
BEYOND TRANSLATION AND INTERPRETATION:

INTEGRATING LANGUAGE ACCESS INTO THE PROGRAM PLANNING PROCESS

TRANSLATION AND INTERPRETATION IMPLEMENTATION COMMITTEE
FINAL REPORT

JUNE 30, 2015



ACKNOWLEDGEMENTS

A sincere thank you to the colleagues listed below for the time, energy, and patience they contributed to the discussions, design, and development of this report. The facilitators appreciate the Dean's Office for the opportunity to take part in such an important institutional discussion.

- **Laurie Boyce**, Former State Program Director, Family Living Programs
- **Teresa Curtis**, Co-facilitator for Translation and Interpretation Advisory Group and Implementation Committee, Nutrition Program Specialist for Diverse and Emerging Audiences, Wisconsin Nutrition Education Program *
- **Pam Devore**, Manager, UW-Extension Publishing Unit *
- **JoAnn Hinz**, Former Assistant to the Dean and Director *
- **Brian Holmes**, Former Interim Associate Dean of Extension and Extension Program Co-Director, Agriculture and Natural Resources Extension Program Area
- **Larry Jones**, Director, Program Development and Evaluation
- **Shelley King-Curry**, Director of Diversity and Inclusion
- **Mary Kohrell**, Community, Natural Resource, and Economic Development Educator and Department Head, Calumet County
- **Barbara Larson**, Program Area Liaison, Agriculture and Natural Resources Extension Program Area *
- **Lindsey Lee**, Wisconsin Nutrition Education Program Educator, Portage County *
- **Dale Leidheiser**, State Program Director, 4-H Youth Development Program Area
- **Jason Lemahieu**, Senior Web Applications Specialist, Cooperative Extension Technology Services
- **Annie Lisowski**, 4-H Youth Development Educator, Buffalo County
- **Yolanda Peña**, Wisconsin Nutrition Education Program Coordinator, Walworth County *
- **Beverly Phillips**, State Coordinator for Wisconsin Nutrition Education Program
- **Diana Hammer Tscheschlok**, Co-facilitator for Translation and Interpretation Advisory Group and Implementation Committee, Community, Natural Resource, and Economic Development Educator, Fond du Lac County *
- **David Williams**, Associate Program Director, Agriculture and Natural Resources Extension Program Area
- **Kristine Zaballos**, former Editor, UW-Extension Publishing Unit *

**Indicates colleagues who served on the Translation and Interpretation Advisory Group and the Translation and Interpretation Committee.*

TABLE OF CONTENTS

Executive Summary.....	i
Background	1
Creating a Shared Vision: Language Access in Cooperative Extension.....	2
Recommendation: A System to Integrate Language Access Into the Program Planning Process	
Component I: The Program Planning & Language Access Network (PPLAN)	4
Component II: Bilingual Editor & Language Access Coordinator	8
Component III: Consistent Process for Obtaining Language Access Services	9
Component IV: Sufficient Funding to Create a Sustainable System	10
Suggested Timeline for Implementation	12
Appendix A. Language Access Services Request Forms	
Translation Request Form for Educational Materials	14
Translation Request Form for Flyers for Local Promotion	16
Interpretation Request Form	18
Appendix B. Position Description for Bilingual Editor & Language Access Coordinator	20
Appendix C. Approximate Amounts Currently Spent Annually on Translation by Program Area	26

EXECUTIVE SUMMARY

The following report is the culmination of a two year effort to develop proactive processes and responsive structures that support programming with limited English proficient (LEP) communities. The first phase, conducted by the Translation and Interpretation Advisory Group, was to identify gaps in Cooperative Extension's 2009 LEP policy and guidelines.¹ The Translation Interpretation Implementation Committee convened in November 2014 to begin the second phase. At the request of the Dean's Office and in partnership with Program Areas, Cooperative Extension PD&E, Publishing, and Technology Services, 18 Cooperative Extension employees worked together to ***"...address the immediate needs and gaps in translation and interpretation identified in the [2014 Translation Interpretation Advisory Group] report and develop a plan to move issues of translation and interpretation into the overarching conversation about building capacity to reach underserved audiences."***

The Implementation Committee chose to break with the commonly held belief that translation and interpretation, or language access services, are separate efforts from the "real" work of Cooperative Extension educators: program delivery. In an effort to improve the quality of educational programming available to LEP clients, the committee recommends that language access services be integrated into program planning and scholarship, the two hallmarks of Extension education. ***The proposed system provides colleagues with consistent and equitable access to translation and interpretation when the effort is aligned with sound program planning and meets the criteria of scholarship.***

The four components below provide the infrastructure necessary to integrate language access into the program planning process:

- **THE PROGRAM PLANNING AND LANGUAGE ACCESS NETWORK (PPLAN):** The network will include designated persons within each Program Area to coach colleagues through the program design and funding application process. Because the need for language access services can emerge with short notice, the committee has outlined an efficient process which relies on communication with only the PPLAN Program Area representative before it is approved.
- **A CONSISTENT PROCESS FOR OBTAINING LANGUAGE ACCESS SERVICES:** Colleagues will apply for funding using request forms for translation and interpretation. The forms align the need for language access services with the rigors of community-based scholarship and program planning principles, which keep relationships with the intended audience as the primary focus.
- **A BILINGUAL EDITOR AND LANGUAGE ACCESS COORDINATOR:** In order to improve the consistency and accuracy of our translated materials, the Implementation Committee

¹ Translation and Interpretation Advisory Group Final Report.
<http://blogs.ces.uwex.edu/inclusiveexcellence/files/2011/02/TranslationandInterpretationAdvisoryCommitteeReport.pdf>

recommends moving from using one translator who hires his or her own reviewer to a more thorough three part process that includes forward translation, back translation, and an independent review of the final document. This position will liaise with contracted translators and language services organizations, colleagues, the Program Planning and Language Access Network, and the State Program Director Team to implement, monitor, and improve the process of expanding access to LEP audiences.

- **SUFFICIENT FUNDING TO CREATE A SUSTAINABLE SYSTEM:** The Implementation Committee is recommending the Program Areas and the Dean's Office establish a Language Access Fund. This fund would require each Program Area to invest slightly less than 0.2% of base funding (a total of approximately \$115,000 – 135,000 annually) to establish a shared pool of money that will pay for translation, a full-time Bilingual Editor and Language Access Coordinator position, and the Program Planning and Language Access Network. The Dean's Office will contribute approximately \$5,000 annually to the fund to cover interpretation services. The network will steward the funds and give routine reports to the State Program Director Team and the Director of Diversity and Inclusion.

Civil rights experts within the USDA – NIFA are increasingly monitoring state Cooperative Extension services' efforts to provide the same meaningful educational programming to clients with LEP as is provided to those whose first language is English. The system proposed by the Implementation Committee follows the recommendations set forth by the Federal Interagency Working Group on Limited English Proficiency, within the Civil Rights Division of the U.S Department of Justice.² With designated PPLAN members to assist colleagues within each Program Area, additional FTE support from the Bilingual Editor & Language Access Coordinator, and regular conversation and decision-making from the State Program Director Team and the Director of Diversity and Inclusion on this topic, it is anticipated that Cooperative Extension's capacity to build relationships with and effectively educate LEP audiences will improve significantly within several years.

² *Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs. U.S. Department of Justice, May 2011.*
http://www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf

BACKGROUND

Executive Order 13166³, part of Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin. Federally funded organizations, such as University of Wisconsin-Extension, Cooperative Extension, are responsible for providing the same meaningful educational programming to clients with limited English proficiency (LEP) as is provided to those whose first language is English.⁴ Cooperative Extension implemented a policy and set of guidelines to address the needs of LEP clients in 2009.^{5,6} In the years that followed, discussions with colleagues across the state and during Civil Rights Review Days revealed that knowledge of and access to language access services was inconsistent.

In the summer of 2013, the Dean's Office requested that Teresa Curtis and Diana Hammer Tscheschlok convene a group to identify the gaps in the LEP policy and guidelines. Program Area Directors and state staff selected employees who differed by geography, position classification, and linguistic diversity. The Interpretation and Translation Advisory Group met several times from December 2013 through April 2014. The Translation and Interpretation Advisory Group Final Report, which included issues, key questions, and recommendations, was submitted to the Associate Dean in May 2014.⁷

In August of 2014, the Dean's Office asked Curtis and Tscheschlok to convene a Translation Interpretation Implementation Committee. The purpose of the committee was to:

- 1. Fill the gaps in Cooperative Extension's capacity to provide translation and interpretation that were identified in the [Advisory Group's] May 2014 report.**
- 2. Move issues of translation and interpretation into our organizational efforts to build our capacity with underserved audiences through all programming.⁸**

At the request of the Dean's Office, Curtis and Tscheschlok asked Program Areas to select at least one person with decision making authority to participate in the Implementation Committee. Cooperative Extension Publishing and Technology Services Units were also invited to contribute

³ Executive Order 13166: Improving Access to Services for Persons with Limited English Proficiency.

<http://www.justice.gov/crt/about/cor/13166.php>

⁴ Overview of Title VI of the Civil Rights Act of 1964: <http://www.justice.gov/crt/about/cor/coord/titlevi.php>

⁵ Meaningful Access to Cooperative Extension Programs for Persons with Limited English Proficiency:

<http://www.uwex.edu/ces/admin/crights/CEpolicy.pdf>

⁶ Cooperative Extension Guidelines for Expanding Access to Clientele with Limited English Proficiency:

<http://www.uwex.edu/ces/latino/general/documents/LEPGuidelines.pdf>

⁷ Translation and Interpretation Advisory Group Final Report.

<http://blogs.ces.uwex.edu/inclusiveexcellence/files/2011/02/TranslationandInterpretationAdvisoryCommitteeReport.pdf>

⁸ Horton, Yvonne. Email communication to Cooperative Extension All Colleague list-serv. Subject: Programming to clients with Limited English Proficiency (LEP). July 23, 2014.

since it was anticipated that the Implementation Committee would develop strategies that include long term needs for print resources and web-based processes.

The Implementation Committee conducted two face-to-face meetings and two teleconferences between November 2014 and June 2015. Composition of the group changed at each meeting due to job changes, retirements, and Program Area availability. Curtis and Tscheschlok connected with absent participants throughout the process and incorporated additional feedback into the conversations and documents as the group moved forward.

CREATING A SHARED VISION: LANGUAGE ACCESS IN COOPERATIVE EXTENSION

The 2009 LEP policy and guidelines of Cooperative Extension state that the responsibility to provide access to language assistance services would be shared by the Dean's Office and the Program Areas. The Dean's office agreed to financially support interpretation services, and each Program Area was asked to provide a process and sufficient budget for translation requests. Program Areas chose to implement and communicate this to their employees differently with the result that available funding and knowledge about translation and interpretation options became dramatically incongruent across Program Areas. The Implementation Committee spent much of the first two meetings creating a shared vision for language access by establishing guiding principles, developing goal statements, and defining priorities (Table 1).

The Implementation Committee determined the most important change necessary was to shift from viewing translated materials and interpreted programs as evidence of effective programming to a program development model which prioritizes relationships with the intended audience and includes translation and interpretation for LEP audiences. A subgroup of committee members developed a criteria matrix tool that combined the principles of scholarship with the program planning process. After several revisions, the Implementation Committee approved a system for integrating three language access request tools into program planning (Appendix A).⁹

Cooperative Extension is fortunate to have an increasing pool of bilingual educators. The Implementation Committee recognizes that bilingual educators may be an underutilized resource and that it is critical to clearly define their role in providing translation and interpretation.^{10, 11} Currently, the duties, qualifications, and number of bilingual educators vary across the Program Areas. In-depth conversations with bilingual colleagues, the State Program Director Team, the Human Resources Office, and the Director of Diversity and Inclusion are needed to determine how to best incorporate their skills. In order to allow for sufficient attention to this issue, determining the role of bilingual educators is a top priority in the next phase (Page 8, Duties, Bullet ix).

⁹ *The Educational Materials Translation Request Form, the Promotional Materials Translation Request Form, and the Interpretation Request Form will be available in SharePoint.*

¹⁰ *Standard Guide for Quality Assurance in Translation.* ASTM International. Designation F2575-14.

¹¹ *Standard Practice for Language Interpreting.* ASTM International. Designation F2089-15.

Table 1. Guiding Principles, Goal Statements and Priorities for the Translation and Interpretation Committee.

Guiding Principles	Goal Statements	<i>“Cooperative Extension will prioritize translation and interpretation efforts that _____.”</i>
<p>We want a more efficient system.</p> <p>We want what is best for our clients.</p> <p>Processes are integrated, aligned, collaborative, standardized, equitable, and communicated.</p> <p>We are not limited to structures and processes currently in place.</p> <p>We will make data driven decisions.</p>	<p>The process to obtain Translation and Interpretation Services will be consistent for all colleagues regardless of location within the organization and equitable for all colleagues across the organization, meaning the greatest funding will be applied to the greatest need.</p> <p>Cooperative Extension will have a consistent method for communicating about Translation and Interpretation services with colleagues who will have the same paths available to them for accessing this information.</p> <p>The process to provide Translation and Interpretation Services will include a method to ensure and verify the accuracy (scholarship) and appropriateness (cultural context) of the translated/interpreted product.</p> <p>UW-Extension will provide funding to obtain the services of people with the depth and breadth of knowledge to accurately (scholarship) and appropriately (cultural context) translate, interpret, adapt, and review educational programs and materials.</p> <p>UW-Extension will provide colleagues with professional development on ways to engage English Language Learner audiences, skills for providing education in culturally appropriate ways, and information on the process for obtaining and using translation and interpretation for educational programming and outreach</p>	<p>Provide evidence that it will lead to successful programming and scholarly work.</p> <p>Have a clear intentional method for program delivery and design.</p> <p>Increase the value of Extension programs with our audiences.</p> <p>Build the cultural competency of staff to better understand and respect our audiences.</p> <p>Are based on measurement and expected return on investment.</p>

RECOMMENDATION:
A SYSTEM TO INTEGRATE LANGUAGE ACCESS
INTO THE PROGRAM PLANNING PROCESS

The system proposed in this report uses the program development model all Program Areas currently employ as its foundation and the classic definition of scholarship in Cooperative Extension as its framework.^{7,12} The infrastructure for this system is fortified with our institutional values, efficiency, shared processes, accountability, designated staff expertise, and specific criteria for assessing requests for language assistance services within the program planning process. The Implementation Committee hopes that through the actualization of this proactive and responsive system, Cooperative Extension educational programming will be more accessible and culturally appropriate for LEP audiences and communities.¹³

COMPONENT I: THE PROGRAM PLANNING & LANGUAGE ACCESS NETWORK (PPLAN)

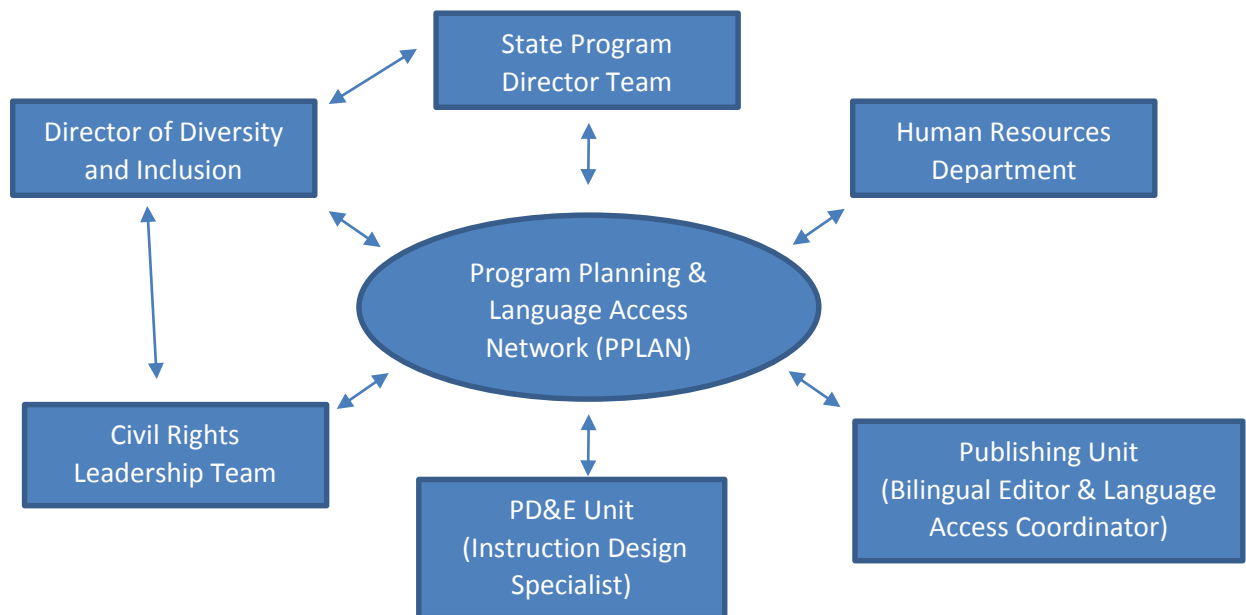
- 1) **Rationale:** There is a need to improve cross-Program Area communication and build a shared understanding of organizational priorities, needs, and capacity to work more effectively with LEP audiences. The Program Planning and Language Access Network (PPLAN) will vet requests for language assistance services and create a shared understanding of how Cooperative Extension colleagues include translated materials and interpreted programs within the broader scope of program planning. The PPLAN process is designed to improve:
 - i) **Clarity:** The process will be explained and understood in advance of a colleague applying for funding. Criteria for making funding decisions and the outcome of decisions will be available to all colleagues.
 - ii) **Consistency:** The process will be the same for all colleagues in all Program Areas.
 - iii) **Intentionality:** The process reinforces program development practices that focus first on relationship building and learning about the target audience before doing any educational programming or arranging for translation or interpretation. The new committee will observe where more professional development is needed to improve colleagues' abilities and confidence with LEP audiences.
 - iv) **Shared Accountability:** Each Program Area will participate in the funding and stewardship of the money allocated for language assistance services, as well as any adjustments that will improve the planning process for expanding access to LEP audiences. The State Program Director Team will oversee the work of the PPLAN and report on progress to the Director of Diversity and Inclusion.

¹² *Scholarship in UW Extension-Cooperative Extension: The Role of Academic Staff.*
http://www.med.wisc.edu/files/smph/docs/education/community_service/scholarship-in-uw-extension-final-ic.pdf

¹³ *Programs Logic Model: Civil Rights, Diversity & Inclusive Excellence in Cooperative Extension:*
<http://www.uwex.edu/ces/admin/crights/>

- v) **Institutional Commitment:** Dedicating a team of colleagues to shift language access into the program planning process underscores the importance Cooperative Extension places on ensuring all residents of the state have meaningful access to educational programming and supporting materials. The PPLAN will serve as an institutional pivot point for aligning our efforts to effectively reach LEP audiences with our program planning process (Figure 1). The network will provide structure to connect programming with LEP audiences enhancing focus, resources, models, and accountability within our organization. Network members will work closely with the Directory of Diversity and Inclusion, the State Program Director Team, Publishing Unit, Program Development and Evaluation (PD&E) Unit, and Human Resources, and the Civil Rights Leadership Team.

Figure 1. Collaborative Relationships Vital to Integrating Language Access into the Program Planning Process.



- 2) **Composition:** Colleagues will be selected by Program Directors for their demonstrated knowledge and experience serving LEP audiences in educational settings and commitment to diversity and inclusion within the institution.
- i) Foundational to the success and efficacy of this team will be insights from bilingual and bicultural colleagues who are living or have lived the experience of learning to communicate effectively in English. Therefore, Program Areas will work together to ensure that at least three of the committee members are bilingual and bicultural colleagues (including both employees who are hired for bilingual duties and those who are not.)
 - ii) A maximum of two colleagues per Program Area (Family Living and Wisconsin Nutrition Education Program; Agriculture & Natural Resources; Community, Natural Resources & Economic Development; and 4-H Youth Development) may serve on the team at any

one time (total of 10). Because both the majority of Cooperative Extension's LEP clients and the majority of bilingual and bicultural employees are within the Wisconsin Nutrition Education Program (WNEP), there may be two colleagues from WNEP and two colleagues from Family Living serving on the team at the same time.

- 3) **Organizational Location:** To align language access with all stages of program development, the network will be housed within the PD&E Unit.
- 4) **Accountability:** The PPLAN will be accountable to the State Program Director Team to ensure that the work of the network is relevant to colleagues in the field. Program Directors will be informed about the challenges and achievements related to improving language access and integrating it into the program planning process. The Program Directors will report regularly to and be held accountable by the Director of Diversity and Inclusion regarding efforts to improve educational access for LEP audiences.
- 5) **Terms & Time Commitment:** Network members will serve two-year terms, with the option of renewing one time (serving a maximum of 4 years). During the term, the network will meet quarterly in person and monthly via WisLine and/or Google Hang Out. The network will discuss their understanding of the needs of different Program Areas, methods colleagues are using to build relationships and improve effectiveness with LEP clients, how funds are allocated, and at what pace translation funds are being spent. It is expected that the work of the network will take an average of four to eight hours per week.
- 6) **Preparation:** PPLAN members will receive an orientation at each new term (every two years) from the Director of Diversity and Inclusion and the Director of PD&E in coordination with the State Program Director Team. Additionally, network members will receive at least 24 hours (three days) of professional development per year on relevant topics and processes to assist their work on behalf of the institution.
- 7) **Compensation:** PPLAN members will receive a Temporary Salary Increase (TSI) of \$2500 per year.
- 8) **Budget:** The budget for the PPLAN will be a maximum of \$29,000 per year for:
 - i) Temporary Salary Increase of \$2500 per year for each team member (maximum of \$25,000 per year)
 - ii) Professional Development Stipend of \$500 per person per term (maximum of \$2500 per year)
 - iii) Meeting Costs: \$1500 per year for meals and travel for at least four face-to-face meetings.
- 9) **Leadership and Continuity:** PPLAN will have rotating chairs and co-chairs. It is expected that the work of the network will be heaviest during the initial three to four years as processes are

developed, systematized, and mastered within the organization. The need for dedicated time and compensation should be evaluated by the Director of Diversity and Inclusion, the State Program Director Team, and the network itself toward the end of each term (every two years) before new candidates are recruited.

10) Duties:

- i) Field questions and serve as a coach for colleagues in the Program Area requesting language access services and/or wanting to improve educational program with LEP audiences.
- ii) Assist colleagues through the request process, and initiate and monitor the SharePoint work flow to move the request through the institution to completion.
- iii) Review the language access request forms and processes after six months to see if any adjustments are needed.
- iv) As a group, review language access requests as a way to:
 - (a) Improve cross-Program Area communication;
 - (b) Build a shared understanding of organizational needs, priorities, and capacity;
 - (c) Document what is learned, what can be improved, and what is working well.
- v) Standardize language access processes as recommended and initiated by the Implementation Committee and recommended in the cited literature in this report^{14, 15, 16}. This includes those processes involving flow of work to the Bilingual Editor & Language Access Coordinator and contracted translators and interpreters.
- vi) Advise and coordinate with the Bilingual Editor & Language Access Coordinator and the State Program Director Team to ensure the availability of enough qualified translators in Spanish, Hmong, and other languages to quickly and accurately translate CES materials.
- vii) Design an evaluation plan to monitor language access processes and their level of effectiveness for colleagues and the organization.
- viii) Coordinate with the Bilingual Editor & Language Access Coordinator, the Instructional Design Specialist (PD&E), the Civil Rights Team, and other colleagues as needed to evaluate the effectiveness of translated materials and interpreted programs for the intended audience. Develop a plan to share effective outreach and educational strategies with colleagues in Wisconsin and nationally.
- ix) Develop and disseminate a set of guidelines for bilingual colleagues interested in providing language assistance services beyond their current job duties.²
 - (a) Engage bilingual colleagues in a discussion about their capacity to translate documents and interpret programs within their roles.

¹⁴ *Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs*. U.S. Department of Justice, May 2011.

http://www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf

¹⁵ *Standard Guide for Quality Assurance in Translation*. ASTM International. Designation F2575-14.

¹⁶ *Standard Practice for Language Interpreting*. ASTM International. Designation F2089-15.

- (b) Collaborate with Human Resources and the Director of Diversity to develop a system to assess written and oral proficiency of bilingual colleagues and adjust position descriptions.
- x) Regularly report to the State Program Director Team and recommend improvements in processes and outcomes as needed.
- xi) Author and initiate communication about language access services with colleagues, in coordination with the State Program Director Team.
- xii) Monitor the language access budget and communicate with the State Program Director Team about the adequacy of funding and the pace it is being spent.

COMPONENT II: BILINGUAL EDITOR & LANGUAGE ACCESS COORDINATOR

- 1) **Rationale:** The Publishing Unit has been coordinating translation for Cooperative Extension since the mid 1980's. The need for translated materials, especially in Spanish and Hmong, has increased significantly since that time. A bilingual editor within the Publishing Unit, and colleagues with WNEP and PD&E have made progress toward improving and standardizing the process of working with contracted translators external to Cooperative Extension. Colleagues need a variety of types of materials translated, including local outreach materials which in English are typically not edited or designed by the Publishing Unit. There is also more demand for audio and video resources, including narrators, as well as traditional print materials. ***There is a need for Cooperative Extension to improve our methods of ensuring translations are necessary, appropriate for the intended audience, accurate compared to the source document, and completed in a timely manner.***

In order to improve the consistency and accuracy of our translated materials, the Implementation Committee recommends moving from using one translator who hires his or her own reviewer to a three part process with three people:

- a) Forward translation from English to a target language, such as Spanish or Hmong;
- b) Back translation from target language back to English to ensure the target text respects the meaning of the English text as much as possible; and
- c) A review to ensure that the final version produced by the forward and back translators:
 - Can be used for its intended purpose;
 - Is accurate and intelligible for the intended audience; and
 - Transfers the meaning of the source text.

The Implementation Committee is recommending that a Bilingual Editor & Language Access Coordinator position be created to coordinate, monitor and enhance the translation process. The position description (Appendix B) emphasizes building relationships with independent translators and language service organizations so that the work of Cooperative Extension and the needs of the clients are better understood and met.

- 2) **Organizational Location & Accountability:** The Implementation Committee recommends that the position remain in the Publishing Unit, supervised by the Publishing Operations Manager,

but be accountable to the State Program Director Team. The person in this position will consult closely with the PPLAN who will serve as an advisory board. This position will also work closely with the Instructional Design Specialist in PD&E to improve program planning and development of materials for LEP audiences. The State Program Director Team will meet with this position on a regular basis and report to the Director of Diversity and Inclusion with regard to the progress of this person's work, adjustments to processes needed, and adequacy of funding and other resources needed to maximize effectiveness.

- 3) **FTE & Continuity:** The Implementation Committee has identified two options:
- a. A permanent, long-term position on base funding. This is the preferred option because:
 - i. It communicates to USDA-NIFA, colleagues, stakeholders, and new clients that the organization is fully invested in creating equitable access to educational programming for all state residents.
 - ii. The primary duty is to coordinate, monitor and enhance the translation process. It is anticipated that this will take full-time availability during the first three years at least.
 - b. A three-year project position on one-time funding. As with the PPLAN, much of the new process development work will take place in the first few years of this position. Once systems are in place and functioning smoothly, there will be a review to see whether one FTE is still needed in this area. It could be that successful, efficient systems created and used by the network, State Program Director Team, Director of Diversity and Inclusion, and PD&E staff and increased colleague knowledge will lead to more demand for translations which will make this person's skills even more necessary. It also may lead to the need to hire a translator full-time within the organization, something that has not seemed possible or necessary yet. Conversely, the need for this person's time on system development could diminish as the institution learns and grows capacity among colleagues, and this person's time could segue into other editor duties as needed in the Publishing Unit.

COMPONENT III: CONSISTENT PROCESSES FOR OBTAINING LANGUAGE ACCESS SERVICES

Rationale: In order to stay true to the guiding principle of creating processes that are integrated, aligned, collaborative, standardized, and equitable, the Implementation Committee focused on state-level processes. This is a first step to improving access to translation and interpretation services for colleagues and their LEP audiences. An outline of promising practices a county office could follow when the state process is not appropriate will be created by the PPLAN. Because the need for language access services can emerge with short notice, the Implementation Committee outlined an efficient process which relies on communication with only the PPLAN Program Area representative before it is approved. The network members will work together in a supportive, collegial atmosphere to answer questions and discuss requests on a regular basis.

Translation Process for Colleagues:

1. The colleague, with assistance as needed from the Program Area PPLAN representative, will look for similar promotional or educational pieces that have already been translated for the intended audience by other Wisconsin county offices or other reputable educational sources. This will be done by:
 - a. Checking the UW-Extension Educational Resources Library on SharePoint which will include completed documents and templates that could be adapted for specific, frequent, statewide programs.
 - b. Visiting other websites designated by each Program Area as reliable sources of educational materials in other languages.
2. If nothing appropriate exists, the colleague will complete the appropriate request forms (Appendix A).
3. The colleague will submit the form on SharePoint. It will go to the Program Area network member who will approve it, or work more with the colleague until it demonstrates alignment with program area priorities and the program planning process. It is expected that the PPLAN member will communicate with the larger network as questions arise and at the next monthly meeting.
4. Once approved, the PPLAN member submits it via SharePoint to the Bilingual Editor & Language Access Coordinator.
5. The translation process for promotional materials will be completed within 14 business days or less. For educational materials, a deadline suitable to the colleague's needs and respectful of the Bilingual Editor & Language Access Coordinator's production schedule will be determined on a case by case basis. Colleagues are encouraged to submit their translation request as soon as they are aware of the need.

Interpretation Process for Colleagues:

1. Colleague completes the Interpretation Request Form (Appendix A).
2. The colleague will submit the form on SharePoint. It will go to the Program Area PPLAN representative who will approve it, or work more with the colleague until it demonstrates alignment with program area priorities and the program planning process. PPLAN members will provide guidance on finding a reputable local interpreter. If one is not available, the network member may suggest hiring an interpreter from a nearby town or city. It is expected that the PPLAN member will communicate with the larger network as questions arise and at the next monthly meeting.
3. When it is done, the PPLAN member submits it via SharePoint to the Bilingual Editor & Language Access Coordinator.

COMPONENT IV: SUFFICIENT FUNDING TO CREATE A SUSTAINABLE SYSTEM

- 1) Rationale:** The Implementation Committee is aware that there are significant budget reductions taking place within the UW-System and Cooperative Extension. The committee also

understands that providing LEP clients with “meaningful access” to educational materials and programs is a requirement that will be monitored by USDA-NIFA regardless of funding availability. Language Access Funds will be available to all colleagues through the application process outlined above.

2) Cost Estimate: The total amount of funding needed for this system is estimated to be \$115,100 - \$135,100 per year for the following purposes:

- A *maximum* of \$29,000 for the Program Planning and Language Access Network.
- Approximately \$70-90,000 for the Bilingual Editor & Language Access Coordinator’s salary and benefits.
- A *minimum* of \$11,100 for translation services based on current usage (see Appendix C for information by Program Area). This is expected to increase as the system becomes more efficient and the linguistic diversity among Cooperative Extension clients expands.
- Approximately \$5000 for interpretation services.

3) Language Access Fund: Since the Dean’s Office currently pays for all interpretation requests, the Implementation Committee recommends that the amount of money used for this in past years, approximately \$5,000, be contributed to the shared fund on an annual basis. Program Area representatives present during discussions of funding were committed to distributing the financial responsibility across Program Areas. In order to cover the proposed costs, the Implementation Committee has determined that each Program Area will need to contribute less than 0.2% of their current base budget to a common fund stewarded by the PPLAN (Table 2). The network will monitor the spending and report to the State Program Director Team on the demand for use, pace it is being spent, and adequacy of the amount.

Table 2. Options for Pro-Rated Contributions of Program Area Budgets to the Language Access Fund.

2015 Program Area Budgets Across All Sources of Funding		0.2% of PA Budget	0.1% of PA Budget	0.05% of PA Budget
Agriculture & Natural Resources	\$19.6 M	\$39,200	\$19,600	\$9,800
Community, Natural Resources & Economic Development	\$17.1 M	\$34,200	\$17,100	\$8,550
Family Living	\$19.7 M	\$39,400	\$19,700	\$9,850
4-H Youth Development	\$14.3 M	\$28,600	\$14,300	\$7,150
Total Contribution of Program Areas to Translation and Interpretation Fund		\$141,400	\$70,700	\$35,350

Note that the majority of the funding requested for this effort is not for the payment of translation and interpretation services, but to create the infrastructure necessary to establish

and maintain an effective system that integrates language access into program planning.² The Implementation Committee anticipates that Cooperative Extension's capacity to effectively engage and educate LEP communities will improve significantly with the implementation of the proposed system.

SUGGESTED TIMELINE FOR IMPLEMENTATION

JULY 1 – SEPT. 30, 2015:

- Finalize the Bilingual Editor & Language Access Coordinator job description and position details. Post the position and a Position Vacancy Form.
- Finalize a Translation and Interpretation Committee list of duties and job descriptions, including those for a Chair or Co-Chairs.
- Recruit within Program Areas for members who could serve on the committee for a two-year term (January 2016 – December 2017).

OCTOBER 1 – DECEMBER 31, 2015:

- Search and Screen Process for the Bilingual Editor & Language Access Coordinator position, if not already in progress.
- Confirm and complete financial arrangements for colleagues who will be serving on the first Translation and Interpretation Committee.

JANUARY 1 – JUNE 30, 2016:

- The first Program Planning and Language Access Network (PPLAN) is implemented. Initial duties are to:
 - Participate in an orientation with the Director of Diversity and Inclusion, the Director of PD&E, the State Program Director Team, and the Bilingual Editor & Language Access Coordinator.
 - Review the draft job descriptions and choose a chair or co-chairs.
 - Decide where online and how they will track progress and notes of their work.
 - Choose dates, locations, and technology for meetings.
 - Develop messages and a communication plan for sharing with colleagues about the new process in place for translation and interpretation funding.
 - Develop a protocol for how colleagues can effectively find and vet an interpreter when responding to a last-minute need or request. Begin to compile a list of effective interpreters county office may use around the state.
 - Develop guidelines for bilingual colleagues. Collaborate with bilingual colleagues, Human Resources, State Program Director Team, and Director of Diversity and Inclusion.

- Familiarize themselves with the translation request forms and the coaching role they will play for colleagues requesting funding.
- Design the translation request work flow in SharePoint or Qualtrics with ICS (Deanna Schneider & Kevin Graeme)
- Determine who will be the primary contact for each Program Area for colleagues, and who will be back-up (if applicable).
- Determine when and how often they will meet with the State Program Director Team and get on the agenda for those meetings.
- Update the interpreter request process.

JULY 1, 2016 AND BEYOND

PPLAN will develop a plan to respond to key issues and questions identified in the Advisory Group's report that have not yet been addressed and identify strategies to address the following unmet goals (Table 1):

- The process to provide Translation and Interpretation Services will include a method to ensure and verify the accuracy (scholarship) and appropriateness (cultural context) of the translated/interpreted product.
- Build the cultural competency of staff to better understand and respect our audiences.
- UW-Extension will provide funding to obtain the services of people with the depth and breadth of knowledge to accurately (scholarship) and appropriately (cultural context) translate, interpret, adapt, and review educational programs and materials.
- UW-Extension will provide colleagues with professional development on ways to engage LEP audiences, skills for providing education in culturally appropriate ways, and information on the process for obtaining and using translation and interpretation for educational programming and outreach
- Specific educational strategies designed to reach and serve protected and underrepresented groups are developed, implemented and evaluated.



Translation Request Form for Educational Materials

To be used by a colleague submitting a translation request form for existing English-language publication, website, curriculum, or newsletter OR a major program effort with multiple components including curricula and promotional materials

(Qualtrics or SharePoint)

Contact Person:

Program Title and Brief Description (3-4 sentences):

Titles of resources to be translated (written communication):

Target Language:

- ☐ Hmong
- ☐ Spanish
- ☐ Other, Please specify:

Who is your intended audience? If available include information on age, gender, level of literacy, nationality, etc.

By what date do you need these materials?

What other sources of funding are available for translating this information, if any?

Scholarship-Based Criteria
Reviewed by Scholar's Peers Who Affirm its Value
1. Are you working with other colleagues, community leaders, or community partners that have experience with the intended audience and the subject matter? <input type="checkbox"/> Yes, please describe: <input type="checkbox"/> No
2. What is the geographic scope for this program with this audience in Wisconsin? <input type="checkbox"/> State-wide <input type="checkbox"/> Regional <input type="checkbox"/> County <input type="checkbox"/> Other, please specify:
3. Are you working with statewide specialists or colleagues from other counties in this effort? <input type="checkbox"/> Yes. Please describe your collaboration: <input type="checkbox"/> No

<p>4. Are other materials available from Cooperative Extension or other reliable sources, such as those produced by other Extension Services, state, federal, or national organizations that can be adapted for this purpose, or that can serve as a template for this effort?</p> <p><input type="checkbox"/> Yes</p> <p>1) What is the name of the resource:</p> <p>2) What adaptations, if any, are necessary:</p> <p><input type="checkbox"/> No</p>
<p>Creative Intellectual Work</p>
<p>1. This effort is: (select all that apply)</p> <p><input type="checkbox"/> Responding to an identified need. Please specify:</p> <p><input type="checkbox"/> Filling a need for new knowledge, a new approach or need. Please specify:</p> <p><input type="checkbox"/> Demonstrating the creative adaptation of existing materials or educational process for use with the intended audience. Please specify:</p>
<p>2. Does this effort address a crisis or have an immediate impact on the health, safety, or economic wellbeing of the intended audience (i.e. disease outbreak or natural disaster)?</p> <p><input type="checkbox"/> Yes. Please describe:</p> <p><input type="checkbox"/> No</p>
<p>3. Does this effort build upon past experiences with this intended audience and/or subject matter?</p> <p><input type="checkbox"/> Yes. Please describe:</p> <p><input type="checkbox"/> No</p>
<p>4. Explain why translation is necessary for this project to accomplish its goals.</p>
<p>Added To Our Intellectual History Through Its Communication</p>
<p>1. Which educational priority does this effort address? Please select all that apply.</p> <p><input type="checkbox"/> Thriving Youth, Families, Organizations and Communities</p> <p><input type="checkbox"/> Resilient and Productive Environment</p> <p><input type="checkbox"/> Food Safety, Food Security and Health</p> <p><input type="checkbox"/> Stronger Economies</p> <p><input type="checkbox"/> Supporting Cooperative Extension and its Colleagues</p>
<p>2. Explain how the effort might build the cultural competency of staff to better understand and respect our audiences.</p>
<p>3. Can the translated materials be used again in the long-term by you or other colleagues?</p> <p><input type="checkbox"/> Yes. Please describe:</p> <p><input type="checkbox"/> No</p>
<p>Valued By Those For Whom It's Intended</p>
<p>1. Describe your evaluation plan and your methods.</p>

Translation Request Form for Flyers for Local Promotion

To be used by a colleague submitting a request for translation

(Qualtrics or SharePoint)

Contact Person:

Program Title and Brief Description (3-4 sentences):

Titles of resources to be translated (written communication):

Target Language:

- ☐ Hmong
- ☐ Spanish
- ☐ Other, please specify:

Who is your intended audience? If available include information on age, gender, level of literacy, nationality, etc.

By what date do you need this flyer?

What other sources of funding are available, if any?

5. Are you working with other colleagues, community leaders, or community partners that have experience with the intended audience and the subject matter?

- ☐ Yes, please describe:
- ☐ No

6. What is the geographic scope of the need for this program with this audience in Wisconsin?

- ☐ State-wide:
- ☐ Regional:
- ☐ County:
- ☐ Other, please specify:

7. Does this effort build upon past experiences with this intended audience and/or subject matter?

- ☐ Yes, please describe:
- ☐ No

8. How will you engage participants who have limited English proficiency at your event:

- ☐ I am bilingual and will communicate with my participants directly.
- ☐ I will hire an interpreter from the community.
- ☐ I will collaborate with a bilingual colleague in my program area.
- ☐ I will provide translated educational materials.
 - ☐ Name of resource:
- ☐ None or not applicable. Please explain:

9. Can this effort or the translated materials generated be used again in the long-term by you or other colleagues?

☐ Yes, please describe:

☐ No

Please provide any additional details:



Interpretation Request Form

To be used by a colleague submitting a request for interpretation services (consecutive or simultaneous) to be used during educational programming or community meeting

(Qualtrics or SharePoint)

Contact Person:

Program Title and Brief Description (3-4 sentences):

Titles of resources to be interpreted (oral communication):

Target Language:

- ☐ Hmong
- ☐ Spanish
- ☐ Other, please specify:

Who is your intended audience? If available include information on age, gender, level of literacy, nationality, etc.

Which mode of interpretation will you and your interpreter use to communicate with your audience?

- ☐ Consecutive interpretation: we take turns speaking.
- ☐ Simultaneous interpretation: the interpreter uses equipment in order to speak at approximately the same time as the speaker.

Date of event(s) you will need an interpreter?

What other sources of funding are available for obtaining interpretation services, if any?

Scholarship-Based Criteria
Reviewed by Scholar's Peers Who Affirm its Value
1. Are you working with other colleagues, community leaders, or community partners that have experience with the intended audience and the subject matter? <input type="checkbox"/> Yes, please describe: <input type="checkbox"/> No
2. What is the geographic scope for this program with this audience in Wisconsin? <input type="checkbox"/> State-wide <input type="checkbox"/> Regional <input type="checkbox"/> County <input type="checkbox"/> Other, please specify:

<p>3. Are you working with statewide specialists or colleagues from other counties in this effort?</p> <p><input type="checkbox"/> Yes. Please describe your collaboration:</p> <p><input type="checkbox"/> No</p>
<p>4. Are other materials, such as YouTube videos or podcasts, available from CES or other reliable sources (other Extensions, or State, Federal, or national organizations) that can be used in addition to or instead of an interpreter?</p> <p><input type="checkbox"/> Yes. What is the name of the resource?</p> <p><input type="checkbox"/> No</p>
<p>Creative Intellectual Work</p>
<p>1. This effort is: (select all that apply)</p> <p><input type="checkbox"/> Responding to an identified need. Please specify:</p> <p><input type="checkbox"/> Filling a need for new knowledge, a new approach or need. Please specify:</p> <p><input type="checkbox"/> Demonstrating the creative adaptation of existing materials or educational process for use with the intended audience. Please specify:</p>
<p>2. Does this effort address a crisis or have an immediate impact on the health, safety, or economic wellbeing of the intended audience (i.e. disease outbreak or natural disaster)?</p> <p><input type="checkbox"/> Yes. Please describe your collaboration:</p> <p><input type="checkbox"/> No</p>
<p>3. Does this effort build upon past experiences with this intended audience and/or subject matter?</p> <p><input type="checkbox"/> Yes. Please describe:</p> <p><input type="checkbox"/> No</p>
<p>4. Explain why translation is necessary for this project to accomplish its goals.</p>
<p>Added To Our Intellectual History Though Its Communication</p>
<p>1. Which educational priority does this effort address? Please select all that apply.</p> <p><input type="checkbox"/> Thriving Youth, Families, Organizations and Communities</p> <p><input type="checkbox"/> Resilient and Productive Environment</p> <p><input type="checkbox"/> Food Safety, Food Security and Health</p> <p><input type="checkbox"/> Stronger Economies</p> <p><input type="checkbox"/> Supporting Cooperative Extension and its Colleagues</p>
<p>2. Explain how the effort might build the cultural competency of staff to better understand and respect our audiences.</p>
<p>3. Can this effort be used again in the long-term by you or other colleagues?</p> <p><input type="checkbox"/> Yes, please describe:</p> <p><input type="checkbox"/> No</p>
<p>Valued By Those For Whom It's Intended</p>
<p>1. Describe your evaluation plan and your methods.</p>

**APPENDIX B: DRAFT POSITION DESCRIPTION FOR
BILINGUAL EDITOR & LANGUAGE ACCESS COORDINATOR**



Bilingual Editor and Language Access Coordinator (100%)

POSITION DESCRIPTION AND POSITION VACANCY ANNOUNCEMENT

APPLICATION DUE DATE: XXXXX

COOPERATIVE EXTENSION VISION: To be a thriving, well-known and sought-out educational resource that reflects the rich diversity of the state.

COOPERATIVE EXTENSION PURPOSE: We teach, learn, lead and serve, connecting people with the University of Wisconsin, and engaging with them in transforming lives and communities.

WORKING TITLE: Bilingual Editor and Language Access Coordinator

OFFICIAL TITLE: Extension Associate (academic staff)

GEOGRAPHIC AREAS SERVED: Statewide

OFFICE LOCATION: Extension Building, 432 North Lake Street, Madison, WI 53706

TYPE OF APPOINTMENT: This position is a fixed-term academic staff appointment in the University of Wisconsin-Extension's division of Cooperative Extension. Fixed-term academic staff appointments are made on an annual basis, with renewal possible depending on performance.

POSITION PURPOSE:

The University of Wisconsin–Extension has a long and proud history as the Embodiment of the “Wisconsin Idea”, i.e., the boundaries of the university are the boundaries of the state. The University of Wisconsin–Extension is one of fifteen institutions in the University of Wisconsin System, and Cooperative Extension is one of four University of Wisconsin–Extension divisions. With offices in all 72 Wisconsin counties, and three tribal nations, Cooperative Extension educators connect people across Wisconsin with the University of Wisconsin and engages with them in transforming lives and communities. The division has 850 employees.

This Editor position will coordinate and standardize a process to improve and enhance the quality of translation (and interpretation) for clients who have limited English proficiency. This position is housed in the Publishing Unit of Cooperative Extension, supervised by the Publishing Operations

Manager. The State Program Director Team will meet with this position on a regular basis, and the Translation/Interpretation Committee will serve as an advisory board.

PRIMARY DUTIES/ESSENTIAL JOB FUNCTIONS:

- Coordinate and standardize a process of forward translation (source language to target language), back translation (target language to source language), and review (quality assurance) of educational content submitted for translation.
- Build a relationship with all contracted translators and teach them about UW-Extension needs and intended audiences.
- Liaise between the Cooperative Extension colleagues needing translation and the contracted translator to ensure the final product is appropriate in tone and content for the intended audience.
- Evaluate translated documents with the intended audiences to see if they were relevant, useful, and appropriate.
- Improve the quality of educational programs and materials for audiences with limited English proficiency and support Cooperative Extension colleagues to engage diverse audiences in ways that are inclusive and do not discriminate to ensure full access to programs, facilities, and educational services.
- Build, strengthen and sustain trust-based relationships to promote cooperative and respectful work environments.
- Be responsive to evolving position, program, office and organizational needs; perform adjusted or additional duties as requested.
- Conduct and report on program evaluations to improve program effectiveness and demonstrate value to programmatic and funding partners.

WORKING CONDITIONS:

- Make individual arrangements for transportation adequate to meet position responsibilities and essential job functions.
- Assume occasional travel within the state.

POSITION EXPECTATIONS:

The Editor aligns the work of this position with Cooperative Extension's purpose, vision and values in ways that contribute to supportive workplaces. Cooperative Extension's values of community, discovery, inclusiveness, relationships and respect guide the Editor in achieving the position's primary outcomes.

The Editor is expected to contribute to Cooperative Extension's scholarly environment as appropriate for the position. Standards of excellence are expected to be maintained throughout the Extension career of the academic staff member.

The Editor actively participates in the shared governance and policy development of the institution, personally or through representatives, to ensure representation in matters affecting staff.

The Editor meets the position's reporting accountabilities and performance expectations of the position in collaboration with the University of Wisconsin-Extension Publishing Operations Manager, the State Program Director Team, and the Translation/Interpretation Committee.

TO BE CONSIDERED ELIGIBLE FOR THIS POSITION AS AN ACADEMIC STAFF MEMBER, YOU MUST MEET ALL OF THE FOLLOWING MINIMUM QUALIFICATIONS:

- Bachelor's degree with course work in a field that relates to the responsibilities of this position such as Editing, Writing, Intercultural Communication, English, Spanish, or Hmong.
- Bilingual in Spanish or Hmong.
- Demonstrated skills in editing and writing for digitally delivered content.
- Current content knowledge in fields related to the purpose of this position, such as best practices in translation and interpretation, and cultural adaptation of resources.
- Knowledge and skills to effectively interact with people from diverse backgrounds including differences in culture, race, ethnicity, national origin, religion, socioeconomic status, age, gender, physical and cognitive ability, sexual orientation, and other aspects of human diversity.

BEST QUALIFIED APPLICANTS WILL ALSO DEMONSTRATE MANY OF THE FOLLOWING KNOWLEDGE, SKILLS AND ABILITIES:

- Ability to lead others and employ effective group facilitation skills.
- Superior communication, interpersonal, and problem-solving skills in a team setting and on an individual basis.
- Knowledge of Cooperative Extension's legacy as part of the U.S. system of land-grant institutions, dedicated to service in the public good.
- Ability to build business relationships with translation vendors, and ensure they understand UW-Extension's needs and intended audiences.
- Ability to meet deadlines for multiple ongoing projects.

ESSENTIAL JOB FUNCTIONS:

- Partner with the Program Planning and Language Access Network (PPLAN) to:
 - Develop a lexicon of phrases in frequently used languages that can be referenced regularly (i.e., EEO/AA statements in Spanish and Hmong)
 - Evaluate translation processes and improve as needed.
 - Monitor translation/interpretation budget and communicate with State Program Director Team about the adequacy of funding and the pace of spending.
 - Expand the Educational Resources Library on SharePoint with existing translated resources, promotional material templates, lexicon of frequently used phrases, and design standards to improve 24/7 access for all colleagues.
- Partner with the State Program Director Team and the Instructional Design Specialist (PD&E) to:
 - Evaluate translated documents with the intended audiences to determine relevance, usefulness, and appropriateness.
 - Improve the quality of educational programs and materials for Limited English Proficiency audiences.
- Liaise between Cooperative Extension colleague(s) and contracted translator(s) to ensure final product is appropriate in tone and content for intended audience

ORGANIZATIONAL COMPETENCIES:

Individuals who demonstrate increasing capacity in the following organizational competencies, as indicated by the examples listed below, are likely to experience higher levels of success within their Cooperative Extension positions:

LEADERSHIP

Inspires respect and trust; Practices strategic, shared and ethical decision making; Clarifies expectations and accepts feedback; Shows personal responsibility and follow through on commitments; Adapts well to change or unexpected events in the work environment; Finds solutions; Is willing and motivated to learn.

RELATIONSHIP-BUILDING

Works in ways that support mutually beneficial partnerships, including being tactfully and diplomatically responsive to others and maintaining confidentiality; Understands group and team dynamics; Gives appropriate recognition to others; Chooses appropriate Extension roles in conflict situations; Manages interactions successfully through an awareness of one's emotions and those of others.

INCLUSION

Recognizes, understands and appreciates the culturally different ways in which others express themselves; Treats others with dignity, respect and consideration; Demonstrates active, intentional and ongoing engagement with diversity through programming and outreach efforts.

COMMUNICATION

Listens and seeks clarification; Adapts and varies communication to fit cultural contexts and circumstances; Demonstrates effective communication technology skills and presentation skills; Writes clearly and informatively; Possesses skills to strengthen others' understanding of Extension's value.

POSITION DESCRIPTION CLARIFICATION:

This position description is not intended to be comprehensive in nature given the changes in primary duties/essential job functions and position expectations that can occur over time in response to emerging and assessed community, program and organizational needs. Changes to this position description are subject to the approval of the Cooperative Extension Human Resource Development Office and those to whom the position is accountable.

POSITION BENEFITS AND SALARY:

State of Wisconsin benefits (<http://www.uwsa.edu/hr/benefits/newemp/orientwrs.pdf>), including retirement, vacation, sick leave, health insurance, and other insurances. Starting salary range commensurate with qualifications: \$50,000-65,000.

EQUAL OPPORTUNITY:

As an affirmative action employer, UW-Extension provides equal opportunity in programs and employment; and is strongly committed to maintaining a climate supportive of respect for differences and equality of opportunity. UW-Extension does not discriminate on the basis of age, race, creed, color, disability, sex/gender, sexual orientation, national origin, ancestry, religion, marital status, identity as a veteran, disabled veteran, Vietnam veteran or any other military service, arrest record or non-program related conviction record. ***We promote excellence through diversity and encourage all qualified individuals to apply.***

Materials will be made available in alternative format upon request. Please call 711 if you are hearing or speech impaired and need assistance. Direct inquiries concerning equal opportunity to: UW-Extension Office of Equity, Diversity and Inclusion; Room 501; 432 N. Lake Street; Madison, WI 53706.

APPLICATION PROCEDURE AND DEADLINE:

- 1) **APPLICATION DUE DATE:** To receive full consideration, application materials must be received by **XXXXX** [due date will be inserted by HR after posting is approved] and include **all** of the following (WHEN UPLOADING DOCUMENTS, PDF FORMAT IS PREFERRED):
 - a. **COVER LETTER** (up to two pages) in which you summarize how your qualifications meet those of the position. Please note that your response will be evaluated not only for content but for written communication skills as well. You are encouraged to refer to formal education, training, professional work history, volunteer work, research and any related life experiences in your response. Please follow the guidelines below to ensure your cover letter is as complete a summary of your qualifications as possible:
 - Prepare a summary paragraph for each of the listed Minimum Qualifications.
 - Include a paragraph that summarizes the knowledge, skills and abilities which you possess as particular strengths, beyond the minimum qualifications (see Best Qualified section).
 - If an "Initial Position Focus" is specified on the first page of the position description, describe any relevant experience you have related to the "Initial Position Focus".
 - b. **PROFESSIONAL RESUME**, including related education, professional work history and volunteer experience.
 - c. **CONTACT INFORMATION FOR THREE (3) PROFESSIONAL WORK REFERENCES**, including at least one person who has been your immediate supervisor. For each reference, please indicate the nature of your professional relationship and include the person's title, e-mail address and telephone number.

- d. **FINAL COLLEGE TRANSCRIPTS** for each of your degrees. Unofficial copies of final college transcripts are acceptable when applying for this position. Official final college transcripts are required upon hire.

Please upload only the materials requested above. Any documents, other than those requested, will be deleted from your application. Application materials that do not comply with these instructions are incomplete and will not be considered. Applications received after the application due date will be accepted through the conclusion of the initial application screening process.

- 2) The University will not reveal the identities of applicants who request confidentiality during the application process, unless or until they become “final” candidates. The identities of “final candidates” must be revealed upon receipt of valid public records requests. According to the Attorney General, “final candidates” under Wisconsin Law means the five candidates who are considered most qualified for the position. See Wis. Stat. Sec. 19.36(7)(a).
- 3) A criminal records review will be conducted prior to employment. Completed consent forms will be requested at the time of final interviews. In compliance with the Wisconsin Fair Employment Act, convictions and pending charges will be considered only as they relate to this position.
- 4) How to apply. Please submit application materials to Cooperative Extension Human Resource Development Office online using the URLs below. **Once you are in the Candidate Gateway, please make sure to click on the Advanced Search link and enter XXXX into the Job Opening ID field.**
- a. Before you get started with the online application process, we recommend you preview the frequently asked questions (FAQs). To do so, please copy and paste the following URL into your browser. External applicants can also view the FAQs after accessing the online system by clicking on the "Help" link in the upper right corner.
https://helpdesk.wisc.edu/images/group61/21900/TAMFAQ_CandidateGateway.pdf
- b. If you are applying as an applicant who is NOT currently employed by the University of Wisconsin System, please copy and paste the following URL into your browser:
https://www.careers.wisconsin.edu/psc/careers/EMPLOYEE/HRMS/c/HRS_HRAM.HRS_CE.GBL?SiteId=31
- c. If you are applying as a current employee of the University of Wisconsin System, please copy and paste the following URL into your browser:
https://www.hrs.wisconsin.edu/psc/hrsfld/EMPLOYEE/HRMS/c/HRS_HRAM_EMP.HRS_CE.GBL?Page=HRS_CE_HM_POST&Action=U&HRS_PERSON_ID=100374

**APPENDIX C: APPROXIMATE AMOUNTS CURRENTLY SPENT ANNUALLY BY
PROGRAM AREAS ON TRANSLATION**

Program Area	Amount Spent	Source of Information
Agriculture & Natural Resources	~ \$300	<i>Based on the amount the Dairy Team spent per year on The Dairy Partner/El Compañero monthly newsletter translations by The Babcock Institute which has closed.</i>
Community, Natural Resources & Economic Development	~ \$600	<i>Based on conversation with the Associate Program Director and records of the Publishing Unit.</i>
Family Living/Wisconsin Nutrition Education Program	~ \$10,000	<i>Direct quote from the State Program Director.</i>
4-H Youth Development	~ \$200	<i>Based on records of the Publishing Unit</i>

*****Note: These figures do not include amounts that colleagues are paying to translate promotional information and other items that are only used locally.**