



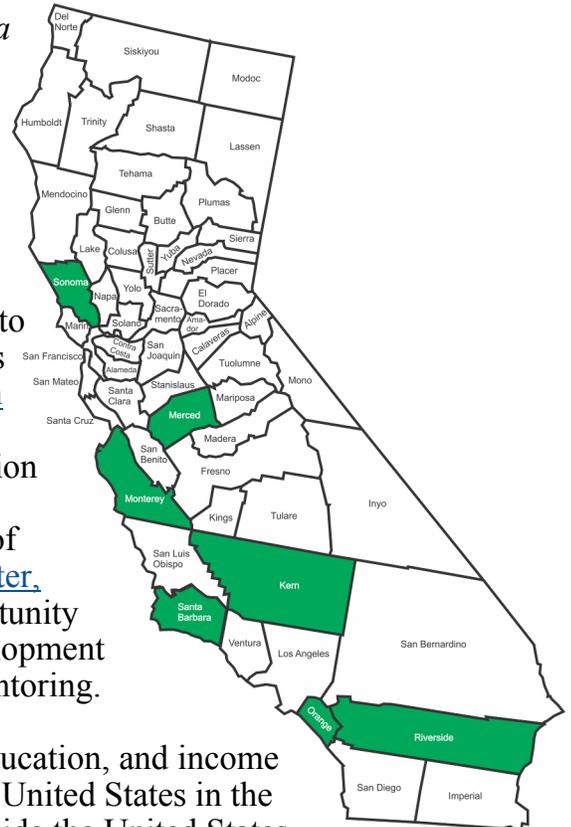
UC ANR 4-H Latino Initiative

Year 1 Annual Report: From April 2016 to June 2017

“Diversity is a defining feature of the University of California and we embrace it as a necessary and valued part of our campus communities.”

Janet Napolitano, UC President, August 14, 2017

With 15 million Latino residents, California accounts for more than a quarter (27%) of the nation’s Latino population. Over 52% of California’s K-12 students are Latinos, and from 1993 to 2014, Latino enrollment in post-secondary education for 18 to 24-year old’s increased by 12%, however, only 15% of Latinos aged 25 to 29 had a bachelor’s degree or higher ([Pew Research Center, 2016](#)). As of 2014, the poverty rate for Latinos in the United States was 24%, compared to 15% for the total population ([DeNavas-Walt & Proctor, 2015](#)). California Latinos live in households with medial annual income of \$20,000, with 31% of Latino youth living below the poverty line ([Pew Research Center, 2011](#)). These educational and income gaps are related to opportunity gaps for youth; for example, access to high quality youth development programs, early preparation for college, and peer and adult mentoring.



The growing Latino population, level of education, and income disparities have created a challenge for the United States in the last decade, creating a “Latino country” inside the United States ([Fabregas & Horrillo, 2017](#)). As such, Land Grant University Cooperative Extension programs find themselves needing to systematically and intentionally develop new program models and methods to reach under-served audiences. The survival of 4-H may depend on our ability to reach minority populations.

The 4-H Youth Development Program must change to be culturally representative of the people who live in the communities we serve ([Fabregas, Espinosa, & Hill, 2017](#)). The low Latino participation in 4-H is occurring in California and across the country ([Harder, Lamm, Lamm, Rose, & Rask, 2005](#)). Researchers have identified that Latino youth do not find their desires and preferences reflected in 4-H programming ([Harder et al., 2005](#)), and Latino youth have limited access to information about 4-H ([Jones, LaVergne, Elbert, Larke, & Larke, 2013](#)). While a need exists, and Latinos represent a potential audience for 4-H, they have not been well served with existing programs ([Hobbs, 2004](#)).



UC ANR 4-H Latino Initiative

UC Cooperative Extension's 4-H Youth Development programs are at the cutting edge of positive youth development knowledge and practice. The 4-H program has a proven record of developing youth. 4-H members make contributions to their communities, are civically active, participate in science programs, make healthy choices, increase their opportunities to attend college, and contribute to improving youth and family quality of life ([Lerner, Lerner et al., 2016](#)).

In 2015, UC ANR understood and accepted the challenge of examining how the 4-H Youth Development Program can better serve diverse audiences by investing \$2,000,000 over a period of three years to pilot an intentionally focused effort to develop culturally relevant and responsive programs to welcome Latino youth, families, and volunteers to 4-H. Seven counties (Kern, Merced, Monterey, Orange, Riverside, Santa Barbara, and Sonoma) were selected representing rural, suburban, and urban communities and because of successful efforts reaching Latino youth or due to being identified by the 2013 USDA review site as having high need to reach Latino youth with 4-H.

The UC ANR 4-H Latino Initiative is aligned with the [UC ANR Strategic Vision 2025](#) and the [Healthy Families & Communities Plan](#). Additionally, the Initiative will further the [UC ANR 2016-2020 Strategic Plan](#) by increasing the reach of UC ANR (Goal 2). Furthermore, the Initiative promotes the [UC ANR public values](#) of ensuring safe and healthy California for all people and communities and contributing to reduced racial and ethnic inequality.

The vision of the UC ANR 4-H Latino Initiative is to:
Develop, deliver, and assess cultural responsive program models to attract and retain Latino youth, families, and volunteers into 4-H.

Statewide Goals shared with the seven counties in the Initiative:

1. Serve 3% of the 5 to 18 year-old population by 2025.
2. Increase the number of 4-H adult volunteers by 10% per year through 2025.
3. Achieve parity with 4-H programming. *Parity is achieved when the percent distribution of program participants by race is within at least 80% of their respective representation of that group in the population.*

Additional outcomes include:

1. Provide information useful to Land Grant Universities and Cooperative Extension youth development programs in replicating successful programs and best practices to reach Latino communities.
2. Advance the research-base on culturally-responsive youth development programs.

From a County Director: "If our mission is to serve the youth of California, we are obligated to take action and re-format our youth development programs in order to make it attractive and of interest to the Latino youth."



UC ANR 4-H Latino Initiative: Year 1

In the first year (2016-2017), seven new 4-H Community Education Specialists were recruited and oriented to lead the Initiative, in partnership with their respective CE Advisor. These 4-H Community Education Specialists are primarily responsible for assessing interests, resources, and needs within their counties; offering training; program implementation; marketing and public relations; dissemination and evaluation. Sixty candidates were reviewed, all bilingual and bicultural, and seven were recruited successfully.



Relationship Building

From April through October 2016, staff began by conducting countywide assessments to learn about their Latino communities. We utilized the [Latino Engagement Resources Chart \(Erbstein, Moncloa, Olagundoye, Diaz-Carrasco, & Hill, 2017\)](#), developed community maps, and conducted [youth](#) and [parent](#) needs assessment to identify organizations already working with the Latino community. Reaching youth and families unfamiliar with 4-H required patience, persistence, as well as exploration and adaptation of 4-H program models. The Initiative permitted flexibility in program models and curriculum within the [UC 4-H Framework](#), [4-H Delivery Mode Matrix](#), and [Core Elements of 4-H Clubs](#), to meet the needs of local Latino youth and families. Counties implemented a variety of community clubs, afterschool clubs, special interest (SPIN) clubs, special interest programs, short-term programs, and day camps. Staff documented their experiences during online monthly meetings, two face-to-face meetings, and monthly online effort reports.

Facing Challenges and Preparing Ourselves for Long-Term Success

This report summarizes our first year participating in the Initiative. We encountered several challenges, including: 1) identifying and confronting barriers to participation including institutional policies and procedures, 2) the predominant 4-H culture, 3) securing funding to deliver programming, and 4) developing trust with new partners and communities.

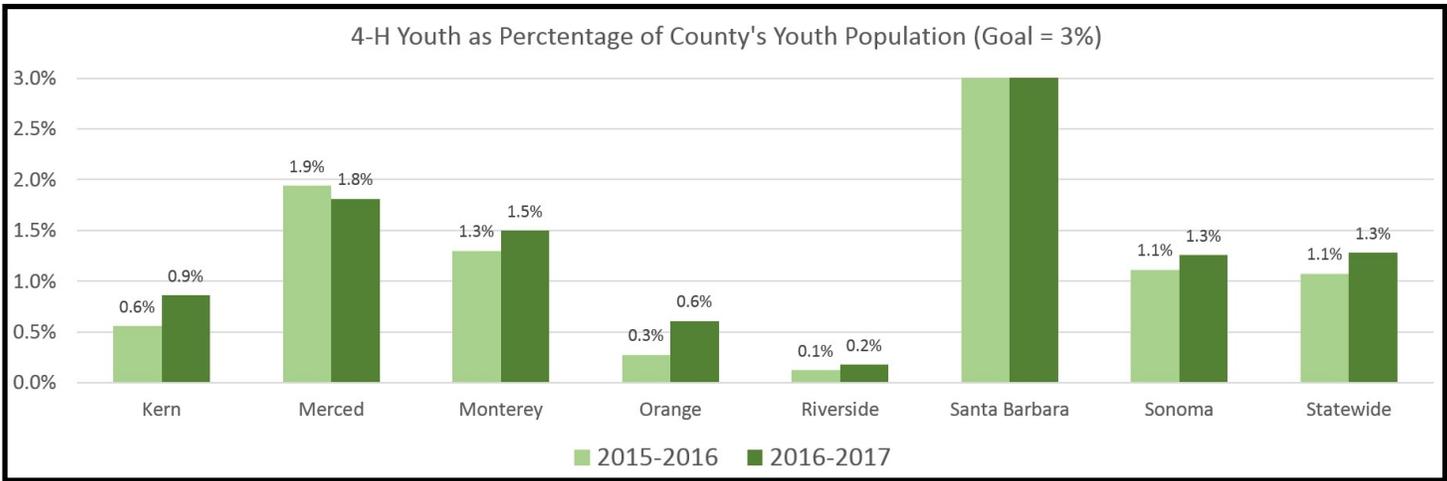
While we continue to work to accomplish our 2025 goal of serving 3% of the state's youth population, the seven counties are making strides in adapting 4-H to be culturally relevant for Latino youth. This work will help all youth feel welcome, appreciated, and valued in 4-H programs. Statewide, 4-H increased the participation of all youth in 4-H by 19%, from 85,045 to 101,616 members, including 45,528 Latino youth (increase of 34%). The Initiative counties are working to secure funds to continue our important work, and recognize the size of the challenge in front of us. However, if any state will be successful in reaching new audiences, California will be the one, since we are the only state in the nation to have a statewide comprehensive plan to reach Latino youth.

2016-2017 County Highlights	
Kern	Building relationships, developed Spanish language marketing materials
Merced	Establishing and deepening relationships, two new community clubs, day camps
Monterey	Establishing partnerships, building capacity of community based organizations
Orange	Partnership with <i>Imagine Science</i> and EFNEP
Riverside	Established partnerships, four new community clubs, day camps
Santa Barbara	Partnership with CalFresh, five new in-school clubs
Sonoma	Seven new afterschool clubs, day camps, and library partnership



Progress towards Goal 1: *Serve 3% of the 5 to 18 year-old population by 2025.*

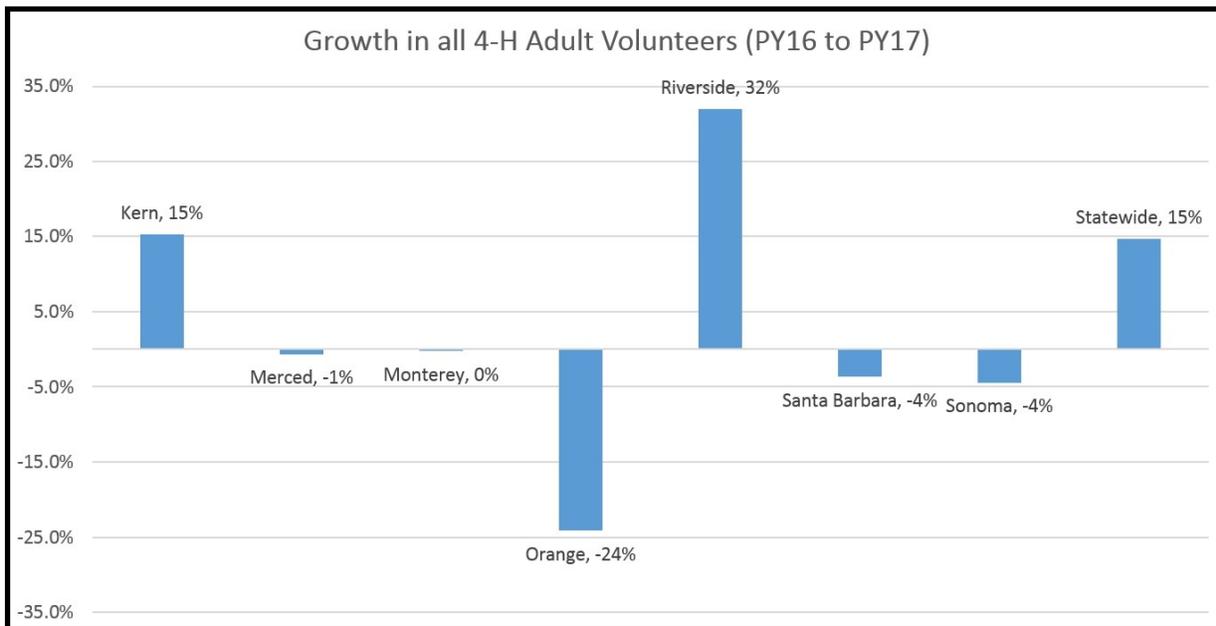
Only Santa Barbara served more than 3% of the county's youth population; however, remaining programs are currently on course to meet this goal.



* Santa Barbara served 18.7% of the county's youth population, see page 11 for more information.

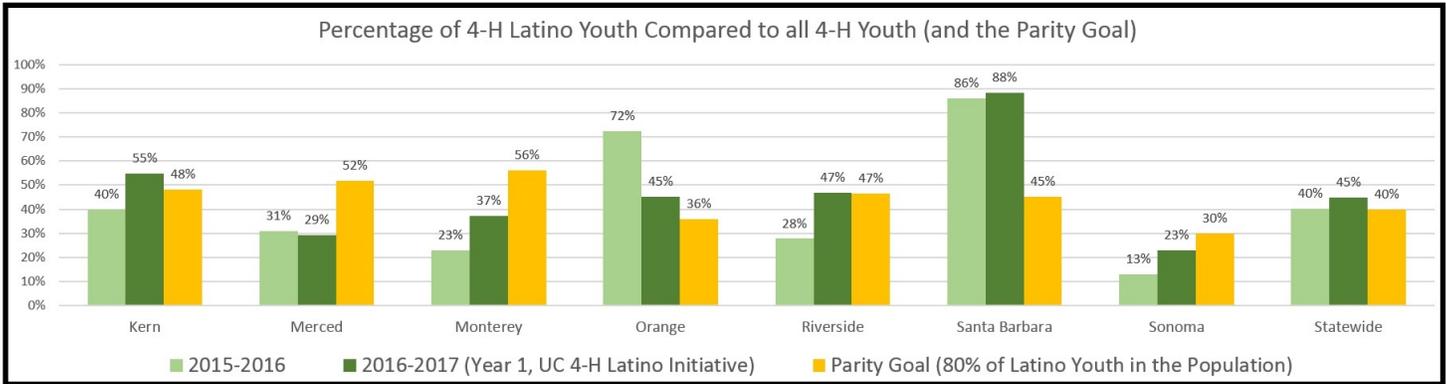
Progress towards Goal 2: *Increase the number of 4-H volunteers by 10% per year through 2025.*

Kern and Riverside increased volunteer numbers, while the other five decreased. Replicating the successful strategies used in Kern and Riverside counties will be a focus moving forward. Additionally, teenage youth volunteers are not calculated in these numbers; however, utilizing teen volunteers as teachers of younger children has proven successful with Latino audiences.



Progress towards Goal 3: Achieve parity with 4-H programming.

Four of seven counties reached parity: Kern, Orange, Riverside, and Santa Barbara.



Data Table: Youth Enrollment Data

County	Youth (US Census)	Latino Youth (US Census)	2015-2016		2016-2017 (Year 1, UC 4-H Latino Initiative)				
			4-H Youth	Latino 4-H Youth	4-H Youth	Latino 4-H Youth	% 4-H Youth Latinos	Growth in Latinos (as independent group)	Growth in Latinos (as proportion of 4-H Youth)
Kern	209,660	60.3%	1,173	469	1,800	987	54.8%	110%	37%
Merced	68,733	64.9%	1,333	410	1,245	362	29.1%	-12%	-5%
Monterey	92,238	70.1%	1,199	274	1,380	512	37.1%	87%	62%
Orange	636,653	45.0%	1,751	1,269	3,878	1,746	45.0%	38%	-38%
Riverside	531,834	58.2%	667	185	933	436	46.7%	136%	68%
Santa Barbara	90,938	56.6%	11,348	9,770	12,940	11,405	88.1%	17%	2%
Sonoma	92,285	37.4%	1,028	132	1,160	266	22.9%	102%	79%
Statewide	7,920,505	49.8%	85,045	34,040	101,616	45,528	44.8%	34%	12%

Data Table: Adult Volunteer Enrollment Data

County	2015-2016		2016-2017	
	4-H Adults	4-H Adults	Youth:Adult Ratio	Growth in Adults
Kern	236	272	7:1	15.3%
Merced	297	295	5:1	-0.7%
Monterey	427	426	4:1	-0.2%
Orange	174	132	30:1	-24.1%
Riverside	175	231	5:1	32.0%
Santa Barbara	272	262	50:1	-3.7%
Sonoma	340	325	4:1	-4.4%
Statewide	13,486	15,471	7:1	14.7%



Kern County

- Esther Rodriguez, 4-H Community Education Specialist (*position funded by Initiative*)
- John Borba, 4-H Youth Development Advisor
- Brian Marsh, County Director

There are over 209,000 youth in Kern County, with 60% identifying as Latino, 72% eligible for free and reduced-price meals, and 23% classified as English learners.

Programming

The UCCE Kern County 4-H Latino Initiative focused on building relationships with schools, churches and government agencies which predominantly serve Latinos. Key leaders were sought to discuss community needs and issues, and develop strategies to introduce 4-H to youth and families. Collaborating agencies and partners were recruited to help facilitate the implementation of 4-H into existing programs and services. Funding to support program supplies were provided by the Kern County 4-H Sponsors' Committee. We developed Spanish language marketing materials and presented to community audiences. The fruition of these efforts includes: afterschool programming delivered to 157 Latino youth at six different community facilities, schools, and housing complexes; joint activities implemented in cooperation with UC Cal Fresh staff whereby children of adults in nutrition classes participated in youth development programs occurring simultaneously; a corps of Latino teens were recruited to assist in planning and implementing 4-H activities; and the establishment of a new 4-H special interest (SPIN) club, Our Generation, was established with a focus on health, art, and civic engagement.

Outputs

We reached 987 Latino youth with 4-H programming, which increased our Latino youth participation by 110% and brought the total ratio of Latino youth in Kern 4-H to 55% (in parity).



**Chartered 4-H SPIN Clubs
focusing on health, art,
and civic engagement.**

8 hours per youth



**Delivered afterschool
programming to Latino
youth at 6 sites.**

8 hours per youth



**Trained Latino teens to
assist planning and
implementing
4-H activities.**

14 hours per youth

Merced County

- Jose Campos, 4-H Community Education Specialist (*position funded by Initiative*)
- Darlene McIntyre, 4-H Community Education Specialist
- Russell D. Hill, 4-H Youth Development Advisor
- Scott Stoddard, County Director

There are over 68,000 youth in Merced County, with 65% identifying as Latino, 81% eligible for free and reduced-price meals, and 28% classified as English learners.

Programming

The UCCE Merced County 4-H Latino Initiative developed educational programming in predominantly Latino communities where there were no existing 4-H programs. Efforts began with establishing and deepening relationships with Latino families, communities, schools, and organizations. We collaborated with four schools and a municipal advisory council to explore, implement, and evaluate adapted models of 4-H programs designed to reach Latino youth. Led by new 4-H volunteers and supported by teachers, community members, and parents, youth from 4th to 10th grade were engaged in leadership, civic, cultural, and STEM activities.

Outputs

We reached 362 Latino youth with 4-H programming, which was a decrease in our Latino youth participation by 12% and brought the total ratio of Latino youth in Merced 4-H to 29%.

Outcomes

Post-program youth surveys in the SPIN Clubs demonstrated that children felt a sense of belonging and reported high levels on indicators of positive youth development, including confidence, competence, connections, empathy, character, and contribution. Overall, 100% agreed it is important for them to do the right thing, and 94% agreed they care about contributing to making the world a better place for everyone.



**Chartered 2 new 4-H
Community Clubs.**

8 hours per youth



**Held 3 weeks of
summer day camps.**

8 hours per youth



**Hosted 1 new 4-H SPIN
Club.**

14 hours per youth

Monterey County

- Carol Garcia, 4-H Community Education Specialist (*position funded by Initiative*)
- Lynn Schmitt-McQuitty, 4-H Youth Development Advisor and County Director
- Maria de la Fuente, County Director

There are over 92,000 youth in Monterey County, with 70% identifying as Latino, 69% eligible for free and reduced-price meals, and 41% classified as English learners.

Programming

The UCCE Monterey County 4-H Latino Initiative built relationships with youth serving agencies in East Salinas to develop educational programs for Latino youth. By partnering with eight organizations, the Initiative provided over 36-hours of professional development and technical support to reach 136 youth, 11 teens and 19 adults with over 70 hours of STEM, leadership, healthy living, and art programming.

Outputs

We reached 512 Latino youth with 4-H programming, which increased our Latino youth participation by 87% and brought the total ratio of Latino youth in Monterey 4-H to 37%.

Outcomes

Through participation in the Initiative, collaborating agencies reported the following youth development outcomes: Competence in science processing skill development by solving problems, making predictions, and forming hypotheses through engagement in the Snails unit of the Youth Experiences in Science. Confidence and sense of overall positive self-worth and self-efficacy was developed in teens as they explored and identified their sparks in the Destination UC program. Connection to peers was developed by engaging in teamwork, socialization, and developing positive bonds with participants, the 4-H organization, and community partners. Character was developed in teens as they taught children and realized their role was not one of authority, but a partner in learning. Caring and Compassion were developed as youth assisted each other in solving problems.



**Provided 4 short-term science projects at nonprofit and city libraries.
35 hours per youth**



**Engaged high school students in 5, 2-hour sessions of higher education, visited UC Davis, and participated in a teenagers-as-teachers program.
8 hours per youth**



**Developed an agricultural art partnership to integrate arts into STEM.
12 hours per youth**

Orange County

- Araceli Hernandez, 4-H Community Education Specialist (*position funded by Initiative*)
- Jason Suppes, 4-H Community Education Specialist
- Darren Haver, County Director

There are over 636,000 youth in Orange County, with 45% identifying as Latino, 48% eligible for free and reduced-price meals, and 25% classified as English learners.

Programming

UCCE Orange County 4-H set a goal to expand 4-H youth participation in underserved, low-income, primarily Latino communities. We expanded efforts by focusing on strengthening relationships with Latino youth, families, and communities while implementing programs in targeted areas. Our main efforts focused on strengthening our long-term relationship with Imagine Science, a collaboration between Boys and Girls Club of Garden Grove, Girls Inc. of Orange County, Orange County 4-H and the YMCA of Anaheim. We facilitated 4-H Junk Drawer Robotics in all Anaheim middle and high schools, as well as in surrounding cities. These efforts reached over 250 youth with engineering design education. Additionally, we facilitated “Fun-Genearing” at 23 schools and community resource centers. Furthermore, we held six STEM trainings for staff at the YMCA and Boys and Girls Clubs for their year-round programming. We also trained, alongside EFNEP, Anaheim YMCA staff who served approximately 3,100 students in their after-school clubs in elementary, middle and high school. YMCA staff received nutrition training utilizing the following curriculum: My Amazing Body, Good for Me and You, It’s My Choice... Eat Right, Be Active, and Money Talks. Lastly, EFNEP and 4-H collaborated with a local school to introduce eight-week parent and youth nutrition courses.

Outputs

We reached 1,746 Latino youth with 4-H programming, which increased our Latino youth participation by 38% and brought the total ratio of Latino youth in Orange 4-H to 45% (in parity).



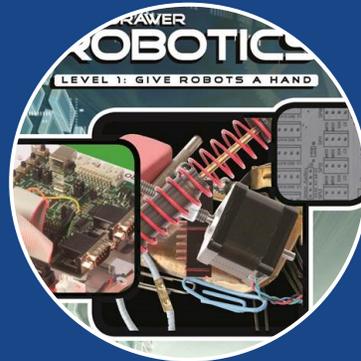
**Collaborated with
EFNEP for 8 weeks.**

8 hours per youth



**Trained YMCA staff in
nutrition science.**

8 hours per youth



**Trained and facilitated
Junk Drawer Robotics
at 15 sites.**

14 hours per youth

Riverside County

- Yolva Gil, 4-H Community Education Specialist (*position funded by Initiative*)
- Claudia P. Diaz Carrasco, 4-H Youth Development Advisor
- Etaferahu Takele, County Director

There are over 531,000 youth in Riverside County, with 58% identifying as Latino, 64% eligible for free and reduced-price meals, and 21% classified as English learners.

Programming

The UCCE Riverside County 4-H Latino Initiative focused its efforts on assessing the ecosystem of Latino youth populations. We identified, fostered, and established partnerships with diverse communities through site visits, participation in outreach events, and meetings with several nonprofits, government agencies, community centers, and local youth through afterschool programs. We collaborated with the Riverside Community Settlement Association to establish the first bilingual 4-H club in the county. The program served 56 youth during the summer and continues to enrich youth experiences in weekly year-round programs. We established two new 4-H community clubs in communities without previous 4-H presence. We nurtured a partnership with UC Riverside and started two 4-H Special Interest (SPIN) afterschool clubs, one focusing on college readiness and the other one in activism (art + activism). Finally, we established a partnership with the Consulate of Mexico to deliver a four-week summer camp to highlight Mexican culture and traditions from the pre-Hispanic years to the modern traditions.

Outputs

We reached 436 Latino youth with 4-H programming, which increased our Latino youth participation by 136% and brought the total ratio of Latino youth in Riverside 4-H to 47% (in parity).



Chartered 5 4-H Clubs.

36 hours per youth



Held 4 weeks of day camp.

60 hours per youth



Developed 5 new partners

Santa Barbara County

- Andrea Hollister, 4-H Community Education Specialist
- Roberta Alderete, 4-H Community Education Specialist
- Janelle Hansen, 4-H Program Supervisor
- Katherine E. Soule, Youth, Families, and Communities Advisor & County Director

There are over 90,000 youth in Santa Barbara County, with 57% identifying as Latino, 60% eligible for free and reduced-price meals, and 41% classified as English learners.

Programming*

The UCCE Santa Barbara County 4-H Latino Initiative designed a plan to expand 4-H youth participation in underserved, low-income, primarily Latino communities. We expanded efforts by focusing on establishing relationships with Latino youth, families, and communities while implementing programs in targeted areas. We collaborated with the Santa Maria Bonita School district and the UC CalFresh Nutrition Education Program to create five 4-H In-School and Afterschool Clubs, offering STEM, healthy living, and community service projects to 4th-6th grade students. We expanded our partnerships with the Public Health Department to offer STEM and healthy living special interest projects. **Intentional programming for Latino youth began in 2012-13.*

Outputs

We reached 11,405 Latino youth with 4-H programming, which increased our Latino youth participation by 17% and brought the total ratio of Latino youth in Santa Barbara 4-H to 88% (parity).

Outcomes

Pre, formative, and post qualitative assessments with club youth indicated that participation increased members' access to youth-adult partnerships, competence in peer education, confidence to lead and present, connections with other youth, and opportunities to contribute to the health of their communities. In-workshop pre- and post- youth surveys revealed that youth were 3.8 times more likely to believe that their ideas are taken seriously by adults. Overall, 97% believed that kids have the power to make positive change, and 94% thought they can help make their school a healthier place.



**Chartered 5 4-H
in-school clubs.**

8 hours per youth



**Held 5 workshops on
leadership, STEM, and
nutrition.**

14 hours per youth



**Hosted 5 short-term
projects with the
Health Department.**

8 hours per youth

Sonoma County

- Diego Mariscal, 4-H Community Education Specialist (*position funded by Initiative*)
- Steven M. Worker, 4-H Youth Development Advisor
- Stephanie Larson, County Director

There are over 92,000 youth in Sonoma County, with 37% identifying as Latino, 44% eligible for free and reduced-price meals, and 23% classified as English learners.

*Programming**

The UCCE Sonoma County 4-H Latino Initiative focused on establishing relationships with Latino families and implementing programs in targeted neighborhoods. We collaborated with three school districts (seven elementary and three high schools), the county library, and low-income housing complexes to develop, implement, and evaluate adapted models of 4-H programs designed to reach Latino children. Led by local high school teenagers and parents, K-6th grade children were engaged in leadership, healthy living, civic, and STEM activities and physical activity through sports.

**Intentional programming for Latino youth began in 2015-16.*

Outputs

We reached 266 Latino youth with 4-H programming, which increased our Latino youth participation by 102% and brought the total ratio of Latino youth in Sonoma 4-H to 23%.

Outcomes

Year-end 4-H Club youth surveys revealed that 100% believe it is important for me [youth] to do the right thing, 96% care about contributing to make the world a better place for everyone, and 90% like science. Post Day Camp youth surveys demonstrated children feeling a sense of belonging and reported high levels on indicators of positive youth development (including competence, confidence, connections, empathy, character, and contribution).



**Chartered 7 4-H
Afterschool Clubs.**

36 hours per youth



**Held 4 weeks of day
camps.**

25 hours per youth



**Hosted 4 short-term
projects at local
libraries.**

14 hours per youth

Statewide Activities

¡Descubre Outside! ¡Discover Afuera!

In partnership with the UC Berkeley's California Outdoor Coalition, we prepared curriculum to engage Latino youth with the outdoors through culturally relevant and inclusive environmental education experiences and field trips.

Juntos 4-H: college readiness for Latino youth

Twenty-five participants attended the Juntos program implementation workshop, developed by North Carolina State University. Juntos empowers high school Latino students and their parents to gain the knowledge, skills, and resources they need to succeed in school and to encourage families to work together to make going to college possible.

Career Day @ UC Davis

Eighteen Latino high school students were introduced to UC Davis, college admissions, and student life through campus field trips and faculty panels. Students attended the California State 4-H Field Day the following day (<http://ucanr.edu/delivers/?impact=1032>)



4-H California Focus

Hosted in Sacramento, Cal Focus is a unique way for youth to experience the three branches of government in action. Financial aid was provided by the Dean Legacy Memorial for twelve Latino youth to participate in the conference.

Short Films by UC ANR

Riverside County, 4-H club fundraiser
<https://youtu.be/3IDS9IDZMD0>

UC shares the 4-H experience with children in Mexico
<https://youtu.be/LK9J32SuFqA>

The first bilingual 4-H summer program
<https://youtu.be/ELQ5mOHFL9I>

4-H Leadership Day in Riverside County
<https://youtu.be/W4HVh3cOoLc>

From a County Director: "Our 4-H Community Education Specialists has reached out to areas that we have not tapped into before and is developing programs in new areas (geographic areas with high Latino populations and through other groups/individuals that our other 4-H activities have not reached)"

Preliminary Evaluation

	Six Key Goals	Assessed in
A ¹	4-H program reflect California's communities.	All 3 years
B ¹	UCCE/4-H establishes relationships with Latino communities.	PY 2016-2017 / Year 1
C ¹	4-H programs utilize best practices in program planning and implementation to reach Latino youth.	PY 2016-2017 / Year 1 PY 2017-2018 / Year 2
D	4-H programs are effectiveness in meeting program goals and outcomes as specified in the 4-H Framework.	PY 2017-2018 / Year 2 PY 2018-2019 / Year 3
E	4-H programs are sustainable.	PY 2018-2019 / Year 3
F	4-H program impacts the UC 4-H organization and local communities.	PY 2018-2019 / Year 3
¹ Goal reported in this report. Goal A is reported earlier, while B and C are reported below.		

Methods

In Year 1, 4-H Community Education Specialists completed a monthly effort survey and participated in a year-end focus group to provide data on goals B and C. The focus group transcript was analyzed by Steven Worker and Lupita Fabregas, the original monthly survey (April 2016 to December 2016) was analyzed by Lupita Fabregas, and the revised monthly effort survey (February 2017 to June 2017) was analyzed by Claudia Diaz and Katherine Soule. We triangulated between the data sources.

Findings

Theme #1: Orienting the seven new bilingual, bicultural 4-H Community Education Specialists

Staff reported a steep learning curve, particularly for those new to UC ANR 4-H. These new-to-4-H staff need a thorough orientation to the organization, help developing an annual plan-of-work with clear expectations, and support balancing their time developing knowledge of the community and knowledge of the organization. Administration should plan for personnel to spend significant time building relationships before counting on results.

Theme #2: Learning about community and developing relationships

Staff reported how valuable it was for them to be bilingual and bicultural in developing relationships. Staff found the most success approaching schools and organizations that had a pre-existing relationship and trust built with UC ANR/4-H or a personal connection with the target organization.

“They'd [partner organizations] feel like they could trust me to come and speak to their parents just because they know that I work with Cal Fresh.”

“Some of the relationships that I've established, that are very useful, are school districts. Where I'm able to get to know who the key player is for the parent organization, the parent group.”

Staff found early success by adding 4-H activities to youth organizations, school, and afterschool programs. Staff identified libraries, YMCA, migrant education, Univision, Mexican American Opportunity Foundation, and Consulates as good places to start. There was generally more success in school relationships (in or after), but not in government relationships. Staff found that some organizations were not interested; either because they were “worrying about their own stuff” or felt like they did not need anything 4-H had to offer. Program success was often determined by the depth of the relationship. Staff described how being patient and persistent aided in their efforts.

Theme #3: Marketing 4-H

Staff reported using a variety of materials, mostly self-developed with templates offered by the state office. Staff reported marketing 4-H in newspapers, distributing flyers, and with one-on-one meetings with partner organization “gatekeepers”. Marketing materials were important and the personal delivery of those materials may have been more important. Additionally, there is a need for bilingual marketing materials with pictures that represent diverse audiences from California.

Theme #4: Program implementation

Programming: Programming utilized 4-H delivery modes including Afterschool Clubs, SPIN Clubs, In-School Clubs, Day Camps, and Short-Term/Special Interest programs. Staff described creativity in implementing culturally responsive practices. Getting to know the community and building relationships were the most important part of starting a new 4-H program. Staff reported early success when they had something concrete to offer a partner organization.

“at the beginning we wanted to leave it open for people to have more options but we found out that the more specific we could be when we meet, the better response we have.”

Staff found success by tapping into young people’s interests. Several staff reported challenges recruiting parents to become volunteers. Staff need to develop clear episodic opportunities that do not require the full enrollment process. Teens-as-teacher seems to be a model that works well with 4-H objectives and reduces the number of volunteers needed.

Organizational Procedures: Several staff reported organizational policies becoming a barrier to recruitment (e.g., contracts, 4-H enrollment, and volunteer appointment process). For example:

“The chartering process, fingerprinting, parent, and then the fear of the volunteer process.”

Policies and procedures need to be streamlined and made easier and friendly for non-White audiences. Several staff reported challenges recruiting parents to become volunteers. Staff need to develop clear episodic opportunities that do not require the full enrollment process.

4-H Community Clubs: Several concerns arose regarding challenges working with existing 4-H Community Clubs due to non-welcoming cultural norms. Staff reflected:

“it's like a sink or swim environment, in some of these clubs”

“it wasn't a welcoming environment”

“there has definitely been some pushback from our council”

Staff are focusing on communication rather than partnership with the traditional 4-H community. We need to develop successful models to bridge the traditional 4-H community with new audiences.

Resources: Staff reported limited funding available to implement programs.

“Where is the support for this new program that you all want to see happen? I can't just magically make it happen. ... I was told to increase the enrollment of Latinos, and starting programs for Latinos, but it was like it was going to be magic.”

Limited funds may be reducing the quality and success of programming, however, limited funding is also promoting partnerships to leverage resources. Additionally, lack of understanding about fee waivers may be reducing youth participation. Moving forward, staff need training in fund development and leveraging resources.

From a County Director: “I thought from the beginning that 3 years to assess, implement, and grow Latino youth programs in 4-H was unrealistically short. We are almost half way done, and still in the assessment phase. It will take much longer, probably at least 5, to show significant and sustainable numbers. But I think the program is making good progress nonetheless.”

Academic Efforts

UC Delivers

- [UC ANR 4-H builds bridges with Mexico by helping launch a 4-H Club in Mexicali](#)
- [Expanding 4-H to engage Latino youth](#)
- [The UC ANR 4-H Latino Initiative develops culturally responsive “Career Day” at UC Davis](#)

Conference Presentations and Posters

Authors	Title	Conference
Campos, J., McIntyre, D., & Hill, R. D.	Merced County 4-H Latino outreach	<i>UC ANR Positive Youth Development Program Team, June 2017</i>
Mariscal, D., & Worker, S. M.	Engaging Latino youth through new 4-H Programs. UC ANR 4-H Latino Initiative	
Rodriguez, E., & Borba, J.	UC ANR Latino initiative-Kern County	
Fabregas Janeiro, M. G. & Horrillo, S.	Welcoming youth Latinos to California 4-H!	<i>15th Annual Conference Cambio de Colores Proceedings. Building Bridges, Dialogue, and Opportunities, June 2016.</i>
Fabregas, M. G., Diaz Carrasco, C.P., Dojaquez, M. & Soto, R.	Fostering International Leadership in Mexico through 4-H Youth Developmental Programs.	<i>APLU Commission on International Initiatives Summer Meeting, July 2017</i>
Fabregas Janeiro, M. G., Diaz Carrasco, C. P. & Dojaquez, M.	Developing 4-H Youth Development Programs in Mexico – An Example of Institutional Collaboration	<i>2017 Cambio de Colores Conference Todos Juntos: Collaboration and Unity in Uncertain Times, June 2017.</i>
Fabregas Janeiro, M. G., Soule, K. & Worker, S.	Toolkits for Increasing Engagement with Diverse Youth Audiences	
Diaz Carrasco, C.P., Borba, J., Fabregas Janeiro, M. G, Hill, R., Schmitt-McQuitty, L., Soule, K. and Worker, S.	Where have they been...? An essential tool to identify Latin@s in the community you serve	
Diaz Carrasco, C.P., Fabregas Janeiro, M.G., Barrett, S.L., Gil Y. J.	Nurturing Latino Communities in the U.S. from the Ground Up: 4-H Youth Acquiring a Sense of Pride and the Program Elements that Lead to Sustained	
Fabregas Janeiro, M. G., Espinoza, D. & Hill, R.	Facing Challenges of Embracing Diversity	
Fabregas Janeiro, M. G.	Working with people from other cultures: A challenge or an opportunity?	<i>2017 National Extension and Research Administrative Officers Conference, April 2017.</i>



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