

LATINO TASKFORCE POSITION PAPER  
UNIVERSITY OF WISCONSIN-MADISON  
COOPERATIVE EXTENSION

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## INTRODUCTION

The University of Wisconsin-Madison, Extension brings the “*Wisconsin Idea*”<sup>i</sup> to life by extending university resources to the borders of Wisconsin and beyond. Facilitating the work of UW- Madison, Extension are offices and centers throughout the state. Small Business Development Centers help Wisconsin businesses; Continuing Education Offices provide online and extended education opportunities to adult and nontraditional students; School for Workers (SFW) provides education to the working people of Wisconsin; and Cooperative Extension support farmers, families, and communities in all 72 County Offices. In, “Supporting UW-Extension’s (now UW Madison’s) larger mission, Cooperative Extension works alongside the people of Wisconsin to improve lives and communities.”<sup>ii</sup>

We propose the creation of a Latino Taskforce to help advance Cooperative Extension’s mission “to teach, learn, lead, and serve” to the Latino residents of the state intentionally and effectively.<sup>iii</sup> Comprised of UW staff, faculty, and community members, the purpose of this Taskforce will be to inform institutional decisions on recruitment and staffing, programs, educational curriculum, outreach efforts, and offer institution-wide professional development training on how to best work with and serve diverse Latino communities throughout Wisconsin. The Taskforce will also serve as a professional linkage between Cooperative Extension, UW Madison and community members within the state of WI. In this capacity the Taskforce works to create sustainable and long-term presence of UW Madison/Extension within Latino communities and support the ability to leverage the expertise and resources offered by the greater UW Madison academic community. This document outlines our position for creating such a group.

## PREVIOUS EFFORTS TO ESTABLISH A TASK FORCE

The work of this task force builds on previous efforts in Cooperative Extension to build awareness and resources surrounding outreach and education for the growing Latino population in Wisconsin. We provide brief descriptions of two initiatives undertaken between 2000 and 2011. These two initiatives highlight Cooperative Extension awareness of the increase Latino population in Wisconsin, evidence-based outreach and programming responses, and challenges in establishing a sustainable Taskforce.<sup>iv</sup>

### Hispanic Educational Needs Assessment Project, 2000

In 2000-2001, there was an initiative called the Hispanic Educational Needs Assessment project funded by a University of Wisconsin-Extension cross-divisional grant. The grant engaged colleagues in UW Cooperative Extension and UW Continuing Education. The principal goal of the project was to “identify educational needs among Hispanic people

in Wisconsin” and to have the results guide Cooperative Extension and Continuing Education programming, outreach and education with (and for) Latinos in Wisconsin communities. Two major activities of the project were a statewide needs assessment workshop (held on March 29, 2001) to gather input from professionals working with and for Hispanics in Wisconsin and, the production of a comprehensive chart book of demographic data about Hispanics in Wisconsin.

#### [Latino Issues Education Summit and Latino Issues Cross-Program Team, 2009-2011](#)

In 2009, there was an effort to rekindle momentum and to provide some focus and resources for UWEX on doing outreach, education, and programming with Latinos in Wisconsin communities. There were two forces behind the effort. First, the continued growth of the Latino population statewide (and particularly in rural communities in Wisconsin) was leading to more and more opportunities for Extension educators to engage in education and programming and a need for capacity building, resource development, and platforms for sharing good practices and perspectives. Second, there was a group of a dozen or so Extension educators and specialists who, over the prior 3 or 4 years, had participated in a cultural immersion program called Puentes. Briefly, the Puentes program was a 10-day trip to rural Mexico aimed at better understanding the lived experience of Mexican immigrants coming to Wisconsin for work on dairy farms and to literally “see where they are coming from.” The program included cultural immersion, intensive language classes, and opportunities for building relationships and observing culture, family and community life in the home towns of Mexican workers employed on Wisconsin dairy farms. The participants were charged with harnessing their collective learning gained through the experiences in the Puentes program, and to further organize next steps for work in Cooperative Extension with Latino audiences. The ad hoc work group helped organize a one day “summit” on Latino issues and planted the seeds for the development of a formal Latino Issues Cross Program team.

#### [LATINOS WISCONSIN ASSESSMENT AND FAMILY INTEGRATION STUDY, 2015-2017](#)

UW Extension recognizes that to continue to meet its institutional mission it is necessary to recurrently reevaluate its outreach and programming, the changing demographics and economic trends in the state, communities’ educational needs by geographic area, and note if their initiatives within their vision align with meeting its mission. For this reason, Cooperative Extension conducted a study from 2015-2017 entitled, *Latino Wisconsin: Youth and Families Integration Study*.<sup>v</sup>

The purpose of this study was to:

- Understand the Latino Wisconsin demographic characteristics and trends,
- Better understand how Latina/o families integrate into local communities,
- Conduct a Latino educational needs assessment, and
- Assess Cooperative Extension’s outreach and programming effectiveness in reaching this population.<sup>vi</sup>

Discussed in the next two sections are abridged versions of the study’s demographic analysis and selected findings and recommendations. Here, we provide evidence based institutional recommendations for Cooperative Extension that we believe will assist it in serving and addressing Latino community development and educational needs more directly. What is currently missing in Cooperative Extension is an organizational body that is resourced and tasked with carrying the work to implement the study recommendations. The Latino Taskforce would serve as this organizational vehicle.

### Wisconsin Latino Population and its Growth over Time<sup>vii</sup>

The Wisconsin Latino population has increased in the last three decades.<sup>viii</sup> From 1990 to 2010 Wisconsin experienced a threefold increase of the Latino population from 93,000 to 336,000. This constitutes a 361% increase of this population. Milwaukee County had the largest total number of Latinos with (126,039) followed by Dane County (28,925). Today 5.5% of the Wisconsin population is Latino, 75% of this group self-identify as being of Mexican origin, 55% are foreign-born, 67% primarily speak Spanish, 48% are younger than 17 years of age. Wisconsin Latinos have a median age of 25, and 34% live below the poverty rate.

It is important to note that there exist an undercount in data on Latinos. “Over the last several decades, it has been well documented that the decennial census and other demographic estimates or surveys (such as the American Community Survey) tend to undercount Latinos. Estimates made by sociologists and ethnographers on the size of the undercount of Latinos typically range from 5-10%, with some being as high as 15-20%. The U.S. Census Bureau reported that the Latino population was undercounted by 1.5% in the 2010 Census.”<sup>ix</sup>

Since 2000, the percentage population growth has ranged from 63 and 65 percent in Racine and Milwaukee counties to as high as 700% in Trempealeau County. In seven counties, the number of Latino residents has at least doubled since 2000. Milwaukee County, has added more than 50,000 Latino residents over the past fifteen years.<sup>x</sup>

All data used for this study indicates that there is an ongoing demographic shift in Wisconsin, as in many other parts of the country, based on Latino population growth.<sup>xi</sup> This demographic shift is being caused by three primary factors:

1. Immigration from Latin American countries, predominantly from Mexico, directly to Wisconsin – becoming a destination of choice.
2. Internal migration by Latino immigrant and non-immigrants from other parts of the U.S. conditioned by social and familial networks. “Cumulative Causation.”<sup>xii</sup>
3. The high birthrate within the Latino community.

Many urban, suburban, and rural regions across the state are learning to adjust to their changing demographic and cultural landscapes. Cooperative Extension has historically played a vital role in these places by engaging with local leadership and communities and adapting its programming and services to meet localized needs. Here lies the challenge for Cooperative Extension: to change internally while it refocuses and engages in the transformative work it has for decades, now with a formalized institutional focus on Latino needs as well.

## Selected Findings of Study

The study findings informed a set of institutional and programming recommendations for UW Cooperative Extension. The recommendations are as follows:

Institutionally:

1. Create an institutional ethos that embraces Latina/o cultural and linguistic proficiency.
2. Conduct meaningful and strategic outreach and marketing.
3. Continue to build Community Partnerships Which Are Vital to UW-Extension's Mission.

## Recommendations

Programming:

1. English and Spanish Language Programming for Adults and Youth
2. Educational Pathways for Parents and Youth
3. Civic and Personal Rights
4. In partnership with Latino communities across the state, continue to engage in assessment and research that is regionally grounded and adds to our collective knowledge and experience on how to work alongside Latino communities in Wisconsin.

It is our position that a Latino Taskforce is a viable and sustainable vehicle that will facilitate advancing the above recommendations, create an institutional space for professional development on Latino specific needs, and foster long term and strategic relationships with Latino key stakeholders, Latino business, service providers and advocacy organizations.

## LATINO TASKFORCE

Based on:

- the demographic data and the shift we have identified,
- recommendations from the *Latino Wisconsin: Youth and Families Integration* study,
- significant and conclusive scholarship on this population,
- current institutional practices and programming that do not adequately address issues relevant to the Latino residents of WI, and
- federal civil rights law that requires Cooperative Extension to achieve equitable educational outcomes by ensuring meaningful access to programming,

we propose the following structure and goals for a Latino Taskforce.

### Institutional Placement

The Taskforce will be housed within the Diversity and Inclusion, UW-Extension, Cooperative Extension, Office of Dean and Director

### Mission

The Latino Taskforce will enhance the UW Cooperative Extension mission by providing vision and initiatives to work alongside Latino communities across the state.<sup>xiii</sup>

### Vision

Cooperative Extension will teach, learn, lead, and serve, connecting *Latino* people with the University of Wisconsin, *meaningfully and intentionally* engaging with them in transforming lives and communities.

### Measure of Success

Cooperative Extension will progress toward parity for Latino residents in statewide programming.

Cooperative Extension will have recorded results of impacts and efforts at reaching and serving Latino communities.

Cooperative Extension will have documented institutional practices and programming that supports the recommendations from *The LATINOS WISCONSIN ASSESSMENT AND FAMILY INTEGRATION STUDY, 2015-2017*.

### Goals

Implementing our vision will begin through initiatives connecting Latino community needs to Cooperative Extension.

1. Providing a space to foster and build relationships between Cooperative Extension and Latino Communities, and Latino-serving organizations,
2. Advising Cooperative Extension Administrators and Educators,
3. Offering professional development opportunities for Cooperative Extension staff, and
4. Serving as a UW Cooperative Extension quasi-clearinghouse of Latino services, research, curriculum and other information that directly relates to its mission.

### Initiatives

Initiatives must be relevant, achievable, and sustainable.

Short Term (August – December 2018):

1. To establish a formalized Taskforce,
2. Identify midrange and long-term initiatives.

Midrange initiatives (2019):

1. Engage in relationship building statewide that expands key community partners and stakeholders to identify high impact opportunities to connect and learn together
  - a. Invite community partners and leaders from across the state along with county, city, and statewide policy makers to a one-day *Latino Wisconsin UW-Madison and Extension Day* hosted at UW Madison to learn about Extension activities and as cultural exchange and learning opportunity for guests.
    - i. Institute this one-day *Latino Wisconsin UW-Madison and Extension Day*, as a yearly event.
  - b. Additional initiative/s to be identified by the Task Force.
2. Identify, coordinate, and facilitate professional development opportunities for UW-Madison and Extension staff (educators, and administrators).
  - a. *Latino Professional Development Summit* for a limited number of UW-Madison

and Extension employees for two days at the Pyle Center. This summit will include professional expertise from UW Madison and our community partners on engaging with and expanding access to Latino communities.

- i. Institute this summit as a biannual professional development opportunity for Cooperative Extension.
  - b. Additional initiative/s to be identified by the Task Force.
3. Identify, coordinate, and help facilitate professional development opportunities for community social serving professionals and create a plan for dissemination of programs and information on applied efforts.
4. To support action research combined with service programs/projects

Long range initiatives:

1. Advise administration on issues related to recruiting and retaining Latino personnel, including providing recruitment assistance, identifying peer mentors and onboarding of new colleagues.
2. Work in collaboration with Cooperative Extension Institutes Directors and statewide program specialists to increase community engagement, UW Madison research and input into program development to meet needs of Latino communities
3. Become an UW Madison and Extension quasi-clearinghouse that houses curriculum, data, studies, services, programming, and best practices for understanding and working with the Wisconsin Latino population.
4. Serve as a professional linkage between Cooperative Extension and the greater UW Madison academic community.
  - a. Have a series of idea/s and resource exchange opportunities.
    - i. Understand our programming and reach, opportunities, and challenges to achieve and maintain a sustainable long-term presence within the Latino communities across the state through collaborations and resource leveraging between Cooperative Extension and the greater UW Madison academic community.
      1. Continual and formalized conversations.
5. Identifies new initiatives that are context and region specific.

## LATINO TASKFORCE DEVELOPMENT COMMITTEE MEMBERS

The taskforce will be comprised of UW staff, faculty, and key Latino community members, leaders, service providers and stakeholders. The Taskforce will keep at least 12 active members with representation from each group previously identified. They will be asked to serve three-year terms.<sup>xiv</sup>

Leads:

- Shelley King-Curry, Director of Diversity and Inclusion, UW-Extension, Cooperative Extension: [shelley.king-curry@ces.uwex.edu](mailto:shelley.king-curry@ces.uwex.edu)
- Armando Ibarra, Associate Professor and Latino Faculty Specialist, UW-Madison, Cooperative Extension: [aibarra@wisc.edu](mailto:aibarra@wisc.edu)

#### Community:

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#### UW Madison/Extension:

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#### UW Madison:

- Lynet Uttal, Professor, Department of Counseling Psychology, UW-Madison: [ynet.uttal@wisc.edu](mailto:ynet.uttal@wisc.edu)
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- Leslie Orrantia, Director of Community Relations for the University of Wisconsin-Madison: [orrantia@wisc.edu](mailto:orrantia@wisc.edu)

## Notes

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<sup>i</sup> Jack Stark. The Wisconsin Idea: The University Service to the State. Legislative Reference Bureau. Alan B. Knox and Joe Corry. The Wisconsin Idea for the 21<sup>st</sup> Century. *1995-1996 Wisconsin Blue Book* compiled by the Legislative Reference Bureau. The University of Wisconsin-Madison.  
<http://legis.wisconsin.gov/lrb/pubs/feature/wisidea.pdf>

<sup>ii</sup> <https://www.uwex.edu/cooperative-extension>

<sup>iii</sup> "People who identify with the terms "Hispanic" or "Latino" are those who classify themselves in one of the specific Hispanic or Latino categories listed on the decennial census questionnaire and various Census Bureau survey questionnaires – "Mexican, Mexican Am., Chicano" or "Puerto Rican" or "Cuban" – as well as those who indicate that they are "another Hispanic, Latino, or Spanish origin."

<https://www.census.gov/topics/population/hispanic-origin/about.html>

Within this standardised population category, there is much diversity in both immigrant and non-immigrant population characteristics. For example, in the Latino immigrant population there exist a range of people that different immigration statuses. Immigration status has effects how the individuals and entire communities integrate, or not, into the local and national economic, social and political landscapes.

### **US Immigrant Population by Immigration Status:**

Unauthorized Immigrants (11.2 million): People who are here without legal authorization and subject to criminal charges and deportation.

- Current major flow of immigration from Latin America
- Predominantly from Mexico (6.2 Million) and Latin America (2.5 Million)

Deferred Action for Childhood Arrivals (DACA) - 700,000 approved: Unauthorized immigrants ages 15 to 30 who arrived in the U.S. before age 16 may qualify for deferred action if: isn't this # higher?

- They have continuously resided in the U.S. since June 15, 2007;
- They were physically present in the U.S. on June 15, 2012;
- They are enrolled in school, have a high school diploma or a GED, or have been honorably discharged from the military or Coast Guard by the time of their application;
- And they have not been convicted of a felony, a significant misdemeanor offense, or three or more other misdemeanors, and do not present a threat to national security or public safety.

Legal Immigrants/Long Permanent Residents (10.5 Million): Have been granted legal status. LPR's have all the rights of citizens except they cannot vote in elections and are subject to deportation if certain crimes are committed.

- Immigration and Nationality Act Amendments (1965)
- Family reunification rather than national origins quotas became the basis for granting entrant visas.
- By the 1980's 12.5% of legal immigrants were from Canada and Europe and 84.4% were from Asia and Latin America
- Immigration Reform and Control Act (1986)
  - 2.7 million unauthorized receive amnesty and are granted residency

Naturalized Citizens (11.5 Million): There are about 4.3 million Latino Naturalized citizens. General requirements to qualify for naturalization include:

- Be at least 18 years of age;
- Have a minimum of five years as a legal permanent alien;
- Be married to a citizen;
- Have a good moral character;
- Effectively read, write and speak in English; knowledge of U.S. history and government.

Persons admitted on short term basis (1.3 Million): other legal types of immigration statuses:

- Non-permanent immigrant visas
- Travel Visas
- Work Visas

Refugees (2.6 Million): Immigrants that have been granted a legal refugee immigration status.

- Displaced persons Act (1948)
- Response to the Soviet Union blockade of Berlin



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- Since WWII, nearly 3 million refugees and asylum seekers have been granted lawful permanent-resident status by the U.S.

<sup>iv</sup> For a fuller narrative, refer to: *PREVIOUS EFFORTS TO ESTABLISH A TASK FORCE*:

<https://drive.google.com/open?id=13eYvxiB7Gj6LxmxMKAIEIpiZ1THksd4g>

This document includes information on the Hispanic Educational Needs Assessment project funded by a University of Wisconsin-Extension cross-divisional grant, Latino Issues Education Summit and Latino Issues Cross-Program Team, 2009-2011, Latino Issues Education Summit, March 3, 2010.

<sup>v</sup> *Wisconsin Latino Youth and Families Incorporation Processes: Key Findings*. University of Wisconsin Cooperative Extension. 2015-2017.

<sup>vi</sup> Ibid, Ibarra and Greenberg, [http://schoolforworkers.uwex.edu/wp-content/uploads/LFS\\_Study\\_Handout.pdf](http://schoolforworkers.uwex.edu/wp-content/uploads/LFS_Study_Handout.pdf)

<sup>vii</sup> *Wisconsin Latino Youth and Families Incorporation Processes: Demographic Profile*. University of Wisconsin Cooperative Extension. 2015-2017.

<sup>viii</sup> Latinos are categorized by the US census as people from Spanish speaking counties in Latin America. Mexican born and self-identified Mexican Americans comprise the largest share of the Latino population at 63%. I use the Latino category as an umbrella label that refers to all people from Latin America unless otherwise stated. <http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf>

<sup>ix</sup> Ibarra and Greenberg, [http://schoolforworkers.uwex.edu/wp-content/uploads/LFS\\_Study\\_Handout.pdf](http://schoolforworkers.uwex.edu/wp-content/uploads/LFS_Study_Handout.pdf)

<sup>x</sup> *Wisconsin Latino Youth and Families Incorporation Processes: Demographic Profile*. University of Wisconsin

<sup>x</sup> Ibid. Ibarra and Greenberg. *Latino Wisconsin: Needs Assessment and Family Integration*. University of Wisconsin Cooperative Extension, 2016. The graphs illustrate this growth for the nine counties that were included in a needs assessment study on this population in 2015 and 2016.

<sup>xi</sup> The data are drawn from the Census Bureau's decennial censuses, annual estimates and American Community Survey—which aggregates survey responses across multiple years to produce estimates of the population's characteristics—and the Wisconsin Department of Public Instruction.

<sup>xii</sup> Massey D, Durand J, and Malone J (2003) *Beyond smoke and mirrors: Mexican immigration in an era of economic integration*. Austin; New York: University of Texas Press, Russell Sage Foundation.

<sup>xiii</sup> Offer the, people of “Wisconsin and beyond access to university resources and engage in learning, wherever they live and work.” <http://www.uwex.edu/about/mission>

Understand that our strength is to “work alongside the people of Wisconsin to improve lives and communities.”

<https://www.uwex.edu/cooperative-extension>

<sup>xiv</sup> Initial Taskforce member recruitment: Between 2017 and 2018, key community members and UW faculty and staff were identified, meetings were held with each individual to discuss initiative and expectations and asked to become members of this taskforce.