Welcoming Culturally Diverse Youth into 4-H: A Handbook for 4-H Professionals

Youth celebrate the end of a 4-H program year in a 4-H afterschool club. *Photo:* Steven Worker.

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Table of contents

This handbook was written to share models for reaching culturally diverse youth that have proven successful within the UC 4-H Youth Development Program—and to communicate promising 4-H program practices for supporting diversity, equity, and inclusion.

Chapter 1

Originating in a rural, agricultural past, 4-H programs have been adapted over time to serve shifting U.S. demographics. However, California 4-H programs have not represented the racial and ethnic diversity (as well as other forms of diversity) found in California's population of young people. Learn why reaching new youth in 4-H youth development programs is vital for the growth of Cooperative Extension programming and for helping all young people thrive.

Chapter 2

Creating a welcoming and accessible program for all youth requires intentional effort on the part of 4-H professionals, adult volunteers, and youth. Learn how to prepare your county program to welcome culturally diverse youth into its programming. Success in developing, adapting, and implementing 4-H programming relies on developing and sustaining relationships built on trust with people, communities, and organizations. Learn how to develop a deeper understanding of your community and begin to build trust.

Chapter 3

4-H is a positive youth development program that supports best practices to develop healthy, happy, thriving people. Learn how to identify and adapt program models and curricula, recruit youth and adults, ensure that programs are culturally relevant, and evaluate your efforts.

Chapter 4

4-H has a long and rich history, with traditions that date back more than 100 years. Build on these traditions to strengthen 4-H and learn how to prepare for organizational change and how to manage transitions.

Chapter 5

Help youth and adults build their cultural competency skills by teaching them about diversity, equity, and inclusion. Teach youth and adults how to use inclusive language and practices and how to avoid bias and microaggressions when interacting with new audiences.

Chapter 6

The 4-H program is managed by the University of California, a land grant university with a significant bureau-cratic structure. Learn how to leverage the considerable power, depth, and resources of a large institution to implement new programs. Furthermore, learn about a variety of extended learning opportunities offered to youth in the form of events, conferences, field days, fairs, and camps, spanning from the county level to the state and national levels.

Introduction

Dhruv Rebba and Brianna Attey Mouanjo, 2022 Youth in Action national winners. *Photo courtesy of National 4-H Council.*

Welcoming Culturally Diverse Youth into 4-H: A Handbook for 4-H Professionals was written by a team of 4-H youth development advisors for 4-H professionals and key volunteers based on our experiences adapting, implementing, and evaluating youth development programs to make them more accessible, welcoming, and culturally relevant. We wrote this handbook to

- introduce the philosophy, history, culture, and common practices of the UC 4-H Youth Development Program (4-H)
- share successful models of 4-H programming to reach youth not historically served by 4-H
- communicate promising 4-H program practices that support diversity, equity, and inclusion

We intend for this handbook to be easily accessible to 4-H professionals. Our definition of diversity is inclusive of race, ethnicity, socioeconomic status, physical and mental ability, gender, sexual orientation, spiritual practices, employment status, geographic location, and other characteristics (Fields 2020). There is an emphasis on racial and ethnic cultural diversity throughout this handbook.

The handbook will introduce and hopefully motivate you as a 4-H professional or volunteer to effectively strengthen diversity, equity, inclusion, and belonging to welcome new youth into the 4-H program. The handbook starts with an overview of 4-H history to help you see where the program has been, before turning to the future and seeing where the program might go.

If you are not familiar with 4-H, our hope is that the handbook will introduce you to the organization and help you feel more comfortable in your new position. If you are already familiar with 4-H, we hope there is something new or insightful here to help you navigate your new position. This handbook should serve as common ground for all who are working to steward and improve the 4-H program.

Findings from the 2021 California 4-H Alumni Study. *Graphic by Steven Worker, Anne Iaccopucci, Roshan Nayak, and Nicole Marshall-Wheeler.*

With its connection to the power of over 100 land grant universities around the United States, we believe 4-H can and should be the most welcoming youth development organization in California. The research is clear: High-quality youth development contributes to caring, confident, and competent adults who are connected to and contribute to their communities.

Tashina Red Hawk and Kristin Osika, 2022 Youth in Action national winners. *Photo courtesy of National 4-H Council.*

However, like many youth organizations that began around 1900, membership in 4-H has not always represented the demographics of communities (Russell and Van Campen 2011). As a public institution administered by the U.S. Department of Agriculture and the University of California, 4-H is *required* to be equally accessible to all youth. By achieving this, we can give everyone in our communities the support to learn together, heal together, work together, and thrive together!

Learning reflectively about the history and culture of 4-H will help strengthen the 4-H organization. Confronting social injustice and racism to build a more equitable society takes time and is ongoing. One effective way to move in a positive direction for social equity is to be clear about the historical contexts of institutions, understanding them from a place of critical inquiry and honesty (Witham and Bensimon 2012). Understanding the history and cultural context of 4-H can help us determine how best to practice inclusivity in our programs.

Finally, we know that positive youth development programming has positive impacts on youth. When we support our youth and their families in ways that are culturally relevant and that value multicultural perspectives and experiences, we all benefit. Together, we can continue to strengthen the diversity and inclusiveness of local and statewide 4-H programs.

Find key terms in appendix A.

National 4-H brand logos.

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CHAPTER 1

History and future of the 4-H program

4-H youth learn by doing in science, arts, health, and civic engagement projects. *Photo courtesy of National 4-H Council.*

4-H youth raise, breed, and show livestock. *Photo courtesy of National 4-H Council.*

The 4-H program originated with efforts to serve and educate the public, beginning in the nineteenth century. In 1862, President Abraham Lincoln signed the Morrill Act, which created land grant universities in the United States. Prior to the Morrill Act, university education in the United States and other parts of the world had been primarily for those from families of wealth or prestige. Land grant universities sought to serve the needs of working people by providing instruction in agriculture and the mechanical arts, conducting agricultural research, and delivering knowledge and practical information to farmers and consumers.

In 1887, federal legislation known as the Hatch Act was passed. The Hatch Act authorized the establishment of an "agricultural experiment station" in connection with each land grant college that had been established under the Morrill Act. This was the beginning of efforts to share (or "extend") new techniques and information in agriculture with the public.

Formation of 4-H and the Cooperative Extension Service

In the early 1900s, the population of the United States was still predominantly rural, although it was shifting toward urban areas. University scientists, as well as

some farmers and ranchers, wanted to help strengthen U.S. agriculture with modern technology and techniques (Country Life Commission 1909). These early efforts helped set the stage for the next significant step in the formation of a national Cooperative Extension Service. In 1914, the Smith-Lever Act was enacted, which established the Extension Service within the land grant colleges. The mission of Cooperative Extension was "to aide in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same" (Smith-Lever Act 1914).

Each land grant university, as part of its continuing mission today, hosts a Cooperative Extension Service and receives funding from federal, state, and local governments to operate it. In California, our Cooperative Extension Service is hosted by the UC Division of Agriculture and Natural Resources (UC ANR). UC ANR is headquartered in the UC Office of the President in Oakland but has a second headquarters in Davis and a presence in all 58 California counties.

Origins of 4-H

After the formation of the land grant universities, researchers and professors soon discovered that adult farmers were often resistant to new research-based agricultural techniques and production methods, and did not readily adopt them. However, they found that young people were open to new thinking and would experiment with new ideas and share their experiences with adults. By starting with farmers' children, rural youth programs introduced new agricultural technologies, skills, and knowledge to farms (Rosenberg 2016). These early Boys' and Girls' Agricultural Clubs were pioneers in using the model of youth clubs for public education (Howe 1911). These clubs were placed under the management of each state's Cooperative Extension system (Wessell and Wessell 1982).

The idea of practical and "hands-on" agricultural education through organized clubs also came from a desire to connect public school education to country life. Clubs were formed during a period in which more young people were leaving their rural hometowns for cities. Building community clubs to help solve agricultural challenges—and stem fears associated with the nation's rapid shift from agrarian to industrial—was a step toward practical and "hands-on" vocational education in rural communities (Keppel 1962).

The first 4-H club

A.B. Graham started a "youth experimental club" in Clark County, Ohio, in 1902; formation of this club is considered the birth of 4-H in the United States. T.A. Erickson of Douglas County, Minnesota, started local agricultural afterschool clubs and fairs that same year. The first youth clubs used the same educational approach still used today: Youth met with an adult teacher outside school hours and worked on agricultural projects using the latest information and available technology. Learning was experiential, and adults selected projects that young people could readily understand and complete. Clubs were almost immediately linked to competitions in which youth could show off their experimental successes to others and win
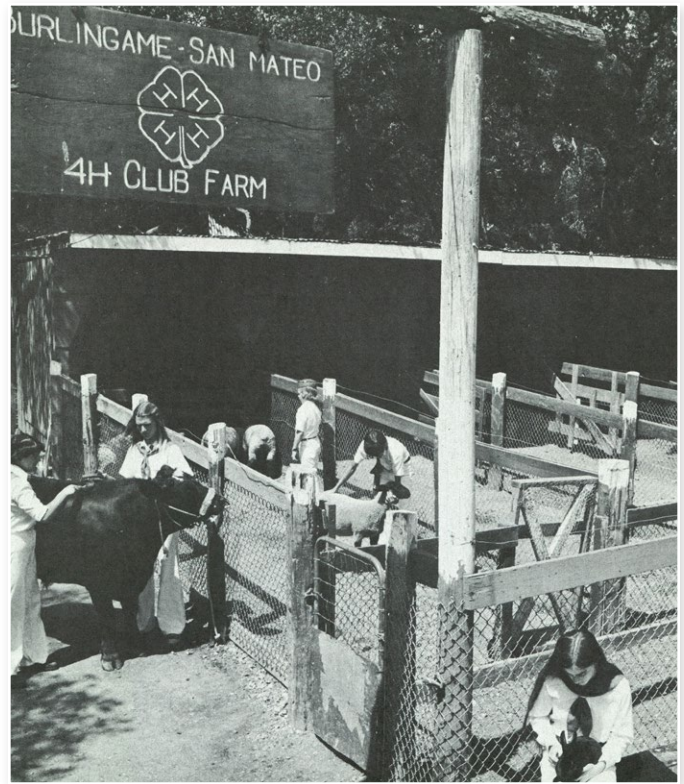
4-H club farm in San Mateo County, circa 1970s. *Source: USDA 4-H brochure.*

prizes. "Project" clubs expanded rapidly into various agricultural and home-economics topics.

Head, heart, and hands (and health!)

The origin of the four *H*'s is most likely a Rudyard Kipling poem written in 1906, entitled "The Children's Song." The poem's phrase "head, heart, and hand" became a popular way for educators and others to express a commitment to learning and the development of young citizens (Wessel and Wessel 1982). Two early youth club leaders in Iowa, Jessie Field Shambaugh and O.H. Benson, started awarding three-leaf clover pins and pennants with an *H* on each leaf to their students around 1910. Benson brought the idea to the U.S. Department of Agriculture in Washington D.C. By 1912, a fourth clover for "health" had been added, and youth clubs were eventually called 4-H clubs.

Afterschool 4-H club staff and volunteers. *Photo:* **Evett Kilmartin.**

The early history of 4-H included the participation of African-American communities. Black faculty from Tuskegee Institute, led by Booker T. Washington, were involved in popularizing the Cooperative Extension model. However, most of Cooperative Extension was led primarily by white people. Furthermore, the activities of white communities and communities of color were largely segregated from one another until the civil rights movement, and this influenced how 4-H was organized. Social and institutional racism contributed to unequal 4-H programming.

Future of the 4-H Youth Development Program

Originating from a rural, agricultural past, 4-H programs have been adapted over time to serve shifting U.S. demographics. The number of young people involved in 4-H programs has continued to grow from its inception, as the program has expanded into urban areas with different needs and interests. From the 1950s through the 1970s, the U.S. population continued to grow and diversify. Meanwhile, the civil rights movement and other social movements won victories for the rights of communities of color, immigrants, and women to be served more equally, leading land grant institutions to adapt 4-H programming to better serve culturally diverse youth.

In the United States, youth and families in the twenty-first century are more racially diverse overall. The evolution of the 4-H program has reflected this social progress. The 4-H suite of program offerings has broadened to respond to the interests and needs of continually curious audiences. Today, 4-H is the largest youth development organization in the United States, serving more than six million youth annually.

In the twenty-first century, 4-H emphasizes four priority areas: science, technology, engineering, and mathematics; civic engagement; leadership; and healthy living. The focus is youth development and supporting youth on a thriving trajectory (Arnold 2018). This is accomplished through a variety of program models (called "delivery modes"), including community clubs, afterschool and in-school programs, day and overnight camps, and special-interest clubs. The 4-H program relies heavily on teenage and adult volunteers to serve as educators and role models and to be providers of programming for youth.

4-H adult volunteers serve as educators and role models to youth. *Photo:* **Marianne Bird.**

For most of its history, 4-H programs have not represented the racial and ethnic youth population in California. Nonetheless, reaching youth historically not involved with 4-H youth development programs is vital to the growth of Cooperative Extension programming. 4-H professionals currently balance delivery of conventional 4-H community clubs with the search for methods to adapt programming so that it becomes more

culturally relevant. 4-H is more than an agricultural, rural program best suited to community clubs. 4-H professionals engage urban communities effectively and are beginning to change the perception of 4-H in communities.

4-H must intentionally and systematically use critical pedagogical approaches that foster equity and thriving outcomes for all youth—particularly those who have been marginalized by systems of oppression (Fields 2020).

In the mid-2010s, California 4-H professionals began an intentional effort to build organizational capacity to implement programming to engage racially diverse youth and families. The effort included (a) development of a plan to translate promising practices for Latinx youth development into organizational practice, (b) development of a comprehensive professional development plan to increase and sustain intercultural competence among professionals and volunteers, and (c) creating standards for hiring of racially diverse 4-H professionals.

Latino youth join 4-H in response to a new effort toward culturally diverse programming. *Photo courtesy of National 4-H.*

In 2015, UC ANR invested resources for a pilot effort, the 4-H Latinx Initiative, focused on adapting programming to make it culturally relevant and responsive to Latinx youth, building on a literature review by Erbstein

and Fabionar (2014). All counties involved with the initiative demonstrated an increase in Latinx youth involvement and an increase in the proportion of Latinx 4-H youth. Statewide 4-H participation has shown improvement in reaching youth of color. For example, in the 2019–2020 program year, 47 percent of youth identified as Hispanic or Latino; see the 2019–2020 California 4-H Annual Report, ucanr.edu/sites/UC4-H/files/339098.pdf.

- While the 4-H Latinx Initiative focused on Latinx youth, the hope was that adapted programming would emerge to help UC ANR better serve all youth of color. This handbook is one result of these efforts, as are several other publications by the UC ANR Diversity in Youth Development Workgroup:
- Addressing Theoretical Gaps in Positive Youth Development for Diverse Youth, anrcatalog.ucanr.edu/pdf/8576.pdf
- Building Partnerships with the Latino Community, anrcatalog.ucanr.edu/pdf/8572.pdf
- Professional Development, anrcatalog.ucanr.edu/pdf/8577.pdf
- Promising Practices for Programs Serving Latino Youth, anrcatalog.ucanr.edu/pdf/8578.pdf
- Staffing for Success, anrcatalog.ucanr.edu/pdf/8579.pdf

Structure of 4-H
Federal partners

- Extension Committee on Organization and Policy's **Program Leaders Working Group**, aplu.org/members/commissions/food-environment-and-renewable-resources/CFERR_Library/ecop-national-4h-partners-mou/file. The Working Group is a cross-organizational partnership that includes representatives from state 4-H program leadership, 4-H national headquarters (U.S. Department of Agriculture, National Institute of Food and Agriculture), the National 4-H Council (the private partner of 4-H), and the public. The Working Group provides an inclusive and transparent mechanism for meaningful dialogue.

- **Cooperative Extension Section** of the Association of Public and Land-grant Universities, aplu.org/members/commissions/food-environment-and-renewable-resources/board-on-agriculture-assembly/cooperative-extension-section/, Board of Agricultural Assembly, as represented by the Extension Committee on Organization and Policy.

- USDA NIFA's **Division of Youth and 4-H** at the United States Department of Agriculture—National Institute of Food and Agriculture. Focus on (a) serving as the federal experts in positive youth development, (b) building 4-H's capacity to develop and implement high-quality youth programs, (c) building 4-H's capacity to evaluate effectiveness and impacts, and (d) building 4-H's capacity to prepare youth with twenty-first–century work and life skills.

- **National 4-H Council**, the nonprofit partner, supports national and state 4-H programs with a focus on fundraising, brand management, communications, and legal and fiduciary services. The Council also oversees the National 4-H Conference Center and the National 4-H Supply Service.

State

Each land grant university, as part of its Cooperative Extension Service, has its own 4-H structure. Some 4-H programs are hosted in a land grant university's College of Agriculture and some in a College of Human or Environmental Sciences. In California, 4-H is hosted by UC ANR, ucanr.edu

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CHAPTER 2

Preparing for change: Knowing and being part of your communities

4-H volunteer educators work with teenage facilitators at the Sacramento 4-H On the Wild Side Camp. *Photo:* **Marianne Bird.**

Given that 4-H is a public program administered by a partnership between the U.S. Department of Agriculture, the University of California, and county governments, it is extremely important that youth participation in 4-H reflect the communities in which programs are operated. All 4-H programs must be designed to meet the needs of—and be accessible to—all participants, without discrimination. 4-H programs that are welcoming and accessible to all youth require special effort on the part of 4-H professionals, adult volunteers, and youth. New 4-H professionals should get to know their 4-H community and its relationship with the broader countywide community.

Become familiar with your 4-H community. Calculate 4-H enrollment numbers and compare them to the county population. Your 4-H enrollment data is a key starting point for understanding the demographic makeup of 4-H youth participants. What do your 4-H program enrollment demographics look like when youth and volunteer enrollment are broken down by ethnicity, race, and gender? Do your 4-H enrollment numbers reflect the racial and ethnic diversity found within your county youth demographics? Often, youth population demographics are more racially diverse than the overall county 4-H enrollment. Run reports in the 4hOnline enrollment system, ca.4honline.com, to better understand your 4-H program's demographics.

Race and gender

Please note that race and gender are the two dimensions of diversity calculated by USDA "parity" reports; thus, in this section, we focus on these two characteristics where comparisons with 4-H enrollment data are concerned. Other characteristics of diversity are important; however, they are often not easily calculated as they are not collected in a systematic method in the 4-H enrollment process. One specific consideration, based on the law, is ensuring parity in racial, ethnic, and gender demographics. Parity exists when the race and gender of program participants is proportionate to, or is equal to at least 80 percent of, the representation of races and genders in the potential population. You can determine if your program is "in parity" by multiplying the percentage of targeted youth (for example, Latinx or female) present in your county by 80 and then dividing by 100. The resulting number is the minimum percentage of participants who must be from a target group for your county to qualify as being in parity. When the same number, expressed as a decimal, is multiplied by the number of current 4-H members in your county, the result is the minimum number of youths from the target group needed for your county to be in parity. As an example:

- In your county, 65 percent of youth are Latinx.

- Your program has 350 youth participants.

- To be in parity for Latinx youth, 52 percent—that is, (65 x 80)/100—of your county's 4-H members should be Latinx, which works out to 182 youth (.52 x 350).

Calculating parity is a first step to identifying where there may be gaps and opportunities for program growth. Having this data available will help in attaining buy-in and support from your team of professionals, volunteers, and other involved parties, especially if your county is not currently in parity for multiple target groups. Additionally, this data will help you set concrete and realistic goals for developing a more inclusive and equitable program. Adjusting your goals to fit the SMART goals model (specific, measurable, action-oriented, resonant [and relevant], and timely), as discussed below, is highly encouraged to keep you and your team on track toward achieving your goals for inclusion and diversity.

4-H teenage member facilitates science education with youth in the outdoors. *Photo:* Marianne Bird.

Note: All reasonable efforts

Because participation in 4-H is voluntary, it is possible to comply with federal nondiscrimination requirements—even when parity has not been achieved—if it can be demonstrated that all reasonable efforts toward achieving parity have been made. However, it should be noted that while "all reasonable efforts" fulfills legal requirements, it does not fully ensure that programming is culturally relevant. To show all reasonable efforts, professionals and 4-H club leaders must report annually on their efforts to reach underrepresented clientele—specifically, racial minorities and women (UC ANR, n.d.). The required minimum effort includes

- using all appropriate and available mass media, including radio, newspaper, television, and the internet, to inform potential clientele of the program and of the opportunity to participate

- distributing announcements, flyers, and posters, as appropriate

- sending circulars and personal letters to individuals who are members of the underrepresented clientele group, including the dates and places of meetings or other planned activities, and inviting them to participate

- making personal visits to a representative number of the underrepresented potential clientele in a geographically defined area to encourage them to participate

Know and be part of your broader county communities

Your success in developing, adapting, and implementing 4-H programming to reach youth will, in large part, be dependent on your ability to develop and sustain relationships with individuals, community organizations, businesses, and public officials. Relationships are built on sustained positive interactions that lead to increased trust between parents, youth, community members, and 4-H professionals. One way to envision building relationships is through the lens of a social capital approach—that is, fostering a network of relationships that embody shared power and that are inclusive of trust, engagement, and agency (Erbstein 2013; Fields 2017). Without a purposeful and consistent effort to foster trust and build strong relationships, even the most promising program will almost certainly fall short of the success it seeks to achieve.

Through all your interactions with community members, strive to (a) communicate effectively and thoughtfully, (b) show respect and humility, (c) ensure

transparency of process, (d) provide engagement in meaningful ways, and (e) practice self-reflection and be willing to learn about cultures outside your own. To earn and build trust with a new community, you will need to take initial steps to get to know the larger social context. This chapter presents several great ways to get started, or dive deeper.

The first is to **understand your community's demographics and history**. You can do this by

- identifying where people live in your community, using data available from
  - the U.S. Census
  - the California Department of Education's Education Data Partnership, ed-data.org
  - Measure of America county reports, measureofamerica.org/
  - The UC Davis Center for Regional Change's Putting Youth on the Map, interact.regionalchange.ucdavis.edu/youth/
- searching for existing reports, research, and needs assessments; organizations that have likely published white papers include:
  - economic development boards or workforce investment boards
  - health care organizations, which sometimes sponsor community health needs assessments
  - county departments of health services
  - county offices of education

You can also contact colleagues in Cooperative Extension whose assignments and programs are similar.

Another approach is to develop a community asset map. One such tool is an engagement resource chart to assess the social "ecosystem" of services for the target population. The ecosystem is composed of cultural settings, businesses, physical spaces, institutions (for example, schools, libraries, health care facilities), associations, and festivals. Erbstein et al. (2017) outline how this type of mapping is useful in understanding the ecosystem serving Latinx populations.

It is also useful to explore county departments and organizations supporting youth development.

- Use online databases and directories to find organizations already working with your target audience. Many counties have established afterschool or out of school–time programs (for example, Boys and Girls Clubs, the YMCA, and other organizations funded through state or federal sources). Assess their mission, programs, and services so that you do not duplicate efforts. Identify individuals at organizations and set up a time to meet and talk about their efforts. Interview staff to learn about local history, challenges, and assets. Erbstein et al. (2017) outline how this type of key-informant interview provides important information about the regional Latinx population.
- Search for coalitions or alliances where out of school–time, youth development, or afterschool organizations meet. Go to meetings to help improve your awareness of your local ecosystem, important priorities, and community efforts. Examples include "Cradle to Career," "Asset Development Network," "Healthy Kids," or "[county name] Promise."

Another avenue is to learn about previous UC Cooperative Extension (UCCE) or 4-H programming or partnerships. Indeed, one successful method to gain early entrée is to leverage existing or previous positive relationships between a community member and UCCE. For example, 4-H professionals found that they were able to implement 4-H afterschool programming at sites served by CalFresh Healthy Living because trust had already been established.

Finally, it is important to commit for the long term to maintain relationships and trust. Know that trust is hard to build and easy to lose. Conducting one-time programs or stopping programs abruptly may cause partners to lose trust in you. Through critical review, learn about societal or historical inequities that affect the community. Learning of this type should encompass both volunteers and youth (as all recommendations in this chapter should). Place youth and community at the center.

Latinx engagement resoures

Cultural settings/traditions

home
church
special gatherings
cultural groups
performances

Individuals

elders
parents
youth leaders
youth workers
extended family networks
respected yard
duty/security
informal Latinx
community leaders
artists
entrepreneurs/
business owners
activists
Latinx-serving
program leaders

Cultural heritage

rites of passage
special holidays
gatherings
family stories
artistic traditions
traditional
agricultural knowledge
special recipes

Community festivals/events

sports tournaments
health fairs
special holiday gatherings
locally-specific gatherings

Businesses

Spanish-language media
(Hispanic) chamber
of commerce
business associations
restaurants/food trucks
specialized stores
travel agencies
banks/credit unions
remittance locations
farmers markets
Latinx owned-/
run-companies

Physical spaces

gardens
parks
playgrounds
parking lots
bike paths
walking paths
forests
preserves
picnic areas
campsites
fishing spots

Institutions

schools/afterschool
programs
universities
community
colleges/technical
training programs
libraries
community-based
organizations
museums
local government
hospitals
social service agencies

Associations

hometown associations
unions
tenant/neighborhood
associations
business associations
health/fitness groups
cultural groups
elder groups
advocacy networks
family support groups
heritage groups
hobby and
collector groups
charitable groups
Latinx
fraternities/sororities
mutual/immigrant
support groups
political organizations
service clubs
veterans groups
youth groups
civic event groups

Source: Erbstein et al. 2017.

Learning about my community

Steven Worker

When I began as a new 4-H professional, I was also new to the community. I knew I needed to find a way to introduce myself to potential clientele, understand the history and demographics of the community, and start to build a network. To begin, I focused my efforts on three areas: overall community demographics, existing 4-H programs, and other out of school–time youth development organizations.

In the first 6 months, I searched for and found several reports about the communities published by other organizations. For example, the U.S. Census; Hispanic demographic trends published by the Workforce Investment and Economic Development Boards; youth community health assessments; and Measure of America county portraits, measureofamerica.org/. Reading these reports provided me with an idea of the composition of the counties, as well as an idea of important and relevant community issues.

To get to know the 4-H community, I attended an abundance of meetings. I reviewed 4-H enrollment trends—on 4h Online, enrollment trends are available from 2008 to the present, while the State 4-H Office has enrollment figures going back to 1992. I spoke at length to local 4-H staff, the county director, and key 4-H volunteers (for example, the council president and other long-time and influential volunteers). Additionally, I reviewed the results of statewide 4-H surveys submitted by youth and volunteers in my counties (on topics such as volunteer experience, volunteer satisfaction, and youth spark surveys)—all of which are available from the 4-H evaluation coordinator at the state office.

To get a clearer understanding of the state of youth development programs, I set up meetings with twenty-seven individuals from twenty-one organizations, including the Girl Scouts, Boys and Girls Clubs (multiple chapters), libraries, the YMCA, California Conservation Corps, and other youth-serving organizations. Many of these meetings were arranged through cold e-mails (that is, I sent introductory e-mail to someone I did not know), while others benefitted from a preexisting connection to a Cooperative Extension colleague.

Relationship-building takes time—it is still ongoing for me, although the initial rush has subsided—and building trust with partners takes even longer. My initial approach to knowing and being part of my communities continues to benefit my program now, even years later.

Bilingual 4-H professionals present in Spanish at a 4-H workshop. *Photo courtesy of National 4-H Council.*

Bilingual professionals

Having **bilingual and bicultural professionals and volunteers** can significantly increase your program's ability to build strong connections with new communities and families (Ahrens et al. 2011; Allen et al. 2011; Behnke 2008; Brandt and Arnold 2005; Farner et al. 2006; Hobbs 2001, 2004; Vega 2016; Vesely et al. 2014). Without bilingual and bicultural professionals, you may face more challenges in connecting with the families you wish to reach. However, your efforts will not be fruitless. There is documented success in professionals

reaching and connecting with youth even when different cultural and linguistic identities are present, as long as professionals have the *corazón* (heart) and are committed, caring, persistent, and passionate about building those connections (Gándara 2006; Vega et al. 2016). When recruiting for new professionals, follow the guidelines in the "Staffing for Success" fact sheet, anr-catalog.ucanr.edu/pdf/8579.pdf, to ensure that recruitment and hiring efforts are inclusive and to promote a racially diverse team (Hill et al. 2017).

If you're wondering about the level of **administrative and county director buy-in and support** that you need, start by talking with your county director. Inquire about the director's vision for the program or county in terms of inclusivity and diversity. Relay your team's goals and how your efforts to reach those goals will also align with the county director's vision and goals for the county. Ask your county director to provide additional ideas and to mention challenges that can be anticipated—as well as advice for meeting those challenges. Ask if there is an upcoming county-wide professionals' meeting where you and your team can present your goals and plans. This can be an opportunity not only to garner widespread buy-in and support from your county office, but also to obtain advice from others who are working to be more inclusive in their work and to foster potential collaborations toward reaching these goals. Contact your 4-H state-wide director for additional support and to gain insight into statewide diversity goals and initiatives.

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CHAPTER 3

Adapting, implementing, and evaluating programs

4-H youth members sharing their nutrition and gardening projects at an end-of-the-year showcase. *Photo:* **Jackie Williams.**
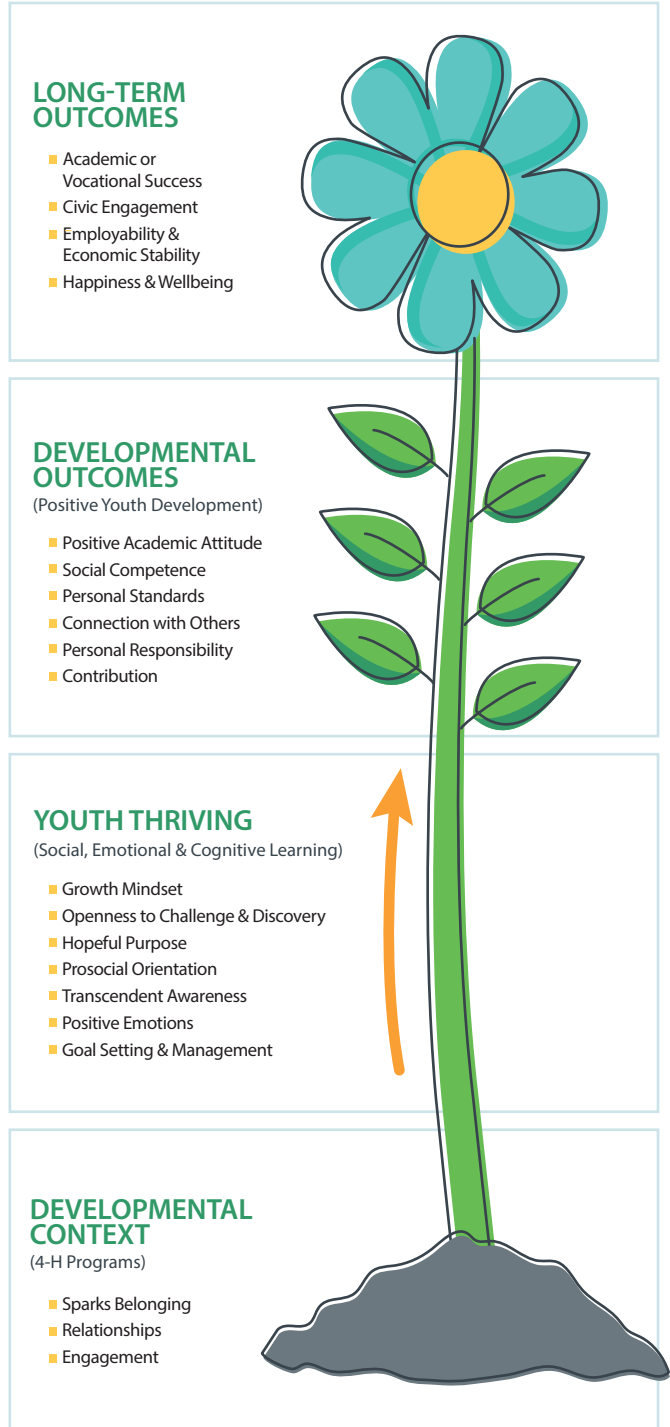
Providing culturally relevant youth development programming relies on many elements, starting with planning or adapting a program model and curriculum, the delivery of activities with youth, and ensuring a program's effectiveness. In this chapter, we provide information on these programmatic aspects.

Adapting and developing programs

Professionals need to spend time preparing in advance, even before beginning to work with youth. Preparation will include aligning programs with positive youth development, selecting an appropriate delivery mode, selecting suitable curricula, and planning for 4-H enrollment.

Aligning programs to the 4-H Youth Development Program framework

4-H programs incorporate the best practices in the study of youth development to fulfill the 4-H vision: to develop healthy, happy, thriving people who make a positive difference in their communities. The 4-H Thriving Model was designed to summarize the practices necessary to reach this vision (Arnold 2018). Regardless of curricular content, audience, or reach, 4-H programs should incorporate youth development and

LONG-TERM OUTCOMES

- Academic or Vocational Success
- Civic Engagement
- Employability & Economic Stability
- Happiness & Wellbeing

DEVELOPMENTAL OUTCOMES
(Positive Youth Development)

- Positive Academic Attitude
- Social Competence
- Personal Standards
- Connection with Others
- Personal Responsibility
- Contribution

YOUTH THRIVING
(Social, Emotional & Cognitive Learning)

- Growth Mindset
- Openness to Challenge & Discovery
- Hopeful Purpose
- Prosocial Orientation
- Transcendent Awareness
- Positive Emotions
- Goal Setting & Management

DEVELOPMENTAL CONTEXT
(4-H Programs)

- Sparks Belonging
- Relationships
- Engagement

Source: Arnold 2018.

educational practices to help young people achieve a thriving trajectory.

Selecting a program model and 4-H delivery mode

From the variety of delivery modes available, choose the one that works best for youth, program goals, site, and situation. Some factors to consider are location where the youth meet and the duration of the experience (long- or short-term experience). We recommend short-term experiences to introduce new audiences to 4-H. After the introduction, provide long-term opportunities for youth who would like to continue their engagement in 4-H.

Community 4-H clubs provide long-term opportunities. Members typically meet during evenings or weekends to engage in self-chosen learning experiences and activities known as "projects," usually led by an adult volunteer project leader. Individual members can select the project in which they would like to participate (each community club annually decides which projects it will offer). Community 4-H clubs have officers and planned activities.

Youth participate in an environmental science activity. *Photo courtesy of National 4-H Council.*

Selecting a program model and aligning it with a 4-H delivery mode option, 4h.ucanr.edu/files/120593. pdf, can sometimes be confusing. How, when, and why would you select one over another? Before you start a new program, take time to learn about all the options you have. Start with the type of experience that you would like to offer and the place where youth are going to meet to participate. The definitions below may help you to choose among the delivery modes.

(Also, review the core elements of organized 4-H clubs, ucanr.edu/sites/UC4-H/files/302208.pdf, to learn what is required and what is optional in each club type.)

- **Afterschool education programs using 4-H curricula or staff training**—Engagement of youth in a 4-H curriculum out of school time; or delivery of 4-H curricula by trained afterschool staff.
- **Day camps**—4-H-planned educational experiences from which youth return home each evening.
- **School enrichment**—Engagement of students in 4-H curricula during school hours (these programs allow youth to learn from 4-H curricula or other educational materials in a group or classroom during school hours).
- **Short-term and/or special interest**—Learning experiences, not part of a club or school, lasting at least 6 hours (short-term programs cannot last longer than 6 weeks).
- **Organized 4-H clubs**—Organized groups in the community—in school, after school, or on military installations, with a planned program lasting at least 6 hours.
  - **SPIN clubs** (special-interest clubs). Youth in SPIN clubs select a topic to master. Youth meet to work on a project for a minimum of six hours.
  - **Afterschool clubs**. These are organized afterschool programs administered by 4-H professionals or staff from another organization (for example, Boys and Girls Clubs). They meet the above definitions of a 4-H club and the young people and adult staff identify themselves as 4-H members and 4-H adult volunteers. Afterschool clubs may have officers and elements of a club structure.
  - **In-school clubs**. These clubs meet during school hours. They can be long- or short-term experiences and they often have officers and planned activities beyond school enrichment.
  - **4-H clubs on active military installations**. These clubs are organized by the armed forces on military installations for military dependents. Military 4-H clubs do not meet the above

definitions of a 4-H club. State 4-H program fees are not required because the youth are under the direct supervision of another agency and do not participate in any 4-H activities outside military installations.

- **Overnight/residential camps**—educational experiences, planned by 4-H, that involve a group living in the outdoors and include residential, primitive, or travel camping away from home. These experiences are county-based camp programs that foster healthy living, science education, environmental education, and more in the outdoors. The camps could last a day, a weekend, or a week. Youth who attend an overnight camp must be individually enrolled.

Types of enrollment

There are two primary types of 4-H enrollment: individual and group enrollment. In individual enrollment, youth and adults complete the 4-H enrollment paperwork and pay an enrollment fee; adults also take required courses and undergo a Live Scan background check. In group enrollment, only basic demographic information is collected. More detailed information on 4-H enrollment is contained in chapter 6.

Whenever possible, we encourage you to individually enroll your youth. Individually enrolled 4-H members and 4-H adult volunteers pay one-half (for

short-term programs only) of the full state 4-H program fee. Individually enrolling is beneficial because:

- It gives youth and adults access to other 4-H program opportunities, including awards, scholarships, and county, regional, and state events and conferences.
- You have a record of participation and contact information.
- Youth and adults are covered under accident and sickness insurance.
- Adults who are individually enrolled are protected under UC general liability when acting within their 4-H volunteer role and scope.

Group-enrolled 4-H members and 4-H adult volunteers do not pay the 4-H program fee and do not need to complete the individual enrollment forms. However, they are not covered by insurance and cannot participate in overnight 4-H activities at the county, state, or national levels.

Curriculum identification and adaptation

Having the right curriculum for youth and volunteers to work with and learn from is an important step in developing your program. Youth and volunteers often choose a curriculum based on their topic of interest, and it is important that you provide a curriculum and resources that not only cover a wide range of topics

Teenage 4-H members facilitate science activities with elementary school students. *Photo:* **Marianne Bird.**

Teenage 4-H member prepares to facilitate a learning experience with a prepared curriculum. *Photo:* **Marianne Bird.**

but that are also updated and relevant to your clientele. The following are some tips on how to provide a curriculum that is relevant to the people with whom you are working.

- *Understand topics or areas of interest in your community.*
  - Have youth complete interest surveys.
  - Read local community news and attend local events.
  - Participate in your 4-H program's club and project meetings.
  - Engage in local committees, action teams, and organizations.
- *Look for a timely and evidence-based curriculum.* Once you understand the interests in your community, identify relevant curricula that are up to date and come from reputable sources. Some places where you can find curricula are
  - Shop 4-H website, shop4-h.org/
  - UC ANR catalog, anrcatalog.ucanr.edu/
  - University Cooperative Extension systems across the United States
  - Professional societies and organizations (a good place to start is to look at the resources available from professional organizations that you currently belong to)
- *Adapt your communication style—and if necessary, your curriculum.* Be ready to listen to and engage in mutual learning with the groups you are working with about their interests, needs, and values before choosing a curriculum to use. You may need to adapt the curriculum to meet youth's needs and to ensure it is culturally relevant to them. (This is one reason that bicultural staff are so valuable.) Questions to ask yourself when selecting or adapting curricula are
  - Is the topic of interest to the youth group?
  - What adaptations (if any) are needed in order bring the voice/stories of young people into the curriculum?

  - Are there any parts of the curriculum that may seem offensive or conflict with values of the group?
  - What materials are needed, and will youth have access to those materials if the curriculum is implemented?
- *Be flexible and adaptable.* Along with engaging in communication and mutual learning, being flexible in choosing and adapting a curriculum is important when working with culturally diverse youth. If parts of a curriculum are unsuitable for your clientele group, be prepared to adjust and remove activities or parts—or supplement the curriculum with other activities or parts. Consider using concepts of universal design that can help make programs and environments inclusive of all youth. Universal design for learning and universal design (physical environment) are a set of principles for program development and environments that give all individuals equal opportunity to learn and participate (CAST 2018). Universal design is not a single, one-size-fits-all solution but rather a set of flexible approaches that can be customized and adjusted for individual needs.
- *Respect and reinforce the ethnic-racial identity of youth.* Ethnic-racial identity is a multifaceted, dynamic, and hallmark feature of identity formation during the developmental period of adolescence, particularly for youth whose lives are embedded in contexts in which ethnicity and race are salient (Umaña-Taylor et al. 2014). Research has indicated

Youth and adults value their unique cultural perspectives. *Photo courtesy of National 4-H Council.*

that, among ethnic-racial minority youth in the United States, exploring ethnic-racial identity and gaining a sense of clarity regarding this aspect of identity can serve a protective function and promote positive youth development (Umaña-Taylor and Douglass 2017).

When working with culturally diverse youth, using activities that create awareness and exploration of youths' ethnic-racial identity is important. It allows youth to not only understand their own identities but also to respect those of others. Some activity ideas include (a) holding themed meetings that explore a different culture every month, (b) adapting curricula (for example, for a cooking curriculum, modifying recipes so that foods from particular cultures are prepared), or (c) inviting guest speakers whom youth can identify with and learn from.

Providing a safe space to explore and cultivate ethnic-racial identity development is also important. It allows guided conversations around personal experiences with ethnic identities, including traumatic experiences like discrimination and social inequality. It is critical that youth experiences with discrimination and racism be validated and heard. When possible, address any discriminatory issues raised by the youth. Discuss and empower youth to overcome these challenges.

Note: If you lack the expertise, seek individuals or organizations that specialize in working with culturally diverse audiences and have experience in conducting programs and activities that help support and build positive ethnic-racial identity. As a youth development professional, you also have a responsibility to develop this skill set.

As you think about all these aspects of program development and design, it is also important to start planning how you will evaluate the outcomes and impacts of the program. Although more information on evaluation is described later in this chapter, keep in mind that planning for program evaluation should be part of your program design—and that implementing the evaluation method(s) should occur during and after program implementation.

My story as a new 4-H professional

Jose A. Campos

Outreach is very important for any youth organization, but 4-H has intentionally explored ways to bring the program to Latinx communities. Traditionally, Latinxs don't respond to fliers openly inviting them to participate in activities or events. But once they genuinely receive a personal invitation, they make time to gather and learn about what they will be exploring.

We know that Latinx families congregate at schools where their children spend the majority of the time, and what better place to bring awareness of the many ways we can enrich lives, support academics, and develop social skills than bridging both settings—4-H and school?

During my first years as a 4-H professional, I spent many hours searching for Latinx-youth serving organizations and found many organizations focused on sports. Yep, SOCCER was at the top of many lists. The most important step for me was to personally share the mission of 4-H as a family organization. When I posed the questions "What do you know about 4-H?" or "Have you heard of 4-H?," the most common response was WHAT IS IT?

In response to that question, I would share my personal experience of growing up in the 4-H program during a time when few Latinxs were involved in 4-H. Thanks to my parents' persistence, I entered a program where I benefited from volunteers' guidance and support. I would share my achievements, such as attending state leadership conferences, being a record book winner, and traveling on exchange trips. After I shared my experiences with 4-H, I would tell them about a program that might interest them, one that would encourage their children to aspire to careers and higher education. At this point, I would introduce JUNTOS, a college preparation program.

Higher education is a major goal the youth have today but they face many challenges in finding necessary resources. Students who are not mainstreamed into general high school classes are usually last to learn how to plan for the time after

graduation. Many parents have not learned how to help their children explore options for a better education. The 4-H program has implemented JUNTOS to help address these issues. California 4-H, with training from North Carolina State in delivery of JUNTOS, has introduced the program, which has been well received. This curriculum provides practical tools, resources, and knowledge to overcome challenges related to higher education. It has been 3 years since I was trained to share these resources, and I continue to conduct family engagement workshops to support family goals for higher education.

My mission is not complete, and I will continue to build on the relationships I've made, meet the needs of the communities I connect with, and provide Latinx youth with hope for better opportunities and greater success.

Implementing programs

Once preparatory work is complete, professionals may begin recruitment and implementation of programming with youth and adults.

Recruitment of youth and adults

The 4-H program relies heavily on volunteers to deliver programming. Because of this need, volunteer recruitment is a crucial step in program implementation. Following are some tips for recruiting volunteers who reflect the population demographics in your county:

Youth participate in a healthy cooking program. *Photo courtesy of National 4-H Council.*

- Identify other community organizations that you can collaborate with, creating partnerships that will facilitate
  - access to community organizations' volunteer bases, especially if the organizations recruit volunteers for various projects
  - connection with groups that are interested in working with youth in different geographic or content areas
  - collaborative relationships so you can partner with organizations to share resources and expand programming
- Take time to build relationships:
  - Commit to actively participate in outreach. Building relationships is all about being in the community and making a conscious effort to connect with others.
  - Talk with and listen to community members and seek their input and ideas on programs and activities. Doing so allows you to understand firsthand the needs and issues in the community.
  - Participate in community events. This is one of the best ways to develop and establish relationships with community members. When you are present and engaged in community events, people will recognize and contact you!
  - Demonstrate respect for cultural diversity. Become informed about the histories of the various cultural groups in the county. When engaging with people in social settings, be mindful of their backgrounds and experiences. Always be respectful in your interactions with others. Understand that *respectful* might have a different meaning for others than it does for you.

Check yourself for implicit bias, avoid overgeneralizations and stereotypes, and practice critical self-reflection.

- Focus on the youth:
  - Highlight the program's benefits for youth. Volunteers in youth organizations often dedicate their time because they want to be role models and want to see youth learn and grow. When

recruiting volunteers, focus on the program's priorities of positive youth development and youth well-being.

- The 4-H program gets youth involved in active learning and provides them opportunities to make real contributions to their communities. Let potential volunteers know that when they volunteer in the program, they help youth make a real difference in their communities.

- Make it clear that youth with disabilities are welcome and the program will work to provide reasonable accommodations. Provide information on who should be contacted regarding needed accommodations.

- Create a welcoming environment:
  - One of the reasons youth and volunteers drop out of the 4-H program is that they do not feel welcome. Make sure that professionals and other existing volunteers make new members and volunteers feel comfortable by providing them with program information and being available for questions.
  - Getting acquainted with the 4-H program is a crucial step. Youth and families who are new to 4-H require some guidance and mentoring to feel welcome.
  - Again, be mindful and respectful in conversations. This goes a long way toward making people feel welcome in the organization and program.

- Teens-as-Teachers
  - Recruiting adolescent youth as teen teachers is a great way to engage youth. It allows older youth to be mentors and younger youth to be taught by role models they can relate to.
  - Teens-as-Teachers programs also develop leadership and teamwork skills in adolescents who teach younger children (Murdock et al. 2003).

Marketing

People must know that projects, programs, and events exist before they can learn more about them and eventually participate in them. When you think about

Recruitment billboard. *Photo courtesy of National 4-H Council.*

the use of advertising to publicize activities to your clientele, here are some questions to ask:

- Where do people in your counties get their news?
- Do people turn to posted news or does word of mouth work better?
- Are there certain times in the year when community events happen?
  - Can you engage in program outreach during these events?
  - Can you plan themed activities in conjunction with these events?
  - Will the turnout at 4-H activities during those times be impacted by these events?

Below are some ways you can market your events and programs (be sure to advertise your program activities in English, Spanish, or other languages as applicable, and include photos that reflect the population you are trying to reach):

- social media (Facebook, blogs, Twitter, Instagram, Nextdoor)
- outreach and community events
- word of mouth
- newsletters
- local news (press releases)

Youth participates in a 4-H archery project. *Photo courtesy of National 4-H Council.*

Ensuring your program is culturally relevant

Is your current program culturally relevant? Culture is broadly defined as the shared experiences of people, including their languages, values, customs, and worldviews. Culturally relevant teaching uses the "cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (Gay 2010). The first step is to reflect on your own culture and identity and learn about your implicit bias. This is followed by learning to adapt one's behavior and interactions in culturally respectful ways.

Here are ten tips for culturally relevant youth programming (Fields and Moncloa 2018):

1. Engage in intentional self-reflection to understand one's cultural norms, values, beliefs, and behaviors. Engage in intentional self-reflection on similarities and differences (comparing your own culture with others).

2. Develop a nonjudgmental appreciation of and respect for multicultural beliefs, values, and experiences in order to have a deeper subjective understanding. Culturally mediated instruction includes multiple ways of knowing, understanding, and representing information that is incorporated into teaching. The learning environment encourages multicultural viewpoints and allows for inclusion of knowledge that youth can relate to. This allows youth to feel safe and comfortable while learning.

3. Evaluate your own overgeneralizations and stereotypes.

4. Help youth understand there is more than one way of knowing and learning (for example, through stories, art, music, language, and food). Youth learn better when the culture of their learning environment outside the home reflects, to some degree, their home environment. Reshape and adapt curricula as necessary so they reflect culturally relevant issues and topics and challenge youth to develop new knowledge and skills.

5. Be a youth-centered educator by showing youth that you care and provide experiences that facilitate engagement with and discussion of their own culture. Youth-centered instruction involves learning that is cooperative, collaborative, and community-oriented. Encourage students to direct their own learning and work with others on projects that are socially and culturally relevant to them

6. Communicate high expectations for participants. Setting and communicating high expectations help youth develop their sense of self, in addition to helping them build intrinsic motivation to be successful.

7. Develop positive perspectives on parents and families through dialogue with parents and caregivers about youth's needs and their expectations for their children. This can help parents be effective partners in and volunteers for youth's learning.

8. Incorporate multiple assessment tools.

9. Ensure practices, guidelines, and policies are created for or adapted to culturally diverse populations to be more inclusive.

10. Advocate for systemic organizational change to respond to the needs and interests of culturally diverse populations (for example, the 4-H enrollment process).

A culturally relevant learning environment creates spaces where youth engage in

- dialogues on culture, race, and ethnicity
- a caring relationship with adults and other youth
- providing feedback to program leaders to ensure youth feel safe and comfortable
- completing evaluations so that 4-H professionals can analyze program outcome data to adapt the program as needed

Cultivating culturally responsive pedagogical practices shows that your program recognizes the importance of including students' cultural references in all aspects of learning. This then allows for equitable access to education for students from all cultures (Ladson-Billings 1995).

Adapting to be culturally relevant

Car Mun Kok

I started as a 4-H professional serving two counties and partnering with organizations and schools to develop new programs. Engaging in open communication about program logistics and expectations has been most helpful in my experience with adapting and implementing a culturally relevant program. I worked with two schools that had different values and practices from the general community. The schools had specific beliefs about food, animals, and social interaction between gender groups. They had separate boys' and girls' schools on the property, and males and females were not allowed to interact at any time. Because of this, I had separate communications with the boys' and girls' school principals and decided to schedule their trainings separately (even though it was the same training). The boys and girls served as teen teachers at a local Boys and Girls Club. I had to ensure that they delivered programming on different days at the Boys and Girls Club.

Because of the schools' beliefs, they were hesitant about working with live animals, even though the animals would not be harmed in any way. This led to adapting the curriculum so that no live animals would be used (we omitted the use of live snails and worms in the Youth Experiences in Science curriculum). The schools also had strict rules about working with food (for example, no animal products, no garlic, no onion). Also, food could not be used in a way that would cause it to be wasted and inconsumable. Again, we worked to adapt the curriculum to work with mostly nonfood items. This was also something I had to learn and abide by when I was providing snacks for the teens during our trainings and meetings.

Sometimes, details like these might seem small, but they can have a huge impact on your program. Negotiating such details can be challenging because you must invest time in learning a curriculum, communicating with different entities, and making changes (it was a challenge even to find snacks without garlic and onion!). However, from my experience, going through such steps is imperative for the open and respectful communication that makes it possible to adapt and implement an effective program.

Youth working together in an educational workshop at a conference. *Photo courtesy of National 4-H Council.*

Evaluating programs

Once your program is implemented and running, it is important to engage in ongoing program evaluation to gauge the quality and outcomes of your program. While evaluation to assess program outcomes and impacts is conducted during and after program

implementation, it is important to incorporate evaluation planning as part of program development and design (discussed earlier in this chapter). There are different ways to do evaluation and the method you choose will depend on your program and clientele. Seek advice and support from the Statewide 4-H Evaluation Coordinator or 4-H Youth Development Advisors.

Evaluation basics

Take care not to replicate historical inequities and traumas that communities have experienced due to evaluation—for example, as discussed in Caldwell and Bledsoe (2019), by using research and evaluation to portray some groups as less intelligent than others. Taking a culturally responsive evaluation approach will help improve your evaluation while also reducing structural inequities (American Evaluation Association 2011). Ask yourself:

- What are the outcomes to be assessed? Who defined or decided on them? Whose perspective is held up as "objective" or "neutral?" (We recommend you elicit culturally meaningful definitions of youth outcomes without reinforcing historical inequalities and oppressive systems or reverting to a deficit-based view of youth.)

- How are communities involved in determining these outcomes? Are evaluations conducted in a collaborative way that distributes power? Place emphasis on community-defined outcomes.

- Does the evaluation reflect the values and experiences of the people doing the work? Who gets to tell the evaluation story, and whose truths are silenced?

Two types of evaluation can occur during the program implementation stage.

- *Formative evaluation.* Evaluation conducted to inform midcourse corrections to the program. The purpose of formative evaluation is to see what changes (if any) need to be made before the program ends to ensure successful completion of the program.

- *Process evaluation.* Evaluation conducted to shed light on implementation processes.

Some questions to ask when conducting evaluations during the implementation stage are:

- Does the program successfully recruit and retain 4-H members and volunteers?

- Do the materials and curriculum meet the standards for accuracy and clarity?

- Are programs meeting the needs of participating youth? Is the program going according to the projected timeline?

- Are there any logistical issues that need to be addressed before the program ends?

After your program ends, you'll want to evaluate for effectiveness and impact. The types of evaluation that can occur upon program completion are:

- *Outcome evaluation.* Evaluation conducted to determine the extent to which the program influenced desired outcomes and behaviors. Outcome evaluation allows us to know if the program was effective in achieving its objectives.

- *Impact evaluation.* Evaluation conducted to determine the extent to which the program had a broader impact on the overall community or population. Impact evaluation allows us to measure the impact of the program on long-term goals. It also provides evidence to support policies and funding decisions.

There are several methods which can be used in the various types of evaluation.

Surveys

- Pros: Surveys are one of the more commonly used methods of data collection. They are easy to create and administer and have a wide reach. They are time- and cost-effective.

- Cons: Because surveys are frequently administered within the organization, 4-H members and volunteers might have survey fatigue, which could lead to response bias. Surveys also do not allow you to gather in-depth information. Additionally, traditional Likert-type

surveys may not be culturally appropriate for Latinx audiences (Dogan and Sitnich 2012).

Interviews and focus groups

• Pros: Interviews and focus groups allow for gathering more in-depth knowledge about participants' experiences. These methods often provide rich data that allow a deeper understanding of the 4-H program.

• Cons: Interviews and focus groups are time-consuming and can be costly to conduct (for example, participants' travel, incentives for their time, and so on). If you have multiple interviewers, the sessions might also be administered differently.

Observations

• Pros: Observations allow you to witness events and activities as they are happening. This allows for collection of real-time data that is probably the most accurate reflection of the program. This method provides rich data as well.

• Cons: Observations are time-consuming. They also involve a high degree of researcher bias because they rely on human observation and interpretation of the observation.

Observation tips:

• Participating in your county's 4-H events can help you learn a lot about the program. Use a standard set of criteria in your observation tool so that you can compare your data across various events.

• Attend events and activities like Presentation Day, club and project meetings, 4-H summer camp, and others.

• Adopt a "boots-on-the-ground" approach by engaging with volunteers, youth members, and community members to gain insight into your program.

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CHAPTER 4

Organizational change: Diversity and inclusion in 4-H

4-H volunteer educators attend a professional development workshop to learn, share, and connect. *Photo:* **Steven Worker.**

The history of 4-H is long and complex and the organization is rooted in tradition. The period of an organization's founding is highly correlated with its present structure because "…traditionalizing forces, the vesting of interests, and the working out of ideologies may tend to preserve the structure" (Stinchcombe 1965, 168). This structural inertia, as described by Hannan and Freeman (1984), can be clearly seen in many present-day 4-H structures, traditions, and rituals whose roots go back to the beginning of the organization. Traditions practiced over time become infused with personal value and meaning and are often involved in one's identity (particularly for long-tenured 4-H volunteers, and volunteers whose parents and grandparents were also in 4-H); these traditions can thus be stable, enduring, and self-perpetuating (Dacin and Dacin 2008).

Understanding 4-H's past can help 4-H professionals think about how to move the organization forward. Organizational change is slow; it takes time and intentionality. Research has shown that traditions endure or fade due to three pressures: political (usually involving crisis moments or negative public relations), functional (often involving funding, technical, or logistical issues), or social (changes in society or laws) (Dacin and Dacin

2008). The 4-H organization must become more culturally responsive to reach and engage culturally diverse youth. This work is ongoing and will benefit from *your* participation.

Working within 4-H organizational culture

As you begin to learn about the existing 4-H program in your county, you may find that a handful of long-tenured 4-H adult volunteers have disproportionate influence on program direction and structure. Change may be impeded by individuals who have strong emotional connections to the history of the organization and a desire to maintain traditions and previous cultural practices, or who hold influence or power in your 4-H volunteer management organization (or Council). These people are referred to as founders (Huff and Pleskac 2012). *Founder's syndrome* describes a situation in which an organization needs to change—for example, by adapting to reach new and culturally diverse youth—but the founders' desire to preserve tradition limits needed growth. There are several strategies for managing a "founder's syndrome" environment:

- involving and actively supporting new people
- developing a relationship with founders and redirecting their efforts to areas that will not trigger a negative response

State Headquarters for UC ANR, home of the 4-H Youth Development Program. *Photo:* **Evett Kilmartin.**

- involving youth in leadership roles and as equal partners
- institutionalizing processes including term limits, position descriptions, limitations on the number of committees an individual may serve on, and minimum numbers of youth for each committee

For broader organizational change, we offer several strategies shown to be effective when utilized in an intentional, multiyear effort:

- **Before attempting organizational change, spend a year or two learning about your 4-H program—and its history, people, and traditions—and developing relationships.** Bringing people along requires trust. Trust is built over time by being present at meetings, engaging in informal conversations (for example, before and after formal meetings), demonstrating transparency, and maintaining a willingness to listen. When existing members can see that you know and understand the program and have an idea what their interests are, they will be more likely to receive proposed changes. Organizational change requires you to provide a vision (or facilitate a process to develop a vision), obtain buy-in from stakeholders, and allow a reasonable amount of time for cultural change to occur.

- **Create readiness for change.** Learn from colleagues about the arguments against change, and resistance to it, that they've encountered. Develop proactive strategies to overcome resistance, such as (a) sharing why change is needed (discussing the current status of organization and where the organization needs to be), (b) talking to a wide group of 4-H volunteers and listening to their ideas about how the organization can improve, and (c) creating "brave spaces" among professionals and volunteers. Establishing brave spaces involves establishing an atmosphere and expectation that diversity and equity are important goals. Let professionals know that everyone will be engaging in tough conversations about where we are—asking what is going well, where we are making mistakes, and what needs to change. These conversations need

to occur if youth who have experienced marginalization are to be engaged. Don't be afraid to seek the help of a trained facilitator for a first meeting like this. A facilitator's expertise and neutrality can sometimes be very helpful in helping a group have a conversation about big change.

- **Create a vision.** A successful long-term vision needs to have buy-in and investment from the 4-H community. Facilitate a process to receive input, provide feedback on goals, and see how 4-H volunteers and youth will be part of the new vision. You might work with a neutral and trained facilitator to plan and execute a visioning process with your community.

- **Engage in cultural competency–building and cultural humility.** Develop an understanding that building and obtaining cultural competency is an ongoing and intentional process. One should strive to develop cultural humility, which is increasing one's ability to see others' viewpoints, understand others' backgrounds, and find ways to work with people from various backgrounds. Ideally, 4-H professionals, as well as volunteers, will continuously participate in professional development involving diversity and equity.

- **Strengthen "political" support.** At its core, organizational change is about power and politics, so this point cannot be overlooked. Strengthening political support includes getting your county

Youth travel to Washington, DC, for a 4-H agricultural science conference. *Photo courtesy of National 4-H Council.*

director and state 4-H director on board to back and support change. It may also include working more closely with influential 4-H volunteers to have them champion change.

Manage transitions and sustain momentum

When you plan, develop a timeline that includes specific milestones. Keep in mind that new traditions might not emerge for 3 to 5 years, so think in the long term. You might find yourself stepping into an existing transition that a departed colleague began. In that case, find and read previous materials, ask community members about the change that has occurred, evaluate the work already begun, and provide continuity with it.

Anticipate challenges and create conditions for success

Below, review the anticipated challenges and conditions for success to evaluate where you might be in terms of engaging culturally diverse audiences in culturally relevant ways—and of supporting the county's 4-H Expansion and Review Committee.

Anticipated challenge: Team members not coming to the table with a shared understanding of the purpose/goal

Condition for success: Address challenge by fostering shared understanding of county/region populations and needs and strengthening commitment to address needs.

Anticipated challenge: Getting stuck on having a shared language and vision

Condition for success: 4-H professionals, volunteers, and youth first discuss and find shared values and interests. This will help build a common language; a vision can often flow more freely from there. All stakeholders understand and appreciate diversity and share a common language.

Anticipated challenge: Focusing on events or short-term programs while working on systems change

Condition for success: Develop a shared goal and understanding for creating a strategic plan to engage and sustain the participation of culturally diverse youth and families. Systems change is essential to ensuring

long-term cultural change in an organization; however, this can take a long time to accomplish, so having short-term successes helps engage individuals over a shorter time span.

Anticipated challenge: Experiencing a new change or initiative

Condition for success: Build on what already works in the existing organizational infrastructure. For example, invite 4-H volunteers (adults and/or youth) to lead/assist with in-school or afterschool programs.

Anticipated challenge: Not having committed people who are actively engaged in the process

Condition for success: Selection of volunteers (youth or adults) for key roles is conducted through an application or invitation process. Adults who have experience with multicultural populations are selected for leadership roles. As part of the orientation meeting, volunteers learn about the diversity of 4-H program delivery methods in the county and the social conditions of youth and families. Schedule meetings or conversations to make it as easy as possible for people to participate fully.

Other strategies

- *Utilize an Expansion and Review Committee.* These committees are required in 4-H policy. Their purpose is to "help expand 4-H opportunities for youth, adults, and families, to help strengthen approaches to 4-H delivery, and to add quality to the educational process." You may be able to utilize an Expansion and Review committee to make strides in adapting the 4-H program to serve new audiences. Selected committee members should include members from new audiences you are trying to reach as well as members who do not currently participate in 4-H. Please steer clear of tokenism when selecting members for this or any committee. That is, avoid including only one member from a certain community (for example, the Latinx community).

- *Adapt existing 4-H Community Clubs.* Working with a 4-H Club leader, make cultural adaptations to the Club to enhance accessibility and engagement for

culturally diverse youth. After achieving results, share successes with other leaders.

- *Host a "4-H Futures Task Force" process to restructure your 4-H Council into a management board.* Several counties have undergone a process to restructure their 4-H volunteer middle management system from a County 4-H Council to a 4-H Management Board. The case for transition is to (a) get more volunteers involved in specific areas, (b) allow 4-H to capitalize on people's passions and strengths, (c) identify more effective administrative management, (d) support the academic work, and (e) reduce the amount of time that county directors need to devote to dealing with 4-H. There are several models now in use, although results have been mixed. Contact the State 4-H Office to explore whether this process might serve your goals. Working with a management board is aided by

  - making sure members of the 4-H Management Board understand they are supporting the entire 4-H Youth Development program, not just the club aspect of 4-H

  - involving community members who have not previously participated in 4-H and can provide a different viewpoint

Program integration: Welcoming culturally diverse youth to local, regional, state, and national conferences

Fe Moncloa

In Santa Clara County, 4-H professionals partner with youth-serving organizations and schools to engage culturally diverse youth in 4-H. These young people participate in 4-H activities on a weekly basis and over the span of 3 or more years. Below, I share some of the strategies my staff and I use.

Recruitment: Group enrollment for students participating only within the partner location

Adolescents participating as teen teachers or participating youth are enrolled with group enrollment. Whenever there is an opportunity for young people to attend a leadership conference, my staff or I extend an invitation. We do this only when we have funds to cover the cost of at least 75 percent of the registration fee and can secure free transportation. We support the enrollment fees with a combination of program grant monies and our County Council waiver budget.

Working with communities in which parents are sometimes not engaged or present

Some young people we work with are emancipated minors, and other youth's parents work two or more jobs. When needed, we highlight all sections of the enrollment form that must be completed and work with either the school or the agency to facilitate parent communication. We also provide a sample completed form. Once paper forms are turned in to agency staff or a teacher, youth are enrolled in 4hOnline by 4-H professionals.

Creating relationships

It's crucial to create relationships and get to know the youth you are working with. When possible, identify their interests and relate those interests to 4-H. For instance, one young person expressed a love of animals and a desire to become a veterinarian. When the countywide Animal Field Day was scheduled, 4-H staff shared this information with the young person and created a customized flyer to communicate the information to the child's parent. The student, a younger brother, and their mother all attended. At the event, 4-H staff introduced them to other 4-H youth who shared how they participate in 4-H.

An important element in cultivating relationships is earning the trust of the parent. Parents are the gatekeepers to their children's participation and transportation. Especially when traveling to overnight events, parents want to understand the activity, the accommodations, the food, and so on. When needed, I provide information in Spanish for better understanding.

Recognition

As part of the Teens-as-Teachers program, teens are recognized for their participation with a pin and a

certificate. At the same time, teens are encouraged to attend the county or regional leadership conference. 4-H staff and I provide youth with a flyer in simple English, and if needed in Spanish. We share with them what they can expect at a leadership conference or event, and what assets and perspectives they will contribute. We discuss their concerns and answer their questions about the conference. We offer either a free registration or a scholarship to attend at a reduced rate, and this is communicated as a privilege earned by their participation.

Leadership or event registration

We handle leadership or event registration with the parent on the phone or with the help of a parent volunteer.

Travel preparation for events

We share with culturally diverse youth the type of questions they might be asked at an event, such as "What club are you in?" and "What projects are you involved in?" We describe the various delivery modes 4-H has to offer, and how most of the youth who participate in leadership events come from the club program. We engage in deep conversations about the possibility of encountering racist remarks about skin color, clothes, or accents. We role-play how to respond to all these questions and possible comments. We provide the families a timeline of what will happen during the event, a complete packing list, and our personal cell phone numbers. If traveling on a plane, ask youth if they own luggage. Be prepared to lend youth luggage and give them tips on how to pack a suitcase, what they can bring on the plane, and how to plan for food while traveling.

4-H event organizers

County ambassadors in Santa Clara County organize an annual leadership conference. Youth directors organize an annual summer camp. Prior to these events, 4-H staff or I meet with the youth team and their adult partners/coaches and provide suggestions about how to create a welcoming environment for culturally diverse youth. We

start the conversation by asking them what they understand about the terms "diversity" and "culture," and we complement the definitions they offer. Next, we ask them what they are doing at the event to create a welcoming environment for youth. Last year, I suggested to the planning teams that at least two youth welcome and shadow the Latinx youth who were attending the Leadership Overnight Conference or camp for the first time. I also provided the ambassadors with a music playlist that included Mexican and other Latin American music. I asked if they were giving out handouts and how instructions for tasks would be communicated. I suggested that all tasks and instructions be written on a board or flip chart, since this would facilitate understanding for culturally diverse youth and would also accommodate youth with various learning styles.

Traveling day

On the day that my staff or I transport youth, we ask youth to meet at the site where they participate in 4-H. For example, if we are planning on leaving at 9:00 a.m., we ask them to be there at 8:30 a.m. to allow for delays in transportation and transition time. I remind youth about what is happening for several consecutive days via group text. I communicate any last-minute reminders, ask them to confirm their attendance, and ask if they have what they need for the trip. When necessary, recruit 4-H volunteers to help with transportation. If the trip involves more than 90 minutes of travel, 4-H staff provide snacks and water for the car ride.

During the overnight event

To ensure that youth feel safe and included, 4-H staff are present during registration. They also facilitate introductions to the leadership team. 4-H staff ask the teens if they have everything they need. During the 2019 Leadership Overnight Conference, it was especially cold. When asked, the kids said they were cold at night. The next day 4-H staff brought up several blankets from their houses to keep them cozy. Youth were very appreciative and slept much better the second night.

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CHAPTER 5

Strengthening youth and adult cultural competency

4-H youth members reflect the nation's cultural diversity. *Photo courtesy of National 4-H Council.*

Interacting with people from various cultural communities should be a common practice in societies. However, youth and volunteers will likely need preparation and orientation to the purposes, expectations, and norms for participating in 4-H. Help youth build their cultural competency skills by teaching them about diversity, equity, and inclusion. Teach youth how to use inclusive language and practices and avoid bias and microaggressions when interacting with new audiences. As an adult role model and mentor, it will be critical for you to develop your own skills and expertise in diversity, equity, and inclusion.

Using inclusive language and avoiding bias

Using inclusive language means intentionally using language to make it clear that 4-H is an organization that welcomes all individuals. Inclusive language is free from bias—meaning it does not show favoritism toward any group or prejudice against another. Below is a discussion of how to practice inclusive language, with examples provided.

- Instead of addressing a group with "hey, guys," which shows preference to a male orientation, instead use "hey, everyone." This is an example of non–gender biased language. Avoid using masculine nouns and pronouns to refer to groups.

4-H teenage member at the State 4-H Leadership Conference.

- Instead of asking females to "please line up on one side and males on the other side," find a non–gender biased way to gather or divide individuals, such as alphabetically or by birth month.

- Instead of asking "males to chaperone females for the safety of our females," say "please make sure you are traveling in groups of three or more people for your safety—we do not want anyone walking alone." This is much more inclusive and makes sure no one is walking alone.

- Please use "parent/guardian" instead of "mom or dad" language. Some youth may have two moms or two dads. Some may not have a mom or dad; they may be living with another relative or be in foster care. By using the term *guardian*, you don't place students in an uncomfortable situation.

- Avoid applying terms like *other* or *those* to people. Remember that we are all part of the 4-H community. Using terms like *those kids* suggests that the children discussed are not part of our community. It creates an adversarial atmosphere between "us" and "them, or between "traditional" and "nontraditional" youth, which is not conducive to positive

youth development. Applying a term like *other* to people suggests that the people discussed are not "normal," which does not foster a sense of belonging. On forms that ask youth to identify their gender, instead of using "other," use "gender not listed"—or, better yet, allow individuals to fill in a blank to best identify themselves.

- When discussing people with disabilities, use person-first language. That is, make an intentional effort to recognize the person before the disability. For example, use "person with autism" instead of "autistic person," or "children living in poverty" instead of "poor children."

- As staff, share your preferred pronouns. When youth feel they are in a safe environment, they may voluntarily share their preferred pronouns.

Youth and adults work together on a sewing project. *Photo courtesy of National 4-H Council.*

Bias

We recommend learning about different forms of bias. Biases are the attitudes or stereotypes that affect our understanding, actions, and decisions in a conscious or unconscious manner, and that show an inclination toward or away from a group of people through language or actions. Below are behaviors to minimize bias and ensure that young people feel welcome:

- Use inclusive language as a way to avoid showing bias.

- Do not show favoritism toward any group of individuals. Favoritism, for example, might include organizing games that unintentionally exclude youth (particularly youth who do not participate in a 4-H community club), or using language about livestock projects, which may exclude youth who are involved with other project areas. It is important that we check our biases, reflect on how we treat others, and treat everyone with respect.

- Make sure all youth can participate regardless of race, ethnicity, gender, ability, or other identity characteristics. Ignoring youth of color in a group, or calling on them last, is a form of bias. For dances at conferences or camps, be sure to include many genres of music, or let all youth select the music.

- Resist favoring ableism. Ensure you communicate information to meet the needs of youth with disabilities in your program. For example, use visuals when explaining a concept. Write out all instructions instead of only explaining them verbally.

- Do not ask only males to carry heavy items. Doing so is a form of gender bias. Instead, check with everyone—regardless of sex, gender identity, or gender expression—to see who would like to help carry items.

Check Out

- The Ohio State University's "Understanding Implicit Bias," kirwaninstitute.osu.edu/implicit-bias-training/

- Harvard University's Project Implicit, implicit.harvard.edu/implicit/

Microaggression

The term *microaggression* is used to describe " brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color" (Sue et al. 2007, 271). Microaggressions are very harmful and create unwelcoming environments. They can be intentional or unintentional; either way, they are a covert form of discrimination and racism. Microaggressions often have hurtful hidden messages.

Below, see examples of microaggressive statements or actions and their hidden messages.

Example statement: "You throw like a girl."

Hidden message: Women are weak or inferior; men are expected to be strong.

Example statement: "You are well spoken for [your age, for being Mexican, and so on]."

Hidden message: I would not expect someone like you to be educated or well-spoken. This could be a bias based on age, race, or ethnicity.

Example statement: "I don't see color; I view everyone the same."

Hidden message: I do not value you for who you are as a full person—I give no importance to the value your culture brings to your life. I don't validate your experiences, either.

Example action: You clutch your purse as you see a black or Latinx man approach and pass you.

Hidden message: I hold stereotypes that people of color are dangerous or criminal.

Example action: You mistake a female physician wearing a stethoscope for a nurse.

Hidden message: Women are not smart or intelligent. Women are less capable than men.

Example action: You speak more loudly to a blind person.

Hidden message: This action indicates inferiority and lack of understanding. People with disabilities are defined as lesser in all aspects of their physical and mental functioning.

It is important to have conversations with youth about the dangers of the hidden messages in microaggressions. These messages lead to negative social and emotional outcomes and reinforce harmful beliefs that place limitations on youth who have experienced microaggression. They also create unsafe and unwelcoming environments, which do not foster a sense of belonging and can lead to negative youth development outcomes. Therefore, it is critical that we teach youth not to be bystanders, but rather to actively recognize and reject damaging messages. We must help them gain awareness so they can help create respectful and welcoming environments. It is crucial that we intentionally incorporate lessons that teach youth respect and acceptance.

4-H members exhibit at the California State Capitol to celebrate agriculture.

Advice for working with existing 4-H community club youth and volunteers

- Share the various types of 4-H programs and delivery modes. Emphasize that no one program is better than another and are all equally valued.

- Explain that not all 4-H youth members participate in projects or receive project pins. Encourage youth to learn about each other's programs without making assumptions. Encourage them *not* to ask questions such as "What project do you take?" but instead ask more general questions such as "How do you participate in 4-H?" or "What does your 4-H participation look like?"

- Ask youth to resist making the assumption that everyone knows everything there is to know about 4-H (that is, do not do the 4-H pledge without first introducing and teaching it).

- Avoid 4-H jargon and acronyms. Take time to explain things. For example, youth might need to hear an explanation of the term *Gold Star*, which refers to an award given for completing a 4-H Record Book. A resource called Cloverpedia, 4h.ucanr.edu/Resources/4-H_Manuals_-_Publications/Cloverpedia/, has been developed to explain 4-H terms.

- Provide structured opportunities for youth from all 4-H programs to interact and get to know each other.
- Make sure planning committees use an equity lens when planning 4-H events—ensuring that food, music, activities, and policies are inclusive of all who are participating.

Advice for working with new 4-H youth and volunteers

- Share the various types of 4-H programs and delivery modes that youth participate in. If you already know that most of the youth attending an activity are from club programs, take the time to explain the basics of community clubs and projects.
- Prepare youth to answer questions related to the community club program, such as "What project do you take?" or "What club are you in?" Prepare them to explain their 4-H program to others.
- Provide opportunities to check in with youth during events to see how things are going. Allow the youth to explore their surroundings in a safe way but remain within eye contact in case they need you—or let them know where they can find you. Do not assume that youth know and understand what is happening or is going to occur. Take time to explain things to them.
- If you are taking youth of color to an event where they will be in the minority, or possibly the only youth of color, make sure you provide opportunities for debriefing. Allow youth to be open and honest about their experiences. Validate those experiences and provide an opportunity in which you or others can give them advice on how to navigate these experiences.
- Understand that you may need to advocate for the emotional, physical, and social safety and well-being of new youth. If the youth are feeling excluded, you may need to talk to conference organizers about what they can change to create a more inclusive environment—this will helps validate the youths' experiences.

- Invite youth who have insight on being "new," but who now have experience, to do an orientation for newcomers on what to expect at a 4-H event. Ideally, this youth will attend the event with the newer youth and be their cultural guide.

An icebreaker

Youth and adults in the 4-H program often want to share their stories with anyone who seems interested in lending an ear. What better way to facilitate sharing than to pair those who have stories with new youth or adults at a meeting—to converse first about their personalities, then their interests and family, and lastly what brought them to 4-H? This approach can defuse tensions or anxieties, especially for those who are shy and new to the program. Afterward, as an activity, have the participants introduce each other to the group. They might not realize it, but often they've just made a new friend.

Supporting 4-H professionals

Liliana Vega

When I started as a 4-H professional serving two counties, I realized it was important to quickly establish a culture and expectations within my staff regarding the importance of reaching and engaging culturally diverse audiences. I wanted to ensure that one of the main goals of our 4-H program was to increase our ability to reach new youth in our community.

In hiring new staff, I made sure to include bilingual and bicultural ability as preferred qualifications. In addition, I included interview questions that helped us assess each applicant's ability and willingness to work with culturally diverse audiences. This is a core hiring-practice requirement set for our 4-H office.

I noticed we often tend to have expectations of 4-H professionals without providing them with the proper training and support. To address this, I held a retreat for 4-H professionals to ensure that all our

4-H professionals were provided a basic background of a variety of Positive Youth Development (PYD) frameworks that they could use to guide their work. It is imperative to make sure 4-H professionals understand PYD theories so they can incorporate and use them when making decisions on youth programming or when interacting with volunteers. These PYD frameworks can relate to factors typically not included in PYD models, such as Ethnic Identity Development and Adverse Childhood Experiences.

In addition, at the retreat and throughout the year, I provided or asked our professionals to attend trainings related to diversity and equity. I provided trainings on engaging Latinx youth and families and navigating microaggressions, and will continue to offer trainings in the future. I feel it is crucial that we encourage and provide opportunities for our professionals to build their cultural competency skills and gain cultural humility.

Through these trainings, I teach professionals about creating "brave spaces" in which we have open and honest discussions about engaging culturally diverse audiences. This has also opened the door to having 4-H professionals say, "Okay, brave space here"—then sharing their concerns or frustrations when others may be inhibiting their ability to work with culturally diverse audiences (for example, volunteers who make inappropriate statements). I hope that this allows professionals to participate in self-care by providing them a space to vent when facing challenges. Making this cultural shift in the office is important for establishing a culture in which our program strives to be inclusive and equitable and helps provide 4-H personnel with the support they need.

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CHAPTER 6

For new 4-H professionals: Navigating California 4-H procedures, events, and activities

4-H youth members win awards at a Field Day.

The California 4-H Youth Development Program is situated within the University of California (UC), a land grant university with a significant bureaucratic structure. Professionals may find navigating the policies, procedures, and unwritten norms confusing and maybe a little daunting. However, know that while there are a multitude of departments, the system offers many benefits: You are part of a large community, you get to work with and ask questions of lots of clever people, and you have the considerable power, depth, and resources of a large institution backing your programs.

Outlined in this section are important aspects of UC Agriculture and Natural Resources (UC ANR) and the 4-H Youth Development Program's policies, procedures, and norms.

UC ANR policies

UC ANR is situated in the UC Office of the President (usually referred to as UCOP), headquartered in Oakland. ANR is considered a separate division of the University, distinct from the ten campuses (for example, UC Davis and UC Riverside). ANR consists of Cooperative Extension, Research and Extension Centers, and other units.

While the headquarters for ANR is in Oakland, ANR's state office is in Davis, and this is where most ANR statewide professionals work. You will likely contact staff in the Davis location—also referred to as the Second Street Building because its address is 2801 Second Street—for some of the following:

Memorandums of understanding (MOU)
Some partnerships that you develop with community organizations will require a memorandum of understanding (MOU). MOUs are signed by the Administrative Policies and Business Contracts Department after careful review. The process may take 8 to 12 weeks, so submit MOU requests as soon as possible. You may also want to browse the UC ANR policy handbook, maintained by this same department.

Facility-use agreements and UC certificate of insurance
Meeting at a non-UC venue may necessitate obtaining a facility-use agreement (FUA). Most facilities provide an FUA, but if they don't, you may use a template provided on the ANR Risk Services website, ucanr.edu/sites/risk/. Your county director has the authority to sign most facility-use agreements. Many facilities also want to know that UC has liability insurance (shared through a certificate of insurance). Some facilities want to be "additionally named" on the certificate of insurance. Obtaining a certificate of insurance usually takes 3 to 5 business days.

Handling income and expenses
UC maintains several accounts for use in the 4-H program (both conference/event income and expense accounts, as well as donor accounts). There are several procedures to expend funds for programs supported by the ANR Business Operations Center. Some processes in expending funds may take only a day while others (usually those involving larger dollar figures) may take 8 to 12 weeks.

Teenage 4-H members facilitate science activities with elementary school students in the Sacramento 4-H Youth Experiences in Science program. *Photo:* Marianne Bird.

Questions and policies specific to 4-H

The helpful professionals at the State 4-H Office are always willing to provide guidance. There are people assigned to 4-H initiatives such as healthy living, civic engagement, and leadership, as well as an evaluation coordinator, a policy analyst, and a volunteer engagement coordinator who specializes in conflict management.

There are more than a dozen chapters in the 4-H policy manual. These 4-H policies were established to ensure the educational and administrative integrity of 4-H activities. Administration and interpretation of policy are done by local 4-H professionals, in consultation with the county director, 4-H policy analyst, statewide 4-H director, and ANR administration.

All 4-H policies are important. Two that you should know about right away involve child safety and financial management:

- **Child safety**: As an employee, you are considered a mandated reporter for any suspected child abuse or neglect, and you must report it to child

protective services. Additionally, the cornerstone of the 4-H youth protection strategy is preventing one-on-one interactions between youth and adult participants (volunteers and other adults), as well as between youth.

- **Financial management**: Chartered 4-H units may raise and manage money and will likely have bank accounts. 4-H professionals who manage 4-H units that deal with money must ensure that youth and adults are trained in financial management policies, and must also review and maintain records.

Supporting 4-H enrollment for low-literacy or low-income individuals

Another important aspect of 4-H programming is ensuring that all youth and adults who are under the direct supervision of UC employees are properly enrolled, appointed, or both. California 4-H uses enrollment software, ca.4honline.com, to record all enrollment information for youth and adults. See chapter 3 for discussion of 4-H delivery modes and individual versus group enrollment.

Youth enrollment to become a member

Several forms are collected for individual youth enrollment, including medical and health history, a waiver of liability, and other forms. All of these may be submitted by parents online, ca.4honline.com. Alternatively, you may provide parents with a hard copy, in English or Spanish, to complete. It helps if you highlight the sections that need their signature. Parents may return the hard copies to you, after which you enter the data yourself in 4hOnline. This method works if literacy is not an issue.

Some parents may not be literate or have low literacy. This means they may not be able to read and/ or write. When this is the case, it is best to fill out the form for them by verbally reading and asking the parents for responses. To minimize shaming parents, it is best to ask "would you like to fill out the form or would you like me to?" This allows the parent to not have to disclose they are illiterate unless they feel comfortable sharing. Often parents may just state: "Yes, please." Please note, even parents who are literate may

feel more comfortable with you filling out the form for them rather than doing it themselves. Do not assume they cannot read or write even if they ask you to fill it out for them.

Youth also need to pay the 4-H enrollment fee, which consists of the state fee (varying annually) plus county fees (if any) plus club fees (if any). Fees may be waived or a scholarship can be provided; no young person may be turned away because of inability to pay enrollment fees. Become familiar with 4-H enrollment policies.

4-H professional at the 2018 4-H State Leadership Conference.

Adult application to become a 4-H volunteer

The 4-H program relies heavily on adult volunteers to coordinate and deliver educational programming to 4-H youth members. Professionals are responsible for identifying, screening, selecting, training, supporting, and recognizing volunteers so they can successfully carry out their duties. While any adult aged 18 or over can be a volunteer, only those 21 years old or older may act as a chaperone for an overnight activity. Adults must complete forms and go through a Live Scan background check. The Live Scan form includes legal name, home address, driver's license number, and Social Security number. Please note that the University does not collect either driver's license numbers or Social Security numbers in 4-H enrollment.

Working with Spanish-language youth, parents, or adult volunteers

While hard-copy youth enrollment and adult applications are available in Spanish, and the required online adult courses are available in Spanish, the 4hOnline enrollment system is only available in English. Here are a few tips for 4-H professionals working with Spanish-speaking individuals:

- Plan to provide additional time assisting families as they complete enrollment forms.

- Promote a "Sign-Up Day" and work with school/organization personnel to help parents register for 4-H in person at convenient times.

- Think about providing information about the 4-H program, enrollment processes, and your specific programs in multiple modalities, including written and verbal.

- Depending on the population you are working with, you may want to reassure families that the University of California provides educational programs regardless of immigration status. In the youth enrollment process, no one is asked for Social Security numbers or immigration status. 4-H is open and welcomes all youth regardless of status.

- For adult enrollment, adults must complete the Live Scan fingerprint background check, oag. ca.gov/fingerprints, processed by the California Department of Justice, which searches California records; however, for individuals who have not lived in California for at least 10 years, the search scope may include federal databases. Digital fingerprint images are used to automatically search against all other fingerprint images in the fingerprint database. Fingerprinting is completed by a certified roller who will require two forms of identification (for example, driver's license or identification card, military identification, passport, Social Security card, certificate of citizenship or naturalization, resident alien card, immigration card, green card). Sometimes, supplemental documents are involved (for example, birth certificate, utility bill,

bank statement, pay stub). For more information about the Live Scan fingerprint background check, please contact the UC ANR Custodian of Records.

"If you want different results, you have to do things differently"

Claudia Diaz Carrasco

Early on as a 4-H professional, every time I tried to do something new, I was bombarded with a few common responses: "No we can't do that," "It's always been done that way," or "Nobody has done that before." I considered myself to be an innovator, yet I experienced a lot of frustration when hearing or reading those responses. Initially, I wasted a lot of my energy complaining. My mentors helped me recognize that reaching culturally diverse audiences was still a new concept for many University departments. So I had to keep in mind that I not only needed to educate 4-H volunteers on how to reach culturally diverse youth, but take time to explain to University colleagues what I was trying to accomplish and why I needed to make the changes I was proposing. I needed to share why something should be done differently to help build the organizational infrastructure necessary for us to be successful in our work.

These are my tips for navigating the University bureaucracy:

- Get to know your office manager. I was able to rely on mine for filling out forms and submitting paperwork. I saved time I was able to use on other activities.

- When preparing to make requests, always contact more experienced colleagues who can help you frame your request in the proper university lingo.

- When faced with a "no," try to understand why procedures are the way they are. Ask what you need to change to make the answer a "yes." I have found that often people say no just because something is new. When you create context for them, however, they are willing to change their minds—or at least they'll commit to finding a way

for you to meet the needs of your clientele.

- Laugh and repeat. Yes, sometimes you need to explain the same thing over and over! For example, every time we buy "science supplies" like edible marshmallows and spaghetti, I have to explain that youth will not eat these items, which makes it okay. In a situation like this, just make a note to yourself to repeat the explanation every time you buy these items. With time you will find that certain purchases require longer explanations than others. Once you know the rules, you will provide the explanation automatically. Just accept it and move on!

4-H youth members at a club meeting. *Photo courtesy of National 4-H Council.*

Extended learning opportunities

A variety of extended learning opportunities are offered to youth in the form of events, conferences, field days, fairs, and camps, spanning from the county level to the state and national levels. It can be almost impossible to list, track, and make sense of the broad variety of activities and events. Extended learning opportunities may target specific curricular content (for example, healthy living, leadership, or science, technology, engineering, and mathematics); may be for certain age groups (for example, only for teenagers); and may happen over the course of a month or over a single day or multiple days, and often happen overnight. Sometimes, eligibility requires prequalification at another event.

Local/county: Talk to other professionals and volunteers in your county to generate a list of county events, fairs, conferences, and field days that are successful in engaging culturally diverse youth. Take time to critically explore the policies and practices around program types, eligibility requirements, lead voices, and so on with an equity lens. You might elect to enter information into a format like the one below.

Name:

Date(s):

Location:

Who may attend?

Content focus:

Prequalification required?

Contact people:

Description:

State and national: Visit the California state 4-H website for a list of state and national events, 4h.ucanr. edu/4-H_Events/.

Youth leadership roles

The 4-H program promotes the acquisition and practice of leadership skills by youth. Given the 4-H program's emphasis on experiential learning, youth learn leadership by being leaders, supported by adults. Find ways to empower youth in your local program to serve in leadership roles, such as leading a meeting, serving as an officer, or helping make decisions. Below are some examples of leadership roles where some barriers to participation have been reduced, and more youth of color have access to these opportunities.

4-H county ambassadors

The California 4-H County Ambassador Program, 4h.ucanr.edu/Projects/Leadership/County_Ambassadors/, is a leadership development opportunity for older youth. It is delivered at the county level. County ambassadors, while they develop their leadership skills, serve as champions of the 4-H program in their counties. Each county's program differs, so talk to other professionals and volunteers in your county to learn more about your local program.

4-H youth members reflect the nation's cultural diversity. *Photo courtesy of National 4-H Council.*

4-H state ambassadors

Being part of the California 4-H State Ambassador Program, 4h.ucanr.edu/Projects/Leadership/SA/, is a working honor that provides these special 4-H members expanded opportunities to serve and promote the UC 4-H Youth Development Program. The 4-H state ambassador position is one of the highest service opportunities and types of recognition attainable in the UC 4-H Youth Development Program.

Awards

One method to create motivation for participation is, through awards, to recognize, acknowledge, and affirm members' growth, development, and contribution. The purpose of awards is to reinforce youth's motivation, recognize their accomplishments, and to underscore a sense of belonging and of being valued in 4-H. In some cases, awards become the end goal for youth, which can be unhealthy in some situations.

Orienting toward growth and mastery

As 4-H professionals, we need to strive to establish a culture of mastery (that is, promoting a growth mindset) instead one of competition or pushing only for the award (Ryan and Deci 2000). Research shows that when people adopt a learning or "growth"-focused mindset for content, rather than one focused only on performance or awards, their confidence improves and they often perform better (Dweck 2006). Helping youth develop a learning-goal orientation will help them in

4-H members participating in a field day to share knowledge and earn awards.

life by teaching them to show perseverance in the face of impediments, reducing their anxiety over performance, and helping them enjoy the process of building competence in chosen skills.

Common awards in 4-H

A variety of recognition opportunities are available to youth as part of their 4-H experience. See the list below or visit 4h.ucanr.edu/Resources/Member_Resources/Awards/. We highlight awards that are accessible to youth who participate in various 4-H delivery modes. Common types of recognition include:

- **Year completion pin.** This pin recognizes members for successful project completion. Pins are given to youth members who are members in good standing, complete at least 6 hours of project instruction, and complete an Annual Project Report form. Pins are awarded for a full year's 4-H participation (following the school year, July to June), based on the young people's age (for example, junior, intermediate, senior).
- **100% attendance.** If members maintain perfect attendance at all meetings and are members in good standing, they are eligible to receive a 100% attendance pin. 4-H clubs may determine appropriate excused absences and determine whether those absences count toward 100% attendance.
- **Junior leader emblem and pin.** Members aged 11 to 13 years old who hold the position of junior

leader receive this recognition. Members must complete the Junior/Teen Leadership Report in order to be eligible.

- **Teen leader emblem and pin.** Members aged 14 to 18 years old who hold the position of teen leader receive this recognition. Members must complete the Junior/Teen Leadership Report in order to be eligible.
- **Other pins.** These pins may be used at the discretion of 4-H professionals or 4-H volunteers to recognize 4-H members for various achievements throughout the year (for example, project completion, personal development, outstanding service, and so on). These pins provide 4-H programs with the flexibility to offer incentives and recognition that may not otherwise be available.

Creating your own awards

While there are many existing awards, you may create your own awards to fit your program and its participants and culture. Additionally, awards do not need to be just for individuals. Think about creating team awards that recognize cooperative and collaborative efforts. The following guidance should be addressed when designing recognition: (a) be as inclusive as possible, while retaining the recognition's meaningfulness; (b) make sure that resources invested in recognition remain proportionate to their importance—with respect to other dimensions of the learning experience; (c) use appropriate promotion to ensure that all eligible members and adult volunteers know of all the available recognition opportunities; (d) verify that any planned competition will enhance the learning experience; (e) ensure that awards are consistent with 4-H's mission, core values, and framework; and (f) ensure that award programs are adapted so that members with disabilities can participate.

Displaying awards

Historically, 4-H youth members have displayed their awards—typically in the form of felt stars or lapel pins—on the distinctive 4-H beret hat. The 4-H hat or any 4-H uniform cannot be *required* for membership or participation in any 4-H activity, per 4-H policy. To

be more culturally responsive, you may not need to emphasize display of awards. Or you may introduce other methods for youth to display their accomplishments. For example, provide a lanyard and name tag as an alternative, or a 4-H baseball cap. Invite youth to pin their pins onto the lanyard.

Recognition displayed on the vintage California 4-H beret hat. *Photo:* **Johnathan Salters.**

Left side of beret hat

- All-star, platinum, gold, silver, or bronze stars go in front
- Place the junior/teen leader emblems behind the stars

Recognition displayed on the vintage California 4-H beret hat. *Photo:* **Johnathan Salters.**

Right side of beret hat

- Stripes earned for each year in 4-H
- Year completion pin (primary, junior, intermediate and senior)—place above the stripe of the year the

pin was earned, starting with the primary pins next to the 4-H clover

- Officer pins—align with year earned
- 100% attendance pins—place below the stripe of the year the pin was earned

Recognition displayed on the 4-H lanyard. *Photo:* **Steven Worker.**

Recognition displayed on the 4-H lanyard. *Photo:* **Steven Worker.**

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Appendix A: Key terms

all reasonable efforts: The utilization of at least three of the four USDA-approved outreach methods to ensure that eligible individuals from protected or underrepresented groups are aware of, invited to participate in, and benefit from appropriate UC Cooperative Extension programs. Methods include: (1) use of mass media, including electronic and print outlets; (2) use of newsletters, posters, flyers, and print announcements distributed in a "mass-mailing" type of process; (3) use of personal letters or email to targeted individuals from underrepresented clientele to inform them of dates and times of program activities and specifically invite them to attend and participate; and (4) extending personal invitations to further encourage clientele participation (UC ANR n.d.).

culture: The practices, traditions, values, norms, beliefs, routines, and tools adopted, shared, contested, and modified over time by groups of people. Cultural practices may include observable and unobservable behaviors—and cultural tools including physical objects (for example, tools, automobiles, and computers) and symbols (for example language and mathematics) (Worker et al. 2017).

culturally relevant teaching: Teaching practices that take into account the cultural knowledge, viewpoints, and social conditions of youth (Gay 2010; Ladson-Billings 1995).

delivery mode: A defined program model specifying the organization and duration of 4-H learning experiences (for example, organized 4-H clubs, short-term programs, overnight camping, or school enrichment) (Worker 2016).

diversity: The presence of differences that may include age, race, ethnicity, socioeconomic status, physical and mental ability, gender, sexual orientation, spiritual practices, employment status, geographic location, and other characteristics (Fields 2020).

equity: The provision to a person or group of the unique resources and opportunities needed to reduce or eliminate barriers (Fields 2020).

ethnic-racial identity: A multifaceted, dynamic, and hallmark feature of identity formation, particularly for youth whose lives are embedded in contexts in which ethnicity and race are salient (Umaña-Taylor et al. 2014).

inclusion: Effort to ensure culturally diverse people feel welcome and are able to participate fully (Gonzalez et al. 2020).

inclusive language: Communication that avoids expressions or words considered offensive or exclusionary (for example, ideas that are sexist, racist, or denigrating), and instead makes people feel welcome, recognized, and meaningful (Gonzalez et al. 2020).

microaggression: Brief and commonplace verbal or behavioral indignities that communicate hostile, derogatory, or negative slights and insults of a prejudicial nature (Sue 2010).

parity: The situation achieved when the percentages of protected races and ethnicities of program participants mirror (within at least 20 percent) their percentages in the potential participants (that is, the baseline) (UC ANR n.d.).

structural inertia: Tendency of a mature organization to continue its current trajectory, thereby risking stagnation. Structural inertia (also known as organizational inertia) must be overcome if an organization is to survive changes in culture, society, or the environment that affect its mission (Hannan and Freeman 1984).

traditions: Customs, rituals, and beliefs invented and passed from generation to generation—a "cultural inheritance"—infused with value and meaning and often resistant to change (Dacin and Dacin 2008).

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4-H youth members learn by doing. *Photo courtesy of National 4-H Council.*