

This document is intended as an **EXAMPLE** of a Civil Rights Plan that demonstrates knowledge of the county demographics and contains clear information on the county's plan to focus efforts. Staff training, Advisory Council, and other compliance indicators are addressed with current successes/challenges and future plans for continuing outreach efforts.

WSU ---EXAMPLE--- County Extension

Civil Rights Plan

2016 Example

Current Population (Situation Statement)

i Describe the make-up of your county and evaluate trends using census data or other sources of information as appropriate. These websites provide relevant U.S. Census data, including protected populations:

- <http://www.census.gov/>
- <http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

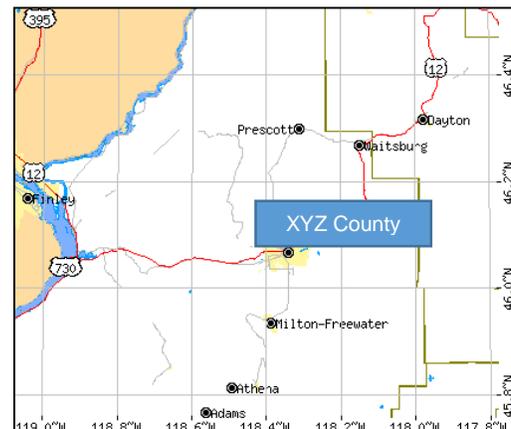
If an ethnic population is concentrated in one town or area of the county, make note.

Based on the census data, discuss the perceived opportunities and barriers to achieve balanced participation (80% of parity) of the various populations in each of your major program areas (e.g., ANR, Y&F, and CED). Last year's "Reporting Contacts by County" data is helpful to describe gaps in balanced participation of protected populations. The county team should discuss what programming opportunities might be identified based on the population trends.

- <http://headwaterseconomics.org/profiles/washington.html>
- <http://www.economictoolbox.geog.psu.edu/>

Identify key leaders, organization, or agencies related to the identified populations.

---EXAMPLE--- is referred to as an urbanized rural county, with four incorporated cities, ---EXAMPLE--- (population 32,260), College Place (population 9,050), Waitsburg (population 1,220), and Prescott (population 325) and unincorporated (population 17,295) including the towns of Touchet (population 396), Burbank (population 3,303), Lowden (population n/a), Dixie (population 220), (all based on 2014 census, Port of ---EXAMPLE---). With a total population of 60,150, roughly 40% of the population lives in incorporated areas and 60% live in unincorporated areas of the county, demonstrating the rural nature of the county. As of the U.S. Census of 2014, there were 59,844 people, 21,677 households, and 13,242 families residing in the county. The population density was 17/km² (43/mi²). There were 23,898 housing units at an average density of 6/km² (17/mi²).



In the year 2014, the population division of U.S. Census Bureau estimates the median age in ---EXAMPLE--- County to be 35.4 years old. The median in ---EXAMPLE--- is less than the median in Washington of 36.7. Since the year 2000, the area has seen an increase in the median age, at that time the median was 35.0 years of age. With a total of 21.7 percent of the 2014 population being comprised of individuals under the age of 18, ---EXAMPLE--- can be described as having a medium-low percent of individuals under 18. The working age population group (18-64) has a medium-high representation within the population, making up 62 percent of the population falling in this age category. The retirement (65 and over) group makes up 16.5 percent of the total population in the area. Compared to other counties in the US, this represents a medium-low proportion of the population. According to the 2000 census, of the population 15 years and over (44,146), 11,095 have never married, 3,875 are divorced, 709 are separated, 2,985 are widowed, and 25,482 are married.

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Racial/Ethnic Populations

i Provide a breakdown of the county's racial and ethnic populations and provide a table if possible; ie:

Although ---EXAMPLE--- County's population (2014) continues to be largely Caucasian, the percentage of racial minorities in the county is shifting with more Hispanics moving into the area. In the past, Hispanics migrated in and out of the County seasonally, however now many Hispanic families are remaining in the County year around.

The racial makeup of the county was 85.32% White, 1.69% African American, 0.84% Native American, 1.11% Asian, 0.22% Pacific Islander, 8.24% from Other Races, and 2.57% from two or more races. 15.68% of the population was Hispanic or Latino of any race. There are no Native American reservations in ---EXAMPLE--- County.

Ethnicity	Number of People	Percent of People
White	55,553	85.3%
African American	1,201	2.1%
American Indian	793	1.4%
Asian	862	1.7%
Nat. Hawaiian/Pac. Islander	200	.3%
Some Other Race	4,548	8.2%
Two or more Races	1,540	2.4%
Hispanic or Latino (any race)	12,886	21.2%

In ---EXAMPLE--- County, according the 2000 Decennial Census, 24.8 percent of the *White Alone*, 19 percent of *Black or African American*, 30.8 percent of the *Asian alone* and 4.8 percent of the *Hispanic or Latino* population, over the age 25, has achieved a Bachelor's Degree or Higher.

According to Census 2000, 20.7% were of German, 12.3% English, 10.0% Irish, 4.1% Norwegian, 3.7% Italian and 3.6% French ancestry.

Limited English Proficiency (LEP)

i Be sure to address any LEP populations in your county and your specific discussions and plans to reach out in meaningful ways to this population.

---EXAMPLE--- County has a growing Hispanic population. Of the population that "Speak a language other than English" (8,379), 6,947 speak Spanish. Of those who speak Spanish only 1,346 "Speak English not well" and 845 "Speak English not at all". Even though these numbers may seem small, we find that many Hispanics are not literate in English or in Spanish. *This results in translating information into Spanish not being the only answer when reaching out to this population.*

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Disabled Persons

i Be sure to address any disabled populations in your county and your specific discussions and plans to reach out in meaningful ways to this population.

According to the 2005 Census Data, 10,292 ---EXAMPLE--- residences identified themselves as having some form of disability.

Disability Status of the Civilian Noninstitutionalized Population

Population	Without a Disability	With a Disability (Percent)
5 to 20 years	13,612	1,065 (7.8%)
21 to 64 years	27,529	5,618 (20.4%)
65 years and over	7,883	3,609 (45.8%)

Income and Poverty

i Include information for program leaders and advisory councils to be knowledgeable of when providing advice and programming for the community.

There were 21,147 households out of which 32.10% had children under the age of 18 living with them, 54.00% were married couples living together, 9.50% had a female householder with no husband present, and 32.60% were non-families. 27.10% of all households were made up of individuals and 12.40% had someone living alone who was 65 years of age or older. The average household size was 2.54 and the average family size was 3.08.

The median income for a household in the county was \$35,900, and the median income for a family was \$44,962. Males had a median income of \$34,691 versus \$24,736 for females. The per capita income for the county was \$16,509. About 10.20% of families and 15.10% of the population were below the poverty line, including 18.80% of those under age 18 and 8.20% of those ages 65 or over.

Compared to counties across the United States, ---EXAMPLE--- County reported a medium-high median income for households of \$42,003 (2005 Dollars). The income level is 27.5 percent lower than the median in State of Washington of \$53,558 and the median household income is 17 percent lower than the median for the rest of the nation, which is a reported \$49,133.

In ---EXAMPLE--- County *White* householders had a median income (2005 Dollars) of \$43,517 as reported in 2000 by the census, which was 3.6 percent greater than the median in the year 2000. According to the 2000 Census, the *Asian* headed households in the area have median household incomes of \$61,913 (Asian income is suspected to be at two extremes, very low and very high). This median is 47.4 percent greater than the reported median for all households in the area. *Hispanic* households in ---EXAMPLE--- County as reported in 2000, had a median household income of \$29,759, this median is 29.2 percent less than the reported median household income for all households in the area. *Black or African American* headed households had a median household income that was 27.1 percent greater than the overall reported level in 2000, with a reported median of \$53,381 (Black income is suspected to be at two extremes, very low and very high). The *American Indian and Alaska Native* headed households in ---EXAMPLE--- County had a median household income level of \$27,970, which was 33.4 percent less than the median for all households.

When put side-by-side with other counties throughout the United States, ---EXAMPLE--- County can be understood to have a medium-high rate of poverty among its population, accounting a rate of 15.1 percent with a family income under the 1999 poverty level. The *Hispanic* race/ethnicity population category, holds the highest rate of poverty with

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30.4 percent of the people in 2000 living in poverty. The population that is aged *Under 5 years* are experiencing most percent people in poverty in ---EXAMPLE--- County, reporting 24.2 percent of this demographic group living with incomes under poverty.

Datasource: U.S. Bureau of the Census. 2000 Decennial Census.

Income is directly proportionate to education. Educational attainment in ---EXAMPLE--- County presents an interesting picture. ---EXAMPLE--- County has a higher percentage of citizens with less than a 9th grade education than does the State and Nation as a whole. This suggests that the high school dropout rate should be a concern with anyone working with youth in ---EXAMPLE--- County.

Employment Report and Industry Summary

i Include information for program leaders and advisory councils to be knowledgeable of when providing advice and programming for the community.

The population of ---EXAMPLE--- County is influenced by the Washington State Penitentiary, the ---EXAMPLE--- Corp of Engineers, three colleges, and XYZ Orchards. Tourism has increased exponentially since over the last decade.

In ---EXAMPLE--- County, *Manufacturing, Health care and social assistance*, and the *Retail Trade industries* are the largest employment industries. The Manufacturing produces the largest number of jobs in the area accounting for 17 percent of total employment in the county, making up 3,390 individuals. The *Health care and social assistance* and *Retail Trade* sectors provide 16.2 and 12.6 percent of the total jobs, respectively.

Arts, entertainment, and recreation has had the highest level of job growth from 2001-2005 in ---EXAMPLE--- County, with a job growth of 64.3 percent. This is greater than the industry employment change in the United States of 4.7 percent. *Educational services* has a largest number of employee per establishment in ---EXAMPLE--- County. In the County, the industry averages 93 jobs per place of business. The Educational services sector in the county has a location quotient of 2.4 (US LQ 2005). This means the percent of total employment in the *Educational services* sector is 2.4 times more than the average percent in the United States, revealing signs that ---EXAMPLE--- County may specialize, or be an exporter of Educational services.

Manufacturing saw the largest loss of employment between the years 2001-2005 in ---EXAMPLE--- County. The sector dealt with a loss of 404 jobs, or 10.6 percent of industry's employment. The industry declines made up 59.5 percent of all county employment losses since 2001.

Datasource: U.S. Department of Labor. Bureau of Labor Statistics. Quarterly Census of Employment and Wages (QCEW).

Employment by Industry (2005)

Employment Industry	Numbers Employed	Percent
Government	4,967	20.0%
Manufacturing	3,390	13.6%
Health/Social Care	3,231	13.0
Agriculture	2,896	11.6
Retail Trade	2,503	10.1

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Accommodation/Food Service	1,518	6.1%
Other	1,053	4.2%

Compliance Plan

i The following categories of Training, Advisory System, Programming, etc., are to be used to document how the county plans for and addresses barriers to making Extension programs and services available to all.

List training to be provided to faculty, staff, and volunteers to carry out program activities that meet compliance to standards and are sensitive to population diversity.

List training to be provided to faculty, staff, and volunteers so they understand civil rights policies.

Outline steps to inform faculty, staff, volunteers, and program participants of compliant procedures (e.g., sexual harassment, Extension programming discrimination, employment complaints, and ADA accommodation complaints).

WSU Extension ---EXAMPLE--- County faculty and staff conduct programs in the areas of 4-H Youth Development, Agriculture, Livestock/Pasture, Community Horticulture (Master Gardeners), Family Living (Food \$ense), and Natural Resources. Extension in ---EXAMPLE--- County has a long history of fulfilling the mission of WSU Extension by developing outstanding programs in their areas of expertise. Current faculty and staff also seek to reach out to all citizens in the County to make Extension programs and services available to those who might benefit from them. WSU Extension faculty and staff in ---EXAMPLE--- County are committed to providing resources and tools to underserved audiences in accordance with the spirit and responsibilities associated with Civil Rights Act.

Training

i See above. This section summarizes the county's mindful efforts to ensure Extension and county staff employees and volunteers receive civil rights training and participate in purposeful discussion on how to infuse civil rights in the deliverance of Extension programming.

WSU and ---EXAMPLE--- County Extension staff receive civil rights training including volunteers (Master Gardeners and 4-H Leaders). Trainings are included in staff meetings and volunteer training sessions. We hold scheduled, formal staff meetings to discuss civil rights rules, regulations, and training opportunities. A schedule has been developed for three meetings per year.

Staff has been encouraged to attend and has attended diversity training through WSU and other local entities. The Extension Director and 4-H Extension Coordinator has attended Navigating Differences. The remainder of the staff will attend if possible. A schedule of civil rights training has been developed for new employees. Parts of the 4-H training module of "Access, Equity, and Opportunity" will be used for Master Gardener, Master Food Preservers, and other volunteer groups in addition to 4-H Leaders.

Efforts to recruit Latino staff through newspaper articles and flyers in Spanish were not successful. The most successful avenue is to contact Latino groups and listservs, schools, and entities that serve Latinos to identify potential employees. We have been successful when we aggressively recruit for Latino Food \$ense personnel for our bilingual classes.

We have found it helpful to have staff discussions about creating a welcoming atmosphere for our new Latino staff. We have utilized Latino partners to identify and understand barriers.

Since 2003, the ---EXAMPLE--- County faculty and staff have increased the efforts to reach out to many protected classes and underserved audiences. These include: people of color, at risk-youth, people with limited resources,

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people with disabilities (hearing, physically or mentally impaired), elderly and veterans. Examples of these will be highlighted later in this document.

Advisory System

i List current advisory systems. If membership within any of the advisory systems is not at parity, describe efforts to achieve balanced participation. If you cannot name key leaders, organizations, or agencies related to the identified populations, what steps will you take to gather this information and how do you plan to build partnerships?

---EXAMPLE--- County Extension has a formal Advisory Council and many advisory committees such as Northwest Grain Growers, ---EXAMPLE--- Cattlemens, Master Gardeners, 4-H Leaders Council, Community Center for Youth, Water and Environmental Center, and Dropout Prevention Committee. Key community contacts that represent many areas of programming are Firstname Lastname (---EXAMPLE--- County), Firstname Lastname (WWCC), Firstname Lastname (BMAC), Firstname Lastname (WWPS), Firstname Lastname (Christian Aid Center), Firstname Lastname (Police Dept.), Firstname Lastname (GNS), Firstname Lastname (YMCA), Firstname Lastname (Commissioners), Firstname Lastname (Mayor), Firstname Lastname (retired WSU), Firstname Lastname (teacher), Firstname Lastname (Community Council), Firstname Lastname (Community Foundation), Firstname Lastname (Juvenile Justice).

Key WSU contacts are Firstname Lastname, Firstname Lastname, and Firstname Lastname. The group gave advice regarding what Extension has offered and should offer the citizens of ---EXAMPLE--- County. An effective way rounding out the information has been one-on-one meetings with individuals and groups. It has been difficult to acquire advisory members that are very active in youth and Latino outreach. These meetings have resulted in partnerships and Latino staff acquisitions. The Advisory council gave us a good base assessment and the meetings further allowed us to assess our community needs and finding gaps in our services.

Each program consults key community members and groups that guide the program in a collaborative way with the Extension office. The 4-H Leaders' Council is a formal council which allows all enrolled volunteers, including youth, to vote on matters. The clubs also have mandatory attendance. Special councils are formed as necessary, such as the Horse Council. Civil rights policies are included in the by-laws of the 4-H Leaders' Council.

Since inception (2004), the Master Gardener trainees are given a volunteer handbook that covers the WSU policy on civil rights and related volunteer responsibilities. This handbook has been revised for use with the Master Food Preserver volunteers.

Two types of needs assessments were conducted in 2003-04. The first was an assessment of local stakeholders that included focus groups and one-on-one discussion, as well as existing forums. This assessment included a local Latino professional group and those serving the Latino community.

The second was an individual opinion assessment (see Appendix for summary). This tool was distributed through our mailing list including our Para Su Familia mailing list. It was also handed out at Latino events.

Program

i Provide a summary of program areas and continuing efforts made at improving upon diversity and outreach.

The assessment completed when I became Extension Director in 2003 showed that many opportunities were being missed to serve our diverse community. Foremost is our failure to significantly reach out to the Latino community. A 5 year strategic plan was created with the Advisory Committee which included increased staff and funding as well as outreach to protected audiences. ---EXAMPLE--- County had great traditional programming but needed to expand to

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the protected classes. We have succeeded in acquiring staff and funding which have allowed us to begin to reach out especially to the Latino community. We have hired Latinas to teach Food \$ense to Bilingual and other classes.

Second, it is apparent that our record keeping is weak when it comes to gathering the data needed to demonstrate our existing reach into the community. We also need to continue to update our filing system for tracking Civil Rights efforts. We look forward to clear guidelines from the Federal Government and WSU to help us with this issue. The training I have received has been a big help in working towards compliance.

Third, our programs need to engage a wide range of protected classes including age groups. Our volunteers need to reflect that group as well. Future efforts need to recruit these volunteers.

Lastly, it would probably be a good idea to improve our advisory system. I believe that enhancing advisory groups for individual programs will be helpful. After those are functioning well, utilize members of those groups to form a new Advisory Council that addresses all programs.

All Extension staff were asked to submit a report of their activities, including advisory systems, efforts to reach protected classes, and their efforts at reaching out to do what they could to increase the diversity of clients served, volunteers recruited, etc. for their various programs. What follows is a compilation of information submitted by ---EXAMPLE--- County Extension staff and faculty related to program areas and efforts made at improving upon diversity and outreach efforts.

The main programs in ---EXAMPLE--- County are Agriculture, Livestock/Pasture, 4-H Youth Development, Food \$ense, and Master Gardeners.

Agriculture and Livestock Programs – ---EXAMPLE--- County

Dryland Cropping Systems – ---EXAMPLE--- County

Firstname Lastname, Extension Director; Firstname, Lastname, Title

The main Extension focus towards agriculture in ---EXAMPLE--- County has historically been wheat, peas, and other dry land grains. We also have supported some vegetable crops such as onions, asparagus, carrots, and spinach. Tree fruits, grapes, alfalfa hay, and alfalfa seed have also been important. It seems that these audiences needs have been met because they have supporting organizations in which the Extension office could use to contact them. Programming was also important to them because they needed pesticide credits. We continue to offer this traditional programming.

I believe now it is more of a challenge to reach protected classes growing these crops and new crops. More individuals from protected classes own or are managing farms. Crops increasing in acreage, such as grapes, are grown by Latinos as well. This makes it more of a challenge for us to reach our agriculture community, especially the protected classes. There are also more organizations, such as chemical distributors, that are providing programming so that we are not the 'only game in town'. Turn over of Extension staff and decreasing county and state staffing has made it more difficult to maintain the connection with grower organizations and farm families. Since 2013, Firstname, Lastname, Title has served dryland farmers in the southeast region of Washington.

The Livestock programming has also worked through organizations such as the Cattlemen and Sheep Producers. I think we have traditionally missed supporting the protected classes raising livestock. We have reached out to these growers with mild success since 2004 and need to find creative ways to reach them. We have been looking into market goats as a viable small acreage farm business for Latino and low-income families with minimal success.

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4-H Youth Program – ---EXAMPLE--- County

Firstname, Lastname, Extension Director; Firstname, Lastname, Title

Summary:

Traditional 4-H Programming	Total Number	Percentage
Adult Leaders enrolled	73	
Total Male (Trad 11+ 19 act.)	11	15%
Total Female (Trad 62 + 71 act)	62	85%
Not Hispanic – White (Trad 73)	73	100%
Not Hispanic – Black (Trad 0)	0	0%
Not Hispanic – American Indian or Alaskan Native (Trad 4)	4	.5%
Not Hispanic – White & American Indian or Alaskan Native	0	0%
Hispanic – White	2	.3%
Youth Members enrolled	383	
Total Male	141	37%
Total Female	242	63%
Not Hispanic – White	370	97%
Not Hispanic – Black	2	.5%
Not Hispanic – American Indian or Alaskan Native	13	3.4%
Not Hispanic – Asian	1	.3%
Not Hispanic – Native Hawaiian or Pacific Islander	0	0%
Not Hispanic – White & American Indian or Alaskan Native	2	.5%
Hispanic – White	19	5.0%
Hispanic – Black	0	0%
Hispanic – Asian	0	0%
Residence – Adults & Youths	476	
Farm	98	21%

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Community under 10,000 and Rural Non-farm	172	36%
Community of 10,000-50,000	113	24%

4-H in ---EXAMPLE--- County is open to all youth in the community which includes neighboring Oregon residents who are unable to find Oregon 4-H clubs for their project interests. In the fall, we promote enrollment in the 4-H club program through a hands-on "Experience 4-H!" event at the Saturday Farmers Market. This is our third year in place of our traditional information night held in the Extension office meeting room. The diversity of our audience has increased significantly by holding this event in a place comfortable to more individuals. Promotional brochures are distributed 3 weeks earlier during our county parade and fair.

4-H club activities consist of planning meetings, project knowledge workshops and educational opportunities, community service projects, fundraising, county and state 4-H fairs and events. In addition to the club programs, enrolled members and leaders may participate in leader training sessions, presentation training sessions, record book workshops, a modeling clinic, county, district and state teen leadership events, and any of the special interest programs listed below.

Beyond the traditional 4-H club program we offer to the youth in our community short-term, special interest programs to introduce them to 4-H, to expand their knowledge base, and to provide them with safe, supportive and fun experiences to enhance their personal growth. These programs are advertised in the local media, in the 4-H newsletter, and by distributing brochures to appropriate businesses and youth groups.

- Dog Obedience Clinics – a six-hour program; held for twice a year that teaches dog obedience to both youth and adults in the community.
- Super Saturday – a day filled with 28 workshops designed to supplement and strengthen the youth's project work, build leadership skills, and help youth explore new areas of interest.
- Summer Quilting Program – the program starts with a field trip to the fabric store; after which youth meet in the sewing room of the local middle school for a total of 20 hours. Youth, with the help of adult volunteers, each make a pillowcase and lap size quilt.
- Horse Program for Youth with Disabilities – 4-H members and adult volunteers provide horseback riding and other activities for youth with disabilities. Three hours are spent riding horseback and 1 ½ hours are spent driving carts pulled by miniature horses and petting and learning about other animals.
- Crafts/Art Class – Two sessions of watercolor classes were provided to youth by a local volunteer. Participants learned the basics of drawing and watercolor and finished two paintings.

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The 4-H program has included youth at the XYZ Night School ESL Classes (46 Latino) which are NOT reflected in our enrollment numbers. These participating youth are from Latino communities. The 4-H program also includes youth Food Sense program which are not included here (see Food \$ense Program).

The main programs in ---EXAMPLE--- County are Agriculture, Livestock/Pasture, 4-H Youth Development, Food \$ense, and Master Gardeners.

Non - Traditional 4-H Programming (not including Food \$ense)	Total Number
Youth Reached through special outreach	0
Not Hispanic – White	0
Hispanic – White	0

We are planning a new program in partnership with the Community Center for Youth which serves many at-risk youth. The percentage of Hispanic youth participating in this center is more than 90% and serves youth 6th through 12th grade. Train-the-Trainer and leadership activities are planned for this winter.

Our enrollment consists of families who live on farms, in six rural communities, or in the city of --EXAMPLE---. We have 4-H members who attend public schools, private schools or are home-schooled. We draw membership from various socio-economic groups.

4-H Leader Training

4-H leader training consists of an online training curriculum intended to prepare them to work with all ages of youth. In addition, we provide training each year on topics which include our non-discrimination policy, risk management, appropriate conduct, and life skills development.

4-H Leaders' Council (Advisory)

Our 4-H leaders' council meets 11 times during the year and consists of all active general, project, and resource leaders and all teens in the 9th grade or above and enrolled in the 4-H leadership project or hold a county teen representative position. Leaders are required to attend a specified number of leader meetings to remain an active 4-H club. Our council executive board is comprised of the five council officers, four leaders-at-large, two teen leaders-at-large, and two county teen representatives. The role of the leaders' council is to work with office staff to review policies, promote 4-H in the community, secure and manage resources, and to provide educational opportunities for youth and training opportunities for leaders.

The 4-H program in ---EXAMPLE--- County strives to fulfill its mission to provide life skills education to enhance personal growth and development for youth from all racial, cultural,

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Food \$ense Nutrition Education

Firstname, Lastname, Extension Director; Firstname, Lastname, Title

Food \$ense Nutrition Education: Meike Johnson-Extension Food \$ense Coordinator

The WSU Food \$ense Program in ---EXAMPLE--- County employs one coordinator and five program educators who bring nutrition education to children and adults in ---EXAMPLE---, Benton and Franklin Counties. The target audience for Food \$ense programming are adults who are below 185% of poverty and schools providing 50% or above free and reduced lunch to their students.

This last year Food \$ense reached approximately 2073 children and 82 adults.

Within our group of educators:

100% are female

20% are Hispanic

Within our school programming:

50% are Male, 50% are Female

65% are Hispanic/Latino

35% are not Hispanic or Latino (1% are American Indian or Alaskan Native, 1% are Asian, 2% are Black, 30% are White)

Within our adult programming:

80% are female

20% are male

91% are Hispanic/Latino

9% are not Hispanic/Latino

Programming for Children:

Food \$ense Programming provides basic nutrition education through interactive, engaging lessons. In total, WSU Food \$ense has delivered nutrition education to 91 Kindergarten through Fifth grade classrooms in three school districts in ---EXAMPLE---, XYZ and ABC Counties.

With the addition of a bilingual educator, Food \$ense programming implemented programming in bilingual classrooms throughout the three counties. Newsletters are provided for students to take home to parents for continued learning. Bilingual classrooms receive newsletters in Spanish.

Curricula for 1st and 2nd graders (both Spanish and English classrooms) consist of a Literacy Based program called **Food, Fun and Reading**. This year we are also incorporating **Food, Fun and Culture** for 2nd graders who have had Food \$ense previously.

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Third grade classrooms learn more in-depth concepts of MyPyramid and healthy eating through the curricula, **Nutrition in Me**.

Fourth and Fifth grades utilize **Show Me Nutrition** from University of Missouri to learn about nutrient dense foods and functions of nutrients in the body.

Programming for adults:

WSU Food \$ense community partners consist of the following:

- ---EXAMPLE--- Community College IMPACT program
- Benton-Franklin County Department of Corrections
- Blue Mountain Action Council Food Bank and Transitional Housing Program
- Benton County Headstart Parent meetings

Through the Adult programs, Food \$ense educators help participants identify the tools to make healthy choices with food and exercise. Additionally, a food budgeting component allows participants to understand best practices for stretching their food dollar.

With all audiences, WSU Food \$ense program objectives are that participants will develop knowledge, attitudes, and skills to practice one or more of the following:

- Increase consumption of fruits and vegetables, whole grains, and fat-free or low-fat milk products every day.
- Include physical activity every day as part of a healthy life style.
- Choose appropriate portion sizes of foods that are high in nutrient density and support a healthy weight when balanced with physical activity.

Master Gardener Program – ---EXAMPLE--- County

Firstname, Lastname, Extension Director; Firstname, Lastname, Title

---EXAMPLE--- County Master Gardeners attend over 40 hours of classroom instruction at WSU Extension ---EXAMPLE--- County from January through March. Training topics include plant science, soils, sustainable gardening, lawns, weed management, vegetable gardening, tree fruits, small fruits, ornamentals, plant problem diagnosis, integrated pest management and administration (includes civil rights, conflict management, and child protection). Volunteers return 50 hours of community service their first year and at least 25 hours on following years. WSU's nondiscriminatory policy is discussed during orientation and is written in the Master Gardener handbook.

Master Gardener training is open to anyone with an interest in gardening and who will commit to sharing this interest with the community. Advertising is done by newspaper, online, email, and at Master Gardener clinics, events, and Farmer's Market. A short interview completes the application process and allows the volunteer to better understand what they are committing their time to. A fee is charged to cover the cost of resource materials only so that those with lower incomes are not excluded. Scholarships and payment plans are available.

---EXAMPLE--- County Master Gardeners currently has 34 certified Master Gardeners and 11 new interns. Our Master Gardeners range in age from late twenties to early seventies with 9 males and 32 females from a wide range of backgrounds. We were able to include everyone that completely filled out an application and who passed our background check. Over eight hundred hours were volunteered this year through plant problem diagnosis clinics, Farmer's Market, and through several special projects.

The main focuses of our Master Gardeners are office clinics to diagnose plant problems and help with plant and insect identification, as well as demonstration garden and Farmer's Market. Anyone can bring in a specimen for clinics or chat with the Master Gardeners about gardening either in person or on the phone. If clients are unable to

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attend office clinics or Farmer's Market, they may drop specimens by the office at their convenience and are contacted later by a Master Gardener with information.

All Master Gardener events are open to any community members who wish to participate. Some of the special events attended by Master Gardeners:

- **Hospice Garden Tour** – Eight Master Gardeners were available throughout the day to answer gardening questions. 456 people toured the garden where the Master Gardeners were stationed.
- **Community Garden Days** (April 10 and 17) sponsored by Tumac – Eight Master Gardeners attended to give out information and talk about sustainable gardening.
- **Square Foot Gardening** presentations at 4-H Super Saturday & YWCA. A Master Gardeners developed a program to demonstrate how to grow vegetables and flowers successfully in a small garden.
- **Master Gardener Program Information Meeting** was offered at the WSU Extension ---EXAMPLE--- County office for anyone interested in the program to help them decide if they wanted to volunteer.
- **Kirkman House**. One Master Gardener created a Victorian ornamental and vegetable garden for demonstration at an historical house maintained as a museum in ---EXAMPLE---. She planned the garden, planted and maintained it throughout the Spring and Summer with student assistance from local schools.
- ---EXAMPLE--- **Penitentiary** has begun raising their own vegetables in fields and green houses. Master Gardeners assisted with information on cleaning abandoned green houses, starting and transplanting vegetables, as well as growing healthy plants and integrated pest management.
- **Insect Display**. One Master Gardener collected and pinned beneficial and harmful insects in displays to use to educate the public at Farmers' Market, Fair, clinics
- **Entomology Education** One Master Gardener attended the *OSU Insect Identification Train the Train Short Course* to better be able to identify insects brought in by clients
- **Master Gardener Training** Seven Master Gardeners supplemented MG Online Training with presentations during the eight week training courses. Many other Master Gardeners attended and contributed to the class discussions.
- **CURB** Master Gardeners assisted Tera Patton with weed identification and integrated pest management information for local CURB plantings

Accommodations (ADA)

i Include information about how ADA compliance is met by the county and in delivering of programs, including how accommodation requests are handled and whether requests are documented and appropriately handled.

Identify ADA compliance of the county office, and if not in compliance, a strategy for accommodation. Identify a process (including who is responsible) to evaluate ADA compliance of facilities used for programming. Identify sign language and second-language resource people, and sources of equipment or other special requirements known to be needed locally.

The Extension office in ---EXAMPLE--- is in compliance with ADA's newest standards. All educational opportunities offered to the public by our programs are offered in locations that are handicap accessible. The exception would be some field tours that would not be accessible to some without assistance.

The Extension Office makes arrangements for people with disabilities when contacted in advance of programming. A 4-H member is legally blind and has been able to participate in all 4-H events including teen camp. He also receives correspondence and newsletters by email so his computer can read them to him.

Future Possibilities Related to Civil Rights and Diversity

An area that we have considered as a weak point for our programming is the lack of attention to the Latino community. We have made this community a priority and have created a plan to increase participation. The two

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programs that we have targeted are 4-H and Food \$ense. We have increased our Latino contacts considerably in the last two years. We are also trying to remove some barriers to attendance by the protected classes.

Public Notification

i Describe how you ensure public notification efforts include statements of non-discrimination, all manners of venues used are documented, reasonable accommodation statements are present, required posters are displays, and advertising methods reach underserved audiences.

Describe Spanish-language (or other language) considerations for public notification in the county. Refer to the "Limited English Proficiency Guidelines" section in the Civil Rights Policies and Procedures. Additional information can be found at <http://www.LEP.gov>.

List person(s) who will ensure public notification. Additional information, as well as templates, is provided in the WSU Extension Branding Toolkit.

Notification of programs, meetings, and activities are conducted by many methods; newspaper articles and PSAs, listservs, flyers, newsletters, email, and word of mouth. Since efforts to recruit Latino staff through newspaper articles and flyers in Spanish have not been successful. We also contact Latino groups and listservs, schools, and entities that serve Latinos to identify potential employees.

This year, to increase our outreach and participation for our county's Hispanic population, we scheduled public service announcements about our programs and upcoming events with the radio station during their Spanish programming from 7:00 pm – 9:00 pm on KXYZ. We also provided a Spanish version of our event description for announcement on the radio so an English and Spanish version could play back-to-back.

We posted flyers for our Food Preservation event at the Food Bank in XYZ as usual, but also included posting flyers at the Animal Shelter so that residents seeking pet food assistance or needing to surrender a pet could become aware of the class.

We have tried new strategies to recruit potential 4-H youth by having 4-H Day at the Fair, handing out flyers during the parade, and having an Experience 4-H! event at the Farmers' Market. This has helped us reach Latino youth. We have found that notification in Spanish is helpful to some Latinos but some new to our community are not literate in Spanish or English. Taking programming to Latinos that are already meeting seems to be most effective.

Etc.

Documentation

i Discuss how you are collecting and reporting program implementation and participation information. Position descriptions should be reviewed to ensure they include civil rights and diversity language. Impact statements, reports and success stories should be developed. Complaint procedures must be known and understood by faculty, staff, and volunteers.

Name the person responsible for keeping the civil rights files current.

List who will assure annual documentation and the process of collecting information for the following reports:

- Reasonable efforts,
- Report of outcomes from efforts through WORQS, and
- Completion of Contacts by County spreadsheet for participant information.

There are many limitations in gathering data in order to understand our diversity situation within ---EXAMPLE--- County. It is difficult to provide a tool that can be filled out by some of our Latino audiences. Some young Latino audiences, with limited language skills (and reading skills) are hard to access without just making a judgment call as

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to their ethnicity. Large agricultural groups do not always fill out the ethnicity question if they fill out the evaluation tool at all. Our inherited database does not include phone numbers let alone ethnicity or gender. We have developed an observation tool to help collect data for office contacts, events, and programs. An office data tracking sheet was created and it being used to track office traffic. An event and program tracking sheet has been created and is being used. It is printed on a label and can be attached to the sign in sheet and filled out by the Extension facilitator. We will continue to have participants self-identify but the back-up will be a visual observation of the room by the facilitator.

Firstname Lastname, Job Title, is responsible for keeping physical and electronic civil rights files current. All extension educators/staff/etc., forward information to XYZ for inclusion in the Contacts by County spreadsheet on a monthly basis.

Complaint procedures are discussed in volunteer and staff trainings and are kept at the reception desk in the county office.

Etc., as per the above Documentation instructions.

Evaluation

i Identify a specific timeline to review and update the plan, assess effectiveness to date, and check that documents are current.

Describe how faculty and staff are to be evaluated on their contributions to civil rights compliance. For more information, refer to the "Roles and Responsibilities" section of the Civil Rights Policies and Procedures.

The WSU ---EXAMPLE--- County Extension Civil Rights Plan will be reviewed and updated in the fall each year. An assessment of how each program area and the office as a whole has met the plan goals. The assessment and any changes to the plan will be shared at each employee's annual review and referred to periodically as improvement efforts and progress are made.