

4-H YOUTH DEVELOPMENT LATINX OUTREACH INTERNSHIP

ADAMS COUNTY

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PROJECT INTRODUCTION

In this project, we supported Adams County Extension's Latinx outreach efforts by gathering community feedback and designing culturally-relevant youth programs.

INTERNSHIP GOALS

- Contact Latinx-serving organizations to spark a connection with the CSU Extension Adams County office.
- Foster new collaborations by facilitating programming at the Adams 12 -Newcomers Program at Northglenn High School and Boys and Girls Clubs in Spanish for students ages 5-13.
- Collect data through qualitative data interviews, focus groups, and community questionnaires.

HOW THIS APPLIES TO OUR EDUCATION



Alejandra: As a student studying Human Development and Family Studies and Spanish, and pursuing a career in mental health and working with underserved families, this fellowship has given me the opportunity to deepen my skills working with youth, increased my knowledge on different organizations, and learned how to facilitate a focus group to gather direct community feedback. These skills will be used to further my undergraduate career and ideally beyond as a professional.



Andrea: As an Early Childhood Education student, the programming we facilitated at the various youth organizations helped me gain crucial skills to become a successful educator. This includes flexibility with class changes, classroom management strategies, and co-teaching. The research component gave me insight into how I could determine barriers that my future students' families face and the process of addressing them.



Karen: The engagement with the community for the research aspect has taught me how to create meaningful connections within various sectors and the importance of fostering them to better serve the Latinx population. Through our weekly programming, I adapted lessons to diminish the barriers many immigrant students face. As a double major in Ethnic Studies and Sociology student with the aspiration to practice law, the research and programming have provided me with skills to promote equal access and ensure that every voice is heard within the legal and education systems.

WHAT WE DID EACH WEEK

1. We conducted interviews with two local organizations. We learned the following week's programming lessons; Alka Seltzer Rockets and Houseplant Heroes.
2. We taught those two lessons with our three local educational partners as well as conducted research on the various sectors that serve the community.
3. We continued the Houseplant Heroes lesson and taught a circuit activity.



6. We began to meet with local organizations, taught Nature Looms, and continued the Copper Tape Circuits.
7. We continued meeting with local organizations. Our programming included Gratitude Stones and Slime. We attended the Brighton City BBQ to conduct questionnaires. We also facilitated a focus group with an intern's friends and family.



9. We compiled our research findings from the focus group and community surveys into a comprehensive report.

4. We met with interns from El Paso County and Larimer County's Spanish Language Specialist to get insight into their programs and approach to the project. We also taught Invisible Ink and the last houseplant lesson.
5. We contacted local organizations in all seven sectors to conduct qualitative interviews. We also taught Copper Tape Circuits and Leaf Art.



8. Our team concluded programming and obtained feedback from staff. Connection emails and e-introductions were sent to our supervisors and local organizations.

WHAT WE LEARNED

- How to be flexible with different programs' structure during programming.
- Improved our classroom management skills.
- The importance of advertising in Spanish through various mediums.
- The importance of creating trust and connecting with organizations.
- Science education in English and Spanish through our lessons.
- How to facilitate a focus group and create clear and concise questions.
- Private businesses are difficult to collaborate with due to scheduling conflicts and a lack of trust in institutions.

FOCUS GROUP FINDINGS

"Which is knowing that there is program... like unless I seek it out... like I don't know... any of those programs. One, I've never seeked it out and two, I've never needed it. So, it's like I've never known that I needed it..." Participant 1

"Sometimes for people it could be... a language barrier, as well. Typically, all flyers are in English and, at least in Brighton, there are a lot of Mexicans and a lot of Hispanics." Participant 2

"I have no idea... I'm going to assume they probably have some Boys and Girls Club over there (Commerce City) but... was never something we heard about... I think if things or programs already exist just making them more known..." Participant 3

NEXT STEPS FOR CSU EXTENSION

- CSU Extension should continue building the relationship with Latinx leaders in Adams County by familiarizing themselves with their organizations.
- In addition, they should communicate with Latinx communities often and attend their events. This will allow the creation of programming that benefits Latinx residents' wants and needs.
- We also suggest that CSU Extension explore other marketing options such as email newsletters and mailed flyers. The current marketing is not targeting Latinx families.
- These are some of several essential steps that can break down barriers and continuously foster these partnerships with the community.