



Final Report

*University of Wisconsin-Extension
Hispanic Educational Needs
Workshop
March 29, 2001
Washington County Fair Park
West Bend, Wisconsin*

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Suggested Institutional Response

University of Wisconsin-Extension Hispanic Educational Needs Assessment Workshop

The Hispanic Educational Needs Assessment Project was an initiative funded by a University of Wisconsin-Extension cross-divisional grant in 2000-2001. The March 29, 2001 workshop, which is the topic of this report, was Part 1 of the project. Part 2 will be a comprehensive chart book of demographic data about Hispanics in Wisconsin and is expected to be available in the spring of 2002. It is hoped that these two components will be used together as planning tools for future UW-Extension educational programs.

Call to Action

The planning and debriefing committee would like readers of this report to consider this Suggested Institutional Response a **“Call to Action.”** Although the report will be made available to all who participated in the workshop and will be posted for the public on the project web site, it was written primarily for UW-Extension colleagues at all levels of our institution.

Process and the Essence of the Workshop—A Learning Opportunity

It is very important to keep the goals and design of the workshop in mind when considering this **“Call to Action.”** The event was designed to combine the purpose of informing UW-Extension about the educational needs of Hispanics with building relationships between UW-Extension and community partners. This was a workshop of discussions to generate ideas, share information, and explore possibilities.

The workshop participants whose ideas are reported in this document are professionals who are Hispanics and who work with and for Hispanics. Expertise, life experience and philosophies vary widely. Participants did not vote or arrive at a consensus on the ideas presented nor distinguish which actions fall within the mission of UW-Extension. Generalizations based on this input should be considered very carefully. The input was recorded by Extension professionals and our partners who, like everyone, apply personal filters to their interpretations and experiences. Transcripts and the final report were compiled with a sincere effort to objectively document the events at the March 29, 2001 workshop.

Not described in the workshop report is the qualitative essence of the workshop—an extremely important influence on the success of the event. Participants used words like “warm,” “welcoming,” “congenial,” and “magic” to describe the atmosphere. In addition to gathering useful information for educational programming, people connected, established trust, nurtured understandings, and encouraged relationships. The workshop itself and the way the event was conducted should be considered as much of a learning experience as the recorded input from the participants.

Two elements essential to the essence of this event were language and culture. The reader will note that these topics also are categories of participant input. In plenary sessions, master facilitator José Vásquez spoke first in Spanish, followed by abbreviated explanations in English. Facilitators were bilingual and spoke Spanish occasionally. Poet Daisy Cubias read her poetry in both Spanish and English. The cultural messages of the poetry were powerful learning experiences for non-Hispanics and communicated respect and appreciation to Hispanic participants. Beyond this, the poetry was fun and sad and meaningful and made people laugh, cry and reflect.

Suggested Responses to General Workshop Themes

In this report, you will find three themes that were repeated by participants in all discussion sessions. They are language, leadership and cultural awareness. These themes are not specific to divisions or program units. Everyone in UW-Extension could benefit by being aware of these themes that can guide program strategies.

Within these three themes, the debriefing committee proposes the following suggestions for UW-Extension to better serve Hispanics in Wisconsin:

Language and Cultural Competence

- Strategically translate educational materials into Spanish and provide Spanish interpretation for teaching sessions. Provide additional funding for Spanish translation and interpretation.
- Seek and hire Hispanics.
- Acknowledge the importance of bilingual (Spanish/English) skills and cultural competence (Hispanic cultures) in position descriptions and in candidate requirements.

Leadership

- Develop culturally appropriate community leadership programs and experiences for Hispanics.
- Ensure that leadership development training currently provided through UW-Extension programs reflect diverse cultural perspectives.
- Where appropriate, consider developing culturally appropriate community leadership programs and experiences for non-Hispanics in communities with Hispanic populations.

Cultural Awareness

- Offer capacity-building experiences taught by Hispanics for faculty and staff. Topics should include cultural perspectives, immigration information and transition issues.
- Hispanics should be included in local and statewide UW-Extension program planning – as principles of good program planning dictate.

Suggested Responses to Specific Workshop Themes

The planning and debriefing committee suggests that each division of UW-Extension consider the specific input in the following sections of the report: Families and Youth, Continuing Education, Rural and Community Life, Encouraging Entrepreneurs.

The ideas presented in these discussion sessions should be considered as divisions work to improve existing programs, develop new initiatives, meet the goals of Plan 2008 and create opportunities for cross-divisional work.

Insights from the Planning and Debriefing Committee

The planning and debriefing committee would like to add these insights to the workshop report:

1. The success of the workshop was possible because it built on educational programming and partnerships with Hispanics that are already in place and the knowledge and competence of colleagues. This work should be celebrated and rewarded.
2. The statewide needs assessment workshop was intended to complement, not take the place of, local needs assessment. The outcomes that grow from the ideas in this report will be realized at the local level and will happen only with the commitment and work of local UW-Extension colleagues and their Hispanic partners.
3. The committee hopes that responses to the workshop and this report will not become "special programs." Rather, it is our hope that actions taken because of this project will be woven into the ongoing work of our institution and reported through Plan 2008.
4. Individuals at all levels of our institution—local educators and programmers, campus-based faculty and academic staff, unit managers and statewide administrators—are responsible for the work of UW-Extension. Thus, accountability should be demonstrated at all levels. The committee urges administrators to design evaluation and accountability processes and standards at all levels of the institution that encourage effective actions based on the information and insights from the workshop.
5. The debriefing committee observed from participant comments across topic areas that many Wisconsin communities are in transition. As communities grow and/or change, existing systems (social infrastructure, public and private institutions, laws, policies, community practices) within communities can face tremendous challenges and be either relatively open to—or resistant to—adapting to change, such as new residents of new cultures. It is recommended that this concept of systems change and building on the assets of communities be considered by UW-Extension as decisions are made about educational responses to local issues.

6. The debriefing committee will demonstrate the importance of accountability by meeting once in April 2002 to discuss activities since the March 2001 workshop. Plans are for a half-day meeting to share information about programming with and for Hispanics and to generate ideas for continued effective work. External partners will be invited to share their experiences with UW-Extension. The plan for this meeting will be communicated to the Chancellor's Diversity Council in an effort to coordinate with that group's activities relative to Plan 2008. A report will be sent to UW-Extension Administrators.

Suggestions for Future Educational Needs Assessment Activities

The debriefing committee suggests the following considerations for future assessment activities:

1. Encourage local teams to participate together
2. Focus on relationship building in the activities and structure of the event
3. Be helpful hosts—register guests, provide plenty of advance information
4. Learn as much as possible about Hispanic cultures to inform the program of the day
5. Break discussions into groups of seven to ten people
6. Organize people in discussion groups according to their level of knowledge and interest in an issue
7. Organize groups so a good mix of Hispanic and non-Hispanic people are in each group to better facilitate learning about each other
8. Tape record the discussions in order to have more complete notes from which to draw analysis
7. Write the end-of-session evaluation form in English and Spanish. This may encourage greater response from those participants uncomfortable writing in English.

In Conclusion

Those of us who contributed to this project offer it to UW-Extension and our Hispanic partners and clientele as a tool for accomplishing future work. We hope those who read this report respond to our **"Call for Action"** with effective education for Wisconsin Hispanics and Hispanic communities.

Planning and Debriefing Committee:

Heather Boyd, Cooperative Extension; Mary Crave, Continuing Education Extension; JoAnn Hinz, Cooperative Extension (project coordinator); Yvonne Horton, Cooperative Extension; Darlene Kramer, Cooperative Extension; Bentley Lein, Cooperative Extension; Patricia Pineda, UMOS; Rudy Pineda, Catholic Diocese of Green Bay; Amy Rettammel, Cooperative Extension; Ileana Rodriquez, Continuing Education Extension, UW-Madison Outreach; Kathy Stittleburg, Business and Manufacturing Extension; Jan Thornton, Continuing Education Extension, UW-Green Bay; José Vásquez, Cooperative Extension; Pat Walsh, Cooperative Extension.

**Report
Of
UW-Extension
Hispanic Educational Needs Assessment Workshop
March 29, 2001**

Organization of Report

- Workshop Goals
 - Context and Method of the Group Discussion Sessions
 - Themes Across Discussion Sessions
 - Language and Cultural Competence
 - Leadership
 - Cultural Awareness
 - Themes Specific to Discussion Sessions
 - Families and Youth
 - Continuing Education
 - Rural and Urban Community Life
 - Encouraging and Supporting Entrepreneurs
 - On Site, End-of-Session Evaluation Results
 - Short-term Outcomes Survey (May 22, 2001)
 - Acknowledgements
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Appendix

Scripted Questions for Discussion Sessions
Table 1: Participant Organization Representation
Table 2: "Please check the box that indicates how the workshop helped you..."
Table 3: "The session informed my work with Hispanics..."
Figure 1: "I felt I was able to contribute to the discussion..."
Workshop Program

Workshop Goals

- 1) To generate ideas that will guide the development of future educational programs of UW-Extension.
- 2) To build relationships that will further educational programming.
- 3) To communicate the educational mission and function of UW-Extension to partners.

Context and Method of the Group Discussion Sessions

Workshop attendees were given the opportunity to participate in two of four possible group discussion sessions where they could share their ideas about the educational needs of Hispanics in Wisconsin. Eight discussion sessions were held. Two of each of the following themes were offered: 1) Educating and Supporting Entrepreneurs; 2) Rural and Urban Community life; 3) Continuing Education and 4) Family and Youth Issues. Due to participant choices, only one Educating and Supporting Entrepreneur session was held and three sessions were held on Rural and Urban Community Life.

Discussion leaders worked with the planning committee to develop questions for discussion facilitation. Most discussions followed the question lists (Appendix). Each group had a recorder who assisted the facilitator, recorded participant comments, and later summarized each discussion. Either the discussion leader or recorder for each session was fluent in English and Spanish. None of the discussions were tape-recorded or video-recorded.

Within each session, discussants either participated in one large group, which might involve 20-30 people, or broke into two or three smaller groups of seven to ten people.

This report was compiled from notes taken by recorders by hand or on lap top computers.

An on-site evaluation survey was conducted at the workshop. Results are included in this report. A short-term follow-up evaluation about immediate impacts also was conducted and the results are report here.

Themes Across Discussion Sessions

Participants in most discussion sessions emphasized issues related to the use of Spanish language and Hispanic cultural competence; the need for leadership in Hispanic communities and in Hispanic/non-Hispanic communities; and cultural awareness between Hispanics and non-Hispanics.

Language and Cultural Competence

Themes that involved language centered on the need for UW-Extension educational programs and educators to be Hispanic and bilingual in Spanish and English in order to better serve Hispanics in Wisconsin.

Some workshop participants suggested that programs and classes be advertised and marketed in Spanish and materials and curriculum for the programs be available in Spanish. Appropriate dialects should be used.

- Some programs and materials could be presented in Spanish only, and not include any English.
- Hispanics interested in learning English as a Second Language (ESL) would like classes offered that fit work and family schedules. Consider accommodating second and third shift work schedules.
- Hispanic workers want their employers to be supportive of those who want to learn English through ESL classes. Employers could help by learning Spanish themselves and by offering ESL classes in the workplace. Work environments will be improved as employers gain understanding about the culture and values of their employees who are Spanish-speaking. These issues can assist Extension programmers as they work with employers and can be applied to UW-Extension in its role as an employer.
- Participants, especially Hispanics, said English-speaking individuals and institutions based on the English language should not rely on translators. Rather, individuals working with Hispanic people should learn Spanish, and institutions should use materials and communications in Spanish. Spanish courses at different levels of difficulty should be available for those who speak English.

In some situations, bilingual employees and translators can be taken advantage of or be put in dangerous situations. Examples given included bilingual children who are asked to translate for their Spanish-speaking parents and bilingual adults who are asked to give testimony or translate testimony in domestic abuse cases. Therefore, institutions need to have persons who can speak Spanish and not rely on children or co-workers to intervene or take on inappropriate roles.

- Non-Hispanics need to encourage their children to become bilingual at an early age, according to some participants.
- English-speaking individuals should recognize that Spanish-speaking people might have a wealth of experience and education that they are not yet able to communicate in English. English-speaking people should not assume that someone is uneducated or lacks credentials because he or she is not fluent or proficient in English.

Leadership

- Hispanic participants expressed that they value leadership skills and could benefit from leadership training and development at the local and regional levels, especially for young persons. These skills and training should be culturally appropriate.
- Pairing Hispanic children with mentors was suggested as an important aspect of helping children learn how to thrive in their communities. English-speakers should encourage college students to work with Hispanic children and English-speaking Spanish majors could complete internships with Wisconsin agencies that help Hispanics.
- Participants expressed the desire for culturally appropriate leadership programs for Hispanics. Details on what would be considered culturally appropriate were not expressed.
- Participants also desire a greater number of visible, positive, successful Hispanic role models, and for Hispanics to be in visible leadership positions in what has been considered to be traditionally European-American organizations and institutions in Wisconsin, including UW-Extension. Policy-makers, administrators and managers of Hispanic origin are regarded as role models from whom others can learn. Workshop participants voiced a desire to see more Hispanic teachers and other educators in leadership positions to serve as role models for Hispanic youth.
- Participants emphasized that individual Hispanics should not be chosen for leadership positions just because they are bilingual, but should be chosen based on their leadership abilities and capabilities.
- UW-Extension should feature positive Hispanic role models in educational and resource materials. Different aspects of Hispanic cultures should be represented and stereotypes of Hispanics should be eliminated and avoided in materials.

Cultural Awareness

Participants shared ideas about cultural differences in two main areas:

- 1) contrasts between non-Hispanic and Hispanic cultures and social systems, and
- 2) misconceptions that non-Hispanics have about Hispanics.

Difficulties with transitions to non-Hispanic cultures and government services

Some participants emphasized that some Hispanics lacked information and knowledge regarding local, state and federal levels of government and other institutionalized systems. Hispanics new to Wisconsin and/or the United States as well as those who have been in residency for a number of years could benefit from greater understanding of:

- Who is and who is not eligible to receive government services, particularly relative to documentation.
- How family support institutions/services and educational systems function.
- The legal system, particularly in relation to tax structures, immigration, traffic laws and family law
- How the U.S. healthcare system works, particularly relative to proving one's ability to pay before being treated
- The importance of formal education and credentials for career advancement in many fields

Misconceptions about Hispanics

Participants shared that non-Hispanics appear to develop misconceptions and make negative generalizations about Hispanics. While the converse is also true, specific misconceptions that Hispanics have of non-Hispanics were not discussed in detail in the group discussions.

Misconceptions about Hispanics are described as the participants expressed them at the workshop. A correction for each misconception follows as one example of the reasons why the misconception is not accurate. This list does not appear in any particular order.

Misconception 1) There is only one Hispanic culture.

Correction 1) There are many Hispanic cultures. Not all Spanish-speaking people think alike, act alike or want the same things.

Misconception 2) Puerto Ricans are not citizens of the United States.

Correction 2) Puerto Ricans are United States citizens.

Misconception 3) Hispanics are new to the state of Wisconsin.

Correction 3) Some Hispanics and Hispanic families have lived in Wisconsin for several generations.

Misconception 4) Children born in the United States to undocumented people are illegal aliens.

Correction 4) Children born in the United States are legal residents.

Misconception 5) There is no reason to take time to get to know Hispanics because they will leave the community to find work elsewhere.

Correction 5) Some Hispanic families will stay in the community for a number of years or become permanent members of the community.

Misconception 6) Hispanic children are behind in school because they are slow learners.

Correction 6) Children from all cultures vary in their academic abilities. Proficiency in English is not a valid measure of intelligence.

Misconception 7) Hispanics are just working here so they can send money to their families in their home country.

Correction 7) Some Hispanics send money to their families in their country of origin; some do not. Some Hispanics work in their community because they live there, too.

Misconception 8) All Hispanics are Roman Catholics.

Correction 8) Hispanic people can be members of different faiths, denominations and churches.

Misconception 9) Hispanics who carry a lot of cash must deal illegal drugs.

Correction 9) Hispanics who carry a lot of cash may not have a checking account or use credit cards.

Themes Specific to Discussion Group Topics

Each discussion group addressed a particular theme that was explored by the discussion leader and participants using questions created by the workshop planning committee. Some groups used modifications of these or additional questions (Appendix).

The following information was shared in group discussions:

Families and Youth

- Participants shared that external pressures on Hispanics put stress on families and can create problems for exposing children and adults to educational resources. Some Hispanics struggle with their children dropping out of school while Hispanic children who remain in school may struggle with the low expectations that non-Hispanics might have of their educational achievement.
- Low-income Hispanic parents face many difficult challenges as they raise their children. Scarce resources, transition into communities, immigration issues and cultural perspectives combine to form their views about education for their children. Extension educators must learn to understand the situations of these families in order to help them access education and encourage their children in school.
- The gender roles of this society, particularly women working outside the home, may be difficult for families to accept and become accustomed to.
- Suggestions from participants regarding educational needs of Hispanic families and youth included:
 - Offer bilingual education for parents and their children
 - Emphasize ESL for parents and their children
 - Offer resource manuals in English and Spanish
 - Educate parents about their rights and the rights of their children regarding education (such as opportunities for school choice, special education, etc.)
 - Offer education on institutions and systems (e.g. the legal system and domestic abuse laws; how educational systems work in their communities)

- Offer education on parenting and how to raise a family
- Offer programs where people go, such as at community centers, churches and places of work
- Participants suggested many groups and agencies that UWEX could join forces with in order to better serve Hispanics in Wisconsin. Participants urged looking at non-traditional partnerships that are not based only on money. One idea was that UWEX agents could serve as a “welcome wagon” in greeting Hispanic families and young people into communities by orienting and providing information about community services and resources. Participants also suggested UWEX combine with groups that are structured and empowered, such as organized labor, so that the partnership would model what people could become. One important warning was to avoid agencies that are insensitive and unaware of the educational needs of Hispanics.
- Specific agencies and general human service groups participants suggested included: Cooperative Education Service Agreement agencies; law firms and agencies; businesses; policymakers; domestic violence organizations; housing organizations; chambers of commerce; banks; churches, police departments; the Department of Public Instruction; health and medical organizations; media outlets; school boards; Head Start; parent-teacher organizations; universities; the Archdiocese of Milwaukee; the mayor of Green Bay who established a mayoral council; W-2 agencies; Wisconsin job centers; Hispanic organizations; and libraries and literacy programs.

Continuing Education

- Participants did not generally draw distinctions between Hispanics’ needs in more traditional educational systems (such as elementary, high school and college education) and higher education continuing education or professional development.
- Specific course offerings suggested included:
 - Certification programs for translators
 - Training for bilingual outreach counselors and staff of various agencies, including secondary-school counselors who work with retention and graduation of Hispanics
 - Hispanic cultural awareness for professors and instructors in UWEX
 - Cultural awareness about the United States, targeted for Hispanic learners
 - Leadership training for members of Hispanic communities
 - Training about civics and citizenship in order for Hispanics to participate in the broader community
 - Pesticide handling training for workers, not just managers
- Suggestions for continuing education programmers to make their courses more appealing for Hispanics in Wisconsin included:
 - Provide information on transferring credits between institutions and nations to create an incentive for learners to pursue education; hold bilingual clinics on how to arrange for

- reciprocity of credentials and/or re-acquiring credentials earned in a person's country of origin for accreditation in the United States
- Offer credit for experiential learning
 - Locate classes and coursework "nearby". This could mean a geographic location and/or a social sense of welcome. Provide classes at work sites
 - Offer classes and coursework at various times and places to accommodate work conflicts, including second-shift workers or custodial single parents
 - Offer child care for students of continuing education courses
 - Offer free courses
 - Provide detailed information to parents of Hispanic children regarding pre-college programs – where and with whom their children will be during a program, and how their children can be contacted.
 - Provide all forms in a financial aid application kit in English and in Spanish

Rural and Urban Community Life

- Participants discussed communities in transition and obstacles that individuals within those communities face. Discussion themes included stereotyping and misunderstandings between non-Hispanics and Hispanics. A sub-theme was misunderstandings among people of different cultures within Hispanic communities.
- Some participants discussed factors that inhibit and foster the development of thriving communities in transition. Factors that inhibit development included a general lack of awareness and appreciation of different cultures, stereotyping (both between long-time residents and newcomers) and prejudices within and among the Hispanic community. Biases were identified based upon race, ethnicity, income, education and class.
- Participants said some people feel taken advantage of within the workplace and the community. They identified cases of newcomers taking advantage of long-time residents by placing unrealistic demands on social service systems, institutions and landlords. Conversely, sometimes employers, businesses, landlords and service providers treat newcomers poorly.
- Participants voiced concern that the leadership of many agencies and institutions did not consider the unique cultures and needs of Hispanic communities and in some cases, held negative stereotypes and/or were hostile towards Hispanics.
- Some shared that too often community systems (public and private institutions, laws, policies, and practices) do not respond to changes in the community. One participant cited the difficulties that Hispanics might encounter in obtaining a driver's license. Other community system obstacles included: lack of bilingual staff at agencies, lack of cultural understanding and competency, and shortage of housing. In addition, participants noted a lack of Hispanics in leadership positions and a need for greater leadership capacity within the Hispanic community.

- Participants voiced a variety and sometimes-contradictory list of factors that could contribute to creating a thriving community. These can be captured within three broad themes – community dialogue, education and active engagement. Participants identified the need for “real” conversation about race, stereotyping, abuse and diversity. Many recognized that change would be a long-term process, and that there is currently too much stereotyping by members of our communities.
- Participants suggested that individuals in communities must be provided the opportunity to learn about other cultures, issues and trends. Leaders need to be developed. Participants expressed a preference for the active engagement of service providers within the community. Also mentioned was a need for community policing, local educational needs assessment and the inclusion of as many points of view as possible in community agencies and institutions. Some suggested a need for increased political activity within the Hispanic community.
- Suggested ways UW-Extension can join with local organizations to help communities overcome their challenges include:
 - Complete local Hispanic needs assessments in conjunction with state-wide assessments
 - Provide leadership for needs assessments
 - Form teams for continuity and longevity in addressing Hispanic needs
 - Provide workshops where agencies and businesses examine the culture of their own organization
 - Communicate grant opportunities and funding sources that support diversity work
 - Influence policymaking and organize leadership for change (e.g. educational services being extended to people who are undocumented)
- Participants suggested that UW-Extension join with other organizations to: provide assistance with tax forms and voting for Hispanics; facilitate meetings of Hispanics and housing providers; survey migrant women regarding the services they need (migrant men are asked at work, but women who do not work outside the home are excluded); and, facilitate open forums in communities to listen to people’s needs. Participants also suggested programming that focuses on immigration law and public policy education.
- This session also brought to the surface a number of suggestions for UW-Extension as an employer. They include: making its own workforce more diverse; examining its guidelines in working across programs to meet the needs of Hispanics; and increasing the involvement of Hispanics in program development. UW-Extension should avoid needs assessments that are “lip service” without action, said some participants, and should provide program support with resources and commitment.

Encouraging and Supporting Entrepreneurs

- Educational needs of Hispanics in the area of small business development include learning:
 - How to apply for and receive loans
 - How to use bookkeeping systems
 - How to write business plans and establish monitoring systems for the business plan
 - How to write contracts
 - How to market their products and services beyond the Latino population
 - Which tax laws are relevant
 - Which health regulations may apply to their businesses
 - What options to give employees for fringe benefits

- Barriers for Hispanics who want to establish businesses include:
 - Obtaining credit and establishing a history of good credit
 - Communicating business and technical terms well in English and Spanish to employees and customers

- Ways that the Small Business Development Center (SBDC) can assist Hispanics who want to develop their own businesses include:
 - Encouraging Hispanics to learn to read and write English while offering its own services in Spanish
 - Providing good advice on writing business plans and obtaining credit
 - Developing trust within the Hispanic communities in which it works
 - Helping Hispanics learn business practices common to the United States
 - Encouraging Hispanics to separate family and business finances
 - Focus on serving Latino women who want to start their own businesses

Participants suggested many organizations that the Small Business Development Center could form partnerships with in order to better serve Hispanics in Wisconsin. These included: La Esperanza; Hispanic Chamber of Commerce; churches; job centers; United Migrant Opportunities Services; Spanish center; Jobs for Progress; Hispanic Advisor Council for Mayors; Latinos Unidos; Fiesta Americana; and lending institutions.

On-Site, End-of-Session Evaluation Results

In all, 96 people participated in the workshop. Of these, 95 identified the agencies they represent (Appendix Table 1). Approximately 54 percent of participants were affiliated with UW-Extension, 2 percent represented the UW-System Administration, 8 percent represented UMOS, and 36 percent represented other agencies.

Of the 96 workshop participants, 30 percent were male and 70 percent were female.

Of the 96 participants, approximately 50 percent completed end-of-session evaluation forms. Of that 50 percent, 71 percent found that the workshop was "very helpful" in helping them learn about UW-Extension programs in general, 75 percent said the workshop was "very helpful" in helping them meet and network with persons from their community that are interested in further educational programming for Hispanics, and 70 percent said the workshop was "very helpful" in helping them generate ideas that will guide them in future educational programming. (Appendix Table 2.)

The workshop was "very helpful" to 46 percent and "somewhat helpful" to 48 percent of the participants who completed evaluation forms in learning about what UWEX has been doing for and with Hispanics in Wisconsin.

Fewer than 40 percent of the 96 participants responded to items about the discussion sections, with a response rate ranging from 6 to approximately 36 percent (Appendix Table 3). These low response rates make it difficult to generalize findings across the entire group of participants.

Eighty-three percent (5 people) of those who attended *Encouraging and Supporting Entrepreneurs* found that the session informed their work with Hispanics "very much." Sixty-two percent (21 people) who attended *Family and Youth Issues* and 62 percent (13 people) who attended *Continuing Education* felt the session informed their work "very much." Forty-three percent (15 people) found their session on *Rural and Urban Community Life* informed their work with Hispanics "very much."

Of the 44 people who answered whether they felt they were able to contribute to their discussion, 48 percent (21 people) thought they were able to contribute "very much." Forty-five percent (20 people) thought they were able to contribute "somewhat." (Appendix Figure 1)

Short-Term Outcomes Survey (May 22, 2001)

Workshop participants were surveyed by electronic mail or via post two months after the workshop. They were asked, "What have you done that is new or what have you done differently as a result of the UW-Extension Hispanic Educational Needs Workshop? Please be specific."

Twelve individuals responded, for a response rate of approximately 13 percent. It is not appropriate to generalize the answers that participants gave here to the larger group of workshop participants.

The content of the responses that were returned can be categorized into two types of action:

- 1) diversity issues in general
- 2) serving or working with the Hispanic population in Wisconsin directly related to information the participant learned at the workshop.

1) Diversity Issues -- A workshop participant requested a presentation on initiatives UW-Extension is undertaking to address diversity issues. Another reported working in conjunction with other Extension agents to develop a list of businesses in their area that are owned by women and people of color. Two workshop participants reported planning a "Diversity Day" gathering in their county.

2) Actions Related to the Workshop -- Most of the respondents reporting in this category used information from the workshop to revise and/or update current instructional materials or instruction. One participant advised agencies that she works with that she has some materials available that are printed in Spanish. Another participant revamped her own cultural competency materials to include the demographic information about Hispanics in Wisconsin that was handed out at the workshop. This participant also distributed the demographic information to other groups.

One participant helped incorporate information she learned at the workshop into a grant proposal. If funded, the grant will focus on food security matters for Hispanics in Wisconsin. As part of a larger group, one participant did a Hispanic Educational Needs Assessment at the county level, with follow-up presentations at subsequent meetings that focused on migrant workers and ESL issues. This group intends to continue its work and planned to meet again in June 2001.

Two participants reported reading and using the poetry of Daisy Cubias. One of these participants incorporated the poetry and information she learned during the discussion sessions into a guest lecture for nutrition students at UW-Madison that focused on working with Spanish-speaking people.

Acknowledgements

Many individuals made this event possible by planning and debriefing, attending the event and providing input and by serving as facilitators and recorders.

Special thanks to Daisy Cubias for her poetry reading and to José Vásquez for serving as master facilitator of the plenary sessions.

Thank you to session facilitators and recorders -- Ralph Goebel, Dan Hill, Bentley Lein, Donna Menart, Patricia Pineda, Rebecca Quesada, Amy Rettammel, Teofila (Teal) Rivera, John Schluckebier, Brenda Soto-Torres.

Planning Committee – Amparo Baudhuin, Mary Crave, JoAnn Hinz, Yvonne Horton, Lupe Martinez, Patricia Pineda, Ileana Rodriguez, Jose Vasquez, Pat Walsh and Kathryn Wood.

Working with the planning committee to debrief were -- Darlene Kramer, Bentley Lein, Rudy Pineda, and Amy Rettammel.

Appendix

Scripted Questions for Discussion Sections

Families and youth

- What are the strengths of the Hispanic culture that support families and youth?
- What are the needs of Hispanic families and their youth?
- What challenges exist in meeting these needs?
- How can UWEX help meet these needs?
- How can UWEX do better outreach?
- Who can UWEX partner with?

Continuing Education

- What are some of the barriers that might prevent Hispanics from taking part in current/traditional continuing education programs?
- What are the workforce or professional development needs of Hispanics? Are there particular strategies that would enable them to be more fully involved in the labor force or in professional level employment? For career enhancements?
- With whom should UWEX form partnerships to develop or deliver these programs?
- What is the preferred method of communicating with Hispanic communities about continuing education opportunities?
- How can we market higher education opportunities to Hispanic adults – to recruit them into continuing education programs – including degree programs?
- The Continuing Education divisions at many of the UW campuses offer pre-college programs for elementary-secondary level students. What are some things these sponsors can do to make pre-college appealing, appropriate and accessible to Hispanic youth?

Rural and Urban Community Life

- What is it that prevents communities in transition from thriving?
- What factors support communities in transition to thrive?
- What are some of the personal challenges faced by Hispanics when they move into a community and they are few in numbers?
- How can UWEX in partnership with local organizations help communities overcome their challenges?

Encouraging and Supporting Entrepreneurs

- What do Hispanics want to learn about starting a business?
- What are the barriers to small business development?
- How can the Small Business Development Center make its services better known to Wisconsin's Hispanic entrepreneurs?
- Which organizations should the SBDC form partnerships with in order to better serve the Hispanic entrepreneurial community?
- Are there cultural/community issues among Hispanic entrepreneurs that the SBDC should address?

Table 1: Participant Organization Representation

UWEX-Cooperative Extension	34
UWEX-Continuing Education	10
UWEX-Business & Manufacturing	2
UWEX Broadcasting Units	2
UWEX General	3
UW System Administration	2
UMOS	8
Outside UWEX – Educational	6
Outside UWEX – Community Organizations	18
Outside UWEX -- Local and Wisconsin Agency	10

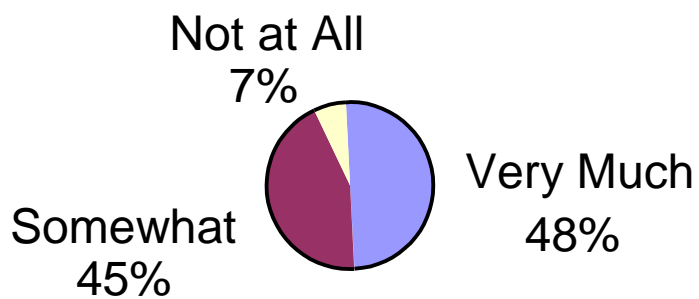
Table 2: Please check the box that indicates how the workshop helped you...

	<i>Percentage of "Helpful"</i>			Number of Respondents
	Not	Somewhat	Very	
Learn about UWEX programs in general	3	26	71	50
Learn about what UWEX has been doing for and with Hispanics in Wisconsin	6	48	46	48
Meet and network with persons from my community that are interested in further educational programming for Hispanics	4	21	75	48
Generate ideas that will guide me in future educational programming	2	28	70	46

Table 3: The session informed my work with Hispanics...

	Percentage			Number of Respondents
	Not at All	Somewhat	Very Much	
Family and Youth	0	38	62	34
Continuing Education	5	33	62	21
Rural and Urban Community Life	3	54	43	35
Encouraging and Supporting Entrepreneurs	0	17	83	6

Figure 1:
"I felt I was able to contribute to the discussion..."
N = 44



Workshop Program

**University of Wisconsin-Extension
Hispanic Educational Needs Workshop
March 29, 2001
Washington County Fair Park, West Bend, WI**

- 8:30 a.m. Refreshments and Socializing
- 9:00 a.m. Welcome by Vice Chancellor Marv Van Kekerix
Overview of UW-Extension, David Giroux, Director of Public Information
Workshop Overview, José Vásquez, Director of Urban Relations
Poetry by Daisy Cubias, Milwaukee Poet
- 10:00 a.m. Discussion Sessions--
- Encouraging and Supporting Entrepreneurs
 - Rural and Urban Community Life
 - Continuing Education
 - Family and Youth Issues
- 11:30 a.m. Lunch and Poetry by Daisy Cubias
- 1:00 p.m. Discussion Sessions--
- Encouraging and Supporting Entrepreneurs
 - Rural and Urban Community Life
 - Continuing Education
 - Family and Youth Issues
- 2:30 p.m. Refreshment Break
- 2:45 p.m. Poetry by Daisy Cubias
- 3:00 p.m. General Session, Reports from Discussion Groups
- 4:00 p.m. Adjourn

Workshop Goals

- **To generate ideas that will guide the development of future educational programs of UW-Extension**
- **To build relationships that will further educational programming**
- **To communicate the educational mission and functions of UW-Extension to partners**