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An Exploratory Study of Parental and Program Volunteer Perspectives on Hispanic Youth Participation in Indiana 4-H Youth Development Programs

For the degree of Master of Science

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AN EXPLORATORY STUDY OF PARENTAL AND PROGRAM VOLUNTEER
PERSPECTIVES ON HISPANIC YOUTH PARTICIPATION IN INDIANA 4-H
YOUTH DEVELOPMENT PROGRAMS

A Thesis
Submitted to the Faculty
of
Purdue University
by
Sara E. Haines

In Partial Fulfillment of the
Requirements for the Degree
of
Master of Science

December 2010
Purdue University
West Lafayette, Indiana

To my husband, Bryce, my inspiration and my strength.

I love you.

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ABSTRACT

Haines, Sara E. M.S., Purdue University, December 2010. An Exploratory Study of Parental and Program Volunteer Perspectives on Hispanic Youth Participation in Indiana 4-H Youth Development Programs. Major Professors: Mark Tucker and Renee K. McKee.

The Hispanic population is the fastest-growing minority group in the United States. The rapid growth of this demographic segment across the United States is a major reason for increased efforts on the part of many youth organizations to engage more Hispanics in youth programming. Research has shown that youth programs impart many benefits to Hispanic youth involved in positive youth development programs, including increased self-confidence and higher graduation rates from high school. Research also shows that youth involved in these programs are less likely to engage in destructive or risky behaviors, such as alcohol and drug use.

Because minority youth are less likely than other youth to participate in youth programs, a need exists to understand factors that influence Hispanic involvement in youth programs. The current study employed qualitative methods to identify and explore some of the major issues facing Hispanic families in Indiana, particularly as they relate to participation in 4-H Youth Development programs. In-depth interviews were conducted with Hispanic family parents in four Indiana counties to identify factors that encourage as well as potentially discourage Hispanic participation in 4-H Youth Development programs. Also interviewed as a part of this research were 4-H volunteers to learn more about their perspectives and actual experiences in involving Hispanic youth in their programs. A major objective of this study was to investigate ways to establish

and strengthen engagement efforts with Hispanic youth and families and to encourage their increased involvement in youth development programming.

Results indicated that the Hispanic family parents whose children are currently involved in 4-H are comfortable with 4-H programming and describe it as a benefit to their children's lives. Hispanic family parents whose children are not currently involved in 4-H tended to express limited or no knowledge of 4-H programming. A majority of all parents interviewed believed that stronger and more culturally relevant connections could be established with the Hispanic community. Key recommendations in this regard included building personal relationships, customizing advertising and marketing, addressing language barriers, and making a more focused effort to appeal to Hispanic families. In-depth interview results from 4-H volunteers indicated that volunteers use different methods for recruiting new youth, with some specifically targeting Hispanic youth and others using more general recruitment approaches.

Measurement of acculturation levels of Hispanic family parents revealed a possible connection between acculturation levels and levels of participation in 4-H. Parents with lower levels of acculturation were less likely to be aware of 4-H programming than parents with higher levels of acculturation. Parents with lower levels of acculturation whose children were involved in 4-H participated through programs specifically designed for them. Implications for future research include continued use of acculturation variables in the exploration of Hispanic family perceptions and behavior, as well as experimentation with different measures of acculturation with the goal of providing a more complete picture of this concept.

CHAPTER 1. INTRODUCTION

The United States population is growing more diverse, with nearly every ethnic group becoming a larger portion of the total population (Chapa & De La Rosa, 2004; American Community Survey – U.S. Census Bureau, 2008). Among Asian, Black Hispanic and White residents, only the White demographic is decreasing in its percentage of the total population (Chapa & De La Rosa, 2004). The fastest growing ethnic group is the Hispanic population, (Chapa & De La Rosa, 2004; U.S. Census Bureau, 2008) making it an increasingly prominent and diverse segment of the population in the United States (Chapa & De La Rosa, 2004).

The rapid growth in this segment of the population has significant and far-reaching implications not only for Hispanic and Latino individuals and families, but also for the communities in which they live, work, and raise their children. According to the literature reviewed for this research, Hispanic and Latino youth in the United States face unique challenges that stem from demographic, cultural and economic factors within local communities and institutions, including local school systems and youth organizations. This chapter demonstrates the need for the research discussed and defines the Hispanic and Latino population, discusses the growth and distribution of Hispanic population, effects of Hispanic population growth, implications for Hispanic youth, and approaches to Hispanic youth issues. This chapter also provides a justification for the study, a statement of the problem, application of findings, limitations, and definitions of terms used.

1.1. Defining the Hispanic and Latino Population

An understanding of the Hispanic and Latino population in the United States must begin with a clear definition of the population. Current terminology used in the literature is used and interpreted differently among various organizations. The Pew Hispanic Center has addressed this issue by proposing two approaches for determining who is Hispanic (Passel & Taylor, 2009). One approach holds that a Hispanic or Latino person is “a member of an ethnic group that traces its roots to 20 Spanish-speaking nations from Latin America and Spain itself (but not Portugal or Portuguese-speaking Brazil)” (Passel & Taylor, 2009, p. 2). The 20 countries are Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela, Puerto Rico, and Spain (Korzenny & Korzenny, 2005).

According to the 2002 National Survey of Latinos, individuals in the United States who reported they were Latino also reported their country or place of origin. These countries and places of origin were Mexico (64%), Puerto Rico (9%), Central America (7%), South America (5%), Cuba (5%), Dominican Republic (5%), El Salvador (4%), Colombia (3%), and “all other” (6%) (Brodie, Steffenson, Valdez, Levin, & Suro, 2002). The category of “all other” included Spain, Portugal, and other countries. Measurement of the U.S. Hispanic population has its roots in legislation dating back to 1976. In that year, the U.S. Congress passed a law mandating that data be collected and analyzed on the specific ethnic group of Americans who are of Spanish origin or descent. The legislation, as cited by Passel & Taylor (2009), describes this group as “Americans who identify themselves as being of Spanish-speaking background and trace their origin or descent from Mexico, Puerto Rico, Cuba, Central and South America and other Spanish-speaking countries” (p.3). This legislation was developed, along with standards for data collection on Hispanics, by the Office of Management and Budget to keep track of numbers of Hispanics served by

schools, public health facilities and other government entities (Passel & Taylor, 2009).

The second approach discussed by Passel and Taylor (2009) for determining who is Hispanic holds that individuals are Hispanic only if they identify themselves as such. According to the approach, no one is Hispanic who says he or she is not Hispanic. This approach is the one currently used by the U.S. Census Bureau (Passel & Taylor, 2009), which relies solely on an individual's self-reporting to determine whether he or she is Hispanic (Passel & Taylor, 2009; U.S. Census Bureau, n.d.).

There is much literature and also debate on the terms "Hispanic" and "Latino." The majority view discovered in the literature is that both terms may be used to refer to the same group. The Pew Hispanic Center has surveyed thousands of Hispanic adults over the past several years to assess preferences for both terms (Passel & Taylor, 2009). In a study conducted in March 2010, the Center found that well over half (59%) of those surveyed had no preference for one term over the other, while one-fourth (25%) preferred the term "Hispanic," and 13% preferred the term "Latino." The remaining 3% did not know or did not answer (Passel & Taylor, 2009). It is important to note that there are not universally accepted definitions for such terms as Hispanic, race and ethnicity. Definitions have evolved over time and may still vary among different groups, organizations and disciplines. The U.S. Census Bureau currently measures Hispanicity as a self-reported characteristic that is separate from race (U.S. Census Bureau, n.d.). According to this formulation, an individual is counted as Hispanic if he or she indicates, regardless of race. This method of counting persons of Hispanic origin varies from earlier methods used by the Bureau, which has regularly made adjustments to the definitions of race and ethnicity in each successive Census (U.S. Census Bureau, n.d.). For brevity and consistency throughout the current document, this research uses the term "Hispanic" in subsequent references.

1.2. Growth and Distribution of Hispanic Population

A clear and recurring theme in the literature is that the size and proportion of the Hispanic population in the United States has been increasing for decades. The United States Hispanic population increased more than 57% between 1990 and 2000 (Chapa & De La Rosa, 2004). As reported by the U.S. Census Bureau in 2002, the Hispanic population in the United States was 37.4 million (Ramirez & de la Cruz, 2002). The Hispanic population is the largest minority group as well as the fastest growing ethnic group in the United States (Chapa & De La Rosa, 2004; Fry & Gonzales, 2008; Valverde, 2004). Between 2000 and 2002, this population grew 9.8%, while the entire population grew only 2.5% during this same period (Chapa & De La Rosa, 2004). "By all projections, the Latino population will continue to grow at a much faster rate than the U.S. population well into the next century" (Chapa & De La Rosa, 2004, p. 131).

The U.S. Census Bureau (2004) projected population changes for White, Black, Hispanic and Asian populations between 2000 and 2050. The figure below shows that the White population is projected to make up a smaller percentage of the total United States population over the fifty year span. Black, Hispanic and Asian groups are expected to grow in their percentage of the total United States population, with the Hispanic portion of the population showing the most rapid growth.

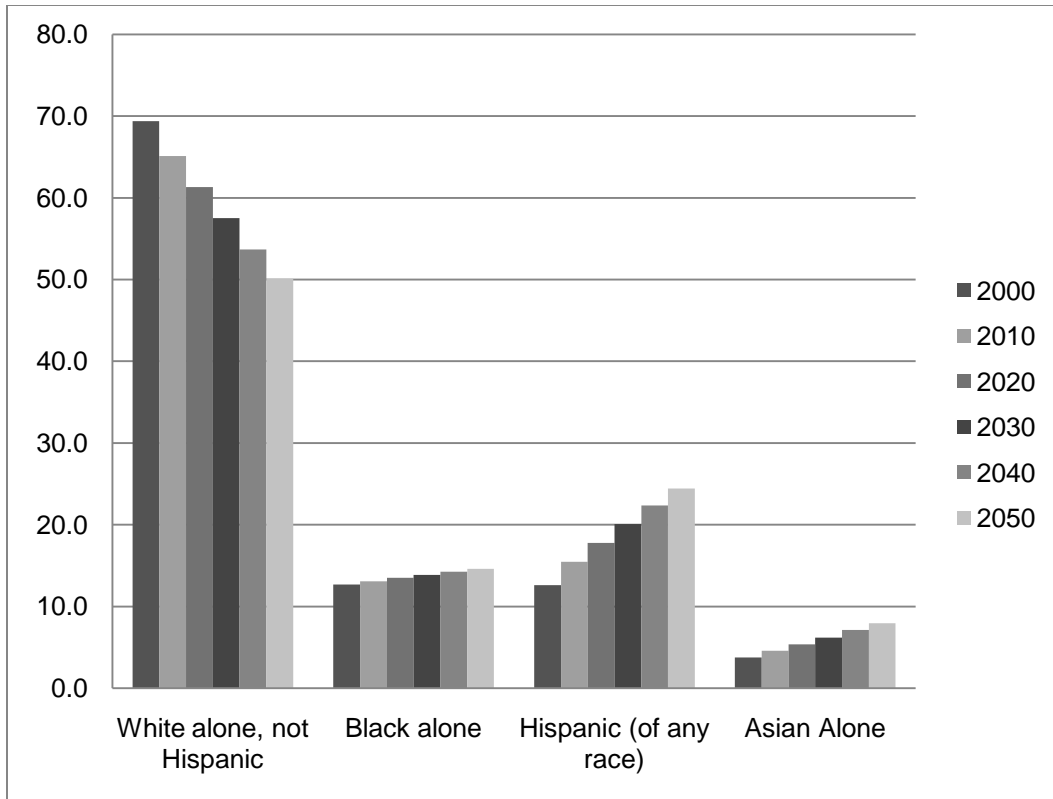


Figure 1. Projections of U.S. Population Percentages 2000-2050
(U.S. Census Bureau, 2004)

The U.S. Census Bureau (2004) projected a large increase in the Hispanic population between 2000 and 2050. Figure 2 illustrates the projected growth of the Hispanic population from 2000 to 2050. The Hispanic population, according to the 2000 Census, was just over 35 million people. As Figure 2 demonstrates, the U.S. Census Bureau projects the Hispanic population to reach about 102.5 million by 2050.

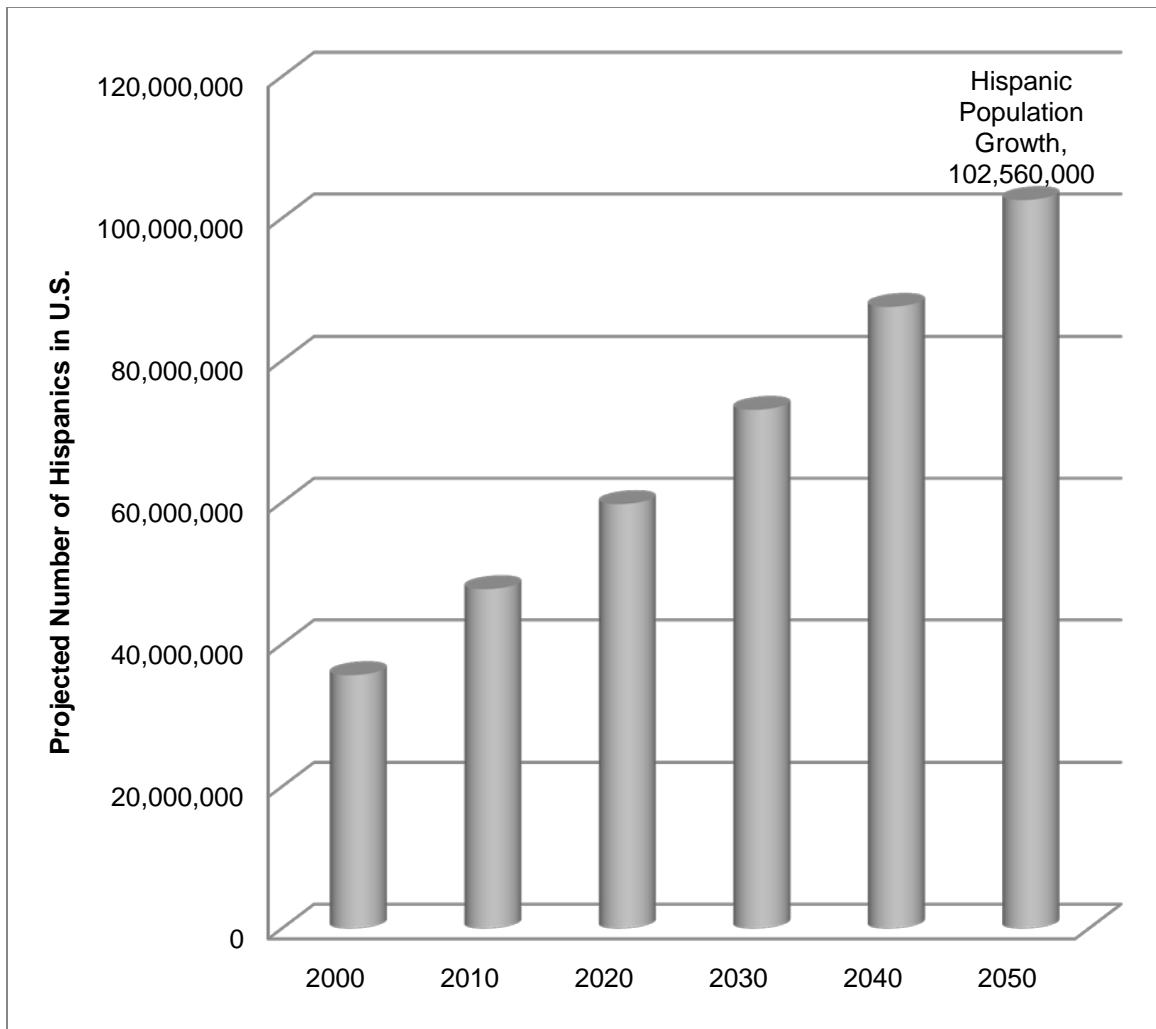


Figure 2. Projected Hispanic Population Growth 2000-2050
(U.S. Census Bureau, 2004)

The dramatic increase in Hispanic numbers can be attributed to two factors: natural increases and international migration (Chapa & De La Rosa, 2004; McLoyd, 1998). Since 2000, 60% of the population increase is due to a natural increase of the Hispanic population, and 40% is attributed to international migration of Hispanics (Fry & Gonzales, 2008). Also contributing to the Hispanic population increase is the combination of high birth rates compared to other ethnic groups and an increased number of fertile years for Hispanic women due to a relatively young population. Data show that Hispanic adults are relatively young and have more years for child-bearing as compared to other groups which

have higher median ages (Chapa & De La Rosa, 2004). As of 1990, the fertility rate, calculated as number of live births per 1,000 women, among Hispanic women was 26.0, which was double that of the White fertility rate, a rate of 12.9 (Hernandez, Siles, & Rochin, 2001). Between 1980 and 1990, both White birth rates and African American birth rates fell, with White birth rates dropping to such a level that there is now a zero population growth level among the White population (Hernandez et al., 2001). The African American birth rate is also dropping, approaching the level of the White birth rate. Due to these differences, the proportions of White and African American populations are shrinking relative to the Hispanic population (Hernandez et al., 2001).

Not only is there a general increase in the Hispanic population, but the 2000 Census confirmed a new population growth aspect: Hispanic populations are growing in locations that previously had very few Hispanic inhabitants (Chapa & De La Rosa, 2004; Fry & Gonzales, 2008). While much of the growth is occurring in large metropolitan areas, there has been a shift since the beginning of the twenty-first century in Hispanic population growth from highly populated areas to suburban and rural areas (Fry & Gonzales, 2008). Traditionally less populated states, both in Hispanic and overall population, such as Indiana, Tennessee, Georgia, and North Carolina, are now witnessing steady growth in Hispanic population (Gilroy, 2007).

In the 1990s, the Hispanic population began to disperse across the United States. Most notably, Hispanics have been establishing significant population centers in many counties in the South and Midwest that historically had few Hispanic residents (Fry & Gonzales, 2008). Numerous school districts and county supervisors know that their counties, which before 1990 had small Hispanic populations, now have a growing number of Hispanic residents (Fry & Gonzales, 2008). States such as North Carolina and Georgia have seen Hispanic population increases of up to 400%.

Indiana is no exception. According to U.S. Census Bureau data analyzed by Chapa and De La Rosa (2004), Indiana experienced a 117% increase in Hispanic population between the years 1990 and 2000. As demonstrated in Appendix A, the estimate for the Hispanic population in Indiana in 2009 was 334,001. From the school years of 1995-2005, Indiana experienced a decrease in overall school enrollment of 5% (Levinson et al., 2007). Despite this decrease, the enrollment of English Language Learners (ELLs) in schools increased by more than 400% (Levinson et al., 2007), the third fastest growth rate of ELLs in the United States. Nearly three-fourths (73%) of the ELLs in Indiana during this period were Hispanic (Levinson et al., 2007). The U.S. Census Bureau (2004) projected Indiana's Hispanic population growth from 2000 to 2009 to increase. The Hispanic population in 2000 was 3.5% of the total state population. The percentage was projected to grow to 4.7% by 2007 and grow to 5.2% by 2009 (U.S. Census Bureau, 2004). These projections indicate steady growth of the Hispanic population in Indiana.

1.3. Effects of Hispanic Population Growth

The arrival of Hispanics to areas which previously had little or no Hispanic population has drawn a mixed response from residents of the affected states. Employers often regard Hispanic workers as an important source of available, cheap labor. Many times, these employers recruit specifically to attract Hispanic workers for jobs in meat packing, poultry processing, agricultural and other labor-intensive industries (Gonzalez Wahl, 2007). The Hispanic work ethic is often cited by employers as a positive reason to hire Hispanics. Conversely, some native residents have responded to the Hispanic population growth with hostility (Gonzalez Wahl, 2007). In terms of economic impacts, the Hispanic work force is expected to increase by 77% by 2020 (Suro & Passel, 2003).

William H. Frey, demographer at the Brookings Institute, said:

I think this new pattern of immigration is what's really pushing the politics ...Before, people outside the seven gateway states didn't care much one way or the other about immigration. Now, you suddenly have all these people across [small town] America seeing immigrants in their neighborhoods. (Aizenman, 2007, p.1)

Hispanic immigrants have developed new communities in many non-metro areas which have traditionally not had a large number of immigrants, particularly in the Midwest and in the Southeast (Kandel & Cromartie, 2004). A large number of Hispanics in new Hispanic settlement areas are recent arrivals to the United States with relatively little education and limited English. Many have undocumented status and hold low-paying jobs (Kandel & Cromartie, 2004). The language, education, and cultural differences that often accompany Hispanic population growth may initially overwhelm the local culture and economy of smaller towns. Communities can be transformed so rapidly that there is not enough time to prepare for the adjustment (Gilroy, 2007). Among the challenges are those facing schools and government agencies as they attempt to accommodate growing numbers of Hispanic students with limited English skills (Gilroy, 2007). Meanwhile, the population of second-generation Hispanic youth has been projected to more than double in the United States between 2000 and 2020. By 2020, one in seven new students will be second-generation Hispanic.

In many communities, local officials and policymakers are increasingly working to assist new residents to adjust and become accepted citizens (Kandel & Cromartie, 2004). The changes that occur as individuals from a minority group come in contact with and acquire the values and norms of a dominant cultural group is known as "acculturation" and has been a topic of academic study for decades (Sheets, 2005; Redfield, Linton, & Herskovits, 1936). The concept of acculturation acknowledges that both minority and dominant subcultures are

changed as a result of contact with and exposure to each other, but each retains its own identity and customs (Kottak & Kozaitis, 2008).

1.4. Hispanic Youth

Hispanics under the age of 18 comprise more than one-third (34.4%) of the Hispanic population. This proportion is greater than the proportion of youth comprising the White population. According to Ramirez and de la Cruz (2002), less than one-fourth (22.8%) of the non-Hispanic White population is less than 18 years old. Appendix B demonstrates the differences in the median age of the national Hispanic population, 26, and the median age of the national general population, 35. This difference is also evident in Indiana's population, which has a median Hispanic age of 24 and a general population median age of 35. With a young population and more years available for reproduction, Hispanics are projected to become an even larger part of the school-age population in the coming years. "The rapid growth of Latinos in the younger age groups demonstrates that we must all pay more attention to issues, problems, and policies that pertain to Latino youth" (Chapa & De La Rosa, 2004, p. 136). The data also support the fact that the Hispanic population will continue to increase rapidly and will compose larger portions of all school age populations, preschool through college (Chapa & De La Rosa, 2004).

According to Fry and Gonzales (2008), nearly one-fourth (22%) of all children in the U.S. under age 18 are Hispanic. A vast majority, 84%, of Hispanic public school students were born in the United States and more than half (52%) are second-generation Hispanics (Fry & Gonzales, 2008). "Second generation" indicates U.S. born children with at least one foreign-born parent. About 11% of Hispanic youth are "first generation," which means they were born outside of the United States; while more than one-third (37%) are third generation, which means they are the U.S.-born children of U.S.-born parents. Currently, one in five public school students in the United States is Hispanic (Fry & Gonzales,

2008). According to projections by the U.S. Census Bureau, by 2025, nearly 3 in 10 youth in the United States will have Hispanic ancestry (Fry, 2009). School-age Hispanic children are projected to outnumber school-age non-Hispanic White children by 2050 (Fry & Gonzales, 2008).

The rapid growth of the U.S. Hispanic population has led to increased attention to measures that can be taken to enhance quality of life and probability of success of Hispanic youth. Experts cite education as one of the keys to helping Hispanic youth develop into productive citizens (Chapa & De La Rosa, 2004). Individuals can no longer succeed with hard work alone if they lack a college degree and advanced skills (Gilroy, 2007).

Hispanic youth must cope with many issues, some of which face all youth and others that particularly challenge minority youth. Examples include poverty, drugs, promiscuity, challenges of adolescence, family issues, and difficulties with education (Hernandez et al., 2001). Immigrant youth also face challenges from cultural adaptation that can influence development (Diversi & Mecham, 2005). According to the U.S. Census Bureau report on the Hispanic population in 2002, out of every five Hispanics, two are foreign-born. Additionally, of Hispanics under the age of 25, two in five have not graduated from high school (Ramirez & de la Cruz, 2002). Hispanic youth face being a part of a fast growing and increasingly diverse population (Hernandez et al., 2001). Challenges arise in part by society's concept of Hispanic youth. Many may view Hispanic youth as foreign-born immigrants, even if most of the population is born in the United States. Additionally, there is a lack of knowledge about Hispanics and confusion about their identity (Hernandez et al., 2001). While Hispanic youth are a diverse group with many identities, they are often referred to as simply "Hispanic" (Hernandez et al., 2001). Even as Hispanics face many challenges, they will be entering the workforce and mainstream society as future leaders and workers, and they are skilled in ways which are naturally suited to work in a global market. These skills include bilingualism, multicultural awareness and sensitivity to changes within the

local community (Hernandez et al., 2001). The majority of Hispanic youth share these positive attributes.

Hernandez et al. (2001) said:

If this growing number of Latinos becomes educated and prepared for the new types of employment of the market, then America would be in a strong economic position... Latino youth may be as important to the future of the majority population as they are to the future of Latinos themselves. (p. 7)

Often, first generation and immigrant Hispanic youth are acculturated through the school system (Levinson et al., 2007). Their exposure to American culture is through constant immersion in the schools, during which they are exposed to American norms, pop culture, expectations, and American ideas of success (Diversi & Mecham, 2005). School systems are often not equipped to properly and positively assist Hispanic youth in understanding their new environment, essentially leaving Hispanic youth on their own to interpret and cope with the new culture and environment (Levinson et al., 2007).

The disadvantages faced by Hispanic youth take a significant toll on their performance in school. By some estimates (Garcia-Reed, Reed, & Peterson, 2005), Hispanic children are five times more likely than non-Hispanic children to have difficulties with language, early reading, and math skills when beginning kindergarten.

Additionally, Hispanic youth report more participation in high-risk activities than their non-Hispanic peers. Nearly 1.5 Hispanic youth report regular alcohol consumption for every 1 non-Hispanic peer. The rate of tobacco use is reported at 1.34 Hispanic youth to every 1 non-Hispanic youth. The rate of reported sexual intercourse for Hispanic youth is over two and a half times that of non-Hispanic youth (Bloomberg, Ganey, Alba, Quintero, & Alcantara, 2003). These factors create an environment in which Hispanic youth have the highest dropout

rates and teen pregnancy among all ethnic groups (Fry, 2003; Pew Hispanic Center, 2009). While dropout rates have declined for all youth in the United States from 1990 to 2000, Hispanic youth had the highest dropout rate of all ethnic groups with a 21% dropout rate in 2000; immigrant Hispanic youth had the highest dropout rate at 33.7% in 2000 (Fry, 2003). While faring better than immigrant Hispanic youth, native Hispanic youth were still the highest in dropout rate as compared to other native ethnic groups with a 14% dropout rate in 2000 (Fry, 2003).

Pregnancy rates among Hispanic teenagers are also higher than for any other ethnic group, according to a 2009 national survey of 2,012 Hispanics (Pew Hispanic Center, 2009). The research revealed that more than one-fourth (26%) of 19-year-old Hispanic women in the study were already mothers. This number is higher than that for 19-year-old Black females, of whom 22% were mothers. Both of these figures are higher than the percentage for 19-year-old White females, of whom 11% had children (Pew Hispanic Center, 2009).

1.5. Approaches to Hispanic Youth Issues

While families traditionally have been expected to bear the majority of the responsibility involved in raising children from youth to adulthood, many families may need support and opportunities which they alone cannot provide (Lee, Borden, Serido, & Perkins, 2009). Afterschool hours have been shown by research to be the most risky hours in children's lives because many of these youth spend these hours unsupervised (Riggs, 2006). Currently, several national organizations assist families with the development of society's youth, including 4-H Youth Development, Boy Scouts, and Girl Scouts (Lee et al., 2009). Recent research shows that organizations can make a positive impact on youth through carefully structured and professionally supervised youth programs that increase self-esteem and improve school performance (Lee et al., 2009).

Studies have shown that when Hispanic youth are exposed to and participate in programs which are positive, these youths' attitudes change for the better. Bloomberg et al. (2003) found that Hispanic youth attitudes became more positive when the youth were engaged in positive leadership- and community-oriented programming that was led by adults who were similar to and invested in them. The youth participants experienced increased self-confidence, improved social and leadership skills, increased sense of community, increased relationships with positive adults, higher graduation rates from high school, and reduced rates of alcohol and drug use (Bloomberg et al., 2003).

Other benefits to youth identified from these programs include acquisition of leadership skills, improved physical health, enhanced social skills, and increased caring for others (Hansen, Larson, & Dworkin, 2003; Junge, Manglellan, & Raskaukas, 2003; Villarruel, Montero-Sieburth, Dunbar, & Outley, 2005).

According to Lee et al. (2009), minority youth can benefit from youth programs only if they participate, and research shows that minority youth are less likely to participate in such programs than their non-Hispanic counterparts. In a study conducted with rural Hispanic youth participating in an afterschool program, Riggs (2006) found that higher rates of attendance in the program resulted in increased positive social competency and fewer behavioral issues. These results were attributed to programming that provided youth with structured activities and a positive environment to learn skills and social behaviors (Riggs, 2006). Other research (Bloomberg et al., 2003) has demonstrated that Hispanic students are significantly less involved in school-based activities, volunteer activities and community service. Four reasons cited in the literature for low levels of Hispanic youth participation include being overly busy, having other interests, holding negative opinions of the youth center, and lacking permission from parents (Perkins et al., 2007).

1.6. Justification for the Study

Research reviewed here demonstrates that the greater the connection between an individual and a positive social environment, the greater the chance the individual will act in a constructive manner and develop positive feelings toward others. As a youth's sense of connection to school increases, unacceptable behavior in school decreases. Additionally, a sense of connection to school among youth has been shown to reduce the likelihood of school dropout, delinquency, and drug and alcohol use and increase academic motivation and performance (Brown & Evans, 2002).

While a number of prominent youth organizations have helped positively transform the lives of youth in the United States for generations, these organizations are often not well-suited or equipped to address underserved and minority populations (Carnegie Council on Adolescent Development, 1994). Research reviewed here demonstrates the existence of a gap between youth development programs and Hispanic youth. Hispanic youth do not participate equally in youth programming (Villarruel et al., 2005). Literature also shows that Hispanic youth face more cultural and developmental obstacles than other ethnic groups, including language and cultural barriers (Gilroy, 2007), the highest dropout rates of any other ethnic group, including native born Hispanics (Fry, 2003), the highest percentage of pregnancy among young women (Pew Hispanic Center, 2009), and higher rates of alcohol and substance abuse (Bloomberg et al., 2003). Language and cultural barriers particularly complicate the task of addressing these challenges for Hispanic youth relative to other minority groups.

Research has shown that Hispanic youth respond positively to programming that builds positive mentor relationships in their lives. Benefits from Hispanic youth exposure to such programs include an increased sense of belonging and improvement in academics. In order to serve a more diverse population, experts have recommended that youth development organizations seek to understand diverse communities, including their needs and culture, and

make a more concerted effort to become known within these communities as a youth development resource (Frey, 2006; Hobbs, 2004; Jellicic, Bobek, Phelps, Lerner, & Lerner, 2007; Kandel & Cromartie, 2004).

A need exists to build positive connections with Hispanic youth so as to offer opportunities that can transform their lives and ease their transition into adulthood. The need is particularly acute given the rapid increases in the Hispanic population and the preponderance of risk factors that threaten their well-being.

1.7. Statement of the Problem

Studies have shown that when Hispanic youth participate in positive, structured youth programming, they acquire many positive behaviors, behaviors which directly affect the obstacles these youth are facing. Hispanic youth exhibit increased self-esteem and perform better in school after having been involved in youth programming (Lee et al., 2009). When engaged in a positive youth program, Hispanic youth report increased sense of community, have more positive relationships with adults, have higher graduation rates from high school, and exhibit reduced rates of alcohol and drug use (Bloomberg et al., 2003).

Unfortunately, ethnic minority youth do not participate equally in youth programs (Perkins et al., 2007). According to Kandel and Cromartie (2004) and Villarruel et al. (2005), more studies are needed to identify proven methodologies for engaging these audiences in a culturally sensitive way. Research should address the inequality in youth program participation by studying youth programs from the ethnic minority youth's perception (Lee et al., 2009). With an increased understanding, youth program professionals can more effectively address the perceptions these youth hold and work toward improving their learning, relationships with other youth and adults, and their development of life skills.

The current study addresses these needs through qualitative social science research that identifies some of the major issues facing Hispanic families in Indiana, particularly as they relate to participation in 4-H Youth Development programs. 4-H Youth Development is a positive youth development organization that empowers young people to reach their full potential. Through a community of more than 6 million youth and adults, 4-H develops youth leadership skills through hands-on learning, research-based 4-H youth programs and adult mentorship (4-H, 2010).

This research was carried out through semi-structured personal interviews with Hispanic family parents of youth who are current members of 4-H in four Indiana counties. In order to understand the perceptions of parents whose children are not enrolled in 4-H, the researcher also interviewed Hispanic family parents of youth who are not current members of the organization. In addition, to understand more about the professional goals and challenges facing programs at the county level, the researcher conducted semi-structured interviews with 4-H program volunteers in each of the four selected Indiana counties. A major objective of this exploratory research is to investigate ways in which connections can be established to engage more Hispanic youth and families with youth development programming. The research also addresses perceptions of 4-H program volunteers regarding Hispanic youth involvement in their programs. The perceptions and experiences of 4-H volunteers are important because these individuals are on the “front lines” of efforts to increase Hispanic participation in 4-H programs in local communities.

The following study questions were developed to frame and guide this research:

1. What are the demographic and social characteristics of Hispanic families participating in the study?
2. What are the levels of acculturation of Hispanic parents in the study?
3. How do Hispanic family parents describe their child's (children's) level of involvement in the 4-H Youth Development Program?
4. Are parental levels of acculturation associated with children's level of involvement in the 4-H Youth Development Program?
5. What are the reasons given by Hispanic family parents for allowing or encouraging their children to participate in Youth Development Programs?
6. What are the perceptions and experiences of 4-H Youth Development Program volunteers in sustaining and encouraging future growth of Hispanic family participation in their programs?
7. What are some of the perceived strengths and potential weaknesses of the 4-H Youth Development Program in terms of attracting and retaining Hispanic family participation?
8. What advice do Hispanic family parents and 4-H Youth Development Program volunteers offer in terms of developing successful programs in other Hispanic communities?

1.8. Application of the Findings

This research seeks to inform and enhance recruitment of Hispanic youth to 4-H programs throughout the state. Findings from this research will be used as a beginning step toward developing improved communication and marketing techniques that 4-H may utilize to reach and serve Hispanic families in Indiana. Additionally, this research will begin to inform Purdue Extension and 4-H Youth Educators about the current needs, challenges, and communication styles of a particular set of Hispanic families targeted for this research. While the nature of

this research is qualitative and not generalizable to the entire Hispanic population in Indiana, the findings will provide insights that can be applied in other contexts. Coupled with literature developed from previous research, these findings can be utilized by the Cooperative Extension System to develop new program approaches and enhance existing efforts to serve this underserved population in Indiana and throughout the U.S.

1.9. Limitations

A primary limitation of this exploratory study is that the data are not representative of the Hispanic population in Indiana or of the communities studied. Results cannot be generalized to all Hispanics living in Indiana. In addition, this research investigates the perceptions of Hispanic families and 4-H program volunteers in a single timeframe. Because programs are constantly being modified and the Hispanic population is in flux, care must be taken in generalizing these findings outside of the timeframe and context in which these particular data were collected.

Additionally, because the researcher is not fluent in Spanish, she was unable to communicate directly with some of the parent participants in this study. The inclusion of parents who spoke only Spanish was imperative because the language barrier is one of the prominent issues confronting Hispanics in the United States. Therefore, a translator was used in some interviews to permit data collection with Spanish-speaking participants. While attempts were made to ensure that translators were as accurate and precise as possible, omissions or other errors could have occurred in the translations of some interviews.

1.10. Definitions of Terms

Throughout this document, the researcher has attempted to use standard and generally recognized phrasing and terminology to avoid confusion and enhance readability. As in all research, however, multiple definitions exist and various interpretations are found in the literature for some terms and concepts. When possible, these items are defined or clarified in the text where they are first used. As an aid to the reader, the following terms are defined here as they are used frequently throughout this document and are important concepts in this research. The definitions that follow demonstrate how these terms and concepts are operationalized and used in this research:

4-H Youth Development Program – A positive youth development organization that empowers young people to reach their full potential. Through a community of more than 6 million youth and adults, 4-H develops youth leadership skills through hands-on learning, research-based 4-H youth programs and adult mentorship (4-H, 2010).

Acculturation – The process by which changes occur as individuals from a minority group acquire norms, values, and behaviors of the dominant cultural group (Sheets, 2005).

Hispanic – Individuals are Hispanic if they identify themselves as Hispanic, and no one is Hispanic who says he or she is not Hispanic (Passel & Taylor, 2009).

Hispanic family parent – An individual who is a parent or guardian of a Hispanic child. A Hispanic family parent may or may not be of Hispanic origin.

Latino – An adjective and noun often used interchangeably with the term “Hispanic.” For consistency throughout this document, the term Hispanic is used in all in applications. See “Hispanic.”

Positive Youth Development – “Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths” (Find Youth Info, n.d.)

CHAPTER 2. REVIEW OF THE LITERATURE

2.1. Introduction

A review of the literature was undertaken to inform this research. Areas explored were youth development, Hispanic-specific research in 4-H, Hispanic engagement, Hispanic population growth and acculturation.

Research on the topic of Youth Development is expansive. The research literature exhibits the importance of Youth Development and Positive Youth Development, as well as the importance of researching and understanding the role of youth development as it pertains to diverse audiences. Literature on the 4-H Youth Development Program defines the program as well as provides an understanding of previous research which has been conducted on youth development in 4-H and Hispanic involvement in the 4-H program. Literature focusing on engagement of the Hispanic population was retrieved from a variety of research areas, including finance, education and Cooperative Extension. The diversity of areas allows for a richer understanding of possible measures to be taken in encouraging increased Hispanic involvement in the current context.

Hispanic population growth data and literature constitute an enormous body of research. This literature contains information on the Hispanic population growth in the United States as well as Hispanic population growth in Indiana. A detailed population description was discovered for Indiana counties through the U.S. Census Bureau. Compilations of Indiana county Hispanic student enrollments were used to further understand the school-aged Hispanic population in certain Indiana counties.

In order to develop an understanding of the concept of acculturation, which had been used in related research on Hispanic youth participation in youth programs (Borden et al., 2006), a review of the literature was conducted on acculturation research. Acculturation research has an extensive history dating back nearly 75 years (Redfield et al., 1936). The literature demonstrates that acculturation is a useful tool that has been used in many areas of research including the fields of mental health service and youth development programming.

2.2. Literature Review Methodology

The literature for this study was obtained from various sources. These sources included the Educational Resources Information Center, the Purdue University eJournal database, Purdue University library catalog, and Google Scholar. Within these searches, key words were used to locate research related to this subject. The terms “Latino” and “Hispanic” were used as individual search terms as well as in combination with other key phrases, including Latino/Hispanic youth development, youth development, communication with Latino/Hispanic audiences, acculturation, Latino acculturation, Hispanic acculturation, parental acculturation, Latino culture, Hispanic culture, barriers in Latino culture, barriers in Hispanic culture, parental effects on participation, 4-H Youth Development, Life Skills Model, engage Latino culture, engage Hispanic culture, in-depth interviews, interviews with Latino participants, interviews with Hispanic participants and diversity. Additionally, searches of the *Journal of Extension* were conducted for material on Latino outreach, Hispanic outreach, Extension and Latinos, Extension and Hispanics, efforts to engage Latino communities in Extension, efforts to engage Hispanic communities in Extension, efforts to engage Latino communities in Extension, 4-H and the Latino community, 4-H and the Hispanic community, and 4-H diversity. Searches through the aforementioned sources were initiated in May of 2008 to help guide the investigation.

Research discovered through the literature search is reported in this chapter through the following sections: Youth Development, Hispanic-Specific Research in 4-H, Hispanic Engagement, Hispanic Population Growth, and Acculturation.

2.3. Youth Development

Roth and Brooks-Gunn (1998) define youth development programs as programs that provide opportunities to help youth acquire the competencies and knowledge they will need to meet challenges as they mature into adults. A commonality among youth development programs is the emphasis placed on skill and competency development (Roth & Brooks-Gunn, 1998). The development of skills and competence among youth is directly tied to the philosophy that all children have unique strengths, interests, talents and potential (Damon, 2004). Instead of concentrating on potential weaknesses or incapacities of youth, positive youth development concentrates on building and emphasizing a young person's potential (Damon, 2004). The positive youth development process had been used widely among youth organizations. While specific approaches may vary among youth programs, a commonality is that the emphasis is placed on the child being an asset to be developed and not a person who is broken and in need of repair (Lerner, Almerigi, Theokas, & Lerner, 2005).

One such program that models its approach after the Positive Youth Development concept is the 4-H Youth Development Program. The definition provided by the Indiana 4-H website demonstrates the emphasis on youth being developed in positive ways to enhance their well-being throughout life.

Indiana 4-H states:

4-H is the only federally authorized youth serving organization. It is also the largest youth serving organization in the country. It is a volunteer-led organization that reaches youth through a variety of programs in both rural and urban settings. 4-H provides fun, educational opportunities at the local, state, national, and international levels. 4-H programs are hands-on, age-appropriate, and university-based. 4-H helps youth improve their self-confidence; learn subject matter; and develop important skills including leadership, citizenship, communication, and decision-making that can be applied over a lifetime. (n.d.)

The 4-H Youth Development Program also provides programming for young people, kindergarten through second grade, through Mini 4-H, which is designed for youth not yet old enough to join 4-H (Indiana 4-H, n.d.). As described by Roberta Crabtree, a Tippecanoe County 4-H Youth Educator, a ten-year member is a 4-H member who has been a member for ten years, and also enrolled in 4-H from third grade to twelfth grade (personal communication, September 15, 2010).

The literature, including many state 4-H Web sites and promotional materials, attributes a wide range of positive outcomes to youth participation in 4-H programs. The Life Skills Model (Iowa 4-H, 2010) was designed to attribute and assign a variety of life skills to the four "H's" of the 4-H program. The four H's represent Head, Heart, Hands, and Health. The Life Skills Model is divided these four areas into subgroups of managing and thinking (head), relating and caring (heart), giving and working (hands), and living and being (health). Each of these subgroups is then divided into several life skills categories which are simple in terminology and general in nature. These life skills categories are used by educators to easily identify program objectives and program outcomes for youth involved in the program (Iowa 4-H, 2010).

The 4-H literature not only addresses the importance of life skills and youth development, but also places an emphasis on the importance of diversity and inclusion. Within the National 4-H Strategic Plan (2001), several goals and recommendations emphasize inclusion, diversity, and cultural sensitivity. The National 4-H Strategic Plan pledges to “develop an ethic of access and opportunity for all youth and be accessible to all youth” (p. 9); provide “equitable access and opportunity to all communities” (p. 9); and have volunteers and staff that “will be skilled and knowledgeable in interacting with children and families from diverse groups” (p. 10). Important highlights within these goals are recommendations to “design, implement, and evaluate research-based, culturally sensitive approaches to engage diverse audiences and communities” (p. 9). Furthermore, the National 4-H Strategic Plan recommends working with other organizations to fund outreach to diverse audiences, build partnerships to serve diverse audiences, and “expand relationships with existing culturally or ethnically based centers of volunteerism and community service” (p. 9). Additionally, the National 4-H Strategic Plan recommends that 4-H should be culturally and linguistically relevant. The 4-H Youth Development Program literature addresses the importance of positive youth development as well as the importance of diversity, inclusion, and culturally relevant programming.

2.4. Hispanic Population Growth

U.S. Census data show that the United States is becoming more diverse. The U.S. Hispanic population in 2000 was calculated at 12.5% of the general population and rose to 14.7% by 2007, a 2.2% increase over seven years. The Hispanic population is the fastest growing minority group in the United States (U.S. Census Bureau, 2008). Minority groups are increasing in the percentage of the total population while the majority White population is decreasing in its percentage of the total population. Census data show the percentage of Whites

dropped one percentage point from 2000 to 2007, from 75.1% to 74.1% (U.S. Census Bureau, 2008).

Indiana has also experienced ethnic demographic change. Census data show that Indiana's Hispanic population was 3.5% of the total state population in 2000. Seven years later, those demographics have changed. The American Community Survey lists Indiana's 2007 Hispanic population as 4.7% of the total state population, a 1.2% increase during the period. Even though the Indiana Hispanic population constitutes a relatively small percentage of the state total population, certain counties within Indiana are experiencing far greater growth than the state average. For example, Cass County witnessed a greater than 1100% increase in Hispanic population from the years 1990 to 2000. Jackson County reported a Hispanic population increase of more than 800% during the same 10-year period (Pew Hispanic Center, n.d.).

2.5. Hispanic Youth Development

Hispanic youth development is in the early stages of development as an area of research. Most research on Hispanic youth has been conducted in the deficit-based tradition, which concentrates on negative issues that Hispanic youth face (Rodriguez & Morobel, 2004). Deficit research has concentrated on poverty, teen pregnancy, low educational attainment, limited employment opportunities, and poor health and limited health care. The concentration on these areas has focused on the need for prevention programs to curb negative behaviors. In response to the growing body of deficit-based research, Rodriguez and Morobel (2004) called for an increased emphasis on asset-oriented research.

According to Rodriguez and Morobel (2004):

A focus on positive youth development is the primary means for achieving success for all youth... the goal is to foster developmentally appropriate environments that embrace the culturally unique strengths of Latino youths in ways to enhance their ability to take advantage of the assets they have. (p. 121)

King et al. (2005) also advocated for increased research focusing on positive youth development.

Applying a strengths-based approach can be useful when working with diverse youth because it seeks to determine individual strengths as they exist within their communities (Lerner et al., 2005). Youth development may be initiated in different ways depending upon ethnicity and class (Hamilton, Hamilton, & Pittman, 2004). Also important is the concept of culture, which involves the learned and shared systems of meanings among a people that are passed from generation to generation (Rohner, 1984). Culture differs among ethnic groups (Hamilton, Hamilton, & Pittman, 2004) and is an important variable in identifying the needs and strategies most appropriate for reaching youth in the community (Hamilton et al., 2004).

An example of research that reflects the importance of understanding community characteristics is provided by Riggs (2006), who studied rural Hispanic families and promotion of positive youth development in afterschool programs. Riggs reported that while youth as a whole face greater risk than past generations, Hispanic youth within rural communities are at an even more acute risk for the development of problem behaviors due to language barriers, lower socioeconomic status, and higher family mobility. Each of these issues, unique to Hispanic families, creates a barrier to accessing community services and resources (Riggs, 2006). Coupled with risky behaviors such as fighting, carrying weapons, using drugs, and being involved in gang activity, these barriers

highlight the need for positive youth development within these communities (Riggs, 2006). Davalos, Chavez, and Guardiola (1999) found that a youth being involved in an extracurricular activity of any kind increased by 2.21 times the probability that he or she would be enrolled in school. Involvement in nonathletic extracurricular activities increased the probability of being enrolled in school by 2.30 times over those not involved in extracurricular activities. Other researchers (Eccles & Barber, 1999) similarly found that youth who participated in prosocial activities (such as church and volunteer activities) had lower rates of participation in risky behaviors and more academic success.

Hobbs (2004) explored ways of engaging the Hispanic community in positive youth development programs and discussed the needs of the Hispanic community and the changes needed to encourage Hispanic youth participation in 4-H. She recommended using Spanish in both written and oral communication. She also recommended developing new content geared toward Hispanic culture (such as soccer), as well as starting predominantly Hispanic clubs. Finally, she suggested there may be a need to conduct separate 4-H volunteer training as well as allocate staff time to develop Hispanic support. Research on minority youth participation in Ohio also underscored the importance of cultural relevance when attempting to raise awareness of 4-H (Cano & Bankston, 1992). The researchers found that minority youth and parents tended to participate in 4-H because of the positive experiences and opportunities they perceived as being available to youth in the program. Key study recommendations included increasing awareness of 4-H programs through Hispanic radio stations, minority newspapers, and churches (Cano & Bankston, 1992). Recommendations from these studies illustrate the practical value of cultural diversity as a variable in establishing meaningful connections with individuals from different walks of life (Kottak & Kozaitis, 2008).

One program that explored initiating positive youth development programming with Hispanic families was the University of Illinois Extension's

camp for Hispanic youth (Farner, Cutz, Farner, Seibold, & Abuchar, 2006). This camp introduced the Hispanic community to 4-H. The researchers found many of the same themes as other researchers studying Hispanic engagement. They found that they needed to establish partnerships, build the trust of the families, and show commitment to Hispanic families. The study found that the lack of participation and enrollment in 4-H in Illinois was because Extension programming was unavailable in the participants' community. Parents would allow their children to participate in 4-H after discovering how beneficial Extension programs were for their children. As with other studies, Farner et al. (2006) also concluded that Extension must understand the Hispanic audience and initiate interaction with the community. These authors recommended the hiring of additional bilingual staff to conduct programming.

Oregon State University Extension has developed a specialized approach to outreach through the Oregon 4-H Latino Outreach Program (Hobbs & Sawyer, 2009). A holistic approach to programming was developed that reflected the Hispanic community's voice. Youth were acknowledged as having a cultural identity and this was reinforced throughout the program. The bilingual program was focused on youth as well as family-oriented programming. Projects specifically reflecting Hispanic culture were available, staff members were available who were both bilingual and bicultural. Youth not only participated in a multicultural context, but also were a part of a group that embraced their own culture. Expectations were set at a high level for the program. Hispanic volunteers who needed separate training were provided that training (Hobbs & Sawyer, 2009).

Programs such as the ones detailed in this section are few in number and therefore offer limited insight into Hispanic engagement. In order to gain a more inclusive perspective on literature concerning Hispanic involvement, the literature review was expanded to include Hispanic engagement research that involved adults and the Hispanic community as a whole.

2.6. Hispanic Engagement

Several studies have been conducted on Hispanic engagement, particularly concerning Hispanic volunteerism. Hispanics volunteer in a different way than the majority of the population, often not viewing themselves as volunteering, but just helping wherever help is needed (Hobbs, 2001; Gregory et al., 2006). Formal volunteerism is not familiar to the majority of Hispanics. Rather, Hispanics volunteered informally outside of their families in significant ways (Gregory et al., 2006). Reasons for volunteering among Hispanics were similar to other groups. They volunteered to benefit themselves, their children, and their communities (Gregory et al., 2006).

Approaches recommended in the literature to encourage volunteerism among Hispanic adults may also help inform Hispanic engagement in 4-H. Building trust with the Hispanic community (Hobbs, 2001) and building a relationship with organizations, community leaders, and Hispanic families (Gregory et al., 2006) are when engaging Hispanics. Establishing relationships within the community builds credibility on the part of the organization (Gregory et al., 2006). Developing trusted relationships requires that time be spent with the people in the community (Hobbs, 2001). Long-term commitment (Hobbs, 2001) and connectedness (Gregory et al., 2006) encourage volunteerism within the community. Additionally, it is imperative to maintain support of traditional 4-H audiences so as to ensure a smooth transition to a more diverse volunteer base (Hobbs, 2001). Inviting participation of the Hispanic community must go beyond a flyer or an invitation, according to Hobbs (2001). Invitations to join an organization need to be personally extended and available in bilingual print. Hobbs (2001) also recommends utilizing Spanish radio, arranging for comfortable meeting places, and offering incentives such as food and door prizes. Another recommendation is to be cognizant of schedules of potential volunteers, and to be understanding of and willing to accommodate the preferred language of potential volunteers (Hobbs, 2001).

Gregory et al. (2006) offered five key suggestions for 4-H professionals to employ when engaging Hispanics, as follows:

- Work with members of the community to discover program options, needs, and design. The work should be specific to the community and not a “pre-packaged” program.
- Utilize and work with groups and organizations within the Hispanic community. Ensure credibility by using individuals familiar to the community.
- Stress how families will benefit from the community programs.
- Give adults opportunities to help without forcing long-term, formal commitments to the program. Allow for entry positions as a way to assist with the program.
- Utilize key trusted community members to help identify important community structures and leaders (Gregory et al., 2006).

Lopez and Safrit (2001) also conducted research to determine ways to engage Hispanic Americans to volunteer. They identified six themes to engage Hispanic adults in volunteering efforts. These themes were the influence of family and friends, the importance of volunteering to youth, the importance of religious beliefs, requiring individuals to volunteer, connecting volunteering to the community, and advancing individuals' own personal growth and satisfaction. These themes, determined through personal interviews with Hispanic adults, suggest ways to engage Hispanic adults in volunteering and recognize the fact that traditional methods of volunteer recruitment have not succeeded in the Hispanic community.

Other fields of research have discovered ways to engage Hispanics in programming. Delgadillo (2003) highlighted several methods for financial counselors to reach lower-income, monolingual Hispanic clients. Recommendations were to gather background information on the group, including national origin, socioeconomic status, and legal status. Culturally

relevant means were encouraged to deliver messages, including traditional and non-traditional avenues to advertise the program. Also important is the need to understand the way potential clients manage money and purchase items, as well as the financial and emotional challenges of clients, along with their expenditure patterns. Finally, it was suggested that counselors maintain face-to-face communication with clients at all times, even if a translator is being used. Although developed for financial counselors, the recommendations could be important for a variety of programs geared toward Hispanic communities (Delgadillo, 2003).

Within the field of education research, Farner, Rhoads, Cutz, & Farner (2005) cited several barriers to adult education in the Hispanic population. The first barrier is language. Organizations that lack bilingual and bicultural staff are not as effective at reaching the Hispanic population. Education level of the Hispanic population was cited as another barrier. These factors combined with the demanding work schedule of educators create significant challenges in reaching this population (Farner et al., 2005).

Behnke (2008) suggested that Cooperative Extension needs to build resources and its capacity to serve the Hispanic community. Bilingual staff is needed, as well as a desire to collaborate with Hispanic-serving organizations. Additionally, administrators were urged to make serving Hispanic audiences a priority (Behnke, 2008). Schauber and Castania (2001) called for Cooperative Extension to invest time in the Hispanic community over an extended period, use more inter-agency programming to gain access to Hispanics, build trust with the Hispanic community, create family-based meetings when conducting programming, and to be social.

Many Hispanics in communities face challenges with finding important information and knowing how to utilize services. Behnke's research suggests programs collaborate with other trusted agencies that have a rapport with the Hispanic community. Making this connection provides a link between a trusted

organization and the programs which Extension wishes to promote to the Hispanic audience.

2.7. Acculturation

The concept of acculturation was first defined nearly 75 years ago. “Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups” (Redfield et al., 1936, p. 149). Immigrating cultural groups are often not equal in power with the existing culture in term of economics, political strength or overall numbers. These differences in power have been described with such words as “mainstream,” “minority,” and “ethnic group” (Berry, 1997). Individuals experience differences in the way that they begin the acculturation process, in the way they participate in the process, and in the way they experience acculturative changes (Berry, 2003). Additionally researchers must be careful not to generalize about a cultural group because individuals and groups have varying rates of acculturation (Olmedo, 1979).

An individual in a subdominant group may retain the values of his or her cultural group of origin and still be acculturated to the dominant group (Teske & Nelson, 1974). According to Korzenny and Korzenny (2005), “There is a striving on the part of Hispanics to be successful in this country and yet hold to on to what is dear to them from their own country and language” (p. 198). Teske and Nelson (1974) report that “accompanying values and attitudes cannot be forced” (p. 356). Acculturating individuals will retain their values and attitudes, regardless of how the dominant culture views those values and attitudes (Teske & Nelson, 1974).

Both quantitative and qualitative methods have been used to assess individual acculturation (Olmedo, 1979; Redfield et al., 1936). Measurement

scales have been developed where two cultures are placed on opposite ends of a spectrum and the acculturation level is found at a point on the spectrum (Olmedo, 1979). The unidimensional model is a single continuum which ranges from the individual's immersion in the original culture to immersion in the dominant culture (Cabassa, 2003). Movement along this range is viewed as affecting only the group which is acculturating.

Individual acculturation is, according to Olmedo (1979), a "legitimate area of investigation in the behavioral sciences" (p.1065). The PAS-3 (Proxy Acculturation Scale, 3 questions) is a newly tested series of questions used in determining a person's level of acculturation. The questions are based on a lengthier survey, National Alcohol Survey Acculturation Scale, which sets the standard for acculturation surveys, according to Cruz, Marshall, Bowling, & Villaveces, (2008). The questions developed by Cruz et al. (2008) for measuring acculturation are used to determine the acculturation level of the participants of this study. The series of questions provided by Cruz et al. (2008) was administered at the end of each in-depth interview conducted for this study.

Research in mental health has utilized the concept of acculturation to relate Hispanic behaviors towards mental health services (Ho, Yeh, McCabe, & Hough, 2006). Parental acculturation has been utilized to evaluate the usage of mental health services by Hispanic youth (Ho et al., 2006) and was found to be "a partial mediator in the relationship between race/ethnicity and mental health service use for... Latino youth" (p. 538). Furthermore, results from Ho et al. (2006) showed acculturation, "as a way of measuring adherence to culture-specific attitudes, values, beliefs, and/or behaviors, is significantly related to disparities in the current mental health care system" (p.539). Acculturation varies between individuals and the larger group to which they belong. Changes may be seen in the group in general, but individuals have varying degrees of participation in the changes that happen in the greater community to which they belong (Berry, 1970; Furnham & Bochner, 1986).

Ho et al. (2006) discussed the effect of acculturation on youth. Debate continues on whether the youth's acculturation level or parental acculturation level is more important in determining the use of mental health services. Ho et al. determined that parental acculturation levels pose a more important role in accessing services. This is due mainly to the fact that youth are not usually seeking services for themselves, unlike adults, who are responsible for their own health care. Cavazos-Rehg and DeLucia-Waack (2009) also explored the effect of acculturation on youth. The researchers studied acculturation in Hispanic youth as a predictor of self-esteem. Results showed that self-esteem of students in bilingual education programs was significantly predicted by grade point average, acculturation, and ethnic identity. For students enrolled in traditional education programs, grade point average and acculturation significantly predicted self-esteem (Cavazos-Rehg & DeLucia-Waack, 2009). Prado, Maldonado-Molina, Schwartz, & Pantin (2008) found that culture and acculturation-related processes were important to understanding, preventing, and treating drug use among Hispanic youth. In all three studies, acculturation is shown to be an important factor in understanding and serving acculturating audiences.

Acculturation has influence over the decisions youth make on whether or not to participate in youth programs (Borden et al., 2006). While both high and low acculturation groups indicated the primary reason for participating as personal development, newly immigrated youth felt the development of job skills and safety were other high priorities when choosing to participate in a program. Youth who were more highly acculturated, with families established in the United States, felt that their social lives and emotional regulation were primary reasons to be involved in the programs (Borden et al., 2006).

2.8. Summary

Several studies have been conducted which address engagement of Hispanic individuals. These studies range from Hispanic volunteer engagement, minority and Hispanic youth participation in 4-H (Paige, 1970; Lippert, 2009), cultural diversity (Schauber, 2001), outreach programs (Hobbs, 2004), and accommodation of the specific needs of Hispanic adults (Wallace, 2008). The studies conducted are seen through Extension publications and journal articles (Schauber, 2001; West, Drake, & Londo, 2009) as well as more specifically addressing the areas of Agriculture and Natural Resources (Lopez & Safrit, 2001), Family and Consumer Sciences (Skogrand, Hatch, & Singh, 2005), and 4-H (Evans, Sicafuse, & Killian, 2009; Hobbs, 1999).

The research reflected within the review of the literature demonstrates the need to address Hispanic involvement and Hispanic participation in the 4-H Youth Development Program of Indiana. The rapid growth of the Hispanic population on a national and state level creates an immediate need to address the changing population and the communities that are affected. Previous research calls for more positive research on Hispanic youth. The Hispanic population has specific needs which require attention from organizations that may serve them (Hobbs, 2004). Additionally, the Hispanic population has been shown to respond to specific approaches to organizational involvement (Hobbs, 2004). With the rapid growth of the Hispanic population in Indiana, it is important to understand needs of Hispanics in Indiana. The research makes several suggestions as to how to engage the Hispanic population. These suggestions may be found to be applicable to the Hispanic population of Indiana. The 4-H Youth Development Program of Indiana is positioned to reach Hispanic youth in Indiana with positive youth development programming. Investigating acculturation and the potential affects that acculturation has upon involvement in 4-H programming may inform the 4-H program on future engagement and outreach to this growing community.

CHAPTER 3. METHODOLOGY

3.1. Introduction

This research is guided by the following eight research questions, which serve as the foundation for this study:

1. What are the demographic and social characteristics of Hispanic families participating in the study?
2. What are the levels of acculturation of Hispanic parents in the study?
3. How do Hispanic family parents describe their child's (children's) level of involvement in the 4-H Youth Development Program?
4. Are parental levels of acculturation associated with children's level of involvement in the 4-H Youth Development Program?
5. What are the reasons given by Hispanic family parents for allowing or encouraging their children to participate in Youth Development Programs?
6. What are the perceptions and experiences of 4-H Youth Development Program volunteers in sustaining and encouraging future growth of Hispanic family participation in their programs?
7. What are some of the perceived strengths and potential weaknesses of the 4-H Youth Development Program in terms of attracting and retaining Hispanic family participation?
8. What advice do Hispanic family parents and 4-H Youth Development Program volunteers offer in terms of developing successful programs in other Hispanic communities?

A qualitative methodology using semi-structured in-depth interviews was developed to address the research questions designed to guide this study. As

explained by Strauss and Corbin (1990), a qualitative research approach is appropriate when the goal of the research is to understand more about a subject or situation of which little is currently known. Owing to the inductive methods used in qualitative research, these methods are often attributed with providing details, descriptions, and insights that quantitative methods are not well-suited to convey (Strauss & Corbin, 1990; Denzin & Lincoln, 1998). Because Hispanic participation in Indiana 4-H is a new area of study and little research has been conducted with Hispanic family parents in Indiana, qualitative methods were deemed appropriate to address this study's research objectives. In-depth interviewing has been discussed within the literature as an effective way of researching individuals of different cultures (Birks, Chapman, & Francis, 2007). Specific procedures are discussed further in the following sections of this chapter. These procedures are as follows: instrumentation, population, verification and field testing, research approval, recruitment, data collection, data analysis, and limitations.

3.2. Instrumentation

In-depth interviews were used to gather data from Hispanic family parents in Indiana as well as from 4-H volunteers. Birks et al. (2007) described several methods of conducting in-depth interviews with individuals from minority cultures. Their recommendations included knowing the culture, establishing a rapport, using good communication skills, controlling the interview, and understanding the participants' level of English proficiency is important (Birks et al., 2007). These recommendations were taken into account by the researcher in designing and administering the instruments described here.

Instrumentation for this study consisted of three separate interview questionnaires developed by the researcher. Two of these questionnaires were developed for parents, and one questionnaire was developed for use with 4-H volunteers. Individualized questions were developed for each of the participant

groups in order to address specific goals of the study. Most questions were constructed to be open-ended in nature, allowing participants to elaborate on their responses and permitting the researcher to ask follow-up and clarifying questions at her discretion. A small number of closed ended items were included on the instrument and were followed up by open-ended questions.

The in-depth interview questionnaires developed for the 4-H parent group and the non 4-H parent group shared a common core of questions. Both sets of parents were asked their age, occupation, where they were from originally, and their ancestry. Parents were also asked to indicate the number of children, along with their children's ages and genders. A note of the participant's gender was also made.

To measure levels of parent acculturation, parent participants were asked three groups of questions modeled after the Proxy Acculturation Scale- 3 by Cruz et al. (2008). The Proxy Acculturation Scale-3 developed by Cruz et al. has been shown to provide a reliable measure of an individual's level of acculturation through several questions focused primarily on preferred language used and proportion of life lived in the United States. Seven individual items included on the instrument were ultimately used to construct an acculturation score for each individual. Before being asked these questions, participants were reminded that their responses would be held in confidence and that their answers were strictly voluntary. The first question group contained one item that tapped the language in which participants preferred to be interviewed. Responses were coded so that individuals who indicated English received a value of 1, and those who indicated Spanish received a value of 2. The second group of questions tapped the language spoken at home. Participants were asked whether they spoke English or Spanish with four groups of people: wife, husband or person lived with; children; brothers and sisters; and parents. Each item was scaled as follows: mostly Spanish, 1; both about the same, 2; and mostly English, 3. The third group of questions measured proportion of life lived in the United States. This

item was measured by dividing the participant's reported number of years lived in the United States by his or her age.

An acculturation scale score was developed for participants by converting the coded values into score values that would be summed to produce an acculturation score for each individual. Using procedures described by Cruz et al. (2008), the researcher transformed the values received for preferred language so that individuals who indicated Spanish as the preferred language were assigned a component score value of zero, and those who indicated English were assigned a component score value of 2. Language spoken at home was coded such that individuals were assigned a component score value of zero if the average of their four valid responses to these items was less than 2, and individuals were assigned a component score value of 2 if the average of their four responses was greater than or equal to 2. Finally, a component score ranging from zero to 1 was assigned to individuals based on their responses to the item measuring proportion of life lived in the United States. Acculturation scale scores were calculated for each individual by summing the three component scores. Scores could range from zero to 5, with lower scores indicating lower degrees of acculturation, and higher scores indicating higher degrees of acculturation.

Parents were then asked a series of questions about their children's activities outside of school hours. Parents were asked to identify the activities and responsibilities of their children. Additional prompts were provided by the researcher in order to ensure a thorough understanding of activities and responsibilities. The prompts included "church," "chores," "family responsibilities," and "other." After considering their children's involvement in activities and responsibilities, parents were asked, "How busy is your child outside of school?" Possible responses included: busy/ busier than other children, no more or less busy than other children, or not busy/ less busy than other children. In order to understand parent participants' communication and

information preferences, they were asked how they find out about events and activities in their community and how they receive news and information.

Two questions were asked to allow parents to assess the performance of 4-H in making contact with the Hispanic community and other Hispanic family parents. Parents were asked if they were aware of 4-H reaching out to their community and then asked if they thought 4-H was reaching families in the Hispanic community. In addition, parents were asked to provide advice on potential measures that could be taken to increase Hispanic family involvement in 4-H. Parents were also asked if there were potentially successful measures that were not being taken or if there were any improvements that 4-H could make to reach Hispanic families.

4-H parents were asked how their children were involved in 4-H. Questions consisted of their children's tenure in 4-H, the children's 4-H activities, and the location of the children's 4-H activities. After basic information about involvement in 4-H, parents were asked about the perceived benefits of being involved in the program. They were asked to identify the things that they liked about their child's involvement in 4-H, if they believed their child was learning in 4-H, and if their child was learning values in 4-H. If the participant answered yes, their child was learning in 4-H, they were asked a follow up question, asking them to identify what they thought their child was learning in 4-H. Similarly, if the parent answered yes, their child was learning values in 4-H, the parent was asked to identify what values were believed to be learned in 4-H. 4-H parents were also asked about how they became involved with 4-H as well as to identify the major influences upon their involvement.

The level of comfort with the program and potential challenges with participation were also discussed with 4-H parents. Participants were asked whether they stayed with their child at 4-H meetings, if they felt comfortable leaving their child at the meetings, their comfort level with staff and the location, as well as if they had any worries or concerns about participation in the program.

Prompts for time, money, transportation, and family obligations were given if needed.

The registration process for 4-H was also discussed with 4-H parent participants. Participants were asked how they register for 4-H, if there was paperwork involved, and how they felt about the paperwork. They were prompted to include their feelings on the amount of paperwork involved in enrollment and their comfort with the questions on the enrollment form.

Challenges associated with involvement in 4-H were explored with participants. They were asked if there was anything that the program asked or required of them that was challenging to them or their children. Prompts for transportation, time, and money were used by the researcher if participants did not address these items in their responses.

Participants in the 4-H parent group were asked what aspects of 4-H they believed would be appealing to parents like themselves. They were also asked what barriers might prevent parents from having their children involved in 4-H.

4-H parent participants were asked if they would recommend 4-H to others, if they had recommended 4-H to friends and family, and if those asked to join became involved. For families who were asked to join 4-H, but did not join, 4-H parent participants were asked the reasons the family chose not to participate in 4-H.

Non 4-H parents were asked to identify activities that they preferred for their children. Parents were asked how they believed participation in these activities would affect their child's future. Non 4-H parents were also asked a series of questions about their knowledge of 4-H. They were asked if they had heard of 4-H, when and how they heard about the program, as well as what information they had heard about 4-H.

Parents were asked to name other youth programs that they had heard of, how they had heard about these programs, and whether or not they had joined these programs. Then non 4-H parents were asked to give reasons for participation in their children's activities. Participants were asked to list the considerations they make before involving their child in an activity.

Non 4-H parents were asked to name any reasons their children were not involved in 4-H. Parents were prompted to consider time commitment, other activities, transportation, relevance of the program, and money. Participants were then asked if there was any information that would encourage them to enroll their child in 4-H.

Non 4-H parent participants were asked how they felt about leaving their child at an activity without them being present as well as how comfortable they were with leaving their child with another adult. Parents were asked to name places that were the most comfortable locations for them to leave their child for an activity. Parents were asked if they had any worries or concerns about their child participating in certain activities. If they replied "yes," they were then asked to list those worries and concerns. Parents were also prompted to consider time commitment, transportation, money, family concerns, and paperwork involved. Non 4-H parents were asked if there was any information they would like to know about 4-H.

A third questionnaire was developed specifically for use with 4-H volunteers. Items addressed volunteers' involvement in 4-H, characteristics of the club or clubs in which they were involved, and their efforts to engage Hispanic youth in 4-H programming. To begin the interview, 4-H volunteer participants were asked how they became acquainted with 4-H and how they first became a 4-H volunteer. Then, because these 4-H volunteers were 4-H club leaders, they were asked to describe their club, its location, how often the club met, if the club was independent or partnered with another organization, and the number of youth enrolled in the club. They were also asked to describe their

duties and responsibilities as 4-H volunteers. 4-H volunteer participants were then asked to describe the reasons they became involved in 4-H.

4-H Volunteer participants were asked to describe the enrollment process for their club. They were asked to describe the paperwork involved in enrollment as well as whether parents were required to sign paperwork and parental response to the paperwork.

Next, 4-H volunteer participants were asked to describe the youth involved in their club. They were asked to make general statements about the group as a whole. Participants were prompted to include the age range, socio-economic status, and ethnic composition of youth in the club.

In order to begin to understand how youth become involved in the club, 4-H volunteer participants were asked to describe club recruitment efforts. They were then asked to describe any successful methods of recruiting any ethnic group. Then, they were asked to describe specific recruitment efforts directed toward Hispanic youth. 4-H volunteer participants were asked if they modified their recruitment tactics for different communities or ethnic groups. If they replied yes, they were asked to elaborate on how they made those modifications.

4-H volunteer participants were asked if they had discovered methods that were effective in communicating with and maintaining contact with the Hispanic community. Next, 4-H volunteer participants were asked if there were resources that Purdue Extension could provide to assist in the recruitment of Hispanic or other minority youth to 4-H. Participants were prompted, if needed, to consider staff training and financial resources.

4-H volunteer participants were asked if there were recurring themes from Hispanic family parents on their experiences and perceptions of 4-H as well as if there were any challenges Hispanic family parents may face concerning involvement in 4-H. Participants were asked to identify any differences between

the club they lead, which has Hispanic participants, and other clubs that do not attract Hispanic families.

Finally, 4-H volunteer participants were asked demographic questions about their age, education, occupation, ancestry, and their children's ages and gender. A note of the participant's gender was made at this time. Before asking these questions, the researcher reminded participants that their answers were voluntary and confidential.

Along with the semi-structured instrumentation, the researcher kept interview notes and field notes before, during and after interviews with parents and program volunteers. Interview notes, which were taken during the interviews, helped the researcher to have a written record of responses in the event of equipment failure. These notes were also used to record the researcher's general impressions from the interviews. Field notes, written following the interviews, were used to document visual observations, emotions of study participants, and to summarize general themes and impressions from the interview.

3.3. Population

Two populations were studied for this research: The first was Hispanic family parents of youth living in Indiana, and the second was 4-H program volunteers.

To meet the study objectives identified at the outset of this research, it was determined that data collection should include parents of Hispanic youth currently involved in 4-H, as well as parents of eligible Hispanic youth not currently involved in 4-H. To identify potential parent participants, the researcher met with the Indiana State 4-H Program Leader to discuss procedures for tapping the two groups of parent participants. Based on discussion about the study objectives, the researcher and State 4-H Program Leader identified three

counties in which to focus recruitment of parent participants. The three counties were identified based on known work taking place with the Hispanic community in those counties. A fourth county was ultimately added due to a small number of participants in the original three counties selected.

To assure anonymity of individual participants and counties involved in the study, each of the four counties represented in this research was assigned a letter (e.g., County A, County B, etc.) and is referred to as such throughout this document.

County A is located in northern Indiana and has a population of more than 200,000. County A had a Hispanic population of 8.9% in 2000. By 2007, the population increased to 13.1%, showing a much more rapid growth (4.2%) than the state average (1.2%) or the national average (2.2%) for the same period of time.

County B, also located in the northern part of Indiana, has a population over 110,000. County B had a Hispanic population making up 3.1% of the total county population in 2000. The percentage of the Hispanic population in this county was estimated at 4% in 2007, which also shows an increase.

County C is located in the northern part of Indiana and has a population of nearly 47,500. County C had a Hispanic population making up 7.1% of the total county population in 2000.

County D is located in central Indiana and has a population of nearly 162,000. County D's Hispanic population is 7% of the total county population. While these counties are not the only counties in the state in which 4-H serves Hispanic youth, these counties are among those that were known to include Hispanic youth. The experiences of parents and volunteers in these counties would thus provide useful information and experiences to help address the study questions identified at the outset of this work.

Student enrollment records by county in Indiana provide additional information about the demographic characteristics of the counties included in this study. These demographic data are of particular interest due to the age range of 4-H members. 4-H deals directly with school-age children in grades two through twelve; second-graders are eligible to participate in Mini 4-H and third-graders are eligible to begin participation in the regular 4-H program. County A has a reported Hispanic population of 13.1%. The percentage of students who are Hispanic in County A account for 19.1% of the county's enrolled students. Similarly, while County B is reported to have a Hispanic population of 4%, the County B's school enrollment records indicate 5.5% of the enrolled student population is Hispanic. County C's Hispanic population in 2000, according to the U.S. Census, was 7.1%. County C's school enrollments show that in the 2008-2009 school year, 15.25% of the enrolled student population was Hispanic.

Nineteen parents (ten parents with children involved in 4-H and nine parents with children not involved in 4-H) were interviewed from the four counties. Additionally, four 4-H volunteers – one from each of the four study counties – were interviewed in order to gain the perspective of individuals who assist with the delivery of 4-H programs. Each of the 4-H volunteers was selected based on the enrollment of Hispanic youth in his or her 4-H club.

3.4. Verification and Field Testing

The questionnaires developed for this research were field-tested to ensure clarity and sequencing of the questions. Four field-test interviews were conducted during September of 2009, including two 4-H parent interviews, one non 4-H parent interview, and one 4-H volunteer interview. Three of the four field-test interviews were also used to test the recording equipment. (One interview was conducted via telephone and was not recorded.) Multiple iterations in administering the questionnaires allowed the researcher to refine delivery of

the interview, follow up questions, and delivery of the consent information and confidential terms of the interview.

Upon completion of the field-test interviews, the researcher determined the order and flow of the questionnaires were satisfactory. Minor changes were made in phrasing of some items to enhance clarity.

3.5. Research Approval

Organizational approval for this study was granted July 2009 via email (Appendix C) from the Director of the Purdue University Cooperative Extension Service.

Application for approval of research, accompanied by appropriate documents, was submitted to the Institutional Review Board and Committee on the Use of Human Research Subjects of Purdue University in West Lafayette, Indiana. Materials submitted for approval included the recruitment letter for 4-H parent participants (Appendix D), interview questions designed for 4-H parent participants (Appendix E), recruitment letter for non 4-H parent participants (Appendix F), interview questions designed for non 4-H parent participants (Appendix G), 4-H volunteer interview questions (Appendix H), and completed research exemption application. Spanish versions of the recruitment letters (Appendices I and J), 4-H parent interview questions in Spanish (Appendix K), and non 4-H parent interview questions in Spanish (Appendix L) were also provided for approval. The complete submission to the Institutional Review Board was delivered in August 2009. Minor revisions were requested by the Institutional Review Board. Revised documentation was submitted to the Institutional Review Board in September 2009. IRB approval was granted in early October 2009 (reference number 0907008298). A subsequent request was submitted to IRB to permit the use of an additional translator, and approval was granted in late October, 2009.

3.6. Recruitment

An initial search for participants for this study began with the Assistant Director of Purdue Extension, who also serves as the Indiana State 4-H Program Leader. One of the responsibilities of the Indiana State 4-H Program Leader is to have an understanding of current programming in each of the 92 counties of Indiana. Three 4-H Youth Educators from three different Indiana counties were contacted. These 4-H Youth Educators were contacted because of known work with the Hispanic community within that county. Once the Indiana State 4-H Program Leader established a connection with the 4-H Youth Educators, the researcher contacted each of these 4-H Youth Educators to inform them of the research being conducted and to gain an understanding of Hispanic participation in 4-H within the county. Each of the 4-H Youth Educators gave the researcher contact information for 4-H volunteers within the county who were leaders of 4-H clubs with Hispanic 4-H members. A fourth county was added to the study at a later time due to having a small number of participants in one of the original three counties selected. The 4-H volunteers were contacted to establish a connection and a professional relationship with the researcher.

County A was contacted by the researcher to obtain information about potential families to be interviewed. The 4-H Youth Educator in this county referred the researcher to seven 4-H volunteers in the county who might be able to identify Hispanic families to be interviewed. These seven 4-H volunteers had a wide range of level of involvement in the 4-H program. Two of the seven 4-H volunteers responded to the researcher's request to speak with them about her research. One 4-H volunteer continued contact with the researcher, offering many contacts with 4-H families in two clubs in the county, as well as contact with two other 4-H volunteers associated with those clubs.

The 4-H volunteer from County A also said she could contribute contacts to Hispanic families who are not in 4-H that could be interviewed in addition to the 4-H families to be interviewed. Because the research was exploratory in

nature, the researcher was able to utilize the opportunity to retrieve first-hand information from non-4-H families. Subsequently, 4-H volunteers in the other counties were asked to assist with the recruitment of non 4-H families.

County B was contacted by the researcher to obtain information about potential families to be interviewed. The 4-H Youth Educator referred the researcher to two 4-H volunteers who operated the afterschool 4-H club which targeted Hispanic youth. The researcher contacted these 4-H volunteers, and one 4-H volunteer responded. This 4-H volunteer consented to provide the researcher contact with the 4-H families to be interviewed. There was an initial meeting of club families with the researcher in order to allow the families to meet the researcher and give consent to be interviewed. At that time, interviews were scheduled to best suit the schedules and circumstances of the families who wished to participate. At the same time, the other 4-H volunteer who was responsible for the 4-H club was introduced to the researcher. This 4-H volunteer assisted with recruitment of 4-H parents and non 4-H parents to be interviewed for the study.

The process of gaining access to the families in County B extended over a period of seven months. Contributing factors to the length of time to gain access to the families included the 4-H volunteer's work schedule, time involved with creating an understanding of university research procedures with the 4-H volunteer, as well as the time involved building a professional relationship with the 4-H volunteer. This 4-H volunteer provided a critical link to the community and was diligent in ensuring the research was in the best interest of the families he served. After conversations between the 4-H volunteer and researcher, access to the 4-H club families was granted. As discussed later in this document, this relationship-building process is one of the challenges of gaining access to the Hispanic community.

County C was contacted by the researcher to obtain information about potential families to be interviewed. The 4-H Youth Educator in this county had

direct knowledge of two 4-H families who were Hispanic that were members of a 4-H club. He provided the names and contact information of the families to the researcher. One family was interviewed, but the other family declined to be interviewed citing a busy schedule and inability to make time for an interview. Additionally, contact with the non 4-H families in this county could not be established. The researcher's connections within County C proved to be minimal. Connections that were created showed initial promise in terms of assisting with recruitment of interviewees. However, potential non 4-H parent participants were either unavailable or non-responsive to the researcher even after multiple contact attempts. Therefore an additional county (County D) was explored for the research process.

County D was initially selected because of an established connection within the community through a Spanish translator who worked with a member of the researcher's graduate committee. Exploration of this county began by contacting the local 4-H Youth Educator to be granted permission to access Hispanic families in the local 4-H program. The researcher chose families from the county 4-H program who had been involved in 4-H for at least two years. The list of potential participants was compiled and contacted. Three of the four families contacted agreed to be interviewed.

Due to a restrictive time frame for interviewing, the translator who was to provide a connection to families not involved in 4-H in County D was not available to assist with participant recruitment. Therefore, the researcher utilized local 4-H Youth Educators and 4-H volunteers in County D to find a community leader who could assist in recruiting non 4-H families to be interviewed. Several contacts were suggested. The researcher was able to establish connection with three individuals who were willing to assist with recruitment. One contact in particular was very effective. This individual was a member of a local Hispanic community group. He was able to disseminate the information about the research, along with the recruitment letter to several individuals via email. The

response to the email was immediate. One individual contacted the researcher, saying that she would agree to be interviewed. Another individual, who worked with the local school system's English as a Second Language Program, was able to connect the researcher with a person who was willing to be interviewed. A third individual, who was a contact of one of the local 4-H Youth Educators, was contacted by the researcher to be interviewed. She also agreed to be interviewed.

Recruitment letters were developed to inform potential study participants about the research, including how they could participate, the anonymous nature of the interviews, and the incentive they would receive upon completion of participation in the study. The incentive used in this research was a \$25.00 gift given to each 4-H parent and non 4-H parent participant upon completion of the interview. The incentive was given to encourage participation in the research and to thank participants for the time they dedicated to the interview.

For participants who were recruited through a 4-H volunteer contact, one of two approaches was taken, depending on language use. For potential participants who spoke English fluently, the 4-H volunteer contact provided the phone number of the potential participant to the researcher. The researcher then contacted the individual, relayed information from the recruitment letter, and, if consent for an interview was granted, scheduled an interview time.

If the potential participant was fluent only in Spanish, the researcher provided the 4-H volunteer contact, who was also fluent in Spanish, with the recruitment letter and asked him or her to contact the potential participant to schedule an interview. Once an interview was established, the 4-H volunteer contact relayed the interview time and location information to the researcher.

3.7. Data Collection

Interviews were conducted for this study from October of 2009 through December of 2009. All interviews were conducted at the local Extension office (8) or at another location of the participant's choosing. Locations chosen by participants included participants' homes (9), the local school (3), the local university where the participant worked (2), and a local restaurant (1).

Interview appointments were scheduled in time blocks on days when the participants, the researcher, and a translator, if needed, were available. Interviews were scheduled at the convenience of the participant. Some participants chose to be interviewed while at work, during the day. Other participants preferred to be interviewed in the evening hours after work. Most interviews were conducted on weekends when a majority of participants had available time. The researcher observed that most interviews conducted in English began on time, with only a few participants being late for the interview. The interviews that required a translator required more flexibility on the part of the researcher. The translator would work with the participants to find the best time to interview. Even after interviews were scheduled, there was uncertainty as to whether participants would be at the interview location at the designated time. Some participants were dealing with family, children, or Saturday chores. In some cases, interviews were interrupted or needed to be rescheduled to suit the needs of participants.

Interviews were recorded using a laptop computer, microphone, and Audacity software. The researcher monitored the audio levels throughout the interview process to ensure capture of the voices of the interviewer and the interviewee. The researcher commenced each interview by providing the participant with a copy of the recruitment letter and allowing time for him or her to read and review it. Participants were then asked if they had any questions. Additionally, the researcher reviewed key points of the interview process, including voluntary nature of the interview, assurance of confidentiality, and

procedures to be followed. These items were reviewed orally to clarify procedures and to ensure participants were fully aware of the nature of the interviews.

The researcher followed the questionnaire closely in administering the interviews. All questions were asked of each participant. Probing questions were asked to create a similar opportunity for each participant to address the themes of the research. As patterns were recognized by the researcher, questions were also additionally posed to review the theme of the interview and also to address themes across interviews. Additional probes and follow-ups were also asked by the researcher if an initial question did not elicit the response which answered the researcher's question.

All of the interviews were saved as sound files and copied to a compact disc for transcription.

3.8. Data Analysis

The recordings of the in-depth interviews were transcribed for analysis. The researcher utilized Microsoft Excel software to input responses from each participant. Among the parent participants, responses were divided into 4-H and non 4-H parent participant spreadsheets. The separation of data allowed for comparisons to be made between specific groups of participants.

Each interview question was analyzed through inspection of each participant response to discover themes and similarities among responses. For interview questions which required a "yes" or "no" response, responses were tabulated. Answer choices for follow up questions were included in Excel and marked for each participant's response. These responses were then tabulated to discover popular responses and themes. Revealing or otherwise interesting or particularly illustrative quotes were also added to the Excel spreadsheet for ease

of access and accuracy. This process was used for 4-H parent participants, non 4-H parent participants, and 4-H volunteer participants.

Descriptive statistical analysis of the seven acculturation items was conducted using a separate Excel spreadsheet. This separation allowed for coding and scoring of the acculturation items in accordance with the specifications of the Proxy Acculturation Scale-3 (Cruz et al., 2008). Following descriptive analyses, acculturation item data were imported into SPSS software for item analysis and assessment of reliability. Following conventions established by Cruz et al. (2008), three variables were used in construction of a composite measure for acculturation of Hispanic parents: language in which participants preferred to be interviewed; language spoken at home; and proportion of life lived in the United States. Cronbach's alpha was used to assess reliability of the three-item measure, resulting in a coefficient value of 0.83. A coefficient of this magnitude indicates an acceptable level of reliability. Acculturation scores were calculated for Hispanic parent participants and incorporated into the study findings.

Respondents' answers were visually analyzed for common themes and frequency of responses. Data were compiled into tables in order to demonstrate characteristics of the responses.

3.9. Limitations

This study has limitations associated with its methodology and procedures. Although it is impossible to remove all threats to validity, the researcher did pursue a number of measures to increase credibility of the research findings. These measures are discussed in this section.

While the in-depth interview methodology allowed for the creation of a rich data set for a particular group of individuals, the research design does not permit generalization to the Hispanic population of Indiana. To avoid external validity

error, results are generalized only to the 23 research participants. Potential bias of the researcher is also a limitation that must be acknowledged. Individuals carry with them biases which potentially may affect the outcome of the study. As Denzin and Lincoln (1998) point out, there is no research design that is free from bias or values. The researcher may have made assumptions which were not true about participants or the community contacts. There also may have been cultural biases due to the differences in culture between the researcher and the participants. The researcher attempted to minimize the threat of bias by adhering to the social scientific research protocol developed at the outset of process.

Another threat to the credibility of qualitative research findings involves the potential for error when attaching meaning to participants' responses. Some qualitative research design employ member checks, wherein the researcher seeks feedback from participants at the conclusion of data collection to ensure their responses and experiences have been properly recorded (Ary, Jacobs, Razavieh, & Sorensen, 2006). Member checks were not deemed feasible in the current research due to language barriers and limited access to participants following data collection. Another measure that is recommended to enhance credibility of qualitative research findings is the use of low-inference descriptors – usually direct quotations or verbatim responses – to reproduce participants' responses as closely and accurately as possible (Ary et al., 2006; Rubin & Rubin, 1995). The researcher used low-inference descriptors for selected findings in the current research.

Yet another limiting factor of this study is the researcher's inability to speak Spanish fluently. While the use of a translator is an acceptable social science practice, using a translator creates a potential for error as information could be lost in translation. To minimize potential error, interview questions were written and asked in simple terms to prevent confusion or issues with translation.

Finally, there may be limitations associated with the measure of acculturation used in this study. Cabassa (2003) noted that a unidimensional model, such as the PAS-3, is limiting in that it does not allow for the “adherence to the dominant culture with the maintenance of the culture of origin” (p. 133). While the PAS-3 is effective in guiding understanding of acculturation of Hispanic individuals, the scale does not provide a complete understanding of how individuals are functioning in the dominant culture and participating in their original culture. The limitation could have implications for study findings because reasons for non-participation could be associated with elements of respondents’ original culture that were not measured here. The researcher assessed reliability of the PAS-3 measure by performing item analysis and measuring internal consistency of the three-item scale.

CHAPTER 4. RESULTS

4.1. Introduction

Data collected and transcribed from the recorded interviews were coded and entered into Microsoft Excel for analysis. Separate Excel sheets were developed for 4-H family participants and non 4-H family participants. This separation of data facilitated analysis within each group. Once each group was analyzed, the common interview questions asked of both groups were analyzed and compared between 4-H parent and non 4-H parent responses.

Each of the interview questions was designated a category for data collection. The participants' answers were condensed into simple terms of their own words for analysis. Each question which had a yes and no response was given two separate calculation rows in Excel to determine the number of yes and no responses. Questions which had several prompt answers to which the participants could respond were also given their own separate categories in order to sum the results separately.

Formulas within Microsoft Excel were used to tabulate yes/ no and categorical answers. COUNTA and SUM were used. Similarities and differences between answers were determined through a visual analysis of the responses given by interview participants. SPSS statistical software was used to perform item analysis and assess reliability of items used to form a composite measure for acculturation.

Open-ended items, which constituted the majority of respondent questions used in this research, were analyzed through a thematic analysis of responses.

Responses were keyed into an Excel spreadsheet for examination. Like responses were then identified and coded to facilitate summary of the data. During this process, the researcher also made note of representative quotations and remarks from respondents that could be used to illustrate the various themes. Finally, the researcher made note of individual responses that did not lend themselves to coding or categorization. The text and tables that follow in this chapter provide these research findings, along with clarifying discussion from interview notes and field notes, when appropriate.

In order to preserve anonymity and differentiate them into their participant groups, each participant was assigned a corresponding letter and number to report results. Parents within the 4-H parent participant group were given the letter Y and a corresponding number, one through ten, creating the naming of participants Y1 through Y10. Parents within the non 4-H parent participant group were similarly identified by being given the letter N with a corresponding number, one through nine, creating the naming of participants N1 through N9. 4-H volunteer participants for this study were given the letter V and numbered one through four, creating participants V1 through V4. The results were organized into the following subjects: Parent Participant Descriptive Information, Acculturation Results, 4-H Parents, Non 4-H Parents, and 4-H Volunteer Participants.

In order to gain representation of Spanish speaking only individuals, the researcher interviewed several Spanish-speaking participants. Of the 4-H parent participants, three parents were interviewed with the help of a translator. Of the non 4-H parent participants, six parents were interviewed with the help of a translator.

4.2. Parent Participant Descriptive Information

A total of 21 individuals were interviewed for this study. The participants consisted of parents of 4-H members (4-H parents) (10), parents of children not participating in 4-H (non 4-H parents) (9) and 4-H volunteers (4).

Of the 4-H parent participants interviewed, six were Hispanic, and four were Caucasian, which was discovered during the in-depth interview question that asked the participant to identify their ancestry. Those 4-H parent participants who identified as Caucasian had children who were identified as Hispanic through the 4-H enrollment form. The initial identifying information to recruit study participants came from 4-H Youth Educators who had access to this information and used it to help identify parents to be interviewed.

A total of 10 4-H parents were interviewed. These parents with children enrolled in the 4-H Youth Development Program were residents in four Indiana counties. The participant group consisted of 3 males and 7 females. Reported parent ages ranged from 29 to 48 years of age. The 4-H parent participant group reported having between 1 and 6 children per family with those children ranging in age from 1 to 28 years of age. Table 1 describes the 4-H parent participants and their families.

Table 1

Descriptive Information for Parent Participants with Children in 4-H (n=10)

4-H Parent	Age	Ethnicity	Origin	Gender	Occupation	Number of Children	Ages of Children
Y1	45	Hispanic	Texas	Female	Health Education Assistant	6	28, 27, 25, 21, 18, 5
Y2	36	Hispanic	Indiana	Female	Business Owner	3	15, 14, 7
Y3	40	Caucasian	Indiana	Female	Newspaper Reporter	2	17, 15
Y4	36	Hispanic	Mexico	Female	Food Service	2	11, 10
Y5	29	Hispanic	Mexico	Male	Food Service	3	11, 7, 4
Y6	29	Hispanic	Mexico	Male	Unemployed/ construction	2	11, 1
Y7	33	Caucasian	Indiana	Female	School Principal	2	19, 11
Y8	42	Caucasian	Indiana	Female	Facilities Manager	1	14
Y9	48	Caucasian	Indiana	Female	Homemaker	1	12
Y10	45	Hispanic	Indiana	Male	UPS Worker	5	25, 24, 23, 20, 10

A total of nine parents with children not participating in 4-H were interviewed for this study. Parents in this group were residents in three Indiana counties. This participant group consisted of two males and seven females. Parents ranged in age from 23 to 45. Every parent within this group identified as Hispanic during the interview process. This group reported having between 1 and 4 children with ages ranging from 3 months to 26 years. It is important to note that eight of the nine parents interviewed in this group had at least one child who was eligible to participate in 4-H. One family had one child old enough to participate in mini 4-H. Table 2 gives a description of the non 4-H parent participants and their families.

Table 2

Descriptive Information for Parent Participants with Children not Participating in 4-H (n=9)

Parent	Age	Ethnicity	Place of Birth	Gender	Occupation	Number of Children	Ages of Children
N1	34	Hispanic	Mexico	female	homemaker	3	11, 9, 4
N2	45	Hispanic	Mexico	male	welder	3	18, 13, 6
N3	41	Hispanic	Mexico	female	factory worker	2	16, 10
N4	36	Hispanic	Mexico	male	service industry	1	11
N5	29	Hispanic	Mexico	female	homemaker	4	9, 5, 2, 2
N6	23	Hispanic	Mexico	female	homemaker	4	7, 2, 3 mo., 3 mo.
N7	43	Hispanic	California	female	professor	2	18, 14
N8	45	Hispanic	Guatemala	female	food service	2	18, 14
N9	43	Hispanic	Mexico	female	office work	4	26, 21, 19, 16

4.3. Parent Levels of Acculturation

A series of questions was administered to measure participants' levels of acculturation. Items were modeled after the Proxy 3 Acculturation Scale, described by Cruz et al. (2008). In order to determine qualification for the application of the Proxy Acculturation Scale-3, parents were asked where they were from originally (origin), indicating their country of origin, and to indicate their ancestry. This line of questioning informed the researcher whether it was appropriate to calculate the parent's acculturation level. Four 4-H parents were from Indiana and Caucasian. Three 4-H parents reported that they were originally from Mexico and Hispanic. Two 4-H parents reported that they were from Indiana and Hispanic. One 4-H parent reported she was from Texas originally and Hispanic. All non 4-H parent participants with children who were

not in 4-H were Hispanic. Seven non 4-H parents reported they were originally from Mexico. One non 4-H parent was originally from Guatemala. One non 4-H parent reported she was originally from California. All parent participants, both Hispanic and Caucasian, were asked the set of acculturation questions, but because the Proxy Acculturation Scale-3 is designed to only measure the acculturation of Hispanic individuals, the Caucasian parent participants did not receive an acculturation score.

A common core of acculturation questions was asked of 4-H and non 4-H parent participants. Parents were asked to indicate the language in which they preferred to be interviewed. Seven 4-H parents indicated that they preferred to be interviewed in English; three 4-H parents indicated they preferred to be interviewed in Spanish. Most non 4-H parents (6) preferred to be interviewed in Spanish. Three non 4-H parents reported they could be interviewed in either English or Spanish. None of the non 4-H parents reported a preference for being interviewed in English.

Parents were asked a series of questions about how they communicated with various family members. Parents were asked if they spoke English, Spanish, or both languages with their spouses, their children, siblings, and their parents. Four 4-H parents reported speaking Spanish with their spouses. Three 4-H parents indicated speaking both English and Spanish with their spouses. Two 4-H parents reported speaking mostly English with their spouses. One 4-H parent reported speaking only English with his spouse. Seven non 4-H parents reported speaking Spanish with their spouses. One non 4-H parent reported speaking English with her spouse. One non 4-H parent did not have a spouse, so the question was not applicable.

Four 4-H parents reported speaking English with their children. Three 4-H parents reported speaking Spanish with their children. Two 4-H parents reported speaking mostly English with their children. One 4-H parent reported she spoke English with her daughter and Spanish with her son. Five non 4-H parents

reported speaking Spanish with their children. Two non 4-H parents reported speaking mostly Spanish with their children. One non 4-H parent reported speaking both Spanish and English with her children. One non 4-H parent reported speaking only English with her children.

Regarding the language spoken with siblings, five 4-H parents reported speaking English. Two 4-H parents reported speaking Spanish with their siblings. One 4-H parent reported speaking both English and Spanish with her siblings. The question was not applicable to two 4-H parents because they were only children. Seven non 4-H parents reported speaking Spanish with their siblings. One non 4-H parent reported speaking English with her siblings. One non 4-H parent was an only child so the question was not applicable. Five 4-H parents reported speaking English with their parents. Three 4-H parents spoke Spanish with their parents. One 4-H parent indicated speaking mostly English with her parents. One 4-H parent reported speaking both English and Spanish with her parents. All non 4-H parents reported speaking Spanish with their parents.

Six 4-H parents were determined from the results to have lived in the United States for their entire lives. Four 4-H parents lived part of their lives outside of the United States, with three 4-H parents living in Mexico and one parent living in Canada. Of the nine non 4-H parents, only one reported having lived in the United States her entire life. All parents were asked to give their date of birth. From this information, the age of the individual was calculated. Ages were reported in lieu of birthdates because they may be considered sensitive and identifying information.

Table 3

Acculturation Data for 4-H and Non 4-H Parent Participants (n=19)*

Parent	Place of Birth	Ethnicity	Interview language	Spouse	Children	Siblings	Parents	Years in United States	Age
Y1	Texas	Hispanic	English	50/50	English	50/50	50/50	45	45
Y2	Indiana	Hispanic	English	50/50	Mostly English	English	Mostly English	36	36
Y3	Indiana	Caucasian	English	Spanish	Mostly English	English	English	40	40
Y4	Mexico	Hispanic	Spanish	Spanish	Spanish	n/a	Spanish	13	36
Y5	Mexico	Hispanic	Spanish	Spanish	Spanish	Spanish	Spanish	-	29
Y6	Mexico	Hispanic	Spanish	Spanish	Spanish	Spanish	Spanish	12	29
Y7	Indiana	Caucasian	English	Mostly English	English	English	English	27	33
Y8	Indiana	Caucasian	English	50/50	English	English	English	42	42
Y9	Indiana	Caucasian	English	Mostly English	English	n/a	English	48	48
Y10	Indiana	Hispanic	English	English	English	English	English	45	45
N1	Mexico	Hispanic	Spanish	Spanish	Mostly Spanish	Spanish	Spanish	12	34
N2	Mexico	Hispanic	Spanish	Spanish	Spanish	Spanish	Spanish	25	45
N3	Mexico	Hispanic	Spanish	Spanish	Spanish	Spanish	Spanish	8	41
N4	Mexico	Hispanic	Spanish	Spanish	Mostly Spanish	n/a	Spanish	5.5	36
N5	Mexico	Hispanic	Spanish	Spanish	50/50	Spanish	Spanish	7	29
N6	Mexico	Hispanic	Spanish	Spanish	Spanish	Spanish	Spanish	6	23
N7	California	Hispanic	Either One	English	English	English	Spanish	43	43
N8	Guatemala	Hispanic	Either One	n/a	Spanish	Spanish	Spanish	10	45
N9	Mexico	Hispanic	Either One	Spanish	Spanish	Spanish	Spanish	21	43

*While acculturation data were collected for all parent participants, only Hispanic parents were included in the PAS-3 calculations, as the scale is applicable only to Hispanic individuals (Cruz et al., 2008).

Acculturation scores were calculated for each Hispanic parent participant. As described in Chapter 3, acculturation scores can range from zero to five. A score of zero indicates no measurable degree of acculturation with United States culture, while a score of 5 indicates a complete degree of acculturation. As

shown in Table 4, parents' acculturation scores ranged from 0.15 to 5.00. Most parent participants (9) were found to have a low acculturation score. Of those nine parents with low acculturation scores, three were 4-H parent participants and six were non 4-H parent participants. Four Hispanic parent participants had a high acculturation score. Of those four individuals, three were 4-H parent participants and one was a non 4-H parent participant. Two parent participants were found to have medium acculturation scores. Both of these parents were non 4-H parent participants.

Table 4

Hispanic Parent Participant Acculturation Score and Acculturation Level by Parent (n=15)

Parent	Interview Language (0-2)	Language Spoken at Home (0-2)	Proportion of Life Lived in U.S. (0<x<1)	Total Score (0-5)	Acculturation Level
Y 1	2.00	2.00	1.00	5.00	High
Y 2	2.00	2.00	1.00	5.00	High
Y 4	0.00	0.00	0.36	0.36	Low
Y5	0.00	0.00	*	*	Low*
Y 6	0.00	0.00	0.41	0.41	Low
Y 10	2.00	2.00	1.00	5.00	High
4-H Parent Mean				3.15	
4-H Parent Median				5.00	
N 1	0.00	0.00	0.35	0.35	Low
N 2	0.00	0.00	0.55	0.55	Low
N 3	0.00	0.00	0.20	0.20	Low
N 4	0.00	0.00	0.15	0.15	Low
N 5	0.00	0.00	0.24	0.24	Low
N 6	0.00	0.00	0.15	0.15	Low
N 7	2.00	2.00	1.00	5.00	High
N 8	2.00	0.00	0.22	2.22	Medium
N 9	2.00	0.00	0.48	2.48	Medium
Non 4-H Parent Mean				1.26	
Non 4-H Parent Median				0.35	
Total Overall Parent Mean				1.94	
Total Overall Parent Median				0.48	

*Indicates missing data

4.4. 4-H Parents

Parents were asked about their children's extracurricular activities and level of involvement in activities outside of school. The activities participants were asked about included religious obligations and activities, chores, family responsibilities, such as taking care of younger siblings, and any other activity that takes place outside of school.

4-H parent participants reported on a wide variety of activities that occupy their children's time. Most parents (9) reported that their children were responsible for chores at home. Six parents reported homework as an activity for their children. Three parents reported that their children were responsible for caring for younger siblings.

Nine parents reported their children were involved in religious activities. Four parents reported that their children were involved in a church youth group. Three parents indicated that their children attended a private school where specific religious values were taught. Two parents reported that their children were enrolled in Catechism. One parent said her children were not involved in religious activities.

Six of the ten parents reported that their children were involved in at least one sports activity. Only two parents reported that their children spent any time on the computer or watching T.V. These parents also noted that the time spent on these activities was limited. Two parents cited reading as an activity of their children, while five parents reported that their children were responsible for caring for pets, such as the family dog, a horse or an amphibian. For example, one mother reported that her son had the responsibility of taking care of his pet toads, which was part of his vivariums project in 4-H. One parent reported that her child worked part time in addition to her other activities.

When asked how busy their children were outside of school, most parents (6) felt their children were very busy. Two parents reported that their children

were no busier than other youth (moderately busy), and two parents reported that their children were less busy than other children.

4-H parent participants reported a variety of experiences and levels of involvement in 4-H. Most of the 4-H parents' (7) children participated in 4-H through a county 4-H club program. A 4-H club is an organized group that includes at least five youth from three different families. The group meets regularly with adult volunteers or staff engaging in long-term learning experiences (National 4-H Headquarters, 2008). Three of the families, all from the same county and same 4-H program, participate in 4-H through an afterschool 4-H club coordinated by the English as a New Language (ENL) staff, associated with the county's local school system. An afterschool 4-H club is a 4-H club which meets in an afterschool program (National 4-H Headquarters, 2008). English as a New Language is a program provided by the local school system for students whose first language is not English. This afterschool 4-H program was specifically designed to serve Hispanic families, for many of whom Spanish is their first language.

Parents were asked to describe how their children were involved in 4-H, including the types of 4-H subject matter (projects) in which their children participate. Responses indicate that participants' children are involved in a wide variety of 4-H programs. The youths' experiences in 4-H varied in the number of years involved and number and variety of projects in which their children participated. For example, one parent (Y9) reported her child was involved in 4-H for just one year and was participating in only one project. Another parent (Y10) reported that four of his five children were involved in 4-H for several years. Years of participation in 4-H ranged from one to 18 years across the parents. Projects identified by the participants included livestock, horses, queen pageant, and junior leaders, to homework help, photography, foods, and models. Table 5 illustrates the number of years of involvement for each parent as well as the type of involvement in 4-H, such as club and project areas. The "Parent Years of 4-H"

category is calculated for the parent because some parents have been involved in 4-H with older children and therefore have had many more years of experience within 4-H.

Table 5

Parent Years of 4-H Involvement and Type of 4-H Involvement (n=10)

Parent	Parent Years of 4-H	Number of total 4-H members in family	Club Type	Project Area
Y1	9	1	Traditional	Photography, foods, arts and crafts
Y2	9	2	Traditional	Media club, clown club, foods, consumer clothing, scrapbooking, child development, health, gift wrapping, junior leaders, arts and crafts, queen pageant
Y3	7	1	Horse and Pony	Saddle club (horses)
Y4	2	2	Afterschool	Arts and crafts, miscellaneous crafts, gift wrapping, scrapbook, club president
Y5	2	2	Afterschool	Homework help, card making
Y6	2	1	Afterschool	Models, arts and crafts, miscellaneous craft, homework help
Y7	5	1	Horse and Pony	Horses, personality, cats, poster projects, creative writing
Y8	3	1	Traditional	Shooting sports, 4-H camp, poultry
Y9	1	1	Traditional	Vivariums (toads)
Y10	18	4	Horse and Pony	Nearly every project, livestock, clothing, queen pageant, junior leaders

4-H parent participants were asked what they liked about their children being in 4-H. The most common response was that 4-H afforded an opportunity for their child to meet other children (4). The second most common response was "being more social" (3). Parents felt that their child's exposure to and friendships with other youth was very important. Other items mentioned were an interest in animals (2), something to do (2), trying new things (1), learning life skills (1), and children's enjoyment (1).

Parents were also asked about the values they thought their children were learning in 4-H. All participants (10) said that they believed their children were learning values in 4-H.

Table 6 lists the assets and values identified by 4-H parent participants. These values and assets were also categorized into a general life skills category of the Targeting Life Skills Model. Categories for Table 6 were taken from the Targeting Life Skills Model. There is a greatly improved possibility of measuring program success in youth development with the Life Skills Model (Iowa 4-H, 2010). These categories allow the researcher to put respondents' answers about the values and assets their children were learning from 4-H into commonly used terminology within 4-H research. Some responses were not applicable to the Targeting Life Skills Model.

Table 6

Parent Participant Identified Assets and Values of 4-H by Life Skills Model Category (n=10)

Assets of 4-H Identified by Parents	Values of 4-H Identified by Parents	Life Skills Category	Quotes
Responsibility	Responsibility (6)	Being	"Responsibility is a big... human value that I feel he learned... it is preparing him for the outside world" (Y9).
	Discipline (2)	Being	
Try new things (2)		Being	
Become a stronger person, good attitudes, sense of independence	Accountability, character, courage, not to be petty, patience, self-improvement, thankfulness, respectful	Being	
	Caring (2)	Caring	
	Helping others (2)	Caring	
Friendship	Support, encouragement, friendship	Caring	"What I really liked this past year when he was in it was that he got to meet other kids his age..." (Y8).
	Community (2)	Giving	
Leadership in an organization, learn about democracy, learn how government works, volunteerism, voting, citizenship		Giving	"My daughter is learning how to be a leader because she is president [of her 4-H club]" (Y4).
Something to do (2)		Living	"It... gave him something to do educational through the summer that he otherwise wouldn't have been doing" (Y9).
	Care of yourself	Living	
	Nutrition	Living	
	Organization (2)	Managing	
Requirements of 4-H, project completion, well organized, commitment, follow through, follow rules, learning dedication, long term work	Striving for perfection, timeliness, organization (2), commitment	Managing	

(continued)

Assets of 4-H Identified by Parents	Values of 4-H Identified by Parents	Life Skills Category	Quotes
Meeting other kids (4)		Relating	
	More social (3)	Relating	"I have noticed that they're more social with people. They're not afraid to speak" (Y5).
Child talks more, improve speech, meet youth with similar interests, oratory and writing skills	Cooperation, encouragement, public speaking, socialization	Relating	
Learning life skills (2)		Thinking	
Learn at home, learning it is ok to make mistakes, support in learning		Thinking	
Experience success, great training, work experience	Friendly competition (2), preparation for the world , team work, work ethic, hard work	Working	"I think [Junior Leaders] is a great way to learn how to work for somebody without getting paid and just learning to follow an adult, and I think that it's a good work experience for them" (Y2).
Interests in animals (2)		0	
	Kids enjoyment (2)	0	
Guidance in new projects, access to experts, good experiences, homework help, inexpensive, like helping child with projects, non-parental adult reinforcement, time with child, parent enjoys the projects		0	"You can tell kids until you're blue in the face, and they won't listen. But someone else can tell them the same thing, and they might listen" (Y1).

All 4-H parent participants (10) reported that they believed their children were learning things in 4-H that would help them in the future. Table 7 provides specific quotes of 4-H parent participants' identified skills and behaviors which will positively influence their children's future. Parents gave specific examples of how they believed 4-H would help their children in the future. One parent (Y10) gave an example of how one of his older children had already benefited from her participation in 4-H.

Table 7

Parent Quotes Identifying Skills and Behaviors Affecting Children's Future (n=10)

Parent	Quote
Y1	"It's helped her to be a leader... she has her experience that she's able to help others and not only in the 4-H setting, but in school and in everyday life... she's carrying a lot of knowledge ... so I think it just helps because she's modeling something for other girls that didn't have the opportunity or were not aware of the program" (Y1).
Y2	"I think they learn how to become a better citizen, because in 4-H you do a lot of volunteer[ing] and we learn to help other people and I think that is a good experience all around" (Y2).
Y3	"The people that she meets in 4-H...they are hard working, honest... they're really positive role models" (Y3).
Y4	"My daughter is learning how to be a leader because she is president [of her club]" (Y4).
Y5	"[4-H] will probably help them with choosing a career and also learn responsibility as an adult, to learn different things that are out there to offer" (Y5).
Y6	"It is helping him because I see that he wants to be someone in life. He tells me that he wants to go to high school and he wants to go to college and help people. He says he wants to [do] different things. I admire that of my son, because he sees me work with my hands and work hard and I tell him to come help me and he's like, 'no, no. I am going to go to school and get good grades so I can ... help the community'" (Y6).
Y7	"I think it has given her a lot of confidence that she can learn something new and be good at it" (Y7).
Y8	"I think like dedication, commitment, to starting a project and following it through to the completion, and sometimes it might not always get the results you want, but at least you tried" (Y8).
Y9	"I think he gained some experience in how to present something before a group of people" (Y9).
Y10	"I had one daughter that did fashion design...and she ended up going to college and getting a degree in that, so, I think it was very beneficial later in life for her" (Y10).

Parents were asked to identify factors that influenced them to first get their children involved in 4-H. Some parents (4) reported that they always knew 4-H existed or were involved in 4-H themselves as youth. Another reason cited by parents (5) to join 4-H was either the child's interest or the parent's goal for their child. Specifically, children's interests cited were 4-H activities such as vivariums, firearm safety, and horses. Specific parent goals reported were goals to help their children in learning, career development and language development.

One important note is the specific goals that were mentioned were responses from parents who were involved in the afterschool 4-H program which was geared toward Spanish-speaking Hispanic families. This finding may be important because it may point to differences in reasoning or approach between parents involved in traditional clubs and those parents involved in a targeted group such as the afterschool program.

Some parents (3) were asked or encouraged by others to have their children join 4-H. They stated that they were encouraged by teachers, project superintendents, or other 4-Hers. Three participants reported they received a flyer from school. While the flyer was important, parents did not join solely because they received a flyer. They had either familiarity with the program prior to receiving the flyer, interest from their children to join 4-H, friends who were participating in 4-H or a positive experience with 4-H in addition to the flyer. One parent specifically mentioned that the flyer led her to 4-H Web site, which listed her child's specific interest as a project. This information encouraged her to enroll her child in 4-H.

All 4-H parent participants (10) reported that they felt comfortable with the 4-H staff as well as the location of club meetings. All 4-H parent participants (10) also reported that they felt comfortable leaving their children at a 4-H meeting. Half of the 4-H parent participants (5) reported they always stay with their children at meetings. Two parents who stayed at the meeting with their children felt it was important to be involved at the club meeting. Two parents said that because horses were involved in their child's meeting, they needed to stay to assist their child with the animal and to safeguard against the inherent dangers of dealing with a large animal. One parent said 4-H meetings were a social outlet for her.

None of the 4-H parent participants expressed worries or concerns about participating in 4-H. When prompted about specific concerns, most families (9) reported that transportation, money, time and family commitments were not a

major concern. After specific prompting from the researcher, two parents shared concerns about involvement in 4-H. One parent reported that money and time constraints were a potential issue for their family, but they weren't a concern at the time. Another parent mentioned a minor disagreement with a project leader.

4-H parent participants were asked how they enrolled in 4-H. Most parents (7) enrolled with their child's club. One parent filled out the registration form with the local Extension office. One parent reported that the form was sent in the county 4-H newsletter.

All 4-H parent participants (10) reported that they needed to fill out paperwork to become 4-H members. Six parents reported that the paperwork for enrolling in 4-H was easy to complete and not extensive. These parents also spoke English fluently. One parent reported that she thought the enrollment form may be confusing to "someone who's never done 4-H" (Y1). Parents with children in the afterschool 4-H program (3) reported that the ENL staff filled out the 4-H form for them. These parents reported that since the form was available only in English, they needed the help of the ENL staff to fill out the forms correctly. While the parents did have to sign the paperwork, one parent reported that she was comfortable signing a paper that the 4-H leader filled out because she trusted the 4-H leader. Another parent in the same afterschool club said that if the form was provided in Spanish, she would feel comfortable filling out the form, but would ask the 4-H leader to review the form to ensure it was filled out correctly. No participant identified any requirements of 4-H that were challenging. It should be noted that the afterschool club provided assistance in completing and translating the enrollment forms needed by the three parents from that club. When prompted by the researcher about other potential challenges, one parent felt that language (for her husband) was an issue at times and one parent felt that money for the materials for the projects was sometimes an issue.

All 4-H parent participants (10) reported they had recommended 4-H to other families. Seven participants reported that others had joined 4-H as a result of their recommendations. Most participants asked multiple families to join 4-H, and a majority (8) of participants had at least one family join. Participants identified a number of reasons that some families do not join 4-H. Commonly cited reasons were busy work schedules for both parents, decisions to focus on other activities, and transportation issues. One parent felt that some parents she spoke with about 4-H could not understand the value of program. She conjectured that the people who could not see the value typically had lower education levels. "They were just not interested. I think the [lower] education level had to do a lot with it, too. You know, some of them are from old school....And it was just hard to get those families to open up and let them know that this was something good for their child" (Y1).

Additional questions in the interview focused on participants' methods and preferences for receiving information and news. When asked how they find out about local events and activities, a majority (6) of parents responded that they received information from a 4-H newsletter. Participants also cited the local newspaper (5), word of mouth (4), school (3), email (2), and church (1) as methods of receiving information on events and activities in their area.

When asked specifically about news and information sources, 4-H parents said they get their news from the newspaper (5), word of mouth (5), television (4), radio (5), Spanish radio (3), Web sites (3), Spanish television (2), school (1), and Spanish newspaper (1).

The interviewer asked 4-H parents what they believed other parents would like about 4-H. Parents identified characteristics such as skill development (5), learning opportunities (4), variety of activities (3), social opportunities (3), county fair (2), constructive use of time (2), development of interests, positive role models, low cost, positive environment, animal activities, independence, and building confidence.

One parent (Y2) commented on the variety of experiences that 4-H provides:

Just that it's a good thing to open their minds too, that opens doors to other things and teaches them other things, and they can experience other things, get a taste of other things. They can try things that they... might like and find out they really do like it or they don't like it (Y2).

4-H parent participants were also asked to share their impressions of the presence of 4-H in their communities. Three parents answered positively, indicating that 4-H was reaching their community. Five parents questioned whether 4-H was reaching their community as well as it could. One parent commented, "The thing with the parents is that unless you put the paper one side English and one side Spanish, they're not going to understand at all some things that are going on...And what they could have their child involved in..."(Y9). Another parent (Y6) reported his perception that 4-H was not generally reaching his community, but that his 4-H club was reaching the community.

Another parent (Y8) said that she asked some Hispanic people she knew about 4-H. She reported that they said they did not know what 4-H was. This participant said that some of the parents she spoke to mentioned the fair and animals, but were unaware of 4-H activities available to their children. She felt that many parents may not understand the concept of 4-H. Two parents said that 4-H was somewhat present because of flyers at school.

The 4-H parent participants were also asked if they thought 4-H was reaching the Hispanic community. Three parents said that 4-H was reaching the Hispanic community. These parents were familiar with 4-H through the ENL staff that had brought 4-H to the Spanish-speaking families in the school system. Three parents reported they had seen an attempt by 4-H to reach the Hispanic community, but more could be done.

Below is one parent's account of the low participation rate of Hispanic children:

[Hispanic participation is] very low, even when my daughters went to ...Round Up....they both felt... they stuck out... there just weren't any people of color, Black, Hispanic. Lots of Caucasians, which is fine, but, being a person of color, you like to see other people of color. You don't want to be the only person in the room that's brown because you like to see people that are similar to yourself... (Y2).

Two parents perceived that 4-H was not reaching the Hispanic community. One of these parents reported, "It needs to be advertised in Spanish... Posting stuff in maybe the Mexican stores, like the poster with the green clover talking about 4-H, like putting that in Spanish in the Mexican stores" (Y8). Two parents said they did not know if 4-H was reaching the Hispanic community.

Parents were asked to identify factors that might keep families from being involved in 4-H. Table 8 illustrates the challenges that families may have which would prevent them from participating in 4-H. Transportation, language barrier, and work commitments were most cited as potential challenges for families.

Table 8

4-H Parent Participant Identified Potential Challenges to Participation for Families (n=10)

Category	Parent Responses	Representative Quotes
Transportation	4	"We know a friend with a little boy that's struggling... the dad is a waiter ... the boss won't let him get off in order to go pick him up from 4-H... it's real hard and then Mom had twins... so of course she can't go pick them up... so that's a family that we know of that we wish they could have them in the program but they know they can't because of transportation problems... what can we do to help them" (Y5)?
Language Barrier	4	
Work commitment	4	
Knowledge of program	3	"They might not know about the program... I really think they don't know" (Y5).
Cost concerns	3	
Potential schedule conflict	3	
Family obligations	3	
No personal connection to program	2	

The researcher asked 4-H parent participants to suggest actions 4-H could take to reach Hispanic families. Table 9 provides a listing of suggestions offered by the participants. As shown below, participants' suggestions could be categorized under five broad themes: emphasizing cultural relevance, building personal relationships, customizing advertising and marketing, addressing language barriers and appealing to Hispanic families. One parent did not offer any specific suggestions for 4-H.

Table 9

4-H Parent Participant Recommendations to Encourage Hispanic Family Involvement (n=10)

<p>Emphasizing Cultural Relevance</p> <ul style="list-style-type: none"> • Hispanic representative at a 4-H family night • Maybe have a Hispanic foods option for a project • Learn Hispanic values <p>Building Personal Interaction</p> <ul style="list-style-type: none"> • Be personable • Do not jump into business immediately • Offer snacks • Invite Hispanic families <p>Customizing Advertising/ Marketing</p> <ul style="list-style-type: none"> • Booth at the county fair • Utilize local Spanish newspaper • Advertise in Spanish • Aim marketing at parents • Branding with 4-H clover to make it more recognizable in the Hispanic community • Have a party • Post simple information in Spanish at the local Spanish food store 	<p>Addressing Language Barrier</p> <ul style="list-style-type: none"> • Bilingual staff member • Meeting in Spanish <p>Appealing to Hispanic families</p> <ul style="list-style-type: none"> • Have real examples of 4-H projects • Show them the specific value of the program • Emphasize the low cost of 4-H • Emphasize that 4-H is a great way to keep your children out of trouble • Connect 4-H with the skills parents learned in Mexico as children • Provide childcare • Use a familiar location for meetings • Tap into families' interests • A 4-H buddy for new members to introduce them to how 4-H works • Invite families to get involved • Provide transportation
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4.5. Non 4-H Parents

To better understand non 4-H families' time commitments, the researcher asked a variety of questions about how the participants' children spend their time when not in school. The researcher asked participants about how their children spent time outside of school because this is when most 4-H interaction occurs; the goal was to understand what family and youth activities could be taking the place of 4-H. Parent responses included household chores (8), homework (5), soccer (futbol) (4), leisure activities such as TV and video games (4), church activities (4), time with friends (3), and extracurricular school activities (2).

Non 4-H parent participants were asked to identify the kinds of activities their children enjoyed. The activities mentioned could provide insight into the

kinds of activities these children would enjoy in 4-H. Parents said that their children enjoy spending time with friends (4), sports (3), painting, art, coloring, and crafts (3), reading (2), and playing (2). Other activities mentioned were watching TV and playing video games, computers, traveling, and hands-on activities.

Parents were asked how busy their children were outside of school. Four parents reported that their children were busier than most children, while three parents reported that their children were less busy than other children. One parent said her children were not busier or less busy than other children.

The researcher also asked non 4-H parent participants to identify the activities in which they would like their children to participate. Four parents said they liked for their children to participate in sports; two parents said that they wanted their children to improve and increase their reading activity. Other desired activities identified by parents included learning about Mexican culture, learning hands-on activities, getting an education, increasing social skills, increasing personal initiative, strengthening faith, taking advantage of things that the United States offers (such as public libraries), recycling, and community service.

Non 4-H parent participants were asked how they believed participation in activities outside of school would affect their children's future. Parents identified benefits such as learning responsibility, learning how to follow directions, skill development, becoming more independent, expanding and developing minds, learning about religion, and gaining a sense of self. Also mentioned were socialization, physical activity, self-determination, access to scholarships, and discipline.

One parent commented on the benefits of activities for her children:

It's beneficial to them because this will help them steer in the right direction, and it will be beneficial because they will not have the time to be

doing things that are not beneficial to them, for example, creating bad habits (N2).

Regarding benefits from reading, another parent said:

You need to learn how to read in order to open your horizon to other people's views... any literature is good as long as he understands and comprehends what he's reading (N4).

For another parent, it was important for her children to learn in the same way she had learned from her parents:

I like the way my mother raised me and therefore the things that I want to pass on to my children, is to have a deep personal sense of who they are and figure out what they want to do and appreciate how many opportunities they have available to them, but then also to have a strong sense of who they are socially and in this world... (N7).

To meet another objective of this research, parents were asked about their awareness and perceptions of 4-H. Of the nine parents interviewed, five parents indicated they had not heard of 4-H before being approached for their interview. Four of the nine parents indicated they had heard of 4-H. These parents were asked when and how they had heard of the program. One parent had learned of 4-H through a flyer at school. Another heard from a general announcement at an Avon meeting, but reported she was not personally invited to join 4-H. One parent reported that she had heard of 4-H while working for Girl Scouts of America.

Another parent described how she came to know t 4-H only as an adult:

Until 2000, I always lived in California... I probably only ever went to two county fairs. And I was not aware of 4-H at all. But I lived predominantly in cities So that might be some of the reason. But no, I had, not even on my spectrum. Like even the little clover... now I know that that's 4-H, but I had no idea and then I immediately heard about it (after moving to the Midwest) (N7)!

The parents who had heard of 4-H were also asked to discuss the kinds of things they had heard about the program. One parent (N4) reported that 4-H was about creating different projects and doing activities to help youth develop in school and in other areas. Another parent described 4-H and her perceptions of the program as follows:

I admire the little I know about it. It seems to really require the kids to work on... long-term projects... But to me the 4-H ...required a lot more personal investment. It seems to be... a great organization that, just hearing from my college students, just filled with happy memories... (N7).

Another parent voiced concerns about how others involved in 4-H might perceive or receive her family's involvement in the program:

I thought it was something only for White people, because there are farmers there and we are not that kind of farmer ... they could be mean to us because we are Hispanic and because when there are a lot of White people and you are the only Hispanic there, probably some of them are going to be like, 'Oh, what is she doing here' (N8)?

Another parent expressed surprise at 4-H's agriculture-based projects and competitions:

I thought it was weird... that their kids raise pigs and train animals, and I thought it was weird because we don't do that... I mean people in my state [in Mexico], we never did that. We raise animals and stuff ... but not for exhibition or competition (N9).

Non 4-H parent participants were also asked about their knowledge of other youth programs. Parents indicated having heard of Girl Scouts (3), Boy Scouts (3), Boys and Girls Club (3), Big Brothers Big Sisters (2), Head Start (1) and various local youth initiatives. Seven different local youth initiatives were named by different parents. Table 10 lists youth programs identified by parent participants.

Table 10

Non 4-H Parent Participant Identified Youth Programs (n=9)

Identified Youth Programs	Number of Parents with knowledge of program
Girls Scouts	3
Boy Scouts	3
Boys and Girls Club	3
Safe Harbor*	2
Big Brothers Big Sisters	2
Dream Works*	2
YMCA	1
ND Talent Search*	1
program about drugs and gangs*	1
Science Club*	1
Ethos*	1
Head Start	1
Little Grid Iron	1

*Local program through school

Parents were asked by the researcher how they became familiar with the youth programs they identified. Four parents reported that they learned of the youth programs from their child's school. One parent specifically mentioned that

her child's teacher recommended a program to her. Two parents reported that they had heard of these programs through the newspaper. One parent had learned about Boys and Girls Club because her office was located next to the WIC office, where she received assistance. One parent reported that she learned about youth programs through the Latino Coalition, an organization in which she was very involved. One parent (N6) was not aware of any youth programs available to her children.

Parents were also asked what factors influenced them to enroll their children in the programs in which they are involved. Most parents (4) reported that the child's interest in the program was important and that it was important the program was beneficial to the child (4). Those parents for whom transportation was an issue (3) found that having transportation issues resolved, through the convenience of the club location or workplace flexibility allowed their children to be involved. Transportation issues were resolved for two parents when programming was held at the child's school. One parent reported that the time of year the program was offered and frequency of program meetings (once a month) allowed for them to arrange transportation to the program. Parents also reported that their children participated in these youth programs because the program was a constructive use of the child's time (2) and the time commitment was manageable (2). Other reasons for participation which parents cited were the opportunities for the child to learn values, desirability of program goals, opportunities for children's social experiences, and trusted location of program activities.

The parents whose children were not involved in any activities also were asked to cite reasons they were not involved. Responses revealed that transportation was an issue for two parents. Another parent was unable to answer the question due to her lack of knowledge about youth programs.

To better understand the perspectives of the non 4-H parent participants, the researcher asked each of these parents to identify factors they considered

when deciding whether to enroll their children in a youth program or organization. Table 11 lists factors cited by parents when deciding on a youth program. The most cited factors in program participation for parents were that they had knowledge of the program and what the program had to offer (3) as well as the program was going to be educational for their children (3).

Table 11

Non 4-H Parent Participant Identified Factors Influencing Program Participation (n=9)

Category	Responses	Quotes
Program knowledge/offerings	3	
Educational	3	
Child's comfort/interest	2	
Age appropriate	2	
Transportation	2	"I know that they can learn something more than I can teach them, I just can't get them there." (N5)
Respectful Organization	1	"To make sure it is a safe organization and... that they're inclusive... would matter too, although they wouldn't let my kids in if they weren't, because they are Hispanic." (N7)
Trustworthy	1	"It has to be some school people, somebody that I know who are they first. Second, has to be something that is going to be helpful for the school, for them, or for their life..." (N8)
Confidence in program	1	
Cost	1	
Opportunity for Parental involvement	1	
Time commitment	1	

When asked why their children do not participate in 4-H, parent participants identified a number of constraints including lack of awareness of the program (7), transportation issues (4), cost (2), time commitment (2), lack of

awareness of how to be involved (2), perception that 4-H was only for rural youth (1), and friends not being involved in the organization (1).

A follow-up question to these parents asked what factors would encourage them to enroll their children in 4-H. Two parents said that they would need to know more about the program. Location and proximity to home were identified as being important to another parent. Parents also wanted to confirm that their children enjoyed the program (3), that the program was educational (2), and beneficial to their child (2). Two parents also needed to know that they could manage transportation to and from the activities. One parent wanted to ensure that Hispanic and nonfarm persons would be welcome to participate.

The researcher asked participants about their comfort level with situations which may arise in 4-H. Participants were asked how they would feel about their child participating in a program without the parent being present. Four out of nine parents said they would be comfortable allowing their child to participate in a program without being present. One parent said that she was not comfortable allowing her child to participate in a youth program without her being present. Four parents reported that they needed more information about the youth program before feeling comfortable allowing their child to participate in a program without being present. Parents were also asked how comfortable they would be leaving their child at an activity with another adult. None of the nine parents was comfortable leaving their child with other adults for youth programming. Three of the nine parents reported that they were not comfortable leaving their child with other adults for an activity. Five of nine parents reported they would need more information on the program before leaving their child with other adults for a youth program.

Non 4-H parents were also asked what locations were most comfortable for them to have their children participate in an activity. Parents mentioned a number of locations with which they felt comfortable. Eight of the nine parents mentioned that school is a comfortable location for them. Six of nine parents

said they were comfortable with activities occurring at a church. Libraries were reported as a good location for four parents. Three parents said that they were comfortable with the organization's location as long as the organization was well known to them. One parent recommended that she would be comfortable having an activity at her house, but two parents specifically said they would not be comfortable with a person's home as the location for a youth activity.

The researcher specifically addressed worries and concerns parents might have participating in youth activities. When asked if parents had any worries or concerns about their children participating in activities, seven parents said they had no worries or concerns. One parent said she would be concerned with an overnight situation. Another parent said she would be worried about transportation.

The researcher then asked about specific challenges parents might have with participation in youth activities. When prompted, five parents said that transportation was a challenge for them. Money was cited as a challenge for five parents. Two parents reported that the time commitment to a program would be challenging. One parent reported that the language barrier would pose a challenge. When asked if family obligations or paperwork needed by the program would be a challenge, parents said these were not significant issues. One parent qualified that if the paperwork was in Spanish, it would not be a challenge, but if the paperwork was in English, it would be a challenge.

Parents were also asked how they find out about events and activities happening in their area. Most (5) parents reported that school was one of the ways they found out about events and activities in their area. Word of mouth (3) and the Spanish newspaper (3) were also mentioned as avenues for information. Newspaper (2), church (1), television (1), ENL staff (1), store flyers (1), and email (1) were also named as methods of learning about events and activities in their area. Parents were also asked how they receive news and information. Parents reported receiving news and information from the newspaper (5), television (4),

radio (4), Spanish newspaper (3), and word of mouth (3). Other methods of gathering news information identified by parents were from school, Spanish television, and the Internet.

Parents were asked whether there was any information that they would like to know about 4-H. Out of nine parents, only one said she did not want more information. All other parents had questions and wanted more information about 4-H. Parents wanted to know more details about 4-H (6), expenses associated with 4-H (1), and more about the 4-H schedule (1).

One parent wanted to know more about the subject matter and benefits of 4-H:

I would like to know whether they just focus on one subject or do they do like a general subject of everything and would they help him with his school stuff, also (N4)?

Another parent wanted to know more about 4-H activities and how to get more involved in 4-H:

Yeah, I'd really like to know what is all this about it, besides of the animal contests, what else can you do in there, to have fun in there? Yeah, how you can be more involved in that (N8)?

For those parents who did not know about 4-H, the researcher provided an impromptu description of the program's goals and activities. After hearing what 4-H had to offer, one parent said, "Yes, this would be some of the things I would want my children to be involved in" (N1).

Parents were asked what would keep families like theirs from becoming involved in 4-H. Transportation (4) and language barrier (4) were the most common answers. Time commitment and time constraints were also issues for parents (3). Money was cited by two parents as an issue that would keep families from participating in 4-H. Lack of information was reported by three parents as a reason for not participating in 4-H. Two parents reported that the

child's interest may keep their families from participating in 4-H. One parent expressed a concern that her family, as Hispanics, may not be accepted by others in 4-H.

Parents in this group were asked if they thought that 4-H was reaching their community. Only one parent said that she thought 4-H was effectively reaching her community. All other parents (8) indicated that 4-H was not effectively reaching their communities. As one parent said, "No, until now, I never felt that there is somebody trying to do that kind of thing until now. That's why Hispanic people don't care to go there" (N8).

Parents were also asked if they felt 4-H was effectively reaching the Hispanic community. Eight parents felt 4-H was not reaching the Hispanic community. One parent reported she did not know if 4-H was reaching the Hispanic community.

The researcher asked parents what 4-H could do to encourage Hispanic families to get involved in 4-H. These parents recommended a number of measures that could be taken to encourage Hispanic families to become involved in 4-H. Table 12 illustrates the participants' recommendations, which have been divided into theme categories.

Table 12

Non 4-H Parent Participant Recommendations to Encourage Hispanic Family Involvement

<p>Emphasizing Cultural Relevance</p> <ul style="list-style-type: none"> • Have a local group of Spanish-speaking volunteers that can help with events and programs as translators and a cultural connection <p>Building Personal Interaction</p> <ul style="list-style-type: none"> • Be overly inviting and welcoming <p>Customizing Advertising/ Marketing</p> <ul style="list-style-type: none"> • Use the schools to communicate with families • Advertise on the Hispanic radio station and in the Hispanic newspaper • Use local churches and schools to advertise 	<p>Addressing Language Barrier</p> <ul style="list-style-type: none"> • Publications in Spanish and English • Offer to help youth with language skill development <p>Appealing to Hispanic families</p> <ul style="list-style-type: none"> • Inform parents about the program • Offer an example class and invite families to see it • Let 4-H be a resource for families, not just education for their kids, but let the parent learn things as well (banking, tax information, learning English)
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4.6. 4-H Volunteer Participants

Four 4-H volunteers with 4-H were interviewed for this study in order to gain an understanding of 4-H volunteer perspectives and 4-H volunteer initiatives to reach Hispanic youth. These 4-H volunteers were located in the same four counties as the ten 4-H parent participants. Table 13 describes the 4-H volunteers, along with their 4-H volunteer position and years of experience in 4-H.

Table 13

4-H Volunteer Participant Description (n=4)

	4-H Volunteer 1 (V1)	4-H Volunteer 2 (V2)	4-H Volunteer 3 (V3)	4-H Volunteer 4 (V4)
Volunteer Type	Club Leader	Club Leader	Club Leader	Club Leader
Initial 4-H Involvement	10 year 4-H member	Adult volunteer	Adult volunteer	10 year 4-H member
Years as volunteer	26	3	2	8
Sex	Female	Female	Female	Female
Age	59	43	32	46
Ethnicity	Caucasian	Hispanic	Hispanic	Caucasian
Place of Birth	Indiana	Mexico	Mexico	Indiana
Bilingual	No	Yes	Yes	No
Years of Education	14	16	14	14
Career	Secretary	Teacher's Assistant	English as a New Language staff member	Daycare provider
Children	2	2	3	2

The researcher asked the 4-H volunteer participants how they first became familiar with 4-H. Two 4-H volunteer participants (V1, V4) reported that their families had a history with 4-H. When they became old enough to join 4-H, both reported they were immediately involved. Additionally, both of these 4-H volunteers reported they were 10-year 4-H members, which indicates they were in 4-H from the time they were old enough to join until they completed the program. Both individuals became 4-H volunteers during the time their children were 4-H members. One 4-H volunteer (V1) became a club leader as soon as her oldest child was enrolled in mini 4-H. The other 4-H volunteer (V4) was approached to be a club leader about two years after her child had been involved in 4-H.

Two 4-H volunteers (V2, V3), both of whom were born in Mexico and were bilingual, indicated they were not aware of 4-H until they were introduced to the program as adults. One 4-H volunteer (V2) reported that she was invited to be a member of the local Extension Board in her county. Only after being

involved with the Extension Board did she learn about 4-H. She reported that she researched and read about 4-H and felt the program would benefit the Hispanic children in the area. She decided to work with another 4-H volunteer to set up a 4-H club in a neighborhood that had a large population of Hispanic families.

Another 4-H volunteer (V3) reported that she learned about 4-H from her supervisor with the local ENL program. He had seen the value of 4-H and wanted to bring 4-H to the ENL students they served. He described the benefits of 4-H to her and she decided to help establish an afterschool 4-H club for ENL students.

The four 4-H volunteers were asked about their individual reasons for becoming a 4-H volunteer. Three of the 4-H volunteers (V2, V3, and V4) reported that they became 4-H volunteers because they were interested in doing something positive for youth. One 4-H volunteer (V1) reported that it was a "no brainer" to work with 4-H because 4-H volunteering was a part of her family tradition. Another 4-H volunteer (V2) explained that she wanted children to be involved in activities that were beneficial to them. She wanted to encourage the Hispanic children in the area to be involved in 4-H in order to build a better community. 4-H volunteer 3 reported that, as a Hispanic, she related to Hispanic youth. She reported that she wanted to serve as an example to the youth and help them to become successful.

4-H volunteer 3 stated:

Probably because I am Hispanic myself, and coming from an immigrant family, I feel that we needed to help these kids be successful in life...give them that self esteem that sometimes they lack... I wanted to be an example, but most of all, I wanted to do it. I didn't just want to preach it. I wanted to show my action (V3).

Another 4-H volunteer (V4) reported that she became involved because her children were in 4-H. She also reported that, at first, she was hesitant to take on the responsibilities of being a club leader, but now cannot see herself not being involved in 4-H. She stated, "I love the people, I love what [4-H] represents, and I love what we can do for some of these kids" (V4). The researcher asked the 4-H volunteer to elaborate on her statement, "what it represents." The 4-H volunteer stated that 4-H represents growth, creativity, community, and giving back. "If I can, in myself as a leader, if I can give back to the kids or give back to my community, then this is where I need to do it" (V4).

The researcher asked each of the 4-H volunteer participants to describe her duties and responsibilities as a 4-H volunteer. The 4-H volunteers described their duties and responsibilities in different ways. One commonality is that the 4-H volunteers (4) all indicated they were there to guide the members through their 4-H and club experience. All 4-H volunteers (4) also identified that they were responsible for assisting with the development of the youth in their club. One 4-H volunteer (V1) reported that she relayed information to the 4-H members and helped members with questions on projects. She reported that she helped members with record keeping and following the rules of 4-H. She was responsible for creating social opportunities for members as well as giving members speaking opportunities at club meetings.

Another 4-H volunteer (V2) reported that she helped club members, giving them guidance on projects. She assisted them with starting projects, showing

members how to troubleshoot with their projects, teaching citizenship, respect for others, and ways to build self-esteem.

4-H volunteer 3 reported developing lesson plans for 4-H projects for her club members. She gathered information and materials for the 4-H projects. She reported that she also provided information to parents about 4-H project lessons in both English and Spanish.

4-H volunteer 4 reported that she was one of three adult leaders of her 4-H club. They answered the members' questions about 4-H and 4-H projects. She reported that if they did not know the answer to a question, they would find it for the member. She reported that her other responsibilities were to offer support to members, watch them grow, and be a mentor to youth. She also helped members prepare for the fair.

The 4-H clubs in which these 4-H volunteers worked were diverse. One club (V2) was small with just 16 club members, while another club (V4) served as many as 130 4-H members. All but one club served third grade to twelfth grade students, with one club serving kindergarten to sixth grade students. Three of the 4-H volunteers (V1, V2, and V3) described their club members as being low income. One 4-H volunteer (V4) described her club as being very diverse, but with predominantly middle class 4-H members.

To further understand the 4-H clubs with which these 4-H volunteers work, 4-H volunteer participants were asked to describe their club as a whole. Two of the 4-H volunteers described their clubs as being very diverse. The diversity these two 4-H volunteers noted was not ethnic diversity. One 4-H volunteer (V3) described the diversity as being from different states in Mexico, or not from Mexico at all. Another 4-H volunteer (V4) described the diversity of her club in terms of unique family histories and experiences as well as a range of socioeconomic status. Another 4-H volunteer (V4) reported that her club had a

wide variety of members from all over the county as well as members from other counties.

One 4-H volunteer (V1) described the youth in her club as high achievers with families that have a history of 4-H participation. She described the members of her club as “good kids” who are very busy and often recognized at school for their achievements. She described how successive generations of families are involved in 4-H: “... a lot of the families are traditional 4-H families... 4-H families like kids when I was in 4-H. They’re now parents, and their kids are in 4-H, so I have children of 4-H members that I knew when I was in 4-H in my club” (V1.)

Another 4-H volunteer (V2) reported that her club was in a low-income community with many single moms. She also reported that a lot of families were without jobs. “It’s a very needy community,” she (V2) said. She described her club as fun and her club members as willing to participate, even taking leadership positions within the club. She reported that if the children did not know how to be club officers, they were willing to learn.

When asked to describe her club, another 4-H volunteer (V3) said, “It’s so diverse. Even though they are all ENL, they are not all from the same state in Mexico. They come from different states. ... And some are not even from Mexico. Some are from Guatemala. Last year we had two students from... Czech Republic... so they didn't speak any Spanish at all... and we had a Filipino family, too.” She reported the club was open-minded with an open-door policy; they take club members' ideas, seriously considered them, and then find a way to make things happen. She described the club as being cooperative. Club members with certain skills would help other members develop those skills. She also reported that the club is open only to ENL students. Their approach was that other students could participate in a regular 4-H club meeting, but “ours [students] have more difficulty because of the transportation, the language, and the money” (V3).

Three 4-H volunteers defined their clubs as being independent clubs. These clubs operate solely through 4-H and do not partner with another organization to bring 4-H to the youth they serve. These youth join 4-H independently. One 4-H volunteer reported that her club was in partnership with another organization. The youth in this 4-H club were currently involved in the English as a New Language program through the school system. These children were given the opportunity to participate in an afterschool 4-H program provided by ENL staff who is employed by the local school system.

Two 4-H volunteers described their club as mostly Hispanic with the other two 4-H volunteers describing their club as predominantly Caucasian. All four 4-H volunteers reported that there were other ethnicities, such as White, Black, and Asian represented within their clubs.

Most 4-H clubs (3) met at a local school. One club (V1) held club meetings at the local township hall. Two 4-H volunteers (V2, V3) reported that their clubs met once a week. One 4-H volunteer (V4) reported that her club met twice a month. Another 4-H volunteer (V1) reported that her club met every two weeks. Table 14 describes the clubs with which the 4-H volunteers work, specifically detailing club enrollment, grades served, socio-economic status of club, and other identifying factors.

Table 14

4-H Club Description by 4-H Volunteer Participant (n=4)

	4-H volunteer 1	4-H volunteer 2	4-H volunteer 3	4-H volunteer 4
Club Enrollment	20-25	16	26	130
Grades of members	3 rd - 12 th grade	3 rd -12 th grade	Kindergarten- 6 th grade	3 rd -12 th grade
Socio-economic status	Low-income, rural	Low-income	Low-income	Every income level, mostly middle class
Ethnicity	Mostly Caucasian, two Hispanic families (one parent is Hispanic)	10 Hispanic 3 Black 3 Caucasian	Mostly Hispanic, a few Caucasian, a few Asian	Mostly Caucasian
Location	Township hall	School	Two schools	School
Meeting schedule	Every two weeks from February to July	Once a week	Once a week at each location	Twice a month
Independent or partner	Independent	Independent	Partner	Independent
Rural/ urban	Rural	Urban	Both	Both

The researcher asked each of the 4-H volunteers about his or her club's enrollment process. All four 4-H volunteers reported that their club members completed a 4-H enrollment form that was signed by the 4-H member's parent or guardian. The 4-H volunteer participants each reported different ways in which they enrolled 4-H members. 4-H volunteer 1 relied on the county Extension office to advertise 4-H to the schools. Additionally, her club held a "callout" meeting to enroll new and returning 4-H members. 4-H volunteer 4 described an enrollment process similar to that described by 4-H volunteer 1. 4-H volunteer 4 reported that her club also held a callout or enrollment meeting to enroll 4-H members. In addition to their club meeting, she also attended the "4-H Expo" to recruit potential club members. The 4-H volunteer reported that 4-H Expo is an evening event that provides an opportunity for children in the county to explore projects and enroll with 4-H. She also said that even if a child missed the 4-H Expo and her enrollment meeting, she would still encourage and assist the child with enrolling in 4-H.

All four 4-H volunteers reported that their enrollment forms were in English only. Two 4-H volunteers (V2, V3) reported they typically needed to translate the 4-H enrollment form into Spanish for the families they recruited.

4-H volunteer 2 reported sending out a flyer through the school advertising her 4-H club, as well as calling families whom she believed would be interested in participating in 4-H. 4-H volunteer 3 reported that she sent a letter home with each child at the beginning of the year, explaining the 4-H program, the benefits of the program and how to participate. 4-H volunteer 3 elaborated on the enrollment process stating that the child had to bring back a consent form from the parents that granted permission to participate. After this form was collected, she met with each parent to fill out the county 4-H enrollment form. She assisted the families with the enrollment form because she needed to translate the form into Spanish for the majority of parents. She also reported that many of the parents she worked with did not fully understand the form or why certain questions were asked. Completing the form with them provided an opportunity to explain the questions and overcome the language barrier.

The researcher asked each of the 4-H volunteer participants about their recruitment efforts for specific groups, in particular recruitment of Hispanic youth. 4-H volunteer 1 reported that she had, in the past, partnered with another club to hold an Open House for recruitment. She found that the Open House was inconvenient for the youth in her township due to the location, so she decided to stop participating in the event. She further reported that she relies on the local Extension office to market the 4-H program to county youth. 4-H volunteer 4 reported that her club does not have an organized recruitment process because "word of mouth is the best recruitment that any organization could have" (V4). She elaborated further saying that word of mouth was the best recruitment for her club.

Hispanic 4-H volunteer participants, 4-H volunteer 2 and 4-H volunteer 3, approached recruitment differently than 4-H volunteer 1 and 4-H volunteer 4.

Both 4-H volunteer 2 and 4-H volunteer 3 reported making personal efforts to reach families they felt might benefit from 4-H. 4-H volunteer 2 reported that she had already built a rapport with families in the local school because of the work she did at the school, which included translating for families. She reported having built trust with the families. In addition to already knowing the families, she sent out a flyer through the school and made phone calls to parents. She indicated that all of the Hispanic families who joined her club came as a result of her personal contact with them.

4-H volunteer 3 reported that she communicated directly with parents in order to recruit club members. She reported that she began the conversation by asking parents if their children struggled with homework or whether they participated in any activities. Parents informed her about their children's activities and why they participated in them. After gathering information, the 4-H volunteer said she would suggest to the parents that their child join the afterschool club. If transportation became an issue, the 4-H volunteer provided transportation to ensure the children returned home safely.

4-H volunteer participants were also asked to cite specific recruitment efforts that worked well for them. Neither 4-H volunteer 1 nor 4-H volunteer 4 offered answers to this question because they were more focused on general recruitment efforts, rather than recruitment of a particular group of children. 4-H volunteer 2 reported that phone calls, personal contact, and established trust were important to her recruitment efforts. She also recommended providing parents with specific information about benefits children will gain from the program.

4-H volunteer 3 reported that flyers worked well in her recruitment efforts. The flyer she sent out was in both English and Spanish. She also believed that knowing the parents personally was important. The researcher asked the 4-H volunteer to speculate about a scenario in which parents received only a flyer with no personal contact. The 4-H volunteer answered that she believed parents

would not participate or they would ask someone about the program before joining. 4-H volunteer 3 also reported that she talked to the youth directly. She engaged in conversations with them to learn more about their interests and needs. The 4-H volunteer reported that these conversations were in Spanish. After prompting, 4-H volunteer 3 reported that personal contact and speaking Spanish were useful specific efforts to reach the Hispanic audience.

Each 4-H volunteer was asked if she modified her recruitment tactics for different groups. All four 4-H volunteers reported that they did not modify their tactics for different groups. 4-H volunteer 1 reported that even though she has not made specific efforts to recruit Hispanic youth, there were 4-H county projects available which were geared toward Hispanic culture. 4-H volunteer 2 reiterated that personal contact with families was the most important action that can be taken with Hispanic families. 4-H volunteer 3 reported that she did not modify her recruitment tactics because she worked only with ENL students, so she had not made an effort to reach youth outside of ENL. The researcher asked why she had not reached out to other youth in the school.

Volunteer 3 stated:

I feel that those are the ones that need this, and of course they have the whole conflict of the language and the transportation and the money issues. ... I just feel like the other students have their parents. They understand English. ... Our parents don't. ... Therefore, they need more of this activity in their life and their kids' life than the other ones... (V3).

The researcher asked the 4-H volunteer participants to describe any methods of communication that they found useful in reaching the Hispanic community. 4-H volunteer 1 reported that she did not have any communication issues with the Hispanic families in her club. Her communication methods with her club included providing information in many different forms, such as written and oral communication, printed schedules, mailings and phone calls. 4-H

volunteer 2 reported that building a relationship with Hispanic families was effective. She recommended calling families to see how they are doing, as well as personally inviting them to events. Communication with the family should encourage them to participate in the program. She reported that there was a personal commitment in these communication methods and that it was time-consuming. 4-H volunteer 3 reported that letters, flyers, phone calls, and one-on-one conversation were effective communication methods for reaching Hispanic families. 4-H volunteer 4 reported no specific communication methods she found effective for communicating with Hispanic families. She communicated with all of the families in the club via email.

The researcher asked the 4-H volunteer participants to identify any potential challenges families they work with face in becoming involved in 4-H. 4-H volunteer 1 indicated she knew of no specific challenges within her club. 4-H volunteer 2 reported that transportation and club location could be a challenge for a family. To help the families overcome that challenge, she recommended the club meet within close walking distance to children's homes and to designate a time when they can participate, a time that would not interfere with work schedules. She also cited lack of knowledge about the program as a challenge facing Hispanic families. 4-H volunteer 3 also cited transportation as a challenge, as well as money. She stated that it would be "extremely expensive for a family" to afford \$30 for a project.

Volunteer 3 elaborated further:

I did notice this year, none of them chose scrapbooking, and last year I have more scrapbooking, but I think it was the expensive part. Their families were kind of struggling with that... even though we picked up some of the cost... it got expensive (V3).

According to 4-H volunteer 3, the ENL director wrote grants to help offset the cost of materials. To help alleviate transportation issues, the 4-H volunteer picked up a child if the family let her know they could not provide transportation.

4-H volunteer 4 reported communication as a challenge for some families. The 4-H volunteer believed that the Hispanic children in her club were mostly fluent in English, but perhaps parents would not be fluent and that would be a potential communication issue.

Volunteer 4 stated:

A lot of 4-H has to be dealt with parent-adult... conversation... sometimes that communication is hard... We've not had too many kids with that difficulty... we would talk with the child, and the child would translate to the parent. So we have been fortunate enough to have that type of relationship (V4).

The researcher asked a follow-up question to the 4-H volunteer about communication when a parent needs a child to translate. The 4-H volunteer indicated that the process worked adequately, but she found it challenging to make sure she was speaking in a manner that could be easily understood and translated by the child to the parent. The 4-H volunteer noted that if the child was young, she wanted to make sure she was communicating at the child's level so that the language was age-appropriate.

4-H volunteer participants were asked to list any resources that they felt Purdue University Extension could provide to assist them with their efforts to recruit Hispanic families to the program. 4-H volunteer 1 and 4-H volunteer 4 stated that no additional resources were needed.

4-H volunteer 2 and 4-H volunteer 3 offered recommendations for Purdue University Extension. 4-H volunteer 2 reported that Purdue Extension could hire more bilingual staff.

4-H volunteer 2 went further to describe her personal experience with Purdue University Extension:

I am not in their budget... I'm helping, but not working. If I was working, if I was hands-on, I would have the whole community with me. But I don't have the [proper] degree, so I have experience. I have the people. I have the contacts. I can do big things here, but I can't because I don't have the degree (V2).

4-H volunteer 2 continued, stating:

I have been in there [Extension Board] for three years... And all the time they are saying, 'we want the Hispanic community, we want the Hispanic community.' That's why I said, 'this is a time when I need to jump in.... if I don't help... nothing's going to be done.'... I've been complaining about nothing being done... I even made a letter, 2 years ago, for the 4-H Educator who was asking for a scholarship to write pamphlets in Spanish... so far I have had no letter or no nothing from the Educator. So that kind of makes me feel sad. Because I feel like...you took the time to call me up and ask me for this letter... I took the time to write this letter... but you don't take the time to call me back and say ... the grant [is] being denied, or... we got the grant (V2).

4-H volunteer 3 reported that there was a need for translation and for information in Spanish, including 4-H manuals, registration forms, and advertisements in the Hispanic community. 4-H volunteer 3 was also interested in training on nutrition and exercise, as well as programs stressing the importance of education.

The researcher asked each of the 4-H volunteer participants if they were aware of Hispanic families' impressions of 4-H. Two 4-H volunteers (V1, V4) reported that they had not heard anything specific from families in their respective clubs.

4-H volunteer 2 reported that she had not heard of Hispanic families' impressions of 4-H "because they don't know anything about it." She added that those she came to know through her 4-H club had favorable impressions of the program. 4-H volunteer 3 reported the families like the way their children are developing socially and intellectually. She reported they are learning self-expression, improving their grades, learning responsibility, and building leadership skills. "Everything I've heard is positive so far"(V3). She reported that the parents talk to each other and that if there were an issue that one parent had shared with another, that parent would let the 4-H volunteer know of the issue.

Because all of the 4-H volunteer participants worked with clubs that had Hispanic members, the researcher asked 4-H volunteers to describe how their clubs may differ from other clubs which might not attract Hispanic families. 4-H volunteer 1 did not know of any differences that would affect her club enrollment to attract Hispanic families. 4-H volunteer 2 reported that her club had a Hispanic person (the 4-H volunteer) talking to families; the leader was better able to explain and understand what issues the families may have and how to help, particularly if there was a language barrier. 4-H volunteer 3 reported that knowing the language, the club's convenient location, and established trust were the important assets of her 4-H club. "They are not going to leave their kids with someone they don't know...I've heard that some of them [4-H clubs] meet in the garage, if they have arts and crafts, or meet in somebody's dining room... and I know for a fact they [the parents she works with] would not allow that" (V3). 4-H volunteer 4 reported that the area, particularly the local elementary school, has a large representation of Hispanic families. She reported that the members invite other youth to join 4-H. Those youth may be Hispanic because of the large population of Hispanic students at the school. The club has an atmosphere of inclusion. Additionally, her club portrays itself as an activity everyone is welcome to join. She also pointed out that the large size of the club would naturally allow for the potential of more Hispanic youth over a smaller 4-H club.

CHAPTER 5. DISCUSSION AND CONCLUSIONS

5.1. Introduction

This chapter includes a discussion of conclusions, recommendations for practice, research limitations, implications for further research, and researcher's reflections.

The National 4-H Strategic Plan (2001) pledges to serve diverse audiences and create an atmosphere of inclusion through marketing, resources, and partnering with other organizations. A major objective is to make the 4-H Youth Development Program accessible to diverse youth throughout the United States. The purpose of the current study was to initiate research to help encourage Hispanic participation in 4-H in Indiana. A key feature of this work was the incorporation of an acculturation theoretical framework to help guide the investigation and assist in interpretation of findings.

This research explored the perceptions of Hispanic family parents toward their children's involvement in Indiana 4-H. The study also addressed perceptions and behaviors of Indiana 4-H volunteers. A major objective was to understand how 4-H is serving participating Hispanic families and what the program can do to reach and attract additional families in the Hispanic community. Information gained from this study is intended to help increase Hispanic involvement in 4-H as well as to initiate an area of research in Indiana that will assist in serving the fastest growing ethnic group in Indiana.

The following research questions were addressed in the study:

1. What are the demographic and social characteristics of Hispanic families participating in the study?
2. What are the levels of acculturation of Hispanic parents in the study?
3. How do Hispanic family parents describe their child's (children's) level of involvement in the 4-H Youth Development Program?
4. Are parental levels of acculturation associated with children's level of involvement in the 4-H Youth Development Program?
5. What are the reasons given by Hispanic family parents for allowing or encouraging their children to participate in 4-H Youth Development Programs?
6. What are the perceptions and experiences of 4-H Youth Development Program volunteers in sustaining and encouraging future growth of Hispanic family participation in their programs?
7. What are some of the perceived strengths and potential weaknesses of the 4-H Youth Development Program in terms of attracting and retaining Hispanic family participation?
8. What advice do Hispanic family parents and 4-H Youth Development Program volunteers offer in terms of developing successful programs in other Hispanic communities?

5.2. Discussion of Conclusions

Within this section, the researcher will address the conclusions from the exploration of Hispanic family parent perceptions toward their children's participation in youth programming, specifically targeting 4-H. Each stated research question is addressed in this section along with a discussion of participants' perspectives.

Themes from the research questions were used to develop three separate questionnaires for 4-H parents, non 4-H parents, and 4-H volunteers. In order to obtain information from research participants, the questions were phrased in such a way to be easily understood and communicated, using simple English. A Spanish translator was utilized if there was a need. The final participants were reassured of their anonymity. There were a total of 21 participants for this study; ten 4-H parents, nine non 4-H parents, and four 4-H volunteers.

Research question one asked: What are the demographic and social characteristics of Hispanic families participating in the study? A total of nineteen parents were interviewed for this study. The ages of the parent participants ranged from 23 years old to 48 years old. The participants had children between one and six children who were as young as three months and as old as 28 years old. The occupations of the participants were varied, including one individual who was an unemployed construction worker. Occupation areas ranged from health care, education, food service, manufacturing, business, management, and homemaking. Of the nineteen parent participants, fifteen were Hispanic. The remaining four parents were Caucasian with children identified as Hispanic. Of the nineteen participants, ten were born outside of the United States. Nine of those parents were born in Mexico and one was born in Guatemala. There were five male participants and fourteen female participants. Of the nineteen parents interviewed, ten had children involved in 4-H and nine did not have children involved in 4-H. Of those ten who did have children involved in 4-H, three participated through an afterschool 4-H program.

Research question two asked: What are the levels of acculturation of Hispanic parents in the study? While there were nineteen parent participants for this study, fifteen were eligible to be included in the Proxy Acculturation Scale-3. The Proxy Acculturation Scale-3 is designed only to be used with respect to Hispanic individuals therefore, all Caucasian participants were excluded. Of the fifteen participants eligible, only one individual had missing data. Although the

data piece is missing, it is safe to assume the acculturation of this individual is low because when the missing data was calculated at the maximum value of one, the individual would still have scored a rating of “low” for the acculturation level.

Acculturation levels were low, medium, or high. The results from the Proxy Acculturation Scale-3 indicated that there were nine participants who had a low acculturation level. Of those nine, three had children involved in 4-H. There were two participants who had a medium acculturation level. Neither of these participants was involved in 4-H. Three of the eligible participants had a high acculturation level. Two of these parents had children involved in t 4-H.

Research question three asked: How do Hispanic family parents describe their child’s (children’s) level of involvement in the 4-H Youth Development Program? Of the nineteen parents interviewed, nine of the parents had no current or previous involvement in 4-H. Results indicated that most 4-H parent participants had children involved in 4-H through a traditional 4-H club. Three of those families were involved in Horse and Pony clubs. Results indicated that parents had as little as one year of 4-H experience. One parent had eighteen years of experience in 4-H, reporting that four out of five of his children had been 4-H members and that they had been involved in nearly every project available. 4-H activity involvement was varied with children being involved in livestock, horse and pony, queen pageant, junior leaders, photography, foods, models, and homework help. The afterschool 4-H club focused more on less expensive projects that could be done at the club location as well as homework help.

Research question four asked: Are parental levels of acculturation associated with children’s level of involvement in the 4-H Youth Development Program? Results indicated parent levels of acculturation may be associated with children’s involvement in 4-H. Due to the qualitative nature of the study and the small number of participants, more research should be done to adequately answer this research question. However, there is an indication that parental

acculturation levels affect children's participation in 4-H. Out of those ten parents who were involved in 4-H, only three were found to have a low acculturation level. The remainder of the parents was either of high acculturation or was Caucasian, with all of them being enrolled through a traditional 4-H club. The three parents who were rated with a low acculturation level were not in a traditional 4-H club program and were enrolled through a special 4-H club which was geared towards Hispanic families in the English as a New Language Program. The researcher calculated the mean of the acculturation scores for the 4-H parents group and the non 4-H parents group. The mean score for the 4-H parent group was 3.15, indicating a high acculturation level. The mean score for the non 4-H parent group was calculated to be 1.26, indicating a low acculturation level as a group. These two very different scores also highlight the difference in acculturation between the two parent groups.

Research question five asked: What are the reasons given by Hispanic family parents for allowing or encouraging their children to participate in 4-H Youth Development Programs? The results indicated that all 4-H parent participants believed that their children were learning things in 4-H that would benefit their children's future. The 4-H parent participants were found to have three reasons to participate in 4-H programming; parents had a tradition of 4-H in their families, their children had an interest in 4-H, and 4-H was assisting parents with goals set for their children. Parents exhibited an interest in the social aspect of their children's development in addition to having their children learn life skills, expand their experiences, and keep them occupied. All of the parent participants in the 4-H group felt that their children were learning values. Parents revealed that their children benefitted from participation in the program with gained skills and values which are helping them in life. Some parents even indicated personal benefits to allowing their children to participate in 4-H. One parent obtained a social outlet through 4-H. Another parent derived personal enjoyment from interacting with his child through 4-H projects. Another result indicated that

parents found their children benefitting from interaction and support from other adults besides their parents.

One parent also noted language improvement as a reason for participating in 4-H. This participant had a specific goal of improving her two children's delay in language development. After having her children in 4-H for two years, the children had significant improvement in their language and social skills. Parents identified several assets and values that their children were learning in 4-H, indicating their children were benefitting from 4-H involvement. Parents found that their children were developing their personal responsibility, relationships, caring, civic and community responsibility, just to name a few. The assets and values parents identified fit within the Life Skills Model categories of Being, Caring, Giving, Living, Managing, Relating, Thinking, and Working.

Research question six asked: What are the perceptions and experiences of 4-H Youth Development Program volunteers in sustaining and encouraging future growth of Hispanic family participation in their programs? The 4-H volunteers who participated in this study took one of two approaches. One approach was to create a fun welcoming environment for all youth, not concentrating on specific groups of youth to be recruited. The 4-H volunteers using this first approach were less aware of the Hispanic youth within their club. The other approach was recruiting for and building a 4-H club which was specifically geared towards serving Hispanic youth. 4-H Volunteer results indicated two 4-H volunteers who used the second approach were very aware of ways to sustain and encourage the growth of Hispanic family participation in 4-H. They emphasized developing a personal connection with Hispanic families by having conversations, calling them, and developing a trusting relationship with the families. They had information available in Spanish and English. Both 4-H volunteers were bilingual, which proved to be of great importance with communication. The results from these two 4-H volunteers indicated that a concerted effort must be made to

connect with and include Hispanic families, particularly those who only speak Spanish.

Research question seven asked: What are some of the perceived strengths and potential weaknesses of the 4-H Youth Development Program in terms of attracting and retaining Hispanic family participation? Results of perceived strengths: The 4-H Youth Development Program has programming and assets which Hispanic family parents desire for their children. Parents were interested in the 4-H program after hearing what the program offered. Of the five parents who had not heard of 4-H, four indicated they were interested in the program. This finding may show that 4-H has a new audience with Hispanic families who have no prior knowledge or preconceived notions about 4-H. Results found that prior knowledge of the program and encouragement from others was important to joining 4-H. Results also indicated that Hispanic family parents had a specific interest in the program due to their child's interest or their personal goals for their children. The activities and the benefits of 4-H are a great strength of 4-H.

Results of perceived potential weaknesses: The results indicated that 4-H has a weak connection and limited communication with Hispanic families. Hispanic families do not get involved in 4-H because of a lack of knowledge about the program. 4-H parents speculated that lack of knowledge of the 4-H program was a potential issue and non 4-H parents confirmed that speculation. Over half of the non 4-H parents interviewed did not have any knowledge of the 4-H program. Of the few that had heard of the program, there were perceptions of the program that exhibited a very limited knowledge of 4-H and some were uncomfortable with joining the program. Results also indicated, however, that a language barrier was a potential challenge to Hispanic family parents. Of those five parents who had no knowledge of the 4-H program, all five were Spanish-only speakers. Additionally, both 4-H parent participants and non 4-H parent participants believed that language would be a barrier to participation for

Hispanic families. Other challenges involved with participation cited by both 4-H parents and non 4-H parents were a lack of transportation, cost concerns, and time constraints.

Research question eight asked: What advice do Hispanic family parents and 4-H Youth Development Program volunteers offer in terms of developing successful programs in other Hispanic communities? Both 4-H parents and non 4-H parents had recommendations for 4-H. The results revealed five identified themes among the recommendations. One theme was to address the language barrier; have bilingual staff, hold meetings in Spanish, have publications available in Spanish, and promote English language development of youth. Another theme was emphasizing cultural relevance; attendance of Spanish speaking 4-H volunteers at events and programs, have Hispanic representatives at a 4-H family night, and have a Hispanic food option. The theme of building a personal interaction was found; be overly inviting and welcoming, be personable, do not jump into business immediately, offer snacks, and invite Hispanic families. Customize advertizing and marketing; advertise in Spanish in the Spanish newspaper, radio and local Spanish store, use the clover as a recognizable brand, have a booth at the county fair, aim marketing at parents, have a party, and utilize the local schools and churches for recruitment efforts. Internet and email use were not prominently mentioned by parents as a method of receiving news and information. Today, internet access and usage is a common communication method that may seem obvious, but it is not appropriate for this group.

Finally, appeal to Hispanic families; inform families about the program and its value, emphasize the low cost and benefits 4-H provides, provide childcare and use familiar locations, tap into families' interests and skills parents may have acquired in Mexico, have real examples of 4-H projects, and let 4-H be a resource for the whole family.

5.3. Recommendations for Practice

Research findings from this exploratory research can be used to develop recommendations for 4-H educators and volunteers in working with and recruiting Hispanic youth into their programs. The recommendations are based not only on research findings, but also on the literature reviewed to support this research and the researcher's own experiences in collecting Hispanic family parent and volunteer data in Indiana. This information will inform those who wish to engage Hispanics in 4-H programming as well as provide insight into how to begin and sustain engagement with the Hispanic community.

While some of the recommendations can be implemented by resourceful county staff, others may require more resources from the organization's administration. In addition, suggestions to build capacity of the Extension system to engage minority population segments will take time and effort and must be coordinated and supported at the system level.

Exploration of access to participants for this study took place over a seven-month period. The researcher's recruitment efforts began with 4-H Youth Educators located in the designated counties for the study. The 4-H Youth Educators often had multiple contacts with Hispanic individuals or Caucasian individuals with connections to the Hispanic community. In each county, multiple contacts were made with individuals who were known to have access to local Hispanic families. Typically, only one or none of the contacts was viable. Reasons for nonviable connections were time constraints, a nonresponsive contact, and unwillingness to provide assistance. Of the contacts in the counties that were viable, it was necessary to work through communication issues as well as the sense of protectionism that contacts displayed for the families they represented. Patience and persistence are required when establishing these contacts.

The final individuals who were able to connect the researcher with the participants had several common characteristics. The person connecting the researcher with participants was bilingual and deeply involved in his or her community. The individual was a known person in the Hispanic community. This individual was also a trusted community member upon whom others in the community relied for information and assistance. The individual had extensive knowledge on how to maneuver through Hispanic cultural norms such as common courtesies, perception of time and timeliness, and priorities. Examples of maneuvering cultural norms include the need to have a personal conversation before talking about business, being tolerant of people who may be late for appointments, and recognizing that family matters may take precedence over an interview with the researcher. After a cultural guide had approved the researcher as a trustworthy person, participants were often very open and willing to share time and conversation with the researcher. Other necessary actions were to have a positive, genuine and open demeanor with community liaisons and research participants. Additionally, one must be flexible and willing to rearrange a schedule, arrive early, stay later, and reschedule if needed. Researchers who wish to include Hispanic subjects in their work should recognize from the outset the need to establish trust and rapport with contacts who can help provide access to study participants.

Increased awareness of 4-H among Hispanics is essential to increasing Hispanic participation in 4-H. From this research, a clear need emerged to better inform Hispanic family parents about the 4-H program. Especially lacking in knowledge and awareness were those parents with lower acculturation levels. In every case, parents with little or no knowledge of 4-H reacted positively and asked multiple questions after receiving a brief overview of the program from the researcher. Not only did the reactions to 4-H demonstrate parents' great interest, the researcher also perceived that there was a degree of obviousness in the participants' reactions, as if to suggest that the program described was obviously a good choice for their children.

After hearing the program description, one participant appeared frustrated that he did not have knowledge of the 4-H program, as if to suggest his children might have missed out on an opportunity. He showed great interest in the Foods project when it was mentioned. High levels of interest could indicate potential new audiences for 4-H.

Parents with lower acculturation may require a program developed specifically for their needs. Lower acculturated 4-H parent participants were involved through an ENL 4-H program which addressed their needs for programming and communication in Spanish. Development and marketing of a program that addresses the needs of lower acculturated individuals could be instrumental in serving more Hispanic families in Indiana.

Non 4-H parents also indicated an interest in traditional skills learned in Mexico. One parent showed interest in attending a cooking class while another parent mentioned an interest in her daughter learning Mexican needle work. One of the 4-H volunteers recommended connecting the skills the parents learned in Mexico to the skills learned in 4-H as a bridge to participation. The high level of interest in 4-H exhibited by non 4-H parent participants and participants' interest in culturally relevant subject matter could assist 4-H with increasing participation among Hispanic youth. Including subject matter such as traditional Hispanic foods, sewing and Mexican needle point will provide culturally relevant material which Hispanic family parents desire for their children.

Non 4-H parents with higher acculturation levels exhibited more knowledge about the 4-H program, although some of the participants' information was limited. A number of participants also expressed doubts or concerns about belonging in the program or how they would be received by others. These findings suggest that 4-H should consider launching a more aggressive and inclusive marketing strategy focused on 4-H's many benefits and activities. The 4-H Youth Development Program needs to be proactive, creating a positive public image among Hispanics so that a lack of information and parents'

preconceived ideas of 4-H do not hinder Hispanic family parents from viewing 4-H as a viable youth program in which their children are welcome.

Additionally, the majority of Hispanic family parents reported the perception that 4-H was not fully reaching their communities or the Hispanic community. This finding is important because, while 4-H is available in every county of Indiana, information about 4-H and the avenues used for its dissemination may not be reaching or resonating with all demographic segments of the population. Potential avenues for reaching the Hispanic community may be through local schools, word of mouth, television, the local newspaper and the Spanish newspaper. Parents made specific suggestions that could assist 4-H in reaching Hispanic communities. Examples include advertising and branding with the 4-H clover symbol throughout the community and in the local Spanish food store, advertising in the churches and schools, and advertising in the Spanish newspaper.

While advertising was acknowledged as one of the critical methods needed to reach Hispanic families, it may not be enough in and of itself to encourage Hispanic participation. Parent participants recommended emphasizing 4-H's cultural relevance, building personal relationships in the community, customizing advertising and marketing to Hispanics, and decreasing the language barrier by using bilingual/bicultural staff and 4-H volunteers as well as providing 4-H material in both English and Spanish. While the suggestion to consider adding bilingual staff represents a significant potential investment on the part of Extension Administration, the move could help Extension extend its reach in underserved communities and, thus, fulfill its mission.

Other suggestions derived from this research to enhance Hispanic recruitment efforts involve activities that can be undertaken at the county level. At the root of the suggestions is the need to welcome parents and convince them that the program offers a beneficial and positive experience for their children. Creating a warm and welcoming environment is paramount. To this end, parents

recommended that 4-H staff host a party, provide food and childcare, and make information available along with bilingual 4-H volunteers or staff who could talk to parents.

Another theme that emerged from this research was Hispanic family parents' need for evidence that the program is a good option for their children. Parents recommended that 4-H staff show and demonstrate the value and low cost of the program. They suggested that staff feature the fact that 4-H offers an effective way to keep children out of trouble. In terms of marketing, they felt that other parents would react positively to the notion that their children could learn skills in 4-H similar to the skills their parents learned in Mexico. They further suggested that 4-H promote itself not simply as a program for children, but also as a family resource. The 4-H Youth Development Program has many assets which will be found to be important among Hispanic individuals. Indeed, 4-H offers many of the benefits identified by non 4-H parents as being important to them in determining whether they would enroll their child in a particular program. While factors that are important to Hispanic family parents may be true of 4-H, 4-H has the challenge of conveying these truths to the parents in order to encourage program involvement. Parents need to be shown that 4-H is a respectful, trustworthy organization that is educational, age appropriate and beneficial to their children. Additionally parents want to be apprised of program offerings as well as understand opportunities for parent involvement. Parents' concerns for time commitment, cost, and transportation also must be addressed.

Research on Hispanic volunteerism should also be used to assist 4-H expansion into Hispanic communities. As evidenced by the results of the 4-H volunteer interviews, Hispanic 4-H volunteers can provide the "gateway" to Hispanic youth. Both of the Hispanic 4-H volunteers interviewed in this research were leaders within the community, individuals who were known for being advocates for Hispanic families. These Hispanic 4-H volunteers clearly understood communication methods and programmatic needs of Hispanic

families. Additionally, the two Hispanic 4-H volunteers had a personal interest in the development of the clubs they led. They fundamentally desired the success of every child within their community and therefore were dedicated to serving them through 4-H. The fact that they chose 4-H as their instrument to reach the youth in their communities speaks volumes about the potential worth of 4-H to future Hispanic 4-H volunteers and Hispanic communities. While the two non-Hispanic 4-H volunteers were not formally trained in or greatly experienced with Hispanic youth recruitment, much can also be learned from the recruitment methods they used in their work. Both Caucasian 4-H volunteers were adamant about establishing a welcoming tone within their clubs. Both were dedicated to the youth in their clubs and in developing an atmosphere of inclusion. The positive and inclusive attitude found within these 4-H volunteers is just as important as having bilingual 4-H volunteers.

All 4-H volunteer participants seemed to envision “diversity” broadly, and often not in ethnic terms. When describing their clubs, they reported diversity in household income, family units, and participation in 4-H projects. When asked specifically about diversity in terms of ethnicity, they were then able to address the ethnic makeup of their clubs. All 4-H volunteer participants reported having a variety of ethnicities within their clubs. An atmosphere of inclusion along with a concerted effort to bring 4-H programming to more Hispanic youth could be a key formula for success with this population.

5.4. Research Limitations

While this research was developed and guided by specific research questions, the study was limited in some capacities, as experienced with all research studies. This research was limited by access to the population and the research methodology.

Access to the Hispanic population proved difficult, with much reliance on local community leaders to find participants for the research. Individuals chosen could have been under the bias of the local community contact. This person chose individuals he or she knew or felt would be good candidates for the study. The individuals chosen may not be representative of the community from which they were chosen. Additionally, many of the participants preferred to be interviewed in Spanish. This was a limiting factor only in that the researcher is not fluent in Spanish and therefore needed to rely on a translator during data collection. In order to minimize error during translation, instrumentation was field-tested for clarity and simplicity, and translators were carefully trained. Translators were instructed to reproduce responses in English as accurately as possible. Translators also signed a confidentiality agreement. Although both translators were experienced and also had been employed with the local school system as translators, it is possible that some of the detail in participants' responses were lost in translation.

The research methodology was in and of itself a limiting factor. In-depth interviews provide rich details not possible with other research methods, but the qualitative results cannot be generalized to the Hispanic population of Indiana. The results may be generalized only to the study participants. While results from this work provide a needed starting point for understanding and enhancing Hispanic participation in 4-H in Indiana, more research is needed.

5.5. Implications for Further Research

Many helpful suggestions were gathered from the parents interviewed. Valuable insights were also gained from the overall research process and, particularly, during the process of recruiting Hispanic family parent participants for the study. The process for initializing contact with Hispanic family parents requires a person who can provide an introduction to the community leader, time, a developed relationship with a leader in the community, and multiple methods of

contact with potential connections (i.e., phone numbers and email addresses). The individual initiating contact with Hispanic family parents must fully understand the culture and be willing and able to serve as a “bridge” between the researcher and the Hispanic community. Once a strong connection is made, the Hispanic community is often very open and ready to communicate. Future research in this area should take these issues into account.

While Hispanic youth development research should be informed by previous Hispanic youth development research literature, research literature which addresses Hispanic adult engagement should also be used to inform research. Research on Hispanic adult engagement can give insight into the parents of the youth 4-H is attempting to serve. The majority of Hispanic family parents are Hispanic adults, so research on Hispanic engagement, including literature on education and volunteerism, is relevant to Hispanic youth development research.

While there are limitations to any methodology, the strengths of the in-depth interview for this research were clear. This methodology allowed for participant and researcher interaction as well as allowed for discussion to develop between the two beyond question responses. The personal nature of the methodology may have allowed participants to be more expressive and truthful in their responses than through another methodology. Many of the findings were developed from the conversations that did not specifically address research objectives. While the research objectives were important and needed to be explored, additional discussion between participants and the researcher greatly enhanced this study.

The application of acculturation as a theoretical concept proved valuable in the current research. The concept allowed for a more complete understanding of members of a population. Individuals acculturate to the dominant culture at various rates. If there is an understanding that acculturation affects participation in 4-H programming, measures may be taken to tailor programs to serve those

who may not be served by traditional means. Understanding the values learned in the 4-H program and the values of Hispanic individuals may also serve as a useful tool to increase Hispanic participation. As stated in the review of literature, even as acculturation levels may change in an individual, values the individual holds from the original culture may not change. Having an understanding of cultural roots may allow 4-H to bring the values it instills in youth and the values of other cultures together to serve a community.

Parent participant acculturation findings demonstrate the importance of specific programs which are geared toward individuals with lower acculturation levels. Each of the 4-H parents interviewed who had a low acculturation level was involved in an after-school 4-H program which suited their needs. These needs included programming and communication in Spanish, work with trusted adults, a trusted location, and programming that enhanced their children's lives. This after-school 4-H program was delivered in Spanish, with all communication provided in Spanish and English to suit the needs of the parents and 4-H members. These parents viewed the 4-H club leaders, the ENL staff, as the face of 4-H. This after-school 4-H club was successful in reaching newly acculturating families, providing 4-H programming in useful and affordable ways, and building a connection between the Hispanic community and 4-H.

The researcher asked non 4-H participants to identify youth programs that they had heard of or in which their children had participated. The purpose of this question was to gauge participants' knowledge of youth programs, including 4-H. While five parents had not heard of 4-H, four parents had heard of 4-H, which indicates that within this group of parents, more participants knew of 4-H than any other youth program mentioned. An interesting future study could further explore knowledge of youth programming and how acculturation may affect knowledge of youth programs as well as other programs and services available to minority and underserved populations.

5.6 Researcher's Reflections

While it is impossible to remove all of one's biases from the research process, the researcher attempted to be unbiased. The researcher is a White, Southern, female, of middle class upbringing. These characteristics, along with her past experiences and existing attitudes, may have influenced the study in some regard, known or unknown.

In terms of past experiences, the researcher has worked along with Hispanic men and women on two separate occasions. One situation involved working as an intern with a landscape design company. As an intern, the researcher was exposed to the Hispanic workers' culture, and she developed friendships with some of her Hispanic co-workers. Also, the researcher worked with migrant farm workers for a cultural immersion project as a part of her graduate program course work and requirements. She spent the summer of 2008 getting to know ten Hispanic men, learning more about their lives and the way they lived. Both of these experiences gave the researcher a sense of appreciation and affinity for Hispanic cultures. The researcher's interest in this area eventually fueled the current exploratory study examining Hispanic participation in 4-H in Indiana, where she could combine her appreciation for Hispanic people and perceived importance of 4-H.

The researcher has worked in 4-H since 1998, including service in the county, state, and camp systems, spanning two states. This work has included interactions with underserved groups and at-risk youth. Because 4-H, in the researcher's opinion, is an important youth organization that transforms youths' lives for the better, she wanted to conduct research which would assist with bringing 4-H to even more diverse youth. The culmination of the researcher's life experiences resulted in her pursuit of this research topic.

The experiences provided by the process of this study were positive. The researcher witnessed many families who worked and sacrificed, in her opinion, to

provide a better future for their children. She also witnessed and gained more experience with a community which, for her, was difficult to penetrate. Being an outsider – not speaking the language, not being from the area, and not being Hispanic – presented challenges. The challenges were overcome by time, funding, and adherence to the research protocols developed with the researcher's graduate committee at the outset of this work. Among the unique and necessary features the researcher brought to this work were patience, persistence, and a positive attitude with potential contacts.

The conclusion of the study made the journey worth the effort to explore Hispanic families in Indiana. The participants were a diverse group of individuals from many segments of the population, each lending a perspective to the study. There are isolated families who want the best for their children, but are trying to just make ends meet. There are very busy, very engaged families who work diligently to keep their children involved and successful in life. The researcher believes that the decision to join or not join 4-H is strictly theirs, but they must be given the opportunity to know that it is an option.

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APPENDICES

Appendix A. Population Estimates of U.S, Indiana and Selected Counties

Population Estimates, U.S., Indiana and Selected Indiana Counties, 2009, 2008, 2000 and 1990

	2009	2000	1990	
U.S.	307,006,550	281,421,906	248,709,873	
Hispanic or Latino^a	47,279,008	(15.4% of U.S. population)		
Indiana	6,423,113	6,080,485	5,544,159	
Hispanic or Latino^a	334,001	(5.2% of Indiana state population)		
Selected Indiana Counties				
	2009	2008	2000	1990
<u>County A.</u>				
General population	200,502	199,137	182,791	156,198
Hispanic population	--	28,680	16,300	2,932
<u>County B.</u>				
General population	111,063	110,888	110,106	107,066
Hispanic population	--	4,939	3,402	1,576
<u>County C.</u>				
General population	48,028	47,601	46,275	37,877
Hispanic population	--	5,010	3,299	625
<u>County D.</u>				
General population	167,964	164,237	148,955	130,598
Hispanic population	--	12,020	7,834	2,078

^a State and County QuickFacts, U.S. Census Bureau.

Sources: American FactFinder, U.S. Census Bureau (see <http://factfinder.census.gov>); Pew Hispanic Center (see <http://pewhispanic.org>).

Appendix B. Population and Selected Characteristics, Hispanic or Latino, and Total U.S., 2000

	----- Indiana -----		----- United States -----	
	Hispanic or Latino	Total Pop	Hispanic or Latino	Total Pop
Population	214,563 ^a 332,225^{cd}	6,080,485 6,423,113^e	35,305,818 ^b 45,943,613^{df}	281,421,906 307,006,550^e
Female	97,224	3,098,011	17,144,023	143,368,343
Male	117,312	2,982,474	18,161,795	138,053,563
Median age	24	35	26	35
Pop. 25 years and over	101,261	3,893,278	18,270,377	182,211,639
H.S. grad or higher	58,657	3,197,738	9,577,031	146,496,014
Bachelor's or higher	11,398	755,613	1,908,039	44,462,605
Families below poverty level	6,605	107,789	1,495,297	6,620,945
Individuals below poverty level	36,549	559,484	7,797,874	33,899,812

^a 3.5% of Indiana state population

^b 12.5% of U.S. population

^c 5.2% of Indiana state population; Indiana is ranked 21 in U.S. in terms of Hispanic population.

^d Data: State rankings, 2008, Statistical Abstract of the United States, U.S. Census Bureau.

^e Data: State rankings, 2009, Statistical Abstract of the United States, U.S. Census Bureau.

^f 15% of U.S. population

Sources: Overview of Race and Hispanic Origin, Census 2000 Brief, U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau, March 2001; American FactFinder, U.S. Census Bureau, various years.

Note: The Pew Hispanic Center's analysis of 2008 American Community Survey data lists an Hispanic state of Indiana population as 322,000 with a U.S. ranking of 22. The Center lists this population as 5% of the state population and a U.S. ranking of 32 on this basis. These numbers amount to less than 1% (0.7%) of the U.S. Hispanic population.

Appendix C. Email of Research Approval from the Director of Extension at
Purdue University

From: Hibberd, Charles A
Sent: Friday, July 24, 2009 2:23 PM
To: McKee, Renee K
Subject: RE: Research Proposal

Renee,

I fully support this important project and authorize participation of these personnel.

Charles A. Hibberd

July 24, 2009

From: McKee, Renee K
Sent: Tuesday, July 21, 2009 5:26 PM
To: Hibberd, Charles A
Subject: Research Proposal

Chuck

Dr. Tucker and I are both working with Sara Sturtevant (county program assistant in Tippecanoe Co) as she prepares her graduate research proposal. Below you'll find the title of her research project/research questions/ and selected counties (as well as attached IRB application and actual questionnaire). You might remember that the 4-H Foundation authorized funding for a portion of this research pending authorization by you, Director of AES, one District Director and one Extension Educator.

We would like to submit an email from you with our IRB request (essentially authorizing Purdue CES personnel participation with this study). If you could reply to this email with your signature, we feel that would be sufficient.

I would also appreciate your contacting the appropriate individuals for authorization of 4-H Foundation Funding...normally, I would route the proposal but since I submitted it as the director of the research project, I think it would be best if you did that.

Thanks!

Renee

Increasing Hispanic Participation in 4-H Youth Development Programs

What reasons are given by Hispanic parents for encouraging or not encouraging their children to participate in 4-H youth development programs in their communities? What

are the perceptions of 4-H volunteers regarding successful recruitment methods to encourage increased Hispanic youth enrollment in these programs. Finally, what advice do Hispanic parents and program volunteers offer in terms of developing new programs to better serve Hispanic communities?

Hispanic parents who attend 4-H youth development programs in the three target counties (Elkhart, Noble and LaPorte counties) will be invited to participate in this research. Those who indicate an interest in being involved with the research will be invited to participate in a one-hour interview to learn more about their perceptions of 4-H youth development programs. Similarly, selected program volunteers will be invited to participate in a one-hour interview to learn more about their experiences in recruiting Hispanic youth. All interviews will be held at the county Extension office or, if requested by the subject, a local public establishment of the subject's choosing.

Renee McKee
Assistant Director and Program Leader
4-H Youth Development
Purdue University
<mailto:rmckee@purdue.edu>
PH: 765-494-8422
FAX: 765-496-1152

Appendix D. Recruitment Letter to 4-H Member Parents

Dear Parent of 4-H member:

We are writing to you because of your child's participation in Elkhart County 4-H youth program. As you know, our programs are open to all Indiana children, and it is our goal to increase membership. To do that, we need your help.

We hope you would be willing to participate in a meeting with us to share your thoughts and ideas about how 4-H can better serve families like yours. Information from these interviews will be used by 4-H staff members to make our services and activities more accessible to all Indiana families. This meeting would last about one hour at our office or at a public location of your choice.

All the information and advice you give us is completely confidential and will be used to help us improve our programs for all of Indiana's youth. Your participation is strictly voluntary and you may skip any question you prefer not to answer. We will record your interview to assure that we accurately capture your responses. However, we will not request any identifying information during the interviews, and the recordings will be destroyed following transcription. There will be no way to identify you from the transcribed interviews and none of the information will be connected to you or your family.

In return for your participation, we will pay you \$25 at the end of our meeting, as a way of saying thanks. In order for us to provide this incentive to you, we must request your name and signature. However, this information will be collected on a separate form and provided directly to our business office. Please be assured that this information will not be connected to your interview responses or used for any other purpose.

If you are at least 18 years of age and would like to participate in this project, or if you would like more information, please contact your local 4-H volunteer. You may also contact Sara Sturtevant at (765) 474-0793 or you may send an e-mail message to sturtevant@purdue.edu. Thank you for your consideration.

Sincerely,

Sara Sturtevant
Program Assistant

Appendix E. Interview Questions for 4-H Parent Participants

Interview Questions (Version 1):

Increasing Hispanic Participation in 4-H Youth Development Programs

- All the information and advice you give us is completely confidential and will be used to help us improve our programs for all of Indiana's youth.
- Your participation is strictly voluntary and you may skip any question you prefer not to answer. We will record your interview to assure that we accurately capture your responses (show recording device). However, we will not request any identifying information during the interviews, and the recordings will be destroyed following transcription.
- There will be no way to identify you from the transcribed interviews and none of the information will be connected to you or your family.
- There is no right or wrong answer. Your opinion and advice is what we really want from this interview.

First, we want to start with some general questions about your own child...

Let's begin.

- a. What kind of work do you do?
 - b. How many children do you have, number of boys and girls, and what are their ages?
2. How long has your child been in 4-H? <substitute local program name>
 3. What kinds of things does your child do in 4-H?
 - a. Where does he/she do 4-H activities?
 4. What are some of the things you like about your child being involved in 4-H?
 5. Do you believe the things your child is learning in 4-H will help them in the future?
 - a. If so, what?
 6. Do you feel that your child is learning any values* (explain in interview) in 4-H?
 - a. If so, what?
 7. What kinds of activities or responsibilities does your child do after or outside of school?

1. Prompts:
 - a. Church
 - b. Chores
 - c. Family responsibilities
 - d. Other:
2. Prompt:
 - a. How busy is your child outside of school?
8. Think back to when your children were first involved with the 4-H youth development program. What things influenced you to enroll your children in the 4-H youth development program?
9. Do you stay with your child during the 4-H meeting? <Never, sometimes, often, always>
 - a. Do you feel comfortable leaving your child at the 4-H meeting?
 - b. Are you comfortable with the staff? With the club location?
 - c. Did you or do you have any worries or concerns about your child participating in 4-H?
 - d. <If yes, prompt for transportation to meetings, money, time, family>
10. Were there any problems or challenges you had in involving your child in 4-H? If so, what were they?
11. How do you register for 4-H?
 - a. Do you fill out any paperwork to be in your 4-H club?
 - b. If yes, how do you feel about it <prompt: amount, comfort with questions>?
12. Is there anything the 4-H program requires or asks of you that presents a challenge to you or your children? <Example prompts: transportation, money>
13. How do you find out about the events and activities happening in your area?
14. How do you get news/information?
15. Is there anything you think other parents like you might like about 4-H?
16. Can you think of anything that might keep parents like you from having their children involved in 4-H?
 - a. <Prompts: work obligations, language, church>
17. Are you aware of 4-H reaching out to your community?
18. Do you think 4-H is reaching families in the Hispanic community?

19. Are there any things that can be done to help families get involved in 4-H? Are there any things that 4-H is not doing or could do better to reach Hispanic families? <Researcher makes note of subject's comments and advice. >
20. Would you recommend 4-H to others?
- a. Have you recommended 4-H to friends and family?
 - b. If yes, did they get involved?
 - i. If they did not get involved in 4-H, why not?

We're almost finished. We just have a few questions to ask about you.

21. We would like to ask you a few questions about yourself. Remember, your answers will not be connected to you, but you also do not have to answer any questions you don't want to.
- a. What is your age?
 - b. Where are you from originally; what is your ancestry?
 - c. <Researcher: Make note of subject's gender.>

**Thanks so much for your time today. <Researcher gives subject \$25 incentive.>
Do you have any questions of us about this project? Again, thank you for your help.**

1. What language does the interviewee prefer to be interviewed in?
 - a. English
 - b. Spanish
2. Do you speak mostly Spanish or English with the listed person or do you use both or about the same?
 - a. Spouse/ person you live with
 - b. Your children
 - c. Your brothers and sisters
 - d. Your parents
3. In what month, day, year were you born?
 - a. How many years have you lived in the US?

Appendix F. Recruitment Letter for non 4-H Parent Participants

Dear Parent:

We are with the Indiana 4-H Youth Development program. Our programs are open to all Indiana children, and it is our goal to increase membership. To do that, we need your help.

We hope you would be willing to participate in a meeting with us to share your thoughts and ideas about how 4-H can better serve families like yours. Information from these interviews will be used by 4-H staff members to make our services and activities more accessible to all Indiana families. This meeting would last about one hour at our office or at a public location of your choice.

All the information and advice you give us is completely confidential and will be used to help us improve our programs for all of Indiana's youth. Your participation is strictly voluntary and you may skip any question you prefer not to answer. We will record your interview to assure that we accurately capture your responses. However, we will not request any identifying information during the interviews, and the recordings will be destroyed following transcription. There will be no way to identify you from the transcribed interviews and none of the information will be connected to you or your family.

In return for your participation, we will pay you \$25 at the end of our meeting, as a way of saying thanks. In order for us to provide this incentive to you, we must request your name and signature. However, this information will be collected on a separate form and provided directly to our business office. Please be assured that this information will not be connected to your interview responses or used for any other purpose.

If you are at least 18 years of age and would like to participate in this project, or if you would like more information, please contact Sara Sturtevant at (765) 474-0793 or you may send an e-mail message to sturtevant@purdue.edu. Thank you for your consideration.

Sincerely,

Sara Sturtevant
Program Assistant

Appendix G. Interview Questions for Non 4-H Parent Participants

Interview Questions (Version 2)

Increasing Hispanic Participation in 4-H Youth Development Programs

- All the information and advice you give us is completely confidential and will be used to help us improve our programs for all of Indiana's youth.
- Your participation is strictly voluntary and you may skip any question you prefer not to answer. We will record your interview to assure that we accurately capture your responses (show recording device). However, we will not request any identifying information during the interviews, and the recordings will be destroyed following transcription.
- There will be no way to identify you from the transcribed interviews and none of the information will be connected to you or your family.
- There is no right or wrong answer. Your opinion and advice is what we really want from this interview.

First, we want to start with some general questions about your own child...

Let's begin.

- a. What kind of work do you do?
 - b. How many children do you have, number of boys and girls, and what are their ages?
 - c. Researcher: Make note of subject's gender.
2. What kinds of activities or responsibilities does your child do after or outside of school?
1. Prompts:
 - a. Church
 - b. Chores
 - c. Family responsibilities
 - d. Other:
 - e. What are some of the things they like to do?
 - f. How busy is your child outside of school?

3. What kinds of the things do you like your children to do?
 - a. How do you see participation in these activities affecting your children's future?

4. Have you heard of the 4-H youth development program?
<If yes, ask a. and b.; if no, ask i.-iii.>
 - a. When and how did you hear about 4-H youth development program?
 - b. Tell me about what you have heard about 4-H youth development program.
 - i. What youth programs have you heard of?
 - ii. How did you hear about them?
 - iii. Did you join these programs?

5. What influenced you to enroll your children in the activities they are currently involved in?

6. What kinds of things do you need to consider before allowing your child to get involved in a program or activity?

7. Are there any reasons your children are not involved in the 4-H youth development program?
 - a. Prompts: time, activities, transportation, relevance, money.
 - b. Are there any things that might encourage you to enroll your children in the 4-H youth development program?

8. How do you feel about letting your child participate in an activity without you being present?
 - a. How comfortable are you with leaving your child with other adults?
 - b. What are the most comfortable places for you to leave your child for an activity?

9. Do you have any worries or concerns about your child participating in certain activities?
 - a. If yes, what are your worries and concerns?
 - b. Prompts: (transportation, money, time, family, paperwork)

10. How do you find out about the events and activities happening in your area?

11. How do you get news/information?

12. Is there any information or anything you might like to know about 4-H?

13. What kinds of things might keep families like yours from having their children involved in 4-H?
 - a. Prompts (work obligations, language, church)
14. Are you aware of 4-H reaching out to your community?
 - a. Do you think 4-H is reaching families in the Hispanic community?
15. Do you have any advice for us in helping families like yours to get involved in 4-H?

We're almost finished. We just have a few questions to ask about you.

We would like to ask you a few questions about yourself. Remember, your answers will not be connected to you, but you also do not have to answer any questions you don't want to.

- a. What is your age?
 - b. Where are you from originally; what is your ancestry?
4. What language does the interviewee prefer to be interviewed in?
 - a. English
 - b. Spanish
5. Do you speak mostly Spanish or English with the listed person or do you use both or about the same?
 - a. Spouse/ person you live with
 - b. Your children
 - c. Your brothers and sisters
 - d. Your parents
6. In what month, day, year were you born?
 - a. How many years have you lived in the US?

Thanks so much for your time today. <Researcher gives subject \$25 incentive.> Do you have any questions of us about this project? Again, thank you for your help.

Appendix H. Interview Questions for Volunteer Participants

Interview Questions (Volunteer Version):

Increasing Hispanic Participation in 4-H Youth Development Programs

- All the information and advice you give us is completely confidential and will be used to help us improve our programs for all of Indiana's youth.
- Your participation is strictly voluntary and you may skip any question you prefer not to answer. We will record your interview to assure that we accurately capture your responses (show recording device). However, we will not request any identifying information during the interviews, and the recordings will be destroyed following transcription.
- There will be no way to identify you from the transcribed interviews and none of the information will be connected to you or your family.
- There is no right or wrong answer. Your opinion and advice is what we really want from this interview.

We'd like to start with some questions about your 4-H work.

1. First, how did you become acquainted with 4-H?
 - a. How did you first become a volunteer with 4-H?
2. Please describe the club with which you work.
 - a. Where is it located?
 - b. How often do you meet?
 - c. Is your club independent or do you partner with another organization?
 - d. How many youth are in your club?
 - e. What are your major duties and responsibilities?
3. What were the major reasons you decided to become involved with 4-H?

Now I have a few questions about your club and your 4-H members.

4. Please describe the enrollment process for your 4-H club and/or afterschool program.
 - a. Prompts: What kind of paperwork is involved? Do parents sign anything? In your experience, what is the parental response to the registration process?
 - b.

5. Please describe the youth in your club. <Focus on group, not individual, summaries and trends.>
 - a. Prompts: Age ranges, socio-economic status, ethnic composition.
6. Please describe your effort to recruit new members to your club.
 - a. Please identify any particular successes you have had and the methods used in recruiting from any ethnic group.
 - b. Please describe any specific efforts to recruit Hispanic youth.
7. Do you modify your recruitment tactics for different ethnic groups or communities? If so, how?
8. Have you found any methods particularly effective in communicating with and maintaining contact with the Hispanic community?
9. Are there any additional resources that Purdue Extension could provide to assist in recruiting Hispanic and other minority youth to its programs?
 - a. Prompts: staff training; financial resources; other.
10. Are there any recurring things you have heard from Hispanic parents about their experiences with and perception of 4-H?
11. In your opinion, what if any challenges do Hispanic parents face in involving their children in 4-H?
12. What is the difference between your club and other 4-H clubs that may not attract Hispanic families which allow you to reach more Hispanic families?

We're almost finished. We just have a few questions to ask about you.

Remember, your answers will not be connected to you, but you also do not have to answer any questions you don't want to.

- c. What is your age?
- d. How many years of formal education have you completed with 12 years being a high school diploma?
- e. What kind of work do you do outside of the 4-H youth development program?
- f. Where are you from originally; what is your ancestry?
- g. How many children do you have, number of boys and girls, and what are their ages?
- h. <Researcher: Make note of subject's gender.>

Appendix I: Recruitment Letter for 4-H Parents, Spanish Version

Estimado padre o madre de participante en 4-H:

Le escribimos a usted porque su hijo(a) participa en el programa juvenil de 4-H en el condado de [REDACTED]. Como usted sabe nuestros programas están abiertos a todos los jóvenes de Indiana, y es nuestra meta aumentar nuestra membrecía. Para lograrla, necesitamos de su ayuda.

Esperamos que usted se reúna con nosotros para compartir sus pensamientos e ideas sobre cómo 4-H podría mejor servir a las familias como la suya. La información de estas entrevistas será usada por los empleados de 4-H para que nuestros servicios y actividades estén disponibles a todas las familias de Indiana. Esta reunión duraría aproximadamente una hora, y podemos juntarnos en nuestra oficina o un lugar público que usted escoja.

Toda la información y los consejos que usted nos dé son completamente confidenciales y nos ayudarán a mejorar nuestros programas para todos los jóvenes de Indiana. Su participación es voluntaria y usted no tiene que contestar ninguna pregunta que no quiera contestar. Grabaremos la entrevista para entender bien sus respuestas. Sin embargo, no le pediremos información que le identificaría a usted, y vamos a destruir las cintas grabadas después de usarlas. No habrá ninguna manera de identificarle a usted de las notas de la entrevista y nada de la información será conectada ni con usted ni con su familia.

Para agradecerle por su participación, usted recibirá \$25USD al concluir la reunión. Necesitaremos su nombre y firma para darle el dinero, pero esta información será colectada en otro papel y dada directamente a nuestra oficina de negocios. Puede asegurarse de que esa información no será conectada a sus respuestas de la entrevista ni usada para ningún otro propósito.

Si tiene 18 años o más de edad y a usted le gustaría participar en este proyecto, o si quiere más información, póngase en contacto con su voluntario local de 4-H. También puede contactar a Sara Sturtevant al 765-474-0793 o mandar correo electrónico a sturtevant@purdue.edu. Gracias por su consideración.

Sinceramente,

Sara Sturtevant

Ayudante de los programas

Appendix J: Recruitment Letter for non 4-H Parents, Spanish Version

Estimado padre o madre:

Programas están abiertos a todos los jóvenes de Indiana, y es nuestra meta aumentar nuestra membresía. Para lograrla, necesitamos de su ayuda.

Esperamos que usted se reúna con nosotros para compartir sus pensamientos e ideas sobre cómo 4-H podría mejor servir a las familias como la suya. La información de estas entrevistas será usada por los empleados de 4-H para que nuestros servicios y actividades estén disponibles a todas las familias de Indiana. Esta reunión duraría aproximadamente una hora, y podemos juntarnos en nuestra oficina o un lugar público que usted escoja.

Toda la información y los consejos que usted nos dé son completamente confidenciales y nos ayudarán a mejorar nuestros programas para todos los jóvenes de Indiana. Su participación es voluntaria y usted no tiene que contestar ninguna pregunta que no quiera contestar. Grabaremos la entrevista para entender bien sus respuestas. Sin embargo, no le pediremos información que le identificaría a usted, y vamos a destruir las cintas grabadas después de usarlas. No habrá ninguna manera de identificarle a usted de las notas de la entrevista y nada de la información será conectada ni con usted ni con su familia.

Para agradecerle por su participación, usted recibirá \$25USD al concluir la reunión. Necesitaremos su nombre y firma para darle el dinero, pero esta información será colectada en otro papel y dada directamente a nuestra oficina de negocios. Puede asegurarse de que esa información no será conectada a sus respuestas de la entrevista ni usada para ningún otro propósito.

Si tiene 18 años o más de edad y a usted le gustaría participar en este proyecto, o si quiere más información, póngase en contacto con su voluntario local de 4-H. También puede contactar a Sara Sturtevant al 765-474-0793 o mandar correo electrónico a sturtevant@purdue.edu. Gracias por su consideración.

Sinceramente,

Sara Sturtevant

Ayudante de los programas

Appendix K: Interview Questions for 4-H Parent Participants, Spanish Version

Interview Questions: Version 1 SPANISH

Increasing Hispanic Participation in 4-H Youth Development Programs

Primero, queremos comenzar con algunas preguntas generales acerca de su hijo(a).

22. ¿Hace cuánto que su hijo participa en 4-H? <substitute local program name>

23. ¿Qué tipos de actividades hace su hijo en 4-H?

a. ¿Dónde hace esas actividades?

24. ¿Cuales son algunas cosas que le gustan acerca de la participación de su hijo en 4-H?

25. ¿Cree usted que las cosas que su hijo aprende en 4-H le ayudarán en el futuro?

a. ¿Cuales son y cómo les ayudará?

26. ¿Cree usted que su hijo aprende valores en 4-H?* (explain in interview)

a. ¿Qué valores aprenden?

27. ¿En qué tipos de actividades participa su hijo o que responsabilidades tiene después de o fuera de la escuela?

Prompts:

a. iglesia

b. quehaceres

c. Responsabilidades familiares

d. Otra cosa:

2. Prompt:

Fuera de la escuela, ¿cuán ocupado está su hijo?

28. Pensando en el tiempo cuándo su hijo empezó con el programa del desarrollo de juventud de 4-H, ¿qué cosas le motivaron a usted a inscribir a su hijo en el programa del desarrollo de juventud de 4-H?
29. ¿Se queda usted con su hijo durante la reunión de 4-H? <Nunca, a veces, muchas veces, siempre>
 - a. ¿Se siente cómodo en dejar a su hijo en la reunión de 4-H?
 - b. ¿Se siente cómodo con los líderes y con el lugar de la reunión?
 - c. ¿Tenía o tiene usted alguna preocupación acerca de la participación de su hijo en 4-H?
 - d. <If yes, prompt for transporte a las reuniones, dinero, tiempo, familia>
30. ¿Había problemas o desafíos con la participación de su hijo en 4-H, y cuáles eran?
31. ¿Cómo se registra para 4-H?
 - a. ¿Llena usted papeles para participar en su club de 4-H?
 - b. ¿Cómo se siente sobre eso? <prompt: cantidad, las preguntas >
32. ¿Hay algo que el programa 4-H requiere o pide que le presenta un desafío a usted o a sus hijos? <Example prompts: transporte, dinero>
33. ¿Cómo se entera usted de las actividades en su área?
34. ¿Cómo recibe las noticias/información?
35. ¿Hay algo que usted cree que otros padres como usted le gustaría acerca de 4-H?
36. ¿Puede usted pensar en algo que puede prevenir que otros padres como usted permitan que sus hijos participen en 4-H?

- a. <Prompts: trabajo, lengua, iglesia)
37. ¿Sabe algo de la presencia de 4-H en la comunidad?
- a. ¿Cree usted que 4-H está conectando con familias en la comunidad hispana?
38. ¿Hay cosas que se pueden hacer para ayudar a más familias a participar en 4-H; hay cosas que 4-H no hace o podría hacer mejor para conectarse con familias hispanas? <Researcher makes note of subject's comments and advice. >
39. ¿Les recomendaría usted 4-H a otros?
- a. ¿Les ha recomendado 4-H a sus amigos o familiares?
 - b. ¿Se unieron?
 - i. ¿Si no se unieron, porqué?

Casi terminamos. Tenemos algunas preguntas sobre usted.

40. Queremos hacerle unas preguntas sobre usted. Recuerde que sus respuestas no serán conectadas con usted ni tampoco tiene que contestar ninguna pregunta que no quiera contestar.
- a. ¿Cuántos años tiene?
 - b. ¿Cuál es su trabajo?
 - c. ¿De dónde es usted originalmente; de dónde son sus antepasados?
 - d. ¿Cuántos hijos e hijas tiene y cuántos años tienen?
 - e. Researcher: Make note of subject's gender.

Muchísimas gracias por su tiempo hoy. <Researcher gives subject \$25 incentive.>

¿Tiene alguna pregunta acerca de este proyecto y de nuevo, muchísimas gracias por su ayuda.

Appendix L: Interview Questions for Non 4-H Parent Participants, Spanish
Version

Interview Questions (Version 2) SPANISH

Increasing Hispanic Participation in 4-H Youth Development Programs

Primero, queremos comenzar con algunas preguntas generales acerca de su hijo(a).

16. ¿En qué tipos de actividades participa su hijo o que responsabilidades tiene después de o fuera de la escuela?
1. Prompts:
 - a. Iglesia
 - b. Quehaceres
 - c. Responsabilidades familiares
 - d. Otra cosa:
 - e. ¿Qué le gusta hacer?
 - f. Fuera de la escuela, ¿cuán ocupado está su hijo?
17. ¿Qué tipos de cosas le gusta que sus hijos hagan?
- a. ¿Cómo cree usted que la participación de sus hijos en esas actividades afectará su futuro?
18. ¿Ya conoce el programa del desarrollo de juventud de 4-H?
<If yes, ask a. and b.; if no, ask i.-iii.>
- a. ¿Cuándo y cómo conoció usted el programa del desarrollo de juventud de 4-H?
 - b. ¿Me puede decir lo que usted ha oído acerca del programa del desarrollo de juventud de 4-H?

- i.* ¿De qué programas para jóvenes conoce usted?
 - ii.* ¿Cómo los conoció?
 - iii.* ¿Se inscribieron ustedes en estos programas?
19. ¿Qué le motivó a inscribir a sus hijos en las actividades en que participan ahora?
20. ¿Qué tipos de cosas necesita usted considerar antes de permitir que su hijo participe en un programa o actividad?
21. ¿Hay razones por qué sus hijos no participan en el programa del desarrollo de juventud de 4-H?
 - a. Prompts: tiempo, actividades, transporte, relevancia, dinero.
 - b. ¿Qué cosas le motivarían a usted a inscribir a sus hijos en el programa del desarrollo de juventud de 4-H?
22. ¿Cómo se siente usted acerca de permitir que su hijo participe en una actividad cuándo usted no está presente?
 - a. ¿Cuán cómodo se siente usted con dejar a su hijo con otros adultos?
 - b. ¿Dónde se siente lo más cómodo en dejar a su hijo para una actividad?
23. ¿Tiene usted dudas o preocupaciones en permitir que su hijo participe en ciertas actividades?
 - a. ¿Cuáles son sus dudas o preocupaciones?
 - i.* (researcher makes note of named activities)
 - b. Prompts: (transporte, dinero, tiempo, familia, papeles para llenar)
24. ¿Cómo se entera usted de las actividades en su área?
25. ¿Cómo recibe las noticias/información?

26. ¿Hay información o algo más que le gustaría saber acerca de 4-H?
27. ¿Qué cosas podrían impedir a familias como la suya de permitir que sus hijos participen en 4-H?
- Prompts (trabajo, lengua, iglesia)
28. ¿Sabe algo de la presencia de 4-H en la comunidad?
- ¿Cree usted que 4-H está conectando con familias en la comunidad hispana?
29. ¿Tiene usted consejos para nosotros en ayudar a familias como la suya a participar en 4-H?

Casi terminamos. Tenemos algunas preguntas sobre usted.

30. Queremos hacerle unas preguntas sobre usted. Recuerde que sus respuestas no serán conectadas con usted ni tampoco tiene que contestar ninguna pregunta que no quiera contestar.
- ¿Cuántos años tiene?
 - ¿Cuál es su trabajo?
 - ¿De dónde es usted originalmente; de dónde son sus antepasados?
 - ¿Cuántos hijos e hijas tiene y cuántos años tienen?
 - Researcher: Make note of subject's gender.

Muchísimas gracias por su tiempo hoy. <Researcher gives subject \$25 incentive.>
¿Tiene alguna pregunta acerca de este proyecto y de nuevo, muchísimas gracias por su ayuda.