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Addressing Theoretical Gaps in Positive Youth Development for Diverse Youth

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Publication Date

2017-08-01

DOI

10.3733/ucanr.8576

Peer reviewed



University of California
Agriculture and Natural Resources
4-H Youth Development Program

Addressing Theoretical Gaps in Positive Youth Development for Diverse Youth:

FACT SHEET FOR THE 4-H YOUTH DEVELOPMENT PROGRAM

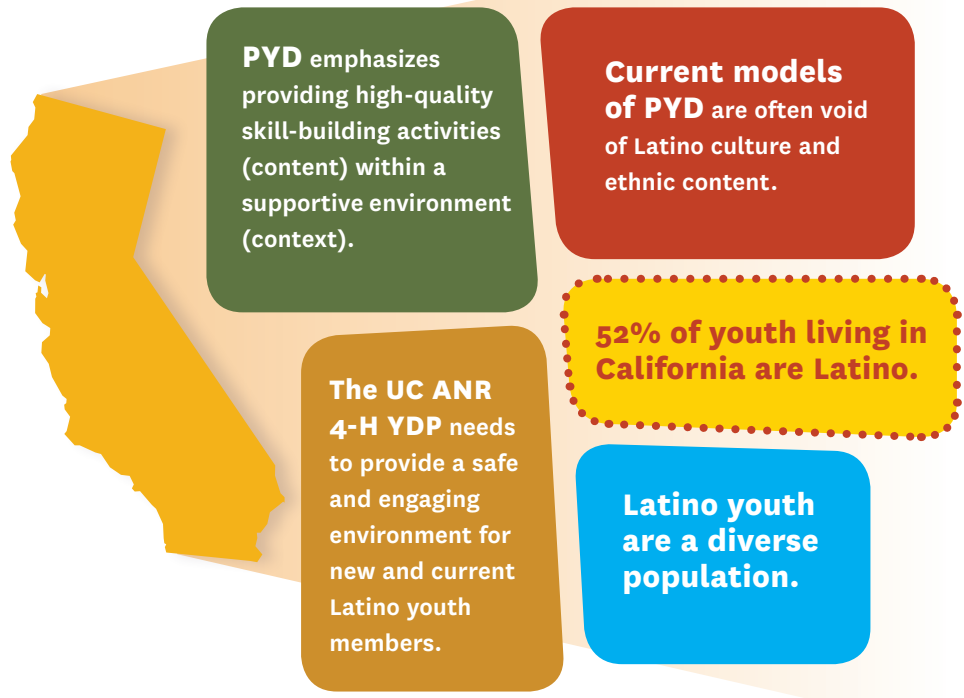
ANR Publication 8576 | August 2017
<http://anrcatalog.ucanr.edu>



THE REALITY

The UC ANR 4-H Youth Development Program (YDP) embraces positive youth development (PYD) as a theoretical approach for engaging youth and helping them reach their full potential.

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NAVIGATING BICULTURALISM AND ACCULTURATION

“Latino youth benefit from settings that understand and support their unique cultural and linguistic heritage, particularly the challenges and richness of navigating more than one language and culture [biculturalism]...[and] support acculturation: awareness of an ongoing negotiation between cultures and languages”

(Erbstein and Fabionar 2014)



RESEARCH NEEDED

- **Cultivate** biculturalism, acculturation, and agency (feeling capable of creating change).
- **Recognize** effects of language barriers, immigration, discrimination, and economic poverty.
- **Encourage** positive racial and ethnic identity development.

RECOMMENDATIONS

Gain a deeper understanding of the cultural characteristics of Latino youth across diverse contexts.

- Understand the concepts of racialization, panethnicity, globalization, and transnationalism, and how Latino youth may experience these contexts.
- Gain deeper knowledge of the cultural dimensions of immigration, language, discrimination, and poverty experienced by Latino youth and families.
- Learn how Latino youth navigate through and contend with immigration, discrimination, and poverty.
- Understand the cultural similarities and differences among Latino familial and ethnic relationships.

Adapt and evaluate programs.

- Develop UC ANR 4-H YDPs that adapt the positive youth development model to reflect the needs of diverse youth and their families.
- Using community participatory approaches, identify valued goals for positive development in diverse communities, and incorporate them into 4-H evaluation.
- Prepare UC ANR 4-H volunteers to create safe environments while working with diverse populations.
- Encourage racial and ethnic identity development for all youth, creating safe environments for cultural sharing.
- Explore personal assumptions of PYD, identify the cultural concepts that shape these views, and reflect on the ways these ideas influence professional practices.

MORE INFORMATION

Positive youth development frameworks.

See Spencer, M., D. Dupree, and T. Hartmann. 1997. Phenomenological variant of ecological systems theory (PVEST). *Development and Psychopathology* 9:817–833.

Sociocultural approaches to learning and development.

See Rogoff, B. 2003. *The cultural nature of human development*. Oxford, UK: Oxford University Press.

Critical race theory (CRT) and community cultural wealth.

See Yosso, T. J. 2005. Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education* 8:69–91.

Youth activism. See Middaugh, E., J. Conner, D. Donahue, A. Garcia, U. J. Kahne, and B. Kirshner. 2012. *Service and activism in the digital age supporting youth engagement in public life*. DML Central Working Papers. Irvine, CA: Digital Media and Learning Research Hub, University of California Humanities Research Institute.

REFERENCES

Erbstein, N., and J. Fabionar. 2014. Latin@youth participation in youth development programs: A review of research. UCCE Santa Clara County website, <http://cesantaclara.ucanr.edu/files/261436.pdf>.

Suggested citation

Trzesniewski, K. H., and UC ANR Diversity in Youth Development Workgroup. 2017. *Addressing Theoretical Gaps in Positive Youth Development for Diverse Youth: Fact Sheet for the 4-H Youth Development Program*. Oakland: University of California Division of Agriculture and Natural Resources Publication 8576.

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Publication 8576

ISBN-13: 978-1-60107-986-2

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This publication has been anonymously peer reviewed for technical accuracy by University of California scientists and other qualified professionals. This review process was managed by ANR Associate Editor for Human and Community–Youth Development Katherine Soule.

web-08/17-LR/CR

