



Clark County, Las Vegas, Nevada 4-H 2024-25 Program Evaluation Report



4-H Capitol Days, Tour of UNR, March 4, 2025

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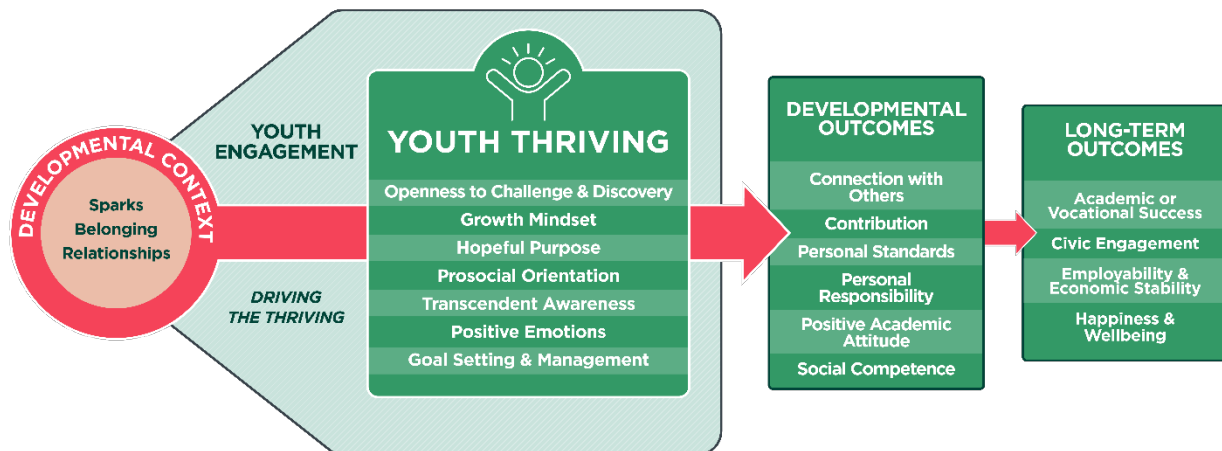
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EXECUTIVE SUMMARY

During the 2024-25 4-H program year, the Clark County Extension team reached 15,468 youth participants and delivered 6,155 hours of programming. The urban Extension team reached 12,654 youth participants, delivered 5,487 hours of programming, and delivered 421 programs at 113 program sites. Programs included community and afterschool clubs, special interest, school enrichment, afterschool programs, day and overnight camps and individual study options. The urban 4-H team reached 5,783 youths, delivered 3,836 hours of programming, and delivered 188 programs at 56 sites, 36% (n=2,068) of the urban 4-H youth participants completed program evaluation surveys.

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

Figure 1
4-H Thriving Model



Of the participants who completed the 4-H Developmental Context Short Survey for short session workshops, most agreed that they valued the things they learned in 4-H. For questions pertaining to belonging and positive adult relationships, most of the participants agreed that adults in 4-H treated them fairly and helped them, and they felt respected and safe in 4-H. The positive responses indicate strong positive outcomes for sparks, belonging, and positive adult relationships. Most participants said they would come back for future 4-H classes.

Among participants in longer-term programs, a high satisfaction with 4-H was evident as most agreed that they really liked the things they did in 4-H and the majority agreed with the positive statements related to belonging and positive relationships with adults. The majority said they would come back again. The 4-H Thriving Youth survey has items in four scales—Willingness to Grow and Discover, Thoughts About the Future and Goals, Empathy and My Emotions, and Problem-Solving Skills. The analysis revealed statistically significant median increases in the scale scores from before to after on all four 4-H Thriving Youth scales on the post-reflective survey.

Artfully Expressing Ourselves! Program was evaluated separately. The post-reflective survey included items from four scales asking participants about their experience with the curriculum: elements of art, feelings towards art, art topics and expression, and art and identity. The analysis revealed statistically significant median increases in the scores from before to after on all four post-reflective survey scales.

Health Rocks![®] applies 4-H's successful Positive Youth Development model with life skill development and decision-making philosophy to the challenge of reducing tobacco, alcohol, e-cigarette/vaping and drug use. The program instills confidence and communication skills necessary to make responsible decisions and develop internal strength to resist risky behaviors. Analyses of the surveys revealed positive changes in youth's feelings about their decision making, self-efficacy, well-being, and hopes for the future.

In summary, results of 4-H positive youth development programming show strong outcomes in the various areas of the 4-H Thriving Model. For youth who attended short-term sessions, the strongest results demonstrated an impact in youth sparks, positive adult relationships and belonging. For youth who attended longer 4-H programming, increases from before to after the program were demonstrated in participants' perceptions of their willingness to grow and explore, set goals, strengthen empathy and positive emotions, and solve problems. Spark, positive adult relationships and belonging were also strong among the participants in the longer 4-H programming sessions.

INTRODUCTION AND OVERVIEW

For the 2024-2025 program year, the urban 4-H team implemented programming aligned with the vision and goals outlined in the Clark County 4-H Plan. This plan details and sets forth the actionable steps intended to establish, increase and connect the state's purpose in establishing a statewide cohort approach (Usinger et al., 2014): "Extension 4-H Youth Development is an age-appropriate, positive youth development program that helps shape future leaders and innovators through research-driven, hands-on learning activities with a focus on academic and career readiness." This report outlines 4-H programming, participant demographics and evaluation survey results of the 4-H Thriving Model (Arnold, 2018).

PARTICIPANT INFORMATION

Through programs in STEM, healthy living, agriculture, civic engagement, and communications and expressive arts, the urban 4-H team reached 5,783 youth participants with 3,836 contact hours. The 4-H team delivered 188 programs, including community and afterschool clubs, special interest, school enrichment, and afterschool programs, day and overnight camps, and individual study options. The 5,783 individuals, does not account for participants who did not sign-up or sign-in, and/or did not provide other identifying information while in a 4-H program. Of the 5,783 youth, 36% (n=2,068) completed surveys. See Table 1: Urban 4-H Clark County 2024-25 Program Overview.

Table 1

Urban 4-H Clark County 2024-25 Program Overview

Total number of programs/series	188
Total number of sites	56
Total group enrolled youth (with duplicates)	7,866
Total group enrolled non-duplicate youth	4,401
Total individually enrolled youth	1,382
Total youth (individual and group enrolled) non duplicate	5,783
Total contact hours	3,836

PARTICIPANT DEMOGRAPHICS

Demographic information for urban Clark County 4-H participants was collected using the enrollment forms and attendance sheets. The program enrollment forms prompted participants to provide information pertaining to gender, ethnicity, race, familial military status, as well as contact information via parental email or telephone number. For gender, 39.2% of participants were male; 42% were female; 0.42% identified as non-binary; 0.07% indicated their gender was not listed; 5.36% preferred not to state and 12.52% did not provide information

(Figure 2). For race/ethnicity, 34.5% of participants were Hispanic/Latinx; 40% non-Hispanic, the remainder unidentified (Figure 3).

Figure 2

Urban Clark County 4-H Participant Demographics – Gender N=5,783

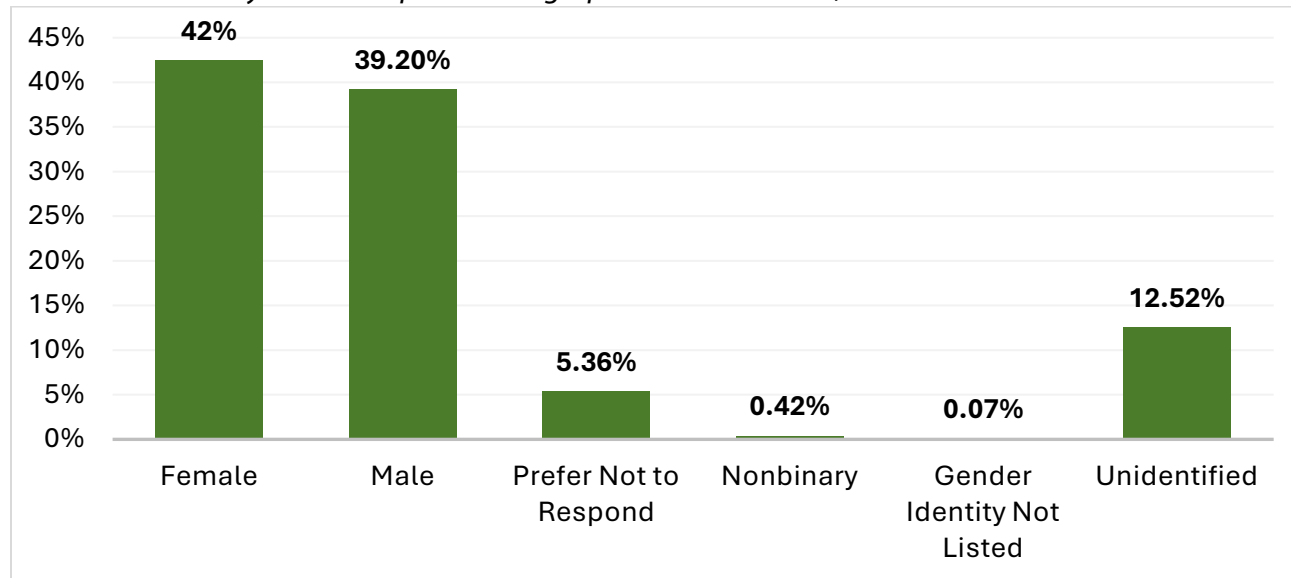
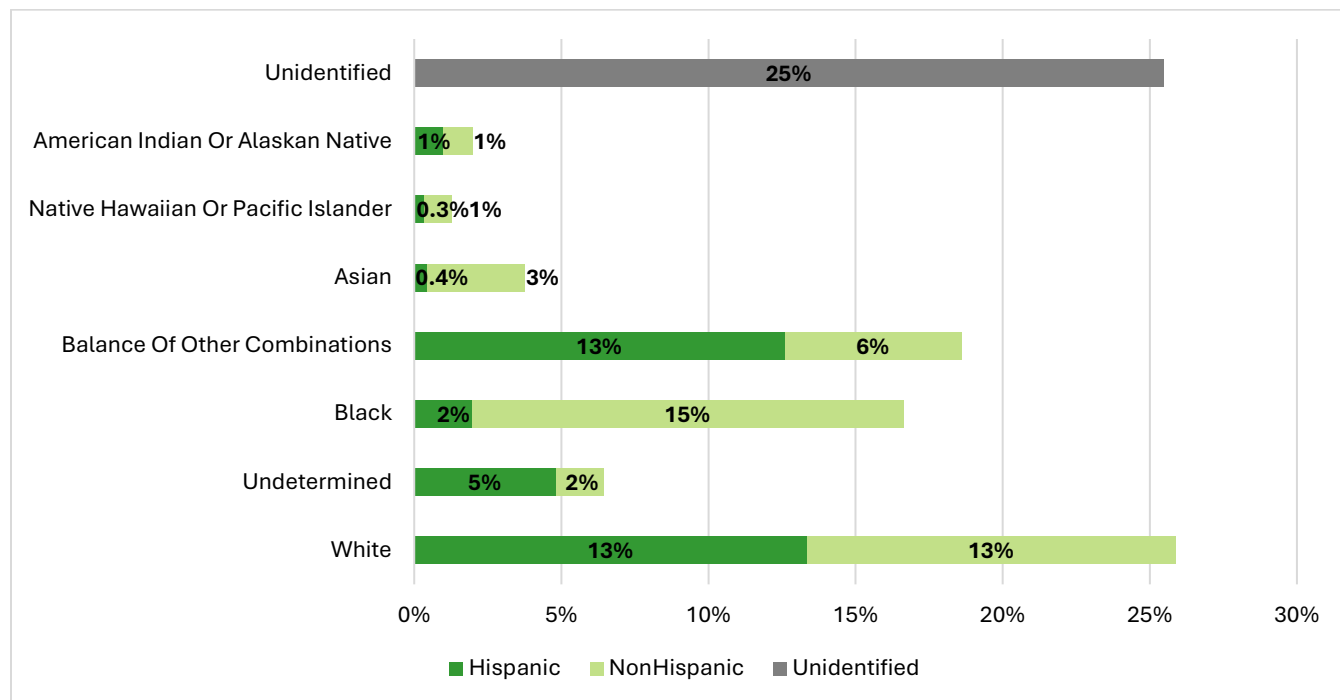


Figure 3

Urban Clark County 4-H Participant Demographics –Race/Ethnicity N=5,783



4-H PROGRAMS AND LOCATIONS

4-H programs covered the topics of STEM, healthy living, agriculture, civic engagement, and communications and expressive arts. Programming included one-time sessions to ongoing programs. Locations included libraries, schools, and community centers. See Table 2: Urban Clark 4-H Clubs, Programs and Activities and Table 3: Clark County, Las Vegas 4-H Program Locations for a complete list of program names and locations.

Table 2

Urban Clark 4-H Clubs, Programs, and Activities

4-H Adventures Field Trip	Cosmetic Science
4-H Afterschool	Engineering Simple Machines
4-H Archery Field Trip with Healthy Aging	Explore STEAM
4-H Bluebirds Club	Explorers of the Deep
4-H Bow Slayers	Exploring 4-H
4-H Clark County Fun Shoot	Fall Kickoff to Shooting Sports
4-H Cool Coyotes Club	Health Rocks!
4-H Henderson Archery Club	Healthy Me
4-H June Day Camp at Garrett JHS	Hike with 4-H Day Camp
4-H Members and Volunteers Achievement Brunch	Leadership Road Trip: Where Are You Going?
4-H Pre-Teen Summer Camp	Mindful Me
4-H RoboKidz Workshop	New Faces, New Places
4-H Shooting Sports Camp	Next Steps: College Readiness Program
4-H Summer Day Camp	One Stitch at a Time
4-H Team Archery Competition	Painting Practices
4-H Teen Summer Camp	Professional Self: Elevator Pitches
4-H Vegas Rangers	Robotics 101
4-H Winter Day Camp 2024	Roll with It! 4-H Jiu-Jitsu Day Camp
A Road Trip Through Latin America	Safekey Afterschool Arts
Acres of Adventure	Sew Fun! Valentine's Day Sewing Day Camp
Archery	Silver State Shooters
Artfully Expressing Ourselves!	STEAM'n Through the Seasons
Arts & Leadership 4-H Summer Camp	The Amazing Race with 4-H
Clay Creations	Yoga and Yogurt Day Camp
Coding with Ozobots	Your Feelings Matter

Table 3*Urban Clark County 4-H Program Locations*

Addeliar D. Guy III Elementary School 89031	Lucile S. Bruner Elementary School 89032
Berkeley L. Bunker Elementary School 89108	Lucille S. Rogers Elementary School 89148
Boulder City Rifle & Pistol Club 89005	Lyal Burkholder Academy of Environmental Science 89015
Carroll M. Johnston Middle School 89081	Manuel J. Cortez Elementary School 89115
CCSD Family Support Center 89104	Martin Luther King Jr. Elementary School 89156
Clark County Library 89119	Mary & Zel Lowman Elementary School 89115
Clark County Shooting Complex 89131	Moapa Education Support Center 89025
Clyde C. Cox Elementary School 89115	Myrtle Tate Elementary School 89115
Cordero Pines Nevada Hand 89110	Paradise Recreational Center 89121
Desert Breeze Community Center 89117	Rainbow Library 89128
Doris French Elementary School 89120	Ralph Cadwallader Middle School 89131
Dr. William U. Pearson Community Center 89032	Rex Bell Elementary School 89102
Ed W. Clark High School 89102	Rome Pines Nevada HAND 89084
Elbert Edwards Elementary School 89110	Sandy Searles Miller Elementary School 89115
Eva M. Wolfe Elementary School 89031	Sheila Tarr Academy of International Studies 89129
Family Support Center 89104	Sherman Gardens Nevada Youth Network 89106
Garrett Junior High School 89005	SLAM! 89011
Gwendolyn Woolley Elementary School 89115	Torrey Pines Resource Community Center 89108
Helen Herr Elementary School 89156	University of Nevada, Las Vegas 89154
Hollywood Recreation Center 89142	University of Nevada, Reno Extension NLV Campus 89030
J. Harold Brinley Middle School 89108	Ute V. Perkins Elementary School 89025
J.D. Smith Middle School 89030	Valley High School 89169
Jacob E. Manch Elementary School 89115	Vera Johnson Nevada HAND 89110
Jay W. Jeffers Elementary School 89115	Whitney Library 89122
Jesse D. Scott Elementary School 89081	Whitney Mesa Recreation Center 89014
Lifelong Learning Center 89123	William H. Bailey Middle School 89156
Liliam Lujan Hickey Elementary School 89156	Windmill Library 89113
Lomie G. Heard Elementary School 89115	Young Women's Leadership Academy 89121

YOUTH THRIVING SURVEY RESULTS (YTSR)

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

With the 4-H Thriving Model as the foundation, the urban 4-H team aims to determine the effectiveness of youth programming. Participants in short-term workshops of three hours or less were given a post-evaluation survey. Longer programs that lasted four or more hours, which were typically multiple sessions used post-evaluation surveys with a reflective pre. For a copy of the surveys contact the Southern Nevada 4-H Program Manager. Appendix A has the open-ended responses displayed in a word cloud for the surveys.

SHORT-TERM WORKSHOPS

The urban 4-H team reached 125 youths who participated in six short-term workshops between October 2024 and September 2025, and 107 4-H Developmental Context Short Surveys were completed.

Of the participants who completed the 4-H Developmental Context Short Survey, 90% agreed or strongly agreed that they valued the things they learned in 4-H (Figure 4). For questions pertaining to belonging and positive adult relationships, 95-96% of the participants agreed or strongly agreed that the adults in 4-H treated them fairly and helped them, and they felt respected and safe in 4-H (Figure 5). The positive responses indicate strong positive outcomes

for sparks, belonging, and positive adult relationships. Most participants (62%) said they would come back for future 4-H classes (Figure 6).

Figure 4

Short-Term Workshops | Spark 4-H Developmental Context Survey(n=107)

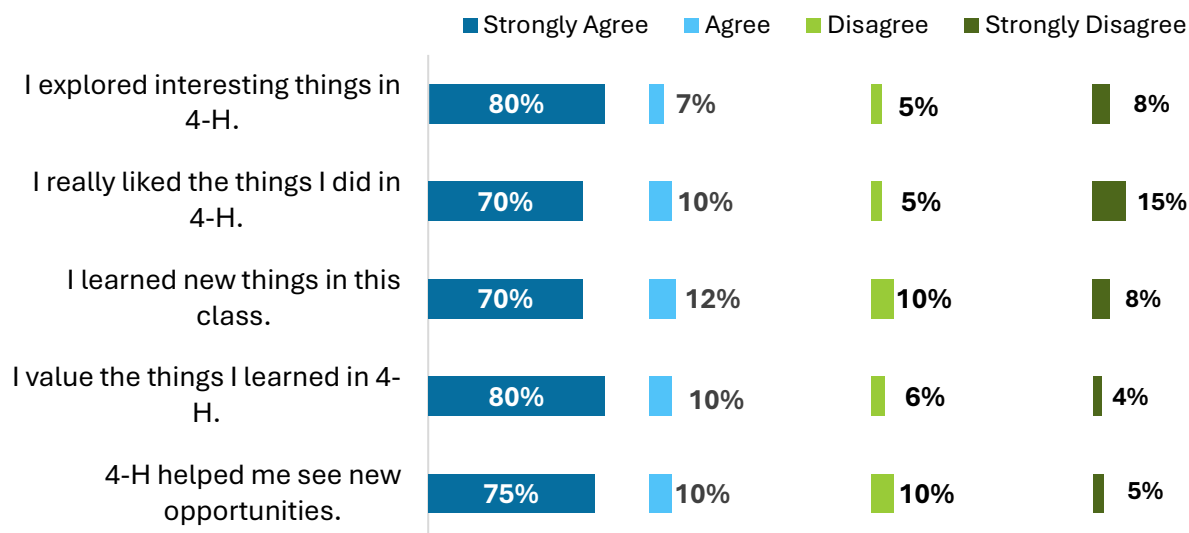


Figure 5

Short-Term Workshops Youth Thriving Survey Results | Positive Adult Relationships (n=107)

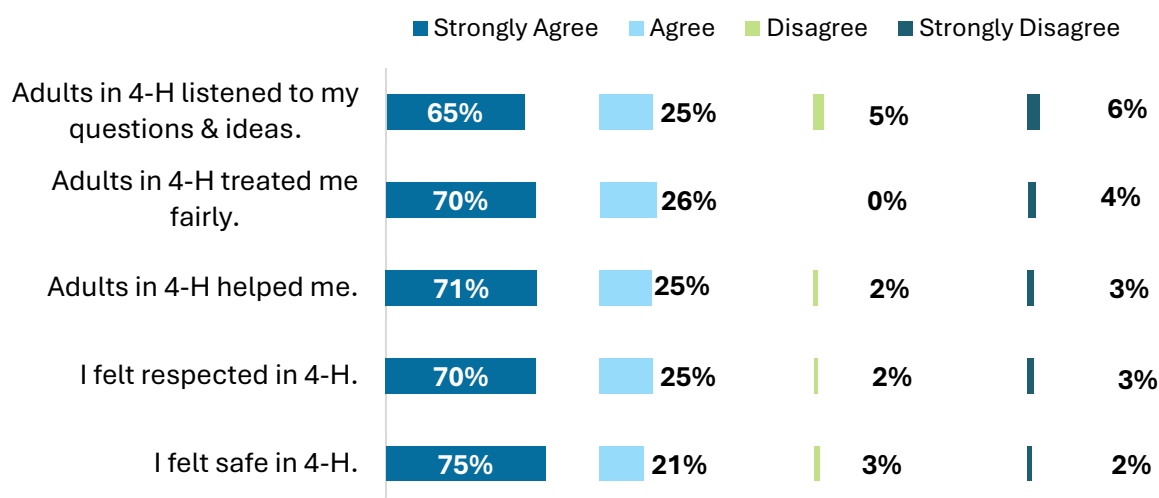
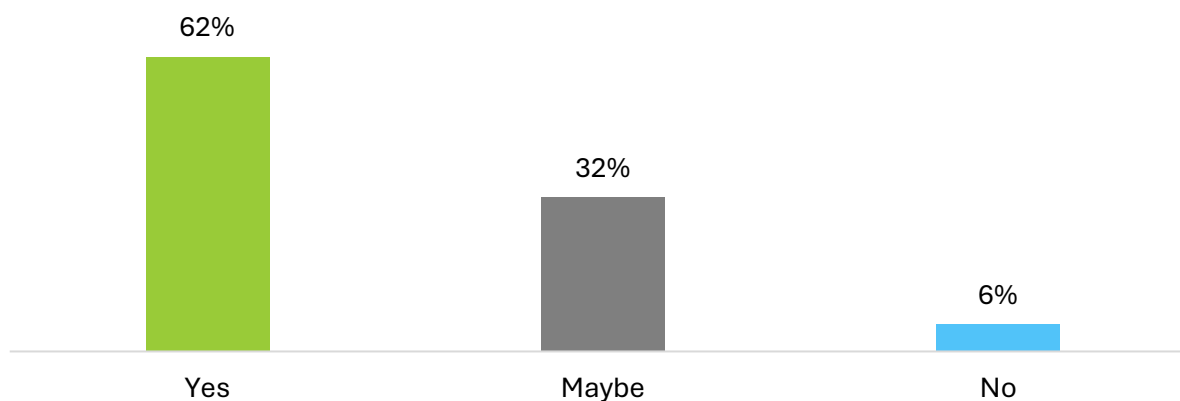


Figure 6

Short-Term Workshops | Would you come back for future 4-H classes? N=105



LONGER TERM PROGRAMS POST-REFLECTIVE SURVEY RESULTS

In programs and clubs 4 hours or more in length, the urban 4-H team reached a total of 4,276 individuals; 1,798 post-reflective surveys were collected.¹ The post-reflective survey for the 4-H programs lasting four hours or more (usually multiple sessions) included the four 4-H thriving youth survey scales as well as the spark items about the program and positive adult relationships, demographic items and open-ended items about what they liked best and least about the program and other topics they were interested in.

In past years, it has been challenging to gather surveys before and after a program. Very few participants had both surveys and matching pre- and post-surveys was also difficult. To improve survey completion and still have some comparison data, Clark County 4-H restructured the post survey into a post with a retrospective pre-survey. The post with a retrospective pre-survey has been found to be a reliable way to measure participants' perceptions of their growth after participating in a class or program (Davis, 2003; Nielson, 2011; Pratt et al., 2000).

The 4-H Thriving Youth survey has items in four scales—Willingness to Grow and Discover, Thoughts About the Future and Goals, Empathy and My Emotions, and Problem-Solving Skills. For the post-reflective survey, participants were asked to respond to each item thinking about their experience before and then after the 4-H program, rating their level of agreement with each item on a 5-point scale from 1 = Strongly Agree to 5 = Strongly Disagree. There was a neutral point of 3 = Undecided.

Before conducting the analyses, items for each scale were reverse scored (so that positive responses were the higher score) and then summed and averaged to create a mean scale score

¹ An additional 80 surveys were collected for the [4-H 21st Century Community Learning Center Program at Valley High School Evaluation Report 2024-2025](#) and an additional 44 surveys were collected from the Health Rocks!® program participants.

for participants. Then a Wilcoxon signed rank test was conducted for each scale to determine if there were changes in participants' perceptions from before to after the program. The analyses revealed statistically significant median increases in the scale scores from before to after on all four 4-H Thriving Youth scales (Table 4; Figure 7).

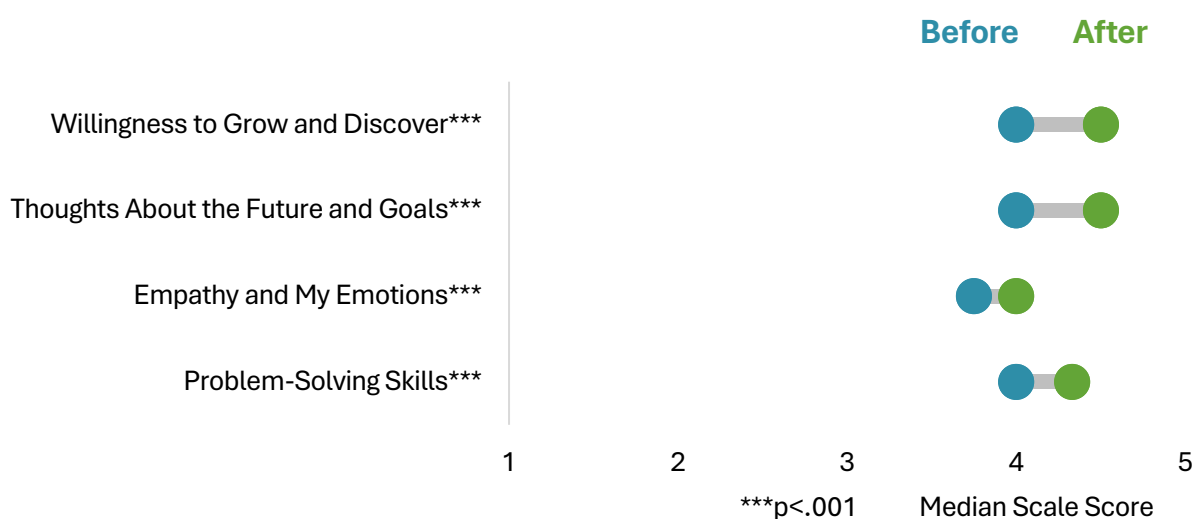
Table 4

4-H Thriving Youth Survey: Wilcoxon Signed Rank Tests

Scale	n	Before Median	After Median	Z	p
Willingness to Grow and Discover	1642	4.00	4.50	20.11	<.001
Thoughts About the Future and Goals	1619	4.00	4.50	17.00	<.001
Empathy and My Emotions	1627	3.75	4.00	15.11	<.001
Problem-Solving Skills	1538	4.00	4.33	15.08	<.001

Figure 7

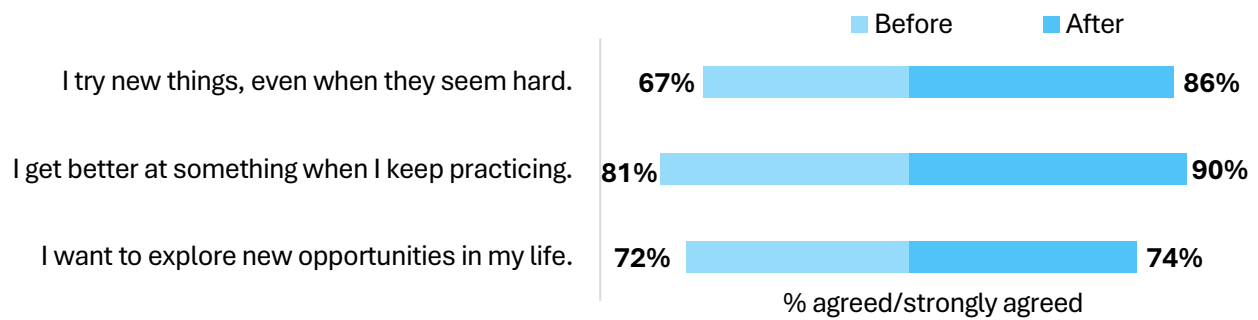
Long Programs 4-H Youth Thriving Survey | Wilcoxon Signed Rank Tests Median Scale Scores: Post-Reflective Survey



When comparing perceptions before and after the program for the three Willingness to Grow and Discover scale items, there were increases in the percentages of respondents agreeing or strongly agreeing for all items (Figure 8). The largest increase was for the item, "I try new things, even when they seem hard."

Figure 8

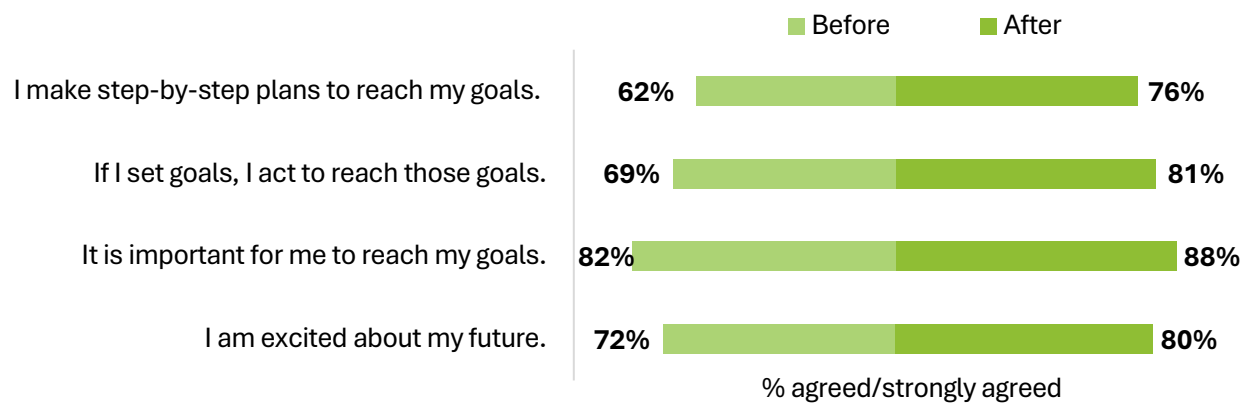
Long Programs 4-H Youth Thriving Survey Results | Willingness to Grow and Discover (Before/ After) Reflective Post-Survey (N= 1,798)



With respect to the future and personal goals, when comparing perceptions before and after the program, there were increases in the percentages of agreement for all items (Figure 9). The largest increase was for the item, “I make step-by-step plans to reach my goals.”

Figure 9

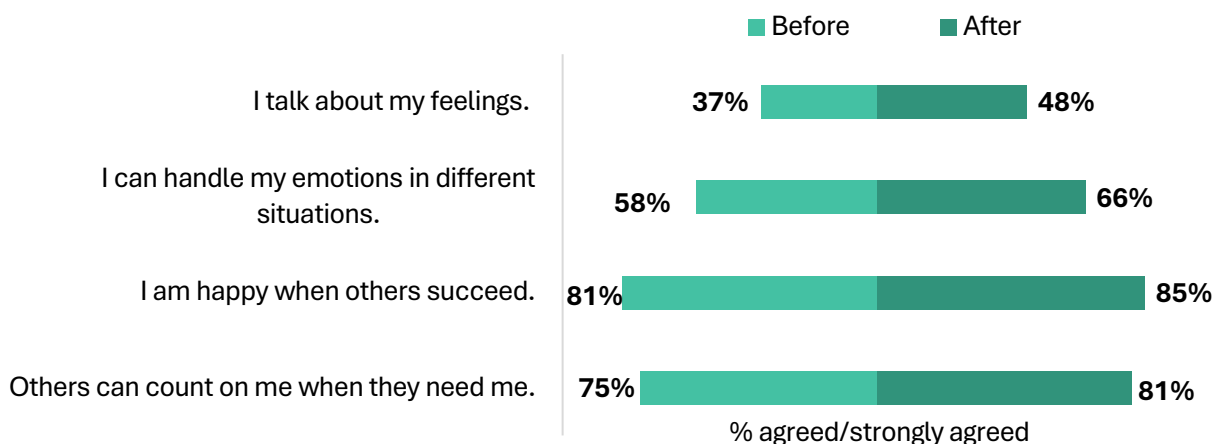
Long Programs 4-H Youth Thriving Survey Results | Future and Goals (Before/After) N=1,798



When comparing perceptions before and after the program with respect to positive emotions, there were increases in the percentages of agreement for all items (Figure 10). The largest increase in agreement was for the item, “I talk about my feelings,” which also was the item with the lowest level of agreement overall.

Figure 10

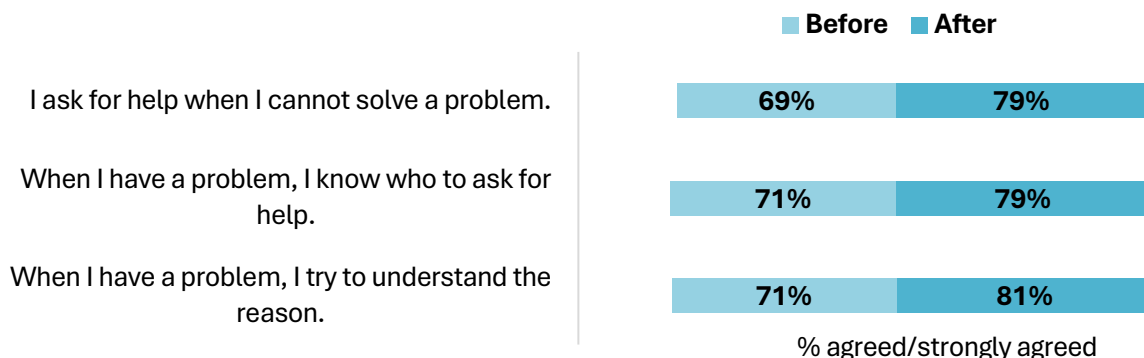
Long Programs Youth Thriving Survey Results | Empathy and My Emotions (Before/After) N=1,798



In the area of problem solving, there were increases in the percentage of agreement for all items from before to after the program. The largest increases from before to after the program were for the items “I ask for help when I cannot solve a problem” and “When I have a problem, I try to understand the reason (Figure 11).

Figure 11

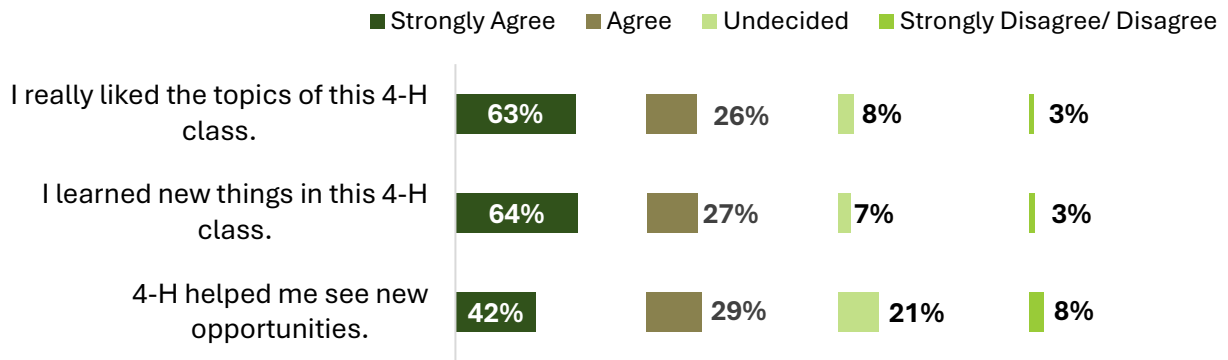
Long Programs Youth Thriving Survey Results | Problem Solving (Before/After) N= 1,798



Eighty-nine percent of respondents on the post survey strongly agreed or agreed that they really liked the topics in 4-H, and they liked learning new things in the 4-H class. However, 29% of participants either disagreed or strongly disagreed that 4-H helped them see new opportunities (Figure 12).

Figure 12

Long Programs 4-H Youth Thriving Indicators Survey Results | Spark (Post-Reflective Survey) (N=1,798)



For questions related to belonging and positive relationships with adults, most participants agreed with all the items (Figure 13). The highest percentages said they had fun in 4-H, liked their teachers, and felt respected and safe in 4-H. Additionally, sixty-five percent said they would come back to 4-H for future classes, and another 32% said they maybe would (Figure 14).

Figure 13

Long Programs Youth Thriving Survey Results | Belonging & Positive Adult Relationships (Post-Reflective Survey) (N=1,798)

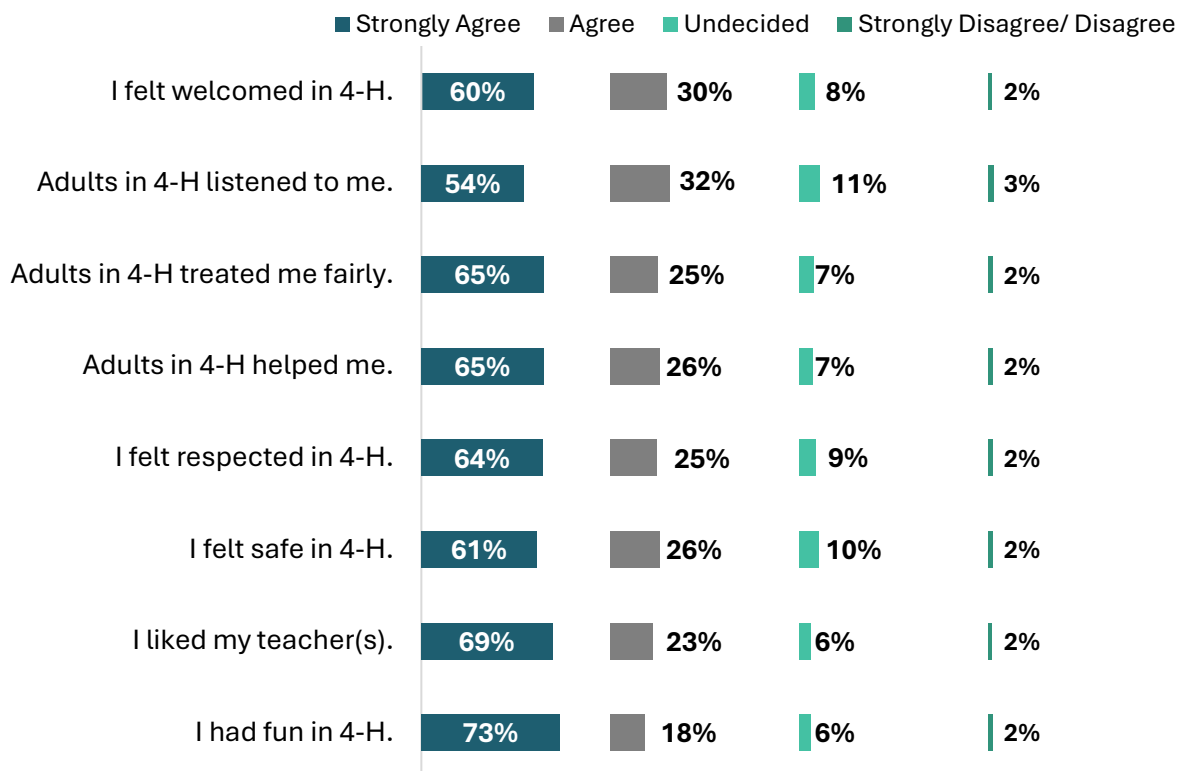
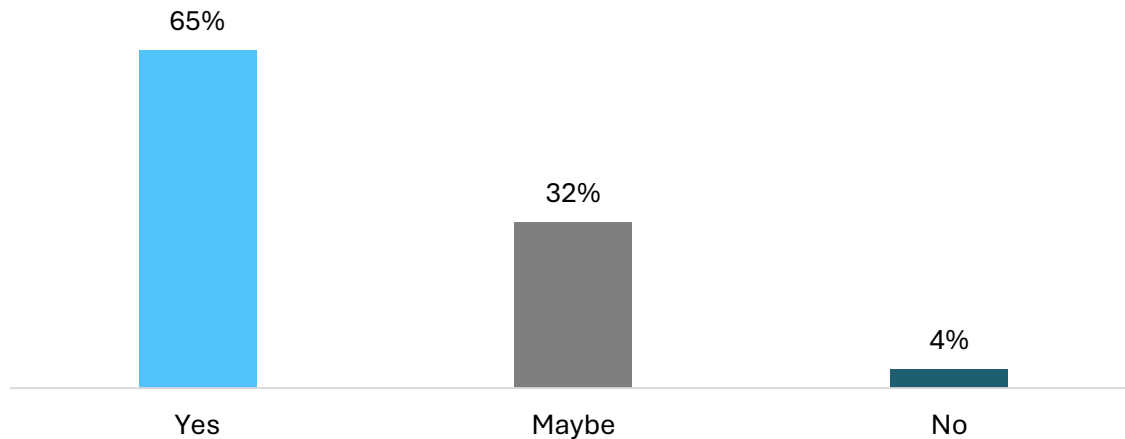


Figure 14

Long Programs Survey | Would you come back for future 4-H classes? (Post-Reflective Survey) N=1,633



ARTFULLY EXPRESSING OURSELVES! RESULTS

Artfully Expressing Ourselves! is a new program developed by the 4-H Civic Engagement, Communication and Expressive Arts Coordinator; therefore, a specific evaluation tool was implemented to assess results and improve the program for publication. The *Artfully Expressing Ourselves!* post-reflective survey was completed by 163 participants. The survey included items from four scales asking participants about their experience with the curriculum: elements of art, feelings towards art, art topics and expression, and art and identity. Participants responded to each statement twice - reflecting both before and after taking the class. The response options were 1= No, 2 = Sort of, and 3 = Yes.

Items were summed and averaged to create a mean scale score for participants. Then a Wilcoxon signed rank test was conducted for each scale to determine if there were changes in participants' perceptions from before to after the class. The analyses revealed statistically significant median increases in the scale scores from before to after on all four *Artfully Expressing Ourselves!* post-reflective survey scales (Table 5; Figure 15).

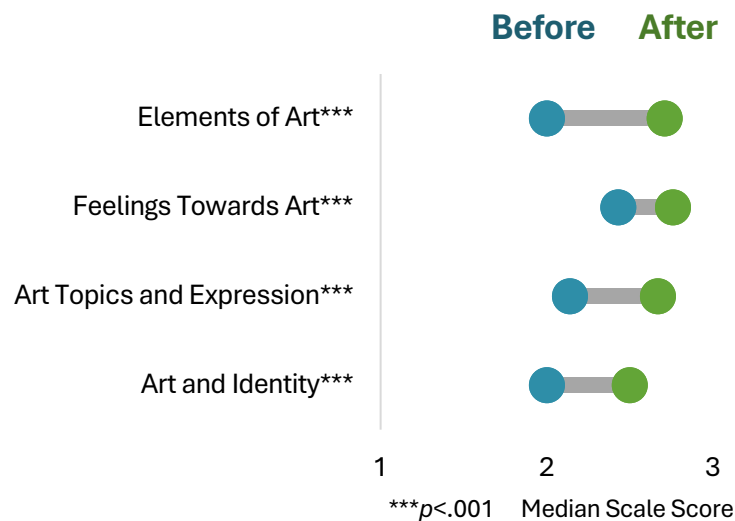
Table 5

Artfully Expressing Ourselves! Survey: Wilcoxon Signed Rank Tests

Scale	N	Before Median	After Median	Z	p
Elements of Art	158	2.00	2.71	10.10	<.001
Feelings Towards Art	160	2.43	2.76	9.17	<.001
Art Topics and Expression	160	2.14	2.67	9.15	<.001
Art and Identity	160	2.00	2.50	8.52	<.001

Figure 15

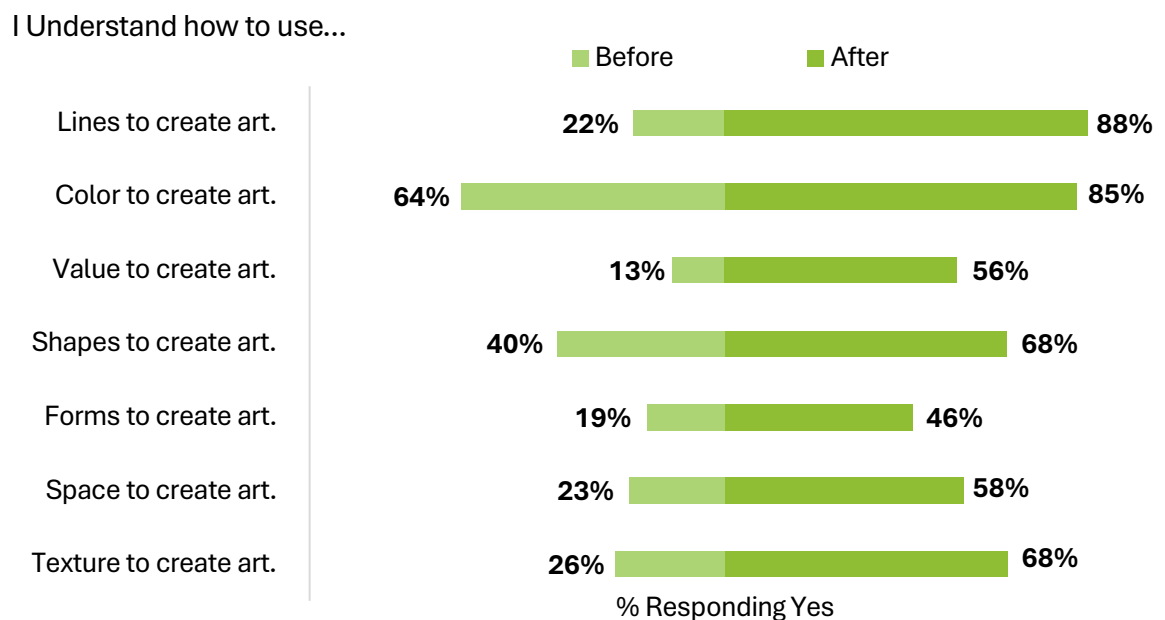
Artfully Expressing Ourselves! Post-Reflective Survey: Wilcoxon Signed Rank Tests Median Scale Scores



Regarding elements of art, there was an increase in the percentages of participants who agreed they understood how to use each of the elements of art from before to after the class (Figure 16). The largest increase from before to after was in the percentage of participants agreeing that they understood the lines for creating art, and the smallest increase was related to the percentage agreeing they understood how to use forms to create art.

Figure 16

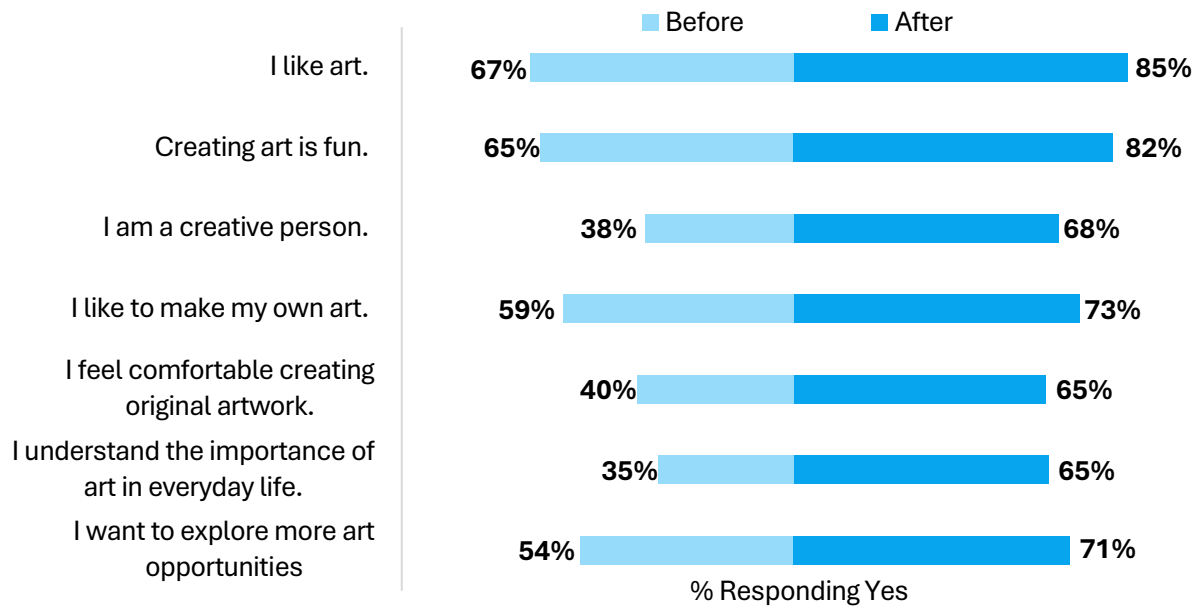
Artfully Expressing Ourselves: Elements of Art (N=163)



Participants were asked about their feelings toward art. The items with the greatest increases in the percentages of participants agreeing from before to after were “I am a creative person” and “I understand the importance of art in everyday life” (Figure 17). The percentages of participants endorsing the items on this scale after the class ranged from 65% to 85%.

Figure 17

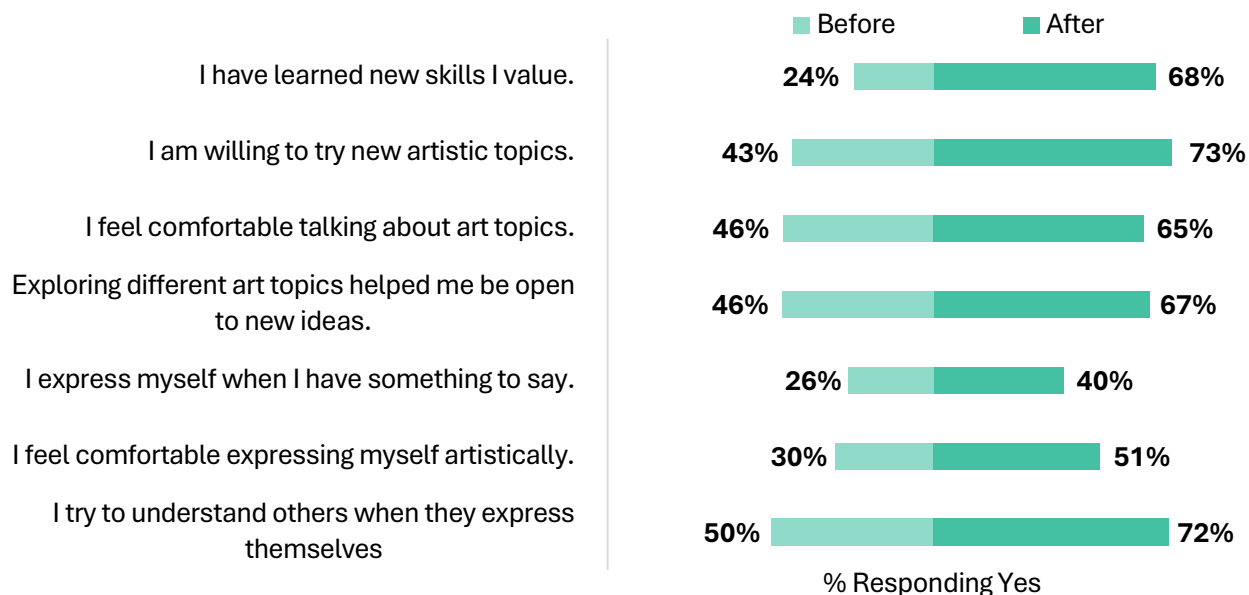
Artfully Expressing Ourselves: Feelings Towards Art (N=163)



Additionally, participants were asked about experiences with art topics and expression. For all but one item, less than half of participants endorsed the statements before the program. However, endorsement increased for all items after the program (Figure 18). The item with the largest increase of participants endorsing it was “I have learned new skills I value.” Although there were increases from before to after the class, the two items with the lowest percentage of participants endorsing them after the class were “I express myself when I have something to say” and “I feel comfortable expressing myself artistically.”

Figure 18

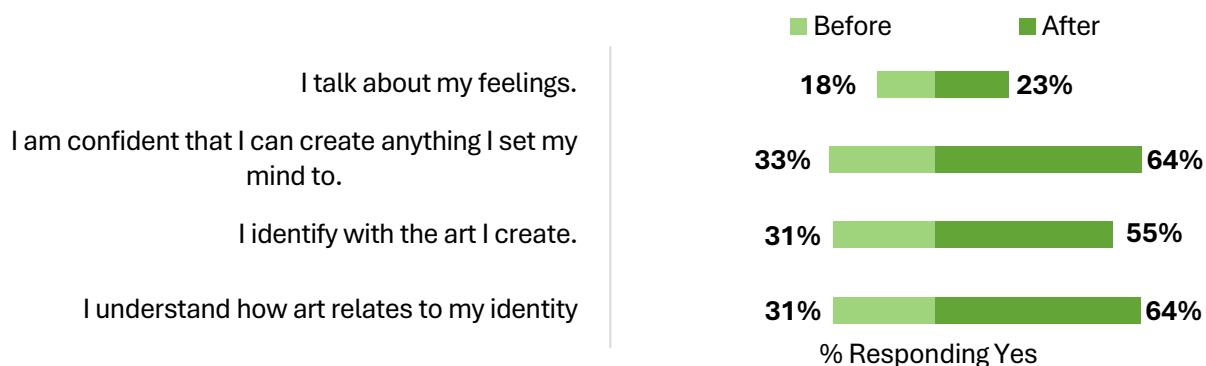
Artfully Expressing Ourselves: Art Topics and Expression (N=163)



Finally, participants were asked about their experiences with art and their identity. The largest increase from before to after the class was the percentage of participants saying they understood how art related to their identity (Figure 19). The item with the smallest increase in endorsement and the smallest percentage of participants endorsing it after the class was “I talk about my feelings,” with just 23% saying they did after the class.

Figure 19

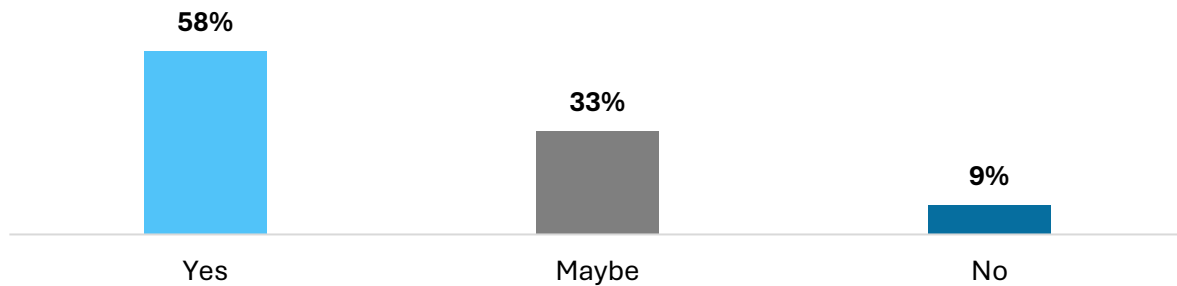
Artfully Expressing Ourselves: Art and Identity (N=163)



Participants were asked if they would like to come back for future 4-H classes. Fifty-eight percent of participants reported that they would return for classes, and 33% indicated they might come back (Figure 20).

Figure 20

Artfully Expressing Ourselves: Would you like to come back for future 4-H classes? (N=163)

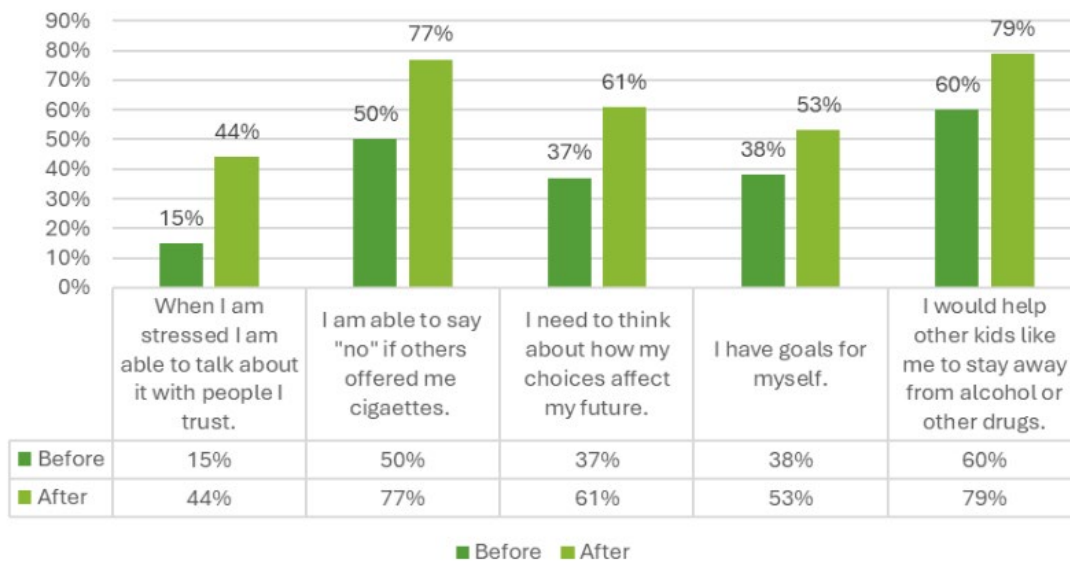


HEALTH ROCKS!® RESULTS

The 4-H *Health Rocks!*® evaluation, from the national 4-H council, was distributed to participating youth 5th grade and above. The evaluation tool used is a post-reflective survey on a 4-point scale to gauge youth's feelings before and after their participation in the program. A total of 173 youth received programming and completed 36.5 hours of programming. Of the 173 youth who attended the program, 44 completed evaluations. 64 youth were below the 5th grade benchmark and therefore were not evaluated. Overall, the evaluation results showed positive increases in youth feelings about their decision making, self-efficacy, wellbeing, and hopes for the future. The figure below highlights some of the most significant positive changes (Figure 21).

Figure 21

Health Rocks!® Post-Reflective Survey Results



URBAN CLARK COUNTY DATA

In the 2024-25 4-H program year, the Clark County Extension team reached 15,468 youth participants and delivered 6,155 hours of programming. The urban Clark County Extension team reached 12,654 youth participants, delivered 5,487 hours of programming, and delivered 421 programs at 113 program sites. The urban 4-H team reached 5,783 youths, delivered 3,836 hours of programming, and delivered 188 programs at 56 sites. The youth who were reached demonstrate a diverse audience (Table 6 & Table 7). There were 510 adult volunteers, 15 youth volunteers, and 120 of these were enrolled volunteers (Table 8). The greatest number of youths served and the most hours of programming offered were in Clark County Commission Districts B and C (Table 9 and Figure 22).

Table 6

All Urban Clark County Extension Participant Racial Distribution

Race	Total Youth	Percentage
American Indian or Alaskan Native	172	1%
Asian	474	4%
Black or African American	2,364	19%
Native Hawaiian or other Pacific Islander	213	1%
White/Caucasian	4,896	39%
Multiracial	2,275	18%
Undetermined	2,260	18%
Total	12,654	

Table 7

Ethnicity	Total Youth	Percentage
Hispanic and/or Latinx	5,703	45%
Not Hispanic and/or Latinx	4,907	39%
Undetermined	2,004	16%

Table 8

All Urban Clark County Extension Volunteers

Total Number of Adult Volunteers	Total Number of Youth Volunteers	Total	Enrolled Volunteers
510	15	525	120

Table 9

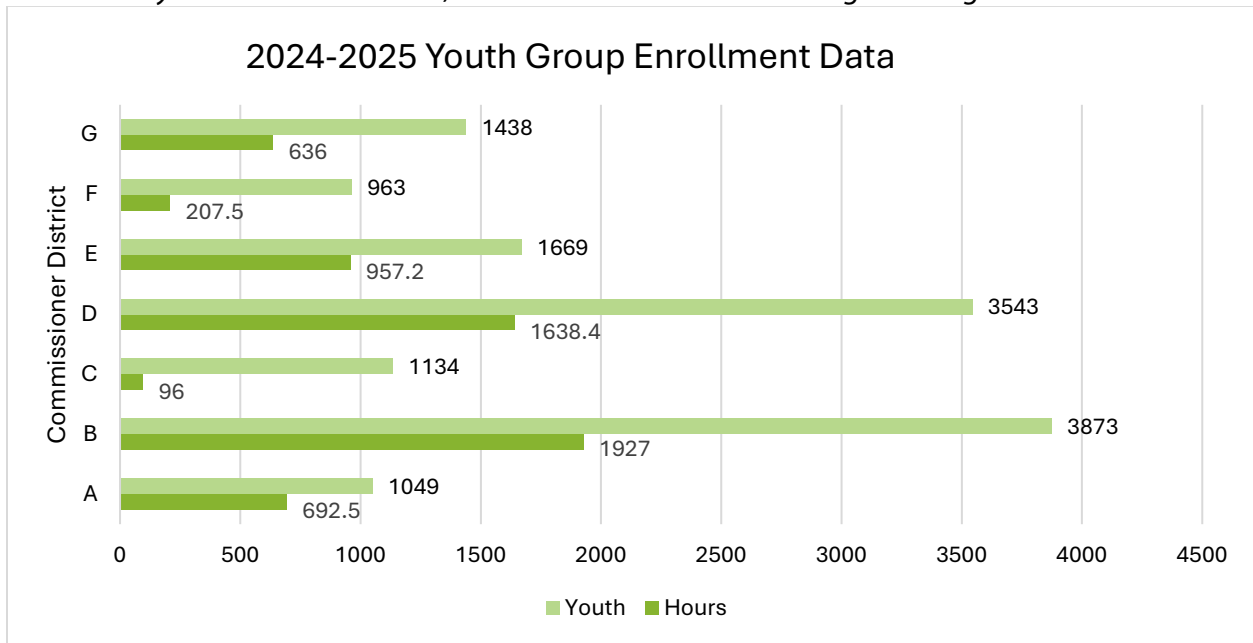
Youth Served and Hours of Programming by Commission District

Clark County Commissioner Districts	Hours of Programming	Youth served
A – Michael Naft	692.5	1,049
B – Marilyn Kirkpatrick	1,927	3,873
C – April Becker	96	1,134

D – William McCurdy	1638.4	3,543
E – Tick Segerblom	957.2	1,669
F – Justin Jones	207.5	963
G – James Gibson	636	1,438
Total²	6,154.6	13,669

Figure 22

Clark County Commission Districts, Youth Served and Hours of Programming



CONCLUSION

In summary, results of the urban Clark County 4-H positive youth development programming show strong outcomes in the various areas of the 4-H Thriving Model. For youth who attended short-term sessions workshops (three hours or less or one day), the strongest results demonstrated an impact in youth sparks, positive adult relationships and belonging. For youth who attended longer 4-H programming (four hours or more), increases from before to after the program were demonstrated in participants' perceptions of their willingness to grow and explore, set goals, strengthen empathy and positive emotions, and solve problems. Spark, positive adult relationships and belonging were also strong among the participants in the longer 4-H programming sessions.

² This total includes group programming only, and not the 1,799 enrolled 4-H club members

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LONGER-TERM WORKSHOPS (FOUR HOURS OR MORE) OPEN-ENDED RESPONSES

A word cloud featuring various activities and interests. The most prominent words are 'liked', 'fun', 'best', 'new', 'everything', 'activities', 'things', 'learning', 'art', 'projects', 'stuff', 'different', 'teacher', 'people', 'making', 'building', 'teachers', 'loved', 'smores', 'build', 'really', 'made', 'cooking', 'lot', 'ms', 'project', 'favorite', 'latin', 'good', 'machines', 'mask', 'one', 'arts', 'different', 'nice', 'learned', 'crafts', 'know', 'trip', 'friends', 'cool', 'thing', 'games', 'creative', 'food', 'something', 'field', 'class', 'learn', 'new', 'liked'. The words are in various shades of green and blue, with 'liked' being the largest and most central.

nothing

everything, time, class, boring, talk, projects, idk, short, heat, none, bookmarks, wish, go, took, hard, archery, walking, leave, kids, outside, ozobots, mask, anything, good, work, sitting, learn, people, fun, great, enough, lot, little, art, activities, loved, first, survey, things, games, build, trip, long, questions, field, mask

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



SHORT-TERM WORKSHOPS (THREE HOURS OR LESS) OPEN-ENDED RESPONSES



What did you like least about 4-H?

