

Year 2

UC ANR 4-H Latino Initiative

Kern, Merced, Monterey, Orange, Riverside,
Santa Barbara, and Sonoma counties.



Universidad de California

Agricultura y Recursos Naturales

Programa 4-H de Desarrollo para Niños y Jóvenes

UC ANR 4-H Latino Initiative Year 2 Annual Report July 2017 to June 2018

With 15 million Latino residents, California accounts for more than a quarter (27%) of the nation's Latino population. California has the highest number of Latinos of any U.S. state; almost 39% of Californians identify as Hispanic or Latino. [Growth estimates project](#) that Latinos will make up half of all Californians by 2060. In the K-12 public school system, more than 54% of students identify as Latino or Hispanic.

ANR is committed to improving equity, inclusion, and diversity. In 2015, ANR funded an intentional effort to adapt 4-H programs to better serve Latinos. The UC ANR 4-H Latino Initiative is a three-year effort to develop, adapt, implement, and evaluate culturally relevant and responsive 4-H youth development programs. The Initiative furthered the [UC ANR 2016-2020 Strategic Plan \(Goal 2\)](#) by increasing UC ANR's reach.

The UC 4-H Latino Initiative contributes to develop an inclusive and equitable society by ensuring all youth have access to high quality youth development programs.

Statewide 4-H Programmatic Goals

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

Extension Goal

- ◆ Generate best practices and share information to all California counties and nationally to Land Grant University and Cooperative Extension youth development programs that encourage replication of successful programs that reach Latino communities.

Applied Research Goal

- ◆ Advance the research-base on culturally-responsive youth development programs and Latino youth development.

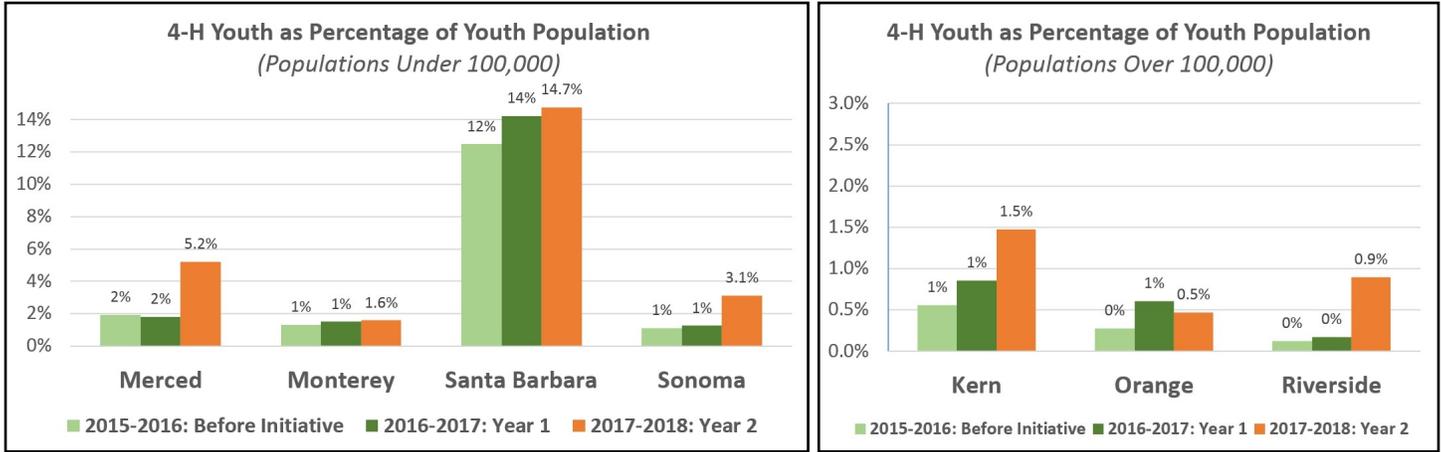


Lisandro started 4-H as a teen leader because he thought it would be a way to give back to the community and also complete his high school senior project. He became a consistent role model for the elementary school-aged children two days a week at two new afterschool 4-H Clubs. Lisandro will begin attending UC Davis in the Fall. He reflected on his time as a 4-H youth volunteer to develop public speaking and leadership skills. His bonds with younger children are reflected in their eagerness to see him again next summer.

Program Goals: By The Numbers

Progress towards serving 3% of the 5 to 18 year-old population in 4-H programs by 2025.

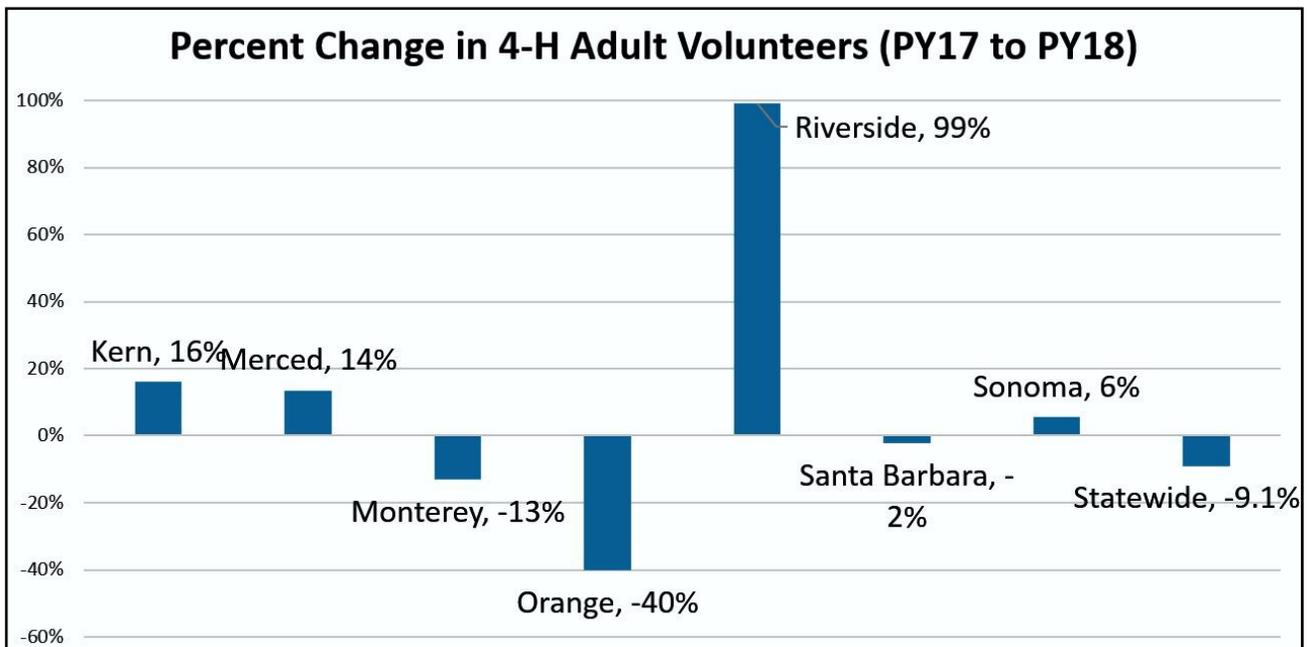
Santa Barbara, Merced, and Sonoma served at least three percent of their county's youth population. All counties, except Orange, increased their 4-H membership. The largest membership increases were in Riverside (up 410%), Merced (up 187%), Sonoma (up 147%), and Kern (up 72%).



* Note: Santa Barbara began Latino outreach in 2012 and relies on strong partnerships with UC CalFresh (a partnership only available in some counties).

Progress towards increasing the number of 4-H adult volunteers by 10% per year through 2025.

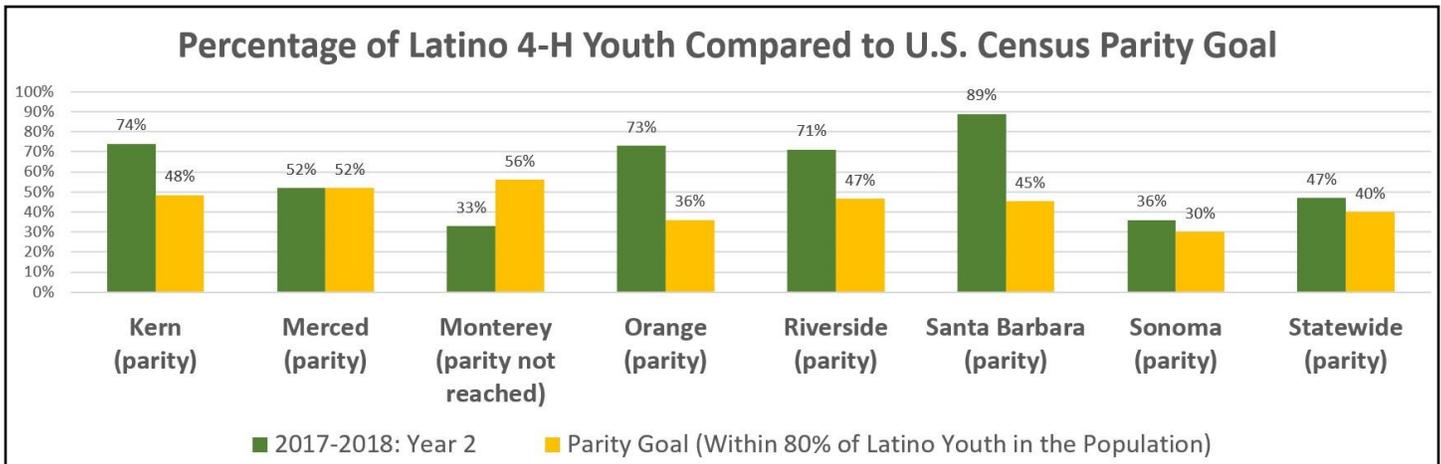
Four counties increased their 4-H adult volunteer numbers: Riverside (up 99%), Kern (up 16%), Merced (up 14%), and Sonoma (up 6%). Riverside and Kern continued their growth from the previous year. There were new state 4-H volunteer training requirements introduced in 2017. This may have resulted in fewer adults willing to complete the volunteer appointment process. Additionally, staff introduced 4-H to communities not historically involved with 4-H and not familiar with the paperwork, background check requirements, or mandatory training. Hopefully, by continuing to improve brand recognition and trust with families, new volunteers may be recruited in future years.



* Note: Monterey represents only eight months of programming due to a staffing change.

Progress towards achieving parity with 4-H programming.

Six counties achieved parity with several showing significant increases in Latino youth participation in 4-H (Riverside was up 677%, Merced was up 412%, Sonoma was up 289%, and Kern was up 132%).



* Note: Monterey represents only eight months of programming due to a staffing change.

Data Table: Youth Enrollment Data

County	Youth (US Census)	Latino Youth (US Census)	2016-2017		2017-2018				
			4-H Youth	Latino 4-H Youth	4-H Youth	Latino 4-H Youth	% 4-H Youth Latinos	Growth in Latinos (as independent group)	Growth in Latinos (as proportion of 4-H Youth)
Kern	209,660	60%	1,800	987	3,094	2,291	74%	132%	35%
Merced	68,733	65%	1,245	362	3,574	1,853	52%	412%	78%
Monterey	92,238	70%	1,380	512	1,461	481	33%	-6%	-11%
Orange	636,653	45%	3,878	1,746	2,986	2,177	73%	25%	62%
Riverside	531,834	58%	933	436	4,759	3,388	71%	677%	52%
Santa Barbara	90,938	57%	12,940	11,405	13,409	11,904	89%	4%	1%
Sonoma	92,285	37%	1,160	266	2,869	1,035	36%	289%	57%
Statewide	7,920,505	50%	101,616	45,528	133,224	62,496	47%	37%	5%

Data Table: Adult Volunteer Enrollment Data

County	2016-2017	2017-2018	
	4-H Adults	4-H Adults	Growth in
Kern	272	316	16%
Merced	295	335	14%
Monterey	426	370	-13%
Orange	132	79	-40%
Riverside	231	460	99%
Santa Barbara	262	256	-2%
Sonoma	325	343	6%
Statewide	15,471	14,068	-9%



Kern County

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

County Portrait: There are over 209,000 youth in Kern County, with 60% identifying as Latino, 71% eligible for free and reduced-price meals, and 21% classified as English learners.

The Kern County 4-H program offered 4-H community clubs, organized military 4-H clubs, school enrichment programs, individual study/mentoring/family learning programs, and afterschool education programs.

We made great strides in culturally adapting 4-H activities to serve the Latino population. We translated 4-H promotional material and financial management curriculum. We created multiple forms, documents, and activities to keep the program culturally relevant and engaging for Latino youth.

We worked closely with multiple school districts to implement 4-H activities in classrooms, train teachers, and reach students with 4-H. We also had strong partnerships with community centers serving low income neighborhoods.

This year, we introduced the 4-H Avian Embryology program at two school districts. The STEM-oriented project was popular with teachers, students, and families. Additionally, we implemented the Juntos 4-H college readiness program in collaboration with parents, school staff, and administration. Furthermore, we coordinated a teenagers-as-teachers project wherein we recruited and trained teens to deliver nutrition and healthy living classes to younger children.

New Latino 4-H youth participated in out-of-county conferences that emphasized personal and leadership development. These conferences included 4-H Youth Summit (6 youth), California Focus (4 youth), Career Day and State 4-H Field Day (7 youth), and the Oregon 4-H Outreach Leadership Institute (2 youth).

We partnered with UC CalFresh staff and hosted joint nutrition education programs to youth while parents were in a UC CalFresh class.



“And through 4-H, you're open to a lot of different individuals who have different interests and you're able to meet other people, like at the Cal Focus when we met people from all throughout California, which was really neat.” - Evelyn.



Merced County

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

County Portrait: There are over 68,000 youth in Merced County, with 65% identifying as Latino, 79% eligible for free and reduced-price meals, and 27% classified as English learners.

The Merced County 4-H program offered Latino youth 4-H community clubs, in-school SPIN clubs, afterschool clubs, day camps, and overnight camps. Additionally, we provided professional development to afterschool agencies, hosted 4-H activities at community events, and supported teachers by providing 4-H curricula training.

Bilingual Latino volunteers were recruited to work within several 4-H community clubs, in-school SPIN clubs, and afterschool clubs. These volunteers came from similar backgrounds and had cultural similarities to the members they served. In these clubs, youth and families were engaged in decision-making to put them in the driver seat of their own skill building activities. Youth helped determine which projects they undertook; for example, soccer, guitar, quail/poultry, and gardening/composting.



"4-H has been really fun. I hope I can do it for a long time. It's very fun to do gardening and composting. My friends and I all have fun." - Samantha

We developed strong partnerships with the Merced County Office of Education and Migrant Education. Through these partnerships, we were invited into afterschool programs to teach young people, train teens to teach 4-H projects, and provide professional development to site staff and teachers to deliver 4-H curricula. The Migrant Education program invited 4-H to become a provider of service to engage youth in learning opportunities not typically available to youth in this community. We formed a strong bond between Merced City School District in delivering program at their sites with our adult and youth volunteers.

Thirty-five high school youth were reached with the Juntos 4-H college readiness program at Buhach Colony High School. See page 12 for information about Juntos.

Merced 4-H delivered the ¡**Descubre Outside! Discover Afuera!** project to 43 young people. ¡Descubre Outside! Discover Afuera! was a program designed in collaboration with **UC Berkeley's California Outdoor Engagement Coalition**. The program helped youth to explore the outdoors through a series of six culturally relevant and inclusive environmental education experiences, including a mini BioBlitz.



Monterey County

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

County Portrait: There are over 92,000 youth in Monterey County, with 70% identifying as Latino, 70% eligible for free and reduced-price meals, and 40% classified as English learners.

Monterey County 4-H offered school enrichment, afterschool clubs, and short-term projects. Darlene was new this program year and actively sought community engagement events to conduct outreach. She intentionally identified venues with established relationships and trust with the community.

We cultivated relationships in Salinas and Seaside to develop educational programs for Latino youth. By partnering with Life is for Everyone and the Dual Language Academy of the Monterey Peninsula, we provided over 60-hours of education reaching 208 youth and 18 adults within a 6 month time frame. Programs focused on STEM and career exploration; i.e., robotics, clouds, bugs, wind power, and gardening. Our approach was to engage youth in positive, fun, hands-on learning to empower them with knowledge and confidence. This motivated them to find their spark and encouraged them to practice critical thinking as well as develop leadership skills as they think about their future. We made great strides towards informing the community about 4-H and how families can support their children's learning.



I have enjoyed facilitating the establishment of a partnership among California State University, Monterey Bay and Juntos to support Latinx families and students in the pursuit of high school graduation and higher education. - Rebecca, Spanish Professor

Youth had the opportunity to attend conferences such as the Bay/Coast Area Youth Summit (3), California Focus (2), Juntos Summer Academy (1) and State Leadership Conference (3).



We reached 100 people at the Monterey Bay Parent Family Fun Expo. We setup a STEM lab with materials for youth and parents to participate in a windmill activity here they create the windmill and see how much wind power is required to lift a load.

Orange County

- Araceli Hernandez, 4-H Community Education Specialist (*position funded by Initiative*)
- Jason Suppes, 4-H Community Education Specialist
- Mary Bonaparte-Saller, 4-H Youth Development Advisor
- Darren Haver, County Director

County Portrait: There are over 636,000 youth in Orange County, with 45% identifying as Latino, 47% eligible for free and reduced-price meals, and 24% classified as English learners.

To reach Latino youth, the Orange County 4-H program partnered with local agencies already serving a large number of Latino youth and families. Additionally, we established meaningful and personal relationships with families to foster increased youth participation.

The most significant programming included:

- Summer STEM Camp (with Santa Ana Migrant Education and Stand Up for Kids Orange County)
- Juntos college preparation (Project Access)
- Kids' Day Event (with SCREC)
- IMAGINE Science (with Stand Up for Kids, Project Access, and Santa Ana Unified School District)

Orange County 4-H is a partner of IMAGINE Science where underrepresented youth were engaged with STEM programming. Other partners include Boys and Girls Club of Garden Grove, YMCA of Anaheim, and Girls Inc. of Costa Mesa.

High school youth were reached with the Juntos college preparation program. Partnering with Project Access, a family resource center for low-income families, we provided educational sessions for student and their parents to prepare for higher education. We delivered Juntos at a large scale to provide underrepresented youth a chance to experience a 4-H leadership program they would not have been able to afford otherwise.

It is great to see local youth agencies reaching out to 4-H for programs, either via direct delivery or train-the-trainer. Orange 4-H reached parity in not only Latino youth, but Asian and African American youth as well.



The reason why I like Imagine Science is because it's fun and we can be creative in our own way. Also, it makes me understand what STEM is and that it's not just of reading and writing, it's about creating things and knowing what our creative side is." - Alondra



Riverside County

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

County Portrait: There are over 531,000 youth in Riverside County, with 58% identifying as Latino, 63% eligible for free and reduced-price meals, and 20% classified as English learners.

The Riverside County 4-H program offered 4-H community clubs, afterschool clubs, in-school clubs, short term programs, overnight camping programs and school enrichment activities.

Newly chartered 4-H community clubs initiated as part of the UC 4-H Latino Initiative conducted outreach, finished at least one community service project and offered a variety of projects for their youth members, such as the science for marshmallows, public speaking, and leadership using the iThrive curriculum series.

Youth in 4-H afterschool clubs participated in a variety of outreach activities such as Day of the Child, Exploring 4-H Events, and Riverside Health Fun Fest. Additionally, youth attended the Southern 4-H Area Summit, California Focus, and State Leadership Conference.

We chartered our first in-school club as part of the Juntos program. Juntos was implemented at Moreno Valley High School serving 22 students. We engaged their parents and administrative staff at the school and district level before, during, and after the parent's workshops.

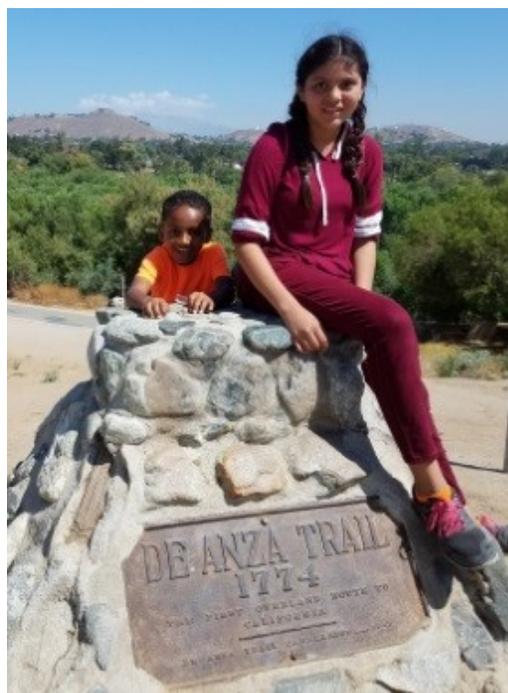
We also started a teenagers-as-teachers program utilizing the *Youth Experiences in Science* curriculum. Twelve teenagers delivered activities to 157 youth at 5 sites.

We cultivated a new partnership with local libraries where we led 4-H Science Family Nights once a month. Community members received free high-quality programming led by a trained educator. Furthermore, our partnership with the Consulate of Mexico allowed us to provide opportunities for youth to explore danza folklórica, art, Mexican literature and music. Through the Pequeños Embajadores club, youth developed a sense of belonging to their family's country of origin and practice their leadership skills. During the summer, we hosted two day camps where 120 youth learned about the Mexico natural environment and biodiversity.

To expand culturally relevant science programming, and thanks to the funding of the National Park service, we implement programming emphasizing the importance of clean, healthy waterways with the story of migration, settlement, and California history (the story of the Anza Trail). We piloted the activities with 3 different fieldtrips where kids visited the Santa Ana River Watershed.



Samuel Sandoval, UC ANR Specialist and UC Davis Assistant Professor, facilitated 4-H science activities with youth from the Eastside Eagles and Jurupa Dinos 4-H club about the importance of water in our communities.



Santa Barbara County

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

County Portrait: There are over 90,000 youth in Santa Barbara County, with 57% identifying as Latino, 60% eligible for free and reduced-price meals, and 33% classified as English learners.

The focus of Santa Barbara 4-H was the continuation of the 4-H SNAC Club program collaboration with UC Cal Fresh. There were four 4-H/SNAC programs in the Santa Maria Bonita School District. The program expanded to San Luis Obispo County. 4-H/SNAC programs served a student population comprised of 94.3% Latino youth and 78% of youth from non-English speaking homes. 4-H/SNAC provided direct 4-H programming to approximately 100 youth. Programming provided 4-H positive youth development experiences to youth that would otherwise not have had access. Santa Barbara 4-H provided a full day leadership training for 4-H SNAC Club youth. At the end of the training event, parents were invited to join their children for a meal prepared by the youth. Parents reported that their youth were making better and healthier food choices.

Santa Barbara 4-H had strong partnerships with THRIVE! Santa Maria Bonita Food Pantry, Santa Maria Bonita School District, UC Cal Fresh, UC Garden Nutrition Extenders, Santa Barbara County Health Department, local grant funders, schools, and school districts (especially food service).

Youth participated at a 4-H Youth Summit (6 youth) and California Focus (6 youth). At the Cal Focus, youth reported that they learned how to identify a problem and create a plan of action to follow through. One young person said, *“with most of us being Latina and*



“And through 4-H, you're open to a lot of different individuals who have different interests and you're able to meet other people, like at the Cal Focus when we met people from all throughout California, which was really neat.” - Evelyn.

females, it was nice to meet our representatives that truly represent who we are as females and Latinas. I hope we can continue having representation from our club at this conference.”

We learned that reaching new audiences and building relationships in new communities is time and labor intensive. Relationships can only be accomplished with well trained, professional staff. Growth in outreach and non-traditional, diverse youth-focused program enrollments have been steady since we began this work.



Sonoma County

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

County Portrait: There are over 92,000 youth in Sonoma County, with 37% identifying as Latino, 44% eligible for free and reduced-price meals, and 22% classified as English learners.

The Sonoma County 4-H program engaged youth in 4-H afterschool clubs, day camps, short-term programs, and Juntos, all adapted to meet the needs of Latino youth.

A particular strength were eight 4-H afterschool clubs, offering up to 75-hours of educational and athletic programs to youth at local elementary schools. Clubs focused on hands-on science, nutrition, leadership, and civics activities in addition to physical activity to promote healthy living. Programs included a strong teenagers-as-teachers component where teenagers were recruited and trained to facilitate activities. These long-term programs, particularly in comparison to short-term programs (e.g., less than 3 hours), supported tremendous outcomes and impacts. Youth increased their public speaking ability, science literacy, and reported healthier habits than before. Additionally, parents became much more invested in the 4-H program and began to lead expansion efforts. This will support long-term 4-H program sustainability.



“4-H has made me a more vocal leader and helped me step out of my comfort zone to develop these leadership skills.” - Lisandro

We implemented Juntos college preparation, day camps, and short-term programs at local library branches. We offered six weeks of week-long day camps (offering 28 hours of programming each week). Youth and families provided input into the selection of subject matter, physical activities, and free time to ensure broader appeal. The Juntos program was conducted at Elsie Allen High, a school with 85% Latino study body.



Through our efforts, Sonoma 4-H increased the number of youth engaging in 4-H and developed new ways for youth to engage in 4-H programs. We strengthened our partnerships with local high schools and elementary schools, the Sonoma County Library, community centers, and the Boys and Girls Club.

The Sonoma County 4-H outreach approach focused more on long-term development of life skills for youth and volunteers, but while continuing short term experiences to improve brand awareness. We continued balancing this approach to recruit and cultivate more youth and adult volunteers to become invested in the 4-H program.

Latino Youth Leaders at State and National Events

Area Youth Summit

Forty-five Latino youth attended one of four, three-day Youth Summits, supported by funding offered by the California 4-H Management Board. Youth were engaged in multiple workshops to deepen their leadership development, STEM and healthy living knowledge, civic engagement, and communication skills. Latino chaperones accompanied the youth during the experience to help them feel welcome. A youth facilitator that participated in one of the summits explained, *“With the leadership skills I learned in this summit, I plan on using them to be a better leader for the projects in my county”*.

California Focus

Thirty-four Latino youth attended the civic education event, California Focus, held in Sacramento, through support from the California 4-H Foundation, Dean Memorial Legacy Fund, and Migrant Education. The conference helped youth understand California’s government system. After attending, 96% of youth expressed that they care about their country and 92% are aware of the important needs of their community. Youth reported increased skills and knowledge about their government and how to make a difference in their communities, including civic engagement, appreciation of cultural differences, and awareness of their communities.

“Learning about how our government operates and about the branches of government really made me interested in political issues affecting California. . . I am grateful for the Latino Initiative for providing me with a scholarship; otherwise, I wouldn’t have been able to experience any of it.” V.A. age 17

State Leadership Conference

Ten Latino youth attended the State Leadership Conference held at UC Davis, with support from the California State 4-H Office. This event brought together youth from across California for leadership training, networking, and an experience living and working on a University campus.

Oregon Leadership Institute

Three California Latino youth attended Oregon’s Youth Voices in Action/Outreach Leadership Institute. The Institute helped youth learn about postsecondary education; develop skills, confidence, and courage to succeed academically; and realize the possibility to become a professional in their chosen field. Youth participated in hands-on educational workshops, activities, presentations, and met college students and professional role models from different cultural and academic backgrounds.

Citizenship Washington Focus

A Kern county Latino youth participated in the Citizenship Washington Focus, an eight-day adventure to explore and develop civic engagement skills in the nation’s capital, Washington, DC. The young person, Gabriel, commented on learning about our nation’s history.

“I did not know that Betsy Ross designed the American flag, and had her own store. I thought it was always a guy because it was hard for girls to have their own business. . . . Also, knowing how much was fought for our freedom . . . I got inspired to keep on going in life because I know I’ll make it.”



Juntos: College Preparation

Juntos 4-H is a program that helps Latino youth (grades 8 – 12) and their families gain the knowledge and skills they need to bridge the gap between high school and higher education.

Juntos integrates four components:

1. One-on-one mentoring allows students to develop positive relationships with peers, set academic goals and plans for achieving those goals, and learn about the process for academic attainment.
2. A six-week family workshop series brings together teachers, parents, and students to learn about the resources needed for parents to effectively engage in their child's academic work and make college access a realistic family goal. Integrating family is particularly effective as youth start to see themselves as active participants in their future and identify ways to contribute to their family.
3. Juntos 4-H Clubs engage youth in mastering life skills, developing leadership, and a feel a sense of belonging. Clubs meet every other week for long-term, high intensity 4-H educational experiences.
4. Juntos Summer Academy brings youth to a college campus to help them develop a sense of belonging and comfort with higher education institutions.

In 2017, the California 4-H Juntos Program, with the support of the **Leavey Foundation**, served more than 50 Latino youth high school students supported by caring and enthusiastic adult volunteers. Additional financial support was provided by **New York Life Foundation**, through the National 4-H Council, to expand Juntos to eighth grade. To date, Juntos has been implemented in Orange, Riverside, Kern, Merced, Santa Clara, Monterey, and Sonoma.

In 2018, we organized a three day Summer Academy held at UC Merced. Forty-three high school students from Riverside, Orange, Kern, Santa Clara, Merced and Sonoma experienced college life, including living in the residence halls, eating in the college cafeteria, and attending workshops. The topics of the workshop included finding scholarships and financial aid, the admissions process, and a college student panel. Participants heard from two very motivational Latino keynote speakers, who told them their experiences as Latino youth attending college and how they overcame obstacles and graduated from college.

Evaluations were very promising. On the first day, only 42% of Juntos Academy participants were planning to attend college, but by the end of the Academy, 95% of the youth marked **“Yes, I will attend college.”**



Juntos

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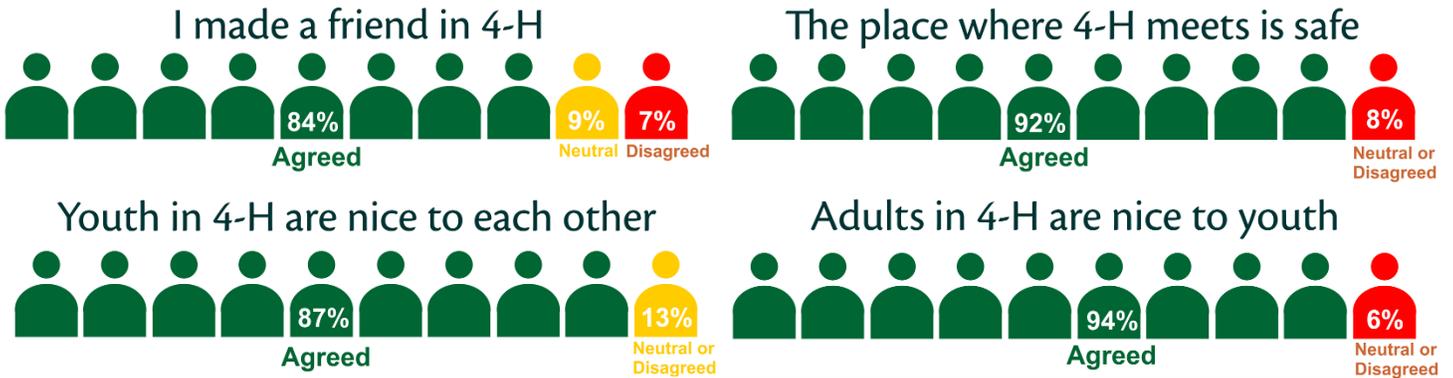


Youth Outcomes

Indicator: 4-H programs are effective in meeting youth outcomes goals.

Experiences of 5 to 8 year old 4-H members

After programs concluded, 186 children responded to a simple survey asking about their 4-H experience. Results painted a positive picture of program environments, adult volunteers, and meeting spaces.



Outcomes from 9 to 18 year old 4-H members

The National 4-H Common Measure 2.0 universal survey was administered to 132 youth in seven counties. *The Common Measures are new so no comparison data are available yet.*

3.5 (0.4 SD) Personal Mindset
 Average scale score from 1 (negative) to 4 (positive) of ten items assessing social and emotional skills (e.g., character, growth mindset, and decision-making) necessary for academic and workplace success. Responses indicated that 5% of 4-H youth have *Developing* skills, 36% have *Intermediate* skills, and 60% have *Advanced* skills.

3.3 (0.5 SD) Social Skills
 Average scale score from 1 (negative) to 4 (positive) of ten items assessing social and leadership skills (e.g., ability to communicate, value and respect for other cultures) essential for academic and workplace success. Responses indicated that 8% of 4-H youth have *Developing* skills, 47% have *Intermediate* skills, and 45% have *Advanced* skills.

Youth Engagement

Youth reported their engagement in 4-H programs.

89% agree that youth and adults learn a lot from working together in 4-H.

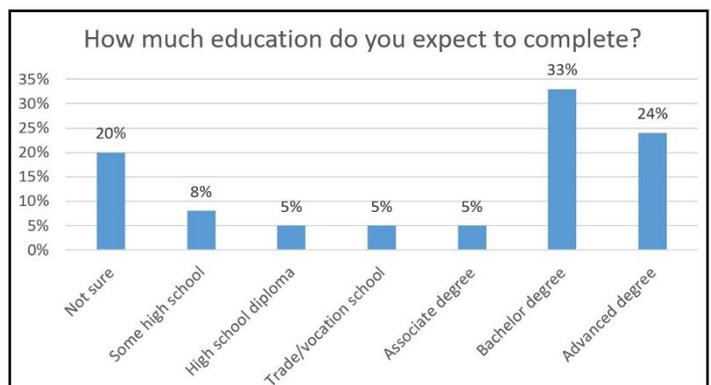
87% agree that youth and adults respect each other in 4-H.

81% agree that they are encouraged to express their ideas and opinions in 4-H.

80% agree they feel like they belong in 4-H.

Academic Achievement

Youth reported their academic achievement: 28% earn mostly A's, 42% A's and B's, 8% mostly B's, 14% B's and C's, and 8% earn lower grades.



Analysis by Steven Worker.

Volunteer Experiences and Outcomes

Indicator: 4-H programs utilize best practices in program implementation to reach Latino youth.

Methodology. In spring 2018, 24 youth and adult volunteers participated in one of six focus group interviews held in Kern, Riverside, Sonoma, and Merced. The sessions were facilitated by an Advisor, lasted from 21 to 78 minutes, and were recorded and transcribed. With deductive thematic analysis, we adopted pre-determined categories and distributed analysis across multiple analysts and multiple data sources. In other words, each analyst was tasked with reviewing a transcript and identifying patterns within the categories. One analyst reviewed all documents and identified cross-cutting themes.



Relationship with 4-H. *How do volunteers describe their understanding of and relationship with 4-H?* Volunteers reported enjoying 4-H activities and wanting to explore involvement with other 4-H programs. One volunteer liked 4-H because she could “*build relationships with the kids. See their face light up when they see you and yelling your name or just telling us how was their day. That makes my day.*” Volunteers who participated in multiple 4-H activities described 4-H being a community, not just a Club. This idea – 4-H being a community – might be a productive method to brand and market future 4-H programs.

Volunteer Practices. *What did volunteers do to make youth feel welcome and strengthen program quality?* Key volunteer practices included strategies to improve a sense of belonging and bolster youth participation. Volunteers spoke about ways to connect and get to know the children they worked with to ensure they felt welcome. A teen volunteer mentioned, “*you have to find ways to connect with every student individually.*” Other volunteers described intentional efforts to make youth and parents feel welcome and included; “*We’ve really, really worked on making sure people feel welcome, that they’re included, that everybody is involved.*” Volunteers also reported showing a personal interest and investment in youth. Making youth feel welcome communicated the sense that youth were valued, heard, and supported and that we all – youth, teenagers, and adults – were part of a team. Another key facilitator practice was bolstering youth participation by asking questions and observing. A teen volunteer said that by asking questions, she could make “*sure that they’re all involved, participating and learning.*” Another volunteer responded that to get youth to participate in activities, they needed to “*ask a lot of questions. Questions you think that they would get excited about. ... [questions] really get them interested.*” 4-H may want to develop training modules targeted to volunteers on aspects of inclusion, improving sense of belonging/welcoming, and asking productive questions.

Volunteer Outcomes. *What do volunteers report learning from their experience?* New 4-H programs realized positive benefits for the volunteers themselves, particularly for teen volunteers. Volunteers described several benefits from their involvement, including strengthening teaching abilities, increasing intercultural awareness, self-improvement, and greater family connection. By facilitating curriculum activities, many volunteers said they learned the subject matter and strengthened their teaching abilities; “*We stand back and watch...that’s hard at times ... educators tend to be control people...but we stand back and we watch and we see the transformation of our children ... they’re only gonna learn if they experience it and they do it.*” Volunteers’ words demonstrated that they grew and learned through 4-H alongside youth participants. 4-H may want to include adult outcomes in recruitment messages targeting volunteers, particularly for teens.

Focus group interviews facilitated by John Borba, Claudia Diaz Carrasco, Russell Hill, and Steven Worker. Analysis by Lupita Fabregas, Mary Bonaparte-Saller, Katherine Soule, Liliana Vega, and Steven Worker.

Staff Experiences

Indicator: 4-H programs utilize best practices in program planning and implementation.

Methodology. 4-H Community Education Specialists completed monthly effort surveys and participated in a year-end focus group to provide information on their efforts to reach Latino youth and families. The focus group (98 minutes; n=7) was recorded and transcribed. Two analysts reviewed the focus group transcript and monthly survey entries (47 entries) to identify themes using pre-determined categories; a separate analyst integrated the themes.

Program Models and Strategies. *What program models do PRs report the most and least success with?* The most commonly reported 4-H delivery modes were Special Interest (SPIN) Clubs, Afterschool Clubs/Programs, and one-time events at community centers, libraries, and youth-serving agencies. Staff reported that the SPIN Club model was successful because it required less administrative work for the volunteer leader while making it easier to recruit subject-matter experts; *“I use a lot of the SPIN Club model for delivery mode because it’s one of those that allows more flexibility, not only for parents or youth that are participating, but also for us as staff delivering it.”* Offering programming at an elementary school – with or without a teenagers-as-teachers model – was successful because it improved recruitment, lessened transportation barriers, and took place at a location where the youth were comfortable. We recommend future efforts *“go find the youth where they already are.”* Staff found the least success trying to charter new 4-H Community Clubs. Forming new Community Clubs was a time intensive effort, especially when families were new and not familiar with 4-H procedures. It is unlikely that a 4-H Community Club model will work without additional staff time.

Volunteers. *Have you been successful in recruiting and training volunteers?*

Staff reported difficulty in recruiting adult volunteers, however, those who were recruited provided invaluable service to 4-H programs. One staff described volunteer fees as a barrier; *“usually it’s hard to recruit parents after, they see that there’s a cost to the program, so that’s why I often lose my parents.”* An important consideration for volunteers was providing incentives to help them feel appreciated; *“every time I have an event, I try to give my volunteers that (an incentive or thank you item).”* A recommendation is to cover volunteer costs (enrollment fees and Live Scan fees) as well as offer stipends to key leaders and teen leaders who provided essential service to the program.

Organizational Procedures. *In what ways has UC ANR 4-H procedures impacted programs?*

There was common agreement that the Memorandum of Understanding (MOU) process was tedious, lengthy (e.g., sometimes more than five months), and posed challenges to forming partnerships; for example, *“You meet with the partner, you get them excited about everything, they agree to everything and, boom, you hit them with an MOU that they cannot sign. Because we ask for incredible things in those things and they keep going back and forth.”* Potential solutions were to work with sites that had an existing MOU (perhaps through CalFresh); make MOU requirements part of the initial discussions with a potential partner; and ask the Administrative Policies and Business Contracts unit to develop simplified templates. Staff also reported experiencing challenges with the 4-H Common Measures, specifically, that they were time consuming and unpopular with youth. Staff felt taxed using evaluation tools and they need help and clarity with this task.



Focus group interview facilitated by Car Mun Kok. Analysis by John Borba and Russell Hill. Integration by Steven Worker.

Research and Extension

UC DELIVERS

- 4-H Avian Embryology School Enrichment Project
- California 4-H Youth Summit- supporting diversity and inclusion
- Integrated youth, families, and communities programming increases health and wellness
- ¡Descubre Outside, Discover Afuera! Engaging Latino Youth in Environmental Education

VIDEOS

- 4-H Juntos youth inspired to pursue a higher education
- Juntos: Teaching 4-H youth about college life
- Colaboración del programa 4-H entre California y Baja California.

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