

MARIA G. FABREGAS

JANEIRO, Former
University of California
Assistant Director for 4-H
Diversity and Expansion,
and Director, 4-H Center
for Youth Development,
University of Missouri;

STEVEN M. WORKER,

University of California
Cooperative Extension
4-H Youth Development
Advisor, Marin, Napa, and
Sonoma Counties;

KATHERINE E. SOULE,

Director of UC Cooperative
Extension and Youth,
Families, and Communities
Advisor, San Luis Obispo
and Santa Barbara
Counties;

DIEGO MARISCAL, 4-H

Program Assistant, UC
Cooperative Extension,
Santa Rosa, California

Toolkits for Engaging Latino Youth in 4-H Programs



SECTION I: INTRODUCTION

The University of California Agriculture and Natural Resources (UC ANR) 4-H Youth Development Program (YDP) is committed to providing high-quality youth development programming to all youth populations throughout California. While each county-based 4-H program must have youth enrollment that is reflective of the youth demographics of their county, historically 4-H has enrolled a predominantly white youth population in California. Shifting how traditional “youth services and programming are designed and implemented” (Smith and Soule 2016) can help ensure that 4-H serves all youth, regardless of race, color, national origin, religion, sex, gender, gender expression, gender identity, physical or mental disability, ancestry, or sexual orientation. The following three 4-H program toolkits have been developed to help county-based 4-H programs start designing and implementing new

4-H clubs to effectively engage Latino youth and families in 4-H programming.

Developing inclusive programming that engages new Latino youth and families may be easier with a bicultural and bilingual staff member promoting the program, but this does not necessarily guarantee success. These toolkits can help all county-based 4-H programs begin to build successful programs with new populations. Assessing interest and mapping your communities, being culturally responsive, and engaging families will help you establish trust and build a strong relationship with Latino communities, which will support your work in establishing new 4-H programs.

Assessing Interest and Mapping Your Community

Before selecting one of these programs to begin implementing, county-based 4-H teams are encouraged to take the following steps:

After you introduce 4-H to the Latino community, build their trust, and identify their needs and expectations, then you can begin providing culturally relevant, educational 4-H programs.

- Identify the interests and needs of Latino youth in the county (e.g., major health concerns, college and career readiness). (See the [Latino Engagement Resource Chart](#), Erbstein et al. 2017.)
- Talk with the other University of California Cooperative Extension (UCCE) Advisors and statewide programs in your county to understand what work is already happening with Latino youth. For example, many of the UCCE nutrition education programs have a long history of programming and conducting needs assessments with Latino youth and families.
- Meet with other organizations that are serving Latinos in your area. What kind of programs are they offering? Where do they meet? Consider that YMCA, housing authorities, and elementary schools are likely serving Latino youth in your community (Fabregas and Horrillo 2017).
- Take time to become part of the community you serve and establish your presence in the community.
- Identify existing leaders of the Latino community (priest, teacher, pastor, etc.), approach these leaders to explain your hopes to better serve the Latino community, and ask them for advice and support (4-H Latino Youth Outreach 2017; Fabregas and Diaz 2015; Fabregas and Horrillo 2017; Hobbs 2000; Hobbs and Sawyer 2009; Koss-Chioino and Vargas 1999). Working with community leaders will help the Latino community know that 4-H cares about engaging Latino youth and meeting their needs.

Being Culturally Responsive

After you introduce 4-H to the Latino community, build their trust, and identify their needs and expectations, then you can begin providing culturally relevant, educational 4-H programs. According to Hobbs and Sawyer (2009) and Koss-Chioino and Vargas (2009) culturally relevant, educational 4-H programs should do the following:

- Reflect and reinforce cultural identity and appreciation for cultural differences. Make participants feel that their culture matters and that you respect it.

- Be contextual, meaning that programs are designed to meet the interests and are prepared for the reality of youth living in your county. For example, being able to provide transportation and having language-appropriate resources. Be prepared to work with multigenerational groups and be ready to address concerns specific to the community you are working in.
- Work with both parents and youth to set high expectations to help youth achieve their goals.

Engaging Families in 4-H

Getting families involved is an important step in integrating 4-H into Latino communities (4-H Latino Youth Outreach 2017; Fabregas and Diaz 2015; Fabregas and Horrillo 2017; Hobb 2000; Hobb and Sawyer 2009). Here are tips for working with families:

- Train existing 4-H volunteers and staff in topics related to intercultural competence and culturally responsive programming (Smith and Soule 2016). Seeking outside support and assistance for this step may be useful for your team, especially if you are new to working with Latino communities.
- Invite Latino and other minority parents, adults, and youth to attend a group meeting about 4-H. Remember to invite the entire family, including extended family and younger siblings. If you do not have your own place to meet, ask the school, church, or other organizations to present 4-H in one of their meetings.
- Have a flexible agenda that anticipates late arrivals. It is important to build time into the schedule for introductions, eating, and socializing.
- Present 4-H to the community using materials that are age and culturally appropriate. Use bilingual presentations and handouts. If you do not speak the same language as the families, be sure that all the documents are bilingual and have a skilled translator present to interpret your presentation.
- Ask the families what programming they would like to have in their 4-H clubs.
- Ask the families to help and volunteer. Talk

The toolkits are best implemented with youth development practices as advocated by the National Research Council and Institute of Medicine (NRCIM 2002): physical and psychological safety; appropriate structure; supportive relationships; opportunities to belong; positive social norms; support for efficacy and meaning; opportunities for skill building; and integration of family, school, and community efforts.

about the importance of the volunteers in 4-H. Provide a range of volunteer opportunities and responsibilities for the parents. Plan to be greatly involved in the beginning and to expand families' roles over the first year.

Toolkit Summary

Three toolkits are included in this document, each as a separate section in Sections II to IV. The sections in this toolkit are very similar because each section is designed as a stand-alone toolkit. The purpose of this design is to provide 4-H professionals with the information they need to start one of these programs without having to go back and forth throughout the document. These toolkits provide the information needed to develop and begin implementing the following programming:

4-H CAL In-Motion Clubs are 4-H afterschool clubs, which are organized during afterschool hours (typically 3:00 p.m. to 6:00 p.m.). These clubs are often offered in partnership with existing afterschool programs that serve youth who attend a specific school or program. 4-H CAL In-Motion Clubs provide opportunities for youth to learn valuable skills with lifelong benefits and to contribute to their communities through experiential, "hands-on," project-based learning across a broad range of topics.

4-H SNAC Clubs are 4-H in-school or afterschool clubs, which are organized in partnership with a specific school and a UCCE nutrition education program. 4-H SNAC Clubs provide opportunities for youth to learn valuable healthy living, advocacy, and peer mentoring skills and to contribute to the health of their school and neighborhood communities through "hands-on," project-based learning.

4-H CAL Day Camps are organized during school breaks such as spring break, holidays, and summer vacation. These 4-H Day Camps can take place at a physically and emotionally safe location for youth and their families, such as schools, community centers, or libraries. 4-H CAL Day Camps provide opportunities for youth to learn valuable skills with lifelong benefits and contribute to their communities through experiential, "hands-on," project-based learning across a broad range of topics.

Embracing Youth Development Practices

These 4-H program models (4-H clubs and day camps) are informed by the youth development literature. For example, they incorporate the *Big Three* program elements (Lerner 2004; 2007) hypothesized to develop outcomes:

- Young people have sustained, positive interactions with adults.
- Youth participate in structured activities where they are able to develop life skills.
- Opportunities are provided for youth participation and leadership in activities.

The toolkits are best implemented with youth development practices as advocated by the National Research Council and Institute of Medicine (NRCIM 2002): physical and psychological safety; appropriate structure; supportive relationships; opportunities to belong; positive social norms; support for efficacy and meaning; opportunities for skill building; and integration of family, school, and community efforts.

The toolkits provide mechanical and procedural recommendations; however, they do not specify particular content or curriculum. For 4-H programs reaching Latino youth, our suggestions to practitioners embrace Erbstein and Fabionar's (2014) recommendations to

- incorporate extended or emerging understandings of positive youth development that reflect Latino and immigrant youth experience
- contend with physiological and social effects of discrimination
- support positive ethnic identity development
- respond to economic poverty
- tailor efforts to the specific experience, resources, needs, and interests of local and regional Latino youth and families

Evaluation Evidence

CAL In-Motion Afterschool 4-H Clubs.

Youth in 4-H afterschool clubs, ages 5 to 8 years old ($n = 35$), reported to a basic, developmentally appropriate survey; 100 percent said, "I can set a goal" and 100 percent reported "I feel good about myself." Youth, ages 9 to 18 ($n = 40$), responded to the 4-H Common Measures 2.0 postprogram survey assessing

skills and attitudes necessary for academic and workplace success (response options ranged from Yes = 4, Usually = 3, Not really = 2, No = 1). Youth averaged 3.47 out of 4 on the personal mindset construct, which assessed social and emotional skills (e.g., character, growth mindset, and decision-making). Youth averaged 3.36 out of 4 on social and leadership skills (e.g., ability to communicate, as well as value and respect other cultures). Ninety percent of youth reported liking to learn new things, while 98 percent reported getting along with others who are different from them.

4-H SNAC Clubs. Participation in these 4-H programs increased members' access to youth-adult partnerships, competence in peer education, confidence to lead and present, connections with other youth, and opportunities to contribute to the health of their communities. After participating, youth members were 3.8 time more likely to believe that their ideas are taken seriously by adults than they were prior to joining a 4-H SNAC Club. Overall, 97 percent of youth leaders surveyed believed that

kids have the power to make positive change, and 94 percent thought they could help make their school a healthier place.

CAL In-Motion 4-H Day Camps. Youth in 4-H Clubs and participating in day camps reported positive outcomes. Year-end 4-H Club youth surveys revealed that 100 percent believe it is important for them [youth] to do the right thing, 96 percent care about contributing to make the world a better place for everyone, and 90 percent like science. Post-day camp youth surveys demonstrated children feeling a sense of belonging and reported high levels on indicators of positive youth development (including competence, confidence, connections, empathy, character, and contribution). Over 85 percent of children agreed they could handle problems that come up in their lives; 100 percent agreed it is important for them to do the right thing, and 92 percent agreed they care about contributing to making the world a better place for everyone.

4-H CAL In-Motion provides opportunities for youth to learn valuable skills with lifelong benefits and contribute to their communities through experiential, “hands-on,” project-based learning.



SECTION II: 4-H CAL IN-MOTION AFTERSCHOOL CLUBS

This toolkit provides information on how to develop and implement 4-H Cal In-Motion Afterschool Clubs.

Club Overview

4-H CAL In-Motion Clubs (4-H afterschool clubs) are organized during afterschool hours (typically 3:00 p.m. to 6:00 p.m.), often in partnership with existing afterschool programs that serve youth in a specific school, program, or setting. This section focuses on starting a 4-H CAL In-Motion Club to reach youth and families.

4-H CAL In-Motion provides opportunities for youth to learn valuable skills with lifelong benefits and contribute to their communities through experiential, “hands-on,” project-based learning. 4-H CAL In-Motion is a partnership between 4-H staff, school districts, afterschool programs, families, and volunteers. Clubs are administered by University of California Cooperative Extension (UCCE) staff, appointed 4-H adult volunteers, or staff from an existing afterschool program.

4-H CAL In-Motion Clubs have the following components:

- Meet after school ends.
- Primarily serve students from the same school.
- Offer a series of short-term projects lasting

6 to 8 weeks, included in an annual program plan.

- Operate as a chartered 4-H Afterschool Club and function within operating procedures approved by youth members, 4-H staff, County Director, and afterschool program or school district management.

General Guidelines

The following sections provide information about the 4-H general guidelines to help start a 4-H CAL In-Motion Club (see table 1). 4-H CAL In-Motion Clubs are supervised and supported by the State and County Cooperative Extension, program representatives in the county, and 4-H staff and academics.

Membership

A 4-H CAL In-Motion Club must have at least five youth members from three different families and two adult volunteers (at least one club leader and one project leader).

Program Delivery

4-H CAL In-Motion Clubs must offer a minimum of one project per week in an afterschool setting and a minimum of 6 hours of instruction per project (over a 6-to-8-week period).

Operating Procedures

4-H CAL In-Motion Clubs must have a set of operating procedures approved by

Table 1. 4-H CAL In-Motion Clubs (UC ANR Afterschool Clubs)

Club formation	4-H requirements	Options
Membership	- at least five youth members from at least three families - at least two appointed adult volunteers/staff - one afterschool club leader or staff to administer the program - young people and adults who identify themselves as 4-H members or volunteers	- Adult volunteer/staff recruit other club co-leader(s). - Youth participate in county, regional, state, and/or national events.
Program	- Use the <i>Annual 4-H Club Planner</i>. - Offer at least one project per year. - Have 6 hours of educational experience per project. - Youth complete APR for project completion.	- Use the <i>4-H Program Planning Guide</i>. - Offer projects yearlong. - Offer community service, service learning, and/or leadership project(s) at least once a year. - Number of hours of project instruction depends on project goals. - Club meetings to gather input/make decisions. - Youth complete record books. - Youth take projects in other clubs.
Leadership / Authority	- Afterschool club leader(s) or staff make club decisions. - Families and youth provide input on projects offered and other options to include in the club. - Provide leadership opportunities for youth.	- Junior/teen leaders help lead projects. - Youth officers lead the club. - Youth members make decisions. - Coordinator position or other role to support the delivery mode within the Volunteer Management Organization (VMO).
Operating procedures	Operating procedures approved by volunteers and/or staff.	
Financial procedures	Finances managed by the county VMO.	

youth members, 4-H staff, County Director, and afterschool program or school district management. (See [UC 4-H YDP Operating Procedures](#).)

Chartering

Each club must have a charter from the 4-H statewide office. The charter must read: Cal In-Motion (*insert club name*) 4-H Afterschool Club Charter. (See [UC 4-H YDP Charter Application](#).)

Financial Procedures

4-H CAL In-Motion 4-H Clubs are funded through monetary contributions from families, schools, community organizations, as well as other forms of funding such as grants and other awards. All 4-H CAL In-Motion Clubs have their finances managed by the county volunteer management organization. (See [UC 4-H YDP Financial Procedures](#).)

Role of Parents and Other Caring Adults

4-H CAL In-Motion Clubs can be led by adult

volunteers, school or afterschool program staff, and/or 4-H staff. CAL In-Motion 4-H Clubs can successfully operate with youth-adult partnerships beyond the parent-child relationship. Teachers, educators, and other caring adults support positive youth development by investing in the CAL In-Motion 4-H Clubs, club youth members, and their local school and neighborhood communities. As far as it is feasible, parents should be actively engaged, provide as much financial support as possible, and set a good example for children. (See [4-H Parent/Guardian Code of Conduct](#).)

Role of Club and Project Leaders

Project and club leaders must be present and assist in leading club meetings and project meetings, as well as help children complete their projects. They are also responsible for reporting to 4-H staff. Project leaders who are 18 or older are responsible for completing the enrollment and fingerprinting processes prior to leading projects for the club.

Role of Other Volunteers

Club volunteers, such as chaperones, help project leaders to ensure group safety and set a good example for children. Chaperones must be 21 or older and will support club leaders and program leaders.

Role of Members

Club members are the youth attending the program. They shall follow the rules set by the club leaders, 4-H staff, and project leaders, complete the projects assigned by the project leaders, and set a good example for other members of the community. (See [4-H Youth Code of Conduct](#).)

Enrollment

Youth enrollment in 4-H Cal In-Motion Clubs may use either the individual or group method. *Individual enrollment* is completed when clubs operate independently, and where youth are under the direct supervision, care, and control of the University of California (UC). UC 4-H is responsible for the youth. In this case, members will sign up individually and will pay the state a yearly enrollment fee for organized clubs. There are scholarships available for families in need. If parents need help signing up for 4-H online, the 4-H staff shall help those guiding families through the enrollment process. *Group enrollment* is completed when clubs are hosted by a school or afterschool program and where youth are under the direct supervision, care, and control of the agency that enrolled the group. 4-H has no responsibility or liability for the youth. For both cases, 4-H staff are responsible for maintaining accurate enrollment records in 4-H online. (See the [UC 4-H YDP Delivery Matrix on the UC ANR 4-H Youth Development Program website](#).)

Club Planning

Each CAL In-Motion 4-H Afterschool Club must complete an Annual Planning Guide. The guide can be developed by 4-H adult volunteers, school staff, and/or 4-H staff and then approved by the club leader(s). Youth members should be consulted in the development of the *Annual Planning Guide* and project ideas. (See [UC 4-H YDP Annual Planning Guide](#).)

Steps to Starting a 4-H CAL In-Motion Club in Your Community

- Get to know the community and their needs. The following resources may be helpful:
 - [Bilingual Needs Assessment](#), Sonoma County Cooperative Extension website
 - [Youth Needs Assessment](#), Sonoma County Cooperative Extension website
- Meet with school officials and school organizations to do the following:
 - Describe the purpose and goals of the 4-H CAL In-Motion Clubs.
 - Propose starting a 4-H CAL In-Motion Club in their school.
 - Set a date and place for an information meeting with parents.
 - Meet with community partners and organizations who would support new afterschool clubs to promote volunteering opportunities for teens and adults.
- When meeting with the parents and future members, ask them what kind of programming they would like to have as part of their 4-H learning experience. You can use a Needs Assessment Tool to identify youth needs. Explain the goals and objectives of 4-H.
- Recruit Project Leaders who can lead desired projects.
- Complete the appropriate club charter paperwork and submit to the 4-H statewide office.
- Decide what programs will be delivered and complete the Annual Planning Guide.

Project Leader Resources

Adult volunteers, school staff, and/or 4-H staff work closely with youth members to discuss programming interest. Once the projects are selected, UCCE 4-H staff will provide curriculum training and guidance to complete the selected programs. Adult volunteers, school staff, and youth members will be supported by 4-H staff to manage the delivery of the curricula and adapt it to become age and culturally appropriate.

Below is an example of a 4-H CAL In-Motion project. This is an example of the LEGO project that was adapted for two age groups:

TASK: Children must build a Transformer (vehicle that turns into a robot) out of the cluster of LEGOs given to them by project leaders.

6 to 8 years old: After they complete the Transformer, give the Transformer a name and allegiance. Share thoughts on the experience of building the robot with the rest of the group.

9 to 12 years old: Restrict the number of pieces they have to build their Transformer with. After they complete their Transformer, share thoughts on the experience. Give the Transformer an alliance and a special ability. Display hand-eye coordination by transforming it in front of the group.

Additional Resources

- Additional project planning guidelines can be found at the UC ANR 4-H Youth Development Program website, <http://4h.ucanr.edu/Projects/>.
- Resources to plan projects may be found at the 4-H Project Leaders' Digest website, <http://4h.ucanr.edu/files/4462.pdf>.
- Find a checklist for elements of a high-quality STEM (science, technology, engineering, or mathematics) program at the California 4-H STEM Checklist website, <http://4h.ucanr.edu/files/200214.pdf>.
- Lesson plans can be purchased in the 4-H mall at the 4-H Shop website, <http://www.4-hmall.org/Category/educationresources.aspx>



SECTION III: 4-H SNAC CLUBS

This toolkit provides information on how to develop and implement 4-H SNAC Clubs.

Club Overview

This section will focus on starting a 4-H SNAC (Student Nutrition Advisory Council) Club to reach new youth and families through partnerships with UCCE nutrition education programs, schools, and other community-based organizations. 4-H SNAC Clubs are organized through in-school settings or afterschool settings in conjunction with existing nutrition education programs that serve youth in a specific school or program.

4-H SNAC Clubs provide opportunities for youth to learn valuable healthy living, advocacy, and peer mentoring skills and to contribute to the health of their school and neighborhood communities through “hands-on,” project-based learning. 4-H SNAC Clubs are a partnership between 4-H staff, nutrition education staff, school districts, community-based organizations, families, and volunteers. 4-H SNAC Clubs are administered by University of California Cooperative Extension staff, appointed 4-H adult volunteers, or other organizations. Integrated programming between the UCCE nutrition education program and 4-H is vital to the success of this program model.

4-H SNAC Clubs have the following components:

- Providing staff support from UCCE nutrition educators and 4-H.
- Holding club meetings during the school day or after school ends.
- Serving students from the same school and/or school district.
- Developing an annual program plan, which includes a minimum of 6 hours of nutrition education, several 6-to-8-hour project opportunities, as well as presentation, leadership, and community service components.

General Guidelines

The following sections provide information about 4-H general guidelines to help you start a 4-H SNAC Club in your county (see table 2).

Leadership

4-H SNAC Clubs are supervised and supported by 4-H and county-based University of California Cooperative Extension programs.

Membership

4-H SNAC Club youth may be individual and/or group enrolled. Group-enrolled youth must be under the direct supervision, care, and control of a school or other agency, as 4-H has no responsibility for group-enrolled youth. Individually enrolled youth may be under the

Table 2. 4-H SNAC Clubs (In-School or Afterschool Clubs)

Club formation	4-H requirements	Options
Membership	- at least five youth members from at least three families - young people and adults identify themselves as 4-H members or volunteers - comply with school policies about student to adult ratios (in school) - one afterschool club leader or staff to administer the program (afterschool)	- Adult volunteer/staff recruit other co-club leader(s). - Youth participate in county, regional, state, and/or national events.
Program	- Use the <i>Annual 4-H Club Planner</i>. - Offer at least one project per year. - Have 6 hours of educational experience per project. - Youth complete APR for project completion.	- Use the <i>4-H SNAC Club Planning Guide</i> to support UCCE nutrition educators in offering clubs at their school sites. - Use the <i>4-H Program Planning Guide</i>. - Offer projects yearlong. - Offer community service, service learning, and/or leadership project(s) at least once a year . - Number of hours of project instruction depends on project goals. - Club meetings to gather input/make decisions. - Youth complete record books. - Youth take projects in other clubs.
Leadership / Authority	- Afterschool club leader(s) or staff make club decisions (afterschool). - UCCE staff and/or school personnel make club decisions (in- school). - Families and youth provide input on projects offered and other options to include in the club. - Provide leadership opportunities for youth.	- Junior/teen leaders help lead projects. - Youth officers lead the club. - Youth members make decisions. - Coordinator position or other role to support the delivery mode within the Volunteer Management Organization (VMO).
Operating procedures	Operating procedures approved by volunteers and/or staff.	
Financial procedures	Finances managed by the county Volunteer Management Organization (VMO) as appropriate.	

direct supervision, care, and control of UC ANR, who would be responsible for individually enrolled youth during programming occurring outside of their school or afterschool setting. School and agency staff, as well as adult 4-H leaders and/or UCCE staff with expertise in nutrition education and 4-H youth development programming, lead 4-H SNAC Clubs.

Program Delivery

4-H SNAC Clubs must offer a minimum of 6 hours of programming to all youth. Programming may include nutrition education provided through UCCE. Healthy living projects (6 to 8 hours) identified by youth members should be offered throughout the year. Examples of activities:

- cooking academy held over spring break in conjunction with school food service

- youth leadership training
- basic and advanced nutrition
- walking or running projects
- STEM in the kitchen
- photo voice

Youth shall identify a community service project to benefit their school or neighborhood community (e.g., recipe demonstration at food bank distribution sites, offering fun physical activities during recess). Youth leadership roles shall be supported, including public speaking to an adult audience (e.g., P.T.A., City Council, Board of Supervisors) and/or active participation in advocacy groups with adults (e.g., School Wellness committee, Community Action partnerships, City Council committees).

Chartering

Each school must have a charter from the 4-H statewide office. The charter may use the following title: *(insert school name)* In-School Club or *(insert school name)* SNAC Club. If you are considering other 4-H programming at a school site, such as S.T.E.M., you may want to use the more generic name. (See [UC 4-H YDP Charter Application](#).)

Financial Procedures

4-H SNAC Clubs will be funded through monetary contributions from families, schools, community organizations, and other forms of funding such as grants and other awards. All 4-H SNAC Clubs will have their financials managed by the county-based UCCE office, the 4-H county council and/or Volunteer 4-H Management Organization (VMO) and the county-based 4-H staff. (See [UC 4-H YDP Financial Procedures](#), UC ANR 4-H Youth Development Program website.)

Role of Parents and Other Caring Adults

4-H SNAC Clubs can be led by adult 4-H volunteers, school staff, and/or UCCE staff. 4-H SNAC Clubs can successfully operate with youth-adult partnerships beyond the parent-child relationship. Teachers, educators, and other caring adults support positive youth development by investing in the health and wellness of 4-H SNAC Club youth members and their local school and neighborhood communities. As far as it is feasible, parents should be actively engaged, provide as much financial support as possible, and set a good example for children. (See [4-H Parent/Guardian Code of Conduct](#), UC ANR Youth Development Program website.)

Role of Members

Club members are the youth attending the program. They shall follow the rules set by the adult volunteers, school staff, and/or UCCE staff, complete the projects assigned by the project leaders, and set a good example for other members of the community. (See [4-H Youth Code of Conduct](#), UC ANR Youth Development Program website.)

Enrollment

Youth enrollment in 4-H SNAC Clubs may

use either the individual or group method. *Individual enrollment* is completed when clubs operate independently, and where youth are under the direct supervision, care, and control of the University of California (UC). UC 4-H is responsible for the youth. In this case, members will sign-up individually and will pay the state a yearly enrollment fee for organized clubs. There are limited scholarships available. If parents need help signing up for 4-H online, the 4-H staff shall help those guiding families through the enrollment process. *Group enrollment* is completed when clubs are hosted by a school or afterschool program and where youth are under the direct supervision, care, and control of the agency that enrolled the group. 4-H has no responsibility or liability for the youth. For both cases, 4-H staff are responsible for maintaining accurate enrollment records in 4-H online.

Club Planning

Each 4-H SNAC Club must complete an Annual Planning Guide. The guide can be developed by adult volunteers, school staff, and/or UCCE staff. Youth members should be consulted in the development of the Annual Planning Guide and project ideas. (See [UC 4-H YDP Annual Planning Guide](#), UC ANR Youth Development Program website.)

Steps to Starting a 4-H SNAC Club in Your Community

- Get to know the community and their health and wellness needs. The following resources may be helpful:
 - [Bilingual Needs Assessment](#), Sonoma County Cooperative Extension website
 - [Youth Needs Assessment](#), Sonoma County Cooperative Extension website
- Meet with nutrition education advisor and team members to discuss possible collaborations to meet community health and wellness needs.
- Plan a general annual 4-H program for partnering nutrition education with youth engagement to be presented to in-school and afterschool administrators. For example, all K–12 students receiving a minimum of 6 hours of nutrition education will be group enrolled in an in-school 4-H club.

Students in 5th and 6th grade will be invited to participate in a weekly 4-H SNAC Club meeting held afterschool, and youth who sign up will be individually enrolled in the 4-H club. SNAC youth will work with UCCE staff (nutrition educators and 4-H educators) to identify four (or more) 6-to-8-hour projects, peer-education opportunities, and a service-learning project. In addition to 6 hours of nutrition education, all group enrolled youth will be invited to participate in health and wellness activities led by 4-H SNAC Club youth leaders (e.g., fun, physical activities at recess, nutrition education from the school garden, fresh produce tasting at lunchtime, health fairs).

- In collaboration with the nutrition education team, meet with school district officials and school administrators to do the following:
 - Describe the purpose and goals of the 4-H SNAC Clubs and collaborations between UCCE programs.
 - Propose starting a 4-H SNAC Club in their school district.
 - Assess their needs and interests related to student health and youth development.
- Complete the appropriate club charter paperwork and submit to 4-H statewide office.
- Meet with school food service, janitors, front office staff, P.E. educators, nurse, teachers, parents, etc.
- Meet with community partners and organizations who would support the 4-H SNAC Club
- Working with youth members, decide what programs will be delivered and complete the *Annual Planning Guide*.

Project Leader Resources

Adult volunteers, school staff, and/or UCCE staff will work closely with youth members to discuss programming interests. Once the projects are selected, UCCE staff will provide curriculum training and guidance to complete the selected programs. Adult volunteers, school staff, and youth members will be supported by UCCE staff to manage the delivery of the

program and adapt it to become age and culturally appropriate.

Below is an example of a 4-H SNAC Club project that was adapted to two age ranges:

TASK: Youth members shall engage in leadership activities, providing opportunities for other students to participate in fun, physical activities to increase their daily physical activity.

Ages 6 to 8 years old: Brain Breaks. Over the course of a month, all youth shall work in pairs to lead their classmates in a fun, physical activity game. Each day, a different pair of students will lead a 5-minute physical activity during the day. The activity shall keep all students active for 5 minutes. At the end of the month, the educator will lead a discussion about the brain breaks, encouraging students to share how they felt about both participating in and leading the activities.

Ages 9 to 12 years old: Recess Activators. Over the course of the school year, SNAC youth will receive training on leading fun, physical activity games during recess. Youth members will sign up to be Recess Activators throughout the school year. Youth will select the games they will lead on their days, identify the supplies/equipment needed, lead the activity during recess, and return supplies/equipment. Throughout the year, educators will discuss with youth leaders what games are working well, what additional training and/or supplies are needed, and how to coordinate youth's Recess Activator schedules.

Additional Resources

- Additional project planning guidelines can be found at the UC ANR 4-H Youth Development Program website, <http://4h.ucanr.edu/Projects/>.
- Resources to plan projects may be found at the UC ANR 4-H Youth Development Program website, <http://4h.ucanr.edu/files/4462.pdf>.

Lesson plans can be purchased in the 4-H mall at the 4-H Shop website, <http://www.4-hmall.org/Category/educationresources.aspx>.



SECTION IV: 4-H CAL DAY CAMPS

This toolkit provides information on how to develop and implement 4-H CAL Day Camps.

Day Camp Overview

4-H CAL Day Camps are organized during school breaks such as spring break, holidays, and summer vacation. Camps can take place at a physically and emotionally safe location for youth and their families, such as schools, community centers, or libraries.

4-H CAL Day Camps provide opportunities for youth to learn valuable skills with lifelong benefits and contribute to their communities through experiential, “hands-on,” project-based learning. 4-H CAL Day Camps are partnerships between 4-H staff, partners (such as school districts, libraries, or afterschool programs), families, and volunteers. Camps are administered by University of California Cooperative Extension staff, appointed 4-H adult volunteers, or staff from an existing program.

4-H CAL Day Camps have the following components:

- Meet when school is not in session.
- Serve all youth in the community.
- Offer at least two 3-hour programs for youth, twice per week.
- Operate as either a “Short-Term Program” or “Day Camping Program” (4-H Delivery Modes).

General Guidelines

The following sections provide information about 4-H general guidelines to help start a 4-H CAL Day Camp (see table 3).

Leadership

4-H CAL Day Camps are supervised and supported by the State and County Cooperative Extension, Program Representatives in the County, and 4-H staff and academics.

Membership

Membership is open to all youth in the county. 4-H CAL Day Camps operating as “Short-Term Programs” may have members individually or group enrolled. Day Camps operating as “4-H Day Camping Programs” must have members individually enrolled and must have at least two adult volunteers.

Program Delivery

4-H CAL Day Camp must offer a minimum of 6 hours of instruction per week of camp and not more than 6 weeks in duration.

Program Charter

Day Camps will operate as a “Day Camping Program” or a “Short-Term Program,” neither of which require chartering or approval by the State 4-H Office.

Financial Procedures

4-H CAL Day Camps are funded through

Table 3. 4-H CAL Day Camps (UC ANR 4-H Day Camps)

Club formation	4-H requirements	Options
Membership	- No youth minimum. - at least two appointed adult volunteers/staff - one volunteer or staff to administer the program	- At least five youth members help improve experiential learning activities. - Adult volunteer/staff recruit other volunteers or teenagers to facilitate learning activities. - young people and adults who identify themselves as 4-H members or volunteers
Program	minimum 6 hours of instruction per week of camp and not more than 6 weeks in duration	- Offer community service, service learning, and/or leadership project(s). - Number of hours of project instruction depends on project goals.
Leadership / Authority	Staff or volunteers make decisions.	- Families and youth provide input on projects offered and other options to include in day camps. - Provide leadership opportunities for youth.
Operating procedures	No operating procedures needed; day camps operate under authority from the UCCE 4-H office.	
Financial procedures	Finances managed by UC or the county VMO.	

monetary contributions from families, schools, and community organizations, as well as through other forms of funding such as grants and other awards. All 4-H CAL Day Camps have their finances managed by the county volunteer management organization. (See [UC 4-H YDP Financial Procedures](#), at the UC ANR 4-H Youth Development Program website.)

Role of Parents and Other Caring Adults

4-H CAL Day Camps can be led by adult or teen volunteers, existing youth program staff, and/or 4-H staff. Day Camps can successfully operate with youth-adult partnerships beyond the parent-child relationship. Caring youth and adults support positive youth development by investing in the 4-H Day Camps. As far as it is feasible, parents should be actively engaged, provide financial support when possible, and set a good example for children. (See [4-H Parent/Guardian Code of Conduct](#), at the UC ANR 4-H Youth Development Program website.)

Role of Camp and Project Leaders

4-H Day Camp Leaders must be present and assist in leading camp projects and/or chaperoning camp activities. They are also responsible for reporting to 4-H staff. All volunteers 18 or older must complete enrollment

and fingerprinting processes prior to leading projects for the camp.

Role of Other Volunteers

Camp volunteers, such as chaperones, help Day Camp Leaders ensure group safety and set a good example for children. Chaperones must be 21 or older.

Role of Members

Members are the youth attending the program. They shall follow the rules set by 4-H staff and Day Camp Leaders and set a good example for other members of the community. (See [4-H Youth Code of Conduct](#), at the UC ANR 4-H Youth Development Program website)

Enrollment

4-H CAL Day Camps operating as “Short-Term Programs” may have members individually or group enrolled, depending on which organization is responsible for the supervision, care, and control of youth. 4-H Day Camps operating as “4-H Day Camping Programs” must have members individually enrolled and must have at least two adult volunteers. For programs where youth are individually enrolled, members will pay the short-term fee, which is half of the yearly state fee. There are scholarships available for families in need.

If parents need help enrolling in 4-H online, the 4-H staff shall help those who are guiding families through the enrollment process. Staff is responsible for maintaining accurate enrollment records in 4-H online. (See [UC 4-H YDP Delivery Matrix](#), at the UC ANR 4-H Youth Development Program website.)

4-H CAL Day Camp Planning

Day Camps must be proposed and approved by the 4-H Advisor a minimum of 3 months before they take place. Camps must be promoted among current 4-H members and new members at least 2 months before camp starts. It is advised to follow the [4-H Camp Planning Checklist](#).

Steps to Starting a 4-H CAL Day Camp

- Get to know the community and their needs. The following resources may be helpful:
 - [Bilingual Needs Assessment](#), Sonoma County Cooperative Extension website
 - [Youth Needs Assessment](#), Sonoma County Cooperative Extension website
- Meet with school officials and current 4-H Club leaders in nearby areas to
 - discuss dates and locations of camps
 - propose projects to be taught
- Meet with community partners and organizations who would support day camps and promote volunteering opportunities for teens and adults.
- When selecting projects and camp content, make sure volunteers and youth members have input by taking surveys or polls.
- Recruit Camp Leaders who can lead desired projects.
- Post flyers around the community to promote the 4-H day camp.

4-H CAL Day Camp Leader Resources

Design a daily schedule that will feature a variety of activities. Camps could feature weekly themes based on the suggestions of your members. Having a theme will help prepare activities.

Below is an example of a 4-H CAL Day Camp:

GOAL: To help 4-H campers learn about the basics of city planning and civic service, and help them improve their communication and public speaking skills.

Daily Schedule (Monday to Thursday)

9:00 a.m. Check-In and Opening Circles—

As children are checked in, send them to their assigned groups to start the camp opening ceremony.

9:15 a.m. Civic Education Project—

Complete the daily projects that focus on community building and civic education.

10:15 a.m. Snack Break and Free Play—

Chaperone children as they eat their snacks, and then guide the groups to the free play areas.

10:45 a.m. Flag Football and Soccer—

Lead a 25-minute scrimmage followed by a water break; repeat for the second sport.

11:30 a.m. Journal Writing—

Give children their binders and have them write or draw a summary of their daily experience at the 4-H day camp.

11:45 a.m. Closing Circle and Camp

Cheer—Gather the children into a group and finish camp with a big cheer.

11:50 a.m. Free Play and Pick Up—

As parents arrive, front desk volunteers or staff will radio the camp chaperones to send children to the pickup area.

Additional Resources at 4-H Websites

- Additional project planning guidelines can be found at <http://4h.ucanr.edu/Projects/>.
- Resources to plan projects may be found at <http://4h.ucanr.edu/files/4462.pdf>.
- Find a checklist for elements of a high-quality STEM (science, technology, engineering, or mathematics) program at <http://4h.ucanr.edu/files/200214.pdf>.
- Lesson plans can be purchased in the 4-H mall at <http://www.4-hmall.org/Category/educationresources.aspx>.

SECTION V: CONCLUSION

Evaluation

Evaluation is the collection of information about the content, quality, and results of the programs. Evaluations can be used to help programs improve and evolve by informing decisions about future programming. The evaluations should be discussed early in the planning process and should be conducted in a coordinated way.

Evaluations can be formal and informal. Informal evaluations are conversations with school administrators, staff, families, volunteers, UCCE staff, and youth regarding their experiences. Throughout the school year, check in with all of the groups involved in your programming to help you identify areas for improvement and adjustments between formal evaluations.

Formal evaluations should be conducted each year. At the end of the program year, conduct a formal evaluation via paper or online survey to evaluate what worked well and what can be improved. You can use some of these 4-H evaluations, found on the UC ANR 4-H Youth Development Program website, <http://4h.ucanr.edu/Resources/Evaluation/>.

After you have collected the data for each one of the 4-H Clubs, review the data to help you improve your program by developing plans for improving each 4-H Club. After the evaluation is completed, share the results of the evaluation with school administrators, teachers, collaborating partners, and families; also let them know what changes you are planning, based on the evaluation.

Summary

These clubs are an example of the new models to increase enrollment and diversity in 4-H. We hope the toolkit will be a great asset in your efforts to develop programs to better serve all youth populations in your county. Following this toolkit can assist in engaging new populations, expanding 4-H programming, increasing UCCE collaborations, and building bridges in your community.

References and Additional Reading

The articles listed here provide additional reading and references to promising practices in building relationships with the Latino community, implementing culturally responsive youth development programs, and utilizing research-based youth development practices.

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Agriculture and Natural Resources
Communication Services
2801 Second Street
Davis, CA 95618

Telephone 1-800-994-8849
E-mail: anrcatalog@ucanr.edu

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