



**EXTENSION**  
College of Agriculture,  
Biotechnology & Natural Resources



4-H Youth  
Development

## 4-H Program Evaluation Report for 2023-2024 Urban Clark County, Las Vegas, Nevada



Down the Rabbit Hole, Pre-teen overnight Camp, Alamo, Nevada, July 2024

### **Program Staff:**

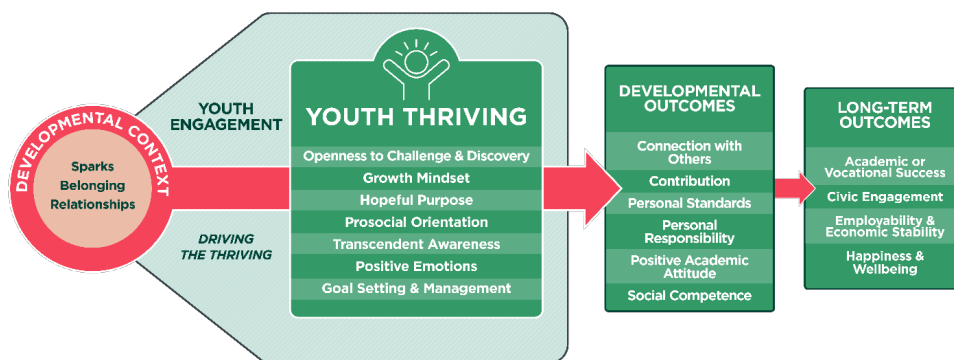
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## Executive Summary

During the 2023-2024 program year, the urban Clark County Extension team reached 10,635 youth ages 5-18 and delivered 5,333 contact hours from which the 4-H team reached 4,805 youth and delivered 3,284 hours of programming and the remainder of the Extension departments reached 5,830 program participants with 2,049 contact hours. A total of 376 programs were delivered by the urban Clark County Extension team. 180 of those programs were led by 4-H across various delivery methods including special-interest programs, school-enrichment programs, after-school programs, chartered clubs, day camps, and overnight camps. The 4-H team reached 824 duplicated youth through single session workshops (244 youth, non-duplicate) and 5,475 duplicated youth duplicated youth (2,022 non-duplicate) through multi-session programs. 3,716 surveys were collected (4% were single session surveys and 96% were pre or post or both for multi session programs) (n=3,716).

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

**Figure 1**  
*4-H Thriving Model*



Of the participants who completed the survey for single-session workshops, most agreed that they liked the things they learned in the class. All of the survey respondents agreed that the adults in 4-H treated them fairly and most also had positive responses to the other items indicating strong positive outcomes for sparks, belonging and positive adult relationships – the basis of positive youth development. The majority of the single-session participants (70%) said they would come back for future 4-H classes.

Among participants in multi-session programs, a high satisfaction with 4-H was evident as most strongly agreed or agreed that they really liked the things they did in 4-H and the majority agreed with the positive statements related to belonging and positive relationships with adults. 56% said they would come back again and another 29% said they maybe would. Multi-session participants made positive changes related to a few of the items from the 4-H Youth Thriving Survey. Compared to the pre-survey, on the post-survey, a higher proportion of participants said, “Yes” (old version), or “Strongly Agree” (new version) that “I try new things even when they seem hard.” With respect to positive emotions, on the old survey version, compared to the pre-survey, a higher proportion of participants said that they talked about their feelings. Finally, compared to the pre-survey, in the post-survey, a higher proportion of participants who took the old survey version said that they asked for help when they could not solve a problem.

In summary, results of 4-H positive youth development programming show strong outcomes in the various areas of the 4-H Thriving Model. For youth who attended single-session 4-H workshops, the strongest results demonstrated an impact in youth sparks, positive adult relationships and belonging. For youth who attended multi-session 4-H programs, the strongest results demonstrated high levels of youth engagement with the program and that youth showed improvement in developing a growth mindset, strengthening positive emotions, and solving problems.

## Introduction and Overview

For the 2023-2024 program year, the University of Nevada, Reno Extension’s Clark County, Las Vegas 4-H team implemented programming aligned with the vision and goals outlined in the Clark County 4-H Plan. This plan details and sets forth the actionable steps intended to establish, increase, and connect the state’s purpose in establishing a statewide cohort approach (Usinger et al., 2014): “Extension 4-H Youth Development is an age-appropriate, positive youth development program that helps shape future leaders and innovators through research-driven, hands-on learning activities with a focus on academic and career readiness.” This report outlines 4-H programming, participant demographics, and evaluation survey results of the 4-H Thriving Model (Arnold, 2018).

### Participant Information

Through programs in STEM and agriculture, healthy living, and civic engagement, the Clark County, Las Vegas 4-H team reached 4,805 youth participants ages 5-18 via single and multi-session programming and chartered clubs with 3,284 contact hours. The 4-H team delivered 180 programs through various delivery methods including special-interest programs, after-school programs, school-enrichment programs, chartered clubs, day camps, and overnight camps. The total participant count of 4,805 youths does not account for one-time tabling events for which participants do not sign up or sign in, and/or did not provide other identifying information. 2,198 surveys were completed (including single-session survey and either pre or post or both for the multi-session programs, see Figure 2).

### Figure 2

*Survey Completion Rates by Hours in 4-H (N=3,716)*



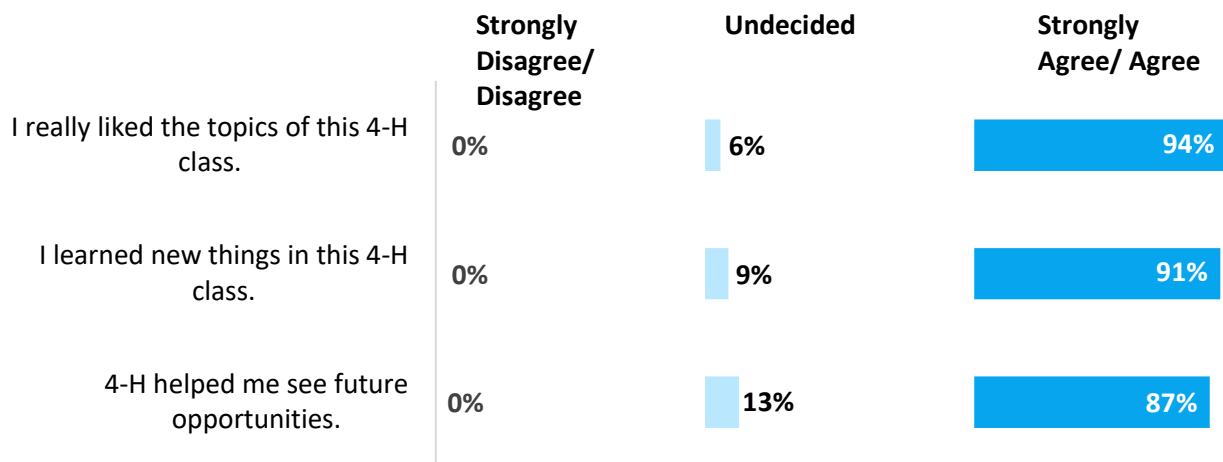
### Valley High School

4-H has a 21st Century Community Learning Center Program at Valley High School through a grant from the Nevada Department of Education. A separate [report](#) has been conducted for this Clark County, Las Vegas 4-H program. Below is a summary of participant demographics data. In the 2023-2024 school year, 359 students attended the after-school program across four sessions during the year. Demographic and school-year program attendance data were

reported for 254 students. The average weekly attendance was 69 students, and the average daily attendance was 32. Most participants (91%) attended the program for less than 30 days, while 8% attended 30-59 days. About half attended the program for less than 15 hours total. More than half the program participants (60%) were Hispanic and/or Latinx; 22% were Black or African American; and 7% were White/Caucasian.

Students completed the adapted 4-H Youth Thriving Survey at the end of fall and spring terms. Student opinions about the classes were positive with most students agreeing with the positively worded statements. 94% said they really liked the topics of this 4-H class and 91% said they learned new things in this 4-H class (Figure 3). 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.

**Figure 3**  
Valley High School Student Sample Survey Responses N=103



## 4-H Programs and Locations

4-H programs covered the topics of STEM and agriculture, healthy living and civic engagement. Locations included libraries, schools, home school groups, housing authority sites, organized 4-H clubs, Extension learning centers, and community and recreation centers. See Table 1: Clark County, Las Vegas 4-H Clubs, Programs and Activities and Table 2: Clark County, Las Vegas 4-H Program Locations for a complete list of program names and locations.

**Table 1**

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

4-H Afterschool	Game of Life 4-H Teen Summer Camp
4-H Archery	Grow with 4-H Spring Break Day Camp
4-H Archery Camp	Health Rocks!
4-H Clark County Fun Shoot	Healthy Living Overnight Camp
4-H Cookies and Canvases Workshop	Leadership and Community Engagement
4-H Cool Coyotes Community Club Meeting	Leadership Road Trip: Where Are You Going?
4-H Mindfulness	Livestock Carcass Evaluation and Meat Identification Workshop
4-H STEAM Workshop at Kick-off to Kindergarten	Livestock Nutrition and Care Workshop
4-H Student Nutrition Advisory Council (SNAC) Club	Mindful Me
4-H Summer Day Camp	New Faces, New Places
4-H Vegas Rangers Archery Club	Next Steps: College Readiness Program
2023 4-H Member & Volunteer Achievement Brunch	One Stitch at a Time
Acres of Adventure	Outdoor Explorers Camp
Adventures Field Trips	Paint and Poetry Teen Camp
A Road Trip Through Latin America	Pistol Introductory Event
Arrow Agents STEAM Day Camp	Power of You(th)
Artfully Expressing Ourselves	Robotics 101
Bake with 4-H Day Camp	Safekey Afterschool Arts
Beginning Baking	Season of Giving 4-H Winter Camp
Coding with Ozobots	Simple Machines
Down the Rabbit Hole 4-H Summer Pre-teen Camp	STEAM'n Through the Seasons
Ellipse the Solar Eclipse with 4-H	Sustainable Plastics: Cloverbuds
Emotions, Goal-Setting and Coping Skills	Yoga
Explore STEAM	Yoga & Yogurt
Explorers of the Deep	Your Feelings Matter
Fall Kickoff to Shooting Sports	

**Table 2**

*Clark County, Las Vegas 4-H Program Locations*

Berkeley L. Bunker Elementary School 89108	Jesse D. Scott Elementary School 89081
Centennial Hills Library 89131	Lifelong Learning Center 89123
Clark County Library 89119	Liliam Lujan Hickey Elementary School 89156
Clark County Shooting Sports Complex 89131	Martin Luther King Jr. Elementary School 89156
Clyde Cox Elementary School 89115	Mary & Zel Lowman Elementary 89115
Cordero Pines Nevada HAND 89110	Myrtle Tate Elementary School 89115
Cyndal Farms 89002	Nevada 4-H Camp Alamo 89001

Decatur Commons Nevada HAND 89107	Nevada Rise Academy 89121
Desert Breeze Community Center 89117	Paradise Recreation Center 89121
Dr. C. Owen Roundy Elementary School 89146	Rainbow Library 89128
Dr. William H. Bailey Middle School 89156	Reynaldo Martinez Elementary School 89030
East Las Vegas Library 89101	Rome Pines Nevada HAND 89084
Enterprise Library 89123	Ruben P. Diaz Elementary School 89110
Family Support Center 89104	Sheila Tarr Elementary School 89129
Garrett Junior High School 89005	Sherman Gardens Nevada Youth Network 89106
Gene Ward Elementary School 89119	SLAM! 89011
Gwendolyn Woolley Elementary School 89115	Spring Valley Library 89103
Helen Herr Elementary School 89156	The Learning Outpost 89129
Henderson Multigenerational Center 89012	University of Nevada, Las Vegas 89154
Hollywood Recreation Center 89142	University of Nevada, Reno Extension North Las Vegas 89030
Horizon Crest Nevada HAND Site 89030	Valley High School 89169
Ira J. Earl Elementary School 89110	West Las Vegas Library 89106
J. E. Manch Elementary School 89115	Whitney Mesa Recreation Area 89014
J. Harold Brinley Middle School 89108	Whitney Ranch Recreation Center 89014
Jay W. Jeffers Elementary School 89115	William E. Orr Middle School 89119

## Youth Thriving Survey Results (YTSR)

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

With the 4-H Thriving Model as the foundation, the Clark County, Las Vegas 4-H team aims to determine the effectiveness of youth programming. Participants in single-session classes were given a post-evaluation survey, while multi-session classes were given pre- and post-evaluation surveys. Surveys were revised in February 2024, which included item additions and eliminations and a change in response options. Results in each section are grouped based on which survey version(s) were used for the sessions. The surveys used during the 2023-2024 program are in Appendix A. Appendix B has the open-ended responses displayed in a word cloud for the surveys.

### Single-Session Classes

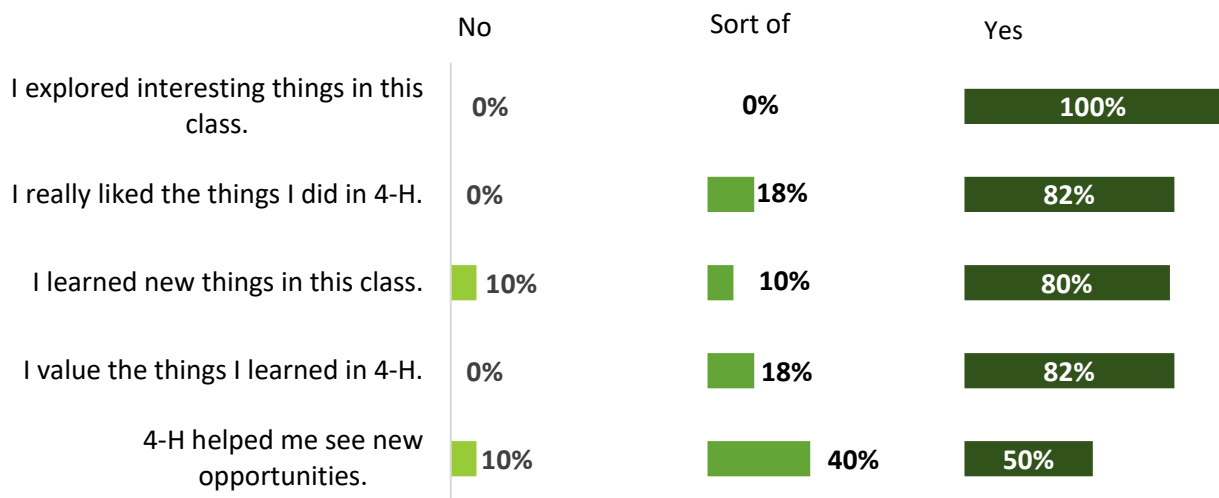
The Clark County, Las Vegas 4-H team reached 244 total youth who participated in six single-session classes, 89 surveys were collected. The surveys were changed in February 2024, with some items eliminated and the response options changed from No, Sort of, and Yes, to Strongly Disagree, Disagree, Agree, and Strongly Agree. The results from the two different versions of the survey are presented in separate figures as they are not directly comparable.



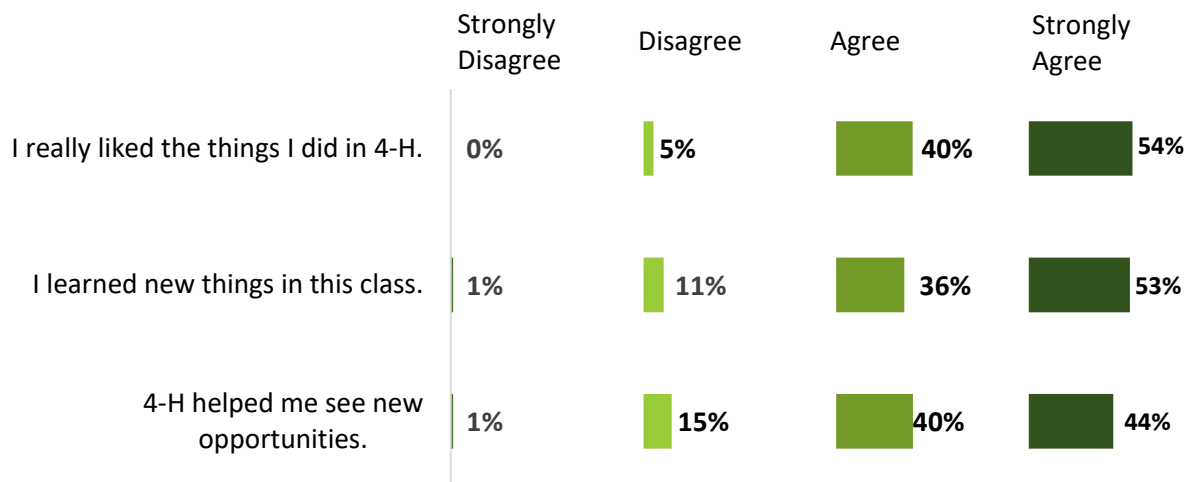
Of the participants who completed the revised youth thriving survey for single-session workshops, 94% agreed or strongly agreed that they liked the things they learned in the class (Figure 4a). For questions pertaining to belonging and positive adult relationships, 100% of the participants (both survey versions) agreed that the adults in 4-H treated them fairly (Figure 5). Most also had positive responses to the other items indicating strong positive outcomes for sparks, belonging and positive adult relationships—the basis of positive youth development. The majority of participants (70%) said they would come back for future 4-H classes (Figure 6).

**Figure 4**

*a. Single Session Youth Thriving Survey Results | Sparks Old Survey (n=11)*

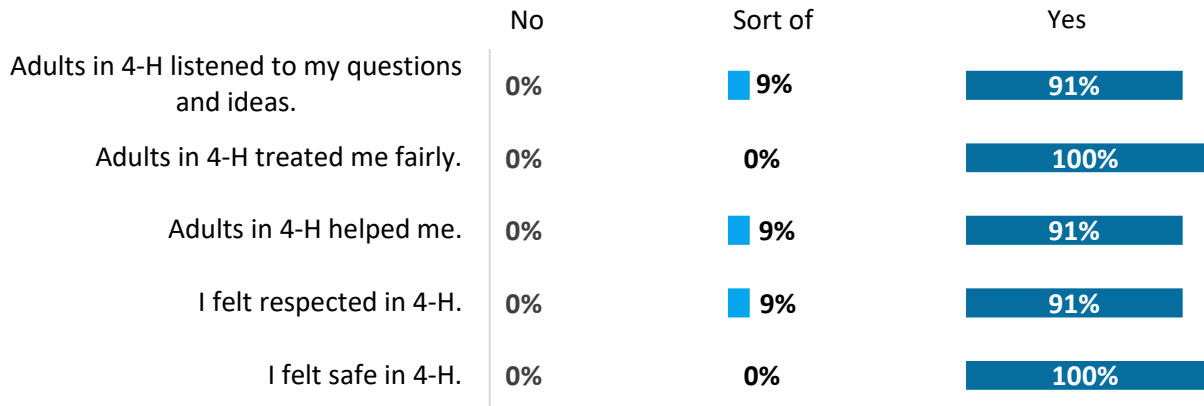


*b. Single Session Youth Thriving Survey Results | Sparks New Survey (n=78)*

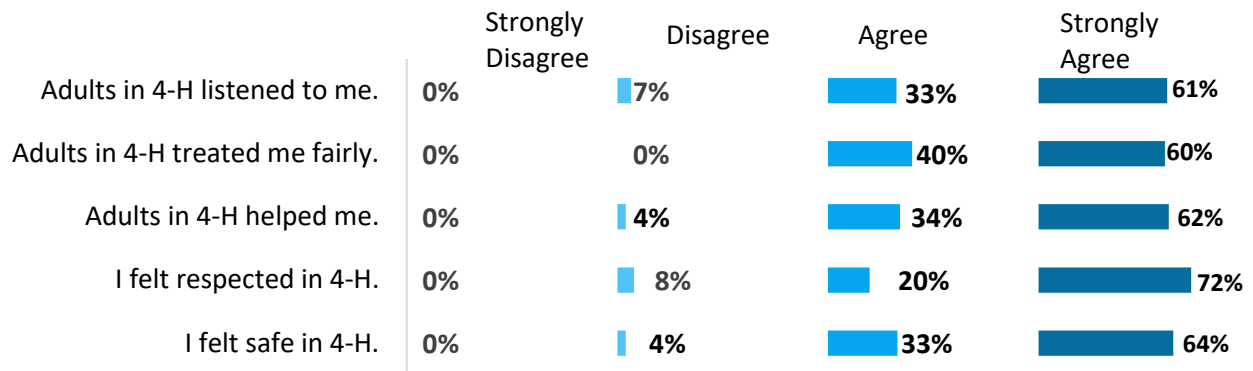


**Figure 5**

a. Single Session Youth Thriving Survey Results | Positive Adult Relationships Old Survey (n=11)

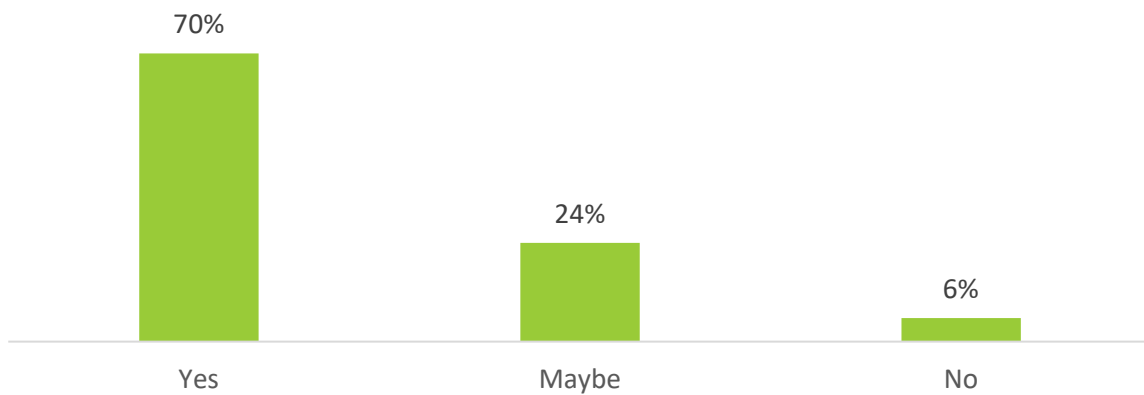


b. Single Session Youth Thriving Survey Results | Positive Adult Relationships New Survey (n=78)



**Figure 6**

Single Session Survey | Would you come back for future 4-H classes? N=89



## Multi-Session Programs

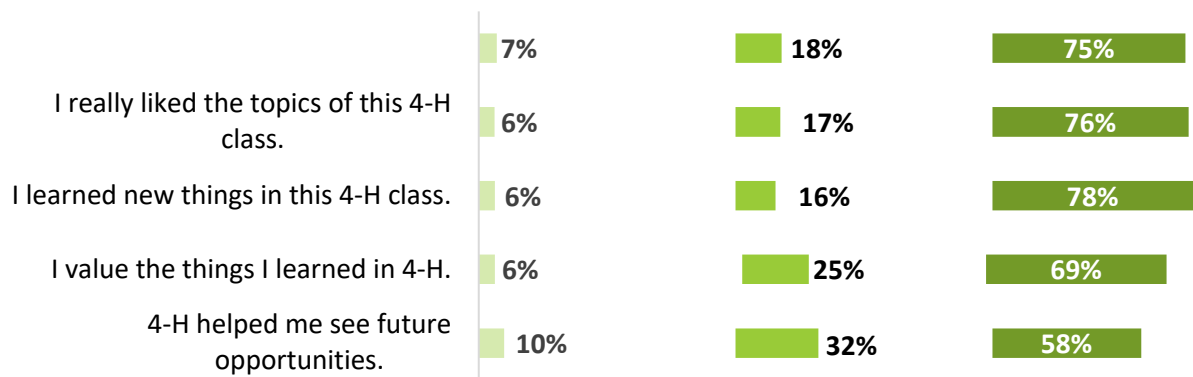
In the multi-session programs and clubs, the 4-H team collected 3,219 total surveys (of which 1,051 surveys were matched pre and post). Both pre and post survey were completed by 1,027 participants. The surveys were redesigned in February 2024 with some items being eliminated or reworded and the response options were changed from No, Sort of, and Yes, to Strongly Disagree, Disagree, Agree, and Strongly Agree. As the responses are not comparable, the results are presented separately.

In the next program year, all sessions will be using the same surveys. One session used the oldest survey version as it had started in 2022 and finished in fall 2023. The common items from that version were added to the results for the sessions that used the old 3-response option version in 2023-2024. There was a set of sessions that had pre and post surveys that used the same 3-response option version so those were analyzed together. There was another set of workshops that used the 3-response option version for the pre-survey and the 4-response option for the post-survey. Those are referred to as the “mixed” workshops. Since the post surveys were the new version, the post only items were combined with the other workshops that used the new version. Items that had pre and post versions were not compared in this report for the mixed version workshops. Finally, there were a few workshop sessions that used the new survey for both pre and post so those items could be analyzed together.

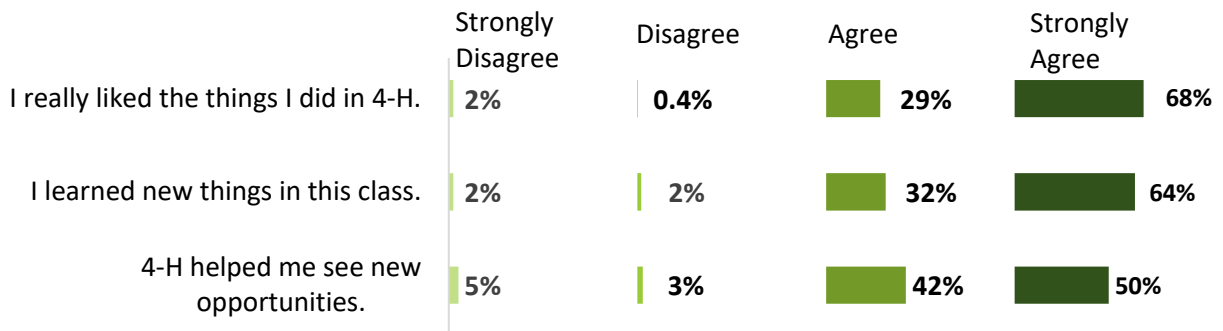
Responses to the spark items were positive across both versions of the survey (Figure 7). 97% of respondents on the new post survey strongly agreed or agreed that they really liked the things they did in 4-H (Figure 7b).

### Figure 7

a. Multiple Session Youth Thriving Survey Results | Spark (Post Only) Old Survey (N=308)



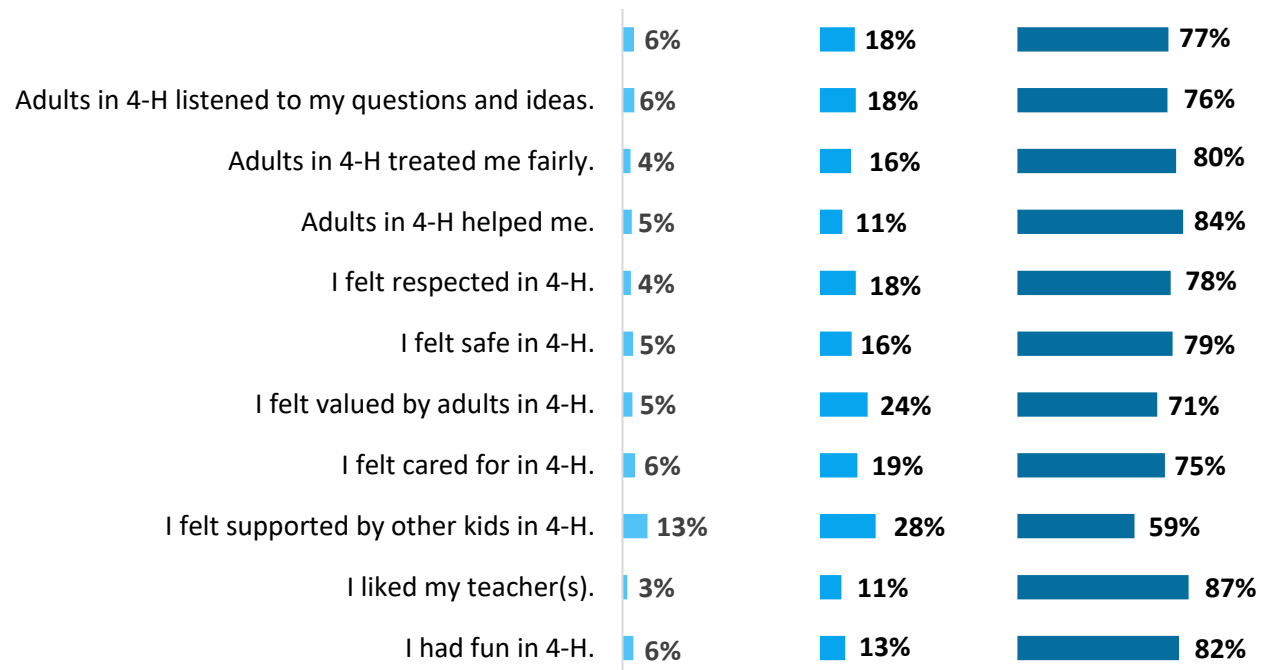
b. Multiple Session Youth Thriving Survey Results | Spark (Post Only) New Survey (N=990)



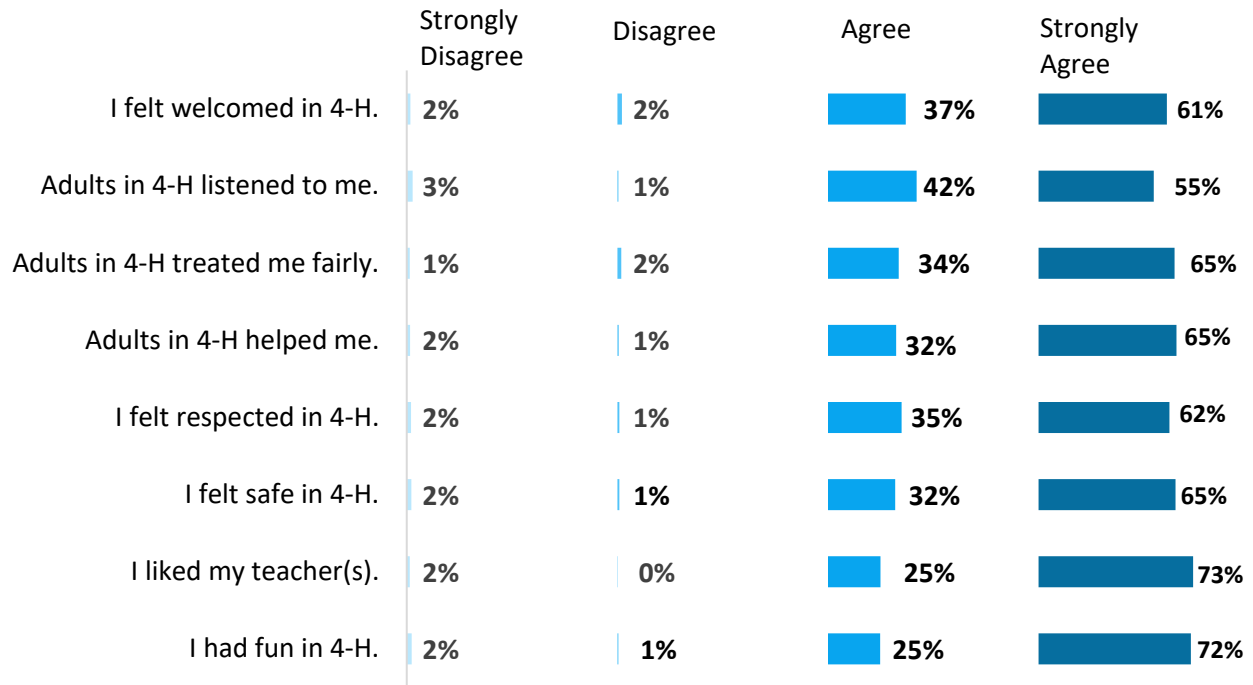
For questions related to belonging and positive relationships with adults, the majority agreed with all of the items (Figure 8). The highest percentages said they liked their 4-H teacher, adults in 4-H helped them, they had fun in 4-H, and adults in 4-H treated them fairly. On the older versions, the lowest percentage (59%) said they felt supported by other kids in 4-H. On the new version, the lowest percentage strongly agreed that adults in 4-H listened to them. 56% said they would come back again and another 29% said they maybe would (Figure 9).

**Figure 8**

a. Multiple Session Youth Thriving Survey Results | Belonging & Positive Adult Relationships (Post Only) Old Survey (N=308)

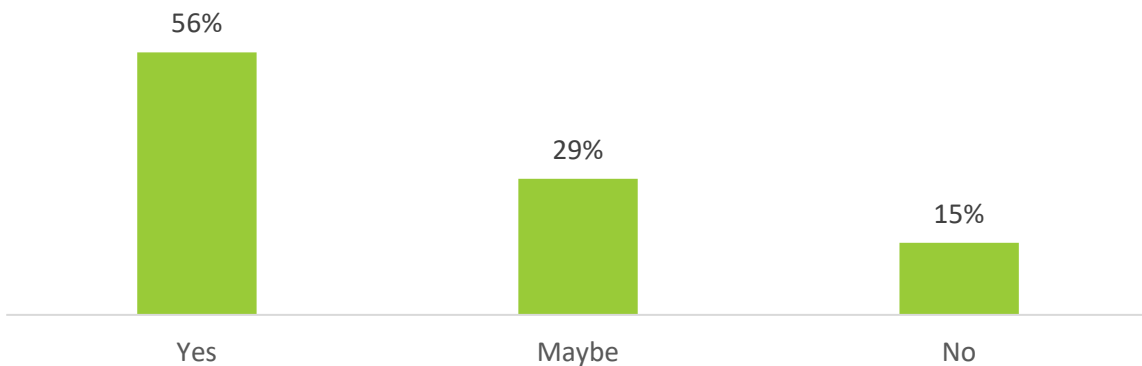


*b. Multiple Session Youth Thriving Survey Results | Belonging & Positive Adult Relationships (Post Only) New Survey (N=990)*



**Figure 9**

*Multiple Session Survey | Would you come back for future 4-H classes? Post Only All Versions N= 1450*



The thriving youth survey has items in four scales—Willingness to Grow and Discover, Thoughts About the Future and Goals, Empathy and My Emotions, and Problem-Solving Skills. The Clark County 4-H program has selected various items from these different scales for different versions of the survey and has adjusted the response options most recently as discussed previously. For the old version and the new version separately, items for each scale were reverse scored (so that positive responses were the higher score) and then summed to

create a scale score. Then a Wilcoxon signed rank test was conducted for each to compare the pre and post survey mean ranks. There were no significant differences between the pre and post summed scores on these scales for either version of the survey for the 2023-2024 participants. In the future, all the responses will be able to be analyzed together (see summary in Table 3).

Table 3  
*Thriving Youth Survey: Wilcoxon Signed Rank Tests*

<b>Old Survey Version</b>	<b>Post-Survey-</b>	<b>Post Survey Mean Rank</b>	<b>Z</b>	<b>p</b>
Willingness to Grow and Discover	103.22	113.11	-.170	.865
Thoughts About the Future and Goals	105.84	119.20	-1.242	.214
Empathy and My Emotions	107.22	117.55	-1.648	.099
Problem-Solving Skills	94.43	95.43	-1.804	.071
<b>New Survey Version</b>				
Willingness to Grow and Discover	31.73	35.76	-.451	.652
Thoughts About the Future and Goals	41.87	44.54	-1.001	.317
Empathy and My Emotions	48.59	44.32	-.578	.564
Problem-Solving Skills	40.67	39.19	-.837	.402

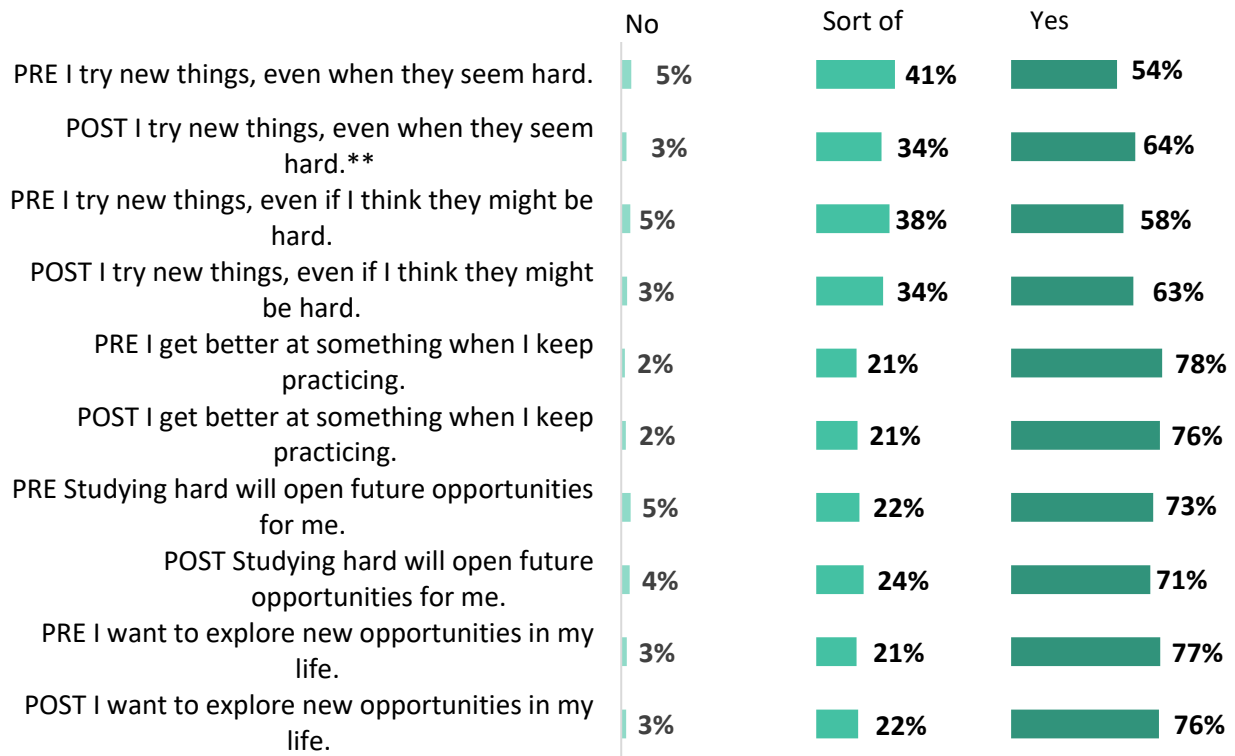
Next, the individual items responses from pre to post survey were compared separately for participants who took each version of the survey. McNemar-Bowker tests were used to determine if the proportions agreeing with the items differed from pre-survey to post. For the workshops with the old pre and the new post, these comparisons were not possible and only post survey frequencies are shown for these items.

One question related to growth mindset and openness to challenge and discovery had a statistically significant improvement from pre to post on both survey versions. Compared to the pre-survey, at the post-survey higher proportions of participants said yes (old version) or strongly agreed (new version) that “I try new things even when they seem hard (Figure 12), old version:  $X^2(3, N=333) = 13.237, p=.004$ ; new version:  $X^2(5, N=142) = 14.125, p=.015$ .

The new survey version had another item with a statistically significant difference; however, this was not in the desired direction in that a higher proportion of participants disagreed at the post- than the pre- that they wanted to explore new opportunities in their life,  $X^2(5, N=140) = 11.793, p=.038$ .

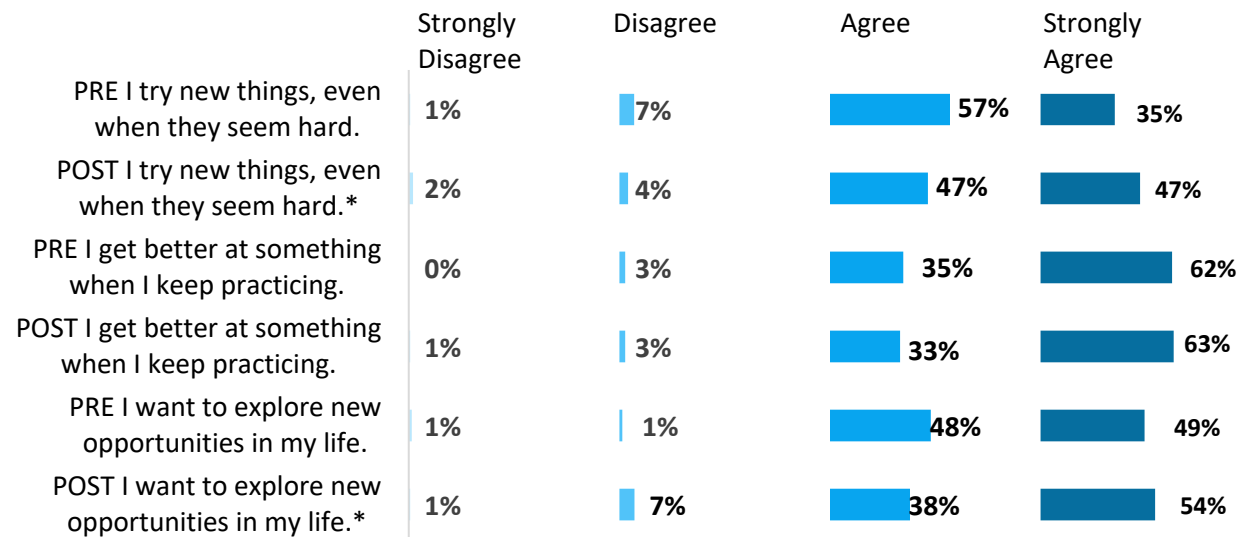
**Figure 10**

a. Multiple Session Youth Thriving Survey Results | Growth Mindset, Openness to Challenge & Discovery Old Survey (Pre and Post) N = 341



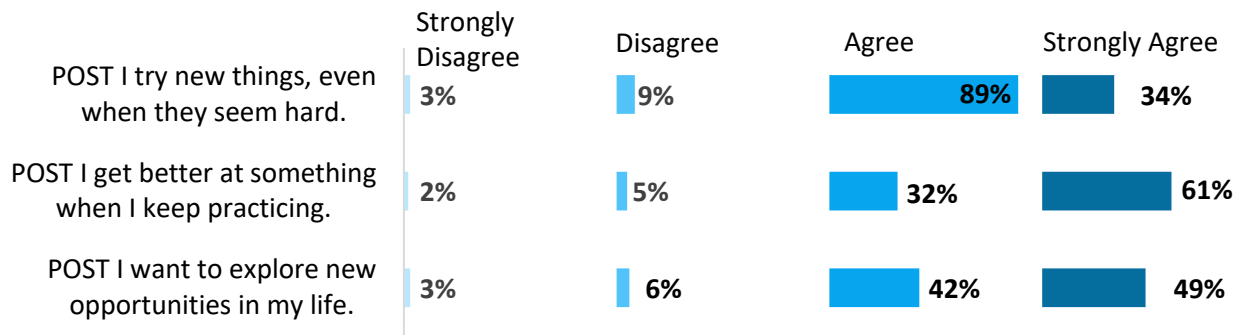
\*\*  $p < .01$

b. Multiple Session Youth Thriving Survey Results | Growth Mindset, Openness to Challenge & Discovery New Survey (Pre and Post) N= 142



\*  $p \leq .05$

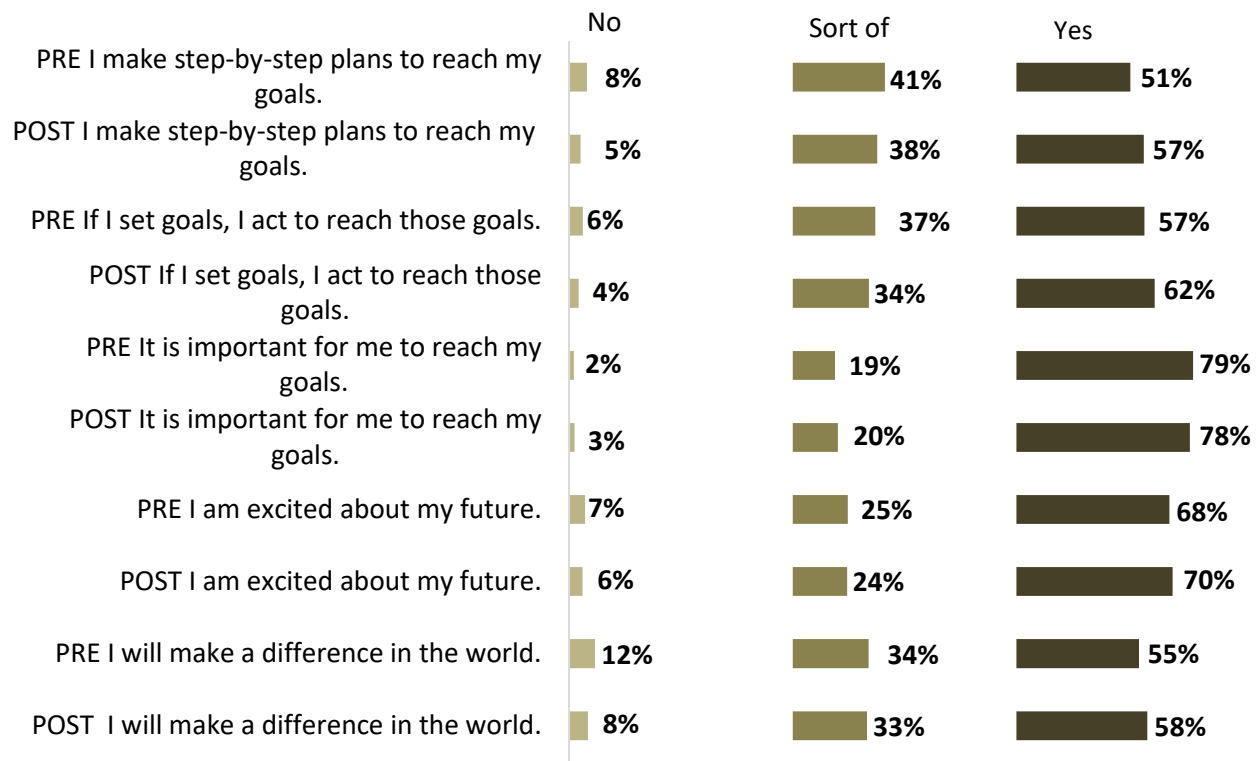
c. Multiple Session Youth Thriving Survey Results | Growth Mindset, Openness to Challenge & Discovery Mixed Surveys (Old Pre-Survey and New Post-Survey; Post only results reported) N=803



With respect to the future and personal goals, at the post-survey, the majority agreed with the positive statements about goals, but there were no statistically significant differences between the pre-survey and post-survey responses on these items on any survey version (Figure 11). On all survey versions, the highest level of agreement was with “It is important for me to reach my goals.” “I make step by step plans to reach my goals” had the lowest level of agreement suggesting an area that the program could potentially address in some workshops as appropriate to the topics.

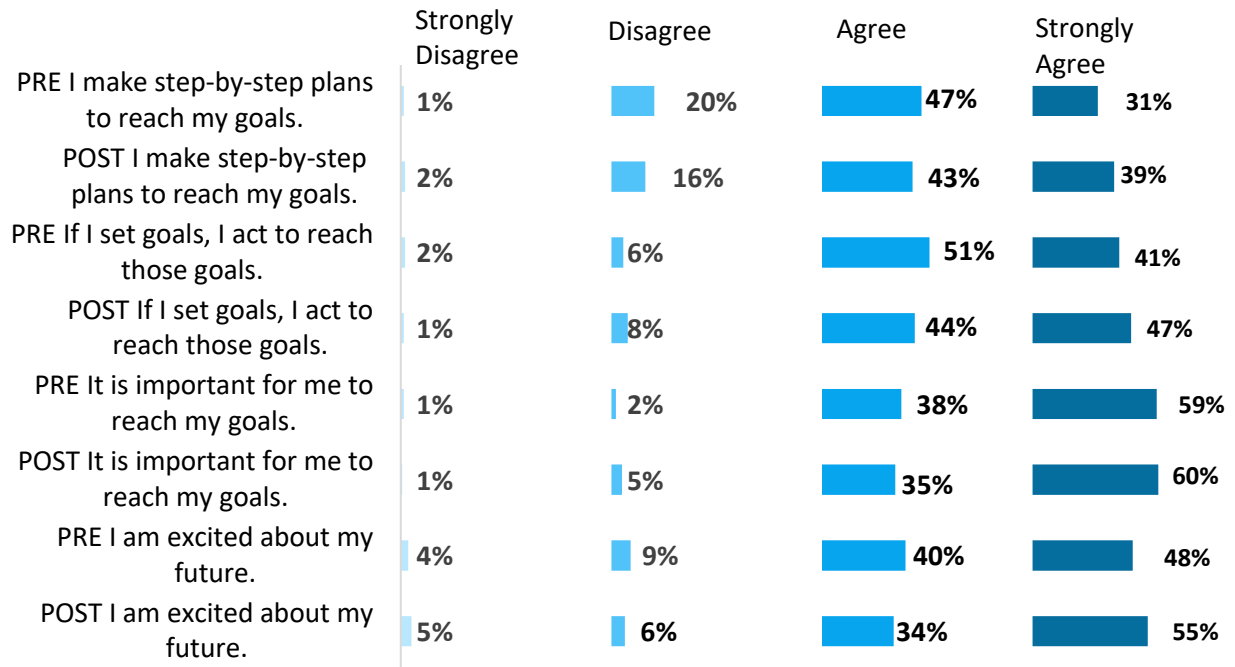
**Figure 11**

a. Multiple Session Youth Thriving Survey Results | Future and Goals (Pre and Post) Old Survey N=334

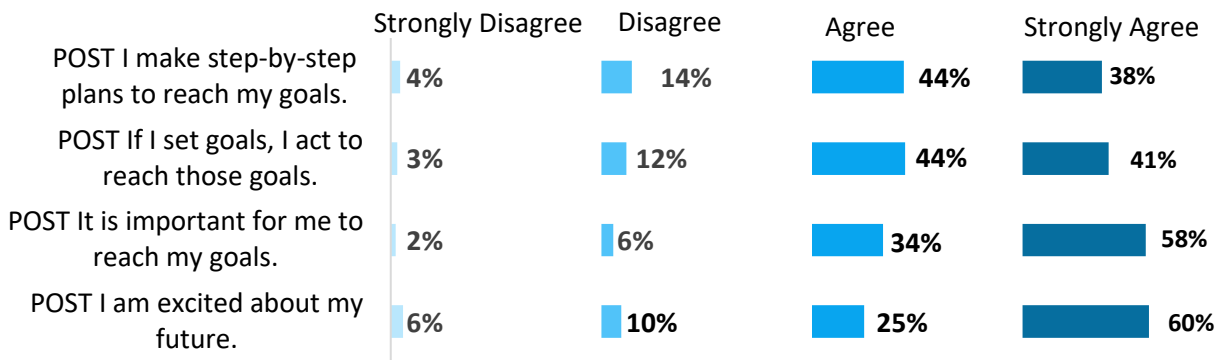




*b. Multiple Session Youth Thriving Survey Results | Future and Goals (Pre and Post) New Survey  
N=142*



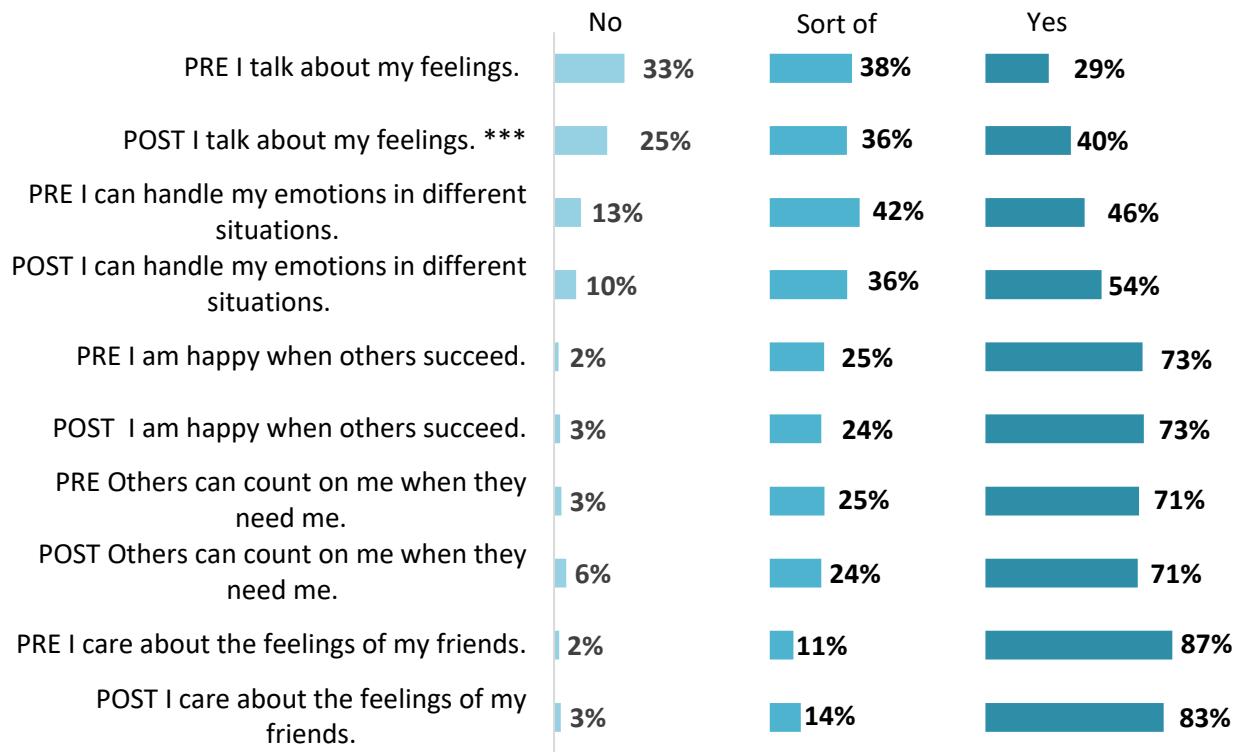
*c. Multiple Session Youth Thriving Survey Results | Future and Goals Mixed Surveys (Old Pre-Survey and New Post-Survey; Post only results reported) N=803*



With respect to positive emotions, on the old survey version, compared to the pre-survey, at the post-survey higher proportions of participants said yes that “I talk about my feelings (Figure 14),  $\chi^2(3, N=328) = 17.134, p = .001$ . There was not a statistically significant different on any of the other items on the old version nor on any of the new version items on this scale.

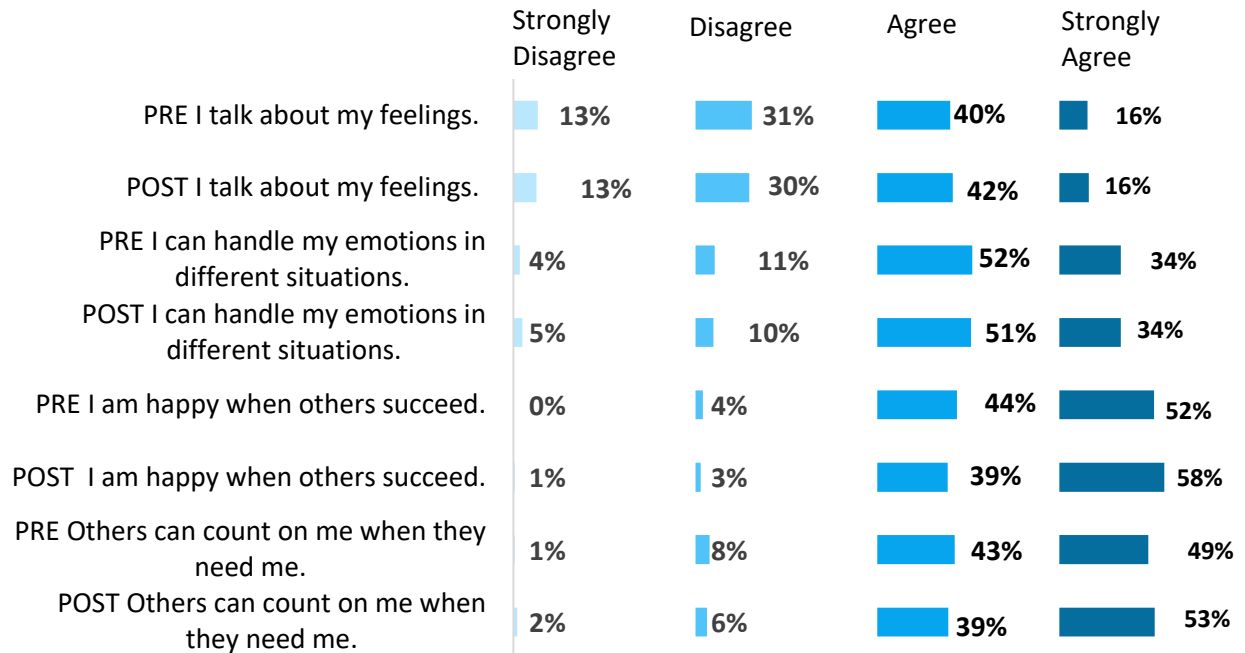
**Figure 12**

*a. Multiple Session Youth Thriving Survey Results | Positive Emotions (Pre and Post) Old Survey  
N=329*

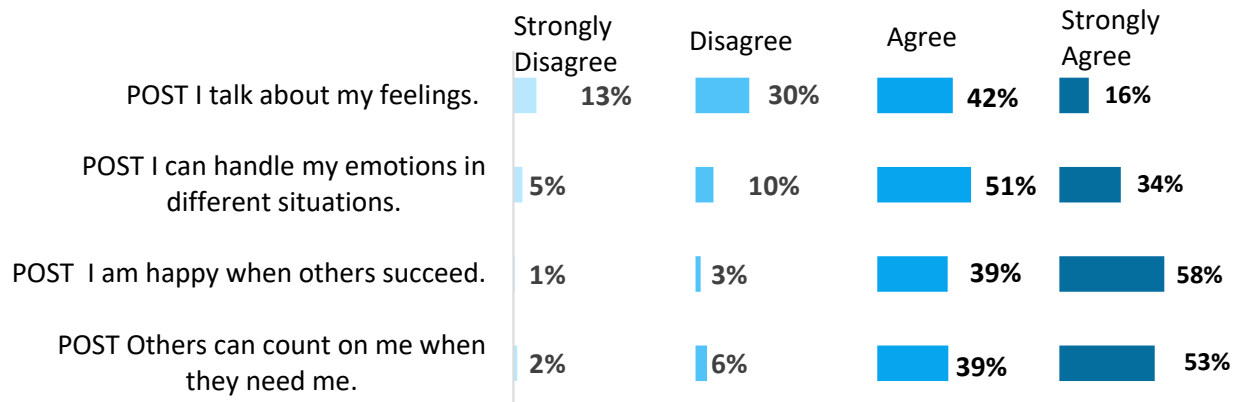


\*\*\*  $p < .001$

*b. Multiple Session Youth Thriving Survey Results | Positive Emotions (Pre and Post) New Survey  
N=142*



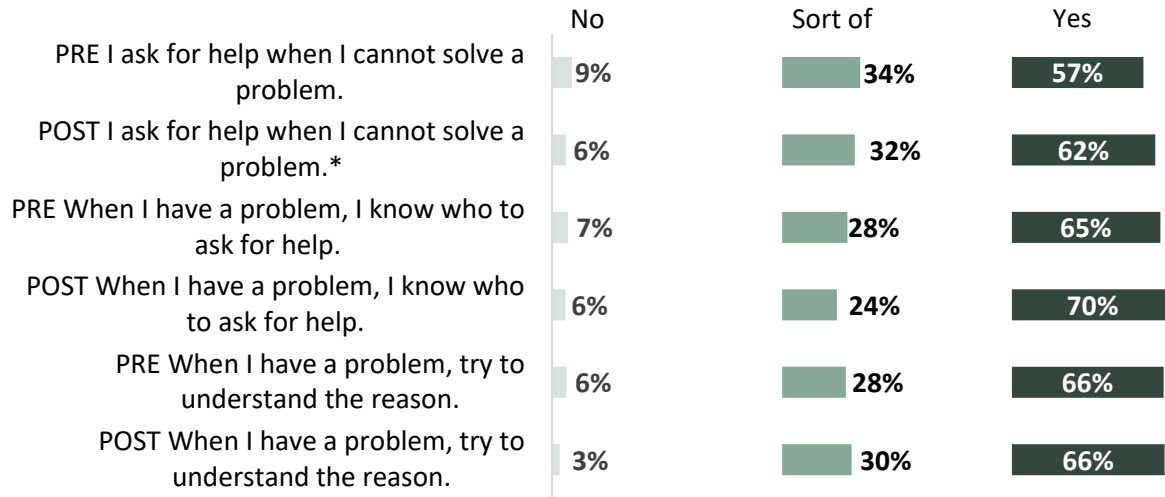
c. Multiple Session Youth Thriving Survey Results | Positive Emotions Mixed Surveys (Old Pre-Survey and New Post-Survey; Post only results reported) N=803



In the area of problem-solving, the majority of post-survey respondents agreed that they asked for help when they could not solve their problem; when they had a problem, they knew who to ask for help; and they tried to understand the cause of the problem (Figure 13). There was one statistically significant difference between pre and post. On the old survey version, compared to the pre-survey, higher proportions of participants said yes that “I ask for help when I cannot solve a problem” (Figure 13a),  $\chi^2(3, N=332) = 7.818 p=.05$ .

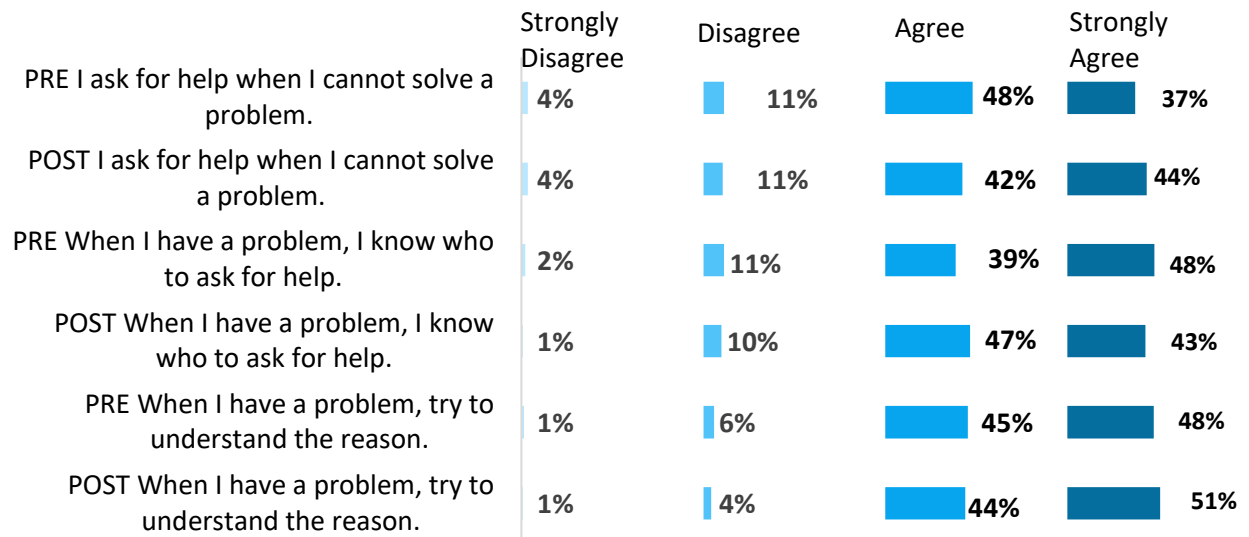
**Figure 13**

a. Multiple Session Youth Thriving Survey Results | Problem Solving (Pre and Post) Old Survey N=332

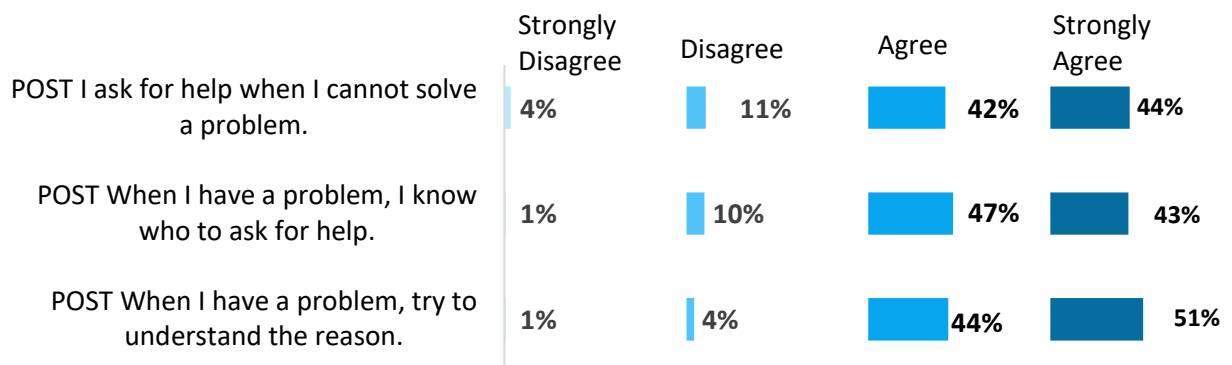


\*  $p \leq .05$

*b. Multiple Session Youth Thriving Survey Results | Problem Solving (Pre and Post) New Survey N=142*



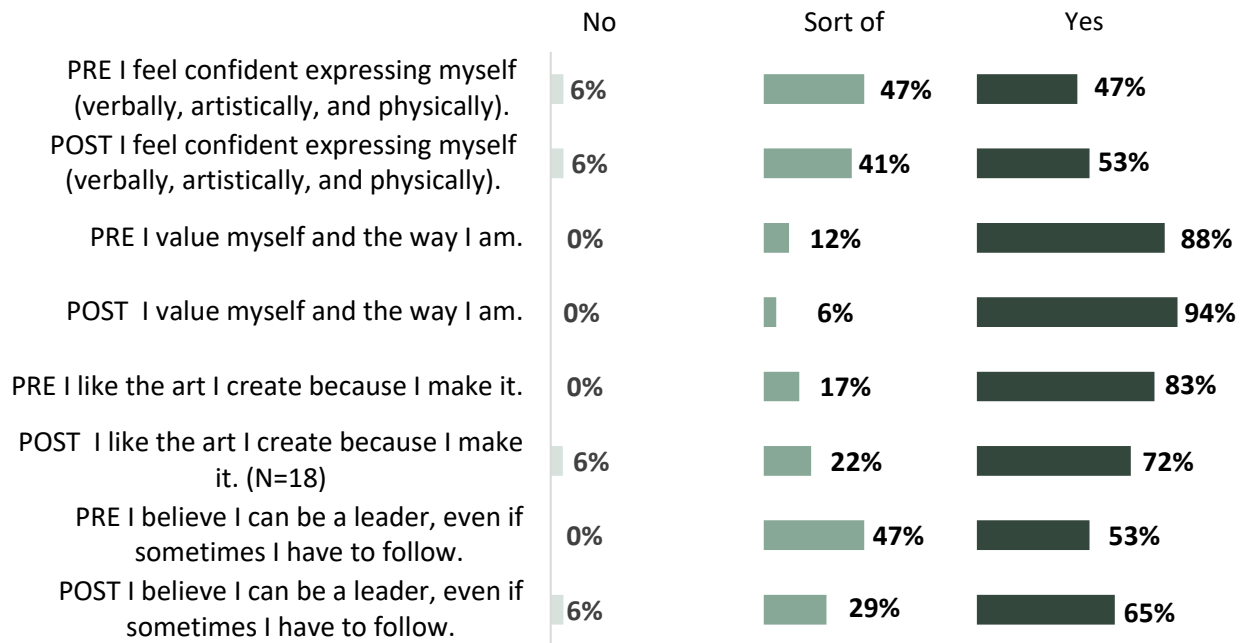
*c. Multiple Session Youth Thriving Survey Results | Problem Solving Mixed Surveys (Old Pre-Survey and New Post-Survey; Post only results reported) N=803*



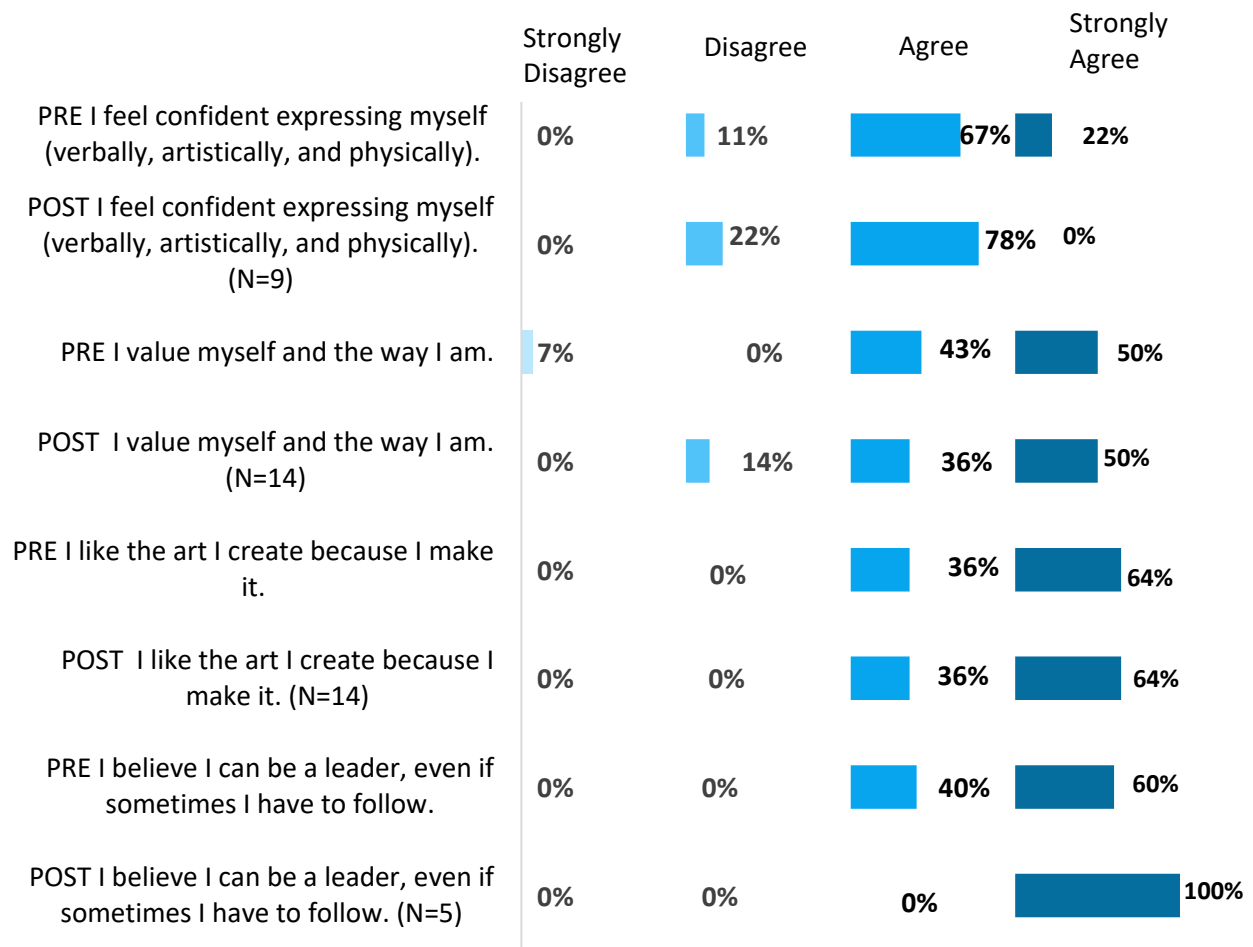
A few sessions had additional pre-post survey items related to the class topic. There were no statistically significant differences in pre to post responses, which is not unusual due to the small sample sizes. Leadership and Arts had four items that were completed at pre and post by some of the participants. Participants demonstrated appreciation for the art they create. Feeling confidence in expressing themselves was the lowest rated item at both pre and post.

**Figure 14**

*a. Multiple Session Youth Thriving Survey Results | Leadership and Arts (Pre and Post) Old Survey (N=17)*



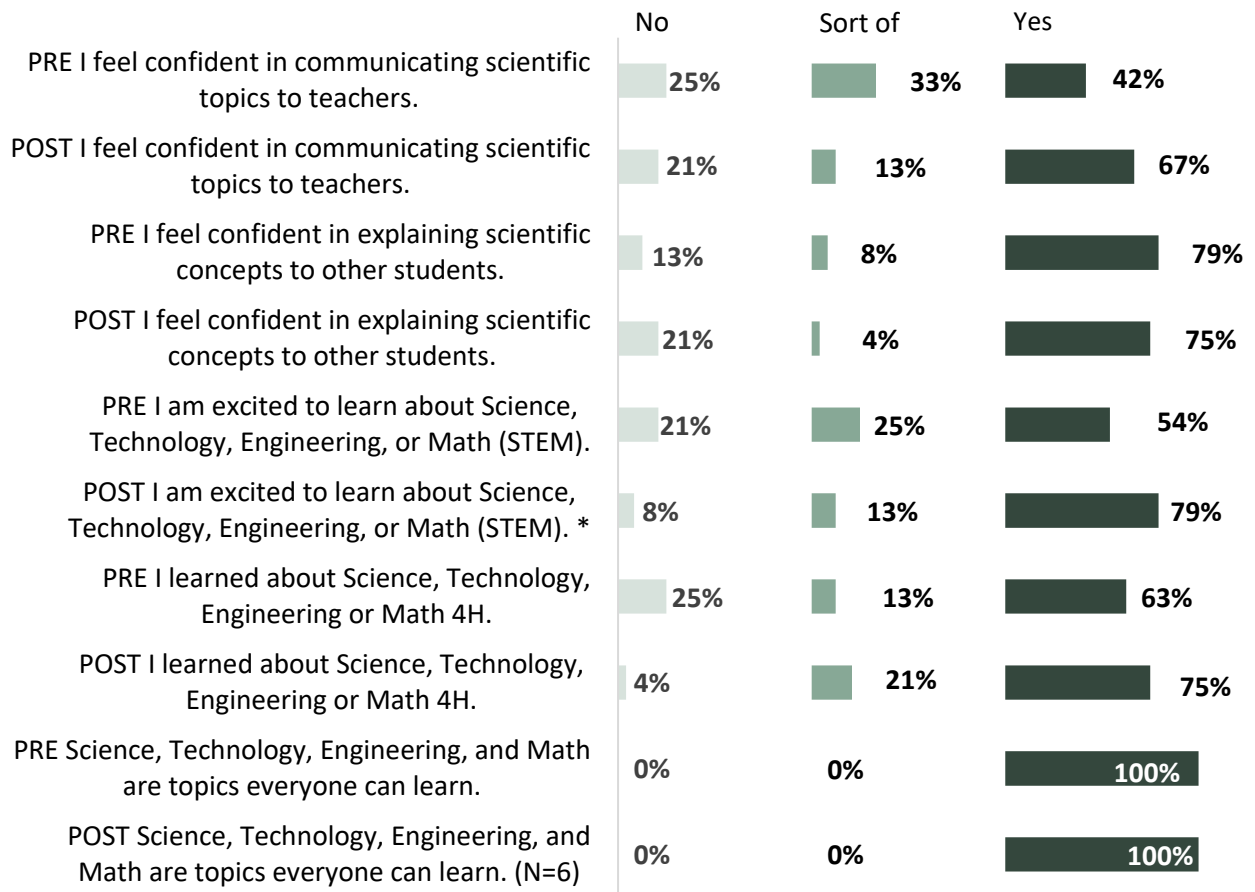
*b. Multiple Session Youth Thriving Survey Results | Leadership and Arts (Pre and Post) New Survey*



There were five STEAM items that were completed by a small number of participants on the pre- and post-surveys. For the old survey version, one item was only asked at one session and had a ceiling effect in that 100% agreed on both pre- and post-surveys (STEM are topics everyone can learn). On the old survey version, compared to the pre-survey, on the post-survey a higher proportion of participants said yes that “I am excited to learn about Science, Technology, Engineering, or Math (STEM)” (Figure 15a),  $X^2(3, N=24) = 8.0 p = .046$ . This result demonstrates success in the programs in generating excitement among participants for learning about STEM and is notable given the small sample size. Other pre- to post-differences were not significant with the small sample size but look promising for the future when more participants complete the pre- and post-surveys. For example, the increase in confidence in communicating scientific topics to teachers looks like it is trending in a positive direction. For the new survey version, there were not any statistically significant differences from pre- to post-survey  $*p < .05$ .

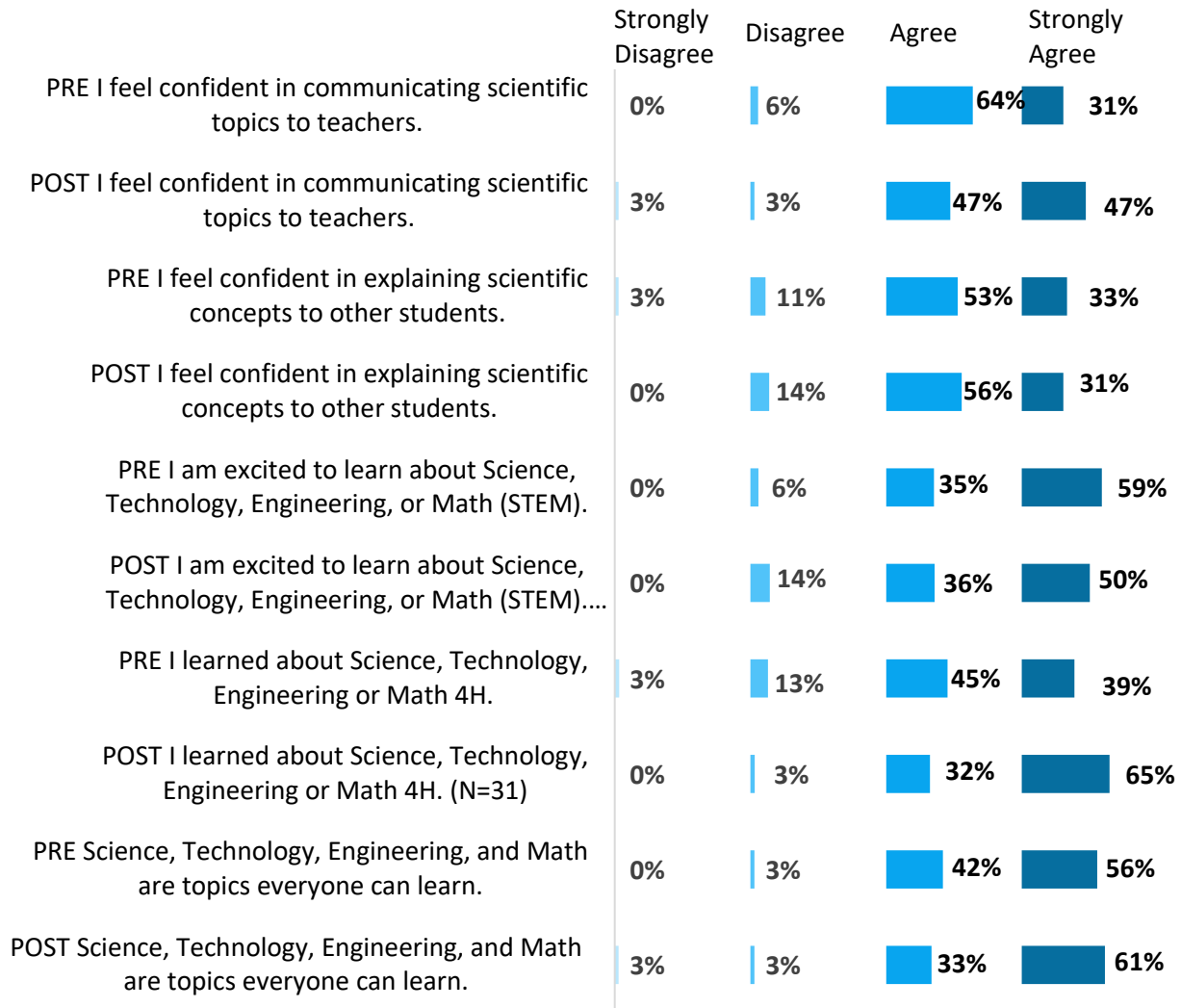
**Figure 15**

a. Multiple Session Youth Thriving Survey Results | STEAM (Pre and Post) Old Survey (N=24)





*b. Multiple Session Youth Thriving Survey Results | STEAM (Pre and Post) New Survey (N=36)*



## All Clark County Data

In the 2023-2024 4-H program year, 12,491 youth were reached in all of Clark County including Logandale and Laughlin. The urban Clark County Extension team reached 10,635 youth ages 5-18. 4,805 of those youth were reached by the 4-H department and 5,830 by the remainder of the Extension departments. The demographic data is displayed below (Tables 4, 5 and 6). 489 volunteers contributed 6,425 hours in areas of after-school programs, short-term programs, chartered clubs, day camps, and overnight camps (Table 7). Of the 489 volunteers, 72 were new and 107 were enrolled in 4-H online. Volunteer roles included club leaders, project leaders, resource leaders, after-school volunteers, and camp volunteers. Nearly 80% of the volunteers were female. Nearly 60% were White/Caucasian, 13% Black or African American, 10% American Indian or Alaska Native, and the rest were undetermined or other. A volunteer survey was conducted, and the results are available in a separate report.

**Table 4**

*Urban Clark County Participant Racial Distribution*

Race	Total Youth	Percentage
American Indian or Alaskan Native	92	1%
Asian	470	4%
Black or African American	2,191	21%
Native Hawaiian or other Pacific Islander	191	2%
White/Caucasian	3,778	36%
Multiracial/Other	2,233	21%
Undetermined	1,680	16%
<b>Total</b>		<b>10,635</b>

**Table 5**

*Urban Clark County Participant Ethnicity Distribution*

Ethnicity	Total Youth	Percentage
Hispanic and/or Latinx	4,033	38%
Not Hispanic and/or Latinx	5,001	47%
Undetermined	1,601	15%
<b>Total</b>		<b>10,635</b>

**Table 6**

*Gender*

Gender	Total Youth	Percentage
Male	4,795	45%

Female	5,332	50%
Non-binary	37	-1%
Not listed/prefer not to say/not provided	471	4%
<b>Total</b>	<b>10,635</b>	

**Table 7**

*Volunteers*

Total Number of Adult Volunteers	Total Number of Youth Volunteers	Total
465	24	489





**Conclusion**

In summary, the results of 4-H positive youth development programming show strong outcomes in the various areas of the 4-H Thriving Model. For youth who attended single-session 4-H workshops, the strongest results demonstrated an impact on youth sparks, positive adult relationships, and belonging. For youth who attended multi-session 4-H programming, the strongest results demonstrated high levels of youth engagement with the program, and that youth showed improvement in developing a growth mindset, strengthening positive emotions, and solving problems.

## Appendix A

### Surveys

#### End of Session | Single-Session Survey (Ages 7-18+)

Place an X on the option that relates best to your experience.	Strongly Agree 	Agree 	Disagree 	Strongly 
1. I really liked the things I did in 4-H.				
2. I learned new things in this class.				
3. 4-H helped me see new opportunities.				
4. Adults in 4-H listened to me.				
5. Adults in 4-H treated me fairly.				
6. Adults in 4-H helped me.				
7. I felt respected in 4-H.				
8. I felt safe in 4-H.				

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

- Yes     Maybe     No

10. What did you like best about 4-H?

11. What did you like least about 4-H?

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

13. What is your gender?

- Boy  
 Girl  
 Non-Binary  
 Prefer not to State  
 Other/Unidentified

14. What is your grade?

15. Which of the following best describes your Ethnicity?





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

Race: Mark all that apply:





- American Indian or Alaska Native  
 Asian  
 Black or African American  
 Native Hawaiian/Other Pacific Islander  
 Other (race not listed)  
 White  
 I don't know

## Multi-Session – Post Survey (Ages 7-18+)





### Willingness to Grow and Discover

Place an X on the option that relates best to your experience.	Strongly Agree 	Agree 	Disagree 	Strongly Disagree 
1. I try new things, even when they seem hard.				
2. I get better at something when I keep practicing.				
3. I want to explore new opportunities in my life.				





### Thoughts About the Future and Goals

Place an X on the option that relates best to your experience.	Strongly Agree 	Agree 	Disagree 	Strongly Disagree 
1. I make step-by-step plans to reach my goals.				
2. If I set goals, I act to reach those goals.				
3. It is important for me to reach my goals.				
4. I am excited about my future.				





### Empathy and My Emotions

Place an X on the option that relates best to your experience.	Strongly Agree 	Agree 	Disagree 	Strongly Disagree 
5. I talk about my feelings.				
6. I can handle my emotions in different situations.				
7. I am happy when others succeed.				
8. Others can count on me when they need me.				





### Problem-Solving Skills

Place an X on the option that relates best to your experience.	Strongly Agree 	Agree 	Disagree 	Strongly Disagree 
9. I ask for help when I cannot solve a problem.				
10. When I have a problem, I know who to ask for help.				
11. When I have a problem, I try to understand it.				

### Spark

Place an X on the option that relates best to your experience.	Strongly Agree 	Agree 	Disagree 	Strongly Disagree 
12. I really liked the things I did in 4-H.				
13. I learned new things in this 4-H class.				
14. 4-H helped me see new opportunities.				

### Positive Adult Relationships

Place an X on the option that relates best to your experience.	Strongly Agree 	Agree 	Disagree 	Strongly Disagree 
15. I felt welcomed in 4-H.				
16. Adults in 4-H listened to me.				
17. Adults in 4-H treated me fairly.				
18. Adults in 4-H helped me.				
19. I felt respected in 4-H.				
20. I felt safe in 4-H.				
21. I liked my 4-H teacher(s).				
22. I had fun in 4-H.				

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

Yes     Maybe     No

24. What did you like best about 4-H?

25. What did you like least about 4-H?

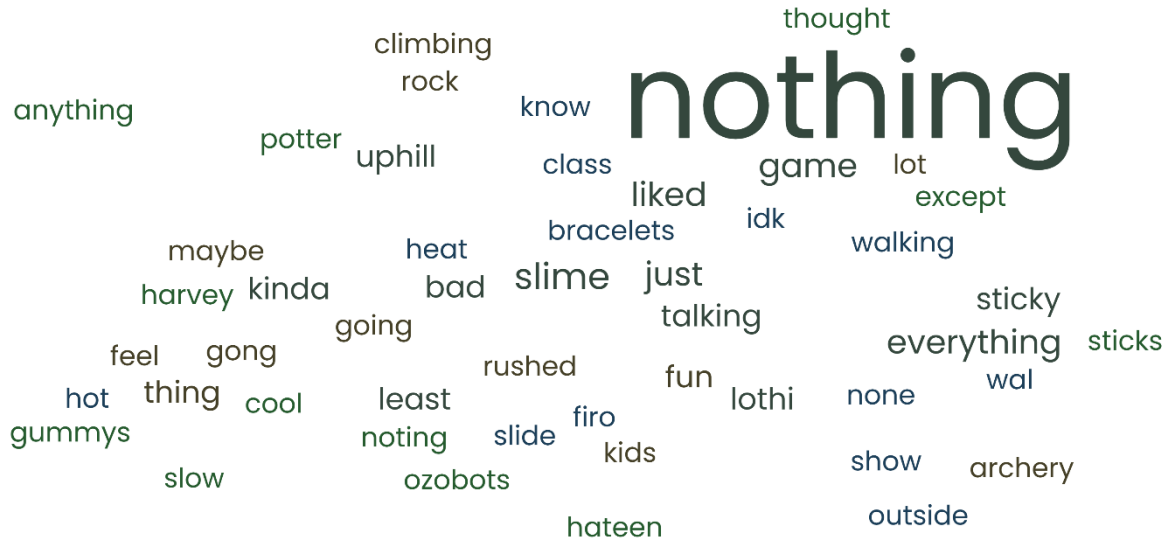
26. What other topics/activities would you like to learn about in the future?







What did you like least about 4-H?



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

