

WISCONSIN 4-H/YOUTH DEVELOPMENT STAFF
PERSPECTIVES ON HISPANIC 4-H PROGRAMS

by

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Abstract

The Hispanic population in Wisconsin is continuing to increase, with each of the 72 counties having Hispanic residents. As this population continues to increase, Extension and 4-H need to find ways to better meet the needs of Hispanic community members. The purpose of this study was to identify the perspectives of Wisconsin 4-H/Youth Development agents and staff on Hispanic 4-H programming. In particular, this study sought to find out what types of Hispanic 4-H programming are currently in existence in Wisconsin, whether or not Hispanic 4-H programming is seen as a necessity, and what Wisconsin 4-H/Youth Development agents and staff see as the major benefits and challenges of offering 4-H programming to the Hispanic population.

This research was conducted through the use of a survey that was developed using the online survey tool, Qualtrics. In total, 84 Wisconsin 4-H/Youth Development agents and staff were sent an email invitation to participate in this survey. The survey consisted of both closed and open-ended questions and also included a 17 item five point Likert-type scale. The questions in the survey sought to determine background information, such as county Hispanic population and 4-H enrollment, as well as to find out information about existing programs and the perspectives of Wisconsin 4-H/Youth Development agents and staff.

Results of this research indicated that only a few of the counties in Wisconsin currently offer some type of 4-H programming for the Hispanic population, although every county has Hispanic residents. The Wisconsin 4-H/Youth Development agents and

staff surveyed indicated that increased programming for underrepresented audiences and programming that increased cultural awareness were of importance. This research also shows that additional research in the area of Hispanic 4-H programming needs to be conducted to determine how to better meet the needs of the Wisconsin 4-H/Youth Development agents and staff who plan and develop these types of programs.

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Chapter I - Introduction

Need for the Study

Over the past ten years, the Hispanic population in the United States has grown tremendously. From 2000 to 2010, the Hispanic population grew by 43% and currently makes up 16.3% of the entire population (Ennis, Rios-Vargas, & Albert, 2011). The growth in the Hispanic population represents 56% of the total population growth in the United States from 2000 to 2010 (Pew Hispanic Center, 2011). The state of Wisconsin has also seen a significant increase in the number of Hispanic residents. According to the 2010 Census, approximately 5.9% of the Wisconsin population in 2010 was Hispanic (Ennis et al., 2011). This was an increase of 74.2% over what the Hispanic population was in 2000. When compared to the 3.5% increase from 2000 to 2010 in the Wisconsin population that identified themselves as not Hispanic or Latino, the Hispanic population has grown much more rapidly (Ennis et al., 2011).

Because of the continual rise in the Hispanic population, it is becoming increasingly necessary to find new ways to meet the needs of this population. Many different groups and organizations are working to do just that. One organization in particular is the 4-H program. The 4-H program is the largest youth development organization in the world and currently serves more than 6.5 million youth (4-H Youth Development, n.d.). As a part of Cooperative Extension, which in turn is a part of the United States Department of Agriculture, 4-H is federally funded and has the opportunity

to offer a multitude of programs and opportunities for youth. In Wisconsin, all 72 counties have a local Extension office that includes a 4-H program and has faculty and staff that are experts in youth development and act as the educators for the 4-H program (Wisconsin 4-H, n.d.). In addition, 4-H programming is also conducted at the state level.

The 4-H program is continuing to become increasingly diverse in the curriculum and opportunities that are available for youth. Since its founding, 4-H has worked to help educate youth and their communities about various topics. Originally, 4-H had an agricultural focus. In more recent times, 4-H has expanded its offerings to include programs aimed at increasing opportunities for culturally diverse communities. One such way that some 4-H programs across the country are doing this is by developing Hispanic 4-H programs.

Past studies and experience have shown that in order to meet the needs of the increasing Hispanic population, Extension educators need to find ways to better reach this population (Farner, Cutz, Farner, Seibold, & Abuchar, 2006). Other studies have shown the benefits of creating programs for Hispanic youth and their families (Lippert, 2009). An excellent example of a successful program for Hispanic youth is that of the Oregon State University Extension 4-H Latino Outreach project. This program has been quite successful in creating programs for Hispanic youth and integrating these programs into the existing 4-H program.

In Wisconsin, there are some counties that have Hispanic 4-H programs, but overall, the 4-H programming for Hispanics is limited. Because one of the main values

of the University of Wisconsin – Extension is inclusiveness and recognizing the people of all communities, it becomes apparent that it may be necessary to increase the amount of programming for underrepresented populations. On that same note, it is important to keep in mind that Hispanics are not necessarily the only underrepresented population in Wisconsin.

Statement of Problem

As the Hispanic population in Wisconsin increases, it is becoming more apparent that there is also an increased need for programming for Hispanic youth. Because it is a goal of Extension programs to provide opportunities for all people and communities, Wisconsin 4-H/Youth Development needs to find ways to successfully design and implement programs to meet the needs of everyone. In this study, the population that was the main focus was the Hispanic population. Although all populations should be considered when developing new 4-H programs, this study only focused on one population in order to maintain the clarity of the research.

Purpose of the Study

The purpose of this study was to examine the current attitudes and perspectives of Wisconsin 4-H/Youth Development agents and staff regarding Hispanic 4-H programs, as well as to gather information on existing Wisconsin 4-H/Youth Development programs. Information was also collected regarding the resources that Wisconsin 4-

H/Youth Development agents and staff perceive as being required to meet the needs of Hispanic youth residing in Wisconsin.

It should be noted that the purpose of this study was not to decide whether or not Hispanic 4-H programs should be offered. Rather the intent of this study was to focus on the thoughts and viewpoints of the Wisconsin 4-H/Youth Development agents and staff. However, the findings of this research do have the potential to help Extension professionals to better provide for the needs of Hispanic communities in their county, specifically the youth. The findings of this study may also help 4-H/Youth Development agents and staff to determine which programs and changes are necessary for their individual counties. Overall, the purpose of this study was to gain a better understanding and offer a single look at the perspectives of Wisconsin 4-H/Youth Development agents and staff on Hispanic 4-H programs.

Objectives

The research conducted was meant to address three specific research questions.

These questions are as follows:

1. What types of Wisconsin 4-H/Youth Development programs are currently available for Hispanic youth?
2. Do Wisconsin 4-H/Youth Development agents and staff see Hispanic 4-H programs as a necessity?
3. What are the potential benefits to offering Hispanic 4-H programs? What are the potential challenges to offering Hispanic 4-H programs?

Additional background information was gathered in order to help establish a basis for the research. This additional information included position title, county population, Hispanic population in the county, county 4-H enrollment data, and county Hispanic 4-H enrollment data.

The overall objective was to compile information on the perspectives of Wisconsin 4-H/Youth Development agents and staff. The intent is that the participants in this research feel comfortable expressing their true opinions on this matter and that this information can be used in identifying the need for Hispanic 4-H programs across the state.

Definitions

Hispanic: The 2010 Census defines Hispanic or Latino as referring to “a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race” (Ennis et al., 2011, p. 2). Perhaps one of the most important things to note is that Hispanic is an ethnicity not a race, which means that Hispanics can be of any race. For the purpose of the Census, people respond to the question of whether or not they are Hispanic based on how they identify themselves. Whether someone chooses to define themselves as Hispanic or Latino is their choice and is not something that can be readily defined.

Hispanic 4-H program: For the purpose of this study, a Hispanic 4-H program is any program that is offered through 4-H that is aimed at helping the Hispanic population. This does not mean that the sole participants in the program are Hispanic. The program

could be of many different types, including 4-H clubs, camps, afterschool activities, or one time programs.

Assumptions

For the purpose of this study, the following assumptions are made:

1. This study addresses only 4-H/Youth Development educators in Wisconsin.
2. Participants will answer all questions honestly and without bias.
3. Participants will have internet and email access, allowing them to complete the survey.
4. The answers provided by participants reflect their true opinions on the subject.

Limitations

For the purpose of this study, it is important to note the following limitations:

1. Data collection was limited to Wisconsin 4-H/Youth development agents and staff employed during September and October of 2011.
2. Data collection was limited to the 4-H/Youth Development agents and staff that responded to the online survey.
3. Data collection was limited to only Wisconsin 4-H/Youth Development agents, meaning that care must be taken when applying this information to other programs.
4. Data collection was limited to how the respondents interpreted the terms and questions used in the survey.

Chapter II – Review of Literature

What is 4-H?

The 4-H program is the largest youth development organization in the United States, and currently serves more than 6.5 million youth (4-H Youth Development, n.d.). Originally, 4-H began around 1902, as a collaborative effort by many people across the country to create programs that would encourage rural youth to learn and become more involved in agriculture. Since many youth during this time were seeking to move to the cities for work, 4-H was seen as a way to help youth see the benefits and ensure the future of agriculture.

Although the program originally started for agricultural purposes, it has now transformed into a program for youth of all backgrounds. 4-H and related programs are now available in every county in all 50 states, as well as the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands, and in more than 80 other countries around the world (4-H Youth Development, n.d.). These programs exist not only in rural areas, but in suburban and urban areas as well.

The main reason that the 4-H program is so widespread is that 4-H is the youth development program of Cooperative Extension, which is a “publicly funded, non-formal collaborative educational network” (4-H Youth Development, n.d., para. 8). Cooperative Extension is federally funded at the state and county level as part of the National Institute of Food and Agriculture (NIFA), which is part of the United States Department of

Agriculture (USDA), and is also a partnership with the land-grant universities across the country. Overall, the mission of Cooperative Extension is to provide “research-based information, non-formal educational programs and technical advice directly to individuals, families and communities that enable them to be self reliant and improve their lives” (4-H Youth Development, n.d., para. 9). This is done through county and state Extension offices.

In addition to increasing the geographic areas covered by 4-H, over the years, the 4-H program has also greatly increased the number and variety of possibilities available for youth beyond agriculture. The three main areas that 4-H programs focus on are science, healthy living, and citizenship (4-H National Headquarters, 2010). These three areas are quite broad and leave a great deal of room for interpretation, bringing about many different programs and project types. One of the educational philosophies of 4-H is to “learn by doing” (4-H National Headquarters, 2010). This phrase sums up the overall goal of 4-H to involve youth in their own learning process, and help them to grow to be successful members of their community. By allowing youth to be involved in their learning and offering a wide range of projects and programs, 4-H has become a program that offers something for potentially all youth. Studies have shown that youth who participate in 4-H are more likely to get better grades in school, more likely to plan to go to college, less likely to engage in risky behaviors, and are more likely to positively contribute to the community (4-H Youth Development, n.d.). Overall, 4-H is an excellent

way for youth to become involved in their lives and to develop skills that will be beneficial in the future.

4-H in Wisconsin

Wisconsin 4-H is part of the University of Wisconsin – Extension system and exists in each of the 72 counties. Each county has faculty and staff that are experts in youth development and act as the educators for the 4-H program. In addition, there are faculty and staff at the state level who are involved in the 4-H program. Wisconsin 4-H/ Youth Development has increased the amount of state support offered for programs and has seen a great deal of growth in several newer programs, such as Operation: Military Kids, STEM (Science, Technology, Engineering, and Math), and the Youth in Governance programs (University of Wisconsin – Extension Cooperative Extension, n.d).

The mission of Wisconsin 4-H is that “UW-Extension 4-H Youth Development integrates research, education, and community-based partnerships, enabling youth to learn and practice skills to be productive citizens” (University of Wisconsin – Extension 4-H Youth Development, n.d.). Wisconsin 4-H offers many projects for youth to participate in, allowing youth to explore many different topics. There are currently 9 project categories in Wisconsin 4-H from which youth can choose projects. These categories are animal sciences, arts & communication, community involvement, younger members, STEM (science, technology, engineering, & math), plant & soil sciences, natural resources, mechanical sciences, and family, home & health (University of

Wisconsin – Extension 4-H Youth Development, n.d.). With all of the projects offered, the goal is that youth will not just learn subject matter, but that they will learn valuable life skills as well (Wisconsin 4-H, n.d.).

Wisconsin 4-H is available to youth in grades 3 through one year past high school graduation. Youth in first and second grade, and in some counties, kindergarten can join 4-H as Cloverbuds, which allows them to experience a limited form of 4-H that is more age appropriate. In general, youth participate in 4-H through a small group or club or through participation in programs offered by UW – Extension at the county level. There are also several trips and programs offered that allow youth to participate in national programs. In 2010, there were a total of 340,030 youth participants in 4-H and other UW – Extension programs in Wisconsin (University of Wisconsin – Extension Cooperative Extension, n.d. a).

Changing Demographics

There is no doubt that the population of the United States has grown over the last few years. Based on data from the U.S. Census Bureau, the population of the United States in 2000 was 281.4 million. The population in 2010 was 308.7 million, a population increase of 9.7% (Mackun & Wilson, 2011). In Wisconsin alone, the population increased from 5.4 million in 2000 to 5.7 million in 2010, an increase of 6.0% (Mackun & Wilson, 2011).

As the population grows and changes, so do the overall demographics of the United States. In particular, the Hispanic population has grown drastically over the last ten years. In 2010, the Hispanic population of the United States was approximately 50.5 million, based on data from the 2010 Census. This represents 16.3% of the total population of the United States. When compared to the data from the 2000 Census, the Hispanic population grew by 43% from 2000 to 2010. This increase represents 56% of the nation's growth from 2000 to 2010 (Ennis et al., 2011).

In Wisconsin, the Hispanic population increased by 74.2% from 2000 to 2010. The 2010 Census showed that Hispanics made up 5.9% of the total population of Wisconsin in 2010 (Ennis et al., 2011). Although Hispanics only make up 5.9% of the Wisconsin population, the fact that the percent change was 74.2% shows that the Hispanic population in Wisconsin is greatly increasing. In fact, each of the 72 counties in Wisconsin has experienced an increase in the percent of the population that is Hispanic from 2000 to 2010 (U.S. Census Bureau, n.d.). Refer to Table 38 in Appendix D for a complete comparison of the Hispanic population in each of the 72 Wisconsin counties from 2000 to 2010.

Although the data shows that the Hispanic population is significantly increasing, one thing that comes into play is that not everyone knows or understands who is considered to be Hispanic. The 2010 Census defines Hispanic or Latino as referring to “a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race” (Ennis et al., 2011). Perhaps one of the most

important things to note is that Hispanic is an ethnicity not a race, which means that a person of Hispanic background can be of any race. For the purpose of the Census, people respond to the question of whether or not they are Hispanic based on how they identify themselves. Whether someone chooses to define themselves as Hispanic or Latino is their choice and is not something that can be readily defined.

Cooperative Extension and Hispanic Outreach

As the demographics of the United States continue to change, those involved in Cooperative Extension are finding that Extension also needs to change. The overall mission of Extension is to provide educational opportunities for the local community (University of Wisconsin – Extension 4-H Youth Development, n.d.). In some cases, this means making changes to existing programs, creating new programs, and doing research on how to better serve the community. One reason that Extension is finding it necessary to make changes is the increasing Hispanic population in the United States (Farner et al., 2006).

Several studies have been done examining the effects of Hispanic outreach programs and how to better implement these programs in Extension. One such study, conducted by Farner et al. (2006), described a week long day camp for Hispanic youth that was offered through the University of Illinois Extension. The need for this program was identified based on the increasing Hispanic population in Illinois. Following the camp, all of the parents were asked to complete a survey and 15 parents were chosen at

random to participate in a focus group to establish the effectiveness and quality of the camp. The results of this research showed that very few of the parents had previous knowledge of Extension and 4-H before the program, but following the camp, most of the parents stated that they would allow their children to join 4-H and would attend Extension programs in the future (Farner et al., 2006). Farner et al. (2006) concluded that in order to address the increasing Hispanic population, Extension educators needed to find additional ways to better reach this population.

Another study described a successful strategy for how to establish Hispanic 4-H clubs (Lippert, 2009). In this study, a summer literacy program in South Carolina provided Hispanic students with the chance to improve their reading and writing skills. The program also worked with the Extension office to expose the youth and their families to everything that Extension had to offer. By the end of the summer, the literacy program had transformed into a 4-H club and provided the Hispanic youth with an additional opportunity to learn and experience new things. This study showed that exposing the Hispanic youth to Extension resulted in a positive experience that the youth and their families wanted to continue. The author of this study did note that working with local schools is a practical way to implement Extension programs for Hispanic youth. Because the school is often seen as a trusted institution, the parents are more likely to allow their children to attend the programs offered (Lippert, 2009).

Yet another study that has been conducted and shows the benefits of Extension programs for Hispanic youth was done by Conklin-Ginop, Braverman, Caruso, and Bone

(2011). The purpose of this study was to evaluate a 4-H Bloco Drum and Dance program that was developed in Windsor, California, in which most of the participants are high risk, Hispanic youth. The goal of this program is to provide youth with an opportunity to learn about drumming, dancing, and theater arts based on the traditions of Brazilian Carnaval. The need for this type of program was established based on the findings of a local task force that showed that teens in Windsor were not being well served, particularly those in the Hispanic community. The youth were evaluated using a pretest – posttest design and data was collected over the course of three years. The evaluation showed that there was a significant change in the attitudes of the youth between the beginning and end of the program. At the end of the program, more youth felt it was important to learn about other cultures, that it was not a good idea to be in a gang, and that eating healthy and exercising was important. These results show the benefits of promoting Extension programs for Hispanic youth. The authors of this study did note that it is important to integrate the Hispanic 4-H program with other parts of the county 4-H program (Conklin-Ginop et al., 2011).

One example of an Extension program that has been quite successful in offering Hispanic outreach programs is the Oregon State University Extension 4-H Youth Development program (Oregon State University Extension 4-H Youth Development Programs, n.d.). In 1997, Oregon State University Extension began the Oregon 4-H Latino Outreach Project. This program has two main goals: 1.) to expand the statewide capacity of Oregon State University Extension to reach and engage Latino youth and

families and 2.) to increase the participation of Latino youth and their families in 4-H (Oregon State University Extension 4-H Youth Development Programs, n.d.). The 4-H Latino Outreach project is offered in many forms, including after school activities, community clubs, day camps, and community garden projects. All of the programs offered through the Outreach project are bilingual and are led by bilingual staff and/or volunteers. Overall, the goal of this 4-H Outreach project is to “have all youth in 4-H freely mix together dependent on their interests rather than on their ethnic or racial background” (Hobbs & Sawyer, 2009, p. 17).

In order to accomplish this goal, the staff of the Oregon State University Extension 4-H Latino Outreach project identified three main ways to integrate Hispanic youth into the existing 4-H program. The first way was to encourage Hispanic youth who are involved in predominately Hispanic 4-H clubs to participate in other 4-H activities. Through evaluation, it was found that predominately Hispanic clubs provide Hispanic youth with a place where they could learn more about 4-H and new skills without having to deal with the pressures of two difference cultures. This was found to increase the overall confidence of the Hispanic youth, who were then more open to participating in 4-H activities outside of their club (Hobbs, 2004). The second way to integrate Hispanic youth into an existing 4-H program was to start a new club with members from different racial and ethnic backgrounds. The third way was to encourage Hispanic youth to join already established 4-H clubs that have members from a mixture of backgrounds.

Overall, several positive outcomes of the Latino Outreach project have been observed. Some of these outcomes are as follows:

- Latino youth and their families embraced 4-H and were thankful for the efforts of 4-H to make the programs more open and accessible to Hispanic youth.
- 4-H and Extension increased the diversity of the audience they serve.
- Existing 4-H youth and leaders broadened their experiences.
- 4-H helped other community organizations to implement or improve their Hispanic outreach programs.

(Oregon State University Extension 4-H Youth Development Programs, n.d.)

It is important to note that in order to establish a successful Hispanic Outreach program, locally developed knowledge is of the utmost importance. If one is unsure of the exact needs of the local community, those involved with the Oregon State University Extension 4-H Latino Outreach project suggest asking Hispanic community members for their opinions on what is needed.

On a more local note, limited research has been done regarding the University of Wisconsin – Extension program, particularly the 4-H program, and Hispanic Outreach programs. There is some work being done with Hispanic 4-H programs in individual counties and a few programs at the state level, but a statewide program, like that of Oregon State University Extension, has not been put into place (University of Wisconsin Cooperative Extension, 2011). One of the values of the University of Wisconsin – Extension is inclusiveness, meaning that Extension strives to “recognize, appreciate, and

honor the differences, similarities, and contributions of all people and communities” (University of Wisconsin – Extension Cooperative Extension, n.d. b). Based on this value and the fact that the Hispanic population in Wisconsin is increasing (U.S. Census Bureau, n.d.), it is important that the University of Wisconsin – Extension strive to create and offer programs to meet the needs of all of their audiences.

Chapter III – Methodology

The purpose of this study was to examine the current attitudes of Wisconsin 4-H/Youth Development agents and staff regarding Hispanic 4-H programs, as well as to gather information on existing Wisconsin 4-H Hispanic programs. The specific research questions that this study sought to address were:

1. What types of Wisconsin 4-H programs are currently available for Hispanic youth?
2. Do Wisconsin 4-H/Youth Development agents see Hispanic 4-H programs as a necessity?
3. What are the potential benefits to offering Hispanic 4-H programs? What are the potential challenges to offering Hispanic 4-H programs?

In order to conduct the research to answer these questions, a survey of Wisconsin 4-H/Youth Development agents and staff was done. The target population of this study consisted of 84 Wisconsin 4-H/Youth Development agents and staff who were employed during September and October of 2011. These 84 people represented the 4-H programs from most of the 72 counties in Wisconsin. A few Wisconsin counties were not included in this survey because the counties did not have 4-H/Youth Development agents or staff at the time the survey was conducted. The majority of the email addresses that were used to contact this group were obtained from the UW-Extension Cooperative Extension Staff Directory, with the rest of the email addresses being obtained from the UW-Extension county websites.

The data for this study was obtained through the use of an online survey, which can be found in Appendix B, using the online survey tool Qualtrics. Before the survey was sent to the target population, the survey was reviewed by a committee of 3 Wisconsin State 4-H/Youth Development professionals to ensure the validity of the questions being asked. Of the 3 people on this committee, one was a prior county 4-H/Youth Development agent and retired Wisconsin 4-H/Youth Development specialist, one was a Wisconsin 4-H/Youth Development Outreach Specialist who works with the Wisconsin 4-H International Programs, and the third was a Wisconsin 4-H/Youth Development Specialist who has had prior experience working with Hispanic populations.

Once the survey was reviewed by the committee and changes were made to increase the validity of the survey, the University of Wisconsin – River Falls IRB Human Subjects Research Review Protocol application was filled out. The IRB (Institutional Review Board) protocol application must be filled out for all research projects that involve human subjects. Because this research was to be conducted through the use of a survey, it was necessary to fill out this protocol proposal before proceeding with the survey. Once the protocol was filled out and submitted, the Institutional Review Board reviewed and approved the proposal. The approval number for this protocol was H2011-W114.

Following the approval of the Institutional Review Board, all those who were identified as being in the target population were sent an initial invitation email that

provided background information on the study and a link to the online survey. A copy of this invitation email can be found in Appendix A. Because this survey was meant to maintain the anonymity of the participants, no consent form that required the participant's signature was provided. Rather, participants were instructed in the initial invitation email to participate in the survey only if they chose to do so by their own free will. The invitation email also stated that no data would be collected or distributed that could readily identify participants and there would be no repercussions for any answers provided. Because the email contained a link to the survey and the survey was anonymous, there was no way to tell who had participated and who did not.

Upon clicking the link in the email, participants were taken directly to the survey. The survey included a variety of questions, both closed and open-ended. The survey began with questions that asked for information regarding the background of the person taking the survey and the demographics of the participant's county. No questions that would make the participant immediately identifiable were asked, in order to maintain the anonymity of the participants. The survey then continued on to ask questions regarding the status of Hispanic 4-H programs in the participant's county. Based on the participant's answer, the survey automatically directed them to further open-ended questions that allowed participants to express their own thoughts and feelings. The next part of the survey utilized a five point Likert-type scale to better determine the participants' perceptions regarding Hispanic 4-H programs. There were 17 different items on this part of the survey and the scale used for all of these items was as follows:

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

The survey concluded with a few additional open-ended questions that asked for information regarding the resources available for Hispanic 4-H programs in the participant's county. The final question of the survey asked for any additional comments or concerns that the participant had regarding the topic of Hispanic 4-H programs.

Once participants completed the survey, their responses were saved in the Qualtrics survey program. The date and time the survey was completed, as well as the amount of time that was taken to complete the survey were recorded. Participants were given 17 days to complete the survey. A second reminder email, which included all of the information sent in the initial invitation email, was sent to the target population on day 8. There were no issues with emails that could not be sent due to bounce back errors, but several out of office emails were received that may have had an impact on the final number of surveys completed.

In total, 84 emails were sent out to Wisconsin 4-H/Youth Development agents and staff. Of these 84 invitations, 45 participants responded and completed the survey for

a response rate of 53.6%. This means that 39 Wisconsin 4-H/Youth Development agents and staff did not participate in the survey (46.4%). The data collected from the responses recorded in Qualtrics was analyzed using tools in the Qualtrics program. Charts and tables were created for the data as appropriate using Microsoft Excel.

In summary, this study utilized an online survey sent out to the target population, which was all current Wisconsin 4-H/Youth Development agents and staff, via an email invitation that included a link to the survey. Participants were given a total of 17 days to complete the online survey, with a reminder email being sent out halfway through this time period. The survey used a variety of questions, both closed and open-ended, and a 17 item Likert-type scale to determine the current status of Hispanic 4-H programs in Wisconsin and the perceptions of Wisconsin 4-H/Youth Development agents and staff regarding Hispanic 4-H programs. The data was collected in the Qualtrics survey program and was analyzed using the Qualtrics program and Microsoft Excel.

Chapter IV — Results

Data collection utilized the online survey tool Qualtrics. Analysis was done using the Qualtrics program and Microsoft Excel. The survey consisted of 22 total questions, 11 of which were open-ended questions. In addition, some of the questions were asked based on how the previous question was answered. This means that not all participants answered all of the questions. Of the 84 survey invitations initially sent out, a total of 45 responses were collected and analyzed, resulting in a response rate of 53.6%. The results of these surveys are shown in the charts and tables that follow. The results for all of the questions that were open-ended will be summarized in this section, but a list of actual answers to the questions can be found in Appendix C.

The first question that was asked was an open-ended question that asked survey participants to identify their position title. There were a total of 23 responses to this question. Although the exact answers that participants provided varied slightly, all of the responses fell into one of five categories as shown in Table 1. The data indicated that approximately half of the participants, 52.2%, identify themselves as being 4-H Youth Development Educators.

Table 1
Participant's Position Title

| Answer | Number of Responses | Percent of Total |
|---------------------------------|---------------------|------------------|
| Youth Program Coordinator | 1 | 4.3% |
| 4-H Youth Development Educator | 12 | 52.2% |
| 4-H Youth Development Agent | 8 | 34.8% |
| 4-H Youth Development Assistant | 1 | 4.3% |
| Youth and Family Educator | 1 | 4.3% |
| 23 total responses | | 100% |

The purpose of the second question was to determine how long the participants had been working in a 4-H related position. This knowledge can be helpful when looking at the other answers provided in the survey, because it can help to identify the experience level of the participants. This data is shown in Table 2. The highest percentage of the respondents, 29% (13 of the 45 total responses) stated that they had been in a 4-H related position for 6 – 10 years. It should be noted, however, that all of the participants responded that they had been in a 4-H related position for 30 or fewer years, with 79% of participants being in a 4-H related position for 15 years or less.

Table 2
Years in a 4-H Related Position

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| 0 – 2 years | 6 | 13% |
| 3 – 5 years | 11 | 24% |
| 6 – 10 years | 13 | 29% |
| 11 – 15 years | 6 | 13% |
| 16 – 20 years | 1 | 2% |
| 21 – 25 years | 5 | 11% |
| 26 – 30 years | 3 | 7% |
| 31 or more years | 0 | 0% |
| 45 total responses | | 100% |

The third question asked participants to identify whether they were male or female. The purpose of this question was to assist in establishing the demographics of the respondents. As shown in Table 3, 84% of those who responded were female and 16% were male.

Table 3
Gender of Survey Participant

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| Male | 7 | 16% |
| Female | 37 | 84% |
| 44 total responses | | 100% |

The fourth question asked participants to select the answer that best identified the total population of the county in which they work. Again, this question was meant to assist in identifying the demographics of the respondents. As displayed in Table 4, the highest number of people, 11 out of 45 total responses (24%), indicated that they worked in counties that had a population between 10,001 and 25,000. In total, 78% of participants indicated that they worked in counties with a population of 100,000 or less and 51% of participants indicated that they worked in counties with a population of 50,000 or less.

Table 4
Total Population of the County

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| Under 10,000 | 3 | 7% |
| 10,001 – 25,000 | 11 | 24% |
| 25,001 – 50,000 | 9 | 20% |
| 50,001 – 75,000 | 8 | 18% |
| 75,001 – 100,000 | 4 | 9% |
| 100,000 – 125,000 | 2 | 4% |
| 125,001 – 250,000 | 6 | 13% |
| 250,001 – 500,000 | 1 | 2% |
| 500,001 or more | 1 | 2% |
| 45 total responses | | 100% |

Question number 5 asked respondents to select the answer that best fit the Hispanic population of their county they work in. Participants were also provided with an “I don’t know” option to select if they were unsure of their county’s Hispanic population. As shown in Table 5, the results indicated that every county has at least some Hispanic population, as no participant responded that their county has a Hispanic population of 0%. Just over half (57%) of the 44 respondents indicated that their county has a Hispanic population of 0.1 – 2%. In total, 93% of respondents indicated that their county has a Hispanic population between 0.1 and 5%. There were no counties that have a Hispanic population of greater than 20%. Only one person indicated that they did not know the Hispanic population of the county they work in.

Table 5
Hispanic Population of the County

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| 0% | 0 | 0% |
| 0.1 – 2% | 25 | 57% |
| 3 – 5% | 16 | 36% |
| 6 – 10% | 2 | 5% |
| 11 – 20% | 3 | 7% |
| 21% or more | 0 | 0% |
| I don’t know | 1 | 2% |
| 44 total responses | | 100% |

The sixth question asked participants to identify the number of youth enrolled in their county’s 4-H program. The results of this question are shown in Table 6. Of the 44 total responses, 17 (39%) indicated that the 4-H enrollment in their county was 250 or

less. Only 5 responses (11%) indicated that their county had a 4-H enrollment of greater than 1,000.

Table 6
County 4-H Enrollment

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| 0 – 250 | 17 | 39% |
| 251 – 500 | 7 | 16% |
| 501 – 750 | 8 | 18% |
| 751 – 1,000 | 7 | 16% |
| 1,001 or more | 5 | 11% |
| 44 total responses | | 100% |

Question 7 asked respondents to indicate the number of Hispanic youth enrolled in their county's 4-H program. Of the 45 total responses, 30 (67%) indicated that 1 – 2% of their county's 4-H enrollment was made up of Hispanic youth, as shown in Table 7. All respondents indicated that the Hispanic enrollment in their county's 4-H program was 5% or less, with 12 participants (27%) indicating that their county 4-H program had no (0%) Hispanic youth enrolled.

Table 7
County 4-H Hispanic Enrollment

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| 0% | 12 | 27% |
| 1 – 2% | 30 | 67% |
| 3 – 5% | 3 | 7% |
| 6 – 10% | 0 | 0% |
| 11 – 20% | 0 | 0% |
| 21% or more | 0 | 0% |
| I don't know | 0 | 0% |
| 45 total responses | | 100% |

The next question sought to determine whether or not there were any programs outside of 4-H offered in the county for Hispanic audiences, either youth or adult. The results of this question are shown in Table 8. In total, 45 people responded to this question. Of these, 33 (73%) responded that there were not any programs offered for Hispanic audiences in their county outside of 4-H. Only 12 (27%) indicated that there were programs for Hispanic audiences offered in their county.

Table 8
Non 4-H programs for Hispanic Audiences at the County Level

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| Yes | 12 | 27% |
| No | 33 | 73% |
| 45 total responses | | 100% |

Question number 9 was an open-ended question that was asked only of those respondents who had indicated that there were programs outside of 4-H in their county that were intended for Hispanic audiences. In total, there were 10 responses to this question. Although the answers varied, upon review, it was determined that the majority of answers fell into several categories. Some answers fell into multiple categories so the total percentage will add up to be more than 100%. Table 9 summarizes these responses, and a complete list of the answers that were provided can be found in Appendix C. Three of the respondents provided information on the 4-H programs offered for Hispanics in their county. Four participants provided responses that indicated that the programs for Hispanics in their county were based on Family Living or Nutrition subjects. Four

people responded that the programs for Hispanics in their county were community clubs or groups that provided many different types of opportunities.

Table 9
Description of County Non 4-H Hispanic Programs

| Answer | Number of Responses | Percent of Total |
|-------------------------|----------------------------|-------------------------|
| 4-H Programs | 3 | 30% |
| Nutrition/Family Living | 4 | 40% |
| Community Programs | 4 | 40% |
| | 10 total responses | 110% |

The tenth question asked participants to identify whether or not their county offered 4-H programs that were intended specifically for Hispanic audiences. Of the 45 total responses, 38 (84%) indicated that there were not any 4-H programs for Hispanics in their county. Only 7 people (16%) indicated that their county did have some sort of 4-H program that is intended for Hispanic youth, as shown in Table 10.

Table 10
4-H programs for Hispanic Youth at the County Level

| Answer | Number of Responses | Percent of Total |
|---------------|----------------------------|-------------------------|
| Yes | 7 | 16% |
| No | 38 | 84% |
| | 45 total responses | 100% |

Following question 10, survey participants were automatically directed to questions based on their answer to question 10. For those participants who indicated that their county did have 4-H programs intended for Hispanic youth, they were directed to questions 11 through 13. Question 11 was an open-ended question that asked participants to provide a description of the Hispanic 4-H programs offered in their county. In total,

there were 7 responses to this question. A complete list of the responses can be found in Appendix C. After evaluating the 7 responses, the responses were put into four categories, as shown in Table 11. One person (14%) indicated that their county did not offer any programs for Hispanic youth. Two people (29%) responded that the programs offered for Hispanic youth in their county were after school programs. One person (14%) indicated that their county offered a pre-college program for the youth. Three people (43%) responded that their county 4-H program has 4-H clubs that are directed toward Hispanic youth.

Table 11
Description of 4-H Programs for Hispanic Youth

| Answer | Number of Responses | Percent of Total |
|----------------------|----------------------------|-------------------------|
| No Program | 1 | 14% |
| After School Program | 2 | 29% |
| 4-H Club | 3 | 43% |
| Pre-College Program | 1 | 14% |
| | 7 total responses | 100% |

Question 12 was also a question that was answered by survey participants who indicated that their county does have 4-H programs for Hispanic youth. This question was an open-ended question that asked participants to describe the current benefits (to the county, to 4-H, and/or to the youth) of the Hispanic 4-H programs. In total, there were 6 responses to this question. Table 12 offers a summary of the responses, but a complete list of the responses can be found in Appendix C. One response (17%) indicated that the respondent was unsure of the benefits at this time. Three responses (50%) indicated that a current benefit was increased cultural awareness. One person (17%) indicated that they

were noticing that Hispanic youth were gaining new skills and confidence. Another person (17%) indicated that Hispanic families were becoming more engaged.

Table 12
Current Benefits of Hispanic 4-H Programs

| Answer | Number of Responses | Percent of Total |
|------------------------------|----------------------------|-------------------------|
| Increased cultural awareness | 3 | 50% |
| New skills and confidence | 1 | 17% |
| Increased family engagement | 1 | 17% |
| Unsure of the benefits | 1 | 17% |
| 6 total responses | | 100% |

Question 13 was also asked of respondents who indicated that their county offered 4-H programs for Hispanic youth. This question was an open-ended question that asked participants to identify the challenges that they are noticing when working with Hispanic 4-H programs. The responses are summarized here in Table 13, with a complete list of responses included in Appendix C. In total, there were 6 responses to this question. The responses were quite varied across participants. Two people (33%) indicated that a challenge faced in their county is a lack of parental involvement. There was one response (17%) in each of the following categories: building trust in the community, transportation, language barriers, and the current political climate.

Table 13
Current Challenges of Hispanic 4-H Programs

| Answer | Number of Responses | Percent of Total |
|---------------------------------|----------------------------|-------------------------|
| Lack of parental involvement | 2 | 33% |
| Building trust in the community | 1 | 17% |
| Transportation | 1 | 17% |
| Language barriers | 1 | 17% |
| Current Political Climate | 1 | 17% |
| 6 total responses | | 100% |

Any survey participants who indicated in question 10 that their county does not currently offer 4-H programs specifically for Hispanic youth were automatically directed to questions 14 through 16, because questions 11 through 13 were not relevant to their situation. In question 14, participants were asked to identify how frequently the topic of 4-H programs for Hispanic youth had been discussed in their county. The results of this question are shown in Table 14. Of the total 36 responses, 13 people (36%) indicated that the topic had been discussed some. Only 3 people (8%) indicated that the topic had been discussed a great deal, and 11 people (31%) indicated that the topic had never been discussed in their county.

Table 14
Frequency of Discussion of County Programs for Hispanic Youth

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| A great deal | 3 | 8% |
| Some | 13 | 36% |
| A little | 9 | 25% |
| Never been discussed | 11 | 31% |
| 36 total responses | | 100% |

The fifteenth question was asked of respondents who had indicated that their county did not have 4-H programs for Hispanic youth. This question was an open-ended question that asked participants to identify the potential benefits of Hispanic 4-H programs. A complete list of responses can be found in Appendix C, but a summary of the responses is shown in Table 15. Although each participant responded differently, the responses were placed into several categories. Some responses fell into multiple categories, so the total percentage will add up to more than 100%. For this question, 11 people (37%) indicated that they believed that increased cultural awareness would be a potential benefit of Hispanic 4-H programs. Increased diversity in the 4-H program was identified as a potential benefit of Hispanic 4-H programs by 7 people (23%). Twelve people (40%) responded that they thought that being better able to serve underrepresented audiences in their community would be a benefit of Hispanic 4-H programs. Three people (10%) indicated that the Hispanic population in their county was not large enough for programming to be effective.

Table 15
Potential Benefits of Hispanic 4-H Programs

| Answer | Number of Responses | Percent of Total |
|---|----------------------------|-------------------------|
| Cultural Awareness | 11 | 37% |
| Increased diversity in the program | 7 | 23% |
| Better able to serve underrepresented audiences | 12 | 40% |
| Not a large enough population | 3 | 10% |
| | 30 total responses | 110% |

Question sixteen was the last question that was only answered by participants who indicated that there were currently no 4-H programs for Hispanic youth in their county. This was an open-ended question that asked respondents to identify potential challenges of offering Hispanic 4-H programs in their county. Answers were separated into categories that summarized the basic ideas of the answers. These categories are displayed in Table 16, with a complete list of responses being found in Appendix C. Several answers included multiple parts and therefore, these answers were included in multiple categories. Because of this, the total percentage will add up to more than 100%. Fifty percent (16) of the respondents indicated that language barriers would pose a challenge to offering Hispanic 4-H programs in their counties. Nine people (28%) answered the question by stating that the Hispanic population in their county is small, which would make programming more difficult. Having staff that lacked the necessary knowledge and/or skills to work with Hispanic populations was cited as a challenge by 3 people (9%). Procuring the necessary funds was a challenge that was listed by 3 people (9%). Two people (6%) indicated that finding enough time to organize and continue working with a Hispanic 4-H program would be a challenge. A lack of cultural understanding on the part of leaders, volunteers, and youth was cited as a challenge by 7 respondents (22%). Four people (13%) indicated a lack of staff and/or volunteers who would have the skills necessary to work with a Hispanic 4-H program posed a challenge to their county. Finally, 5 people (16%) indicated that recruiting difficulties would pose a challenge to offering Hispanic 4-H programs in their county.

Table 16
Potential Challenges of Hispanic 4-H Programs

| Answer | Number of Responses | Percent of Total |
|-----------------------------------|----------------------------|-------------------------|
| Language barriers | 16 | 50% |
| Lack of Hispanic population | 9 | 28% |
| Staff lacking knowledge/skills | 3 | 9% |
| Funding | 3 | 9% |
| Time | 2 | 6% |
| Lack of cultural understanding | 7 | 22% |
| Lack of staff/volunteers | 4 | 13% |
| Recruiting difficulties | 5 | 16% |
| | 32 total responses | 153% |

Question 17 was a question that was asked of all survey participants. This question used a five point Likert-type scale and asked participants to rank a series of 17 statements on a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree. The purpose of this question was to better determine the participants' perceptions regarding Hispanic 4-H programs. The scale used for all of the statements in question 17 was as follows:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

In order to better understand the results, each item from question 17 has been broken down into its own table. Question 17 in its entirety can be found in the survey in

Appendix B. The title of each table is the same as the statement that was listed in question 17.

The first item in question 17 asked participants to identify whether or not they felt that all counties in Wisconsin should have a Hispanic 4-H program. As shown in Table 17, the majority of the 43 respondents (20 people, 47%) answered that they neither agreed nor disagreed with this statement. Eleven people (26%) disagreed with this statement and 7 people (16%) strongly disagreed. Only 5 people (11%) indicated that they agreed or strongly agreed with this statement. The mean response was 2.56, which confirms that more people disagreed with this statement than agreed.

Table 17

All counties in Wisconsin should have a Hispanic 4-H program.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 7 | 16% | - | - |
| Disagree | 11 | 26% | - | - |
| Neither Agree nor Disagree | 20 | 47% | - | - |
| Agree | 4 | 9% | - | - |
| Strongly Agree | 1 | 2% | - | - |
| | 43 total responses | 100% | 2.56 | 0.96 |

The second item in question 17 asked participants to state how they feel about the statement that Wisconsin 4-H should focus on more traditional 4-H programs. Table 18 shows that the highest number of respondents (19 people, 44%) neither agreed nor disagreed with this statement. Based on the mean of 2.51, it can be determined that more people disagreed with this statement than agreed. This is also supported by the fact that

47% (20 people) did not agree with this statement, while only 4 people (9%) indicated that they did agreed with this statement.

Table 18

Wisconsin 4-H should focus on more traditional 4-H programs.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 5 | 12% | - | - |
| Disagree | 15 | 35% | - | - |
| Neither Agree nor Disagree | 19 | 44% | - | - |
| Agree | 4 | 9% | - | - |
| Strongly Agree | 0 | 0% | - | - |
| | 43 total responses | 100% | 2.51 | 0.83 |

Item 3 in question 17 asked participants to identify their feelings on the following statement: Wisconsin 4-H should concentrate on creating more programs that reach diverse audiences. As shown in Table 19, 49% (21 people) of the respondents agreed with this statement. No one (0%) indicated that they strongly disagreed with this statement and only 2 people (5%) indicated that they disagreed with this statement. A mean answer of 3.95 for this statement indicates that more people agreed with this statement than disagreed. In total, 75% (32 people) of the respondents either agreed or strongly agreed with this statement.

Table 19
Wisconsin 4-H should concentrate on creating more programs that reach diverse audiences.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 0 | 0% | - | - |
| Disagree | 2 | 5% | - | - |
| Neither Agree nor Disagree | 9 | 21% | - | - |
| Agree | 21 | 49% | - | - |
| Strongly Agree | 11 | 26% | - | - |
| | 43 total responses | 100% | 3.95 | 0.82 |

The fourth item in question 17 was the statement: This county has adequate resources available to meet the needs of our Hispanic population. The responses to this statement are shown in Table 20. The highest number of respondents stated that they disagreed with this statement, with 35% (15 people) selecting this answer. The answer of neither agree nor disagree came in as a close second, with 14 people (33%) choosing this option. The mean value of 2.51 indicates that more people disagreed with this statement than agreed. Overall, 51% (22 people) of respondents indicated that they did not agree that their county had adequate resources available. Only 16% (7 people) indicated that their county did have adequate resources available to meet the needs of the Hispanic population.

Table 20

This county has adequate resources available to meet the needs of our Hispanic population.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 7 | 16% | - | - |
| Disagree | 15 | 35% | - | - |
| Neither Agree nor Disagree | 14 | 33% | - | - |
| Agree | 6 | 14% | - | - |
| Strongly Agree | 1 | 2% | - | - |
| | 43 total responses | 100% | 2.51 | 1.01 |

The fifth item in question 17 asked participants to rank how they felt about the statement: This county needs to increase the amount of programming that is available specifically for the Hispanic population. The highest number of people (17 people, 40%) agreed with this statement, with 42% (18 people) answering that they either agreed or strongly agreed with this statement. Twelve people (28%) indicated that they neither agreed nor disagreed with this statement. Thirteen people (30%) indicated that they either disagreed or strongly disagreed with this statement. The mean value of 3.07 indicates that more people agreed with this statement than disagreed.

Table 21

This county needs to increase the amount of programming that is available specifically for the Hispanic population.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 3 | 7% | - | - |
| Disagree | 10 | 23% | - | - |
| Neither Agree nor Disagree | 12 | 28% | - | - |
| Agree | 17 | 40% | - | - |
| Strongly Agree | 1 | 2% | - | - |
| | 43 total responses | 100% | 3.07 | 1.01 |

The sixth item in question 17 was the statement: Wisconsin 4-H should focus on creating Hispanic only 4-H clubs in order to help Hispanic youth become knowledgeable of the 4-H program before they are integrated into a more traditional 4-H club. Table 22 summarizes the responses to this item. The highest number of people, (20 people, 47%) indicated that they neither agreed nor disagree with this statement. Only 12% (5 people) agreed with this statement, with no one (0%) strongly agreeing. Eighteen people (42%) indicated that they either disagreed or strongly disagreed with this statement. The mean value of 2.49 indicates that many more people disagreed than agreed with this statement.

Table 22 – Wisconsin 4-H should focus on creating Hispanic only 4-H clubs in order to help Hispanic youth become knowledgeable of the 4-H program before they are integrated into a more traditional 4-H club.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 9 | 21% | - | - |
| Disagree | 9 | 21% | - | - |
| Neither Agree nor Disagree | 20 | 47% | - | - |
| Agree | 5 | 12% | - | - |
| Strongly Agree | 0 | 0% | - | - |
| | 43 total responses | 100% | 2.49 | 0.96 |

The seventh item in question 17 asked participants to give their opinion on the following statement: I would feel comfortable supervising a Hispanic 4-H program.

Table 23 summarizes the responses to this statement. In total, 37% (16 people) indicated that they would be comfortable with supervising a Hispanic 4-H program. Fifteen people (35%) neither agreed nor disagreed with this statement. Thirty percent of respondents (13 people) either disagreed or strongly disagreed with this statement. The mean value of 3.00 indicates that more people did not have a strong opinion on this statement and fewer people answered with strongly disagree or strongly agree.

Table 23

I would feel comfortable supervising a Hispanic 4-H program.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 4 | 9% | - | - |
| Disagree | 9 | 21% | - | - |
| Neither Agree nor Disagree | 14 | 33% | - | - |
| Agree | 15 | 35% | - | - |
| Strongly Agree | 1 | 2% | - | - |
| | 43 total responses | 100% | 3.00 | 1.02 |

The eighth item in question 17 asked participants to identify their feelings on the statement: Creating Hispanic 4-H programs at the county level would decrease the amount of time and resources available for more traditional 4-H programs. Table 24 shows that the highest percentage of people (15 people, 35%) disagreed with this statement. Eleven people (26%) indicated that they neither agreed nor disagreed with this statement. Forty percent (17 people) answered that they either agreed or strongly agreed with this statement. No one (0%) answered that they strongly disagreed with this statement. A mean value of 3.16 shows that more people agreed than disagreed with this statement and that the opinions were not overly strong in either direction on the scale.

Table 24

Creating Hispanic 4-H programs at the county level would decrease the amount of time and resources available for more traditional 4-H programs.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 0 | 0% | - | - |
| Disagree | 15 | 35% | - | - |
| Neither Agree nor Disagree | 11 | 26% | - | - |
| Agree | 12 | 28% | - | - |
| Strongly Agree | 5 | 12% | - | - |
| | 43 total responses | 100% | 3.16 | 1.04 |

The ninth item in question 17 was the statement: Hispanic 4-H programs are of high priority in this county. Overall, more people disagreed with this statement than agreed, as shown in Table 25. Seven people (16%) strongly disagreed with this statement, while 17 people (40%) disagreed with this statement. Twelve people (28%) neither agreed nor disagreed with this statement and only 16% (7 people) indicated that

they either agreed or strongly agreed with this statement. The mean value of 2.47 supports the idea that more people disagreed with this statement than agreed.

Table 25

Hispanic 4-H programs are of high priority in this county.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 7 | 16% | - | - |
| Disagree | 17 | 40% | - | - |
| Neither Agree nor Disagree | 12 | 28% | - | - |
| Agree | 6 | 14% | - | - |
| Strongly Agree | 1 | 2% | - | - |
| | 43 total responses | 100% | 2.47 | 1.01 |

The tenth item in question 17 asked participants to state their opinion on the statement that it is important for 4-H youth to learn about other cultures. Table 26 shows that no one (0%) disagreed with this statement. A mean value of 4.60 supports the fact that almost all of the respondents agreed with this statement. Only one person (2%) indicated that they neither agreed nor disagreed with this statement. The number of respondents that indicated that they strongly agreed with this statement was 27 (63%). Fifteen people (35%) indicated that they agreed with this statement.

Table 26

It is important for 4-H youth to learn about other cultures.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 0 | 0% | - | - |
| Disagree | 0 | 0% | - | - |
| Neither Agree nor Disagree | 1 | 2% | - | - |
| Agree | 15 | 35% | - | - |
| Strongly Agree | 27 | 63% | - | - |
| | 43 total responses | 100% | 4.60 | 0.54 |

The eleventh item in question 17 asked participants to provide their opinion on the statement that Hispanic youth do not need Hispanic 4-H programs. As demonstrated in Table 27, the highest number of respondents (19 people, 44%) indicated that they disagreed with this statement. The answer that was the second highest in responses was the answer neither agree nor disagree (18 people, 42%). Only 3 people (7%) indicated that they strongly disagreed with this statement. Additionally, only 3 people (7%) indicated that they either agreed or strongly agreed with this statement. The mean value of 2.51 demonstrates that more people disagreed with this statement than agreed.

Table 27

Hispanic youth do not need Hispanic 4-H programs.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 3 | 7% | - | - |
| Disagree | 19 | 44% | - | - |
| Neither Agree nor Disagree | 18 | 42% | - | - |
| Agree | 2 | 5% | - | - |
| Strongly Agree | 1 | 2% | - | - |
| | 43 total responses | 100% | 2.51 | 0.80 |

Item twelve in question 17 was the statement: Wisconsin 4-H should work with community groups to create Hispanic 4-H programs. Table 28 summarizes the answers to this question. Overall, the highest number of people (21 people, 49%) indicated that they agreed with this statement. Fifteen people (35%) answered that they neither agreed nor disagreed with this statement. Five people (11%) indicated that they either disagreed or strongly disagreed with this statement. Only two people (5%) strongly agreed with this statement. The mean value of 3.44 indicates that more people agreed than disagreed with this statement.

Table 28

Wisconsin 4-H should work with community groups to create Hispanic 4-H programs.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 1 | 2% | - | - |
| Disagree | 4 | 9% | - | - |
| Neither Agree nor Disagree | 15 | 35% | - | - |
| Agree | 21 | 49% | - | - |
| Strongly Agree | 2 | 5% | - | - |
| | 43 total responses | 100% | 3.44 | 0.83 |

The thirteenth item in question 17 asked participants for their opinion on the following statement: Hispanic programs are not needed in this county. The highest number of people (19 people, 44%) disagreed with this statement, as shown in Table 29. In total, 25 people (58%) either disagreed or strongly disagreed with this statement. Eight people (19%) neither agreed nor disagreed with this statement. Ten people (23%)

indicated that they either agreed or strongly agreed with the statement. The mean value of 2.60 demonstrates that more people disagreed with this statement than agreed.

Table 29
Hispanic 4-H programs are not needed in this county.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 6 | 14% | - | - |
| Disagree | 19 | 44% | - | - |
| Neither Agree nor Disagree | 8 | 19% | - | - |
| Agree | 6 | 14% | - | - |
| Strongly Agree | 4 | 9% | - | - |
| | 43 total responses | 100% | 2.60 | 1.18 |

The fourteenth item in question 17 asked participants to indicate their feelings on the statement that Hispanic 4-H programs are not needed anywhere in the state. Table 30 shows that no one (0%) agreed with this statement. Six people (14%) indicated that they neither agreed nor disagreed with this statement. The majority of people (37 people, 87%) indicated that they either disagreed or strongly disagreed with this statement. The mean value of 1.74 reflects this trend in the responses.

Table 30
Hispanic 4-H programs are not needed anywhere in the state.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 17 | 40% | - | - |
| Disagree | 20 | 47% | - | - |
| Neither Agree nor Disagree | 6 | 14% | - | - |
| Agree | 0 | 0% | - | - |
| Strongly Agree | 0 | 0% | - | - |
| | 43 total responses | 100% | 1.74 | 0.69 |

The fifteenth item in question 17 asked participants to give their opinion on the following statement: Creating Hispanic 4-H programs should be of high importance for the entire state. As shown in Table 31, no one (0%) strongly agreed with this question. The number of responses for the options of disagree, neither agree nor disagree, and agree were all very close. There were twelve responses (28%) for both disagree and neither agree nor disagree. Thirteen people (30%) indicated that they agreed with this statement. Six people (14%) strongly disagreed with this statement, meaning that more people disagree with this statement than agreed. This is reflected in the mean value of 2.74.

Table 31
Creating Hispanic 4-H programs should be of high importance for the entire state.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 6 | 14% | - | - |
| Disagree | 12 | 28% | - | - |
| Neither Agree nor Disagree | 12 | 28% | - | - |
| Agree | 13 | 30% | - | - |
| Strongly Agree | 0 | 0% | - | - |
| | 43 total responses | 100% | 2.74 | 1.05 |

The sixteenth item in question 17 was the statement: Hispanic 4-H is a good idea, but would require too many expenses. It is worth noting that there were only 41 total responses to this question, compared to the 43 responses to the rest of the items in question 17. Table 32 shows that highest number of respondents (20 people, 49%) indicated that they neither agreed nor disagreed with this statement. Thirteen people (32%) disagreed with this statement, and 4 people (10%) strongly disagreed. Only 4

people (10%) agreed with this statement, and no one (0%) strongly agreed. The mean value of 2.59 reflects that fact that more people disagreed with this statement than agreed.

Table 32

Hispanic 4-H is a good idea, but would require too many expenses.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 4 | 10% | - | - |
| Disagree | 13 | 32% | - | - |
| Neither Agree nor Disagree | 20 | 49% | - | - |
| Agree | 4 | 10% | - | - |
| Strongly Agree | 0 | %0 | - | - |
| | 41 total responses | 100% | 2.59 | 0.81 |

The final item in question 17 was the statement: The Hispanic population is not high enough in my county to justify a Hispanic-based 4-H program. As shown in Table 33, the answers of disagree, neither agree nor disagree, and agree were all close in the number of responses received. Twelve people (28%) agreed with this statement and 6 people (14%) strongly agreed. Ten people (23%) indicated that they neither agreed nor disagreed with this statement. Eleven people (26%) disagreed and 4 people (9%) strongly disagreed with this statement. A mean value of 3.12 reflects the fact that more people agreed with this statement than disagreed.

Table 33

The Hispanic population is not high enough in my county to justify a Hispanic-based 4-H program.

| Answer | Number of Responses | Percent of Total | Mean | Standard Deviation |
|----------------------------|----------------------------|-------------------------|-------------|---------------------------|
| Strongly Disagree | 4 | 9% | - | - |
| Disagree | 11 | 26% | - | - |
| Neither Agree nor Disagree | 10 | 23% | - | - |
| Agree | 12 | 28% | - | - |
| Strongly Agree | 6 | 14% | - | - |
| | 43 total responses | 100% | 3.12 | 1.22 |

Question eighteen was asked of all participants and asked participants to indicate whether or not their county had any staff that can speak and/or read Spanish. Table 34 summarizes the results of this question. The response rates for both answers were close, with 20 respondents (47%) indicating that their county did have someone on staff who could speak and/or read Spanish. Twenty-three respondents (53%) indicated that their county did not have someone on staff that could read and/or speak Spanish.

Table 34

Ability of County Staff to Speak and/or Read Spanish

| Answer | Number of Responses | Percent of Total |
|---------------|----------------------------|-------------------------|
| Yes | 20 | 47% |
| No | 23 | 53% |
| | 43 total responses | 100% |

Question 19 was an open-ended question that asked participants to identify what resources, if any, their county currently has available that could be useful in creating or continuing Hispanic 4-H programs. The 33 answers that were provided by respondents were summarized and placed into categories. These categories are displayed in Table 35.

A complete list of responses can be found in Appendix C. Some answers were placed into multiple categories, so the total percentage will add up to be more than 100%. Seven people (21%) indicated that their county did not have any resources available for Hispanic 4-H programs. Eleven people (33%) answered that their county has curriculum and materials that are written in Spanish that would be available for Hispanic 4-H programs. Eight people (24%) indicated that the connections they have within the community would be a resource that would be useful for Hispanic 4-H programs. Four people (12%) indicated that their county has VISTA volunteers who could help to implement Hispanic 4-H programs. The resources of Spanish speaking staff, cultural training, and resources outside of Extension had fewer responses, with 2 people (6%) indicating that their county had Spanish speaking staff, 1 person (3%) indicating that cultural training was an available resource in their county and 2 people (6%) responding that there were resources outside of Extension available that would be useful in implementing Hispanic 4-H programs.

Table 35
Resources Currently Available for Hispanic 4-H Programs

| Answer | Number of Responses | Percent of Total |
|-------------------------------------|----------------------------|-------------------------|
| None | 7 | 21% |
| Curriculum and materials in Spanish | 11 | 33% |
| Spanish speaking staff | 2 | 6% |
| Cultural Training | 1 | 3% |
| Community Connections | 8 | 24% |
| VISTA volunteers | 4 | 12% |
| Resources outside of Extension | 2 | 6% |
| | 33 total responses | 105% |

Question 20 was an open-ended question that asked participants to identify what resources would be needed for their county to adequately meet the needs of the Hispanic population. There were a total of 29 responses to this question. These responses were placed into categories based on the information given by the participant. These categories are shown in Table 36. A complete list of responses can be found in Appendix C. Some answers were placed in multiple categories, so the total percentage will add up to more than 100%. The answer that was provided by the most people (12 people, 41%) was that additional staff and/or volunteers would be needed to meet the needs of the Hispanic population. Another answer that was provided by a larger number of people (8 people, 28%) was that some sort of language training or translator would be needed. Other answers that were given by fewer people were funding, materials in Spanish, cultural training, time, and community connections. Five people (17%) indicated that they either did not know what resources would be necessary or that no resources would be needed to meet the needs of the Hispanic population in their county.

Table 36
Resources Needed to Meet the Needs of the Hispanic Population

| Answer | Number of Responses | Percent of Total |
|------------------------------|----------------------------|-------------------------|
| Additional staff/volunteers | 12 | 41% |
| Funding | 4 | 14% |
| Materials in Spanish | 5 | 17% |
| Cultural Training | 2 | 7% |
| Language Training/Translator | 8 | 28% |
| Time | 2 | 7% |
| Community Connections | 5 | 17% |
| I don't know | 2 | 7% |
| None | 3 | 10% |
| | 29 total responses | 148% |

Question 21 was an open-ended question that asked participants to list the types of groups or organizations that they could or already do partner with to promote Hispanic 4-H programming. There were a total of 32 responses to this question. These responses are summarized in Table 37. A complete list of responses can be found in Appendix C. Some responses could be placed into multiple categories, meaning that the total percentage will be more than 100%. The highest number of respondents (18 people, 56%) indicated that they either do or could partner with local schools to promote Hispanic 4-H programs. Eleven people (34%) indicated that they could partner with community resource groups. Six people (19%) indicated that there were no groups or organizations with which they could partner to promote Hispanic 4-H programs and only 1 person (3%) indicated that they did not know. Seven people (22%) indicated that they could partner with local Churches.

Table 37
Groups/Organizations to Partner with to Promote Hispanic 4-H

| Answer | Number of Responses | Percent of Total |
|---------------------------|----------------------------|-------------------------|
| None | 6 | 19% |
| I don't know | 1 | 3% |
| Schools | 18 | 56% |
| Churches | 7 | 22% |
| Library | 2 | 6% |
| Chambers of Commerce | 2 | 6% |
| Community Resource Groups | 11 | 34% |
| | 32 total responses | 146% |

The final question asked participants to list any comments or thoughts they might have that were not covered elsewhere in the survey. Because the additional comments were quite varied, these were not placed into categories and summarized. A complete list

of these responses can be found in Appendix C. A few of the comments stood out from the rest and summarized some of what other respondents said are shown here.

- “I feel that if there is a need, that in keeping with the mission and intent of UW-Extension this should be addressed and resources allocated based on emerging issues and needs.”
- “I think it’s too much to say that the whole state should be pushing a Hispanic 4-H programming initiative. However, it would be hugely beneficial if there were some resources available that could be used to see if there was an interest/need in a county and to generate interest, etc.”
- “The 4-H Youth Development Program Staff should not necessarily create ‘new programming for Hispanic families.’ What we truly need to do (which may not be easy or popular) is take a serious look at the barriers which exist in our current programming. Transportation, cost, and language are the 3 primary barriers for ANY population. We should work to eliminate barriers, not duplicate efforts for select groups.”

Chapter V – Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to examine the current attitudes and perspectives of Wisconsin 4-H/Youth Development agents and staff regarding Hispanic 4-H programs, as well as to gather information on existing Wisconsin 4-H/Youth Development programs. The basic intent of this study was to focus on the thoughts and viewpoints of the Wisconsin 4-H/Youth Development agents and staff. The research conducted was meant to address three specific research questions. These questions are as follows:

1. What types of Wisconsin 4-H/Youth Development programs are currently available for Hispanic youth?
2. Do Wisconsin 4-H/Youth Development agents and staff see Hispanic 4-H programs as a necessity?
3. What are the potential benefits to offering Hispanic 4-H programs? What are the potential challenges to offering Hispanic 4-H programs?

Additional background information was gathered in order to help establish a basis for the research. This additional information included position title, county population, Hispanic population in the county, county 4-H enrollment data, and county Hispanic 4-H enrollment data.

The overall objective of this research was to compile information on the perspectives of Wisconsin 4-H/Youth Development agents and staff. The aim was to allow the participants in this research to feel comfortable expressing their true opinions

on this topic, in order to produce useful information that can be used in identifying the need for Hispanic 4-H programs across the state.

To accomplish this goal, an online survey was developed and sent out to 84 Wisconsin 4-H/Youth Development agents and staff. This survey included both closed and open-ended questions, as well as a 17 item five point Likert-type scale. Some of the questions were linked to other questions based on the answer provided, so not all of the questions in the survey were answered by all participants. Of the 84 surveys distributed, there were 45 responses (53.6% response rate). Although this response rate indicates that more than half of the target population responded to the survey, this does not necessarily indicate that the target population was adequately represented in the responses given to the survey. The opinions expressed and the trends shown in the data from this survey may represent the overall opinions of Wisconsin 4-H professionals regarding this topic, but this cannot be determined from the data produced in this survey. When using this information for other purposes, it is important to note that the overall opinions of Wisconsin 4-H professionals may be different from that shown in this research.

An analysis of the questions that were meant to identify background information of the participants in this study identified that 79% of the respondents had held their position for 15 or fewer years. Of all of the respondents, 78% were from counties that had an overall population of 100,000 or less. All respondents indicated that their county had at least some Hispanics, with 93% stating that the Hispanic population in their county was between 0.1 and 5%. This result is comparable to the data in Table 38 that shows

that all counties in Wisconsin have at least some Hispanic population. When asked to identify the percent of Hispanics enrolled in their county's 4-H program, 12 counties indicated that there were no Hispanics enrolled in the 4-H program. Most counties indicated that the Hispanic enrollment in 4-H was 1 to 2%.

When asked to identify whether or not there were any programs in their county for Hispanics outside of 4-H, 73% indicated that there were none and only 16% of the respondents indicated that there were 4-H programs for Hispanics in their county. Of the counties that do not currently offer Hispanic 4-H programs, 69% indicated that this topic had been discussed at least a little within their county. For those that indicated that their county did have a 4-H program for Hispanics, the main benefits being observed are increased cultural awareness, new skills and increased confidence among Hispanic members, and increased family engagement. The current challenges noted by these same individuals are language barriers, lack of parental involvement, and transportation issues. Those participants who indicated that their county did not offer 4-H programs for Hispanic youth were asked to identify the potential benefits and potential challenges of offering this type of program. The potential benefits that were mentioned include increased cultural awareness, increased cultural diversity in the organization, and the ability to better represent underrepresented audiences. The potential challenges that were mentioned include language barriers, lack of Hispanic population in the county, staff lacking the necessary skills and knowledge, funding issues, lack of time, lack of staff and

volunteers, lack of cultural understanding among other individuals in the organization, and problems with recruiting Hispanic youth into the program.

Participants were also asked to identify resources that were available and resources that would be needed to adequately meet the needs of the Hispanic population. These resources included curriculum and materials in Spanish, community connections, additional staff and volunteers, and either language training or a translator. Many of the respondents indicated that the partnerships that could be made that may benefit a Hispanic 4-H program are with schools, churches, and community resource groups.

Some of the ideas that appeared throughout the responses to the survey were that respondents believed that it is important to increase programming in 4-H to reach more diverse audiences. Respondents also indicated that it is very important for youth to learn more about other cultures and become more culturally aware. However, several respondents indicated that the Hispanic population in their county was not high enough to justify developing a program directed towards this population. Other respondents also indicated that they thought it would be more beneficial to focus on multiple underrepresented populations, rather than just on the Hispanic population.

Conclusions

Almost all of the Wisconsin 4-H/Youth Development agents and staff surveyed agree that increasing cultural diversity in the 4-H program and reaching out to underrepresented audiences is of great importance. All of the respondents in this survey

also indicated that there is at least some Hispanic population in their county. Yet at the same time, 27% of counties in this study indicated that there were no Hispanic youth enrolled in their 4-H program and only 16% of the respondents in this survey indicated that their county has 4-H programming for Hispanic youth.

In answering the three objective questions for this survey, the types of Hispanic 4-H programs currently available in Wisconsin include Hispanic 4-H clubs and after school programs. However, the number of these programs is limited, as the majority of counties do not offer 4-H programs for Hispanic youth. The results of this study also determined that Wisconsin 4-H/Youth Development agents and staff see programs for Hispanic audiences as a topic of importance, but not necessarily a necessity for every county, with this decision based on the individual needs of each county. A number of benefits and challenges were also identified, with cultural awareness being one of the main benefits and language barriers being one of the main challenges.

Overall, this study has shown that the Wisconsin 4-H professionals who responded to this survey feel that increasing cultural diversity in 4-H is important. Based on the responses, it is evident that 4-H programs for Hispanic youth are not necessary for all counties, but there are some counties in which these programs would be beneficial. For some counties, it would be more beneficial to focus efforts on meeting the needs of other underrepresented audiences.

Recommendations

Although it would not be necessary or recommended for every county in Wisconsin to develop and implement 4-H programming for Hispanic youth, it is recommended that counties look at and evaluate the need for this type of programming. Counties should also look at the needs of other underrepresented audiences and consider those as well. Not every county will find that the needs of their Hispanic population are the same. In some cases, developing a more in depth program would be advised, while in other cases, simply encouraging more Hispanic youth to participate in 4-H and doing programming to increase the cultural awareness of the entire county 4-H program would be beneficial. In the least, all counties should work to encourage more Hispanic youth to participate in 4-H programs.

Another recommendation would be to increase the resources available at the state level for counties who wish to implement Hispanic 4-H programs. Resources that would be particularly useful would be materials and curriculum in Spanish that county staff could use in their own programs. In addition, compiling information on the existing Hispanic 4-H programs in Wisconsin and making that information widely available for other county agents and staff to access could prove to be helpful.

Overall, the biggest recommendation would be to continue researching this topic. Additional research may provide more information on what county agents need in order to make this type of programming work. The research presented here only sought to identify the perspectives of Wisconsin 4-H/Youth Development agents and staff. Doing

a more in depth study on this topic would also provide more information and details from which the Wisconsin 4-H program could benefit.

In summary, there are three recommendations that are the result of this research. The first recommendation is that counties should evaluate the needs of the Hispanic population and other underrepresented audiences and determine whether or not 4-H programs directed towards these groups would be beneficial. The second recommendation is to increase the resources available at the state level for counties who wish to implement Hispanic 4-H programs. The third and final recommendation is to continue research on this topic.

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Appendix A – Invitation and Reminder Emails to Participants

Wisconsin Hispanic 4-H Programs Research Survey

Hello,

My name is Candis O'Brien and I am currently a Graduate student at the University of Wisconsin — River Falls, working on my Masters in Agricultural Education. As part of my degree requirements, I am required to complete a thesis project. I am currently working on this and my research topic is Wisconsin 4-H/Youth Development Staff Perspectives on Hispanic 4-H Programs.

You are receiving this email as a request for your help with this research. If you could please help by completing an electronic survey, the link for which is included at the bottom of this email, that would be greatly appreciated. Please do not give your name or county name at anytime during this survey; this study is meant to be anonymous. It is completely voluntary; if you wish to participate, please answer the questions to the best of your ability. If you choose not to participate, please disregard this email and the link to the electronic survey. The survey should take approximately 15 minutes, depending on the length and depth of the answers you provide. The survey will be active until Friday, October 21st.

If you have concerns about how you were treated in this study, please contact: Molly Van Wagner, Interim Director of Grants and Research, 101 North Hall, UW-RF, 715/425-3195.

This project has been approved by the UW-River Falls Institutional Research Board for the Protection of Human Subjects, protocol # H2011-W114.

The link for the survey is:

http://uwrf.qualtrics.com/SE/?SID=SV_9yvMNHPSATyjJTC

I greatly appreciate your time and assistance. Thank you.

Sincerely,

Candis O'Brien

Wisconsin Hispanic 4-H Programs Research Survey Reminder

Hello everyone,

This email is just a reminder of the research survey that I am conducting on Wisconsin 4-H/Youth Development Staff Perspectives. The original email is included below that contains all of the information needed to complete the survey. For everyone that has already completed this survey, I greatly appreciate your time and assistance with this research.

After sending out the survey, I received several inquiries about whether the information gathered from this study would be available. I am currently working on a way to get the information out to everyone and will let you know what I can figure out. In addition, I just wanted to share a little bit of my 4-H background. I joined 4-H as a sophomore in high school and stayed a member through my first year of college. Following this, I was a 4-H intern for Marathon County for three summers and I had the opportunity to work as the Pierce County 4-H Program Assistant during the 2010-2011 school year. My latest experience was as the State 4-H Agricultural Intern this past summer.

If anyone has any questions regarding the information in the email below, please be sure to contact either myself or Molly Van Wagner, the Interim Director of Grants and Research.

Thank you again for your help.

Sincerely,

Candis O'Brien

Appendix B — Survey

1. What is your position title? Please provide a brief description of your position.
2. How long have you been working in a 4-H related position?
 - 0 — 2 years (1)
 - 3 — 5 years (2)
 - 6 — 10 years (3)
 - 11 — 15 years (4)
 - 16 — 20 years (5)
 - 21 — 25 years (6)
 - 26 — 30 years (7)
 - 31 years or more (8)
3. What is your gender?
 - Male (1)
 - Female (2)
4. What is the total population of your county? Please select the answer that is the best fit.
 - Under 10,000 (1)
 - 10,001 — 25,000 (2)
 - 25,001 — 50,000 (3)
 - 50,001 — 75,000 (4)
 - 75,001 — 100,000 (5)
 - 100,001 — 125,000 (6)
 - 125,001 — 250,000 (7)
 - 250,001 — 500,000 (8)
 - 500,001 or more (9)
5. What percent of your county's population is made up by individuals of Hispanic background? Please select the answer that is the best fit.
 - 0% (1)
 - 0.1 — 2% (2)
 - 3 — 5% (3)
 - 6 — 10% (4)
 - 11 — 20% (5)
 - 21% or more (6)
 - I don't know (7)

6. How many youth are involved in your county's 4-H program? Please select the answer that is the best fit.

- 0 — 250 (1)
- 251 — 500 (2)
- 501 — 750 (3)
- 751 — 1,000 (4)
- 1,001 or more (5)

7. What percent of your county's 4-H enrollment is youth of Hispanic background?

- 0% (1)
- 1-2% (2)
- 3-5% (3)
- 6-10% (4)
- 11-20% (5)
- 21% or more (6)
- I don't know (7)

8. Does your county currently offer any non 4-H programs intended for Hispanic audiences, either youth or adult?

- Yes (1)
- No (2)

Answer Question 9 if Does your county currently offer any non 4-H programs intended for Hispanic audiences, either youth or adult?... Yes Is Selected

9. Please give a brief description of the major non 4-H programs available in your county for Hispanic audiences.

10. Does your county currently offer 4-H programs that are intended specifically for Hispanic youth?

- Yes (1)
- No (2)

Answer Question 11 if Does your county currently offer 4-H programs that are intended specifically for Hispanic youth?... Yes Is Selected

11. Please provide a description of your county's Hispanic 4-H program.

Answer Question 12 if Does your county currently offer 4-H programs that are intended specifically for Hispanic youth?... Yes Is Selected

12. What current benefits (to the county, to 4-H, and/or to the youth) of these Hispanic 4-H programs are you observing?

Answer Question 13 if Does your county currently offer 4-H programs that are intended specifically for Hispanic youth?... Yes Is Selected

13. What are the current challenges to offering Hispanic 4-H programs in your county?

Answer Question 14 if Does your county currently offer 4-H programs that are intended specifically for Hispanic youth?... No Is Selected

14. If your county does not currently offer 4-H programs specifically for Hispanic youth, how much has this topic been discussed within your county? Please select the answer that is the best fit.

- A great deal (1)
- Some (2)
- A little (3)
- Never been discussed (4)

Answer Question 15 if Does your county currently offer 4-H programs that are intended specifically for Hispanic youth?... No Is Selected

15. What are the potential benefits of Hispanic 4-H programs?

Answer Question 16 if Does your county currently offer 4-H programs that are intended specifically for Hispanic youth?... No Is Selected

16. What are the potential challenges of Hispanic 4-H programs?

17. Please rank the following statements using a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree. Please give your honest opinion.

| | Strongly Disagree (1) | Disagree (2) | Neither Agree nor Disagree (3) | Agree (4) | Strongly Agree (5) |
|--|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|
| 1. All counties in Wisconsin should have a Hispanic 4-H program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Wisconsin 4-H should focus more on traditional 4-H programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Wisconsin 4-H should concentrate on creating more programs that reach diverse audiences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. This county has adequate resources available to meet the needs of our Hispanic population. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. This county needs to increase the amount of programming that is available specifically for the Hispanic population. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Wisconsin 4-H should focus on creating Hispanic only 4-H clubs in order to help Hispanic youth become knowledgeable of the 4-H program before | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| they are integrated into a more traditional 4-H club. | | | | | |
| 7. I would feel comfortable supervising a Hispanic 4-H program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Creating Hispanic 4-H programs at the county level would decrease the amount of time and resources available for more traditional 4-H programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Hispanic 4-H programs are of high priority in this county. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. It is important for 4-H youth to learn about other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Hispanic youth do not need Hispanic 4-H programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Wisconsin 4-H should work with community groups to create Hispanic 4-H programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Hispanic 4-H programs are not needed in this county. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Hispanic 4-H programs are not needed anywhere in the state. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Creating Hispanic 4-H programs should | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| be of high importance for the entire state. | | | | | |
| 16. Hispanic 4-H is a good idea, but would require too many expenses. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. The Hispanic population is not high enough in my county to justify a Hispanic-based 4-H program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. Does your county have any staff who can speak and/or read Spanish?

- Yes (1)
 No (2)

19. What resources, if any, does your county currently have available that could be useful in creating or continuing Hispanic 4-H programs?

20. What resources would be needed for your county to adequately meet the needs of your county's Hispanic population?

21. Please list the types of groups or organizations that you could or already do partner with to promote Hispanic 4-H programming (ex. Elementary schools, churches, etc).

22. Are there any comments or thoughts that you have regarding this topic that were not covered elsewhere in this survey?

Appendix C – Responses to Open-ended Questions

Question 1: What is your position title? Please provide a brief description of your position. (23 responses)

| |
|---|
| 4-H Program Coordinator—Administrator of the 4-H Community Club program and Science & Engineering 4-H Projects |
| 4-H Youth Development Educator |
| 4-H Youth Development Agent |
| 4-H Youth Development Educator — I oversee the county 4-H program, as well as work with schools, afterschool programs, and community organizations on youth development related topics. |
| 4-H Youth Development County Educator |
| 4-H Youth Development Educator — Provide youth development education for community and 4-H adult and youth leaders, oversee county 4-H organization. |
| 4-H Youth Development Agent |
| 4-H Youth Development Educator — leadership of 4-H program, guide community clubs, support 4-H outreach, community resource in youth development |
| 4-H Youth Development Agent |
| 4-H Youth Development Educator |
| Youth Development Agent |
| 4-H Youth Development Educator |
| 4-H Youth Development Educator; provide program leadership for the county 4-H youth development program through overseeing the 4-H community club program, working with and engaging volunteers, taking university resources to the youth and families throughout the county through community coalition work |
| 4-H Youth Development Agent; provide educational opportunities, leadership opportunities, and University-based research to youth and adults through hands-on learning experiences within the community and sometimes at a state level. |
| 4-H Youth Development Agent. Manage the 4-H Youth Development program for the county, including program development, implementation, teaching and evaluation. |
| County 4-H Youth Development Agent |
| 4-H Youth Development Educator |
| 4-H Youth Development Agent, provide overall leadership and direction for the 4-H program in a county and extend youth development programming to general youth audiences. |
| 4-H Youth Development Assistant |

County UW-Extension 4-H Youth Development Educator

4-H Youth Development Educator

4-H Youth Development Educator

Youth and Family Educator: I provide the educational leadership for all UW-Extension youth development programs in this county.

Question 9: Please give a brief description of the major non 4-H programs available in your county for Hispanic audiences. (10 responses)

4-H STEM programs.

Nontraditional 4-H club led by staff. Food cooking classes

Our nutrition educators offer a nutrition class for Hispanic moms. Our dairy educator offered safe skid loader operation class to Hispanic dairy workers

there is a community club that offers events and activities for Hispanic audiences

I wasn't clear if the previous question meant if the county UWEX program offered programs for Hispanic audiences &/or the county in general offered programs for Hispanic audiences. The county UWEX program does NOT offer programs for Hispanic audiences, but there are other service providers within the county that do. However, I am unfamiliar with these programs.

Lugar de Reunion is a community-wide program that was started by the Community, Natural Resource, Economic Development Agent

WNEP, Family Living

Over the past 4 years, we have received CYFAR Grant funding which allowed us to offer many out-of-school time/afterschool opportunities for youth. Those efforts have resulted in the formation of a new 4-H Community Club being lead by three Hispanic families.

We do some outreach through family living programs working with parents and families.

We have a resource rich community- so there are lots of organization providing programs for Hispanic audiences. Gardening, nutrition, small business development, soccer leagues, afterschool, public health programs and education for obesity & nutrition, healthy lifestyles

Question 11: Please provide a description of your county’s Hispanic 4-H program.

(7 responses)

A pre-college program were youth take a college course at UW —Waukesha campus to earn a continuing education unit. They also study STEM projects in their 4-H club through out the year to prepare for the college day.

Our county does not have much of a Hispanic population and therefore does not offer any programs specifically for that population

4-H Afterschool at Urban School

The program is nontraditional in the sense that it is led by staff, it is a longer club program.

Started a club (Sonrisa) that was meant to attract Hispanic youth. It is open to anyone, but all members are Hispanic. Another club is having Hispanic families join this month and one mom has agreed to interpret for other moms. The club leader is excited and wants to make this work for them and the club.

Primarily afterschool programming and we partner with Family Living colleagues to offer parenting programming in Spanish.

We have started a “fledgling” 4-H Club targeted toward Latino youth — led by VISTA volunteers.

Question 12: What current benefits (to the county, to 4-H, and/or the youth) of these Hispanic 4-H programs are you observing? (6 responses)

Unsure at this point in time.

Greater understanding from “traditional audiences” of the diversity within their county. Increased access to positive youth development opportunities to Hispanic youth.

Gaining confidence in new skills and the understanding of local resources.

Caucasian youth are learning about Hispanic culture. Hispanic youth have opportunities for leadership and service that they were not aware of or did not participate in previously. In general, people become more culturally aware.

Families are becoming more engaged in schools and their child’s education. Youth are exhibiting leadership when presented with opportunities.

I believe there is a greater awareness that Hispanic youth are living in our communities. The projects tend to be geared toward their culture, so the awareness is raised when the projects are exhibited publicly at the fair.

Question 13: What are the current challenges to offering Hispanic 4-H programs in your county? (6 responses)

Recruiting Hispanic professionals from the STEM

We have utilized local translators to send info home, still looking to increase parental involvement in the program.

Building trust within the Latino community, having a consistent meeting time.

Leadership from Hispanic families

The current political climate in the nation around immigration issues has many people nervous about supporting such programming. We also have challenges when families who are undocumented want to participate, but see limitations.

Transportation to programs is a big issue. Many people are lacking drivers licenses and insurance and are very concerned about being pulled over on their way to non-essential activities. Also the communication with adults to encourage participation is difficult with limited English skills.

Question 15: What are the potential benefits of Hispanic 4-H programs? (29 responses)

Cultural awareness

Increasing the diversity of the overall program. Opportunity to offer different arts, foods, and cultural exchanges.

Hispanic families may provide a different perspective and get 4-H members and leaders to consider changes. Hispanic youth like any youth would gain life skills through our programming which should be open to all young people. Families that are new to the area could meet friends and neighbors in 4-H clubs and participate in community initiatives. Hispanic families would be seen by community members as active in community initiatives.

A targeted program effort to do Hispanic 4-H programs might enable us to provide programming for a greater percentage of this underserved ethnicity in our county, but specifically tailoring the programs to meet needs, interests and values of the Hispanic families in our county.

There is not enough Hispanic youth in our county to program specifically for them.

Increasing outreach to our fastest growing ethnic group in the county. Provide opportunities for all populations in our county

Expanding the 4-H program to more of a diverse audience.

Youth gain a better perspective on culture and ethnicity. Breaks through cultural and ethnic barriers. It creates a sense of belonging and community among the 4-H club members. In turn this can create a more inclusive community environment and a greater sense of cultural understanding throughout the county.

More diversity in the 4-H program providing new learning experiences for 4-H youth and adults and communities Increasing understanding of diverse peoples in the county

Accessibility of 4-H to another population within the county, exposure of current 4-H youth to a new culture that's present in our community

We have such a low amount of Hispanic youth that would not be effective.

We have very few Hispanics in our county, but we DO have a significant amount of Native American youth and families. So we are currently concentrating on reaching out to that population. The Native American population has been traditionally under-represented in 4-H Youth Development programs, and we are trying to change that. We are doing youth programming on two Tribal Reservations as well as in our public schools. We have found these to be the most effective ways of reaching Native American youth. We actually have over 0% Hispanic youth in our county 4-H program, but less than 1%. So I checked the 0% box in the earlier question.

Non-hispanic youth could learn from Hispanic youth and vice versa. Give the Hispanic youth after school activities in a non-traditional setting.

Broaden perspective and knowledge about Hispanic history and culture. Prepare youth for future experiences with diverse populations.

An opportunity for members of the same culture to blend together in the 4-H program. Others would be able to learn a great deal from them and gain a better understanding of their culture.

Increased involvement in Extension programs.

Outreaching to an emerging growing population. Helping youth of ALL cultures learn about the diverse world we live in.

They can provide the 4-H experience to youth that may not be able to attend regular meetings, etc. We do offer 4-H enrichment at local 21st Century Community Learning Centers in 2 school districts (encompassing 5 schools) that are high in Hispanic populations. These programs are not specifically for Hispanic youth, but they do attend and get 4-H experiences that they do not normally receive as they are not enrolled in traditional 4-H community clubs.

Specifically targeting a population that is underserved within Extension

Reaching underserved audiences who could benefit from our programs.

Cultural diversity.

Providing a broader youth population with more youth development opportunities.

Certainly a wider group of possible outcomes! But the generation of culturally rich mix of 4-H families would also =create and foster an environment of inclusion for others.

Expanding the 4-H program. Having a program that reflects the diversity of the county. Working towards achieving parity to meet civil rights requirements. Bringing a different perspective to the 4-H program. Building relationships with the local Hispanic community.

Reaching out to a new audience Giving opportunities to Hispanic Youth Giving opportunities to UWEX to learn about more programs with Hispanic Youth Giving opportunities to 4-H members about ethnic cultures and inclusivity

Reaching out to underserved audiences — youth get the benefits of 4-H Positive Youth Development programming.

Of the 1-2% of Hispanics in our county, many are employed on dairy farms or as migrant workers. It would be beneficial to offer 4-H opportunities to families in this situation. I believe the youth and families would feel more connected to our communities and learn new skills through 4-H.

Meeting the unique needs of the Hispanic population

new audience civil rights compliance new perspectives deeper multicultural understanding

Question 16: What are the potential challenges of Hispanic 4-H programs? (32 responses)

language barrier time

Not enough potential members. They may feel overwhelmed by their Anglo counterparts.

Creating a welcoming environment. 4-H is complex and can be overwhelming for families even without the added confusion of cultural differences. With a small population in your county it is difficult because Hispanic families are not as visible and therefore hard to reach with recruitment. Many 4-H leaders are unaccustomed to cultural differences and uncomfortable with discussions and activities that relate to differences.

As the only staff members, I don't know how to speak Spanish, nor do most of the 4-H volunteers. Translating materials into Spanish can be expensive, and creditable translating services are few and even more costly. There is also concern about if we translate basic materials into Spanish (like our 4-H promotion brochure), but don't have staff or volunteers that can speak Spanish, is that misleading to our audience. As the only staff member, I also have a very full work load and don't have time to organize additional programs. The current 4-H volunteer base, while some may be very welcoming to Hispanic families, no one has indicated interest in organizing programs specifically for Hispanic families. A significant portion of our elected officials also do not value the idea of us doing programs specifically for the Hispanic audience, as they are concerned about tax dollars being used for programs that might benefit non-legal residents. Finally, it is sometimes difficult to figure out how and where we might do programs to benefit school-age Hispanic children.

Not many Hispanic youth to draw from.

Language.

If agents don't know or understand the Hispanic culture, it could be difficult to reach them.

Lack of cultural understanding. An "us vs them" mentality Language/communication

Language—we currently have very few leaders who speak Spanish Translation of written materials—we do not currently have any promotional materials in Spanish Encouraging traditional leaders and clubs to be open to new ideas

potential language barriers and/or cultural understanding — I would feel like I needed to learn a lot to feel adequately prepared to support such a program, but I should probably do so anyway.

There aren't many Hispanics in this county!

In our county it would be (1) the language barrier and then (2) locating Hispanic youth and parents followed by (3) getting them together and getting them interested in starting a 4-H club.

Not to single out or separate one ethnic group from another we have offered activities for multi cultural groups and education

Having enough youth □egregated□ if program is “for” Hispanic youth. We have less than 1% of the total county population with Hispanic ethnicity, according to the 2010 Census. There are 7 youth in the county reporting Hispanic ethnicity. We have one of those 7 enrolled in our 4-H programs. We have discussed outreach methods but our focus is to attract youth of all ethnic and racial identities.

They feel they are being targeted, and do not understand what 4-H might be?

We do not have a good access point to identify Hispanic populations in our communities.

Working with a culture that is unfamiliar with 4-H youth development and the many expectations that go along with it.

Reaching the audience (language & trust barriers) Translation of materials & teaching language barriers, cultural barriers, Hispanic population in our county is located primarily in 2 small communities on a county line, the communities associate more with our neighboring county than ours

Finding translators, having enough youth/families attend, outreach to Hispanic communities

Volunteers to work with the program. Staff not having the knowledge to work with the programs

Not enough resources to plan and implement such programs: funds and staffing are too limited.

Language barriers and cultural diversity.

Developing a relationship with the Hispanic community and language barriers.

See above.

In this area — so much of the culture population is based in agriculture season, so we would not have a full year with the youth in some instances. Also — This would require a lesson in Spanish for some of our leaders who are not equipped with Spanish speaking ability. The challenge for our communities is to learn more of the cultural differences — since there is a bit of controversy pertaining to gang related activity in Hispanic setting.

Not enough staff for additional outreach. Language — no bilingual staff available. Lack of Spanish 4-H project literature.

Funding Language Barrier Finding the right volunteers in the Hispanic Community Providing understanding about 4-H and the programs we are able to offer...it is not in their culture to have free clubs or usually clubs in general

Outreach is difficult. Lack of staff to work on engaging Hispanic families.

Connection with this small population and language. I’m unsure how to approach or who to approach about getting programming started.

Very small portion of the population in our county.

No experience in 4-H requires more time to get adult volunteers engaged

Question 19: What resources, if any, does your county currently have available that could be useful in creating or continuing Hispanic 4-H programs?

(33 responses)

We would welcome Hispanic 4-H members, I do not think we need to create clubs just for them, Hispanic member would enhance the existing program.

Additional funding for the 4-H program to continue with the Innovative Pre-College STEM program. A full-time translator available for programs in the office beyond the WNEP Food and Nutrition Educators.

Have brochures and some curriculum in Spanish language. (sometimes adult Hispanics do not read in their native language, so brochures and curriculum might not be helpful) Step-by-step instructions comprised of pictures/photos? Perhaps a Specialist with language skills that might be available to assist with club start-up, etc.

Multicultural Work Team, Spanish language enrollment forms,

Documents are available in Spanish and there is 4-H curriculum in Spanish or specifically for the Hispanic population

We have a part time WNEP (Wisconsin Nutrition Education Program) Educator who speaks Spanish and has built relationships with the Hispanic community in our county.

Local Hispanic Information Center School-based Hispanic Staff

Access to enrollment forms, resources in Spanish.

Current Spanish brochures

Sorry, none.

We have an Americorp Vista who can lead the program, our county 4-H federation is supportive.

Our experience in having started it; We accessed info from Oregon State Extension, have attended conferences to gather info

language resources for staff and/or volunteers, more of the program materials translated into Spanish, cultural training so we understand more about the Hispanic culture (will help with how we plan programs and/or promote them)

None. We'd be starting from scratch.

Hispanic 4H curriculum

County 4-H brochure written in Spanish, have had a Latino Health Fair a few years ago, but it didn't get the response as we hoped.

None — or very limited.

Some connections to school with a high Hispanic population. Connections to community members who speak Spanish.

Dairy training manual created by the ag agent has been translated, so have some family living resources

Local school districts that have staff who speak/read Spanish, as well as older youth who speak/read Spanish within their programming (that UWEX is involved with), as well as community resource centers for Hispanic families

Access to University resources

EFNEP staff with connections to the Hispanic community. However, they have been directed to discontinue partnerships with 4-H Youth Development.

None.

Contacts in the Hispanic community through WNEP.

None.

None.

When our CYFAR funding runs its course in the next year, we will have a difficult time continuing the type of 'staff driven' programming we have been successful with. VISTA resources are a good option for very specific limited term efforts. Nutrition educators are often connected with Spanish speaking families, but the Nutrition Education staff have limitations on the programming efforts.

Strong relationship with Latino leaders and teachers of ESL programs.

Prior material created from a VISTA who worked with Hispanic programs such as bilingual forms for enrollment and describing 4-H.

We a new VISTA Volunteer who can dedicate some time at incorporating Hispanic youth into existing 4-H Clubs.

Ag educator that has connections to many farms, some written resources in Spanish.

None

translation and interpreted materials

Question 20: What resources would be needed for your county to adequately meet the needs of your county's Hispanic population? (29 responses)

same as above, I would use resources to enhance the whole 4-H program, not focus only on Hispanics

We have a very low Hispanic population and those that live here don't have their children with them.

More staff. Funds for translating materials. Materials that are already translated and ready to use.

One invested Hispanic volunteer

Language training cultural training

Spanish speaking staff person who could devote time to this type of outreach.

Prioritized time to meet with Hispanic population to explain 4-H, and to find and develop leaders; and get their families to attend on a trial basis

Translation services, Spanish curriculum materials, additional program and/or support staff, Spanish speaking leaders, a community leader to assist in reaching out the Hispanic population

I don't know

A very low cost or free —of — charge interpreter.

A person who is respected by the Hispanic community and also will work with the youth development educator to build understanding of the 4-H benefits and program.

Interpreter and translation of materials

More staff.

First, learn the needs of the Hispanic population. Time to make the necessary community connections and to build personal relationships with Hispanic individuals and families.

Language skills

Enough staff/volunteers to coordinate such programs, funding

Qualifued volunteers; training for staff

Much more money and staff.

Don't know.

More funding and more staff. Currently in 4-H there is a full time 4-H Youth Development Educator, a 4-H Outreach Program Assistant that is funded by the 4-H Leaders Association at 7.5 hours per week. The 4-H secretary position is vacant so only minimal clerical support is available from the other support staff.

There is no need currently

Additional bilingual local staff to meet the needs of the Hispanic population. Spanish 4-H project literature. 4-H Hispanic Specialist at the State level

A full-time Spanish speaking staff member to share as a resource person among ALL program areas (4-HYD, FL, HORT, AG, CRD).

Latino leaders willing to work with Hispanic youth.

More Hispanic workers and/or volunteers, more money to provide specific programming

VISTA is only for a year, I would like at least 2 years to get the program so it is sustainable.

Someone who speaks Spanish and is culturally aware of the best way to make connections within the Hispanic community. Someone who would volunteer to be a general leader for a club.

Resources to help us translate materials/flyers into Spanish.

Stronger connections to Hispanic community

Question 21: Please list the types of groups or organizations that you could or already do partner with to promote Hispanic 4-H programming (ex. Elementary schools, churches, etc.). (32 responses)

na

Hispanic Chamber of Commerce Archdiocese of Milwaukee—Private Schools

All schools (5 districts), Family Resource Center, Human Services, churches, Juvenile Justice programs, Chambers of Commerce (connection to local businesses, primarily restaurants, where Hispanic adults work), and libraries.

None

Schools

YMCA afterschool program

none

| |
|---|
| Elementary Schools Hispanic Information Center |
| n/a |
| Unsure |
| none |
| Schools Literacy groups Human services |
| Womens' Community, Elementary school/ESL teacher. |
| Hispanic Advisory Council 4-H Outreach Committee Church Boys & Girls Club Schools Social Services |
| Grassroots (local political group), schools, |
| 4-H afterschool programs have some Hispanic youth involved (so partners include school district and Boys & Girls Club of Jackson County) |
| Elementary Schools and middle schools would be our best bet. |
| Multi-Cultural Task Force, Schools, Churches, Park and Rec, Libraries, |
| None |
| area schools |
| school and church |
| Elementary Schools (CLC programming) |
| Afterschool programs |
| elementary schools |
| Not sure. |
| YMCA afterschool program and the Brown County Library |
| Churches Multicultural Consortiums School Districts Businesses that target Hispanics (i.e. grocery stores) |
| Local School District, Police Dept., 2 churches, local technical college and the county Literacy Council. |
| School District; The Women's Community (community "safe house" for women and children); County Diversity Commission; Local Catholic Church |
| Boys & Girls Club |
| Schools, churches Formerly we had a Hispanic resource center in the county but this has been disbanded due to funding. |
| Schools, Boys & Girls clubs, |

Question 22: Are there any other comments or thoughts that you have regarding this topic that were not covered elsewhere in this survey? (15 responses)

same as above

You should speak with Maria Habib in Waukesha County as they have had a LaTEENO club for a number of years.

Just as language is a limiting factor, so is a lack of cultural understanding.

We just don't have the Hispanic population in the county to justify special programming for them.

I think it's too much to say that the whole state should be pushing a Hispanic 4-H programming initiative. However, it would be hugely beneficial if there were some resources available that could be used to see if there was interest/need in a county and to generate interest, etc.

As stated earlier, our Hispanic population is relatively small and scattered, but our Native American population is significant. So we have concentrated our efforts on reaching out to the Native American population, a long under-represented audience.

Since I do not speak or read Spanish I need a contact who will translate promotional brochures or information for county distribution

Past work of mine has included outreach to specific underserved audiences. I have some concerns about creating programs that are targeting a specific population and not build programs that are more multicultural to start with. It's a fine line to help educate the new population to 4-H youth development and also integrating them into the ongoing program without the "traditional" program feeling neglected.

Creating 4-H clubs for Hispanic populations is a valid idea, however, it's hard to reach out to the community, and efforts to provide certain opportunities have shown that few attend or see value enough to continue attending, unless they are comfortable with the opportunity. The youth enjoy programming, but the language and culture barrier sometimes is an issue with the parents. It's also a big undertaking for an agent in a county with limited staff.

No.

I feel that if there is a need, that in keeping with the mission and intent of UW-Extension this should be address and resource allocated based on emerging issues and needs.

I think a 4-H Hispanic Specialist at the State level should be a priority. The specialist could help educate county staff about successful models for youth outreach in the Hispanic community. The specialist could also help county staff develop local Hispanic focused programs.

The 4-H Youth Development Program Staff should not necessarily create 'new programming for Hispanic families.' What we truly need to do (which may not be easy or popular) is take a serious look at the barriers which exist in our current programming. Transportation, Cost and Language are the 3 primary barriers for ANY population. We should work to eliminate barriers, not duplicate efforts for select groups.

I wasn't sure if programming included having a community club that was Hispanic or not. We have a club for Hispanic youth, but we do not have specific programs or events for Hispanic Youth.

I believe Hispanic Youth (or any youth) should not be segregated out of the 4-H program into a specific club (Hispanic 4-H Club) but should be incorporated into existing clubs and existing programs.

Appendix D – Comparison of Wisconsin County Hispanic Population Data

Table 38
Comparison of Wisconsin County Hispanic Population*

| County | 2000 | | 2010 | |
|------------------|------------|------------------------|------------|------------------------|
| | Population | Hispanic Population, % | Population | Hispanic Population, % |
| Wisconsin, total | 5,363,675 | 3.60% | 5,686,986 | 5.90% |
| Adams | 18,643 | 1.44% | 20,875 | 3.80% |
| Ashland | 16,866 | 1.01% | 16,157 | 1.90% |
| Barron | 44,963 | 0.96% | 45,870 | 1.90% |
| Bayfield | 15,013 | 0.61% | 15,014 | 1.10% |
| Brown | 226,778 | 3.84% | 248,007 | 7.30% |
| Buffalo | 13,804 | 0.62% | 13,587 | 1.70% |
| Burnett | 15,674 | 0.77% | 15,457 | 1.30% |
| Calumet | 40,631 | 1.07% | 48,971 | 3.50% |
| Chippewa | 55,195 | 0.52% | 62,415 | 1.30% |
| Clark | 33,557 | 1.20% | 34,690 | 3.70% |
| Columbia | 52,468 | 1.58% | 56,833 | 2.50% |
| Crawford | 17,243 | 0.75% | 16,644 | 0.90% |
| Dane | 426,526 | 3.37% | 488,073 | 5.90% |
| Dodge | 85,897 | 2.55% | 88,759 | 4.00% |
| Door | 27,961 | 0.95% | 27,785 | 2.40% |
| Douglas | 43,287 | 0.73% | 44,159 | 1.10% |
| Dunn | 39,858 | 0.84% | 43,857 | 1.40% |
| Eau Claire | 93,142 | 0.94% | 98,736 | 1.80% |
| Florence | 5,088 | 0.45% | 4,423 | 0.80% |
| Fond du Lac | 97,296 | 2.04% | 101,633 | 4.30% |
| Forest | 10,024 | 1.08% | 9,304 | 1.50% |
| Grant | 49,597 | 0.56% | 51,208 | 1.30% |
| Green | 33,647 | 0.97% | 36,842 | 2.80% |
| Green Lake | 19,105 | 2.06% | 19,051 | 3.90% |
| Iowa | 22,780 | 0.33% | 23,687 | 1.40% |
| Iron | 6,861 | 0.66% | 5,916 | 0.60% |
| Jackson | 19,100 | 1.87% | 20,449 | 2.50% |
| Jefferson | 74,021 | 4.09% | 83,686 | 6.60% |
| Juneau | 24,316 | 1.43% | 26,664 | 2.60% |

| County | 2000 | | 2010 | |
|-----------|------------|---------------------------|------------|---------------------------|
| | Population | Hispanic Population, % | Population | Hispanic Population, % |
| Kenosha | 149,577 | 7.19% | 166,426 | 11.80% |
| Kewaunee | 20,187 | 0.76% | 20,574 | 2.30% |
| La Crosse | 107,120 | 0.92% | 114,638 | 1.50% |
| Lafayette | 16,137 | 0.57% | 16,836 | 3.10% |
| Langlade | 20,740 | 0.82% | 19,977 | 1.60% |
| Lincoln | 29,641 | 0.82% | 28,743 | 1.20% |
| Manitowoc | 82,887 | 1.62% | 81,442 | 3.10% |
| Marathon | 125,834 | 0.78% | 134,063 | 2.20% |
| Marinette | 43,384 | 0.75% | 41,749 | 1.30% |
| Marquette | 15,832 | 2.66% | 15,404 | 2.50% |
| Menominee | 4,562 | 2.67% | 4,232 | 4.20% |
| Milwaukee | 940,164 | 8.77% | 947,735 | 13.30% |
| Monroe | 40,899 | 1.81% | 44,673 | 3.70% |
| Oconto | 35,634 | 0.67% | 37,660 | 1.40% |
| Oneida | 36,776 | 0.66% | 35,998 | 1.10% |
| Outagamie | 160,971 | 1.99% | 176,695 | 3.60% |
| Ozaukee | 82,317 | 1.30% | 86,395 | 2.30% |
| Pepin | 7,213 | 0.35% | 7,469 | 1% |
| Pierce | 36,804 | 0.82% | 41,019 | 1.50% |
| Polk | 41,319 | 0.80% | 44,205 | 1.50% |
| Portage | 67,182 | 1.44% | 70,019 | 2.60% |
| Price | 15,822 | 0.73% | 14,159 | 1.10% |
| Racine | 188,831 | 7.94% | 195,408 | 11.50% |
| Richland | 17,924 | 0.93% | 18,021 | 2% |
| Rock | 152,307 | 3.91% | 160,331 | 7.60% |
| Rusk | 15,347 | 0.76% | 14,755 | 1.20% |
| St. Croix | 63,155 | 0.76% | 84,345 | 2% |
| Sauk | 55,225 | 1.70% | 61,976 | 4.30% |
| Sawyer | 16,196 | 0.90% | 16,557 | 1.60% |
| Shawano | 40,664 | 1.00% | 41,949 | 2.20% |
| Sheboygan | 112,646 | 3.36% | 115,507 | 5.50% |
| Taylor | 19,680 | 0.65% | 20,689 | 1.50% |

| County | 2000 | | 2010 | |
|-------------|------------|---------------------------|------------|---------------------------|
| | Population | Hispanic Population, % | Population | Hispanic Population, % |
| Trempealeau | 27,010 | 0.89% | 28,816 | 5.80% |
| Vernon | 28,056 | 0.66% | 29,773 | 1.30% |
| Walworth | 93,759 | 6.54% | 102,228 | 10.30% |
| Washburn | 16,036 | 0.89% | 15,911 | 1.30% |
| Washington | 117,493 | 1.30% | 131,887 | 2.60% |
| Waukesha | 360,767 | 2.63% | 389,891 | 4.10% |
| Waupaca | 51,731 | 1.38% | 52,410 | 2.50% |
| Waushara | 23,154 | 3.66% | 24,496 | 5.40% |
| Winnebago | 156,763 | 1.96% | 166,994 | 3.50% |
| Wood | 75,555 | 0.94% | 74,749 | 2.20% |

*This table was recreated from data found in the 2000 and 2010 U.S. Census.