- Archery, journaling
- Art (3)
- Bracelets/ language/ computers
- Building
- Business
- College
- Cooking
- Cooking and sports.
- Cooking, life skills things like that.
- Crafting
- Crocheting (3)
- Writing in English
- Everything (3)
- Fashion
- Fencing
- History
- How to cook more food.
- I am unsure at the moment.
- I don't know
- I don't have anything in mind about learning but am always looking forward to learning anything new coming my way.
- I don't know yet. (2)
- I don't know.
- I like everything.
- I love everything
- I think right now there is a lot to offer, and it is good.

- I would like to be able to have more chances to use our funds.
- I would like to do cooking next year again.
- I would like to join DnD for longer.
- I would like to learn how to make multiple cultural underrated foods.
- I would love to learn about folk stories or creative writing.
- I'm not sure. (2)
- I'd like to learn anything.
- I'd love to work more with the cooking class that is provided.
- Idk (2)
- I'm not sure.
- English
- Investments
- Learning how to paint.
- Maybe
- Maybe learning how to cook more things.
- Maybe more Mexican style stuff.
- Maybe reading.
- More art and craft.
- More art stuff.
- More dungeons and dragons or karaoke.
- More English.
- More life skills.
- More things to craft maybe?
- N/A (2)
- Next year I would like to take a finance or business class.
- I don't know.
- No say
- Not sure.
- Nothing (3)
- Other topics/activities I would like to learn about in the future is anything really, but it depends.
- Painting (3)
- Reading
- Real life simulations.
- Robotics
- Rollerblade
- Sewing
- Social economics

- Something that I would possibly like to learn in the Future is possibly learning more about computer tech.
- Uhh idk I'm graduating
- Undecided
- Watch more movies.
- Wealth and economics.
- Whatever