



Extension
College of Agriculture,
Biotechnology & Natural Resources



4-H Youth
Development

4-H 21st Century Community Learning Center Program at Valley High School Evaluation Report 2024-2025



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September 30, 2025

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University of Nevada Cooperative Extension 4-H 21st Century Community Learning Center Program Evaluation Report 2024-2025

Executive Summary

The University of Nevada Cooperative Extension implemented the 4-H 21st Century Community Learning Center (CCLC) Program at Valley High School in Las Vegas for its fourth year in 2024-2025. The Center for Program Evaluation (CPE) at the University of Nevada, Reno was the external evaluator for the program. Evaluation methods for 24-25 included teacher, student, and parent surveys, and program attendance.

Program Attendance

In the 2024-25 school year, 252 students attended the program. The program was offered for 135 days between August 26, 2024, and May 13, 2025. Notably, this exceeded the grant target of 100 days of services to students. The average weekly attendance was 79.8 students and average daily attendance was 30.4. Most participants (84%) attended the program less than 30 days, while 14% attended 30-59 days. Half of the students attended the program for less than 15 hours total. The majority of participants (65%) were Hispanic/Latino; 18% Black/African American; and 8% Asian/Hawaiian/Pacific Islander. Of the four academic and enrichment activities offered, Library/Healthy Living had the highest number of students attend.

Teacher and Parent Surveys

Classroom teachers at Valley High School reported improvement in engagement in learning for 61% of program participants over the school year, while decline was noted for 7% of participants. Most parents thought their child like the program quite a bit or a lot and that it was somewhat or very likely they would send their child to the program again next year. The majority of parents noticed improvement in their child wanting to go to school, in their behavior at school, and in their reading and math skills.

Student Surveys

Participant opinions about the classes were positive. Most said they really liked the topics, and their teacher(s), had fun in the class, and felt respected and safe. After attending the program, most participants agreed that when they had a problem, they tried to understand the reason; that they got better at something when they kept practicing; and that it was important for them to reach their goals. Most of the students agreed that after attending the program they felt that others could count on them when they needed them. A little over three quarters of the students indicated they would come back for future sessions and the remaining students said they maybe would come back. Participants' suggestions

for future class topics included baking/cooking, crafts, dance, politics, science, and trades or wood works.

Analysis on Strengths, Weaknesses, and Areas for Improvement

Strengths

- **Safe Haven:** The program provided a secure and welcoming environment for students during after-school hours.
- **Choice and Connection:** Students had access to a wide range of academic, physical, and personal development opportunities. Families also benefited from four Parent Nights, which connected them to community services and resources.
- **Budget Support:** Dedicated funding for after-school classes and instructional materials helped alleviate resource limitations faced by many clubs.
- **Teacher Compensation:** Compensation for after-school instructors ensured consistent, high-quality instruction.
- **Nutritional Support:** Daily hot meals and snacks supported student well-being and encouraged participation.
- **Program Visibility:** The 4-H Afterschool Coordinator actively participated in school events such as Valley Viking Nights, Freshman Orientation, Multi-Cultural Night, Homecoming game, Lunch Recruitment, P.A.C. [Parent Advisory Committee] and SOT [School Organizational Team] meetings. This presence helped build relationships with families and boosted recruitment efforts.
- **Participant Satisfaction:** Participants expressed high levels of satisfaction with the classes and staff and indicated a desire to their continue participation.
- **Parent Satisfaction:** Parents were satisfied with their children's experiences in the program.
- **Student Engagement in Learning:** Teachers noted improvements in participants' engagement in learning during the school day.

Weaknesses

- **Registration:** Confusion among returning students who assumed/expected automatic re-enrollment, lowered registrations. Furthermore, teachers, students, and families may have not fully understood the registration process, resulting in incomplete data.
- **Recruitment:** Despite using multiple outreach methods—including flyers, tabling, presentations, announcements, social media, and mass emails to parents and students—registrations and event participation remained lower than expected.
- **Low Attendance and Inconsistent Tracking:** Some classes experienced low attendance, possibly due to scheduling conflicts or lack of interest. Inconsistent scheduling and unclear communication about class frequency also contributed to

the possible confusion. Attendance tracking was a major challenge, with varied methods (e.g., student self-check-in, handwritten rosters) leading to incomplete or illegible records.

- **Staff Budget Constraints:** Budget adjustments led to a shortfall in staff salary allocations.
- **Low Survey Response Rates:** Student, teacher, and parent survey response rates were all fairly low and could improve.

Areas for Improvement

Main challenges for the 4-H 21st CCCLP at Valley High in its fourth year included recruitment and enrollment, programming, fiscal compliance, and professional development. A variety of recruitment and enrollment methods are recommended including tabling at school events at the beginning of the year, promoting the program through daily announcements all year, ensuring all participants are counted by improving attendance tracking, and creating bilingual materials. With respect to programming, recommendations include rehiring staff that connected well with students, offering the most popular classes again, continue to gather input from students and staff, and reintroduce a credit retrieval class. To improve student survey response rates, the program could administer the student survey at the end of each session to capture students who do not attend every session. For parent surveys, the program could provide incentives to parents for their responses, administer the survey at family events, use multiple survey modes, and increase reminders. Recommendations to improve fiscal compliance include maintaining detailed record of all activities, student data, and transactions, supporting staff who utilize Transact, attending monthly NDE meetings, and keeping the 4-H Afterschool calendar updated. To improve professional development the recommendations include providing training to all staff regarding program goals, compliance, and the 4-H mission.

Conclusion

In its fourth year, the 4-H 21st CCLC program at Valley High was successful implementing a variety of academic and enrichment classes with 252 attendees. Teacher surveys indicated improvement in engagement in learning for more than half the participants. Participants had high satisfaction with the program, with positive responses about the teachers, the class content, their future and goals, and the program environment. All of the participant respondents indicated that they would or maybe would continue in the program for another session. Participants 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 5 will help expand the benefits of the program to more students and increase positive outcomes for the program participants at Valley High.

Introduction

University of Nevada Cooperative Extension implemented the 4-H 21st Century Community Learning Center (CCLC) Program at Valley High School in Las Vegas for its fourth year in 2024-2025. The 21st Century Community Learning Center (CCLC) grant provides funding to eligible organizations with the purpose of establishing or expanding centers that offer out-of-school academic enrichment opportunities for students and their families. These centers provide various services, including tutoring, homework help, sports, art, and science activities. The Program aims to support students' learning and development while providing a safe environment during non-school hours. In 2021, the 21st CCLC grant expanded to high school students. Two sub-grantees in Clark County received funding, with the Nevada Department of Education, awarding \$110,000 to the Board of Regents, Nevada System Higher Education (NSHE), UNR 4-H Extension. Valley High School, serving approximately 2,218 9-12th grade students during the 2024-2025 academic year, was the beneficiary of this award.

The Center for Program Evaluation (CPE) at the University of Nevada, Reno is the external evaluator for the program. Evaluation methods for program year 24-25 included teacher, student, and parent surveys, program attendance, and other program records. The program tracks data and evaluates outcomes related to three goals:

1. Improve Student Academic Success,
2. Provide Enrichment Opportunities, and
3. Facilitate Community and Family Engagement.

This report summarizes the activities and outcomes of the after-school program at Valley High School during the 2024-2025 academic year. The Program aimed to provide students with academic support, enrichment classes, and family engagement opportunities beyond regular school hours, while creating a safe learning environment. The report offers useful information to administrators, teachers, parents, and other stakeholders who support after school programs for high school students. Recommendations are provided for the continuation of the program in the 2025-2026 school year.

Program Implementation

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

- **Student Announcements:** Daily video announcements were used extensively throughout the school year.
- **Flyers:** Approved by school administration, flyers were distributed across campus to promote the program and specific events.

- **Social Media:** The club’s Instagram account shared updates on upcoming events, club meetings, and surveys.
- **ParentLink:** The school’s communication system sent emails and phone calls to Valley families.
- **Classroom Presentations:** Targeted presentations were delivered in Freshman Studies and ESL classes to recruit students for specific programs.
- **In-Person Events:** Informational sessions were held during Valley Viking Nights, 4-H Parent Nights, and Financial Aid workshops.
- **Parent Email Notices:** Families of registered students received updates about camps, parent nights, advisory meetings, surveys, and other opportunities.

The registration process remained consistent with previous years as students were able to access a QR code as well as a URL link as an alternative method of online registration. The application also was made available in Spanish since Valley High School has a large number of English language learners. The program was offered for 135 days between August 26, 2024, and May 13, 2025. Notably, this exceeded the grant target of 100 days of services to students. A typical week for students included the following components:

- **Library Hub & Healthy Living:** Students could receive homework help from staff and peers. This area also offered access to a college counselor, and served as a safe space for reading, socializing, puzzles, arts and crafts, games, or club activities.
- **Clubs and Classes:** Between nine and fourteen clubs/activities were offered each session. One to three clubs met daily in various locations (e.g., dance room, library, kitchen, garden), running for one to two-and-a-half hours and extending the school day until 4:45 p.m.

Academic support was available daily in core subjects—math, English, science, social studies, and ELL—from Valley teachers, community partners, and a peer tutor. The Library Hub served as the central location for academic and social engagement.

Enrichment Opportunities: Students could participate in a wide range of enrichment activities, including:

- | | | |
|--------------|---------------------|-----------------------|
| • Book Club | • Sewing | • Physical activities |
| • Cooking | • Art | such as tumbling, |
| • Gardening | • ACT Prep | ballroom dance, |
| • Crocheting | • College Readiness | folkloric ballet, and |
| • Glee Club | | badminton. |

While students were encouraged to attend from 2:15 to 4:45 p.m., many participated from 2:30 to 4:00 p.m. A hot meal was provided after school by the CCSD Food Service

Department, with additional snacks often sponsored by Fulfillment Fundamentals and UNR Extension.



Highlights for the 2024-2025 Year

Student Participation: During the 2024–2025 academic year, 261 students from diverse grade levels, backgrounds, and interests registered for the 4-H Afterschool Program. Through five sessions, each offering nine to fourteen activities, students engaged in a wide range of classes—from sewing and food span to ACT preparation. Instruction was delivered by a collaborative team that included:

- Valley High School teachers
- 4-H Community-Based Instructors
- Community and Parent volunteers
- Program partners, like Gear Up and Fulfillment Fundamentals.



Closing Ceremony: The Closing Ceremony was held on May 12, 2025, three days after the program concluded for the year. Students who participated in a minimum of 20 hours of programming or submitted a project to the Clark County Fair were invited to attend.

- Teachers, administrators, partners, and volunteers were recognized for their contributions.
- Students (9-12 grade) received certificates of participation.



Special Opportunities and Participation in Broader 4-H Events: Throughout the 2024–2025 academic year, students and staff at Valley High School were exposed to a variety of enrichment experiences made possible through 21st CCLC funding and partnerships with the University of Nevada, Reno Extension, and other organizations. These opportunities extended learning beyond the classroom and supported college and career readiness, civic engagement, and personal development. Highlights included:

- **A Taste of Extension** – An interactive event introducing students and the community to the wide range of programs and services offered by the University of Nevada, Reno Extension.
- **Nevada First Gen. Network College Fair** – A college and career exploration event tailored to first-generation students, providing direct access to higher education representatives and resources.
- **Valentine's Day Sewing Day Camp** – A hands-on workshop where students learned

basic sewing skills while engaging in a creative, themed activity.

- **Nevada Afterschool Network Showcase (Reno, NV)** – A statewide event where students and staff shared their program successes and learned from other afterschool initiatives across Nevada.
- **Capitol Days (Field Trip to Reno/Carson City)** – A civic engagement experience that included visits to the Nevada State Capitol and meetings with state legislators, fostering student awareness of government and public service.
- **Clark County Fair (Project Submissions)** – Students submitted individual projects for exhibition, showcasing their skills and creativity to the broader community.
- **4-H Teen Camp** – The four-day, leadership and team-building retreat in Alamo, Nevada promoted personal growth, peer connection, and outdoor education. The Camp included STEM activities, nature exploration, archery, rock climbing, sewing and more. Transportation and fee waivers were provided to eliminate financial barriers.
- **Reach for the Stars at the Atomic Museum** – A STEM-focused field trip that introduced students to the history and science of atomic energy and space exploration with presentations from the student participants in the 2025 Nevada Flight Crew (Nevada Afterschool Network).

These experiences enriched the educational journey of participants, encouraged exploration of new interests, and strengthened connections between school, community, and future pathways.



Participant Characteristics and Attendance

During the 2024-2025 school year, 2,218 students attended Valley High school (Nevada Department of Education). Of the total student population, 11% or 252 students attended the after-school program. Session 2 had the highest number of participants, while both Sessions 2 and 3 had the highest average daily attendance (Table 1).

Table 1. Student Participation by Session

Session #	# Participants	Average Daily Attendance (ADA)
Session 1	136	26
Session 2	182	34
Session 3	152	34
Session 4	147	28
Session 5	147	29
Total Unduplicated Participants	252	30

Demographic and school year program attendance data were reported for 252 students. The average weekly attendance was 79.8 students, and average daily attendance was 30.4. Most participants (84%) attended the program less than 30 days, while 14% attended 30-59 days. Half of the students attended the program for less than 15 hours total (Figure 1). Eleventh grade had the greatest number of participants, while 9th grade had the least (Figure 2).

Figure 1. Program Attendance in Hours by Grade

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

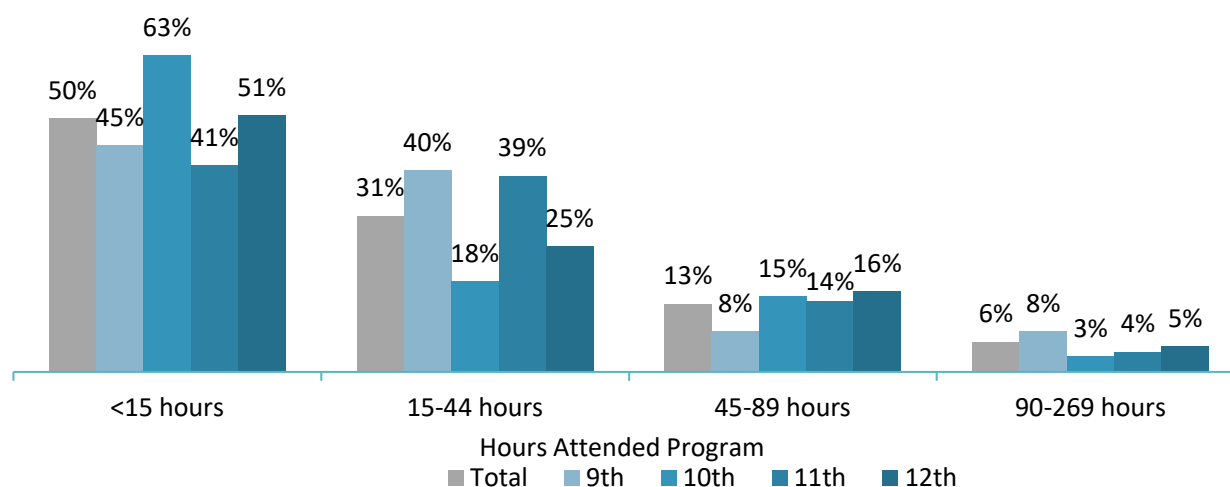
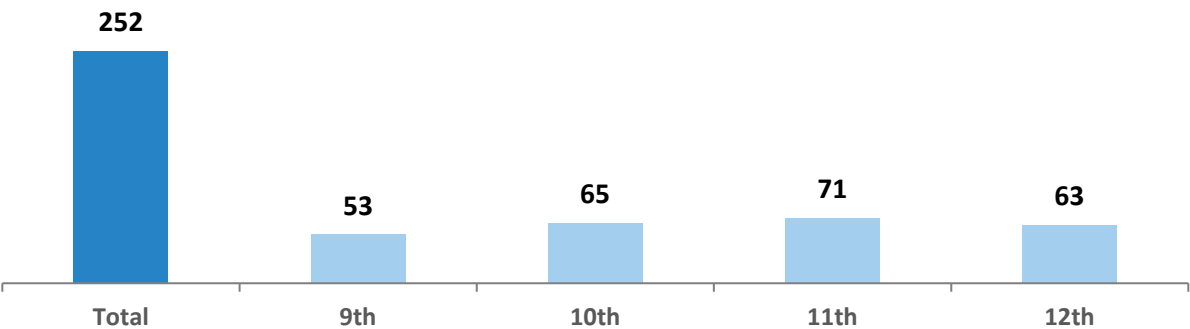


Figure 2. Number of Participants by Grade

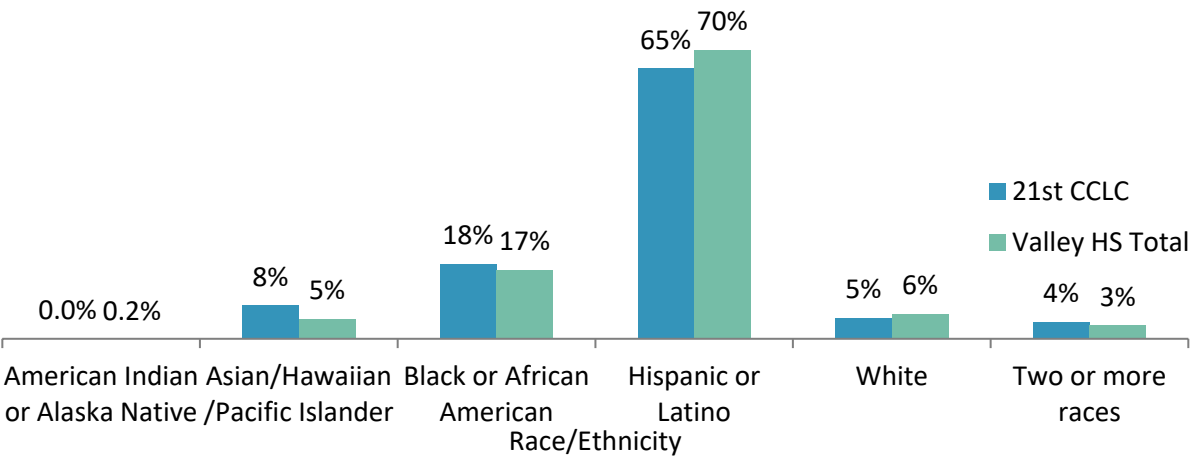
11th grade had the largest number of



The race and ethnicity distributions of the program participants and the school overall were similar, but there was a slightly higher proportion of Asian/Hawaiian/Pacific Islander students and a slightly lower proportion of Hispanic/Latino students participating in the program compared to the total school population (Figure 3). The majority of the program participants (65%) were Hispanic/Latino; 18% were Black/African American; 8% were Asian/Hawaiian/Pacific Islander; 5% were White; and 4% were two or more races.

Figure 3. Participant Race and Ethnicity

65% of program participants were Hispanic or Latino.



Activity Attendance

Participants were able to choose from a variety of academic and enrichment activities after school. Of the four activities offered, Library/Healthy Living had the highest average number of participants attend per session (558), with a daily average attendance of 24 participants (Table 2). The next highest were Cooking and Badminton, which both had an average daily attendance of nine. ACT had an average daily attendance of three.

Table 2. Number of Participants by Class

Type	Class	Average Daily Attendance	Average Attendance Per Session
Academic	Library/Healthy Living	24	558
	ACT	3	3
Enrichment	Cooking	9	51
	Badminton	9	22



Teacher Survey Results

Teacher surveys were administered online through Nevada’s AS21 system. The teacher survey used across all the programs in Nevada in 24-25 was used to assess participants’ engagement in learning which the Nevada Department of Education (NDE) defines as “participation and attention during classes and being an ‘active participant’ in their own learning. The survey asked teachers to review a list of behaviors (see box below). If the student had improved in at least one of the indicators, teachers were to respond that the student had improved engagement in learning over the academic year. The other response options were “there was no change in the student’s engagement in learning” and “student has declined in engagement in learning.” The program collected teacher surveys for 215 students (85% response rate). This is a good response rate. Classroom teachers at Valley High School reported improvement in engagement in learning for 61% of program participants over the school year, while decline was noted for 7% of participants (Figure 4).

Teacher Survey List of Behavior Indicators

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

•

Completing homework on time;

•

Working independently;

•

Demonstrating consistent effort;

•

Striving for quality work;

•

Participating in group activities;

•

Working and playing cooperatively with others;

•

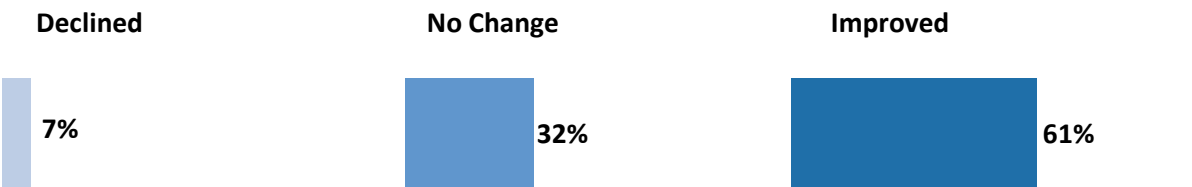
Accepting responsibility for choices and actions;

•

Listening and following directions?

Figure 4. Student Engagement in Learning (N=215)

The majority of program participants improved their engagement in learning over the school



Parent Survey Results

The parent survey was administered online using the Qualtrics platform. In the case of parents having more than one child enrolled in the program, we asked them to complete the survey only once, for the child with the most recent birthday. A total of 60 Valley High School parents completed the survey (approximately 26% response rate). This is a low response rate. Sixty-two percent of parent respondents completed the survey in English and 38% in Spanish. Parents responded to questions about how many children they had attending the program, their child’s satisfaction with the program, and about noticeable improvements in their child across several domains. Of the 60 parents who completed the survey, 78% had one child attending the program and 14% had two children attending the program (Figure 5). When asked how much they thought their child liked going to the afterschool program, 66% said they liked it quite a bit or a lot (Figure 6). Most parents (88%) indicated it was somewhat or very likely they would send their child to the program again next year (Figure 7). The highest percentage of parents (81%) indicated their child had improved in behavior at school, but the majority also noted improvements in reading skills, wanting to go to school, and math skills (Figure 8).

Figure 5. Number of Children Parents Had Attending Program (n=58)

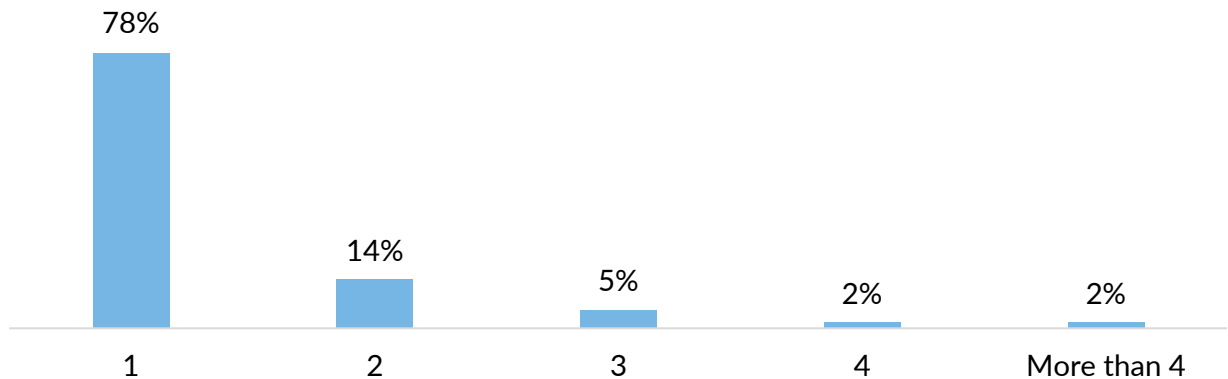


Figure 6. Parent Opinions about Child’s Satisfaction with Program (n=58)

66% said their child liked going to the program quite a bit or a lot.

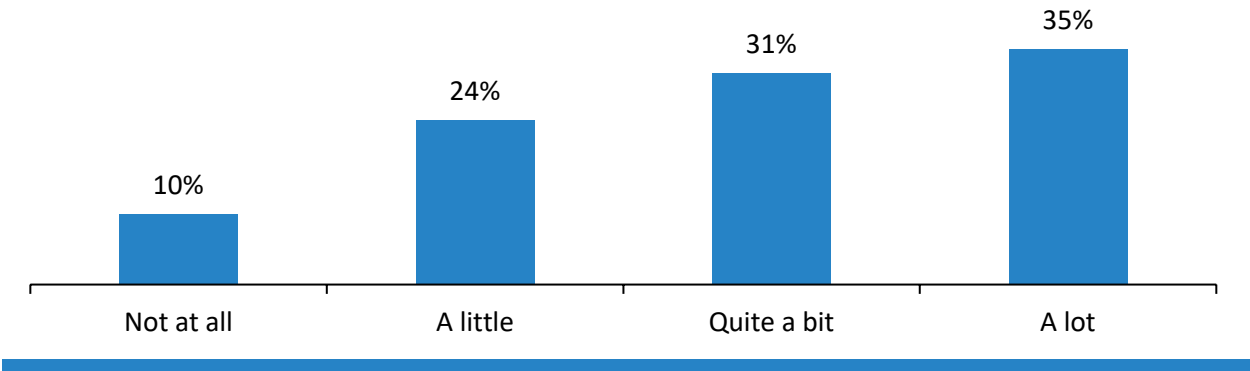


Figure 7. Likelihood of Parents Sending Child to Program Again (n=58)

Most parents said it was somewhat or very likely they would send their child to the program again next year.

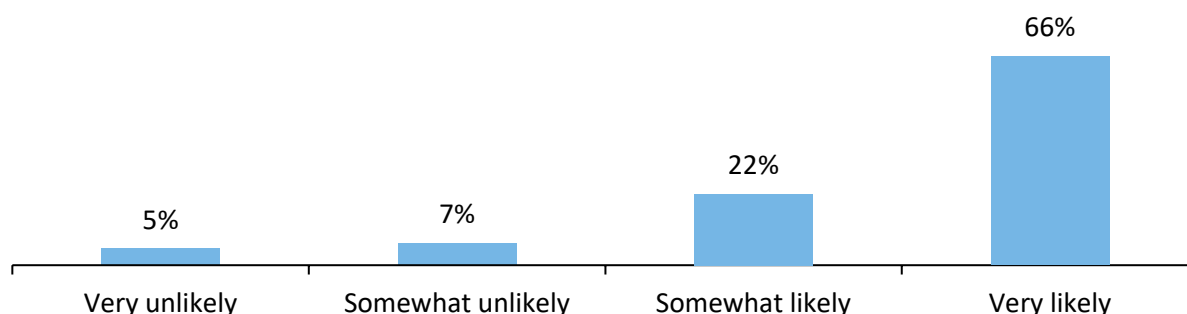
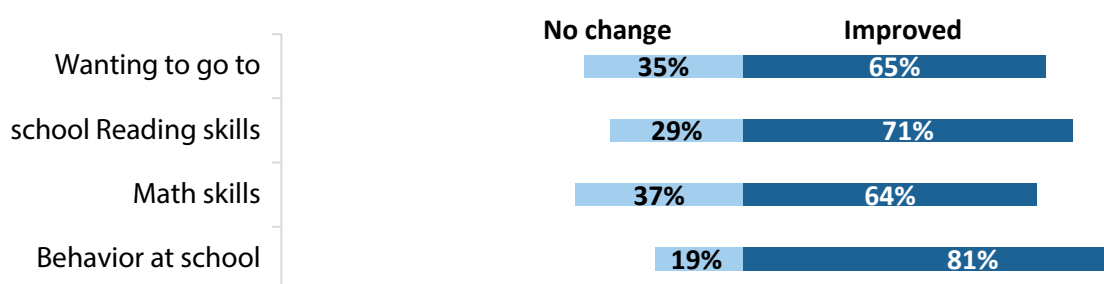


Figure 8. Parent Opinions about Child Changes in Skills and Behavior (n=52)

Most parents noted improvements in their child's behavior at school.



Parents also responded to two open-ended questions about the most positive result of their child's participation and suggestions for program improvement. Common responses to the most positive results were academic improvements, change in wanting to go to school, and social and behavioral improvements. Frequent responses to suggestions for improvement were transportation, better communication with parents, and program hours (see complete list of comments in the Appendix).

"My child seems to be more interested and motivated when it comes to his schoolwork and learning."

Student Survey Results

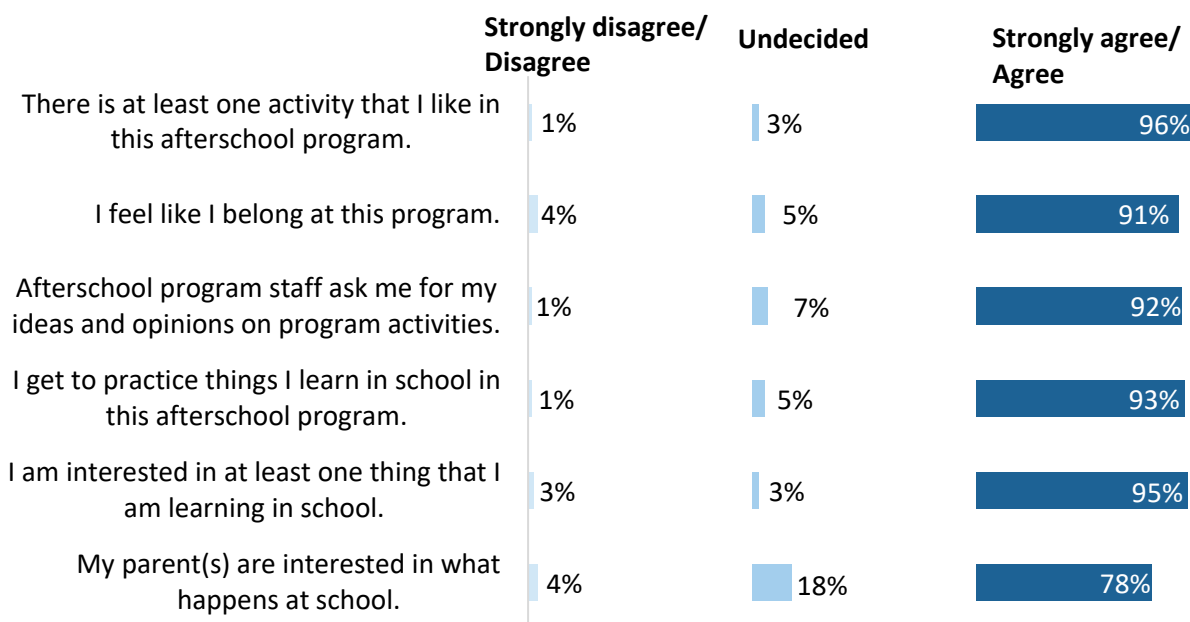
Participants completed a student survey online in spring 2025 which consisted of the 4-H Youth Thriving Survey, as well as six Nevada statewide student questions. The survey was completed by 80 participants (31.7% response rate). This was a low response rate.

Nevada 21st CCLC Student Survey Items

For the Nevada State Student Survey, participants were asked about their satisfaction with the program and their experiences. Response options consisted of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Responses revealed high levels of satisfaction with the program at Valley HS. Most of the participants (96%) agreed or strongly agreed that there was at least one activity that they liked in the program (Figure 9). Ninety-five percent indicated that they were interested in at least one thing that they were learning in school. Most (93%) indicated that they got to practice things they learned in school in the program, and 91% indicated that they felt like they belonged at the program. Ninety-two percent indicated that afterschool program staff asked for their ideas and opinions on program activities and 78% indicated that their parent(s) were interested in what happened at school.

Figure 9. Student State Survey Responses (n=74)

Almost all participants said that there was at least one activity that they liked in this program.



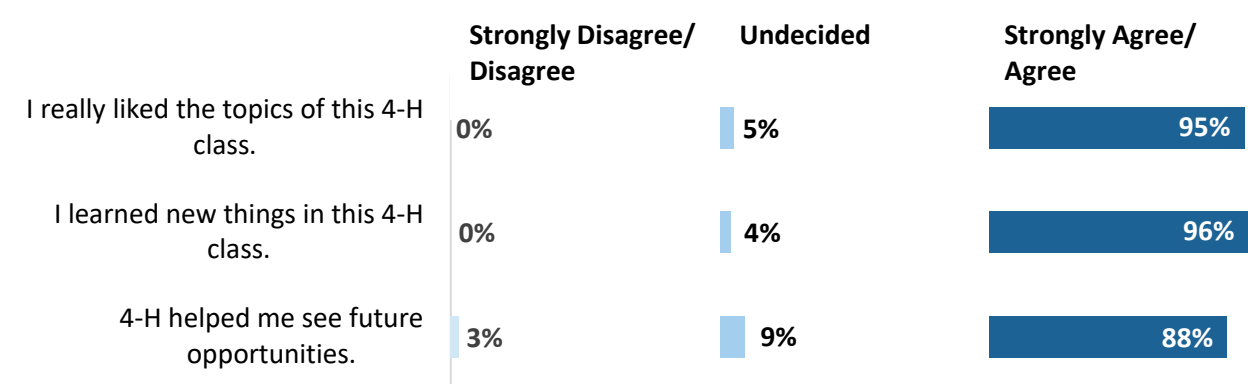
4-H Thriving Youth Survey Items

The 4-H Thriving Youth survey items included a series of statements about participants' opinions about the classes, positive relationships in the program, willingness to grow and discover, thoughts about the future and goals, problem-solving and empathy and

emotions. Response options consisted of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Their opinions about the classes were positive with most participants agreeing with the positively worded statements (Figure 10).

Figure 10. Participant Opinions about the Class Attended (n=79)

Most said they really liked the topics of the 4-H class and learned new things in the 4-H class.

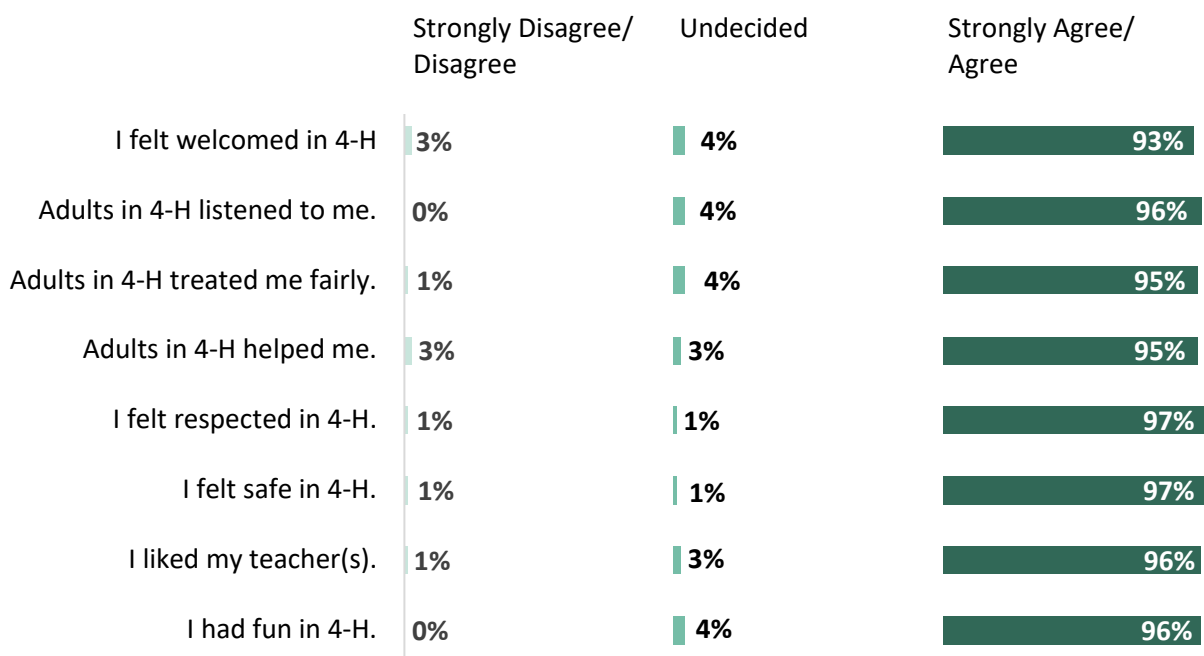


Most participant responses to the items about relationships with others in the program were positive with 93%-97% agreeing with each statement (Figure 11). One to four percent of respondents were undecided on the items. Zero to three percent of participants disagreed or strongly disagreed with the statements.



Figure 11. Positive Relationships (n=74)

Most participants said they felt respected and safe in 4-H.



On the next set of items, a retrospective pre-, then post-style question was used. Participants were asked first to think about how they felt before starting the program that year and then how they felt after the program. The majority of responses were positive for the Problem-Solving Skills, Willingness to Grow and Discover, and Thoughts about the Future and Goals items (Figures 12, 13, & 14). The most significant increase from the participants' feelings before starting the program to their feelings after attending the program was regarding knowing who to ask for help when they had a problem, knowing that they get better when they practice, and making step-by-step plans to reach their goals.

Figure 12. Problem-Solving Skills (n=80)

The percentage who said they asked for help when they could not solve a problem increased from 72% to 83% after their experience in 4-H.

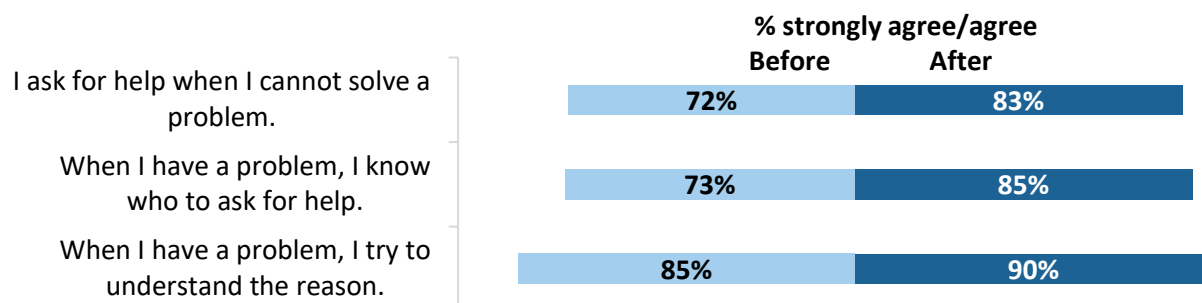


Figure 13. Willingness to Grow and Discover (n=80)

Participants willingness to try new things, even when they seem hard increased from before to after participating in the program.

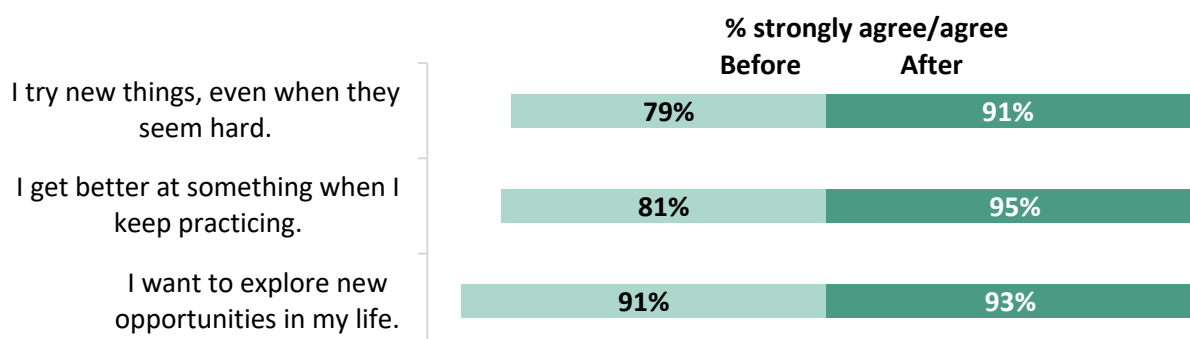
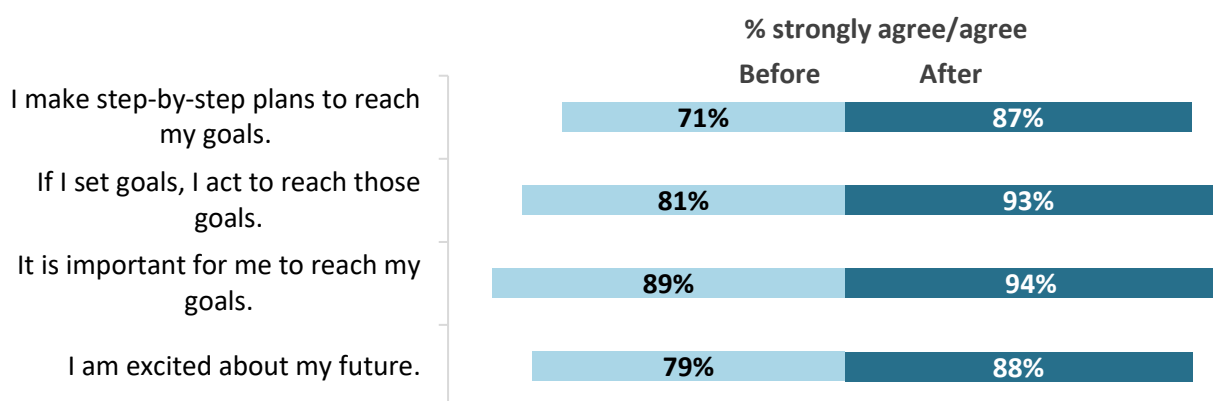


Figure 14. Thoughts About the Future and Goals (n=80)

81% said that before their experience in 4-H if they set goals, they acted to reach those goals, and this increased to 93% after their experience in 4-H.



With respect to Empathy and My Emotions, most participants had positive responses on three of the four items; however, a lower percentage said they talked about their feelings (59% prior to starting the program and 78% after attending the program) (Figure 15). The item regarding participants' feeling that others can count on them when they need them increased (84% prior to starting the program and 95% after attending the program). About three quarters of the participants (76%) indicated they would come back for future sessions, and 24% said they maybe would come back (Figure 16).

Figure 15. Empathy and My Emotions (n=80)

75% said that before their experience in 4-H they could handle their emotions in different situations, and this increased to 86% after their experience in 4-H.

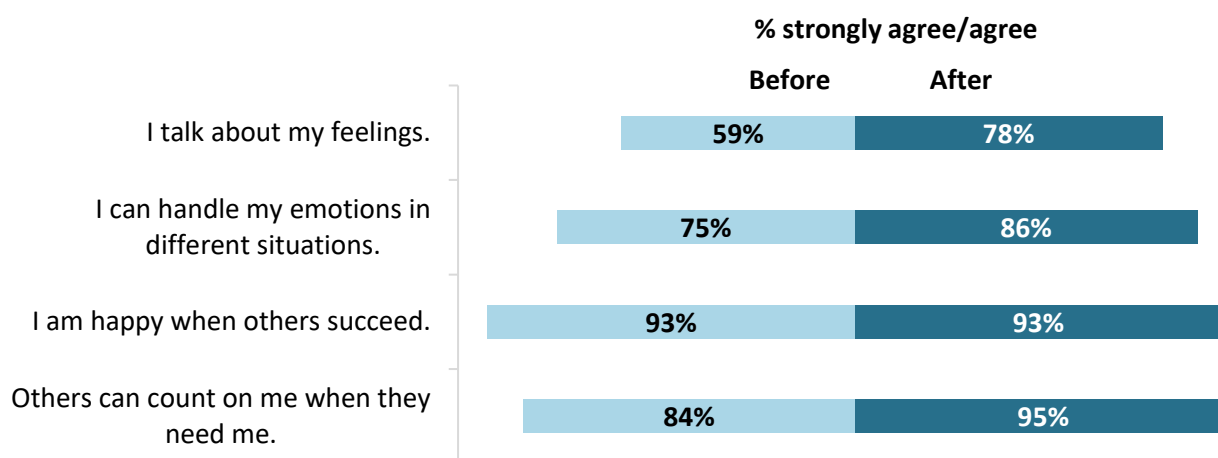
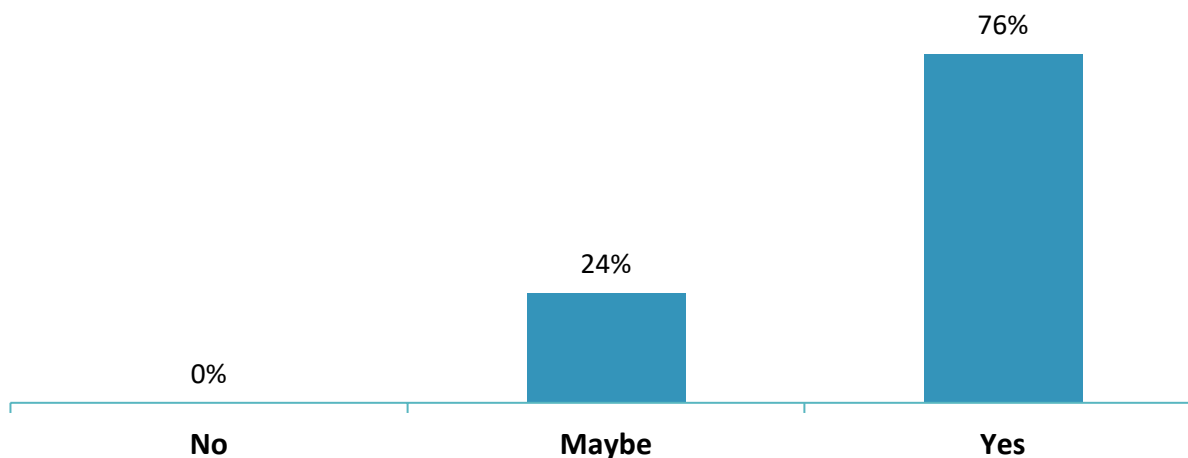


Figure 16. Desire to Come Back for Future Classes (n=71)

76% of students indicated they would like to come back for future sessions.



Participants also had the opportunity to write in what they liked best about 4-H. Frequently mentioned responses included the staff, being with their friends, having a place

to get their work done, meeting new people in the classes, hanging out with friends, and the safe and inclusive environment it provided (See complete list of responses in the Appendix).

What Participants Liked Best

- Cooking
- Being with friends
- Games
- Homework
- Classes/Environment
- Staff
- Sewing Club
- Meeting new people
- The community

Participants could write what they liked least about 4-H. Many indicated there was nothing they liked least. Some other comments included having to meet new people or having no friends, not having a crocheting class, or having the program be closed or unavailable at times (see complete list of responses in Appendix).

What Participants Liked Least

- No dislikes
- Having no friends
- No crocheting class
- Being closed or unavailable
- Not being able to attend as much as they would prefer

Participants 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, baking/cooking, crafts, sports, science, and learning-activities.

Student Suggestions for Other Topics They Would Like to Learn about

- | | | |
|-----------------------|-----------------|------------------------|
| • Baking | • Nails | • Drawing/art |
| • Book Club | • College Trips | • Dance |
| • Coding and Language | • Speaking | • Gardening |
| • College | • Stitching | • Knitting |
| • Cooking | • Dance | • Origami |
| • Cosmetology | • Finance | • Sports |
| • Crafts/Legos | • Flexibility | • Politics |
| • Crocheting | • Geography | • Science |
| • Cross- Stitching | • Glee Club | • Trades or wood works |
| • Music | • History | |
| • Medical | | |

Analysis on Strengths, Weaknesses, and Areas for Improvement

Strengths

- **Safe Haven:** The program provided a secure and welcoming environment for students during after-school hours.
- **Choice and Connection:** Students had access to a wide range of academic, physical, and personal development opportunities. Families also benefited from four Parent Nights, which connected them to community services and resources.
- **Budget Support:** Dedicated funding for after-school classes and instructional materials helped alleviate resource limitations faced by many clubs.
- **Teacher Compensation:** Compensation for after-school instructors ensured consistent, high-quality instruction.
- **Nutritional Support:** Daily hot meals and snacks supported student well-being and encouraged participation.
- **Program Visibility:** The 4-H Afterschool Coordinator actively participated in school events such as Valley Viking Nights, Freshman Orientation, Multi-Cultural Night, Homecoming game, Lunch Recruitment, P.A.C. [Parent Advisory Committee] and SOT [School Organizational Team] meetings. This presence helped build relationships with families and boosted recruitment efforts.



Weaknesses

- **Registration:** Confusion among returning students who assumed/expected automatic re-enrollment, lowered registrations. Furthermore, teachers, students, and families may not fully understand the registration process, resulting in

incomplete data. The program's true impact is likely underrepresented as a significant number of students who participated simply never registered and could not be counted.

- **Recruitment:** Despite using multiple outreach methods—including flyers, tabling, presentations, announcements, social media, and mass emails to parents and students—registrations and event participation remained lower than expected.
- **Low Attendance and Inconsistent Tracking:** Some classes experienced low attendance, possibly due to scheduling conflicts or lack of interest. Inconsistent scheduling and unclear communication about class frequency also contributed to the possible confusion. Attendance tracking was a major challenge, with varied methods (e.g., student self-check-in, handwritten rosters) leading to incomplete or illegible records. A standardized system, where each instructor takes daily attendance for their class, is recommended for next year.
- **Staff Budget Constraints:** Budget adjustments led to a shortfall in staff salary allocations. To address this, staff were reassigned to other 4-H, county, and grant accounts. While effective, this solution added administrative complexity and required significant time, effort, and coordination.

Areas for Improvement

Main challenges for the 4-H 21st CCCLP at Valley High in its fourth year included recruitment and enrollment, programming, fiscal compliance, and professional development. A variety of recruitment and enrollment methods are recommended including tabling at school events at the beginning of the year, promoting the program through daily announcements all year, ensuring all participants are counted by improving attendance tracking, and creating bilingual materials. With respect to programming, recommendations include rehiring staff that connected well with students, offering the most popular classes again, continue to gather input from students and staff, and reintroduce a credit retrieval class. To improve student survey response rates, the program could administer the student survey at the end of each session to capture students who do not attend every session. Students participating in multiple sessions could enter their student ID in the survey to remove duplicate responses for end-of-year reporting or those could be used for pre and post comparisons across sessions. For parent surveys, the program could provide incentives to parents for their responses, administer the survey at family events, use multiple survey modes, and increase reminders. Recommendations to improve fiscal compliance include maintaining detailed record of all activities, student data, and transactions, supporting staff who utilize Transact, attending monthly NDE meetings, and keeping the 4-H Afterschool calendar updated. To improve professional development the recommendations include providing training to all staff regarding program goals, compliance, and the 4-H mission.

Recruitment and Enrollment

- Begin recruitment early and maintain consistent efforts throughout the year.
- Set up information tables at school events.
- Use Instagram to post registration links and weekly updates on clubs and events.
- Submit flyers early for administrative approval.
- Promote the program year-round through daily announcements.
- For major events, collaborate with the administration to use ParentLink for outreach via email, phone, and text.
- Increase consistency in classroom presentations and visits.
- Attend SOT and PAC meetings to share program updates and invite families.
- Create bilingual materials (flyers, emails, presentations).
- Improve attendance tracking to ensure all participants are counted.
- Engage parents more actively in the registration process and emphasize its importance.

Programming

- Continue gathering input from students and staff through surveys and informal conversations.
- Rehire staff who have built strong connections with students.
- Hire instructors who can support project-based learning for County Fair participation.
- Reoffer popular classes (e.g., Cooking, Library Hub, Book Club) without overloading the schedule.
- Empower students to help design and promote new activities.
- Start small to better gauge student interest.
- Maintain partnerships with Fulfillment Fundamentals, TRIO, CIS, counseling staff, and administration.
- Invite volunteers to lead enrichment classes.
- Offer dynamic parent programming (e.g., financial literacy, English classes, domestic violence awareness).
- Reintroduce a credit retrieval class (e.g., APEX) and gamify it to boost engagement.
- Collaborate with other school clubs for recruitment and shared events.
- Work with the Success Center for student referrals.
- Recognize student participation at year-end and expand mid-year celebrations to boost engagement.

Fiscal Compliance

- Maintain detailed records of all activities, transactions, and student data.
- Train staff early on the importance of registration, attendance, and surveys.
- Support staff responsible for uploading data to Transact.
- Schedule dedicated days to assist families with online registration.

- Attend monthly NDE meetings.
- Store all documentation (flyers, notes, attendance sheets) in the M Drive.
- Keep the 4-H Afterschool calendar updated.
- Add Friday programming to the ePage schedule.

Professional Development: Provide training to all staff on program goals, compliance, and the 4-H mission, including:

- 4-H Thrive Model
- Experiential Learning Model
- Weekly Attendance Procedures
- Student Registration
- Post-Reflective Surveys
- Nevada Afterschool Network Online Learning Academy

Conclusion

In its fourth year, the 4-H 21st CCLC program at Valley High was successful implementing a variety of academic and enrichment classes with 252 attendees. Teacher surveys indicated improvement in engagement in learning for more than half the participants. Participants had high satisfaction with the program, with positive responses about the teachers, the class content, their future and goals, and the program environment. All of the participant respondents indicated that they would or maybe would continue in the program for another session. Participants 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 5 will help expand the benefits of the program to more students and increase positive outcomes for the program participants at Valley High.





Appendix

Parent Survey Open-Ended Responses

Please describe what has been the most positive result of your child's participation in the program. (N=37)

- Learning
- Being able to complete homework during after school.
- Can't really say. But all I know is she's improving of doing her work on time.
- Enjoys school just that much more than previously.
- It's the first time she goes to summer school, so I've left all the questions blank.
- It's my daughter's first-time attending summer classes.
- Good (x3)
- Grades where improve.
- He has gotten better at Math and improved in his classes.
- He's staying out of trouble and being focused on his schoolwork.
- Her being more enthusiastic too wanting to be involved more with school and schoolwork.
- I was able to see growth.
- Interaction with other students
- It will be the first time using the program.
- Keeps her motivation high.
- Learning to work with others and be a team player.
- He improved a lot with summer school. Excellent.
- My daughter is very motivated and has learned new skills. She performs confidently in school.
- More confident in herself
- Shows interest in attending every day.
- My child seems to be more interested and motivated when it comes to his schoolwork and learning.
- My daughter hasn't participated in this program yet but loves the outdoor and is excited to learn new outdoor skills and social skills with the other camp kids and staff.
- Had many improvements.
- Active participation in school activities
- He has learned a little more.
- I see him motivated to attend classes.
- Is more proficient.
- She was able to meet people.
- Social skills vocabulary

- Socialism Positive Interactions
- His grades improved. It helped him a lot.
- The IEP that's in place for [student] has helped through his progresses and he's learned and adapted well.
- They haven't started the afterschool program.
- To be better
- Very focus interesting program....motivation

What, if any, suggestions do you have to improve the program? (N=28)

- Communicate with after school program and when the children are supposed to attend my son was brought home several times and he should have been in the program.
- It's perfect how it is.
- I am totally satisfied with the memories he had and all the programs they offered him.
- Good
- I would like them to attend a summer camp.
- If the games didn't end do late.
- It's fine the way things are.
- Keep up the great work.
- Late bus transportation
- More locations nearby
- Motivate the children more 🧐 so that there are more children in the program.
- N/A
- None all excellent.
- No (x2)
- None (x4)
- Nothing so far
- I wanted my daughter to participate because I do not have any opinion or experience about the summer school. I would like to participate as a tutor mother of the student.
- This is a question you have to ask the student.
- To have more positive behavioral interactions. To not have teachers be rude to students in school so the children don't continue to bring it home or to other programs with the negative behavior.
- Everything is good.
- Bring parent workshops to school. Like Positive Parenting
- Unsure
- Watch for bad behavior within the class and lunch to deviate from negative outcomes. That could cause disruptions in daily activities .
- Yes

Student Survey Open-Ended Responses


What did you like best about 4-H? (N=67)

- Badminton
- Being able to finish my work.
- Being with my friends
- Cheer
- Cooking (x4)
- Environment
- Everything (x4)
- Freedom to choose.
- Games
- Getting into socialize with people, I don't usually get to
- Getting the free will to do anything.
- Glee Club
- Having a place to go when staying after school.
- Having a place where I can focus on my work after school and having the opportunity to try something new.
- Having my own time doing my work.
- How kind everyone was
- how welcoming the people were
- I don't know. I just like it.
- I like 4-H as a whole it really helps me focus on myself and learn new things.
- I like my teacher. She was helpful and welcoming. I also enjoyed the cook class.
- I liked spending extra time to hangout.
- I liked the community that 4H cultivated, as I felt welcomed and encouraged to succeed!!
- I loved the clubs and the people.
- I really like badminton.
- It gave me a safe environment that I could be myself in.
- It was fun.
- It was interactive and chill.
- Its classes available every session.
- Making new friends
- Meeting new friends
- Ms. Hellen
- Multiple clubs that are offered in 4-H such as crochet, club, sewing club, cooking club, and more other clubs for everyone in 4-H.
- N/A
- One of the best about the 4-H was that you're able to get some snacks while you work. It honestly helped me catch up on some classwork.

- Sewing class was my favorite.
- Sewing Club and Badminton Club
- staying after school
- The activities (2)
- The activity and fun of 4-H's Program.
- The amazing and welcoming community
- The atmosphere
- The class is nice.
- The classes and things they had to do.
- The clubs
- The community (x2)
- The community we fostered.
- The different activities 4-H provided for the students.
- The different programs and how everyone could participate.
- The instructors are really nice and kind and very helpful.
- The janitor would come in and entertain us.
- The opportunities that it gave me.
- the people and the positive community
- The people
- The support
- The teachers
- They were all so inviting and nice.
- They were so welcoming for event when I did get to know them although it is my last year here.
- Tumbling

What did you like least about 4-H? (N=67)

- Being alone
- Cooking club
- Crochet, but nothing against the people, I just didn't get into it. Not my thing.
- Everything (x2)
- Games
- Having no friends and no one to hang out with. Making me have to hang out with my sister and her friends instead.
- I didn't like how some people couldn't keep the space clean.
- I don't have any dislikes about 4-H.
- I enjoyed everything about it .
- I really liked everything. I just wish they had even more things for ppl to do.
- I'm not too sure right now.
- It's availability doesn't extend on Fridays.
- It's fun.
- Meetings
- N/A (x5)

- No crocheting class.
- None (2)
- Nothing really
- Not as many general meetings as I wish there were.
- Not being really good at it
- Not coming that often
- Nothing (x12)
- Nothing at all
- Nothing. I really like it here.
- Nothing in mind
- Nothing it's fine.
- Nothing other than the fact I couldn't go too much.
- Nothing really
- Nothing really. Just wished there was no gap weeks in between sessions.
- Nothing, I really like it here!
- People (x2)
- Singing better honestly
- Sitting there while doing homework to catch up.
- Sometimes it gets of course but to me it always has had come back on track.
- Sometimes it's closed or unavailable.
- Task I couldn't do.
- That some of the activities was only one day
- The awkward stage that come with meeting new people
- The boring one
- The bugs
- The sign-up process
- The talking
- The work
- There were not that many people.
- There's nothing that I dislike the least in 4-H. 4-H is a club for everyone to join and appreciate what this program has to offer especially with Ms. Hellen.
- U
- um... nothing?
- Wasn't open on Friday.
-  sewing, and ballroom. I get to learn dance.

What other topics/activities would you like to learn about in the future? (N=65)

- All the groups here are great.
- Any activities
- Any topics
- Baking (x3)
- Book club

- Coding and language!
- College
- Cooking (3)
- Cosmetology
- Crafts/Lego/building
- Creating other clubs so everyone can join and feel welcomed to participate in this program. Everyone has a ton of talent, and everyone should feel welcomed for their talent.
- Crochet (4)
- Cross-Stitching
- Dance (x2)
- Doing anything
- Finance
- Flexibility
- Geography
- Glee club
- History
- Honestly, I don't remember anything.
- I don't really know.
- I don't know.
- I have no idea.
- I need to learn about focus on my career.
- I think a drawing class would be really cool!
- I think I would like to see maybe more cultural topics.
- I won't be here in the future :(
- I would love to learn about sewing, dance team, and gardening.
- I'm not sure.
- Knitting instead of crochet
- Learning how to make your own clothing.
- Marine biologist
- Maybe like learning an instrument.
- Medical, aid
- More college trips!
- N/A (x3)
- Nails
- No ideas for now
- None
- Nothing much but I'm open to new things.
- Nothing (x3)
- Nun really
- Origami
- Play basketball.
- Politics

- Science experiments
- Social media literacy
- Speaking
- Stitching
- That there are different opportunities.
- Trades or wood works