

**Cooperative Extension  
Winter District Meetings, 2007  
Best Practices in Expanding Access to Extension Education**

**1. Food Security Project**

Three county educators--the horticulture agent, the family living agent and the nutrition coordinator--plan to collaborate on a food security project with a new hunger coalition that is beginning to form in the county. The three want to be certain they consider the civil rights outreach activities that might be included in the project and the basic documentation and record keeping they will need to do. What suggestions would you offer for approaches to do this?

**2. Accommodation for Disabilities**

You have scheduled a stakeholder input meeting at the county government building. You receive a phone call from the "Wisconsin Relay System." The operator says "I'm deaf and want to attend your input meeting. I need an interpreter." What do you do?

**3. Nutrition Education for Males of Mexican Origin**

A Latina nutrition educator and the county nutrition program coordinator realize that in their county Hispanic males, mostly Mexican, have a high rate of chronic disease such as diabetes and hypertension usually from eating foods high in fat and added sugar. Most of these males live on the west side of the major city in your county. The educator has good ideas about the educational resources she could use to teach basic nutrition to this population. What outreach activities would you suggest for reaching the audience? Be creative.

**4. Spanish Speaking Parents**

The 4-H Youth Development agent is the lead partner in an after-school program, working with an elementary school and a local service organization. Demographic data from the school demographic data shows that 1/3 of the students at the school are from families where Spanish is spoken at home even though 100% of the children at the school speak English. How would you communicate messages to parents? Why?

**5. Orientation for a New Colleague**

You have offered to help a new colleague in your office become acquainted with civil rights responsibilities. What would you advise the new colleague to do in the first year as an Extension educator?

**6. White Elected Officials**

You have volunteered to be a "civil rights coach" for a community development educator who has been in your county for six months and is developing programming for the audience of elected officials who are all white. The demographics of the county show that the combined population of people of color (mostly African American and Hispanics/Latinos or mostly Native American—depending on your district) is 20 percent or 5 percent (which ever is more appropriate for your district). What will you suggest to the new educator?

**7. Court Ordered Parenting Education Project**

The Family Living educator has an agreement in place with the local court system to provide six weeks of parenting education classes to parents referred by the court. This program is one of the three options that the parents can choose. The classes are held in the county Extension office during the day. The office is located a short distance from the court but far from where most who are referred live. The educator has noticed that few if any participants that are African American or Hispanic sign up, although a considerable number are being referred. The assumption is that potential participants are attending elsewhere. What do you recommend the educator do to get more participation and allow greater access to the program? Is it really necessary since potential participants know about the program but choose to go elsewhere for classes?

**8. Hispanic Dairy Employees**

The Agriculture agent, who mostly focuses on plant science programs, realizes that there has been a steady increase in Mexican employees on dairy farms in the county in the past three years. Recently he has read and heard about several injuries of Mexican men in accidents on dairy farms in the county. The agent knows the owners of these farms. The dairy employees in the county are rumored to be undocumented/unauthorized and there are anti-immigration sentiments in the county. What would you suggest that the agent do?

## **9. Accessible Meeting Locations**

The CRD educator coordinates a county leadership development program. The practice has always been to combine meeting location with education about the community by program participants hosting meetings at their place of business or at the site of their favorite non-profit. Many of these places are not accessible. A woman who developed and manages a referral service for people with disabilities recently joined the program. She uses a wheel chair. What are some options for the educator and for program participants to consider?

## **10. Hmong Youth in a Community 4-H Club**

A Hmong family joined an area 4-H Club, who's racial composition was 100% white. The mother was very supportive of her daughter's involvement in 4-H, and the daughter was elected to serve as the club reporter due to her interest in writing. Knowing this, a bilingual community volunteer invited Hmong families from the same neighborhood to join the area 4-H club. Two additional families enrolled. Initially, the community volunteer brought the families to 4-H meetings and activities and translated for the parents. Families in the club were excited about this and made efforts to welcome and include these new families. After a few months the community volunteer was unable to attend the meetings and events. Despite one of the seasoned 4-H families volunteering to provide transportation for the new members at their parent's request, the Hmong families are no longer involved in club activities. The 4-H club leaders are looking for help on how to keep these three Hmong families involved and grow club membership from the Hmong community.

## **11. Rural, White European County**

Within the past year your county staff has had a turnover of a majority of its educators. The county is rural, one of the smallest populations in the state, and the population is over 98 percent white European. You are aware of the responsibility to do civil rights outreach. There is a small Amish population in the county and an Amish couple came to your office last month looking for help starting a fresh market vegetable operation. How do you start? What do you do?

## **12. African American Neighborhood**

The population of your county is 5 percent African American. The African American student population in the public schools is over 10 percent and the majority of the people living at or below the poverty level in the county are African American. A team of Extension-funded, county-funded and grant-funded colleagues has been programming in a predominantly Latino neighborhood for the past two years. The office team knows that the county office is not near parity with African American audiences in any program area. A community organizer in a predominantly African American neighborhood has approached an African American county supervisor asking for Extension resources for her neighborhood. There are no African Americans on your county Extension staff. How might you proceed?