

Winter District Meetings, 2007 Suggestions for Best Practices

1. Food Security Project

1. Consider the organizations in the coalition and the demographics of the people each organization serves. If you don't know, ask representatives of the organizations. Do any of the organizations serve people from the racial or ethnic groups covered by Title XI of the Civil Rights Law of 1964? If so, keep notes on those organizations in your civil rights files.
2. Work to assure that advisory and planning groups include people from the audiences you plan to serve. Make special efforts to assure that people of color who are in the potential audience are invited to be included in advisory and planning groups. They should be invited through personal contact—face-to-face or telephone. You also should use promotional materials posted and sent through the mail and news releases placed in appropriate media outlets.
3. If people in your potential audience speak Spanish or Hmong, promotional materials and educational materials should be in those languages. Educators and volunteers should speak the languages or interpreters should be available.
4. Try to find opportunities to get self-reported demographic data from those you serve with the literacy project. Keep the data in the files. Analyze the data to help you reach traditionally underrepresented audiences more effectively.
5. Use culturally appropriate evaluation tools.
6. Hold all educational meetings in accessible facilities where your potential audience will feel comfortable and welcome.

2. Accommodation for Disabilities

1. The Wisconsin Relay System (accessed by calling 711) is a service that allows people who are deaf, hard of hearing or who have a speech impairment to communicate with the aid of an operator. The person with the disability uses specialized equipment (ex. TTY) to communicate with an operator, who uses the regular phone system and voices the information to the other caller, and then types the caller's response back to the person with the disability. The Relay operator acts as an "invisible link" between the person with the disability and the other caller.
2. Ask the caller for more details regarding his interpreter needs (ex. ASL or signed English). Ask the client if she/he knows of an interpreter to recommend. If the client doesn't have any recommendations, try the office of vocational rehabilitation nearest to you, or you can go to the "Wisconsin DHFS, Office for the Deaf and Hard of Hearing" website to obtain their interpreter list.
3. Contact an interpreter, explain all details of the meeting and schedule that person to be at the meeting. Explain that the invoice needs to be sent to you promptly after the meeting.
4. If you are asked to provide an accommodation on very short notice (a couple days) do the very best you can to find an interpreter. If it is impossible, call the client and discuss options that will enable input in another way. If you are asked a week or more in advance you should be able to provide an interpreter, even if it means paying travel expenses.
5. During the event, talk directly to the person with the disability and not to the interpreter. Allow the interpreter to sit near the speaker so that the deaf person can see both the interpreter and the speaker. Do not have personal conversations with the interpreter, and do not wait for the interpreter to stop signing before continuing with the presentation.
6. Forward the invoice to JoAnn to be paid. Indicate that you have approved it for the agreed upon fee and time spent at the event.

3. Nutrition Education for Males of Mexican Origin

1. Learn all you can about the potential audience. Where do they live and work and spend leisure time? How many men are in your potential audience? Record this number and information about the potential audience on Civil Rights Chart #1 found on the Cooperative Extension Civil Rights website.
2. Find people in the Latino community who will help you reach out to the potential audience. What other agencies, organizations or businesses might partner with Cooperative Extension on this project? What can these partners teach you about the potential audience?
3. Latina clientele from other nutrition program may have good ideas about how to reach the male audience.
4. Make personal contact with Latinos who might be interested in nutrition education. Ask them to help you make more contacts.
5. In addition to personal contacts, use promotional materials and appropriate media to publicize the program.
6. Keep notes on your outreach activities
7. Meet in facilities in which your clientele will feel comfortable and welcome.
8. Record the numbers of men who attend your program on Chart #1.

4. Spanish Speaking Parents

It is necessary that you write messages in Spanish along with English. Federal civil rights guidelines tell us that where language is a barrier to effective participation and to complete access to the education Extension offers, we should use Spanish or other languages that are known to be spoken by participants as well as English messages. The requirement is for “all reasonable effort” in removing barriers so that the entire family benefits. We should never expect children to translate or interpret for parents.

5. Orientation for a New Colleague

1. As you learn about the Cooperative Extension program development model, consider how you will need to reach out to people in the county at each stage of the process of developing, conducting and evaluating each program you work on.
2. Do all you can to understand the county demographics that are relevant to your content area. Use official census data and formal and informal data from local sources such as schools, state and local agencies (Department of Public Instruction, county health and human services), community coalitions. Recognize those with power and those with less power. Learn about groups of people beyond racial, ethnic and gender categories. Consider income level and socioeconomic status, religion, life style, geographic location in the county, etc. Find out what groups traditionally have been represented in the participants of your program area. Consider how you might expand access to the educational programs you will create to those who have not traditionally been served.
3. Make notes about what you learn and keep the records you use to learn about the demographics of your county.
4. Start to consider who the potential audience will be for each of the programs you are developing. Learn all you can about each potential audience. Invite people from the potential audiences to help you. Consider how you would reach those audiences to promote your programs.
5. Learn about the services in your county for people with disabilities such as hearing interpreters so you will be familiar with them if you are asked to provide accommodations for clientele with disabilities.
6. Consider where you will hold meetings with stakeholders and clientele. You should choose locations that are accessible to those with disabilities.
7. Start to familiarize yourself with the civil rights charts you will need to fill out annually when you have established educational programs.

6. White Elected Officials

1. Suggest how the educator can find accurate and comprehensive demographic data, both formal Census data and local data from local agencies. Ask others in the office to share their data. See all suggestions for #5 above.
2. Suggest that the educator visit other Extension education programs in this or other counties conducted by colleagues who program with people of color (African Americans, Latinos, or Native Americans—depending on the population of your county). Ask other colleagues in this county office to introduce the new colleague to leaders in the communities of color who might benefit from CRD programming.
3. Explain that it is the responsibility of every colleague to reach out to people of color in their county. In a county with 20 percent people of color, each colleague in the county should reach out to these populations with at least some of his/her programming. In a county with 5 percent or less people of color it will be more difficult and colleagues need to consider what other groups of people, beyond racial/ethnic groups, might be diverse audiences for their specific programs (religious-based cultures, disabled, males or females depending on the program). Reaching out to these audiences need not totally replace the programming with white elected officials.
4. Ask the colleague to consider the community development needs of the African American, Hispanic or Native American people in the county. For instance, if her primary area of expertise is community and organizational development, how might organizations and networks in the communities of color benefit from her expertise? A start might be short-term or one-time programs or simply interacting on issues and building relationships. Consider how she can use her content expertise, combined with new understanding about the culture, to serve the new group. It will take a great deal of time to develop relationships and learn about the cultures and the needs of the communities of color. Finding partners in the office and in those communities will be essential.
5. Suggest that the new colleague ask other educators in the office to consider how she might collaborate on programs in communities of color as she meets people, builds trust, learns about the cultures and understands needs.
6. Suggest that the new colleague consider how she can make the white elected officials aware of the needs and concerns of communities of color as she works with the officials. She also can challenge them to be inclusive of all diversity and assure representation of all groups as they carry

out their responsibilities. She can inform them of new ways to reach out to residents of color. She can introduce them to leaders in the communities of color.

7. The colleague should keep notes on her outreach accomplishments and record potential audience numbers and actual participant numbers on civil rights charts.

7. Court Ordered Parenting Education Project

1. Look at your county demographics for areas that are generally populated by African American and Hispanic families to determine areas that should be considered for the locations of sessions.
2. Meet with community groups and agencies that also serve the population to determine other needs and challenges of these families that should be considered in planning locations and time of sessions.
3. Talk to the providers of the other partnering education sessions, maybe partnering or collaborating would benefit you both and your audience. If more than one agency is needed to provide classes and few are coming to yours, they could be overwhelmed and willing to agree to help find a solution.
4. Consider moving your sessions and classes to a location and time that better meets the needs of your audience and makes them feel welcome and comfortable and/or provide services such as free child care, transportation or flexible scheduling.
5. Yes, it is necessary that you make all reasonable effort to provide expanded access to people from traditionally underrepresented groups. Document and keep notes of your efforts.

8. Hispanic Dairy Employees

1. Conduct a needs assessment with the dairy owners of the county. Be sure to ask about the educational needs for Hispanic employees and the language needs. Be sure to ask about the need for safety education.
2. Make personal contacts and talk with farm owners who employ Hispanic workers and ask about their specific educational needs.
3. Learn about the dairy education curriculum for Hispanic workers and how parts of the curriculum might be offered in this county.
4. If challenged about your programming with immigrants who might be undocumented, explain that the mission of UW-Extension is educational, not regulatory. Extension is not charged with regulation or checking documentation and we are not trained or equipped to do so. Further, we do not discriminate on the basis of race, ethnicity or national origin.

9. Accessible Meeting Locations

1. The educator should inform program participants that Extension education programs should be held in accessible locations. (Aside: The CRD educator should have considered alternatives earlier) Because participants traditionally have found meetings locations, they need to be involved in choosing accessible locations where meetings will be held.
2. The educator should consider how the educational benefits of learning about area business and non-profits can continue without meeting in locations that are not accessible.
3. Ask the new member to present a program on the services that her business offers.

10. Hmong Youth in Community 4-H Club

1. Have a meeting with the parents and the community volunteer to share information about 4-H including what the opportunities are as well as the expectations.
2. Discuss what barriers the families see in regards to their children participating and develop strategies to address them, such as considering new meeting locations.
3. Identify someone who is bilingual to assist with interpretation at meetings and translation of print materials.
4. Consider creating a new club that meets the needs of Hmong families such as meeting in the neighborhood where the families reside.

11. Rural, White European County

1. As a county office team, review the basic principles of civil rights outreach in Cooperative Extension.
2. The county office team should review the most recent demographic information for the county—official data and local, informal data.
3. Discuss what diversity means for each program area, based on the goals of the programs and the population of the county. Consider, gender, age, religious cultural groups, economic level, people with disabilities. What groups of people are underserved?
4. Educators should follow up on the request for resources for a fresh market vegetable operation and perhaps do an educational needs assessment with the Amish.

5. Contact neighboring counties with similar demographic profiles to inquire about their Civil Rights outreach efforts.
6. Develop a Civil Rights office plan listing the outreach for the office team and program areas. Include the timeline and individuals responsible for completing the plan.

12. African American Neighborhood

1. Assemble a small team of colleagues to meet with the community organizer and the county supervisor to discuss needs in the neighborhood.
2. Consider how your county team can enlist the assistance of at least one African American to help plan and hopefully play a lead role. This might be the original organizer, the county supervisor, someone from a county or city agency or non-profit.
3. Connect with other possible partners. The nutrition coordinator and educators might suggest African American partners who they know of through their programs.
4. Get ideas about programming strategies from Extension colleagues in other counties who successfully program in African American communities.
5. The staff who will be working on this project will need to build relationships and learn as much as possible about African Americans in your county. Seek assistance from county nutrition colleagues, African American partners, Extension colleagues in other counties, Extension specialists, and professional development experiences.
6. Do a formal educational needs assessment in the neighborhood
7. Contact other agencies and services that are active in the neighborhood to learn about needs and resources.
8. Consider how the strategy used in the Latino neighborhood can be applied in this neighborhood.