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Jackie Amende
University of Idaho Extension, jamende@uidaho.edu

Surine Greenway
University of Idaho Extension, surineg@uidaho.edu

Liliana Vega
University of California Extension, no@email.com

Roshan Nayak
University of California Agricultural and Natural Resources, rknayak@ucanr.edu

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Jackie Amende
Surine Greenway
University of Idaho Extension

Liliana Vega
University of California Extension

Roshan Nayak
University of California Agricultural and Natural Resources

Youth development programs designed for Latinx youth remain understudied. However, some research reports indicate that having bilingual and bicultural facilitators and developing culturally-infused programs may be effective. Extension educators developed a hands-on youth educational program specifically designed for Latinx youth. Educators hypothesize that adapting programs for Latinx youth will increase the knowledge and confidence levels of Latinx youth compared to their non-Latinx youth counterparts. Results from our study revealed Latinx youth reported greater knowledge gain in most concepts compared to their non-Latinx youth counterparts who simultaneously participated in the same program. In addition, Latinx youth were significantly more likely to understand what can be challenging when starting a business and the skills needed to be an entrepreneur. Findings also indicated that all youth, regardless of identified race and ethnicity, showed positive learning outcomes when programs were culturally adapted. More research on Latinx youth program development and implementation is needed to further understand successful strategies for improved program effectiveness for participants.

Keywords: Latinx, Latino, Hispanic, program development, culturally relevant, youth entrepreneurship, cultural adaptation, youth program

Introduction

In 2017, 31.5% of Latinxs were under 18 years of age, making them the youngest racial and ethnic group in the United States (U.S. Department of Health and Human Services Office of Minority Health, 2019). Additionally, Latinx youth reside in homes that maintain lower household incomes, as compared to their white youth counterparts (Pew Research Center, 2013). Not only are Latino youth at high risk of poverty, but the Latinx population is also one of the

Direct correspondence to Jackie Amende at jamende@uidaho.edu

least educated groups in the nation (Moreno et al., 2000). Many theories attempt to explain why. Some explanations include language barriers, legal status, and financial pressure to support a family (Pew Research Center, 2009). Due to these barriers, many Latinx individuals create their own opportunities through entrepreneurship (Morelix et al., 2018; Wilson et al., 2004).

Latinx individuals start businesses at higher rates than any other ethnic group in the U.S. (Dolan, 2018). However, Latinx have greater failure rates and lower sales than White and Asian-owned businesses (Morelix et al., 2018). With a lack of published research, factors for why Latinx business owners have greater failure rates and lower sales have not been conclusively defined.

Cooperative Extension can play a role in helping Latinx youth learn about entrepreneurship. Youth programs established specifically for Latinx youth remain underdeveloped, and there is limited research available on the factors that contribute to Latinx youth programs' overall effectiveness (Borden et al., 2006). However, after reviewing the existing literature for Latinx programs, we have listed the research-based recommendations for programs designed specifically for Latinx youth:

- Address the Latinx community's barriers and apprehensions for youth program participation, including homework/work obligations, education, mentorship, transportation, dislike of program staff, safety issues, and a cultural disconnect between program staff and the youth they serve (Borden et al., 2006; Ridings et al., 2010).
- Incorporate bilingual and bicultural facilitators that reflect the Latinx population's culture and values (Bandy & Moore, 2011; Koss-Chioino & Vargas, 1999; Vega et al., 2016).
- Engage Latinx facilitators and professionals in program development and implementation to help align the program curriculum with cultural traditions, beliefs, and values of the people being served (Koss-Chioino & Vargas, 1999; Ridings et al., 2010).
- Partner with schools and school districts for both delivery and marketing as schools help bridge cultures by providing a culturally-trusted and safe place for youth to learn (Bandy & Moore, 2011; Ridings et al., 2010).
- Build youth programs that focus on relationship building via work done in groups (Vega et al., 2016). This Latinx cultural concept is called *simpatía*, which means valuing relationships and cooperation (Vega et al., 2016).

Additionally, research suggests that youth entrepreneurship programs should include experiential learning. Experiential learning allows youth to be involved in processing the learned material, experience real-world applications of the material, develop decision-making skills, increase self-confidence, and learn how to communicate with others (Biers et al., 2006). In summary, Latinx

youth programs must be culturally infused, and participation barriers must be understood and addressed (Bandy & Moore, 2011; Koss-Chioino & Vargas, 1999; Vega et al., 2016).

It is important to describe the use of the term "Latinx" within this article. Many terms are used to describe the Latino/Hispanic community, such as Latino, Hispanic, Latina, Latina/o, Latin@, LatinUs, Latinx, Latine, etc. Latinx is often used as a gender-inclusive term recognizing and including all genders and non-gender binary individuals. It is also a gender-neutral term used to disrupt the masculine default of the Spanish gendered language (Guidotti-Hernández, 2017; Santos, 2017). "Hispanic" is used to identify individuals of Spanish descent, although it excludes Brazil (Santos, 2017). These terms are frequently used interchangeably, and no matter which term is used, they are all complex and will likely continue to evolve. In this article, the choice is to use the term "Latinx" to welcome and support the evolution and transformation of language that is inclusive, gender non-binary, and continues the discourse on the power of language and decolonization.

Purpose of the Study

In this study, Extension educators aimed to develop a hands-on youth educational program specifically designed for Latinx youth while determining if learning was greater within this intended population following program participation. Educators hypothesized that Latinx youth would increase their knowledge and confidence after attending the program and report higher aspirations to become entrepreneurs. In other words, the evaluation determined the suitability of the curriculum for Latinx youth. This study used entrepreneurial content as the program's focus due to the presence, interest, and engagement of entrepreneurism in this community.

The Latinx Youth Entrepreneurship Program

EntrepreneurShip Investigation: Discover the E-Scene (Unit 1) curriculum, originally developed by the University of Nebraska Extension, is a youth entrepreneurship program that promoted youth comprehension and initial exploration of entrepreneurism as a potential career choice (Zimbroff et al., 2017). The curriculum taught youth about existing businesses in their communities, common traits of an entrepreneur, and activities that encourage self-reflection and exploring business ideas and concepts (Zimbroff et al., 2017). This curriculum is used as a guide to developing a new program specifically for Latinx youth audiences.

A five-step process was used to continually adapt the *EntrepreneurShip Investigation: Discover the E-Scene (Unit 1)* curriculum for the Latinx Youth Entrepreneurship Program. The steps were

1. Recruit and employ collegiate interns who were bicultural and bilingual.
2. Train employed interns in foundational youth entrepreneurship components and include them in the adaptation and development process of the program.
3. Recruit and train Latinx teens at the local community level for peer mentorship.

4. Create a program evaluation surrounding the goals of the program: entrepreneurship knowledge gain, self-confidence, interest in future entrepreneurism, and youth input in continuous program adaptation.
5. Implement the culturally-adapted program at schools and culturally-trusted sites in the communities.

Bilingual and bicultural interns were reached through targeted recruitment with community partners, including many higher education organizations (universities and colleges) in the state. Following intern employment, an all-day Latinx Youth Entrepreneurship Program training was implemented. The training included youth entrepreneurship activities from *EntrepreneurShip Investigation: Discover the E-Scene (Unit 1)* curriculum, foundational entrepreneurship concepts, the experiential learning method, and discussion of integrating current culturally-adapted examples. Latinx teen volunteers were recruited from the community to participate in the training to reinforce positive youth development and relationship-building concepts with the interns. The Latinx teens also learned to co-teach and established roles as peer mentors for the program.

Following the initial training, the intern and faculty team co-developed a six-hour Latinx Youth Entrepreneurship Program. Bicultural and bilingual interns assisted with the cultural adaptation of the program. Cultural adaptations included having bilingual and bicultural facilitators, including culturally-relevant adaptations, emphasizing research-based Latinx motivational factors, selecting program locations, and entrepreneur guest speakers who were representative of the community. Listed below are specific examples within each adaptation that was performed.

Bilingual and Bicultural Facilitators

To ensure bilingual and bicultural facilitators' employment, the team created position descriptions that included "bilingual and bicultural" skills as a listed requirement. "Bilingual" referred to someone who could speak English and Spanish fluently, and bicultural was defined as someone with knowledge and experiences of Latinx culture and values. This is important as someone bilingual may not have acquired enough cultural skills to successfully understand and work with the Latinx community. A bicultural individual is more likely to address cultural nuances and incorporate those into lesson plans to make learning content more culturally relevant. This was also done to address research-based barriers for Latinx youth program participation, such as dislike of program staff, the cultural disconnect between program staff and the youth they served, and the importance of mentorship within the community.

Culturally-relevant Adaptations

All materials, including marketing and educational materials used in program implementation, intentionally reflect youth diversity and include examples of the Latinx population. An example is highlighting Latinx-owned businesses in the community and Spanish marketing media. Also,

the Forbes *18 Under 18: Meet the Young Innovators Who Are Changing the World* article by Polina Marinova, published in 2016, was used as it included a diverse group of real-life, young individuals who had achieved entrepreneurial success. This allowed Latinx youth to see role models who were entrepreneurs and have examples of individuals who looked like them and had their cultural background.

Emphasizing Research-based Latinx Motivational Factors

Understanding Latinx entrepreneurial motivational factors, such as financial pressures, legal barriers, and building on Latinx values further supports Latinx youth programs. The research team ensured facilitators understood motivational factors, cultural nuances and barriers, and that the program was built on Latinx values, including focusing on relationship building within groups. Addressing cultural values like *simpatia* versus individual values allowed us to develop and adapt programs based on Latinx cultural values instead of Caucasian values. Rather than having youth work individually on business plans, youth worked in groups to develop a business.

Selection of Program Locations

Program locations were intentionally selected. Sites were selected based on having a high Latinx population, where they are located within the community, and the trustworthiness of the location for the Latinx community (i.e., choosing sites where Latinx communities live and socialize). Locations selected included migrant school sites, low-income housing, and Latinx cultural centers. Considering that many of the sites being served had families and youth who are food insecure, all programs included food (meals or snacks dependent on the site). Recognizing food insecurity as an issue for some sites, purposeful measures were taken to allocate larger food budgets for these locations and provide meals and snacks to ensure youth could focus on learning.

Entrepreneur Guest Speakers who are Representative of the Community

To increase self-confidence and self-efficacy, local Latinx entrepreneurs shared their entrepreneurial stories with program participants. Additionally, community volunteers judged program participants' team business plan presentations. These volunteers evaluated group business plans or business product presentations during the final workshop. While each program series was adapted to fit age and comprehension levels appropriately, participants from all sites participated in the final group presentations.

Program Delivery

Teens and college interns partnered to collaboratively teach the Latinx Youth Entrepreneurship Program at selected community sites. This program has been delivered at eleven different sites, including after-school and summer youth migrant programs. Within these sites, the Latinx Youth Entrepreneurship Program was taught to varying age groups.

The Latinx Youth Entrepreneurship Program was delivered for a minimum of six hours; sites have varying program schedules. For example, one site asked for three weekly two-hour workshops, and another asked for two three-hour workshops. Some sites were set up as weeklong camps (i.e., spring break day camp) with more than six instruction hours.

Youth who participated through the end of the program were provided an anonymous and voluntary program evaluation questionnaire to complete. This evaluation questionnaire was not offered to youth ages eight years and younger due to limited reading and writing comprehension where a program evaluation is not age-appropriate. Therefore, questionnaires were only completed by youth in third grade and above.

Program Evaluation

The planning and evaluation of the Latinx program adopted the framework of knowledge, attitudes, skills, and aspirations (KASA) change from the Targeting Outcomes of Programs (TOP) model (Rockwell & Bennett, 2004). Bennett's (1975) hierarchy of program evaluation evidence, which is an integral part of the TOP model, specifically emphasizes KASA change due to program participation. The evaluation study primarily focused on the short-term program outcomes or the degree to which the program contributed to the outcomes related to knowledge, confidence, skills, and aspirations. The basic concepts of the TOP model propose participants applied new knowledge, skills, and aspirations to their practices to achieve long-term changes in the social, economic, and environmental conditions.

The underlying hypothesis of Latinx program planning and delivery assumed that Latinx youth would increase their knowledge about entrepreneurism and confidence by participating in culturally-relevant Latinx programs, ultimately leading to an increase in their aspirations (Nayak et al., 2015) to become an entrepreneur.

The Latinx Youth Entrepreneurship program evaluation used a questionnaire approach through the distribution of a post-program written survey. The post-program survey was developed and validated by a group of experts. The survey included a series of knowledge-gained questions related to entrepreneurial business concepts that were taught. The survey also measured participants' interest and confidence in future entrepreneurism, including how much the youth like learning about entrepreneurism. Also, the program evaluation includes questions on overall participant satisfaction and allows participants to provide qualitative feedback on the program.

The evaluation study assessed the program's impact on participating youth, specifically Latinx youth. The University-affiliated research office reviewed the project and approved the survey.

Participants

To date, this program has been delivered to over 450 youth from Kindergarten to 12th grade. Of the participating youth, 330 surveys have been completed with a response rate of 73.3%. Of this sample, 312 (69.3%) completed the survey question regarding ethnicity. Of the 312 respondents, 234 (75.0%) identified as Hispanic/Latinx/Latina, indicating that most youth who participated in the program were the target demographic. This program serves all youth; therefore, white non-Hispanic youth did participate in the program. This allowed comparisons of program results of white non-Hispanic youth to that of Latinx youth participants.

Data Analysis

All youth evaluations were entered into Qualtrics (an online survey platform) by the program team via a Qualtrics survey link to create a dataset for the ease of conducting analysis and generating reports. A total of 234 responses identified as Hispanic/Latinx, and 78 total responses identified as non-Hispanic/Latinx. Statistical analyses were performed based on the evaluation research questions as described below:

1. Descriptive analyses were performed to measure the overall effectiveness of the program.
2. Cramer's V values were calculated to determine inter-item correlations among the knowledge questions. The strength of the association of youths' overall satisfaction with the entrepreneurship program and their interest in being an entrepreneur someday with their confidence were calculated using Chi-Square tests and Cramer's V.
3. Proportional difference tests *(*two samples *z*-score test) were conducted to compare program impact on Latinx versus non-Latinx youth.

Results

The questionnaire was used to collect data within four program components: entrepreneurism knowledge gained, interest in entrepreneurship in the future, self-perceived confidence in their ability to become an entrepreneur, and receiving continuous youth input for program development and adaptation. The results from all participants who responded to the questionnaire are presented in Table 1. The majority of participants indicated they learned new things about entrepreneurism. Forty-four percent of survey participants ($n = 143$) reported being interested in becoming an entrepreneur someday. More than 95% of participants ($n = 306$) reported learning "*a little*" to "*a lot*" about entrepreneurism. Almost nine out of ten participants

(*n* = 291; 90.4%) indicated they felt "*a little*" to "*very confident*" becoming an entrepreneur after attending the program.

Table 1. The Distribution of Youth Participants' Responses to Knowledge and Interest, Overall Learning, and Confidence Questions

Knowledge and Interest Questions	N	Yes n (%)	Sort of n (%)	No n (%)
At this program, did you learn new things about what an entrepreneur is?	326	259 (79.4)	49 (15.0)	18 (5.5)
At this program, did you learn new things about how to make a goal?	322	246 (76.4)	58 (18.0)	18 (5.6)
At this program, did you learn new things about the risks of becoming an entrepreneur?	320	245 (76.6)	55 (17.2)	20 (6.3)
At this program, did you learn new things about what can be hard about starting a business?	322	248 (77.0)	62 (19.3)	12 (3.7)
At this program, did you learn new things about the skills you need to be an entrepreneur?	321	221 (68.8)	77 (24.0)	23 (7.2)
At this program, did you learn new things about how to market your business?	321	211 (65.7)	87 (27.1)	23 (7.2)
Are you interested in being an entrepreneur someday?	325	143 (44.0)	135 (41.5)	47 (14.5)
Entrepreneurism Question	**N**	**A lot n (%)**	**A little n (%)**	**Not at all n (%)**
Overall, how much did you like learning about entrepreneurism?	319	213 (66.8)	93 (29.2)	13 (4.1)
Confidence Question	**N**	**Very confident n (%)**	**A little confident n (%)**	**Not at all confident n (%)**
After participating in this program, how confident do you feel that you can become an entrepreneur someday?	322	142 (44.1)	149 (46.3)	31 (9.6)

Cramer's V values were calculated for all knowledge questions to determine the strength of associations among the questions. The Cramer's V values ranged from a minimum of .26 to a maximum of .41, indicating low to moderate associations among the knowledge gain questions. The Chi-square result in Table 2 displays a significant association between how much they liked learning about entrepreneurism at the program and their confidence level to become an entrepreneur. Furthermore, a significant Cramer's V value of .34 ($p < .001$) indicated a moderate association between the two variables. Thus, the more the youth liked learning about entrepreneurism at the program, the more likely they felt confident in becoming an entrepreneur. Similarly, a statistically significant and moderate association was found between youths' interest

and confidence in becoming an entrepreneur (χ^2 = *126.36, p* < *.001;* Cramer's V = .44). Thus, youth interested in becoming an entrepreneur someday were likely to be more confident in becoming an entrepreneur.

Table 2. Chi-Square Test Results between Overall Learning and Confidence in Becoming an Entrepreneur (N = 313)

			Overall, how much did you like learning about entrepreneurism?			Total	χ^2	*p*
			Not at all	A little	A lot			
Confidence to become an entrepreneur	Not at all confident	Observed	8	13	10	31		
		Expected	1.3	8.8	20.9			
	A little Confident	Observed	4	56	82	142	71.56	.000
		Expected	5.9	40.4	95.7			
	Very Confident	Observed	1	20	119	140		
		Expected	5.8	39.8	94.4			
Total			13	89	211	313		

Table 3 displays two sample *z*-score proportional difference test results between self-identified Latinx responses and self-identified non-Latinx responses to the knowledge, entrepreneurship, and confidence questions. The result showed no statistically significant proportional differences between the two groups for most of the survey questions.

Entrepreneurship Knowledge Gain

The majority of youth reported knowledge gain in all entrepreneurial knowledge concepts. For those questions, the knowledge gain remained similar across both groups. However, self-identified Latinx youth reported a significantly greater knowledge gain than their non-Latinx counterparts in learning what can be challenging when starting a business and the skills needed to be an entrepreneur.

Table 3. Proportional Difference (z-score) Test Results between Latinx and Non-Latinx Participants

	Total	Latinx		Non-Latinx		*z*	*p*
		# who responded as indicated (*n*) (% of N_1)	N_1	# who responded as indicated (*n*) (% of N_2)	N_2		
At this program, did you learn new things about what an entrepreneur is?	309	184 (78.6%)	234	60 (80.0%)	75	-0.25	.803
At this program, did you learn new things about how to make a goal?	305	180 (77.9%)	231	53 (71.6%)	74	1.11	.267
At this program, did you learn new things about the risks of becoming an entrepreneur?	303	179 (78.2%)	229	51 (68.9%)	74	1.62	.105
At this program, did you learn new things about what can be hard about starting a business?	305	183 (79.6%)	230	51 (68.0%)	75	2.06	.039**
At this program, did you learn new things about the skills you need to be an entrepreneur?	304	164 (71.3%)	230	45 (60.8%)	74	1.69	.091*
At this program, did you learn new things about how to market your business?	309	151 (65.1%)	232	52 (67.5%)	77	-0.39	.697
Entrepreneurship Questions							
Are you interested in being an entrepreneur someday? *(Responses for "Yes")*	308	108 (46.4%)	233	28 (37.3%)	75	1.37	.171
Are you interested in being an entrepreneur someday? *(Responses for "Sort of")*	308	95 (40.8%)	233	31 (41.3%)	75	-0.09	.929
Overall, how much did you like learning about entrepreneurism? *(Responses for "A Lot")*	307	158 (68.7%)	230	48 (62.3%)	77	1.03	.305
After participating in this program, how confident do you feel that you can become an entrepreneur someday? *(Responses for "Very")*	305	101 (43.9%)	230	34 (45.3%)	75	-0.22	.826
After participating in this program, how confident do you feel that you can become an entrepreneur someday? *(Responses for "A Little")*	305	107 (46.5%)	230	32 (42.7%)	75	0.58	.562

*Note. Total=N_1+N_2; *p < 0.1; **p < 0.05*

A higher proportion of Latinx (79.6%; $n = 183$) students reported learning new things that can be challenging for starting a business than non-Latinx youth (68.0%; $n = 75$), with a z-score of 2.06 at a significance level of .05. Cohen's h value for the effect size of the difference in proportions was found to be .26, which corresponds to a small effect. A higher proportion of Latinx youth (71.3%; $n = 164$) mentioned having learned new things about the skills one needs to be an entrepreneur than Non-Latinx youth (60.8%; $n = 45$) ($z = 1.69$, $p < .10$). Cohen's h value for the effect size of the difference in proportions was found to be 0.22, which corresponds to a small effect.

Interest and Self-Perceived Confidence in Entrepreneurism

Overall, many of the youth who participated in the program indicated interest when asked the question, "are you interested in being an entrepreneur someday?" Although no questions result in a significant difference between non-Latinx and Latinx youth.

Participant Input for Latinx Youth Entrepreneurship Program

The majority of youth liked learning about entrepreneurism "a lot," when asked the question "Overall, how much did you like learning about entrepreneurism?" Participants provided input on what they like best about the program, with emerging themes for self-identified Latinx youth indicating they like their program facilitators and how they teach, like learning about entrepreneurism, and appreciate how hands-on and interactive the program is. Also, the youth provided feedback on how to make the program better. For example, youth stated they would like the program to provide more time and details and "build kids with more confidence."

Discussion

The Latinx Youth Entrepreneurship Program focused on adapting an entrepreneurship program to be culturally relevant for Latinx youth audiences. The survey results demonstrated an increase in knowledge gain in four of six entrepreneurial concepts among Latinx youth compared to non-Latinx youth, with two concepts having a statistically significant difference between Latinx and non-Latinx youth. This may indicate adapting programs for Latinx youth audiences, like having bilingual and bicultural facilitators who are representative of the youth, conducting programming at culturally-trusted sites, providing culturally-relevant examples, and using experiential and group-centered methods, is effective for Latinx youth programs in regard to knowledge gain. This supports research conducted by Ridings et al. (2010), Bandy and Moore (2011), and Vega et al. (2016). The program results showed increased knowledge gain for the majority of youth participants, regardless of racial/ethnic identity, and it is difficult to determine what adaptations were or were not associated with increased Latinx youth knowledge gain. Therefore, we may conclude that the Latinx curriculum may be appropriate for all youth irrespective of their ethnicity.

Latinx youth were more likely to understand what can be difficult and the skills needed to be entrepreneurs compared to their non-Latinx counterparts. Although the research team cannot conclusively provide reasons for this, it is worth investigating more long-term and consistent entrepreneurship programming with the Latinx youth audience. Supporting relationship building and mentorship could improve self-confidence and increase self-efficacy.

Findings show that many of the youth reported interest in entrepreneurism in the future, although not significant. This indicates that some youth may pursue this opportunity as a career choice, and participation in this program may increase the overall youth level of preparedness for future entrepreneurship. This can potentially improve success in youth participants' future entrepreneurism endeavors.

This program utilized experiential learning, which has been shown to increase self-confidence in youth programs (Biers et al., 2006; Krueger & Brazeal, 1994). Irrespective of ethnicity, the program helped youth participants increase their confidence in becoming an entrepreneur someday. The study showed positive associations of youth interest in becoming entrepreneurs and their liking of learning about entrepreneurism at the program with their post-program confidence level. These findings indicate that when programs are culturally adapted, all youth audiences benefit, including non-Latinx youth. The evaluation informed the program's effectiveness and helped examine the association between youth interest in becoming entrepreneurs (and overall learning experience) and their confidence level. Programmatic interventions focused on increasing youth confidence to become entrepreneurs should consider ways to increase their interest in entrepreneurism. More research in strategies to improve Latinx self-confidence in entrepreneurial youth programs is needed to support self-confidence for this audience.

In addition, community partnerships are essential in providing the program at different on-site locations, focusing on school and culturally-trusted locations. Providing these workshops on-site creates access to programs for limited-resource families, and the need for transportation is eliminated. Providing programs at various trusted sites will continue to promote increased learning opportunities for Latinx youth.

Limitations

A post-test only evaluation design was administered instead of a pre- and post-test program evaluation, which limits the ability to compare data at two different points. It should also be noted that this program was implemented with a wide age range of youth. Although only youth third grade and above completed the evaluation, this may still construe data. A third-grade youth may read, comprehend, and respond to questions in a different context than a high school student. These factors may have limited the data collected from this program.

Evaluation results support that youth participants like their teachers, reflecting the design and implementation of the program. Although youth enjoyed their facilitators and how they taught, data did not determine if they enjoyed their facilitators due to their appearance, teaching styles, personalities, or cultural connection. However, as the team continues to offer youth Latinx entrepreneurship programs and Latinx programs in general, the need to ensure teachers are representative of the audience will continue to be a priority when structuring programs.

Multiple research-based adaptations and considerations were implemented in this program design for Latinx youth. This can make it difficult to determine what adaptations and considerations (if any) contributed to knowledge, confidence, and interest in entrepreneurism for Latinx youth.

Conclusion

To create truly culturally-relevant youth programs, continual adaptation is needed to meet the intended audiences' needs. Adapting for Latinx youth audiences, such as having bilingual and bicultural facilitators and offering programs at schools and culturally-trusted locations, has shown an overall increase in knowledge gain in Latinx youth compared to non-Latinx youth who participated. Findings also indicated all youth showed positive learning outcomes when programs were culturally adapted, including non-Latinx youth. In addition, this study suggested a need for more research in strategies to successfully support self-confidence in youth entrepreneurism, particularly within the Latinx youth audience. Currently, programs established specifically for Latinx youth remain underdeveloped, and research is limited. Therefore, more research in understanding successful strategies for Latinx youth program development and implementation is needed.

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Jackie Amende, MS, RDN, LD, is a county Family and Consumer Sciences Extension Educator focusing primarily on health and nutrition programming. Jackie also works with a team to develop and implement entrepreneurship programming to Latinx youth and adult audiences.

Surine Greenway is a Family & Consumer Sciences Extension Educator for the University of Idaho. Her programming emphases are food safety/food preservation and basic financial management for youth and adults.

Liliana Vega is a 4-H Youth Development Advisor with the University of California. Liliana focuses on positive youth development, college and career readiness, and diversity and inclusion. Liliana's expertise is in reaching and culturally adapting programs, providing leadership in advocating for greater diversity awareness and outreach.

Roshan Nayak is a 4-H Evaluation Academic Coordinator with the University of California 4-H Youth Development Program. Roshan is responsible for developing and implementing statewide evaluations to strengthen the program and document program outcomes and impacts.

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