

EXTENSION'S DIVERSITY REPORT

I. Diversity Mission/Vision Statement

Extension continues to strive towards their goal of increasing minority and bilingual staff by 2010. We have encouraged current staff to become bilingual and supported that effort with financial resources. We also have worked towards developing positions within the system that allow the qualifications some flexibility in order to attract a more diverse pool of applicants. We encourage our field staff to help us identify potential staff, who will improve our diversity, at professional meetings and other association attendance in and outside Iowa. This summer we will be looking at ways to develop internships that would encourage minority students to look at Extension as a possible career opportunity in the future.

ISU Extension Strategic Plan 2005-2010

The following statements are included in the summary of the ISU Extension Strategic Plan.

- Develop opportunities for immigrants focusing on Latinos in cooperation with Community Colleges and K-12.
- Expand programs for new and underserved youth in urban and small communities.
- Expand the diversity of people, ideas, and cultures, and nurture an environment within which diversity thrives.

ISU Extension Educational Materials Available in Languages Other than English

- More than 60 publications in Spanish are available directly to the public via ISU Extension's Online Store.
- Extension staff members have access, via the Online Store, to additional Spanish materials that they can use with clients in their educational programming.
- The Online Store links to the national Extensión en Español site, a national clearinghouse for Spanish-language educational resources operated by and for Extension professionals.
- Five educational video/DVD programs have been translated into Spanish. One program has been translated into five languages: Spanish, Chinese, Russian, Thai, and Korean.
- Twenty educational video/DVD programs have been closed captioned.
- When ISU Extension educational materials are translated into Spanish, they also are edited for culturally appropriate changes from the original English.
- Sometimes ISU Extension county offices have had materials translated locally into other languages for use in their counties. These materials have not been vetted for statewide use.

II. Response to Diversity Statistics

- a) Faculty: the Faculty in the various Colleges are recruited and selected by the individual Department and College. Extension has provided salary dollars and support at varying levels for faculty with Extension appointments.
- b) P&S by Race/Ethnicity: Extension continues to struggle with the recruitment and retention of minority staff in the Field. The demographics in many counties in Iowa with the exception of the urban counties, does not provide a diverse environment that creates a positive and inviting opportunity for diversity. We continue to encourage Units to be affirmative in their recruitment efforts. The Diversity of Extension P&S staff on Campus (which is quite metropolitan) would represent significant gains in terms of percent if calculated separately from the Field P&S Staff.

P&S by Gender: The percentage for P&S is identical to the University. Our percentages of Females in each pay grade in the P&S system are all higher than the University as a whole.

University/Extension:

P-13 - 65/82

P-14 - 56/59

P-15 - 46/49

P-16 - 44/67

P-17 - 35/41

P-18 - 42/54

P-19 - 26/33

- c) Merit by Race/Ethnicity: Extension is 14.4% minority and the University, as a whole, is 4.1%

Merit by Gender: Extension is 95.6 % Female and the University is 64.1%. We would like to attract more males to a number of our programming efforts in the Field and have had limited success.

- d) Students/"Clients". We have included some brief reports from the Extension program units (by the respective Program Director) which reflect the most recent program delivery numbers. Exhibit A-Agriculture and Natural Resources; Exhibit B-Families; Exhibit C-Youth Development; and Exhibit D-CDE.
- e) We have also included brief reports from the 5 Regional Areas (by the respective Area Director) of the State that provide information related to Civil Rights. Extension has a Civil Rights Plan, which includes each County performing an Internal Civil Rights Audit every 4 years. This Audit is consistent with all Federal Guidelines. We have included several samples of these audits. We also do annual Program Reviews in each Area. Goals are set to meet "parity" in each program area and included in staffs individual Plans of Work which are reviewed for progress at their annual performance review. Exhibit E-Central; Exhibit F-North East; Exhibit G-Northwest; Exhibit H-South East; Exhibit I-South West; Exhibit J-the Extension Civil Rights Plan and Schedule; Exhibit K-Linn County Civil Rights Audit; and Exhibit L-Woodbury County Civil Rights Audit.

III. and IV. The Area and Program Directors have commented specifically in their individual reports, the efforts to meet the Implementation Goals, and the Best Practices in their Program Areas and Regional Areas.

Final Comments: Increasing diversity of our faculty and staff as well as our clientele remains a major goal of ISU Extension. We continue to make progress and we will continue our commitment to satisfy this important strategic initiative.

Exhibit A - Diversity Report for Agriculture and Natural Resources Extension

Please identify numbers of protected class Extension staff within your Program Area.

Professional and Scientific Staff:

- Female = 21
- Hispanic = 1 female
- Asian/Pacific Islander = 2 males

Program Directors should provide any Client data that is available for the reporting period which is 4/07 – 3/08.

Educational meeting contacts and one-on-one educational consultations:

- Female = 45,448
- African American = 663 (male and female)
- Hispanic = 3,133 (male and female)
- Native American/Alaskan Native = 315 (male and female)
- Asian/Pacific Islander = 1,274 (male and female)

Please provide a narrative on initiatives taken by your Unit in the recruitment of diverse staff or clients. Identify any “best practices” that might be shared or replicated. List any training or special emphasis placed on Diversity within your Unit.

Building Capacity to Engage Latinos in Local Food Systems

County Extension education directors and field specialists are midway through a year-long course designed to strengthen support for Latino immigrant farmers. “Building Capacity to Engage Latinos in Local Food Systems in the Heartland” began in September 2007 with a training session on working cross-culturally with Latino families. Subsequent workshops have focused on how to assist Latino entrepreneurs in gaining access to land and capital and how to develop the local food systems necessary for small-scale diversified producers to profitably market their goods to local institutions, such as restaurants or schools, or at farmers’ markets.

Agricultural and Natural Resources Extension Serves On State Outreach Council

The State Outreach Council (SOC), chaired by NRCS, is comprised of multiple USDA, state and non-profit agencies/organizations that are involved in providing some kind of education or service related to agriculture to the public, especially targeting under-represented groups in rural areas. It is a forum whereby the member groups can exchange information about their ongoing or upcoming outreach efforts and events to increase the dissemination of information. It is also a forum whereby agencies, once informed, can explore possible collaborations and partnerships. At each meeting, a dialogue among council members facilitates a higher level of collaboration. SOC also initiates relevant programs, one example being Women, Land, and Legacy, a resource guide to Iowa educational and networking opportunities for rural women.

Agriculture and Natural Resources Extension Women in Agriculture Committee

Agriculture and Natural Resources Extension established a “Women in Agriculture Committee” for the purpose of coordinating and sharing on-going planning and delivery of events involving a multitude of women’s program activities that involve Extension faculty and staff. This committee provides for leveraging and efficiency of Extension resources.

Exhibit B - Diversity Report for Families Extension

Numbers of protected class Extension staff within your Area, or Program Area. (Not FTEs)

EFNEP/FNP paraprofessionals in the field

- 7 - Hispanic
- 8 - African American
- 1- Vietnamese

Families State Staff

- 1 - Caucasian/Native American
- 1- African American
- 1- Malaysian

Families Field Specialist

- 2 - African American
- 2 - Hispanic

Client data that is available for the reporting period.

EFNEP/FNP adult data - 2007

- White - not H/L 1253
- White - H/L 447
- Black- H/L 6
- Black - not H/L 272
- AI/AN - H/L 25
- AI/AN - not H/L 38
- Asian - not H/L 17
- Native Hawaiian or OPI - H/L 2
- Native Hawaiian or OPI - not H/L 6
- White and Black - H/L 3
- White and Black - not H/L 19
- White and Asian - not H/L 1
- White and AI or AN - H/L 1
- White and AI or AN - not H/L 21
- Not reporting - 120

Families Extension adult data from calendar- 2007 (produced from random quarterly racial/ethnicity sample)

- White 62,223
- African Americans - 3,814
- Asian / Pacific Islanders - 636
- Hispanics - 4,820
- Native American - 230

West Liberty food safety programming counts (in addition to the numbers reported above)

- 653 White
- 220 Hispanic

WiseWoman counts (in addition to the numbers reported above)

White - 493
American Indian - 27
Asian/Pacific Islander - 11
Black - 21
Hispanic - 100

Dubuque Cultural Center counts (this is in addition to the numbers reported above)

147 African American or Black
81 Hispanic
78 Caucasian
6 Pacific Islands or Marshallese

Take Control non-credit online web course

184 - White
5 Hispanic
13 African Americans
6 Asian.Pacific islanders
3 Native Americans

Additional audience numbers are gathered for newsletters, hotlines, Lighten Up Iowa, High School Financial Management program, satellite and on line non-credit courses- but we do not have race/ethnic breakdowns on these numbers.

Initiatives taken by your Unit in the recruitment of diverse staff, or clients; identify and “best practices” that might be shared or replicated.

Children, Youth and Families at Risk (CYFAR) New Communities project –

Audience diversity was part of the selection criteria in choosing the two new sites for this program. Buena Vista County (primarily White and Hispanic/Latino) and Waterloo (primarily African Americans) were chosen for concentrated community work during the time period of 5/2007-5/12. Both sites are implementing the Strengthening Families Program for Parents and Youth 10-14. Best practice: System change takes time, start community system programming with long term funding commitment (such as a grant) and evidenced based programming for best success.

A Place of My Own - Families Extension working with Extension Communications developed the first on-line Extension course using Moodle. 245 individuals have completed certification requirements allowing them to apply for Rural Development home loans. USDA Rural Development has demonstrated support to this new effort. A version for Spanish speaking individuals is now being developed.

Development of an educational blog on severe disabilities: working with Pam Kirkhart (in progress). Best practice: Identifying ways to incorporate learning and skills from staff on disability with a new clientele group. <http://www.extension.iastate.edu/c4c5/>

Donor funds were used to support programming for Hispanic families in Perry and Sioux City. Funds were used to support both Celebrate Families (parenting) and the Family Story Teller program (literacy).

Heartland Family Child Care Handbook - This is the 7th edition of the handbook in English and the first translation to Spanish. A grant from the Department of Human Services supported updating and printing both English and Spanish versions and making them available free to child care providers across Iowa.

Best practice: To make it easier for clients, books are distributed through Extension offices, Child Care Resource and Referral and the Child and Adult Food Care Program.

Multi-Cultural Family Center - Dubuque is a community whose inhabitants are overwhelmingly of Irish and German ancestry. In recent years, Dubuque has seen an increasing population of color, today one in every nine children in our public school system is a child of color. The Multicultural Family Center is seeking innovative ways to build cross-cultural collaboration and civic engagement around issues of diversity as well as facilities for families, youth and the downtown neighborhood residents. The Multicultural Family Center assists students with homework; families receive free internet access, web cam and computer tutoring in both, English & Spanish; family programming; as well as community informational services and referral. Nutrition education, ESL classes, immigration and tax assistance are available. The Center also serves as the meeting location for the local chapter of the NAACP. Volunteers logged 1,982 hours with 7,884 youth and adult contacts. Clients were 47% African American or Black, 26% Hispanic, 25% Caucasian, and 2% Pacific Island or Marshallese. Best practice: Cultural education and ethnic celebrations expose community individuals to different cultures and traditions; while providing education and fun.

List any training or special emphasis placed on Diversity within your Unit.

One day of our Fall Families in-service, November 28, 2007, focused on immigration and diversity issues within Iowa. Sessions included: Immigration and Cultural Issues, English Language Learners in Iowa, Movement in Culture and Society, International Opportunities, Social Justice, Loneliness, and Troubled Youth.

Three other elective in-services for Families staff that supported concepts of inclusivity were; Individual and Community Coaching, February 6 & 7, 2008; the use of Personal Response Devices (clickers), November 27, 2007; Body Mindfulness Training, November 27, 2007. Segments at each of these elective in-services were devoted to how the use of these techniques or tools have potential for promoting inclusivity within our work.

Exhibit C - Diversity Report for Youth Development

For the most recent reporting year:

We had 6,954 youth participants of Hispanic ethnicity, 7,847 youth participants were reported as black, 528 American Indian, 1,408 Asian, and 124 Pacific Islanders.

Since some youth identified more than one race/ethnicity, those numbers do not represent unique numbers of youth. The total youth who were racial & ethnic minorities (meaning they are anything except non-Hispanic white) are 16,670, or 14.2% of our total participants (117,639 youth).

Of our adult volunteers (10,543), 204 were racial & ethnic minorities (1.93%).

Exhibit D - Diversity Report for Continuing & Distance Education

Credit Students:

Total number of unique students enrolled in at least one off-campus course Summer 2007, Fall 2007 or Spring 2008 = 4,841

1. Sex - Female = 2,392
2. Color - Non-White = 519 (includes U.S. Citizens, Immigrants, and Refugees only)
3. Age - above 40 = 548
4. Disability = unknown
5. Veteran = 73

Exhibit E - Diversity Report for Central Iowa Area Extension

Hiring diverse staff members has been very successful for FNP & EFNEP positions. An effort has been made to advertise these positions in ways to target and attract applications from diverse audiences.

Polk County Protected Classes

Adair, Keshia, EFNEP	keshia@iastate.edu	African American	Female	ISU paid
Crawford, Nichole, EFNEP	crawforn@iastate.edu	African American	Female	ISU paid
Garcia, Julieta, EFNEP	garciaj@iastate.edu	White, Hispanic	Female	ISU paid
Hill, Terrance, PA	hiltt@iastate.edu	African American	Male	ISU paid
Juarez, Raquel, EFNEP	rjuarez@iastate.edu	White, Hispanic	Female	ISU paid
Williams, Filice, PA	filicew@iastate.edu	African American	Female	ISU paid

Dallas County Protected Classes

Rosa Gonzalez , PS	rdgonza@iastate.edu	White, Hispanic	Female	ISU paid
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Marshall County Protected Classes

Minnie Sanchez, FNP	minnies@iastate.edu	White, Hispanic	Female	ISU paid
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Exhibit F - Diversity Report for Northeast Iowa Area Extension

Staff:

Saliha Beganovic, EFNEP Black Hawk (Bosnian)
Patrick Derdzinski, Butler CEED (Hispanic)
Eva Hughes, EFNEP Black Hawk (Columbian)
Vanette Grover, Youth FS, Howard County, (Native American)
Lukaso Onokoko (African American)
Madelyn Ridgeway, Families FS, Black Hawk (African American)

Programming:

- The Multicultural Family Center in Dubuque provides activities that empower diverse individuals and families by promoting personal growth and community engagement. Usage figures at the Multicultural Family Center from July 9, 2005 to June 30, 2006 = 945 contacts (35%Hispanic; 30% Caucasian, 28% Black or African American, 4% Marshallese, 3% Asian) During first three quarters from July 1, 2006 to March 31, 2007 the Multicultural Family Center has had 267 new participants with 5,860 daily contacts. ISUE Extension-Dubuque County is the sponsoring agency.
- The Harambee Coalition for African American Families in Waterloo is a special community initiative that strengthens the presence of ISU Extension in the African American community. Several community events have occurred including a marriage/relationship conference featuring a nationally known speaker, marriage/healthy relationship classes, and plans to celebrate Black Marriage Day in 2008.
- Sponsored radio programs have been established with KBBG, the African American radio station in Waterloo.
- African American Strengthening Families classes and Hispanic Strengthening Families classes were held in Waterloo
- Weekly informational emails were shared with all NE staff during February on Celebrating Black History.
- Two internships during summer 2007 at El Centro in Waterloo, with ISU/University of Colima students doing a needs assessment and then developing a marketing plan for Extension programming to the Hispanic community in Black Hawk County. Black Hawk has recently established a Latino 4-H club.
- Provided programming and assisted with translation for dairy producers who employ Hispanic dairy workers.
- Successful Amish Farm Safety Day Camp was held in Buchanan County after considerable time and effort working with the Amish elders of the community.
- Work continues with the Mennonite communities on commercial horticulture production, establishment of produce auction, and ongoing work on pricing and management.
- Floyd County has established a Filipino 4-H club and held a successful Filipino-Festival community event last winter.

Exhibit G - Diversity Report for Northwest Iowa Area Extension

Diversity Status of Staff

1. County Paid staff has little diversity and progress is being encouraged in the area of youth program assistants for targeted counties such as Woodbury, Crawford and Buena Vista. Ability to speak Spanish has not been a required hiring criterion but, has been a discussion point with applicants for recent and future openings in these counties. We do have a Hispanic County paid FNP staff member in Buena Vista county-hired in last 6 months
2. ISU Professional Staff;
 - 1 Hispanic EFNEP employee in Woodbury
 - 1 Hispanic Families FS in Woodbury—Nancy Nicho-hired in last 2 years
 - 1 Spanish Speaking YFS in Plymouth serving multiple counties with Hispanic populations—transferred here 2 years ago.
 - 1 Spanish Speaking FFS located in Cherokee and serving multiple counties with Hispanic populations-hired in last 6 months.

A recent NW County Civil Rights “self-audit” to utilize. We would suggest Buena Vista or Woodbury counties from 2006 which should be on file in ISUE HR office.

Exhibit H - Diversity Report for Southeast Iowa Area Extension

Merit Staff

Lang Dang
Gale Francione
Sanjuana Shores
Star Scott

All Program Assistants- EFNEP Program in Scott County

Steph Griffin- EFNEP Program Assistant (youth and adult) – African American—Linn Co.

P & S Staff

Vera Stokes
Families Field Specialist
Himar Hernandez
Community Development Specialist

Southeast Iowa Protected Class---County Employees

Louisa County

E. Esther Estudillo, Hispanic – Adult Program Assistant, FNP (30 hrs/wk)
Georgina Buendia, Hispanic – Parent Educator (5 hrs/wk.)

Henry County

Blanca Gomex Wittmer---Food Safety Program
Alejandra Rebollando Carreon works 8 hours per week for us as a parent educator.

Muscatine County

Three Strengthen Families Program Facilitators (volunteers) work for about a total of 30 hours over a seven week period to deliver SFP.

Southeast Area Extension Recruitment of Diverse Staff & Clients

Recruitment for University positions was limited this year. One Youth FS & CEED position and two Merit positions were advertized and filled. In all cases, the newspaper ad's carried the equal opportunity statements and covered a large area of the region where the position was located. The P&S positions were advertized in the Des Moines Register and in all cases the ads were carried on line.

One protected class applicant did apply for a position but nothing developed from application. In this case-it was a Veteran who was a protected class.

Staff were encourage to help recruit too. We have found word of mouth can help us reach very qualified candidates.

Southeast Iowa Best Practices:

1. Staff Knowledge of Laws,

- ▶ Staff receives training on Civil Rights and can review at any time
- ▶ Steps to follow to report a public or internal complaint are posted in all the County and Area Office.

2. Composition of Committees

- ▶ New 4-H and Youth Committee in one county has made an effort to include youth in the structure of the committee and build in a roll over structure to the committee.
- ▶ Another AEED and I facilitated an Open Conversation with CEEDs from across the State about development of nominating committee for Extension Council. Which lead to two Task Force Groups (now underway) to look at how to recruit a broader section of clientele to the County Extension Councils election process.

3. Promotion of Programs

- ▶ The AEED worked with four Urban CEEDs from the SE Area and the other Urban CEEDs from across the state to help establish the new State 4-H Marketing Campaign that clearly designates a non-bias towards race, color, national origin, sex, and religion. It is neutral in its promotion of the program (use sex-neutral images). The graphics definitely conveyed the message of equal opportunity

4. County Hiring Policies

- ▶ Always reviewed in County Personnel Handbook at least once a year by County Extension Council
- ▶ Staff receives training on Equal Opportunity and can review at any time
- ▶ Steps to follow to report a problem are posted in all the County and Area Offices.

5. Accessibility

- ▶ Adjust programs for participants with disabilities –i.e. provide hearing impairment equipment or sign language delivery if requested
- ▶ This year the Area has developed a Calling Tree for the quick warning of staff and clients of unusual circumstances (at risk situations) which included an Area Staff Training presented on the subject.
- ▶ Staff always looks for safety of the clients who attend meetings in case of fire, inclement weather or other unusual community risks.

6. Knowledge

- ▶ Modify subject matter, methods, materials or teaching aids
An example would be the Precinct Election Officers (PEO) Material the AEED adapted the material in regards to working with Hispanic speaking citizens
- ▶ Adjust programs for participants with disabilities –material is taught in PEO class in how to work with disabilities (not to use the term handicapped)
- ▶ Civil rights goals are reflected in an individual goal set at Performance Review each year and continue to be seen in the Plans of Work and with reporting in the calendar. Other times county council reports, success stories and stakeholder reports might carry reports.

7. Use of Networks

- ▶ Network with organizations and agencies serving underrepresented
- ▶ Target specific communities, specific programs
 - Plaza Project in Louisa County
 - Hispanic Classes in Food Safety Project at Mt. Pleasant Foods
 - Migrant Workers Summer Camp in Williamsburg Area
 - Hispanic Health Fairs in Louisa, Wapello and Henry County
 - Teaching Citizenship Classes

Exhibit I - Diversity Report for Southwest Iowa Area Extension

Recruitment efforts for staff vacancies have included advertising:

- in newspapers with local, regional and state distribution,
- with local and regional radio stations,
- on the Internet,
- by posting in local Extension offices,
- in localized newsletters of various groups, organizations and churches; which include a diversity of clients, and
- by word of mouth.

Recruitment efforts for clients have included advertising:

- in newspapers with local, regional and state distribution,
- with local and regional radio stations,
- on the Internet,
- by posting in local Extension offices,
- in localized newsletters of various groups, organizations and churches; which include a diversity of clients,
- by word of mouth, and
- hiring an interpreter when resources are available.

Diversity training has occurred:

- at face-to-face area staff meetings,
- via Adobe Connect staff meetings, and
- one-on-one in personal communications.

Exhibit J - Extension Civil Rights Plan and Schedule

The performance of a Civil Rights Evaluation and Review is one of the major and unique requirements of Federal Civil Rights legislation. It provides a systematic process for the assessment of compliance with Federal regulations as it pertains to policies, procedures, programs, and practices as well as the development and implementation of modifications and remedial steps taken to correct any instances where deficiencies are identified.

Iowa State’s Civil Rights Plan has two components.

1. County Civil Rights Audits

Iowa counties will complete a Civil Rights audit every 4 years. These reviews will be consistent with all Federal Guidelines. The report will be sent to the AEED and the Extension Human Resource office. Follow-up will be made within 60 days to assure necessary corrective actions have been taken. The follow-up outcome will also be shared with the Extension Human Resource office.

The AEED, in consultation with the County Directors in the area will set the schedule of when audits are due. The audit form can be found at <http://www.extension.iastate.edu/cr/>.

The complete audit should be sent to the AEED & HR. The AEED will review and identify any deficiencies within one month and notify the CEED. CEEDS will take leadership to correct any deficiencies which are found within 2 months. The final review will be sent to AEED and Human Resources email for filing.

Example:

- June 5 Civil Rights Audit due to AEED. CEED pulls form from the web, completes with the help of staff housed in the county and emails to AEED.
- July 1 AEED reviews and sends back items for clarification or corrective actions (this step can be either verbal or written).
- Aug 1 CEED sends the completed documentation of corrective actions to AEED and Human Resources.

Schedule of County Reviews

County reviews in 2003/2007	County reviews in 2004/2008	County reviews in 2005/2009	County reviews in 2006/2010
Adair	Adams	Allamakee	Appanoose
Benton	Bremer	Buchanan	Audubon
Butler	Calhoun	Carroll	Black Hawk
Cass	Clayton	Cerro Gordo	Boone
Cedar	Dallas	Clinton	Buena Vista
Clarke	Delaware	Davis	Cherokee
Crawford	Emmet	Des Moines	Chickasaw
Decatur	Guthrie	Fayette	Clay
Dubuque	Henry	Greene	Dickinson
Floyd	Jackson	Hamilton	Fremont
Grundy	Jasper	Howard	Hancock
Franklin	Keokuk	Humboldt	Harrison

Hardin	Linn	Johnson	Ida
Jones	Lyon	Kossuth	Iowa
Lee	Marion	Louisa	Jefferson
Lucas	Monona	Madison	Mahaska
Marshall	Page	Mills	Mitchell
O'Brien	Poweshiek	Montgomery	Monroe
Plymouth	Sac	Palo Alto	Muscatine
Pocahontas	Shelby	Polk	Osceola
Scott	Union	Pottawattamie (East)	Pottawattamie (West)
Tama	Van Buren	Ringgold	Story
Webster	Winneshiek	Sioux	Taylor
Warren	Worth	Wayne	Wapello
Winnebago	Wright	Woodbury	Washington

2. Annual Program Reviews by Area

AEEDS annually with the Program Directors will set a date to discuss Civil Rights responsibilities. At this meeting staff will review the potential versus actual clientele by program area and set area goals for the following year. Each staff member will include portions of these goals on their individual Plans of Work and identify progress on their annual performance appraisal form.

Prior to the meeting Program Directors will supply:

- client contacts data which has been gathered from calendar reports of meetings, one-on-one educational contacts, 4-H statistical, and FNP, EFNEP reports
- recommendations about the best sources for determining the potential clientele
- suggestions about programs which have already been modified for under-served audiences and methods for reaching minorities
- recommendations for reaching parity in each program area

Goals will be set by program area so that parity can be achieved. These goals should address

- Modification of educational programs for under-served
- Increased participation of under-represented groups serving on program planning and advisory committees
- Increased membership of under-represented in 4-H community clubs and special interest
- Adjusting programs for customers with disabilities
- Advisement of potential clientele of non-discrimination program requirements
- Use subject matter, educational methods, materials or teaching aids to achieve or maintain a proportionate representation by race, color, national origin, sex, and disability
- Use of statements, photos and graphics to convey the message of equal opportunity in material released to public
- Use of sex-neutral language
- Written documented compliance efforts and their results

Exhibit K – Linn County Civil Rights Audit

IOWA STATE UNIVERSITY EXTENSION SERVICE CIVIL RIGHTS AUDIT AND REVIEW GUIDE

The performance of a Civil Rights Audit and Review is one of the major and unique requirements of Federal Civil Rights legislation. It provides a systematic process for the assessment of compliance with Federal regulations as it pertains to policies, procedures, programs, and practices as well as the development and implementation of modifications and remedial steps taken to correct any instances where deficiencies are identified.

This guide is designed for Iowa State University Extension Service staff in conducting a Civil Rights Evaluation and Review of their county program. Part I relates to the total county program and Part II pertains to each program area (Ag and Natural Resources, Families, Communities, and 4-H Youth Development).

Source: "Plans and Procedures for Administration and Implementation of Title IX of the Education Amendments of 1972 in the Cooperative Extension Service." USDA-CSREES

CIVIL RIGHTS EVALUATION AND REVIEW

PART I - TOTAL COUNTY PROGRAM

In order to ensure equal access and availability of Extension programs to all residents of the county, regardless of Race, Color, Creed, Religion, National Origin, Sex, Age, Marital Status, Disability, Public Assistance Status, Veteran Status, and Sexual Orientation, this Civil Rights Evaluation and Review is designed for review, discussion and subsequent corrective actions pertaining to the following questions:

1. Please complete Census Data form (Appendix A) for your county. Identify areas in which you have large numbers of groups from protected classes.
2. Please list organizations within the county that has large numbers of protected groups as members or organizations who serve protected groups. How has extension reached out to these groups?
Some of the groups that have large numbers of protected groups are Jane Boyd Community Center and the other four Family Resource Centers. Kathryn McAuly Center provides English as a Second Language training. Taylor and Johnson Elementary Schools and The Bridge Resource Center serve families in protected classes. The Hispanic Community is widely dispersed; however, recently a Mexican Grocery opened and a local Catholic Church is offering a mass in Spanish. The Methodist Churches support a Hispanic Ministry.

Extension was a part of the development of the Family Resource Centers from the beginning. We have publications at each of the sites. We also have a publication rack at Taylor School. We have done extensive after-school programming and staff training at Jane Boyd and The

Bridge. Staff has made contacts with various business and services for the Hispanic community trying to explore how we can deliver services.

See Question #7 for more information on our outreach effort with the Hispanic community.

3. Where do you find Civil Rights Law and regulations on the ISU Extension web site? Please list all staff in your office who know where to find this site.

The Civil Rights web site is <http://www.extension.iastate.edu/cr/> in addition our Civil Rights files are located in the front office. Staff who know where to find this information are: Susie Uthoff, Ann Torbert, Paul Gormley, Janet Martin, Kristi Cooper, Judy Isaacson, Mark Settle, Lynne Rechtermann, Julie Scott, Bonnie Birker, Kim Havlicek, Connie Benesh, Mary Dlouhy, Roberta Chrystal, Tina Dice, Julie Mather, Stephanie Griffin.

4. What should staff do if they receive a Civil Rights Complaint? Do all staff know how to respond to complaints?

If there were a complaint, staff would gather details about the complaint and how to contact the person with the concern. Complaints could come to the CEED, AEED or to the Extension Council Chairperson. Complaints can also be filed formally in writing. If the complaint involved hiring processes the contact is Susie Uthoff who is our EEO representative. For more detailed information on complaints

see <http://www.public.iastate.edu/~aao/eod/homepage.shtm>

All staff know how to handle complaints.

Public Notification

5. Do you use the University's Equal Opportunity Statement in all written materials and program announcements? What documentation do you have in your Civil Rights File from each of the program areas?

Yes. We have copies of our media releases and all material that is printed has the justice blurb.

6. Are any of the mailing lists used in your county exclusively of one race, color, religion or sex? Please identify the mailing lists and explain.

No

7. Have you documented any "extra efforts" to inform historically underserved audiences about Extension resources and meetings? Can you give examples?

We have for many years had concern about how to reach the Hispanic population in Linn County. The Hispanic residents are dispersed, throughout the county and we have not found a good way to do outreach for this segment of our community. In 2006 the Extension Council funded a project which allowed a staff member, fluent in Spanish, to make contacts within the Hispanic community. This individual made extra efforts to share program opportunities with contacts as well as making recommendations to staff. Staff training as a result of this project was held in October.

I also have documentation of an earlier effort (2001) to meet with representatives of the Hispanic community and information on the needs that they perceived. Some efforts following this meeting were directed at meeting these needs.

8. Does your Plan of Work detail ways you intend to expand participation of historically underserved audiences? How will this be accomplished?

Yes, each Plan-of-Work has an objective about programming for underserved audiences. Current Plan-of-Work is to provide programming to the Neighborhood Partner volunteer group whose members represent underserved populations and to provide material and information so the these volunteers can do outreach within their community.

9. Do you have an "Equal Opportunity" poster prominently displayed in your office and other facilities used by Extension in serving the public?

Yes

10. Have all vacancies been advertised with the local job service?

Yes

11. What efforts have you made to hire diverse staff?

All positions are advertised in local paper as well as with Job Services. In many instances they have been posted at Kirkwood Community College and other college placement services. Some jobs have been posted at Jane Boyd Community Center. We currently have employees representing underserved audiences.

12. How are hiring, promotion and training done in a way that does not discriminate in employment practices on the basis of race, color, national origin, sex, and religion?

Recruitment occurs through a wide variety of outlets. Interviews are conducted by staff and Extension Council representatives with the same set of interview questions for each applicant. Promotion and training is done in a non biases manner, compensation is based on position responsibilities and is equitable for employees in similar positions.

13. Please list the organizations which have provided you a signed letter that the organization does not discriminate in membership practices.

Rockwell Daycare Site
Hiawatha Public Library
Aid to Women
The Salvation Army
Kirkwood Estates
All active 4-H clubs

College Community Early Childhood Center
Kids Inc.
Olivet Neighborhood Mission, Youth Program
Jane Boyd–After School Achievement Academy
Summit View
Eagle Ridge, LC

14. Please name any organizations that staff provides assistance to whose membership practices are discriminatory and describe the extent of that assistance.

None

15. Please list examples in your files of non-discriminatory statements, photos, and graphics used to convey the message of equal opportunity in informational material released to the public. List type of document and date.

- 4-H Clover Kids Comes to Iowa, Jan 2005
- There’s a Place for Your Child in Linn Co. 4-H, 2005
- Discover 4-H, March 200
- Expand Your Knowledge for Your Family’s Good Health
- Neighborhood Partner Newsletter (most issues), specifically May, June, late June 2004
- Stakeholder Reports, 2005 & 06
- 4-H enrollment forms, 2004
- 4-H Bill Board, Fall 2005

16. Do you have examples of sex-neutral language—elimination of sex discrimination, sex bias, and sex-stereotype language in materials used in educational programs? Please explain.

- Our material is sex neutral with the exception of material designed to recruit women in a segment where they are an underserved audience (agriculture)

17. Please complete the table below on the diversity of your Extension Council

Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/Al askan Native	Asian or Pacific Islander	Hispanic
4	5	9				

18. If your council is not diverse, what steps have been or are being taken to improve this situation?

Orientation of the nominating committee includes discussion of the need to provide full representation for Linn County residents on the Extension Council. Staff have provided names of members of under represented groups as possible candidates.

19. Please give the date you last trained your County Council on their role in Civil Rights and Equal Opportunity matters. November 5, 2006 and June, 2006 Has this training been documented in your civil rights file with an agenda or training outline? **Yes**

20. What is the significance of the following to Civil Rights efforts?

- A. “All reasonable efforts”
All reasonable effort refers to staff responsibility to make an intentional effort to reach underserved audiences and to make adjustments to be sure they feel comfortable using our services.
- B. Public Notification Plan”
This refers to need to develop a plan so that all media outlets in the community receive copies of program announcements, with special attention to any outlets which serve an underserved audience.
- C. “Affirmative Action” and “Equal Opportunity”
Affirmative Action and Equal Opportunity refer to employment policies which require that an effort is made to be sure hiring practices do not discriminate and that all individuals are treated equally throughout the hiring process.
- D. Title VI of the Civil Rights Act of 1964
The Civil Rights Act outlines responsibilities to insure nondiscrimination on the basis of race.
- E. Title VII of the Civil Rights Act of 1964

This act extends the responsibilities of the civil rights act to programs and/or activities receiving federal funding or assistance.

F. Sections 503 and 504 of the Rehabilitation Act of 1973

These outline the responsibilities for nondiscrimination on the basis of disability and provide guidelines to insure equal opportunity for all forms of disabilities.

G. Title IX of the Education Amendments of 1972

This document outlines the implementation of policies to prevent discrimination on the basis of sex as they apply to USDA Extension Service.

21. Please give the date of the last Civil Rights Training held for staff in the County. August19, 2006

Handicapped Accessibility

22. Did you answer no to any of the questions on the "Checklist for determining accessibility to county extension offices in Iowa" that can be found at:

One no – we do not have the international symbol for accessibility. A sign is being ordered.

<http://www.extension.iastate.edu/ofcguide/Section2d.htm#2d1b>

23. Please list any programs that were held in a non-handicapped accessible location in the last 2 years. Please indicate why it was necessary to use this location.

- **4-H dog training held in the Linn Co. Co-op conference room. We have tried to find a location that will accept youth and dogs for the few sessions of dog training held each year before the weather is warm enough to outside. To date we have not found an alternative.**
- **Private Pesticide Applicator training has been held at the Linn Co. Co-op primarily because it was large enough and there was not a fee for using the space. We will move the training to the new Extension Conference Room in 2006**
- **EFNEP assistants provide training for Heart of Iowa. Their facility is not handicapped accessible; however, because they serve low resource moms with a history of substance abuse we consider the opportunity to reach this audience to outweigh the limitations of the facility.**

24. Please list any accommodations made to serve the disabled in programs for the past 2 years. Be as specific as you can.

- **We made a number of accommodations so that a 4-h member in a wheel chair could participate in programs. For example, special arrangements were made so that she could participate in our Citizenship Trip to the Capitol.**
- **Although it was more than 2 years ago, we have hired an interpreter when a participant in parenting classes was deaf.**

PART II - SPECIFIC PROGRAM AREA (to be completed for each program area: Ag and Natural Resources, Community Development, Families, and 4-H and Youth Development)

4-H and Youth Development

1. Please list any planning/advisory committees that you have utilized for this program area and their diversity.

Name of Committee	Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic
4-H Youth Prog. Committee	5	7	12				

2. If your committee/planning group is not diverse, what steps have been or are being taken to improve this situation?

Staff responsible for these committees is encouraged to consider diversity/recruit members representing a diverse audience.

3. Please list the dates of Civil Rights Trainings given to committees.

4-H project committees, Sept, 2006

4-h leaders, Sept, 2006

4. How have you organized or structured the program to encourage diverse participation such as race, color, national origin, sex, and disability?

We make an effort to be sure that our programs are offered in a variety of locations and that we offer projects attractive to both sexes. Because we have had trouble finding adult volunteers in the inner city and we feel that inner city youth are less likely to travel to traditional 4-H clubs, we offer 4-H in settings such as after-school sites. We have a large summer activity program that provides youth programming in a variety of locations that serve a diverse audience.

5. Do the newsletters, news releases or mass media efforts contribute to a disproportionate participation of individuals by race, color, national origin, sex, and disability? Explain

We believe that we have an intentional effort to prevent our materials from contributing to disproportionate participation.

ORGANIZED GROUPS

6. Do you have race or sex segregated clubs or groups? If so, what have you done to encourage integration?

**Number of community Clubs	Number of same sex clubs	Number of One Race Clubs
23		

Our statistical does not provide this information

**Our statistical date is not collected in this format – see below	Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic
Youth in community clubs							
Youth in School Enrichment							
Youth in Special Interest							

Total enrollment is 3934. Of these, 87.39 are white, 9.48% are black, .31% are American Indian, 1.75% are Asian, 1.12% are of Hispanic origin.

7. Are officers of groups disproportionately of one race, color, national origin, sex, and disability?
No
8. How do you insure that rules, regulations, policies, procedures, and constitutions do not disproportionately limit participation by race, color, national origin, sex, and disability?
For volunteer led groups we provide training and we require that rules and/policies are submitted to the office. For staff led groups we provide training, encouragement, and materials to help with recruitment.
9. How do you insure that individuals (adults or youth) are not disproportionately selected for participation by race, color, national origin, sex, and disability?
We strive to be sure that all staff and volunteers are aware and support our efforts to make services available to all residents of Linn Co. regardless of race, ethnicity or disability.
10. Describe how “all reasonable efforts” been followed to increase participation of historically underserved audiences in 4-H, and other Extension groups?
The Extension Council has added a position to do after school outreach. This individual serves primarily sites with a diverse audience. We also have an active summer program that serves youth in similar locations. In the summer of 2005 and 2006 we offered a “Garden Camp” in one of the most neighborhoods in our community. Flyers were distributed

Agriculture and Natural Development

1. Please list any planning/advisory committees that you have utilized for this program area and their diversity.

Name of Committee	Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic
Master Gardener Steering Committee	5	10	15				

2. If your committee/planning group is not diverse, what steps have been or are being taken to improve this situation?

Steering Committee is made up those who are active Master Gardeners, therefore we have made special efforts to recruit a diverse committee from within the volunteer group.

3. If you have any standing committees, please list the dates of Civil Rights Trainings given to them.
January, 2005 and January 2006

4. How have you organized or structured the program to encourage diverse participation such as race, color, national origin, sex, and disability?

We accept 15 new volunteers into our training program each year. The interview process is run by volunteers but carefully monitored by staff to insure that participation is not determined by any of these factors. We do have diversity among the Master Gardeners and we broadly advertise the opportunity. In 2006 the program announcement was taken to Immaculate Conception Church. The Master Gardeners provide 2 scholarships each year to be sure that finances are not a barrier to participation.

5. Do the newsletters, news releases or mass media efforts contribute to a disproportionate participation of individuals by race, color, national origin, sex, and disability? Explain.

No

Communities

1. Please list any planning/advisory committees that you have utilized for this program area and their diversity. **We do not have a program committee for this program area.**

Name of Committee	Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic

2. If your committee/planning group is not diverse, what steps have been or are being taken to improve this situation?

Not applicable.

3. If you have any standing committees, please list the dates of Civil Rights Trainings given to them.

4. How have you organized or structured the program to encourage diverse participation such as race, color, national origin, sex, and disability?
5. Do the newsletters, news releases or mass media efforts contribute to a disproportionate participation of individuals by race, color, national origin, sex, and disability? Explain.

Families

1. Please list any planning/advisory committees that you have utilized for this program area and their diversity.

Name of Committee	Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic
Neighborhood Partner Volunteers	22	4	18	3		1	1

2. If your committee/planning group is not diverse, what steps have been or are being taken to improve this situation?

This group is diverse.

3. If you have any standing committees, please list the dates of Civil Rights Trainings given to them.

August 2003

4. How have you organized or structured the program to encourage diverse participation such as race, color, national origin, sex, and disability?

These Neighborhood Partners represent those neighborhoods that have high diversity.

5. Do the newsletters, news releases or mass media efforts contribute to a disproportionate participation of individuals by race, color, national origin, sex, and disability? Explain.

No

APPENDIX A
2000 CENSUS DATA FOR Linn COUNTY

Total Population of County: 191701
AGE, SEX & RACE

	All Ages				Approx. 4-H Age 5-17 yrs		
	Male	Female	Total		Male	Female	Total
American Ind. or Alaskan Native	210	208	418		48	40	88
Asian, Native Hawaiian, or Other Pacific Islander	1348	1377	2725		261	257	518
Black or African American	2657	2262	4919		660	600	1260
White	87881	92118	179999		16285	15575	31860
TOTAL	93965	97736	191701		17872	17125	34997
Hispanic Origin*	1395	1327	2722		315	337	652

*Hispanics can be of any race. Hispanics will be counted in the race categories above. Numbers in the tables above may not add up to the total population of the county because "other" and "2 or more races" are not included.

<http://ia.profiles.iastate.edu/census/index.aspx?Table=race>

<http://www.seta.iastate.edu/>

<http://censtats.census.gov/pub/Profiles.shtml>

DISABILITY STATUS OF NONINSTITUTIONALIZED POPULATION

Age 5-20	4077
Age 21-64	14806
Age 65 & older	7781
TOTAL	26664

<http://censtats.census.gov/cgi-bin/pct/pctProfile.pl>

Type in County and hit "go".

PEOPLE BELOW POVERTY LEVEL

	Total
Families	2161
Families with female householder, no husband present	1257
Families with male householder, no wife present	904
Individuals	12150
TOTAL	16472

<http://censtats.census.gov/cgi-bin/pct/pctProfile.pl>

Type in County and hit "go"

Exhibit L – Woodbury County Civil Rights Audit

IOWA STATE UNIVERSITY EXTENSION SERVICE CIVIL RIGHTS AUDIT AND REVIEW GUIDE

The performance of a Civil Rights Audit and Review is one of the major and unique requirements of Federal Civil Rights legislation. It provides a systematic process for the assessment of compliance with Federal regulations as it pertains to policies, procedures, programs, and practices as well as the development and implementation of modifications and remedial steps taken to correct any instances where deficiencies are identified.

This guide is designed for Iowa State University Extension Service staff in conducting a Civil Rights Evaluation and Review of their county program. Part I relates to the total county program and Part II pertains to each program area (Ag and Natural Resources, Families, Communities, and 4-H Youth Development).

Source: "Plans and Procedures for Administration and Implementation of Title IX of the Education Amendments of 1972 in the Cooperative Extension Service." USDA-CSREES

CIVIL RIGHTS EVALUATION AND REVIEW

County Woodbury **Date** 5/26/06

PART I - TOTAL COUNTY PROGRAM

In order to ensure equal access and availability of Extension programs to all residents of the county, regardless of Race, Color, Creed, Religion, National Origin, Sex, Age, Marital Status, Disability, Public Assistance Status, Veteran Status, and Sexual Orientation, this Civil Rights Evaluation and Review is designed for review, discussion and subsequent corrective actions pertaining to the following questions:

1. Please complete Census Data form (Appendix A) for your county. Identify areas in which you have large numbers of groups from protected classes.

See attached Appendix A. We have about 9337 persons of Hispanic background which is our largest minority group.

2. Please list organizations within the county that has large numbers of protected groups as members or organizations who serve protected groups. How has extension reached out to these groups?

We partner and provide programs with many agencies: New Iowan Center, La Casa Latina, Mary Treglia Community House, Council of Sexual Assault and Domestic Violence, Cinco de Mayo event, Sanford Center and the Iowa Workforce Development which all serve persons of minority background as their primary mission. We have provided many programs such as: Child Care Provider Training for Spanish Speaking people, Nutrition Education programs – Health Department, in the homes of minority and poverty level families, Family Storyteller program for Spanish speaking clients, Woodbury County Community Action agency and the Tri-state Child Care Provider Training. This year's Tri-State Child Care Conference focused on understanding different cultures. The Community Voices leadership development program is for people of minority background. We have advertised in Spanish newspapers and radio stations and put posters up in many minority owned businesses in town and had meetings with many people who work for agencies serving protected groups to try new partnerships. We have a 4-H club that is mostly Hispanic youth.

3. Where do you find Civil Rights Law and regulations on the ISU Extension web site? Please list all staff in your office who knows where to find this site.

It is posted in the hall by staff mailboxes and where our clients and partners walk through. It is found at www.extension.iastate.edu/cr/. Staff that know where to find this site are: Sherry McGill, Steph Anderson, Renee Sweers, Nancy Nicho, Lujean Faber, Adrienne Jansen, Kathy Goodwin, Beth Stockfleth, Mimi Shanahan, Esther Weis, Jean Smith, Kellyn Eekhoff, Ann Verzani, Nancy Albers, Sonia Davila, Anita Froehlig and Marilyn Hoberg.

4. What should staff do if they receive a Civil Rights Complaint? Do all staff know how to respond to complaints?

Staff should refer to the Woodbury County Personnel Handbook for the last 2 chapters. Staff are familiar with the poster describing contact people for filing complaints of discrimination.

Public Notification

5. Do you use the University's Equal Opportunity Statement in all written materials and program announcements? What documentation do you have in your Civil Rights File from each of the program areas?

Yes, we have examples of news releases and brochures from some events and program on file. In reviewing our brochures

1 or 2 programs did not have this listed, but it will be corrected on next year's event's brochures.

6. Are any of the mailing lists used in your county exclusively of one race, color, religion or sex? Please identify the mailing lists and explain.

Not that I am aware of. We separate mailing lists by type of interest such as Master Gardeners, Field and Feedlot, Families, and 4-H Scene. Some programs have had only courses of Hispanic persons attend as they are taught in Spanish.

7. Have you documented any "extra efforts" to inform historically underserved audiences about Extension resources and meetings? Can you give examples?

Yes, the Community Voices program is a Minorities Leadership Programs. The child care provider training and Family Storyteller program were for minorities with all being Hispanic since it is taught in Spanish. We take posters to Hispanic businesses and advertise on the Spanish radio station and the newspaper. We do offer some programs such as Money Talks that focuses on the needs of women, but men can attend.

8. Does your Plan of Work detail ways you intend to expand participation of historically underserved audiences? How will this be accomplished?

I have not written a Plan of Work yet, but hiring a Spanish speaking worker has specific plans to provide outreach to people of minority backgrounds. I have asked all staff to be sure program information has the justice statement on them.

9. Do you have an "Equal Opportunity" poster prominently displayed in your office and other facilities used by Extension in serving the public?

Yes

10. Have all vacancies been advertised with the local job service?

Yes

11. What efforts have you made to hire diverse staff?

We advertise with Job Service of Iowa, in newsletters and in the newspaper. Nancy Nicho was hired with the job requiring speaking and reading Spanish. All serve persons of minority background as their primary mission. Extension provides programs and has partnered with all of these agencies in the past and currently.

12. How are hiring, promotion and training done in a way that does not discriminate in employment practices on the basis of race, color, national origin, sex, and religion?

See above answer.

13. Please list the organizations which have provided you a signed letter that the organization does not discriminate in membership practices.

<u>Rural Development (Area 8)</u>	<u>Siouxland Human Investment Partnership</u>
<u>South Dakota Rural Enterprise, Inc.</u>	<u>Westwood Schools</u>
<u>Siouxland Chamber of Commerce</u>	<u>USDA Rural Development</u>
<u>Plymouth Co Economic Development</u>	<u>Food Bank of Siouxland</u>
<u>Community Action Agency of Siouxland</u>	<u>Woodbury Central Comm School District</u>
<u>Jackson Recovery Centers, Inc.</u>	<u>Sioux City Comm School District</u>
<u>E River Electric Power Coop, Inc.</u>	<u>Woodbury Co Conservation Board</u>
<u>June Nysten Cancer Center</u>	<u>Ti-State Graduate Center</u>
<u>City of South Sioux City</u>	<u>USDA Natural Resources Cons Service</u>
<u>Siouxland District Health Department</u>	<u>Nebraska Loess Hills RC&D</u>

14. Please name any organizations that staff provides assistance to whose membership practices are discriminatory and describe the extent of that assistance.

Girls Inc and Boys Club are two organizations we provide assistance to that discriminate based on sex.

15. Please list examples in your files of non-discriminatory statements, photos, and graphics used to convey the message of equal opportunity in informational material released to the public. List type of document and date.

We have our brochures, fliers and newsletters that show we do not discriminate. (Midstates, Economic Development Conference, Child Care Provider Training, 4-H Recruitment Brochures, fliers – Money Talks program and on all Ag related programs)

16. Do you have examples of sex-neutral language—elimination of sex discrimination, sex bias, and sex-stereotype language in materials used in educational programs? Please explain.

Yes, 4-H Recruitment material, Clover Kids flier

17. Please complete the table below on the diversity of your Extension Council

Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic
5	4	8				1

18. If your council is not diverse, what steps have been or are being taken to improve this situation?

We will be working on this with our nominating committee to search for diversity in replacing current council members ending their terms. I have asked our new staff person who is Hispanic to help us come up with names of good council candidates to serve that would be minority background.

20. Please give the date you last trained your County Council on their role in Civil Rights and Equal Opportunity matters. January 9, 2006 with the reorganization Has this training been documented in your civil rights file with an agenda or training outline?

No, but will copy this in our civil rights file now.

20. What is the significance of the following to Civil Rights efforts?

H. "All reasonable efforts"

To increase the inclusiveness of diverse groups in our education and outreach and in hiring.

I. "Public Notification Plan"

This documents efforts to recruit for staff and programs including Spanish radio stations and newspapers.

J. "Affirmative Action" and "Equal Opportunity"

Affirmative Action is efforts we use to increase the participation of all persons in programs provided and in hiring staff. We wish to include all persons of protected status as clients, employees, volunteers and community members.

K. Title VI of the Civil Rights Act of 1964

This is the original civil rights document assuring people equal rights and prohibits discrimination based on race, sex, color, and national origin in services provided or in employment practices.

L. Title VII of the Civil Rights Act of 1964

This amended the act to provide for the Recovery of Compensatory and punitive damages based on discrimination.

M. Sections 503 and 504 of the Rehabilitation Act of 1973

Section 503 + 504 are amendments from 1973 including contractors to use affirmative action and added the American with Disabilities Act of 1990. These sections ensure that people with disabilities are not to be discriminated against.

N. Title IX of the Education Amendments of 1972

This prohibits discrimination on sex specifically relating to educational institutions.

21. Please give the date of the last Civil Rights Training held for staff in the County.

March 24, 2006 staff meeting

Handicapped Accessibility

22. Did you answer no to any of the questions on the "Checklist for determining accessibility to county extension offices in Iowa" that can be found at:

<http://www.extension.iastate.edu/ofcguide/Section2d.htm#2d1b>

I reviewed the list and answered yes to all.

23. Please list any programs that were held in a non-handicapped accessible location in the last 2 years. Please indicate why it was necessary to use this location.

Although I have not been here 2 years yet there are none that I am aware of. We utilize handicapped Accessible buildings whenever possible.

24. Please list any accommodations made to serve the disabled in programs for the past 2 years. Be as specific as you can.

			(not of Hispanic Origin	of Hispanic origin)	Indian/Ala skan Native	Pacific Islander	
Youth in community clubs	200	273					
Youth in School Enrichment	1795	1762					
Youth in Special Interest	589	661					
Other	99	121					
Total (2005)	2683	2817	3277	743	154	180	1146

We don't have a breakout of ethnicity for programs in 2005. For the current year we have 348 youth in community clubs as of 4/19/06. We have 145 males and 203 females and 7 are Hispanic and 341 not Hispanic.

7. Are officers of groups disproportionately of one race, color, national origin, sex, and disability?

Officers are elected within each club and are indicative of the club's population.

8. How do you insure that rules, regulations, policies, procedures, and constitutions do not disproportionately limit participation by race, color, national origin, sex, and disability?

The clubs are welcoming to all interested parties. The youth are accustomed to integration due to the diversity in our Schools and do not limit their participation accordingly.

9. How do you insure that individuals (adults or youth) are not disproportionately selected for participation by race, color, national origin, sex, and disability?

Through our policies of open enrollment, as well as through diversity and recruitment training. We also look for Opportunities to serve under represented audiences.

10. Describe how "all reasonable efforts" been followed to increase participation of historically underserved audiences in 4-H, and other Extension groups?

In the Sioux City area, programs are offered regularly at Mary Treglia Community House (largely Asian in population), the Sanford Center (largely African American in population), Juvenile Detention youth, as well as youth sentenced to community service. We also offer and conduct programs to Girls, Inc (low income, largely minority in race), and the Crittenton Center Shelter which is a home for homeless youth. We are now planning to have one of our clubs meet at the Mary Treglia Community House to recruit more members. This center has many youth of minority background.

In 2003, a grant was written and awarded to hire a program assistant to help recruit Hispanic Youth to Woodbury County 4-H. That effort was successful and "Latinos en Accion" was organized. Originally, this club was entirely Hispanic, however through the following years; it has become diverse with Native American and Caucasian members.

Agriculture and Natural Development

1. Please list any planning/advisory committees that you have utilized for this program area and their diversity.

Name of Committee	Male	Female	White	Black (not	American	Asian or	Hispanic
-------------------	------	--------	-------	------------	----------	----------	----------

			(not of Hispanic Origin)	of Hispanic origin)	Indian/Alaskan Native	Pacific Islander	
Woodbury County Cattlemen Board of Dir	19	4	23				
Siouxland Garden Show Committee	8	11	19				

2. If your committee/planning group is not diverse, what steps have been or are being taken to improve this situation?

Recruitment is via direct mail from previous registration lists, Field and Feedlot, media releases, radio tapes, mailings by co-sponsors, and beef mailing lists of cattle producers in the area. We market programs in the newspaper, TV and radio including messages in Spanish. We will be sure the EEO statement is on all printed material and on letterhead. We tried to advertise to women by offering "Annie's Project" course, but did not get enough people to sign up. We will offer it again in the winter months.

3. If you have any standing committees, please list the dates of Civil Rights Trainings given to them.

NA

4. How have you organized or structured the program to encourage diverse participation such as race, color, national origin, sex, and disability?

Programs are advertised to all in the newspaper and in mailings sent out. We have Master Gardeners who reach out to Minority groups presenting the last 2 years at the Cinco de Mayo event. One year was about Butterfly Gardens and the other on poinsettia plants.

5. Do the newsletters, news releases or mass media efforts contribute to a disproportionate participation of individuals by race, color, national origin, sex, and disability? Explain.

Joel DeJong is in the newspaper and on TV and radio frequently that is open to all populations. He and Eldon Everhart present at master gardener classes. All programs are listed on the Extension Calendar.

Communities

1. Please list any planning/advisory committees that you have utilized for this program area and their diversity.

Name of Committee	Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/Alaskan Native	Asian or Pacific Islander	Hispanic
Midstates Economic Development Planning Committee	9	11	20				
Nonprofit Management Alliance	1	3	4				

In the past there were a group of individuals that served on a planning group to set up the minority leadership development program. I do not know the names as that staff person left this office.

2. If your committee/planning group is not diverse, what steps have been or are being taken to improve this situation?

We can contact other individuals in the future to assist us in planning.

3. If you have any standing committees, please list the dates of Civil Rights Trainings given to them.

NA

4. How have you organized or structured the program to encourage diverse participation such as race, color, national origin, sex, and disability?

For the Midstates Conference we advertise in the newspapers, on the radio, TV and newsletters to agencies serving diverse population. We include the justice statement on printed material for this conference.

5. Do the newsletters, news releases or mass media efforts contribute to a disproportionate participation of individuals by race, color, national origin, sex, and disability? Explain.

Yes, all committee members send out to their e-mail and newsletter lists as well.

Families

1. Please list any planning/advisory committees that you have utilized for this program area and their diversity.

Name of Committee	Male	Female	White (not of Hispanic Origin)	Black (not of Hispanic origin)	American Indian/ Alaskan Native	Asian or Pacific Islander	Hispanic
Siouxland Nutrition Coalition (program planning for BASICS project and other nutrition programs)	1	6	6	1			
Harkin Wellness Grant committee (programming planning for Kids A Cookin' program and other Eat Smart Be Active programs)	3	10	13				
Centering on Centers		11	11				
Tri-State Child Care planning committee		20	19				1
Child Care Provider training partnership – New Iowan Center and Mid Sioux Opportunities		4	3				1

2. If your committee/planning group is not diverse, what steps have been or are being taken to improve this situation?

We are offering child care provider training in Spanish for the first time. We are offering Family Storyteller and ESL classes in Spanish. We make sure to have materials written in Spanish and the teacher is bi-lingual – Spanish/English.

3. If you have any standing committees, please list the dates of Civil Rights Trainings given to them.

NA

4. How have you organized or structured the program to encourage diverse participation such as race, color, national origin, sex, and disability?

- Promotional flyers for Kids a Cookin', EFNEP and youth EFNEP, Family Story Teller, and Child Net classes in English and Spanish
- TV commercial outlining families programs available in Spanish-spoken in English with closed caption in Spanish
- We have promoted families programs on community TV program for Hispanic audiences. Nancy Nicho was on KTIV and on the radio numerous times. She also does presentations on extension programs to small Hispanic women's groups.
- Recruitment forms, intake forms, educational handouts, recipes for adult EFNEP, Childnet, Family Storyteller are in English and Spanish.

- Pick A Better Snack program for kindergarten and first graders in Sioux City includes informational and educational materials in English and Spanish.
 - We have had meetings with LaCasa Latina, New Iowa Center, Mary Treglia Community House, and Sanford Center to plan to meet needs in the community.
5. Do the newsletters, news releases or mass media efforts contribute to a disproportionate participation of individuals by race, color, national origin, sex, and disability? Explain.
- Yes – we reach all audiences and have increased marketing efforts on TV, radio and in the newspaper and e-mail our programs out to all agencies monthly.
 - We have provided transportation to the classes for Child Net.
 - In our Spanish classes we've added ESL training to some of the educational sessions as there is a great need for this, and we offer classes for Spanish outreach work in neighborhoods at churches where there are more people living.
 - We reimburse most of the fee back to clients if they attend all of the sessions, and we provide child care during the classes.

Completed by _____ Date 5/26/06
County Extension Director

Other staff involved in the review were:

Steph Anderson _____	Beth Stockfleth _____
Renee Sweers _____	Beth Doran _____
Nancy Nicho _____	Ron Hook _____
Lujean Faber _____	

Send **CIVIL RIGHTS AUDIT and Appendix A** to your AEED and Human Resources

AEED RESPONSE AND CORRECTIVE ACTIONS REQUESTED

Date: July 3, 2006

Part I

- #4. Summarize chain of communication that they should all know for response to written complaint.
- #5. List 5-10 examples on file (in civil rights Review file)
- #6. ..type of interest, program topics or customer needs
- #7. Good! Extra Efforts or OK for underserved audiences such as relationship marketing "in person". Any others?
- #8. No formal filed plan but underway are item that will be part of the plan such as; (list a few examples)
- #16. Examples are; Producer, manager, participant, youth, food service provider etc.
- #19. Good job! Put copy of minutes documenting this in file with this final Civil rights audit.
- #20. A. Communication and advertising of programs as well as any "Extra Effort" recruiting done for underserved?
- #20. B. Incorrect. EEO statement on all materials/program notices and posting of "In Justice for All" poster.
- #20. C. Re-check web-site. Affirmative Action is positive actions to hire and promote qualified persons in protected groups(federally defined as...)
EEO. All individuals will be treated equally in employment activities (hiring,training, promotion)..evaluated on their ability to do the job and not discriminated on based on....
- #20. D. Prohibits Discrimination....any program receiving federal financial assistance..
E....adds religion.....makes it unlawful to take retaliatory action if a complaint filed
- F. 503...Aff. Action for those qualified w/disability...504..prohibits discrimination against qualified, disabled and must make reasonable accomadations to physical or mental limitations of qualified individuals w/disabilities.
- G. Those receiving federal funds

Part II

4=H Youth

- #1. List only those that are officially ours---need to strive for more male balance.

ANR

- #2. EEO statement instead of AFF. Action statement

Communities

- #1. Can someone get approx. makeup of minority leadership planning group from Alan?

Families

- #1. Strive for more gender balance.

State corrective actions taken or planned for in corrected final and forward to ISUE HR and NW Area office and file in Woodbury office by august 1, 2006.

CORRECTIVE ACTIONS
8/30/06

The following corrective actions have been in regards to the Woodbury County Civil Rights Audit.

Part I

#4. This is the summary of the chain of communication that I have informed staff of for response to a written Civil Rights complaint:

Employees/clients who feel that they have been discriminated against should report the incident to the CEED or other authority- such as the ISUE Area Director or council chair. The next step is that the CEED or AEED or council meets to discuss the situation. They can put it in writing to the CEED or AEED next if they feel the issue is continuing. They Should follow appropriate ISU policies and procedures or file a complaint directly with the USDA Director, office of Civil Rights, the IA Civil Rights Commission, or the Equal Opportunity Commission. Assistance can be sought by the ISUE Human Resources Office or the ISU Equal Opportunity and Diversity office. The process is listed in our personnel handbook.

#5. Here are examples of items that are in the Civil Rights Review file:

- Kids a Cookin' Educator ad with EOE on it
- 4-H project award guidelines with justice statement on it
- Stakeholder report with justice statement
- Midstates Conference booklet and brochure with justice statements on them
- Money talks course flier with justice statement on it
- WCE brochure for the county with justice statement on it
- New outreach to Spanish speaking clients –with justice statements on them in Spanish and English
- 4-H Recruitment fliers with justice statements on them
- Woodbury County Extension Personnel Handbook with updated information the council approved of in June and a copy of the minutes from that meeting.

#6. We have no mailing lists for one race, color, religion or sex. The Master Gardener communication pieces describe programs, educational or volunteer opportunities coming up. We look to customer needs by talking to people and getting feedback on programs to try to meet new needs. Nancy Nicho, one of our Spanish speaking staff talks with people of Hispanic background to find out what programs that they need and we added some ESL training with the Family storyteller program this year as a result of this. I have asked staff to be sure that the justice statement is on all mailings going out.

#7. We have made extra efforts to reach out to underserved audiences such as relationship marketing "in person". We also distribute fliers door to door in neighborhoods we are targeting to serve. Some new participants were recruited this way. I also email other agencies and individuals once a month and this includes information on new programs. We offer programs in churches or community centers so it is more convenient for people to come to the educational programs. I have met with individuals and groups sharing about what we offer at Extension and always ask if there is more we can offer that they need. Nancy Nicho and I have met with several of the Hispanic leaders in town to see how we can best serve the needs of this part of our community.

#8. I have not done a plan of work yet since joining ISUE. But I have worked on reaching out to groups in the county. I met with neighborhood groups of Sioux City and completed a report of what people said they needed. We have had ads on the Spanish speaking radio stations and newspapers. Nancy and I recently met to discuss a new program to reach male and female audiences called "Living Smart". We will get PSA commercials aired 3 times a day on KWSL to get the word out on the new program.

#16. In terms of examples of sex-neutral language in our materials, some examples are: manager, participant, youth, and food service provider etc. We always advertise with sex neutral language unless the program is for women for example – Annie's project. All of our 4-H materials are neutral on sex.

#19. I did train the Council on their role in Civil Rights and Equal Opportunity matters on January 9,2006 There is a copy of minutes documenting the review of the corrected new section in our personnel handbook done in June as well on file with this final Civil rights audit.

#20. A. All reasonable efforts to increase inclusiveness Communication and advertising of programs as well as any "Extra Effort" recruiting done for underserved?

By meeting with neighborhood groups – all low income we were able to let people know of what we offer them and new possibilities we could work towards. I am speaking to numerous service clubs about Extension at this time. Continued efforts to reach out to new audiences with the Rivercade Parade, the fair booth we host each year , presentations on programs at the fair, presentations and continued meetings with the people of the county. We will be hosting coffees in 4 towns in the county to share about programs and learn of their needs. We now take our material on parenting with a little sheet of paper about our parenting information to those who deliver babies at the hospitals.

#20. B. The Public Notification plan is to be sure that the EEO statement is on all materials/program notices and that we post the "In Justice for All" poster. This has been done.

#20. C. I reviewed the web-site on this topic. Affirmative Action is positive actions to hire and promote qualified persons in protected groups. EEO relates to all individuals will be treated equally in employment activities (hiring, training, promotion) and will be evaluated on their ability to do the job.

A purpose of the affirmation action program is to be fair in both form and effect, employment policies and practices and comply with an extensive array of federal and state laws, executive orders, rules, and regulations. The entire gamut of employment practices are affected by these fair employment rules, including not only direct and indirect contacts between the employer and employee but also pre employment and post employment relationships. Another purpose of our program is to enhance understanding of the manner in which equal opportunity rules apply to the entire scope of decision making and interaction which constitutes the employment setting.

#20. D. The Title VI of the Civil Rights Act of 1964 prohibits discrimination in any program receiving federal financial assistance. This is the original civil rights document assuring people equal rights and prohibits discrimination based on race, sex, color, and national origin in services provided or in employment practices.

#20. E Title VII added religion and makes it unlawful to take retaliatory action if a complaint is filed.

H. 503 is related to Affirmative Action for those qualified w/disability; 504 prohibits discrimination against qualified, disabled and the need to make reasonable accommodations to physical or mental limitations of qualified individuals w/disabilities.

Part II

4-H Youth

#1. I have corrected the advisory board lists that are just for our programs in Woodbury County with 4-H. We need to strive for more male balance. We will ask for male volunteers to help us in the future. Our new shooting sports program is attracting more males to 4-H. We are trying to recruit youth at school registration days this year.

Ag and Natural Resources

#2. I have corrected this description to state that the EEO statement is on the printed materials. This is actually the statement we have put on documents for some time.

Communities

#1. The Leadership Planning Committee material is no longer available. I will check with the staff member who did this program to see if he recalls the names and make up of the committee.

Families

#1. We now many of our committees here have more females on them and we will strive for more gender balance. The Healthy Siouxland Initiative which is not on this list is a group we are a part of and has at least 6 males on it and 10 females. I just joined 2 new groups, SCAN, which is about child abuse prevention and has at least 4 males on it with 8 females. The other is the Early Childhood advisory group which has 1 male and 4 females on it.

In terms of programs encouraging more males there is the **“Eat to Compete” program** is a new educational program about the nutrition and fluids that are needed for middle school and high school athletes. Many of these coaches are men.

CEED Signature _____

Date _____

(Send to AEED and HR)

APPENDIX A 2000 CENSUS DATA FOR Woodbury COUNTY

Total Population of County: 103,877

AGE, SEX and RACE

	All Ages				Approx. 4-H Age 5-17 yrs		
	Male	Female	Total		Male	Female	Total
American Ind. or Alaskan Native	745	922	1667		0	1	1
Asian, Native Hawaiian, or Other Pacific Islander	1154	1263	2417				
Black or African American	1083	991	2074				
White	44,085	46,942	91,027		145	202	347
TOTAL	47,067	50,118	97,185		145	203	348
Hispanic Origin*	5319	4018	9337		2	5	7

*Hispanics can be of any race. Hispanics will be counted in the race categories above. Numbers in the tables above may not add up to the total population of the county because "other" and "2 or more races" are not included.

<http://ia.profiles.iastate.edu/census/index.aspx?Table=race>

<http://www.seta.iastate.edu/>

<http://censtats.census.gov/pub/Profiles.shtml>

DISABILITY STATUS OF NONINSTITUTIONALIZED POPULATION

Age 5-20	1905
Age 21-64	9858
Age 65 and older	5174
TOTAL	16,937

<http://censtats.census.gov/cgi-bin/pct/pctProfile.pl>

Type in County and hit "go".

PEOPLE BELOW POVERTY LEVEL

	Total
Families	1931
Families with female householder, no husband present	1061
Families with male householder, no wife present	192
Individuals	10,434
TOTAL	3184

<http://censtats.census.gov/cgi-bin/pct/pctProfile.pl>

Type in County and hit "go"