



California 4-H Latino Initiative Final Report

Over [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. Yet, until recently, the youth membership of UC ANR 4-H programs did not represent the state's Latino population.

ANR is committed to improving equity, inclusion, and diversity. In 2015, ANR funded the UC ANR 4-H Latino Initiative, a three-year effort from early-2016 to mid-2019 to develop, adapt, implement, and evaluate culturally relevant and responsive 4-H youth development programs. Seven counties — Kern, Merced, Monterey, Orange, Riverside, Santa Barbara, and Sonoma — were selected representing rural, suburban, and urban communities. Each county received funding to hire a bilingual and bicultural 4-H program staff position (community education specialist). Additionally, ANR funds were used to hire a state assistant director for diversity and expansion (advisor with PI status). This three-year final report shares progress made towards programmatic, extension, and research goals, while emphasizing activities and efforts during the third year (2018-2019). Two previous annual reports are available at <http://ucanr.edu/4hli>.



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

Statewide 4-H Programmatic Goals

- Serve 3% of the 5 to 18 year-old population.
- Achieve parity with 4-H programming (i.e., ensure membership is at least 80% representative of the population).
- Increase the number of 4-H adult volunteers by 10% per year.

Extension & Research Goals

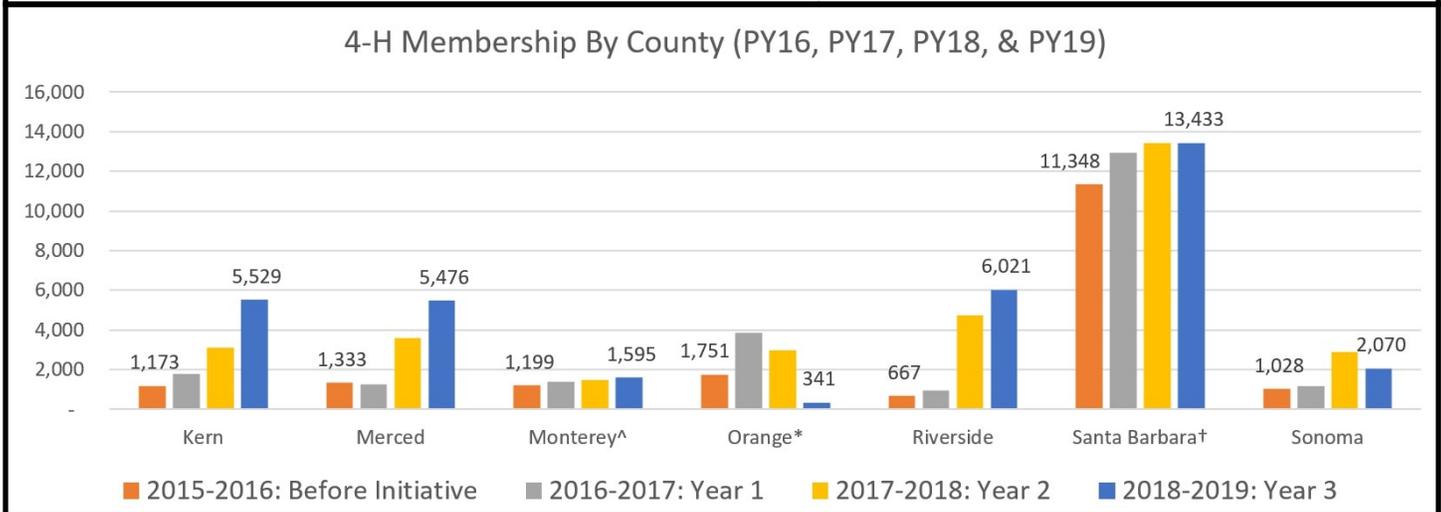
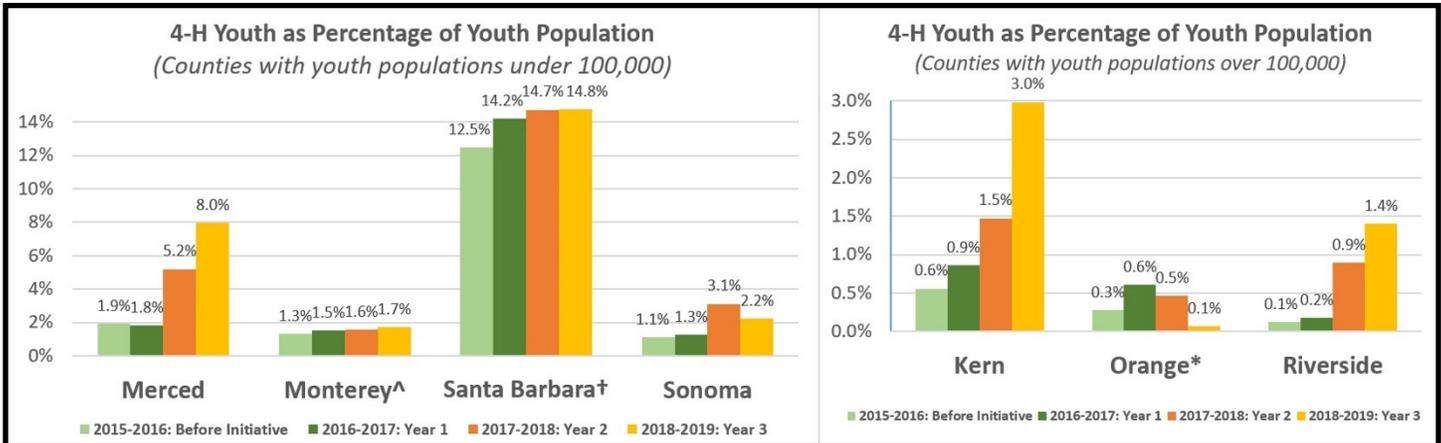
- Share information in the Cooperative Extension system to encourage replication of successful programs to reach Latino youth.
- Advance the research-base on culturally-responsive youth development programs.



Program Goals: Youth By The Numbers

GOAL: Serve 3% of the 5 to 18 year-old population.

The seven counties made positive steps in increasing their reach with youth during the three-year initiative using a combination of program models and delivery modes. Statewide, youth enrollment grew from serving 1.1% of the school-aged population in 2016 to 1.9% at the end of year three (2019).



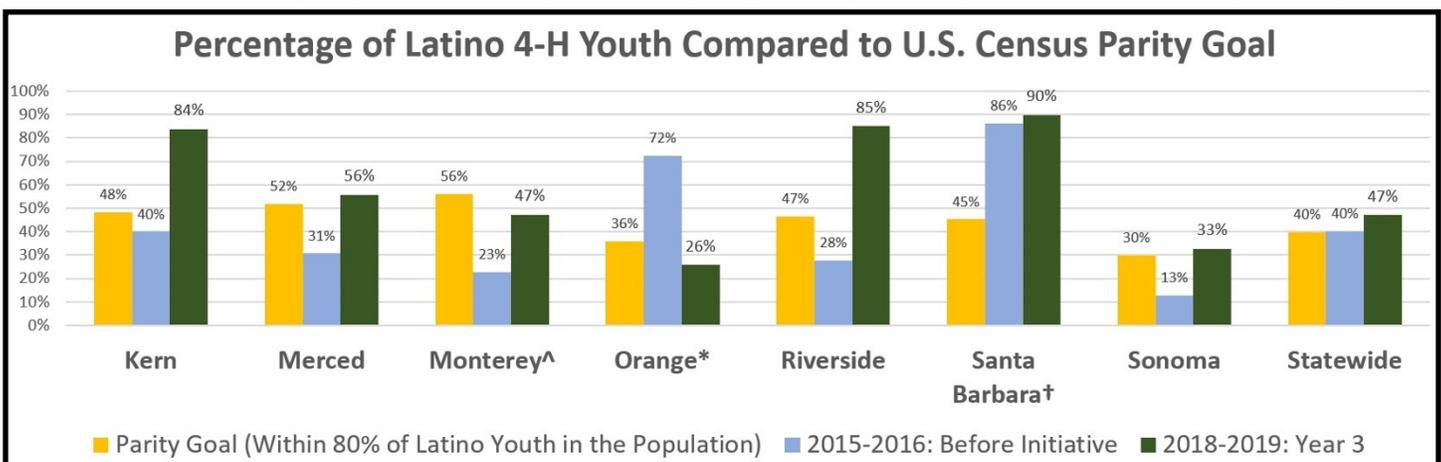
[^] Monterey County experienced a staff transition and academic on sabbatical leave in year two.

[†] Santa Barbara County began Latino outreach in 2012 and relied on strong partnerships with UC CalFresh (a partnership only available in some counties).

^{*} Orange County experienced the separation of both the staff and academic in year two, and subsequently withdrew from the Latino Initiative.

GOAL: Achieve parity with 4-H programming.

All counties achieved parity at the end of year three (except Orange County which withdrew in year two).

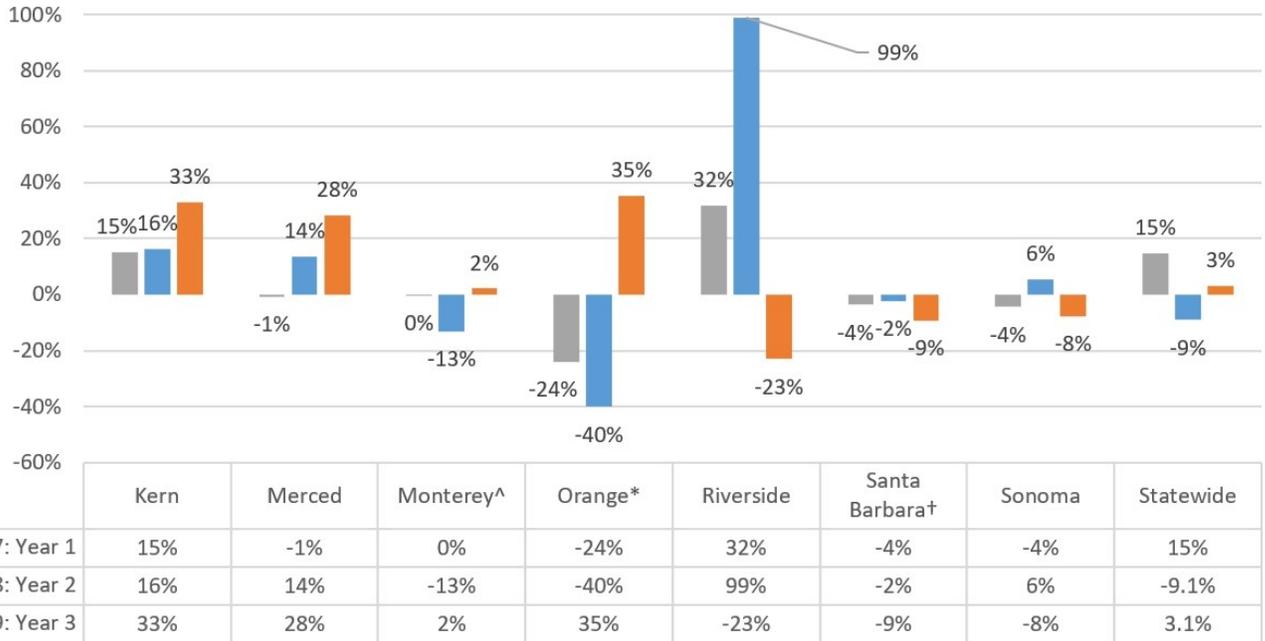


Program Goals: **Volunteers** By The Numbers

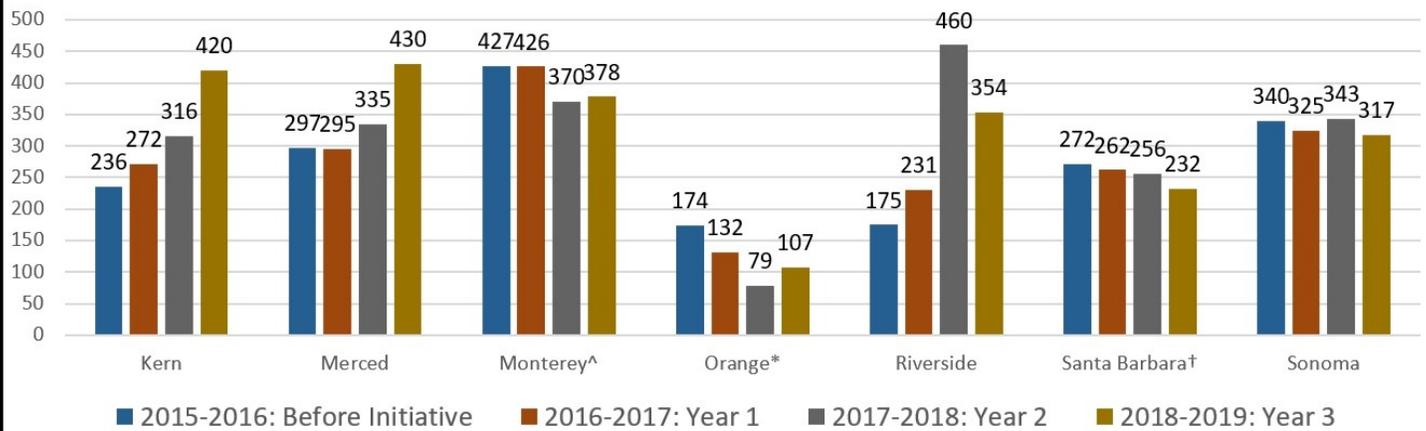
GOAL: Increase the number of 4-H adult volunteers by 10% per year.

Recruiting adult volunteers proved challenging and successful strategies remain to be explored.

Percent Change in 4-H Adult Volunteers Over Three Years



4-H Volunteers By County (PY16, PY17, PY18, & PY19)



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[†] Santa Barbara County began Latino outreach in 2012 and relied on strong partnerships with UC CalFresh (a partnership only available in some counties).

^{*} Orange County experienced the separation of both the staff and academic in year two, and subsequently withdrew from the Latino Initiative.



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 190,000 school-aged youth in Kern County: 65% identify as Latino, 74% are eligible for free and reduced-price meals, and 20% are classified as English learners.

STEM (Science, Technology, Engineering, Math)

This was our second year carrying out the 4-H Avian Embryology program at three elementary school districts. The project involved youth learning about eggs and chick development with the eggs hatching in class. Through this school enrichment program, we were able to reach 2,529 youth, 838 more than our first year. Additionally, we implemented new STEM projects, including sewable electronics, water conservation, and food science. Sewable electronics was a project for middle school students where they learned about textiles, sewing, and electricity. High school students learned water conservation using the 4-H curriculum, “*There’s No New Water*”. In the Food Science program students experienced how there is science and technology behind every bite they take, from farm to the end of their fork. Participants prepared and cooked food, conducted experiments, collected data, and gained knowledge about careers in the food industry.



Nutrition Education

Through our community and school partners we delivered a third year of the 4-H Cooking Academy. It uses a teens-as-teachers model where we recruit and train teens to deliver nutrition education and healthy living classes to youth. The teens and younger students gained culinary skills while learning about food safety and nutrition.

Juntos 4-H (College Readiness)

We worked closely with three schools to deliver the Juntos 4-H program. Parents and students learned together how to plan for higher education. Topics included: how to make education a family goal, family and school communication, requirements for graduation, how to finance higher education and apply for college, and creating a plan of action. Students from Kern County also participated in the Juntos Summer Academy held at UC Merced and the Kern County Juntos at California State University, Bakersfield.



Merced County

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

County Portrait: There are over 59,000 school-aged youth in Merced County: 65% identify as Latino, 78% are eligible for free and reduced-price meals, and 25% are classified as English learners.

Merced County 4-H offered a variety of delivery modes for youth and their families to be engaged in learning opportunities, including community clubs, in-school special interest clubs, afterschool clubs, day camps, and overnight camps. We also trained site staff and other educators to deliver 4-H in their own programs where 4-H staff provided learning opportunities for teachers in their own classrooms by providing curricula to enrich student learning.

In support of Merced’s community clubs, in-school special interest clubs, and afterschool clubs, we recruited bilingual Latino volunteers and parents to work with youth. These volunteers and parents came from similar backgrounds and have cultural similarities to the students they are serving. Youth participants and their families were engaged in a decision-making process to put them in the driver seat of their own skill building activities. They helped determine which projects they undertook, including soccer, guitar, poultry, leadership, and gardening/composting.

We strengthened our partnerships with the Merced County Office of Education ASSETS and Migrant Education. Through these strong partnerships, we continued to provide professional development and support to site staff and teachers to deliver 4-H curricula. In addition to professional staff, we trained teens and other youth people to deliver 4-H programs in afterschool settings. During our second year of collaboration with Migrant Education we engaged youth in learning opportunities around financial literacy, civic engagement, and leadership.

In our second year of Juntos college readiness, we engaged junior high and high school aged youth and their families. The success of the Latino Initiative in Merced County can be measured in both the number of youths participating and the impacts it has made on their lives. Since we began the Latino Initiative there has been a three-year growth of 340% in youth enrollment and a 744% increase in Latino youth enrollment.



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 78,000 school-aged youth in Monterey County: 79% identify as Latino, 72% are eligible for free and reduced-price meals, and 39% are classified as English learners.

Expanded Learning and Afterschool Programs

Monterey 4-H projects and activities focused on STEM, leadership, and college and career readiness. Chualar Elementary school incorporated “¡Que Rico! La Cultura” in their afterschool days and youth benefitted by getting in touch with their culture and becoming more open to others. The site coordinator reported that students were practicing their Spanish and having meaningful conversations with their families.

Monterey 4-H has also expanded by offering programs in the Monterey Peninsula by partnering with Seaside Middle School, California State University Monterey Bay (CSUMB), and the Dual Language Academy of the Monterey Peninsula (DLAMP). CSUMB college students volunteered to lead projects at these school sites. DLAMP provided a 4-H robotics club and 4-H Teen Corps program for those interested in learning about resumes, interviews, and entrepreneurship. Furthermore, we hosted a Career Day to connect community partners with students to provide an in depth look at career options. DLAMP personnel mentioned “4-H helps improve college and career awareness, student confidence, and increases in a positive school climate.”

Another successful partnership included EDEN Housing (which provides affordable housing to low income families) established through their *expanded learning program*. Youth in Marina and Camphora participated in 4-H projects such as Computer Science and Acres of Adventures; which explores Agriculture through a STEAM (Science, Technology, Engineering, Arts & Mathematics) lens. EDEN Housing in conjunction with 4-H and Catholic Charities launched a Summer Youth Race to promote healthy living. This relay race consisted of 7 stations in which participants had to complete an activity to move ahead. Healthy snacks, prizes, and a smoothie bike were part of the event to encourage family participation.



Juntos (College Readiness)

The program helps Latino youth and their families gain knowledge and skills needed to bridge the gap between high school and higher education. Seaside Middle School piloted *Juntos* for 8th grade families. Twenty families participated in the 2018-2019 cohort where they were assigned a college mentor, and attended Family Engagement Workshops, afterschool activities for career exploration and a Photovoice project, as well as a summer component including a tour of CSUMB and the *Juntos* Summer Academy; a 3-day overnight stay at UC Merced offered workshops and an immersive experience about what to expect in college. *Juntos* made a tremendous impact on these Monterey County families, who were very grateful for the unique experience.

Teens as Teachers

Teens as Teachers (TAT) is a specialized program model used to deliver 4-H curriculum. It was written for middle and high school students to easily understand and facilitate experiential science lessons with primary aged youth. Teens develop confidence and tools to be positive role models in the community while gaining work experience, community service hours, and public speaking skills. Monterey County 4-H collaborated with LIFE to deliver this program in the Alisal school district in Salinas.

Riverside County

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

County Portrait: There are over 429,000 school-aged youth in Riverside County: 64% identify as Latino, 65% are eligible for free and reduced-price meals, and 19% are classified as English learners.

4-H Community Clubs

Two communities clubs were established in communities with high concentration of Latino youth and families: Jurupa Valley and East Riverside. These clubs were supported by 4-H staff and our partner organization's staff. Clubs met year round, organized fundraisers, planned community service activities, and established their own project meetings.



4-H in the Outdoors

4-H staff used Project Learning Tree and the California Naturalist content to train local bilingual volunteers to safely lead youth in the outdoors. Via grants, contracts and new partnerships, youth explored nature in their own school classrooms, through a nature display, and during an organized field trip.

Riverside County served 6,021 youth (85% Hispanic /15% Non-Hispanic). Over the three years, we saw 802% overall growth.



4-H Teens as Teachers

4-H teenage teachers used the Youth Experiences in Science curriculum to teach K-2 youth basic science skills such as observing, comparing, sorting and recording. Teen teachers received 6 hours of training before the start of the program. In partnership with adult mentors, teens visited afterschool sites for a period of 6-8 consecutive weeks to implement a full curriculum unit.

4-H Day Camps

During the summer, 4-H staff partnered with a number of organizations to offer educational opportunities for youth. Day camps were held Monday to Thursday from 9 am to noon. Youth had opportunities to do science experiments, explore local culture and traditions, participate in environmental education activities, create art, and play.

Juntos (College Readiness)



Through the support of the New York Life Foundation, we were able to establish two Juntos college-readiness clubs in Sunny Mead Middle and Moreno Valley High schools. Juntos clubs provided support for Latino youth and families to find a path for post-secondary education. Juntos clubs provided a space for youth to practice their leadership skills, explore and share their culture, and connect their interests to potential careers/majors. Juntos family workshops helped parents develop awareness and skills to support their teenage child with the college admission process.

"Juntos 4-H provides a home and a place in which you can safely feel like it is your community. I hope expanding the program gives more students, not only myself, an identity as to what the community is like and that there are actually people that care for them and that they have someone to relate to and trust." - Sofia, a Juntos 4-H'er r at Moreno Valley High School

Santa Barbara County

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

County Portrait: There are 70,000 school-aged youth in Santa Barbara County: 69% identify as Latino, 63% are eligible for free and reduced-price meals, and 30% are classified as English learners.

4-H S.N.A.C. Clubs

Collaboration with UC Cal Fresh and the 4-H Youth Development Program lead to the to creation of the 4-H SNAC (Student Nutrition Advisory Council) Club program. 4-H SNAC Clubs met weekly during the school year. In 2018-19 direct 4-H programming was provided to approximately 100 youth individually and/or group enrolled in 4-H SNAC Clubs; this provided 4-H positive youth development to youth who would otherwise not have had access. Training for youth leaders included a Leadership Academy, Culinary Academy, and year-end recognition. The Leadership Academy included a career fair comprised of local Latino professionals.



Santa Barbara County served 13,433 youth
(90% Hispanic and 10% Non-Hispanic).



STEM Education

Collaboration with the Santa Barbara County Public Health Department (SBCPHD) allowed 4-H to reach new youth. While SBCPHD staff conducted six 1.5-hour adult education classes with parents, 4-H staff and volunteers provided 4-H STEM educational programming to the youth. We expanded programming at two school sites where SBCPHD held their Parents in Action workshops. Parents organized 4-H community clubs. We are currently working with the 2 school principals, both in the Santa Maria Bonita School District (SMBSD) to charter new clubs. SMBSD is a great community partner that helps provide meeting space where parents are trained, enroll as parent volunteers, youth meet and participate in hands-on activities.

Latino Youth Participation in Conferences



Youth Summit 2019: Seventeen Latino youth attended the Central Youth Summit. These youth experienced their first time attending an overnight camp away from home without family. Youth reported that they would like to attend ny future conferences.

Oregon 4-H Youth Voices in Action Conference: One teen and 4-H staff traveled to Oregon to learn about Civic Engagement and prepare youth to be future leaders.

"I attended the 4-H Oregon Youth Voices in Action conference. I really enjoyed it and learned a lot about myself. I have become more confident in myself to speak to others and in front of others. I have made many new friends and have made many unforgettable memories. I am very grateful for the opportunity 4-H has given me." (Marisol, Gold Coast 4-H Club)

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 70,000 school-aged youth in Sonoma County: 46% identify as Latino, 48% eligible for free and reduced-price meals, and 21% classified as English learners.

Sonoma County 4-H diversified its programming into new and exciting delivery modes.

- *Afterschool 4-H Clubs:* Programs met at least once per week during the school year (up to 60-hours of programming) to deliver youth development activities.
- *Spring Break and Summer Day Camps:* Camps were offered when school was out of session and provided full day (9am – 4pm) programming for youth in the community.
- *JUNTOS Teen College Readiness Program* (Lawrence Cook Middle and Elsie Allen High): Designed to support students, 8th – 11th grade, and their families to graduate high school and strive for higher education.
- *Youth Participatory Action Research* (Elsie Allen High): An in-school program that helped youth understand the power of research and how to address an issue in their community.
- *Clover Soccer League* (Roseland, Roseland Creek, and Sheppard Elementary): A recreational level soccer league, created to provide youth and their families with low-cost soccer programs.
- *Youth Programs at Local Libraries, Boys and Girls Clubs, and Creative Brain Afterschool Centers:* Free programming delivered to visitors of local community partners.



Youth were individually enrolled in 4-H and every family contributed monetary funds to cover the enrollment costs. Financial assistance was provided for low income families.

Nearly 2,000 youth participated in all of the outreach programs for at least one hour over the school year. Over 200 Youth Enrolled in a 4-H Club and participated for at least 6 weeks. Twenty-one 4-H volunteers helped deliver content, mentor teens, and coach soccer teams. Parents and families began taking more leadership roles in the clubs as the clubs' leadership will transition to a structure similar to the community clubs.

Last year, parents became active advocates and volunteers. Parents relished the chance to give back to the 4-H program and worked hard to develop their leadership skills. For example, Elizabeth's son had been in 4-H for two years and this year she stepped up to help coach her soccer team. She attended many training sessions, and watched tutorials to prepare to coach.

"I love having 4-H in my school. I decided to help coach a team, even if I don't know much about soccer. It has been so much fun to learn with the kids and play soccer with them." – Elizabeth, 4-H volunteer soccer coach



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 translates as “together” and was originally developed by North Carolina State University.



Juntos

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. A Summer Academy brings youth to a college campus to help them develop a sense of belonging and comfort with higher education institutions.

Universidad de California
Agricultura y Recursos Naturales

In 2018, the California 4-H Juntos Program, with the support of the National 4-H, New York Life, and the Leavey Foundation, served over 225 Latino youth high school students supported by caring and enthusiastic adult volunteers in Riverside, Kern, Merced, Santa Clara, Monterey, and Sonoma counties.

Summer Academy at UC Merced

In 2019, California 4-H organized a four-day Juntos 4-H Summer Academy focused on college and career readiness held at UC Merced. Eighty high school students from Riverside, Kern, Santa Clara, Merced, Monterey 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 financial aid, the admissions process, resume building, cultural identity, self-care, and much more. 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.



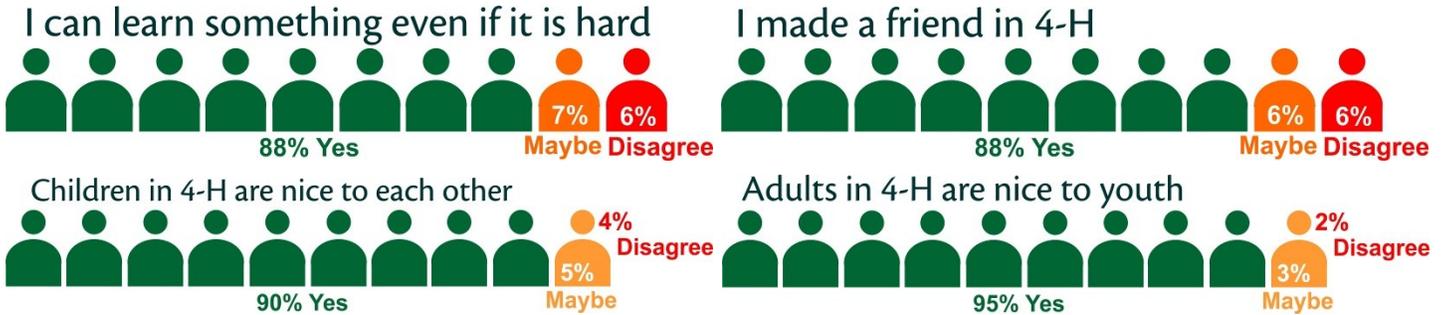
After attending, 55 youth evaluated the Academy and 95% of the youth reported wanting to pursue higher education (45% wanted to complete a 2 or 4 year degree; 49% wanted to complete a professional or doctorate degree). 96% learned new ways to achieve their educational/professional goals, and 96% felt empowered to create a positive change in their community.

Spanish: <https://youtu.be/TL--IKhZpqq> | English: <https://youtu.be/y5mo0zxkE2w>

Latino Initiative Youth Outcomes

Youth aged 5 to 8

After programs concluded, 240 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.



Youth aged 9 to 18

The 4-H Common Measure 2.0 universal survey was administered to 146 youth (2019) and 164 youth (2018).

3.4 (0.5 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.

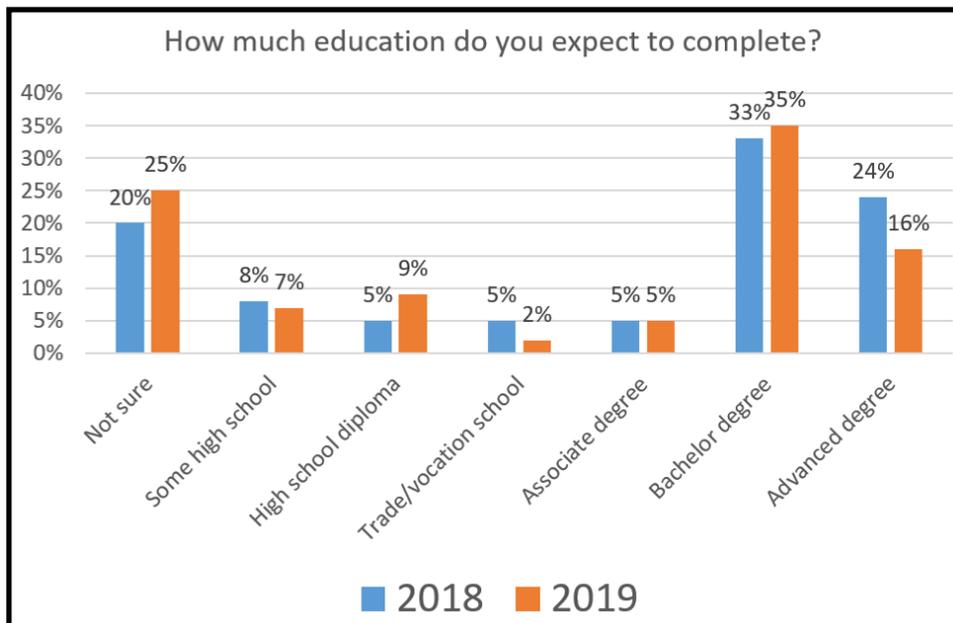
3.5 (0.4 SD)

Compare to 2018

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.

3.3 (0.5 SD)

Compare to 2018



Extension Efforts

Publications for Extension colleagues

- Fábregas Janeiro, M. G., Worker, S. Soule, K., & Mariscal, D. (2019). *Toolkits for engaging Latino youth in 4-H programs*. Publication 8640. University of California Division of Agriculture and Natural Resources.
- Fábregas Janeiro, M. G., Worker, S. & Soule, K. (2018). *4-H toolkit. 2017 Cambio de Colores Proceedings Conference Todos Juntos: Collaboration and Unity in Uncertain Times*. June 14-16, 2017. University of Missouri – St. Louis, MO. Journal No. 19.
- Fábregas Janeiro, M. G. & Horrillo, S. (2017). *Welcoming youth Latinos to California 4-H! 2016 Cambio de Colores Proceedings. Building Bridges, Dialogue, and Opportunities*. June 8-10, 2016. University of Missouri—St. Louis, MO. Journal No. 38.

Publications for public audiences

UC DELIVERS

- California 4-H Youth Summit- supporting diversity and inclusion
- 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
- UC ANR 4-H builds bridges with Mexico by helping launch a 4-H Club in Mexicali
- Expanding 4-H to engage Latino youth
- The UC ANR 4-H Latino Initiative develops culturally responsive “Career Day” at UC Davis

VIDEOS

- Senator Ben Hueso presents resolution in recognition of UC ANR and 4-H Club in Mexicali
- Colaboración del programa 4-H entre California y Baja California.
- 4-H Juntos youth inspired to pursue a higher education
- Juntos: Teaching 4-H youth about college life



Applied Research Efforts

PEER REVIEWED SCHOLARLY PUBLICATIONS

Three additional papers are in preparation utilizing evaluation data collected as part of the Latino Initiative.

In Press

- Worker, S. M., Fábregas Janeiro, M. G., & Lewis, K. (in press). Youth in 4-H Latino Initiative programs achieve similar outcomes to youth in 4-H community clubs. *California Agriculture*.

Published

- Worker, S. M., Fábregas Janeiro, M. G., Diaz Carrasco, C., & Soule, K. E. (2019). [University of California 4-H Latino Initiative: Experiences of bicultural and bilingual staff](#). *Journal of Youth Development*, 14(3), 31-44.
- Moncloa, F.; Diaz-Carrasco, C; Hill, R.; Erbstein, N. (2019). [Effective engagement with Latino youths and communities](#). *Journal of Extension*. 57(2).
- Moncloa, F., Erbstein, N., Subramaniam, A., & Diaz-Carrasco, C. (2019). [Guiding principles for reaching and engaging Latinx youth in youth development programs](#). *Journal of Youth Development*. 14(2), 46-63.
- Fábregas Janeiro, M. G. & Bird, M. (2018). [4-H Community Clubs and the challenge of inclusion: The Isleton experience](#). *Journal of Extension*, 56(6).

SELECTED SCHOLARLY CONFERENCE PRESENTATIONS

2019 Nineteenth International Conference on Diversity in Organizations

- Schmitt-McQuitty, L., Worker, S., Borba, J., Fábregas, L., Hill, R., Bonaparte-Saller, M., & Diaz Carrasco, C.—Diversifying the University of California 4-H Youth Development Program: Evaluation and impacts of a seven-county Latino initiative.

2019 National Urban Extension Conference

- Collins, R., Fábregas Janeiro, M. G., Garcia, M., & Nathaniel K.—Essential Competencies and Innovative Practices for urban and Latino engagement.
- Vega, L., Fábregas Janeiro, M.G., & Hill, R.—Creating high quality and accessible programs: Culturally adaptive 4-H Programs.

2018 Epsilon Sigma Phi National Conference

- Fábregas Janeiro, M. G., Worker, S., Diaz Carrasco, C., & Soule, K. E.—University of California 4-H Latino Initiative: Lessons learned from new bilingual staff.

2018 Cambio de Colores. Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections

- Fábregas Janeiro, M. G.—[Keynote] We are here! Let's work together.
- Diaz-Carrasco, C., Fábregas-Janeiro, M., Barrett, S., & Gil, Y.—Cultivating positive ethnic identity in Southern California's youth through 4-H day camps.
- Diaz-Carrasco, C., Fábregas-Janeiro, M., Borba, J., Hill, R., & Schmitt-McQuitty, L.—Engaging Latinos in the outdoors: A collaborative model for programmatic success.
- Fábregas Janeiro, M. G., Worker, S., & Soule, K.—Designing 4-H toolkits for increasing engagement with diverse youth audiences.
- Fábregas Janeiro, M. G.—Hear our voice: Latino in Extension.
- Worker, S. M., Fábregas Janeiro, M. G., Schmitt-McQuitty, L., Borba, J., & Diaz Carrasco, C. P.—Evaluating youth Latino programs? Here are some ideas.
- Fábregas Janeiro, M. G. & Bird, M.—What will it take to engage Latino youth & families?
- Fábregas Janeiro, M. G. & Moncloa, F.—Intercultural Development Learning Circles.

2018 Nutrition Education Network

- Fábregas Janeiro, M. G.—[Keynote] Intercultural Competency for Effective PES Implementation.

2018 CHOICES Food, Health and Collaboration. Michigan Fitness Foundation.

- Fábregas Janeiro, M. G.—[Keynote] Working with people from other cultures: A challenge or an opportunity.

2017 NIFA National Webinar Series: The Role of Diversity and Inclusion in Positive Youth Development

- Fábregas Janeiro, M.G., Worker, S. & Schmitt-McQuitty, L.—California 4-H UC Latino Initiative. Fostering Inclusion & Belonging.

2017 Epsilon Sigma Phi National Conference

- Fábregas Janeiro, M. G., Worker, S. Schmitt-McQuitty, L, Carrasco, C. P.—Evaluating diversity and inclusion programs in Cooperative Extension.

2017 Society for Nutrition Education and Behavior. 50th Conference

- Fábregas Janeiro, M. G. & Diaz Carrasco, C.P.—Working with people from other cultures: Evaluation our intercultural competence.

2017 APLU Commission on International Initiatives Summer Meeting.

- Fábregas Janeiro, M. G., Diaz Carrasco, C.P., Dojaquez, M. & Soto, R.—Fostering international leadership in Mexico through 4-H youth developmental programs.

2017 NAE4-HA National Conference

- Zamudio, A. Fábregas Janeiro, M.G., Diaz R.—Implementing Cultural Responsible Positive Youth Developmental Programs to Latino Youth & Families with Proven Strategies.

Reflections and Recommendations

Three years is a swift timespan to build trust with communities unfamiliar with Cooperative Extension (CE). That we achieved success speaks to what may be accomplished given staff are able to speak the language and have a better familiarity with the communities they were serving. The 4-H Latino Initiative demonstrated that the reach of ANR may be expanded, given resources to hire staff with a focus on forming new strategic partnerships, adapting models to be culturally relevant, and building trust with new families. Of particular note, is that the initiative helped overcome an assumption that Latinos are not interested in 4-H. When given an opportunity to join a culturally relevant program, they were excited to participate!



While the initiative, and its funding stream, have ceased, programmatic and academic work continues in many of the original pilot counties. Eight of ten CE Advisors involved with the initiative are still employed and continue to organize and share lessons learned, in the form of handbooks, scholarly journal articles, and conference presentations. Fortunately, funding was found by CE Advisors to continue the employment of five of seven 4-H program staff for 2019-2020. The immediate or future loss of these positions, and the resulting termination of 4-H youth programs targeting Latino youth, would cause trust built in Latino communities to diminish, and severely undermine the reputation of the University of California. Realized increases in youth and volunteer enrollments would likely fall back to their pre-initiative levels. Previous research on diversity initiatives suggests that short-term investment often only see short-term successes, resulting in loss of trust among Latino families, and potential for broken relationships with partnering organizations.

The importance of the 4-H Latino Initiative continues. The ANR 2016-2020 Strategic Plan calls for increasing ANR's reach to serve at least 3% of California's young people. The 4-H Strategic Plan 2018-2028 emphasizes strengthening access, equity, and participation to ensure all youth have access to 4-H. Thus, ANR leadership must continue to position diversity and inclusion efforts at the forefront. Specific to 4-H, while the mantle of diversity efforts transitions to the ANR Diversity in Youth Development workgroup, we recommend a champion be identified at the State 4-H Office to ensure diversity and inclusion are included in programming.

Future academic work needs to address gaps in the UC 4-H Framework around diversity, explore important questions around volunteers' recruitment and engagement, as well as adapting programs to promote ethnic identity development. Furthermore, the initiative focused primarily on increasing engagement of youth in communities, and did not address existing structural obstacles that need reform to successfully develop and sustain programs for Latino audiences. As such, ANR needs to continue their efforts to ensure University practices support Latino families participating in ANR programs.

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