

FIFTH ANNUAL
CALIFORNIA COMMUNITIES
COORDINATING CONFERENCE
June 8, 2005 UC Davis



Cooperative Extension
& California's Latino
Communities:

*Is There
a Partnership
in Our Future?*

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Welcome and Opening Remarks

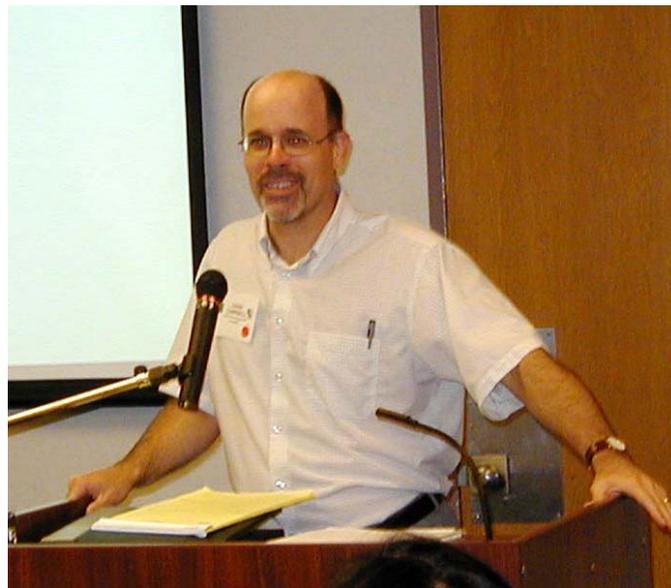
David Campbell, Jim Grieshop, and Adela de la Torre

David Campbell is a Cooperative Extension Specialist in the Department of Human and Community Development at UC Davis. He is also the Director of the California Communities Program.

I want to welcome you to our conference today. I want to say thank you, right off, to Jeff Woled for all his work to help put things together. We're returning today to a theme that was central to our very first conference when we had Bill Clark from UCLA make a presentation about the changing demography of California. One of the themes that we spent a good deal of time talking about on that occasion was the growing Latino population of California, the issues around Latino educational achievement, and the gap that exists. At the time, that maybe still could have qualified as news. By now, it's a familiar story in California and just in the last 2-3 months as we've been planning and putting together this conference, I've seen 8 or 9 different studies from different organizations come across my desk or email looking at issues around Latinos and education.

We want to zero in today on the question of Cooperative Extension's partnership with Latino communities. We know we already do quite a bit of that partnering, but we're not here today to pat ourselves on the back. We're here primarily to see how we can do this work better and how we can make good on the promise of Cooperative Extension's historical mission of community education. We really ought to be one of the leading movers and shakers in our state in terms of connecting the educational resources of the University to the entire population of our state, including Latino communities. It's in that spirit that we're gathering. This is part of a broader movement within Cooperative Extension (if I can call it a movement) to focus on cultural competency as something we need to think about. We are, predominantly, an Anglo organization. We need to do better at connecting with various groups in California. There's a lot at stake in this. Next year's ANR Human Resources Conference, for which Jim Grieshop and others are heading up the planning, is going to focus more broadly on this theme of cultural competency. In a couple of weeks, there's going to be a forestry meeting in the Eureka area that's looking at connections with Native American communities. These themes are really resonating within our organization now and now is a good time to discuss what that means for us and our work.

California is not alone in dealing with these issues. A little later we are going to hear from our colleagues in Oregon who have been working on this for about 8 years or more in a more focused way that we have.



Dave Campbell

Even a state like New Hampshire is dealing with these issues. I was in Utah at a conference a couple of weeks ago. It was a conference of Presbyterian pastors and their spouses. I sat down at breakfast next to a woman from New Hampshire. When I asked her what she was working on she replied, "New church development." This is people who start up new churches. When I asked her with whom she was working she said, "The Latino community in New Hampshire." This state usually shows up on most maps as the whitest of the white states. If New Hampshire is working on these concerns, we certainly are in good company.

Before turning this over to Jim Grieshop who will introduce our keynote speaker, I want to suggest three dimensions to our challenge. One dimension is program or service delivery. How do you do that well in a state with as diverse a population as California? We are becoming increasingly aware that language itself is part of the issue, part of the challenge. I was reminded again of that sitting at Sutter Davis Hospital the other day with my wife who was having some minor surgery. I saw the flow of people coming in and out of the surgery center. I heard, in the course of an hour and a half, about 5 different languages spoken - here in Davis! Language and cultural barriers

are a part of the complications of delivering any kind of public service or public education program of the sort Extension does. But that's couched in a deeper level of a governance challenge. It is really about how we deal with diversity in terms of our work together, to plan together as communities, and to reconcile conflict that comes up within communities. We're on a kind of see-saw where a lot of people see diversity as a threat, as something that is to be feared, and something that is going to be destructive of our future and of our ability to govern ourselves. Those of us in the Sacramento area who read Dan Walters' newspaper column - he gives a steady dose of this gloomy portrait of where we're headed given the diversity of our state. It's possible, also, to view that same diversity more as a gift and as something that brings vitality and something to offer to our state in terms of how we govern ourselves. There's a real challenge to tip it in the right direction and a lot of forces are going the wrong way.

The third layer is moral. It has to do with what kind of community do we want to be? What kind of a people do we want to be? How we deal with people who are unlike us says a lot about what our values are. In particular, the whole question of justice comes to the forefront as we think about these issues because unless we have a strong desire to act justly and a capacity to act justly, then we are not going to be headed in the direction that we want to go. There is a moral challenge that is really at the root of a lot of what we'll be talking about. I invite you, in the spirit of our past events, to join in the conversation. If we're talking about diversity, we need to welcome diverse voices. We need to welcome voices who tell us truths that may be hard to articulate, and have a civil conversation around these truth-telling functions.

This is a good note on which to introduce Jim Grieshop, my colleague who has for many, many years has been a leader in our organization on how we might do better work with Latino communities. He is one of our handful of bilingual CE Specialists and a provocateur of the first rank.

Jim Grieshop: Thank you Dave. That was very nice of you. I want to welcome you to the 4-H Youth Development Center Conference as I look at the number of youth development advisors here plus community development advisors and others. The product of this gathering will also serve the work that we're doing in the Youth Development Center as well as with the California Communities Program. My job is to introduce two individuals who hopefully will be provocateurs for all of us. First, looking around the back of the room at the posters, which a number of you have brought, that represents some of the ongoing work with Latino communities. I hope one of the realities of this conference is that we build on this and rec-

ognize the really vital and important work that you are already doing and build upon that. We also want to obtain recognition for you for doing that work. We want to understand more about what you're doing and what we could be doing, and to extend the recognition of your work even further. That's a challenge but it's a challenge that both Dave and I welcome. For today, Dave used the word "provocateur." We want to provoke all of our thinking here about what we as an organization might do that builds upon what you are already doing and going in new directions to help transform the organization. We are at a critical time. It's a tough time, but there are opportunities that lie ahead as well as great risk. I want to welcome the opportunity to be innovative. That's a role that we in the University have to fulfill. We see today as one piece, one link in that chain to develop further transformations and innovations.



Jim Grieshop

Speaking of entrepreneurship, I want to introduce first Adela de La Torre who is the chair of the Chicana/o Studies Department on the Davis campus. Dave and I have offices just down the hall from Adela and the Chicana/o Studies Department. We walk by and say, "hi," but for the most part, there is not that much contact. We thought that in the context of this conference, we should make some connections, so we sat down with Adela and started talking with her. One of the things we discovered is that Adela probably knows more about Cooperative Extension than faculty in our own department. It's a sad commentary, but it is true. Adela is a graduate of UC Berkeley in agricultural economics. In that work, she had connections with Cooperative Extension in counties and on campuses. Prior to coming to UC Davis, she was a faculty member at the University of Arizona. She's been at UC Davis for 6 years and it took us 6 years to make contact with her. One of the things that we discussed with her was what connections could be made between county advisors and educators with Chicana/o Studies and the students in that department.

That's one of the things we want to keep exploring, not just today, but tomorrow, and the next year, and beyond that. So with that, here is Adela.

Adela de la Torre: I want to welcome all of you today for coming in this horrible weather. I want to thank Jim and Dave for inviting me. I also want to say that I am really an Aggie. I got my Ph.D. in agricultural economics, my master's, and my undergraduate work at Berkeley in political economy and natural resources. Probably, I feel more comfortable with an aggie environment than with any other group and I wanted to share that with you.

One of the things that I am here for today is to do a little marketing. I had the opportunity earlier today to meet Gloria Barrett and she told me about an interesting project that she is involved in which is a Hmong and Cambodian outreach project that they are doing in Sacramento County. I mention that because I also walked around the room and I saw all these wonderful projects depicted on posters.

Today we're at a really interesting crossroad. That is, we have an opportunity to build bridges that we couldn't build 20 years ago. 20 years ago I was not in ethnic studies, I was in an economics program. At that time, it was very difficult for me to do the kind of work of looking at Latinos because Latinos were not viewed as a substantive economics research project. As I started doing work, I gravitated to an area that I became very interested in, and that was migrant health. I actually did surveys in the early 1980s here and in Patterson at the labor camps, looking at migrant workers and doing interviews with farm workers, assisted by my two undergraduates. Of course this was a non-scientific sample design; it was a convenience sample with all the biases. I realized there was a wealth of information and opportunities. Over a period of time, I realized that the programs that would provide me that opportunity would not be in economics (although that's changed and I want to say that), but were in programs like ethnic studies. I say that now because we're at a really interesting crossroads. If you look at ethnic studies programs across the country, they are becoming the important cultural brokers and linguistic brokers, not just in Chicano Studies, but also in African American and African Studies, Asian American Studies, and Native American Studies.

The other hat I have is one that helps to bridge these brokers and that is as the Director of the Center for Public Policy, Race, Ethnicity, and Gender. It's a new center on campus and our primary goal is to bridge with communities by developing multi-year grants to empower and enrich these communities in health, education, science, nutrition - the whole gamut. I want to offer all of you the opportunity to work with us on different partnerships. Just

to give you a little snapshot of some of the projects that we've worked on - one proposal that I'm really excited about is one that we just submitted to the National Institutes of Health looking at science curriculum and infusing neuroscience in the science standard for California in the Central Valley. We are working with a number of Central Valley school districts. Even though I am technically the P.I., the P.I. in my mind is the head of the science curriculum in the Central Valley, Judy Wilson. She has done a tremendous job by bringing teachers and staff together and doing this proposal.

Another project that's really neat is one that we just submitted with Moon Shen and that is an Asian Latino project looking at cancer outreach with the UC Davis Medical Center. We're bridging with the Medical Center, we bridging with the science faculty, but more important, we are bridging with the community. That's where I think Cooperative Extension has a tremendous advantage over any of these other groups, meaning faculty members particularly. This is an important opportunity and recognizing that we have unique expertise that we can share with you. It's not just the faculty, it's also the students.

Let me give you another example of a project we will be focusing on and that's looking at obesity. We're working with a School of Medicine faculty member, Dr. Dennis Stein, and his interest in obesity within the Latino population as well as in other groups. Most of you in Cooperative Extension who deal with nutrition know that obesity is epidemic in our communities. One of the areas that seems important is that many young people need to have a peer group that is appropriate when they speak about these issues. We, in ethnic studies, have met with the directors and the folks who are interested and we will provide students who will be interns for these programs. The bridge is often times, not necessarily one with faculty, but with students who perhaps may be bilingual in Hmong, Vietnamese, Korean, or Spanish. Also significant in this context are African American students who are culturally sensitive to the issues and are sensitive to the age groups and the accompanying risk factors as well as the protective factors associated to those groups. We provide opportunities for those members who want internships. I don't know if those of you in the area read the *Sacramento Bee*, which recently featured an interesting article about internships. Overwhelmingly, those students who view productive activity in school include community internships. Many of our students want to do more than one or two internships. The way we have developed our internship program in Chicano Studies is that we've modeled what they've done in community regional development; that is to link our students with preceptors who have specific projects that improve their skills and particularly,



Adela de la Torre

embrace their cultural and linguistic skills. That can be a tremendous partnership in many ways. It provides matching funds when you do grant proposals, it provides opportunities for students, and it provides a way to bridge cultural groups.

Today I want to say less about demographics which our wonderful speaker, Leo Estrada, will tell us today, and say more about opportunities. UC Davis is at a unique crossroads. We're very committed at this point to become engaged in community-based work. The Center I'm involved with has selected bridging as its major objective. In practically all of the grants we've submitted so far, 80-90% of the funding goes directly to those communities. I want to share those opportunities with you. I'm leaving my business card here for anyone who wants to contact me. Most of the ideas from these grants come from the communities. It's a really neat and exciting opportunity for all of us.

I want to mention, before Jim introduces Leo, that Leo was my teacher (he's very, very young), when I was at Ann Arbor in the 1970s. What amazed me was he was the most mellow faculty member because in the 1970s, having a bunch of Chicano grad students was like having a group of wild cats. You couldn't keep them together. Despite our horrible behavior at that point in our lives, he was patient and all of us ended up being pretty successful. *Jim Grieshop:* That was a great introduction of Leo, as well. Thank you, Adela, for taking time and for extending the invitation to all of us who are looking for opportunities. We're going to help facilitate those. People in San Diego may not see the connections, but there may be some

possibilities as well. We want to be entrepreneurial here. I also want to introduce Joaquin Galvan, a friend and colleague, who has been on the Davis campus working not only with Latino students, but also with students of color. He is also responsible for the STEP program, the summer program where high school students come to our campus. It's a possible connection as you work with youth that there are these very innovative programs on campus. Joaquin has been a great friend and colleague over the years.

When Dave, I, and others were talking about the conference and looking at the issue of demographics, I made some calls to faculty from the various campuses and asked whom they would recommend. Everybody said, "Leo Estrada." We contacted Leo and adjusted this conference from a two-day to a one-day conference so he could come. This is because his last day of classes was yesterday evening. He flew here after that, arrived at 11:00 PM, and he was here bright and early this morning. That speaks highly of him and Adela speaks highly of him as well. Leo is a professor in the School of Urban Planning at UCLA, you know - that smaller UC campus in Los Angeles. He is also director of the North American Integration and Development Center which is a center at UCLA that works not just with Latin America, but throughout the world on various development projects. It's a very innovative center. His expertise is ethnic and racial demographic trends, particularly in Latino populations in the Southwest, the U.S., the inner city, and in California. He's been a wonderful spokesman for the issues of Latino demographics. One thing I also found out about him, which must speak highly of him, is that Leo is a member of the UCLA Campus Space Committee. Many of you are not on campuses and dealing with campus issues, but parking and office space are always volatile issues. That says quite a lot about his talents.

On the issue of demographics as a source of change, I'm reading a book by Peter Drucker whom some of you may know, which was written in the mid-1980s. One of the reasons why we feel it is so important to have such a wonderful spokesperson and expert as Leo to be here with us is because Drucker says, "What makes demographics such a rewarding opportunity for the entrepreneur is precisely its neglect by decision-makers, whether businessmen, public service staff, or government policy makers. They still cling to the assumption that demographics do not change or do not change fast. Indeed, they reject even the plainest evidence of demographic change." This morning we will hear evidence that the demographics have changed and that we have an opportunity in front of us.

California's Future - *El Futuro del Estado de California*

Leo F. Estrada



Leo Estrada is an Associate Professor of Urban Planning in the School of Public Policy and Social Research at the University of California, Los Angeles. Professor Estrada joined the UCLA faculty in 1977. Prior to that, Dr. Estrada held academic positions at the University of North Texas, University of Texas at El Paso, and the University of Michigan at Ann Arbor. Dr. Estrada also serves as the Director of the North American Integration and Development Center at UCLA. Dr. Estrada's areas of expertise include ethnic and racial demographic trends particularly of the Latino population in the U.S., inner-city redevelopment, public policy analysis, and geographic information systems. Dr. Estrada has twice been asked to provide his knowledge related to ethnic and racial groups to the U.S. Bureau of the Census, serving as Special Assistant to the Chief of the Population Division (1995-1997) and as Staff Assistant to the Deputy Director (1979-1980). In recognition of his demographic knowledge, Dr. Estrada serves on advisory boards to federal agencies and non-profit organizations. He advises hospitals, foundations, consults in the private sector, and serves as an expert witness. To illustrate, Dr. Estrada serves on the advisory boards for the U.S. Census Bureau of Transportation Statistics, Latino Issues Forum, The Aspen Institute, National Association of Hispanic Elderly, The California Policy Research Institute, the Committee for the Study of the American Electorate, and the California Endowment.

First of all, I want to thank Jim, Dave, and Jeff all of whom have been very kind in setting this up and being very adaptable to my schedule.

I actually know a little bit about rural and other related issues. For many years I served on the Ford Foundation Grants for Rural Development. It was really my education over a 5 year period about what goes on in rural areas, particularly in the Deep South and other places around the U.S. It was quite an education, and I learned a whole new set of vocabulary words as well as other things. My history goes further back than that. When I was doing my graduate work at Florida State University, one of the couples in the program told us that they had been farm agents. We didn't know what that was at the time, but we knew that one of them knew a whole lot about agriculture and the other one was a homemaking agent. I was not even sure what that was for a while, but she explained to us what it was. So that was the original ideas I got about what Cooperative Extension is about. About 10 years ago I went to Riverside to speak to a group of CE people and found them in a real interesting disarray, because they didn't know what they were going to be or what their role was anymore. Things had changed so much the way farming was becoming industrialized, and the idea of working with small farmers was still sort of there, but farming was really changing and it wasn't clear where. I remember that era because there was a lot of talk among the CE people about should they even be here anymore, should they move on, and what will their roles be?

I was at a meeting in upstate New York about 6 months ago where the topic was abandonment of small towns. The entire discussion was about small towns that are disappearing. We don't see that so much in our part of the country, but this is a huge issue in entire areas in the U.S. It was interesting to come from a place where there is so much growth to go to a place where the growth is disappearing and the discussions that arise about it.

More recently, I've run into the CE people while I'm working on different projects, both abroad and in California, and in my mind they have become community development people. That's how I view them now in terms of most of the work that they do. I may be wrong, but that's the way I see how the roles have shifted over time since my introduction to the field.

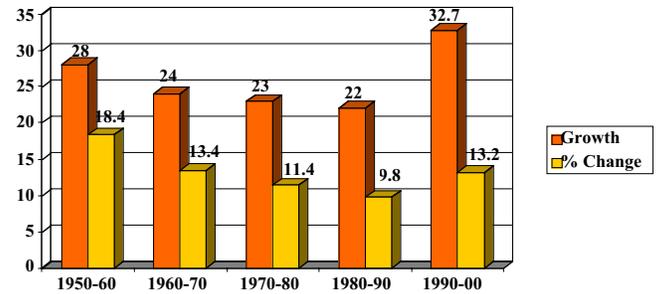
I'm a demographer in a planning department and today I want to throw a lot of numbers at you, and give you an overall story about what is going on demographically in California. My job is to tell you about trends, tell you about what's happening now, what's going to happen in the future, and then to make you think a little bit about what it means to you.

My title, *California's Future - El Futuro del Estado de California*, is bilingual and it is bilingual for a purpose. One of things you have to understand is that we are living in a very transnational/international world. By looking at California in the future, you are also looking at el futuro del estado de California. It's continually the same thing, it's not two different things. It's not even a translation. It's representative of what we'll be talking about today. I'm going to hit on four basic trends. What's new in demographics right now is growth and we are growing in California. If I was in New York, I would be talking about the lack of growth. We're talking about growth driven by minorities throughout the U.S. and California in particular. We're going to talk about Hispanic dispersion because this is a very important element of people moving out of historic areas and into new areas. I want to say a lot about that because you all know about it as well. I'm going to talk about immigration, because you can't talk about this issue without talking about immigration. I'll point out that fertility rates has not changed very much over the last 10 years. It's been going down at very slow rate, but not very much. Mortality doesn't change at all. It stays steady. Immigration is the only thing that shifts, both interstate and internationally. I'm also going to talk about voters. I want to do that because it's something that often gets forgotten in the context of this and one of the implications of what we're talking about is political. Finally, I'll end with some implications.

I'm going to start with a general statement because I want people to get a feel for why demographics is important, particularly in the U.S. That's because the U.S. is one of the few industrialized and advanced countries in the world that continues to grow. Japan, Germany, France, Italy, and others are all losing population. Real immigration issues are going on in Europe right now, because they don't have enough young people to do the work. As they bring more immigrants in to work, those issues have made things very, very tense in Europe. Canada and the U.S. are really the only two countries that are growing. Canada's growth is almost entirely from immigration. The U.S. a combination of other things. We're still adding population as you can see, and we are going to continue to grow into the future.

The large bar is how much growth has occurred from census to census; that is how many more people have been added from census to census, and the one at the bottom is percentage change. Once again I want to point out that after being kind of steady for a while, there is an upward trajectory as a whole in a nation is growth. Once again, this is what makes us unusual on an international level and also makes us think about what's going on.

U.S. Population Growth: 1950-2000



Seventeen states will be responsible for 95% of all the growth that is going to happen in the U.S. over the next 25 years. Just 17 states out of 50 and California is right up there at the top. We still have to deal with growth, how to create enough schools, enough roads, and enough housing. The states that are not listed are states that are looking at retrenchment and change in a very different way. Two very different worlds are going on out there - the High Growth States and the Non Growth States. One of the things to understand is that we fall in one of those two sides right now on a national level, and it may explain to you why you go to an international meeting of the CE people. There's such two different worlds out there of how people view what's happening.

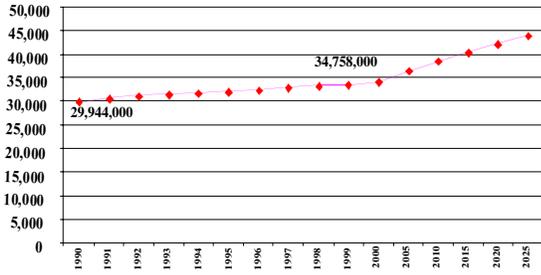
Population Trends

- 17 States will account for 95% of growth

- | | |
|------------------|------------------|
| - California | --Virginia |
| - Texas | --Tennessee |
| - Florida | --Utah |
| - Georgia | --South Carolina |
| - Arizona | --Oregon |
| - Washington | --Michigan |
| - North Carolina | --Nevada |
| - Colorado | --Minnesota |

California continues to grow. Right now we're at about 34-35 million and we're moving toward 45 million. The

California Continues to Grow



Source: State of CA, DOF; Projections: PPIC low growth scenario

Riverside and Sacramento Lead County Growth, 2001

County	Population	% Change
1 Los Angeles	9,643,100	1.7
2 San Diego	2,835,400	1.7
3 Orange	2,867,700	2.0
4 Santa Clara	1,698,800	1.5
5 San Bernardino	1,621,900	1.1
6 Riverside	1,557,800	3.3
7 Alameda	1,455,300	1.6
8 Sacramento	1,230,700	2.3
9 Contra Costa	955,900	1.7
10 Fresno	810,300	1.7

Source: State of CA, DOF

trajectory, once again, is actually being pushed up. We're not growing by a lesser rate. We're growing at a higher rate than before. If you want to understand why we're growing, 45% of it is due to a natural increase which is how many more births there are over deaths. This results in a growth of about 300,000 a year in California.

California Population Annual Growth Components

45% of Growth due to Natural Increase

531,285 Births

-185,000 Deaths

304,285

55% of Growth due to Net Migration

365,715

Total Growth: 670,000

Annual Growth Rate: 1.97 (US: 1.2)

Source: CA Department of Finance, 2002

55% is due to net migration, both from other parts of the country as well as internationally. That's another 365,000, more or less, who arrive in California every year bringing the total growth to about 650,000 people per year. California's growth rate is about 2% a year compared to about 1.2% in the rest of the U.S. We're growing through a combination of births (California has a very strong birth rate by comparison to other places) and we continue to grow through immigration. If immigration stopped, we would stop growing literally because we wouldn't have enough growth based on just natural increase.

The places that are growing the most right now are Riverside and Sacramento Counties. It's depicted in change of rates. You can see there are counties that have a larger population, but when we're looking exactly at what's going on in California, the places that are really showing up are Riv-

erside and Sacramento Counties as the two high growth areas and also Orange County. These are three areas that we look at as growth pole areas. All the other areas are also growing. You should keep in mind that the 1.2 rate is

Fresno and Sacramento Lead Large City Growth, 2001

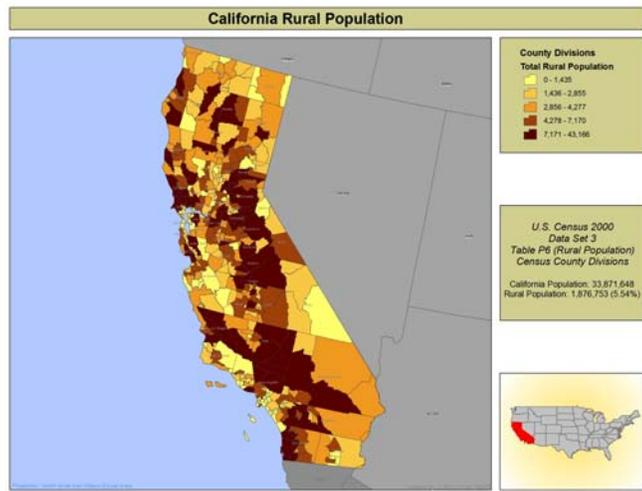
City	Population	% Change
1 Los Angeles	3,802,700	1.5
2 San Diego	1,250,700	1.3
3 San Jose	918,800	1.5
4 San Francisco	793,700	1.5
5 Long Beach	473,600	1.3
6 Fresno	441,200	1.8
7 Sacramento	418,700	1.8
8 Oakland	409,300	1.1
9 Santa Ana	348,100	1.0
10 Anaheim	336,300	1.3

Source: State of CA, DOF

national, so all of these places are growing faster than the national rate, but there's certain places that have taken on new roles of growth while others are growing, but not nearly as quickly as before.

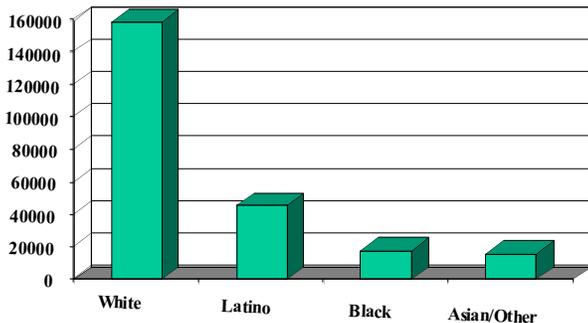
If we move from counties to cities, Fresno and Sacramento are the two fastest growing cities. That surprises people sometimes, because they are ranked 6th and 7th in city size. Once, again, these are two new places in the Central Valley and in the upper Delta where we see growth occurring. This is sprawl; we know that. It's movement of the population outward into a lot of the agricultural areas that used to be for farming. Once again, all of these that are listed are growing faster than the U.S. population. They are all growing, but the key places are Fresno and Sacramento. You can also see Los Angeles City continues to grow.

Other areas that we forget about are the rural areas of California. This map is a county-division map, and all the dark areas depict counties. I should point out that the fastest growing areas we have on a percentage basis are all rural areas. A few of them are growing because a prison was built there over the last decade. They suddenly went from being very small towns to very large mid-sized cities. Most people there didn't migrate, I can assure you. On the other hand, a lot of this growth is the new growth of the elderly population that has sold their homes and used assets to move out to rural California. The swath that you see here in dark is the projected growth for the future. It very much follows the path with the most rural county areas. There is a lot to be said about that, but you probably know about that.



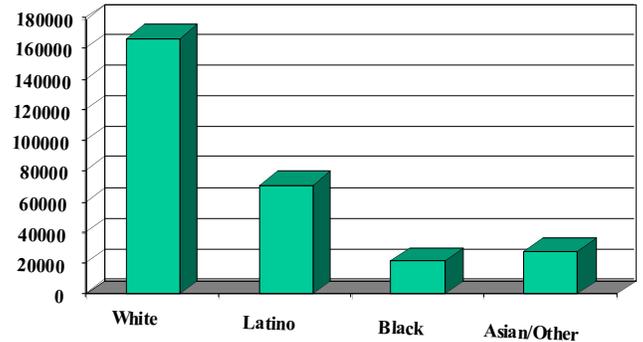
If we want to see a quick picture of California over the next few decades, then we look at something like the next five charts.

California Population by Race and Ethnicity, 1980

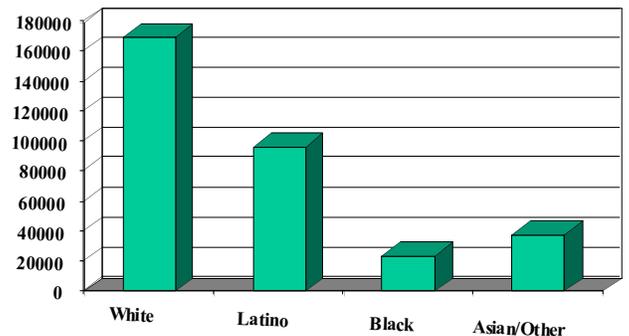


Looking at 1980, the White population is on your left, the Latinos are in the middle. Keep an eye on them because they'll grow the fastest. The Asians are over on the right, and they will also grow very quickly.

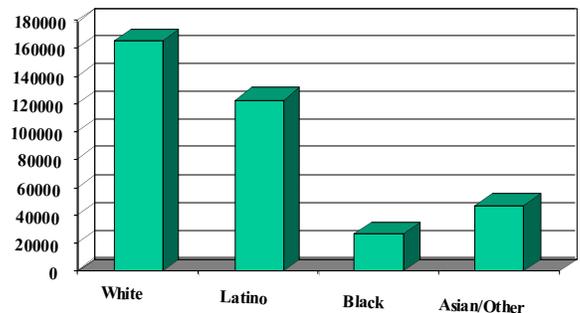
California Population by Race and Ethnicity, 1990



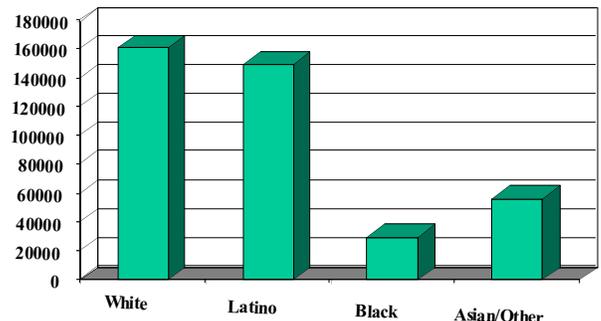
California Population by Race and Ethnicity, 2000



California Population by Race and Ethnicity, 2010



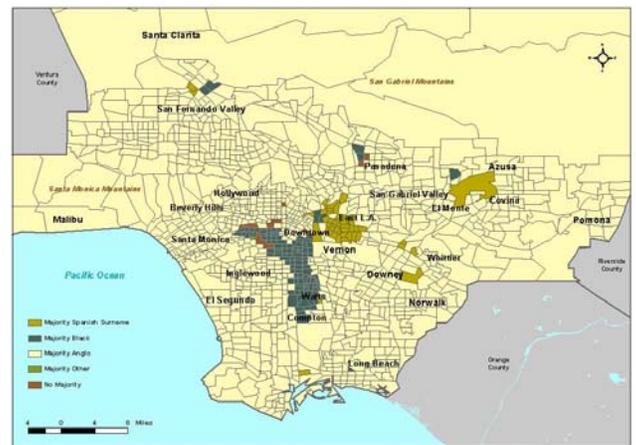
California Population by Race and Ethnicity, 2020



We just went through about 50 years. This is not surprising and this is how it looks demographically. Clearly you can see that Latino growth is very, very extensive. You see the Asian and other growth also being extensive. African Americans did grow a little bit more, but not by much overall during that time period. If we stack all these together, we can see how we've moved into the post-Anglo era of California.

I can also show you demographically what's happening in major cities. I live in Los Angeles and this first map is the 1940 Los Angeles view. The different colors represent the majority of Black tracks, Anglo tracks, majority tracks, and some that are no majority. You can see what the pattern is as I move through the decades.

Los Angeles County: Racial/Ethnic Diversity 1960



Data Assembled by Michela Zonta and Paul Ong, UCLA Lewis Center for Regional Policy Studies

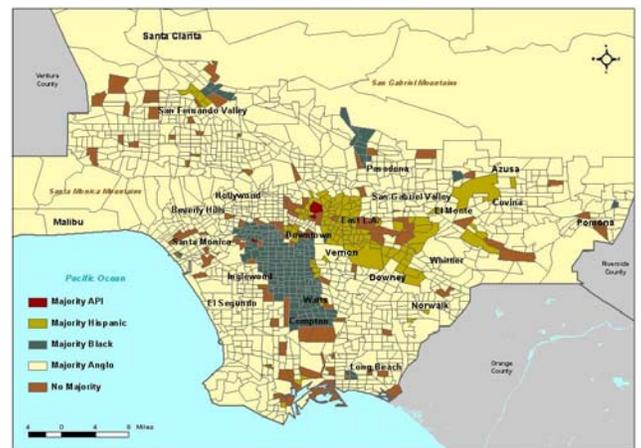
Mostly African American growth at that time.

Los Angeles County: Racial/Ethnic Diversity 1940



Data Assembled by Michela Zonta and Paul Ong, UCLA Lewis Center for Regional Policy Studies

Los Angeles County: Racial/Ethnic Diversity 1970



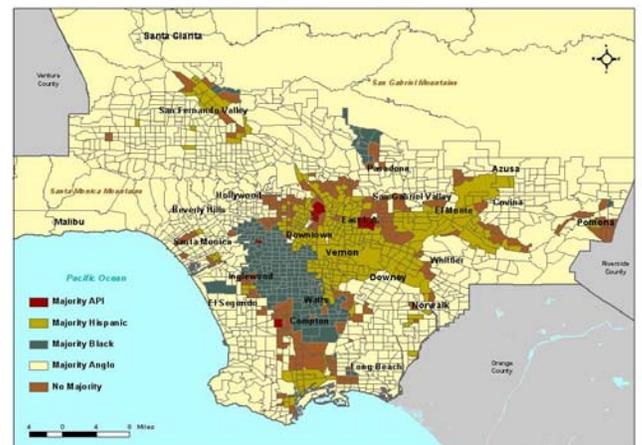
Data Assembled by Michela Zonta and Paul Ong, UCLA Lewis Center for Regional Policy Studies

Los Angeles County: Racial/Ethnic Diversity 1950



Data Assembled by Michela Zonta and Paul Ong, UCLA Lewis Center for Regional Policy Studies

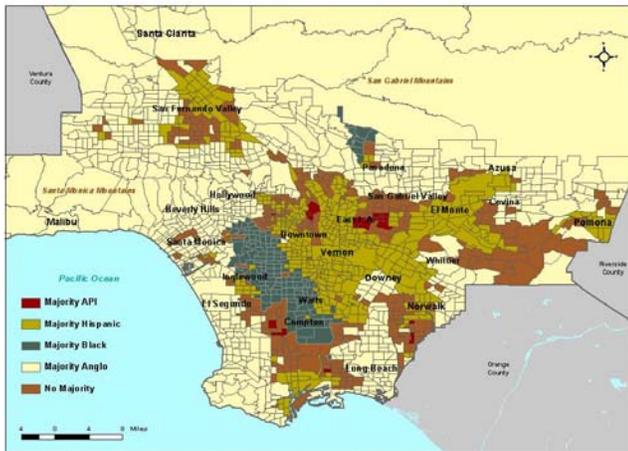
Los Angeles County: Racial/Ethnic Diversity 1980



Data Assembled by Michela Zonta and Paul Ong, UCLA Lewis Center for Regional Policy Studies

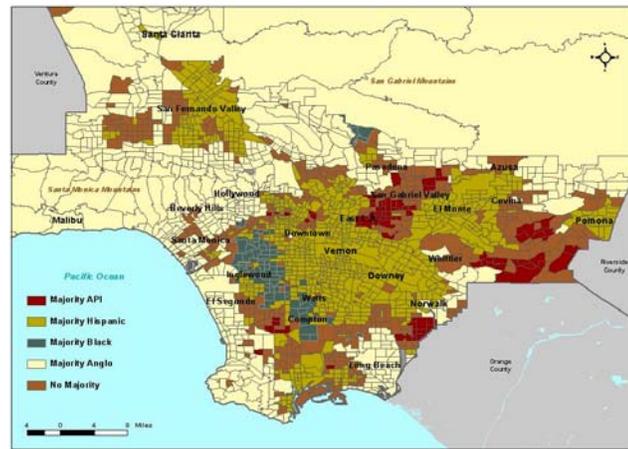
Large Latino growth.

Los Angeles County: Racial/Ethnic Diversity 1990



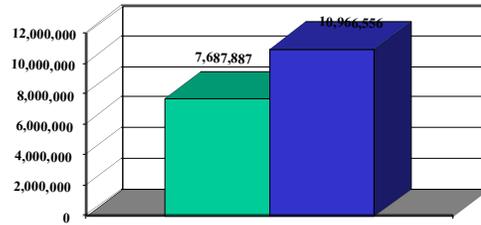
Data Assembled by Michela Zonta and Paul Ong, UCLA Lewis Center for Regional Policy Studies

Los Angeles County: Racial/Ethnic Diversity 2000



Data Assembled by Michela Zonta and Paul Ong, UCLA Lewis Center for Regional Policy Studies

**California Census 2000
Hispanics**



1990-2000 increase 3,278,669 or 42.6%

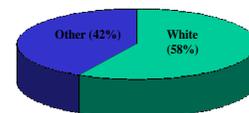
in immigration, fertility, and outmigration, we expect something very close to this. It will not grow much larger than this because we now see people leaving California for other parts of the U.S. as well, but it will grow approximately this much. We can expect 3 million more people will join the population over that time period. You might want to sit down with a calculator one day and see what that means if we divide it by 10 years, or by 520 weeks, or by days. You'll be amazed at what the representation of what that is. It shouldn't surprise you that about 40% of the children born in California are Latino. More importantly, they now make up 7% of all births in the U.S. because the growth is not just here but elsewhere as well.

It is not hard to understand. Demographically we all can all feel this and understand quickly why it is happening. This what Hispanics and Whites look like in their population.

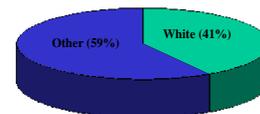
You can see now that Los Angeles is a very different place. We could do this for many counties. Monterey County is also a very interesting one to look at. It looks just like this. What you get is the picture of what we've been talking about - what's happening in California over this time period in terms of growth and change. 10 years ago Whites were the majority population of California. In 2020, they will be about 41% of the population, and by 2040 about 30%. This scares people sometimes. Some people are threatened by this. They see this as somehow being disastrous or portending of something that would be quite negative. In the end what you really have to look at what this represents and what's going to happen. The question really becomes not so much, "Can we stop it?" which some people always talk about, but, "What does it mean to us?" in terms of what we do and how we proceed.

Latinos, without a doubt, had a continuous show of incredible growth. You saw it in all the pictures before. They went from about 7.7 million to 11 million in the last decade. We're going to see something very similar to that in the next decade because when we look at what's happened

CALIFORNIA 1990

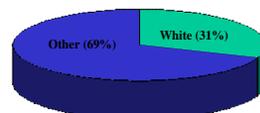


CALIFORNIA 2020



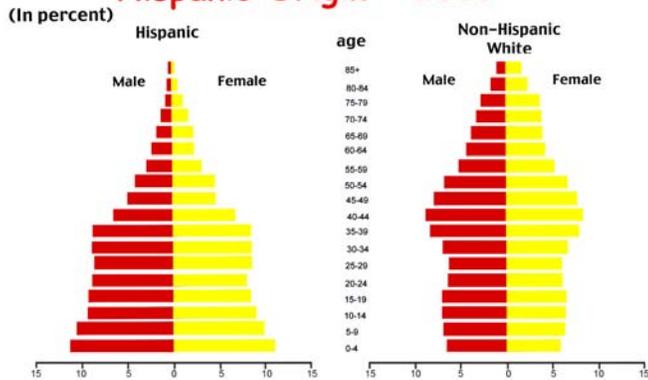
Department of Finance, Urban Research Unit, Report 88, P-4

CALIFORNIA 2040



Department of Finance, Urban Research Unit, Report 88, P-4

Age Distribution by Sex and Hispanic Origin: 2000



As you know, one of the most important issues among the population is that the Baby Boomers are entering the older ages. They don't think they are old, but demographically after 65 they're starting to get there. That bulge is the growth that's going to threaten Social Security. That group is moving in very rapidly and it is a very important group. The Baby Boomers have changed the U.S. policy, approaches, and programs because it is such a huge group. It is important, however, for you to look at the bottom three bars. These represent fertility over the past few years. You'll see it that it is indented. If we look at the other one, we'll see quite the opposite. There are very few people at the upper end, very few elderly who are Latino. There's bulge in the middle. That's the bulge that comes from immigration. Most people migrate to the U.S between the ages of 16 and 23. There's been large numbers over the years. They are now getting older, but not as old as the Baby Boomers. What's important in this chart is what's happening in the bottom 4 rows. With every year, more and more babies are born and so it goes outward. If you want to see it for yourself, stop by a playground or an elementary school sometime and then go to a junior high, and to a high school. Even with drop-outs affecting the results, you'll see that shift right there on the playground as you look at the faces of the kids and who they are. You can actually see our school systems, everything that has to do with youth, shifting very rapidly to the heavily minority dominated.

You can't get away from immigration because it is such hot issue. We'll talk about it a little more, especially its controversial issues. In the U.S., about 1 in 10 are foreign born. We're about halfway through the most historical high we've ever had of foreign born and a historical low which was about 5%. Most people reside in the West or Northeast so immigration issues tend to be very strong in those two places. Interestingly enough, most of the highest resisters and the people who are the most adamant about limiting immigration come from areas that are not affected

Foreign Born:2000

- 1 of 10 are foreign born (28.4 million)
- Half way between historical high (15% in 1890) and historical low (5% in 1970)
- 6 of 10 reside in West or Northeast
- More likely to reside in inner city 45% compared to 28% for native born
- 37% are naturalized citizens

very much at all, the inner city dweller. There are quite a few immigrants who remain in the U.S. long enough to become naturalized citizens.

Once again, we see a whole shift in the way immigration patterns work. I picked out three eras in the 1990s. We can look at the leading countries of immigration to the U.S., not just to California. Germany, Ireland, Canada, United Kingdom, Sweden, Italy, Russia, Poland, and Norway is where people came from. In this room, there is bound to be somebody with ancestors who came from those places. By the 1960s, the list hadn't changed that much, but Mexico had entered the equation. Pretty far down the line, there were more people coming from Russia at that time than from Mexico. By 2000, everything you see in the first two columns has disappeared. It's not even there. Mexico, China, Philippines, India, Cuba, Vietnam, El Salvador, Korea, and the Dominican Republic, a pretty small island, make up the top 10. All the others you saw before have disappeared completely. We see it all the time but we sometimes forget that it is not just California. This is actually going on throughout the U.S. and that has really shifted the demographics of the U.S. and other places, particularly in California.

Leading Countries of Immigration to U.S

1900	1960	2000
Germany	Italy	Mexico
Ireland	Germany	China
Canada	Canada	Philippines
UK	UK	India
Sweden	Poland	Cuba
Italy	Soviet Union	Vietnam
Russia	Mexico	El Salvador
Poland	Ireland	Korea
Norway	Austria	Dominican Republic

I was recently in Oakland because I had heard about a new ethnic group that I didn't know very much about. I went meet with the groups that are called the Eo Mien. They are fascinating people from Laos. There are 12 surnames that make up the entire population. When you meet one surnamed person, you meet the whole clan. It's a fascinating group and they just arrived. They are very well organized and it's one more element of diversity to California that wasn't there before that adds to the whole picture, and adds to this dramatic and interesting place we live in.

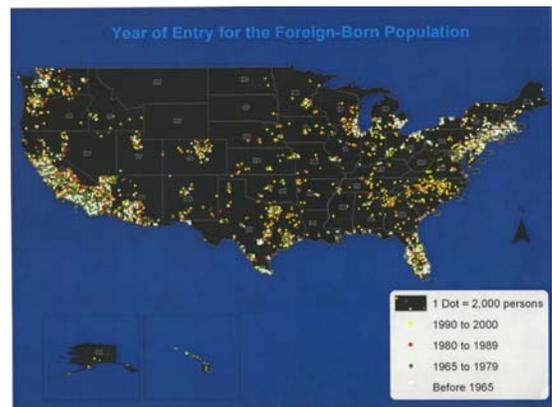
Here are a couple of pictures to give you a sense about how California has formed and had an impact on this. These are immigrants entered before 1965. You have to imagine that we turned out all the lights and asked all the immigrants to go out and put a flashlight up in the air. Look at California, New York, the Northeast, Florida, even little parts of Texas, which is where initial immigration occurred. People are surprised that there are many more dots in California than there are in Texas because both border Mexico. Both states have histories with Mexico, but California was the preferred place at that particular time. Those who came later spread out a little but more,



The next era was when they started to spread out. As you well know, immigrants are very strong now in the Midwest so now there are a lot of scattered red dots as people go to places like Omaha to work in meat processing. People have moved to Oklahoma. The red dots indicate the new immigration, the more recent one, but it's moving outward to nontraditional areas. Still, California has a lot of those dots.



particularly towards the Southwest. The green dots start to spread toward the Southwest, New Mexico, and Arizona. They also move up into the Northwest and to Oregon and Washington.



Finally, the last chart shows where we are today. Those yellow dots represent today's growth and now you can see some very strong pockets of immigration. These are foreign born people from Latin American countries and of course the Northeast and Florida. Now there is much more in Texas, but altogether those dots really light up when you look at California. It's not just Southern California anymore. As you can see, it spreads to the entire length of the state except for a few of the northern counties, but those counties are low on population to start with, there are no jobs there, and that explains part of that. For those of you from Oregon, you can also see what's happening there. Immigration was late in coming to that area, but now it is very strong, indeed. Once again, you can get a feel for how immigration has affected not just California, but the U.S. as a whole.



One of the things that's going on right now, and I mentioned earlier about how the world separating into High Growth and Non Growth states, is another even more interesting thing going on between states that have become

Immigration Receiving Areas

- 66% of recent immigrants live in just 10 receiving areas:
 - New York City -- Washington-Baltimore
 - Los Angeles -- Houston
 - San Francisco -- Dallas-Fort Worth
 - Chicago -- San Diego
 - Miami -- Boston
- Only 25% of U.S.-born live in these 10 high impact immigrant metro areas

immigration-receiving areas. New York, Los Angeles, San Francisco, Chicago, Miami, Washington, Baltimore, Houston, Dallas-Fort Worth, San Diego, and Boston were all places where a very high proportion of recent immigrants have arrived. 66% of all recent immigrants are in one of

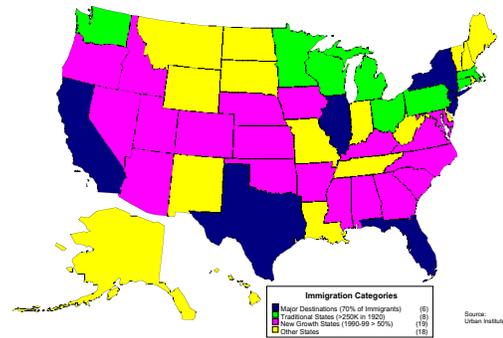
Flight from Immigrants

- High immigration areas are losing longtime residents to other metro areas:
 - Atlanta -- Orlando
 - Las Vegas -- Austin
 - Phoenix -- Raleigh-Durham
 - Portland -- Tampa
 - Denver -- Charlotte
 - Seattle -- West Palm Beach

these places. We've seen that people who have lived in these places for a long time are leaving. You've heard of "White Flight?" This is "Immigrant Flight." Only about 25% of the population of these places are native-born in these high impact areas and they are trying to escape by going to other places. They think they are escaping, but I can show you some numbers that show they aren't escaping at all. These are places where people go because they don't like immigration. The breakdown today is different. It is between places that are receiving immigrants and places that are growing because people are trying to escape from immigration. I don't have that chart with me, but I can show you that in all these different places that people go to thinking they are escaping from immigration, the immigration numbers are growing just as rapidly in those places as well. We're breaking up in a very interesting way between these immigrant-receiving and immigrant-fleeing areas.

The ports of entry are completely different. Look at the purple states. These are the states that received more im-

New Immigration Centers Emerge



migrants in the last decade than ever before. They are the New Immigrant States. The traditional states still get more numerically, but proportionately, all the states in purple have seen more immigrants in the last decade than ever before. You can see that North Carolina, Tennessee, Alabama, Georgia, and Arkansas have become huge immigrant areas. All those purple states are new immigrant areas and are ports of entry that were not there before. The blue states are the ones that immigrants have always come to over time, and the green states are also traditional states that received immigrants some years ago, but much less so today. It's a whole new picture of immigration when it was a lot easier to say immigrants just kind of crossed the border and stayed nearby.

What's happened with immigration is that we've really lost our faith in the process of adaptation, assimilation, and acculturation. We are no longer confident that the nation has the capacity to integrate, absorb, and include newcomers as it once did. We believed that between schooling and time, that most people would become integrated into a whole. Our faith in that process has eroded. We have lots of historical evidence, I should point out, that in the end immigrants usually exceed the benefits to the costs. We see it in every example, whether you want to look at entrepreneurship, or schooling or other issues like that, and urban revitalization. If you have an area that is run down, you should invite some Chinese entrepreneurs to come in. They'll fix it up for you without any trouble at all.

Cultural renewal - we have an incredibly renewable culture that we've never had before and it's become very exciting and interesting. However, we've lost our faith in the idea that somehow people will integrate as Americans. Part of it is based on some things we look at. Citizenship is the best example. We have a large number of people who have been here for many, many years who do not want to become citizens. This is very puzzling; why don't they want to become citizens? They've been here for 20 years. Don't they want to vote? They've become integrated, they own a house, and their kids are in college. Why won't they become citizens? The issue is why is citizenship not

Challenge of Immigration

- Citizenship--Why not desired?
- Identity--What is an America?
- Civil Rights--Who represents non-citizens?
- Democracy--Who represents non-participants?

desirable? The identity issue is very strong right now and a lot of people worry about this issue of what is an American, what is America, what should we look like, and do we really want to look like we do with such diversity? Is this really the portrayal of what we thought we were about? People are having trouble dealing with just the preconceived images of what they thought were should or could be.

Immigrant Adaptive Process

- Loss of faith in the process
 - No longer confident that the nation has the capacity to integrate, absorb and include newcomers.
 - Despite past historical evidence that in the end, immigration benefits exceed the cost.
 - Entrepreneurs
 - Urban and rural revitalization
 - Cultural renewal

In civil rights we have a huge issue. We have tons of organizations that can help citizens find their rights. If a citizen is aggrieved, I can assure you there is someplace you can go and they will help you go to the courts and find help. If you are a non-citizen, there's not a lot of places where you can get your redress. This has become a real issue for us because the numbers are very large now with people who don't have the same avenues and the same abilities to find help and support for issues like that.

Finally, we really having an issue about democracy. In the county I come from, Los Angeles County, about 40% of the adult population can't vote. They aren't citizens or they're too young and they cannot vote. That means that the decisions are being made by 60% of the people. In a few years from now, decisions will be made by 50% of the people, then 40%. Democracy is not supposed to work that way. Democracy is supposed to be where the majority of the population participates in a process. We see such

places all around the U.S. and in California. Small towns in California have the same issue where a few people who are the voters make the decision for everybody which includes a lot of non-citizens. These are really important issues and should not be cast aside as small themes but as representative of the challenges that are before us.

California in 2020

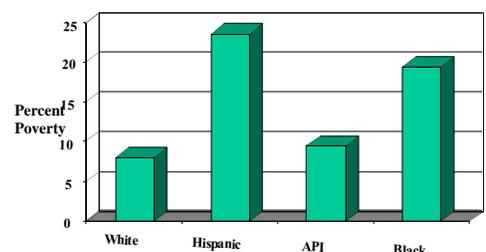
- More Latinos than Anglos
- Concentrated in 5 Southern CA Counties:
 - Los Angeles 7.5 million (55%)
 - Riverside 1.6 million (50%)
 - San Bernardino 1.5 million (45%)
 - Orange 1.2 million (36%)
 - San Diego 1.3 million (34%)

Source: California Department of Finance

California in 2020 is going to be very large. Most of the real growth will be south of here. The counties of Los Angeles, Riverside, San Bernadino, Orange, and San Diego are all going to become hugely Latino. About 13 million people, just Latinos, will reside in that area. We have 10 million Latinos in California right now, and there'll be more than that living in just those 5 counties over the next 15 years. Huge changes and the intensity will probably be felt stronger there, but no place is immune overall in the state.

Finishing up, there's all kinds of interesting things going on in demography. More importantly are the characteristics that go with it. The groups that are growing the fastest have the most poverty. Hispanics is a group that is growing very rapidly and so is their poverty. Their growth doesn't currently represent a lot of economic power. The issues about poverty and Latinos are closely associated. Watching that group grow very rapidly and seeing poverty grow, those two things together create pressures on society to act and respond in some ways. We also know that

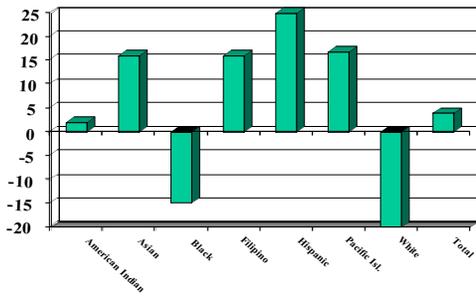
Poverty is Highest Among High Growth Populations



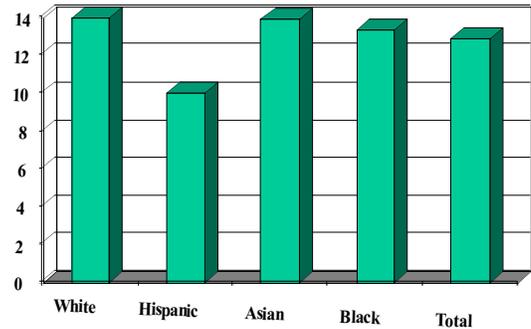
U.S. Census, CPS, March, 2000

Total Persons in Poverty = 4.7 milli

Projected Change in K-12 Public Schools, 2000-2010



Average Years of Schooling Completed, 2000



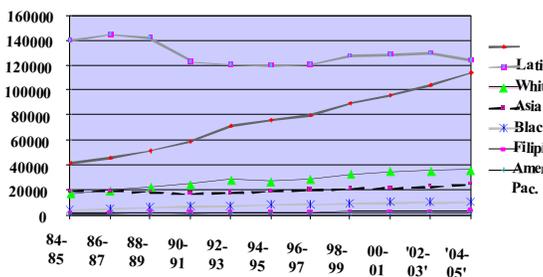
Hispanics, the group that is growing the fastest, has the lowest educational level. This is for people over 25. If we look at schools as a whole as to what is going to happen - Pacific Islanders, Latinos, Philipinos, Asians - are all going to grow. The number of African Americans and Whites will all decline in the K-12 system.

That's what we expected to happen and it's also what's happening right now. The result is that school systems are changing. They've got to adapt to a whole new set of kids who are very different from the ones they've taught in the past. This is an issue that's been going on for a while. It's nothing new, but importantly, happening sometimes in new places.

highest number of high school graduates, despite attrition rates, will be Latinos. That's going to be the workforce that is coming out and looking for jobs and other things. All the other groups are not growing that rapidly in terms of graduation. This is K-12 and it leaves out private schools so a lot of White kids that aren't depicted here are in private schools so you should keep that in mind as you look at the numbers.

After they graduate, what do they do? Most Latino kids end up going to a community college. The way to read this chart is that it has the different groups - Latinos are in

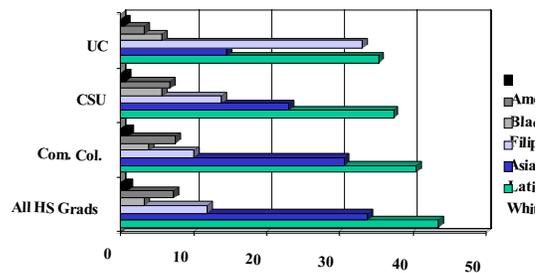
California K-12 Public High School Graduates, by Ethnicity



Source: CA Department of Finance, Demographic Research Unit, Oct., 1996

Latino kids have been graduating from high school at a higher rate than they ever have in California. This chart comes from the Department of Finance. The number of Latino kids graduating from high school are huge despite the fact that half of them dropped out of school. They still graduate at very high rates. The number of Latino graduates are just under the number of White graduates. The number of Latino graduates will exceed the number of White graduates during the next couple of years. The

Percent Enrollment of First Time Freshman, Fall 2002

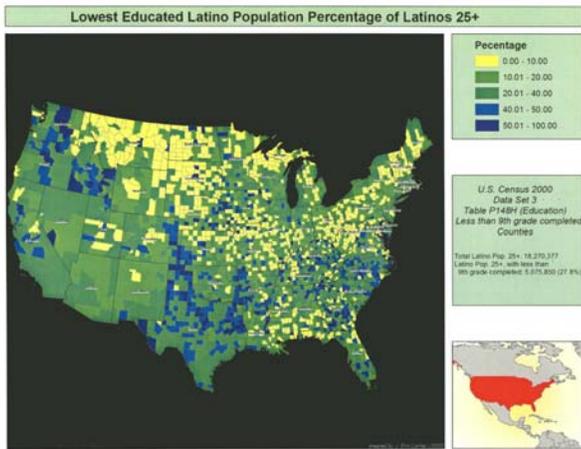


Source: CPEC, Higher Education Performance Indicators Report, 2002

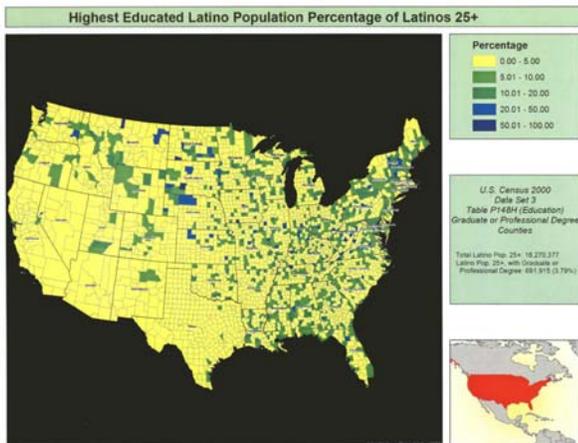
blue - and you can see at the bottom, the number of high school graduates, about 30-some% of the kids are Latino. How many go to college? About 30% of those. A little over 20% go to CSU and about 15% go to UC. If you look at all the different groups, the Latinos who do make it through high school and who do get into college, are for the most part, being prepared in the community college system, not in the other systems. Once again, it is almost set up, by the way, to be elitist. You're not supposed to get into it very easily. The proportions are very small to the numbers that are graduating. More importantly, as the rates continue to grow, we haven't seen huge population in-

increases with UC or CSU, so we're looking at a population that is not being as well trained in some fields and in some areas where they will be needed.

When we look at people in the U.S with the lowest education level, California does pretty well. Monterey County, Tulare County, and another one that I'm not sure of, are the counties where the education levels are particularly low. These are areas with large farm worker populations. For the most part, the California Latino population is not as poorly educated as they are in other parts of the country. Texas is a good example with all those dark blue areas representing low-educated Latinos. We do much better than Idaho, Washington, and Oregon.



When we look at the highest educated Latinos, there are not many of those, either. Latinos are really right in between. In the entire state of California, with the exception of Marin County, highly educated Latinos are still rare. What we have is a population that is not at the bottom, and are certainly not at the top. They are sort of in between. It represents what kind of education they're getting and what their chances are of going on through school, and the impact that education and funding has toward education. The highest educated Latinos are in the Northeast. Some are down in the green areas. There are some funny places that



are hard for me to explain as to why there is a highly educated group in Missouri.

Question: This is a percentage rate, right? The numbers are very small. It could be people at the University of Missouri

Leo: Yes. That's true and a good point. It could be three people out of six. You could also pick Davis, but the county is not there. The relationship of universities to where they're located, it doesn't fall out. However, in the Midwest, funny things happen, but I haven't really taken a look at that. It's odd.

Let's finish with the last point I want to make and that is something else that is changing in California. There are a lot of numbers here, but the only two you have to focus on

California Voter Registration

Metro Area	Latino 1990	Latino 2000	Latino Growth	Non-Latino 2000	Non-Latino Growth
Los Angeles	766,017	1,359,497	77%	5,578,624	8%
San Francisco	276,452	309,198	12%	2,984,134	7%
San Diego	109,100	158,575	45%	964,347	-10%
Sacramento	129,544	175,479	35%	1,562,726	17%
Fresno	107,424	153,354	43%	474,137	6%
Other	118,854	191,173	61%	1,351,000	27%
TOTALS	1,507,391	2,347,271	56%	12,914,968	9%

is how much growth has occurred in these places for voter registration, the 56% compared to non-Latino growth and voter registration in that same time period which is 9%. This shouldn't surprise you. Once again we've seen growth in Latino voter registration, part of it is because we have so many young people turning 18, 20, and 21. There is a whole new pool coming into play every few years that we try to register to vote. The result is that the population keeps growing. It's become fairly large. In Fresno, it grew to about 153,000 from 107,000 registrants in that time pe-

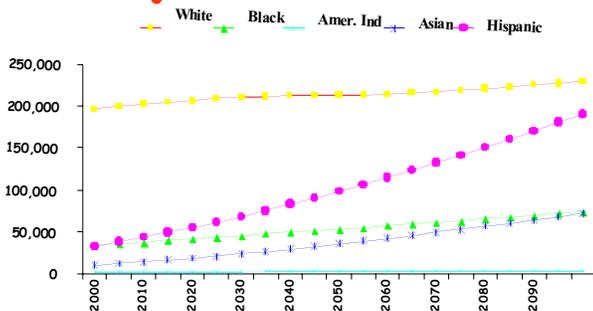
California Legislature

- **Lieutenant Governor**---Cruz Bustamante
- **Cabinet**---None
- **Congress**---Joe Baca, Xavier Becerra, Linda Sanchez, Grace Napolitano, Lucille Roybal-Allard, Linda Sanchez, Loretta Sanchez, Hilda Solis (8 of 53)
- **Senate**---(7 of 40)
- **Assembly**---(18 of 80)

riod. I haven't had a chance to enter the 2004 data. I've received it, but I haven't revised the chart. I don't expect the changes to be very much. The result is we have representation. This is statewide representation, but there is also representation going on in school boards, city councils, mayoral races, including the one that just happened in Los Angeles, and other places. It's just an example of what's happening and it means that issues occurring in California about California are being decided where there is a voice that's involved, and that voice includes Latinos in the process. Although there are no Latinos in the cabinet, they seem to be doing fairly well overall.

I would like to conclude by giving you a final picture. We expect to see something like this in the U.S. This is pre-tending because we are looking at growth rates today and

Long-Term U.S. Racial/Ethnic Projections, 2000-2100

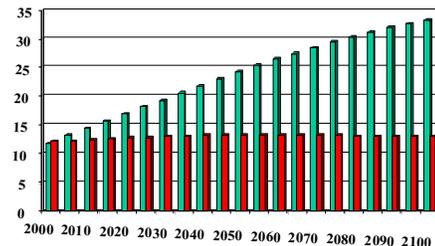


we're extending them as though they would continue for a century. We never really know, but this is what would happen if we continue where we are today.

The purple line going through the middle represents Latinos in 2000 and there are about 34 million going on 40 million. The Census Bureau just came out with a report indicating Latinos have now topped 40 million. As you can see, the current growth rates show what Latinos will look like in the future. They would exceed 150 million in the U.S. at the end of the century. If we continue this way, the White population grows, but not by much. Everybody else grows over time. What it means proportionately is that African Americans, who currently represent about 13% of the population, pretty much stay at that level. They grow enough to make up for the population that they lose, but not enough to grow any further because immigration from Africa and other similar places, is still rare in the U.S. Latinos, given present growth, will grow from about 13% of the population where they are today to close to 35% of the population in the future. Will it happen? I don't know. That's our guess. You project based on the assumptions that you have right now. Things can change. We can have

all kinds of events that could make these numbers different. It's just to give you a feel for what it means, not just for California, but imagine the U.S. as being a place in which one of every three persons is Latino. That should give you something to ponder. The long-term projections

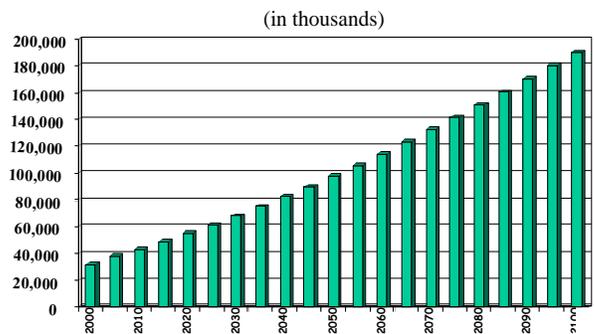
Hispanic and African American Proportions 2000-2100



are going from 25 million to about 180 million if we look at it in raw numbers. Once again, maybe it will happen, maybe it won't, but it gives you a really good feel for what's happening in the U.S.

I have concentrated the force that's going on right now into just four areas. It's going to be the largest minority by 2005 (we're here!) and it is expected that Latinos will be one of every four persons by 2050. Today we concentrated on five states and California happens to be one of

Long Term Hispanic Projections 2000-2100



them, and they will continue to be youthful. After that, for the most part, they are employed. One of the few good things you can say about Latinos, is that their participation in the labor force is very high. They are expected to continue to do so over the years. Intact families (meaning two-parent families) are still quite common, much more so than in other groups. We do see some of the same trends are happening that we see in other populations of more single parents as time goes by. We have an unusual thing in that some of the single-parent families are caused by

The Force of the Latina/o Population

- **Largest minority by 2005 and 1 in 4 by 2050**
- **Concentrated in 5 States, youthful, employed, intact families, and inter-generational differences**
- **Impact: consumer base, labor force, business formation, voting power, social fabric, etc.**
- **Issues: immigration, language, concerns about separatism, low educational attainment**

deportations, which is a little bit rare. We usually think about it as widowhood or divorce, and we also add deportations to the process which creates single parenthood.

Intergenerational differences are very important, understanding the differences among the first, second, third and other generations. These are very distinct in the way they view the world, and what they do. When Kirk Whisler speaks a little later, he'll talk about some of those issues that affect the media. The most important thing is that we understand that generations shift, and as they shift they change in their behavior quite dramatically.

There are very strong impacts being felt already and will continue. The most obvious is consumer-based. The people who market to Latinos have really picked up on the idea. Corporations are sometimes ahead of us in that they figure out a little bit beforehand that there is money to be made. The whole Hispanic market phenomenon you see today is part of what's happening in the shift in the consumer base

Implications

- **California's demographic trends require continued reassessment of program priorities for:**
 - High Growth and Low Growth Areas
 - Youth in Poverty
 - Raising Hispanic Educational Attainment
 - Changing Composition of the Elderly
 - Costs for Non-Citizen Services
 - Health Expenditures
- **Anticipating future priorities begin with understanding California's demographic trends**

for more of the youth or the people they go after which are young families with children. That's why certain companies are at the forefront of marketing to Hispanics because they see the demographics. I've already talked about the labor force, and those youth will be entering the labor

force. Business formation has become a very big issue. The growth in Latino-owned businesses is very strong and will continue to do so. We've talked about voting power and that will continue to grow. Basically, we are going to see Latinos integrated into the social fabric of most of what we think about as the world around us.

These are some important issues that have risen and will continue to be there because Latinos are so strong and large these issues will not go away. The first one is immigration, which I won't say anything more about because we've already talked about it. This issue will not go away as long as we have Latino growth. Language - people are very concerned about bilingualism, the idea of losing English as the official language although I don't know where that comes from. Most Latinos have three things that they want: a job, a good education for their children, and to learn English. Any immigrant will tell you that. I don't think it's really that so much is that we do see large swaths of new media and language issues that makes people feel the threat of the changes that are going on.

Concerns about separatism are strong and will continue to rise. Does this mean that we will have some kind of strange world come forth? People will talk about balkanization, they'll talk about other things which will show there will be tension in the future. You've seen what's happened in California. I have people come by and see me every year from the international program at McAllister College. The reason they come from all over the world to California is to see why we get along. They come from countries like Bosnia, Yugoslavia, Russia. They want to know the answer. They say, "How can you not have more racial outbreaks? Why isn't there more tension?" You have to explain that there is underlying tension around a lot of these issues, but people generally get along. The best place to see this is in our high schools where people are forced to be together and where you see them trying to make truces to make things work. It doesn't always happen, but you throw a lot of kids together in school today with different cultures, different backgrounds, and without guidelines. Their parents don't know what to tell them to do when it's one group vs. another because they didn't go through it. Yet we see it all the time in California. They come here to study us because they think we've got a solution to ethnic and racial tensions. It's fascinating.

Finally, the issue of low educational attainment and the fact that the largest and fastest growing group has the lowest educational attainment historically continues to be a serious issue. This issue was identified 40 years ago and for 40 years we've been trying to do something about it and it still hasn't been resolved. That group is still the lowest educated group, even when you control for immi-

grants and those who came later, and those educated abroad, educational attainment is low for this group and is something that should not be tolerated.

California's demographic trends require that you really assess what you're doing. It makes a difference whether you are in a High Growth or Non Growth area. I would say that this is true because the northernmost part of California is a very different situation than Southern California. In between there are lots of different options. You can't think of California as one place. You have to think about it as lots of different things. I consider youth and poverty to be one of the most important issues because they're young, because they are the future, and because they're poor. That always reduces opportunities. We have to raise educational attainment. The elderly population is an interesting thing because we are going to have to make choices about programs and to whom we are going to give money - the elderly or youth. This is going to be between the White elderly, for the most part, and Latino or Asian youth. Tension will arise about what to do there. Non-citizen services - there's costs involved in those. Somebody's got to pay for it and we have to do something about it. Nobody seems to be confronting the issues. I consider health expenditures to be another one of the issues that we have not dealt with very well. We have to anticipate future priorities to understand California's demographic trends. More importantly, you have to think about what impact it has on you.

I will finish by telling you "what," what is going to happen, what we see, what we have. You still have the answer, "So what? What does that mean for my program, my job, my role, and what I do? What does it mean to what languages I need to learn how to speak? What does it mean as to how we're going to function?" In the end, that is the most important question. It's not so much what's going on - you've seen it, you felt it. and one way or another you know it. I tell people who don't believe me to go to the grocery store and see what's on the shelves. That will tell you something, right there, about the changes that have happened. What you are going to do about it and how it impacts on you is a whole different question. That's the most important thing to do. You should ask yourself what can I continue to do what I am doing? What do I have to change in what I'm doing? What should I do in the near future?

Thank you for your attention and I'll stop there.

Question: Have there been any studies about when Latinos get older they return to Mexico? I'm from Fresno and right now we have billboards all over town with Mexican

contractors who are building in Mexico. I look over the obituaries and I don't see that percentage of Hispanics dying that I do in some populations. I know it's higher. Are they going back to Mexico? Is that a trend?

Leo: Yes. It's kind of interesting because particularly for long-term residents who've paid into the system. A lot of them will go back and they take their savings and will use it there. Keep in mind that for all elderly, your biggest asset is your house. If you've lived in California, you've made some money on your house unless you bought it very recently. That's your asset and when retirement comes, you sell it. You know what happens in California when you buy another house here is that your taxes go back up. This has been an incentive for the elderly for a long time. This is why so many White elderly now live in Arizona and Nevada. Once you sell your house here, unless you move to Shasta, Redding (I think there are three counties you can move to and keep your Prop 13), if you don't move to those places and buy a home there, it doesn't make sense to buy another house. Elderly as a whole are being pushed out of California and the Latino elderly in particular, are being asked to sell their homes and invest in Mexico. It's not just Latinos, it's everybody doing that. What we'll do is we'll eventually catch up to those who die in another state and we'll be able to see mortality rates for Whites that are higher. Right now the Hispanic elderly look real healthy, but the really sick ones have gone home to die there.

Question: My question has to do with mixed race kids. In Oakland, there are Cambodian-African American, and Latinos. How do you see that mixed race population growing in California?

Leo: That's a great question. Genetically speaking right now we have some people walking around that never existed before. Just think about it - some of the people you know; the Ecuadorian father and the Caribbean mother whose daughter has married someone from France. We have some incredible genetic pools going on now. Mixed race has become so common that people don't even think about it twice. You have to think back, perhaps a couple of decades ago, when you stared. You don't stare anymore because it's so common. Mixed groups are interesting because it's sort of a new ethnic group, but they don't come together as a group so it's hard to identify them. They will identify themselves as mixed. 95% of all people who are mixed are Latino. It's only 5% that are not Latino who say they are mixed race. That group is still really tiny, but that group will grow in California faster than any other, and I would expect that we're going to have to find a way to deal with it because it won't unite. It's too many mixes of two

different types to say it's a group. The reality is you can expect that to happen with your kids and their kids and eventually down the line we're going to see some fascinating genetics in California.

Question: Why aren't people choosing to become citizens? Of everything that struck me in this presentation, that was what I found to be the most troubling, especially when you consider they are not represented.

Leo: That's real good. Want to join in on that one, Kirk? This is a fascinating thing. It puzzles people. I'll tell you that I tried to make my own grandmother a citizen during the last ten years of her life, and she just would not do it. If I can't make my own grandmother become a citizen, I'm not sure I can be very good in answering your question. I will tell you that you can live in the U.S., you're a legal resident, you buy a house, you start a business, you put your kids through school, you can buy cars, different consumer goods, you can travel, you can go in and out of the country - you can do all that and still be a non-citizen. The one thing you cannot do is vote, but you don't think voting is very important because you come from a country where there is one political party or a dictatorship. You never got involved. There is no history. I don't know that's always the kind of situation that occurs, but what I know is that in the U.S. you can do everything that you do as a citizen with the exception of voting because there are no real punishments for being a non-citizen other than voting. When the numbers were small, it didn't trouble me either. I work very strongly now with organizations to do citizenship drives because I think it is a significant issue that is going to be very troublesome if we don't do more about it.

Question: I wanted to comment why it took me almost twenty years to become a citizen. As I was growing up, the political sentiment against the U.S. was really strong so to become one of "them" was not something I was looking forward to, but my parents pressured me to become a citizen. Just like you were trying to convince your grandmother, my parents were saying, "You have to become a citizen. You have to become a citizen. You have to become a citizen." Eventually I did, but when they made you swear that you would be loyal to the U.S., I was crossing my fingers behind me because that was something where I still have that sentiment about the U.S. politics.

Leo: There's a testimonial. I want Kirk to say something because he deals with.....

Kirk Whisler: Along those lines, my wife grew up in Mexico City, came up here as a teenager, and didn't think about becoming a citizen until we had kids. She's a teacher and she wanted to do it for the voting aspect on local issues. When you look at the

Cubans, they become citizens at a phenomenal rate. Where it is much more of a political situation, Central Americans that have legal status here, will become citizens at higher rates than Mexicans where it is more of an economic issue.

Question: I live in Santa Barbara and I'm lucky to hear you on the radio once in a while. I think I heard you on Warren Olney one day on NPR. It was an interesting discussion. If I remember this correctly, it was about the history of voting, and I think you were part of that discussion. The whole issue that historically, non-citizens did vote in California up until not that long ago. We seem to have forgotten the fact that everybody takes it for granted that everybody has to be a citizen to vote. In a lot of the municipal elections in times past, people did vote and I'm curious if you could comment about that. I hadn't heard that and I thought why do you have to be a citizen to vote? What's the big deal?

Leo: It's a big deal to lots of people. Two things real quickly: People forget how recent some histories are like the Border Patrol. When did the Border Patrol start? When was it that you couldn't just cross the border and go back and forth? The answer is 1965. Before that, if you wanted to cross the border, you just walked across and you walked back. In some places, you would pay a penny to cross a bridge. That was it. The Border Patrol started in 1965 and we began to clamp down on crossings. It wasn't until the late 1980s that we got really tough. Since then it's been a whole different story. Think about that in terms of our long history and it gives you a sense about it. Voting in municipalities used to be for all residents and California was one of those places. If you're a resident there, you could vote. Citizenship didn't matter. First, we changed the Constitution in California for citizenship around 1962 or 1963. From that point on, at the municipal level you had to be a citizen to vote. That's how we began to do voter registration as we do it today where we have state and county voter registrars. Before that it was done very much at the local level. Whomever they wanted to vote were allowed to vote. For the most part, people could vote. Today, Chicago and New York, are the only two places where non-citizens can vote for school boards. The borough system as well as in Chicago, if your kids are in school you have the right to vote. We like looking at that experiment because it gives people a sense of 'I should be voting, not just in schools, but in other areas.' They then become citizens. We're looking at whether that begins to train people for it. Generally speaking, the one right we reserve only for citizens is voting. I don't expect that to change, but it makes some sense to begin to ask how can we teach people to vote? Maybe we do it by doing straw votes at first to give them some kind of a voice. Until people have a voice, it's not going to happen. I don't think we can just suddenly train people to want to be voters.

How Cooperative Extension in Oregon Has Responded

Holly Berry and Cecelia Giron

Dave Campbell: California likes to believe it's on the cutting edge of everything, but as we began thinking about this conference and as the workgroup that you'll hear from this afternoon began working on these issues, we started to hear noise from our neighbor up in Oregon that some interesting things were happening there. We wanted to invite some of their folks to share with us some of that picture. One CE specialist, Beverly Hobbs, could not be here today, but her two colleagues are. They will give us a picture of some of the things that are happening in Oregon Extension around these issues. First, I want to introduce Holly Berry. She is a 26 year veteran of Cooperative Extension. The last 18 of those, she's been in Marion County, which is Salem, and she's in the family and community development area. She's been working recently on the food stamp and nutrition education program, focusing on outreach to Latino communities.

Also joining us is Cecelia Giron who was born in Oaxaca, Mexico, and has been in the U.S. since she was 10. She has been working with the 4-H Tech Wizards program for eight years and she'll tell us all about that. We're very thankful to have both of them here.

NOTE: Both Holly Berry and Cecelia Giron gave a brief summary of Beverly Hobbs' presentation (see pages 32-35) in her absence.

Audience: I have to say what impresses me is the system support that your program has received from the head office all the way down the line. We're not seeing that in California. I'm ashamed. I think it's a shame that we're not getting a consistent message. We not getting much of a message at all. I'm saying this out loud because it needs to be said. Oregon responded quickly. My mother is from Oregon and I know what Oregon is like. It used to be pretty much white bread and a few Native Americans. Suddenly, in the last ten years there has been a major transformation and the state responded.

Holly Berry: Your point is well taken. It doesn't start at the top necessarily, but there's got to be some support up there. When the groundswell happened we said, "Here was an opportunity and this is what we need." Either it resonates with the leadership or it does not.

Audience: It's kind of funny. When I need to get resources I have to go to Oregon.

Holly: When I told some colleagues that we have been invited to talk about how we started some Latino programs, they were surprised and wondered why we would do that because California has a reputation of being ahead of everybody else. I don't know the administrative history of this Latino outreach effort, but I do know that the state 4-H Program Leader was intricately involved in the securing of the funds and agreed to support Beverly Hobbs' position at .25 FTE. That matched the .25 FTE that the grant funded. Jim Rutledge was huge in that decision. That, too, had to be supported by the director. If she hadn't said, "Yes, go forth and do good stuff," they wouldn't have been able to do that either. Whether it was temperament or it was timing, it just happened.

Cecelia Giron: It takes time and it's a process. It goes step by step. You have to be there and push and not get discouraged. When I started working with 4-H Tech Wizards, they saw me as someone that was totally different because all the people that work in Extension have been with Extension for years. I remember when I came to the office and I started talking about the 4-H Tech Wizards Latino program they said, "Oh. That's something totally different. It's not related to 4-H." It's not different, it's part of 4-H and that's why they needed to be supportive. It takes time, believe me. This took us 8 years.

Holly: I can now talk about something that I *do* know something about and that's such a joy - Las Comidas Latinas. This is the food stamp and nutrition education outreach program that I've been involved with for almost ten years. We started back in mid-to-late 1990s. It came about because Marion County, which is Salem and 40 miles south of Portland, traditionally over the last several decades had the highest percentage and number of Latino families living there. That has changed. There are other counties that have caught up at various times and have surpassed Marion County. As a child growing up in Portland, I remember my mother always making reference to Woodburn which is where many Latinos landed. It was a migrant population then. They came in for the work and then they moved on. They went from crop to crop in the Northwest. I'm not exactly sure when, but settling started to take place and people gravitated towards Woodburn which is in Marion County 10 miles from Salem. Up until 1996, Extension service in Marion County hadn't done a thing with Latinos. Even though we had the largest Latino

population, we hadn't done a thing! We had a lily white staff and no one could speak a word of Spanish. I had taken it in high school, but that was about all. We'd gone through a couple of program audits and didn't fare well in terms of serving the entire population. I don't mean that as being disrespectful. Besides Latinos, we had Russian speaking families in my program area, and we were cited because we didn't serve men. The opportunity arose to have some money. The first year I started this, it scared the bejeebers out of me because I didn't exactly know what I was getting into. We only match a certain amount of in-kind from Extension Services and I had a budget of just \$20-30,000. I knew I couldn't serve the world and I knew I couldn't serve everybody, which is the "Extension way." The mindset is 'We've got to take this and serve everybody.' I thought to myself that, no, I'm not doing that. I decided that we are going to do something that really needs to happen for some families that we've never reached before. I made this decision and I told my chairman that we were going to do this. What's not to agree with that? He said this was fine, no problem, wonderful. We made a conscious decision to target Spanish speaking families with nutrition education.

Program Design

When we got started, we took a look at the whole program design. I look back and I just giggle about how young and naive I was. I just proceeded along in the good ol' Extension way, "If you offer it, by golly, they'll come." Well, you know very well that's not the case. We set off on one path, hired somebody, and did some work. Last night I told Cecelia a story about how our staff member got into a heated conversation with three people in her office about beans. She said that these people from Migrant Head Start were from Mexico and she was from Costa Rica. At that time, I didn't understand the nuances between the countries. They got into an argument about beans. The preferred beans for the Migrant Head Start families were pinto beans and for the families in Costa Rica it was black beans. This gave me the sense that this probably wasn't the right fit staff-wise. If they are going to argue about beans, what else would cause trouble?

We had gone through the whole hiring process and we received many applications. I even received an application from a Latina Ph.D. for this half-time program assistant job! We got all the way through the interview process. As I was driving back to the office I listened to the my inside voices that said it just doesn't feel right. At that point, I called Rebecca, a colleague who's Latina, and I asked if she was available because I needed some advice right away. We met over lunch at her office and I told her that this doesn't feel right. She said that if it didn't feel



Holly Berry

right, don't do it. Stop it right now. It doesn't matter that you've got three Latinos who are potential candidates. In that hour, we redesigned the whole program.

I asked her what programs she would like to have in her community because she was very well connected. She said, "We would like to go down this path. We would like to have a family night. We would like to have families come. Make it fun, make it festive, have little bit of education, and we will videotape it for the local community cable access station. But it's got to be fun!" Well, we could do that so we did. I stopped that hiring process and called another colleague in that community to see if she knew anyone who liked to cook, who knew the people, who was personable, who was of the culture and we came up with of all people, Rebecca's father. He portrayed the grandfather and was non-threatening. That was the key to setting up partnerships with communities or organizations who had access to the families. We could bring the food, we could bring the education, we could bring all that stuff, but we couldn't get the families because they didn't know us.

The community partners got us the families. It was a very easy division of responsibilities. When the organization does what it does best which is connect with families and we do what we do best which is teach and cook, when you put this together, all of a sudden your jobs are a lot easier. You don't have to do the stuff that you don't know how to

do. Everybody's goals were met. It wasn't extra work, it was a lot easier, and we were able to start building relationships with families and gaining their trust.

Relationships

You will hear us talk about relationships over and over and over and over. That, to me, is the heart of all of this work. It's how you relate to people.

We held the programs in familiar places. Local churches gave us room. We did a lot of telephoning and sent out personal invitations. We also took pictures of families. That was ten years ago when digital cameras were just coming out and they were expensive, but we invested in a couple. We found out that families did not have an opportunity to get very many family pictures. That encouraged them to come back the next time to pick up their pictures.



Then, after they came back a second time, they decided that pretty much this was a lot of fun. We had activities, we had loteria, we had all sorts of things going on. We did very little education compared to the amount of time we spent on social. We then named the program. One of my staff told me, "We can't call this nutrition education. It's not nutrition and education." We had to create an identity as well. So voilà - Las Comidas Latinas. This is our logo, this is our banner. We hung them up in places so people would see them. We hoped that the impression would be fun, festive, and convey an I-want-to-be-there message. We now had an identity and a name. Our staff consisted of five part-time people.

Staffing

We started with a model where people who just wanted to work a little bit - maybe ten hours a week - and get connected with the community. In every case, I would call four or five colleagues, who were well connected within the Latino population, and say, "This is what I've got. Who do you know who would fill the bill, who knows the culture, who understands people, who wants to work just a little bit?" They didn't need to know nutrition because I could teach them that in a heartbeat. It's just such a basic level with nutrition that we could stay ahead of the participants. They would make a referral to me, I would meet with candidates, and we would talk. We hired on a temporary appointment and that bought us time. That gave the individuals a chance to see if they could deal with Extension, if they liked the job, if they liked the work, if they liked the cooking, if they liked the reporting - all of that. If they didn't, then it wasn't a problem, but mostly everybody did. It gave me a chance also to see how well they did. It also gave them a chance to see if they could work with me. Sometimes that's a challenge in itself.

The good news about that approach is that it guaranteed applicants. Even last week, we were in a meeting and a colleague asked, "How do you get so many applicants? We advertise and we advertise and we advertise and no one applies." That's the problem. You can't approach it as 'Here is the job. Apply.' It's just not the way that happens. You don't find the people you're seeking. It's the personal referral that has been just so successful.

I was so impressed with how well this was working that I figured I was doing something wrong. The university would catch me, and tell me that I can't do that anymore, so I didn't tell anybody. Finally, it came out and I thought I'd better 'fess up here because what if I am really breaking some rules? I talked to our HR person and I told her what I was doing and she said that was perfect and for me to keep it up. Check with your HR people and see how far you can push things, because I believe you do not have to do the traditional Extension advertising. You will only get traditional Extension people and we're looking for the non-traditional Extension person. Again, relationships. Rebecca is my What-Do-I-Do-Now person. She is the one I could absolutely positively ask any question. Believe me, some of the questions made me feel very ignorant and even felt racially biased, but she never took it that way. She said that if I was asking her questions, I wanted to learn, I wanted to know, and if I wanted to know, she'll help me figure that out. You've got to find people

who can do that for you. We had the first Latino sheriff elected in Marion County. He was also that kind of resource-type. I could call him up whenever and I remember one time I couldn't even get the question out. It stuck in my throat. He said, "Holly, just ask it." So I did and he gave me the answer. Many people don't take offense if you are asking the question from the heart. Over time, we ended up balancing the time in the program. Our education segment grew a little bit and the social shrunk a little bit. Now we are a little more balanced, but that's what we had to do in the beginning. Even since then, our program has morphed a bit.

Cultural Considerations

The cultural consideration that we have to keep in mind is staffing. We have bilingual people who are Anglo who deliver nutrition education in Oregon, and they are successful. In my situation, I felt the right thing to do was to seek those who are bicultural as well. We really had to take a look at scheduling. You couldn't just do a two-hour thing. We tried doing family nights, so it was in the very early evening. We invited the parents to bring their kids along. That was very, very important at the time, not so much since we've changed and are doing more during the daytime. Still, we don't discourage mothers from bringing kids. We just have to set up some activities for them. Naming the program was real important. I just can't go out there and sell our nutrition education program because it just doesn't fly. However, Las Comidas Latinas has a nice little ring to it and it's about food. It's not about nutrition, it's about food. The image and the reputation are important.

Rebecca went back to school and got a Ph.D. in public policy and families. She did her thesis on Las Comidas Latinas and why it was successful. She held some focus groups and we learned that we had a pretty good reputation among the participants. They looked to the staff as resource people and they had great respect for them.

In a focus group in Woodburn one day, I heard after the fact that they were asking participant families about whom they went to for their health information and who they consider to be a reliable source. None of our program staff were there, there was no prompting, and they said it was Las Comidas Latinas. That word got back to me and I went, "Whoa!!!! I think we've arrived when families know your name after only 2-3 years and identify you as being a reliable source of information." That took my breath away.

Involve the whole family if it's appropriate. Ten years ago, it felt more appropriate. Times have changed, but there will be situations where it may be healthy the whole fam-

ily to be there. Understand things like eye contact and asking questions. Nobody asks things the same way. Again, a great little story - There were two staff people. One was more Spanish speaking than English speaking. Whenever she had an issue, she would talk to Ted who was the other staff member. Ted is Rebecca's father so he would tell her and Rebecca would then tell me. This happened about three times over the course of a year. Finally, I looked at Rebecca and told her that I would be so happy when they can trust me enough to come to me directly and tell me what is going on. Rebecca replied, "Oh, you want them to be just like you?" No, I don't. I just had to learn that was their communications style and it probably wasn't going to change. That's how I would find things out. It would be fourth-hand.

Once we were having a program where I was the one who would wash the dishes. We'd shoo everybody out of the kitchen and think that was doing them a favor, letting them go out and play loteria and have a good time. Rebecca and I would do the dishes. One night, there was one lady who wouldn't leave. I tried three or four times to urge her to go out and have fun, but she would not go. I almost had my hand on her shoulder and I thought I'd better not do that. I thought that she wanted to stay and do dishes. OK, fine. So Rebecca and I were just jabbering away all night while we worked. There were a lot of dishes and we were in there for quite some time. We got everything done - the dishes were all washed, dried, put away, the counter was wiped clean, and I had my hands on the light switch. Finally she said, "I have a question." Dang - there was a good reason she was in there. She needed to ask a question, but she wouldn't just come out and ask it. These are huge learning experiences that start to shape how you view things and how you put programs together.

Language

The language is another key learning. It is the life blood of the culture and it does lose some of its intended meaning in translation. We present our programs in Spanish. If there are only English speakers who show up, we will then translate into English. Boy, has that been uncomfortable for some! I don't know whether this is steeped in research or not, but I believe it is easier to learn in your native language. We saw this when we were working with staff development. I had all these Spanish speaking staff members who needed to do the job and all of the professional development material provided was in English. We were in Boise for a conference several years ago and I looked into their eyes after the second day. I could see that they were just exhausted trying to deal with being away from home and trying to understand the language.

In our culture we tend to cram as much as we can into an hour or a day. We rush through interactions, we multi-task, we throw reports together, we eat on the run, we eat in the car - talking and eating and driving all at the same time. We have to take a different look at time. If you don't have the time it takes to build relationships (and that doesn't happen in a heartbeat although sometimes they happen quickly), you may not have the time necessary to create really effective programs for audiences of other cultures. Slow down. Cecelia's mother has been preaching that to her. We used to do four year plans in Oregon. What a silly notion that was! I used to think that at the end of the year, I would have a certain outcome. Usually I was overly optimistic on what I expected to accomplish. Now when I do my planning, an outcome might be that we had four conversations about developing a program with somebody. That's a very different look at what an accomplishment is. Right now, we're engaged with some Native American populations. It took two and a half years of talking before we finally reached a point where we could hire someone to do the work, again, from within the community.

Local Resources

Typically resources are mostly thought of as money. Organizations and agencies may not have money to offer, but they have a lot of other stuff. They've got talent, expertise, and they have contacts with the families. That's a huge resource where we were concerned. We do what we do best which is providing food, staff, and educational supplies. Frequently, those are resources other organizations and agencies do not have. As I said previously, when everybody does what they do best, it's not extra work, it makes it easier, and you get better results.

Measuring Progress

Evaluation should come with the same integrity as the program design. If we had a high relationship program, we're not going to throw a survey at them give them a pencil, and ask them to please fill this out. It doesn't fit, it doesn't jive. Our method of collecting information was based on asking questions, one-on-one observations, and conducting focus groups. We didn't call them that. It was still Las Comidas Latinas, but we chose people from those who had attended three or more Las Comidas sessions to come and answer some questions. I also kept a journal of all my learning and that was revealing. Above all, the evaluations shouldn't be intrusive. When reaching out to new audiences, we just have to take the time to fully understand all the dynamics that are involved. We have to be prepared to set aside our egos, our personal egos, our organizational egos, and maybe that's some of the issues with administrators. The program participants in Marion County

wouldn't recognize OSU Extension Service, but they would recognize Las Comidas Latinas. I am willing to forgo that if they are willing to identify with the program and the staff and see us as a resource that will help them in their lives. The way we've always done it doesn't mean that's the way it should always be done. In fact, you probably shouldn't do it the way you've always done it.

Question: Do you ever run out of energy?

Holly: Yes I do, but you know, it's such a re-energizing thing in and of itself. I tell the staff that I work with every day that they are the best part of my day. The learning has been steep, but it's been so rich. The food - omigosh - do they cook! It's been delightful to share that and to get to know them as individuals. We do birthday parties together and we carry on the celebration whenever we can. I really encourage you in your outreach efforts, but you have to have the heart for it, and you have to have the desire to turn your life upside down because it will be very, very different, but it's a lot of fun.

Cecelia Giron: First of all, I want to thank you for inviting me to come here and share a little of my experience with the 4-H Tech Wizards in Washington County, Oregon. I work for Giron Consulting. I've been with the Tech Wizards for eight years and I was one of the funders of that program. The topic I am going to cover is doing outreach to the Hispanic community. It's building relationships. Once again, that's what has made this program very successful. I will also talk about developing appropriate programs and community involvement.

Building relationships - one of the very important things when you're working with youth and families in the community, especially doing outreach to the Latino community, is that you have to take the time, as Holly mentioned, to build relationships. When we started thinking about putting a program together for 4-H with the funding we received from the CYFAR grant, we started looking at what already existed in the community. We started with focus groups with counselors and teachers, just like Holly did. I started going to the local schools and started asking the students if they had the opportunity to have a program in their school or community, what their interest would be. I also spent a lot of my time in their classes helping the teachers with anything they needed. That's how I started to build a relationship with the students. I spent a lot of time during lunch talking to the students. When we did the focus groups, we got community involvement from the police department and other organizations that were doing the same work which was trying to reach out to the Hispanic community in after school programs. We found in those focus groups that there were thirty-two programs



Cecelia Giron

doing outreach work to the Hispanic community, but none of them was successful. That made us ask why aren't these programs being successful and doing the outreach that they were supposed to be doing? We found out that the students were not interested in any of those programs. These were programs that were brought to the students. I went to the schools more often to get information from the students. That was critical. You have to be in the community and learn from the community and take the time to listen. Sometimes we talk and preach but we don't listen to what's around us, especially the youth. We have a view of youth that is negative. Sometimes we think about youth as always being in trouble. However, if you don't listen to their interests, whatever program you put together will not meet their needs, they won't come and neither will the families or parents. It's very important to start with building relationships. You have to care about what you're doing.

You have to believe in whatever program it is that you're doing. You have to live in it. Start by building trust. The most critical piece for success is to have trust in what you're doing and establish trust with the community, families, and students. Be aware of sensitive issues. Sometimes language is a barrier, also status and immigration issues. Sometimes the traditional 4-H forms are very intimidating. The way they recruit is you have to have forms, the Code of Conduct forms, and the Member form and Enrollment form, that whole process. It's very intimidating to this community to ask very personal, private questions that the forms require. Our job is not to ask them for their immigration status. That's not our job and we don't do that. Sometimes we get around this and try to avoid the forms, as Holly mentioned. In order to be a 4-H member, you have to be enrolled. We do a gathering first and meet

the families, the youth, and we start from there. As I said spend time listening and not preaching. When you listen, you collect data and that will help you with your program.

I already mentioned community conversations. Identify local leaders in the community. That's what we did with the 4-H Tech Wizards. We identified people in the community that had worked for years with the Hispanic community and we listened to them. The program has to be based on what interests youth. You have to be open to new challenges because there will be many of them. One of the successes we had, is that we have an advisory group of mentors that help with the program. We have a counselor, teachers, we have someone from the local libraries, we have someone from a community center, and we have people in the advisory group that are from the business world. That's important because we have received funding from local businesses to support the program.

We also involve youth in the design of the program so they can feel they have some pride of ownership and that they belong there. They feel that they are the ones doing it. Use youth as a resource from the program and don't view them as a negative. They learn really fast and they are willing to learn, teach, and give back to the community. That's one of the things we have in 4-H Tech Wizards. 95% of the students during the program's eight years have graduated from high school and have continued with higher education. That's a big success for the program.

As I mentioned, once you know the community, you know the background and values, you can start building partnerships. The partnerships have to have common objectives. The program has to fit with whomever you partner with. It's easy for funding because of sharing resources. Intel is one of the biggest supporters of our program. They provide all the equipment because 4-H Tech Wizards is a video media technology internet after school program. We work with different technologies. As you know, technology is very expensive. That's how we got our partners. They donated the equipment and we teach the students how to use the equipment. For supporters it's a win and it's a win for us, too, because this prepares the workforce. For us, we need the equipment for the students to take advantage to further their education. That's our priority.

It's important when you establish a program, that you are going to be there and sustain the program and not just have it for three years and then you're gone. It's important to have connections and partners in order to maintain the program. Collaboration is also important.

Remember - this is a process. It takes time. Relationships come first before tasks. That's one of the things we em-

phasize in the program is when you have the relationships, then you can work better. It takes time to build trust. Involve youth in the program's design. Build your own network and collaborators. Teamwork is important. You have to be very flexible. Sometimes things will not go as planned. You will have to take a step back, think, and be flexible. There is a saying that time is money, but sometimes it is better to take time before you take a step that you are going to regret. You have to be sensitive to differences and you have to have an open heart. Change will occur in small increments.

Question: I want to thank you for your presentation. I have both a question and a comment. I feel that you are doing much more than outreach. I don't use that term any more. I talk about engagement because really what is going on is transformative. Obviously, the work you've been doing is transforming yourselves as well as the community. When we talk about outreach, it's like, 'We know what you need to know and we are coming from the Great Ivory Tower and helping to light the light of knowledge in your community.' This is sort of the old way of doing things, even though when I look back, people probably knew better even then, but didn't talk that way. Does engagement and transformation make sense to you at all? We still use the term "outreach" a lot in the University and I feel like maybe it is a word we should reconsider.

Cecelia: I think you are right. We're in the process of taking twenty students from the Tech Wizards program for the first time to Oregon State University. It's a week long conference where the students learn about higher education and opportunities. Nothing like that has ever happened before.

Holly: I would agree with that. There are phrases over the decade.....I remember back in the early 1990s when the USDA had the Youth At Risk initiatives. That is a term we no longer use. Outreach will become a term we no longer use as it becomes more ingrained in what we do and as we gain a better understanding and develop our own skills in programming.

Question: Putting together the things that all three presenters made this morning, looking at incremental growth or change and the concepts of are we building a society that's integrated or are we going to have these compartments? Also, your four year plan didn't seem to make much sense. When you do what you do, such as Las Comidas Latinas, you don't care if it's OSU, but you do care if they get the information and if you make the contact - you take small steps of reaching people a bit at a time. Do you think past that when you build these bridges? At some point, there has to be some reciprocity. In your

planning, do you look towards how people are going to reach out the other way to bring elements of society together, to make a path more clear for getting these highly educated Latinos in these programs where you have openings for them and they have the bicultural and bilingual capacities and all these other talents, but that lack that piece of paper? How are you working with your systems to make that a two-way street to bring people back, to be led back, however it happens, to co-mingle in a way that you build something that is new and different and the vocabulary changes?

Cecelia: I can add a little bit about the program. I did not talk that much about 4-H Tech Wizards. It has been looked at by USDA as one of the most successful programs in the nation and as a model program. One of the program's requirements is that the students that have graduated, must continue with their education. Some have received Fulbright Scholarships. One other requirement is they have to give back to the community. They have to come back and give fifteen hours of community service to the students in the 4-H Tech Wizards program. We are doing that. We are giving the students the opportunity because some students do not have a clue about how the system in this country works and all the challenges they will face. It's different in other countries. This program has been very important in their lives because we have mentors from business, people in the community, successful Latinos who've received higher education and have careers to come and talk to the kids. They are the guidance for the students. We don't just do computers. Computers and video are just tools. The skills they are learning are preparing them for a brighter future. That's what makes a difference in this program.

Holly: In my situation, there isn't much time that goes by where I'm not encouraging the staff to think about going back to school or going to school. All of them have their high school diplomas. One has a couple of years at a community college. It's very hard to override some of the cultural values of family, getting married, and having children. Frances came to the program when she was nineteen. She started teaching for us right out of high school. She was in community college at the time and I kept encouraging her to stay in school and get that degree, and she got married. I kept telling her to stay in school and she had a baby. You have to accept the personal choices that people make. My encouragement to each of the staff is because they all have children, that they should be setting an example for the next generation. You need to get out there as professionals. Oregon has a wonderful program. Anybody who has a state appointment through the higher education system, can go to school and get credit hours for \$50/credit hour. That's nothing compared to what a regu-

lar student has to pay. It's very difficult to override that desire to have a family and children. We try to mentor and we try to encourage and we provide every opportunity we can. I've even laid the groundwork for Frances to start thinking that I won't be around much longer and that somebody some day will do what I do. Why shouldn't it be her? To do that, she would have to come up with two degrees. We have to lay the groundwork and we have to let them know what has to happen for them to do that.

Question: Thanks so much for the great presentations. I agree with the point made earlier about it being more than outreach, it is really is transformation. I have a question about what seems to happen in that transformation. It seems that you transform your own practices and begin to transform the institutions you work in. I'm wondering to what extent has it come up and if so, how to address resistance to that change? You're talking about really fundamental things such as language, ways of interaction. It's not just the Latino communities you're changing, it's the internal organizational culture. How do you deal with the resistance or even backlash? As you are years ahead of us, California will come to that point and find the things you dealt with eight years ago when you started.

Holly: Last week we were at an in-service training. OSU has this strategic plan in place that calls for diversity and because of that, all of the deans in all of the colleges have to have all of the faculty receive some in-service around diversity. What makes me giggle in our college is that Extension is so far ahead of the college. The biggest thing that came out most recently with a couple of new hires is that they weren't getting their benefits packages submitted to HR within the thirty days once hiring was complete. Have you looked at some of those packages lately? You practically need a Ph.D. to understand the English used. One staff person was Russian speaking and another was Spanish speaking. I heard it from the other end, HR. "They're not getting their packages back in time." OK - have you thought about making them available in Spanish and Russian? "That comes from the company." Have you thought about asking for it? It's the same kind of thing. You have to keep pushing. It took us four years before we finally got to where we were presenting in Spanish to our Spanish speaking staff. It's taken 5-6 years before we got them networked together so they could take care of the in-service training as a group. You just have to push and say that's not working for us. That's not going to get us down the road, not going to help the learner. If you keep that learner in the forefront and that's how you make your decisions, then it will happen, but it takes somebody to keep pushing and saying no, we don't want that and we have to do something different. That's why we stumbled on this whole recruitment thing from a very different perspective. You just have to push.

Question: You made a point of saying that the people who are served by the Las Comidas program wouldn't necessarily connect it with OSU Extension. We talk a lot in California, about the invisibility of Extension in the community and the political fallout from that when we're not a recognized entity. Have you had to deal with that half of that question?

Holly: That's another secret that I keep. I don't tell administration that I don't have OSU out there. When you start looking at all the logos that we have to have out there: OSU, Marion County, Extension Services, NEP (Nutrition and Education Program) it can be confusing. Then I name the fun program Las Comidas Latinas. Do the learners really care about all this other stuff? Not so much, but the agencies that we work with, the organizations we work with certainly know it's Extension services, and they certainly know that it is OSU. You make your choices and you live by them and you die by them. I will take the heat from OSU if they feel so inclined to beat me up about it. I'm probably not going to change.

Question: I went to one of Holly's workshops at CYFAR in Boston a couple of weeks ago, and she did a workshop on addressing the challenges, and the criticism that you were discussing. She did a presentation on all the challenges about why are we doing it this way, and why are we doing it? The whole workshop was putting the research information against the challenges, explaining how, and justifying answering those challenges. I know she has those materials that you might be able to get from her on that specific topic. There are challenges coming from other staff, people, and volunteers in the program.

Holly: We would be hard pressed to state the case that for example, 4-H. How many 4-H leaders, parents....we used to answer the phone in the 4-H office. Where is the university identity, where is the local identity, where is Extension's identity? We've finally gotten away from that. There is still a huge segment in each of our program areas that identify with what we do rather than who we are.

Audience: In California we have another level, we have the California State University (CSU). So if you are CSU in your community, and then there is the University of California there will be a big misunderstanding. I've said that CSU, Bakersfield needs to give me a paycheck for all the work I do! That's what the community relates to. We have a little bit of presence now with UC Merced, but UC has not really been present other than Cooperative Extension.

Dave Campbell: We were interested in getting an on-the-ground perspective and both of you have given us great on-the-ground perspectives and an interesting picture of a organizational culture in Oregon Extension that has been supportive in some ways that we would like to develop here. Thank you both very much.

Outreach to Latino Audiences: Perspective from the State Level

Beverly B. Hobbs

Beverly B. Hobbs is a professor and Cooperative Extension 4-H Youth Development Specialist at Oregon State University. For the last eight years she has directed the Oregon Outreach Project, an initiative dedicated to increasing the engagement of Latino youth and families in 4-H. A secondary objective of the project has been to share with Extension colleagues the experience and knowledge generated by Oregon 4-H outreach efforts.

Introduction

Thank you for your invitation to this very important meeting. While we are here to share the Oregon experience, we also appreciate the opportunity to learn from all of you. Our session this morning was very hard to define because there is so much to share. Of utmost importance is that we provide information that is relevant to your needs. To do that we decided to use a format in which each of us will present some key information related to outreach as it plays out at the state and local level and then open up the last half hour of the session for your questions, letting your needs and interest guide the discussion.

To begin, I will present some background on Latinos in Oregon and Oregon State University Extension's connections with them. Current estimates indicate that approximately 9% of Oregon residents are Latino. Among children in grades K-12, Latinos account for 13.3% of the population. Last year the Latino population in Oregon grew by 18%. Most Latinos in Oregon list their country of origin as Mexico, and most Latinos are first or second generation.

We find that Oregon State University Extension does engage a limited number of Latinos in programs that follow a very traditional format rooted in mainstream culture and delivered in English. However, when we look across Extension in terms of efforts to increase Latino participation and to make programs more accessible, we find that those efforts occur largely in our 4-H and Family and Community Development programs. I talked with program leaders in forestry, marine science, and agriculture, Oregon's other Extension program areas, and found only two targeted efforts:

- The Marine Science Station is currently searching for grant funds which will enable them to provide

programming and signage in Spanish at their facility.

- The Agriculture program offers pesticide safety training in Spanish for agricultural workers.

While OSU Extension envisions a diversified audience, implementing that vision is not happening across program areas.

4-H Latino Outreach

Up until 1997, there had been some isolated county 4-H efforts undertaken specifically to involve Latino youth in 4-H. However, there was no broader dissemination of those programs nor was there any attention focused on outreach at the state level.

In 1996 I conducted a survey of 4-H agents in counties with a significant Latino population asking why they weren't engaging Latino youth in out of school programs. Three reasons emerged:

- Agents did not speak Spanish and felt they couldn't communicate with most Latino families.
- Agents had little understanding of the Latino culture and were afraid they would make mistakes that would alienate the people.
- Agents recognized that outreach was time-intensive, and they didn't feel they had the time to devote to it.

The answers to those needs were incorporated into a grant proposal to the CSREES Children, Youth, and Family At Risk Program (CYFAR) which was funded in 1997 as the Oregon Outreach Program. The grant provided the resources to create bilingual/bicultural outreach coordinator positions in three counties and supplied some funds for materials. The grant also picked up .25 FTE of my position as project director.

The 4-H department director heartily supported the program's objective and the grant proposal. This support was important because eventually half of my specialist position was assigned to support outreach efforts. Today 13 of our 36 counties have dedicated Latino outreach efforts, and more will come on board this year.

Even though in 1997 we were not sure of how to conduct outreach and we knew we would make mistakes, we felt

it was time to take the risk. Making an effort, imperfect though it might be, was far better than making no effort at all.

The Foundation for Outreach

I'd like to share some reflections on what I see as the foundation for outreach and issues surrounding staffing. Although these remarks are made in reference to 4-H, the basic points apply across programs.

The 4-H agent. Outreach happens in communities and the staff who will be involved must want to do it. They have to be ready to make a long-term commitment. We do not tell agents that they must do outreach to Latino families. The agents taking that step make a personal decision to do so. In some counties there is not that commitment, even when the demographics make it an obvious omission. It would be folly to try and force someone to undertake the work. Outreach is difficult. It challenges a person's outlook on life and sense of competency. It is a personal as much as a professional journey. In the words of colleague Ann Schaubert, outreach demands "an open heart, an inquiring mind, and the development of intercultural skills." Not everyone is ready to walk this path.

Agents commit to actively participate in outreach. It is not a responsibility that can wholly be turned over to the outreach coordinators. They are part of the team. Latinos will associate the program with people, not with an organization and one of those people needs to be the agent. This reinforces the fact that outreach represents a broadening of the county 4-H program, not the creation of a separate 4-H program. It also means that agents will have to give up or find a new way of carrying out some current activities to free the time for outreach. Included in the personal journey of outreach is the non-Latino agent's growth in understanding different perspectives. The agent must be open to entertaining and respecting new ways of doing things.

Extension Administration. It is also critical to have administrative commitment and support at all levels. A major concern of agents is that outreach work may not be seen as important as the rest of 4-H work and that administrators won't appreciate the time-intensive nature of the work and the small steps that actually represent giant leaps of understanding and progress. (I have heard this concern from agents across the country.) Agents must be reassured that the work is valued.

Administration support is also important in the face of challenges to outreach that may surface. It is not surprising that some 4-H families might find outreach threatening to

what they perceive the 4-H program should be, but it is a surprise to find that county Extension staff from 4-H and other Extension programs might also challenge the validity of 4-H outreach activities. Varying attitudes exist in the general public and among Extension staff regarding new audiences, their place in society, and the services they should receive. These perspectives sometimes get translated into resistance to new programs.

The value of outreach and commitment to it needs to be clearly articulated by central and program administration and reinforced with clear signs of support. The environment must be made safe for agents to risk venturing into new ways of carrying out their work.

Some signs in Oregon include the following:

- OSU Extension's Commitment to Diversity Proclamation and the creation of the position of Spanish Publications Editor in the Communications office,
- 4-H Foundation funding of outreach programs,
- The identification of programming for Latino audiences as a priority under the Extension Strategic Directions Plan, and
- A 4-H specialist position dedicated to supporting outreach efforts in the counties.

4-H agents comment that they think support in the state 4-H office dedicated to outreach is critical. The position is a visible sign of the importance of outreach to the state 4-H program. The position

- advocates for outreach,
- provides a clearinghouse of information and assistance that agents and staff can readily call upon,
- seeks funding for positions,
- designs and schedules regular training opportunities, and
- develops support materials, such as our 4-H Spanish language video, bilingual brochure, publication on recruiting and supporting Latino volunteers, and the Oregon Outreach web site.

Whatever the signs of support, there must be on-going demonstrated signals that outreach work is recognized and valued.

The Extension Public (4-H members and families). A third element in the foundation is the support of the existing Extension audience. In 4-H, this means our 4-H members and families. Before outreach is initiated, we encourage the 4-H agent to work with the leaders' council and any

advisory boards and educate them about the need for outreach in the county. They should invite their comments and their participation in outreach efforts. The level of involvement to expect from existing 4-H families will depend on their reaction to the new initiative. In one of our counties, the leaders' council actually provides financial support for outreach. In another, some 4-H families, including 3rd generation Latino families, challenged the resources that were designated for outreach and the way outreach programs were designed. The lack of local support should not discourage outreach, but it does need to be addressed as part of outreach work.

Staffing for Outreach

We have only one 4-H faculty member in Oregon who is Latino. Bilingual/bicultural capacity is most often provided by Latino and Anglo bilingual/bicultural program assistants who work closely with 4-H agents and implement many of the outreach efforts. The outreach staff are largely supported by grants including CYFAR grants and grants from state and local agencies and organizations. Limited hard dollar investment in outreach, which would lend more stability and help with sustaining efforts, has been forthcoming from Extension administration.

As I already mentioned, the county agent has a critical role to play in outreach. Most of our agents who undertake outreach also hire someone who is bilingual/bicultural to work with them. Our experience clearly demonstrates that bilingual/bicultural staff are key to successful outreach.

Finding and hiring bilingual/bicultural staff is not easy. Care must be taken in how the recruitment is handled, including how job responsibilities are communicated in the advertisement, and what networks are used to get word out about the job opportunity. Level of pay can also limit the pool. Competent bilingual/bicultural individuals are in demand.

Hiring bilingual/bicultural 4-H agents is particularly problematic. There are few bilingual/bicultural individuals with master's degrees looking for work in youth development to begin with, and finding those who might be interested is very difficult. Our networks just don't find them and they aren't in our pipeline.

While bilingual/bicultural skills are a key characteristic of staff, there are a number of additional considerations to attend to when choosing staff. Staff will need to develop a relationship with the families and establish trust. If most of the families are from rural Mexican backgrounds with limited education and life experiences, can the applicant who is from a privileged Peruvian family with a college

degree empathize with the families and be accepted by them? In one of our sites the answer was no, and that person moved on to another job.

Also important are the personal goals the applicant hopes to achieve in the position. Are they a match with the goals of 4-H? We had one instance where our new employee thought she could work mainly on immigration issues which was her passion, but was not a match with 4-H.

It is an added asset if you can hire staff who already have a connection to the local audience and are endorsed by community leaders. Also, we have found that it is not essential that outreach staff be Latino as long as the person is bilingual/bicultural.

Retaining Staff

Once you find the right people for outreach, the next challenge is keeping them. Partners and others, including other 4-H programs, try to hire them away! Just as we need to create culturally responsive programs for Latino youth and families, we also must create culturally responsive Extension work environments that welcome and support Latino staff.

To begin with, take steps to make the Extension office reflect multiple cultures, including the Latino culture. This can be as simple as selecting appropriate posters for walls and artifacts for display. Also, include outreach staff as integral members of the county 4-H team, if not of the county Extension team.

Communication must be on-going and working relationships must be developed. Make a conscious effort to respect differences including those related to work style and communication preferences. There must be room to try new ways of doing things. It will be necessary to explain the Extension culture as well as that of the broader community to Latino staff, just as they may interpret to us experiences encountered in the Latino culture. Each person is in essence a cultural translator. We often forget that we, too, have a culture that shapes how we behave, and people from other cultural backgrounds don't always "get it."

To facilitate the success of a multicultural work place, consider engaging county office staff in intercultural staff development training. As our 4-H outreach program has grown over the last eight years, it has become obvious just how important cross cultural communication is within our Extension workplaces. In the beginning of our outreach efforts, training focused on interactions with Latino audiences, but now we are putting as much emphasis on how we work together to serve those

audiences. All staff, including clerical staff, need to be involved in ongoing training.

Another staffing consideration is guarding staff time. It is easy for staff to become overextended because there is so much to do. As one of our staff expressed, "We work from the heart so time and effort cannot be by the clock." In the local Extension office outreach staff may be called upon to help other programs with translation or to facilitate connections. Other organizations will ask staff to serve on committees. They can't do it all, and we try to help our staff prioritize what they can do and support them when they turn down requests.

Recognition is also important and one of the ways we recognize and reward outreach staff is by valuing their knowledge and experience. We demonstrate this by always including them in the development of any training, both in the planning and delivery. We also routinely include outreach staff in state, regional, and national presentations. Indeed, they are the voices the audience most often wants to hear.

In addition to the steps I have mentioned, I also believe that we need to create a sense of community among all our outreach staff. Agents and outreach coordinators can feel quite isolated in their counties. Especially in the early years, there were few staff to regularly communicate with about outreach. Staff feel supported by seeing themselves as part of a greater group, and having time to meet and talk about their work. We hold quarterly meetings for this purpose that includes both agents and outreach coordinators. Our outreach coordinators, most of whom are Latino, have now indicated they would like a time when they could meet as a group to talk about their experience. Although we try to create a welcoming environment, they may not feel as free to speak in front of their supervisors as they would in their own group. Talking with those of the same culture offers a safer place to voice ideas, check perceptions, and talk about concerns. To date, these opportunities are informal, happening when staff members are together for training.

Other Staffing Issues

In addition to those hired specifically to carry out outreach work, there are considerations that pertain to other

Extension staff. What will happen if Spanish speaking parents come or call in to the county office for information? Is there someone there who can speak Spanish if the outreach staff member is not present? If not, how can the situation be handled?

Another group to consider is those individuals who may be called upon to support outreach in other ways. We developed a Spanish language 4-H video and a bilingual brochure to introduce 4-H. In both cases the communication professionals involved were forced to work outside their comfort zone. For instance, we would videotape families speaking in Spanish and not know what we were getting until we got back to campus and had it translated. For the brochure, the artist had to learn how to draw Latino faces and needed to learn details about the inside of a newly arrived immigrant's home and how grandma would dress for a program at church. It was difficult work, filled with a good deal of tension. Do you have support staff who will tackle new directions?

Conclusion

We have found outreach to be hard work, but the benefits make it well worth the undertaking.

- Latino youth and families embrace 4-H. We are thanked many times for making our programs welcoming and accessible.
- Our participants gain skills and increased access to the mainstream.
- 4H/Extension expands its audience and truly serves the people in our communities.
- 4-H members and leaders have new experiences working and learning with Latino youth and adults.
- 4-H staff experience personal growth in skills and understanding.
- In many communities 4-H is helping other organizations undertake or improve their outreach efforts to Latino youth and families.

Finally, I would point out that Latino outreach enhances programs for all audiences. It causes us to think carefully about what we do.

Latinos and the Media

Myriam Grajales-Hall and Kirk Whisler

Jim Grieshop: We are pleased to have Kirk Whisler and Myriam Grajales-Hall with us. Kirk has been involved in the Latino Print Network for a number of years. He is a very appropriate person to talk about Latinos and the print media. Myriam Grajales-Hall has been with the University of California Cooperative Extension for several years. The two things I want to say about Myriam, besides her being a great friend and colleague, is that she has received a number of awards that you may not be aware of. She is a recipient of the Ace Poverty Awards for encouraging acceptance, promotion, and celebration of diversity and pluralism, and the 2004 USDA Secretary's Honor Award. She is also a founding member of the web site, Extensión en Español and she will be talking about that.

Myriam Grajales-Hall: I would like to pass out some resources that I think you'll find helpful. This is the latest project that we have worked on in our unit, Spanish Broadcast and Media Services. It's a toll-free service for Spanish speaking and bilingual people throughout the nation. We have pre-recorded messages on nutrition and healthy lifestyles. As we know, obesity and being overweight is a problem, which Adela de la Torres mentioned, so we have developed this resource. If you are curious, dial the 800 number on the brochure and hear what it's all about.

The other thing that was mentioned is Extensión en Español. How many of you have heard about it? Not too many of you by the show of hands. This is something that I think will be extremely helpful to you, even more so now because we have added bilingual publications from 4-H. Extensión en Español is a national clearinghouse for Spanish and English publications that are available to Cooperative Extension throughout the nation. You can go to the web site and you can see that there are publications on a variety of subjects. There are resources, information, glossaries, style guides, and how to go about getting a translation done. It's also an excellent resource for you to use. Go ahead and visit it and if you have any questions, you can contact me or Bill Watson. After my presentation, Kirk is going to talk about the Hispanic print media. I subscribe to several newspapers and I thought perhaps you would like see what the Spanish language print media is about. I brought some samples and you can look at them.

First of all I need to tell you I am not a specialist, I'm not an expert, and I'm here because I have been working with



Myriam Grajales-Hall

the Spanish language media for twenty-four years. I'm a practitioner. We get information from all the wonderful work you do at the county level. We translate that into Spanish and we send it out to the Spanish language media. I do not do research, but what I'm going to share with you is just my point of view and information that I have gathered and learned through the work we do. My goal is just to present a general picture of the Spanish language broadcast media. Kirk is the expert on the print media. I'll just concentrate on radio and television. Also, I'll tell you about what I have learned regarding media trends, what the future holds for us, and maybe what we can do to be more media-savvy. I will also make some recommendations about how ANR can work with Spanish language media to have a better relationship.

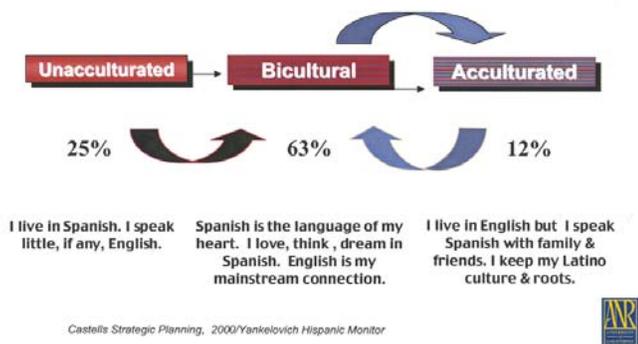
I am the manager for the Spanish Broadcast and Media Services unit. We're located at UC Riverside and we are a very small group. Maybe you have seen my colleague, Alberto Hauffen, who's come up to you holding a microphone for an interview. He's one of four of us. I have a very talented, hard working, dedicated, and very professional team. We do work statewide. We couldn't do anything if it wasn't for the synergy that we have.

As Leo Estrada mentioned before, the face of America is changing. When I first came to the U.S., I always heard

about the melting pot. Then it changed to a salad bowl. I have heard recently it is now a slow cooker!

This slide shows how diverse the Latino population is. We are a wide spectrum and Latinos can be anywhere on it. Some researchers refer to these groups as Core Hispanics, the Transitional Hispanics, and the Peripheral Hispanics. Depending on where you are, media use is going to vary depending on your age, how long you have been in the country, the language that you prefer to speak, and your socioeconomic status. We're a very diverse and heterogeneous group.

Latinos maintain culture

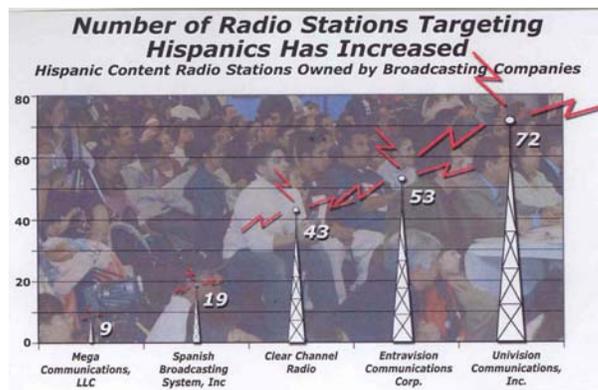


About two years ago, New California Media, a nationwide group that includes about 700 ethnic media throughout the country, did a survey. What they found is that the ethnic media - radio, print, and television - reaches about 14.5 million Hispanics in the country. That's 84% of the three largest minority groups: African Americans, Asian Americans, and Latinos. The Spanish language media reaches 89% of California Hispanics. It was shown that Hispanics prefer the ethnic media over the English language media, depending on where we are on that spectrum of acculturation. America Demographics did a study and they looked at the behavior of the Hispanic consumer when they are going to buy a car. They noticed that Hispanics depend on print media six times more and four times more on radio, than the general population. They will consult radio or print much more than the general population before they make a purchase.

Spanish language media, particularly radio, is one of the vehicles that we have used since I started working for the University 24 years ago. At that time we had 24 radio stations. Right now we have more than 100 just in California. It is a unique communication medium because it doesn't just communicate information, music, and enter-

tainment. It communicates much more: traditions, attitudes, and values. It reflects the community. It is a voice that quite often the community doesn't have. Spanish language media is a very respected communication vehicle, it is a very trusted source, and quite often it is seen as a family member, or as a doctor, a priest, a minister.

Spanish-Language Radio



Hispanic Marketing 101, Latino Print Network, January 16, 2005

There has been remarkable growth in Spanish language radio. It is exploding along with the Hispanic population. As you can see from this graphic (which I borrowed from Kirk) there are many players when we talk about radio. Univision is one of the major ones. It is the largest Spanish language radio broadcaster in the U.S. It owns and operates about 66 radio station in some of the largest Hispanic markets. It covers about 73% of Hispanic households and has about 10 million listeners every week. Entravision is another major player. It has 54 radio stations nationwide and it reaches a population of more than 20 million on a weekly basis. There are some other networks that also part of the Spanish broadcasting system, and this changes all the time. A radio station that broadcasts in English today sees the Hispanic market potential and tomorrow it will become a Spanish language radio station. ABC Radio Network is going to launch a Spanish network, called Spanish Advantage Network, this fall. Then, of course, we have Infinity Broadcasting which is also in the media mix, and Mega Communications. There are many players that see the opportunity to reach the Hispanic market. This is also an opportunity within the University and ANR.

Just a few numbers - in 1976 there were 67 radio stations. In 2005 we have 678. These are Arbitron's latest figures. It doesn't include radio stations that broadcast part time in Spanish. When you add those 487 radio stations, the numbers are really incredible.

Spanish-Language Radio Stations in the U.S.

	1976	1992	2003	2005
Number of stations	67	331	600+	678

In addition, there are 487 stations that broadcast at least 5 hrs/week in Spanish.

Radio Formats by Region



Source: Arbitron Inc., Hispanic Radio Today, 2004

Do any of you listen to Spanish language radio from time to time? If you have listened for a while to Spanish language format you have maybe noticed some changes. 8 or 10 years ago if you listened to Spanish language radio, there were just a very limited number of formats. We have seen it become more segmented, similar to what has happened to the English language. When you have this format, you can see that the major one is Mexican Regional, which is happening in our region, but within each format, you have the *Bandas*, the *Norteños*, and the *Mariachi*. You go to Contemporary where you'll have *Balladas*, *Romanticas*, and *Hip Hop*. One of the newest ones is *Reggaetón*. This type of music originated in Puerto Rico and it's a mix of Latin Tropical, Jamaican Reggae, and Urban Hip Hop. It's something to listen to! In addition to these, there is also what I call "News You Can Use." What I have seen working all these years with the Spanish language media, especially radio, is that they are very community oriented. The same applies to newspapers. If you listen to Spanish language radio, quite often they are the first ones to organize a radiothon if there is a disaster some place, for example in Central America. They are also very good at providing topic experts, or celebrities, who talk about the issues that are very relevant to the Latino population and to recent immigrants that are learning to adapt to the new culture and learning how to navigate the system. They have experts who can talk about immigration - a very important issue - and education. They talk about family finances and issues, career opportunities, and community involvement. The listeners can call them and there is this dialogue that goes on all the time. They really have a voice in the community.

Hispanic public radio is a topic that I like to keep separate. One public media outlet that comes to mind is Radio Bilingüe. I know that you had invited Hugo Morales to be here today and it's too bad that he couldn't come. He is the person behind Radio Bilingüe, a national network of radio stations....in California they have 6 radio stations. If

I could talk about a radio station or a network that is truly community oriented, that's Hugo Morales and Radio Bilingüe. It has excellent programming. They work at the community level, they get involved in the community, and they work with volunteers. It's a unique example of what it is to be really concerned about your community and provide a local community service. You can listen to Radio Bilingüe on the web at www.radiobilingue.org. They work that they do is incredible.

There has been dramatic growth in Spanish language radio. It has been incredible and it's just going to continue increasing. Spanish language radio is really an integral part of Latino culture. It's also very intimate. Latinos tend to listen to the radio wherever they are, at work or at home. At home, the first thing that my sister will do in the morning is turn on the radio. First thing because you need that companionship. If you are working out in the fields, what do you have there? You have the radio. At any job, it is a companion that you have all the time.

Spanish-language radio . . .



- Dramatic growth
- Part and parcel of the Latino population
- Community-oriented
- Mergers, conglomerates, consolidations

What's happening now with Spanish language radio and is also happening with English radio, are mergers. There are conglomerates that are taking over. Some of the smaller,

local radio stations are being swallowed by the “big fish” and we are losing that local contact. That can be a challenge, but it is also an opportunity for us in ANR.

As far as television, I’ll just mention there are two major networks, Univision being the major one and Telemundo. You can see the coverage they have - 97% and 91% respectively. There are other smaller players, Azteca Television, Entravision, and Cable networks.

Spanish-Language Television

Two major networks:

- ⇒ Univision: (97%)
Telefutura, Galavision
- ⇒ Telemundo: (91%)
Mun2

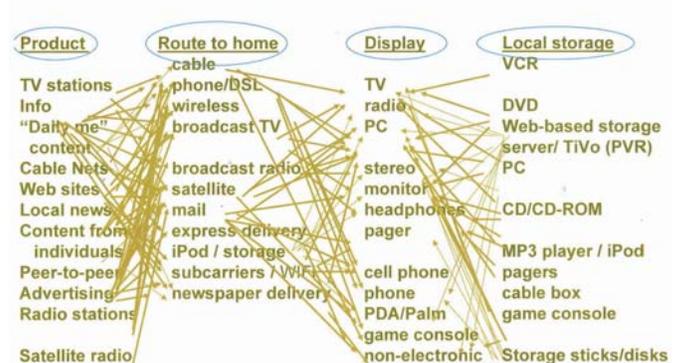
Other networks:

- ⇒ Azteca Television
- ⇒ Entravision
- ⇒ Cable networks



What’s ahead? We have a media ecosystem. We are already using some of these within ANR, the University, and our program. If these are trends and this is what the future is going to offer, maybe we should start thinking about these technologies. I was very surprised when I read a report just a few days ago that said more English-speaking Hispanics own an iPod and an MP3 player than the general population. This slide shows some of technologies and media trends that are coming about. There are two that I think will be critical for Cooperative Extension; they are Information Subsidies and Participatory Journalism.

Home media capacity - now

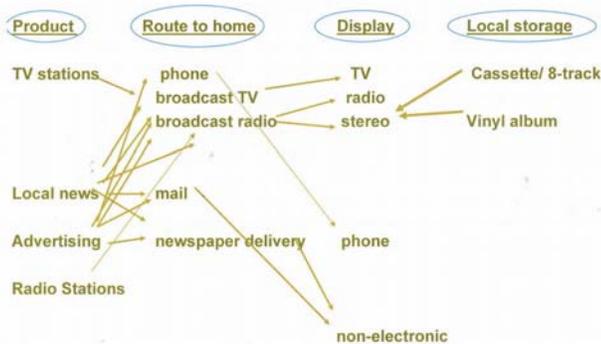


Tom Wolzein, Sanford C. Bernstein & Co.

When we talk about media, it is also important to talk about the internet, because its use is growing among the Latino population. The growth is not as much as in the general market, but a study done by Tomas Rivera Center in 2002 showed that 40% of Hispanic households own computers and 32% of Hispanic households are online. So now, more Latinos have computers, but at Cooperative Extension we have to wonder if they have the skills to know how to access this technology.

This is how we had our media 30 years ago, the particular outlets we had, how we stored it, and how we viewed it at home or work. Look at what we have now. The explosion, especially because of digital technology, the access to information, and the variety of media that we have is just mind boggling.

Home media capacity - 1975



Tom Wolzein, Sanford C. Bernstein & Co.

Information Subsidies

Have you heard the term? That is something we have been doing without realizing it. As a public information representative, I’m an “information disseminator.” Information Subsidies are the research, the story idea, the news releases, the press packets, and the media kits that we send out to the media to assist them to prepare stories allowing us, at the same time, to gain time on the air and space in the newspaper. We are providing Information Subsidies. With the changes taking place in the media, when we have conglomerates that are cutting down on the overhead costs and want to lower the cost of their operations, we have an excellent opportunity to continue providing useful information. In order for us to succeed, Information Subsidies require that you provide a constant flow of information which we have been doing in the past with our monthly Radio Noticias CDs, and our news kits and that the information comes from a credible source, the University of California. We have that personal relationship with the media that we have been able to develop over the past 24 years. We have more opportunities to provide them with information that they can use. I’m not talking about public relations, and I’m not talking about promoting the University or ANR which we do in a way. We are talking about dissemination of useful and practical information that our communities can use. We’ve been doing that for

many years, and we are striving to do it better and better over time.

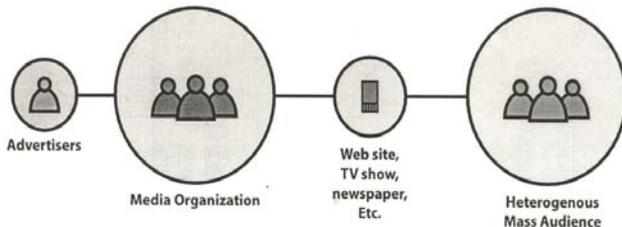
Participatory Journalism

This is what they talk about when they say do-it-yourself journalism which is journalism's next wave. The traditional media model has been a top-down model where the media filters the information, publishes it, and then it goes to the audience. When we talk about Participatory Jour-

Broadcast Model

Broadcast: Top-down news

Model also called transmit, push. Characterized by media organization control. All news is filtered through organization before getting to audience.



nalism, we refer to it as the Intercast model. It's a peer-to-peer review. It's when the information is published and then filtered. That's what is happening with blogs (weblogs) and what's happening with Podcasting with RSS files. The communities are the ones who are producing the information and disseminating it. It goes out into the blogosphere and then it feeds the media. It's a grass roots type of journalism....a do-it-yourself approach. Anybody who has access to the web and has a computer and can set up a web page, can become a journalist.

The last thing I want to share with you is this business model, that in my opinion, can also be used with the media. I think we can also apply it to Cooperative Extension.

Embrace media & audience as valued partners

3 types of connections to consider

- Continuous connections – 24x7x365 web sites, forums, newsletters, etc.
- Network connections, online & off – Guide readers to additional news, information and experiences.
- Intercast connections – social interaction, engage the audience in an authentic conversation and collaboration.

There are so many connections that we can use to do a better job informing the public. The media is a very important component for us. We need to get the word out about the excellent work that you do at the county level. We need to let the communities know about it and we need to let the media know about it. If we could have continuous connections, 24/7/365, and continue doing what we're doing with the newsletters, forums, and emails but also expand it and see what other technologies and opportunities available to do it continuously, then we could have a presence all the time. That's going to help us when budget time comes and the legislature starts thinking about cutting back; they will know who we are. Also, if we can continue with improving the network connections both online and offline, so that if you have information that you post on the web, it's not going to die there and you can also send it out to where communities can learn more or they can experience more. That's going to benefit everybody.

If we can engage, and we've been talking about outreach, engagement, and transformation, if we can do that in an authentic way and have conversations and collaborations with our audience, that's going to help meet the needs of the audience and meet the needs of the Latino population.

Resources

- Hispanic Market Weekly
- Marketing y Medios
- Hispanic PR Wire
- HispanicOnline.com
- HispanicBusiness.com
- HispanicAd.com
- LatinClips.com
- New California Media, www.ncmonline.com
- Hispanic Radio Today (Arbitron)
- Hispanic Marketing 101, Latino Print Network
- Portada, www.portada-online.com
- The Hispanic PR Monitor
- Pew Internet & American Life Project
- "We Media," The Media Center at the American Press Institute

There are excellent resources out there and if you want to read more about the Spanish language media, I have listed some of them here. Kirk is going to talk about the Hispanic market. The last two, Pew Internet and the American Life Project and We Media, the Media Center of the American Press Institute, are excellent resources that talk about media trends and what is going to happen in the future. Muchas gracias.

Kirk Whisler: In normal media trends, a percent and a half change in a year is huge. It was just released last week that they saw a 4% drop in radio last year. This is across mainstream radio. They attributed it to the fact that we are all listening now to music from our computers, iPods, all these other listening ways that are taking effect. 4% in one year is a huge change.

The Evolution of Hispanic Print and How It's Changing Media in California

We do sales and marketing for Hispanic newspapers, readership studies, and other kinds of research. Now we have a news service called LPN News. We're working with *La Grenada*, the second largest daily in Mexico, as well as a variety of existing columnists and things along that line. We work with 415 newspapers and magazines with a combined circulation of over 17 million. In California, we work with 88 newspapers with a combined circulation of 3.9 million.

One of the key things in any kind of media that you're working with is credibility and trust. We're all hit by so many different media. Back in the 1960s, Oglebee made the very insightful statement that it takes seven media hits of a particular ad before it finally sinks into our heads. Now they've estimated that's at least 25 *if* you're paying attention because we have hundreds of more media now than existed then. That's why trust is becoming a lot more important. Hispanic publications certainly do carry a lot of trust with them.

Editorial

I'm going to go through a variety of things. In the 1970s, most Hispanic publications basically had only three editorial sections. In the 1980s more were added, and in the 1990s, even more were added. What you have today in your typical publication, and in many cases they're weeklies, is you have every editorial section in those weeklies that you have in that mainstream daily.



Kirk Whisler

Current trends

We analyze 786 local newspapers. What sections do they carry? 44 had book review sections, 49 computer/internet sections, 61 TV listing sections, 97 religious sections, and 105 had auto sections which is a rapidly growing one. There are 108 with real estate and that's another rapidly growing one. It isn't merely selling or buying a house. It's anything along those lines. I can guarantee because it's 108 right now, in two years that will be 250.

Continuing with section analysis, there are 111 newspapers with peer events, 136 women's sections, 137 travel sections, 138 lifestyle sections, and 225 food sections. Food is another one that ten years ago there would be as little as 25 and it too, is growing rapidly. 236 health sections and health is also growing. In 1995 just 18 publications had a health section. We do readership studies, and I had five publishers that year to whom we asked a question about health respond that, "My readers aren't interested." It turned out that when we asked what kind of editorial did readers want to see more coverage about, health came in at #1. It was a chicken-and-egg thing. Either it was readers saying they wanted to see more of this or the advertisers finally realizing it, and now we have a large number of publications featuring health. Continuing, there are 430 business sections, 440 sports, 482 political, 522 local news,

577 Hispanic issues, and 599 entertainment. This breakdown gives you several different niches into which you can fit topics, because the last thing you want to do is to go in and not know what section you're hearing would go into. You've got to put yourself into their frame of mind.

Local Audiences

52% of U.S. Hispanic households are using one of our papers now on a weekly basis. We now have a paper in Mississippi. We're filling in those gaps so we're up to 41 frequencies. This is outdated but now there are just under 30 daily and 215 weekly newspapers that we work with. We have 79 DMAs (designated marketing area) and 118 MSAs (metropolitan statistical area). DMAs were created by Nielsen to show how a TV signal goes out. In the case of Los Angeles as a DMA, it's the number one in the U.S. 18% of all the Hispanics in the U.S. are in that DMA. But when you look at the Los Angeles DMA as MSA, you also have Riverside, San Bernadino, (the #5 MSA) and you have Orange County which is the 9th or 10th Hispanic MSA in the U.S. Somebody looking at it strictly as DMA is ignoring those subcomponents. In California, you've got #1 and #6 Hispanic DMAs in the U.S. San Francisco, Oakland, and San Jose as they break down into three different MSAs, are also very powerful MSAs by themselves.

The 11th, 12th, and 13th DMAs which are San Diego, Fresno, and Sacramento. Then Monterey, Bakersfield, the Imperial Valley, Santa Barbara and that area. Out of the top 40 Hispanic DMAs in the U.S., 9 of them are in California which is totally amazing. California has 31% of all the Hispanics in the U.S. While that has dropped a couple of percentages since the 1990s, it's not a significant change and it probably won't change that much in the future. As you look further down the list, California doesn't appear because every major Hispanic DMA is already taken in the top 40.

Language

This is one of the things that is evolving and it's evolving both ways. You have the first generation learning English. You have the second, third, and fourth generations learning Spanish. It's a two-way street. We've all heard stories about people changing their last names to Americanize themselves. 71% of readers of Hispanic newspapers are first generation. As far as preferred language goes, 66% prefer to read in Spanish, 28% in either language, and 12% in English. This is readers of Hispanic print nationwide.

Nationwide papers

There are 232 nationwide newspapers in Spanish. 102 are bilingual and 31 are in English. We are definitely seeing a growth in bilingual publications. In California, 50 are in Spanish, 34 are bilingual, and 4 are in English. Publications that are bilingual in Spanish started in California. For almost two decades, these were located strictly in California. You couldn't find them anywhere else. Now you can find them all over the place because there is an evolution that's going on. When people ask, "Do I send this stuff out in Spanish or in English?" I say, "Yes," because you need to send it out in both. This is because they know their readers' lead language. 2 or 3 publications we work with in San Jose, the lead language is English.

Families

Back when I was a kid, all marketing was done to families because that was what you had - married couples with kids. In the U.S. today, 24% of the households are married couples with kids. This is minuscule. Yet, among readers of Hispanic print, married couples with kids is 63%. You are reaching that audience if you want to reach parents with kids. I have business cards and on the back is our web site. You can sign up for Hispanic Marketing 101. That is offered a couple of times each month and it's free.

Here's a challenge which might possibly bring up some research - every week hundreds of copies of Hispanic publications are lost forever. Not even the Library of Congress shows any entries. *La Opinión* is quite hard to get in the UC libraries. We donated a rather impressive archive eight years ago to the Latino Museum in L.A., but the museum doesn't have a good history. The bottom line is that ideally we want to partner with some Southern California university. I intend to talk to someone at UCLA about that. The way in which we donated that, we can also yank it back. It's a shame to lose that history.

Myriam: We have been talking about relationship-building and that is also very critical in the media. In our case, we have been successful because we cultivate and nurture relationships. It's not the same to email or fax a press release as it is for you to take it and make a face-to-face contact with that individual and to do it regularly, just to maintain that relationship so that they know who you are and what you do.

Question: Is it hard work?

Kirk: One of the key things when you're talking about newspapers is that it is such a broad area. You have daily newspapers, alternative weekly newspapers, ethnic publications, and a whole variety of other ones. I guarantee that every market you're in, there are at least 2 or 3 publications that would love to have a relationship in terms of the type of stuff you're sending out. Like Myriam said, you've got to go out, find those publications, and develop that relationship. Once you have that relationship, it will be amazing how you can sit there and get the people to follow your stuff.

Question: I'm curious if any of you who have done posters or have projects if they have made any contact with the Latino press?

Audience: Univision was a great partner for us for the Latino Forum. They came and served as a panel member and provided input.

Myriam: Again with the question that was asked about if you send information through the Latino newspapers, I just want to remind you that you need to use us. I'm talking about Alberto Hauffen, me, and my staff. That's what we are there for - for you to be the intermediary so that you can get the word out to the Spanish speaking communities. We have the contacts, we have the media list, and we can share those with you if you want to send things out locally. We can talk to you and develop a news release, we can do the news story, and then we can send it out to the media.

Audience: I can acknowledge that they deliver because I have worked with Alberto and Myriam. They did a fantas-

tic job in print media, radio, and even in television.

Question: I have to say the same. We've had a great relationship over the years and I appreciate it. I want to ask do you also share with the media at UC Davis that sends out press releases in English? Sometimes the same story would have some interest in English. The hardest thing is finding time in the day to do all the cultivation of networks.

Myriam: Certainly. We used to have a closer working relationship with all the UC campuses. The Office of the President used to provide funding for us so that we could also do news segments and news releases focusing on the different activities on the campuses. We'd go to UCLA and we would interview several people but we don't have that funding any more. Now we have to concentrate solely on ANR. The work that CE does keeps us busy and that's great. I would say that maybe 60% of the news releases we prepare are both in English and Spanish. Sometimes we work with something that has been developed in English and we adapt it. We do not translate it. We adapt it into Spanish. Sometimes the news release is in Spanish only. Alberto does interviews and then he writes the release that we send out. Sometimes if it is in English and we don't see that it is relevant to the audience that we work with, then we won't do anything with it. We are more than happy and willing to share with the campuses.

Kirk: One of the other things that Myriam has done a great job with (I know that there are a couple of newspapers that I set her up with) is analyzing the level that something is written for. The *New York Times* is aimed at a 10th grade level and your typical newspaper is probably between 8th and 10th grade levels. Most people like to read at that level. They feel more comfortable reading at that level. Get rid of those four syllable words.



Learning from Latino Community Involvement (Youth, Families, and Communities Workgroup)

Carla Sousa and Peggy Gregory

Dave Campbell: We are now going to hear from the Youth, Families, and Communities Workgroup which has been busy doing a research project looking at Latino community engagement. Some of you have heard the background presentation about this at an earlier event we've had. Now the project at the point where things have been synthesized. Some outreach materials have been put together and there are copies for you to look at.

Carla Sousa: We are really excited about being here today and to share with you one of the final major products of what we've been working on. I guess you could say that this presentation is our last hurrah because our workgroup is coming to a conclusion this year. We've passed out something that is still a draft. It is a handbook with a tool and we're going to focus on this for our presentation. This handbook is geared to public agencies and other social practitioners and it includes the recommendations that came from the research and our learning from the Latino community.

For those of you who aren't aware of our workgroup, just to give you a little bit of a background, we began because of four advisors in the Central Valley Region. We are involved in the youth development part of CE and we had some concerns about who was participating in our programs, particularly adults, and who we were drawing. We were very aware that a large portion of our population is Mexican and that we weren't tapping into that adult population. We started a research project where we would look at serving adults and finding out who is participating, what their likes are, and what types of things they are doing. We actually went to Mexico because we wanted to talk to people there and see what was happening around these issues. Then the workgroup process started. We joined in with this workgroup which originally was a volunteer workgroup and it evolved into Youth, Families, and Communities.

We found out why and under what circumstances Latinos do and do not become involved in community projects, why they stay involved, what they like or dislike about involvement, and if they had any advice for organizations that were interested in starting programs in Latino communities. From what we saw in the research and from just

what we knew, we were very aware that there hasn't been a lot of research done with the Latino population. That motivated us to get further involved with this project. Because of things we have done in the past through our work, we had ideas about why things happen, but there had been no research conducted in California and there wasn't a lot done on the Latino population to validate our opinions or why we thought things weren't working. We thought that by delving into this, we would be able to produce something that would substantiate why programs for Latinos were successful or why they were not.

When we began work on our research project, we were very much aware of what was going on in Oregon. We were reading the research that they were doing and we cited that a lot in our materials. We identified 5 focus projects the state that would be our case studies. We interviewed 101 people, 20 at each site. 10 were part of the focus study and 10 were not. The focus groups included a Brazilian rhythm and dance group in Windsor in Sonoma County, a parents' group in Healthy Start in Modesto, a folkloric dance group in Avenal, a Mariachi group with the Orange County Hispanic Chamber of Commerce, and a neighborhood council of adults in Chula Vista in San Diego County. Peggy will now talk about the findings and tell you about the self-assessment tool we developed.

Peggy Gregory: Our purpose today is not to go into a lot of specifics of the findings. We have a poster displayed at the back of the room which lists some of the findings. There is also a brochure there. If you go to our web site, you can find the papers related to this work, the PowerPoint presentations, the literature reviews - all of that is on the web site and it will give you specifics and details about the findings. I'm going to talk about the general findings and implications that we synthesized out of the research after talking to 101 Latino adults in 5 different communities, half of whom were involved in a specific project that we were looking at. The other half we interviewed were not involved in that project, but what we did find out that most of them were involved in some other activity in the community. One of the first findings was that Latinos are involved in community activities. They do participate in community life.

We concentrated a lot on what we asked everyone, all 101 people, and that was to tell us what kind of advice they would give to an organization that wanted to work in the Latino community. The findings are in three areas. The diagram on the front of the handbook tries to illustrate the way we categorized the findings.

Number one - relationships are critical. There has to be the building of relationships with individuals, organizations, and the community. In the handbook we discussed that as implication number 1. For each of the implications, we presented the key research findings from our research and others, and also some recommendations around that topic. Building relationships - absolutely critical.

Number two is collaborating (which is related to building relationships but it's another form of being involved in the community) with existing organizations and people in the community. We heard that clearly this morning from the Oregon presentations. Also, on the relationship side is listening to the community and not going into the community with your prepackaged program - "We're here to help. We brought this program. You'll love it." - but sitting down with the community and letting them design the program. That came though over and over and over again in the interviews. People said, "Sit down with the community. Involve the community in the decision-making." In order to do that, you must build relationships first. It's not only the building of relationships, but it's the commitment of the time to do that.

The number three major implication had to do with motivation. What brings people to a program and what keeps them there? One of the major findings was that people come to a program and stay in it for personal benefits. This doesn't mean it's all selfish, but they come because they feel like they or their family will get something or they feel good about their participation and that they're getting something out of their participation. Also, related to that is making a program fun and inviting. We heard that this morning about the naming of Las Comidas Latinas. Also, making it easy for people to participate by not putting in roadblocks and by making it possible for participants to come in and help with something on a short-term basis, then go away for a while, and come back again. Partici-

pants like to be able to come in and out, feel comfortable doing so, and feel as if they are continuing to get something out of the program.

All three of these are interrelated - relating, collaborating, providing motivation - but the overarching element regarding all of this is commitment of time. There must be an investment of time. If we are not willing to put in the time, we are not going to be successful. It's not just time and intense infusion of time; rather it's longitudinal, the investment of time for the long haul. That kept coming up. It's time, it's relationships, it's providing what people need and want, it's making it interesting and inviting, and letting them know you. All of that is exactly what Oregon told us they experienced.

The whole reason for the research project was to inform ourselves. That was our motivation and we felt that we needed to increase our knowledge about what works in communities, what people want to do, and what we need to do as an organization to prepare ourselves to be successful in working in partnership with Latino communities. We did the research, we did the papers, we did the data crunching, and finally we're at the point of publishing this handbook. As we said, it's a draft and we're open to comments. The handbook is intended to be a useful tool for us, our colleagues, and our collaborators.

On page 9 you will find the Self-Assessment Guide. We're passing out an extra copy because we want you to spend a few minutes going through this and using it. The purpose of this is to help each of us determine how ready our organization is to work in a Latino community. This is a checklist for when you are sitting down with staff and trying to decide how you want to proceed. There are some things based on our research that you should probably look at. We'd like you to spend about 10 minutes to go quickly through the Self-Assessment Guide. We would also like for you to give us some quick feedback. We are always open to email later on or a phone call if you don't want to do this today.

[NOTE: Several audience comments followed and were not sufficiently audible to transcribe.]



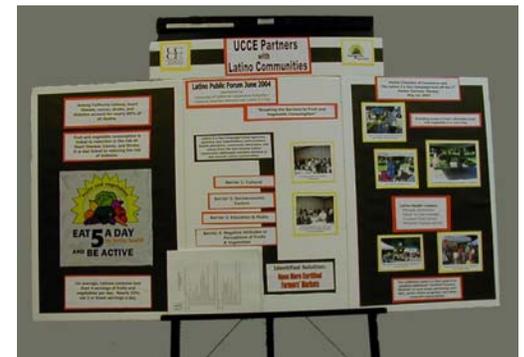
Small group discussion led by Gloria Barrett



Leo Estrada



Kirk Whisler



One of the many fine posters



Small group discussion led by Carole Paterson



Another one of the many fine posters



Peggy Gregory and Carla Sousa



Cecelia Giron and Holly Berry

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