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STATEMENTS OF NON-DISCRIMINATION

The University of Wisconsin-Madison is committed to providing equal opportunity and equal access and to complying with all applicable federal and state laws and regulations and University of Wisconsin System and university non-discrimination policies and procedures, including Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, and national origin, Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which prohibit discrimination on the basis of disability, and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age.

Cooperative Extension, a division of the University of Wisconsin-Madison, part of the federal land-grant system and federal extension system, a partner with the National Institute of Food and Agriculture (NIFA) of USDA, and a recipient of NIFA funding and other federal funds, complies with federal civil rights, equal opportunity and nondiscrimination laws, related to USDA departmental rules and regulations.

In accordance with United States Department of Agriculture Civil Rights regulations 7 CFR 15 which effectuates Title VI of the Civil Rights Act of 1964, any recipient of federal financial assistance, regardless of the amount, is subject to civil rights reviews. Civil Rights Compliance Reviews are the heart of the system of determining how well benefits and services are delivered by NIFA's recipients in compliance with Title VI. The reviews are made to make recommendations for policy changes and to improve program delivery to all. State Extension institutions are expected to have internal civil rights review plans (internal compliance reviews) in place for assuring program compliance by Extension staff members.

In Cooperative Extension, compliance with civil rights laws in the area of educational programs assures that every customer and colleague is treated with fairness, equality, and respect and that we are inclusive and have adequate diversity.

DEFINITIONS

All reasonable efforts - A variety of intentional methods are used to reach protected audiences with Extension opportunities and programs. Some examples include personal contacts, mailings, sharing materials at a location that is often visited by members of the potential audience, identifying partners with whom the potential audience might have an existing relationship. "All reasonable efforts" are multiple attempts, both failed and successful, to engage the potential audience in programming

Limited English Proficiency – refers to individuals who do not speak English as their primary language and who have limited ability to read, speak, write, or understand English. These individuals may be entitled to language assistance with respect to a particular type of service, benefit, or encounter.

Parity – when the proportion of program participants by race, ethnicity, and gender (REG) reflects that of the potential audience for a given geographical location. Example: If 10% of the population in your county is African American, then parity is reached when 10% of your actual program participants is African American.

Potential audience – persons or groups within your defined geographic area who might be interested in or benefit from educational programming. Potential audience is estimated by using a combination of demographic data and the Extension educator's knowledge and information about the population of the county or geographic area. It can be as simple as estimating the population of your county, based on census data.

Protected groups/audiences (for the purposes of civil rights, all reasonable efforts, and data recording) - Women, Black or African Americans, American Indian and Alaska Natives, Asians, Native Hawaiians and other Pacific Islanders, those who identify as some other race, people of mixed race, Hispanics or Latinos. Note: When possible, it is always better to name the specific group of people being referred to or addressed than to use general terms such as protected groups. Example: African Americans, Native Americans, etc.

Public notification – a series of communication methods used to advise the public, particularly minorities, the under-represented and underserved, and the disabled, of all Cooperative Extension program benefits and the protection against discrimination. It also notifies participants of the procedure for filing a program discrimination complaint.

Reasonable accommodation – reasonable modifications to rules, policies, and practices; environmental adjustments such as removal of architectural, communication or transportation barriers; or auxiliary aids and services in order for disabled persons to participate in Extension programs.

Under-represented audience/group – are those whose participation rates are not yet at parity.

Underserved audience/group - we use this general term to refer to groups protected by federal and state laws against discrimination. The term refers to people in the community that have historically not been served by Extension or are currently not being served by the same extent as other groups or segments have been or are being served. For instance, it can refer to low income individuals, religious groups, the incarcerated, males for programs that have historically not served males, youth for programs that have historically not served youth, older adults, etc. Note: When possible, it is always better to name the specific group of people being referred to or addressed than to use general terms such as underserved, underrepresented. Example: people with disabilities, people with limited English proficiency, etc.

PURPOSE OF CIVIL RIGHTS “EXPANDING ACCESS” DAY

Civil Rights compliance efforts REQUIRE an internal review. The Civil Rights “Expanding Access” Day offers Cooperative Extension colleagues the opportunity to share with a visiting team of peers and administrators their efforts and challenges in expanding access in educational programs. The goal is to assure that no person, on the grounds of race, color, religion, sex or national origin, is excluded or denied opportunity to participate.

During the visit, county colleagues describe intentional and reasonable efforts and activities (partnerships, relationship building, language access, marketing, increasing accessibility, use of media, etc.) to include and serve minorities, women, people with disabilities, veterans, those with limited English proficiency, adults over age 40, and other historically under-represented and underserved groups in programming (see Definitions on page 4). This means describing:

- demographics of the county and resources used to identify and reach protected, under-represented and underserved audiences;
- decisions about which audiences to build relationships with;
- strategies used to build relationships;
- determinations about educational needs of each audience;
- what the educational response was; (language and physical accommodations, materials and resources, etc.)
- the outcomes and impacts including lessons learned on needs of each audience.

The focus of the county team’s discussion should be on the audiences, reasonable efforts and relationships established, not on the educational outcomes. There is no expectation that all efforts discussed be “successful.” Relationship building takes time. Trial and error is a normal part of this process. Cooperative Extension encourages calculated risk-taking and continuous learning to improve our reach and effectiveness. This is also an opportunity to become aware of where there is a gap in efforts.

During the visit, the visiting team serves both an administrative and a coaching role. They verify for the federal government that colleagues are making and documenting their intentional and reasonable efforts to reach protected and neglected audiences. They also learn from colleagues about promising practices in use around the state and offer ideas for improving and expanding access. *The primary assumption of the visiting team is that colleagues want to do their best at demonstrating inclusion and creating accessible programming.* The visiting team will offer suggestions for improving the documentation of your efforts and explain strategies to effectively engage protected and underserved audiences.

The Civil Rights “Expanding Access” Day focuses on a single county’s efforts, even though that county may be part of a multi-county area and programming is done across counties. Starting in 2019, counties can expect to have a Civil Rights Day every four years (see Appendix A). The Director of Diversity and Inclusion, along with members of the Civil Rights Leadership Team, will work with Area Extension Directors in scheduling a county’s Civil Rights “Expanding Access” Day several months in advance with the visit usually taking place in April-May. All county Extension staff are expected to be present and participate in the Civil Rights “Expanding Access” Day.

COMPONENTS OF THE CIVIL RIGHTS “EXPANDING ACCESS” DAY

The Civil Rights “Expanding Access” Day will be a half-day per county with the exception of a full day for Milwaukee, Dane, Brown, and Waukesha Counties. The focus is on ongoing efforts and Civil Rights program planning and development. The day will include:

- Review of the civil rights files by the visiting team. Both county office and program area files will be reviewed for evidence of intentional and reasonable efforts and activities toward nondiscrimination in educational programs. Note: Files should remain accessible throughout the day.
- A county-led discussion demonstrating knowledge of county residents, including demographic data, culture, values, beliefs, educational needs, and power and privilege dynamics.
- County-led discussion sharing descriptions of public notification in adherence to the UW-Extension policy on non-discrimination and harassment.
- County-led discussion about intentional and reasonable efforts (marketing, relationship building, partnerships, community assessments, accommodations, etc.) carried out by current office colleagues including successes and challenges.
- County-led sharing of how knowledge of county residents can inform and drive educational programming and outreach decisions towards protected audiences and those that have been underserved in the county.
- Discussion of anticipated action steps for the coming year on public notification of the UW-Extension non-discrimination policy; intentional and reasonable efforts for reaching categorically protected audiences; and movement toward parity in program participation.

COACHING FROM THE CIVIL RIGHTS LEADERSHIP TEAM

Members of the Cooperative Extension Civil Rights Leadership Team will serve as leaders for the county review visiting team. The leader of the visiting team will schedule coaching sessions a few months in advance of civil rights day to assist county offices in their preparation.

If you have questions about this manual and the Civil Rights “Expanding Access” Day process, feel free to contact the members of the Civil Rights Leadership Team. (see Appendix B)

PREPARING FOR YOUR CIVIL RIGHTS “EXPANDING ACCESS” DAY

The following checklist of activities and questions will help you prepare for your Civil Rights “Expanding Access” Day.

- Be aware of the latest demographic data for your county/area, particularly as it pertains to protected groups.
- Be aware of organizations within the county/area that have large numbers of individuals from these protected groups as members.
- Be familiar with the Civil Rights laws and regulations. If you’re not sure, look on the [Expanding Access and Inclusion website](#).

- Does everyone in your office know how to handle a Civil Rights discrimination complaint?
- Do you have an “And Justice For All” poster prominently displayed in your office?
- Do Equal Opportunity statements appear on all written and electronic materials and program announcements? (see Appendix E)
- Locate the action plan from your last Civil Rights review and think about how the recommendations have been carried out. Contact the Office of Diversity and Inclusion if you can’t find your current action plan.
- Review parity data [from Recording Results] and be ready to discuss how you see your efforts as contributing to working toward parity. Be sure to have copies of the parity data in your civil rights file.
- Be sure everyone in the county office has completed the [self-assessment and personal compliance plan](#) (Appendix C) in the past year and a copy is placed in the office Civil Rights file.
- Do your Plans of Work include actions to expand access to historically underserved audiences?
- Have you discussed with your County Extension Committee members our responsibility in civil rights and equal opportunity matters?
- Can you document the number of individuals who participated in all direct educational programs during the past year by race, color, national origin, sex, and disability? To what extent were programs exclusively offered to one group?
- Think about how your educational methods, materials, or teaching aids contribute to your expanding access strategies to increase representation by race, color, national origin, sex, and disability.
- Think about how your newsletters, news releases or mass media efforts contribute to increased participation of individuals by race, color, national origin, sex, and disability. Make sure examples are in your office civil rights file.
- Get your civil rights files in order. For guidance, see Appendix D *Civil Rights Documentation Requirements for County Offices* or visit <https://blogs.ces.uwex.edu/civilrightsleadership/yourcivilrightsfiles/>
- Partner non-discrimination statements are up to date (Appendix F)



AGENDA FOR THE DAY

The leader of the visiting team will provide the final agenda to the county team no less than one week before the county visit. The agenda will vary based on the size of the staff, demographics of the county, and expanding access efforts to be discussed. A sample agenda for the day appears below. The county’s final agenda will also include details such as names of audiences to be discussed. The assessment tool used will be the *Civil Rights “Expanding Access” Day Rubric for County Office Colleagues and the Visiting Team* (Appendix G)

SAMPLE AGENDA

Half-day reviews	Full-day reviews (Milwaukee, Dane, Brown & Waukesha Counties)	
30 minutes	1 hour	Visiting team will do a general review of civil rights files. (Please have files ready for the team and a room reserved for that purpose.)
2 hours	3-4 hours plus lunch break	Visiting team and county colleagues meet: <ul style="list-style-type: none"> • Discussion of the county demographics; • Sharing intentional and reasonable efforts to reach protected and underrepresented audiences; • Identify and discuss potential opportunities.
30 minutes	1 hour	County colleagues and the visiting team discuss the action plan and share reflections; adjourn

REVIEW OF DOCUMENTATION IN CIVIL RIGHTS FILES

The visiting team will review records in county civil rights files. All program areas or all major multidisciplinary programs (in county offices that are not structured by program area) are expected to maintain up-to-date files of documentation that demonstrate the intentional and reasonable efforts to reach out to groups protected by civil rights laws. See Appendix D *Civil Rights Documentation Requirements for County Offices* for how to keep records and contents of files.

REVIEW OF DATA SUBMITTED ONLINE

Each program area or multidisciplinary program in a county office is expected to enter data for audience demographics into the online Recording Results System (Participant Record). The visiting team will check the online recording system one week before the visit and will expect to see information about programming *for the current calendar year*. Please complete the following in the Recording Results system:

- Responses to the questions in the Expanding Access reporting section is important documentation of intentional and reasonable efforts to reach out to protected audiences and make progress toward parity.
- Demographic data entered into the Participant Record segment for your actual audiences is important documentation used for determining parity in your programming. County colleagues are urged to discuss the data they collect and record, and the visiting team will comment on the information during the visit.

DEMOGRAPHICS PRESENTATION

The county office colleagues will present demographic information about the county population. The presentation should draw on census data as well as data and information from local formal and informal sources. County colleagues should describe how demographic data is factored into decisions about their intentional and reasonable efforts to expand access in their Extension programming.

The presentation will include the following information: race and ethnicity, gender, age, income, poverty rates, disability, employment, school data, family profiles, in and out migration, and differences by geographic area. The presentation can also include population trends, important political/public issues, profiles of power and privilege across groups of people and any other county level information that is relevant.

STEPS FOR DESCRIBING INTENTIONAL EFFORTS FOR EXPANDING ACCESS

Civil Rights “Expanding Access” Days are most effective when the conversation focuses on the protected and underserved audience groups rather than outreach programming. Each person currently in the office should participate and discuss their role and efforts in assuring nondiscrimination, building relationships, creating partnerships, using marketing, making accommodations and any other practices for expanding meaningful access to Cooperative Extension programming to these audiences.

PARTICIPATION OF COUNTY COLLEAGUES

Each county colleague (Area Extension Director, academic staff, county support staff, faculty, interns, limited term employees, University Staff, VISTA or others with special appointments, etc.) will participate in the discussions of the day and communicate about the expanding access and inclusion activities they carry out and support. *Check with the visiting team if there are questions about who should participate in the visit and how.*

- Discussions should focus on specific protected or underrepresented audiences, the intentional and reasonable efforts to reach them and the impact of the efforts,
- Be prepared to discuss the barriers and challenges encountered, and efforts to overcome the barriers and challenges and other lessons learned about needs of specific audiences.
- Discussions about total county team intentional and reasonable efforts are also encouraged.

GUIDING QUESTIONS FOR DISCUSSION

- What federally protected and/or underserved audiences are in your county population? Have you decided to make special efforts to reach out to them? Why/Why not?
- Discuss the demographics and characteristics of these protected and/or underserved audiences (ex: where they live in the county, their history in the county, income levels, literacy and English language proficiency, issues that impact various groups of residents, educational need your office identified, their power and privilege in the county, etc.)
- What partnerships have helped you reach this audience? How did you develop relationships and build trust?
- What were your intentional and reasonable efforts to engage and interact with this audience to increase or establish their participation in your program(s)? What were the activities you incorporated into your program planning, design and implementation to expand access and be inclusive?
- What was your role in expanding access if not an educator? What role did support staff play?
- What barriers have you encountered in attempting to expand access?
- What have you done to overcome the barriers?
- How do your participant numbers reflect the impact of your outreach efforts?
- What are your goals for moving forward? What efforts should you consider and apply?
- What action steps might you include in a civil rights action plan to continue building on this effort?

REFLECTIONS OF THE DAY: DISCUSSION OF COUNTY COLLEAGUE INSIGHTS FOR ACTION PLANNING

- Office colleagues will begin the discussion by sharing insights and thoughts on what they learned after preparing for and participating in the review day. This will be integrated with observations, recommendations and questions from the visiting team. Together both the office colleagues and the visiting team will share ideas for the action plan.
- County colleagues will develop the civil rights action plan for the county office as a team, and the plan will include individual efforts. The final action plan should be sent to the visiting team leader within 3-5 weeks after the review day. The team leader will forward the county civil rights action plan on to the Director of Diversity and Inclusion.

EXPANDING ACCESS ACTION PLAN

The action plan should move the local office toward reaching parity for protected groups and expanding access to other underrepresented groups. Action plans should describe actions you will take in the next 1-3 years and include:

- A brief demographic overview of the county
- Action items detailing
 - ✓ name of protected groups targeted for intentional and reasonable efforts,
 - ✓ specific efforts and actions expected to be carried out with actionable steps,
 - ✓ expected community partners,
 - ✓ names and roles of Extension colleagues participating in the outreach,
 - ✓ estimated timeline for short- and long-term efforts.

For more information, including an example of a county action plan, see Appendix H *Policy and Procedure for Developing and Sustaining Civil Rights Action Plans*.

THE RECORD OF THE DAY

The official record of the Civil Rights “Expanding Access” Review Day will be:

1. The final agenda for the day.
2. A list of all staff who participated in the county review day (Appendix I)
3. The Civil Rights “Expanding Access” Day Rubric (see Appendix G), including recommendations from the visiting team members’ programmatic and overall office assessments as well as the office files checklist.
4. The county office team Action Plan (see Appendix H) addressing the recommendations and programmatic and overall assessments (Received 3-4 weeks following the review).

Copies of the official record will be in the Dean’s Office, Institute Directors’ offices, and the county office.

CIVIL RIGHTS REVIEW SCHEDULE 2019-2022

Area	County	Year of last review	Year of next review
5	Pierce	2014	2019
5	Polk	2012	2019
5	St. Croix	2014	2019
6	Chippewa	2014	2019
6	Dunn	2014	2019
6	Eau Claire	2013	2019
7	Clark	2013	2019
7	Marathon	2013	2019
7	Portage	2013	2019
7	Wood	2017	2019
11	Brown	2012	2019
17	Iowa	2013	2019
17	Grant	2014	2019
17	Green	2013	2019
17	Lafayette	2016	2019
19	Jefferson	2015	2019
19	Rock	2013	2019
19	Walworth	2013	2019
3	Langlade	2014	2020
3	Lincoln	2014	2020
3	Price	2015	2020
3	Taylor	2013	2020
4	Florence	2014	2020
4	Forest	2014	2020
4	Oneida	2015	2020
4	Vilas	2015	2020
15	Fond du Lac	2012	2020
15	Ozaukee	2015	2020
15	Sheboygan	2014	2020
15	Washington	2014	2020
16	Columbia	2015	2020
16	Dodge	2015	2020
16	Sauk	2014	2020
21	Milwaukee	2015	2020
1	Ashland	2016	2021
1	Bayfield	2016	2021
1	Douglas	2016	2021
1	Iron	2015	2021
2	Barron	2015	2021
2	Burnett	2016	2021
2	Sawyer	2015	2021
2	Rusk	2015	2021
2	Washburn	2015	2021
8	Marinette	2013	2021
8	Menominee	2016	2021
8	Oconto	2013	2021
8	Shawano	2016	2021

10	Calumet	2013	2021
10	Outagamie	2016	2021
10	Waupaca	2016	2021
10	Winnebago	2016	2021
12	Door	2016	2021
12	Kewaunee	2016	2021
12	Manitowoc	2014	2021
18	Dane	2016	2021
9	Buffalo	2017	2022
9	Jackson	2013	2022
9	Pepin	2017	2022
9	Trempealeau	2017	2022
13	Crawford	2016	2022
13	La Crosse	2017	2022
13	Monroe	2017	2022
13	Richland	2017	2022
13	Vernon	2014	2022
14	Adams	2017	2022
14	Green Lake	2016	2022
14	Juneau	2017	2022
14	Marquette	2017	2022
14	Waushara	2013	2022
20	Waukesha	2017	2022
22	Kenosha	2017	2022
22	Racine	2015	2022

APPENDIX B CIVIL RIGHTS LEADERSHIP TEAM

Shelley King-Curry

Director of Diversity and Inclusion
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608-263-5110
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Jackie Carattini

Family Living Educator
Wood County
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Steve Chmielewski

Community Educator
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Annie Lisowski

4-H Youth Development Educator
Buffalo County
608-685-6256
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Mike Maddox


Master Gardener Program Director
Madison
608-265-4536
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Civil Rights Compliance Self-assessment Tool for County-based Educators

Your name:	Your Position/Title:
Your county and area #:	Today's date:

1. Knowledge of civil rights responsibilities; accountability			
1. My official position description contains duties and responsibilities for treating all colleagues and customers with fairness, equality and respect.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. My official position description contains duties and responsibilities for expanding access in programming to audiences protected by civil rights laws.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3. My civil rights responsibilities are discussed and evaluated during my annual performance evaluation.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
4. I have successfully completed the Civil Rights 101 training module and have a basic understanding of the civil rights laws that pertain to UW-Extension. https://blogs.ces.uwex.edu/civilrightstraining/	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
5. I regularly attend training on civil rights compliance in the workplace and in educational program outreach.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. Opportunities to work with all persons			
1. In my position I take the opportunity to work with all persons, regardless of race, gender, age, color, national origin, or disability.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
3. Advisory Committees, Boards and other relevant committees			
1. I am aware that internal and external advisory boards and committees are to be diverse and/or are representative of the population of the county or area served.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
2. I am aware that there are selection and appointment processes in place for populating these committees.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
3. I am aware that plans to solicit diverse nominations to these committees are established and followed.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
4. Procedure for Processing Discrimination Complaints			
1. I am knowledgeable about the procedures for handling employment and program discrimination complaints. https://blogs.ces.uwex.edu/civilrightsleadership/history-policy/	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
2. I can explain the extent and ways in which employees, volunteers, and the public have been informed on the	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>

procedures for filing employment and/or program discrimination complaints.			
<p>3. I am aware that the “And Justice For All” poster is the primary method for informing customers of our nondiscrimination policy and that the poster is displayed in my work location and other locations where Extension programming is conducted.</p> 	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
5. Civil Rights in Program Planning			
1. I am knowledgeable about the demographics of the area I serve with special attention to those who are protected by civil rights laws. https://getfacts.wisc.edu/	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
2. I have defined a potential audience based on the demographics of the area I serve, my local knowledge of the area, and my program goals.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
3. I have conducted assessments of protected audiences to determine their educational needs and interests. https://fyi.uwex.edu/programdevelopment/planning-programs/	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
4. I have developed outreach strategies to reach my potential audiences.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
5. My program partners are aware of and understand our nondiscrimination policy and have signed nondiscrimination statements. https://blogs.ces.uwex.edu/civilrightsleadership/history-policy/	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
6. I have documentation of “all reasonable efforts” to increase participation in my programs by protected and underserved audiences in my county office civil rights files. https://blogs.ces.uwex.edu/civilrightsleadership/files/2018/07/Civil-Rights-Documentation-Requirements-for-County-Offices-July2018.pdf	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
6. Accessibility for the Disabled			
1. I can determine if work facilities and programs are accessible to disabled employees, volunteers, customers, clients and visitors.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>

2. I can determine if office quarters and related facilities are assigned and available to all staff on a nondiscriminatory and equitable basis.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
3. I can determine if administrative help and other support resources are available on a nondiscriminatory and equitable basis.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
4. I can determine if supplies, educational materials, electronic technology (computers, telephones, etc.) are available to all staff on a nondiscriminatory basis.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
5. I can describe the steps I have taken to eliminate barriers for disabled people to fully participate in Extension programs.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
6. I have knowledge of the policy and procedure for requesting reasonable accommodations for disabled clientele to participate in Extension programs. https://blogs.ces.uwex.edu/civilrightsleadership/protected-audience-resources/	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
7. Department/Institute/Program Specific Measures			
1. I am aware that my Department/Institute/Program has a plan in place to ensure that Extension education benefits are provided to people on a nondiscriminatory basis, and this has been communicated to me.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
8. Program Participation Data			
1. I am aware of the Recording Results data collection system and know how to access and use it. https://intranet.ces.uwex.edu/tools/accountability/recording/SitePages/Home.aspx	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
2. I regularly collect demographic information on my program participants and use the appropriate process. (Templates in English, Spanish, Hmong at https://blogs.ces.uwex.edu/civilrightsleadership/yourcivilrightsfiles/)	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
3. I regularly enter my program participant data into the Recording Results system.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
4. I am aware of how to determine my progress to parity for my program participation in the Recording Results system.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
9. Public Notification			
1. I have been informed of the expectations concerning the use of public notification statements on all program and administrative materials.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>

2. I include a nondiscrimination statement in all my electronic and printed program and administrative communications. https://blogs.ces.uwex.edu/civilrightsleadership/files/2018/07/EEO-AA-Statements.-June-13.2018.-ENG.-SPA.-HMO.pdf	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
3. I know where to find nondiscrimination statements translated into other languages and use them on program materials in that language.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
4. My public notification statements include information for people needing special accommodations.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
10. Mailing Lists			
1. The mailing lists I use are representative of the diversity of the population in the geographic areas being served.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
2. The mailing lists I use are coded for race, ethnicity and gender and are filed in the county office civil rights files.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
11. Title IX Non-discrimination on the Basis of Sex			
1. The program materials that I create/use are free of stereotypical languages and images.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
2. I collect data on gender participation in programs for the Recording Results system.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
3. I assess the need for improving access if the enrollment of one sex in my program is 80% or above.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
12. Internal Compliance Reviews			
1. I am aware of the documentation requirements for both the general office civil rights files as well as my individual or program area civil rights files. https://blogs.ces.uwex.edu/civilrightsleadership/files/2018/07/Civil-Rights-Documentation-Requirements-for-County-Offices-July2018.pdf	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
2. I review monthly that my individual civil rights files are in order, up-to-date, and readily accessible. File contents include personal communications, demographic data collection tools, partner lists, mailing lists and media outlets, accommodation requests, translated materials,	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>

For online version of this survey, go to:
<https://blogs.ces.uwex.edu/civilrightsleadership/civil-rights-training-resources/>

and other materials demonstrating intent to expand access to protected audiences.			
3. I am able to discuss how I use “all reasonable efforts” for expanding access to categorically protected and underserved audiences in my programming.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
13. Limited English Proficiency			
1. I am familiar with the specific policies and procedures for translation of educational materials in my program area. https://blogs.ces.uwex.edu/languageaccess/	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
2. I know where to find Cooperative Extension resources in Spanish and Hmong https://blogs.ces.uwex.edu/languageaccess/contact-us/	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>
3. I look for opportunities to expand access to programs and activities to linguistically diverse audiences.	Most of the time <input type="checkbox"/>	About half the time <input type="checkbox"/>	Rarely <input type="checkbox"/>
4. I am familiar with the specific policies and resources for voice interpretation in educational programs in my program area.	Yes <input type="checkbox"/>	Somewhat <input type="checkbox"/>	No <input type="checkbox"/>

APPENDIX C2

Civil Rights Compliance Self-assessment Tool for County-based Educators

Personal Compliance Plan

Based on your assessment responses marked *Somewhat, About half the time, No or Rarely*:

- Identify one short-term goal that can be accomplished within 3-6 months
- Identify one long-term goal that can be accomplished in the next year
- Choose goals in different areas (example: short-term goal regarding mailing lists; long-term goal regarding accessibility for the disabled)
- Align at least one goal with your county’s civil rights action plan

Name:	
Date:	
My short-term goal:	
My long-term goal:	
How does the above goal(s) align with your county’s civil rights action plan?	

Please place a copy of this compliance plan, along with your assessment responses, in your office civil rights file.

Civil Rights Documentation Requirements for County Offices

Background

As a recipient of federal funding through the USDA, Cooperative Extension is required to comply with specific obligations of nondiscrimination and equal opportunity associated with civil rights laws. Colleagues programming at the county level must make special efforts to reach out to and expand access to people from groups protected by these laws. These groups include:

- African Americans
- American Indians/Native Americans
- Asians
- Native Hawaiians and Other Pacific Islanders
- People of two or more races
- Hispanics/Latinos
- Women
- People with Limited English Proficiency (LEP)
- People with disabilities

Colleagues are required to keep on file items documenting outreach activities and all reasonable efforts to provide programming to protected and underserved audiences. Two groups of files are required: 1) general office civil rights files and 2) program area civil rights files. Hard-copy files are considered primary, and electronic files can be used as backup.

Files must be self-explanatory, well organized, easy to review, and in an easily-accessible location for all county staff.

- Items included should be quickly identifiable to someone looking through the files. If not immediately obvious, include notes on the item indicating the target audience, how the item was used, or purpose of the information it contains, where it was used, date, etc.
- The files should demonstrate outreach efforts without the need for verbal descriptions. Someone reviewing them should be able to understand the effort taking place without talking to anyone in the office.
- Files should support and provide evidence toward meeting goals in the County Civil Rights action plan.

Tips for Maintaining Civil Rights Files and Gathering Data throughout the Year

- Request and record demographic data (race, ethnicity, gender (REG) and age) from participants reached at events. This data is then entered into Recording Results System as “direct contacts”. See demographic information request templates at: <https://blogs.ces.uwex.edu/civilrightsleadership/yourcivilrightsfiles/>
- Create a folder in Outlook or another online location for storing emails you send or receive that provide evidence on collaborations, efforts to build relationships and establish partnerships to reach and serve protected audiences. Place printed copies of *most relevant* emails in the appropriate hard-copy folder.
- Create lists of all organizational partners and send the non-discrimination letter to them once every three years, as an office, rather than individually. Track their responses as they come in. Spreadsheets work well. Keep all assurances of nondiscrimination from partners on file in paper version or scanned.
- Create files for the protected and underserved audiences you are intentionally reaching and making efforts toward serving. Keep communication and documents used for your efforts in these files throughout the year.
- Update files annually as needed. Recommend purging records over 5 years old.

Organize Files Using the Following Categories	
<i>General Office Civil Rights Files</i>	<i>Program Area Civil Rights Files</i>
<ul style="list-style-type: none"> • Maps • County census data/demographic data • Annual civil rights action plans • Primary partners • Mailing lists • Position descriptions • Office staff meetings and trainings on expanding access • Disability Accommodations • Language Access Services • Communications or trainings on expanding access provided to local officials/board members who serve on search and screen panels 	<ul style="list-style-type: none"> • Personal communications • Race, ethnicity, gender (REG) data collection tool(s) • Participation records from Recording Results • Lists of partners • Mailing lists • Media outlets • Expanding Access data from Recording Results • Accommodations • Language Access • Other program materials • Also for 4-H: Expansion and Review; 4-H Online • Also for FoodWise: demographic data for nutrition mission; partners; FoodWise annual reports; other documentation
<p>A cross-referencing note can be used for information that should appear in both groups of files. For example, if information on primary partners is kept in the program area files, place a cross-referencing note to this information in the general office files.</p>	

Contents of General Office Civil Rights Files

- Highway **maps**, city maps, plat maps, etc., that illustrate county demographic data and information that informs programming and outreach to protected and underserved audiences.
- **County census data** and other demographic data from local sources. For assistance, contact:
 - Applied Population Lab, [contact Dan Veroff](#)
 - Community Asset Mapping Training, contact [Teresa Curtis](#)
- **A civil rights action plan** for the county office team. Action plans should begin with an introduction presenting a brief demographic overview of the county followed by action items with the following details:
 - name of protected groups targeted for all reasonable efforts,
 - specific outreach actions expected to be carried out,
 - expected community partners,
 - names and roles of Extension colleagues participating in the outreach
 - estimated timeline
- Documentation showing that **primary partners** have been informed of UW-Extension nondiscrimination policies including the letter sent to partners, dates sent, response received, and the partner’s non-discrimination policies or signed assurance of nondiscrimination.
 - Note: Colleagues may choose to place these records in program files rather than general office files.
 - Download [non-discrimination letter templates](#)
- **Mailing lists** for surface and electronic mailing and other contact lists used for general Extension office mailings. The lists must be coded with Race, Ethnicity and Gender (REG) information about the people included on the lists. REG information does not need to be listed next to each individual. A summary at the top or bottom of each list noting the estimated percentage of each protected group is sufficient. Example: 51% men; 49% women; 12% Latino; 2% African American; 5% Native American; 10% two or more races; 71% Caucasian.
- **Position descriptions** for all staff with civil rights and nondiscrimination responsibilities highlighted.

- ❑ **Copies of Civil Rights 101 online training completion certificates for all county office staff**
- ❑ **Civil Rights Self-Assessment** and **personal civil rights compliance plan** for each educator.
- ❑ **Office staff meeting** agendas, minutes, and other evidence that discussions about civil rights responsibilities, outreach to and programming with protected audiences, nondiscrimination and related equal opportunity topics have occurred and that all meetings are announced to all staff with meeting notes available to all in the office.
- ❑ **Records of communications to local elected and county officials** who serve on search and screen panels about the importance of expanding applicant pools for county based positions
- ❑ **Copy of County Office Assessment Tool for Language Access Needs**
<https://blogs.ces.uwex.edu/languageaccess/standards-of-practice/>

Contents of Program Area Civil Rights Files

- ❑ **REQUIRED AND VERY IMPORTANT - Personal Communications:** Letters, notes, emails, documentation of phone calls/voicemails, newsletters and other examples demonstrating direct communication with people of protected groups and efforts to build relationships with them. Also, documentation demonstrating that partners who serve or provide access to people of these groups share information about Extension with them. If it is not evident, use notations on each item in the files explaining how that item was used to reach individuals of specific protected groups.
- ❑ **Race, Ethnicity, Gender (REG) data collection tool(s):** A copy or example of the tool used to collect demographic data of participants.
- ❑ **Lists of partners**, and/or advisory groups with Race/Ethnicity and Gender (REG) information for individuals in the groups and audiences they serve or represent. REG information does not need to be listed next to each individual. A summary statement noting the aggregate, estimated total composition of the group is sufficient (ex: 50% of the group is women, 12% of the group is Latino, 8% is Native American, etc.). Also include notations about the demographics of the audiences reached through partnerships.
 - Download the [List of Partners form](#) to assist in documenting this information.
- ❑ **Mailing lists** for surface and electronic mailing and other contact lists used for program area mailings. The lists must be coded with Race, Ethnicity and Gender (REG) information about the people included on the lists. REG information does not need to be listed next to each individual. A summary at the top or bottom of each list noting the estimated percentage of each protected group is sufficient.
- ❑ List of **media outlets** used to promote programs. Make notations on those used to reach specific racial and ethnic groups and other underserved groups.
- ❑ Copies of annual **Results Narratives or Expanding Access records from Recording Results** describing actions to reach people of protected and underrepresented groups.
- ❑ Documentation of **accommodations** made relating to programming for those with Disabilities based on ADA guidelines and policies
 - Example of educational programming that has been created/adapted to fit the needs of people with disabilities (provide information of location of programs, resources, communications that support these efforts).
 - Accommodation requests and action taken
 - Example of use of Accommodation statement of program related materials used for marketing, registration, etc.
- ❑ **Language Access Services for LEP individuals and groups**
 - Translated materials in languages other than English.

- Documentation on the planning that took place when decisions were made about whether or not to translate materials, for whom, feedback from clients, and how materials were used or applied, etc.
- Information about times when interpreters were used: how it was determined an interpreter would be needed, for whom, feedback from clients, etc.
- Conversations (emails) taking place about whether to have an interpreter available or not.
- Other program materials** (tenure and post tenure documentation) demonstrating intent to engage and success in reaching protected audiences
- Copy of educator's Plan of Work**
- Copy of Parity Determination** from Recording Results

For 4-H Youth Development

- Documentation about 4-H **Expansion and Review** efforts: describe how this function is accomplished annually in the county; describe the process for engaging community partners, which community members participate (include race, ethnicity and gender), and outline the action plan developed as a result of the effort
- Standard ES237 report from 4-H Online
- List and locations of community and after-school clubs
- Documentation and data on 4-H club participation by REG for all programs
- Documentation of training provided to volunteers and leaders in the county on expanding access in 4-H clubs

FoodWise

- Nutrition program files should be included in the Family Living files and include:
 - County **demographic data** relevant to nutrition program mission.
 - Information about **partner organizations** and agencies and the demographics of the people they serve.
 - Annual **FoodWise reports** (Program narratives and Year-End) highlighting efforts for expanding access to protected audiences
 - **Additional documentation** that demonstrates outreach to people protected by civil rights laws. This should include: promotional materials, letters, emails, notes from conversations, etc., with notations explaining the specific efforts to reach out to people of protected audiences who qualify for the nutrition program.

Considerations for Electronic Files

When someone from the public, a visiting team of colleagues, or a USDA representative reviews the files, they should be easy for that individual to quickly access specific sections. Colleagues may provide an electronic filing system as back up to hard copy files. Colleagues have found it difficult to be as complete with electronic files as with paper files. A combination of the two formats is more advisable, with paper files still being primary. Keep the following guidelines in mind when developing and maintaining electronic files for civil rights requirements:

- Creating PDF documents is one way to do this. The PDFs could be listed in a Table of Contents, listing all of the files available with headings for the sections. A user should easily click on the title of the file to see it.
- It is helpful to have a section for each program area and a section for overall office materials (maps, letters of non-discrimination to partners, office conference agendas, etc.)
- When possible, create spreadsheets of contacts and mailing lists sortable by Race, Ethnicity, Gender and zip code.

- It is helpful for each member of a visiting team to have access to the files electronically. Copying the files onto a flash drive, shared network drive or into a private Google Drive folder are good options.
- All items should be dated.

Updated July 2018

Organizational Statements for Extension Materials (English/Spanish/Hmong)

The following statements are a part of our organization’s responsibilities for non-discrimination compliance with federal law, and are intended for use across Extension’s communications, publications, and programming materials. Multiple options for the following statements are provided in a multilingual format (English, Spanish, Hmong) and developed in accordance with: Equal Employment Opportunity (EEO) / Affirmative Action (AA), Title VI (Civil Rights), Title IX, Americans with Disabilities Act (ADA), and UW Extension’s standards of practice for language access services.

The statements are organized in the following sections:

- I. General organizational statements (pg. 1)
- II. Footers for letterhead, brochures, and publications (pg. 2)
- III. Informing the public of accommodations during Extension programs (pg. 3)
- IV. Position vacancy announcements (pg.6)

I. General organizational statements

EQUAL EMPLOYMENT OPPORTUNITY (EEO) / AFFIRMATIVE ACTION (AA)

English:
The University of Wisconsin-Extension Equal Employment Opportunity (EEO) / Affirmative Action (AA) statements
Spanish:
Declaraciones de la University of Wisconsin-Extension sobre la igualdad de oportunidades en el empleo / acción afirmativa (EEO/AA, por sus siglas en inglés)
Hmong:
Lub Tsev Kawm Ntawv Qib Siab (University of Wisconsin-Extension) Kev Qhia Ncaj Ncees Txog Kev Hauj Lwm (EEO)/ Tsoom Fwv Kev Pom Zoo (AA) Cov Zaj Lus

NON-DISCRIMINATION STATEMENTS (EXTENDED VERSION)

English:
Discrimination on the basis of age, race, color, creed or religion, national origin, ancestry, gender, sexual orientation, marital or parental status, pregnancy, veterans' status, arrest or non-job or program related conviction record or qualified disability is prohibited.
Spanish:
Se prohíbe la discriminación en base a edad, raza, color, credo o religión, origen nacional, ascendencia, género, orientación sexual, estado civil o de paternidad, gravidez, estado de veterano de guerra, historial de detención o condena que no se relacione con el trabajo o programa, o discapacidad que califique.
Hmong:
Kev ntxub ntxaug txog yeeb vim yog lub hnuv nyoog, haiv neeg twg, xim tawv nqaj twg, kev ntseeg los yog dab qhuas, kev tuaj lwm lub teb chaws tuaj, kev poj koob yawm txwv, kev poj niam txiv neej, kev xaiv daj dee, kev txij nkawm los yog ua niam txiv, kev xeeb tub, kev ua qub tub rog, kev raug txhom los yog muaj txim txhom tsis yog ua hauj lwm los yog kev pab cuam los yog tus tau txais kev pab xiam hoob khab yuav txwv tsis pub muaj.

COMMITMENT TO DIVERSITY AND INCLUSION

English:

The University of Wisconsin-Extension is an EEO/AA institution committed to diversity among its employees and in its programs.

Spanish:

La University of Wisconsin-Extension es una institución que brinda igualdad de oportunidades en el empleo y acción afirmativa (EEO/AA, por sus siglas en inglés), y comprometida con la diversidad entre sus empleados y en sus programas.

Hmong:

Lub Tsev Kawm Ntawv Qib Siab (University of Wisconsin-Extension) yog ib lub chaw EEO/AA uas mob siab rau txoj kev muaj ntau yam ntawm nws cov neeg ua hauj lwm thiab nws cov kev pab cuam.

II. Footers for letterhead, brochures, publications

All organizational letterhead, brochures and publications must carry one or more of the following two statements as appropriate:

OPTION #1

English:

An EEO/AA employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title VI, Title IX, and the Americans with Disabilities Act (ADA) requirements.

Spanish:

Como empleador que brinda igualdad de oportunidades en el empleo y acción afirmativa (EEO/AA, por sus siglas en inglés), la University of Wisconsin-Extension, proporciona igualdad de oportunidades en el empleo y en sus programas, incluyendo los requisitos del Título VI, Título IX, y de la ley federal para personas con discapacidades en los Estados Unidos (ADA, por sus siglas en inglés).

Hmong:

Tus Tswv Hauj Lwm Ntawm (EEO/AA), ntawm lub Tsev Kawm Ntawv Qib Siab (University of Wisconsin-Extension) pab rau kev ncaj ncees txog kev hauj lwm thiab kev pab cuam, xws li nyob rau hauv Title VI, Title IX, thiab ntawm tsab cai Americans with Disabilities Act (ADA) yuav tsum kom muaj.

OPTION #2

English:

The University of Wisconsin-Extension provides affirmative action and equal opportunity in education, programming and employment for all qualified persons regardless of race, color, gender, creed, disability, religion, national origin, ancestry, age, sexual orientation, pregnancy, marital or parental, arrest or conviction record or veteran status.

Spanish:

La University of Wisconsin-Extension proporciona acción afirmativa e igualdad de oportunidades en educación, programas y empleo para todas las personas calificadas, sin tener en cuenta la raza, color, género, credo, discapacidad, religión, origen nacional, ascendencia, edad, orientación sexual, gravidez, estado civil o de paternidad, historial de detención o condena, o estado de veterano de guerra.

Hmong:

Lub Tsev Kawm Ntawv Qib Siab (University of Wisconsin-Extension) pab rau tsoom fwm kev pom zoo thiab ncaj ncees nyob rau kev kawm ntaub ntawv, kev pab cuam thiab kev ua hauj lwm rau tag nrho cov neeg tsim nyog ua tau tsis tas hais yog haiv neeg twg, xim tawv nqaij twg, poj niam txiv neej, kev ntseeg, cov neeg puas cev xws li tes taw, kev ntseeg ntuj, kev tuaj txawv teb chaws tuaj, kev poj koob yawm txwv, hnuv nyoog, kev xaiv ntawm kev daj dee, kev xeeb tub, kev muaj txij nkawm los yog ua niam txiv, kev rau txhom los yog muaj txim raug kaw los yog ua qub tub rog.

III. Informing the public of accommodations during Extension programming

The following statements can be used on Extension publications, flyers, and other outreach materials to notify the public of available accommodations.

STATEMENT OF A PARTICIPANT’S RIGHT TO LANGUAGE SUPPORT SERVICES

English:
Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis national origin, which includes language-based discrimination. In accordance with federal law and its enacting regulations, any person with limited English proficiency (LEP) has the right to request and receive information related to UW Cooperative Extension’s educational programming and services in a language other than English. In order to receive assistance with interpretation and/or translation needs, or any other matter related to language access issues, please contact: languageaccess@ces.uwex.edu.

Spanish:
El Título VI de la ley de derechos civiles de 1964 prohíbe la discriminación en contra de personas por su origen nacional, lo cual se extiende a la discriminación en base al idioma. En cumplimiento de la ley federal y sus reglamentos promulgados, cualquier persona que tenga un dominio limitado del inglés (LEP, por sus siglas en inglés), tiene el derecho de solicitar y recibir información y servicios de los programas educativos de UW Cooperative Extension en un idioma distinto al inglés. Para recibir apoyo relacionado a cualquier necesidad de interpretación y/o traducción, o para cualquier otro asunto relacionado al acceso lingüístico, favor de comunicarse con: languageaccess@ces.uwex.edu.

Hmong:
Nyov rau (Title VI of the Civil Rights Act xyoo1964) txwv tsis pub ntsub ntshaug los ntawm kev tuaj lwm lub teb chaws tuaj, uas yog kev ntsub ntshaug txog kev hais lus. Raws li tsoom fww txoj cai thiab kev taug cov cai, ib leeg twg tsis paub lus As Kiv meej (LEP) muaj cai thov kev pab thiab tau txais cov ntaub ntawv txog lub tsev kawm qib siab no cov kev pab cuam thiab kev pab rau lwm yam rhau ntawm lus As Kiv (English). Ib qhov yuav tau txais kev pab txog kev txhais lus thiab/los yog txhais lus pab, los yog lwm yam lus, thov sau ntawv rau: languageaccess@ces.uwex.edu.

REQUESTING COMMUNICATION ACCOMMODATIONS FOR PROGRAMMING ACTIVITIES

GENERAL ACCOMMODATION STATEMENTS

OPTION #1

English:
Requests for reasonable accommodations for disabilities or limitations should be made prior to the date of the program or activity for which it is needed. Please do so as early as possible prior to the program or activity so that proper arrangements can be made. Requests are kept confidential.

Spanish:
Toda solicitud para acomodar de forma razonable una discapacidad o limitación debe ser hecha antes de la fecha del programa o actividad correspondiente. Favor de enviar la solicitud lo más pronto posible antes del programa o actividad para que se puedan hacer los arreglos necesarios. Las solicitudes se mantienen en estricta confidencialidad.

Hmong:
Kev thov pab cuam txog muaj laj thawj rau cov neeg puas cev xws li tes taw los yog ua tsis tau yuav tsum ua qhia ua ntej hnuv yuav muaj kev pab cuam los yog dej num uas xav tau ntawd. Thov kom ua ntsov li ntsov tau ua ntej qhov kev pab cuam los yog dej num thiaj li nrhiav tau qhov kev pab ntawd. Kev thov pab no yuav tsis pub lwm tus neeg paub.

OPTION #2

English:
An EEO/AA employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title VI, Title IX, and ADA requirements. Please make requests for reasonable accommodations to ensure equal access to educational programs as early as possible preceding the scheduled program, service or activity.
For communicative accommodations in languages other than English, please contact languageaccess@ces.uwex.edu
For communicative accommodations based on a disability, please contact oedi@uwex.uwc.edu

Spanish:
Como empleador que brinda igualdad de oportunidades en el empleo y acción afirmativa (EEO/AA, por sus siglas en inglés), la University of Wisconsin-Extension proporciona igualdad de oportunidades en el empleo y en sus programas, incluyendo los requisitos del Título VI, Título IX, y de la ley federal para personas con discapacidades en los Estados Unidos (ADA por sus siglas en inglés). Para asegurar un acceso igualitario a los programas educativos, haga el favor de solicitar acomodaciones razonables lo más pronto posible antes de la fecha del programa, servicio o actividad.
Para pedir acomodaciones para la comunicación en un idioma distinto al inglés, favor de contactar a: languageaccess@ces.uwex.edu
Para pedir acomodaciones para la comunicación debido a una discapacidad, favor de contactar a: oedi@uwex.uwc.edu

Hmong:
Tus Tswv Hauj Lwm Ntawm (EEO/AA), ntawm lub Tsev Kawm Ntawv Qib Siab (University of Wisconsin-Extension) pab rau kev ncaj ncees txog kev hauj lwm thiab kev pab cuam, xws li nyob rau hauv Title VI, Title IX, thiab ntawm tsab cai Americans with Disabilities Act (ADA) yuav tsum kom muaj. Xav thov kom ua txoj kev thov laj thawj thiaj li tau cov kev pab cuam ntxov li ntxov tau ua ntej rau li lub caij nyoog ntawm cov kev pab cuam, kev pab los yog dej num no.
Rau kev sib tham pab cuam rau qhov lwm yam lus ntawm lus As Kiv (English), thov sau ntawv rau: languageaccess@ces.uwex.edu
Rau kev sib tham pab cuam rau kev puas cev xws li tes taw, thov sau ntawv rau: oedi@uwex.uwc.edu

LANGUAGE ACCESS ACCOMMODATIONS PER CIVIL RIGHTS (TITLE VI)

OPTION #1 (SHORT VERSION)

English:
To request an interpreter for this event, please contact [NAME OF POINT PERSON] at [PHONE NUMBER] or [EMAIL ADDRESS] for assistance.
Spanish:
Para solicitar a un intérprete para este evento, favor de contactar a [NAME OF POINT PERSON] llamando al [PHONE NUMBER] o escribiendo a [EMAIL ADDRESS] para recibir ayuda.
Hmong:
Xav tau kev pab txhais lus rau qhov kev qhov kev tshwm sim no, thov sau ntawv rau [NAME OF POINT PERSON] los yog [EMAIL ADDRESS] rau txoj kev pab.

OPTION #2 (EXTENDED VERSION)

English:
If you need an interpreter, materials in multilingual or alternate formats or other accommodations to access this program, activity or service, please contact the language access coordinator at languageaccess@ces.uwex.edu as soon as possible to learn how to take the appropriate next steps. It is important to do this early in your planning process and prior to the scheduled event so that proper arrangements can be made in a timely fashion.

Spanish:
Si necesita un intérprete, materiales multilingües o en formato alternativo, u otra acomodación especial para acceder a este programa, actividad o servicio, favor de ponerse en contacto con el coordinador de acceso lingüístico escribiendo a languageaccess@ces.uwex.edu tan pronto como sea posible para averiguar cuáles son los pasos apropiados a tomar. Es importante hacer esto desde el inicio de su proceso de planificación y antes de la fecha del evento para poder efectuar los arreglos apropiados de manera oportuna.

Hmong:
Yog koj xav tau ib tug neeg txhais lus, cov ntaub ua ntau yam lus los yog lwm kev pab los yog lwm yam kev pab cuam txog kev siv qhov kev pab cuam, tej dej num, los yog kev pab no, thov sau ntawv rau tus pab nrhiav kev txhais lus ntawm languageaccess@ces.uwex.edu sai li sai tau los kawm txog cov kev kauj nruam ua ntxiv no. Ib qhov tseem ceeb yuav tau ua kom ntxov rau koj kev npaj thiab ua ntej teem caij thiaj li nrhiav tau kev pab rau li lub caij nyoog.

COMMUNICATION ACCOMMODATION PER AMERICANS WITH DISABILITIES ACT (ADA)

English:
Persons with disabilities who require alternative means for communication of program information (braille, large print, audiotape, etc.) should contact: oedi@uwex.uwc.edu

Spanish:
Las personas con discapacidades que requieran medios alternativos para acceder a la información del programa (braille, materiales impresos con letra grande, cintas de audio, etc.), deben ponerse en contacto con: oedi@uwex.uwc.edu

Hmong:
Cov neeg puas cev xws li tes taw uas yuav tsum muaj lwm yam kev pab qhia los hais lus txog cov ntaub ntawv (kev sau ntawv rau cov neeg dig muag, luam ntawv kom loj, kaw lus tseg rau kab xev, etc.) yuav tsum sau ntawv rau: oedi@uwex.uwc.edu

IV. POSITION VACANCY ANNOUNCEMENTS

OPTION #1

English:
An offer of employment is contingent upon establishment of identity and verification of employment eligibility as required by the Immigration Reform and Control Act of 1986.

Spanish:
Una oferta de empleo está supeditada a que se haya establecido la identidad y se haya verificado la elegibilidad para el empleo, tal como lo requiere la ley de reforma y control de inmigración de 1986 (*Immigration Reform and Control Act of 1986*).

Hmong:
Ib qhov yuav muab hauj lwm yog nyob rau ntawm lub hom thawj thiab kev tshawb qhov tseeb txog kev ua tau hauj lwm yuav tsum muaj los ntawm tsab cai (*Immigration Reform and Control Act*) rau xyoo 1986.

OPTION #2

English:
An EEO/AA employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title VI, Title IX, and ADA requirements.

Spanish:
Como empleador que brinda igualdad de oportunidades en el empleo y acción afirmativa (EEO/AA, por sus siglas en inglés), la University of Wisconsin-Extension, proporciona igualdad de oportunidades en el empleo y en sus programas, incluyendo los requisitos del Título VI, Título IX, y de la ley federal para personas con discapacidades en los Estados Unidos (ADA, por sus siglas en inglés).

Hmong:
Tus Tswv Hauj Lwm Ntawm (EEO/AA), ntawm lub Tsev Kawm Ntawv Qib Siab (University of Wisconsin-Extension) pab rau kev ncaj ncees txog kev hauj lwm thiab kev pab cuam, xws li nyob rau hauv Title VI, Title IX, thiab ntawm tsab cai Americans with disabilities Act (ADA) yuav tsum kom muaj.

OPTION #3

English:
The University of Wisconsin-Extension provides affirmative action and equal opportunity in education, programming and employment for all qualified persons regardless of race, color, gender/sex, sexual orientation, creed, national origin, age, disability, pregnancy, marital or parental status, arrest or conviction record, or veteran status.

Spanish:
La University of Wisconsin-Extension proporciona acción afirmativa e igualdad de oportunidades en educación, programas y empleo para todas las personas calificadas, sin tener en cuenta la raza, color, género, orientación sexual, credo, origen nacional, edad, discapacidad, gravidez, estado civil o de paternidad, historial de detención o condena, o estado de veterano de guerra.

Hmong:
Lub Tsev Kawm Ntawv Qib Siab (University of Wisconsin-Extension) pab rau tsoom fwm kev pom zoo thiab ncaj ncees nyob rau kev kawm ntaub ntawv, kev pab cuam thiab kev ua hauj lwm rau tag nrho cov neeg tsim nyog ua tau tsis tas hais yog haiv neeg twg, xim tawv nqaij twg, poj niam txiv neej, kev ntseeg, cov neeg puas cev xws li tes taw, kev ntseeg ntuj, kev tuaj txawv teb chaws tuaj, kev poj koob yawm txwv, hnub nyoog, kev xaiv ntawm kev daj dee, kev xeeb tub, kev muaj txij nkawm los yog ua niam txiv, kev rau txhom los yog muaj txim raug kaw los yog ua qub tub rog.



Address of Partner/Potential Partner Organization

Dear: *(Extension contact in the organization)*

Periodically, UW-Extension, Cooperative Extension takes steps to assure that our partners know and understand our policy of nondiscrimination. This letter is to remind or notify you that the University of Wisconsin-Extension does not discriminate in the treatment of individuals, in admission or access to its programs and activities, in the provision of services, or in employment.

Further, UW-Extension, an institution receiving federal financial assistance through the U.S. Department of Agriculture, cannot participate with or partner with organizations that discriminate on the basis of any of the legally prohibited categories of discrimination, based on Civil Rights laws. Categories of prohibited discrimination include race, color, gender/sex, creed, disability, religion, national origin, ancestry, age, sexual orientation, pregnancy, marital or parental status, arrest or conviction record, or membership in the national guard, state defense force or any other reserve component of the military service.

To help us ensure that our partners do not discriminate, we ask that an officer of your organization sign and return the enclosed form and attach a copy of the nondiscrimination policy of your organization.

Consistent with the Americans With Disabilities Act, persons who need materials in alternative format or other accommodations are encouraged to write or call the UW-Extension contact person for the specific program or call the main telephone number *(may add e-mail address)* of the **XXXX** County Extension Office, **XXXX**, as early as possible prior to the event so appropriate arrangements can be made. Requests are kept confidential. Individuals who need special access due to hearing impairment may contact the **XXXX** County Extension Office by calling the relay service for the hearing impaired by dialing 711.

On behalf of **XXXX** County Cooperative Extension, I want to thank you for collaborating with UW-Extension on educational programs. We appreciate your support and partnership as we provide education designed to meet the needs of the diverse residents of **XXXX** County.

Sincerely,

County Extension agent/educator who works with the partner/potential partner



(County office name and address here)

Assurance of Nondiscrimination

University of Wisconsin Extension, which receives Federal financial assistance, cannot partner with or provide assistance to an organization that excludes any person on the basis of protected categories outlined in Civil Rights laws.

To assure compliance with this requirement, we ask that an officer or other appropriate representative of your organization sign and return the following statement on behalf of the organization to the above address. An organization is defined as a body of persons the University of Wisconsin Extension is presently working with or anticipates working with on a continuing or extended basis.

I certify that _____ (name of organization) does not exclude, restrict, or deny any person membership or participation in its activities because of race, color, national origin, religion, sex, age, disability, sexual orientation, pregnancy, marital or parental status, arrest or conviction record, or military or veterans status.

When you return this form, please include a copy of the nondiscrimination policy of your organization.

Signature

Your title in this organization

Date _____



**Civil Rights “Expanding Access” Day Rubric
For County Office Colleagues and the Visiting Team**

Date of Civil Rights “Expanding Access” Review Day: _____

County: _____

Visiting Team Members: _____

Purpose: This rubric is a tool that visiting teams will use during the internal Civil Rights “Expanding Access” Day to assess the entire county office team’s efforts in expanding access. In addition, this tool can be used to help design the county and/or tribal office’s Civil Rights Action Plan. This tool is aligned with the [USDA/ NIFA Guidelines for Extension Programs](#).

Use this rubric to assess your county team’s readiness for a Civil Rights “Expanding Access” Day, including your civil rights outreach activities, your program area work and county office team work.

Civil Rights “Expanding Access” Day Visiting Team Process: Each member of the review day visiting team will assess one or more programmatic areas and the overall office and fill in a rubric. The visiting team members together will complete the final rubric assessment for the entire county or a tribal office team.

The official record of the Civil Rights “Expanding Access” Review Day will be:

1. The final agenda for the day.
2. A list of all staff who participated in the county review day.
3. The Civil Rights “Expanding Access” Day Rubric, including recommendations from the visiting team members’ programmatic and overall office assessments as well as the office files checklist.
4. The county office team [Action Plan](#) addressing the recommendations and programmatic and overall assessments (Received 3-4 weeks following the review).

Directions for Using the Rubric as a Self-Assessment or as a Report of the Civil Rights Review Day

The visiting team will enter YES or NO for each specific criteria in the four categories below. Based on current staffing; YES will indicate that the criterion is being met across the whole office; NO will indicate that at least one individual or program area is not in compliance.

Please note that the visiting team will utilize a combination of the following for assessing the criterion in the rubric:

- The visiting team before the Civil Rights Review Day will review the expanding access data and the participant/volunteer record data completed in the Cooperative Extension Recording Results system by and for each member of the office team who provides educational programming.
 - a. Each individual must provide detailed responses to the Expanding Access questions for audiences they made efforts to reach. These responses are expected to be demonstration of the civil rights outreach efforts and be as complete as possible.
 - b. Each individual is expected to enter into the participant records component the demographic data collected of direct contacts reached in programming that is used to calculate parity.
- The visiting team while on site during the Civil Rights Review Day will review documentation in Civil Rights files, tour the office facility, engage with all office team staff and participate in both the demographics and expanding access presentations.

Category: DOCUMENTATION	YES/NO
General office files reflect the items on the Civil Rights Documentation list .	
Program area files reflect the items on the Civil Rights Documentation list .	
By reading through the documentation in the files, the review team can easily and quickly determine the outreach to protected and underrepresented people of the county.	
The University of Wisconsin-Extension nondiscrimination statement is included on all promotional materials and websites. 711 Relay for people who are deaf and hard of hearing is included on stationery, business cards, and websites where office phone and fax numbers are listed.	
Each staff member providing educational programming submitted participant records and responses to the expanding access questions in Recording Results to describe outreach efforts.	
Mailing lists are coded for race, ethnicity and gender.	
Partner lists are coded for race, ethnicity and gender.	
Assurances of Nondiscrimination from each partner within the last 3 years.	

Recommendations for Action Plan:

Category: DEMOGRAPHICS	YES/NO
The demographics presented are specific to the groups/ classes protected in the Civil Rights Act of 1964, examples include: (race, gender/sex, age, ethnicity, disability, religion, national origin/ancestry, veteran status and citizenship, etc.) and underserved or marginalized (low income, LGBTQ, etc.) populations in this county.	
Colleagues use multiple data sources (from federal, state and local sources and observation) to tell the story of the people living in the county.	
Colleagues demonstrate individually and as a team knowledge and an understanding of who is living in the county, where potential audiences live and work, and their educational needs.	
Colleagues demonstrate that the demographics of the county contribute to decisions about programming and outreach.	

Recommendations for Action Plan:

Category: EXPANDING ACCESS	YES/NO
Office colleagues identify and name protected and other underserved audiences and discuss these audiences with specificity.	
Office colleagues adequately describe outreach efforts (strategies and activities) they use to build relationships to reach protected and underserved audiences with information about Extension programs.	
Advisory committees, partner groups, and others who provide program input are representative of the population of the county.	
Programs are held in locations that are fully accessible for people with disabilities and the public is informed of UW-Extension policies for serving people with disabilities. (Promotional materials and websites include nondiscrimination and accommodations statements.)	
Program materials and resources are made available upon request in alternative formats for those with disabilities.	
Program resources and delivery is available in other languages for people with limited English proficiency.	
The 4-H Youth Development program has a local Expanding Access Outreach Plan	

Recommendations for Action Plan:

Category: OFFICE	YES/NO
The "And Justice for All", "Wisconsin Fair Employment Law" (in English and Spanish), and the Language Access posters are visible to the public in county offices and program locations. (Extension may not have control over some education sites.)	
Office colleagues share contacts and collaborate with one another to expand access to Extension programs.	
This office team discusses civil rights outreach and civil rights action plans at county office staff meetings.	
All colleagues participate in professional development relative to civil rights, diversity and inclusion.	
All county colleagues are involved in the Civil Rights Review Day.	
All county colleagues know where to find policies on discrimination and harassment on the Cooperative Extension website.	
All county colleagues know how to file a discrimination complaint.	
There is a general office file for civil rights documentation.	

Recommendations for Action Plan:

Policy and Procedure for Developing and Sustaining Civil Rights Action Plans

1. Background and Description

Civil Rights action plans are intended to provide guidance for moving county/local Extension programming toward program parity for a calendar year. Action plans should reflect relevant recommendations from the most recent civil rights review and consist of lists of all reasonable efforts intended to reach out to underrepresented and categorically protected audiences.

Action plans should be reviewed periodically with updates by individual educators and the county team, reflecting progress to date, notes on strategies and reflections.

All colleagues in the county office, extension and county paid, are expected to participate in the development of the action plan as a team effort.

Action plans are to be kept in the county office Civil Rights file. An optional action plan template is available for use.

2. Definitions

a. Parity is the point at which program participation by people from underrepresented and categorically protected groups reflects their proportionate representation in the population (potential audience).

b. All reasonable efforts are a series of activities and approaches that are required of Extension personnel to expand and increase the participation of underrepresented and categorically protected groups in their programming. All reasonable efforts are required when programs are not in parity and must include in-person contacts with individuals from the underserved and underrepresented categorically protected groups.

3. Scope of Responsibility/General Guidelines

a. Annual civil rights action plans should be developed and implemented:

1.) at the county office level and

2.) At the county program area level (in some counties this may be at the level of cross-program-area teams).

b. The primary and required target audiences for civil rights compliance and the action plans are people protected by civil rights laws (people of racial/ethnic minority groups and women). In addition to these audiences, others who are underserved (religion, income level, age, physical ability) may be targeted with special outreach efforts in these plans.

c. All individuals in the county office should have a role in the development and implementation of the action plans. The office team should use its discretion in how to divide the county office action plan into sections, based on the way programming is carried out in the county.

d. Action plans should cover the calendar year. They include relevant recommendations from the most recent civil rights review report and other all reasonable efforts that will move programming toward parity in that year.

e. Timelines for implementation of the all reasonable efforts should be included in the

action plans. The plans should be updated annually as all reasonable efforts are accomplished and become part of routine program outreach.

- f. Discussion of civil rights action plans should be an agenda item at county office staff meetings throughout the year. Progress on all reasonable efforts should be discussed.
 - g. The area extension director will ask program area representatives about progress on civil rights action plans at least once annually, during their county visits and conversations about program development.
 - h. Action plans will be filed in the county civil rights files. They will be discussed during scheduled civil rights county reviews.
 - i. All reasonable efforts that are listed in action plans are an important part of the Extension program planning and development process. These efforts should be mentioned in discussions about programming and in written reports.
4. Deliverables
- a. County Office Action Plans:
 - 1.) The Area Extension Director should provide leadership to the office team in the development of the office action plan and all colleagues should contribute.
 - 2.) County office action plans should be brief and detailed. One page is appropriate for small and medium size counties. Two pages is appropriate for large counties.
 - 3.) County office action plans should generally reflect the intended all reasonable efforts of the program areas or cross-program-area teams in the office for the year. In addition, each office action plan should contain some steps to be implemented by colleagues together as an office team.
 - 4.) County office action plans are filed in the general office civil rights files.
 - b. Program Area or Program Team Action Plans:
 - 1.) The main action steps from these plans should be included in office action plans.
 - 2.) Program area or cross-program-area team action plans should contain more detail than office action plans.
 - 3.) Faculty and academic staff should seek ways of working with colleagues from other program areas or program teams in their county to implement all reasonable efforts together.
 - 4.) The program area action plan should be filed in the program area civil rights files.
5. Affected Parties
- a. Area Extension Directors
 - 1.) Coach and mentor the county team on action plan development and implementation
 - 2.) Factor in achievements and progress as part of performance reviews
 - 3.) Use a tool for the orientation and coaching of new county colleagues
 - 4.) Use to identify the resources and support needed from program departments/institutes/center and operations units.
 - b. County Office Team (County and Extension paid staff)
 - 1.) Create and develop the action plan
 - 2.) Use the plan to inform program development locally
 - 3.) Regularly update the plan
 - 4.) Efforts carrying out the plan are recorded in Recording Results narratives, other reporting and documented in civil rights files
 - c. Internal Civil Rights Review Team(s)
 - 1.) Provide recommendations for the action plan during the civil rights review

- 2.) Review action plan and provide input as needed when submitted
 - 3.) Review current action in the file during civil rights review and note progress and achievements.
 - d. Director for Diversity and Inclusion
 - 1.) Maintain and review policy and guidelines on Civil Rights Action Plans
6. Specific Processes
 - a. Action plans are completed or updated annually, by December 31st.
 - b. Scheduled Civil Rights Review Day informs action plan although not required for development of an action plan
7. Implementation Plan
 - a. Each Area Extension Director will be informed and provided orientation on their accountability role for county Civil Rights action plans
 - b. The Policy for Civil Rights Action plans will be located on the UWEX, Cooperative Extension Expanding Access website
 - c. An annual electronic reminder of the policy will be sent to all CES staff
 - d. Discussion of action plan will be included in Civil Rights Review Days coaching session(s).

Appendix A

Example of Action Plan Template

Civil Rights Plan of Action

County Name

Name of group targeted for all reasonable efforts:				
Specific Outreach Actions Expected to Be Carried Out	Extension Colleagues participating in Outreach and roles	Expected Community Partners	Estimated Timeline	Outcomes/Impact from Specific Actions

Example of a County Action Plan

Civil Rights Plan of Action for Badger County				
Name of group targeted for all reasonable efforts: Hispanic/Latino/African American and Native American				
Specific Outreach Actions Expected to Be Carried Out	Extension Colleagues	Expected Community Partners	Estimated Timeline	Outcomes/Impact from Specific Actions
Meet to work on updating the resource materials in the general county office civil rights files.	Area Extension Director, all staff in county office	N/A	January, annually	Updated CR records and resources (policies, procedures, program documents, etc.)
Update the mailing list of organizations to receive the required nondiscrimination letter and send the letters	Office Manager, Program Staff	N/A	March 30, annually	Assures that educational programming is not provided to any organization or through any partner that excludes individuals based on their race, ethnicity or gender.
Meet to share and discuss contacts from underserved groups. The contacts will be placed in an electronic file.	Office Manager, program staff	N/A	May, annually	Relationships will be established with identified contacts and maintained for reaching underserved and underrepresented audiences
Develop a list of 4-H club leaders and other interested individuals who will be invited to serve on the Expansion and Review Committee. Seek a Latino representative from the St. Mary's parish.	4-H staff	St. Mary's Parish	March 15	Creation of an expansion and review committee for increasing the integration of 4-H community clubs in the county.
Prepare a new promotional flyer about the new family financial management program for distribution to African Americans and Latinos in the High Street neighborhood.	Financial education program and FoodWise staff	Community agencies serving population	June 1	Increase awareness and promote program to this potential audience leading to increased participation and parity.
Meet with ag. colleagues from adjacent counties to begin planning for a Latino dairy worker education program in this county.	Ag agent	Farm Operators Farm Bureau	April 1	Begin serving three dairy operations this summer with large numbers of Latino employees

Build a relationship with the owners and managers of county businesses that employ Latino workers	CNRD agent		March	Learn about the needs of these individuals and of their Latino workers and opportunities for personally reaching them.
Develop a strategy to promote Extension gardening programs among residents of the new apartment building on the corner of Market Street and 1st Street.	Horticulture Program staff	Apt. Residential Manager/staff	November	Three residents of the apartment building invited to serve on the promotions committee.

APPENDIX I

County: _____

Date: _____

EXTENSION PERSONNEL				
<i>List all Extension personnel present for Civil Rights "Expanding Access" Day</i>				
Name Indicate staff with a disability accommodation with an asterisk	Race Code & Ethnicity¹	Gender Code²	Title	Institute (Program Area)

- ¹ Race Code 1=American Indian or Alaska Native
 2=Asian
 3=Black or African American
 4=Native Hawaiian or Other Pacific Islander
 5=White
 6=Two or more races
 7=Prefer not to respond
- Ethnicity H=Hispanic or Latino
 N=Not Hispanic or Latino
 P=Prefer not to respond

- ² Gender Code 1=Male
 2=Female
 3=Prefer not to respond