

## 4-H 21<sup>st</sup> Century Community Learning Center Program at Valley High School Evaluation Report 2025-2026



### External Evaluators

Elizabeth Christiansen, Ph.D.  
Sierra Saunders, M.P.H.

Center for Program Evaluation  
School of Public Health  
University of Nevada, Reno

### Program Staff

Nora Luna, Southern Nevada 4-H Program Manager  
Iliana Diaz, 4-H 21<sup>st</sup> Century Grant Coordinator  
University of Nevada Cooperative Extension

**September 30, 2026**

## Table of Contents

|                                                                    |    |
|--------------------------------------------------------------------|----|
| Executive Summary .....                                            | 3  |
| Program Attendance .....                                           | 3  |
| Teacher and Parent Surveys .....                                   | 3  |
| Student Surveys .....                                              | 4  |
| Analysis on Strengths, Weaknesses, and Areas for Improvement ..... | 4  |
| Strengths .....                                                    | 4  |
| Weaknesses .....                                                   | 4  |
| Areas for Improvement .....                                        | 4  |
| Conclusion .....                                                   | 5  |
| Introduction .....                                                 | 5  |
| Program Implementation.....                                        | 7  |
| Highlights for the 2025-2026 Year .....                            | 9  |
| Participant Characteristics and Attendance.....                    | 12 |
| Activity Attendance.....                                           | 14 |
| Teacher Survey Results.....                                        | 15 |
| Parent Survey Results .....                                        | 16 |
| Student Survey Results .....                                       | 19 |
| Nevada 21 <sup>st</sup> CCLC Student Survey Items .....            | 19 |
| 4-H Thriving Youth Survey Items .....                              | 20 |
| Analysis on Strengths, Weaknesses, and Areas for Improvement.....  | 26 |
| Strengths .....                                                    | 26 |
| Weaknesses.....                                                    | 27 |
| Areas for Improvement.....                                         | 27 |
| Conclusion.....                                                    | 29 |
| Appendix.....                                                      | 32 |
| Parent Survey Open-Ended Responses.....                            | 33 |
| Student Survey Open-Ended Responses .....                          | 36 |

## **Executive Summary**

The University of Nevada Cooperative Extension implemented the 4-H 21<sup>st</sup> Century Community Learning Center (CCLC) Program at Valley High School in Las Vegas for its fifth year in 2025-2026. The Center for Program Evaluation (CPE) at the University of Nevada, Reno evaluated the program using teacher, student, and parent surveys, program attendance and documentation, school attendance, and unweighted GPA.

### **Program Attendance and Activities**

In the 2025-26 school year, 426 students attended the program. The average weekly attendance was 100.4 students, and average daily attendance was 41.5. Most participants (87%) attended the program less than 30 days, while 7% attended 30-59 days. The program implemented four sessions during the year, each offering 8 to 13 academic and enrichment activities. The Library Hub provided a central, welcoming space where students received homework assistance, met with a college counselor, socialized, and participated in informal activities, while tutoring in core subjects was available through Valley High School teachers, UNLV GEAR UP staff, and peer tutors. Students also selected from varied offerings that supported academic achievement, creativity, physical activity, life skills, and college and career readiness. Daily hot meals and additional snacks helped support participation.

Beyond regular programming, students took part in hikes, community service, conferences, leadership camps, hands-on STEAM activities, and the Clark County Fair, extending learning into the community and exposing them to new interests and future pathways. Four Parent Nights connected families with information about college preparation, skilled trades, financial literacy, and resources for first-generation, DACA, and immigrant families, while advisory board meetings engaged students, families, staff, and administrators in program planning. The year concluded with a ceremony recognizing participating students and the teachers, partners, and volunteers who supported the program, with eligible seniors receiving 4-H graduation cords and stoles.

### **School Attendance, GPA, and Engagement in Learning**

In 25-26, 28% of participants had school attendance rates from 97-100%, which was an increase from 24-25. The majority of participants with unweighted GPA below 3.0 in 24-25 increased their GPA in 25-26 (58%). Classroom teachers at Valley High School reported improvement in engagement in learning for 58% of program participants over the school year, while decline was noted for 14% of participants.

### **Parent Surveys**

Most parents thought their child liked 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**

Student survey results indicated that participants had highly positive experiences in the 4-H after-school program. Most reported that they liked the activities, felt a sense of belonging, were interested in what they were learning in school, and had opportunities to practice school-day learning. Participants also consistently described positive relationships within the program, indicating that they usually or consistently felt cared for, safe, accepted, and connected to others. Most students reported opportunities to solve problems, make mistakes, teach others, choose activities, contribute to group decisions, and exercise leadership. The majority spent at least two hours per week participating in 4-H activities. In their written responses, students most often valued the supportive staff, friendships, opportunities to learn new skills and hobbies, variety of clubs and activities, welcoming environment, and freedom to make choices and be themselves. Many reported that there was nothing they disliked, while others suggested longer program hours, additional clubs and activities, quieter spaces, and more snacks. Requested future topics included pottery and ceramics, cooking and baking, fashion, sports, computer science, history, business, and archery.

### **Analysis on Strengths, Weaknesses, and Areas for Improvement**

#### **Strengths**

The program's strengths included providing students with a safe, welcoming environment and offering a broad range of academic, physical, and personal development opportunities. Student voice played an important role in shaping activities, contributing to increased participation in hiking, community service, and cooking club. Dedicated funding, instructional materials, and compensation for after-school instructors supported consistent, high-quality programming, while daily hot meals and snacks promoted student well-being and participation. The 4-H Afterschool Coordinator increased program visibility and recruitment through active involvement in school and family events, including Parent Nights that connected families with community resources. Students and parents reported high levels of satisfaction, and participants expressed interest in continuing in the program. Teachers also observed improved student engagement during the school day, and 58% of participants whose prior-year GPA was below 3.0 improved their GPA. In addition, the teacher survey achieved an excellent 100% response rate.

#### **Weaknesses**

Program weaknesses included confusion about registration, particularly among returning students who expected automatic re-enrollment, which contributed to incomplete records and likely resulted in undercounting participation and program impact. Despite extensive

recruitment efforts, registration and event participation remained lower than expected. Some classes also experienced low attendance, potentially because of scheduling conflicts, limited student interest, inconsistent schedules, or unclear communication about class frequency. Attendance tracking methods varied and sometimes produced incomplete or illegible records, highlighting the need for a standardized instructor-managed system. In addition, staff salary budget shortfalls required reallocating personnel costs across other accounts, creating substantial administrative complexity. Finally, the parent survey response rate was low, and although the student response rate improved from the previous year, additional improvement was still needed.

### **Areas for Improvement**

Areas for improvement centered on strengthening program systems and deepening student and family engagement. Beginning recruitment earlier and maintaining consistent, bilingual outreach throughout the year could reduce confusion about enrollment and broaden participation. Programming could be more responsive and engaging by building on student and staff feedback, retaining instructors who have established strong relationships with students, continuing popular classes, and gradually introducing new project-based, enrichment, and credit-retrieval opportunities. Stronger collaboration with school personnel, community partners, volunteers, and other student clubs could further support referrals, recruitment, and activity offerings. Underlying these efforts is the need for reliable administrative systems, including standardized attendance procedures, complete documentation, timely data entry, and early staff training on program goals, compliance requirements, and the 4-H mission. Survey administration should also be integrated more intentionally into program activities by collecting student feedback at the end of each session and increasing parent participation through family events, incentives, multiple response options, and consistent reminders.

### **Conclusion**

As the current grant cycle ends, the 4-H Afterschool Program has demonstrated the meaningful impact that high-quality afterschool programming can have on student success and well-being. Through strong partnerships with school leadership, community organizations, families, and dedicated staff, the program has provided valuable opportunities for academic enrichment, leadership development, career exploration, and positive youth engagement. UNR Extension hopes that this work will continue beyond the current funding cycle, ensuring that Valley High School students have ongoing access to the safe, supportive, and enriching experiences that have contributed to the program's success.

## Introduction

University of Nevada Cooperative Extension implemented the 4-H 21<sup>st</sup> Century Community Learning Center (CCLC) Program at Valley High School in Las Vegas for its fifth year in 2025-2026. The 21<sup>st</sup> 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 21<sup>st</sup> 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 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 25-26 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 2025-2026 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 future.

## Program Implementation

During the 2025–2026 academic year, Valley High School enrolled approximately 2,239 students in grades 9–12. The 4-H Afterschool Program was open to all students and was actively promoted using the following communication channels to inform and involve both students and their families.

**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 10<sup>th</sup> and 11<sup>th</sup> grade English classes and 11<sup>th</sup> and 12<sup>th</sup> grade ESL classes to recruit students for specific programs. Presentations were also conducted in afterschool clubs like Key Club, Student Council, and LinkCrew.

**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 through ParentLink.

The program operated from October 6<sup>th</sup>, 2025, to May 15<sup>th</sup>, 2026, spanning 134 days and meeting the grant benchmark of 300 hours of student services. The registration process remained consistent with previous years. Students could register using a QR code or a direct URL link, both of which were included in promotional materials around the campus and on social media and displayed permanently in the school library. To support Valley High School's large population of English Language Learners, the application was also available in Spanish.

A typical week included the following components:

1. **Library Hub:** 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.
2. **Clubs and Classes:** Between 8 and 13 clubs/activities were offered each session. One to three clubs met daily in various locations (e.g., dance room, library, kitchen, cafeteria), running for 1 to 2.5 hours and extending the school day until 4:45 p.m. for the first three sessions and then until 4:00 p.m. for the last session per the request of Valley High School admin.

Academic support was available Monday through Thursday in core subjects—math, English, science, and social studies—from UNLV GEAR UP tutors, Valley teachers, and Valley Viking Scholars peer tutors. The Library Hub served as the central location for academic and social engagement. Students could participate in a wide range of enrichment activities, including:

- Book Club
- Cooking Club
- Tutoring
- Crochet Club
- Glee Club
- Sewing Club
- Life Skills Workshops
- Sustainability Workshops
- ACT Prep
- College Readiness / Financial Literacy
- Physical activities such as tumbling, ballet folklorico and badminton

While students were encouraged to attend from 2:15 to 4:45 p.m., many participated from 2:30 to 4:30 p.m. A hot meal was provided after school by the CCSD Food Service Department, with additional snacks often sponsored by UNLV Gear Up and UNR Extension.



## Highlights for the 2025-2026 Year

**Student Participation:** During the 2025–2026 academic year, 441 students from diverse grade levels, backgrounds, and interests registered for the 4-H Afterschool Program. Through four sessions, each offering 8 to 13 activities, students engaged in a wide range of classes—from sewing and badminton 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

**Parent Engagement:** The program hosted four Parent Nights, each featuring guest speakers who shared expertise and resources related to post-secondary opportunities. While the first Parent Night turnout was great, the rest that followed had a moderate attendance, most attendees were students themselves. Topics included:

1. Roots of Success: Show up and Grow
2. ACT Matters: Preparing for College and Career Success
3. College Q&A: First Generation, DACA, and Immigrant Family Support
4. Building Your Future: Skilled Trades and Career Exploration

Two Advisory Board Meetings also brought together staff, administrators, students, and families to discuss class offerings, recruitment strategies, and communication with non-English-speaking parents.

**Closing Ceremony:** The Closing Ceremony was held on May 15, 2026, the day after the program concluded for the year. 12<sup>th</sup> grade students who participated in a minimum of 80 hours of programming, completed the Life Skills workshops, or submitted a project to the Clark County Fair were invited to attend. 9<sup>th</sup>-11<sup>th</sup> graders who were actively involved throughout the year were also invited and recognized for their work.

- Teachers, administrators, partners and volunteers were recognized for their contributions
- Seniors received 4-H graduation cords
- Seniors who completed the Life Skills workshops received 4-H graduation stoles

**Special Opportunities and Participation in Broader 4-H Events:** Throughout the 2025–2026

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:

- **Winter Break Hike:** During winter break, students enjoyed an outdoor adventure that encouraged physical activity, teamwork, and an appreciation for nature. Youth explored local trails in Calico Basin, observed the surrounding desert landscape and wildlife, and strengthened friendships while building confidence through an engaging group hiking experience.
- **Community Service at Pre-Teen Winter Break Camp** - Two senior board members volunteered at the Pre-Teen Winter Break STEAM Camp, where they supported UNR Extension staff by assisting with hands-on workshops, managing check-in, and helping with event logistics. Their leadership and service contributed to a positive and engaging experience for participating youth.
- **Aquaculture America Conference 2026** – Ten students attended the Aquaculture America Conference in Las Vegas, where they explored careers and innovations in engineering, aquaculture, and sustainable ecosystems through interactive exhibits, hands-on demonstrations, and presentations from industry professionals. As part of this unique experience, conference organizers invited the students to a networking reception in a suite at the Paris Hotel, where they enjoyed pizza while engaging in meaningful conversations with university students, Ph.D. researchers, and aquaculture professionals. Students had the opportunity to ask questions, learn about college and career pathways, and gain firsthand insight into careers in STEM and environmental sciences.
- **Spring Break Hike** –In response to the Winter Break hike feedback, we provided older youth with an opportunity to stay engaged during the break while promoting physical activity, wellness, leadership, and connection through an enjoyable day exploring Nevada's natural landscapes at Mount Charleston. They were given transportation from Valley High School to Mt. Charleston and lunch was also provided. This was such a huge hit that students took it upon themselves to organize a Senior Hike.
- **Nevada Afterschool Network Showcase (Las Vegas, NV)** – A statewide event where students and staff shared their program successes and learned from other afterschool initiatives across Nevada. The program coordinator attended the showcase to bring information back to students.
- **The Just One Project Community Service Event** – Students volunteered at The Just One Project warehouse, where they helped organize and distribute food to community members through the food bank. Working together, they sorted food items, assisted

with event logistics, and loaded groceries into vehicles during the drive-through distribution, gaining firsthand experience in community service while supporting families facing food insecurity.

- **Senior Hike** - Nineteen students participated in a day trip to Valley of Fire State Park, where transportation and lunch were provided. During the hike, students explored the park's unique rock formations, viewed ancient petroglyphs, and learned about the cultural and geological history of the land while enjoying Nevada's natural beauty.
- **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, painting and more. Transportation and fee waivers were provided to eliminate financial barriers.
- **Cosmetic Science Pop Up Workshop** – Students participated in a hands-on STEAM workshop where they learned the science behind creating organic lip balm. They followed a simple recipe, selected their own scents and colors, and explored the basic chemistry of natural ingredients while creating a personalized product to take home.

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 2025-2026 academic year, a total of 441 students registered for the 4-H Afterschool Program at Valley High School. On average, 41 students attended daily, with a weekly average of 100 students participating in at least one activity. The program was structured into four sessions, each lasting six to eight weeks. Table 1 summarizes student participation by session. Session 2 had the highest number of participants, while Session 4 had the highest average daily attendance (Table 1).

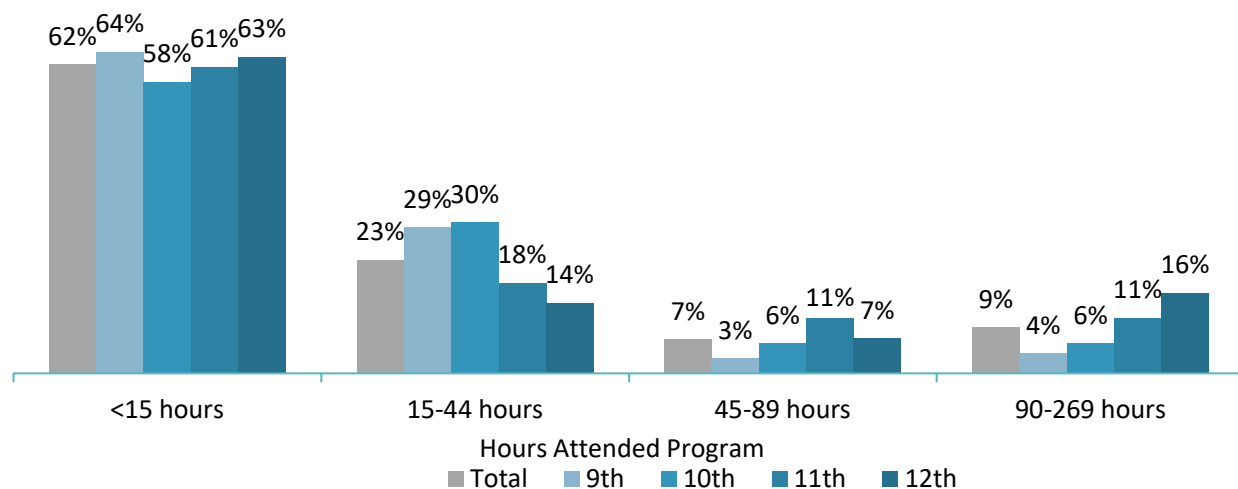
**Table 1. Student Participation by Session**

| Session #                              | # Participants | Average Daily Attendance |
|----------------------------------------|----------------|--------------------------|
| Session 1                              | 239            | 33                       |
| Session 2                              | 261            | 44                       |
| Session 3                              | 187            | 42                       |
| Session 4                              | 235            | 47                       |
| <b>Total Unduplicated Participants</b> | 426            | 41                       |

Demographic and school year program attendance data were reported for 426 students. The average weekly attendance was 100.4 students, and average daily attendance was 41.4. Most participants (87%; n=371) attended the program less than 30 days, while 7% attended 30-59 days. More than half of the students attended the program for less than 15 hours total (Figure 1). Eleventh grade had the greatest number of participants, while 9<sup>th</sup> grade had the least (Figure 2).

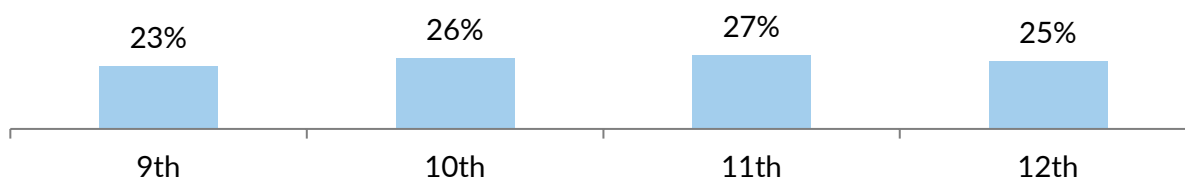
**Figure 1. Program Attendance in Hours by Grade**

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



**Figure 2. Number of Participants by Grade**

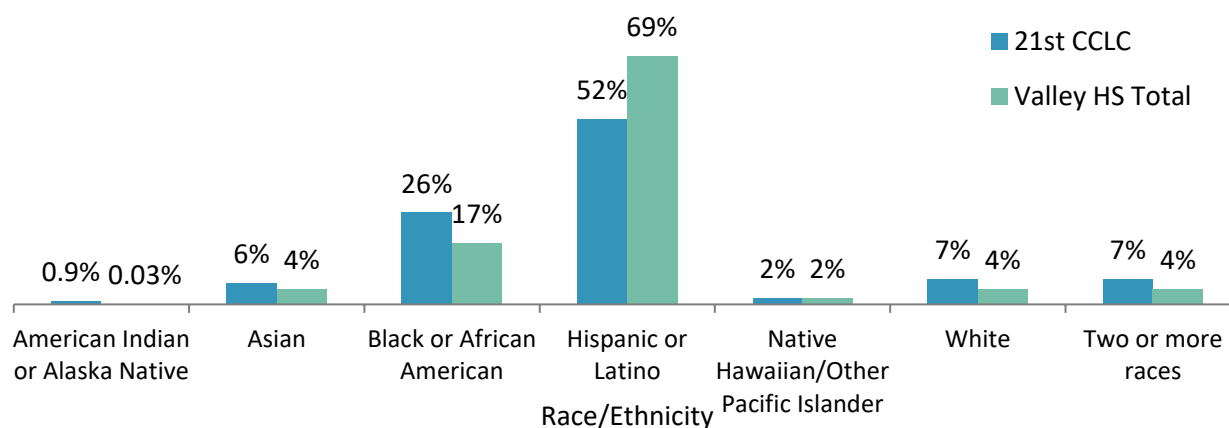
**11th grade had the largest number of participants, but the distribution across the grade levels was similar.**



During the 2025-2026 school year, Valley High School enrolled a total of 2,239 students. Of these, 441 students (representing 19.7% of the student body) participated in the 4-H Afterschool Program. Compared to the school population, a lower proportion of Hispanic students participated in the program (52% of participants compared to 69% of school population; Figure 3). There was a higher proportion of Black/African American students participating in the program compared to the school population, and slightly higher proportions of White, Two or More Races, Asian, and American Indian/Alaska Native students compared to the school population (Figure 3). The two largest race/ethnicities represented in the program were Hispanic/Latino (52%) and Black/African American (26%). Female students represented the majority of participants, accounting for 59% of enrollment, while male students made up 41%.

**Figure 3. Participant Race and Ethnicity**

**52% of program participants were Hispanic or Latino.**



**Figure 4. Percentage of Participants Enrolled in Special Education and with Limited English Proficiency**  
**19% of program participants had Limited English Proficiency.**



### Activity Attendance

Participants were able to choose from a variety of academic and enrichment activities after school. Of the four activities offered, Library Hub had the highest average number of participants attend per session (948), with a daily average attendance of 30 participants (Table 2). The next highest were Cooking and Tumbling, which average daily attendance of 20 and 13, respectively. ACT had an average daily attendance of four. Junior Achievement/Financial Literacy and Tutoring was the least attended, averaging just two students per day. These trends suggest that students gravitated toward programs that offered a mix of academic support and hands-on, social enrichment activities.

**Table 2. Number of Participants by Class**

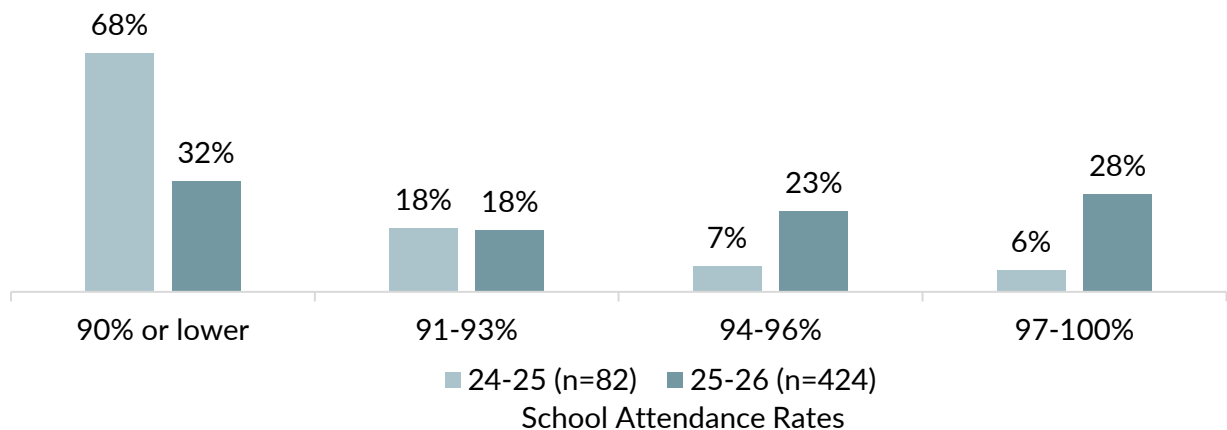
| Type       | Class       | Average Daily Attendance | Average Attendance Per Session |
|------------|-------------|--------------------------|--------------------------------|
| Academic   | Library Hub | 30                       | 948                            |
|            | ACT         | 4                        | 7                              |
| Enrichment | Cooking     | 20                       | 121                            |
|            | Tumbling    | 13                       | 82                             |

## School Attendance and Unweighted GPA

In 25-26, 28% of participants had school attendance rates from 97-100%, which was an increase from 24-25 (Figure 5). In 24-25, 68% of participants had a school attendance rate of 90% or lower. This percentage decreased to 32% in 25-26. Matching IDs were not available from the state data for 24-25 to the school-provided data in 25-26, so the percentage of participants who improved their attendance rate was not available. The majority of participants with unweighted GPA below 3.0 in 24-25 increased their GPA in 25-26 (58%; n=110; Figure 6).

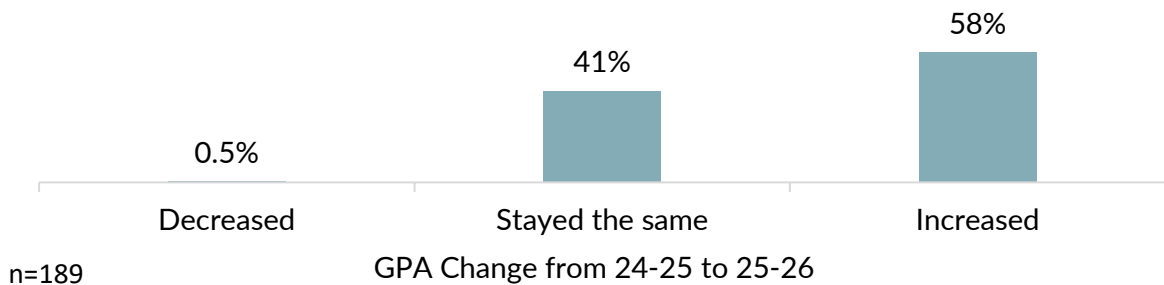
**Figure 5. Participant School Attendance Rates**

The percentage of participants with school attendance rates of 97-100% increased from 24-25 to 25-26.



**Figure 6. Changes in Unweighted GPA from 24-25 to 25-26 for those with unweighted GPA below 3.0 in 24-25**

58% of participants with unweighted GPA below 3.0 in 24-25 increased their GPA in 25-26.



## Teacher Survey Results

Teacher surveys were administered online through Nevada’s AS21 system. The teacher survey used across all the programs in Nevada in 25-26 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 426 students (100% response rate), indicating an excellent response rate. Classroom teachers at Valley High School reported improvement in engagement in learning for 58% of program participants over the school year, while decline was noted for 14% of participants (Figure 7).

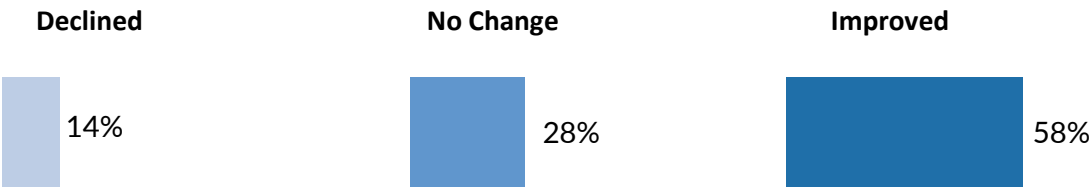
Teacher Survey List of Behavior Indicators

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 7. Student Engagement in Learning (N=426)**

More than half of the program participants improved their engagement in learning over the school year.

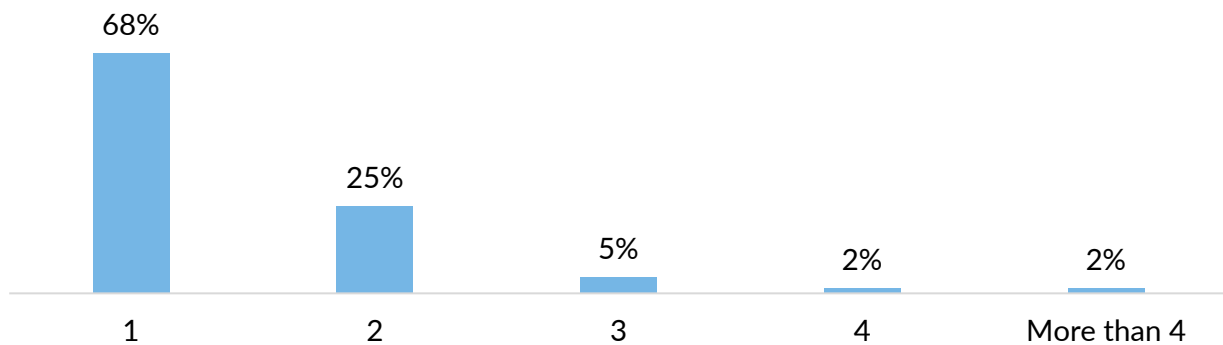


## Parent Survey Results

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

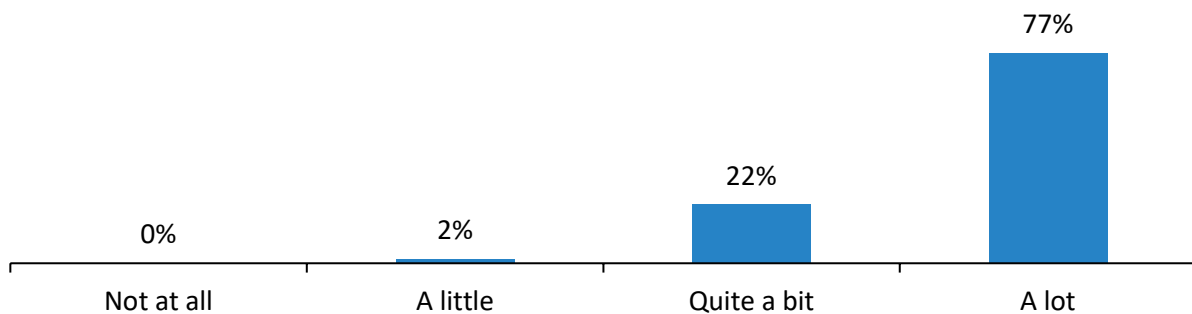
only once, for the child with the most recent birthday. A total of 65 Valley High School parents completed the survey (approximately 16% response rate). This is a very low response rate. Sixty-nine percent of parent respondents completed the survey in English and 31% in Spanish. Parents responded to 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 65 parents who completed the survey, 68% had one child attending the program and 25% had two children attending the program (Figure 8). When asked how much they thought their child liked going to the afterschool program, 99% said they liked it quite a bit or a lot (Figure 9). Most parents (97%) indicated it was somewhat or very likely they would send their child to the program again next year (Figure 10). The highest percentage of parents (77%) indicated their child had improved in their wanting to go to school, but more than half also noted improvements in their child's reading skills, math skills, and behavior at school (Figure 11).

**Figure 8. Number of Children Parents had Enrolled in Program**



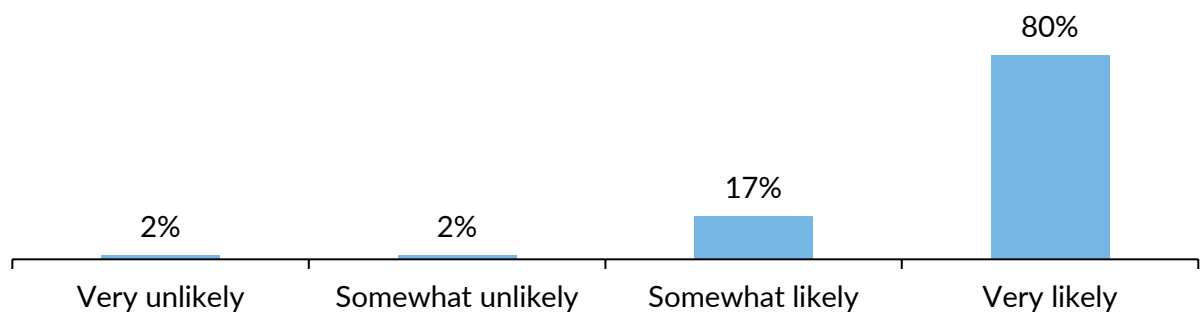
**Figure 9. Parent Opinions about Child's Satisfaction with Program (n=65)**

**99% said their child liked going to the program quite a bit or a lot.**



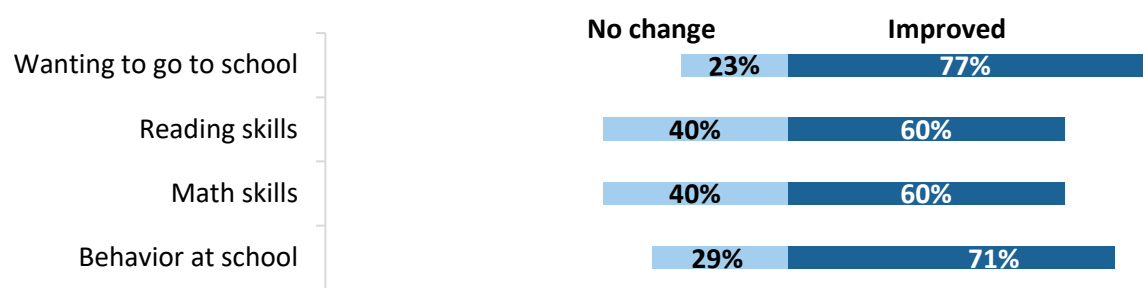
**Figure 10. Likelihood of Parents Sending Child to Program Again (n=65)**

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



**Figure 11. Parent Opinions about Child Changes in Skills and Behavior (n=65)**

The majority of parents noted improvements in their child’s skills and behavior.



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 social-emotional growth and confidence, skill development and exploration of new interests, and academic engagement and school motivation. Frequent responses to suggestions for improvement were expanded activities and enrichment opportunities, program resources, scheduling, family engagement, and accessibility (see complete list of comments in the Appendix).

“The most positive result of my child’s participation in the program has been their increased confidence and personal growth. They have become more comfortable speaking up, trying new things, and working with others. I’ve also noticed improvements in their responsibility and attitude, as they take more initiative and stay motivated. Overall, the program has helped them grow not just academically, but also socially and emotionally.” –Parent

Student Survey Results

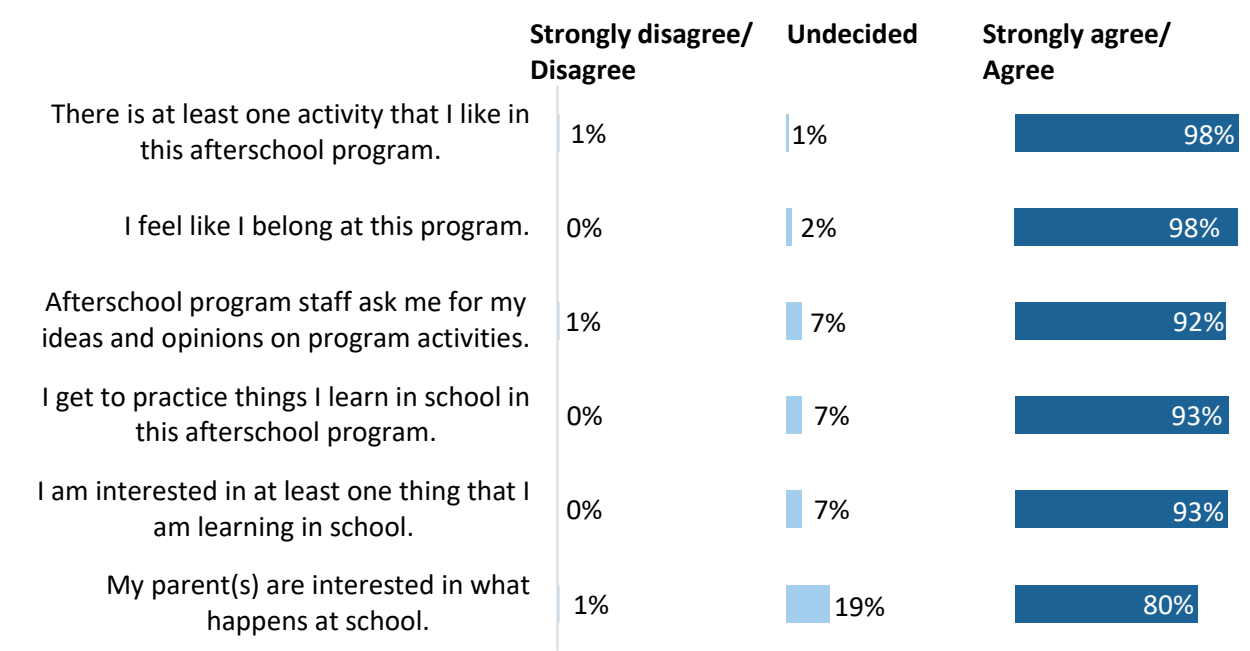
Participants completed a student survey online in January 2026 and spring 2026 which consisted of the 4-H Youth Thriving Survey, as well as six Nevada statewide student questions. The January survey was completed by 94 participants. The spring survey was completed by 287 participants, a 67% response rate.

Nevada 21<sup>st</sup> 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. For January participants, most (98%) agreed or strongly agreed that there was at least one activity that they liked in the program and that they felt like they belonged at the program (Figure 9). Ninety-three percent indicated that they were interested in at least one thing that they were learning in school and got to practice things they learned in school in the program. Most (92%) indicated that afterschool program staff asked for their ideas and opinions on program activities and 80% indicated that their parent(s) were interested in what happened at school.

Figure 12. January 2026 Student State Survey Responses (n=94)

Almost all participants said that there was at least one activity that they liked in the program and that they felt like they belonged at the program.

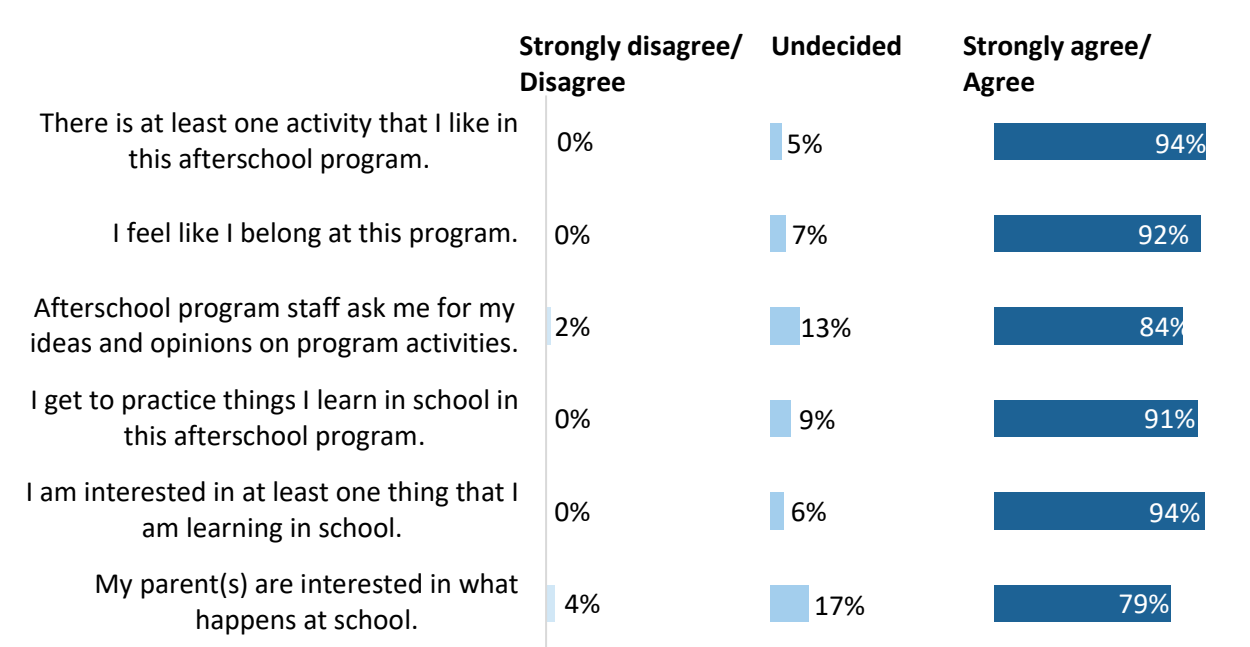


For spring participants, most (94%) agreed or strongly agreed that there was at least one activity that they liked in the program and that they were interested in at least one thing that

they were learning in school (Figure 13). Ninety-two percent indicated that they felt like they belonged at the program, and 91% indicated that they got to practice things they learned in school in the program. Most participants (84%) indicated that afterschool program staff asked for their ideas and opinions on program activities and 79% indicated that their parent(s) were interested in what happened at school. Overall, the level of agreement was slightly lower in spring 2026 than it was in January 2026.

**Figure 13. Spring 2026 Student State Survey Responses (n=283)**

**Most participants said that there was at least one activity that they liked in the program and that they were interested in at least one thing that they were learning in school.**



### 4-H Thriving Youth Survey Items

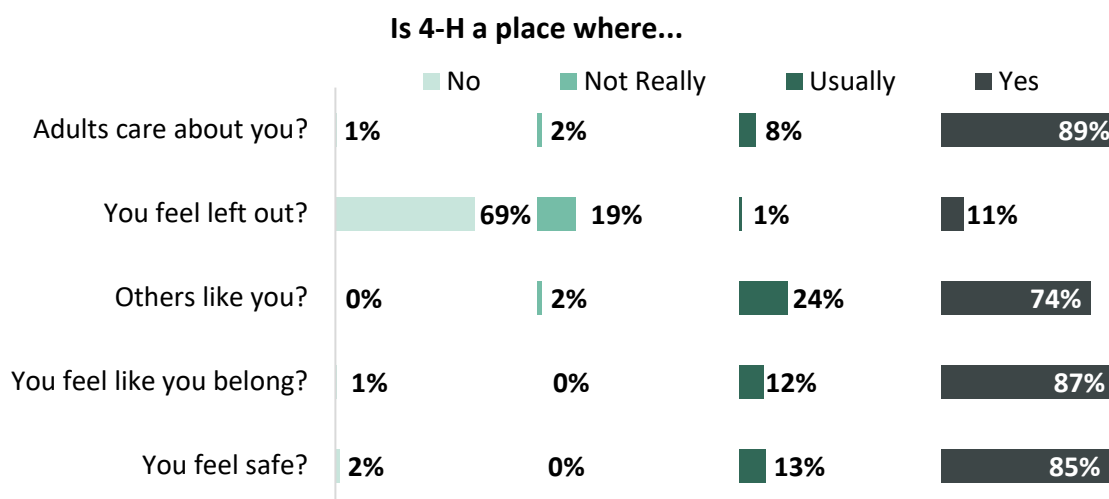
The 4-H Thriving Youth survey items included a series of statements about participants’ opinions about the classes, positive relationships in the program, opportunities for youth voice, choice, and leadership, and problem-solving. Response options consisted of No, Not Really, Usually, and Yes.

In January 2026 most participant responses to the items about relationships with others in the program were positive with 97%-99% answering usually or yes to each positively worded statement and most of the participants (88%) reporting that they did not at all or did not really feel left out (Figure 14). Zero to two percent of participants answered no or not at all on the positively worded statements. Similarly, in spring 2026 most participant responses to the items about relationships with others in the program were positive with 98%-99% answering usually or yes to each positively worded statement and most of the participants (86%) reporting that

they did not at all or did not really feel left out (Figure 15). Zero to two percent of participants answered no or not at all on the positively worded statements.

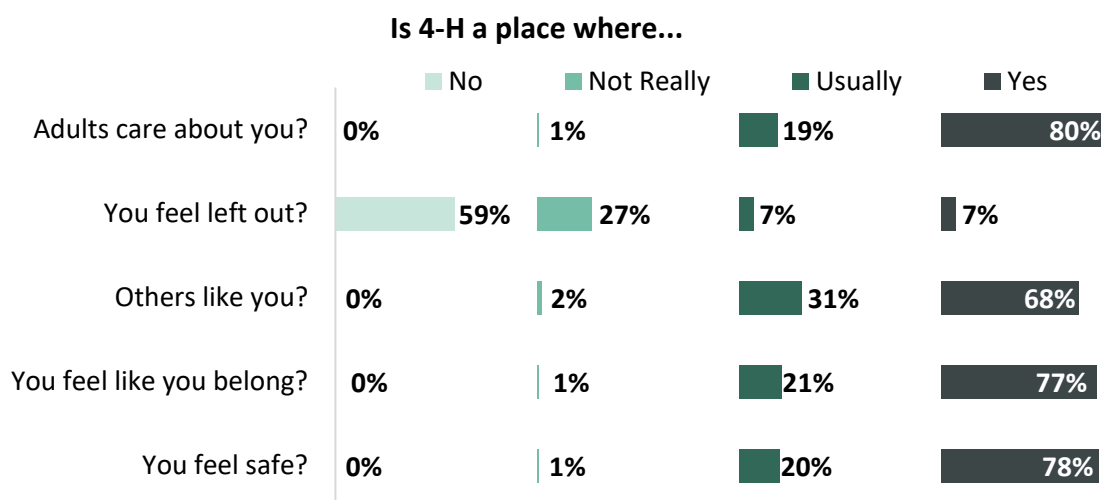
#### Figure 14. January 2026 Positive Relationships (n=91)

Most participants said they felt adults cared about them, they felt like they belonged, they felt safe, and that others liked them in 4-H.



#### Figure 15. Spring 2026 Positive Relationships (n=285)

Most participants said they felt adults cared about them, they felt like they belonged, they felt safe, and that others liked them in 4-H.

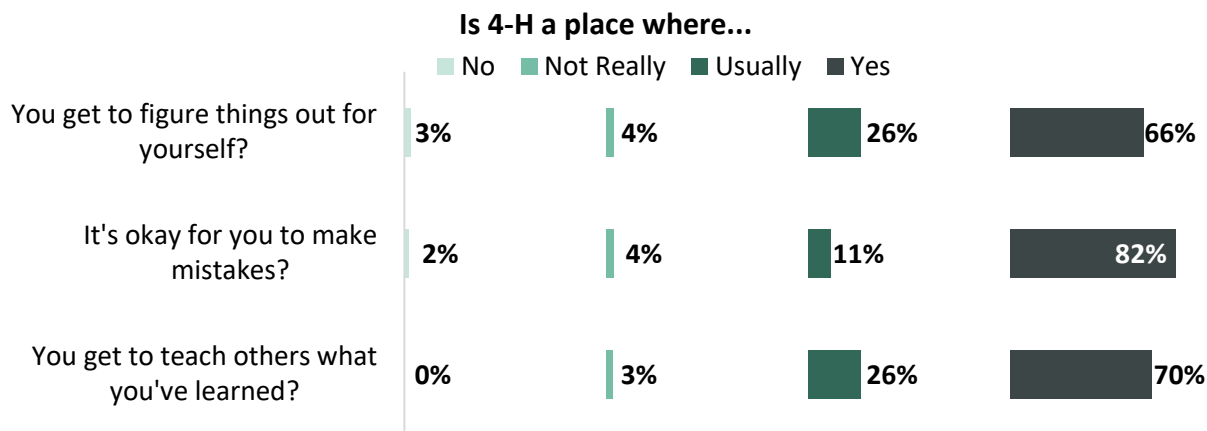


Participant responses indicated consistently positive perceptions of the opportunities 4-H provided to develop problem-solving skills items. In January 2026, 82% of participants reported that 4-H was a place where it was okay to make mistakes, compared with 78% in the spring (Figures 16-17). The percentage responding “Yes” to being able to figure things out for

themselves remained relatively stable. Similarly, 70% of January participants and 69% of spring participants reported that 4-H provided opportunities to teach others what they had learned.

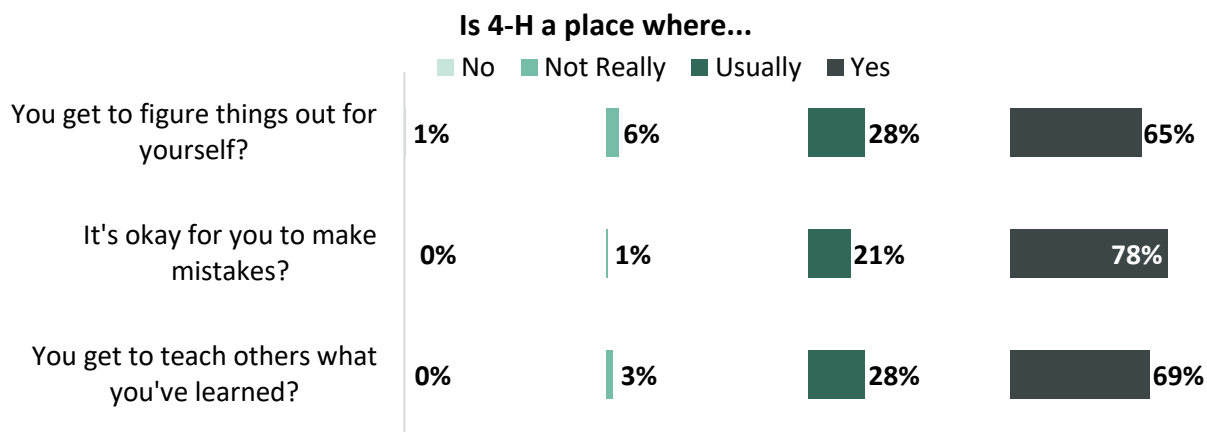
**Figure 16. January 2026 Problem-Solving Skills (n=91)**

**82% of program participants felt that it was okay for them to make mistakes in 4-H.**



**Figure 17. Spring 2026 Problem-Solving Skills (n=285)**

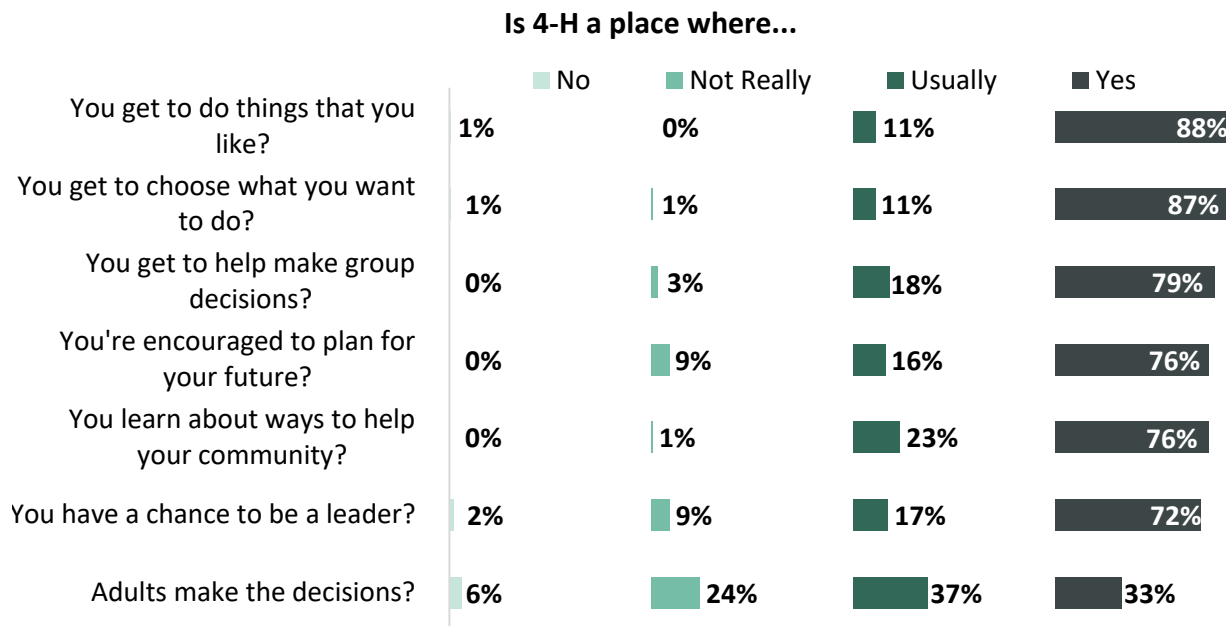
**78% of program participants felt that it was okay for them to make mistakes in 4-H.**



Participants also reported substantial opportunities for voice, choice, and participation in 4-H. In January 2026, 88% of participants responded “Yes” that they were able to do things they liked, 87% said they could choose what they wanted to do, and 79% reported helping make group decisions (Figure 18). In spring 2026, these percentages were 81%, 76%, and 74%, respectively (Figure 19). Despite decreases in the proportion selecting “Yes,” most youth continued to report positive experiences, with many Spring respondents shifting toward the “Usually” response category.

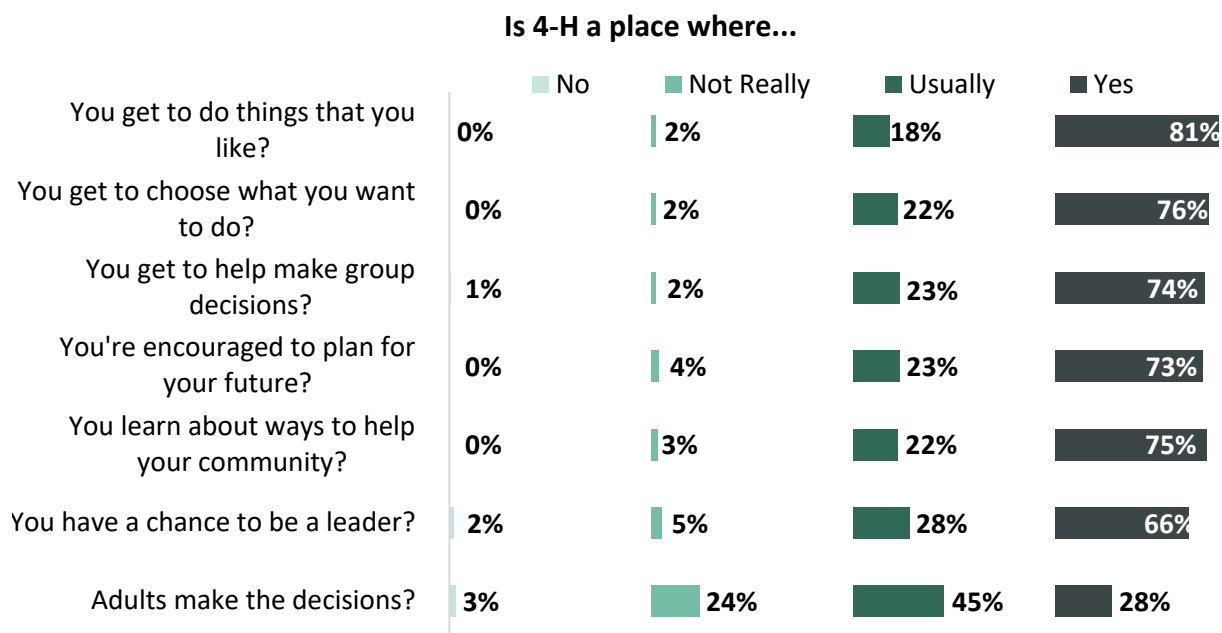
**Figure 18. January 2026 Opportunities for Youth Voice, Choice, and Leadership in 4-H (n=90)**

The majority of youth reported having opportunities for choice and leadership in 4-H.



**Figure 19. Spring 2026 Opportunities for Youth Voice, Choice, and Leadership in 4-H (n=90)**

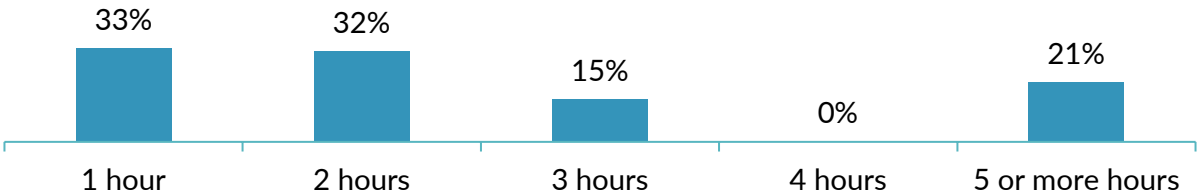
The majority of youth reported having opportunities for voice and choice in 4-H, planning for the future, and helping their community.



In January 2026, the majority of participants indicated they spent two hours or more on 4-H activities each week (Figure 20). This was also true in spring 2026; however, lower percentages participated for three or more hours in the spring (Figure 21).

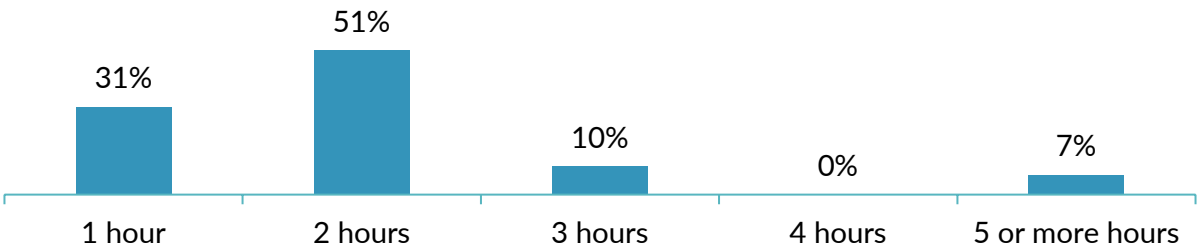
**Figure 20. January 2026 Hours spent on 4-H activities each week (n=88)**

**33% of students indicated they spent one hour on 4-H activities each week.**



**Figure 21. Spring 2026 Hours spent on 4-H activities each week (n=283)**

**51% of students indicated they spent two hours on 4-H activities each week.**



Participants also had the opportunity to write in what they liked most about 4-H. In both January 2026 and spring 2026 frequently mentioned responses included the supportive and caring staff, being with their friends, learning new things and hobbies, the activities and clubs, having a safe and welcoming place to be, and having choices in the activities and being themselves (See complete list of responses in the Appendix).

### What Participants Liked Best

- Crochet
- Being with friends
- Games/Activities
- Glee Club
- Classes/Environment
- Staff
- Sewing
- Badminton
- Cooking Club
- Safe/Welcoming environment

Participants could write what they liked least about 4-H. In both January 2026 and spring 2026 many participants indicated there was nothing they liked least. Some other comments included limited program hours and availability, noisy rooms, insufficient snacks, and wanting more clubs and activities (see complete list of responses in Appendix).

### What Participants Liked Least

- No dislikes
- Program hours being too short
- Loud or overstimulating environment
- Not enough snacks
- Clubs not being available on certain days/wanting more activities

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 pottery/ceramics, baking/cooking, fashion, sports, computer science, history, business, archery, and learning-activities.

### Student Suggestions for Other Topics They Would Like to Learn about

- |                                             |                                        |                                |
|---------------------------------------------|----------------------------------------|--------------------------------|
| • Academic Tutoring/Study Skills            | • Crochet                              | • Leadership and Social Skills |
| • Acting/ Performing Arts                   | • Dance/ Choreography                  | • Life Skills                  |
| • Animals and Wildlife                      | • DIY/Creative Projects                | • Music/Music Theory           |
| • Archery                                   | • Drawing, Painting, and Coloring      | • Photography                  |
| • Arts and Crafts                           | • Driving and Driver's Education       | • Pottery and Ceramics         |
| • Badminton                                 | • Financial Literacy/Money Management  | • Robotics/3D Printing/STEAM   |
| • Baking/Dessert Making                     | • Foreign Languages/ASL                | • Sewing/Fashion Sewing        |
| • Ballet Folklorico and Cultural Dance      | • Gaming                               | • Sports/Physical Activities   |
| • Business/ Entrepreneurship                | • Gardening/ Environment/ Conservation | • Time and Task Management     |
| • Career Readiness/ Interview Skills        | • Hiking/Outdoor Recreation            | • Tumbling/Gymnastics          |
| • College and Career Preparation            | • History/Politics/ Law/Current Issues |                                |
| • Computer Science, Coding, and Programming |                                        |                                |
| • Cooking/Culinary Skills                   |                                        |                                |
| • Cosmetology, Makeup, and Hairstyling      |                                        |                                |

## 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.
- **Student Voice**  
Student voice emerged as a key strength of the program, with intentional efforts to elevate youth input in shaping activities and experiences. This was especially evident in the increased turnout for hikes and community service opportunities and in cooking

club, where student interest and feedback directly influenced programming. By responding to what students wanted to participate in, the program strengthened engagement, ownership, and overall participation.

- **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, Multi-Cultural Night, 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.

## Challenges and Weaknesses

- **Registration**  
Confusion among returning students who assumed/expected automatic re-enrollment, lowered registrations. Furthermore, teachers, students, and families may not have fully understood the registration process, resulting in incomplete data. The program's true impact was likely underrepresented as some 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 fifth year included recruitment and enrollment, programming, fiscal compliance, professional development, and parent and student survey administration.

### **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.

**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

### **Parent and Student Survey Administration**

- 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.

## **Conclusion**

In its fifth year, the 4-H 21<sup>st</sup> CCLC program at Valley High was successful implementing a variety of academic and enrichment classes. 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. A main challenge for the program was recruitment and attendance.

The 2025–2026 4-H Afterschool Program at Valley High School demonstrated strong engagement, meaningful partnerships, and a commitment to student and family development. Several key trends emerged over the course of the year:

### **Participation and Engagement**

- A total of 441 students registered, representing 19.7% of the school’s population.
- The program maintained an average daily attendance of 41 students, with 100 students participating weekly.
- The most popular offerings—Library Hub, Cooking, and Tumbling—highlighted students’ preference for hands-on, social, and supportive environments.

### **Program Strengths**

- The program provided a safe, structured, environment after school, with access to academic support, enrichment classes, and meals.
- Teacher compensation, budget support, and strong community partnerships contributed to program quality and success.
- The 4-H Coordinator’s active presence at school events helped build trust and visibility.

### **Family and Community Involvement**

- Four Parent Nights and two Advisory Board Meetings fostered family engagement and community feedback.
- Families expressed appreciation for sessions that provided tools to support their child’s academic success, including ACT preparation, guidance on how immigrant families can engage with higher education, and information about pathways into trades and apprenticeship programs.
- Students and staff participated in statewide 4-H and Nevada Afterschool Network events, expanding their learning beyond the classroom.

### **Challenges and Areas for Growth**

- Registration and attendance tracking remained persistent challenges, limiting the accuracy of participation data.
- Recruitment efforts, while broad, did not always yield high turnout for specific events or classes.
- Budget adjustments required creative staffing solutions and added administrative complexity.

### **Looking Ahead**

The program is well-positioned for continued success. Recommendations for the future include:

- Streamlining registration and attendance systems

- Continue expanding student voice in programming decisions
- Enhancing parent outreach with bilingual materials
- Strengthening staff training and data collection practices

As the current grant cycle comes to a close, the 4-H Afterschool Program has demonstrated the meaningful impact that high-quality afterschool programming can have on student success and well-being. Through strong partnerships with school leadership, community organizations, families, and dedicated staff, the program has provided valuable opportunities for academic enrichment, leadership development, career exploration, and positive youth engagement. UNR Extension hopes that this work will continue beyond the current funding cycle, ensuring that Valley High School students have ongoing access to the safe, supportive, and enriching experiences that have contributed to the program's success.

## References

1. Nevada Department of Education. *21st Century Community Learning Centers*. Retrieved from <https://doe.nv.gov/offices/office-of-student-and-school-supports/21stcentury-community-learning-centers>
2. Nevada Department of Education. *Notice of Funding Opportunity – Title IV, Part B: Nita M. Lowey 21st CCLC Cohort 8*. Retrieved from <https://doe.nv.gov/grants/notice-of-funding-opportunity-title-iv-b-nita-m.-lowey-21st-century-community-learning-centers-cohort-8>
3. Clark County School District. *21st Century Community Learning Centers Grant Program*. Retrieved from <https://newsroom.ccsd.net/21st-century-community-learning-centers-grant-program-2/>
4. Transact. *2026 Attendance Summary Report*.
5. Public School Review. *Valley High School Profile*. Retrieved from <https://www.publicschoolreview.com/valley-high-school-profile/89169>
6. Clark County School District. *District Data*. Retrieved from <https://ccsd.net/district/data/>
7. Clark County School District. *Food Service – Supper Program*. Retrieved from <https://www.ccsd.net/programs/national-school-lunch-program>
8. University of Nevada, Reno Extension. *Clark County 4-H – Vegas Program*. Retrieved from <https://extension.unr.edu/4h/clark-vegas.aspx>
9. National 4-H Council. Retrieved from <https://4-h.org/>

## Appendix

### Parent Survey Open-Ended Responses

**Please describe what has been the most positive result of your child's participation in the program. (N=61)**

- A lot of positive learn in new skills like sewing
- I am thankful that my children have a place to go after school if I have to pick them up late. I would like them to be more engaged.
- Becoming more social
- Being able not to panic out of anxiety
- Being able to learn a new skill and meet new people
- Being more social
- Confidence in themselves and a greater sense of responsibility
- Creativity
- She is more motivated to attend school and stay after school.
- I feel that she has made more friends and has gotten engaged more.
- Feels more confident.
- Thank you for always engaging. He has had more motivation in school and patience with his little sister.
- Grades
- They have gotten better grades.
- Has become more creative and inspired.
- He been more positive
- He has a place to decompress after school and play board games like uno and chess. He highly enjoys cooking club.
- He has been more confident in the kitchen helping me cook and even made a pico de gallo at home that he learned how to make in cooking club
- He really likes to go on trips and likes socializing more
- Her happiness
- His motivation for school has increased
- I feel like she is better at supporting her younger siblings through school work and difficulties through the skills she has learned from afterschool activities.
- I have noticed an improvement in their behaviors.
- Improved grades
- Interested in learning more
- It was nice to know my child was able to enjoy a hiking day and learn about petroglyphs.
- Knowing my sons have a safe space where they can do homework and relax before heading to basketball practice.
- My daughter's grades have improved.
- My daughter started a small sewing business thanks to the program.

- My son was thrilled to go on the hikes.
- My son always asked me to participate in the events. Thank you for inviting him. He enjoyed it a lot.
- My son has more initiative in getting ahead. I know that he has a leadership position within the program and I am very happy to know that he is not only helping his classmates but also that they are being given a space to be leaders.
- More extroverted
- More social
- My child has been engaging a lot with others and feels more confident.
- My child has gone out and made lots of new friends which she stays after school to spend time with.
- My child has mentioned to me throughout the year that they highly enjoy tumbling and how much they were enjoying after school and involving themselves.
- My child learned new things
- My child [Student] has tried lots of new things and my son [Student] has met lots of new friends because of the program.
- My children have found a new love for hobbies like crochet and cooking and we have noticed our youngest is more social.
- My son has been more interactive at school
- N/A
- New friends
- Seeing that they are learning new skills and are able to come home and teach their younger siblings.
- She enjoyed her time more afterschool
- She enjoys the program enough to stay after school for the activities and help they have to offer her.
- She has been a lot more active not only physically but also academically ensuring that her grades stay up so she can keep participating in cheer
- She has been sick lately and catching up on credits! She always had participated too.
- she learned how to crochet and made more friends and became more social with all the other kids, and it gives her something to look forward to every week
- She always tells me that she loves the cooking class. And I thank you because she always comes home with a full stomach.
- Thank you for providing afterschool tutoring. Although my sons grades didn't go up drastically, he was a lot more motivated to go to school.
- The most positive result of my child's participation in the program has been their increased confidence and personal growth. They have become more comfortable speaking up, trying new things, and working with others. I've also noticed improvements in their responsibility and attitude, as they take more initiative and stay motivated. Overall, the program has helped them grow not just academically, but also socially and emotionally.
- Their grades have improved
- They have been getting assignments turned in and improving their grades

- They have been more social
- They have improved their practical skills.
- A safe place for my daughter to spend time with her friends and her boyfriend.
- Seeing that my daughter is coming out of her shell in order to try new hobbies.
- We have had more things to talk about ever since she joined crochet club and it's nice to see she is interested in a hobby.
- Within this program they have done more of their work turned in and has obtained fun and new learning experience with a new community.

**What, if any, suggestions do you have to improve the program? (N=54)**

- Asl classes
- Better school route for them to get home not so late
- Camps during vacation breaks for teens
- Cooking classes during the whole year
- Continue as it is.
- Doing good as it is
- The 4-H program at Valley High School in the next year
- Have a night where parents can come and practice the different hobbies with the kids and teachers.
- I don't have any suggestions; the program is perfect.
- I have no suggestions that come to mind.
- I have no suggestions.
- I have none (2)
- It's amazing and super positive
- Keep Ms. Diaz
- The hours of 2:15 p.m. to 4:45 p.m. were more convenient for me.
- I would like it if they had more trips like those.
- Make it longer.
- More food for the students.
- More days of continuous service
- More fruit that they can eat during the program.
- Maybe we should start a snack fund for there to be some snacks for the kids sometimes since they do stay after school. I think this would be beneficial.
- Increased outreach to attract more students.
- More activities
- More activities and or new categories.
- More clubs on Thursdays and in general. It's a great program and more clubs will be good for my child's extracurriculars!!
- More cooking club days
- More funding for more crafty activities to engage the students in. Ms. Diaz brings a lot of amazing ideas to the students when it comes to craft projects and could use more funding to have more supplies for more students.

- More snacks for the kids
- n/a (10)
- Nothing (2)
- No suggestions
- No suggestions the program is amazing I wish more schools and parents can experience 4-H
- None
- None it's really good
- Nothing, my children really enjoy the program.
- One suggestion to improve the program would be to offer more hands-on and interactive activities, as these seem to keep students more engaged and help them learn better. It could also be helpful to provide more frequent updates to parents about their child's progress, so families can stay involved and support learning at home. Additionally, creating more opportunities for students to give feedback about the program could help make it even more effective and responsive to their needs.
- Probably longer sessions
- Stay on the right schedule.
- Have more events outside of the school.

## Student Survey Open-Ended Responses

### January 2026: What did you like best about 4-H? (N=82)

- Actives down with others.
- Being Able to do something I like
- Being able to sit and do nothing
- being able to work on my homework
- Crochet
- Everything (4)
- Free time after school with my friends
- Glee Club
- hanging out with friends
- Happiness
- Having a place to hang out
- Having a space to come hangout with friends
- How everyone is a community
- How many activities are available
- How they let us choose what we want to do
- How welcoming they are when you walk in and there's so much stuff to do.
- I dance with friends
- I enjoy participating in their badminton program.
- I get to do activities
- I get to hang out with my friends in a safe place.

- I have fun in it
- I just get to hang out after school when I'm bored
- I like being able to come to a safe space and just hang out and do activities
- I like crochet club due to my liking of crocheting and feeling invited to be able to crochet in 4-H with other multiple clubs.
- I like how I get to socialize with new people, who have similar interests as me!
- I like how it's chill
- I like how Ms. Diaz cares about us and how I like the peaceful atmosphere in the library.
- I like learning how to do different hobbies.
- I like playing games
- I like that 4-B is a place I can be myself.
- I like that I get to express myself
- I like the chill vibe it gives me
- I like the opportunities 4H gives you.
- I love how everyone is so kind and you learn something
- I love the company here everyone is so nice.
- Idk
- It helps calms me down after a long day of school.
- It's a place I can relax afterschool before walking home.
- It's chill
- It's fun (2)
- It's fun to hangout in
- Its freedom
- Its openness and wide availability
- learning new things
- My friend
- Our advisor because she's really sweet and the people
- Play and go to school
- Safe space for me to be myself
- Sewing
- Sleep
- Spending time after school
- That I can stay a little bit longer at school.
- That I have fun activities
- That we can be ourselves
- The activities (2)
- The clubs (2)
- The community
- The connections I gained.
- The friends I made here and the fact it's calm and many things to do
- The instructor, friends, and activities
- The kind people and lots to do

- The libhub
- The people (8)
- The people and actives
- The poker
- The read
- the space
- The staff
- The thing I like the most is the open-minded space.

**Spring 2026: What did you like best about 4-H? (N=269)**

- A lot of interesting clubs to attend and find hobbies.
- Allows us to have fun.
- Badminton
- Badminton Club, it's really fun, I love the sport!
- Badminton program
- Being able to be here
- being able to chill
- Being able to chill and ask questions
- Being able to do after school work
- Being able to do stuff
- being able to finish my assignments and learning new things
- Being able to have a place to stay afterschool and talk with friends
- being able to have fun and play with my teammates and friends.
- Being able to just hang out
- Being able to stay afterschool and hang out or just finish homework
- Being able to talk to people with shared interest
- Being there.
- Being with friends
- Being with my friends
- being with the girls and making great memories
- Book club!!
- Calm and welcoming
- Chill place to hang
- chilling
- Chilling
- community
- Community
- How we share
- Cooking
- Cooking Club (4)
- Cooking different foods every week!
- Dancing (2)

- Doing the hobbies I like.
- Enjoying the company and community
- Everybody in here was welcoming
- Everything. the people
- Everything (10)
- feeling belonged
- Flexible Schedule
- Folklorico
- Free play library
- free space to do work
- Friends (2)
- Friends I made
- Getting the opportunity to be creative and work with others.
- Getting to learn new things
- Gives kids a place to stay when they feel like doing something
- going to school
- got to hang out
- Hanging out with friends
- Hanging out.
- Hanging with friends
- Helped me study for my exams
- how everyone laughed
- How friendly everybody is.
- How I can be myself
- How I can relax
- How it was a calm place to be
- How Ms. Diaz helped me with my college essay.
- How nice they are
- how open and receiving they are to anything you need help in
- How stress-free and laidback the environment is
- How the staff is chill
- How they create an after school program where students get to hang out and get their stuff done.
- How they have different activities
- How we get to learning new things everything.
- I can spend time with my friends
- I do not know (2)
- I enjoyed the time spend and how peaceful it was
- I get to communicate with others
- I get to communicate with people that have the same interests as me
- I get to do my handstand.
- I HELPS ME LEARN NEW THINGS
- I learn new things Tumbling tricks.

- I like being able to do different things
- I like being able to spend time with my friends and being able to have different activities to do with them.
- I like cooking club
- I like cooking the most in 4-H
- I like how everyone is able to express themselves.
- I like how calm and tgo themselves many of the people were
- I like how friendly and understanding staff is.
- I like how there are many classes
- I like how we learned how to cook different foods
- I like how welcoming the staff are
- I like most how I can do what I love (cooking)
- I like Ms. Diaz and just having a place to hang out with friends.
- I like my program of ballet folklórico.
- I like that I can have a place to wind down and relax with friends after school.
- I like that Its easy to communicate with other students and find common interests
- I like that you feel you belong to the club. It's very comforting and keeps me engaged in the club.
- I like the attention of the teachers
- I like the friends I made along the way.
- I like the inclusivity, the chance to get help on homework or anything we need, and the activities they have available to students.
- I like the students
- I liked how they taught us how to write a resume
- I liked meeting new people.
- I liked that 4-H was a place I came to chill and be away from stress.
- I liked that I had the chance tumble and help others with different skills.
- I liked the activities
- I like everything.
- I love Miss Diaz and I love doing crochet and I love cooking club cause I get to eat food, and I also like talking to my friends.
- I love the activity's
- I love the library.
- I mainly enjoyed the life skills class it was creative and I got to learn new stuffs.
- I really enjoyed socializing with many great people!
- I was able to be with my friends before we went to our practice.
- I was able to chill in the library with my friends.
- ldk (5)
- I'm barely joining but the activities.
- Interacting with others
- It gives me a chance to study.
- It is a calm place to sit back and do your work.
- It let me catch up on my school work

- It offers a place to just hangout.
- It provides a safe quiet space for me to be after school
- it takes me away from home
- It was a place I got stay afterschool and work on my skills.
- It was a place to chill and learn new things after-school
- It was quiet
- It's free
- It's fun
- It's fun and also gave me something to do while waiting for my parents.
- It's a fun place where I can hang out with friends and do school work.
- It's a low stress environment
- it's chill
- It's cool
- It's peaceful place
- It's please open when I have to stay after school
- It's quite
- It's a nice space.
- Its ability to gather and group people together.
- Its flexibility in my schedule and fun engaging activities.
- It's fun.
- Its vast array of options for fun or resources
- just being able to do stuff with my friends that didn't restrict us whilst also being able to learn
- Learning and experience new things
- Learning different stuff and getting to know other people.
- LIBARAY hub
- library
- Library Hub
- library hub gave me a place to study/focus and finish work I was able to get to at home.
- meeting new people
- Ms. Diaz
- Mrs. Diaz
- Ms. Daiz she da goat give her a promotion.
- Ms. Diaz was really nice.
- Ms. Diaz
- Ms. Diaz is always kind and nice
- N/A
- New
- nose
- Not going home
- Not in it
- nothing

- Nothing
- Nothing, I am neutral.
- Opportunity and help
- peaceful
- play ball
- Playing Badminton Club
- playing Uno or going to cooking club
- Relaxing
- Relaxing after work
- sitting here
- Sitting here
- studying
- Talk with friends
- Team work
- That I make friends
- The ability to participate in something after school
- The acceptance of the people
- The activities (10)
- the activities and the people
- The activities and the people
- the afterschool inclusion and the opportunities
- The amount of activities offered.
- The amount of activities to do to express yourself.
- the chairs to sit on
- The clubs (2)
- the communication
- The community (5)
- The consistency of the staff
- The different opportunities it has
- The diversity.
- The environment
- the environment and the people
- The events
- The food
- The food and the time alone
- The friends
- The great moments with friend's around helping
- The hangout spot
- The happy and healthy environment.
- The instructor. She's really nice and enjoyable to be around.
- The kids in after school
- the library hub.
- The mood

- The most I liked about 4-H is our new instructor, Ms. Diaz who gave me and our members a ton of opportunities from submitting art pieces to the Clark County fair, and going on hiking trips such as valley of fire.
- The new things that I learn each week
- The opportunities it gives
- The people (8)
- The people and activities
- The people and learning experience
- The people are great
- The people involved.
- The programs they offer
- The staff and how. Nice they are
- the teachers
- The teachers
- The teachers that have been nice to me
- The teaching they get
- The things you can finish and do in here
- The vary of activities to do and a place to chill after school
- the vibe
- The way we can get together as a group and work together to be our best selves.
- Their activities
- There's a lot of options for after school activities.
- Time to enjoy myself
- Everything
- Trying new things
- Tumbling
- Tutoring Help
- Unsure
- We can be creative in 4-H.
- We get to be here for free.
- We learn new things
- What I liked most about 4-H is how welcoming they are and care for each and every student.
- you could stay after school.
- You could stay afterschool with friends

**January 2026: What did you like least about 4-H? (N=81)**

- All the people that be too loud
- Don't know
- Financial literacy
- How less hours we get to be in 4-H
- How short the hours can be I wish it was longer

- I don't know
- I least like how soon it ends!
- I least like nothing.
- I like everything
- I like it all
- I love 4-H
- I think the least thing I don't like is that it closes earlier than my mom can get here.
- I'm not a huge people person and sometimes it can be loud.
- I'm not sure.
- Idk (3)
- Idk yet
- I'm busy so I can barely participate in many things because it only lasts until 3:30, which is my own issue because my other activities don't end until late 5-8pm.
- It gets loud
- It often gets loud and there's other kids who are VERY obnoxious
- N/A (4)
- No snack no water
- Noise
- Not being here at first
- Not enough snacks
- Not having more time
- Not having more time after school
- Not sure
- Nothing (25)
- Nothing everything is perfect
- Nothing everything it's the best
- Nothing I dislike about it
- Nothing really (5)
- Nothing so far
- Some other 4H students annoy me
- Some people don't genuinely care about 4-H
- Some people's attitudes
- Sometimes, too many people come in, and they're annoying
- The lack of food :((
- the people
- the time
- the work
- There is nothing that I like the least about 4-H. 4-H is very open to me and being able to feel included.
- There aren't any snacks provided.
- Thread
- We need more snacks
- When it's not here and I have to go home

- When they don't play music
- Wish more snacks were provided

**Spring 2026: What did you like least about 4-H? (N=266)**

- 4-h was actually very pleasant to me
- A lot of the students were rude.
- all the stretching.
- any
- Badminton
- Classes not available on certain days
- Didn't go a lot
- Everything was good
- Everything.
- Friends not being there
- Getting hurt in tumbling
- Getting to talk to people even though I was shy.
- Glee club
- Going home
- Great nothing cause I love everything and I love having fun.
- Having to sign in
- How fewer people know about the opportunities in 4-H
- How much time we have. I think it should longer
- How short it is
- How short it was
- I can't think of anything negative that I dislike to be honest.
- I didn't do a lot so I don't know
- I didn't go a lot
- I dislike how it's not more frequently.
- I disliked I didn't spend even MORE time in 4-H!
- I don't know (5)
- I don't like knowing that it might not be a thing next year
- I don't have any dislikes
- I don't really have any complaints
- I don't really have anything that I least like I like everything about it
- I don't really know probably the time cut that was just made
- I don't have something to dislike.
- I don't know.
- I don't really have anything I didn't like about this program.
- I enjoyed it
- I gotta sign in a lot.
- I had no problem with anything
- I just never came often

- I like badminton the least because I got hit in the eye with the birdie
- I like everything about the program.
- I liked everything
- I liked everything about 4-H.
- I liked it all equally
- I love everything there's nothing I don't like
- I personally have no notes.
- I went home early that's why I didn't spend it that much
- I wish they had more funding for us to do more activities
- I'm not sure (3)
- I'm not sure, there wasn't anything bad about 4-H.
- I dk (8)
- I'm barely joining so I don't know.
- It being after school
- it can be boring sometime
- It sometimes gets loud
- It was only one day each week compared to other clubs
- It's after school
- Its awareness to other students in joining.
- Its only after school
- It's too short and too early, I am so busy until late that I miss many chances.
- Low amounts of people
- mainly only seniors
- math
- Maybe that since it was afterschool it could be a bit tiring but either way there was nothing I really disliked.
- I liked everything.
- Most of the time I didn't know what to do so I didn't come.
- My ex being in here
- N/A (14)
- nada
- need more clubs
- New
- I'm not sure.
- no snacks
- none
- nose
- Not being able to do activities on my own schedule (?)
- Not being able to make it cause I was busy.
- Not being longer!
- Not being there enough
- Not enough snacks
- not getting my cord

- Not in it
- Not many people I know Join
- Not much to do tbh
- Not really
- Not sure
- Nothing (76)
- Nothing bad
- nothing everything was great
- nothing for real
- Nothing I like the program
- nothing I liked everything.
- Nothing I liked everything about it
- Nothing it's great
- nothing least I like about 4-H.
- Nothing really (6)
- nothing to be honest it was all great
- Nothing to be honest it was all great
- Nothing, I am neutral
- Nothing!
- Nothing. (3)
- nun really
- Only during school years
- Other students are loud sometimes
- People
- Really nothing
- Short hours
- some of the unrealistic rules
- Some people
- Some programs are short
- Some students
- Sometime it can take time
- Sometimes I can't stay for 4-H and that sucks.
- Sometimes it can loud and overstimulating because of a lot of people being in here.
- sometimes it's not open.
- sometimes when the library is noisy
- Staying after school
- Staying longer after school
- Stressful
- teachers give
- That clubs ended early sometimes
- That I have to leave at 4
- That it's closed sometimes
- That it's only 1-2 hours

- That the afterschool hours were cut short.
- That there isn't lunch in there.
- that there are not more activities
- that it's not all day
- The competitiveness
- The fact they're trying to take it away at our school 😞 😞 😞
- the games
- The least that I liked about 4-H is the amount of funding that we are receiving since that means less clubs in our afterschool program are less likely to be put in place with such low funding.
- The long question it asks in the beginning.
- The loud environment
- The money restraints
- the opening
- The participation rate
- The people
- The specific time it's at.
- The time limit
- the work
- There is nothing that I dislike about 4-H
- There is nothing to not like
- There wasn't anything I didn't like.
- There wasn't nothing that I least liked about 4-H.
- There wasn't anything I didn't like.
- There's not much to dislike about it
- there's not much I don't like about 4-H I feel like you are giving many opportunities to do things like crafts are just talking to people
- There's nothing I don't like about 4-H to be honest.
- I liked everything.
- Too many people not really much jobs
- too short
- Unsure
- waits
- What I liked least was that I couldn't spend more time in it.
- when it ends
- when my friends wouldn't go
- Wish it was during school hours since I can't really stay school

**January 2026: What other topics/activities would you like to learn about in the future?  
(N=82)**

- Acting
- Air soft guns

- Air-soft guns
- Another activity I would like to do is cross-stitching.
- Anything (2)
- baking
- Baking
- Ceramics
- Cooking (5)
- Cooking club
- Different languages
- Drawing
- Employability
- Everything
- Everything bro
- Fashion designing
- Fun things
- Game day
- Gaming
- Getting into debate would've been interesting.
- HOSA
- How to be more like van graves
- how to cook!!
- How to drive.
- How to learn German or other languages
- I am good with the topics/activities I have in 4-H.
- I don't know (3)
- I go with the flow
- I think 3D printing
- I would like to learn how to bake.
- I'd like to bring cooking back
- I'm not sure (5)
- I'm okay with learning anything
- Idk (4)
- Idk honestly
- Journaling
- Keep doing Ballet Folklorico
- Life
- Make ceramics
- Math
- Maybe more cooking classes.
- Mechanics
- More Folklorico Dances
- Music Theory
- N/A (2)

- Not sure (3)
- Nothing (2)
- Nothing; The current activities are fine as is
- photography
- Pottery
- Pumkin
- Puppet
- Reading
- Sewing (3)
- Something I would like to learn is maybe pottery.
- STEAM
- Time management skills
- Tutoring for Math, and Science, and other Stem Subjects.
- Unsure
- Whatever is offered
- Who to cook
- Yes.

**Spring 2026: What other topics/activities would you like to learn about in the future?  
(N=265)**

- I don't know.
- 67
- Abortion rights, conspiracy theories
- About everything I'd like to learn is already here
- African American History
- All of things
- All the topics/activates were enough
- Any art or group activities.
- Any type of sporting activities
- Anything (3)
- Anything about the environment
- Archery (2)
- Art club and probably Perler beads club.
- Art or cooking
- Asl Learning
- Badminton (2)
- Badminton and cooking club.
- Baking (8)
- Basketball
- Being able to do more things that comes my way
- Book writing
- Business.

- college application and search
- coloring
- Computer science
- Cooking (12)
- cooking, cosmetology
- Cooking class maybe
- cooking club
- Cooking Club
- Crafting
- Crochet (8)
- Culinary
- Dance (2)
- Desserts
- Different activities
- different stuff
- don't plan being here
- Electrical work (TRUST)
- esports
- everything (3)
- Fashion Sewing?
- Finance
- Food
- Football (2)
- French
- Games (3)
- Glee or chess
- Gymnastics
- gymnastics, if that is possible.
- Hiking
- History (2)
- Hobbies or Chinese mythology
- Hopefully they will start more music appreciated clubs
- How to bake
- How to code (2)
- How to cook
- How to do makeup
- how to drive
- How to handle interviews.
- How to make a business
- How to make money
- how to stretch more
- How we can save the community like mother nature or other things
- I already learned everything

- I don't know (6)
- I don't know to be honest
- I feel like Maria I and folklorico.
- I have no clue tbh
- I have no idea
- I know we have cooking club but maybe a baking club.
- I like 4-H as it is.
- I think a drivers class would be useful!
- I think their doing good
- I wanna see like cosmetology/ makeup stuff.
- I won't be here next year
- I won't be here to learn as a senior
- I would like to continue tumbling and learning more skills.
- I would like to have more group related activates with friends.
- I would like to keep learning sewing in the future.
- I would like to learn about cosmetics, like hairstyles as well.
- I would like to learn about gardening
- I would like to learn about law.
- I would like to learn about politics and the environment.
- I would like to learn ballroom dancing.
- I would like to Learn how to cook
- I would like to learn how to sew
- I would love to learn diy
- I'm not sure
- I'm open to a lot of things but at the moment I don't have anything in mind.
- I'd love to learn crocheting! (Even do I think we have it...)
- I'll love to do cooking
- I'm not sure
- I'm still trying to learn crocheting
- I'd like to learn choreographing and cultural related things.
- ldk (12)
- ldk more things involved with art? Or
- I'm not going to be here.
- I'm not sure (7)
- I'm not sure but I'm open for anything.
- I'm not sure yet.
- Journaling
- Just folklorico
- Just more about the program
- Knitting
- leadership
- Library Hub.
- Making lays for graduation

- More interesting things that will help me like this
- Maybe a ceramics or pottery club
- Maybe arts and crafts sort of clubs
- Maybe crocheting.
- Maybe more creative activities would be cool
- Maybe more creative stuff, I think.
- Maybe would be play an instrument.
- Mmm painting
- Money
- more cooking
- More games
- More languages
- More life skills
- More relaxing
- More sports
- More study for school and career options
- More subjects that can help my classes
- More topics that should be implemented into 4-H should be a math program where kids who need or want the help to be helped by others who are willing to help others with their math classes.
- music more crochet projects more sewing activities
- N/A (8)
- I don't know yet.
- None (10)
- None everything I'm interested in is here
- nope
- nose (2)
- Not sure (4)
- Not sure yet, I think H-4 already offers a wide range of activities already.
- Not sure!
- Nothing (9)
- Nothing comes to mind
- Nothing in specific
- nothing specifically
- painting
- Painting And Crocheting
- Papier Mache!
- I think the classes that are there are quite good.
- Politics
- Pottery
- Probably how to handle money
- Programming and/or animation.
- read

- Reading
- Real estate agents
- Robotics
- science
- Science
- Sewing, Badminton
- Skating
- Social Skills
- something related with the crafts
- Something to deal with animals.
- Something with wildlife
- space
- Sports (2)
- Studying for food handlers card and drivers test
- task management
- Teaching
- The cooking club and tumbling club.
- The cooking program.
- track
- Track/Field or Tumbling
- tumbling
- Unsure
- Welding
- What the program runs and how it helps people.
- Working on different new things