

**Department of Family Development
Department Paper**

“The Latino Focus: An Assessment Process”

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Abstract:

In November and December of 2000, five focus groups were conducted in Manitowoc County, Wisconsin to assess the needs of the County's growing Hispanic and Latino populations. Thoughtful planning made the focus group process culturally-appropriate for the fifty participants. The research documented what the focus group participants indicated were important issues. In addition, the research provided program direction not only for the Manitowoc County Family Living Educator, but also for other educators in the Manitowoc County UW-Extension Office.

Situation Statement:

The Manitowoc County Hispanic and Latino populations grew due to an acute labor shortage in local industries and on farms. United States Census Bureau data revealed a 131% growth in the population from 1990 through 2000 (UW-Extension & Applied Population Laboratory, 2000). Data indicated that nearly 2,500 Hispanics or Latinos were residing in the county.

Individuals who were undocumented, meaning those who did not have paperwork to either legally enter or work in the United States, would be less likely to have completed a United States Census Bureau survey. These individuals were, with high probability, not included in the 2,500 figure. The researcher (Manitowoc County UW-Extension Family Living Educator) learned from local police department personnel, employers who hired Hispanics and Latinos, and from county health department employees that there were undocumented Hispanics and Latinos living in Manitowoc County. The number of Hispanics and Latinos in Manitowoc County, therefore, was higher than the United States Census Bureau 2000 data figure.

After talking with personnel from local agencies and educational institutions, the researcher learned that no formalized assessment data were available concerning the needs of the Manitowoc County Hispanic and Latino populations. It was felt that an assessment done with Hispanics and Latinos would provide insight into what they thought were their most immediate needs and concerns. The data from the assessment would give the researcher and the Manitowoc County Hispanic Consortium a foundation from which to develop programs and services that would address the issues cited. It was hoped that developing needed programs and services would help Hispanics and Latinos in their efforts to assimilate into their new communities.

The researcher determined that focus groups would be the most effective assessment tool to obtain data. A review of the methodology section that follows provides an explanation of why the focus group process was selected.

This paper explains the assessment process used with fifty (50) Hispanic and Latino men and women in Manitowoc County. It also provides a look at some of the accomplishments to date resulting from the assessment and from collaborative work with the Manitowoc County UW-Extension Office and the Hispanic Consortium.

Objectives:

The researcher developed the following objectives to give direction to the study:

1. Select, organize, and execute a culturally-appropriate assessment process to determine the needs of Hispanic and Latino men and women in Manitowoc County.
2. Analyze the data to identify common trends.
3. Record the findings in a format that accurately reflects and interprets the results of the study.
4. Share the findings with the Manitowoc County Hispanic Consortium and others to provide a plan for addressing the needs and concerns cited by the focus group participants.

Methodology:

UW-Extension Evaluation Specialist Ellen Taylor-Powell assisted the researcher in the selection of the assessment process. UW-Madison Professor Mohammad Douglah supported the researcher with details for the structure of focus groups. Two Spanish-speaking Hispanic individuals hired by the researcher to facilitate the focus groups were, Rudy Pineda, Pastoral Ministries with the Green Bay Diocese Catholic Charities in Green Bay, Wisconsin and Sister Carmen Marie Diaz, a Spanish Instructor at Silver Lake College in Manitowoc, Wisconsin. The researcher trained the facilitators in the focus group process and included them in the selection of the focus group questions. UW Professor Emeritus and Organizational Development Consultant Robert D. Bright worked with the researcher on data analysis for the final report.

The focus group process was selected as the preferred assessment tool by the researcher. Focus groups provide a non-directive means by which participants share information without feeling compelled or driven to answer specific questions (Krueger, 1994). Krueger recommends this process especially when there is a communication or understanding gap between groups. In this study, the communication gap was the language barrier.

Since the researcher knew that Spanish was spoken nearly exclusively by Hispanics and Latinos living in Manitowoc County, she needed to select an assessment process that would be conducted in Spanish. The researcher did not know if the participants could read or write Spanish, therefore, a verbal rather than written assessment seemed to be a better choice.

Scams targeted at Hispanics and Latinos working in Manitowoc County businesses prior to the onset of the assessment alerted Hispanics and Latinos to be skeptical about the intentions of people who approached them. It was thought that a verbal assessment would give participants an opportunity to clearly understand the intent of the study. It was also thought that, if participants felt comfortable with the intent of the study, they would freely share their concerns with the facilitators. Speaking directly with the participants would help build a trusting relationship. The size of the focus groups was another important decision.

According to Krueger, the ideal size for a focus group is between six (6) and nine (9) participants since this allows for a good group dynamic. The researcher decided to invite ten (10) people for each focus group since there could be a possibility that not everyone who planned to participate would attend due to illness or other reasons. As it turned out, all ten participants attended each of the focus groups.

Krueger recommends conducting at least three focus groups to produce valid data. He believes that, after three focus groups, the information shared by participants can become repetitive. His perception is that the researcher should determine if there is a need to continue with more focus groups after the conclusion of the third focus group.

Since the researcher did not speak Spanish and depended on others to do the recruiting, she requested that five rather than three focus groups be organized at the beginning of the study. She felt that, even if the data were repetitive, there would be a sufficient amount of information to validate the findings.

Local companies and dairy farmers who employed Hispanics and Latinos were approached to recruit participants. The researcher shared the reasons for the study with the company human resource directors through personal visits and phone conversations. This gave employers what they needed to answer questions asked by prospective participants regarding the reasons and legitimacy of the assessment.

The researcher cross-programmed with Manitowoc County UW-Extension Dairy Agent, Scott Gunderson, to recruit participants from dairy farms. The dairy agent contacted the farmers who employed Hispanics and Latinos with the request to recruit focus group participants. He also provided farmers with the reasons for the assessment so they could clearly explain the purpose of the project to their employees. This was very helpful since the dairy agent knew the farmers well and the researcher would not have to make cold calls to people she had never met.

Asking the human resource directors and the dairy farmers to recruit participants solved the researcher's problem of how to reach prospective participants. Holding the focus groups on work sites solved potential problems of child care and transportation for the participants. Four focus groups were held during the times when the employees normally worked. The dairy employee focus group was set up differently. The logistics for this group are explained later in this section.

The researcher asked four (4) company human resource directors who employed Hispanic and Latino employees, and requested the dairy agent to ask four (4) dairy farmers who employed Hispanic or Latino employees, to recruit fifty (50) participants for five (5) separate, hour-long focus group sessions. They were able to identify thirty-eight (38) men and twelve (12) women who were single, married, with or without children, and of different ages (ranged from 18 – 60 years of age), which provided a good cross-representation of Hispanic and Latino employees on worksites. The sample size and number of focus groups fit the requirements set by Krueger, as mentioned previously.

The selection of facilitators was critical to the success of the focus group process. Two Spanish-speaking Hispanic facilitators were hired including one male and one female. Originally, the researcher asked only the female to facilitate. The female recommended asking a male to co-facilitate since Hispanics and Latinos regard the male as a dominant figure in their culture. Aside from being qualified to facilitate the groups, the female was a Catholic Franciscan Sister. The Franciscan Sister's involvement was important because many Hispanics and Latinos are Catholic. The researcher thought that if the participants felt the facilitators were credible and trustworthy, they would feel more comfortable sharing their needs and concerns in the focus groups.

The facilitators used the same five questions as their basis for discussion in each focus group sessions (See Table 1). The questions were designed to generate ideas that would help the researcher identify the needs and concerns of Hispanics and Latinos in Manitowoc County. Responses to the questions were both taped and hand recorded in Spanish, and later transcribed into English by the Sister who co-facilitated each of the five discussions.

Four focus groups were held at the companies where the employees worked. The fifth focus group, the dairy employee group, was held at Silver Lake College, in Manitowoc, Wisconsin. A dairy farmer whose Hispanic employee wanted to participate in a focus group felt that, if his employee went to another farm for the focus group, that employee might decide to work on that farm rather than on the farm where he was employed. The researcher felt that it was necessary to have the farm employees meet in a neutral territory. The college was chosen since it was conveniently located for the farm workers. Because the participants needed to meet after or between milking shifts, their focus group was held in the evening. The other groups were held during the day.

Employers were supportive of the project as demonstrated by their offering of on-site facilities for the sessions and/or their support of no salary interruptions when employees participated during business hours. Hospitality was demonstrated by the researcher having food and beverages available at all of the focus group sites.

Table 1
Questions Used in the Focus Group Process

1.	What would make your life and your family's life better?
2.	Which of the ideas you shared need the most urgent attention?
3.	Please suggest what you would like agencies to do differently to be of more assistance to Latino families. If you can, name the agency and what you would like them to do differently.
4.	What do you think you or your family could do to help accomplish the suggestions you have made?
5.	What would be your preferred way or your family's preferred way of learning about the issue(s) you have mentioned?

The Data Analysis Process

The researcher identified statements that were repeated in each of the five focus groups. If a statement was repeated in at least three of the focus groups, it was considered to be a trend. The trends identified what the participants felt were their greatest needs and concerns.

Once the data were translated into English by the Franciscan Sister who was the co-facilitator of the focus groups, project consultant Dr. Robert D. Bright reviewed the findings and provided a structure to report the data. Both of the focus group facilitators worked with the researcher and Dr. Bright in an effort to accurately state and interpret the findings. Additionally, they worked together to develop recommendations for what needed to be done to address the findings.

Dr. Bright had extensive experience in working with the Hispanic and Latino cultures and provided the researcher with a clear structure for reporting the data. The data, then, was divided into nine common trends and formatted into a report titled, "The Latino Focus" (Malek, 2001). The trends, interpretations, and recommendations from that report are shown below.

Results and Findings:

Trend #1: "Learning the English Language" Interpretations

1. The Latino participants expressed a sincere willingness to learn English to help themselves, their families, and friends.
2. Some Latinos prefer to take English classes immediately after work and at the worksite. Others prefer to attend classes on weekends.
3. Personal interaction is preferred when learning English.
4. A boss who is willing to learn Spanish and share English helps non-English speaking employees learn the language and improve communication.

Trend #1: "Learning the English Language" Recommendations

- ❑ A wider variety of dates and times need to be provided by agencies offering English classes.
- ❑ English classes could be held on worksites.
- ❑ Personal interaction needs to be provided in English classes to help Latinos get answers to their specific language questions.
- ❑ English-speaking personnel who work with Spanish-speaking personnel should be encouraged to learn the Spanish vocabulary to help establish an effective relationship.

Trend #2: “Language Issues Related to the Worksite” Interpretations

1. Latinos want to do their job correctly but are challenged by uncertainty when they have work questions and there is no one around who understands them.
2. When jobs change from day-to-day, Latinos are concerned that they will be unable to understand the operation of unfamiliar equipment or processes. This affects their job performance and safety.
3. Latinos do not fully understand their company benefits when presented exclusively in English.
4. It is perceived that the lack of English language skills hampers job advancements.
5. Employees acting as interpreters experience job stress when getting caught in the middle.

Trend #2: “Language Issues Related to the Worksite” Recommendations

- ❑ There is a need to provide English classes for Latino employees and Spanish classes for individuals expected to do job training with Spanish-speaking employees.
- ❑ There is a need to provide a clear understanding of the operation of unfamiliar equipment in Spanish before the employee operates the equipment or performs a new assignment.
- ❑ There is a need to provide a clear understanding of company benefits through an interpreter and/or benefit sheets written in Spanish.
- ❑ Employers need to explain the job promotion process to Latino employees.
- ❑ Employers could identify promising Latino employees for intensive language development required for job promotion.
- ❑ Employees who are expected to translate on worksites need to feel appreciated and be appropriately compensated.

Trend #3, “Securing Proper Identification” Interpretations

1. Unclear expectations of what is needed for proper documentation causes frustration.
2. Where and how to get proper documentation is a significant obstacle in the lives of Latino families.
3. When trying to secure proper documentation, some Latinos are being victimized through questionable schemes.
4. Latinos would like to be able to set up a savings and checking account in local banks.
5. Some Latinos would like the county, state, and federal government to help them, regardless of their legal status, because they are in need of the basics like food and shelter.

Trend #3, “Securing Proper Identification” Recommendations

- ❑ There is a need to clearly provide detailed information in Spanish to Latinos on what documentation is needed for obtaining: a work permit, a social security number, a driver’s license, and proper identification.
- ❑ Forming a network or devising a directory listing reliable service providers in the government or private sector needs to be produced in English and Spanish.
- ❑ A Spanish – speaking person needs to be available to fully explain the details and expectations necessary wherever important documents are distributed or required.
- ❑ Local banks need to make known what requirements are needed for bank services.

Trend #4, “Department of Motor Vehicle (DMV) Issues” Interpretations

1. Latinos understand the need for a properly issued driver’s license.
2. Some Latinos are driving illegally and are willing to take that risk because of the difficulty in getting proper documentation.
3. Latinos are uncomfortable taking their road test without a Spanish-speaking examiner.
4. Confusion exists because of the language differences.
5. Forms that require English-only pose a barrier.

Trend #4, “Department of Motor Vehicle (DMV) Issues” Recommendations

- ❑ Spanish-speaking employees need to be available for road tests and to answer questions.
- ❑ Spanish forms need to be made available to Spanish-speaking clients, and someone needs to be available to interpret them into English.
- ❑ Education on the types of legal documentation needed for a driver’s license is necessary. This would be most advantageous if done *before* going to the DMV.
- ❑ The language barrier causes the perception that certain employees ask for additional documentation on different days. Clear and concise written instructions need to be explained in Spanish.

Trend #5, “The Need for Translator Assistance at Hospitals and Clinics” Interpretations

1. Latinos do not know if there will be interpreter services available to them when they go to the hospital, especially under emergency situations.
2. Understanding the verbal exchanges as well as the written material at hospitals and clinics is challenging because English is the primary language.
3. Providing one’s own interpreter can be expensive since it involves either leaving work or hiring someone.
4. Computer interpretation is available if the patient is aware of the service, but the translation may not be exact.

Trend #5, “The Need for Translator Assistance at Hospitals and Clinics” Recommendations

- ❑ There is a need for interpreters at hospitals and clinics.
- ❑ Interpreter services are needed around the clock.
- ❑ Written materials need to be provided in Spanish.
- ❑ Staff members need to be able to understand forms completed in Spanish or have access to an interpreter.

Trend #6, “The Perception of Racism” Interpretations

1. The language barrier contributes to the perception of racism.
2. Latinos would prefer to have a thorough work orientation to help them fully understand their job and the end product. This needs to be done in Spanish.
3. Latinos experience a lack of job promotion opportunities.
4. Latinos have experienced different treatment than their American counterparts in matters of: job preparation, job performance, and job absenteeism.

Trend #6, “The Perception of Racism” Recommendations

- ❑ There is a need to provide English classes for Latinos.
- ❑ Clearly explained job descriptions, job orientation, and expectations conducted in Spanish are needed to help Latinos better understand their jobs.
- ❑ Employers need to practice equal treatment for all employees.
- ❑ Employers need to provide equal opportunities for job promotions.

Trend #7, “Public Transportation Issues” Interpretations

1. Latinos find it difficult to use public transportation because they cannot read the schedules.
2. Latinos find it difficult communicating with English-speaking cab and bus drivers.

Trend #7, “Public Transportation Issues”

Recommendations

- ❑ Transportation schedules need to be published in Spanish.
- ❑ Transportation schedules need to be distributed to places where Latinos frequent.
- ❑ Bus and taxi companies could provide occasional orientation sessions for Latinos on how to use their system.

Trend #8, “Housing Issues”

Interpretations

1. Some Latinos find it difficult to obtain housing because they lack legal documentation.
2. Some Latinos feel they are being discriminated against because landlords prefer not to rent to larger groups.
3. There is confusion about the eligibility of government - assisted housing.
4. Latinos need to know their renter’s rights.

Trend #8, “Housing Issues”

Recommendations

- ❑ Possession of proper documentation should give Latinos the right to secure adequate housing.
- ❑ Government-assisted housing programs need to be clearly explained to Latinos.
- ❑ Landlords and realtors need to be able to clearly explain housing acquisition procedures to Latinos.
- ❑ Renter’s rights information needs to be available in Spanish.
- ❑ Ethnic community gatherings and celebrations need to be encouraged.

Trend #9, “Tax Issues”

Interpretations

1. There is confusion in knowing how to correctly fill out tax forms.
2. Latinos would appreciate some public services since they pay taxes, particularly interpreter services.

Trend #9, “Tax Issues”

Recommendations

- ❑ Tax preparation assistance is needed in English and/or in Spanish.
- ❑ Individuals who prepare tax forms need to provide a clear understanding of the tax refund process and what forms are needed.
- ❑ Worksites could provide a tax information session for employees.
- ❑ Interpreter services need to be made available where tax forms are completed.
- ❑ Public services that are available to Latinos, regardless of their legal status, need to be advertised.

The qualitative research revealed that *Maslow's Hierarchy of Human Needs* (Goble, 1970) is where UW-Extension and other Manitowoc County agencies needed to begin their outreach efforts. This hierarchy is usually depicted as a pyramid with five levels, ranging from the most basic needs at the bottom to the most complex and sophisticated at the top. From bottom to top, the levels are biological needs (food, water, shelter); safety; belongingness and love; the need to be esteemed by others; and self-actualization, the need to realize one's full potential. According to Maslow, the needs at each level must be met before one can progress to the next level.

Without having basic needs met, including the ability to communicate in an English-speaking community, it is difficult for non-English speaking residents to address other concerns. The data provided the Manitowoc County UW-Extension Educators and the Hispanic Consortium with ideas from which to begin their outreach efforts.

Implications to the Profession:

The focus group project demonstrated that despite obstacles including: a limited project budget, no similar assessment model to replicate, and a language barrier, it was possible to initiate an assessment that revealed the needs of a growing Hispanic and Latino population. The data provided a base from which to begin to understand and address the needs of Hispanic and Latino families in Manitowoc County.

The assessment also resulted in providing Manitowoc County residents with an awareness of the growing Hispanic and Latino populations. Together with the census data, the findings provided the researcher with many opportunities for presentations and feature articles in local and state media. The report demonstrated the need for the Manitowoc County UW-Extension Family Living Educator to develop new community partnerships to ensure that recommendations made in the report were accomplished. Continued research is needed to keep updated on issues faced by Hispanics and Latinos in Manitowoc County.

This assessment model can be replicated for other cultures. Pre-planning to assure the process is culturally-appropriate is important to the success of the assessment. Examples of culturally-appropriate strategies used for this research were: facilitating the focus group in the language spoken by participants, choosing facilitators who were of the same culture as the participants, involving people of the same culture as the participants in the selection of the questions, and understanding the community climate to assure the participants they were involved in a credible and well-intentioned project. Inviting people who represent the target audience to participate in both the planning and the facilitation process will assist the researcher in obtaining useful data.

The researcher's original intent of the study was to provide the community with just the assessment piece. After presenting the document to the Hispanic Consortium, Manitowoc County Department Directors, and agency personnel, the researcher learned that she needed to take the lead in coordinating recommendations outlined in the study to assure actions would be taken. The interest in taking action by others was evident, however, the time and effort needed to provide the leadership was difficult to add to the existing job duties of county and agency employees. The Manitowoc County UW-Extension Family Living Educator maintains the role of coordinating action plans and empowering others to do the same in her role as co-facilitator of the Hispanic Consortium.

The Manitowoc County Hispanic Consortium grew significantly as a result of "The Latino Focus" report. The consortium is comprised of people who provide services for or, who employ Hispanics and Latinos. Consortium members used the assessment to develop action plans that met the suggested recommendations found in the report. The accomplishments to date can be found in Appendix A.

A direct result of "The Latino Focus" assessment is the cross-programming done within the Manitowoc County UW-Extension Office. Coordinating efforts between the Manitowoc County UW-Extension Dairy Agent and the Family Living Educator produced programs for Hispanic dairy employees and employers. Combining the expertise of both educators provided participants with meaningful information.

A year later, the UW-Extension Family Living Educator has seen a transition to another level of needs. Examples of the transition include the need to: assess the cultural awareness and sensitivity needs of local government employees, educate bi-lingual parent educators with current curriculum and home visitation strategies to effectively assist Hispanic and Latino parents in becoming even better parents, and assess the need for a diversity center in Manitowoc County.

The transition, in part, comes as a result of the Manitowoc County Strategic Planning Work Group #3. Work Group #3's responsibility was to determine ways to provide services that best met the needs of minority and non-English speaking populations in Manitowoc County. A strategic planning session was also done with the Hispanic Consortium. Both strategic planning endeavors revealed the need to continue with recommendations as seen in "The Latino Focus" and, to address the continually changing needs of Hispanic and Latino families.

Conclusion:

“The Latino Focus” report is a foundation from which the researcher, the Manitowoc County UW-Extension Educators, the Manitowoc County Hispanic Consortium, Work Group #3 of the Manitowoc County Strategic Planning process, and community partners will develop action plans to address the needs of the growing Hispanic and Latino populations in Manitowoc County. The work of the fifty focus group participants who shared their concerns will impact themselves and others as well as Hispanics and Latinos who settle in Manitowoc County in the future.

“It is important to actively engage newcomers in community planning meetings and other key decision-making bodies. Together, old-timers and newcomers must forge a common vision and engineer the future of their communities” (Gouveia, 2000). Not only did the focus groups help UW-Extension hear the voice of local Hispanics and Latinos, but also, the focus groups provided an opportunity to unite local Hispanics and Latinos, companies, the Hispanic Consortium, and community partners with a common purpose.

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Appendix A
Accomplishments

**A Partial List of Accomplishments Made as a Result of “The Latino Focus” Assessment and Collaboration with the Manitowoc County Hispanic Consortium
August, 2001 - June, 2002**

- ❑ Three hundred plus hard copies of “The Latino Focus” focus group report were distributed to individuals interested in becoming a Hispanic Consortium member or to professionals in Wisconsin and other states interested in assessing the needs of their growing Latino populations. The report is on line at www.uwex.edu/ces/cty/manitowoc
- ❑ “The Latino Focus” report was shared at a scholarship conference at Penn State University and at a focus group workshop at the University of Wisconsin.
- ❑ The “Using the Focus Group Process to Assess the Needs of a Growing Latino Population” research article was published in the Journal of Extension, February 2002 issue.
- ❑ The Latino Consortium has grown from ten members, the number of attendees at the first consortium meeting on March 2000, to its present roll call list of 50 members. The consortium provides members with current information on Hispanic issues and also provides an opportunity to work on needed educational programs and services.
- ❑ An awareness of Manitowoc County’s growing Latino population and their needs has been featured in numerous local and state newspaper articles, radio programs, and through a program titled, “A Taste of Mexico”, sponsored by the International Committee of the UW-Extension Home and Community Education Association (HCE). Additionally, the Manitowoc County UW-Extension Dairy and Family Living Agents were involved in the taping of a WI Public Television documentary on the lives of Latinos working in Wisconsin.
- ❑ The Department of Motor Vehicles in Manitowoc has addressed the needs of non-English speaking clients with a computerized program which allows clients to take the written road test in a variety of languages.
- ❑ A Spanish interpreter list is available through SEEK, Incorporated.
- ❑ A childcare certification program in Spanish has been established in the county.
- ❑ The transit system developed bus route schedules in Spanish.

- ❑ An accredited immigration counselor with the Diocese of Green Bay Catholic Charities is at the Health Department in Manitowoc the second Tuesday of every month to answer immigration questions.
- ❑ Worksite education programs were started in connection with the police department, social security office, the Wisconsin Department of Motor Vehicles, and the Domestic Violence Center.
- ❑ A local company who offered their site for a focus group hired a full-time Hispanic interpreter and is in the final stages of a Mentor Training Program which involve two English-speaking Hispanic mentors. The company offers separate employee meetings with interpreters for Hispanic employees. All employee materials and all postings are now in Spanish and English.
- ❑ Two “Hispanic Dairy Employee Seminars” were hosted by Manitowoc County UW-Extension. Seminar topics included: getting a driver’s license, immigration laws, current health issues, housing services, services available through the Human Services Department, legal concerns, and the availability of ESL classes.
- ❑ The results of the Latino focus group study were presented by the UW-Extension Family Living and Dairy Agents to dairy employers at an annual Northeast WI District Dairy Labor meeting (included 12 counties) in Kaukauna. This educational program allowed dairy employers an opportunity to hear the needs cited by Hispanics and to encourage employers to provide educational experiences that address those needs.
- ❑ Six in-service trainings done with the Manitowoc Police Department provided them with an awareness of the growing Hispanic population in Manitowoc County. An in-service was also provided to Manitowoc County Human Services Department staff members.
- ❑ The Manitowoc County UW-Extension Family Living Educator secured “Community Reinvestment Dollars” to print the Spanish version of UW-Extension “Parenting the First Year” newsletters, for the Domestic Violence Center to provide Spanish language education to staff members and to purchase educational materials in Spanish for the mothers and children who come to the Center and, the money was also secured for the Health Department to purchase educational materials for a workshop series designed for interpreters who work in hospitals and clinics. Among other materials, the money covered the purchase of medical dictionaries, visual aids, and videotapes.
- ❑ A local hospital provided tuition reimbursement for their employees to learn Spanish. Job recruitment posters are posted at local Mexican food markets. Many hospital forms are translated into Spanish.

- ❑ A “Hispanic Resource List”, available in English and Spanish, was compiled and printed in the *Lakeshore Chronicle* “Community Services Directory”.
- ❑ The Manitowoc Public Library purchased ESL materials and videos/books on the Hispanic/Latino cultures. They have also purchased materials written in Spanish. They developed informational bookmarks to use at in-service trainings to alert people to their collection.
- ❑ The Hispanic Consortium wrote a letter of support for the National School Lunch Program to provide an awareness of the need to bring a hot lunch program to the Manitowoc Public schools.
- ❑ A Spanish-speaking tax preparer is available in Manitowoc.
- ❑ Spanish classes and/or ESL classes offered by local colleges and universities are being promoted at the Hispanic Consortium and at in-service trainings. Some consortium members have or are in the process of taking Spanish classes.
- ❑ Several Lincoln High School Spanish students in a “Make a Difference” program provided mentoring opportunities for Spanish-speaking individuals needing assistance with studying for their driver’s test, translation work at Head Start, etc.
- ❑ A committee was formed to incorporate a Hispanic booth at the annual Ethnic Fest celebration.
- ❑ The Hispanic Consortium provides an integral connection in the Manitowoc County strategic planning process.
- ❑ A Multicultural Awareness Committee was established to devise an instrument to assess the multicultural needs of Manitowoc County government employees. Training will be developed according to the needs cited in the assessment.
- ❑ Approximately 20 farms and agencies assisting Latinos in Manitowoc County now receive “New Horizons”, a Spanish radio program in a CD/cassette format directed toward the needs of Latino listeners.
- ❑ English as a Second Language (ESL) classes are organized to be offered at worksites.
- ❑ The American Red Cross now offers CPR, First Aid, and HIV/AIDS informational sessions in Spanish.