This diagram shows how All Reasonable Efforts, inspired by federal civil rights laws and the UW-System values of Inclusive Excellence, lead to relationships with protected and underserved audiences, positive educational outcomes from UWEX programming, trust, increased knowledge of the best ways to reach and teach specific audiences, and improved “all reasonable efforts.” In this reinforcing feedback loop, the momentum of the program builds the longer it runs and impacts grow exponentially.

It is important to note, as with all UWEX programming, that information is not a steady flow from educator to audience. It moves back and forth among all the participants in the educational experience.
Background on Civil Rights Requirements in Extension Programming

Based on Title VI of the Civil Rights Law of 1964, Cooperative Extension makes all reasonable efforts to reach protected audiences (women and people of racial and ethnic minority groups) with special outreach activities to inform them about our educational programs. We record data on potential and actual participants who are: White, Black or African American, American Indian and Alaska Natives, Asians, Native Hawaiians and other Pacific Islanders, some other race, people of mixed race, Hispanics or Latinos, male and female. A program is at parity when the number of actual participants served from a protected audience is proportionate to the segment of that population in the area of program focus.

Inclusion and Inclusive Excellence are the terms Cooperative Extension and the UW-System use to describe the environment where all perspectives and backgrounds are valued and all people are encouraged to contribute to the program, organization, and community’s success.

In addition to Civil Rights requirements, additional laws and policies prohibit discrimination or the denial of access to programs or opportunities based on: disability, national origin, ancestry, age, sexual orientation, pregnancy, marital or parental status, arrest or conviction record and veteran status. In an effort to expand access to all members of the community, Cooperative Extension practices inclusion of these underserved audiences who have traditionally not been served or are not currently being served through Extension programming. Inclusion is a priority and value of the Institution practiced by all levels of Cooperative Extension.

Determining Potential Audience

1. Deepen your understanding of the population of the county through:
   - Demographics and community profiles
   - Personal contacts
   - Observation
   - Interaction with groups and cultures
   - Relationships
   - Studying trends
   - Learning about structures of power and privilege
   - Potential partners
   - Stakeholders

2. Use program planning process and relationships with protected and underserved audiences to determine an issue your program could address.
3. Define program goals. It is understood that CES colleagues have expertise in certain areas and will teach in those areas. It is also understood that colleagues will use already established programs. Civil Rights laws indicate that colleagues determine potential audience at the time of program development so that information and educational programming are of interest to and appropriate for protected and underserved audiences as well as majority audiences.

   a. **Example:** An ag educator uses all reasonable efforts to ensure that Somali farmers are aware of the programs she teaches on forage and nutrient management and feel welcome to attend. Somali farmers rarely attend. They know they could come, but their particular interest is in goat farming. The ag educator works with specialists and develops programming about goats to respond to this need.

4. Identify who would be impacted by program goals.

5. Consider the demographics of people potentially reached through the program (especially protected groups; list groups). Use local data sources and educational judgment based on your knowledge and knowledge gained from step 1.

6. Determine potential audience by thinking of how many total people you are realistically able to reach through this program. Potential audience is not already pre-defined. Each educator decides what makes sense in their individual situation. **Example:** A family living educator knows that the area population is 1000 and that she can only realistically teach basic budgeting to 300 in one year. Just outside the city of focus is a subdivision of 200 residents with low incomes.

7. Report your potential audience for this program in Chart 1 found on the CES Civil Rights Website: [http://www.uwex.edu/ces/admin/crights/](http://www.uwex.edu/ces/admin/crights/).

8. Develop an outreach strategy based on the target population for the program and figure out the parity percentages ahead of time so you know your goal. **Example:** The family living educator decides that of the 300 people she will teach in one year, she will try to reach 150 people from that particular low-income subdivision and 150 more from the rest of the city. Additionally, she will use all reasonable

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**Alternative Data Sources**

- UWEX Center for Community & Economic Development: [http://www.uwex.edu/ces/cced/contact/index.cfm](http://www.uwex.edu/ces/cced/contact/index.cfm)
  (Food Share, Medicaid, Health Statistics)
- WI Department of Public Instruction: [http://dpi.wi.gov/lbstat/data.html](http://dpi.wi.gov/lbstat/data.html)
- County or Region Aging and Disability Resource Center (ADRC)
- Census of Agriculture
- Local Court Data
- Local partner organization data
efforts to make sure that the race and ethnicity of her participants matches the actual demographic numbers of area residents. In this case, five percent of the city’s population is Hispanic and her own observations and that of other service providers and community residents tell her that the subdivision has a slightly higher Hispanic population. She decides that her goal will be to have seven percent Hispanic participants. This means that of the 300 she will teach, 21 will be Hispanic if she reaches parity.

9. After the program, calculate parity by entering into Chart 1 how many actual participants (ex: city population) are from protected audiences.

10. Chart 1 automatically calculates parity and distance from parity.

11. Document all your reasonable efforts in your civil rights files.

Definitions:

All Reasonable Efforts – the variety of intentional methods used to best reach protected audiences with Extension opportunities and programs. Some examples may include personal contacts, mailings, sharing materials at a location that is often visited by members of the potential audience, identifying partners of whom the potential audience might have an existing relationship. “All reasonable efforts” are multiple efforts of both failed and successful attempts to engage the potential audience in programming. These attempts, both successful and unsuccessful, should be documented and placed in civil rights files.

Parity – for civil rights purposes, an Extension program is in parity when the participation of individuals from protected groups reflects the proportionate representation of those groups in the population for the targeted community and program of focus.

Protected Groups/Audiences – Based on Title VI of the Civil Rights Law of 1964, Cooperative Extension makes all reasonable efforts to reach women and people of racial and ethnic minority groups with special outreach activities to inform them about our educational programs. In addition it is illegal to discriminate or deny access regardless of race, color, gender/sex, creed, disability, religion, national origin, ancestry, age, sexual orientation, pregnancy, marital or parental, arrest or conviction record or veteran status. For Civil Rights reporting and the purposes of we are required to make only report participant gender, race, and ethnicity in relationship to potential audience.

Inclusion—denotes an environment (including the climate, policies, procedures, educational practices, partnerships, outcomes) where all perspectives are engaged and each individual member feels valued; is able to fully develop his or her working potential; and contribute to the organization’s or community’s success.

Inclusive Excellence—an initiative adopted by the University of Wisconsin Board of Regents in 2008 for all institutions in the UW System to intentionally integrate inclusion and efforts to achieve diversity into
leadership and governance; community engagement; student, learner and colleague recruitment and retention; curriculum, programming and pedagogy; scholarship and research; climate; and civil rights, affirmative action and equal opportunity functions.

Underserved Audiences—a term used in efforts to expand access to opportunities, services and education to describe groups or segments of the community that have traditionally not been served or are currently not being served by an organization to the same extent as other groups or segments have been or are being served. May be used interchangeably with “underrepresented” or “neglected” audiences.