

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL



EXTENSION
College of Agriculture,
Biotechnology & Natural Resources



4-H Youth
Development

4-H After School Report and Student Outcomes J. Harold Brinley Middle School



Yolys Carrera

University of Nevada Reno, Extension

4-H Youth Development

Table of Contents

Abstract	3
Student Demographics.....	3
Attendance	4
Session One	5
Session Two	6
Session Three	6
Session Four	7
Retention	7
Evaluation Outcomes.....	8
Open-Ended Responses	13
References	16
Tables	17
Figures.....	18

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

Abstract

The **4-H Afterschool program** by the **University of Nevada, Reno (UNR) Extension 4-H Youth Development** in Clark County, offers students at J. Harold Brinley Middle School an inclusive developmental experience. Through the experiential learning model, the program promotes mastery, generosity, friendship, and positive adult mentorship (USDA, 2016). It effectively replaces unsupervised time with hands-on, educational, and recreational activities. UNR Extension forms partnerships with in-school professionals, which deliver the 4-H programming to students. Tailored to student needs and teacher expertise, the afterschool projects engage and inspire. The UNR Extension supports the program by employing educators, procuring supplies, and appointing a coordinator for each site, while schools contribute space and liaisons. Together, they recruit and enroll students, ensuring a nurturing environment.

Launched in **September 2023**, the program enriched the school year with five sessions of diverse activities, concluding in **May 2024**. Sessions were held **Monday through Thursday**, afterschool, for an hour, marking a year of impactful learning and growth.

Student Demographics

J. Harold Brinley Middle School is in Las Vegas, Nevada—a city with a population of **641,902 residents** (*U.S. Census Bureau QuickFacts*, 2023). The student demographics for the 2023-2024 school year are as follows: **Hispanic (67.06%), Black (19.81%), White (7%), two or more races (4.41%), Asian (0.75%), Pacific Islander (0.75%), and American Indian/Alaskan Native (0.22%)** (*Nevada Accountability Portal*, 2023). In the 2022-2023 academic year, the school had **929 students**, and this number has remained consistent into the following

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

year. The 4-H Afterschool Program had a total of 261 students, with 200 enrolled and 61 not enrolled in 4-H. The 61 youth did not disclose their demographics, but the 200 enrolled students did. Among the enrolled students, the demographics were as follows: **Hispanic/Latinx (26.04%), Black or African American (22.26%), White (Caucasian) (18.87%), Two or More Races (6.79%), Asian (1.51%), Native Hawaiian or Pacific Islander (1.51%), American Indian/Alaskan Native (0.38%), and Prefer Not to Answer (22.64%).**

Attendance

The 4-H Afterschool program at J. Harold Brinley Middle School was conducted over **100 days**, starting from **September 18, 2023**, and concluded on **May 2, 2024**. The program was structured into four distinct sessions, with each session lasting around six weeks. It was an inclusive program, available to all **929 students** enrolled at J. Harold Brinley Middle School for the 2023-2024 academic year, offering a broad range of activities to enrich their hands-on learning experience. During the academic year, the 4-H Afterschool program saw a total of **261 students** (200 4-H Member and 61 non-members) actively participating in various sessions. The attendance for each session was as follows:

Session 1: 110

Session 2: 102

Session 3: 143

Session 4: 142

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

It is evident that there was a boost in participation during Session 3 and 4, which can be attributed to the addition of homework project and adding sports projects. Throughout all the sessions, it sustained engagement and appeal among the students. It is evident that there was a boost in participation during Session 3 and 5, which can be attributed to the addition of Homework projects and adding sports project. Throughout all the sessions, it sustained engagement and appeal among the students.

Session One

The first session began on **September 18, 2023**, and concluded on **October 26, 2023**, spanning **23 days** of enriching activities from Monday to Thursday. During this period, eight projects were actively engaged: Art, Book, Cooking, Creating Creative, STEM, Pokémon, Board Gamers, and Leadership. The projects were expertly facilitated by J. Harold Brinley Middle School's own educators: Merrill (Art Project), Boyett/ Bouschet (Book Project), Cotton (Cooking project), Cutnose, (Crafting Creative Project), Farnsworth (STEM Project), College (Pokémon Project), Mendoza (Board Gamer Project), Sanchez/ Fleming (Leadership Project), fostering a collaborative and creative learning environment. Art project was also led by Ari, an UNR Extension 4-H Staff.

In the first session of the 4-H Afterschool program, we were pleased to welcome **110 students**. Out of the 110 students, 75 students enrolled as 4-H members, and 35 students did not enroll as 4-H members. The **Cooking Project** emerged as the most popular, boasting the highest attendance, while the **Book Project** experienced the lowest turnout. Due to low turnout, Book project had to be cancelled.

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

Session Two

The second session began on **November 6, 2023**, and concluded on **December 14, 2023**, spanning a total of **21 days**. The activities were scheduled from Monday through Thursday. Throughout this period, participants had the opportunity to engage in twelve diverse projects: Art, 4-H Soccer, Cooking, Creating Creative, STEM, Pokémon, Board Gamers, Snack, 4-H Project, 4-H Socialize, Homework project, and Leadership. The projects were led by the educators at J. Harold Brinley Middle School. This session, the program was enhanced with the addition of five new projects: 4-H Soccer, Snack, 4-H Project, 4-H Socialize, and Homework Project, broadening the spectrum of activities offered.

In the second session of the 4-H Afterschool program, we were pleased to welcome **166 students**. Out of the 166 students, 103 students enrolled as 4-H members, and 63 students did not enroll as 4-H members. The **Homework Project** emerged as the most popular, boasting the highest attendance, while the **Art Project** experienced the lowest turnout. Due to low attendance, Art project was cancelled for this session.

Session Three

Session three of the 4-H Afterschool program began on **January 8, 2024**, and concluded on **February 15, 2024**, spanning a total of **22 days**. The programming was consistently held from Monday through Thursday. During this session, ten projects were active: 4-H Soccer, Cooking, Creating Creative, STEM, Board Gamers, 4-H Project, 4-H Socialize, Homework project, Basketball, and Flag Football. All projects were led by the staff of J. Harold Brinley School or UNR Extension Staff. New additions to this session included Flag Football, Basketball, and Homework

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

project, further expanding the program's diverse offerings.

In the third session of the 4-H Afterschool program, we were pleased to welcome **141 students**. Out of the 141 students, 79 students enrolled as 4-H members, and 62 students did not enroll as 4-H members. **Homework Project** emerged as the most popular, boasting the highest attendance, while **Board Gamers Project** experienced the lowest turnout.

Session Four

Session four of the 4-H Afterschool program began on **February 26, 2024**, and concluded on **May 2, 2024**, spanning a total of **33 days**. The programming was consistently held from Monday through Thursday. An extra two weeks were added to this session. During this session, ten projects were active: 4-H Soccer, Cooking, Creating Creative, STEM, Board Gamers, 4-H Project, 4-H Socialize, Homework project, Basketball, and Flag Football. All projects were led by the staff of J. Harold Brinley School or UNR Extension Staff.

In the fourth session of the 4-H Afterschool program, we were pleased to welcome **261 students**. Out of the 261 students, 200 students enrolled as 4-H members, and 61 students did not enroll as 4-H members. The **Homework Project** emerged as the most popular, boasting the highest attendance, while **Board Gamers** experienced the lowest turnout.

Retention

Participants in the 4-H Afterschool program must complete a registration form. The site coordinator and instructors at the site work together to assist students and families in completing registration for 4-H Afterschool. At the end of the school year, 200 students attended the 4-H Afterschool program for at least one day. All 200 students completed a full registration with 4-H.

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

We had 61 non-enrolled students attending projects.

As displayed in Table 1, our 4-H Afterschool program saw the highest influx of new students in sessions one and four. Across all four sessions, we observed a consistent number of returning students between Session 1 - Session 4. However, there was a noticeable increase in session three, which can be attributed to the addition of sports projects and the homework project. Interestingly, we noticed a dip in retention from session one to session two.

Evaluation Outcomes

Participating 4-H students are administered a presurvey on the first day they attend, and again at the conclusion of the school year. The survey measures positive youth development outcomes according to the 4-H Thriving Model (Arnold, 2018), such as a positive academic attitude, social competence, personal standards, connection with others, personal responsibility, and contribution to others. The questions on the survey also assess social, emotional and cognitive learning. This included growth mindset, openness to challenge and discovery, hopeful purpose, prosocial orientation, transcendent awareness, positive emotions and setting goals (Arnold, 2018). Of all the students who participated in 4-H Afterschool at J. Harold Brinley Middle School, 123 students completed the presurvey, and 100 students completed the post survey. In total, 61 students completed both the presurvey and the postsurvey.

Greatest Student Outcomes

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

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

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

In Figure 1, survey results are shown referencing youth if they make step-by-step plans to reach their goals. In our end-of-year survey, we asked the youth if they make step-by-step plans to reach their goals. The pre-survey results showed that 62% responded "yes," 36% responded "sort of," and 2% responded "no." After implementing our program, the post-survey results indicated a notable improvement: 70% of the youth responded "yes," 30% responded "sort of," and none responded "no."

These results demonstrate a positive shift in the youth's ability to create structured plans to achieve their goals, underscoring the effectiveness of our initiatives in this area.

I talk about my feelings.

In Figure 2, survey results are shown referencing if they talk about their feelings. In our end-of-year survey, we asked the youth if they felt comfortable talking about their feelings. The pre-survey results showed that 34% responded "yes," 38% responded "sort of," and 29% responded "no." After implementing our program, the post-survey results indicated a significant improvement: 50% of the youth responded "yes," 30% responded "sort of," and only 20% responded "no."

These results demonstrate a positive shift in the youth's comfort level with discussing their feelings, highlighting the effectiveness of our initiatives in this area.

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

I can handle my emotions in different situations

In Figure 3, survey results are shown referencing how youth handle their emotions in different situations. The pre-survey results showed that 53% responded “yes,” 42% responded “sort of,” and 6% responded “no.” After implementing 4-H Afterschool, the post-survey results indicated a noticeable improvement: 68% of the youth responded “yes,” 27% responded “sort of,” and 5% responded “no.” This significant increase in positive responses highlights the effectiveness of our emotional regulation strategies. The program’s focus on teaching coping mechanisms, mindfulness practices, and emotional intelligence skills has evidently empowered the youth to better manage their emotions across different scenarios. These results highlight the importance of continuing support and development in this area to further enhance the emotional well-being of our youth.

Limitations and Areas for Improvement

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

When I have a problem, I know who to ask for help.

In Figure 4, survey results are shown referencing when youth have a problem, they know who to ask for help. There was an increase in “Yes” responses, there is a slight increase from 66% to 68% indicating a small but positive shift in the number of youths who feel comfortable asking for help. There was a decrease in “Sort of” responses, it dropped from 30% to 25% suggests that some youth who were previously unsure about asking for help have become more decisive, either moving to “Yes” or “No.” There was an increase in “No” responses, it went from 4% to 7% is concerning, as it indicates more youth are now reluctant to ask for help. This could be due to various factors such as

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

fear of judgment, lack of trust, or previous negative experiences. There is a need to create a more supportive environment where youth feel safe and encouraged to ask for help. Understanding the reasons behind the increase in “No” responses can help in developing targeted interventions to address these concerns.

When I have a problem, I try to understand the reason.

In Figure 5, survey results are shown referencing when youth have a problem, they try to understand the reason. There is an increase in “Yes” responses, it increased from 60% to 64% showing a positive trend in youth trying to understand the reasons behind their problems, indicating improved critical thinking skills. It showed stable “Sort of” responses, there was a slight decrease from 31% to 30% suggests that the number of youths who are somewhat engaged in understanding their problems remains relatively stable. There was a decrease in “No” responses, it dropped from 9% to 6% is a positive sign, indicating fewer youth are completely disengaged from trying to understand their problems. Developing activities that engage youth in reflective thinking can help reduce the “Sort of” and “No” responses further.

When I have a problem, I try to understand the reason.

In Figure 6, survey results are shown referencing when youth have a problem, they try to understand the reason. There was an increase in “Yes” responses, it increased from 69% to 71% indicating a slight improvement in youth’s efforts to understand the reasons behind their problems. There was a slight decrease in “Sort of” responses, it decreased from 28% to 26% suggests a small shift towards more decisive engagement in problem-solving. The “No” responses were stable, it stayed 3% indicating that a small portion of youth remains disengaged from understanding their

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

problems. While the improvement is minimal, maintaining and building on this positive trend is important. It is important to identify and address the barriers faced by the 3% who do not engage in understanding their problems can help in further reducing this number.

The data shows positive trends in both seeking help and understanding problems, though the improvements are modest. There is a need for continued support and encouragement to help youth feel more comfortable asking for help and to further develop their problem-solving skills and addressing the slight increase in the percentage of youth who do not ask for help is crucial for overall 4-H Afterschool program improvement.

Open-Ended Responses

The 4-H Afterschool post-program survey, we presented students with three open-ended questions. This format encouraged students to share their thoughts and feelings about the 4-H Afterschool program in their own words. Students were asked to identify the elements of the program they enjoyed the most and those they liked the least. Their honest feedback provided us with a unique perspective on the program's strengths and areas for improvement. We also sought student suggestions for future projects at the school. Their ideas will play an important role in shaping our program offerings in the upcoming academic year. The survey responses highlighted the student's interest, or "spark". As we plan for the future, we will continue to prioritize initiatives that spark student interest.

As shown in Figure 8, students expressed a strong liking for various aspects of the 4-H Afterschool program. They responded positively towards a range of activities including art, outside time, friends, snacks, cheerleading, gamers project, candy, making food, bracelet making, and participating in the social project. One of the standout features of the program, as per the students, was the opportunity it provided for them to spend quality time with their friends. This social aspect of the program significantly enhanced their overall experience. Additionally, many students highlighted Art as a particularly enjoyable and creative outlet, contributing to their enthusiasm for 4-H Afterschool.

Figure 9 shows the feedback from youth on what other topics and activities they would like to learn in the future. The responses included a diverse range of interests such as singing, dance, painting, sewing, cooking, football, games, soccer, slime, food, bracelets, art, and

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

military. This feedback highlights the varied interests of the participants and suggests a desire for a broad spectrum of activities that cater to both creative and physical pursuits. Incorporating these interests into future programming could further enhance engagement and satisfaction among the youth.

As shown in Table 2, students expressed what they liked least about their experience for various aspects of the 4-H Afterschool program. In our effort to continually improve the 4-H After School program, we asked students to share what they liked least about their experience. Their honest feedback provides us with valuable insights into areas that may require our attention. While a significant number of students responded with “Nothing”, indicating overall satisfaction with the program, several specific concerns were also raised:

- 1. Homework Project:** Many students expressed a dislike for the Homework Project, indicating it as a major area of concern.
- 2. Snacks:** There were several mentions of dissatisfaction with the snacks provided, with specific requests for more Takis.
- 3. Social Interactions:** Some students mentioned issues with other participants, including general dislike of “people” and specific complaints about annoying peers.
- 4. Activity Preferences:** The mention of the “Robot kit” indicates a specific activity that may need re-evaluation or improvement.

These responses highlight the importance of maintaining a comfortable and respectful environment, offering engaging activities, and providing quality refreshments. As we plan for the future, we will

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

take these suggestions into account to ensure our program continues to meet the needs and expectations of our students.

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

References

- Arnold, M. E. (2023). *4-H Thriving Model and Common Measures 2.0*. Positive Youth Development Academy. https://pyd-academy.extension.org/wp-content/uploads/2023/11/02_4-H-Thriving-Model-and-Common-Measures-2.0.pdf United States Department of Agriculture.
- (2016). *Experiential learning model*.
<https://www.nifa.usda.gov/sites/default/files/resource/Experiential-Learning-Model.pdf>
- Nevada Department of Education. (2023). *J. Harold Brinley Middle School*. Nevada Report Card. Retrieved from
https://nevadareportcard.nv.gov/DI/nv/clark/j._harold_brinley_middle_school/2023Nevada
- U.S. Census Bureau. (n.d.). *QuickFacts: Las Vegas city, Nevada*.
<https://www.census.gov/quickfacts/fact/table/lasvegascitynevada/AGE775223>

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

Tables**Table 1***4-H After School Registration and Retention*

Registration	Session 1	Session 2	Session 3	Session 4	Sessions Combined
Registered	75	41	24	60	200
Unregistered	35	63	62	55	
Returners from previous session	N/A	54	62	78	N/A
New Students	110	48	81	64	N/A

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

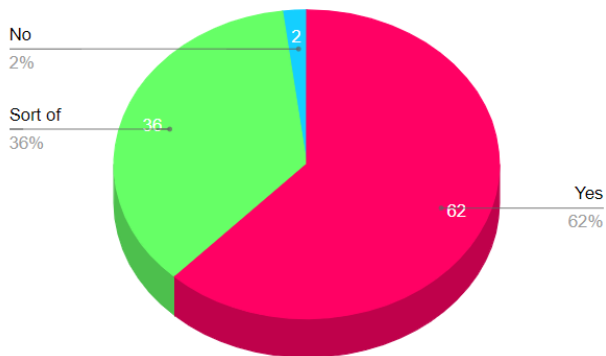
Table 2*Student Feedback Open-Responses*

What did you like least about 4-H?

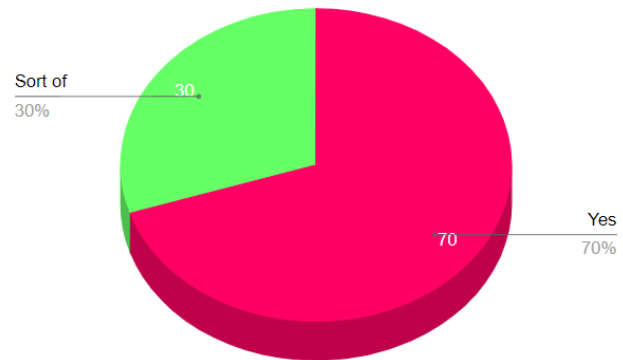
- | | |
|--|---|
| • Nothing | • Doing homework |
| • Nothing | • Nothin I can think about |
| • People | • Homework club |
| • Having to go to Homework club | • Robot kit |
| • Not enough snacks | • Hot |
| • Can't think of anything | • Homework passes |
| • Need more takis not enough | • Nothing |
| • Doing homework | • Nothing I can think |
| • My parents make me come to homework club | • Hair nets |
| • Nothing | • Annoying kid who don't leave me alone |

Figures**Figure 1***Pie Chart Data from Survey Item: I make step-by-step plans to reach my goals*

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



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

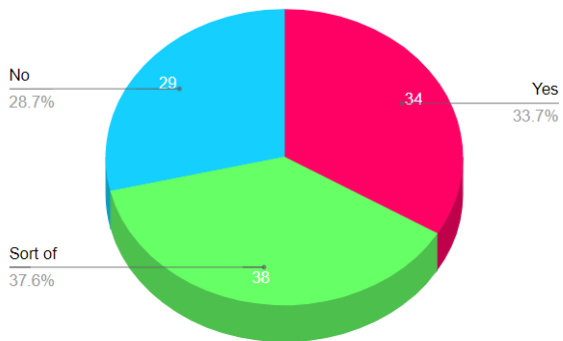


4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

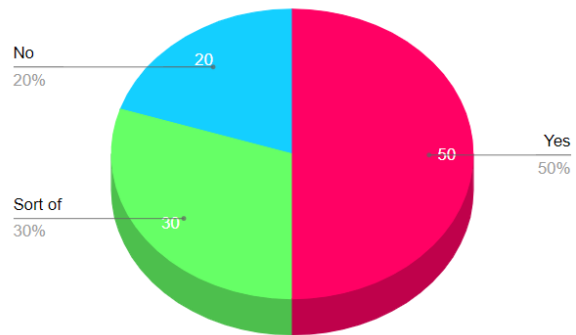
Figure 2

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

Pre- I talk about my feelings.

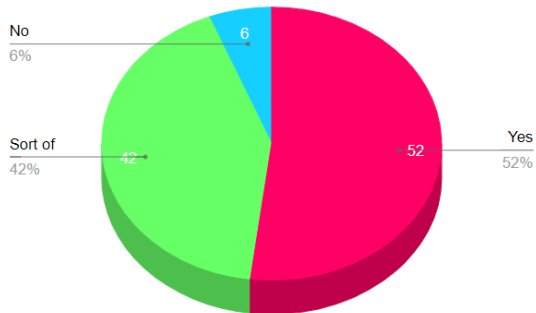


Post- I talk about my feelings.

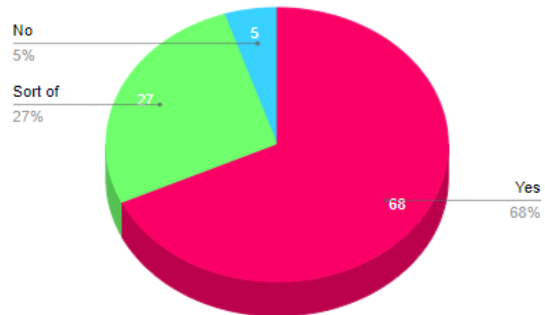
**Figure 3**

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

Pre- I can handle my emotions in different situations.



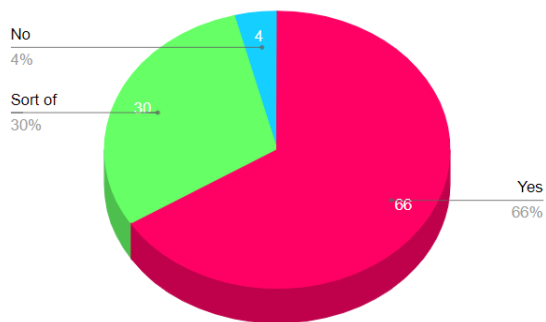
Post- I can handle my emotions in different situations.

**Figure 4**

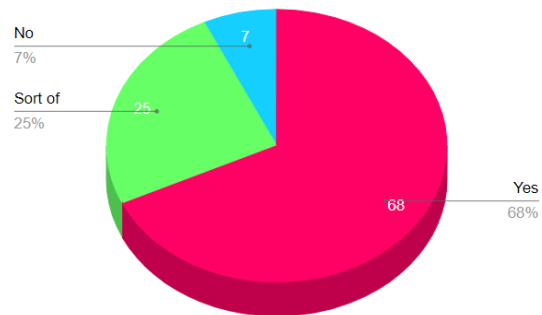
Pie Chart Data from Survey Item: When I have a problem, I know who to ask for help.

4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

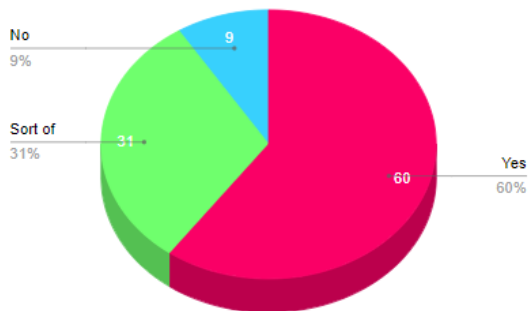
Pre- When I have a problem, I know who to ask for help.



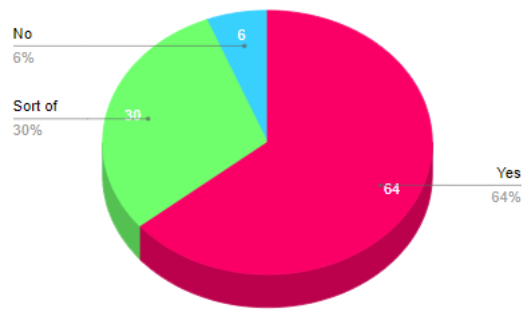
Post- When I have a problem, I know who to ask for help.

**Figure 5***Pie Chart Data from Survey Item: I ask for help when I cannot solve a problem.*

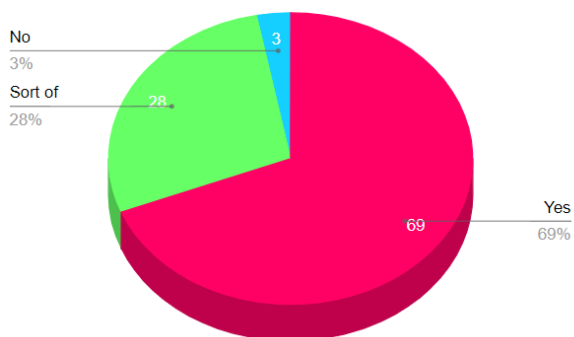
Pre- I ask for help when I cannot solve a problem.



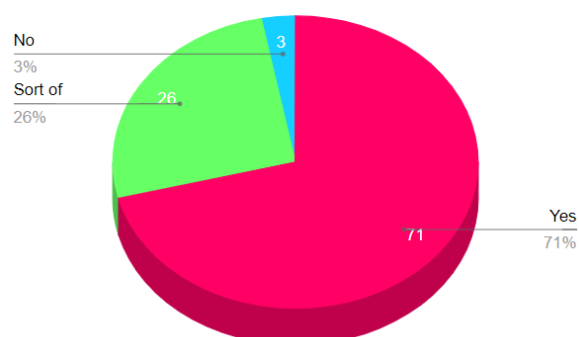
Post- I ask for help when I cannot solve a problem.

**Figure 6***Pie Chart Data from Survey Item: When I have a problem, I try to understand the reason.*

Pre- When I have a problem, I try undersand the reason.



Post- When I have a problem, I try undersand the reason.



4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

Figure 7

What did you like best about 4-H?



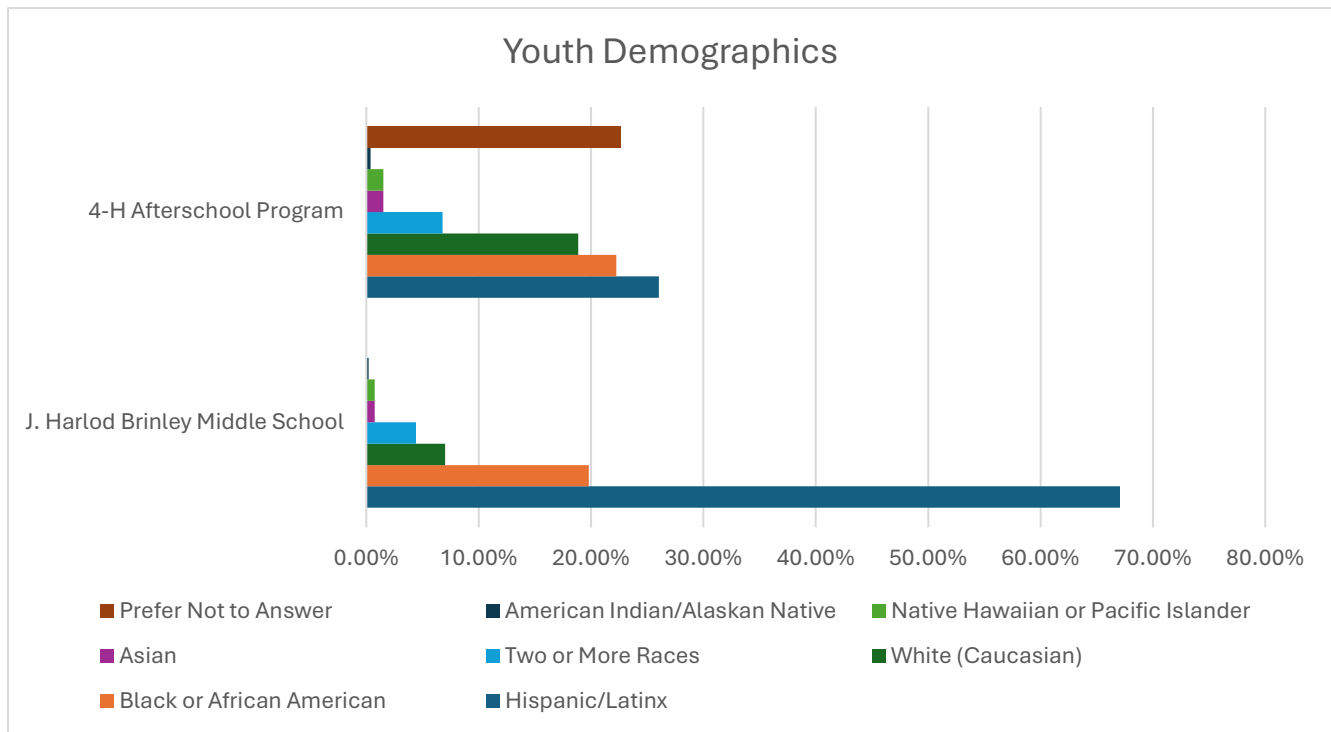
4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

Figure 8

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



4-H AFTER SCHOOL: J. HAROLD BRINLEY MIDDLE SCHOOL

Figure 9*Demographics Comparison of J. Harold Brinley Middle School and 4-H After School*

Note: Data about racial and ethnic makeup of the overall student population at J. Harold Brinley Middle School was retrieved from the state of Nevada's Accountability Portal (Nevada Accountability Portal, 2023).

The University of Nevada, Reno is committed to providing a place of work and learning free of discrimination on the basis of a person's age (40 or older), disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related conditions), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race (including hair texture and protected hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks and twists), color, or religion (protected classes). Where discrimination is found to have occurred, the University will act to stop the discrimination, to prevent its recurrence, to remedy its effects, and to discipline those responsible.