

Dane County

3/15/02

**DANE COUNTY HMONG NEEDS ASSESSMENT
PRELIMINARY REPORT
March 13, 2002**

The Dane County Hmong Needs Assessment group (Peg Thomas, Lynet Uttal, Maya Holtzman) shared the design of the Hmong Educational Needs Assessment Project (11/19/01) with an advisory committee of 7 Hmong community leaders, public school staff, and social service workers

After explaining UW-Extension and UW-System, and the purpose of the advisory meeting, we presented the format first, then the substantive questions.

We were advised against conducting community meetings because the purpose and benefits were not tangible enough. A combined method of directly contacting individuals not connected with an existing agency (e.g. professionals) and conducting informational interviews agency representatives that work with target populations (e.g elderly, job development, bilingual resource specialists) was recommended as a more respectful use of people's time, especially since UW-Extension had not committed future funding to program development. Also, agencies stated that existing services already exist within the Hmong community, and rather than duplicating existing programs, a partnership between existing community agencies and UW-Extension would be more effective.

Based on this feedback, we examined what might be areas of interface between

- 1) existing community programs and services,
- 2) existing types of programming in UW-Extension and
- 3) populations that would actually make use of UW-Extension programs and services in existing or new program development.

We also asked

- What subpopulations of the Hmong community does UW Extension want to target for the development of educational programs, and on what topics?
- What subgroups are not “agency-connected” and might be interested in programs from UW-Extension?”

UW-Extension Dane county already provides non-group specific programming in the following areas:

- Financial Management (has done this for Latino population) [for Hmong, none]
- Nutrition Education [has a Hmong staff position, currently filled]
- Youth development [ten years ago, had Starlight Sticher group for Hmong]

- Housing –Home Ownership Education for Hmong is done through the Dane County Housing Authority (DCHA). UW-Extension worked with DCHA to draft a business plan and recruitment with lending agencies and the realtors association to have consistent home ownership education in the county. A appropriate curriculum pieces have been translated into Hmong and a Hmong person has been hired to teach the course.
- Rent Smart is a program that could be potentially offered to Hmong. But they seem to have little trouble maintaining healthy and consistent relationships with landlords.
- Parent Education – [Two workshops with Hmong parents were done in Summer 2001]
- Horticulture [South Madison Farmer’s Market, community, not business] [for Hmong, none] Not sure what you mean here. This market is for everyone in the South Madison area and many Hmong sell at the market.

Combining these existing programs with additional ideas from the Hmong Advisory Meeting (1/15/02), we decided to focus on collecting information in the following areas:

- **Youth Development** (Both UW-Extension and community agencies are already working with this age group, but not together—how can they join efforts to provide more effective programming?) What types of youth development leadership are youth interested in?
- **Economic Development** - Should UW-Extension take on Job Development Skills programming or should Tech college do this? Does United Refugee Services see need for more involvement from UW Extension, or stronger development of existing services?
- **Elderly Issues** (There are existing community programs that are already serving these needs, but we would check in with them to see if there was any ways in which UW-Extension could be of assistance).
- **Family Development and Cultural Maintenance** (Community services are available for at-risk families, but it is not clear if more programming, such as parent education for the general population would be of interest to the Hmong community). What are the interests and needs, and could UW Extension deliver them?
- **Professionals Leadership Development** (an unconnected group with currently no programs being provided to them by any agency) What kind of leadership development do professional leaders want? How can existing programming through Continuing Extension Education better meet these needs?

To date, we have conducted focus groups or individual interviews with:

- 1) United Refugee Services (URS) (interview about job development)
- 2) URS/South Madison Coalition of the Elderly. (interview about elderly needs)
- 3) Madison Metropolitan School District Asian American High School group leaders, representatives from 4 local high schools, all Hmong (focus groups about areas they would like to see programs in)
- 4) Madison Metropolitan School District Asian American High School group leaders, representatives from 4 local high schools, all Hmong (questionnaire about areas they would like programs in) **[not in this report yet]**

We plan to still conduct focus group with (due to illness or Human Subjects Approval constraints, these did not happen yet)

- 1) Hmong Professionals (about their professional development needs)
- 2) Hmong Bilingual Educational Specialists (about family and youth issues)
- 3) Kashiab House – mental health services and respite care for elderly

SUMMARY OF FINDINGS

The following summarizes what we learned about the two following questions that were in the original focus group design for each of the above listed areas.

- 1) *What are some of the educational topics you or others would like to learn more about?*
- 2) *What would be the best way for you to learn about those topics?*

YOUTH DEVELOPMENT

- 1) *What are some of the educational topics you or others would like to learn more about?*

- **Develop Places to hang out with friends with activities to do.**
- **Sports events:** Open gym nights with volleyball, basketball, soccer. For Asian youth. Current facilities are too crowded and intimidating.
 - Volleyball: Separate sides for boys and girls.
 - Soccer leagues.
- **Study sessions**

- **Improving relations with parents:** Talk between teens and parents about family issues/school issues/better understanding of what the youth lives' are like. Relating Hmong culture with American culture. Dealing with parents' issues. Trust with parents.
- - Our parents don't take recreational Trips.
 - Teach parents to be open minded about our activities
 - Understand what we are about
 - Understand that our appearance is not a problem
 - Parents don't trust us when we are downtown or doing homework elsewhere after school because they don't understand our lives.
 - Provide programs for parents to understand us, even it they do not accept it.
 - Freedom –why don't we provide education to the parents Young teens getting the “smack down” **[What is this? Call Choua Her]**
- **Trips:** Would like to take 1 day trips. They would love to go on ski trips, snowboarding. Visiting new places, meet new people, especially Hmong youth in other Wisconsin communities. Go visit other college campuses outside of Dane County.
- **Cultural education:** Would like to learn Hmong language and Hmong history because concerned about forgetting it. **Not interested in** gardening, pandou (traditional stitchery).
- **Cultural activities:** Theatre group like a multicultural theatrical group or radio/tv show.
- **Fun activities:** Once a month open mike and karaoke. Poetry clubs/readings with Asian Youth. Would like fun performances like Toua Ger Xiong (comedian. Parties (HASA)
- **College preparation:** Want to know more about living on own/living on campus. programs that prepare us for future (e.g. college)
- **Types of Community Service Activities**
 - Older teens would like to mentor younger Hmong kids like Big Brother/Big Sister
 - Interest in developing teens' involvement in community service.
 - Would be interested in neighborhood cleanup with party
- **Hmong National conference:** mixed interest. Much rejection of having to use conference method.

- **Jobs:** working for money.
- **Korean culture:** Would be interested in club to learn about Korean culture and music.
- Interest in learning about **Army. (need to get additional clarification on this).**
- **For parents**
 - Parents are home too much.
 - Offer parents English classes.

2) *What would be the best way for you to learn about those topics?*

- Need transportation, maybe vans that come and leave at same time.
 - Combine with an activity for parents so they can all come together. Offer parents activities at the same time to solve the transportation problem and get parents out of the house.
 - Parents are more accepting if activity happens under UW or is related to going to college. With known advisor Parents more accepting of them doing activities if with known community advisor or chaperone trusted by our parents.
- Study sessions with peers who are good at subjects.
- With parents without younger brothers and sisters around
- Would take a credit course in high school to learn Hmong language.
- Through doing community service (also so can put on college application)
- High school clubs need support in promoting service activities.
- Hands on projects
- Not only reading.
- Not interested in conferences or workshops format; though you might attach a fun activity to a required workshop.
- During evenings 5-8 pm, not weekends.
- Weekends are too busy
- Want stuff to do during winter breaks and summer
- Before you get to high school in age.
- By Hmong teacher.
- By other youth.
- By minorities.
- By coordinator or committee groups.
- By UW professors.
- Someone cool but still getting info across.
- With friends.

- At High school
- Word of mouth
- Email
- Popularity of programs spreads it.

ECONOMIC & JOB DEVELOPMENT

1) What are some of the educational topics you or others would like to learn more about?

- **Civil Service Exams:** need to do an orientation to taking the tests; many apply but don't pass the test. Even high school and college graduates have difficulty understanding the words and jargon used on the tests.
- **Agricultural businesses:** organic farming, marketing vegetables for farmer's markets, raising poultry
 - Requires help for the Hmong family or community to **acquire land** to carry out the agriculture business. (This response was consistent with each agriculture topic.)
- Pursuing **high school degrees**.
- **Job retention** and development for working class Hmong, not just job entry support. Education with employers about working with Hmong employees
- Access to **post-secondary education** for Hmong adults
 - Students enrolled at Madison campus need tutors who are free of charge and can work with students more than 1 or 2 hours a week.
 - Students are bilingual in Hmong and English but still struggle.
 - Need attention in the first and second year in college.
 - Minority Affairs staff need to pay more attention to Hmong students
 - When UW-Madison hires bilingual staff they don't give them much power, don't invite them to planning meetings for their input. They just tell them what to do.
 - Not much outreach to potential students.
 - In last two weeks two students have dropped out of college from Madison and Stout campuses. They were both in the second semester of freshman year. Need more services to retain them in college.

2) What would be the best way for you to learn about those topics?

- Train Hmong person to teach other Hmong. The translation from English to Hmong and Hmong to English takes too long and is not always clear.
- Bring the classes to where the people live or work.

ELDERLY

1) What are some of the educational topics have worked at the elderly nutrition site?

- Bingo, which teaches some **English** and numbers.
- **acculturation issues** :
 - Celebrations of U.S. holidays such as Thanksgiving. These celebrations include the history and reason for the celebration. The participants could relate to the trip the Pilgrims made from England. Usually includes an American entertainer appropriate to the holiday.
 - Why the next generation is changing and taking on American ways. Want children to be successful in America, but do not want them to lose Hmong culture.
- **Trips** to Milwaukee, Mitchell Park, Boerner Gardens, House on the Rock, pontoon ride on Lake Mendota

2) What programs would you like to see offered?

- **Nutrition and food safety programs**
- **food preservation**, both freezing and canning.
- **support groups**

3) What would be the best way for you to learn about those topics?

- Prefer a Hmong speaking person to present programs. Sometimes they don't ask questions because they have to wait for translation.
- Some programs need to be for men only and women only.
- Conduct programs in their community, such as at the local community center.
- Professionals need to be trained to work more effectively with their culture: history, culture (especially health practices), awareness of own prejudices, case management.

Focus Group Demographics

Date of the Focus Group Meeting: March 11, 2002

Site Location: South Madison Coalition on Aging Office

Facilitator: Peg Thomas

Number of participants at the site 2

Number of men _____

Number of women 2

Number of male youth _____

Number of female youth _____

Number of Hmong participants _____

Number of other Southeast Asian 1

Number of African American _____

Number of Caucasian 1

Number of Other _____ *describe:*

Number of people under the age of 20 _____

Number of people 20 to 30 1

Number of people 30 to 40 _____

Number of people 40 to 55 _____

Number of people 55 to 65 1

Number of people 65 and older _____

(Age to be determined by the best estimate by the facilitator)

Focus Group Demographics

Date of the Focus Group Meeting: March 12, 2002

Site Location: Madison Metropolitan School District Office Building

Facilitator: Lynet Uttal, Peg Thomas

Number of participants at the site 11

Number of men _____

Number of women 1

Number of male youth _____

Number of female youth 10

Number of Hmong participants _____

Number of other Southeast Asian 11

Number of African American _____

Number of Caucasian _____

Number of Other _____ *describe:*

Number of people under the age of 20 10

Number of people 20 to 30 1

Number of people 30 to 40 _____

Number of people 40 to 55 _____

Number of people 55 to 65 _____

Number of people 65 and older _____

(Age to be determined by the best estimate by the facilitator)

Focus Group Demographics

Date of the Focus Group Meeting: February 20, 2002

Site Location: United Refugee Service Job Development (URS office Madison)

Facilitator: Peg Thomas

Number of participants at the site 3

Number of men 2

Number of women 1

Number of male youth _____

Number of female youth _____

Number of Hmong participants _____

Number of other Southeast Asian 3

Number of African American _____

Number of Caucasian _____

Number of Other _____ *describe:*

Number of people under the age of 20 _____

Number of people 20 to 30 1

Number of people 30 to 40 1

Number of people 40 to 55 1

Number of people 55 to 65 _____

Number of people 65 and older _____

(Age to be determined by the best estimate by the facilitator)

Focus Group Demographics

Date of the Focus Group Meeting: February 15, 2002

Site Location: UW Madison, University Partnership Office South Madison

Facilitator: Lynet Uttal

Number of participants at the site 20

Number of men 12

Number of women 8

Number of male youth _____

Number of female youth _____

Number of Hmong participants 14

Number of other Southeast Asian 2

Number of African American _____

Number of Caucasian 4

Number of Other _____ *describe:*

Number of people under the age of 20 _____

Number of people 20 to 30 5

Number of people 30 to 40 7

Number of people 40 to 55 6

Number of people 55 to 65 2

Number of people 65 and older _____

(Age to be determined by the best estimate by the facilitator)