4-H Afterschool
21st Century Community Learning Center Program
at Valley High School Evaluation Report 2022-2023

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

Executive Summary

The University of Nevada, Reno Extension implemented the 4-H Afterschool, 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
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. 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.		29% increased ELA grade 17% increased math grade
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. * The NDE defines "Improvement" as a student increasing attendance to at least 93%		6.6% (n=2)
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.		43%

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, Reno Extension implemented the 4-H Afterschool, 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.

Hours Attended Program
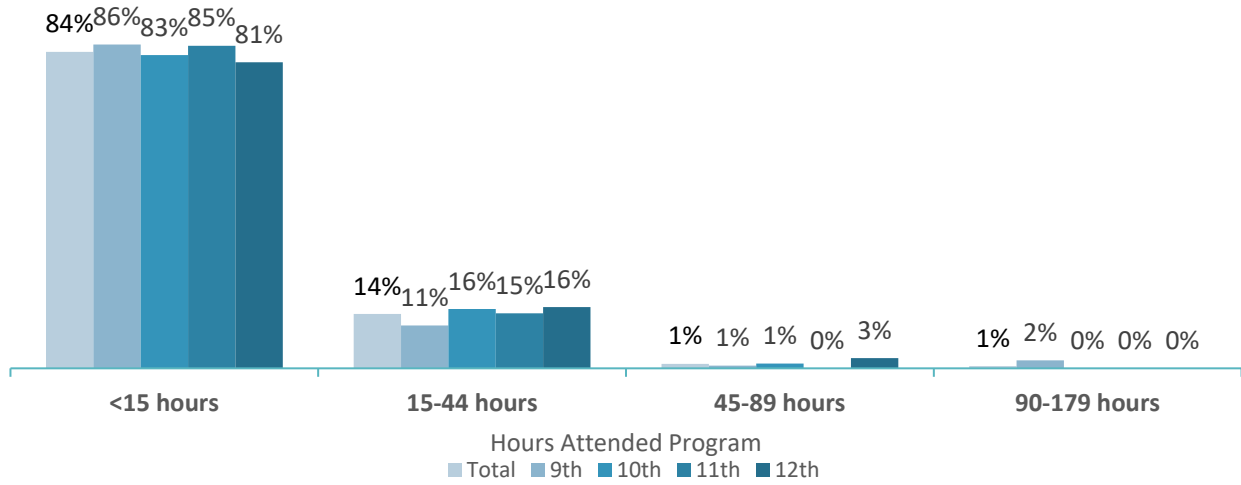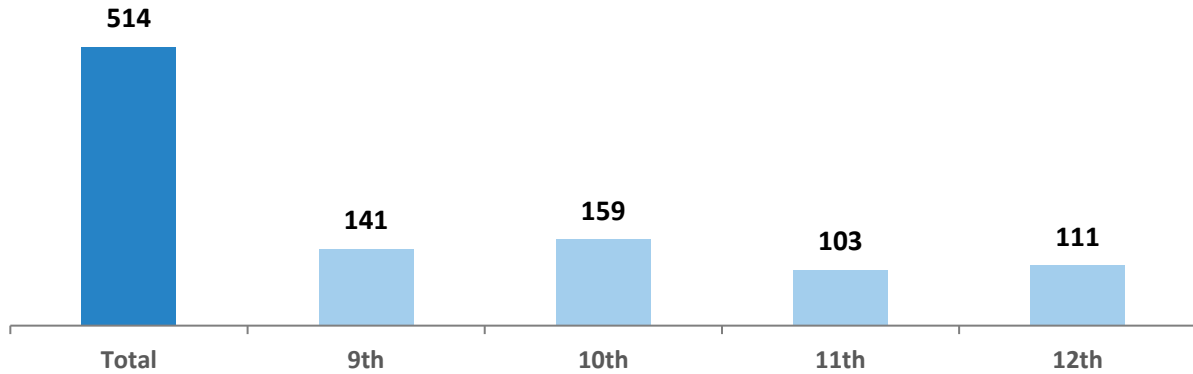
□ Total ■ 9th ■ 10th ■ 11th ■ 12th

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.
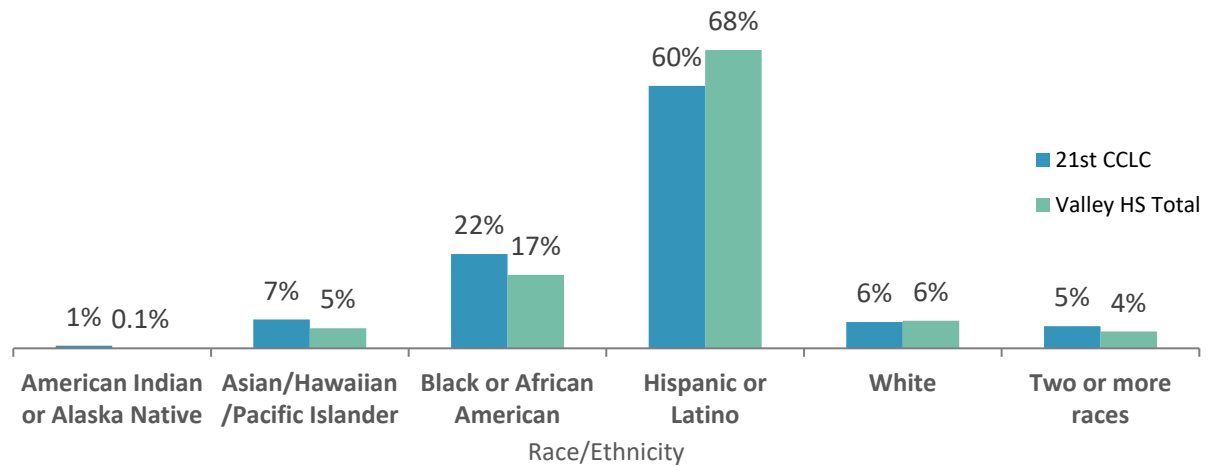
Activity Attendance

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.
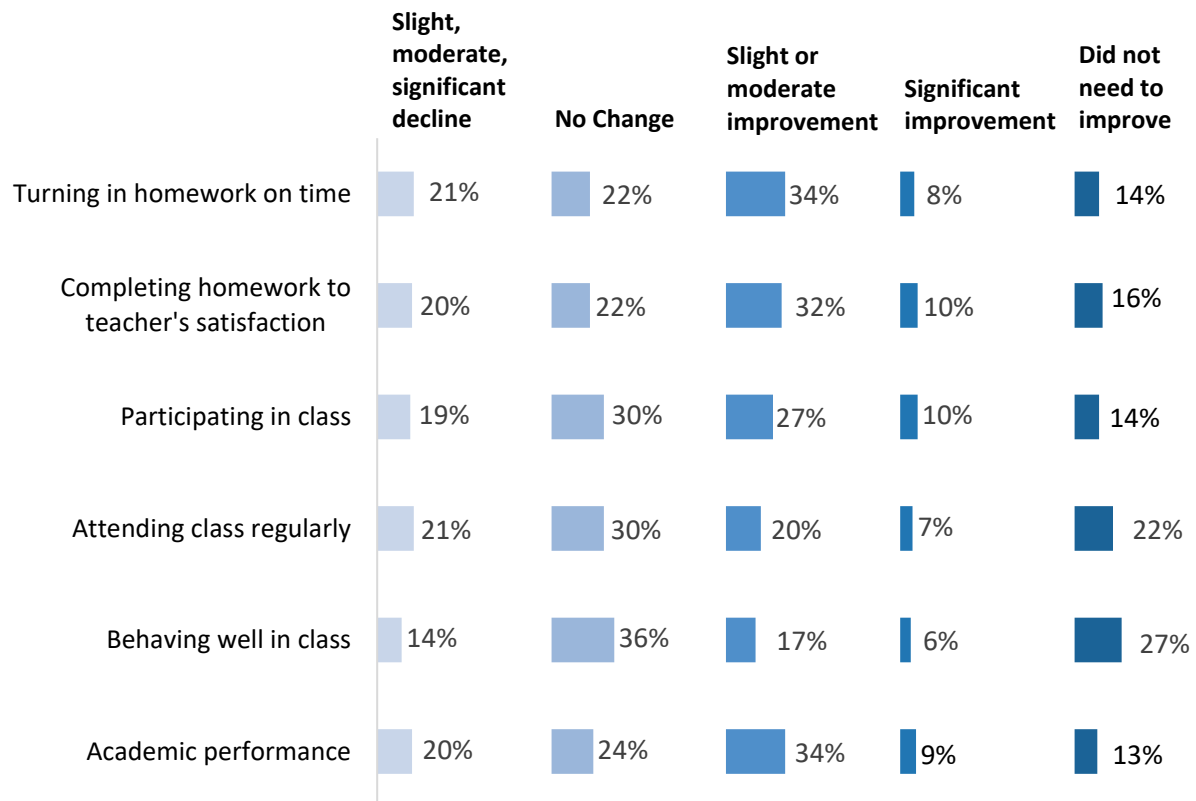
Figure 4. Capital Days 4-H Trip

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.

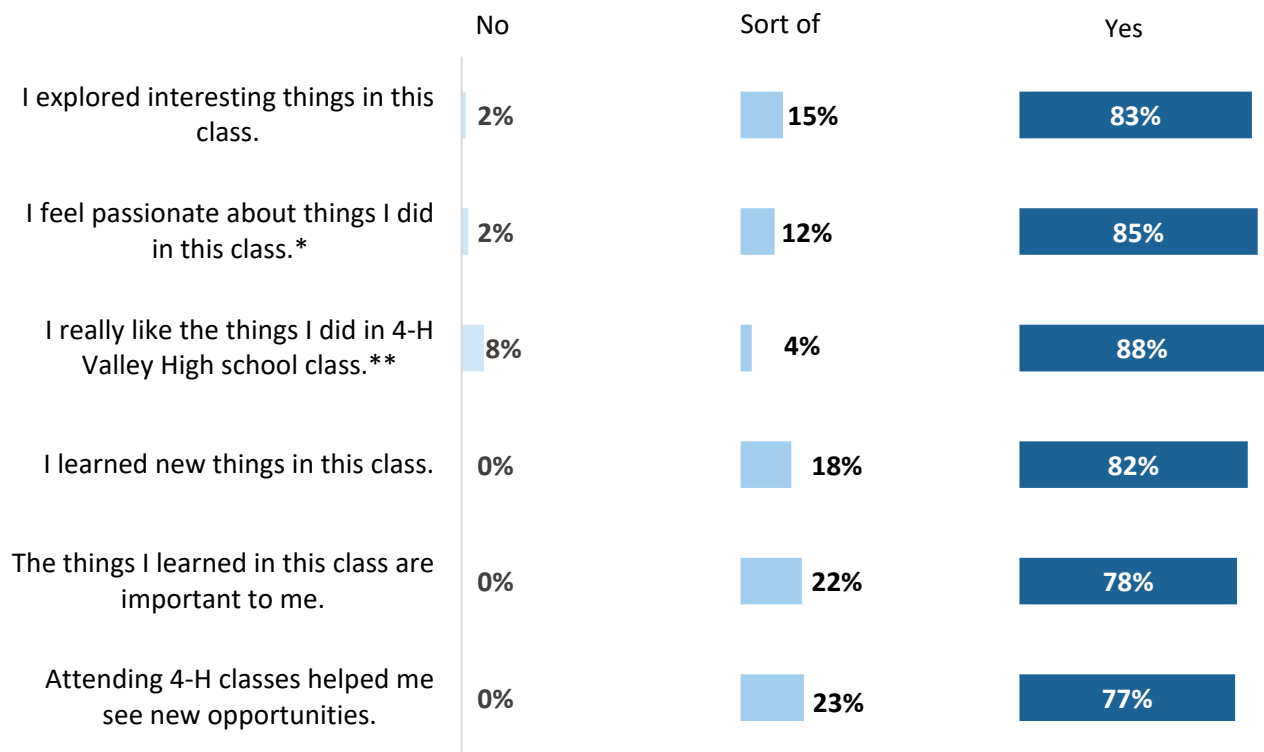|	Slight, moderate, significant decline	No Change	Slight or moderate improvement	Significant improvement	Did not need to improve
Turning in homework on time	21%	22%	34%	8%	14%
Completing homework to teacher's satisfaction	20%	22%	32%	10%	16%
Participating in class	19%	30%	27%	10%	14%
Attending class regularly	21%	30%	20%	7%	22%
Behaving well in class	14%	36%	17%	6%	27%
Academic performance	20%	24%	34%	9%	13%

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.

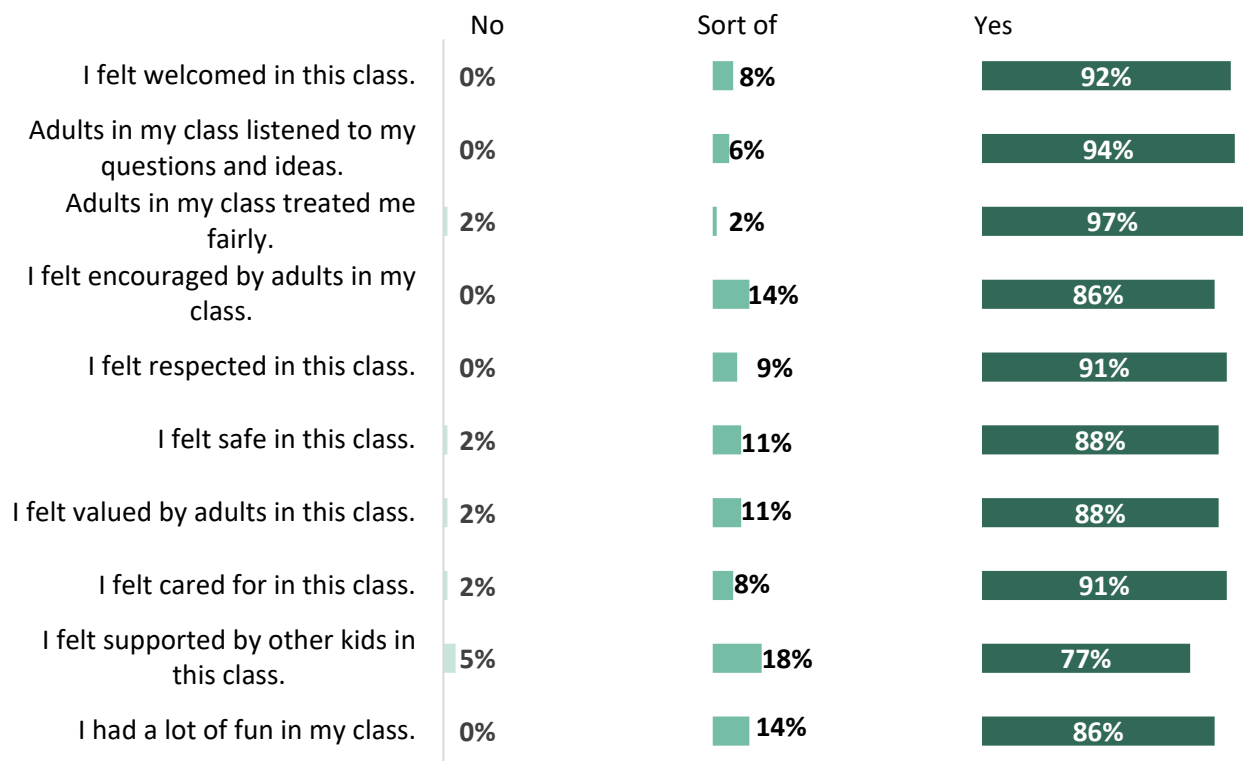|	No	Sort of	Yes
I explored interesting things in this class.	2%	15%	83%
I feel passionate about things I did in this class.*	2%	12%	85%
I really like the things I did in 4-H Valley High school class.**	8%	4%	88%
I learned new things in this class.	0%	18%	82%
The things I learned in this class are important to me.	0%	22%	78%
Attending 4-H classes helped me see new opportunities.	0%	23%	77%

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.
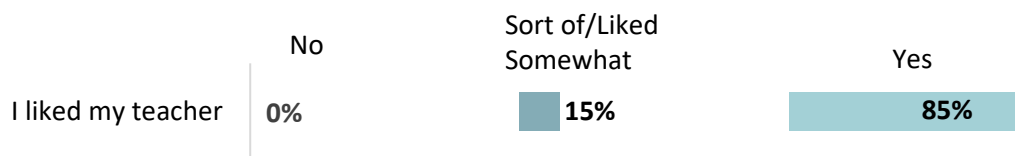
	No	Sort of	Yes
I felt welcomed in this class.	0%	8%	92%
Adults in my class listened to my questions and ideas.	0%	6%	94%
Adults in my class treated me fairly.	2%	2%	97%
I felt encouraged by adults in my class.	0%	14%	86%
I felt respected in this class.	0%	9%	91%
I felt safe in this class.	2%	11%	88%
I felt valued by adults in this class.	2%	11%	88%
I felt cared for in this class.	2%	8%	91%
I felt supported by other kids in this class.	5%	18%	77%
I had a lot of fun in my class.	0%	14%	86%

N=66

Figure 8. Positive Relationships: Liking Teacher

85% of students liked their teacher.

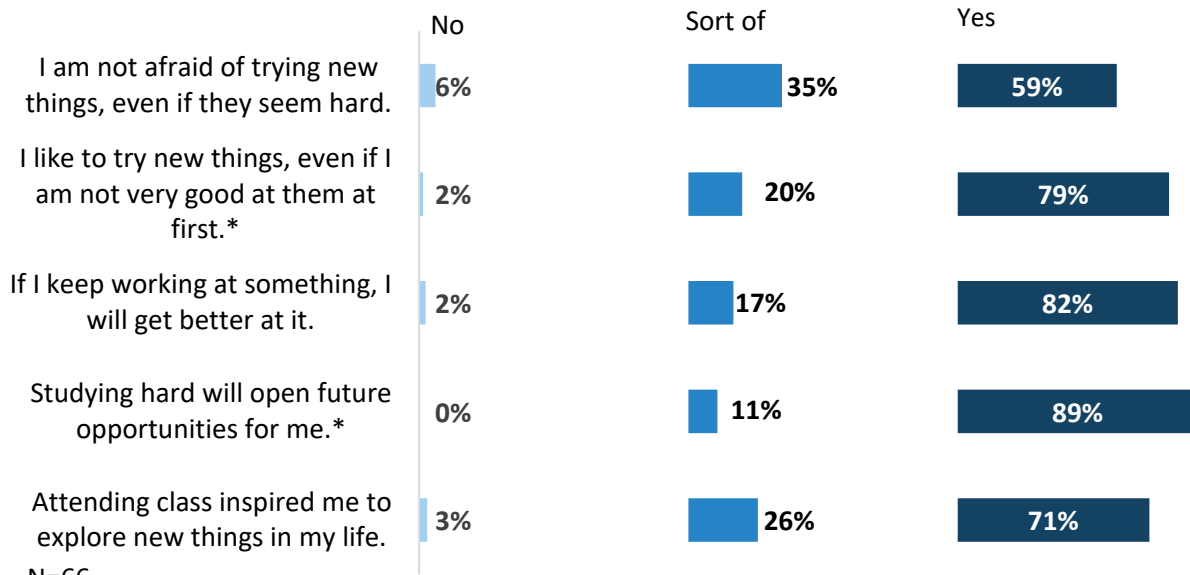|	No	Sort of/Liked Somewhat	Yes
I liked my teacher	0%	15%	85%

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

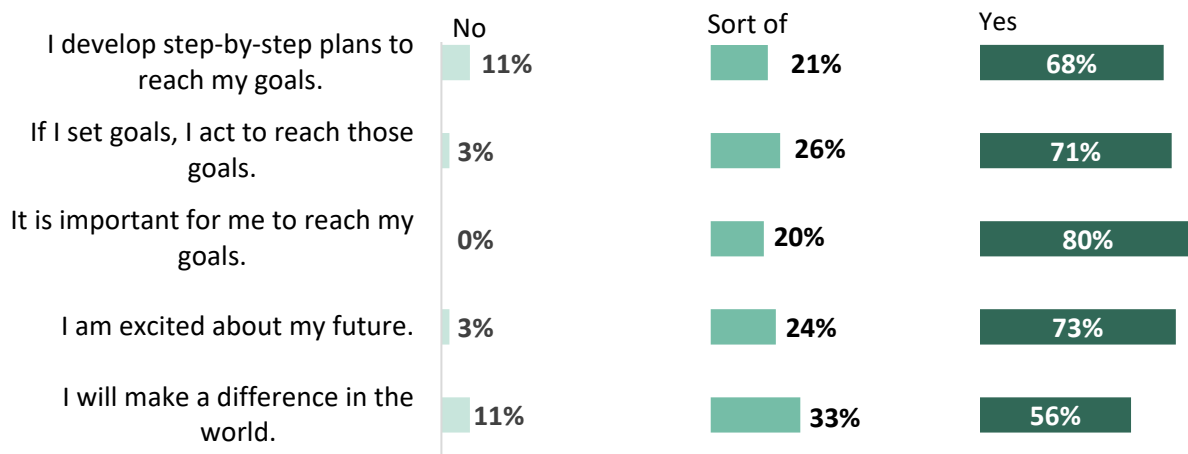**71% said attending class inspired them to explore new things in their life.**

	No	Sort of	Yes
I am not afraid of trying new things, even if they seem hard.	6%	35%	59%
I like to try new things, even if I am not very good at them at first.*	2%	20%	79%
If I keep working at something, I will get better at it.	2%	17%	82%
Studying hard will open future opportunities for me.*	0%	11%	89%
Attending class inspired me to explore new things in my life.	3%	26%	71%

N=66
*N=65

Figure 10. Thoughts About the Future and Goals

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

	No	Sort of	Yes
I develop step-by-step plans to reach my goals.	11%	21%	68%
If I set goals, I act to reach those goals.	3%	26%	71%
It is important for me to reach my goals.	0%	20%	80%
I am excited about my future.	3%	24%	73%
I will make a difference in the world.	11%	33%	56%

N=66

Figure 11. Problem-Solving Skills

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

	No	Sort of	Yes
I ask for help when I cannot solve my problems.	8%	27%	65%
When I have a problem, I know who to ask for help.	6%	23%	71%
I try to understand the cause of the problem.	2%	17%	82%
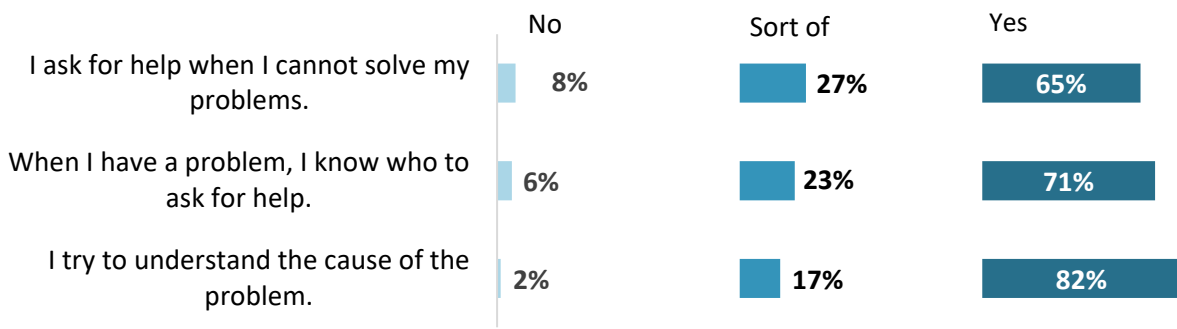
N=66

Figure 12. Empathy and My Emotions

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

	No	Sort of	Yes
When something upsets me, I talk about my feelings.	27%	29%	44%
I control my emotions by changing the way I think about the situation I am in.	8%	32%	61%
I am happy when others succeed.	0%	14%	86%
If someone needs me, they can count on me.*	0%	22%	79%
I care about the feelings of my friends.	0%	15%	85%
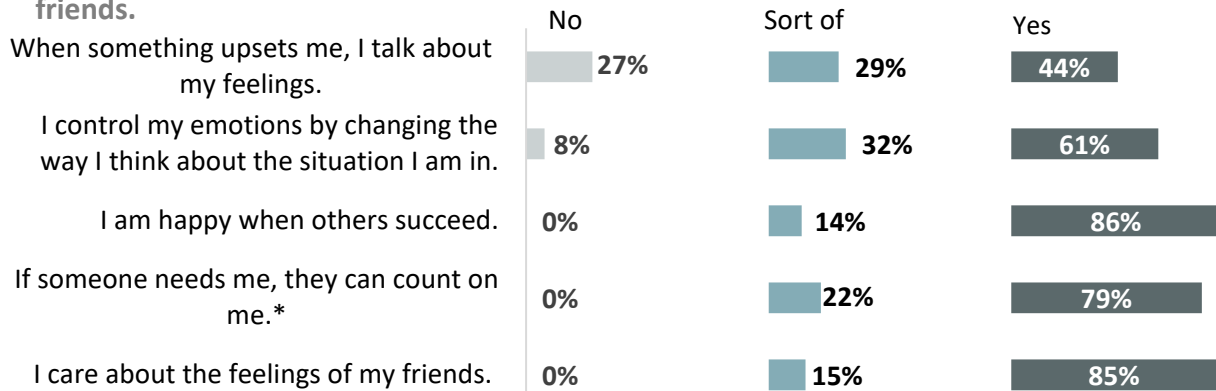
N=66; *N=65

Figure 13. Desire to Come Back for Future Classes

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

No	Maybe	Yes
2%	32%	67%
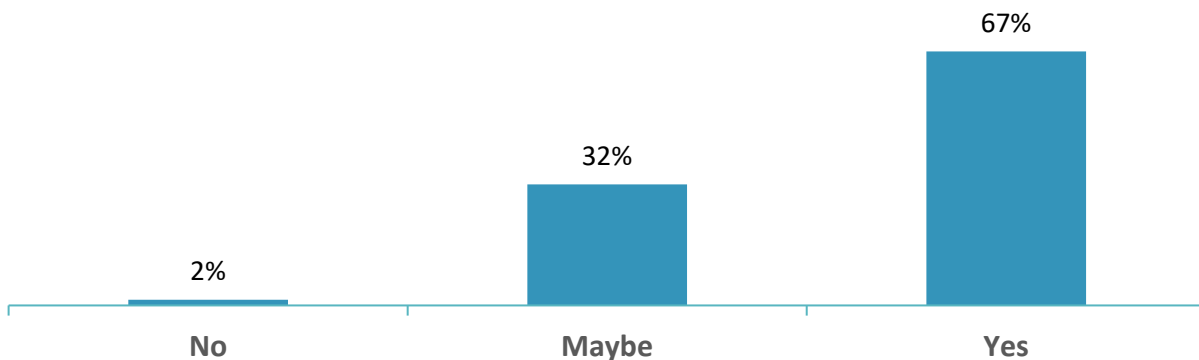
N=66

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
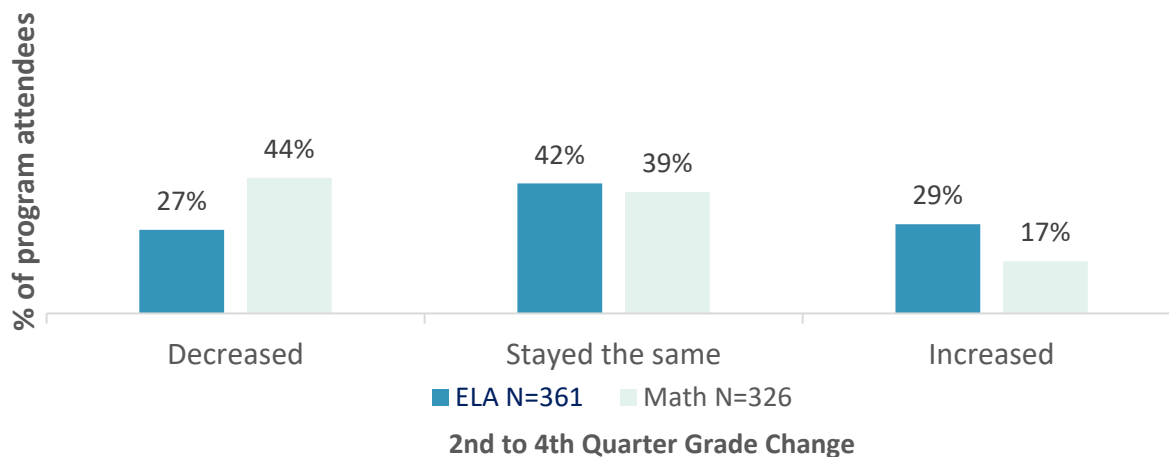

School Attendance

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

N=92
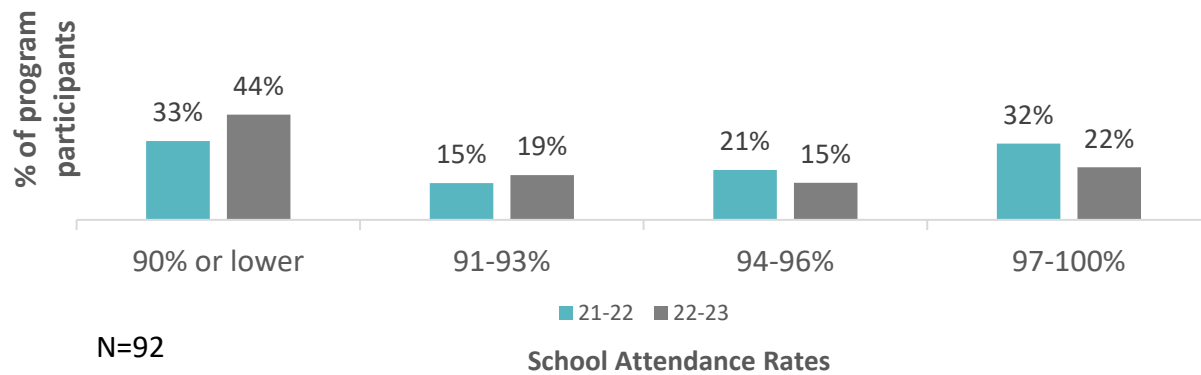
Of the program participants who had a school day attendance rate of 90% or less in 21-22 (n=30), 54% increased their school day attendance in 22-23 (Figure 17).

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

N=30
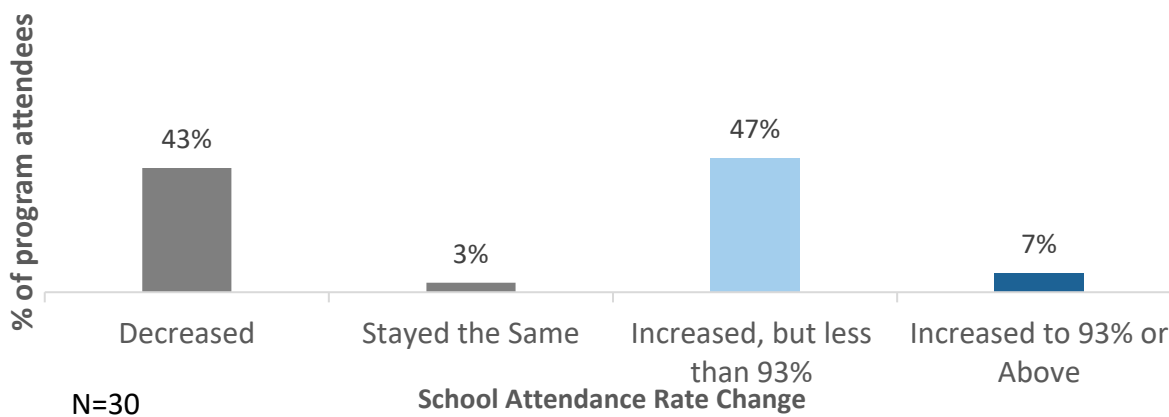
Performance Indicators

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

Performance Indicators		22-23
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. 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.		29% increased ELA grade 17% increased math grade
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. Note: The NDE defines "Improvement" as a student increasing attendance to at least 93%.		6.6% (n=2)
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.		43%

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

Appendix A

EXTENSION
College of Agriculture,
Biotechnology & Natural Resources

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.	o	o	o
2. I feel passionate about things I did in this class.	o	o	o
3. I learned new things in this class.	o	o	o
4. The things I learned in this class are important to me.	o	o	o
5. Attending 4-H classes helped me see new opportunities.	o	o	o

Positive Adult Relationships

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

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.	o	o	o
18. I like to try new things, even if I am not very good at them at first.	o	o	o
19. If I keep working at something, I will get better at it.	o	o	o
20. Studying hard will open future opportunities for me.	o	o	o
21. Attending class inspired me to explore new things in my life.	o	o	o

Student Survey

Thoughts about the Future and Goals

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

Empathy and My Emotions

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

Problem-Solving Skills

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

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

  □ Yes   □ No   □ Maybe

36. What did you like best about the class?

_____
_____
_____

37. What did you like least about this class?

_____
_____
_____

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

_____
_____

39. What is your gender?
□ Boy
□ Girl
□ My gender is not here
□ I don't want to say

40. How old are you?

_____years

41. In which city do you live?

_____

42. Which of the following best describes your <u>Ethnicity</u>?

□ 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

<u>Race: Mark all that apply:</u>
□ 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

- 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