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# THE STATE OF OUT-OF-SCHOOL TIME IN NEVADA

Nevada OST Program Mapping Survey

**The Nevada Afterschool Network (NAN) is a not-for-profit, non-partisan organization dedicated to supporting out-of-school time programs to provide access to safe and quality opportunities for all school-age youth.**

Housed within the Nevada Institute for Children’s Research & Policy as a part of the UNLV School of Public Health, NAN works to provide opportunities, increase access, and promote quality in out-of-school-time programs throughout Nevada.

The Network is committed to providing a structural network through the development of cooperative partnerships resulting in quality out-of-school time programs. This includes ensuring quality technical support, professional development, sustainable funding and advocacy to promote strong policy for out-of-school-time programs at the local, county, regional and state level.

For more information regarding NAN membership and activities, please visit our website:  
<https://www.nevadaafterschool.org>

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## INTRODUCTION

The 2024 Nevada Afterschool Network (NAN) Out-of-School Time (OST) Program Mapping Survey is a comprehensive effort to understand and evaluate the availability and impact of afterschool programs across Nevada. OST programs provide various academic, relationship-building, and physical health learning activities before, after, and during summer and other school breaks. With 497,074 youth aged 5-17 currently living in Nevada, ensuring every child has access to high-quality, affordable, and accessible afterschool and OST opportunities is a key priority. Understanding the current availability of OST programs in the state is an important part of achieving NAN’s mission. Only by identifying where the gaps exist, can the Network effectively advocate for what is truly needed in each community. Through this survey, NAN sought to gather valuable insights from 606 identified programs statewide, examining their capacity, services, operating hours, and funding sources to determine where resources are currently being allocated and where gaps may exist.

This report presents the key findings of the survey, including geographical trends, services offered, youth served, and challenges related to funding, staff capacity, and accommodating youth with disabilities. By analyzing these findings, the report aims to spark a broader conversation about the current state of OST programs in Nevada and the necessary steps to ensure that all young people in the state have access to high-quality programs that support their growth and development beyond the school day.

The findings from this survey will not only help NAN improve its knowledge of the OST environment but also assist the network in informing future decisions around policy, funding, and program development. Additionally, the data collected through this survey will be used to create region-focused factsheets and update NAN’s statewide OST map. This interactive map, available on the NAN website, provides up-to-date information on accessible programs, allowing families, educators, and community organizations to search, filter, and find local opportunities for children and youth outside of traditional school hours.

## METHODS

The Nevada Afterschool Network (NAN) conducted a survey of existing OST programs throughout the state to learn more about what is available for school-age youth currently living in the state. During the Spring of 2024, NAN staff performed a comprehensive search for existing afterschool and OST programs through internet searches and soliciting information from community partners that maintain similar lists. Information provided by The Children’s Cabinet and Las Vegas Urban League helped staff to identify programs that served school-age youth. When combined with results from an internet search and previous NAN records, 606 OST programs were identified. Of these, 280 completed the 2024 Nevada OST Mapping Survey to provide the network with important information about their program. The majority of surveys were completed by administrators of multiple programs, including Safekey, Afterschool All-Stars, and the City of Sparks. Additionally, 326 programs did not complete the survey as some were no longer operational, only served pre-school age, or did not want to participate. Also, 55 programs contacted asked to be sent the survey but did not complete it, and 4 programs were unable to participate due to the private nature of their schools/programs.

*Table 1. NV OST Program Survey Outreach*

<b>NV OST PROGRAMS</b>	<b># IDENTIFIED</b>
<b>Programs that Completed Survey</b>	<b>280</b>
<b>Programs that Did Not Complete the Survey</b>	<b>326</b>
<i>No Longer Operational/Pre-school Only</i>	<i>209</i>
<i>Did not want to Participate</i>	<i>58</i>
<i>Requested follow-up – Never Completed</i>	<i>55</i>
<i>Unable to Participate</i>	<i>4</i>
<b>TOTAL PROGRAMS IDENTIFIED</b>	<b>606</b>

To provide state policymakers, community organizations, and afterschool advocates with the knowledge and data to make important choices, NAN created a map and database of existing OST programs throughout the state, soliciting the most up-to-date information from programs serving school-age youth. This map provides a common place for programs to share what they offer, who they serve, and how they operate. To gather this data, NAN developed a 26-question survey for OST programs to complete online or over the phone with NAN staff. This survey included questions about the number and types of youth served in 2022-2023, operational hours and schedules, services provided, engagement with partners, funding sources, and their ability to accommodate youth with special needs. Surveys were administered to program representatives online and over the phone from January through June 2024. Solicitations to complete this brief survey were sent numerous times through the Nevada Afterschool Network newsletter listserv, direct email, social media posts, and direct phone calls throughout the data collection period. Program administrators that oversaw multiple sites were offered the option to receive a spreadsheet with the survey questions to complete for each site within their program so that individual program sites did not need to complete the survey on their own.

## RESULTS

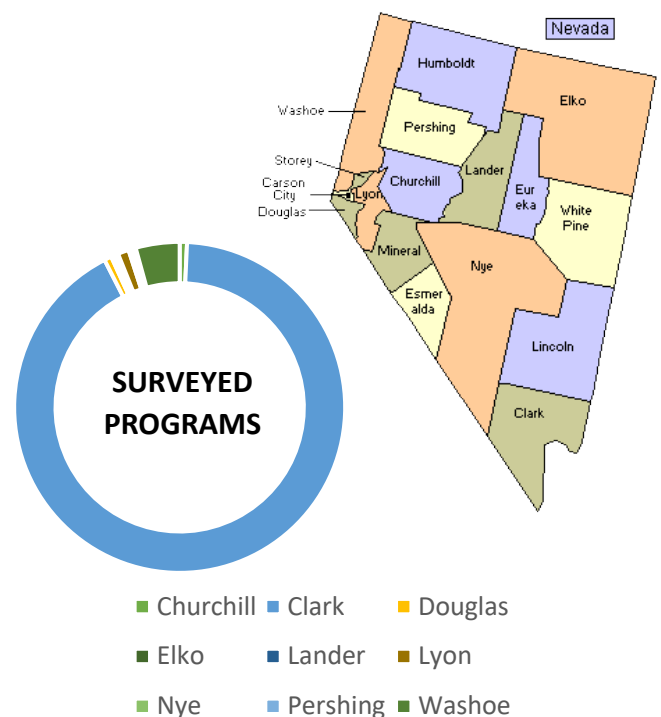
The following sections provide results of the 280 afterschool and OST programs that completed the 2024 NAN Data Mapping Survey. Tables are provided for exact numbers and percentages of surveyed programs for some items to show precise information, while charts and figures are also made to help readers easily visualize the data. A comprehensive table with frequencies and percentages for each individual survey item can be found in **Appendix A**. Although this report focuses on program data across all of the state of Nevada, program information at the county level is also available upon request.

### Geographic Location

Holding just over 73% of the state’s population, it is clear that Clark County (including the city of Las Vegas) in Southern Nevada found the largest number of identified and surveyed programs. The second largest concentration of programs was found in Washoe County, indicating that the majority of the state’s afterschool and OST programs are located within the two primary metropolitan areas and surrounding regions. Of the 17 Nevada counties, NAN staff was unable to locate *any* afterschool or OST programs serving school-aged children in 5 of them. From this survey, it is clear that the 15 rural Nevada counties are lacking in high quality afterschool and OST programming for the youth who live there.

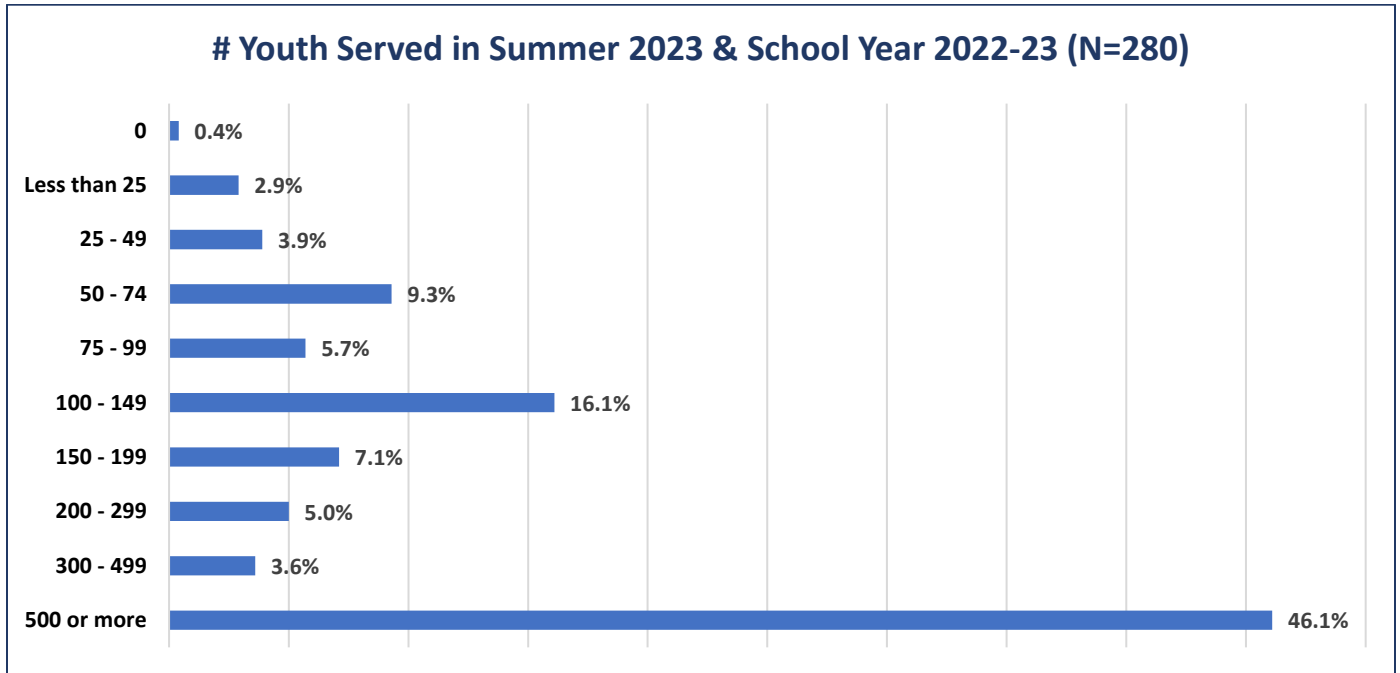
Table 2. NV OST Programs throughout the State

COUNTY	# PROGRAMS IDENTIFIED	# PROGRAMS SURVEYED
Carson City	8	0
Churchill	7	2
Clark	474	257
Douglas	7	2
Elko	5	1
Esmeralda	0	0
Eureka	0	0
Humboldt	5	0
Lander	5	1
Lincoln	0	0
Lyon	4	3
Mineral	2	0
Nye	5	1
Pershing	1	1
Storey	0	0
Washoe	83	12
White Pine	0	0
<b>TOTAL</b>	<b>606</b>	<b>280</b>

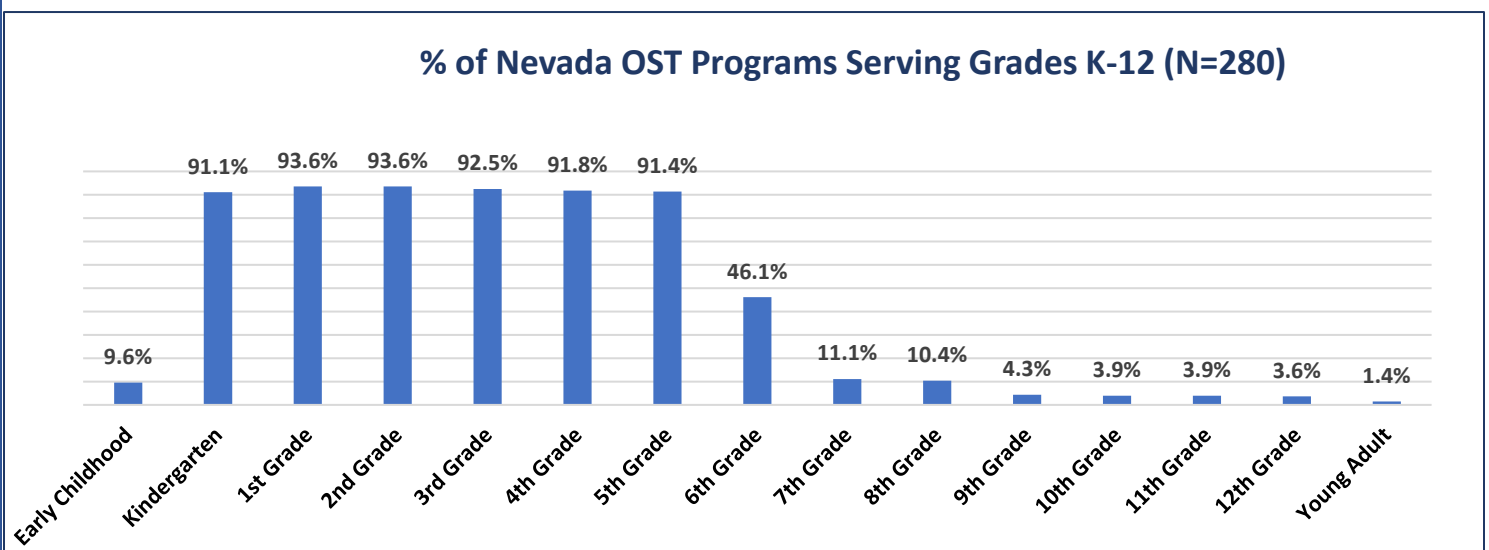


**Youth Served**

Programs that responded to the survey were asked to provide the number of youth that their program site served during the 2022-2023 school year. Almost half of surveyed programs reported 500 or more youth (46.1%). One program did report serving 0 students during this timeframe; this was them opening as a new program very recently and not operating during that time.



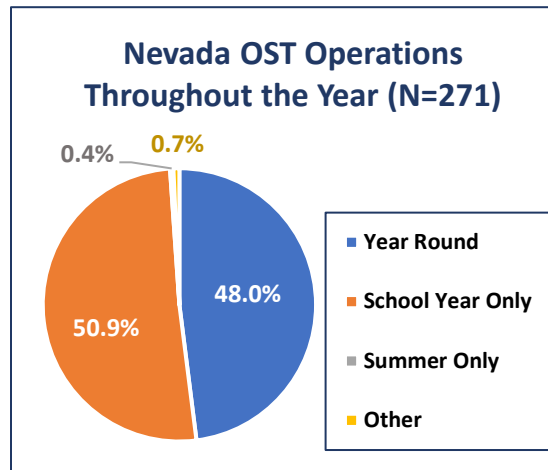
Survey respondents were also asked to specify which grade levels are eligible to participate in their program (K-12). Less than 5% of programs surveyed reported serving high school age youth (9<sup>th</sup> through 12<sup>th</sup> grade).



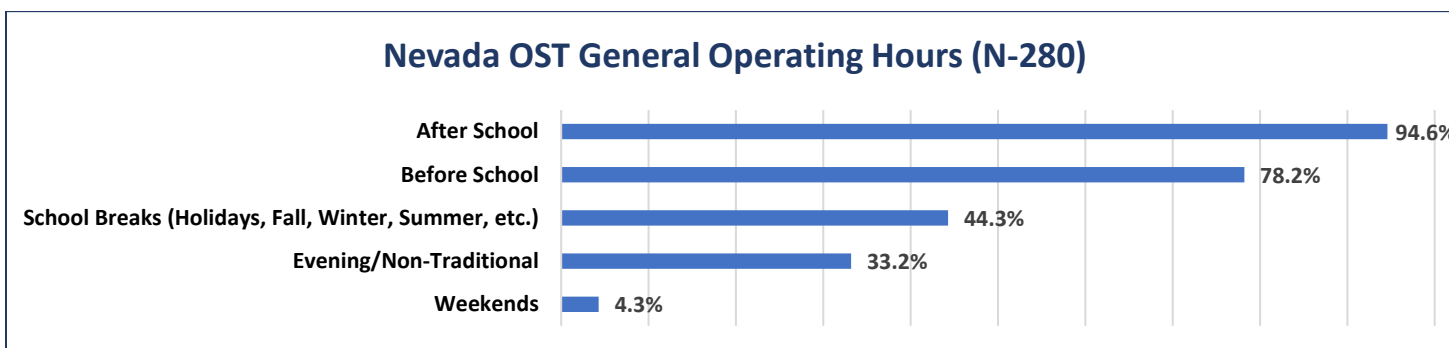
\* Note: Programs could select more than 1 option, therefore percentages may be over 100%

### Program Operating Schedule

In a state where the largest population centers operate on a 24-hour schedule, it is incredibly helpful for families to have access to high quality programs as often and for as long as possible. Accessibility of programs remains an important factor in ensuring that Nevada youth have the opportunities to learn and grow to their fullest potential. Just under half of surveyed programs reported operating throughout the entire year (48.0%), while another 50.9% of programs operate only during the months that school is in session. Of the programs that reported other operating schedules, summer day camps and opening for a portion of the summer were specified.



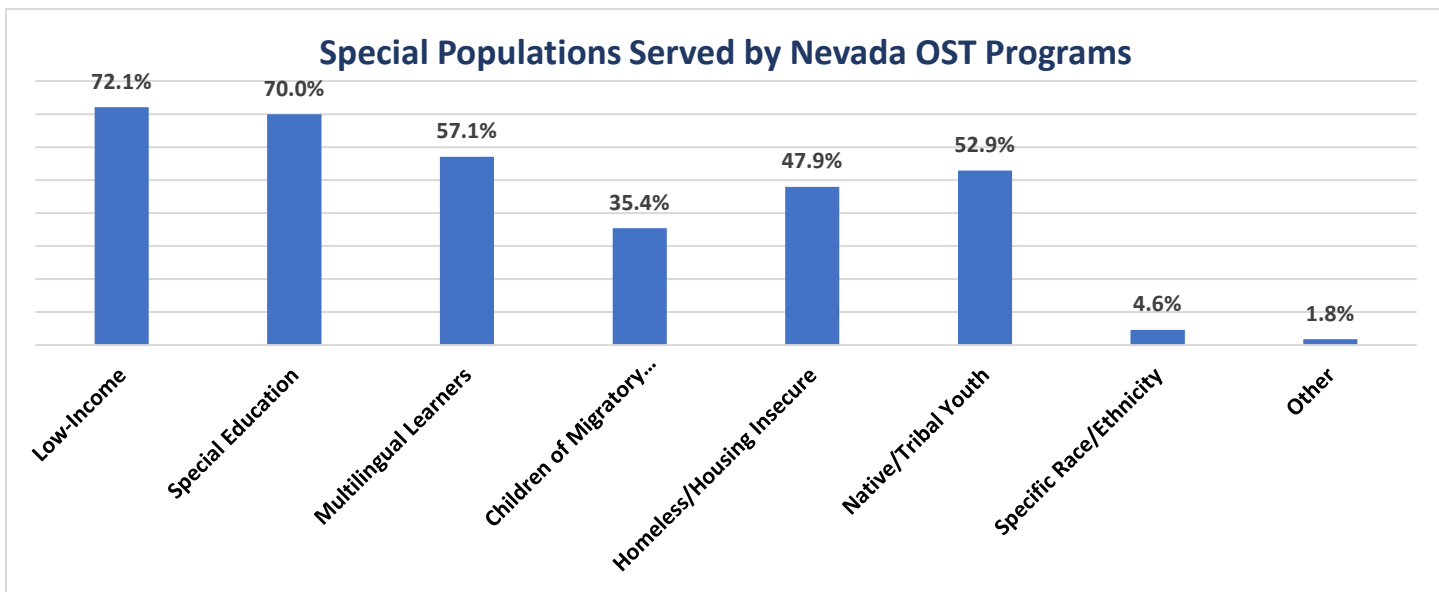
Additionally, most programs surveyed reported operating after school hours (94.6%) and before school (78.2%). Very few programs operate over the weekend (4.3%), limiting options for families who work during those days.



\*Note: Programs could select more than 1 option, therefore percentages may be over 100%

### Special Populations Served

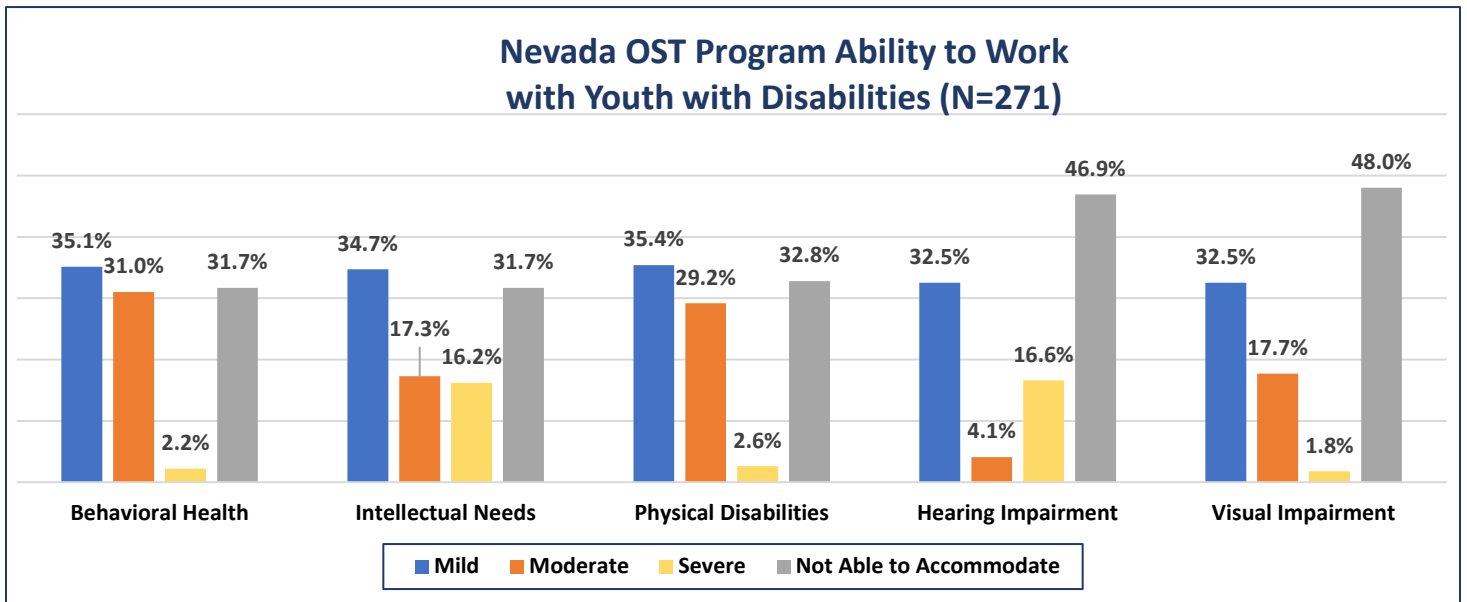
OST programs provide much needed services for youth that require extra support to be successful academically. A majority of programs reported serving low-income youth (72.1%) – meaning they are eligible for free and reduced-priced – and those in special education (70.1%). Additionally, more than half of surveyed programs reported serving multilingual learners (57.1%) and Native or Tribal Youth (52.9%). Those who reported serving other categories of youth specified military families and specializing in working with youth on the autism spectrum.



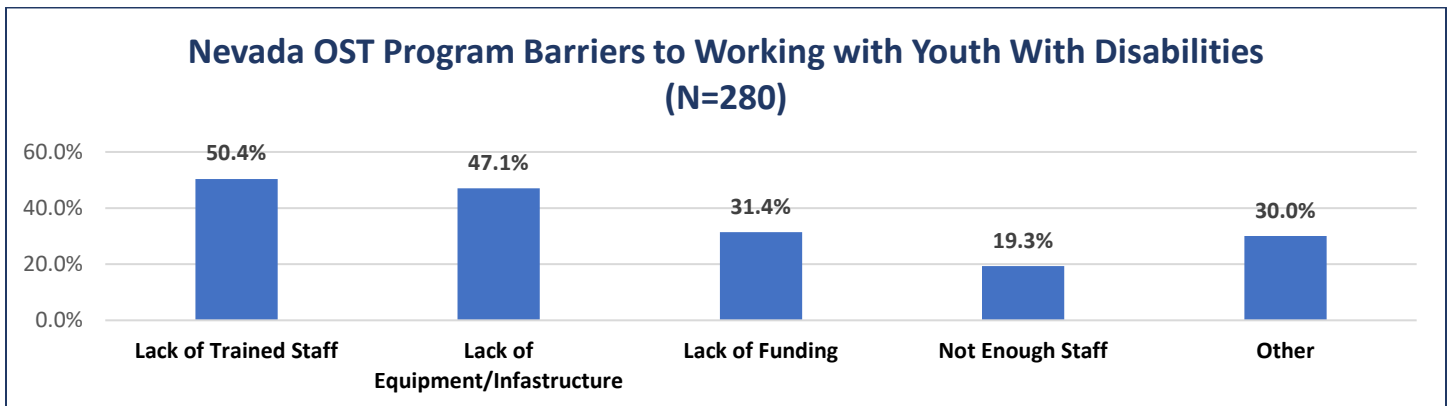
\*Note: Programs could select more than 1 option, therefore percentages may be over 100%

### Youth With Special Needs

Programs were asked about their ability to accept and accommodate youth with special physical, mental, and behavioral health needs as program participants. While the majority of programs reported the ability to accommodate youth with mild needs, less than 20% of programs indicated they would be able to accommodate youth with a severe level of need in each of the categories listed below.



Additionally, programs were asked to share any barriers they have experienced that prevents them from being able to accommodate youth with different levels of need. The top responses included a lack of trained staff (50.4%) and a lack of equipment and infrastructure (47.1%).



\*Note: Programs could select more than 1 option, therefore percentages may be over 100%

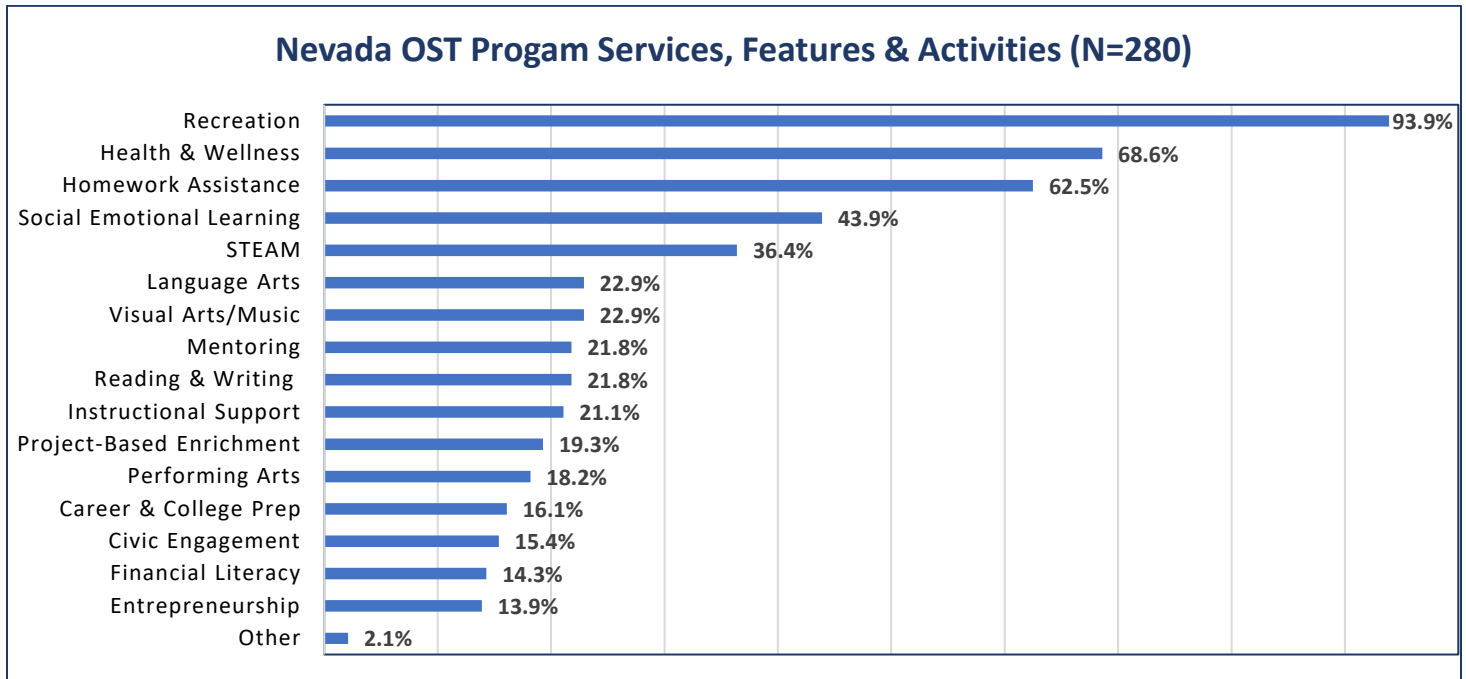
“Other” barriers reported by survey respondents include:

- The ability for a child/youth to handle large group settings
- Requirement for youth to be approved by Special Needs Accommodation Team
- Difficulty working with youth who are not yet potty trained
- Low staff to studio ratio



## Program Services, Features, & Activities

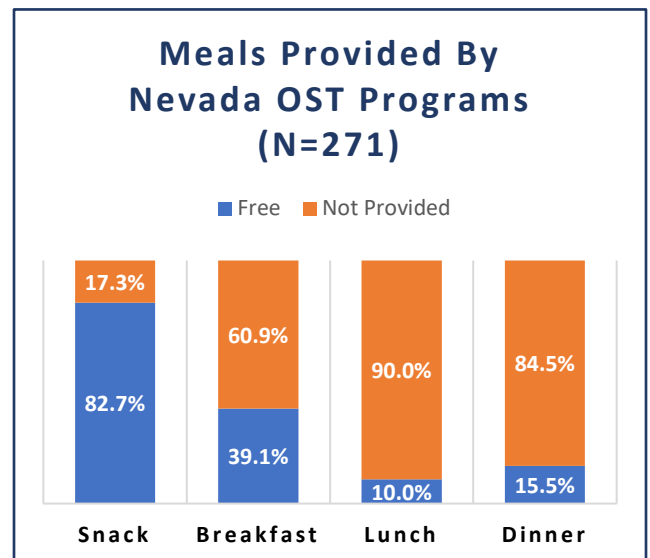
To better understand the types of services and activities programs provided to Nevada youth, all respondents were asked whether their program offered any of the 16 services listed below. Over 60% of programs surveyed offered some type of activities emphasizing Health & Wellness, Homework Assistance, and Recreation. Conversely, less than 16% of programs reported offering activities for Civic Engagement, Entrepreneurship, or Financial Literacy. Programs who reported engaging youth in “Other” types of activities described youth participating in Culinary, Social Groups, and Life Skills activities.



\*Note: Programs could select more than 1 option, therefore percentages may be over 100%

## Snacks and Meals

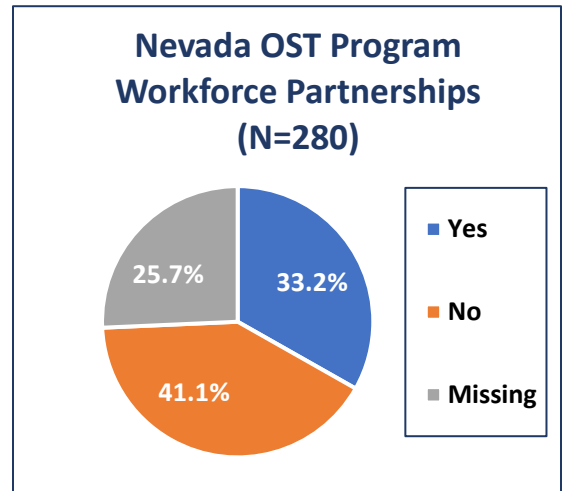
Many youths participating in afterschool and OST programs are there immediately before or after school, or for long periods of time. It is important that youth have nutritional meals and are able to eat during these out-of-school periods. To determine how students may have access to food through these programs, each respondent was asked to report whether their organization provided different types of meals to participants for free (or included in their tuition) or for an additional cost. The majority of programs (82.7%) provided a free snack to enrolled participants, however, very few programs (15.5%) provided a “dinner” meal – for free or for a cost – during that traditional meal time. No programs reported having any meals or snacks available for an additional fee.



### Workplace Partnerships

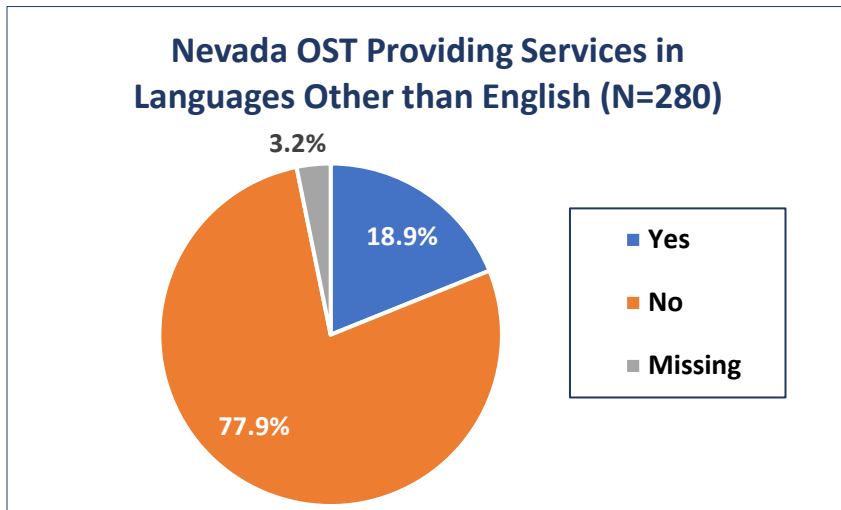
Additionally, we asked programs if they currently partnered with any local employers to collaborate on workplace learning, service learning, mentorship, or job training. Community partnerships expose youth to diverse career pathways, equipping them with essential skills like teamwork, problem-solving, and communication. Through hands-on experiences, students gain practical knowledge, build confidence, and develop a strong work ethic that prepares them for future success. Strong community collaborations not only enhance afterschool programs but also foster a thriving, well-prepared future workforce while strengthening local economies. Partnerships specified by programs that answered yes included:

- AmeriCorps,
- Local high schools,
- Coffee shops,
- Police stations,
- Fire houses,
- Farms,
- Nevada Registry,
- Radio stations,
- Vet clinics,
- Hospitals,
- Libraries, and
- Museums.



### Multi-Language Services

With many diverse families throughout the state of Nevada, many children are growing up in multi-lingual households where English may not be the primary language spoken at home. Providing communication and programming in multiple languages not only fosters a sense of belonging but also enhances engagement among families. This approach strengthens community ties and promotes equitable opportunities for all children to thrive academically and socially. Almost 20% of the programs responded that they provide services in languages other than English.



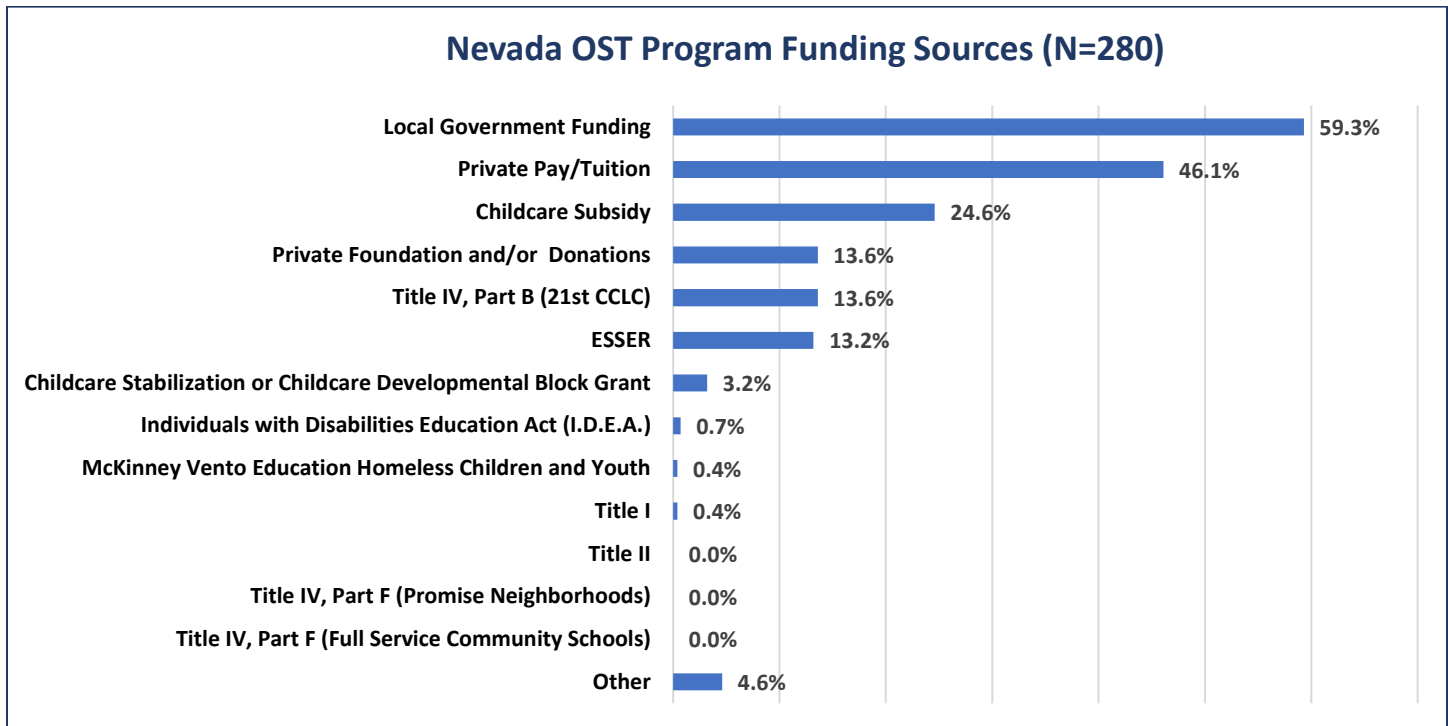
Other languages included:

- Spanish (17.1%)
- Mandarin (0.4%)
- Russian (0.4%),
- Tagalog (0.4%),
- Armenian (0.4%)
- American Sign Language (0.4%)

## Sources of Program Funding

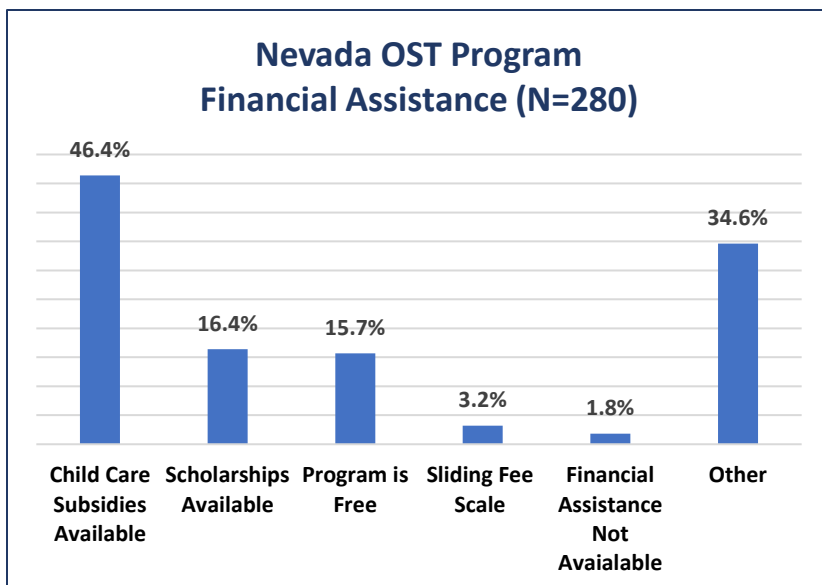
21<sup>st</sup> Century Community Learning Center grants are the only dedicated federal funding source that supports local communities to provide afterschool and OST programs. However, this revenue stream currently funds less than 15% of the programs surveyed. The majority of programs rely on tuition dollars from enrolled youth, placing the financial burden on families for providing a safe and educational place for their children to spend out-of-school hours. Programs reported “Other” funding sources that helped to contribute to their overall budgets included:

- School or district budget,
- Grant-based program funds,
- Tribal funding, and
- Desert Regional Center (DRC) or Clark County School District settlement funds.



\*Note: Programs could select more than 1 option, therefore percentages may be over 100%

Programs were also asked whether they offered any types of financial assistance to families to help offset the cost of tuition. Less than 20% of programs reported offering scholarships or having completely free programming. However, over half of programs did report other types of financial assistance.



Other Financial assistance included:

- Tuition Discounts for multiple enrolled siblings
- Tuition discounts for first responders, military, and emergency personnel
- Percentage off tuition for employees of certain local organizations or businesses
- 

\*Note: Programs could select more than 1 option, therefore percentages may be over 100%

## CONCLUSIONS

Out of school time (OST) programs in Nevada provide a lifeline for working families, contribute to workforce productivity, support for the educational system, and provide essential opportunities for the state's youth. OST programs provide various academic, relationship-building, and physical health learning activities before, after, and during summer and other school breaks. It is important that the Nevada Afterschool Network (NAN) continues to identify gaps and assess where there is need for comprehensive programming to ensure equitable opportunities for all youth and families.

Overall, Nevada's afterschool and OST programs are working hard to provide the best services possible to the youth and families in their communities. While program availability is strong in the two most populous counties of the state, rural areas struggle to maintain programs for the families in their areas. Furthermore, results from this survey show that programs are doing well in providing educational, creative, and recreational activities to youth; but many are lacking in opportunities to impart knowledge and skills regarding personal development, diversity, equity, and preparing youth for adulthood.

It is important to note that the results gathered from this survey represent only a fraction of the programs throughout the state that are engaged in this work to achieve the same goals. All programs need additional support – both financial and professional – to help serve youth to the best of their abilities. Likewise, there are many youth still waiting to enroll in a high-quality program that could benefit from increased support for OST programs across the board. NAN will continue its outreach to afterschool and OST programs, program staff, and other professionals in the field to encourage growth, collaboration, and communication about this important work.

By consistently analyzing program availability and community gaps, and addressing policy and funding needs, decision makers can become champions and allocate resources effectively, reduce disparities, and address barriers such as OST program affordability and transportation. While Nevada's OST programs are making a positive impact, significant efforts are needed to expand and strengthen the network of services, particularly in underserved rural areas. NAN will continue to support increased resources, better partnerships, and more comprehensive programs to ensure all youth have access to safe, enriching OST opportunities.

## RECOMMENDATIONS

The following recommendations are based on the needs identified by the survey and aim to strengthen and expand OST programs to ensure they can continue to serve Nevada's children, youth, and families effectively. By enacting these recommendations, we can address critical gaps and create sustainable, impactful solutions that enhance the quality and accessibility critical for OST programs.

### **1. Support for staff recruitment, professional development & staff retention**

To meet the growing demands of OST programs, it is crucial to invest in recruiting and retaining qualified staff while also providing opportunities for continued professional learning. By supporting staff in these areas, programs will be able to offer consistent, high-quality care and learning experiences, ensuring children and youth receive the attention and support they need to succeed and grow. A well-trained, motivated staff also helps foster a positive and enriching environment for both children and families.

### **2. Sustainable funding for Afterschool & Out-of-School Time to be more affordable & accessible to all children**

Affordable and accessible afterschool programs are essential to leveling the playing field for children from all backgrounds. Ensuring sustainable funding will allow OST programs to reduce the financial barriers families face and increase enrollment numbers to serve more youth. With adequate funding, more children will have access to these valuable programs, leading to improved academic outcomes, social skills, and overall well-being.

### **3. Support collaboration & partnerships between schools & expanded learning opportunities**

Strengthening partnerships between schools and OST providers is key to creating seamless and supportive learning environments for children. By fostering collaboration, we can align curricula, share resources, and create a continuum of care that supports both academic achievement and personal growth. These partnerships ensure

that children have access to a well-rounded education that extends beyond the school day, enhancing their development and engagement.

## NEVADA OST PROGRAM MAP

To help families, OST professionals, and policymakers better understand the availability of programs throughout different areas of the state, all identified and surveyed programs were added to a publicly available map on the Nevada Afterschool Network website: <https://www.nevadaafterschool.org/nvostmap.html>. While all programs on the map include location and contact information, those who completed the survey also have their operating schedule, ability to accommodate youth with special needs, activities they provide in the program profile. This profile appears on the map once a program has been selected, so that those looking for specific information will be able to find it for the 280 programs that completed the survey. Once all identified and surveyed programs were mapped and data analyzed, NAN organized a virtual data release event to share findings of the survey with community stakeholders, OST program professionals, and policymakers to ensure that leaders in the field would have the most up-to-date and accurate program information.

## HOW YOU CAN HELP

*This data shows us that afterschool programs are working for Nevada youth and that there is a need to grow them. The following are some ways various afterschool and out-of-school time stakeholders can engage with and advocate for high-quality programs.*

### **How State Agencies Can Take Action**

- SUPPORT districts implementing afterschool initiatives
- PROMOTE afterschool as a way to close the achievement gap and improve school climate
- ENSURE collaboration between schools and community-based organizations

### **How Educators Can Take Action**

- SHARE relevant education data with afterschool partners that serve your students
- INTEGRATE afterschool quality standards and assessments
- COLLABORATE on planning and professional development

### **How Business Leaders Can Take Action**

- ENCOURAGE policymakers to support afterschool programs
- PROVIDE expert mentors and volunteers to programs
- DONATE funds, services, and other resources to sustain afterschool programming

### **How City Leaders and Legislators Can Take Action**

- SUPPORT afterschool funding
- SUPPORT partnerships between schools and community-based organizations
- USE your leadership to highlight the effectiveness of afterschool by visiting sites and providing media coverage

### **How Families Can Take Action**

- COMMUNICATE the importance of afterschool programs to your legislators
- ENCOURAGE partnerships between the school day and afterschool
- THANK your programs for all the hard work they do!

## APPENDIX A: SURVEY DATA BY NUMBER AND PERCENTAGE OF PROGRAMS

### NEVADA PROGRAM ATTRIBUTES

ALL SURVEYED NEVADA OST PROGRAMS (n=280)	# PROGRAMS	% PROGRAMS
<b>NV OST Program # of Youth Served for Summer and School Year</b>		
0	1	0.4%
Less than 25 Youth	8	2.9%
25-49 Youth	11	3.9%
50-74 Youth	26	9.3%
75-99 Youth	16	5.7%
100-149 Youth	45	16.1%
150-199 Youth	20	7.1%
200-299 Youth	14	5.0%
300-499 Youth	10	3.6%
500 or more Youth	129	46.1%
<b># NV OST Programs Serving Grades K-12*</b>		
Early Childhood (ages 0-4)	27	9.6%
Kindergarten (ages 5-6)	255	91.1%
1 <sup>st</sup> Grade (ages 6-7)	262	93.6%
2 <sup>nd</sup> Grade (ages 7-8)	262	93.6%
3 <sup>rd</sup> Grade (ages 8-9)	259	92.5%
4 <sup>th</sup> Grade (ages 9-10)	257	91.8%
5 <sup>th</sup> Grade (ages 10-11)	256	91.4%
6 <sup>th</sup> Grade (ages 11-12)	129	46.1%
7 <sup>th</sup> Grade (ages 12-13)	31	11.1%
8 <sup>th</sup> Grade (ages 13-14)	29	10.4%
9 <sup>th</sup> Grade (ages 14-15)	12	4.3%
10 <sup>th</sup> Grade (ages 15-16)	11	3.9%
11 <sup>th</sup> Grade (ages 16-17)	11	3.9%
12 <sup>th</sup> Grade (ages 17-18)	10	3.6%
Young Adult (ages 19-24)	4	1.4%
<b>General Operating Hours*</b>		
After School	265	94.6%
Before School	219	78.2%
School Breaks (Holidays, Fall, Winter, Summer, etc.)	124	44.3%
Evening/Non-Traditional	93	33.2%
Weekends	12	4.3%
<b>Operations Throughout the Year</b>		
Year Round	130	46.4%
School Year Only	138	49.3%
Summer Only	1	0.04%
Other	2	0.07%
Missing	9	3.2%
*Note: Programs could select more than 1 option, therefore percentages may be over 100%		

SPECIAL POPULATIONS SERVED

ALL SURVEYED NEVADA OST PROGRAMS (N=280)	# PROGRAMS	% PROGRAMS
<b>Special Populations Served*</b>		
Low-Income/Eligible for Free & Reduced Lunch	202	72.1%
Special Education	196	70.0%
Multilingual Learners	160	57.1%
Children of Migratory Workers	99	35.4%
Youth Experiencing Homelessness or Housing Insecurity	134	47.9%
Native/Tribal Youth	148	52.9%
Serves a Specific Race or Ethnicity Group	13	4.6%
Other	5	1.8%
<b>Ability to Work with Youth with Disabilities</b>		
<b>BEHAVIORAL HEALTH:</b>		
Mild Needs	95	33.9%
Moderate Needs	84	30.0%
Severe Needs	6	2.1%
Not Able to Accommodate	86	30.7%
Missing	9	3.2%
<b>INTELLECTUAL NEEDS:</b>		
Mild Needs	94	33.6%
Moderate Needs	47	16.8%
Severe Needs	44	15.7%
Not Able to Accommodate	86	30.7%
Missing	9	3.2%
<b>PHYSICAL DISABILITIES:</b>		
Mild Needs	96	34.3%
Moderate Needs	79	28.2%
Severe Needs	7	2.5%
Not Able to Accommodate	89	31.8%
Missing	9	3.2%
<b>HEARING IMPAIRMENT:</b>		
Mild Needs	88	31.4%
Moderate Needs	11	3.9%
Severe Needs	45	16.1%
Not Able to Accommodate	127	45.4%
Missing	9	3.2%
<b>VISUAL IMPAIRMENT:</b>		
Mild Needs	88	31.4%
Moderate Needs	48	17.1%
Severe Needs	5	1.8%
Not Able to Accommodate	130	46.4%
Missing	9	3.2%
<b>Barriers to Working with Youth with Disabilities*</b>		
Lack of Trained Staff	141	50.4%
Lack of Equipment and/or Infrastructure	132	47.1%
Lack of Funding	88	31.4%
Not enough Staff	54	19.3%
Other	84	30%

\*Note: Programs could select more than 1 option, therefore percentages may be over 100%

PROGRAM SERVICES, FEATURES, & ACTIVITIES

ALL SURVEYED NEVADA OST PROGRAMS (n=280)	# PROGRAMS	% PROGRAMS
<b>Program Services, Features, &amp; Activities*</b>		
Recreation	263	93.9%
Health & Wellness	192	68.6%
Homework Assistance	175	62.5%
Social Emotional Learning	123	43.9%
STEAM	102	36.4%
Language Arts	64	22.9%
Visual Arts/Music	64	22.9%
Mentoring	61	21.8%
Reading & Writing Supports	61	21.8%
Instructional Support	59	21.1%
Project-Based Enrichment	54	19.3%
Performing Arts	51	18.2%
Career & College Preparation	45	16.1%
Civic Engagement	43	15.4%
Financial Literacy	40	14.3%
Entrepreneurship	39	13.9%
Other	6	2.1%
<b>Meals &amp; Snacks Provided</b>		
<b>SNACK:</b>		
Free	224	80.0%
Additional Cost	0	0.0%
Not Provided	47	16.8%
Missing	9	3.2%
<b>BREAKFAST:</b>		
Free	106	37.9%
Additional Cost	0	0.0%
Not Provided	165	58.9%
Missing	9	3.2%
<b>LUNCH:</b>		
Free	27	9.6%
Additional Cost	0	0.0%
Not Provided	244	87.1%
Missing	9	3.2%
<b>DINNER:</b>		
Free	42	15.0%
Additional Cost	0	0.0%
Not Provided	229	81.8%
Missing	9	3.2%
<b>Partners with Local Employers for Workplace Learning</b>		
Yes	93	33.2%
No	115	41.1%
Missing	72	25.7%
<b>Provides Services in Languages Other than English</b>		
Yes	53	18.9%
No	218	77.9%
Missing	9	3.2%
<i>*Note: Programs could select more than 1 option, therefore percentages may be over 100%</i>		



SOURCES OF PROGRAM FUNDING

<b>ALL SURVEYED NEVADA OST PROGRAMS (n=280)</b>	<b># PROGRAMS</b>	<b>% PROGRAMS</b>
<b>Funding Sources</b>		
Local Government Funding	166	59.3%
Program Fees (Private Pay/Tuition)	129	46.1%
Childcare Subsidy	69	24.6%
Private Foundation and/or Private Donations	38	13.6%
Title IV, Part B (21 <sup>st</sup> CCLC)	38	13.6%
ESSER	37	13.2%
Childcare Stabilization or Childcare Developmental Block Grant	9	3.2%
Individuals with Disabilities Education Act (I.D.E.A.)	2	0.7%
McKinney Vento Education Homeless Children and Youth	1	0.4%
Title I	1	0.4%
Title II	0	0.0%
Title IV, Part F (Promise Neighborhoods)	0	0.0%
Title IV, Part F (Full Service Community Schools)	0	0.0%
Other	13	4.6%
<b>Offer Financial Assistance*</b>		
Childcare Subsidies Available	130	46.4%
Scholarships Offered	46	16.4%
Program is Free	44	15.7%
Sliding Fee Scale	9	3.2%
Financial Assistance Not Available	5	1.8%
Other	99	35.4%
<i>*Note: Programs could select more than 1 option, therefore percentages may be over 100%</i>		

# APPENDIX B: NEVADA OST FACTSHEETS

These factsheets were compiled using data from the 2024 Nevada OST Program Mapping Survey, along with other resources, to provide a quick glance into some of the provided services from programs and important needs of the community.

## Nevada Factsheet

<https://www.nevadaafterschool.org/wp-content/uploads/2025/01/NEVADA-2024-NAN-OST-Survey-Factsheet.pdf-1.24.25.pdf>

### Why is Afterschool & Out-of-School Time so important in Nevada?

**In Nevada:**

- 106,228 youth are enrolled in OST programs while 135,210 youth are waiting to enroll
- 1 in 3 youth are alone and unsupervised after the school day ends
- 270,900 children ages 6 to 12 have all available parents in the labor force
- 21.4% of Nevada Youth aged 3-17 have mental, emotional, developmental, or behavioral challenges
- 29.9% of Nevadans do NOT claim English as their 1st Language

**16.1%** of residents under 18 are living in poverty  
For communities of concentrated poverty, afterschool programs provide an array of supports such as a safe environment and nutritious meals.

**84%** of NV Parents Agree OST programs help them keep their jobs

Out of the 606 OST programs identified in Nevada, 280 completed the survey for this data

**93%** of all programs offer at least 1 type of free meal

**74.3%** of all programs serve youth living in lower income households

**96.8%** of all programs provide some type of financial assistance

**18.9%** of all programs offer services in languages other than English

**% of Nevada Programs Serving Each Grade Level**

**Overall:**

Youth who attend out-of-school-time (OST) programs:

- Have better grades
- Better school attendance
- Are more excited about learning

Through high quality programs, youth are able to build foundational skills to help them reach their fullest potential.

### Afterschool & Out-of-School Time in Nevada

2024 Nevada Afterschool & OST Programs Survey Results Continued

**Operating Schedule**

**Program Activities, Services, & Features**

**NV Programs Accommodating Youth with Special Needs**

**A Provider Perspective**

**Nevada OST Program Funding Sources**

**RECOMMENDATIONS:**

- Support for staff recruitment, professional development & staff retention
- Sustainable funding for Afterschool & Out-of-School Time to be more affordable & accessible to all children
- Support collaboration & partnerships between schools & expanded learning opportunities

For More Information, Contact the Nevada Afterschool Network:  
[www.nevadaafterschool.org](http://www.nevadaafterschool.org)    [NAN@unlv.edu](mailto:NAN@unlv.edu)    Follow us @nvafterschool

## Clark County Factsheet

<https://www.nevadaafterschool.org/wp-content/uploads/2025/01/CLARK-2024-NAN-OST-Survey-Factsheet-1.24.25.pdf>

### Why is Afterschool & Out-of-School Time so Important in Clark County, NV?

**In Nevada:**

- 106,228 youth are enrolled in OST programs while 135,210 youth are waiting to enroll
- 1 in 3 youth are alone and unsupervised after the school day ends
- 270,900 children ages 6 to 12 have all available parents in the labor force
- 21.4% of Nevada Youth aged 3-17 have mental, emotional, developmental, or behavioral challenges
- 29.9% of Nevadans do NOT claim English as their 1st Language

**In Clark County:**

**17.6%** of residents under 18 are living in poverty  
For communities of concentrated poverty, afterschool programs provide an array of supports such as a safe environment and nutritious meals.

**84%** of NV Parents Agree OST programs help them keep their jobs

Out of the 606 OST programs identified in NV, 280 completed the survey for this data

**96.9%** of programs offer at least 1 type of free meal

**73.2%** of programs serve youth living in lower income households

**97.7%** of programs provide some type of financial assistance

**18.7%** of programs offer services in languages other than English

**% of Nevada and Clark County Programs Serving Each Grade Level**

**Overall:**

Youth who attend out-of-school-time (OST) programs:

- Have better grades
- Better school attendance
- Are more excited about learning

Through high quality programs, youth are able to build foundational skills to help them reach their fullest potential.

### Afterschool & Out-of-School Time in Clark County

2024 Nevada Afterschool & OST Programs Survey Results Continued

**Operating Schedule**

**Program Activities, Services, & Features**

**Clark County Programs Accommodating Youth with Special Needs**

**A Provider Perspective: Clark County**

**OST Program Funding Sources**

**RECOMMENDATIONS:**

- Support for staff recruitment, professional development & staff retention
- Sustainable funding for Afterschool & Out-of-School Time to be more affordable & accessible to all children
- Support collaboration & partnerships between schools & expanded learning opportunities

For More Information, Contact the Nevada Afterschool Network:  
[www.nevadaafterschool.org](http://www.nevadaafterschool.org)    [NAN@unlv.edu](mailto:NAN@unlv.edu)    Follow us @nvafterschool

### Why is Afterschool & Out-of-School Time so Important in Washoe County, NV?

**In Nevada:**

- 106,228 youth are enrolled in OST programs while 135,210 youth are waiting to enroll
- 1 in 5 youth are alone and unsupervised after the school day ends
- 270,900 children ages 6 to 12 have all available parents in the labor force
- 21.4% of Nevada Youth aged 3-17 have mental, emotional, developmental, or behavioral challenges
- 29.9% of Nevadans do NOT claim English as their 1st Language

**In Washoe County:**

- 8.9% of residents under 18 are living in poverty
- For communities of concentrated poverty, afterschool programs provide an array of supports such as a safe environment and nutritious meals.

### Afterschool & Out-of-School Time in Washoe County

2024 Nevada Afterschool & OST Programs Survey Results Continued

**Operating Schedule**

**Washoe County Programs Accommodating Youth with Special Needs**

**A Provider Perspective: Washoe County**

**Program Activities, Services, & Features**

**OST Program Funding Sources**

**Out of the 606 OST programs identified in NV, also completed the survey for this data.**

**In Washoe County, 12 OST programs completed the survey.**

**In Washoe County:**

- 33.3% of programs offer at least 1 type of free meal
- 16.7% of programs offer services in languages other than English
- 91.7% of programs provide some type of financial assistance

91.7% of programs serve youth living in lower income households compared to 74.3% of all Nevada programs

**% of Nevada and Washoe County Programs Serving Each Grade Level**

### RECOMMENDATIONS:

- Support for staff recruitment, professional development & staff retention
- Sustainable funding for Afterschool & Out-of-School Time to be more affordable & accessible to all children
- Support collaboration & partnerships between schools & expanded learning opportunities

For More Information, Contact the Nevada Afterschool Network: [NAN@unlv.edu](mailto:NAN@unlv.edu)

### Why is Afterschool & Out-of-School Time so Important in Rural Nevada?

**In Nevada:**

- 106,228 youth are enrolled in OST programs while 135,210 youth are waiting to enroll
- 1 in 5 youth are alone and unsupervised after the school day ends
- 270,900 children ages 6 to 12 have all available parents in the labor force
- 21.4% of Nevada Youth aged 3-17 have mental, emotional, developmental, or behavioral challenges
- 29.9% of Nevadans do NOT claim English as their 1st Language

**In Rural Nevada:**

- 10.9% of residents are living in poverty
- For communities of concentrated poverty, afterschool programs provide an array of supports such as a safe environment and nutritious meals.

### Afterschool & Out-of-School Time in Rural Nevada

2024 Nevada Afterschool & OST Programs Survey Results Continued

**Operating Schedule**

**Rural NV Programs Accommodating Youth with Special Needs**

**A Provider Perspective: Rural Nevada**

**Program Activities, Services, & Features**

**OST Program Funding Sources**

**Out of the 606 OST programs identified in NV, also completed the survey for this data.**

**In rural Nevada, 11 OST programs completed the survey.**

**In Rural Nevada:**

- 81.8% of programs serve youth living in lower income households
- 63.6% of programs offer at least 1 type of free meal
- 81.8% of programs provide some type of financial assistance

81.8% of programs serve youth living in lower income households compared to 74.3% of all Nevada programs

**% of Nevada and Rural Nevada Programs Serving Each Grade Level**

### RECOMMENDATIONS:

- Support for staff recruitment, professional development & staff retention
- Sustainable funding for Afterschool & Out-of-School Time to be more affordable & accessible to all children
- Support collaboration & partnerships between schools & expanded learning opportunities

For More Information, Contact the Nevada Afterschool Network: [NAN@unlv.edu](mailto:NAN@unlv.edu)

## APPENDIX C: NEVADA OST FACTSHEET REFERENCES

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## APPENDIX D: 2024 NEVADA OST PROGRAM MAPPING SURVEY

**NOTE:** This is the full survey administered as a part of this project in 2024. Some questions shown below gathered data for specific grant reporting requirements and were not included in this report. These questions are marked with an asterisk (\*) to denote which are not included. Data for these questions are available upon request.

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### Intro

The Nevada Afterschool Network (NAN) is conducting this survey to learn more about existing afterschool and out-of-school time programs throughout the state that serve youth aged 6 through 17. This survey should take approximately 25 minutes to complete and the information will be used to update our statewide map of available programs that will be accessible to the public through the NAN website. Each program site that completes this survey by March 1, 2024 will be entered to win prizes for their program up to \$250 in value! If your program operates in multiple sites, please complete this survey once for each physical location. We appreciate your help and cooperation in gathering this information. We would also like you to know about our New FREE NAN Membership, which includes access to an Afterschool Locker of online resources, the Online Learning Academy, a members only sharing forum, and access to free and discounted professional development. If this is something you'd be interested in signing up for, please visit our website: <https://www.nevadaafterschool.org/membership/>. If you have any questions, please contact us at NAN@unlv.edu or call us at 702-895-1083.

### Program Information

**1. Please fill in the following information about your program that will be included on the Nevada Afterschool Network website's OST Program Map.**

- Umbrella Organization (National, State, etc. if applicable) \_\_\_\_\_
- Organization/Program Website (If available) \_\_\_\_\_
- Name of Program \_\_\_\_\_
- Program Street Address \_\_\_\_\_
- City \_\_\_\_\_
- Zip Code \_\_\_\_\_
- Main Phone \_\_\_\_\_
- Main Email \_\_\_\_\_

**2. Which county is your program located in? (Select one)**

- Carson City
- Churchill
- Clark
- Douglas
- Elko
- Esmeralda
- Eureka
- Humboldt
- Lander
- Lincoln
- Lyon
- Mineral
- Nye
- Pershing
- Storey
- Washoe
- White Pine

**3. Program Contact for follow up questions:**

- Full Name \_\_\_\_\_
- Position \_\_\_\_\_
- Email \_\_\_\_\_
- Phone Number \_\_\_\_\_

**4. At this program's location, approximately how many youth were served in:**

- Summer 2023 \_\_\_\_\_
- School Year 2022-2023 (estimated) \_\_\_\_\_

**5. Out of all the youth served in Summer 2023 and School Year 2022-2023, approximately how many identified as:  
(If no youth identified as a certain category, please enter "0") \***

- Girls \_\_\_\_\_
- Boys \_\_\_\_\_
- Non-Binary \_\_\_\_\_

**6. Which grade levels do you serve? When thinking about summer, select the grades that children and youth will enter the following school year after the summer program. (Select all that apply)**

- Early Childhood (ages 0-4)
- Kindergarten (ages 5-6)
- First Grade (ages 6-7)
- Second Grade (ages 7-8)
- Third Grade (ages 8-9)
- Fourth Grade (ages 9-10)
- Fifth Grade (ages 10-11)
- Sixth Grade (ages 11-12)
- Seventh Grade (ages 12-13)
- Eighth Grade (ages 13-14)
- Ninth Grade (ages 14-15)
- Tenth Grade (ages 15-16)
- Eleventh Grade (ages 16-17)
- Twelfth Grade (ages 17-18)
- Young Adult (ages 19-24)

**7. Do you collect race information from youth participants in your program? (Please Select one) \***

- Yes
- No
- Not Sure
- Prefer Not to Answer

**8. Are you willing to share race information to help us get a better picture of the youth being served? \***

- Yes
- No

**8a. If yes, among youth enrolled in the programs in the school year 2022 -2023 and summer of 2023, please the approximate percentage of youth would describe themselves in each of the following categories. Please note that this information is not shared on the map but used in aggregate to help understand the youth that are served in our state.**

**(The sum of percentages from all categories should equal 100 - If no youth identified as a certain category, please enter "0") \***

- American Indian/Alaskan Native: \_\_\_\_\_
- Asian: \_\_\_\_\_

- Black/African American: \_\_\_\_\_
- Hispanic/Latinx: \_\_\_\_\_
- Multiracial: \_\_\_\_\_
- Native Hawaiian/Pacific Islander: \_\_\_\_\_
- White/Caucasian: \_\_\_\_\_
- A race/ethnic category not listed here: \_\_\_\_\_
- Total: \_\_\_\_\_

**9. Please indicate if any of the youth you serve that might fall in one or more than one of the following categories. (Select all that apply)**

- Low-income / eligible for free and reduced-priced meals
- Special education
- Multilingual learners
- Children of migratory workers
- Homeless or housing-insecure youth
- Native / Tribal Youth
- Specific race / ethnicity
- Other: \_\_\_\_\_

**10. Among youth enrolled this program, approximately what percentage of youth live in lower income households (e.g. those in households that qualify for free/reduced price lunch)?**

**(Please note, the sum of percentages from all 3 categories should equal 100 - If no youth identified as a certain category, please enter "0") \***

- % Lower Income: \_\_\_\_\_
- % Middle/Upper Income: \_\_\_\_\_
- % Not Sure/Unknown: \_\_\_\_\_
- Total: \_\_\_\_\_

**11. We would like to know the capacity for your program to serve children with special needs. Please select the highest level of need that your program is able to accommodate for youth:**

	Mild	Moderate	Severe	Not Able to Accommodate this need
Behavioral Health Needs				
Intellectual Needs				
Physical Disabilities				
Hearing Impairment				
Visual Impairment				

**12. Please list any barriers that prevent the program from serving children with special needs. (Select all that apply)**

- Lack of Funding
- Lack of Trained Staff
- Not Enough Staff
- Lack of Equipment and/or Infrastructure
- Other \_\_\_\_\_

**13. Does the program provide specific services in languages other than English? If yes, please state which languages.**

- Yes \_\_\_\_\_
- No

**14. Is the program open during any of the following times? (Select all that apply)**

- Before school
- After school

- Weekends
  - Any School breaks (Holiday’s, fall, winter, summer, staff development, etc.)
  - Evening or other nontraditional hours. Please specify which in the text box.
- 

**15. When during the year is your program offered? (Select all that apply)**

- Year-round
- School Year
- Summer Only
- Other (Please specify): \_\_\_\_\_

**16. Please provide information about the types of meals provided by your program:**

	Free	Additional Cost	Not Provided
Snack			
Breakfast			
Lunch			
Dinner			

**17. Please let us know the funding sources for your program by selecting all sources that apply.**

- ESSER
- Title I
- Title II
- Title IV, Part B (21st CCLC)
- Title IV, Part F (Promise Neighborhoods)
- Title IV, Part F (Full Service Community Schools)
- McKinney Vento Education Homeless Children and Youth
- Individuals with Disabilities Education Act
- Childcare Stabilization or Child Care and Development Block Grant
- Local Government Funding
- Private Foundation and/or Private Donations
- Program Fees (Private Pay/Tuition)
- Child Care Subsidy
- Other sources (Please explain): \_\_\_\_\_

**18. Does the program provide financial assistance to children to help offset the cost of attendance? (Select all that apply)**

- Child care subsidies are available
- Scholarships are offered
- Program has a sliding fee scale
- Financial Assistance is not available
- Not needed - Program is free
- Other financial assistance: \_\_\_\_\_

**19. Does your program provide any of the following services? (Select all that apply)**

- Career and College Preparation (Definition): providing the essential supports young people need to succeed in college, career and beyond; ex: funding field trips to colleges and providing real world mentors.
- Civic Engagement (Definition): political involvement and involvement with other issues that affect society—the latter is the definition to focus on when working with younger children; ex: supporting local nonprofit organizations.
- Entrepreneurship (Definition): the practical application of enterprising qualities, such as initiative, innovation, creativity, and risk-taking into the work environment (either in self-employment or employment in small start-up firms), using the appropriate skills necessary for success in that environment and culture.
- Financial Literacy (Definition): entails learning how to set goals, use credit, budget, save, spend, and borrow.
- Health and Wellness (Definition): keeping kids active and encouraging a healthy lifestyle.



- Homework Assistance (Definition): having staff monitor homework and provide assistance when needed during the designated time the program has provided for kids to complete homework; staff may be certified teacher or may sometimes even be a college student.
- Instructional Support (Definition): process to maximize individual student success, while at the same time serving as a screening process for students who may be in need of specialized education services.
- Language Arts (Definition): Learning how to communicate ideas through language. This includes, reading, composition, speech, spelling, and dramatics.
- Mentoring (Definition): mentors help young people realize their potential by providing them with support, advice, encouragement and friendship; critical element in every child's social, emotional and cognitive development; builds a sense of competency, boosts academic performance and broadens horizons.
- Performing Arts (Definition): From dance to photography to theater, afterschool programs are helping kids cultivate their creative talents; promotes creativity and self-expression.
- Project Based Enrichment (Definition): applying concepts and learning to real-world situations and activities.
- Reading and Writing Support (Definition): providing students with the additional supports they need to help make sure that they leave school with a strong foundation in literacy—building their reading, writing and critical thinking skills.
- Recreation (Definition): defined as a person's time for refreshing one's body and mind; ex: watching movies, going to the park, etc.
- Social Emotional Learning (Definition): Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- STEAM (Definition): offering engaging, hands-on STEM learning programs that are not only getting children excited about these topics, but are also helping them build some real-life skills and proficiencies. Examples: classes on coding, building circuits, building instruments while also learning the math and science behind sound and music, etc.
- Visual Arts/Music Component (Definition): The visual arts are art forms such as painting, drawing, printmaking, sculpture, ceramics, photography, video, filmmaking, design, crafts, and architecture.
- Other: \_\_\_\_\_

**20. Does your program currently partner with any local employers for workplace learning, service learning, mentorship, or job training?**

- Yes (Please specify partners) \_\_\_\_\_
- No

**21. Are you familiar with the Million Girls Moonshot? \***

- Yes
- No

**21a. (For those familiar with Million Girls Moonshot) Which of the following Moonshot resources have you/someone at your program used? Select all that apply \***

- Attended a Moonshot Webinar
- Participated in a Booster Pack (Techbridge Girls, Rural Science Café, etc.)
- Used the Monthly Asset Package
- Used some other resource (please specify)
- Not Sure
- Doesn't apply; we haven't used Million Girls Moonshot-related resources yet

21b. How often do the following transformative practices take place in the STEM activities in the programs you represent? Note: transformative practices are research-based practices proven to remove barriers to access and quality STEM learning experiences\*

	Frequently	Sometimes	Not yet, Would Like to Know More	Not yet, Not Interested
Engineering Mindset				
Inclusive and Equitable STEM				
Role Models, Mentors, and Families				
Continuous STEM Learning Pathways				

**Wrap Up**

**22. The Nevada Afterschool Network would love to stay in touch with you. Please let us know if you would like to keep in touch with us as well! NAN Newsletters are sent out bi-monthly and provide helpful and timely resources for afterschool and OST programs. We will never sell your contact information or spam your inbox. NAN is working to increase supports to programs and OST professionals. Please let us know if you have ideas on how we can support you better.**

**How would you like to keep in touch with NAN? (Select all that apply)**

- Please add me to the NAN Newsletter list!
- I want to become a NAN Member!
- I want to become a STEM Mentor!
- I want to join a workgroup!
- Don't contact me for now - I'll catch up with you later!

**22a. Thanks for wanting to stay in touch! Please provide your contact information below:**

- First Name \_\_\_\_\_
- Last Name \_\_\_\_\_
- Organization \_\_\_\_\_
- Email \_\_\_\_\_
- Phone \_\_\_\_\_