LATINO YOUTH OUTREACH:
Best Practices Toolkit

NATIONAL 4-H
COUNCIL

Version 1.0

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FOREWORD

It is my sincere pleasure to provide this *Latino Youth Outreach: Best Practices Toolkit.* The Toolkit is a guide to help 4-H Cooperative Extension professionals become active catalysts and change agents for engaging Latino youth in 4-H high-quality positive youth development programs. It provides researched approaches, templates, checklists, and examples of good practices to help field staff develop a wide variety of strategies for successfully engaging Latino youth and their families in 4-H. The terms Latino and Hispanic are used interchangeably in this resource to refer to U.S. residents who trace their origins to the Spanish-speaking countries of Latin America and Spain.

4-H acknowledges that in order to grow, it must reflect the more diverse nature of the populations within each state. Given that Latino youth already comprise 50 percent or more of the school-age population in many states, it is imperative that 4-H increase its capacity and understanding of this diverse population. Since 1997, the number of Latino students nationwide nearly doubled to 12.9 million. As National 4-H Council partners with America's public universities and Cooperative Extension System to engage more youth in 4-H, I hope you will find this Toolkit to be a valuable resource in support of your local priorities and programming efforts.

4-H recognizes that the Hispanic community consists of a variety of groups representing different Latin American countries contributing significantly to the American mosaic. According to the U.S. Census Bureau, Hispanic communities are groups of different origins, which means they can include Black, White, Asian, or any other race. The Hispanic community includes people with various skin colors, body sizes, hair types, and accents. Likewise, their culture includes a wide range of attitudes, beliefs, values, and behaviors. The *Latino Youth Outreach: Best Practices Toolkit* should be seen as a living document, which will be updated regularly. Input from the 4-H community is welcome and encouraged as you reach out to engage this target audience that needs Extension's grassroots research-based education.

I would like to recognize and thank the members of the National 4-H Council Hispanic Advisory Committee for their insight in the preparation of these best practices for reaching Latino youth and their families. These individuals provided valuable information and insights. Please feel free to reach out to them with any comments or suggestions.

National 4-H Council is grateful to the Walmart Foundation for its financial support and encouragement in developing this Toolkit to broaden the reach of 4-H to this significant population.

Sincerely,

Jennifer Sirangelo
CEO
National 4-H Council

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INTRODUCTION

With 6 million youth involved nationally, 4-H is the largest youth development program in the United States. Of the 53 million youth, ages 5-17 in the U.S. today, 4-H and its peer organizations only serve 18 million in out-of-school time with positive youth development. This leaves 35 million youth not being reached by any youth serving organization with healthy positive youth development efforts that will enhance their interests, skills, and abilities. The aspiration to reach millions more youth, especially in the face of dramatic demographic changes, represents a challenge as well as an opportunity for 4-H and National 4-H Council.

NOTE:
Latino and Hispanic are used interchangeably in this resource to refer to U.S. residents who trace their origins to the Spanish-speaking countries of Latin America to Spain

By the Numbers:

- All of the growth in the child population since 2000 has been among three major groups: children of mixed race, Latino or Asian -- 46 percent increase (2.8 million) for children of mixed race, 39 percent increase (4.8 million) for Hispanic children, and 31 percent increase (800,000) for Asian and Pacific Islander children. (O'Hare, 2011)

- According to U.S. Census Bureau population estimates as of **July 1, 2013**, there are roughly **54 million** Hispanics living in the United States, representing approximately **17**

percent of the U.S. total population, making people of Hispanic origin the nation's largest ethnic or race minority (U.S. Census Bureau, 2014).

- As of the most recently reported year (2013), the Federal Extension Service ES-237 Report shows Hispanic or Latino youth made up **16 percent** (932,034) of the total 4-H members nationwide. This includes clubs, special interest or short-term, school enrichment, and camping. According to the U.S. Census, **23 percent** of elementary and high school students were Hispanic in 2012, up from 17 percent in 2000 (U.S. Census Bureau, 2014). Since 1997, the number of Latino students nationwide nearly doubled to 12.9 million (PewResearch Center, 2014).

- 34 percent of the nation's Latinos are younger than 18, compared to just 22 percent of non-Latino whites (Murphy, Guzman, & Torres, 2014).

- Approximately 37 percent (6.1 million) of the country's Latino children are born into poverty, as compared to 53 percent of all children in the U.S. (Murphy, Guzman, & Torres, 2014).

It is clear that if 4-H is to continue its history of preparing youth to reach their full potential and contribute to our nation's prosperity, the terms "welcoming", "inclusive" and "generous" need to be a part of the 4-H brand. The importance of building system capacity, reaching an untapped urban, rural, and multicultural audiences with 4-H programming – and the opportunity it represents – cannot be overstated.

Increasing diversity in the Hispanic child population

Given that Latino/Hispanic youth already compose 50 percent or more of the school-age population in many states, it is imperative that 4-H increase its capacity and understanding of this diverse population. Latinos/Hispanics are an ethnic group, not a racial group, according to U.S. government guidelines, but this distinction escapes most Americans. Latinos/Hispanics can be of any race. Most identify as white, a smaller percentage identify as black, many identify with indigenous ancestry/race, and an increasing share identify as "other," which underscores the ambiguity of race and ethnic-group definitions I the United States (del Pinal, 1997).

The term Hispanic has no historical link to the people it describes. It was chosen by U.S. government agencies as a convenient, inoffensive label that can be applied to all people from the Spanish-speaking countries of Latin America and Spain. The term Latino is also gaining acceptance among the general public. However, many Hispanics prefer to be known by their

ethnic or national origin: Mexican, Cuban, Puerto Rican, Salvadoran, or by other terms that denote national origin, place of birth, or community (del Pinal, 1997). Latinos are not a monolithic group. They encompass people from various national backgrounds and social classes. According to the Pew Research Center for Hispanic Trends, the Hispanic population in the United States is very diverse and includes individuals from Central America and Latin America. For example, 64.2% of the Hispanic resident population in the United States is Mexican, 9.3% Puerto Rican, 3.7% are Cuban, and 3.7 are Salvadoran. See http://www.pewhispanic.org/2014/04/29/statistical-portrait-of-hispanics-in-the-united-states-2012/#detailed-hispanic-origin-2012 for a complete breakdown of this demographic information.

Clearly, Latinos/Hispanics in the United States are a heterogeneous population and the diversity within various Latino/Hispanic groups is as pronounced as differences between Latinos/Hispanics and other ethnic groups. These differences include language nuances, cultural values and beliefs, educational attainment, and beliefs towards positive youth development. Many of the experiences and strategies included in this guide may be applicable to a number of different cultures. However, this best practices toolkit for reaching Latino youth is based on experience gained in outreach to Latino audiences composed of first and second generation Latinos, the majority of whom identify Mexico as their country of origin. For clarity purposes, first-generation Americans are foreign-born children of foreign-born parents. They are immigrants themselves. Second generation Americans are U.S. born children of immigrants (with at least one foreign-born parent) and third and higher generation are U.S. born children of U.S. born parents.

Application of the information, even within a group of Latinos, should always be considered in light of what is known specifically about an individual or group. (Hobbs, 2009)

A core principle outlined by the National 4-H Learning Priorities Steering Committee states that: "for youth development professionals to be successful in our multicultural society, they must have a deep understanding of the impact of limited access and opportunities and inequities on the lives of many cultural groups living in the U.S. today" (National 4-H Learning Priorities Equity, Access, and Opportunity, 2008, p. 1). As an attempt to make information about Latino outreach more accessible, the National 4-H Council Hispanic Advisory Committee shares the following knowledge and insight gained through successfully working with Latino groups. Credit is given to Oregon State University Extension 4-H program for their work in the Oregon 4-H Latino Outreach

Project. Several of their findings for engaging Latino youth in community-based programs are cited in the following programming considerations.

CONDITIONS FOR SUCCESS

A strong foundation for outreach programming to the Latino community requires three elements – administrative leadership, staff commitment, and clientele support

Demonstrated Support from Extension Leadership

Extension educators must be supported in order to gain the skills necessary for serving, what is for many, new Latino populations in their counties (Herndon, Molly C; Behnke, Andrew O; Navarro, Maria, 2013). Long term support must be present from the top administrators at the state level as well as those in the counties. There are many steps that Extension administration might take to demonstrate support for Latino outreach. For example:

- Identify outreach to Latino youth and families in the 4-H program as a priority in the Extension and 4-H strategic plans.
- Create an Assistant Director for Diversity and Expansion/4-H Youth Development Advisor similar to what is present at the University of California Cooperative Extension to support engagement of Latinos and other under-represented populations through expansion and innovation of the 4-H Youth Development Program. This position would work across programs to help staff work with diverse groups and to particularly increase their skills in cultural competence.
- Direct the development of county, district, or regional Latino Taskforces and a state-level Cooperative Extension Latino Advisory Council that includes non-Extension representatives. These groups will advise 4-H programming.

- Establish a performance standard in performance appraisal instruments that assesses a staff's capacity to engage Latino youth and families into the 4-H program. Recognize and reward for noteworthy outreach efforts.
- Embed outreach and relationship building efforts to historically untapped communities in the job description of 4-H staff and review efforts and accomplishments in these areas during annual performance reviews.
- Appoint an Extension Communications Specialist to provide Spanish-English translation of publications.

Additionally, Extension administrators at all levels should develop an understanding of outreach programming and expectations. It is important for Extension administrators to recognize Latino outreach is time intensive and results often come slowly (Hobbs, 2009). By acknowledging these facts, administrators will create a safe environment for 4-H outreach efforts, alleviating a major concern of 4-H staff that supervisors would undervalue their efforts (Hobbs, 2009).

Personal and Organizational Commitment to Outreach

4-H Latino outreach efforts should be approached on the belief that Latino community members possess unique knowledge and understanding regarding what Latino youth need to thrive. 4-H should approach any new community with an open mind and ready to learn how the program can help promote the positive development of Latino youth. The 4-H staff who will be involved have to *want* to be involved. It will require a long term commitment and willingness to entertain and respect new ways of "doing" (Hobbs, 2009).

- The 4-H staff must understand that sociocultural differences in the way the family unit is structured are a critical component that if misunderstood may limit success when engaging Latino families (Springer, Hollist, & and Buckfink, 2009). Latinos come from a rich collective or family-oriented culture (Falicov, 2013). Their immediate and extended family ties are very important to them. This is known as familismo. The term familismo is based in a collectivist view that focuses on creating strong, reciprocal bonds with immediate and extended family members. Family values and family well-being are held in high regard rather than on individual opportunities (Vesely, Ewaida, & Anderson, 2014). The Latino community is very close knit and often times parents, grandparents, aunts,

uncles, and cousins may come to their children's activities. The importance of the extended family in decision making, involvement, and participation must be kept in mind when working with families. Allowing for family members to participate in 4-H meetings, function, camps, or other programs is important.

- Stay focused on what the people identify as their needs and interests. For example, initially Latino youth may prefer to explore 4-H projects such as film, music, soccer, computer science, dance, foods and nutrition over more traditional 4-H projects of gardening, animal science, and natural resources. Whatever the subject matter, by allowing the creation of projects that are of interest to Latino youth will provide a protected space where they will learn skills and learn more about 4-H. As their confidence grows as 4-H participants, the youth will be encourage to expand their participation to include other 4-H opportunities, such as sports nutrition in conjunction with soccer (Herndon, Molly C; Behnke, Andrew O; Navarro, Maria, 2013).

- Approach topics from a positive perspective, identifying assets as well as needs. Put the personal first, before moving to the task/program or service to be offered. Developing relationships and trust will be on-going and should always take precedence (Hobbs, 2009)

- The 4-H staff must commit to actively participating in outreach. Even when additional outreach staff is hired to implement programs, the 4-H staff must maintain full responsibility for outreach and cannot wholly turn it over to the outreach staff (Hobbs, 2009)

- Outreach is the responsibility of all Extension employees. An Extension staff who approaches outreach from a teamwork perspective will be successful versus from an individual stand. Latinos in the community will associate the program with people, not an organization. One of these people needs to be the 4-H staff member. This also reinforces the fact that outreach represents a broadening of the county 4-H program, not the creation of a separate 4-H program (Hobbs, 2009). A separate 4-H program will be problematic in the long term. It often leads to an us versus them mentality and proves to be unsustainable.

- 4-H program leaders and staff may need to investigate their own views about youth development and family engagement. This may include exploring personal assumptions about youth development and family engagement processes, identifying the personal experiences and cultural contexts that shape these views, and reflecting on how these

ideas influence practice in ways that might or might not serve Latino youth and families well (Erbstein & Fabionar, 2014).

An Informed and Educated 4-H Audience

A third element in the foundation is the support of the existing 4-H audience – 4-H members, families and volunteers. Often times outreach is initiated without bringing the existing 4-H audience along. Experience has shown that when the 4-H staff raises the current audience's level of awareness about the presence of Latino youth in the county and invite their comments on how 4-H might reach out and engage Latino communities, the majority of the existing 4-H audience supports the outreach efforts. Varying attitudes exists in the general public regarding new audiences, their place in society, the services they should receive, and whether different 4-H models should be created for the new audience. There may be those who oppose Latino outreach programs and voice opposition. This opposition may further marginalize Latino youth who may be vulnerable in large part because they and their communities have been marginalized by social and institutional systems. Their involvement in the program may challenge entrenched interests. Anticipating such opposition may help to ensure that staff and other allies are prepared to support Latino youth as they navigate through the 4-H program and culture (Erbstein N. , 2013). That is why obtaining local support for outreach is a definite asset. The 4-H staff with the support of the entire Extension staff need to be prepared to address the challenges to outreach as part of the outreach work (Hobbs, 2009).

RECRUITING AND SUPPORTING THE LATINO VOLUNTEER

A major challenge cited by many 4-H professionals is recruiting prospective Latino volunteers. Throughout the country, many successful recruiting efforts exist where efforts have gone into recruiting Latino youth participants only to discover limited or no volunteers ready to lead clubs or activities without the presence of the 4-H professional. When this occurs, it becomes an impossible situation and results in most youth never getting a chance to participate. 4-H needs to be careful to recruit youth only when they have volunteers ready to lead clubs or activities.

Research shows that the most successful way to recruit Latinos is by personal invitation. During the conversations, explain how their time, skills, and knowledge would help make a positive difference in the lives of youth and in turn the community. Avoid using the word *volunteer* whenever possible, and use *help* or *helping* instead. In most Latin American countries volunteering refers to the efforts made by the very rich to help the poor. Most first and second generation Latinos in the United States do not relate to the concept of volunteering. However, most Latino adults are familiar with helping. People help within their families, their neighborhood, and their church. Also, avoid comparing a 4-H helper to a teacher. Teachers are held in great esteem in Latin America countries and most first generation adults have limited education and may not see themselves as a teacher. Instead compare work with 4-H youth to how a parent works to help their children.

As mentioned previously, personal conversations with Latinos works best when trying to recruit volunteers and youth participants. During these conversations, explain how their time, skills, and knowledge will help make a positive difference in the lives of youth and in turn, their community. Research shows that staff will be more successful in recruiting adult volunteers if they ask for short term commitments. In most cases, staff may need to initially conduct programs so that Latino families can better understand what 4-H "looks like" in action.

Inviting Participation

o From a cultural perspective a personal invitation is the most successful way to recruit Latino participants.

o Avoid using the word *volunteer* whenever possible, and use *help* or *helping* instead.

o Avoid comparing a 4-H helper to a teacher. Instead compare work with 4-H youth to how a parent works to help their children.

o Ask the adult volunteers for short term commitments.

o Provide separate training for Latino volunteers as needed to allow for extra time and translation if needed.

In the spring of 1997, the Oregon 4-H program identified outreach to Latino youth and families as a program priority. As a result greater participation by Latino youth was achieved but with little increase in Latino adult volunteers. Oregon 4-H recognized that its approach to volunteer recruitment had to change. The resource below provides proven strategies for identifying, recruiting Latino adult volunteers based on the qualitative study performed by Dr. Beverly B. Hobbs, Profession Emerita, Oregon State University.

http://oregon.4h.oregonstate.edu/sites/default/files/gallerix/albums/recruitingsupportinglatinovolunteers.pdf

DEVELOPING PARTNERSHIPS ACROSS DIFFERENCES

Efforts to enhance 4-H outreach to Latino youth require much more than new recruitment approaches. Successful 4-H outreach efforts must also examine and address societal barrier and organizational inequities which limit the full engagement of Latino and other historically marginalized groups. While targeted recruitment efforts can increase representative diversity within programs and organizations, these efforts do not guarantee full and equitable engagement of historically marginalized groups. Achieving full inclusion of Latino, and other

marginalized youth and their respective communities requires developing **authentic relationships across differences**; acknowledging the **impact of differences**; **building trust**; ensuring **sustainability**; working with **communities of differences**; and understanding the **levels of oppression and change.** Each of these components of building partnership across differences is highlighted and described in a 2005 publication developed by the 4-H Youth Development Program at Michigan State entitled, *Partnerships for Positive Youth Development: What Can We Learn from the Albion Community Model?* as follows:

Authentic Relationships

Authentic relationships across differences are genuine and sincere interpersonal relationships based on high levels of trust. They honor and recognize the similarities, differences and impact of differences that may be present at all times and in each interaction.

Impact of Differences

The impact of differences refers to the ways in which organizational and societal structures, polices and systems work to benefit some groups and disadvantage or exclude others based on race, gender, disabilities, class, sexual orientation, and other human differences. For example, children who are African American and Latino are more than twice as likely to live in poverty as White children. This societal impact of differences is largely to the effects of structural racism and classism on families and communities of color. From an organizational perspective, many youth organizations that have primarily involved White populations are struggling to become more welcoming, inclusive and relevant for young people and adults of color. Differences among and within racial, ethnic and other groups must be taken into account when seeking to develop partnerships to promote the healthy development of children and adolescents.

Trust

Building trust is critical – and sometimes a challenge – when developing partnerships across differences. As bell hooks states, "Creating trust usually means finding out what it is we have in common as well as what separates us and makes us different." Lots of people fear encountering difference because they think that honestly naming it will lead to conflict. The truth is our denial of difference has created ongoing conflict for everyone" (hooks, 2003, p. 109). When developing partnerships across differences, it's extremely important to enter into relationships with an open mind and an open heart. Trust can be strengthened when people are willing to take the time to know each other for who they are and what they bring to the group, and by honoring similarities and differences.

Sustainability

One of the barriers to developing partnerships across difference is the tendency for organizations to involve young people from marginalized groups in short-term, "special" or grant-funded programs without the intent of or support for maintaining relationships over time. Authentic partnerships across difference begin with the intent of, commitment of and support for maintaining long-term relationships and programs.

Communities of Difference

Community is often thought about in terms of what binds people together, such as shared norms, beliefs and values. Communities of difference are based not on sameness or homogeneity but on respect for differences and on the absolute regard for the intrinsic worth of every individual. Communities of difference do not begin with a dominant set of established norms but commit to developing these norms together within a climate of openness and respect.

Levels of Oppression and Change

The work of engaging new audiences in community programs and efforts requires a willingness to examine and focus on both personal and institutional obstacles to working with differences. Oppression and change happen at four levels: personal, interpersonal, institutional and cultural. The personal level includes people's values, beliefs, attitudes, prejudices and assumptions. The interpersonal level includes language, behaviors and actions that often reflect thinking at the personal level. The institutional level includes laws, policies and procedures that may serve to include or exclude and advantage or disadvantage groups of people. The cultural level reflects

societal notions and norms of what is considered "right, beautiful and true." Oppression occurs at all four levels and meaningful change will only happen if multiple levels are addressed.

Assessing Trust, Sustainability and Shared Power

Central to authentic relationships across differences are discussions related to trust, sustainability and shared power. Within each of these discussions is the need to define, redefine and consciously and consistently dig deeper into how each of these notions become realized and nurtured within our authentic relationships across differences (Pace & Pizaña, 2011).

To this end, the following questions can serve as a catalyst for initiating the level of personal interpersonal, institutional and cultural reflection, introspection and self-assessment that partnerships across differences require:

- Why might the target group individual that I am interested in developing an authentic relationship have the desire to be involved with me?

- What are my motives for wanting to be involved in this relationship? Are these motives foundational principles to building trust or are they obstacles?

- What history of involvement do I have with the individual from the target group? What obstacles or opportunities does this history present to the relationship?

- What personal reflection work must I continually do to understand my privileges, my assumptions and prejudgments and other potential barriers to building trust as I work to develop an authentic relationship across differences?

- When interacting with individuals who are culturally different from me, what reactions or internal messages do I receive that trigger defensiveness or denial on my part? What do I need to do for my self to work through these reactions to build and maintain a trusting relationship?

- What characteristics and systems of mutual accountability will need to be a part of our relationship in order for there to be sustainability in our relationship?

- What will I need to sustain the relationship when the relationship becomes internally or externally difficult?

- What personal or dominant group characteristic must I examine that can be obstacles to sustainability? Do I need to be aware of issues related to control? Do I need to be aware of issues related to a well- intentioned "savior mentality" where my thoughts are centered on having all the right solutions and approaches to an issue and coming in to rescue the excluded group individual?

- What do I need to be concerned about related to the tendency to operate from a monocultural perspective/approach as to how a relationship should be developed or sustained?

- What are components of shared power that are important to me?

- What am I willing to investigate and redefine in order to build a collective vision toward shared power in my authentic relationship across differences?

- What are the obstacles toward realizing my individual or our collective vision of shared power?

- How will I know that I have built a foundation that would support shared power in my authentic relationship across difference?

Promising Practices for Building Community Collaboration

The work developed by Michigan State University Extension 4-H Youth Development on building partnerships across differences is supported by several studies on strategies for effectively working with Latino communities. One such study entitled, *Community-Based Translational Research in Arizona: Enhancing Partnerships with Hispanic/Latino Communities,* highlights best practices for and key lessons learned for enhancing community-translational research with Latino audiences in Arizona. While this study focuses primarily on community-translational research, the recommended strategies can be applied to 4-H outreach efforts to Latino youth. These include:

Strategies

- Establish a long-term commitment by all partners.

- Recognize and acknowledge the community as a valuable and contributing partner, and create the means for the community to participate in the research activities, and work to build capacity within the community for the mutual benefit of all partners.

- Facilitate collaborative, equitable involvement of all partners in all phases of the research and in decision-making regarding the research activities.

- Integrate knowledge and intervention for the mutual benefit of all partners.

Key Lessons

- Develop structures and processes that facilitate the trust and the sharing of influence and control among partners.

- Build the capacity of all partners for continued involvement in translational research.

- Plan ahead for sustainability.

- Be inclusive on all decisions regarding the communication of project results.

- Provide programming that is culturally appropriate, that is accessible and relevant for the Latino families you intent to serve.

Another study that has broad implications for 4-H outreach efforts to Latino youth examines the success of building Black-Brown coalitions in the Southeast. While National 4-H Council has initially committed itself to increasing the engagement of Latino youth, enhancing outreach and engagement to other marginalized groups of youth is equally as important. *Building Black-Brown Coalitions In The Southeast: Four Case Studies Of African American-Latino Collaborations* offers several concrete steps for coalition building that are in line with Michigan State University Extension 4-H Youth Development's strategies for building partnerships across differences and should be carefully considered when developing collaborations. These strategies include:

1. **Establish Trust among Coalition Members**

   A basis for coalition building is the need to establish trust: especially when language, culture, and history serve as barriers. Coalition members have to quell fears, disprove popular stereotypes, and place people in situations where they can feel comfortable. Consider using the church and faith as a vehicle to establish trust as well as organizing social events with food, music, and dance. Trust develops over time when people are treated with respect and dignity and the actions of others are genuine and sincere.

2. **Identify the Issues**

   Often coalitions are formed as a reaction to a particular social phenomenon occurring within their communities. Whether it is racial profiling, anti-immigrant legislation, exploitation of workers or housing concerns, opportunities for dialogue allowed for the most salient issues to be identified and addressed. Whatever the reason for coalescing, it has to be prioritized and respected. During the first phase of relationship building, the initial cause (or causes) will serve as the motivating factor African Americans and Latinos to work together.

3. **Develop a Process for Communication**

   Language is a common problem in Black-Brown coalitions since communication is central to every facet of coalition-building. Bilingual members are a vital asset to any Black-Brown coalition. People want to be heard in the language they speak most comfortably. Coalitions can seek translation assistance from local colleges, universities, or service agencies, or perhaps they can establish their own programs to teach English or Spanish. The key is enabling coalition members to speak freely and confidently. This can be accomplished by translators who care about the cause and the statements shared within the coalition.

4. **Find a Safe Place to Meet**

The location is a symbol of solidarity. Coalitions need to identify a place that is easily recognizable, accessible, and safe. Entering into coalitions is a political act. Parents, children, undocumented immigrants, workers, educators and other concerned residents all fear loss if their actions are uncovered. Churches seem to be the location of choice for most coalitions. Coalition members' offices are another choice for meeting, strategizing and conducting coalition business.

5. **Promote Contextual Understanding**

Although the initial issue(s) is what brings communities together, it is the search for context that sustains the coalition. Community leaders must offer opportunities to understand the struggles, fears, and aspirations of both African Americans and Latinos. Context provides perspective that goes beyond the superficial stereotypes that exist on the surface. Latinos need to understand the history of African Americans in the United States, especially the modern Civil Rights Movement. Equally true, African Americans have to appreciate why Latinos migrated to the United States. This process also establishes a sense of humanity and kinship. Coalition members evolve from being seen as stereotypical African Americans or Latinos to becoming individuals who are unique.

6. **Representative Leadership Must be Predicated on Trust**

Leadership is another essential element to effective coalition-building. Leaders cannot be self-proclaimed, but identified by the community as persons who are trustworthy and capable of addressing the interests of all coalition members. Faith leaders, grassroots organizers, or labor leaders often serve in some leadership capacities. What coalitions want from their leaders is respect, an understanding of the issues, the capacity to mobilize communities, the ability to think strategically, and the audacity to speak truth to power.

7. **Fashion an Agenda Based Upon Current Community Concerns**

Once a coalition is formed and the leadership is established, there must be a sense of direction and purpose. The agenda is the destination and roadmap towards group success. It contains those issues that resonate most deeply among African Americans and Latinos and it outlines what should be done and by whom. Therefore, the agenda is also a tool for sustaining enthusiasm and empowering residents to act. It is a document, created through a democratic process, that represents the sacrifice and labor any coalition demands.

8. **Identify Goals, Objectives and Tasks that are Attainable**

Coalitions exist to change a social phenomenon that is negatively impacting the lives of a certain population. At times a change in leadership or policy might suffice. At other times systemic change might be the only viable recourse available. Allowing the agenda to be achievable is another sustaining mechanism. Change is incremental and purposeful. Coalition leaders should develop a plan whereby members can consistently enjoy victory from their efforts. As well, leaders should recognize the limitations in time, resources, and talent within each community. Trying to accomplish more than is feasible will undermine any momentum attained and lead to group apathy. Remember, success is in the eye of the beholder.

9. **Take Time to Enjoy One Another**

The reason for uniting usually stems from negative circumstances. People are angry, frustrated, fearful, and wanting to act. In the midst of building a coalition, there should be time for enjoying the company of others who were once strangers, but are now allies. For example, organizing potlucks, cultural events, or community projects allows men, women, and children to bond. Coalitions work well when members enjoy each other's company and appreciate what everyone brings to the table.

REACHING HISPANIC AUDIENCES: IT'S ALL ABOUT RELATIONSHIPS, ACCESSIBILITY AND RELEVANCE

If you want to offer educational programs to Hispanics, begin by forgetting the program. Instead, think people. Only with a system of healthy relationships in place can you begin to deliver educational content. Also take into consideration that program content may or may not attract the Latino community. In many cases, you have to change your program content to successfully engage the Latino community.

If 4-H has little or no name recognition and credibility within your local Hispanic community, relationship building can sound daunting. It's even more difficult if you don't speak Spanish and have little knowledge of Hispanic culture.

An easy way to start in these circumstances is to get to know the local organizations that already have credibility within the Hispanic community. They can help you identify community leaders and might even introduce you. Working with adults who already have a relationship with youth in the community can be an effective strategy for bringing Hispanic youth to the

program. Form partnerships to deliver educational programs. Oregon 4-H, for example, has had a strong relationship with the Latino community spanning almost two decades. They have successfully engaged Latino families in sports, cultural activities, technology, summer camps, field trips, college readiness conferences, career exploration, and leadership development. Collaborating with the local Boys and Girls Club program and local churches, for example, can lend instant credibility. Once young people become involved, they can be the most effective recruiters of others, "employing their social capital to reach out through family, friendship, and ethnic and cultural networks" (Erbstein N. , 2013)

Some examples of organizations you'll want to get to know include AmeriCorps, Catholic Charities, Communities in Schools, churches, and non-profit organizations who have a youth focus. Oregon State University Extension online how-to resource, [Reaching Hispanic audiences: It's all about relationships](), offers several ideas:

Suggestions for relationship building
- Before you approach the Latino community, take into consideration that many of the things you know about the Hispanic community are stereotypes and stereotypes only. Do not generalize Latinos, not all fit in the same box. Latinos are more diverse than Caucasians in many respects.
- Respect the differences among Latinos themselves and try to understand their differences. For example, Latinos come from different ethnic groups, cultural backgrounds, religions, and socioeconomic status.
- When you approach the Latino community, do not offer your help, ask for help, because in reality the one that needs help at the beginning is you. They are the experts about the assets, needs and problems of the community and you need help to understand them.
- Learn a few words of Spanish (hola, cómo está, gracias, por favor, buenos días). Even this simple effort indicates you're sincere about wanting to be part of the community.
- Dine at your local Latin restaurant on a regular basis. Smile, compliment them on the great meal, and ask for a recipe to be able to extend the conversation.
- Find out if your community conducts cultural celebrations and when they are held, such as Mexican Independence Day (September 16), Cinco de Mayo (May 5), Hispanic Heritage Month (September), etc. Show up for it, have fun, get to know people, and learn about these traditions.

- In the Latino community it is not "whom you know" but about "who knows you." The more you involve yourself to the community, the more people will know you.
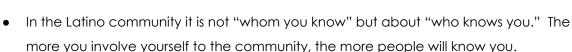
- Another way for the Latino community to know you and for you to understand the community is by participating in family events like Quinceañeras, weddings, birthdays, and other religious events.

- Participate in events sponsored by other agencies and organizations, even if you're not a formal part of the program. When the program is over, stay and chat with participants.

- Identifying strengths as well as needs is key. Starting with strength identification can put on a different footing with Latino audiences. Spend time listening. Learn what people need the most and what agencies can meet those needs. By helping families with their immediate needs, you'll be seen as a trusted source of information.

- Offer youth programs that are accessible and affordable. Programs that meet the needs and interest of the Latino community in your county. Because most Hispanic youth are bilingual, you can offer these programs in English, but they need to be relevant. By getting to know young people, you'll begin to build relationships with families and become familiar with their needs and interests.

- If you understand Spanish, tune into the popular radio and television stations to hear about upcoming youth events you can attend.

- In all you do, demonstrate respect for the culture and people in general. They are the ones that will contribute to your success or failure. They will serve as your source to create a good or bad reputation in the community.

- Finally, be patient! It takes time to build the trust that will make your programs successful. Relationships don't develop overnight; they take years. Building relationships among Latinos is not much different than Latinos trying to build relationships with Caucasians.

- Even after you've built successful programs, keep nurturing relationships. Extension educators' tendency to be task oriented often clashes with Hispanic cultural values, which typically place more emphasis on relationships. Make relationships a higher priority than tasks. If necessary, forego the task to save the relationship.

HISPANIC CORPORATE ENGAGEMENT OPPORTUNITIES

As part of 4-H's efforts to widen its reach within the Hispanic community, there is an opportunity to engage the private sector, both at the corporate and individual professional levels and gain financial and human capital support to impact Hispanic youth. Below are some recommendations that can help local 4-H staff in this effort.

Develop Relationships with Professional Organizations

In order to identify local companies and professionals who are focused in the Hispanic community, 4-H staff can develop relationships with local professional and business organizations such as Hispanic Chambers of Commerce, local ALPFA chapters (Association of Latino Professionals in Finance and Accounting), NSHMBA chapters (National Society of Hispanic MBAs), and other organizations.

Identify Companies with Affinity

In order to determine the potential for engagement, 4-H staff should learn about a company's history and mission, and look for corporations whose values align with 4-H. Staff should also find out if the company has a focus on the Hispanic community. For example, does the company have a Hispanic Employee Resource Group, an employee volunteer program, established philanthropic programs that support or may be open to supporting Hispanic initiatives, or a business initiative to reach the Hispanic consumer?

Develop and Promote Engagement Opportunities

Once potential organizations and individuals are identified, 4-H staff should create opportunities for engagement by providing specific descriptions of the volunteer, mentorship, and coaching opportunities, as well as develop programs that local companies can invest in through their philanthropic efforts. Such opportunities could be presented at "open house" type events at the target companies which can be arranged thought the employee networking groups or volunteer programs. Also, speaking opportunities can be obtained at events held by local business and professional organizations.

Engage 4-H Alumni in the Corporate World

4-H staff can identify CEO's, Sr. Executives, and other professionals who are 4-H alumni and volunteers and encourage them to give back by volunteering themselves and by engaging other professionals in their organizations. Testimonials are an effective way to drive enthusiasm
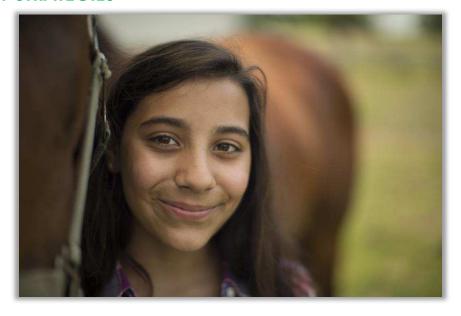
and commitment in the Hispanic professional community, hence if staff can create opportunities for 4-H alumni to share the impact 4-H had in their development, this would help communicate the importance of the program and help drive participation.

Highlight Success Stories and Provide Networking Opportunities

Provide a space for companies and individuals who are engaged to track results and share best practices, as well as network with each other. For example, if local professionals from several companies are involved as mentors or coaches, 4-H staff can encourage them to network with each other or share their experiences at local business or community events. They could create "focus or study groups" which would add value to their own careers and provide exposure opportunities at their companies.

PROGRAM DELIVERY STRATEGIES

It is important that the delivery of the 4-H program within Latino communities be culturally sensitive. Program staff and leadership need to understand that the existing 4-H framework does not necessarily reflect Latino norms. And thus, Latino youth may be viewed through a generic lens that does not differentiate, for instance, between the unique developmental experiences of low socioeconomic status or immigrant Latino youth from middle class White youth (Erbstein & Fabionar, 2014)   Experience and research has shown that the most important aspect for the establishment of 4-H is integration itself of the organization into the community

through outreach, recruitment, and inclusion in decision-making. Other key program elements include creating a physically and emotionally safe setting for youth, for example ensuring income or legal-status is not stigmatized; building on assets unique to Latino youth such as bicultural and bilingual skills; and engaging youth, family, and the community in program matters (Erbstein & Fabionar, 2014). In addition, 4-H needs to be structured so communication and participation from the community are open and mixed. Otherwise, the likelihood of success for the establishment of 4-H in the community will be diminished. If you want to offer educational programs to Hispanics, begin by forgetting the program. Instead, think people. Only with a system of healthy relationships in place can you begin to deliver educational content.

The time will arise when a group meeting is the next step in moving the relationship further. Often attracting people to a meeting is a challenge, especially men who often decide what activities other family members engage in. Experience and research has provided a checklist of suggestions that will make a meeting inviting to the Latino audience: *(Hobbs 2009)*

Creating a Welcoming Group Meeting

o   Consider the daily schedule of the participants when setting times.
o   Make personal invitation to the meeting through visits or phone calls.
o   Supplement personal invitations with print information (flyers, posters) written in Spanish or Spanish/English.
o   Recruit Latinos by advertising in Latino churches, Latino markets, Latino businesses, and Spanish newspapers instead of primary newspapers or calling lists.
o   Utilize Spanish radio spots. Recruit a Spanish speaking volunteer to do the radio spots on your behalf if you do not speak Spanish.
o   Hold meetings in locations where the people will be comfortable.
o   Make it a social event with food, door prizes, and possibly music as a part of the meeting.
o   Have something for people to do or look at when they arrive before the meeting begins.
o   Accommodate language preferences. Ask at the start which language the group prefers.
o   Greet people at the door as they enter and thank them individually as they leave.
o   Plan for late arrivals. Keep the meeting room door open, position a staff member near the door to quietly welcome latecomers.

WHEN YOU DON'T SPEAK SPANISH

Respect is always greatly appreciated. When working with a new or ongoing audience having respect is to the foundation of the relationship. If you are a non-Spanish speaker you can still build a quality program that meets the needs of a Spanish speaking audience.

Respect

- Appreciate the opportunity to work with the family, the parents, the children and the community. Show appreciation when greeting the children and parents. Appreciation may also be shown through a word of thanks or a written note.

- Make personal contact with the children/youth and their families. Consider that language is fluid and there may be a combination of Spanish and English that could be communicated both directions. Small talk, like asking how they are doing, can mean a great deal to some.

- Seek several cultural guides. Cultural guides will know the community and have the trust of the community. They will have unique insight to effective programming. They will help nurture understanding of the community and introduce you to the community. One is better than none, but don't put pressure on one individual to make your connections. Be present with several cultural guides.

- Adapt and create programs that integrate cultural nuances. For example, if teaching a food safety class, address a food safety issue that is relevant to the foods most often prepared by the audience.

- Be prepared to go further in your programming than planned. Sometimes it is the wrap-around services that build the relationships, for example connecting families with community resources they may need. This may happen as trust is developed between the family and the Extension staff. Know what community resources are available so you are able to make the appropriate referrals.

- Consider the family's needs in order to participate in the program. Is child care for little ones needed? Is a meal needed? Can transportation be worked out?

- Strive to show families that you truly care.

- Show that learning is going to be a mutual experience for the both of you. You will learn from each other.

- Latinos often value relationships and cooperative activities. When possible, plan cooperative activities where families can interact and work together.

Listen

- Pay attention to family and community dynamics.

- Listen to the conversation. You may not have full command of Spanish, but language is more than just verbal.

- Know who you are meeting so that you can show respect and use the names in conversation.

- Show you are committed, available, and willing to make time. Plan for unscheduled and longer appointment times.

- Be happy and excited to see the families and spend time with them. Be welcoming and grateful.

Engage and Interact

- When invited to an event or meeting, GO. Event starting times are fluid, but it is always best to be on time. And, plan to stay late. Engage as best you can. Enjoy the conversation, food, and listen. Offer to help with tasks to make the event successful. Show that you want to be present.

- Be open to learning. Ask questions and show you are interested in learning more about their culture. This is a way to gain trust.

- You don't need to speak Spanish to be bi-cultural – strive to understand and learn about the local Latino culture.

- Attempt to speak Spanish. This shows that you are trying to understand.

- Attempt to relate by sharing a story or an experience. Sharing your experience shows you are willing to trust.

- Latinos value socialization, provide families with opportunities for socialization during the program. It's a great way to get to know each other.

- Be patient. As with any new group, it takes time to build the relationship in both directions.

PROFESSIONAL DEVELOPMENT

As the face of America changes to one of many races and combinations of races, so to must Extension modify its programming and services to meet the needs of its changing constituency. Several Extension programs across the country have created professional development curriculum and training to support Extension professionals in designing effective programming for the rapidly growing Latino population.

California

In the fall of 2013, the University of California 4-H Youth Development Program committed to invest resources into existing staff to improve intercultural competency, the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. This was a strategic decision. In addition to hiring staff with these skills and provide continuing education, California felt it was necessary to build the intercultural development skills of current staff, academics and volunteers as they are responsible for working as a team to meet diversity and inclusion goals and outcomes of 4-H. They felt this strategy was necessary if they were to develop inclusive programming rather than separate but equal program opportunities for Latino youth and families.

A team that consisted of state level 4-H and academic and staff personnel, 4-H youth development advisors, and other advisors helped develop and implement a long-term plan. The intentional inclusion of academic and staff personnel was to begin the process of institutional commitment for and change in intercultural competency at the juncture of hiring decision making and support for all staff and academics within and outside of 4-H. In addition, the inclusion of NFCS advisors to the team was to expand the training beyond the 4-H youth development advisors and include a non-4-H perspective to the team.

In February 2014, the team participated in an IDI QA training (Intercultural Development Inventory Qualified Administrator). The IDI was used as the cultural assessment tool because it is a cross-culturally valid, reliable and a generalizable measure of intercultural competence. Intercultural development was measured across a continuum adapted from Milton Bennett's

Developmental Model of Intercultural Sensitivity and consists of the following developmental stages: denial, polarization, minimization, acceptance, and adaptation. The two and one-half day IDI seminar consisted of each team member taking the IDI assessment (a 50-item questionnaire), learning the IDI components and assessment tool results, and learning how to administer a colleague's IDI results.

The next steps included IDI presentations of the process to key stakeholders. Presentations were first given to the UC ANR Senior Leadership, followed by County Directors and then 4-H staff and academics for the purpose of introduction, answering of questions, and to gain support. Of key importance was the buy-in from County Directors such that they would support their 4-H staff and academics to dedicate time to the process of developing cultural competency. All 4-H state- and county-level staff and academics and some 4-H adult volunteers were invited to take the IDI assessment tool. Results of the completed IDIs were given to groups based on job category - academic, program staff, adult volunteer. Each individual also engaged in at least two one-on-one phone calls with a QA to review the IDI results and begin the process of developing individual goals, goals that reflected opportunities to improve one's individual intercultural development.

Each individual was then joined with colleagues to a Community of Practice (CoP), each community consisting of six to nine individuals and an IDI QA facilitator. The CoP was composed of individuals of various intercultural development levels, not a group of individuals within one type of developmental orientation. The facilitator's role was to foster open dialogue with structured learning to help the group be focused. During the 4-H program year, the members of the CoP met by conference call for 5-6 sessions, each lasting 60-90 minutes. Between each session, members were to complete activities that helped foster intercultural development. Within the program year, each member who participated in the IDI and at least one feedback session with a QA was invited to attend an intercultural development conference. The conference was held at multiple sites throughout the state to ensure small enough groups to promote engagement and discussion. The conference was focused on cultural competence, cultural commonalities and differences and the beginning stages of action planning. At the conclusion of the program year, April 2014, all participants took an IDI follow-up to measure change in cultural competence during the intentional period of professional development. For more information, please contact Dr Shannon J Horrillo, Associate Director of 4-H Program and Policy via phone at (530) 750-1334 or email at sjhorrillo@ucanr.edu.

North Carolina

Center for International Understanding's Latino Initiative is unique in the nation. The Latino Initiative is an opportunity for North Carolina leaders to have a deeper understanding of immigration issue and, as a result, influence local approaches to integrating Latinos into our communities.

Close to 800 alumni have participated in the program since 1998. The model is to take a group of 30 civic leaders (education, health, law enforcement, elected officials) from 3 adjacent counties through a year-long training program that includes a short-term international immersion experience in Mexico, the home country of the overwhelming majority of new Latino North Carolinians. Among the week's activities are seeing examples of community outreach and public services; learning about Mexico's education and health care systems; and interacting with Mexican families.

Informed by their experiences in Mexico, teams return to North Carolina to develop and implement local action plans to positively address community challenges.

For more information: http://ciu.northcarolina.edu/what-we-do/current-leaders-2/latino-initiative/

New York

The Opening Doors Program is a research-based, three-day workshop designed to facilitate positive change on diversity within individuals and organizations. In the past 18 years, more than 1600 participants have benefited from the work-shop. It utilizes a holistic approach, focusing on mental, social/emotional, and spiritual growth. In the Opening Doors workshop participants will:

- increase their understanding of diversity by identifying and learning more about their own identity groups;
- develop a common language for talking about power, privilege and difference;
- examine how institutional and personal practices maintain inequalities among people and prevent us all from reaching our full potential;
- identify practical strategies for implementing and facilitating change collectively; and
- build alliances and networks.

Past participants have come from education, government, human service and non-profit organizations. This mixture adds a dimension of diversity that brings much richness to the process.

The Opening Doors model addresses the three critical elements necessary for creating change on diversity:

1. **Dissatisfaction** with the status quo,
2. an inclusive and sustainable **vision** for what can be, and
3. a **process** for getting there.

- There is a foundational belief that understanding differences in others as well as ourselves is a life-long learning journey. This supports the creation of a learning community. The experience each person brings is honored and participants are invited to share their wisdom and gain from the wisdom of others.

- Diversity is explored through the range of human identities. Many other approaches address only one identity such as race or class, and others rank the relative importance of some identities over others. When people are able to see their own multiple identities, opportunities for growth increase dramatically.

- Opening Doors offers the vision of partnership. Many diversity initiatives focus on what is, without also focusing on what can be. Without a vision of where we are headed, it is easy to get stuck examining our problems and never move forward. Throughout the workshop there is a focus on understanding the dynamics of power-over as well as strategies for transforming situations to one of power-with.

- Finally, Opening Doors introduces a process for individual and institutional change.

For more information contact http://www.diversity-project.org.

Professionals Conference

Cambio de Colores/Change of Colors Annual Conference is a multistate conference about integration of immigrants in new destinations in the Midwest. It is a professional development opportunity that engages practitioners, researchers, and those working with immigrant communities in sharing experiences and knowledge that facilitate the integration of immigrants in new settlement areas. Led by the University of Missouri, Cambio de Colores is a collaborative effort that includes University of Missouri Extension, the campuses of the Missouri system, and other educational institutions in the Midwest and the Southern regions, as well as government and private organizations.

The National Conference on Race and Ethnicity in American Higher Education (NCORE) is a dynamic annual conference within the space of five days. It is a place of inclusion, and a place for building skills, alliances, and knowledge about issues of race and ethnicity in higher education. It is a place where individuals and institutions share their on-the-ground knowledge about: program development, student development, academic assessment tools, effective theoretical frameworks, latest practice-based research findings and radical and innovative experiential curriculum to transform higher education in its mission for diversity and inclusion for students, staff, faculty and leadership.

More than 1000 institutions and organizations participate allowing the attendees to create new or elevate existing networks with premiere educators in the U.S.   NCORE attendees can design their conference experience from a wide variety of over 250 sessions on race and ethnicity in higher education:

- professional development on skills for inclusive practices
- personal identity development to improve own work with diverse communities
- literacy about other specific ethnic/racial groups specifically in higher education settings
- multicultural leadership skills
- innovations in fine arts, humanities, social sciences and STEM based initiatives in student affairs and academic affairs
- alliance building skills across multiple identities and communities

Save the dates of May 31 - June 4, 2016 on your calendar now for the 2016 29th Annual National Conference on Race and Ethnicity. For more information: https://www.ncore.ou.edu/

Latinos in the New South: Inclusive Research & Extension Programming Conference SERA-37, the Latinos in the New South coalition, seeks to strengthen the capacity of the Southern region's land-grand institutions and other partners to address critical, contemporary issues in response to the growing Hispanic/Latino population in the South.

Objectives of the Conference

- Provide scholars, Extension personnel, other outreach professionals, administrators, and practitioners with a forum to discuss best practices, state or multi-state initiatives, research projects, and Extension programing targeting Hispanics/Latinos in the South.
- Stimulate the formation of multi-cultural and multi-disciplinary teams.

LATINO YOUTH OUTREACH:
Best Practices Toolkit

Topics

- Agriculture, food
- Community Development
- Demographics
- Diversity, inclusion, cross-cultural issues
- Education

- Family and Human Development
- Health and safety
- Leadership development
- Youth
- Welcoming communities, newcomer integration

For more information contact Lupita Fabregas - lupita.fabregas@okstate.edu; Julia Storm - jfstorm@ncsu.edu; or Nancy Cálix - nancy.calix@kysu.edu. (Southern Rural Development Center)

ASSESSMENT GUIDES: ORGANIZATIONAL READINESS TO PARTNER WITH LATINO COMMUNITIES

This document is intended to provide a template for assessing where your organization is in programming to meet the needs of 4-H Hispanic Youth and their families. It can serve to help you capture a snapshot of assets and gaps that can inform the future direction of your organization

Name of State:_____

Number of Youth in the state, Ages 8-19 who would be eligible for 4-H:_____

Number of Youth currently reached via any type of 4-H programming (4-H Clubs, 4-H Camps, SPIN Clubs, After School, In School, etc.):_____ % of Total Youth Eligible:_____

Number of Hispanic Youth in the State ages 8-19 whom would be eligible for 4-H:_____

Number of Hispanic Youth in the State currently reached by any type of 4-H programming:_____

% of Potential Hispanic Youth:_____ % of current 4-H youth in programs:_____

% of All Potential Youth: _____

Number of 4-H Professionals in County Positions:_____

Number of Hispanic 4-H professionals in County Positions: _____

Number of 4-H Professionals Serving Hispanic Youth and Families in County Positions who are not bi-lingual or bi-cultural:_____

Does your state have ANY Hispanic Extension or 4-H Professionals at the State level?_____

If yes, what are they:

Does your state have a State 4-H Advisory Committee?_____

If yes, is there Hispanic representation on that committee?

Please answer the following questions:

1) What are the main assets (positive resources) available in your state for engaging Hispanic youth and families? Please list concisely in bullet form. *(provide examples to select?)*
2) What are the main three to five needs in priority order for equipping Extension 4-H staff to reach Hispanic youth and families?
3) What organizations are there in your state who would be collaborative partners in expanded Outreach to Hispanic youth and families?

Drawing on research findings, the University of California Extension developed the following questionnaire to prompt thinking about how ready your organization is to partner with Latino communities. It is intended to help identify existing strengths and weaknesses and provide insight as you develop action steps toward greater cultural competency. Mark your organization's readiness on the continuum below.

Issue:	Does not exist	Need to improve	Average	Better than average	Ready
Relationships					
organizational experience in Latino communities					
relationships with leaders in the target community					
plan for involving community members of all ages in program determination and direction					
extent of staff time devoted to relationship building before initiation of planning process					
adequate resources or plan to address language and cultural barriers					
knowledge of local and/or cultural holiday celebrations					
knowledge of cultural values and customs that may shape program development					
Collaboration					
identification of key community contacts who can validate the program					
knowledge of current programs in the community					
ability and willingness to share resources, including staff time, funding, materials, etc.					
collaborative relationships with other organizations or agencies in the community					
plan for sustaining staff or organizational support for program and participants within the community					
Motivation and design					

organizational structure that allows individuals to participate in short-term support roles					
knowledge of effective media strategies for target community					
familiarity, contact, and relationships with local businesses frequented by target audience					
assessment of economic barriers that may limit participation					
opportunities for involvement of entire families and diverse ages					
opportunities for celebrations and recognition of group achievements					
understanding of the importance of interpersonal relationships and interactions					

PROCESS

There are many best practices in this document that can increase success for Extension staff members to successfully engage 4-H youth and their families. A key learning in this process is that it will take time and effort, maybe there will be failures before successes. Listening to the wise counsel of those who have spent decades in reaching out to this special audience is a first step.

Becoming culturally competent (learning to embody important points of culture) and being sure that programming, marketing and evaluation are developed with sensitivity to the culture of the group you are targeting.

LATINO YOUTH OUTREACH:
Best Practices Toolkit

Process

- Assessing
- Developing
- Promoting
- Implementing
- Evaluating

Processes → 4-H Engagement

Programming – Opportunities - Partnerships

PRIORITIZATION-- TRACKING FOR SUCCESS

For activities aimed to engage and include Latino youth, programmatic and organizational evaluations would benefit existing and future undertakings. The intent of the evaluation is to measure program and organizational development, effectiveness, success, policies, and services; and identify areas of potential improvement. Two general categories of program evaluation should be conducted: formative and summative.

In formative evaluation, programs/projects are assessed during their development or early implementation to provide information about how best to revise and modify for improvement.

This type of evaluation is often used for pilot projects, new programs, or monitoring ongoing programs. In summative evaluation, programs/projects are assessed at the end of implementation, and findings are used to help decide whether a program should be adopted, continued, or modified for improvement.

Both evaluation methods are recommended for use, when possible, to provide staff with feedback for program modifications (formative) as well as review of progress on program goals and objectives (summative). To ensure a thorough program evaluation and depending on the scope and focus of the study several methods could be used and may include literature reviews, case studies, site visits, focus groups, personal interviews, economic analyses, and quantitative surveys.

Questions an evaluation can answer may include:

- What factors (historical, environmental, organizational, political, financial, etc.) are associated with the success or failure of the program, service, or organization to date?
- How can implementation be improved?
- What are the positive and negative outcomes of the program, service, or organization?
- To what extent were the needs of all members of the stakeholder community effectively served?
- How, if at all, should the goals and objectives of the program, service, or organization be revised?
- Relative to its cost, how valuable are the results of the program?
- Do alternatives or modifications exists that better meet the goals and objectives?
- Will the contributions of the program be sustained?

For organizational evaluations, an internal and external component is recommended. The internal evaluation assesses the organization's goals, objectives and vision as well as the internal staff attitudes and values. Methodologies may include focus groups and/or surveys to capture internal staff perceptions and attitudes that identify areas of effectiveness and areas of needed growth and improvement. An external evaluation assesses the opinions and attitudes toward the organization from external constituents and the general public. Methodologies may include focus groups and/or surveys of stakeholders and/or the general population as well as case studies and economic analyses.

The knowledge gained from a thorough evaluation provides the organization with an understanding to improve programs and build strong partnerships.

CURRENT RESOURCES

Although actual youth curricula translated into Spanish is limited, there are various resources available in both English and Spanish for other subjects.

Healthy Living Materials:

o **Eat and Move-O-Matic App**: Learn about the foods you eat and how they help fuel your body for your favorite activities. Use the Eat & Move-O-Matic to make new discoveries about your favorite foods and get interesting tips on how small changes can make big differences.
https://itunes.apple.com/us/app/eat-move-o-matic/id522849906?mt=8

o **Nutrition and Healthy Eating Information:** USDA has many resources for helping English and Spanish speaking youth and families learn to eat healthier.
http://www.choosemyplate.gov/print-materials-ordering.html

o **American Heart Association:** The Family & Friends CPR Course teaches the lifesaving skills of adult Hands-Only™ CPR, child CPR with breaths, adult and child AED use, infant CPR and relief of choking in an adult, child or infant. Skills are taught in a dynamic group environment by using the AHA's research-proven practice-while-watching technique, which provides students with the most hands-on CPR practice time possible.
http://www.heart.org/HEARTORG/CPRAndECC/CommunityCPRandFirstAid/CommunityProducts/Family-Friendsreg-CPR_UCM_303576_Article.jsp

o **Partnership for Food Safety Education:** The Partnership for Food Safety Education's mission is to end illness and death from foodborne infection in the United States.
http://www.fightbac.org/component/content/article/2/52-our-mission

LATINO YOUTH OUTREACH:
Best Practices Toolkit

NATIONAL 4-H COUNCIL

<u>**Staff and Volunteer Development Resources:**</u>

- **California 4-H Program:** Volunteer orientation and enrollment materials and forms are available in English and Spanish. Included are member and volunteer enrollment forms, codes of conduct and other forms needed to become enrolled in the California 4-H program.

  - **La experiencia de ser parte de 4-H (2005)**
    This is a brief introduction to the 4-H Youth Development Program in Spanish. *La experiencia de ser parte de 4-H* is a valuable resource for any Spanish speaking volunteer seeking information on the policies, procedures, or guiding principles of the 4-H YDP.

  - **The 4-H Pledge** can be found in Spanish at:
    http://4h.ucanr.edu/About/History/Pledge/

  - <u>**Various 4-H Curricula are available in English and Spanish such as :**</u> Current Projects - UC 4-H Youth Development Program
    http://4h.ucanr.edu/About/Research/CurrentPrograms/Projects

- **Oregon Extension Service:**   Oregon has available an agricultural dictionary for translating English into Spanish: http://extension.oregonstate.edu/eesc/how-to/english-spanish-agricultural-dictionaries

  With more than twelve years of Latino outreach programming, the Oregon 4-H program has accumulated a base of experience and knowledge related to successful Latino outreach practice. The documents address specific aspects of programming that contributed to the overall success of the Oregon 4-H Latino Outreach Project…..
  http://oregon.4h.oregonstate.edu/successful-latino-outreach-practice-0

  - **Marketing and Recruitment tools**
    Bienvenidos a 4-H/Welcome to 4-H Brochure. This bilingual 4-H recruitment brochure is written as a novella and illustrated in comic book style. It tells the story of how a Latino family, new to their community, finds a way to meet people and become involved in the community through 4-H. (Publication number 4H0301) Check availability by emailing puborders@oregonstate.edu.

- **Bienvenidos a 4-H DVD**. This 15-minute Spanish language video/DVD (close-captioned in English) is designed for use with Latino youth and families. It provides an overview of the 4-H program, highlights the importance of adult volunteers, and showcases examples of how 4-H supports important values held by most Latino communities. Cost of the video/DVD, including shipping and handling, is $29.95 each for 1-9 copies. Orders of 10-40 copies sent to a single address are discounted 25%; orders of 50 or more are discounted 40%. To purchase, fill in an online form and send by fax (541-737-0817), email (puborders@oregonstate), or U.S. mail (Publication Orders, Extension & Station Communications, Oregon State University, 422 Kerr Administration, Corvallis OR 97331-2119).

- **Que Es 4-H/What is 4-H?** This series of brief documents explains many basic characteristics of the 4-H program and is available online in both Spanish and English. Topics include: a general description of 4-H; the symbols of 4-H; parents, families, and 4-H; 4-H projects; experiential learning; the role of volunteer 4-H leaders; starting a 4-H club; planning club meetings; teaching tools and techniques; and working with youth of all ages.

- **University of Minnesota Extension**: Minnesota has several resources, including a blog, on developing cultural competencies in your youth program. See http://www.extension.umn.edu/youth/research/culture-diversity/index.html

- **Texas 4-H Program:** Like other states, Texas has club organizational and 4-H promotional items available in both English and Spanish. See http://texas4-h.tamu.edu/publications/

- **Engaging Youth, Serving Community Resource Guide:** (available in both English and Spanish) This 4-H resource guide focuses on youth-adult partnerships to discover community issues through youth-facilitated community forums , develop an action plan to address those issues, and implement the plan using a broad sector of youth and adults within the community. This is an ideal youth engagement program for teens. Resource guide developed through a collaboration of 4-H Extension staff in California, Arizona, Nebraska and National 4-H Council, including Jackie Guzman-Cervantes from Scottsbluff, NE. Several Hispanic communities implemented successful programs in Nebraska (Scottsbluff, Lexington) and Delaware that are highlighted in Power of Youth

Newsletters. (http://www.4-h.org/youth-development-programs/citizenship-youth-engagement/community-action/rural-youth/)

- **Advancing Youth Development (AYD):** training from New York. The Advancing Youth Development (AYD) Partnership offers professional development for youth workers in New York State and focuses on skills, knowledge and attributes needed to do effective youth work. Using a train-the-trainer model, teams of trainers from a variety of youth serving organizations are recruited, trained and then supported to provide AYD training in their home counties or regions. http://www.actforyouth.net/youth_development/professionals/

- *Community-Based Translational Research in Arizona: Enhancing Partnerships with Hispanic/Latino Communities,* highlights best practices for and key lessons learned for enhancing community-translational research with Latino audiences in Arizona. While this study focuses primarily on community-translational research, the recommended strategies can be applied to 4-H outreach efforts to Latino youth.

- *Building Black-Brown Coalitions In The Southeast: Four Case Studies Of African American-Latino Collaborations* offers several concrete steps for coalition building that are in line with Michigan State University Extension 4-H Youth Development's strategies for building partnerships across differences and should be carefully considered when developing collaborations.

- Needs and Perceptions of Cooperative Extension Educators Serving Latino Populations in the South http://www.joe.org/joe/2013february/pdf/JOE_v51_1a7.pdf

- http://www.extension.umn.edu/youth/research/culture-diversity/index.html

Other Extension Web Sites

CYFERNet http://www.cyfernet.org/ CYFERNet is an Internet-based service that provides practical, research-based information on children, youth, and families at risk. The content is contributed by the universities in all fifty states that are collaborating partners in the Cooperative Extension Service Children, Youth, and Family Network Project. CYFERNet was created in 1992

by professionals working for the Cooperative Extension System (USDA), the National Agricultural Library (USDA), and the Children, Youth, and Family Consortium (University of Minnesota).

The National Diversity Center on eXtension http://www.extension.org/pages/Diversity_Center
The national diversity Center on eXtension is an initiative to provide a virtual community committed to developing educational institutions and agencies that are inclusive in make-up and practice. A number of topics are addressed. Particularly relevant is the Reaching New Audiences section.

The National Clearinghouse for Spanish-Language Educational Resources
http://extensionenespanol.net/   This site is operated by and for Extension professionals and includes materials for both youth and adults.

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