



Survey of Cooperative Extension Educators: On Serving Latino Populations in Michigan

Rubén Martínez, Ph.D.
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RESEARCH REPORT NO. 56

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ABSTRACT

This study presents findings from a sub-sample of the survey of Extension educators in the North Central Regional. This study was conducted by the Julian Samora Research Institute on behalf of the North Central Extension Research Institute Activity (NCERA). Results show that almost half of respondents in Michigan do not regularly interact with Latino communities, but the majority of respondents are interested in collaborating with Latino-serving organizations in their areas to reach the Latino population. A majority of respondents indicated that there is lack of Extension programs tailored for and the capacity to serve Latino populations. A majority of respondents also indicated that residents trust Latinos and that they contribute to the economic health of their communities. Further a majority believe that more resources should be allocated by Extension units to better serve Latino communities, including hiring more bilingual, bicultural educators.

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Table of Contents

Executive Summary.....	1
INTRODUCTION.....	3
METHODS.....	3
RESULTS.....	4
Sample Characteristics	4
Serving the Latino Population	6
Capacity to Serve Latino Communities	7
Scale Construction using Factor Analysis.....	15
Bivariate Analysis	18
CONCLUSION.....	18
Limitations.....	20
Policy Implications and Recommendations	200
REFERENCES	22
APPENDIX A. Survey Questionnaire	24

List of Tables

Table 1. Michigan Sample by Race/Ethnicity and Sex	4
Table 2. Number of years of experience in Extension	5
Table 3. Percent of Respondents indicating that they are Fluent in Reading, Writing, and Speaking Spanish Language.....	5
Table 4. Frequency of Lack of Spanish Language Fluency as a Barrier to Serving Latinos	6
Table 5. Capacity to Serve the Latino Population (percent).....	7
Table 6. Extension Outreach to the Latino Community.....	8
Table 7. Perceptions of Extension Unit Support for Latinos.....	9
Table 8. Awareness of Community Resources/Services for Latinos	10
Table 9. Perceptions of Extension Capacity and Approaches to Serve Latinos	10
Table 10. Personal Receptiveness toward Latinos	12
Table 11. Perceptions of Context of Reception in Welcoming the Latino Community	12
Table 12. Perceived Socioeconomic Status of Latinos	13
Table 13. Attitudes toward Latinos and Immigrants.....	13
Table 14. Perceptions of Latino Community Inclusion	14
Table 15. Principal Components Factor Analysis for Selected Items from the Survey.....	15
Table 16. Means for Composite Factor Scalesby Race/Ethnicity ⁺⁺	19

List of Figures

Figure 1. Proportion of Respondents interested in collaborating with Latino-serving organizations in their Areas to Reach out to Latinos	6
Figure 2. Top Extension Work Areas of Focus of the Survey Respondents	7

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Executive Summary

- About 41 percent of Extension educators in Michigan agreed or strongly agreed that they regularly interact with the Latino community whereas almost half (47%) disagreed or strongly disagreed that they regularly interact with Latino communities.
- At least 72 percent of respondents in Michigan are not fluent in speaking, reading, and writing Spanish.
- About 61 percent of respondents in Michigan indicated that they are interested or very interested in collaborating with Latino-serving organizations in their area in order to reach the Latino population.
- Only 9 percent and 17 percent of respondents in Michigan serve Latino or Spanish speaking populations and have volunteers working with Latino populations, respectively.
- About 42 percent of respondents agreed or strongly agreed that they are actively involved in reaching out to the Latino community in their own county (or state).
- According to respondents, there is a general lack of Extension programs tailored for and with the capacity to serve Latino populations.
- Only 24 percent of respondents agreed or strongly agreed that their programs have been translated into Spanish in order to facilitate outreach to the Latino community.
- Approximately 41 percent of respondents agreed or strongly agreed that they involved members of their community, including Latinos, in developing their programs. About 43 percent of respondents agreed or strongly agreed that they have worked with public and private agencies to address a range of services needed for Latinos.
- Only 6 percent of respondents agreed or strongly agreed that they have been trained to adopt new strategies for dealing with mental illness, addiction, HIV/AIDS, or incarceration in culturally competent ways that strengthen Latino communities, whereas the majority (81%) disagreed or strongly disagreed.
- About 22 percent of respondents agreed or strongly agreed with the statement that their Extension units inform them of new policies, procedures, and changing state and federal laws that affect Latinos, whereas 45 percent disagreed or strongly disagreed.
- Overall, about 19 percent of respondents agreed or strongly agreed with the statement that their Extension units provide ongoing and well-crafted training opportunities for all levels of staff to learn and work with Latino communities, whereas about 48 percent disagreed or strongly disagreed.

- More than one-third of respondents (36%) agreed or strongly agreed that their Extension units reach out and establish connections with Latino communities, coalitions, councils, and other collaborative boards to examine issues facing Latino communities and seek ways to reduce their problems.
- About 9 percent agreed or strongly agreed with the statement that they do not have support from their Extension leaders to focus part of their educational programs on Latinos in their county (or state), whereas 63 percent disagreed or strongly disagreed.
- Slightly more than one-third of respondents agreed or strongly agreed with the statement that key members of the Latino community in their region are aware of the resources offered by Cooperative Extension.
- About 64 percent of respondents agreed or strongly agreed that they are familiar with other organizations that offer services to the Latino community in their region.
- About 42 percent of respondents agreed or strongly agreed that they do not know how to find or approach key partners that could help them work with the Latino community. Steps are needed by Extension leaders to develop and strengthen partnerships with Latino communities.
- About 46 percent of respondents agreed or strongly agreed that most churches, schools (64%), and businesses (49%) in their county (or state) welcome the Latino community.
- More than three-fourths of respondents (78%) agreed or strongly agreed that some members of the Latino community may be poor or lack formal education, but that they are generally hard-working and resourceful.
- A robust majority of respondents (81%) believes that residents trust Latinos who live in their county (or state), and 89 percent believe that Latino workers contribute to the economic health of their county (or state).
- About 66 percent of respondents agreed or strongly agreed that local leaders and residents are working to make Latinos feel welcome in their county (or state), and 71 percent agreed and strongly agreed that their county (or state) is working to provide needed services to members of the Latino community.

INTRODUCTION

According to the Center for Progress, by 2040 it is projected that 34% of Michigan's population will consist of persons of color. Latinos will contribute to this population shift as the fastest growing ethnic minority population in the Michigan. As of July 1st, 2015, the Latino population in Michigan was estimated at 485,974, representing about 4.9 percent of the total population in Michigan. In Michigan, Latinos are concentrated in the Southeast region, especially in Wayne, Oakland, Macomb, and Washtenaw Counties, and in the West and Southwest areas of the state, especially in Kent, Ottawa, Muskegon, Kalamazoo, and Van Buren Counties. Other counties with sizeable concentrations of Latinos include Ingham, Saginaw, Genesee, Allegan, Berrien, and Lenawee counties (See Martinez et al. 2015). Although the Latino population in Michigan has been increasing, Michigan populations and institutions are relatively unfamiliar with their cultures and generally lack the capabilities to serve them.

Leaders of Extension units across the Midwest recognize that unit capabilities must be increased at both individual and programmatic levels so that services can be extended to Latinos and other diverse populations in the region. A starting point for enhancing the capabilities of Extension personnel and units to effectively serve Latino populations is to identify the learning needs of Extension educators. Such an assessment sheds light on the perspectives that Extension educators hold relative to their own abilities and the capabilities of their units to effectively deliver services to Latino communities, and whether or not serving these communities is a priority for them and their units. This study assesses the needs of Cooperative Extension Outreach Educators in Michigan relative to their capabilities and skills to effectively serve the Latino population in their service areas.

METHODS

Data for this study were collected through an online survey of Extension educators in the North Central Region. The Julian Samora Research Institute at Michigan State University conducted the survey on behalf of the interstate initiative "North Central Extension Research Activity (NCERA) 216: Latinos and Immigrants in Midwestern Communities." Data were collected during the summer months of July and August, 2015, using Survey Monkey.

The questionnaire was a modified and expanded version of the questionnaire developed and used by "SERA 37: Latinos in the New South" in 2009 to assess the educational needs of Extension educators in the South to serve Latino communities. Members of the Executive Board of NCERA 216 reviewed a draft of the questionnaire and provided suggestions for improvement, as did some Extension employees across the Midwest who were contacted by their respective directors to review the instrument. The questionnaire consisted of 25 questions covering a wide range of topics, including local and state demographics, populations served by Extension employees, opinion and attitudinal items on the populations served, community context of reception, and Extension unit services for Latinos (see Appendix A).

A convenience sampling process (not a probability sample) was used to recruit respondents. A letter was sent to the North Central Regional Association of State Agricultural Experiment Station Directors asking for the support of state directors by endorsing the survey and promoting

awareness of and participation in the study among their employees. A total of 727 Extension educators and employees in 10 of the 12 Midwestern states completed the survey questionnaire.¹ This report only uses the subsample of respondents from Michigan (n = 80, or 11%).

Analysis of the data proceeded in three stages: (1) descriptive analysis (means, standard deviations, frequency distributions, and graphs) of demographic and Likert-scale item variables, (2) factor analysis to reduce the number of items into composite factor scales, and (3) bivariate analysis of constructed factor scales by race/ethnicity. All analyses were performed using IBM SPSS Statistics, version 22 (IBM Corporation).

RESULTS

SAMPLE CHARACTERISTICS

Michigan Respondents by Race/Ethnicity and Sex

The sample of respondents in Michigan is comprised of 80 Extension educators, representing about 11 percent of the total sample of 724 in 10 Midwestern states. A majority of survey respondents in Michigan are female (71.8%) (Table 1). In terms of race/ethnicity, 82.3 percent of respondents indicated that they are White or European Americans. About 11 percent of respondents (7 cases) are Latinos/Hispanics, and five percent are Blacks or African Americans (3 cases) (Table 1).

Table 1. Michigan Sample by Race/Ethnicity and Sex

Race/Ethnicity	Male		Female		Total ^b	
	Freq.	%	Freq.	%	Freq.	%
White or European American	10	28.2	41	71.8	51	82.3
Black or African American	2	22.2 ^a	1 ^a	77.8	3 ^a	4.8
Latino or Hispanic	1 ^a	33.3	6	66.7	7	11.3
Other	0 ^a	33.3	1 ^a	66.7	1 ^a	1.6
Total	13	28.5	49	71.5	62	100.0

^a cells < 5.

^b 18 cases were missing on either race/ethnicity or sex.

Number of Years of Experience

Table 2 presents respondents' years of experience in Extension. About 31.3 percent of respondents indicated that they have worked in Extension for 16 or more years, 26.3 percent between 6 and 15 years, and 42.6 percent for five years or less, respectively (Table 2).

¹ There were not any respondents from the states of Minnesota and Wisconsin.

Table 2. Number of years of experience in Extension

	Frequency	Percent
Less than 1 year	17	21.3
About 2 years	10	12.5
3-5 years	7	8.8
6-10 years	10	12.5
11-15 years	11	13.8
16-20 years	9	11.3
21-25 years	8	10.0
26 years or more	8	10.0
Total	80	100.0

Fluency in Spanish Language

Table 3 presents respondents' self-reported fluency with the Spanish language. The majority of respondents indicated that they are not fluent in Spanish. About 72 percent indicated that their reading skills in Spanish are poor, 82 percent reported poor Spanish speaking skills, and 83 percent of respondents indicated that their writing skills in the Spanish language are poor. Only About 11 to 12 percent of respondents indicated that they are fluent in reading, speaking, and writing (Table 3).

Table 3. Percent of Respondents indicating that they are Fluent in Reading, Writing, and Speaking Spanish Language

Language Areas	Percent (%) indicating Spanish language fluency			Mean ranking score*	St. Dev.	N
	Poor	Average	Fluent			
Reading	72.3	16.7	10.6	1.76	1.35	66
Writing	81.8	6.1	12.1	1.61	1.36	66
Speaking	83.3	6.1	10.6	1.55	1.29	66

* Scale: 1 = Poor, 3 = Average, 5 = Fluent.

Table 4 presents the percentages of respondents who believe that language is a barrier when serving Spanish-only speakers. About 30 to 32 percent of respondents indicated that they, individually or collectively in their Extension units, often or very often experience a language barrier in meeting the needs of Spanish-speaking clients. Approximately 27 percent reported that language is sometimes a barrier when serving Latinos and 39 percent indicated that it is a problem for their unit. Interestingly, 44 percent indicated that language is rarely or never a barrier when serving Latinos, and 29 percent indicated that it is rarely or never a barrier for their unit (Table 4).

Table 4. Frequency of Lack of Spanish Language Fluency as a Barrier to Serving Latinos

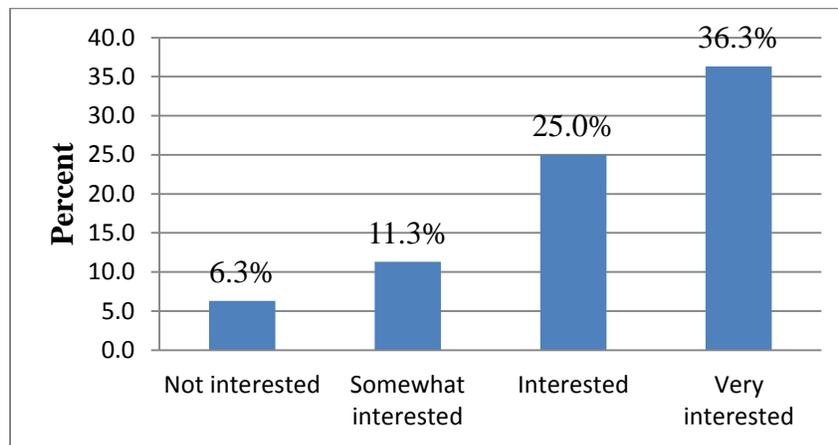
Spanish Language Barrier	Percent indicating Spanish that Language is a Barrier					Mean ranking score*	St. Dev.	N
	Never	Rarely	Sometimes	Often	Very often			
Meeting the needs of Spanish speakers	18.8	25.0	26.6	15.6	14.1	2.81	1.31	64
Extension unit faces in meeting the needs of Spanish speakers	11.3	17.7	38.7	19.4	12.9	3.05	1.17	62

*Scale: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often.

SERVING THE LATINO POPULATION

Figure 1 shows that about 61 percent of respondents are interested or very interested in collaborating with Latino-serving organizations in their area to more effectively reach out to Latino communities. Approximately 11.3 percent are somewhat interested, and 6.3 percent are not interested (Figure 1).

Figure 1. Proportion of Respondents interested in collaborating with Latino-serving organizations in their Areas to Reach out to Latinos



Respondents' Areas of Work

Figure 2 displays the top 15 focused areas of work of the respondents in the survey. Respondents were asked to indicate up to three areas of work in which they focus their efforts. About 19 percent of respondents indicated 4-H clubs, followed by child-centered nutrition programming (12.5%) and community development and leadership programming (12.5%), child educational support and school programs (11.3%), financial & resource management programming and animal agriculture programs (10.0%), and parenting & child development programming (8.8%) (Figure 2).

Figure 2. Top Extension Work Areas of Focus of the Survey Respondents

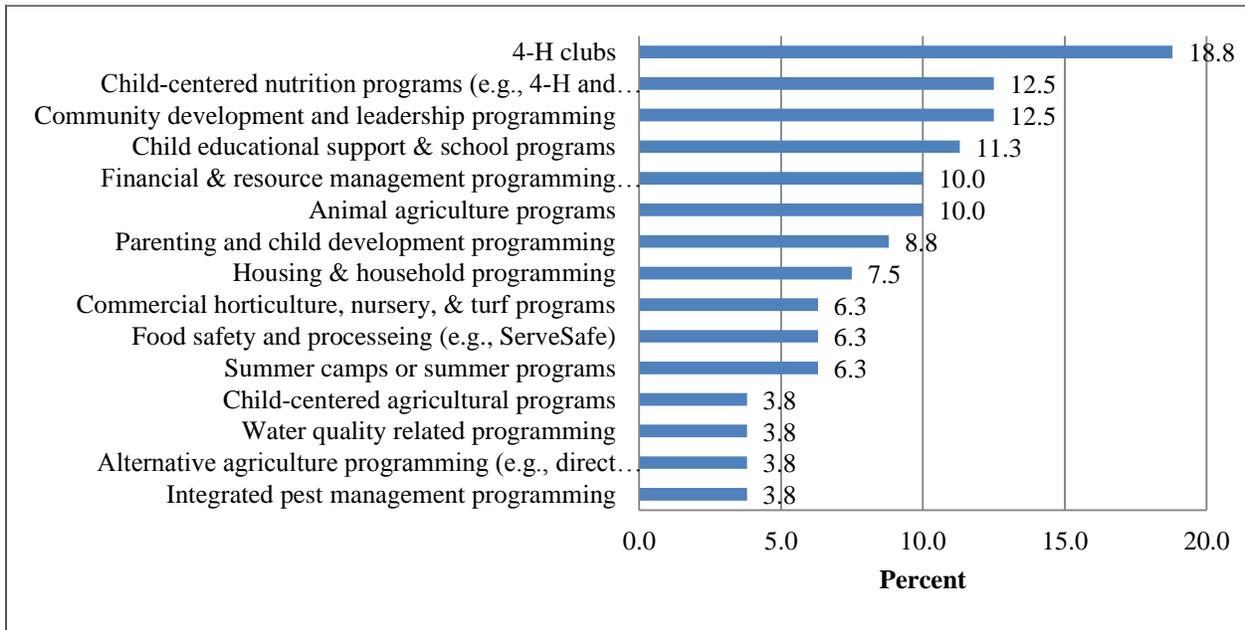


Table 5 presents respondents' views about serving the Latino population. About nine percent of respondents indicated that their position specifically focuses on serving Latinos or Spanish-speaking populations. About 17 percent indicated that they have volunteers working with Latinos or Spanish-speaking populations. Among those who use volunteers to work with Latinos or Spanish-speaking populations, 64.3 percent have volunteers who speak the Spanish language (Table 5).

Table 5. Capacity to Serve the Latino Population (percent)

	Yes	No	N
The position specifically focuses on Latinos or Spanish-speaking populations	8.8	91.3	80
Have volunteers working with Latinos or Spanish-speaking populations	16.5	83.5	79
If you have volunteers working with Latinos or Spanish-speaking populations, most of them speak Spanish	64.3	35.7	14

CAPACITY TO SERVE LATINO COMMUNITIES

The descriptive statistics of selected items are displayed in tables 6 through 12. Table 6 presents responses to item survey questions regarding Extension outreach to the Latino community. Respondents were asked to indicate on a scale ranging from "1 = strongly disagree" to "5 = strongly agree" if they interact with or are actively involved in reaching out to Latino communities, translated their programs into Spanish, or collaborated with members of their community, including the Latino community, in developing their programs. About 41 percent of

respondents agreed or strongly agreed that they regularly interact with the Latino community, whereas 47 percent disagreed or strongly disagreed (Table 6). About 42 percent of respondents indicated they are actively involved in reaching out to the Latino community in their respective county or state. About 24 percent of respondents agreed or strongly agreed that they have program materials translated into Spanish to facilitate use by the local Latino population, whereas 47 percent disagreed or strongly disagreed. About 41 percent agreed or strongly agreed that they have worked with members of the community, including Latinos, in developing their program to make sure that it meets targeted population needs and interests. About 43 percent of respondents agreed or strongly agreed that they have worked with public and private agencies to address the range of services needed by Latinos (Table 6).

Table 6. Extension Outreach to the Latino Community

	Percent of Respondents that			Mean ranking score*	St. Dev.	N
	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree			
I regularly interact with the Latino community	40.9	33.3	46.9	2.83	1.25	66
I am actively involved in reaching out to the Latino community in my county (state)	41.6	27.7	30.8	3.15	1.11	65
When I develop a program, I usually have it translated into Spanish to facilitate use by the local Latino population	23.5	29.7	46.8	2.75	1.13	64
When I develop a program, I work with members of the community, including the Latino community, to make sure it meets their needs and interests	40.6	40.6	10.8	3.30	0.87	64
As an Extension employee I have worked with public and private agency partnerships to address the range of service needs among Latinos	42.8	27.0	30.2	3.17	1.07	63

*Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Table 7 presents responses to specific questions regarding Extension units and the extent to which those units serve the Latino community. Only 22 percent of respondents agreed or strongly agreed that their Extension unit helps them stay informed of new policies and procedures and changing state and federal laws that impact Latinos in their region, whereas about 45 percent disagreed or strongly disagreed. About 19 percent of respondents agreed or strongly agreed that their Extension unit provides ongoing and well-crafted training opportunities

for staff at all levels to learn about and work with Latino communities, whereas about 48 percent disagreed or strongly disagreed. Only six percent of respondents agreed or strongly agreed that they were trained in adopting new strategies for dealing with mental illness, addiction, HIV/AIDS or incarceration in culturally competent ways that strengthen Latino communities, whereas 81 percent disagreed or strongly disagreed (Table 7).

Table 7. Perceptions of Extension Unit Support for Latinos

	Percent of Respondents that			Mean ranking score*	St. Dev.	Valid N
	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree			
My Extension unit helps me to stay informed of new policies and procedures and changing state and federal laws that affect Latinos in my region	22.2	31.7	45.0	2.75	1.12	63
I have been trained in adopting new strategies for dealing with mental illness, addiction, HIV/AIDS or incarceration in culturally competent ways that strengthen Latino communities	6.4	12.7	80.9	1.97	0.93	63
My Extension unit reaches out to and establishes connections with Latino communities as well as coalitions, councils, and other collaborative boards to examine issues facing Latino communities and seeks ways to reduce problems	35.9	32.8	31.2	3.09	1.00	64
My Extension unit provides ongoing and well-crafted training opportunities for all levels of staff to learn and work with Latino communities	18.7	32.8	48.4	2.62	0.98	64
I feel that I don't have support from Extension leaders in my state to focus part of my educational programs to Latinos in my county (or state)	9.4	28.1	62.6	2.30	0.92	64

*Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

About 36 percent of respondents agreed or strongly agreed that their Extension unit reaches out to and establishes connections with Latino communities, as well as coalitions, councils, and other collaborative boards, to examine issues facing Latino communities and seek ways to address their needs. About nine percent agreed or strongly agreed that they do not have support from their Extension leaders to focus part of their educational programs on Latinos in their county (or state), whereas 63 percent disagreed or strongly disagreed (Table 7).

Table 8 presents responses to survey questions regarding awareness of community resources/services that could help the Latino community. About 34 percent of respondents agreed or strongly agreed that key members of the Latino community are aware of the resources

offered by Cooperative Extension, whereas about 25 percent disagreed or strongly disagreed that such is the case. The majority of respondents (64.1%) agreed or strongly agreed with the statement that they are familiar with other organizations that offer services to the Latino community in their region. By contrast, about 42 percent of respondents agreed or strongly agreed that they do not know how to find or approach key partners that could help them work with the Latino community (Table 8). This is an area in which a programmatic effort could easily lead to important outcomes.

Table 8. Awareness of Community Resources/Services for Latinos

	Percent of Respondents that			Mean ranking score*	St. Dev.	Valid N
	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree			
Key members of the Latino community in my region are aware of the resources offered by Cooperative Extension	33.9	41.5	24.6	3.05	0.96	65
I am familiar with other organizations that offer services to the Latino community in my region	64.1	14.1	21.9	3.50	1.11	64
I don't know how to find or approach key partners that could help me work with the Latino community	42.2	18.8	53.2	2.66	1.13	64

*Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Table 9 presents responses to survey questions regarding Extension's capacity to serve Latinos. The majority of respondents in Michigan (76.8%) agreed or strongly agreed that Extension should invest in hiring bilingual persons to serve Latino populations. Only about two percent of respondents agreed or strongly agreed that devoting funds and resources to serve Latinos through Extension may *not* be a good idea given the current economic situation, whereas 21 percent disagreed or strongly disagreed with that view (Table 9).

Approximately, 42 percent of respondents agreed or strongly agreed that Extension educators should learn Spanish in order to better serve Latino populations, whereas 17 percent disagreed or strongly disagreed with that view. However, 89 percent of respondents agreed or strongly agreed that Extension educators should learn more about Latino culture in order to more effectively serve Latino populations in their area. About 77 percent of respondents agreed or strongly agreed that Extension agents should develop programs aimed at serving the Latino community (Table 9).

About 20 percent of respondents agreed or strongly agreed that staff members in their county Extension unit are well prepared to work with the Latino community, whereas half or 50 percent of them disagreed or strongly disagreed that such is the case. About 27 percent of respondents agreed or strongly agreed that the Latino community in their county (or state) is reluctant to seek help from outsiders (i.e., from those outside of their ethnic community), while a majority (53.2%) neither agreed nor disagreed with that view, implying, perhaps, that they do not know the needs of the Latino population very well (Table 9).

Table 9. Perceptions of Extension Capacity and Approaches to Serve Latinos

	Percent of Respondents that			Mean ranking score*	St. Dev.	Valid N
	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree			
Extension educators should learn Spanish to better serve Latino populations	42.2	40.6	17.2	3.36	1.00	64
Extension services should invest in hiring individuals that are bilingual to serve Latino populations	76.8	20.6	1.6	4.05	0.75	63
Considering the current economic situation, devoting funds and resources to serve Latinos through Extension may not be a good idea	9.4	26.6	64.1	2.14	1.02	64
Extension educators should learn more about the Latino culture in order to more effectively serve Latino populations in their area	89.2	10.8	0.0	4.18	0.61	65
Our county Extension staff is well prepared to work with the Latino community	20.3	29.7	50.0	2.69	1.07	64
The Latino community in my county (state) is reluctant to seek help from outsiders (i.e., from those outside of their ethnic community)	27.4	53.2	19.3	3.11	0.81	62
Extension agents should develop programs aimed at helping the Latino community	76.5	20.3	3.1	3.97	0.76	64

*Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Table 10 presents respondents' agreements/disagreements with how they interact or work with Latinos. The overwhelming majority of respondents (97%) agreed or strongly agreed that they interact with peoples with cultural backgrounds different from their own. About 74 percent of respondents agreed or strongly agreed that they are comfortable attending cultural celebrations held by Latino communities in their county or state. About 78 percent of respondents agreed or strongly agreed that they are interested in working with the Latino community, while about one fifth are not sure that they are interested in working with Latinos or are comfortable attending their cultural celebrations (Table 10).

Table 10. Personal Receptiveness toward Latinos

	Percent of Respondents that			Mean ranking score*	St. Dev.	Valid N
	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree			
I enjoy interacting with persons whose cultural backgrounds differ from my own	96.9	1.5	1.5	4.43	0.61	64
I am interested in working with the Latino community	78.1	18.8	3.1	4.03	0.78	64
I am comfortable attending cultural celebrations held by the Latino community in my county (state)	73.8	16.9	9.2	3.95	0.98	65

*Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Table 11 presents responses to survey items that tap the context of reception with regard to how welcoming it is to the Latino population. About 64 percent of the respondents agreed or strongly agreed that schools in their county (or state) welcome the Latino community. By contrast, about 46 percent and 49 percent of respondents agreed or strongly agreed that most churches and most businesses in their county (or state) welcome the Latino community, respectively. Overall, approximately 46 percent indicated that most of their institutions welcome Latinos in their county (or state) (Table 11).

Table 11. Perceptions of Context of Reception in Welcoming the Latino Community

	Percent of Respondents that			Mean ranking score*	St. Dev.	Valid N
	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree			
Overall, most civic groups, churches, schools and businesses in my county (state) welcome the Latino community	46.1	46.2	7.7	3.51	0.81	65
Most churches in my county (or state) welcome the Latino community	46.1	49.2	4.9	3.59	0.84	63
Most schools in my county (or state) welcome the Latino community.	64.1	31.3	4.7	3.78	0.81	64
Most businesses in my county (or state) welcome the Latino community	49.3	46.2	4.6	3.55	0.75	65

*Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Table 12 presents responses to survey item questions regarding Latino socioeconomic status. About 39 percent of respondents agreed or strongly agreed that the needs of low-income Latino residents are similar to those of low-income, non-Latino populations. About 16 percent of respondents agreed or strongly agreed that most Latinos in their county (or state) are poor, whereas 33 percent disagreed or strongly disagreed that such is the case. Approximately 52 percent neither agreed nor disagreed with the statement, again implying, perhaps, that they do not know one way or the other. On the other hand, the majority of respondents (78%) agreed or strongly agreed with the view that Latinos are represented in all socioeconomic strata in their

county (or state) (Table 12).

Table 12. Perceived Socioeconomic Status of Latinos

	Percent of Respondents that			Mean ranking score*	St. Dev.	Valid N
	Strongly agree or agree	Neither agree nor disagree	Strongly disagree or disagree			
The needs of low-income Latino residents are similar to those of low income in the general population	39.1	23.4	37.5	3.08	1.03	64
There are Latinos of all socio-economic levels living in my county (state)	78.3	15.2	7.6	3.95	0.85	66
Most Latinos in my county (or state) are poor	15.7	51.6	32.8	2.81	0.77	64
Most Latinos in my county (or state) have low levels of education	12.7	61.9	25.4	2.84	0.68	63
Some members of the Latino community may be poor or lack formal education, but they are generally hard-working and resourceful	78.4	20.0	1.5	4.06	0.75	65

*Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

About 13 percent of respondents agreed or strongly agreed that most Latinos have low levels of education. Approximately 62 percent indicated that they neither agreed nor disagreed with that view, again implying that they may not be familiar with the Latino population in their respective counties. About 78 percent of respondents agreed or strongly agreed that some members of the Latino community may be poor or lack formal education, but that they are generally hard-working and resourceful (Table 12).

Table 13 presents the distribution of responses by percent to survey items regarding respondents' attitudes toward Latinos and immigrants. On immigration, about 8 percent of respondents agreed or strongly agreed that new immigrants should understand "what it takes to survive in the U.S." before deciding to move here, whereas 47 percent disagreed or strongly disagreed with that view. Approximately 45 percent did not have a clear position on the matter. About 95 percent of respondents disagreed or strongly disagreed with the statement that there is little that they can learn from members of the Latino community. Further, about 91 percent of respondents disagreed or strongly disagreed with the statement that they are reluctant to develop programs for the Latino community because immigration is controversial (Table 13).

Table 14 presents responses to survey item questions regarding Latino community inclusion and impact. About 81 percent believe to some or much extent that residents trust Latinos who live in their county (or state). Table 14 also shows that about 89 percent of respondents believe to some or much extent that Latino workers contribute to the economic health of their county (or state). About 60 percent and 54 percent of respondents believe to some or much extent that Latinos are joining or creating local civic or social organizations in their respective community or county (state), and that they are actively involved in community improvement activities in their county (or state), respectively. Of interest is the 46 percent of respondents that indicated that Latinos are not involved or little involved in community improvement activities (Table 14).

Table 13. Attitudes toward Latinos and Immigrants

	Percent of Respondents that			Mean ranking score*	St. Dev.	Valid N
	Agree strongly or Agree	Neither Agree nor Disagree	Disagree strongly or Disagree			
New immigrants should understand "what it takes to survive in the U.S." before deciding to move here	7.9	45.3	46.9	2.44	0.92	64
There is very little I can learn from members of the Latino community	0.0	4.7	95.3	1.55	0.59	64
I am reluctant to develop programs for the Latino community because immigration is controversial	3.1	6.3	90.7	1.73	0.72	64

*Scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree.

Table 14. Perceptions of Latino Community Inclusion

	Percent indicating				Mean ranking score*	St. Dev.	N
	Not at all	Little	Some	Much			
Do residents in your county (or state) trust Latinos who live there?	1.6	17.5	65.1	15.9	2.95	0.63	63
Are Latinos joining or creating local civic or social organizations in your community or county (state)?	9.7	30.6	46.8	12.9	2.63	0.83	62
Are Latinos becoming actively involved in community improvement activities in your county (state)?	13.1	32.8	44.3	9.8	2.51	0.85	61
Have Latino workers contributed to the economic health of your county (state)?	0.0	11.1	34.9	54.0	3.43	0.69	63
Are local leaders and residents working to make Latinos feel welcome in your county (state)?	1.6	32.3	58.1	8.1	2.73	0.63	62
Is your county (state) working to provide needed services to members of the Latino community?	1.6	27.9	54.1	16.4	2.85	0.70	61
Has the growth of Latinos created more conflicts among local residents and/or groups?	27.4	48.4	24.2	0.0	1.97	0.72	62

*Scale: 1 = not at all, 2 = little, 3 = some, 4 = much.

About 66 percent and 71 percent of respondents believe to some or much extent that local leaders and residents are working to make Latinos feel welcome in their county (or state) and that their county (or state) is working to provide needed services to members of the Latino community, respectively. Close to one-fourth (24.2%) of respondents believe to some or much extent that the growth of Latinos created more conflicts among local residents and/or groups, whereas 48 percent indicated that little conflict was created and 27 percent indicated that there was no conflict at all (Table 14).

SCALE CONSTRUCTION USING FACTOR ANALYSIS

Table 15 presents the results of the principal components from factor analysis for selected survey items. Factor analysis was performed to reduce the number of items by combining them into composite scales (Kim and Mueller, 1978). Factor scales allow parsimonious analysis and presentation by combining multiple similar items into a single measure (Kim and Mueller, 1978). To confirm the validity and internal consistency of the scales, eigenvalues, factor loadings, and Cronbach's α were examined. All factor scales were computed as an average score of corresponding composite items.

Table 15. Principal Components Factor Analysis for Selected Items from the Survey

	Factor loading	Eigenvalue	Cronbach's α
Latino Community Inclusion		2.84	0.81
Do residents in your county (or state) trust Latinos who live there?	0.68		
Are Latinos joining or creating local civic or social organizations in your community or county (state)?	0.79		
Are Latinos becoming actively involved in community improvement activities in your county (state)?	0.81		
Are local leaders and residents working to make Latinos feel welcome in your county (state)?	0.77		
Is your county (state) working to provide needed services to members of the Latino community?	0.72		
Extension Should Capacity to Serve Latinos		3.04	0.83
Extension educators should learn Spanish to better serve Latino populations.	.77		
Extension services should invest in hiring individuals that are bilingual to serve Latino populations.	.73		
Considering the current economic situation, devoting funds and resources to serve Latinos through Extension may be a good idea	.85		
Extension educators should learn more about the Latino culture in order to more effectively serve Latino populations In their area.	.73		
Extension agents should develop programs aimed at helping the Latino community.	.83		
Personal Receptiveness toward Latinos		1.71	.58

	Factor loading	Eigenvalue	Cronbach's α
I enjoy interacting with persons whose cultural backgrounds differ from my own.	.81		
I am interested in working with the Latino community.	.82		
I am comfortable attending cultural celebrations held by the Latino community in my county (state).	.62		
Welcoming the Latino Community		3.19	0.92
Overall, most civic groups, churches, schools and businesses in my county (state) welcome the Latino community.	.91		
Most churches in my county (or state) welcome the Latino community.	.91		
Most schools in my county (or state) welcome the Latino community.	.86		
Most businesses in my county (or state) welcome the Latino community.	.89		
Extension Outreach to the Latino Community		2.66	0.83
I regularly interact with the Latino community.	.92		
I am actively involved in reaching out to the Latino community in my county (state).	.86		
When I develop a program, I usually have it translated into Spanish to facilitate use by the local Latino population.	.76		
When I develop a program, I work with members of the community, including the Latino community, to make sure it meets their needs and interests.	.71		
Extension Unit Support for Latinos		2.07	0.77
My Extension unit helps me to stay informed of new policies and procedures and changing state and federal laws that affect Latinos in my region.	.85		
My Extension unit reaches out to and establishes connections with Latino communities as well as coalitions, councils, and other collaborative boards to examine issues facing Latino communities and seeks ways to reduce problems.	.76		
My Extension unit provides ongoing and well-crafted training opportunities for all levels of staff to learn and work with Latino communities.	.88		
Awareness of Resources/Services for Latinos		1.90	0.71
Key members of the Latino community in my region are aware of the resources offered by Cooperative Extension	.80		
I am familiar with other organizations that offer services to the Latino community in my region.	.77		
I don't know how to find or approach key partners	.82		

	Factor loading	Eigenvalue	Cronbach's α
that could help me work with the Latino community (reverse coded).			
Attitudes toward Latinos		1.62	0.53
New immigrants should understand "what it takes to survive in the U.S." before deciding to move here	.62		
There is very little I can learn from members of the Latino community	.83		
I am reluctant to develop programs for the Latino community because immigration is controversial	.75		

The first factor scale represents respondents' perceptions about Latino community inclusion. Five items strongly loaded on that factor and describe the extent to which Latinos are 1) trusted, 2) join or create local civic or social organizations, 3) are actively involved in organizations, 4) are welcomed, and 5) receive needed services in their community.

The second factor scale represents Extension capacity to serve Latinos. Five items strongly loaded high on that factor: 1) Extension educators should learn Spanish; 2) Extension services should hire bilingual employees, 3) Extension should devote funds and resources to better serve the Latino community, 4) Extension educators should learn more about the Latino culture, and 5) Extension agents should develop programs aimed at helping the Latino community.

The third factor scale represents personal receptiveness toward Latinos. Three items loaded high on that factor: 1) Extension educators enjoy interacting with persons of different background than their own; 2) they are interested in working with the Latino community; and 3) they are comfortable attending cultural celebrations organized by the Latino community in their county (or state).

The fourth factor is about welcoming the Latino community. The following four items loaded high on that factor: 1) Overall most civic groups, churches, schools, and businesses in my county (or state) welcome the Latino community; 2) Most churches in my county (or state) welcome the Latino community, 3) Most schools in my county (or state) welcome the Latino community; and 4) Most businesses in my county (or state) welcome the Latino community.

The fifth factor scale is about Extension educator outreach to the Latino community. Four items loaded high on that factor: 1) I regularly interact with the Latino community; 2) I am actively involved in reaching out to the Latino community; 3) When I develop a program, I usually have it translated into Spanish to facilitate use by local Latino population; and 4) When I develop a program, I work with members of the community, including the Latino community, to make sure it meets their needs and interests.

The sixth factor scale describes Extension-unit-support for Latinos. Four items loaded high on that factor: 1) My Extension unit helps me to stay informed of new policies and procedures and changing state and federal laws that affect Latinos in my region; 2) My Extension unit reaches out to and establishes connections with Latino communities as well as coalitions, councils, and other collaborative boards to examine issues facing Latino communities and seeks ways to reduce problems; and 3) My Extension unit provides ongoing and well-crafted training opportunities for all levels of staff to learn and work with Latino communities.

The seventh factor scale describes awareness of resources and services that are available for Latinos. Three items loaded high on that factor: 1) Key members of the Latino community in my

region are aware of the resources offered by Cooperative Extension; 2) I am familiar with other organizations that offer services to the Latino community in my region, and 3) I don't know how to find or approach key partners that could help me work with the Latino community (reverse coded).

The eighth factor scale describes respondents' attitudes toward Latinos. Three items loaded high on that factor: 1) New immigrants should understand "what it takes to survive in the U.S.," before deciding to move here, 2) There is very little I can learn from members of the Latino community, and 3) I am reluctant to develop programs for the Latino community because immigration is controversial.

BIVARIATE ANALYSIS

Tables 16 present the means of factor scales by race/ethnicity. Analysis of variance (ANOVA) of the differences between means across categories of race/ethnicity was performed and significance levels were assessed using F-tests. The results in Table 16 show that the means for Latinos (although their number is small) are significantly higher than those for White Americans for the following factor scales: Extension should develop capacity to serve Latinos, personal receptiveness toward Latinos, welcoming the Latino community and Extension outreach for the Latino community. With regard to Awareness of Resources/Services for Latinos, White respondents were more aware of resources/services for Latinos than were Latino respondents, indicating that Latinos perceive a gap in the availability of resources and the delivery of services to Latino communities by Extension programs (Table 16).

CONCLUSION

The objective of this study was to assess the needs of Cooperative Extension Outreach Educators in Michigan as they seek to enhance their skills to work with Latino communities. A majority of Extension educators in Michigan are not fluent in Spanish and indicate experiencing a language barrier in attempting to meet the needs of their Spanish-speaking clients. However, most are interested in developing their skills and knowledge to better serve Latinos. Further, many respondents reported being familiar with organizations that offer services to Latino communities and are interested in working with those organizations in order to reach out to their Latino clients. Finally, the overwhelming majority of respondents do not see Extension staff as adequately trained to serve Latino communities, and most perceive the need for Extension units to allocate more resources to serving Latino communities.

Most respondents believe that community institutions, especially schools, welcome the Latino community and that the majority of residents trusts Latinos and believes that they contribute to the economic health of their county (or state). Many believe that community leaders and residents work to make Latinos feel welcome and believe their county (or state) offers needed services to members of the Latino community.

Table 16. Means for Composite Factor Scales⁺ by Race/Ethnicity⁺⁺

	Latino Community Inclusion[†]		Extension should Develop Capacity to Serve Latinos^{**}		Personal Receptiveness toward Latinos[*]		Welcoming the Latino Community[*]		Extension Outreach to the Latino Community^{***}		Extension Unit Support for Latinos^{ns}		Awareness of Resources/ Services for Latinos[*]		Attitudes toward Latinos[†]	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
White or European American	2.7	0.5	3.8	0.6	4.0	0.6	3.5	0.6	2.8	0.8	2.8	0.7	2.8	0.9	1.9	0.5
Latino or Hispanic	3.0	0.9	4.5	0.7	4.6	0.6	4.3	0.8	4.4	0.7	2.4	0.9	1.9	0.5	2.2	0.7
Other Race	3.2	0.6	4.6	0.5	4.6	0.4	3.7	0.9	3.7	0.9	3.5	1.7	2.6	0.8	1.5	0.4
Total	2.7	0.6	3.9	0.7	4.1	0.6	3.6	0.7	3.0	0.9	2.8	0.9	2.7	0.9	1.9	0.5

⁺ Range from 1 = Strongly disagree to 5 = Strongly agree.

⁺⁺ The frequency distribution of respondents by race/ethnicity is: White or European American (n=51, 82.3%); Latino or Hispanic (n=7, 11.3%); and Other Race (n=4, 6.5%).

^{***} p < 0.001; ^{**} p < 0.01; ^{*} p < 0.05; [†] p < 0.10; ns= not significant.

In terms of actually serving the Latino community, four out of ten Extension educators in Michigan agreed or strongly agreed that they regularly interact with the Latino community, are actively involved in reaching out to the Latino community, involve members of the community, including Latinos, in developing their programs, and work with other agencies to address the range of services needed for Latinos.

About one in five Extension educators in Michigan agreed or strongly agreed that they have translated program materials into Spanish in order to facilitate outreach to the Latino community. While direct translation of materials is certainly helpful and is a major step in the right direction, an understanding of culture is also very important, and many see the need to learn more about Latino cultures.

About 22 percent of Extension respondents indicated that their units inform them about new policies, procedures and laws that may affect Latinos; about 19 percent indicated that they provide well-crafted training opportunities to learn and work effectively with Latino communities; and about 36 percent responded that they reach out to and establish connections with Latino communities, coalitions, councils, and other collaborative boards to address issues facing Latinos and find ways to reduce their problems.

LIMITATIONS

The main limitation of this study is that it relies on a convenience sample that may not be representative of all Extension educators and units in Michigan. Despite this limitation, the results from this study shed light on the perceived needs of and perspectives of Extension educators relative to Latino communities in Michigan. The data are also helpful in determining what Extension units could do to meet the perceived learning needs of Extension educators in the Michigan in order to be able to serve Latino communities.

POLICY IMPLICATIONS AND RECOMMENDATIONS

The population of Latinos continues to grow in Michigan; however, programs and policies are not keeping pace with the needs of the community. There is a high interest among Extension educators in partnering and developing programs that meet the needs of Latino populations. Perceived barriers include: a perceived lack of organizational support, language barriers, and limited awareness by Extension staff of Latino communities and their needs.

- 1) There is a strong interest among Extension educators to work with Latino communities.
 - a. Long-term programs should be developed to build diversity competent cadres of Extension educators in Michigan.
 - b. Extension employees should be given diversity competence training on how to effectively and constructively engage and serve Latino communities.
 - i. Existing diversity training programs should be evaluated to see what impact they have had relative to Latino communities and actions taken accordingly.
 - c. Incentives should be provided to Extension employees to build coalitions and partnerships with local Latino and Latino-focused community organizations.
- 2) Extension educators and employees believe that there is a lack of organizational support for working with Latino populations.

- a. Extension leaders should develop diversity competent skills, stay informed of policies and directives that affect the Latino population in the state, and allocate resources to capacity to serve Latino communities.
 - b. Unit directors should take stronger leadership roles in developing and implementing programmatic approaches to enhance the capabilities of Extension educators and employees to meet the needs of the growing Latino population.
- 3) Extension educators believe that language barriers inhibit program development and implementation.
- a. Extension leaders should increase the number of bilingual/bicultural staff and educators to more effectively meet the needs of Latino communities.
 - b. Extension leaders should promote multicultural work environments to ensure that Latino and bilingual employees feel included in the workplace, even when they speak Spanish in the workplace.
- 4) Many Extension educators feel unprepared to work with Latino populations.
- a. Extension units should provide training for their staff members that will enhance their knowledge of Latino communities in the state.
 - b. Extension units should host and support community forums focusing on Latino community issues as a way of increasing employee understanding and to expand opportunities to better assess and meet community needs through partnerships and collaborative initiatives.
- 5) Most Extension educators believe they can reach out to Latino community leaders and organizations, but may not have the social capital needed to do so or may not be engaged in doing so at a meaningful level.
- a. Project-based partnerships should encourage alignment of Extension units' and educators' priorities and practices with the actual needs of Latino communities.
 - b. A compilation of best practices should be shared by Extension leaders across the state to help Extension educators establish meaningful connections and sustainable relationships with Latino communities.
- 6) Most Extension educators and employees want and perceive the need to serve Latino populations.
- a. Communities of practice focused on serving Latino populations should be developed within and across the state to engage and support Extension educators in learning about and implementing best practices.
 - b. A Latino news section should be added to newsletters and internal Extension communications materials to inform educators and employees about relevant issues relating to services and needs.

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Appendix A. Survey Questionnaire

Extension's Role in Serving Latinos in the Midwest

Welcome

Assessing Learning Needs among Extension Employees to serve Latino Communities in the North Central Region

You are invited to participate in a survey focusing on the Cooperative Extension Service's role in serving Latinos in the Midwest. The survey is undertaken in hopes of enhancing our understanding of the nature and extent of activities currently being delivered to this important population segment by Extension educators. Moreover, we are interested in capturing your insights on the types of new strategies that Extension might consider as it seeks to enhance its work targeted to Latino/Hispanic stakeholders.

We expect that completing the questionnaire will take less than 10 minutes. Please know that the information you provide will be anonymous and will be combined with the responses we receive from other Extension educators completing this brief questionnaire.

We first would like to ask you a few questions about yourself.

1. In what state do you currently work as part of Extension? (Please provide the two letter abbreviation for your state)

2. Is the majority of your work conducted at the state or county level?
 - State level
 - County level

3. What is the name of the county in which the majority of your work is conducted? (Remember we will keep this confidential)

4. In your current Extension position, are you:
 - On campus
 - Off campus

5. Which of the following best represents your current Extension position?
- County educator/agent
 - Multi-county/district/area educator / agent
 - County Extension director or equivalent
 - Multi-county/district/area Extension director or equivalent
 - County support staff or assistant
 - State specialist
 - County level program assistant or associate
 - State level program assistant or associate
 - Office Staff Personnel
 - Other (please specify): _____
6. About how many years have you worked in Extension?
- Less than 1 year
 - About 2 years
 - 3-5 years
 - 6-10 years
 - 11-15 years
 - 16-20 years
 - 21-25 years
 - 26 years or more
 - I don't work in extension, I work for:

7. Does your position focus specifically on Latinos or Spanish-speaking populations?
- Yes
 - No
8. Do you have volunteers working with Latinos or Spanish-speaking populations?
- No (Skip to question 10)
 - Yes (Go to question 9)
9. If you have volunteers working with Latinos or Spanish-speaking populations, do most of those volunteers speak Spanish?
- Yes
 - No
10. In relation to extension work, on which of these areas do you focus your efforts (Indicate up to three areas)?
- 1. 4-H clubs
 - 2. alternative agriculture programming (direct marketing, ag. tourism, valued-added)
 - 3. animal agriculture programs
 - 4. bio and ag engineering
 - 5. child centered agricultural programs
 - 6. child centered nutrition programs (e.g., 4-H EFNEP)
 - 7. child educational support & school programs

- 8. commercial horticulture, nursery, & turf programs
 - 9. community development/leadership programming
 - 10. disaster preparedness/response programming
 - 11. entomology & biological sciences
 - 12. entrepreneurship / ag economics / farm business management
 - 13. farm health & safety programs
 - 14. field crop programs, sustainable agriculture, & specialty crop programming
 - 15. financial & resource management programming (e.g., banking, credit, debt)
 - 16. food safety & processing (e.g., ServeSafe)
 - 17. housing & household safety programming
 - 18. industrial extension
 - 19. integrated pest management programming
 - 20. nutrition / exercise / healthy lifestyle programming
 - 21. parenting / child development programming
 - 22. physical health programming (e.g., asthma, diabetes)
 - 23. summer camps or summer programs
 - 24. water quality related programming
 - 25. other environmental stewardship programming
 - 26. Other (please specify):
-

11. Please indicate your experience with travel to Spanish-speaking countries in the Americas (e.g., Mexico, Central or South American countries). (Please check all that apply)

- none
 - occasional vacation travel
 - student exchange or service program
 - short-term (<1 month) professional development or community service experience
 - medium-term (2 to 6 months) professional development/service/residence
 - long-term (>6 months) assignment/service/residence
 - other (please specify):
-

12. In terms of your service area, what is the approximate size of your county's (or state's) population?

13. In terms of your service area, please estimate the approximate number of Hispanics/Latinos currently living in your county (or state)?

- 1-1,000
 - 1,001-2,500
 - 2,501-5,000
 - 5,001-7,500
 - 7,501-10,000
 - 10,001-15,000
 - 15,001-20,000
 - 20,001-30,000
 - 30,001-40,000
 - Other (please specify):
-

14. Overall, in terms of your service area, about how many Latino ADULTS does Cooperative Extension staff in your county (or state) serve each year? (Your best estimate is fine);
Latino ADULTS (19 years or older) Served through Regular Programming

- None
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100
- 101-150
- more than 150

15. Overall, in terms of your service area, about how many Latino CHILDREN and YOUTH (18 and younger) does Cooperative Extension staff serve each year in your county (or state)? (Your best estimate is fine);

- None
- 1-10
- 11-25
- 26-50
- 51-75
- 76-100
- 101-150
- more than 150

16. Did you answer “None” to BOTH of the previous questions (13 and 14)?

- Yes (If yes, you don’t have to complete the remainder of the questionnaire because you don’t work with Latinos; when you hit next, you will be taken to the end to submit your responses).
- No (Please continue completing the questionnaire by hitting next).

17. Please indicate your level of agreement/disagreement with the following statements.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I regularly interact with the Latino community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Key members of the Latino community in my region are aware of the resources offered by Cooperative Extension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The needs of low-income Latino residents are similar to those of low-income in the general population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with other organizations that offer services to the Latino community in my region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Latino community in my county is reluctant to seek help from outsiders (that is, from those outside their ethnic community).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am actively involved in reaching out to the Latino community in my county.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable attending cultural celebrations held by the Latino community in my county (or state).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I develop a program, I usually have it translated into Spanish to facilitate use by the local Latino population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extension educators should learn Spanish to better serve Latino populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our county extension staff is well prepared to work with the Latino community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latino community members are more of a burden than a benefit to my county (state).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extension services should invest in hiring individuals that are bilingual to serve Latino populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering the current economic situation, devoting funds and resources to serve Latinos through extension may not be a good idea.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extension educators should learn about the Latino culture in order to more effectively serve Latino populations in their area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are Latinos of all socio-economic levels living in my county (or state).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, most civic groups, churches, schools and businesses in my county (or state) welcome the Latino community.	<input type="radio"/>				
Most churches in my county (or state) welcome the Latino community.	<input type="radio"/>				
Most schools in my county (or state) welcome the Latino community.	<input type="radio"/>				
Most businesses in my county (or state) welcome the Latino community.	<input type="radio"/>				
Most Latinos in my county (or state) are poor.	<input type="radio"/>				
Most Latinos in my county (or state) have low levels of education.	<input type="radio"/>				
New immigrants should understand "what it takes to survive in the U.S." before deciding to move here.	<input type="radio"/>				
There is very little I can learn from members of the Latino community.	<input type="radio"/>				
I enjoy interacting with persons whose cultural backgrounds differ from my own.	<input type="radio"/>				
Extension agents should develop programs aimed at helping the Latino community.	<input type="radio"/>				
When I develop a program, I work with members of the community, including the Latino community, to make sure it meets their needs and interests.	<input type="radio"/>				
I am interested in working with the Latino community.	<input type="radio"/>				
I don't know how to find or approach key partners that could help me work with the Latino community.	<input type="radio"/>				
Some members of the Latino community may be poor or lack formal education, but they are generally hard-working and resourceful.	<input type="radio"/>				
I am reluctant to develop programs for the Latino community because immigration is controversial.	<input type="radio"/>				
I feel that I don't have support from Extension leaders in my state to focus part of my educational programs to Latinos in my county (or state).	<input type="radio"/>				
My Extension unit helps me to stay informed of new policies and procedures and changing state and federal laws that affect Latinos in my region.	<input type="radio"/>				
I have been trained in adopting new strategies for dealing with mental illness, addiction, HIV/AIDS or incarceration in culturally competent ways that strengthen Latino communities.	<input type="radio"/>				
My Extension unit reaches out to and establishes connections with Latino communities as well as coalitions, councils, and other collaborative boards to examine issues facing Latino communities and seeks ways to reduce problems.	<input type="radio"/>				

As an Extension employee I have worked with public and private agency partnerships to address the range of service needs among Latinos.	<input type="radio"/>				
My Extension unit provides ongoing and well-crafted training opportunities for all levels of staff to learn and work with Latino communities.	<input type="radio"/>				

18. We would like your opinions about the way Latinos are viewed by people living in your county (or state). Please respond to the following questions. TO WHAT EXTENT . . .

	Much	Some	Little	Not at All
Do residents in your county (or state) trust Latinos who live there?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are Latinos joining or creating local civic or social organizations in your community or county (state)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are Latinos becoming actively involved in community improvement activities in your county (state)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have Latino workers contributed to the economic health of your county (state)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are local leaders and residents working to make Latinos feel welcome In your county?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is your county (or state) working to provide needed services to members of the Latino community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has the growth of Latinos created more conflicts among local residents and/or groups?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. What specific educational resources do you most need in order to strengthen and/or expand your efforts to address the needs of Latinos in your county (or state)?

- Spanish for social service professionals
- Readily available Translation services
- Cultural competency training opportunities

Other resources (Please Specify):

20. How interested are you in collaborating with Latino-serving organizations in your area to reach out to Latinos?

- Very Interested
- Interested
- Somewhat Interested
- Not Interested

21. How often is speaking and writing Spanish an obstacle that you face in meeting the needs of Spanish speakers?

- Never
- Rarely
- Sometimes
- Often
- Very often

22. How often is speaking and writing Spanish an obstacle that your unit faces in meeting the needs of Spanish speakers?

- Never
- Rarely
- Sometimes
- Often
- Very often

23. Which of the following categories best describes your Spanish reading, writing and speaking abilities?

	Poor	Average	Fluent
Reading:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please indicate your gender (sex):

- Female
- Male

25. Please indicate your primary race/ethnicity:

- White/Euro-American
- Latino/Latina
- Black or African-American
- Asian and/or Pacific Islander
- Native American and/or Alaska Native
- Other (Please Specify): _____

On behalf of NCERA 216 members, we thank you for your participation in this survey of “Assessing Learning Needs among Extension Employees to serve Latino Communities in the North Central Region.”