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Professional Development: FACT SHEET FOR HUMAN RESOURCES DIRECTOR AND 4-H LEADERSHIP

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THE REALITY

UC ANR understands the following:

- Positive youth development programs present an important opportunity to support ethnic and racial identity of Latino youth development.
- Specific knowledge and skills are required of academics and staff to understand culture, race, and ethnicity to serve and engage Latino youth and families through youth development programs.
- More research is needed to address gaps in Latino youth development, taking into account the diversity within ethnic groups, such as socioeconomic status, immigration, country or region of origin, languages spoken, and educational level.

RESEARCH AND PROMISING PRACTICES

Sustained participation and positive outcomes among Latino youth and communities result when personnel have

- knowledge and skills in inclusivity and cultural humility
- bicultural and bilingual personnel or staff who value bilingualism and biculturalism
- appreciation of the specific histories, challenges, and resources of the local Latino population(s) to tailor programs that respond to expressed needs
- knowledge of the cultural characteristics of Latino youth within structural and temporal contexts that facilitates building theory and practice with greater cultural nuance
- an understanding of current and emerging Latino youth development research

Cultural humility is a lifelong commitment of self-evaluation and self-critique to facilitate an understanding of the power imbalances among youth organizations and Latino youth, families, and communities. With this understanding, cultural humility entails developing mutually beneficial partnerships with communities and people who advocate for others.

(Adapted from Tervalon and Murray-Garcia 1998)

RECOMMENDATIONS

Formalize mentoring programs to support identified areas of growth and development for new academics.

Recognize and motivate academic and staff efforts to engage Latino youth in 4-H youth development programs.

Develop a comprehensive professional development plan that includes different approaches to do the following:

- Foster an organizational culture that appreciates cultural differences by increasing intercultural competency.
- Conduct needs assessment training for academics that incorporates questions about the history of the local Latino population(s), resources in the communities, regional economic landscape, ethnic and racial composition, and how the 4-H youth development program can adapt to be part of the Latino landscape.
- Build trusting, collaborative, and mutually beneficial relationships with Latino community networks and key leaders (both formal and informal) to build capacity to engage and sustain Latino youth and families' participation in 4-H youth development program.
- Promote positive youth development that reflects an emphasis on bilingual and bicultural youth development, humility, inclusivity, and positive ethnic identity development.
- Adapt recruitment efforts and program delivery to better serve Latino youth and families.
- Develop a participatory program whereby social justice issues are identified, developed, implemented, and evaluated with Latino parents and children.

“Professional development should reflect emphasis on inclusivity, positive ethnic identity development, and support for bilingualism, biculturalism, and acculturation.”

(Erbstein and Fabionar 2014)

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