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Clark County 4-H Needs

Assessment and Program Review

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Clark County 4-H Needs Assessment and Program Review

Introduction

Over the past five years, the Clark County 4-H Youth Development Program has changed dramatically. Between 2006 and 2009, increases in the number of 4-H community and afterschool clubs rose from 10 to 25 in the community and to 10 in afterschool clubs. In addition, enrollment in the 4-H program increased from 175 to 600 during the same time period. This is one of the program's greatest increases in its history.

The 4-H program had several major deficiencies:

1. There was no foundation to guide the program.
2. Enrollment was low and centered on one ethnic group of youth and adult leaders.
3. The 4-H council, a critical support of 4-H, because of its structure of club representation, had only four members and convened sporadically.
4. Participation at the Clark County Fair, a high point and opportunity for club members to display and demonstrate their project, was very low and nonexistent in some areas (fine arts, nutrition and other sciences).
5. The 4-H record books, the high point of the 4-H'er project, were of low quality, poorly organized and some sections were completely missing.
6. Volunteer training was nonexistent.

Implementing changes to bring the 4-H program to a national competitive edge was challenging. However, after completing a "needs assessment," efficiency and effectiveness were achieved in responding to the needs of the County. The ultimate goal was to create a strong needs assessment strategy and to develop a plan to guide the program. Observation and dialogue with the public revealed:

1. Clark County is very diverse, and the importance and/or significance of issues and needs are specific to each population segment.
2. Population segments will not participate equally in the same education program.
3. Each population segment (e.g., volunteers) wants education programs delivered in a specific format (e.g., fact sheet vs. workshop) and they differ in the time of the day, week and/or year they want to receive programs.
4. Respondents are least likely to attend an education program set in a formal classroom.

The purpose of this needs assessment was to explore issues related to 4-H youth development in Clark County, perceptions of club readiness, challenges youth face and what they can do to prepare themselves for future goals. The questions addressed in the needs assessment were:

1. If you could describe youth development in your community in just a few words, what would those words be?
2. What do you see as the challenges for youth development during out-of-school time in Clark County?
3. Can you think of any successes or positive developments that help support youth in Clark County?
4. What ideas do you have that would help the 4-H youth development programs attract youth in an urban setting and keep their interest?
5. What do you think is needed to expand life skills programming among youth in your community?
6. What type of program delivery strategies are needed (afterschool programs, life skills groups, sports, mentoring, cross-age teaching, summer camps, more 4-H clubs on urban topics, etc.)?
7. 4-H is a volunteer-driven program. In order to expand the 4-H experience, there would be a need for volunteers. What ideas/strategies do you think might help to achieve and maintain a 4-H volunteer program in Clark County? To expand the 4-H program would require a community-wide approach. Tell us about opportunities for 4-H to partner with other programs or organizations to create programming.
8. 4-H has several initiatives or programs to promote life skill development among youth. Take a few minutes and read each of the initiatives. Could you give your thoughts about which of the initiatives you rate as the most important?
 - i. 4-H National Science, Engineering and Technology (4-H S.E.T.)
 - ii. 4-H Healthy Life Styles
 - iii. 4-H Volunteer Leader training program
 - iv. 4-H Afterschool provider training
 - v. 4-H Clubs

Background and Understanding

What is 4-H?

4-H is a youth development program administered by land grant institutions, such as the University of Nevada, Reno, and the National Institute of Food and Agriculture (NIFA). It has a mission of "engaging youth to reach their fullest potential." The name represents four personal development areas of focus for the organization: head, heart, hands and health. The organization has more than 6.5 million members in the United States, from ages 5 to 19, in approximately 90,000 clubs. 4-H and related programs exist in more than 80 countries around the world. Each of these programs operates independently, but cooperatively, through international exchanges, global education programs and communication.

Nevada's 4-H

Nevada's 4-H Youth Development Program uses research-based educational programs to develop and enhance knowledge, life skills such as *critical thinking, problem solving, positive self-concept, healthy interpersonal skills, sound decision making, teamwork* and *a concern for community* (civic engagement). It encourages youth to create a positive attitude towards their development. Finally, it accomplishes this through the experiential principles of "DO," "REFLECT" and "APPLY." 4-H provides opportunities for youth and adults to work in partnership as they develop the skills that will help them to become healthy, self-directing, contributing members of society.

University of Nevada Cooperative Extension's (UNCE) commitment to 4-H is to continue to serve the community through the use of research-based information to provide innovative, creative and diverse programs necessary to foster the development of capable youth.

Nevada's 4-H patterns its programs from national 4-H initiatives that form the foundation of all youth programs. Some of these initiatives include:

1. National 4-H Youth in Governance
2. National 4-H Afterschool Initiatives
3. National Army 4-H Initiatives
4. National 4-H Volunteer Development
5. Science, Engineering and Technology (S.E.T.) initiative; in Nevada, it is referred to as Science, Technology, Engineering and Math (S.T.E.M.)
6. National 4-H Healthy Lifestyles
7. National 4-H Professional Development

Based upon the Clark County 4-H Needs Assessment, the seven National Initiatives have been reduced to four areas of emphasis for the next five years:

1. 4-H Volunteer Development
2. Science, Engineering and Technology (S.E.T.) initiative, or sometimes referred to as Science, Technology, Engineering and Math (S.T.E.M.)
3. 4-H Healthy Lifestyles
4. 4-H Afterschool Initiative

Within these initiatives, specific focus will be on:

1. Volunteer recruitment and leader training
2. 4-H life skill development and membership recruitment
3. 4-H S.T.E.M. to be used for acquiring knowledge, life skill development and positive attitude changes towards math and science
4. General 4-H and club program for both new and existing clubs

At the curricular level, overall teaching outcomes will be geared toward knowledge acquisition within the subject matter area, skill development such as problem solving, critical thinking, decision making and teamwork, and attitudinal changes. The target audience is diverse and includes an urban and rural population of youth (K-12) and adult traditional students.

Situational Analysis

A Brief History of Nevada

European immigrants moved across the U.S. and settled as they traversed westward. By the early 1840s, they heard stories of fertile farmlands in Oregon and California which brought explorers to Nevada as they sought these fertile lands in the West. The harsh winters in the North did not offer many settlements and the 1862 signing of the Homestead Act, which granted 160 acres of land to individuals if they could have farmed it for at least 14 months, also caused the settlement of Nevada. The Morrill Act of 1862 donated lands to states; this led to the Smith-Lever Act of 1914 and the creation of the Cooperative Extension. The goal of Cooperative Extension was to educate families with the knowledge and skills needed to improve their lives. In 1902, 4-H had its beginnings as the 3-H club and the Corn club.

A brief History of 4-H in Nevada (University of Nevada Cooperative Extension)

Cooperative Extension was created when the Smith-Lever Act was signed into law by the U.S. President in 1914. In Nevada that year, its first employee, Norma Davis, was hired to give home demonstrations and supervise 4-H club work. The first State Fair was held in Fallon that year. By 1916, the present emblem, the 4-H clover, was well-known. Boys and girls between the ages of 10 and 20 were growing crops, raising livestock or poultry, making clothes, canning, keeping records and entering their projects for awards. During World War I, enrollment dipped slightly, but 4-H Club Achievement Days were still held in Reno. Members displayed their clothing projects on lines between trees. At that time, war saving stamps were awarded as prizes. In 1923, the first State 4-H Club Camp was held at the university's livestock farm, south of Reno. Five years later, the first Junior Livestock Show was held near San Francisco, with Nevada beef as part of that event. In 1938, with the help of Mr. and Mrs. William Rabe of Gardnerville and the Nevada Farm Bureau, a permanent state 4-H Camp was established at Lake Tahoe. One year later, the first annual Nevada Junior Livestock Show was held in Reno.

History of Clark County's 4-H (beginning in 2006)

Observations of Clark County's 4-H Program, between 2006 and 2007, revealed several major deficiencies:

1. There was no foundation to guide the program.
2. Enrollment was low and centered around one ethnic group of youth and adult leaders.
3. The 4-H Council, a critical support of 4-H because of its structure of club representation, had only four members and convened sporadically.
4. Participation at the Clark County Fair, a high point and valuable opportunity for club members to display and demonstrate their projects, was very low and nonexistent in some areas (fine arts, nutrition and other sciences).
5. The 4-H record books, the high point of the 4-H'er project, were of low quality, poorly organized and some had sections completely missing.
6. Volunteer training was nonexistent.

Other deficiencies included:

- a. Very little was known about 4-H by Clark County citizens outside the few 4-H members and 4-H leaders.
- b. Few other individuals were occasionally associated with the 4-H program.
- c. Direction of the 4-H program was not defined.
- d. No clear understanding between programs and program activities.
- e. Staff training and development were non-existent.
- f. Membership in the clubs, as well as the number of 4-H clubs in the county, was very low. In some cases, clubs were identified without members (2006 4-H Plus Data).
- g. Volunteer development and training for volunteers were nonexistent.
- h. 4-H resources, such as curricula, were unavailable or at times difficult to follow mainly because there was no training in the uses of available curricula.

Evaluation of the Needs Assessment Process

This process was a group effort and focused on completeness of data and analysis. Data was collected from primary and secondary sources (census data, research and observation). The process included the following:

1. Up-to-date information was used from primary and secondary sources.
2. Group process.
3. Established outlines for data collection.
4. Assigned data collection of the outline to each member of the group to collect for analysis.
5. Each individual reported to the group on the section he/she collected.
6. Relevant data was recorded and implication for programming was discussed.
7. Nominal group process was used to determine program priorities; four priorities issues were identified.

8. For each of the four priority issues identified (youth development, knowledge, skills and attitudes) the group analyzed the situation of the community and youth.
9. As a group, the situational analysis and materials for the project were compiled.
10. The group compiled a summary and the situational statement

Summary Situation Statement and Outline

This needs assessment of Clark County 4-H Youth Development describes the general information regarding the components included in the in-depth situational analysis such as:

- A. Geography
- B. Population
- C. Education Level
- D. Economic Status
- E. Social Institutions and Traditions
- F. Family
- G. The strengths, weaknesses, opportunities and threats (S.W.O.T.) to be considered in serving the youth population in Clark County.
- H. Extension programs (with audience; 4-H and others...collaboration, major progress offered, narrative and description of present program offered; narrative and description for expansion and/or change of program; coalitions; statistics of UNCE's programs and numbers reached).

At the curricular level, overall teaching outcomes had the following tenets:

1. Knowledge acquisition within the subject matter area
2. Life skill development such as problem solving, critical thinking, decision making and teamwork
3. Attitudinal changes towards future youth developmental goals

These three outcomes will be the foundation in addressing the priority concerns identified in the needs assessment that will allow Clark County to improve its 4-H Youth Development Program.

A. Geography and Data Analysis of Clark County

Figure 1: Map of Nevada highlighting Clark County

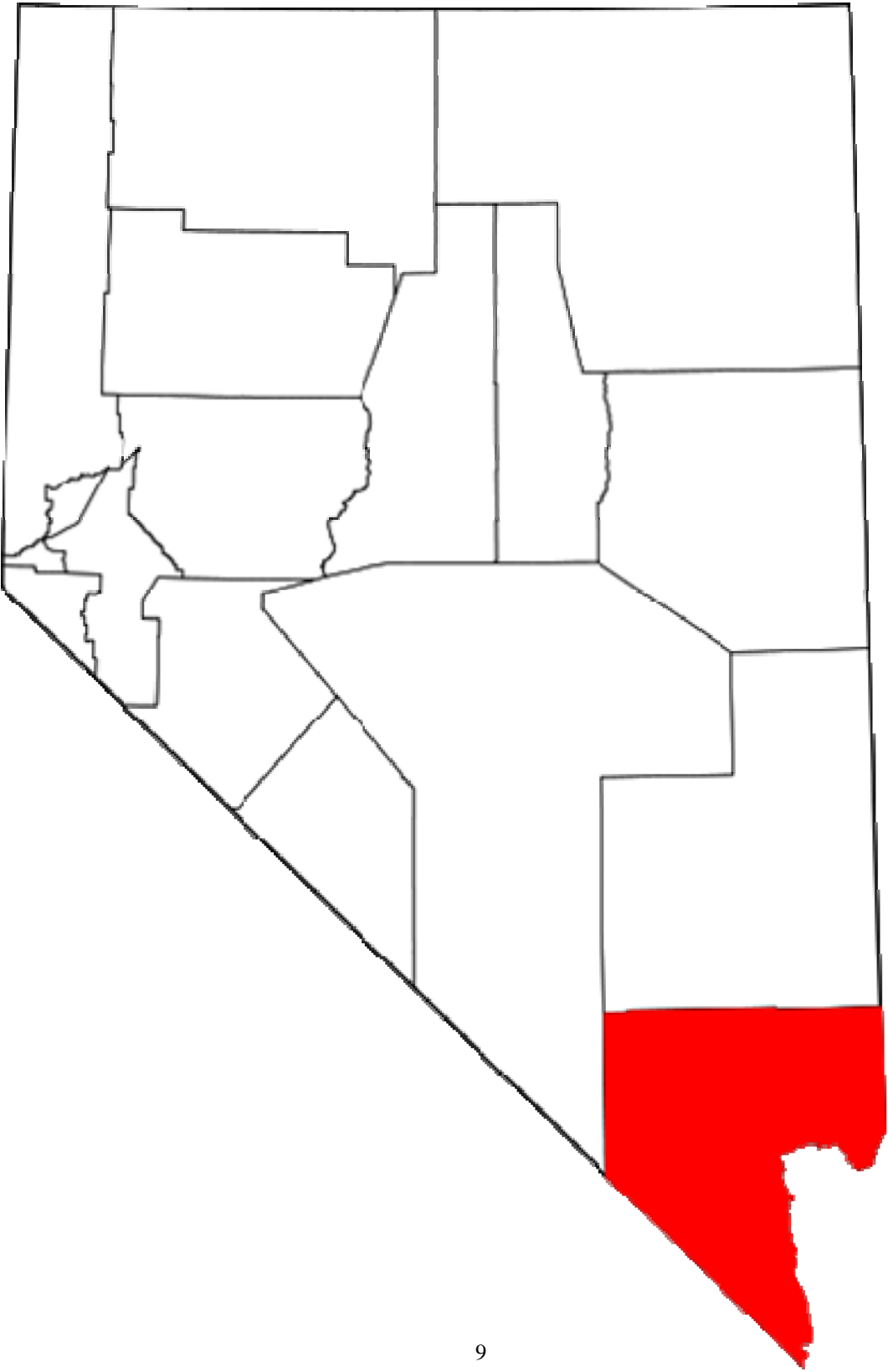
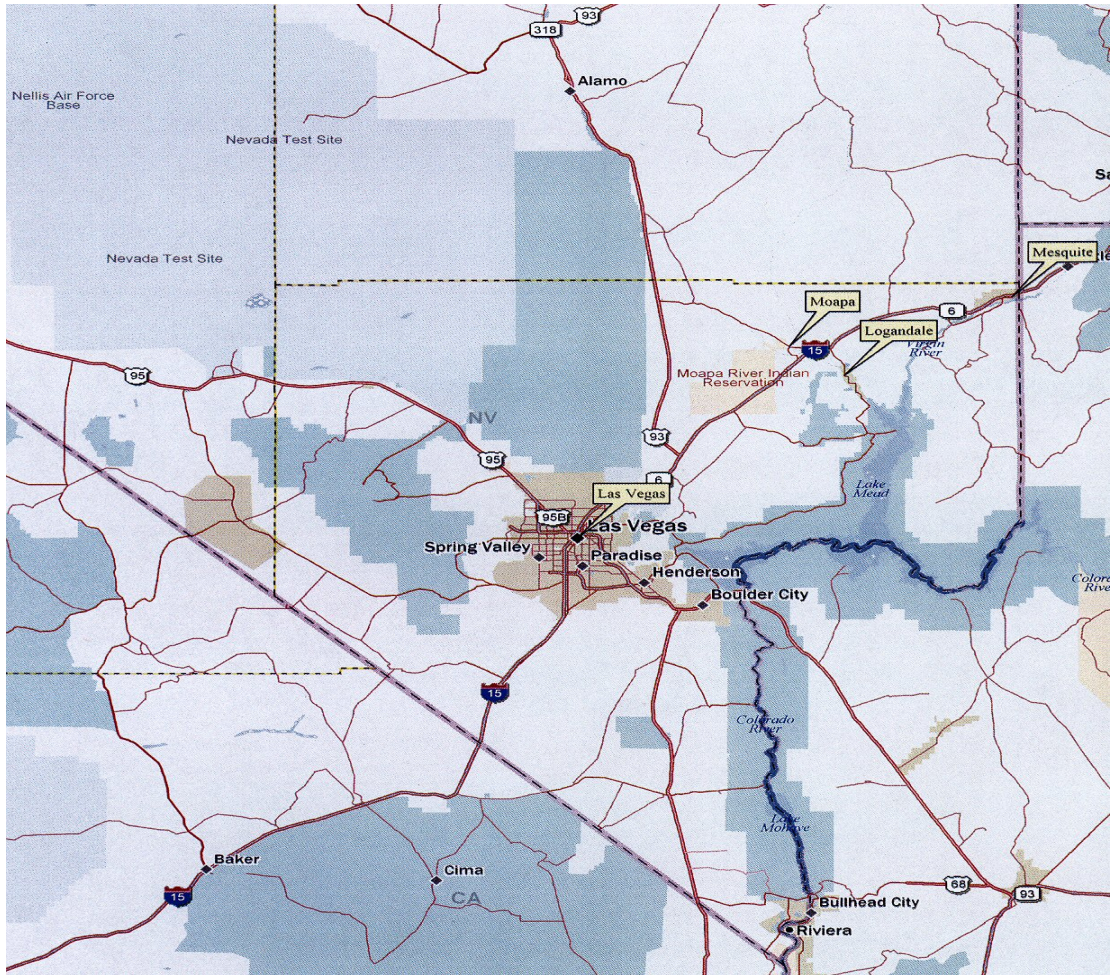


Figure 2: Major cities within Clark County

Clark County, NV



Las Vegas,
North Las Vegas,
Henderson and
Boulder City

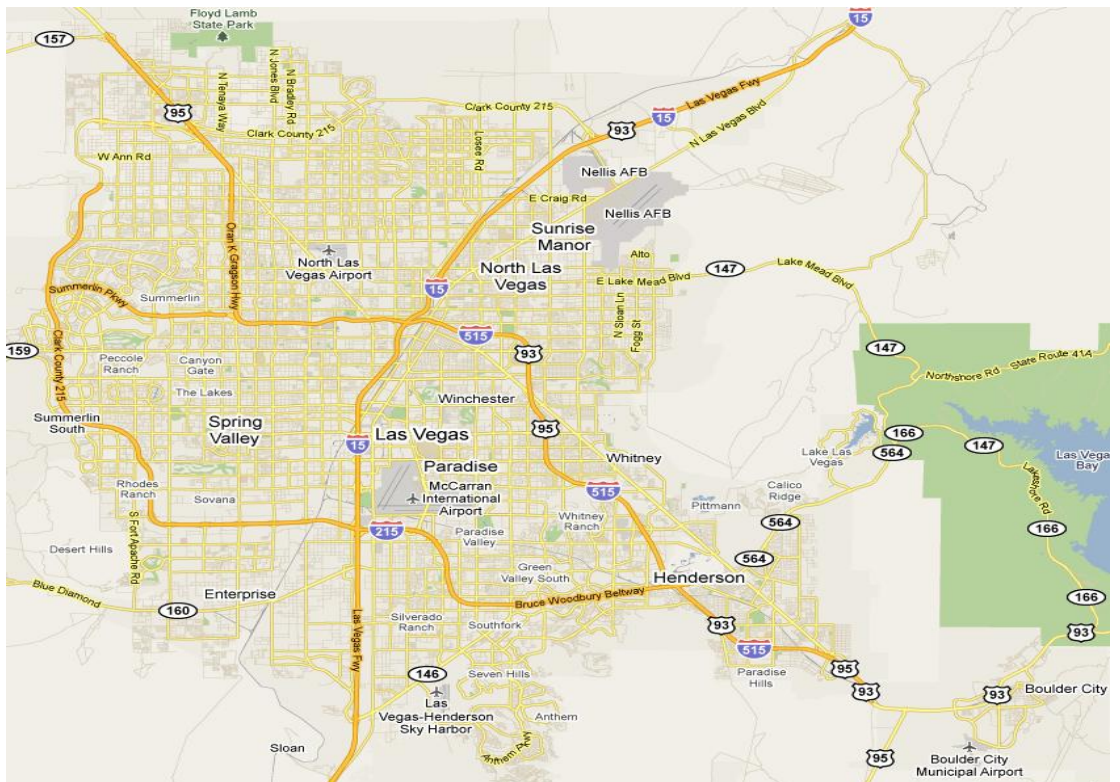
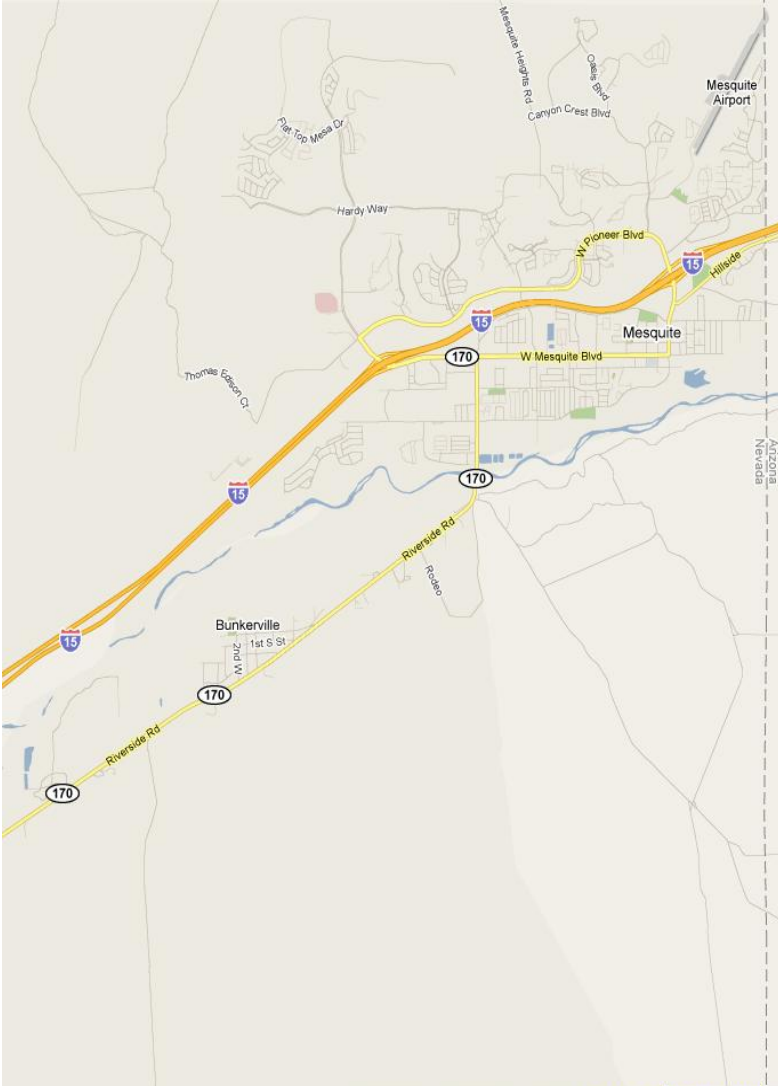
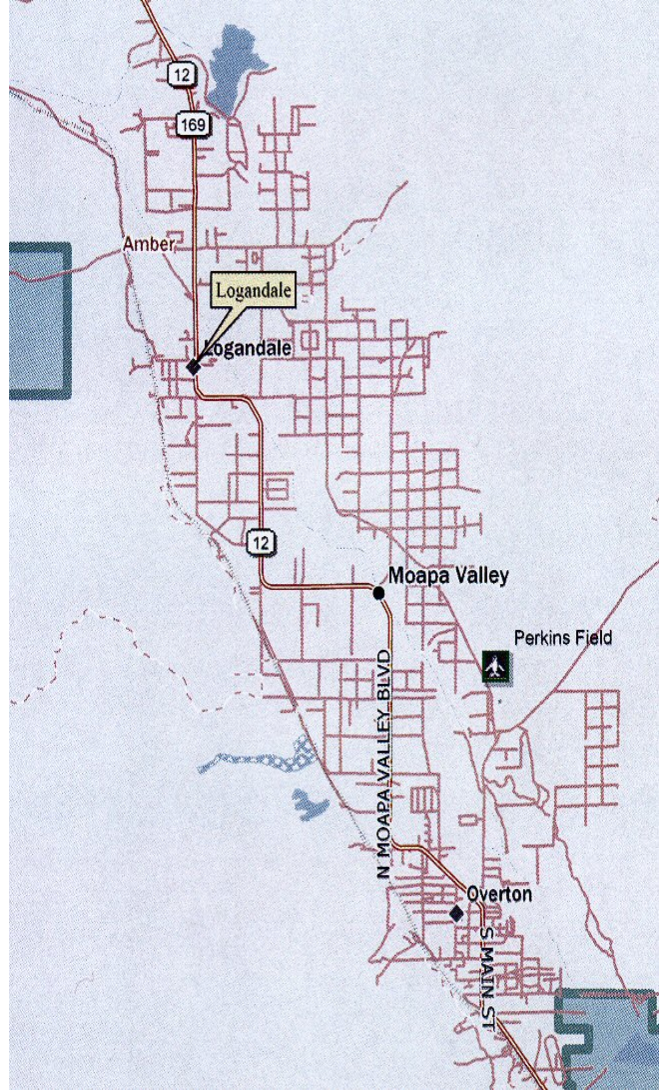


Figure 2: Major cities within Clark County, Nevada (cont'd)



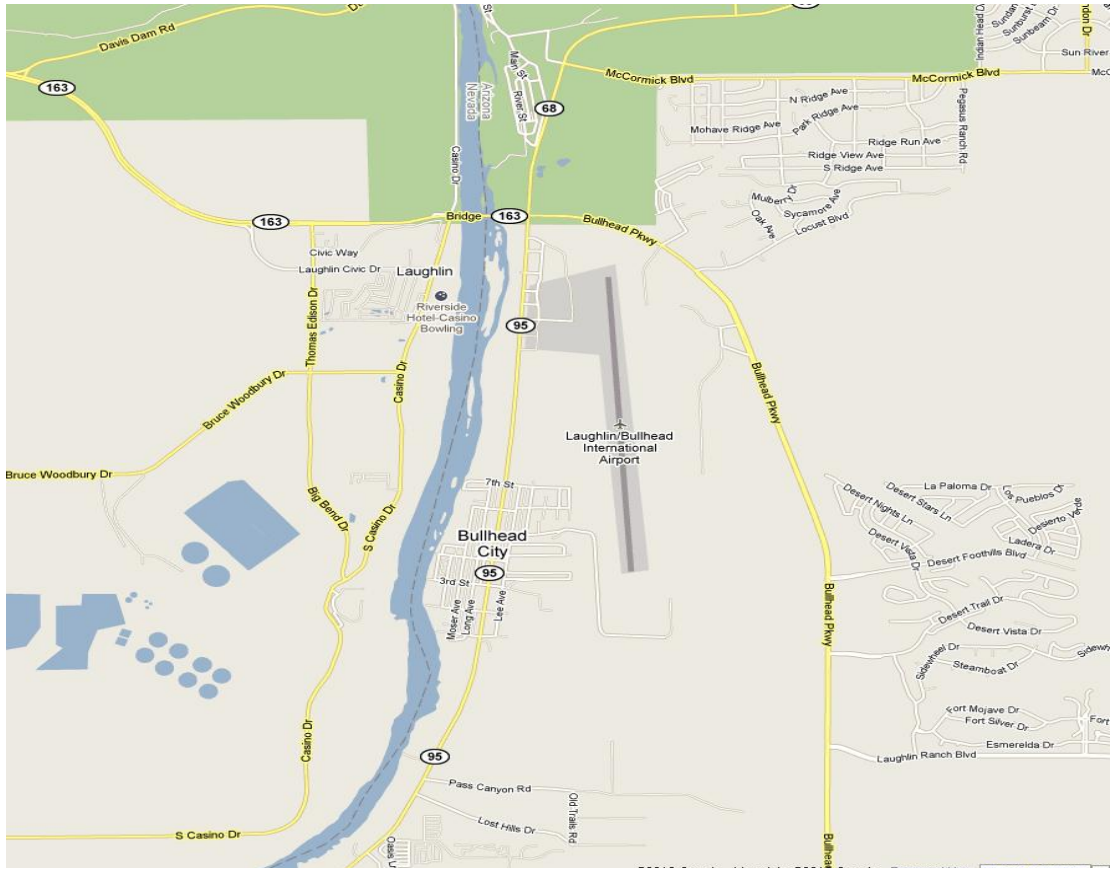
Mesquite



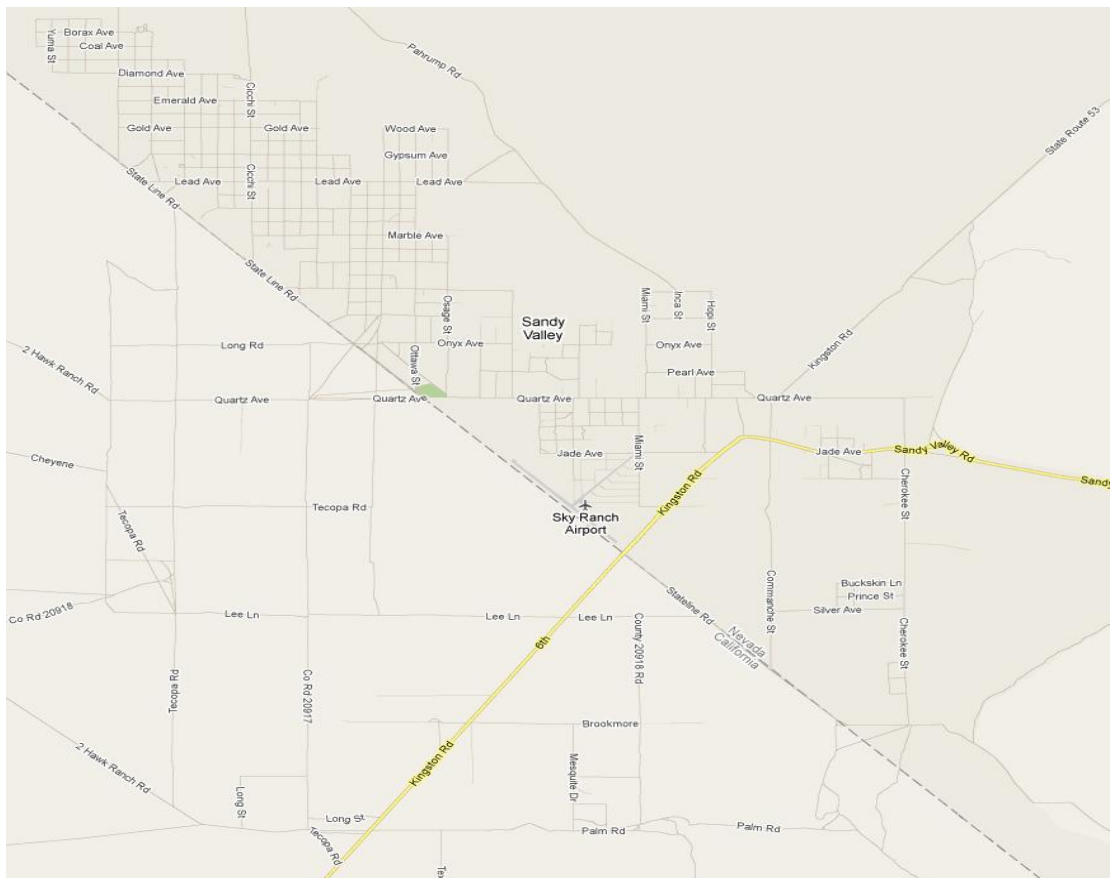
Moapa Valley, Logandale
and Overton

Figure 2: Major cities within Clark County, Nevada (cont'd)

Laughlin



Sandy Valley



Clark County

1. Climate

Las Vegas is situated on the arid desert floor within Clark County. The surrounding environment is dominated by desert vegetation and some wildlife, and the area is subject to torrential flash floods. The city is in an arid basin surrounded by dry mountains. City elevation is approximately 2,030 feet (620 m) above sea level. The Spring Mountains lie to the west. The landscape is rocky and dusty. Within the city, however, there are many lawns, trees and other greenery. According to the United States Census Bureau, the city has a total area of 131.3 square miles (340 km²), of which 131.2 square miles (340 km²) is land and .1 square mile (0.26 km²) of it (0.04 percent) is water.

Las Vegas' climate is an arid, desert climate, typical of the Mojave Desert in which it lies. The city enjoys abundant sunshine year-round and has an average of approximately 300 sunny days per year and more than 3,800 hours of sunshine with about 4.2 inches of rainfall which, on average, occurs on 29 days per year.

The summer months of June through September are very hot and mostly dry, with average daytime highs of 94°F to 104°F (34°C to 40°C) and nighttime lows of 69°F to 78°F (21°C to 26°C). There are an average of 133 days per year above 90°F (32°C) and 72 days above 100 °F (38°C), with most of the days in July and August exceeding that benchmark. However, humidity is very low and often under 10 percent.

Las Vegas' winters are of short duration and the season is generally mild, with daytime highs near 60°F (16°C) and nighttime lows around 40°F (4°C). The mountains surrounding Las Vegas accumulate snow during the winter, but snow is rare in the Las Vegas Valley and it tends to be many years between snowfalls. Temperatures can sometimes drop to freezing 32°F (0°C), but winter nighttime temperatures will rarely dip below 30°F. Annual precipitation in Las Vegas is roughly 4.5 in (110 mm) which mainly occurs during winter but can occur any time of the year.

2. Size

1. According to the U.S. Census Bureau, Clark County has a total area of 8,091 square miles (20,960 km²). Land covers 7,910 square miles (20,500 km²) and water covers 180 square miles (470 km²) (2.23 percent).
2. Urban areas: An urban area, as defined by 4-H, is any city or suburb with a population of 10,000 people or more. In Clark County, this includes the cities of Las Vegas, North Las Vegas, Henderson, Boulder City and Mesquite.
3. Rural areas: A rural area, as defined by 4-H, is any town or Census Designated Place (CDP) with a population of under 10,000 people. Rural areas which are served by the Clark County 4-H program include, but are not limited to: Bunkerville, Moapa Town, Moapa Valley, Laughlin and Sandy Valley.

B. Population

Table 1: Population

Source: Nevada State Demographic, Nevada Kids Count 2009

Population	Number/Percent
State	2,718,336
Clark County	1,954,319
Clark County as a percent of state	71.9

Table 1A: Population

Source: Nevada State Demographic, Nevada Kids Count 2009

Age Group	2007	2012	Percent Change
5-14	369,793	423,274	14.5
15-19	192,094	211,103	9.9

Table 1B: Population

Source: Nevada State Demographic, Nevada Kids Count 2009

Projected Change in the number of children 2007-2012

Race/Ethnic Group	2007	2012	Percent Change
Asian/Pacific Islander	44,062	53,126	20.6
Black (African American)	56,390	62,176	10.3
Native American	9,218	9,943	7.9
White	326,566	346,646	6.1
Hispanic (of any Race)	243,823	306,398	25.7
TOTAL	680,060	778,290	14.4

Projected change in the number of children by race/ethnicity

Clark County, with a population of nearly 2 million (1,954,319) (Tables 1, 1A and 1B), has 4-H sites in Las Vegas (its largest City) Logandale, Overton, Moapa, Bunkerville and Mesquite. The county is diverse, with ethnic groups living in different areas throughout the county. About 28 percent of the population is within the 7-19 years age group, the age group that falls within the age guidelines to be engaged and involved in 4-H. The youth population for which 4-H focuses is approximately 200,000 to 250,000 (U.S. Census Bureau, 2007). Clark County 4-H is both urban and rural with the majority of non-4-H youth living in the largest cities.

C. Educational Level

Like any other urban and rural communities in the U.S., Nevada's southern area is not immune to the challenges facing youth through their developmental ages. Nevada schools face several challenges, such as 16 percent of Clark County's youth live in poverty (in 2004) and 203 juvenile crimes were committed between 2003-2005. In addition, drop-out rates (Figures 2, 2A and 2B) in high schools are high; they were 5,434 statewide and 4,155 in Clark County as reported for the 2008-2009 academic school years.

Dropouts

Nevada ranks the highest in school dropout rates. Reported by Clark County School District (CCSD) (<http://www.ccsd.net/>).

Table 2: Dropout Rates - Grades 9 - 12 overall (Class of 2009)
Clark County School District - Students

All Students	Grades 9-12 Total		Male		Female	
	#	%	#	%	#	%
State	5,434	4.2	2,984	4.5	2,450	3.9
District	4,155	4.5	2,282	4.9	1,873	4.2

Table 2A: State of Nevada school dropout rate

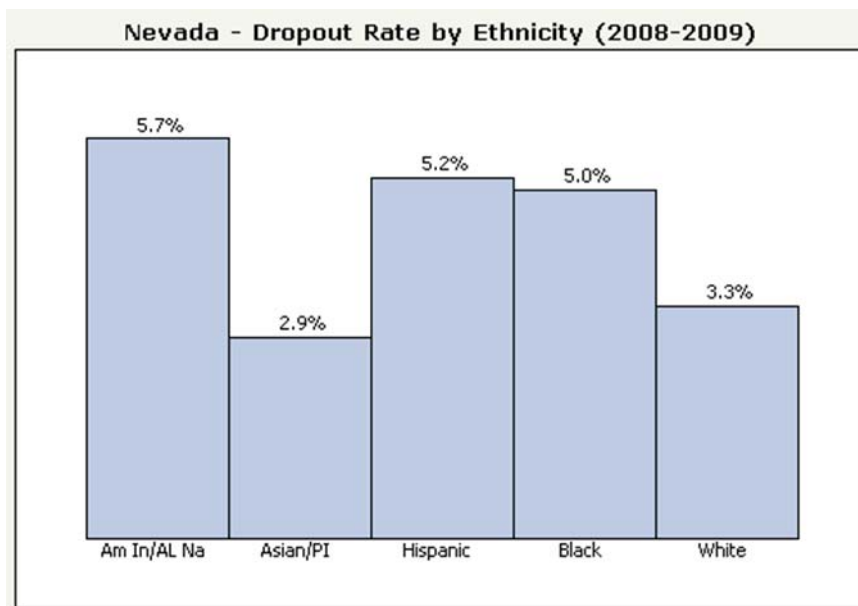
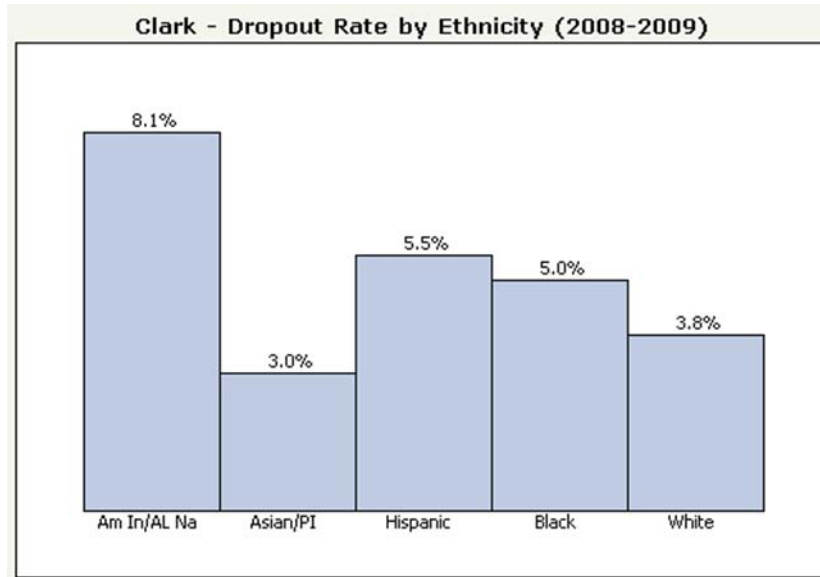


Table 2B: Clark County school dropout rates



Enrollment

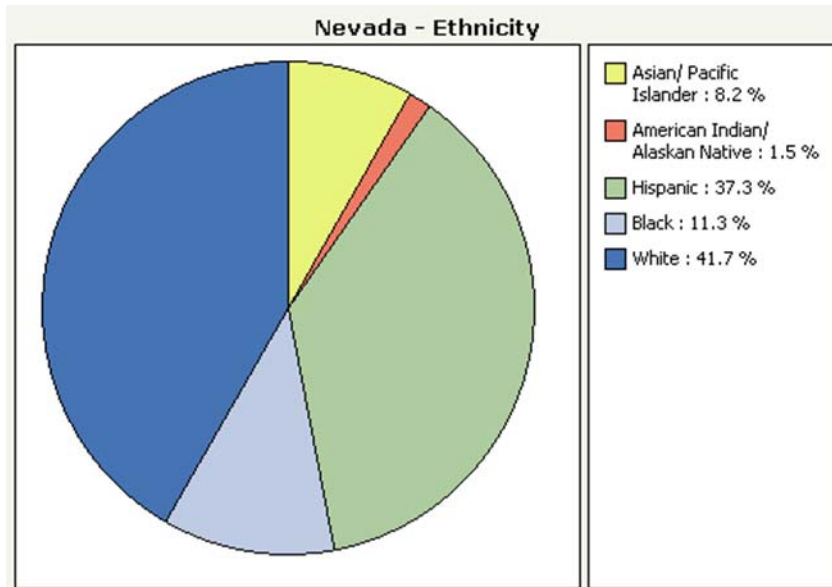
During the 2008-2009 school year, Clark County School District ethnicity enrollments were as follows:

- Latino, 37 percent
- White, 41.7 percent
- African American, 11.3 percent
- Asian/Pacific Islander, 8.2 percent
- American Indian/Alaska Native, 1.5 percent
- Statewide, 41 percent, 34.6 percent, 14.1 percent, 9.6 percent and 0.7 percent respectively (Tables 3, 3A and 3B)

Table 3: School enrollment

	Total Enrollment	Male		Female	
		#	%	#	%
State	436,042	224,687	51.5	211,355	48.5
Clark County	309,335	159,484	51.6	149,851	48.4

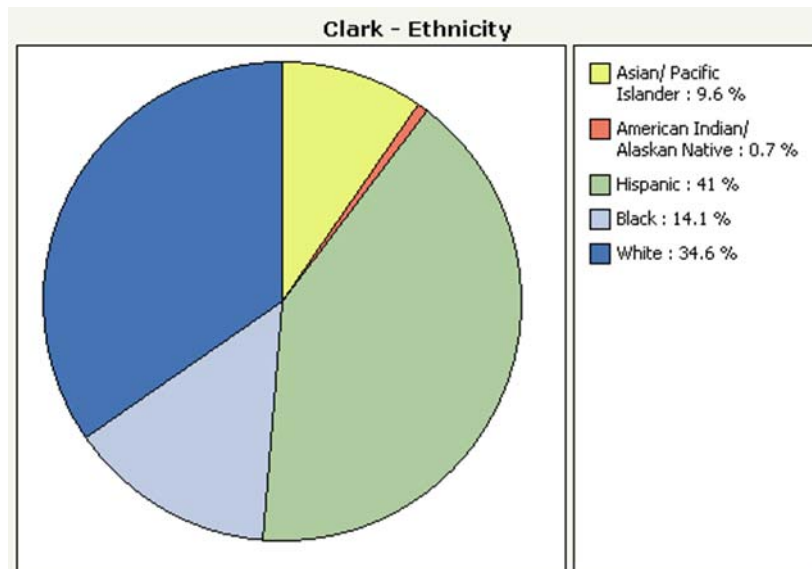
Table 3A: State of Nevada school enrollment



Nevada Annual Reports of Accountability

<http://www.nevadareportcard.com/profile/gender.aspx?levelid=D&entityid=02&yearid=09-10>

Table 3B: Clark County school enrollment



Nevada's Annual Reports of Accountability

<http://www.nevadareportcard.com/profile/gender.aspx?levelid=D&entityid=02&yearid=09-10>

Graduation Rates

Graduation rates-Nevada ranks one of the lowest in school performance (Nevada's Annual Reports of Accountability).

High Risk/Risky Behavior Areas

Youth Substance Abuse

Table 4: Youth Substance Abuse

County and Municipal Drug and Liquor Arrests by Age - 2009							
Age	Drug Referrals			Liquor Referrals			Total Drug & Liquor Arrests
	Sales & Manufacturing	Possession	Total	DUI	Liquor Laws	Total	
Under 10	1	1	2	0	1	1	3
10-12	11	53	64	0	15	15	79
13-14	71	316	387	1	239	240	627
15	56	311	367	5	394	399	766
16	56	470	526	32	653	685	1,211
17	68	448	516	83	891	974	1,490
TOTAL Juvenile Arrests	263	1,599	1,862	121	2,193	2,314	4,176

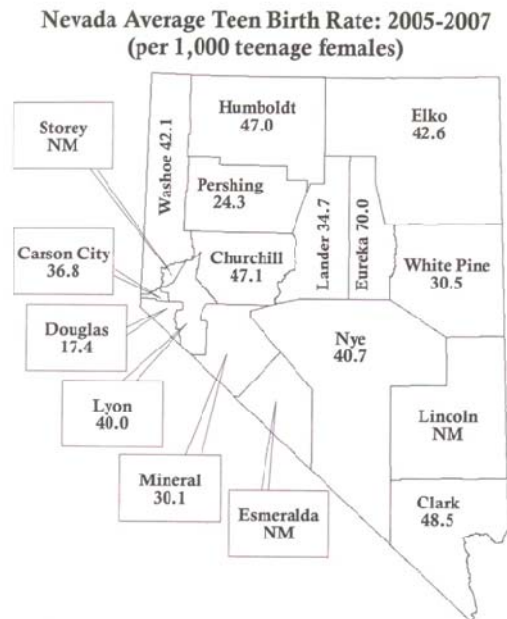
*Include all juveniles that came into contact with the juvenile justice system.

**Driving under the influence.

Source: Nevada Department of Public Safety, 2009, *Crime and Justice in Nevada 2009*, available online at: <http://nvrepository.state.nv.us/>

Figure 3: Distribution of teen birth rate - Nevada

Teen Birth Rates



Nevada Kids Count Data
Book 2009

Table 5: Data showing high rates of youth/safety/welfare evident in Clark County

	Youth/Safety/ Welfare				
	Teen Accidents	Teen Deaths	Homicide Deaths	Teen Suicide	Violent Crimes
State	69	143	29	22	663
Clark County	46	95	24	13	434

Nevada Kids Count Data Book 2009

Implications

The literature on these concerns is vast and research shows that:

1. Youth in large cities are twice as likely as non-urban youth to leave school before graduating.
2. More than one in four Hispanic youth drop out, and nearly half leave by the eighth grade.
3. Hispanics are twice as likely as African Americans to drop out. White and Asian-American students are least likely to drop out.
4. More than one-half of the students who drop out leave by the 10th grade, 20 percent quit by the eighth grade, and 3 percent drop out by the fourth grade.
5. Nearly 25 percent changed schools two or more times, with some changing for disciplinary reasons.

Research has shown that there are programs that can help to reduce dropout rates. Gill et al., 2010 shows that participation choices in 4-H are influenced by their desire to improve life skills, and if youth in 4-H are given the opportunity, they can achieve success. Clark County 4-H can provide the opportunities by marketing its programs to the individuals who need them.

D. Economic Status

The Las Vegas Perspective Annual Report (2008) reflects that economic disparities exist within certain Zip Codes.

1. 34 percent of general population in Zip Code 89106 has an annual income of less than \$20,000
2. 46.5 percent of African Americans reside in 89106
3. 28.9 percent Hispanics/Latinos reside in 89106
4. 43 percent of general population in 89101 has an annual income of less than \$20,000
5. 52.9 percent Hispanics/Latinos reside in 89101
6. 12.9 percent African Americans reside in 89101
7. 62.9 percent of Hispanics/Latinos reside in 89030
8. 73.6 percent of Hispanics/Latinos in 89030 have an annual income of \$20,000
9. In addition to low-income levels, there are also high percentages of minorities living in Zip Codes 89101, 89102 and 89015.

Table 6: Proportion of General Population with Income Less than \$20,000

Zip Code	Proportion of African American Population	Proportion of Hispanic Population	Proportion of General Population Income <\$20,000
89007	0.7%	24.9%	17%
89015	4.0%	12.4%	9%
89030	19.8%	62.9%	27%
89101	12.9%	52.9%	43%
89102	8.3%	38.0%	34%
89104	15.6%	45.7%	25%
89106	46.5%	28.9%	34%

Data taken from the *Las Vegas Perspective Survey, 2008* Data taken from 2000 U.S. Bureau of the Census

E. Social Institutions

Social institutions are an integral part of a dynamic, forward-looking community. Clark County has numerous and varied social institutions.

1. [Austin Dancers Academy \(ADA\)](#): a nonprofit 501(c)(3) organization based in Las Vegas, teaching children the art of dance, theatre and music. All are at least 5 years old. ADA is a community-based, performing arts afterschool program that serves all children, including those described as at-risk and disadvantaged.
2. [AYUSA Global Youth Exchange](#): a leading nonprofit organization promoting global learning and leadership through foreign exchange programs and study abroad opportunities.
3. [Big Brothers Big Sisters of Southern Nevada \(BBBS\)](#): a nonprofit 501(c)(3) corporation that is a leader in youth mentoring services. Since 1973, Big Brothers Big Sisters of Southern Nevada has been developing positive relationships that have a direct and lasting impact on the lives of youth in our community, ages 6 through 18. Their mission is to help children reach their potential through professionally supported, one-to-one relationships with mentors that have a measurable impact on youth.
4. [Boy Scouts of America \(BSA\)](#): one of the nation's largest and most prominent values-based youth development organizations. The BSA provides a program for young people that builds character, trains them in the responsibilities of participating citizenship and develops personal fitness.
5. [Boys and Girls Clubs](#): mission is to enable all young people to reach their full potential as productive, caring, responsible citizens. Youth participate in various activities including homework help, recreational programs, sports, arts and crafts, computers and technology and fun. The Boys and Girls Clubs serve children enrolled in kindergarten through 12th grade (ages 5-18).

6. [City of Las Vegas Department of Leisure Services](#): provides quality cultural and recreational experiences for all ages and abilities.
7. [City of Henderson Department of Leisure Services](#): provides quality cultural and recreational experiences for all ages and abilities.
8. [Girl Scouts of Frontier Council](#): girl scouting builds girls of confidence, courage and character who make the world a better place.
9. [Greater Las Vegas Inner-City Games](#): mission of the Greater Las Vegas is to provide comprehensive, out-of-school programs that keep children safe and help them achieve in school and in life.
10. [Nevada Partnership for Homeless Youth](#): the only youth service provider in Nevada with a continuum of care extending from street outreach and 24-hour crisis intervention services to a full-time, drop-in center and an independent living program.
11. [Nevada Rainbow Girls](#): a 501(c)(3) nonprofit, fraternal youth service organization open to all girls between the ages of 11 to 20. Rainbow provides an environment where girls gain self-confidence and self-respect. Rainbow teaches leadership skills, service to the community and respect for all. Girls have a chance to achieve and excel, fostering self-esteem in fun and exciting ways.
12. [YMCA](#): what started as the Young Men's Christian Association in 1844 has evolved into the YMCA of today, a far-reaching organization that welcomes and celebrates everyone regardless of faith, race, age, sexual orientation, ability and income level.

F. Strengths, Weaknesses, Opportunities and Threats (S.W.O.T.)

Strengths

Strengths include the positive tangible and intangible attributes internal to an organization and are within the organization's control.

1. Clark County 4-H comes under University of Nevada Cooperative Extension (UNCE) and Nevada 4-H. UNCE is an outreach arm of University of Nevada, Reno. 4-H is the youth development program of Cooperative Extension programs by the land-grant universities located in every state of the U.S. The original mission of these institutions was to teach agriculture, military tactics and mechanical arts, as well as classical studies so that members of the working class could obtain a liberal and practical education. Today's land-grant universities continue to be open and accessible to the general public. Their 4-H youth programs provide opportunities to millions of young people (Washington State University Extension, 2009).

2. 4-H is the largest out-of-school youth development program in the U.S. with more than 7 million members and 500,000 teen or adult volunteers (National 4-H Headquarters). It is present in virtually every county in the U.S. It is an informal, educational program that promotes youth development and began between 1890 and 1900 (Iowa State University, 2009). 4-H has a track record of providing a variety of positive youth outcomes, including personal and life skills development, as well as career development (Arnold, 2004; Hendrick, Homan, and Dick, 2009; Rockwell, Stohler, and Rudman, 1984). The program started in order to provide youth in rural areas with knowledge in agriculture and other practical areas, life skills development and enhancement, as well as, objectives and support for career goals. Today, its innovation, creativity and diversity of programs can foster the development of capable young people not only in rural areas but also in cities and towns.
3. Clark County 4-H is driven by research-based information and from curricula (Barker et al., 2007, 2008 and 2009) developed to guide the program.

Weaknesses

Weaknesses include the factors that are within UNCE's 4-H control that detract from its ability to attain its overall goal:

1. The retention of volunteers is one of the greatest weaknesses. 4-H is a volunteer-driven program and the greater the number of available volunteers, the greater and faster it will be able to expand the program.
2. Funding for the program is a challenge. Due to budget cuts and greater competition for the limited outside funding sources, there are many challenges in obtaining the needed funds to increase the number of involved youth and/or to develop enhanced programming to meet their needs.

Opportunities

Opportunities are external factors that represent reasons for Clark County 4-H to exist:

1. In a 2006 evaluation of the 4-H program in Clark County, there were several major deficiencies:
 - a. There was no foundation to guide the program.
 - b. Enrollment was low and centered on one ethnic group of youth and adult leaders.
 - c. 4-H Council, a critical support of 4-H because of its structure of club representation, had only four members and convened sporadically.
 - d. Participation at the Clark County Fair, a high point and valuable opportunity for club members to display and demonstrate their project, was very low and nonexistent in some areas (fine arts, nutrition and other sciences).
 - e. 4-H record books, the high point of the 4-H'er project were of low quality, poorly organized and some books completely omitted sections.
2. Since the 2006 evaluation, developments in changing the outlook of the program have occurred.
3. 4-H, which is not known to a majority of Clark County residents, is becoming better known. The programs in science, technology, engineering and math are attractive to youth, and this allows the program to reach out to the whole population that it should serve.

Threats

Threats are the external factors, beyond UNCE's 4-H Youth Development Program's control and can put UNCE's mission at risk.

One of the greatest threats is continual funding of not only UNCE's 4-H programs, but the funding of the entire organization. Contingency plans include:

1. State and county funding. Although this has never been an issue, the possibility exists considering the current economic status at the federal, state and county level. On the county level, because of the reduction of property value, a source of Extension's funding, Cooperative Extension can anticipate extreme fiscal funding cuts for the foreseeable future.
2. External and additional funding. Nationally, there are a larger number of organizations vying for smaller and smaller amounts of grant dollars and funding sources. This poses many challenges in securing funding that can complement current program funding.
3. Volunteer recruitment, training and retention. 4-H, as a volunteer-driven organization, cannot exist without volunteers.
4. Financial support for newly formed and existing 4-H clubs. Local 4-H clubs, as with UNCE and Nevada 4-H, need financial support for their programs. With limited funding comes greater and greater challenges that all program levels (local, county, state, national) need to consider and operate under.

G. Extension programs

Current Educational programs: Children, Youth and Family (CYF)

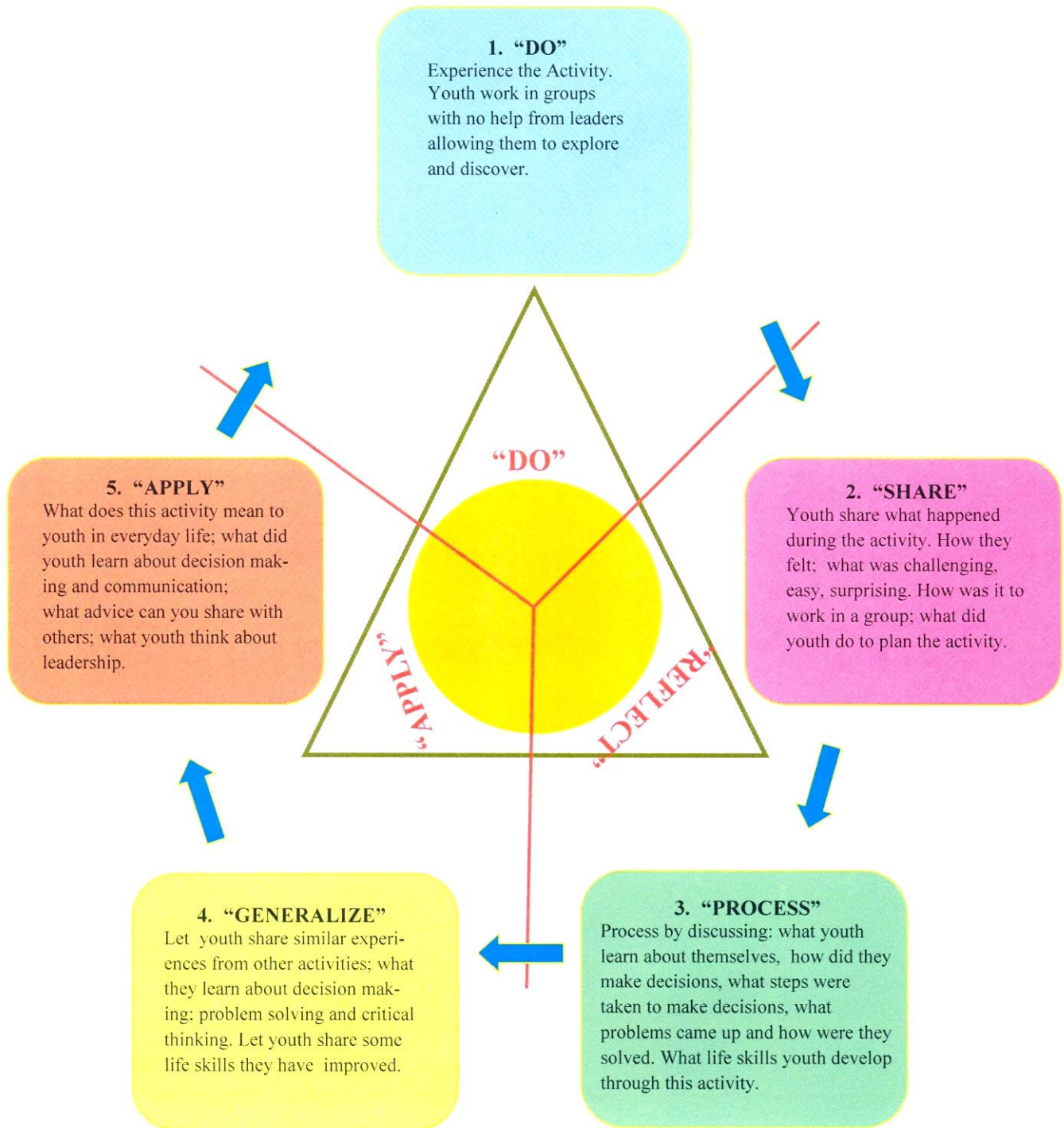
4-H Youth Development

1. New Faces New Places (NFNP) 4-H Life Skill Development and Membership Recruitment "New Faces, New Places – An Introduction to 4-H"

Throughout the years, 4-H was delivered to rural audiences. Programs were geared towards agriculture. Currently, as 4-H is delivered to urban audiences such as Las Vegas, these programs had to be modified. We had to provide opportunities for youth to explore and acquire knowledge while developing life skills, through the use of modified agriculture-related project areas suitable for urban and suburban communities. NFNP provides opportunities for youth who have had no prior knowledge of 4-H to experience and explore 4-H first-hand. It is a 12-session program allowing participants to gain knowledge and develop life skills such as critical thinking, problem solving, decision making and teamwork. At the end of the 12 sessions, graduates are encouraged to become 4-H members and either join an existing 4-H club or form a new club. The program activities include: (1) *What is 4-H?*, (2) *What is a 4-H club?*, (3) Eight sessions in 4-H program activities from plant and animal science, and (4) *Technology*, which includes (a) GIS/GPS, (b) robotics (the programming of robotics),

and (c) rocketry. This curriculum features interactive exercises that are delivered using the experiential learning model of 'Do,' 'Reflect' and 'Apply' (Figure 4). The program is delivered at afterschool, community centers and faith-based sites. Within the last two years, more than 2,000 elementary and middle school youth have been served by this program.

Figure 4: Experiential Learning Model



Adopted and Modified from Norman and Jordon, University of Florida

2. Volunteer Development – recruiting and training

4-H is a volunteer-driven program. The quality of clubs is directly related to the quality of volunteers leading the clubs. Research indicates that success in youth development is dependent on a caring adult working in partnership with the youth (Camino, 2000). Volunteer leaders need to develop the necessary competencies to be able to deliver proper and positive 4-H programming. They need to understand the “ages and stages of youth development,” the “experiential learning model” and the “critical elements of youth development” as well as develop an understanding that 4-H is a life skill development program (not subject matter focused programs).

The Volunteer Recruiting and Training program has two parts: (1) volunteer leaders volunteering in the *Introduction to 4-H* program and (2) leaders for the community 4-H clubs or the already established clubs. The *Introduction to 4-H* program is a 12-session program geared toward volunteers working with new 4-H recruits and preparing them to transition into community clubs and/or develop new 4-H clubs.

For both parts (1) and (2) of the volunteer recruiting and leadership development program, the following are included: (a) the critical elements of youth development, (b) ages and stages of youth development, (c) the experiential learning model and (d) club and risk management. For part two, additional training classes include: (a) in-depth risk management, (b) record books and portfolio development, (c) project demonstrations and (d) conducting 4-H club meetings.

Figure 5: Volunteer



3. Science Technology, Engineering and Math (4-H S.T.E.M.) through day camps

This program is delivered through a five-day, day camp experience. This is an intensive 35-hour experiential learning experience in the fields of science, technology, engineering and math (S.T.E.M.) and is used to increase knowledge, develop life skills such as critical thinking, problem solving, decision making and teamwork, and to create a positive attitude towards the sciences. It is developed from one of the National 4-H Initiatives identified as a focus to respond and encourage youth in sciences and to prepare them for global competitive careers in science. This program has been identified as a top priority by recently conducted focus group interviews of 40 individuals from 4-H, schools and other youth development agencies across Clark County.

Research indicates that the U.S is lagging behind in sciences. In order for it to be competitive globally, there needs to be a focus on the sciences in schools. S.T.E.M. stands for the four areas of focus in the 4-H program, with **“Science”** consisting of activities in animal and plant sciences, basic science which includes a topic on chemical reactions and nutritional science as a part of the 4-H Initiatives on Healthy Lifestyles. The **“Technology”** encompasses such activities as GIS/GPS, robotics (the programming of robotics) and rocketry. The **“Engineering”** component features activities in the construction of rockets, robots and other engineering structures and **“Math”** is interspersed throughout all the activities.



Youth participating in second annual S.T.E.M. day camp.



Members of 4-H Clubs show how to make a healthy snack (fruit smoothie).

4. Healthy Lifestyles consists of nutrition and physical activities



Youth from Doolittle and Pearson community sites prepare healthy snacks at a graduation ceremony.



An adult leader teaches the importance of fruits and vegetables in diets.

5. General 4-H and Club Programs: New and Existing Clubs

This program was created to optimize the standards of existing and newly formed 4-H clubs and to improve the quality of the 4-H Community Club delivery model. Community clubs provide opportunities for positive youth development through appropriately structured environments, effective programming in multi-programmatic areas, opportunities for subject and project mastery, opportunities for leadership and opportunities to partner with caring community adult volunteer leaders. In short, it affords a way for the community to come together and it creates an environment for youth to grow and develop.

Research continues to show positive outcomes of 4-H clubs. Kress (2002) showed significant differences in the ability to develop assets and/or life skills between youth who remain in 4-H clubs for more than one year and those who did not remain with 4-H for at least one year. Gokhale (1995) found that cooperative learning, which occurs in 4-H clubs, enhances critical thinking. One of the priorities identified in the needs assessment and telephone surveys with Clark County 4-H leaders was the maintenance and support of 4-H clubs. In conversations with current club leaders, the leaders had higher levels of dissatisfaction due to lack of club maintenance on the part of UNCE 4-H staff, during 2002 to 2006 as compared to 2008 and 2009.

The programmatic areas identified include:

1. Ambassador training and development
2. 4-H special events
3. 4-H club management
4. Record book management
5. 4-H awards recognition and preparation for the Clark County Fair
6. Camp Counselor Training (day and overnight) and Development
7. National 4-H Science Day
8. Teen Leadership Development

It was also identified that additional training was needed in the data management of 4-H enrollment using the 4-H Plus software.



4-H Club officers from urban and community 4-H clubs

Program Delivery Sites:

Table 7: Afterschool community sites of delivered 4-H programs

Afterschool sites	City, State
Stupak Community Center	Las Vegas, NV
Rafael Rivera Community Center	Las Vegas, NV
Doolittle Community Center	Las Vegas, NV
Greater New Jerusalem	Las Vegas, NV
West Las Vegas Arts Center	Las Vegas, NV
John C. Fremont Middle School	Las Vegas, NV
Joseph L. Bowler Elementary School	Bunkerville, NV
Kermit Booker Elementary School	Las Vegas, NV
Wendell P. Williams Elementary School	Las Vegas, NV

Other Children, Youth and Families (CYF) Programs:

Anáhuac School and Community Engagement Program:

The Anáhuac School and Community Engagement Program is designed to increase academic aspirations by improving positive ethnic identity of Latina/Latino middle and high school students. It is based specifically on Mexican cultural values, traditions and heritage; however, all ethnic groups may participate and will benefit from this multicultural program.

Career Edge:

Career Edge is a workforce readiness program for high school students focused on skill development for workplace and job success. It provides information and training to help with interview skills, resume development, filling out applications, finding job leads and selecting appropriate clothing for the workplace.

Child Care Provider Training:

The quality of care is greatly impacted by the education and work experience of caregivers. Child care training improves a caregiver's skills and knowledge.

Exploring Your True Colors:

"Building an Effective Team" - The Colors program encourages teamwork and enhances customer service and overall workplace productivity.

Family Storyteller:

A family literacy program using children's literature and activities to demonstrate parent/child book reading. This program enriches parent/child interactions and promotes lifelong learning skills for both parent and child.

Kinship Connectors:

An estimated 45,000 children are being raised by relatives in Clark County. These relatives take in the children when parents are absent, home is unsafe or as an alternative to foster care. Kinship Connectors is a consortium to connect organizations to meet the needs of these relatives or "kinship families." Kinship Connectors has designed a resource guide: "Raising Your Relative's Kids: How to find help."

Increasing Latino Academic Achievement Series:

The Increasing Latino Academic Achievement Series is a 20-hour professional development program designed to increase the knowledge, skills and tools of educators and other professionals working with Latino children and families.

Learning Together:

This program combines academic learning and play therapy with parent-support training opportunities. Activities focus on the acquisition of cognitive and personal skills and development of English as a second language.

Mini-Society® “Vegas Style”:

Where Children Can Always Use a Little Company - Participants design and develop their own society, creating a name, flag and currency. They identify tasks for which they initially earn money and ultimately identify and establish their own businesses to provide goods and services to their fellow citizens.

Operation: Military Kids (OMK):

OMK focuses on those young people from military families whose parents are being called up for extended assignments in support of the global war on terrorism. Through summer camps, Hero Packs and Speak Out for Military Kids, OMK connects and integrates military youth in 4-H and other programs that help build skills and provide a sense of belonging with their peers before, during and after the deployment of a loved one.

Project THUNDER: Teens Taking Charge!:

Middle and high school youth attend leadership conferences, participate in adventure-based activities, take part in ongoing seminars, commit to working together on community projects and begin to apply these skills toward their future work environments.

Current UNCE’s 4-H Youth Program Development strategies:

1. To involve and engage other partners, specifically schools, and to complement schools in providing opportunities for hands-on experiences in the areas of science, technology, engineering and math.
2. To develop linkages between its programs and the world of work.
3. Develop opportunities for civic engagement and community services.
4. Secure, through partnerships with other youth agencies, organizations, and businesses, a steady and consistent funding source to maintain the current programming and to explore other innovative areas.
5. To seek positive outcomes for every child in its programs.

Conducting the Needs Assessment

What is it?

Needs assessment is a process that generates information that is helpful in matching an organization or group's goals, programs and capacities to the social environment in which it operates. (Note: in itself, it is only a data capture—the analysis follows.) However, It is critical that during the analysis, there should be a clear differentiation made between the actual and perceived needs (see discussion in summary).

What is the purpose?

The purpose of this needs assessment was to explore issues related to the Clark County 4-H Youth Development Program, perceptions of the program, challenges to the program and what UNCE can do to make this program available and sustainable for the youth in Clark County.

The questions addressed in this needs assessment were:

1. Who cares about Clark County's 4-H Youth Development Program?
2. What prevents youth from becoming members of 4-H?
3. What challenges does UNCE face as it conducts 4-H programs across the county?
4. What is the role of volunteer development?
5. Why increase membership while retaining those in the program?

Clark County's 4-H Youth Development Program is complex. It involves serving existing traditional 4-H leaders and members of community clubs that were established decades prior to the assessment, serving newly-formed afterschool clubs in the cities of Las Vegas, Henderson and Logandale, and expanding the program to a wider and more diverse audience. Due to the complexities, different strategies were employed—surveys and dialogue with the traditional audiences and “focus group” interviews with the newer audience.

Three strategies were used to guide this needs assessment:

1. Mailed surveys to traditional or veteran, and new audiences
2. Dialogue with existing and new 4-H leaders and 4-H members
3. Four focus group interviews for both the existing audiences and the new audiences

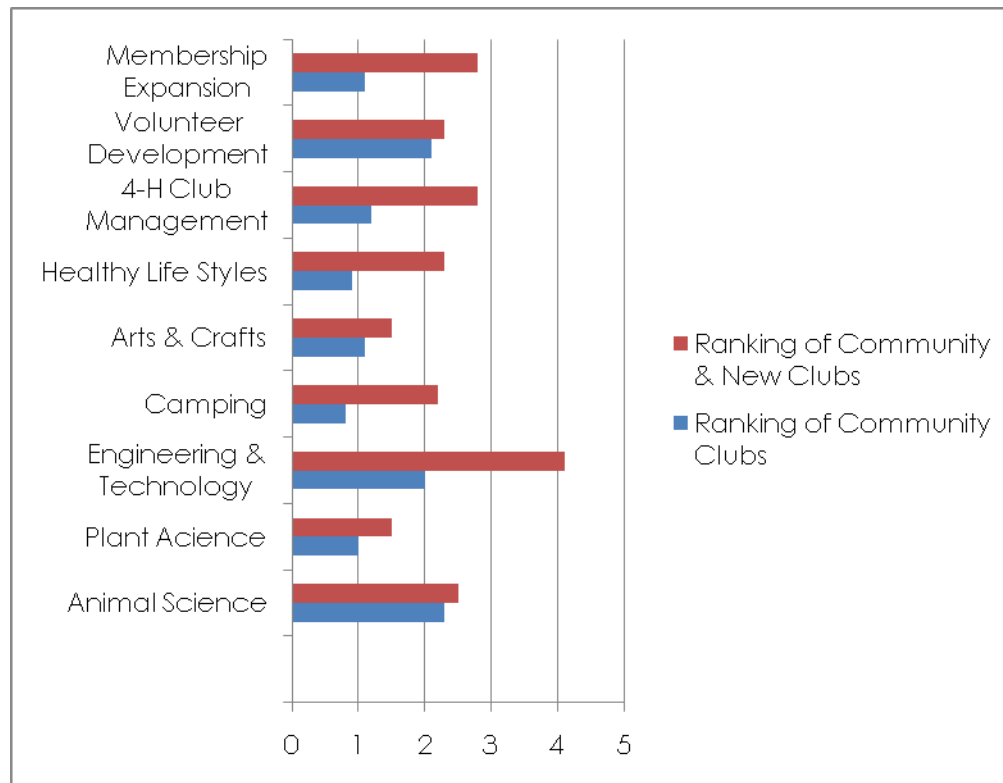
1. Mailed survey

In July 2008, a needs assessment survey was conducted to determine the current situation in Clark County 4-H. A 19-question survey instrument was mailed to 150 enrolled 4-H leaders and 4-H members (see Appendix A). Using Likert-scaled questions, they were asked to rank their choices using a scale, “1” (lowest priority) to “5” (highest priority). The survey population included individuals from the 4-H council, 4-H club leaders, 4-H club members, 4-H teens and 4-H community leaders of Clark County.

Analysis and Results

The response rate was 40 percent (60 respondents). Looking at the results (Figure 8), (1) engineering and technology (robotics, rocketry, GIS/GPS) rated the highest. Program emphasis was followed by (2) membership expansion, (3) animal science and (4) 4-H club management.

Figure 8: Ranking of program priority



2. Dialogue/observations:

Between 2006 and 2008, an observation of Clark County 4-H revealed several deficiencies:

- a. There was no foundation to guide the program.
- b. Enrollment was low and centered on one ethnic group of youth and adult leaders.
- c. The 4-H council, a critical support of 4-H because of its structure to have club representation, had only four members and convened sporadically.
- d. Participation at the Clark County Fair, a high point and opportunity for club members to display and demonstrate their project, was very low and nonexistent in some areas (fine arts, nutrition and other sciences).
- e. The 4-H record books, the high point of the 4-H'er project, were of low quality, poorly organized and even had sections that were completely missing.
- f. Volunteer training was nonexistent.

3. Focus group

Four focus groups engaged 28 individuals from 14 youth development agencies in Clark County (Appendix B) including the school district, 4-H, Boys and Girls Club, a student representative from University of Nevada, Las Vegas (UNLV) and faculty and staff from UNCE 4-H. It followed a guideline as described in SP-10-05 (Barker, 2010) (Appendices C, D, E, F).

The focus group method has been around since the 1940s and has furthered contributions to social science research. The most prominent of its original use focused on U.S. troop morale during World War II (Rennekamp and Nall, 2004). Later, in the 1980s, it gained popularity in marketing strategies (Kidd and Parshall 2000) used often by sociologists, program developers, decision makers, program evaluators and a few other program coordinators or administrators (Ansay, Perkins and Nelson, 2004; Holland, 2004; Plax and Cecchi, 1989). Most recently, focus group interviews were used to evaluate youth development program direction (White et al., 2008) and in Cooperative Extension program needs identification (Malek, 2002).

Focus group interviewing has been used in several Extension programs and in developing other organizational direction (Krueger, 1988; Lachapelle 2008; Rennekamp and Nall, 2004; and White et al., 2008).



Focus group setup and interview

Results

The setup was arranged to facilitate and enhance the process. The results were extensive due to having five hours of recorded data to review and analyze.

The results from the transcription revealed that UNCE should:

1. Actively seek to develop a strong 4-H Youth Development Program that would reach the youth in Clark County.
2. Seek to develop strong partnerships with other youth agencies, community businesses, schools, faith-based organizations and other groups with an aim to foster a strong program that will encourage youth participation.
3. Develop an active volunteer system as a source of competent individuals to assist in carrying out the 4-H initiatives. The action of this need would be to identify and recruit a broad spectrum of volunteers, diverse and ethnically represented. Deliver the necessary training which would allow them to carry out program goals and objectives. This will result in increased recruitment/retention of leaders. An increase in effort to show appreciation will also result in greater retention of leaders.

4. Seek to encourage and engage collaboration with other agencies to ensure the enhancing and developing of life skills which will allow youth to become great citizens and self-directing members of society. There would be a great need to make available opportunities for youth and adults to partner in different program activities in the 4-H S.T.E.M. program initiative.
5. Provide a comprehensive program delivery model that allows for full participation of all youth and adults. This includes afterschool, faith-based, camping and other forms of program delivery.
6. While 4-H continues to provide a major role in Nevada's youth development, there are still great challenges ahead, such as strategies for expansion of the program, networking and collaborating with other youth agencies and organizations such as Boys and Girls Clubs, Big Brothers Big Sisters and schools. There is also a great need for volunteer recruitment and leadership development, engaging and involving businesses and funding that will help to sustain the 4-H program and develop capable, positive and responsible youth.
7. Increase marketing and awareness of the 4-H program in Clark County. 4-H needs to use social networking to reach its target audience.
8. There was an identified need to increase and improve partnerships with among youth organizations including Clark County School District.
9. Transportation for many youth to attend 4-H program activities were very limited, especially for youth in the low-income communities.
10. The group found that Clark County is very transient and lacks a sense of community. Most youth are not allowed out in the neighborhoods after school and many youth are in "at-home child care" or "afterschool programs."
11. There is a great demand to identify funding sources, or to develop more creative ways to maximize the current 4-H resources. This is evident in low-income communities. Youth often cannot afford programs that require even minimal fees.
12. Provide more educationally based afterschool programs that are easily accessible by the youth. Programs should span a variety of topics with emphasis of S.T.E.M., healthy lifestyles and the arts.

4. Summary and Discussion

The culminating results of the survey, dialogue and observation of the focus group led to the prioritization of the programs listed below for the Clark County 4-H Youth Development Program:

- a. Volunteer Recruitment and Leader Training
- b. 4-H Life Skill Development and Membership Recruitment
- c. S.T.E.M. through the national 4-H Science, Engineering and Technology (4-H S.E.T.)
- d. General 4-H and Club Program for both new and existing clubs

A great emphasis will be placed on each area for the next three years. The following strategies will apply:

1. Volunteers: Increase recruitment/retention and increase appreciation efforts. The emphasis will be on:
 - a. Where can volunteers be found and what commitment are they being asked to make?
 - b. How can they be compensated for their time/energy/expertise? Appreciation efforts.
 - c. How are volunteers best retained?
 - d. What appreciation efforts are most effective?
2. 4-H Life Skill Development and Membership Recruitment
The emphasis will be on:
 - a. Programming: Provide more educationally based afterschool programs that are easily accessible by the youth. Programs should span a variety of topics with emphasis of S.T.E.M. healthy lifestyles and the arts. Program goals should be focused on life skills, coping skills and other skills that will help youth prepare for success in their schooling and, eventually, career.
3. S.T.E.M. through the national 4-H Science, Engineering and Technology (4-H S.E.T.)
 - a. Programs should span a variety of topics with emphasis of S.T.E.M.
4. General 4-H and Club Program for both new and existing clubs with emphasis placed on:
 - a. 4-H Club management
 - b. Chartering
 - c. Parliamentary procedure
 - d. Events and recognition

Beyond the four prioritized areas, there are plans to focus on the following with a lesser amount of time. These include:

5. Marketing: Increase marketing and awareness of the 4-H program in Clark County. 4-H needs to be using social networking to reach its target audience.
 - a. Where is the program currently marketed?
 - b. Where should it be potentially marketed in the future?
 - c. How can we better showcase the presentations 4-H can provide for conferences?
 - d. What are some other community events where 4-H can have a booth or do a presentation?

6. Partnerships: Increase/improve communication/partnerships between youth organizations/Clark County School District
 - a. How can UNCE/4-H find out what/where/how to contact all of the other youth organizations?

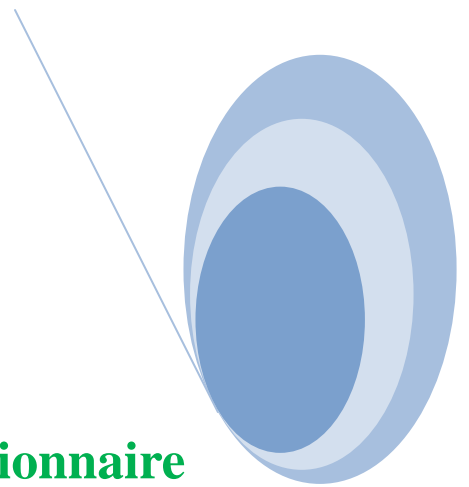
7. Transportation: Limited for many youth
 - a. Can 4-H provide transportation? If so, how can funding be obtained?
 - b. Does Regional Transportation Commission or another company provide youth rates, nonprofit rates or something similar?

8. Community: Clark County is very transient and lacks a sense of community. Most youth are not allowed out in the neighborhoods after school and many youth are in at-home child care or afterschool programs. One solution is for 4-H to engage the whole family in the program.
 - a. How can 4-H meet the needs of diverse afterschool care situations?
 - b. How can 4-H provide consistency among programs?

9. Funding: More funding sources and/or more creative ways to maximize the current resources are needed. This is also true within the community because youth often cannot afford programs that require even minimal fees.
 - a. How can 4-H consistently provide free/inexpensive programming with new budget constraints?
 - b. How can 4-H determine which businesses/organizations may be willing to donate (money or materials)?

APPENDIX A

Clark County Survey Instrument



4-H Needs Assessment Questionnaire

4-H Faculty and Staff, University of Nevada Cooperative Extension

1/1/2010

An EEO/AA Institution

Needs Assessment Questionnaire for Newly-formed and Community Clubs

Dear 4-H Club Leader and Member:

This survey is designed to help us identify the issues that we should focus on for Clark County 4-H Program. There are 19 survey questions asking you to select a priority in each section. 4-H is asking every member to complete the survey only one time. The survey is voluntary and confidential. This means you can skip any question that you don't want to answer and you should NOT write your name anywhere on this survey. Please be very honest in your responses. The survey will take less than five minutes. If you have any questions, please feel free to ask your club leader or call the 4-H office at 702-257-5538. Please return the completed survey in the self-addressed and postage-paid envelope.

Please select within each of the sections: “A” to “T”, and then select each section in order of your priority.

On a scale of 1 (low priority) and 5 (high priority), please circle the number that best indicate your priorities for training and education programs to address the following issues:

	Issues	Low Priority	Med	Neutral	Mod High	High Priority
		1	2	3	4	5
A	Animal Science Issues					
a	4-H Animal Science (steers, sheep, goats, poultry, etc.)	1	2	3	4	5
b	Livestock judging	1	2	3	4	5
c	Showmanship (large animal)	1	2	3	4	5
d	Showmanship (small animal)	1	2	3	4	5
B	Art Science					
a	Shooting Sports (archery)	1	2	3	4	5
b	Shooting Sports (rifle)	1	2	3	4	5
c	4-H Archery	1	2	3	4	5
C	Engineering and Technology					
a	4-H GIS/GPS	1	2	3	4	5
b	4-H Science (robotics)	1	2	3	4	5
c	4-H Science (rocketry)	1	2	3	4	5

D	Camping					
a	4-H Camping (day camp)	1	2	3	4	5
b	4-H Camping (overnight)	1	2	3	4	5
E	Arts and Crafts					
a	4-H Arts and Crafts	1	2	3	4	5
b	4-H Scrapbooking	1	2	3	4	5
F	Healthy Life style					
a	4-H Nutrition (foods)	1	2	3	4	5
b	4-H Nutrition (demonstration)	1	2	3	4	5
	Club Management					
a	Record Book	1	2	3	4	5
b	Financial Management	1	2	3	4	5
c	Parliamentary Procedure	1	2	3	4	5
G	Volunteer Development					
a	Recruiting	1	2	3	4	5
b	Training	1	2	3	4	5
I	Membership Expansion					
a	Recruiting	1	2	3	4	5
b	Learning Experiences	1	2	3	4	5
c	Member Retention	1	2	3	4	5

Please tell us about yourself:

1. How long have you been in 4-H? 0-6 months; 6-12 months; 1-2 years;

3-4 years; 5+ years

2. How old are you? _____ years

I am a female male

3. How have you changed because of 4-H?

4. I would describe myself as:

- Black or African American Native American Indian/Alaskan Asian
- Native Hawaiian or other Pacific Islander White Prefer not to respond

Thanks!

APPENDIX B

APPENDIX B

Focus Group Attendees September 2009

***Mojave Adult, Child & Family Services**
6375 W. Charleston, Suite A100
Las Vegas, NV 89146
(702) 253-0818

***Community Counseling Center**
1120 Almond Tree Lane, Suite 207
Las Vegas, NV 89104
(702) 369-8700, Ext. 243

***Boy Scouts**
7220 S. Paradise Road
Las Vegas, NV 89119
(702) 968-8113

***Nevada Partners**
710 W. Lake Mead
North Las Vegas, NV 89030
(702) 924-2140

***Clark County School District (CCSD)**
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-2351

***Clark County School District (CCSD)**
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-5398

***Safe Nest**
2915 W. Charleston, Suite 3A
Las Vegas, NV 89102
(702) 877-0133, Ext. 244

***Clark County School District (CCSD)**
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-2351

***Clark County School District (CCSD)**
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-5398

Nevada Partnership for Homeless Youth
4800 S. Maryland Parkway, Suite E
Las Vegas, NV 89119
(702) 372-6482

4-H Council
8050 Paradise Road, Suite 100
Las Vegas, NV 89124
(702) 257-5524

Clark County School District (CCSD)
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-2351

Help of Southern Nevada
1417 Las Vegas Blvd. North
Las Vegas, NV 89101
(702) 385-3776, Ext. 290

Clark County School District (CCSD)
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-2348

West Care
401 Martin Luther King
Las Vegas, NV 89106
(702) 557-1839

Clark County School District (CCSD)
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-2348

Clark County School District (CCSD)
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-5038

Clark County School District (CCSD)
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(702) 799-2348

City of North Las Vegas
220 Civic Center Drive
North Las Vegas, NV 89030
(702) 633-1178

Boys Town
1401 S. Arville, Suite K
Las Vegas, NV 89102
(702) 870-0951

Clark County School District (CCSD)
8248 Brilliant Pompon Place
Las Vegas, NV 89166
(702) 677-2173

Bridge Counseling Center
1701 W. Charleston, Suite 400
Las Vegas, NV 89102
(702) 204-3609

Clark County Nevada
333 N. Rancho Drive, Suite 700
Las Vegas, NV 89106
(702) 604-0447

Clark County School District (CCSD)
6231 N. Diaz Street
Las Vegas, NV 89031
(702) 248-2422

Clark County Nevada
333 N. Rancho Drive, Suite 700
Las Vegas, NV 89106
(702) 445-1203

Clark County School District (CCSD)
7892 Salt Spray Ct
Las Vegas, NV 89139
(702) 228-7006

Clark County School District (CCSD)
3950 S. Pecos-McLeod
Las Vegas, NV 89121
(484) 636-9492

*9 participating youth agencies

APPENDIX C

APPENDIX C

Document 1

Telephone Screening Questionnaire Clark County 4-H Needs Assessment

Name _____ Date _____

Address _____ Phone () _____

Hello, my name is _____ and I'm calling for the University of Nevada Cooperative Extension 4-H Program. We are conducting a short survey of issues, concerns and resources of youth development of heads of youth development organizations. Would that be you?

{IF YES CONTINUE. IF NO, ASK FOR HEAD OF ORGANIZATION}

We are conducting a "needs assessment" survey that will take less than two minutes for youth development organizations in Clark County. Is it ok to begin?

1. Would you say that most of your working time is dedicated to youth development?

Youth Development [CONTINUE]

Non Youth Development [TERMINATE]

2. How many hours do you spend with youth development a week?

Less than 20 hours a week [TERMINATE]

Over 30 hours a week [RECRUIT AT LEAST 4]

More than 40 hours [RECRUIT AT LEAST 6]

3. By observation, is the respondent

Male

Female

We are asking selected people to join us for a discussion about youth development programs in Clark County. The discussion will be at the University of Nevada Cooperative Extension office, 8050 Paradise Road, Las Vegas, Nevada, 89123, and will last for one and one-half hours. Lunch will be served. Would you be able to join us at this time?

Yes, Name _____.

[IF NO] Thank you for answering the questions.

[IF YES] I will be sending you a letter confirming this information. Should I use the address of _____ ? [CONFIRM ADDRESS].

We will send you the directions to get to our office. Please call our office at 702-257-5538 if you need additional directions. Thank you for your cooperation.

APPENDIX D

APPENDIX D

Document 2



CONFIRMATION LETTER

Date:

Name:

Address:

Dear Mr./Ms.

Thank you for accepting our invitation to attend the discussion at the University of Nevada Cooperative Extension on (day) (year) (time). Our discussion will be held in Classroom "A". As you enter the building, please check at the front desk for directions to the classroom. We will begin at (time) and end at (time). Lunch will be served.

The discussion group will be composed of approximately 8-10 individuals from the county. We are interested in your opinions and thoughts about the issues, concerns and resources for youth development in the county. This is strictly a research project, and no sales or solicitations will be made.

Since we are talking to a limited number of people, the success and quality of our discussion is based on the cooperation of the people who attend. You are one in ten selected from Clark County, Las Vegas and Henderson for this discussion. We are looking forward to your participation. If for some reason you find you are not able to attend, please call and let my associate, (name) know as soon as possible. The number is (702) 257-5538.

We are looking forward to seeing you on (date).

Sincerely,

APPENDIX E



Thank you for accepting our invitation to attend the discussion at the University of Nevada Cooperative Extension. Please indicate the session, listed below, you plan to attend.

I plan to attend:

_____ September 8, 2009 session

_____ September 10, 2009 session

_____ September 17, 2009 session

An EEO/AA Institution

APPENDIX F

APPENDIX F

Questions for Needs Assessment for Clark County 4-H Youth Development Program - Focus Groups

Document 4

Good evening and welcome to our session. Thank you for taking the time to join our discussion about the community. My name is _____. We have invited a number of residents to share their ideas about issues, concerns and resources for youth development. This is one of a series of discussion groups for local residents to share ideas about youth development in their community. We will be recording your comments because we do not want to miss any of your ideas or suggestions. It is helpful if only one person speaks at a time to avoid garbling the tape. Later, we will be preparing a report that describes the concerns of residents. No names will be included in this report. Our discussion will last about an hour and a half. We'll be on a first name basis. We have assigned a fake name to everyone. These names are placed in front of you to help you remember the names of others in the group.

There is no right or wrong answers, just differing points of view and we are interested in all opinions. _____ is assisting us by taking notes and operating the tape recorder.

Description of 4-H:

4-H is a Youth Development Program that uses research-based educational programs to develop life skills in youth, ages 8 to 19. These life skills include: decision making, critical thinking, problem solving, interpersonal and social and other skills that would allow them to become healthy contributing members of society. 4-H is often considered a program for rural youth because most of the programs once were agricultural in nature. In Clark County, we are currently expanding the 4-H experience to urban youth through partnerships with schools, community centers, faith-based organization and other youth development organizations. We would like for you to share your feelings as to how we can best do this.

1. If you could describe youth development in your community in just a few words, what would those words be?
2. What do you see as the challenges for youth development during out-of-school time in Clark County?
3. Can you think of any successes or positive developments that help support youth in Clark County?
4. What ideas do you have that would help the 4-H youth development programs attract youth in an urban setting and keep their interest?
5. What do you think is needed to expand life skills programming among youth in your community?
6. What type of program delivery strategies are needed (Afterschool programs, life skills groups, sports, mentoring, cross-age teaching, summer camps, more 4-H clubs on urban topics, etc.)?
7. 4-H is a volunteer-driven program. In order to expand the 4-H experience, there would be a need for volunteers. What ideas/strategies do you think might help to achieve and maintain a 4-H volunteer program in Clark County? To expand the 4-H program would require a community wide approach. Tell us about opportunities for 4-H to partner with other programs or organizations to create programming?

8. 4-H has several initiatives or programs to promote life skill development among youth. Take a few minutes and read each of the initiatives. Could you give me your thoughts about which of the initiatives you rate as the most important?
 - a. 4-H National Science, Engineering and Technology (4-H S.E.T.)
 - b. 4-H Healthy Life Styles
 - c. 4-H Volunteer Leader training program
 - d. 4-H Afterschool provider training
 - e. 4-H Clubs
9. Any other ideas/comments/concerns you would like to share about how to develop and grow a strong 4-H urban program?
10. Summarize key points (Assistant Moderator).
11. Invite questions from assistant moderator.
12. Thank you for coming and adjourn.

Thank you for participating in this focus group. Before you leave, please help us by answering a few questions. Your answers are very important since they may help to improve the future group meetings like the one you just attended. This survey is voluntary and anonymous. That means that you can skip any question that you don't want to answer and you should NOT write your name anywhere on this survey. To choose an answer, please put an "x" in the box next to the answer that you like. If you have any questions, feel free to ask.

APPENDIX G

APPENDIX G

EXIT SURVEY

This survey is voluntary and confidential. That means you can skip any question that you don't want to answer and you should NOT write your name anywhere on this survey. If you have any questions, feel free to ask.

Focus group interviewing methodology is one of several tools that educators can use to generate rapid valid information for the direction of programs, communities and organizations. The results of this interview will give us information that will guide the direction of the 4-H program in southern Nevada. Listed below are questions developed as an exit to the interview. Please read each question carefully. Your feelings prior to the interview are indicated to the LEFT, while your feelings after the interview are to the right of each question.

With "1" being the lowest and "5" being the highest, please place an "x" under the number that best represents the degree to which you feel your participation has helped.

A.

1	2	3	4	5	My overall feelings about focus group	1	2	3	4	5
					What help can you bring to the interview?					
					My understanding about 4-H Youth Development Program					
					My knowledge about 4-H					
					My understanding about "focus group" interviews					
					My understanding about the topics to be discussed					
					My knowledge about University of Nevada Cooperative Extension					
					What help can you bring to Youth Development?					

B.

1. During the focus group session, were you confused about the discussion?

- ↑ a. Totally confused
- ↑ b. Somewhat confused
- ↑ c. Not confused at all

2. During the focus group session, how much did you feel you could “open up” or trust the focus group leader?

- ↑ a. I did not trust the focus group leader at all
- ↑ b. I somewhat trusted the focus group leader
- ↑ c. I completely trusted the focus group leader

3. During the focus group session, was there something you thought about but didn't say?

- ↑ a. The topics were not covered well at all
- ↑ b. The topics were covered somewhat well
- ↑ c. The topics were covered very well

4. During the focus group session, how comfortable did you feel about participating?

- ↑ a. Very comfortable
- ↑ b. Somewhat comfortable
- ↑ c. Somewhat uncomfortable
- ↑ d. Very uncomfortable

5. During the focus group session, how well did you understand the topics discussed?

- ↑ a. I did not understand the topics at all
- ↑ b. I understood the topics a little
- ↑ c. I completely understood the topics

6. How old are you?

- ↑ b. 20- 30
- ↑ c. 31- 40
- ↑ d. 41 -50
- ↑ e. 51+

7. What is your race?

- ↑ a. White/Anglo/Caucasian
- ↑ b. Black/African-American
- ↑ c. Hispanic
- ↑ d. Asian-American or Pacific Islander
- ↑ e. Native American/Alaskan Native/Aleut
- ↑ f. Multi-ethnic/Multi-racial; parents are from 2 different groups
- ↑ e. Other (write in):_____.

8. What are your overall feelings about “focus group” interviewing?

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