ADDRESSING THE NEEDS OF NEVADA’S GROWING LATINO POPULATION

Results of a Statewide Needs Assessment

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CHAPTER ONE
INTRODUCTION

A Brief History of Latinos in Nevada

Latinos are not newcomers to Nevada. They actually have a long history in the area. “Spanish explorers opened the American West to exploration and eventual settlement” (Miranda, 1997). “The first European to enter within the present limits of Nevada…was Father Francisco Garcés…in 1775” (Bancroft and Victor, 1981; Miranda, 1997). Mexico gained control of numerous lands in the western United States, including what is now Nevada, in 1821 through its War of Independence from Spain. In 1848, Mexico surrendered to the United States to end the Mexican-American War and much of the West, including Nevada, was ceded to the United States in the Treaty of Guadalupe Hidalgo.

Although Nevada became part of the United States in 1848, and then a state in 1865, Latinos did not come to the state in large numbers until the first decades of the 1900s. The first wave of Latino immigrants came from Mexico. They began to arrive by 1905 due to the effects of the Mexican Revolution and as a way to escape poverty, answering the call for workers needed to build the railroad. “But the fact is that Mexicans have worked in the area on and off starting with the earliest mining claims, and Hispanics became present in increasingly large numbers after World War II” (Miranda, 1997).

“Traditional Western histories tend to neglect the contributions made by Hispanics and other minorities” (Miranda, 1997). Latinos have made many contributions to the culture of Nevada including the state’s name, which in Spanish means ‘snow-capped’ and the name for the state’s largest city, Las Vegas, which means ‘the meadows.’ “They were also involved in the establishment and development of the state’s ranching industry,” and “Mexicans were present when Las Vegas was first established” (Miranda, 1997).

The modern Latino population in Nevada began to grow during the 1960s when the entire population of the state experienced a significant increase in numbers. Between 1980 and 1984, Nevada’s Latino population grew by 14,000 people. As the Latino population increased, so did its diversity. Puerto Ricans, Cubans, South Americans and Central Americans came to Nevada in increasing numbers (Rodriguez, 1984).

Since 1980, the Latino population has continued to grow in record numbers. Latinos settled first in the areas where the gaming industry provided steady minimum wage jobs, and later on they expanded into areas where agriculture and construction jobs were available for nonskilled, non-English-speaking workers.
By 2000, the Latino population in Nevada was growing at more than double the national rate. The percentage of Latinos in Nevada skyrocketed from around 7 percent in 1980 to more than 20 percent in 2000, making Nevada one of the top 10 states in the nation in the percentage of Latino population (Pérez, 2005).

**Latinos in Nevada Today**

By 2005, Nevada's Latino immigrants were making a considerable economic contribution to the state, paying roughly $2.6 billion in federal taxes and $1.6 billion in state and local taxes (including $500 million in sales taxes). Latinos in Nevada wield over $14 billion in consumer purchasing power. They represent 25 percent of the population and represented 15 percent of Nevada voters in the 2008 presidential election. There is no denying the contributions immigrants make and the important role they play in Nevada's political and economic future (Metro Latino USA, 2009).

Even with these important contributions, the economic statistics for Latinos reveal that 14 percent of Latino families in Nevada live below poverty while the overall rate for Nevadans is 7.6 percent (Pew Hispanic Center, 2010; U.S. Census, 2008). For non-Hispanic whites under 17 years of age, 8 percent live below poverty while 23 percent of Hispanics under age 17 live below poverty (Pew Hispanic Center, 2010). The annual average personal earnings of Hispanics in Nevada is $24,849; non-Hispanic whites earn $35,644 (Pew Hispanic Center, 2010).

According to the Nevada Department of Education (2010), Latinos make up 37.3 percent of K-12 school enrollment, while nationally they make up only 5 percent (Pew Hispanic Center, 2010). Latino children are a growing segment of the public school population in Nevada. The state has experienced a dramatic 245 percent growth rate in the school age (5 to 18 years old) population of Latinos from 1990 to 2000 (U.S. Census Bureau, 2000).

Even though Latinos and Latinas are active players in the economic, social and political landscape of Nevada, they are underrepresented in professional, managerial and technical positions (Pérez, 2005). Despite a high employment rate among Latinos before the economic crisis of 2008 to 2010, a large proportion of families, children and individuals in Nevada did not have health insurance. The proportion of Latinos (non-elderly) currently without insurance in Nevada is 38 percent (Pew Hispanic Center, 2010) compared to the total rate of 22 percent overall uninsured in the State (U.S. Census Bureau, 2009).

**Purpose of the Statewide Needs Assessment**

Latinos are among the fastest-growing minorities in the United States. In 2007, Latinos comprised approximately 15 percent of the nation’s total population. This minority group is projected to triple in size by 2050. Between 2005 and 2050, Latinos will account for more than half (60 percent) of the nation’s population growth (Passel and Cohn, 2008).
In Nevada, the Latino population is the fastest-growing minority group and makes up approximately 25 percent of the state’s total population (U.S. Census Bureau, 2008). While all minority groups in Nevada are projected to grow at rates exceeding that of the Anglo population, the single greatest increase will occur in the Latino population, which, by 2026, is projected to grow approximately 132 percent (Nevada System of Higher Education, 2007).

Table 1 lists the Latino population for each county in Nevada. All but three counties, Esmeralda, Lincoln and Storey, had participants in the needs assessment. To illustrate growth trends, Latino population is shown as a percentage of overall county population for the years 2006, 2008 and 2010. The 2006 numbers are estimates. The numbers for 2008 and 2010 are projections. “Both the estimates and projections are controlled to estimates or projections that have been previously calculated for the total population” (Nevada State Demographer’s Office, 2008).
Table 1: Latino Population by County in Nevada

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>Carson</td>
<td>10,556</td>
<td>18.3</td>
<td>10,020</td>
<td>18.4</td>
<td>10,358</td>
<td>19.1</td>
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<td>Churchill</td>
<td>2,797</td>
<td>10.2</td>
<td>2,955</td>
<td>10.6</td>
<td>3,139</td>
<td>10.9</td>
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<td>Clark</td>
<td>499,377</td>
<td>26.4</td>
<td>549,841</td>
<td>27.4</td>
<td>609,929</td>
<td>28.4</td>
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<td>Douglas</td>
<td>4,086</td>
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<td>4,299</td>
<td>8.1</td>
<td>4,535</td>
<td>8.2</td>
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<td>Elko</td>
<td>10,066</td>
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<td>11,752</td>
<td>22.6</td>
<td>12,758</td>
<td>23.5</td>
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<tr>
<td>Esmeralda*</td>
<td>92</td>
<td>11.7</td>
<td>163</td>
<td>13.0</td>
<td>174</td>
<td>13.6</td>
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<tr>
<td>Eureka</td>
<td>140</td>
<td>9.6</td>
<td>138</td>
<td>9.5</td>
<td>142</td>
<td>9.6</td>
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<tr>
<td>Humboldt</td>
<td>3,363</td>
<td>19.0</td>
<td>3,494</td>
<td>19.2</td>
<td>3,643</td>
<td>20.0</td>
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<td>Lander</td>
<td>1,152</td>
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<td>20.0</td>
<td>1,205</td>
<td>20.0</td>
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<td>Lincoln*</td>
<td>275</td>
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<td>4.9</td>
<td>211</td>
<td>5.1</td>
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<td>Lyon</td>
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<td>7,207</td>
<td>12.5</td>
<td>7,895</td>
<td>12.8</td>
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<td>Mineral</td>
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<td>389</td>
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<td>Nye</td>
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<td>285</td>
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<td>278</td>
<td>6.0</td>
<td>330</td>
<td>6.3</td>
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<td>Washoe</td>
<td>86,690</td>
<td>21.2</td>
<td>95,717</td>
<td>22.4</td>
<td>105,257</td>
<td>23.6</td>
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<tr>
<td>White Pine</td>
<td>816</td>
<td>9.8</td>
<td>831</td>
<td>9.7</td>
<td>866</td>
<td>9.5</td>
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<tr>
<td>Statewide</td>
<td>586,449</td>
<td>23.5</td>
<td>694,086</td>
<td>24.9</td>
<td>767,086</td>
<td>25.9</td>
</tr>
</tbody>
</table>

Nevada State Demographer, 2008
*Researchers were unable to gather information from these counties, but they are included to present a complete Latino population profile for the state.

Nationally, Cooperative Extension has provided research and educational programs to the Latino population for the past 50 years. However, the dramatic growth in this minority group, felt in nearly every state, has motivated increased efforts to conduct program needs assessments that specifically target Latinos (Behnke, 2008; Ricard, et. al, 2008; Newman and Yang, 2007; Gregory et. al, 2006; Farner et. al., 2005; Delgadillo, 2003; Malek, 2002; Webster, 1996).

In 2008, the University of Nevada Cooperative Extension, in partnership with the University of Nevada, Reno, Latino Research Center, developed and implemented a statewide survey to assess Extension and outreach educational program needs of Latinos in Nevada. The goal of this assessment was to discover the primary concerns of Latinos living in Nevada that might be addressed by Cooperative Extension outreach programs. The researchers also wanted a generalized, but realistic picture of what life is like for Latinos in the Silver State, to subsequently prioritize and tailor future outreach programs to meet these identified needs.
This research is an important first study of Latino needs in Nevada. It represents the first comprehensive effort to assess the Latino Extension program and other needs, statewide. The researchers chose not to force the assessment to fit the national program directive for Cooperative Extension: Agriculture; Children, Youth and Families; Community Development; Health and Nutrition; Horticulture and Natural Resources, but rather to let the information come from the participants themselves. Results indicate that many of the issues participants identified as important to them are outside the purview of Extension. However, their identification may assist other organizations, agencies and entities to broaden the scope of their information and service delivery. This was a pilot experimental study meant to serve as a foundation for future research.

There are many challenges in doing a study such as this:

- Reaching the targeted audience across a state the size of Nevada
- Establishing an environment of trust for participants
- Working with potential illiteracy of participants
- Getting a good response rate

This publication discusses the results of the statewide assessment and suggests directions for the development of educational outreach programs by the University of Nevada Cooperative Extension and others.

The authors initiated this project in October 2007 and completed research in January 2009. The Dean of the College of Cooperative Extension supported the assessment project and provided funds for implementation. In addition, each of the three University of Nevada Cooperative Extension (UNCE) area directors provided funds for travel, per diem and supplies required to conduct the assessment. The University of Nevada, Reno, Latino Research Center (LRC) provided office space, supplies and clerical assistance. Extension program staff in Lyon County provided technical assistance in conducting the survey, data entry and graphic display of the results. Lyon County Cooperative Extension provided additional office space, supplies and supervisory support.
CHAPTER TWO
CONDUCTING THE NEVADA LATINO NEEDS ASSESSMENT

Methods and Procedures

The initial planning and research process included:

- Reviewing the professional literature to examine methods used previously to conduct needs assessments in the United States geared to minority populations
- Contacting numerous Nevada organizations about similar research they might have conducted
- Gathering data and information from organizations interested in Latino issues statewide
- Developing a comprehensive list of issues that might interest a cross-section of Latinos statewide, both rural and urban.

For the purpose of this study, we designed a questionnaire to assess Latino perceptions of needs for potential Extension programs. Items for the questionnaire were developed based on the frequency of requests for educational information received by county Extension offices, in addition to those received by the LRC. The survey was a committee project. The LRC governed the content based on their research and interactions with the Latino communities and Latino individuals in Nevada. The authors piloted the questionnaire with stakeholders and volunteers from Nevada’s Latino community and revised it based on their suggestions. A panel of survey experts including professors and students of Spanish at the University of Nevada, Reno, reviewed the revised questionnaire. Some minor modifications were made based on their input. The purpose of this expert review was to verify question appropriateness, comprehension and clarity of wording.

The resulting three-page questionnaire featured 32 issue items. Using a Likert-type scale of 1 (not very important) to 5 (very important), survey participants were asked to rate the importance of each issue. The questionnaire included a number of demographic question items, such as age, gender, marital status, education, years lived in Nevada, occupation, occupation in country of origin, country of origin, immigration status and language spoken at home. We included open-ended questions to determine familiarity with Cooperative Extension programming, availability for participation in Extension programs and preferences for receiving educational information.

Research indicates that focus groups and similar face-to-face interview methodology yield the best results when surveying the Latino population (Farner, et al., 2005; Hobbs, 2004; Malek, 2002). Subsequently, the authors hired a bilingual and bicultural Latina facilitator to survey volunteer participants using the written questionnaire combined with group interviews organized as open public meetings. The goal was to acquire direct responses from as many Spanish-speaking survey participants as possible.
The facilitator collaborated with numerous state and county agencies and contacts to conduct 67 public meetings. She collected 1,015 surveys from 14 of Nevada’s 17 counties. Collaborative partners included:

- County health departments
- English language learning programs
- Great Basin College
- Hispanic Chamber of Commerce
- Hispanic family cooperative associations
- Nevada Cattlemen’s Association
- Nevada Department of Health and Human Services
- Nevada Farm Bureau
- Nevada Health Centers, Inc.
- Nevada Hispanic Services
- Nevada Housing Department
- Rural county school districts
- Rural Nevada Development Corporation
- State of Nevada Demographer
- University of Nevada Cooperative Extension County offices
- Western Nevada College

Posters and meeting announcements, in both Spanish and English, were circulated to advertise public meeting dates and locations. This information was distributed to public agencies and posted in public places. Meetings were advertised bilingually in newspapers, as well as via television and radio announcements wherever available in Nevada. In rural and more geographically isolated counties, leaders and members of Catholic churches provided the most effective means for contacting and interviewing the Latino population.

At the public meetings, participants received a copy of the questionnaire in Spanish or English and an accompanying cover letter. The cover letter explained the purpose of the survey and included instructions for completing the questionnaire and an exemption statement approved by University of Nevada Institutional Review Board (IRB). A statement of exemption explained that voluntary completion of the questionnaire indicated consent to participate in the study. To qualify for an IRB-approved exemption, we made no repetitive contacts with survey participants to encourage questionnaire completion.

To address the potential for variable literacy levels, the bilingual facilitator read aloud the cover letter in Spanish and English to all meeting participants. She provided a PowerPoint presentation to accompany the questionnaire that featured each question in Spanish. The facilitator also read aloud, in Spanish and then in English, each item featured in the questionnaire. She instructed survey respondents not to include any identifying marks on the questionnaire, such as names or addresses. She then instructed survey respondents to leave their completed questionnaires in secure, locked boxes provided at the exits of the meeting room. To ensure participant anonymity, no
efforts were made to engage participants in conversations impertinent to the
questionnaire (Krueger, 1994).
CHAPTER THREE
STATEWIDE RESULTS

Approximately 1,015 completed questionnaires served as the data source for this study. Since some participants did not answer all survey items, the number of responses varies by survey item. Cronbach’s coefficient alpha was used to estimate internal consistency of the 32 Likert-type scale items. The Cronbach score was high (r = .92). The high score for instrument reliability indicates the question items developed for this assessment are reliable indicators for the items measured (Carmines and Zeller, 1979).

Survey Participants

Figure 1 shows the number of responses per county. Those counties shaded in pink are classified as urban, while those shaded in green are classified as rural. This classification is based on current population estimates and mirrors similar classifications used by UNCE to designate rural and urban Extension programs and target audiences.

Esmeralda, Lincoln and Storey counties (shaded in yellow) are excluded from the study since repeated efforts to conduct meetings and interview Latino residents in those counties failed to produce completed questionnaires. Similarly, numerous efforts were made to distribute questionnaires in Eureka County, but only one person completed and returned the questionnaire. Although Eureka is shaded in yellow, the one completed questionnaire is included in the total statewide analyses.
Figure 2 provides the percentage of responses for each of the 14 counties accounted for in the analyses. The ratio of urban to rural responses is fairly even at 1.37 to 1. Of the total number of survey respondents, more than half, 56 percent (n = 589), resided in urban areas of the state. In fact, Clark County (Las Vegas Valley) in southern Nevada, where the state’s largest population resides, accounted for 38.5 percent (n = 392) of the responses. Nevada’s other urban counties are located in the northwestern part of the state and include Washoe County, which accounted for 12.5 percent (n = 127) and Carson City which accounted for 6.9 percent (n = 70) of the total responses.

Rural counties accounted for the remaining responses at 44 percent (n = 426). Looking at the rural counties, Lyon County, at 9.4 percent (n = 95) and Douglas County at 8.6 percent (n = 87) accounted for the majority of rural responses, but also have larger total populations than Nevada’s other rural counties. Rural counties that followed were Elko at 4.6 percent (n = 47) and Churchill and Nye counties, each at 4.4 percent (n = 45). Lander County accounted for 3.3 percent of the responses (n = 33); followed by Pershing County at 2.8 percent (n = 28); Humboldt at 1.9 percent (n = 19); Mineral County at 1.4 percent (n = 14); and White Pine at 1.2 percent (n = 12).
Figure 3 illustrates respondents’ current occupation. The highest number of respondents worked in food services (10.6 percent, n = 107) and hotels and casinos (10.4 percent, n = 105). These top two occupations were followed by education and construction (8.7 percent, n = 88) and domestic specific services, such as childcare (8.6 percent, n = 87) and housecleaning (8.2 percent, n = 83). The next highest-ranking occupations were manufacturing (6.1 percent, n = 62); professional employment requiring a college degree (6 percent, n = 61); homemaker (5.7 percent, n = 58); agriculture (4.7 percent, n = 47); and nonspecific service industries (4.1 percent, n = 41). Occupations also indicated by respondents, in descending order, included: sales/office (3.6 percent, n = 36); health care (3.4 percent, n = 34); landscaping/yard work (2.7 percent, n = 27); mechanic/repairs (2.3 percent, n = 23); public transportation (1.4 percent, n = 14); full-time student (1.4 percent, n = 14); retired/disabled (1.3 percent, n = 13); other (0.5 percent, n = 5) and recreation (0.2 percent, n = 3). Only 1.3 percent (n = 13) of the respondents indicated they were unemployed.
Figure 4 points out respondents’ occupation or their family’s occupation in their native country (n = 912). The highest number of respondents (16.3 percent, n = 165), indicated they worked in the agriculture industry in their native country. One hundred respondents (9.9 percent) were professionals with educational degrees in their native country. Many were in manufacturing (8.6 percent, n = 87) and education (8.3 percent, n = 84). The next highest-ranking occupations were construction (7.1 percent, n = 72); sales/office (6.7 percent, n = 68); housecleaning (4.1 percent, n = 41); and food service (4 percent, n = 40) Other occupations listed in descending order were homemaker (3.6 percent, n = 36); childcare (3.5 percent, n = 36); mechanic/repairs (3.4 percent, n = 34); hotel/casino (2.8 percent, n = 28); transportation (2.3 percent, n = 23); landscaping/yard work (2.3 percent, n = 23); services (2.1 percent, n = 21); health care (1.2 percent, n = 16); student (1.4 percent, n = 14); recreation (0.6 percent, n = 60); mining (0.6 percent, n = 6); and self-employed (0.4 percent, n = 4). Only 0.8 percent (n = 8) reported they were unemployed in their native country.
Figure 5 shows the highest level of education completed by respondents. Almost one-fifth (19.4 percent, n = 196) had completed only elementary school. A little over one-quarter (23.8 percent, n = 241) completed junior high school. Another quarter (20.4 percent, n = 206) had finished high school. Thirty-five percent (n = 354) had varying levels of college from some classes (15.3 percent, n = 155) to advanced degrees. This included 7.4 percent (n = 75) with a technical or Associate’s degree, 10.5 percent (n = 106) with a Bachelor’s degree and 1.9 percent (n = 19) with a graduate degree. Only four people out of 1,011 (0.4 percent) had no schooling.
For comparison purposes, Table 2 illustrates highest educational attainment levels for Nevada overall, next to the results for Latino survey respondents. Overall, Nevada’s population demonstrates a higher level of education than the survey respondents do. However, in terms of Bachelor degrees, the difference between the two groups is relatively small (3.7 percentage points). With regards to technical or associate degrees, the difference is even smaller (0.2 percentage points).

<table>
<thead>
<tr>
<th>Level of Education Completed</th>
<th>Respondents’ Percent</th>
<th>Overall Population* Percent</th>
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<tbody>
<tr>
<td>Elementary (K-6)</td>
<td>19.4</td>
<td>6.6</td>
</tr>
<tr>
<td>Junior High School</td>
<td>23.8</td>
<td>N/A</td>
</tr>
<tr>
<td>Some High School</td>
<td>N/A</td>
<td>9.8</td>
</tr>
<tr>
<td>High School</td>
<td>20.4</td>
<td>30.4</td>
</tr>
<tr>
<td>Some College</td>
<td>15.3</td>
<td>24.8</td>
</tr>
<tr>
<td>Technical/AA</td>
<td>7.4</td>
<td>7.2</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>10.5</td>
<td>14.2</td>
</tr>
<tr>
<td>Graduate or Professional</td>
<td>1.9</td>
<td>7.2</td>
</tr>
</tbody>
</table>

*U.S. Census Bureau, 2008

Figure 6 indicates that the majority of respondents (66.5 percent, n = 672) were women. Men comprised 33.5 percent (n = 339) of participants. Meetings were held in the evening, on weekends at events and during the day to allow for maximum participation. Even though meetings were strategically scheduled for varied times of the day and week, presumably more women than men attended the meetings.
Figure 7 reveals that 621 of the respondents (61.5 percent) were married. Two hundred ninety-six (29.3 percent) were single. Only 70 (7.1 percent) were divorced and 21 (2.1 percent) were widowed.

Figure 7: Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Married</td>
<td>61.5%</td>
</tr>
<tr>
<td>Single</td>
<td>29.3%</td>
</tr>
<tr>
<td>Divorced</td>
<td>7.1%</td>
</tr>
<tr>
<td>Widowed</td>
<td>2.1%</td>
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</tbody>
</table>

Figure 8 demonstrates respondents’ age. The majority of respondents (66.6 percent, n = 673) were less than 39 years old. Only 18.5 percent (n = 187) were 40 to 49. Nine percent (n = 91) were between the ages of 50 and 59 and only 5.9 percent (n = 60) were over 60 years of age. The answers provided in the assessment confirm what the latest research has showed: Latinos are the youngest population in Nevada (Passel and Cohn, 2008; IDCide, 2010).

Figure 8: Age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
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<tr>
<td>less than 21 years</td>
<td>29.2%</td>
</tr>
<tr>
<td>21 to 30 years</td>
<td>31.6%</td>
</tr>
<tr>
<td>31 to 40 years</td>
<td>30.8%</td>
</tr>
<tr>
<td>41 years and older</td>
<td>8.4%</td>
</tr>
</tbody>
</table>
**Figure 9** provides information on the number of children under 18 living at home with survey respondents. The authors included this question to measure the potentiality of Latino interest in Extension programs focusing on youth and family issues. The majority of respondents (28.1 percent, n = 244) reported two children living at home, followed by 24.5 percent (n = 212) who reported no children living in the home, 21.7 percent (n = 188) reported one child, 16.6 percent (n = 144) reported three children at home and 6.8 percent (n = 59) reported four children at home.
Figure 10 illustrates that the majority of survey respondents (32.4 percent, n = 328) reported one adult over 18 living with them while 26.4 percent (n = 267) reported two adults over 18 living with them. A number (20.3 percent, n = 205) of respondents reported being the only adult living in the home. In the overall Nevada population, the average number of adults per household is 2.62 (U.S. Census Bureau, 2009).
Figure 11 shows that nearly half (43.3 percent, n = 438) of the assessment respondents were United States citizens; 27.3 percent (n = 276) were resident aliens; 20 percent (n = 202) possessed legal tourist or work visas. “Other” was a possible response to this survey question: “What is your immigration status?” Under “other,” 9.4 percent (n = 95) of respondents reported their immigration status as “undocumented”* or “illegal.”

Definitions of Immigration Status Terms: (U.S. Citizenship and Immigration Service, 2010).

**Resident Alien:** A permanent resident is someone who has been granted authorization to live and work in the United States on a permanent basis. As proof of that status, a person is granted a permanent resident card, commonly called a “green card.” Someone can become a permanent resident several different ways. Most individuals are sponsored by a family member or employer in the United States. Other individuals may become permanent residents through refugee or asylum status or other humanitarian programs. In some cases, you may be eligible to file for yourself.

**H-2A Agriculture Worker:** allows U.S. employers to bring foreign nationals to the United States to fill temporary agricultural jobs for which U.S. workers are not available.

**H-2B Non-agricultural Temporary Worker:** allows U.S. employers to bring foreign nationals to the United States to fill temporary non-agricultural jobs.

**Tourist Visa:** The visitor visa is a type of nonimmigrant visa for persons desiring to enter the United States temporarily for business (B-1) or for pleasure, tourism or medical treatment (B-2).

**Work Visa:** Approximately 140,000 immigrant visas are available each fiscal year for aliens (and their spouses and children) who seek to immigrate based on their job skills. With the right combination of skills, education and/or work experience and eligibility, applicants may be able to live permanently in the United States.
Table 3 lists the respondents’ answers to the question “Where are you from? (country).” The majority of the respondents (68.6 percent, n = 694) reported their country of birth to be Mexico. Pew Hispanic Center in 2010 reported 80 percent of Latinos in Nevada are of Mexican origin. The next largest number of respondents (17.5 percent, n = 177) were born in the United States. This was followed by El Salvador (2.7 percent, n = 27); Columbia (2.4 percent, n = 24); Guatemala (1.3 percent, n = 13); Peru (1.2 percent, n = 11) and Cuba (1.1 percent, n = 10). Nine people (1 percent) listed Thailand as their country of origin. All other countries of origin were less than 1 percent.

While 98 percent of the respondents reported a Latin American country of origin, 2 percent reported some other country not considered a Latin country, but attended the Latino public meeting and answered the question. “Within the Latino community, there are differences in each group’s ethnic background and racial composition. For example, Latinos may have indigenous, African, or European heritage” (Luna, 2009). Participants were not discriminated against and filled out surveys primarily in Spanish. Authors did not assume they were not Latino, as they may strongly identify with the title ‘Latino’ for a number of reasons. We chose not to stereotype.
Table 3: Native Country

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
<th>Percent (N = 924)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>Argentina</td>
<td>4</td>
<td>0.4</td>
</tr>
<tr>
<td>Bolivia</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Bosnia</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Central America</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Chile</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Columbia</td>
<td>22</td>
<td>2.4</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Cuba</td>
<td>10</td>
<td>1.1</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Ecuador</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>El Salvador</td>
<td>25</td>
<td>2.7</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>Guatemala</td>
<td>12</td>
<td>1.3</td>
</tr>
<tr>
<td>Honduras</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Indonesia</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Iran</td>
<td>1</td>
<td>0.1</td>
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<tr>
<td>Korea</td>
<td>1</td>
<td>0.1</td>
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<tr>
<td>Mexico</td>
<td>637</td>
<td>68.6</td>
</tr>
<tr>
<td>Micronesia</td>
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<td>0.1</td>
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<tr>
<td>Nicaragua</td>
<td>8</td>
<td>0.9</td>
</tr>
<tr>
<td>Nigeria</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Panama</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>Peru</td>
<td>11</td>
<td>1.2</td>
</tr>
<tr>
<td>Philippines</td>
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<td>0.1</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>South America</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>Spain</td>
<td>2</td>
<td>0.2</td>
</tr>
<tr>
<td>Thailand</td>
<td>9</td>
<td>1.0</td>
</tr>
<tr>
<td>USA</td>
<td>163</td>
<td>17.5</td>
</tr>
<tr>
<td>Venezuela</td>
<td>3</td>
<td>0.3</td>
</tr>
</tbody>
</table>

The countries in bold are the Latin American countries reported.
**Issues Rated Important**

With this research effort, the authors tried to reach beyond any preconceived idea of what UNCE should or could do. Our role in Extension is not only to extend University research throughout the state, but also to assess needs and bring this information back to researchers on campus. They cannot operate in a vacuum. Further research will be needed to identify issues specifically related to UNCE national program directives. Many of the issues identified as important will be better provided by other organizations than UNCE. This research can support their missions and their directives,

Table 4 illustrates ranked mean scores for the 32 Likert-type scale questions for the 14 counties that participated and number of survey respondents per question item. Statewide, Latinos who completed the questionnaire rated nearly all 32 issues as either “very important” or “important.” In fact, no issue was rated “not very important” or as only “slightly important.”

Of the remaining 32 issues, only three were rated, on average, as “neutral,” that is, not “slightly important” or “important.” These are related to youth and young adult at risk behavior and are: 25) *Use of illegal drugs* (3.43), 26) *Gang participation* (3.38) and 27) *Use of tobacco* (3.29).

The final column of Table 4 identifies existing UNCE programs that address the identified issue. Some of these programs are delivered in Spanish.
Table 4: Importance of Issues: Ranked by Mean Scores

<table>
<thead>
<tr>
<th>Needs Assessment Issues</th>
<th>Ranked Mean Score</th>
<th>Total Respondents</th>
<th>Extension Programs That Address the Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respect for self and others</td>
<td>4.75</td>
<td>836</td>
<td>RETHINK, Anger Management for Parents; Mini-Society; Project MAGIC; 4-H Afterschool; Career Edge: Teens Taking Charge of Their Future! A Workforce Readiness; SCOPE™: Simple Connections to Our Primary Essence; eXtension.org: Diversity, Equity and Inclusion</td>
</tr>
<tr>
<td>1. Speaking and reading English</td>
<td>4.75</td>
<td>878</td>
<td>Family Storyteller Literacy Program</td>
</tr>
<tr>
<td>2. Doing well in school and preparing for college</td>
<td>4.71</td>
<td>837</td>
<td>4-H Afterschool; Career Edge – Teens Taking Charge of Their Future! A Workforce Readiness; Nevada State GEAR UP</td>
</tr>
<tr>
<td>3. Knowing my legal rights and the U.S. law</td>
<td>4.69</td>
<td>870</td>
<td>eXtension.org: Diversity, Equity and Inclusion</td>
</tr>
<tr>
<td>4. Affordable health insurance</td>
<td>4.66</td>
<td>858</td>
<td></td>
</tr>
<tr>
<td>5. Getting a driver license</td>
<td>4.65</td>
<td>874</td>
<td></td>
</tr>
<tr>
<td>6. Affordable prescription medicines</td>
<td>4.62</td>
<td>862</td>
<td></td>
</tr>
<tr>
<td>7. Getting proper identification</td>
<td>4.61</td>
<td>865</td>
<td></td>
</tr>
<tr>
<td>8. Accessing emergency services</td>
<td>4.59</td>
<td>863</td>
<td></td>
</tr>
<tr>
<td>9. Practicing healthy lifestyles</td>
<td>4.58</td>
<td>858</td>
<td>4-H Afterschool; All for Kids; An Apple A Day; An Ounce of Prevention; Calcium, It’s not Just Milk; Chefs for Kids; Childhood Obesity; Cocinando Delicioso Y Saludable; Conscious Living Programs; Eating Healthy-Being Active-Winning with Foods; Family Nutrition Education; Food for Health and Soul; Food for Thoughts; Food Safety Project; Health Education for Assisted Living (HEAL); Health Education Through the Faith Community; Healthy Hearts Project; Healthy Steps to Freedom; Nevada Care Connection; Nevada Radon Education Program; Nevada’s Expanded Food and Nutrition Program (EFNEP); Nurturing Partners; Nutrition Basics; Nutrition Education; Nutrition in</td>
</tr>
<tr>
<td>Needs Assessment Issues</td>
<td>Ranked Mean Score</td>
<td>Total Respondents</td>
<td>Extension Programs That Address the Issue</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Budgeting and saving money</td>
<td>4.52</td>
<td>858</td>
<td>Money Management for Children; eXtension.org: Personal Finance</td>
</tr>
<tr>
<td>10. Getting and keeping good credit</td>
<td>4.52</td>
<td>853</td>
<td>eXtension.org: Personal Finance</td>
</tr>
<tr>
<td>10. Prenatal care for teen mothers</td>
<td>4.52</td>
<td>830</td>
<td>Mom’s Special Gift Supports Breastfeeding</td>
</tr>
<tr>
<td>11. Teen pregnancy prevention</td>
<td>4.49</td>
<td>840</td>
<td></td>
</tr>
<tr>
<td>12. Teen parenting classes</td>
<td>4.48</td>
<td>860</td>
<td>Mom’s Special Gift Supports Breastfeeding; Parenting and Literacy for Success; Partners in Parenting</td>
</tr>
<tr>
<td>12. Changing or applying for immigration status</td>
<td>4.48</td>
<td>831</td>
<td></td>
</tr>
<tr>
<td>13. Filing taxes</td>
<td>4.43</td>
<td>860</td>
<td></td>
</tr>
<tr>
<td>13. Going to college or technical school</td>
<td>4.43</td>
<td>856</td>
<td>4-H Afterschool; Community Readiness to Prevent School Dropout Training; Nevada State GEAR UP; Career Edge – Teens Taking Charge of Their Future! A Workforce Readiness,</td>
</tr>
<tr>
<td>14. Affordable housing</td>
<td>4.38</td>
<td>852</td>
<td></td>
</tr>
<tr>
<td>15. Child abuse and neglect</td>
<td>4.36</td>
<td>813</td>
<td>Keeping Kids Safe: Recognizing, Reporting and Responding to Child Maltreatment; Kids Deserve a Safe Place to Grow; eXtension.org: Child Care</td>
</tr>
<tr>
<td>16. Finding a doctor or dentist</td>
<td>4.34</td>
<td>854</td>
<td></td>
</tr>
<tr>
<td>17. Finding affordable loans</td>
<td>4.31</td>
<td>843</td>
<td></td>
</tr>
<tr>
<td>18. Finding mental health care services</td>
<td>4.29</td>
<td>849</td>
<td></td>
</tr>
<tr>
<td>19. Using computers</td>
<td>4.28</td>
<td>851</td>
<td></td>
</tr>
<tr>
<td>20. Establishing a bank account</td>
<td>4.20</td>
<td>845</td>
<td>Money Management for Children; eXtension.org: Personal Finance</td>
</tr>
</tbody>
</table>
Table 4: Importance of Issues: Ranked by Mean Scores

<table>
<thead>
<tr>
<th>Needs Assessment Issues</th>
<th>Ranked Mean Score</th>
<th>Total Respondents</th>
<th>Extension Programs That Address the Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Dropping out of school</td>
<td>4.13</td>
<td>805</td>
<td>Project MAGIC; 4-H Afterschool; Career Edge – Teens Taking Charge of Their Future! A Workforce Readiness; Nevada State GEAR UP</td>
</tr>
<tr>
<td>22. Treated differently because I am Latino(a)</td>
<td>3.89</td>
<td>805</td>
<td>Anahuac Life Skills: School and Community Engagement Program; eXtension.org: Diversity, Equity and Inclusion</td>
</tr>
<tr>
<td>23. Using public transportation</td>
<td>3.69</td>
<td>846</td>
<td></td>
</tr>
<tr>
<td>24. Use of alcohol</td>
<td>3.50</td>
<td>818</td>
<td></td>
</tr>
<tr>
<td>25. Use of illegal drugs</td>
<td>3.43</td>
<td>826</td>
<td></td>
</tr>
<tr>
<td>26. Gang participation</td>
<td>3.38</td>
<td>826</td>
<td>Project Magic; 4-H Afterschool</td>
</tr>
<tr>
<td>27. Use of tobacco</td>
<td>3.29</td>
<td>816</td>
<td>4-H Afterschool</td>
</tr>
</tbody>
</table>

Rating Code: 1 = not very important; 2 = slightly important; 3 = neutral; 4 = important; 5 = very important.
Extension and Outreach Programs

The majority of survey respondents (63.4 percent, n = 641) reported that they had not used Extension programs in the past (Figure 12). This survey result supports national reports of Latinos currently comprising an “underserved” Extension audience (Behnke, 2008; Farner 2005; Hobbs, 2004). Since survey respondents indicated interest in participating in Extension programs addressing any of the issues included in the assessment, this result reaffirms that there are tremendous opportunities for development of new Extension programs that can benefit the Latino population. Is UNCE missing an opportunity because Nevada’s Latinos don’t know what Extension is? This survey highlights the fact that if they know us, they are not using our programs, or that they don’t know us. At the very least, this result indicates that UNCE may need to market many of its existing programs more aggressively to Nevada’s Latino population.
When asked to rate the usefulness of Cooperative Extension classes and materials (Figure 13) only 50 percent (n = 507) of participants answered the question. Of those that did respond to the question, half (48.9 percent, n = 249) had never heard of UNCE, while 18.9 percent (n = 96) found Extension classes and materials “very useful” and 12.2 percent (n = 62) rated them “useful.”

![Figure 13: Usefulness of Extension Classes and Materials](image-url)
Although only half of the participants responded to the usefulness question, when asked if they or their children would participate in UNCE programs (Figure 14), the majority of participants did respond (79.8 percent, n = 810). This indicates that although participants do not know about Extension or have little to no prior experience with Extension, 28.3 percent (n = 229) perceive it as something potentially useful and positive, except for the 12.8 percent who don't want to be involved. This may be because UNCE took the time and trouble to conduct a targeted needs assessment with Latino audiences. Since most respondents indicate they had no idea that Extension exists or what it does, UNCE has not effectively reached this population through outreach work. There is potential for programs that include the Latino population, particularly Latino youth.

Figure 14: Would You or Your Children Participate in 4-H or Other UNCE programs?
Figure 15 depicts respondents’ preferred learning methods. Survey participants were able to select from more than one type of learning preference and thus only frequencies are reported. The majority of the respondents (51.9 percent, n = 525) reported that television was the preferred method for learning and receiving new information. Other preferred learning venues included school (42.1 percent, n = 426) and Internet or web-based instruction (40.4 percent, n = 408). These were followed by radio (31.9 percent, n = 323), newspaper (31.8 percent, n = 321) and printed materials (31 percent, n = 313).

Some may question how learning from friends fits within an Extension education program. Each of the above learning preferences provides opportunities for Extension to target specific audiences and to maintain dynamic educational influences within a Latino community. Each allows Extension to bring the education to where the people want to learn.
Figure 16 illustrates the availability to attend Extension classes or educational programs. The majority of respondents indicated that they were available in evenings (50.7 percent, n = 515) rather than daytime (43.9 percent, n = 446). In addition, the majority of respondents indicated they were available for weekend classes (31.6 percent, n = 321) to daylong classes (4.5 percent, n = 46). Respondents selected more than one option.

Figure 17 shows that time of year respondents preferred to attend Extension and similar educational programs to be spring (42.8 percent, n = 433) followed by summer (36.7 percent, n = 371), fall (32.2 percent, n = 325) and winter (29.7 percent, n = 300).
More than half of the respondents (52.7 percent, n = 533) reported that they use the Internet, while 26.9 percent (n = 272) reported they do not use the Internet. It should be noted that 9.1 percent (n = 92) would use the Internet but don’t know how; while 11.2 percent (n = 113) do not have Internet access (Figure 18).

![Figure 18: Do you Use the Internet?](image-url)
Figure 19 indicates that the majority of survey respondents (49.3 percent, n = 498) speak Spanish at home, followed by 35.7 percent (n = 361) who speak a blend of Spanish, then English. Only 7.8 percent (n = 79) of the respondents speak English at home with even less (5.8 percent, n = 59), speaking a blend of English, then Spanish.
CHAPTER FOUR
RECOMMENDATIONS AND IMPLICATIONS FOR
COOPERATIVE EXTENSION IN NEVADA

In researching Latino issues across the state of Nevada, it was critical to go beyond gathering mere basic demographic information such as gender, age, marital status, education, etc. and explore issues such as country of origin, occupation in country of origin, current occupation and immigration status. The authors were looking to develop a historical as well as current picture of the respondents’ lives. We felt this would give a more well-rounded understanding of Latino needs in Nevada.

Awareness of these demographics can help UNCE and other educators be culturally sensitive as well as assist them in targeting delivery and teaching methods more effectively to underserved Latino populations. A summary of common characteristics of this statewide needs assessment indicate that the majority of respondents originated in Mexico (68.6 percent, n = 694). Many (43.3 percent, n = 438) were U.S. citizens or had other legal status (47.3 percent, n = 478). They had worked primarily in agriculture, as professionals, in manufacturing or in education in their native country, but now worked in food service, hotels/casinos, education, construction or childcare. One hundred people (10 percent) had been professionals with college degrees in their native country, but only 61 (6 percent) were using their professional degree here. More research may be warranted to examine this. Roughly a quarter had a junior-high (23.8 percent, n = 241) or high school (20.4 percent, n = 206) education. More than half (61.5 percent, n = 622) were married and most (66.6 percent, n = 673) ranged in age from 18 to 39. Almost 76 percent (75.5 percent, n = 1,010), had children in the household.

The results of this assessment support the need to develop Extension programs, inclusive of curriculum and trainings, to address identified issues within the Extension mission. This assessment also raises the question of how to involve Latino audiences in existing Extension programs that meet identified needs. Few people had heard of Extension or 4-H. How can Extension link with them so they are no longer an underserved audience? Would it be possible to use the traditional 4-H model to involve youth who then go home and share what they have learned with their parents and families? It is important for the authors to share the results of this assessment with other organizations who are better suited to address identified needs outside of the Cooperative Extension research-based mission.

The majority of the survey respondents speak Spanish at home followed by a blend of Spanish and English. Thus, in order for Extension and other outreach programs to effectively impact Nevada’s Latino population, the programs should be offered in Spanish, including both oral and written forms of instruction. It should be reiterated that Speaking and Reading English was rated as a top issue statewide. When asked “which of the ideas you shared need the most attention” (Question 49, 684 responses—primarily in Spanish), they wrote over and over again they wanted to speak, read and
write English and requested more English classes. When given a final opportunity to share their concerns (Unnumbered, 395 responses, primarily in Spanish): “Please tell us how University of Nevada Cooperative Extension can best address your educational needs?” repeatedly people stated they want to speak and write English. It follows that, to be effective, Extension outreach programs must strategize ways in which to incorporate instruction in the English language as an integral component of overall program design and delivery.

Since **Respect for Self and Others** was also at the top of the list, Extension educators should look for ways to collaborate with other entities to deliver diversity and multicultural education programs or to develop community capacity to be inclusive and supportive. **Doing Well in School and Preparing for College** ranked third. Extension already offers afterschool tutoring and science programs in many parts of Nevada, but with our close ties to the University of Nevada, Reno and the state’s community colleges, we may be able to facilitate communication between Latinos and campuses that will increase enrollment and preparedness for college. Other issues such as **Practicing Healthy Lifestyles, Budgeting and Saving Money, Prenatal Care for Teen Mothers, Teen Parenting Classes** and **Child Abuse and Neglect** are programs historically or currently offered in many counties in the state. This assessment supports targeted delivery of these or similar programs to Latinos.

Answers to the Question 50 (355 responses, most in Spanish) “What would you like public agencies to do differently to be of more assistance to Latino families?” revealed that most of the respondents were unfamiliar with Extension and its programs. Time after time, they commented they would like information made more readily available about what Extension offers and how to become involved. They suggested we reach them through schools, churches, community organizations, the media and through flyers. Through Question 51 (406 responses, again primarily in Spanish)“What do you think you or your family could do to help achieve these changes?” they offered to volunteer, to learn and share what they learn with others and to work with their neighbors to get the word out about available programs.

While respondents rated web-based instruction relatively low compared with television, radio and other educational venues, more than half of the respondents (52.7 percent, n = 533) reported using the Internet. This indicates that web-based instruction may provide an effective mode of outreach instruction for at least a targeted subpopulation of Latinos living in Nevada. Extension and outreach programs that seek to educate and impact large numbers of the general Latino population will want to utilize television and radio, in addition to printed materials appearing in newspapers or distributed to the Latino public. Evening or daytime classes outranked weekend or one-day classes. Respondents preferred to take classes in the spring or summer.
**Limitations**

Sample sizes, particularly for an urban county such as Clark where 392 people participated, reduce interpretation to extrapolation. The researchers did not assess topics such as discrimination or oppression; instead, we provided open-ended questions for respondents to insert their comments. A significant limitation is the diversity of the Latino population in Nevada from rural to urban especially within an urban county such as Clark County. Since we delivered the needs assessment to individuals who were already involved in an event or invited by a person they knew, we probably missed hearing from people without those connections. Another limitation is the impracticality of qualitatively analyzing the comments (n = 1,840) for the four open-ended questions. This needs assessment represents a narrow slice of reality for Nevada’s Latinos.

**Lessons Learned**

Based on challenges in conducting this needs assessment, researchers found that combining the meetings with other events and activities was successful in some instances and not others, depending on activities planned for the event. Refreshments, when available, contributed to successful participation and added an appreciated social flavor to the meeting process. Our facilitator noted that including food was an important component. Providing childcare so that parents could take the time to answer the survey was another effective tool in increasing participation.

We noticed that Latinos in Nevada were very willing to participate once someone they knew, trusted and respected, personally invited them. General notices in the media to participate in this process were generally disregarded. In comments to the open-ended questions they stated they appreciated that their opinion was solicited and that they had an opportunity to make a positive contribution. One respondent said (in English) “It's a pleasure to see individuals pushing for Latino needs because UNR is far behind other universities.” Another replied “gracias por sus esfuerzos” (thank you for your efforts – our translation). “Con este tipo de eventos es suficiente pues nos enteramos de la potencialidad que puede uno desarrollar. Gracias por todo” (We are able to become aware of the potential opportunities through these events. Thank you for everything.- our translation) stated another participant.

Recommendations for future research include further scrutiny of these data, including analysis for each county by language spoken at home and how that interacts with other data collected. For example, power analysis needs to be performed to determine if significant differences exist concerning perceived issues based on demographic characteristics, such as gender, marital status, education, immigration status or years lived in Nevada. Another question is how the issues featured in this assessment may be grouped into learning modules, using cluster analysis, for example, to ferret out groups of issues that are highly related.

Additional recommendations for future research include more in-depth research into specific issues and their sociological ramifications. Future replication of the
statewide needs assessment will be necessary. A performance assessment will be essential to determine the efficacy of Extension programs developed and implemented to address the issues identified by the Latino population as important in this assessment effort.

Next Steps

After publication, the results from this Statewide Needs Assessment will be sent to all Extension Educators in Nevada. It will also be shared with Nevada organizations that either serve Latinos or might wish to work with them, particularly those organizations equipped to address identified needs outside of Extension’s mission. For identified needs within Extension program areas, Extension Specialists will be informed of the importance of including Latinos and of the necessity to expand their outreach to this community. County and city governments will be notified this important information is available.

A significant step would be to create a statewide task force to do more in-depth research based on this pilot effort. This group could include Extension, LRC and the many other organizations serving Latinos. There should be shared and systemic efforts in identifying and working towards the needs of the Latino community and identifying solutions collaboratively. They could strategize methods to most efficiently meet Latino needs. There is a gap in informing Latino audiences of current outreach available to them, not only from Extension but from other organizations and agencies. A task force could develop a media campaign to improve Latinos’ awareness of what is available to them.

As the demographics of Nevada and the United States change, it is imperative for Extension to be responsive to emerging audiences and to develop diverse partnerships with other groups to become effective and inclusive in reaching out to Latinos. They are the fastest-growing minority group in Nevada. This statewide assessment provides an important first look at Latino needs.
References


U.S. Citizenship and Immigration Service. (2010). [Online]. Available at: http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=a39e901bf9873210VgnVCM100000082ca60aRCRD&vgnextchannel=a39e901bf9873210VgnVCM100000082ca60aRCRD/

## APPENDIX A

### LATINO NEEDS ASSESSMENT QUESTIONNAIRE

*(English)*

*DO NOT WRITE YOUR NAME ON THIS FORM*

Part I. (Read aloud the following): On a scale of 1 (Not Very important) to 5 (Very Important), please circle the number that rates the importance of each of the following issues:

<table>
<thead>
<tr>
<th>EDUCA TION, INFORMATION AND SERVICES</th>
<th>Not Very Important</th>
<th>Slightly Important</th>
<th>Neutral</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting proper identification</td>
<td></td>
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<tr>
<td>2. Getting a driver’s license</td>
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<tr>
<td>3. Speaking and reading English</td>
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<tr>
<td>4. Knowing my legal rights and the U.S. law</td>
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<tr>
<td>5. Filing taxes</td>
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<tr>
<td>6. Changing or applying for immigration status</td>
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<tr>
<td>7. Practicing healthy lifestyles (nutrition, exercise)</td>
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<td>8. Budgeting and saving money</td>
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<td>9. Establishing a bank account</td>
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<td>10. Going to college or technical school</td>
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<tr>
<td>11. Using computers (access, internet, classes)</td>
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<td>12. Using public transportation (bus, train)</td>
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<td>13. Finding a doctor, dentist (other medical)</td>
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<td>14. Affordable prescription medicines</td>
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<td>15. Affordable health insurance</td>
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<td>16. Finding mental health care services</td>
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<tr>
<td>17. Accessing emergency services (food, clothes, shelter)</td>
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<td>18. Affordable housing</td>
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<td>19. Getting and keeping good credit</td>
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<td>20. Finding affordable loans (home, business)</td>
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<tr>
<td>21. Being treated differently because I am Latino(a)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YOUTH AND YOUNG ADULT QUALITY OF LIFE ISSUES</th>
<th>Not Very Important</th>
<th>Slightly Important</th>
<th>Neutral</th>
<th>Important</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Gang participation (tagging, violence, recruitment)</td>
<td></td>
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<tr>
<td>23. Use of tobacco (smoking, chewing)</td>
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<tr>
<td>24. Use of illegal drugs (marijuana, cocaine, meth, other)</td>
<td></td>
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<tr>
<td>25. Use of alcohol (beer, liquor)</td>
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<tr>
<td>26. Teen pregnancy prevention</td>
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<tr>
<td>EDUCATION, INFORMATION AND SERVICES</td>
<td>Not Very Important</td>
<td>Slightly Important</td>
<td>Neutral</td>
<td>Important</td>
<td>Very Important</td>
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<tr>
<td>27. Prenatal care for teen mothers</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>28. Teen parenting classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. Child abuse and neglect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. Dropping out of school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. Doing well in school &amp; preparing for college</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32. Respect for self and others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Part II. Please answer the following demographic questions to help us learn more about your needs:

33. Please describe your current work (check one)
   - Childcare
   - Construction
   - Education
   - Farming-Ranching
   - Food Service
   - Health Care
   - Hotel-Casino
   - House Cleaning
   - Landscaping/Yard Work
   - Manufacturing
   - Mechanic-Repairs
   - Recreation (ski resort/golf)
   - Transportation (public)
   - Professional (BS, MS, MEd. JD, MD)
   - Other

34. How long have you lived in Nevada? _________ years

35. What is your age? _________ years

36. What is the highest level of education you have completed? (check one)
   - Elementary
   - Junior high
   - High school
   - Some college course(s)
   - Technical/Associate degree
   - College degree (B.A., B.S.)
   - Graduate degree (M.S., M.A., Ph.D., M.D. or J.D.)
   - Other

37. What is your gender? (check one)
   - Male
   - Female

38. What is your marital status? (check one)
   - Single
   - Married
   - Divorced
   - Widowed

39. How many children under the age of 18 live with you? _____________

40. How many adults (18 and older) live with you? _____________

41. Where are you from? (country) ___________________________________

42. Please describe your or your family’s previous line of work in your native country?
   - Childcare
   - Construction
   - Education
   - Farming-Ranching
   - Food Service
   - Health Care
   - Hotel-Casino
   - House Cleaning
   - Landscaping/Yard Work
   - Manufacturing
   - Mechanic-Repairs
   - Recreation (ski resort/golf)
   - Transportation (public)
   - Professional (BS, MS, MEd. JD, MD)
   - Other ____________________
43. What is your immigration status?
    U.S. Citizen
    Resident Alien
    Tourist Visa
    Work Visa
    Student Visa
    H2-A
    H2-B
    H1-A
    Other________________

44. What language do you speak at home?
    Spanish
    Spanish/English
    English
    English/Spanish
    Other_________________

Part III. Please answer the following questions to help us assess your educational needs and preferences:

45. Do you use the Internet? (check one)
    YES
    NO
    I want to but don’t have access
    I want to but don’t know how

46. How do you prefer to learn about important issues? Write “1” for your first choice, “2” for your second choice, “3” for third choice, and so forth:
    Printed material
    One-on-one instruction
    Interactive video instruction
    Internet, web-based instruction
    Newspaper
    Television
    Radio
    Church
    Friends
    School

47. What time of day do you prefer to go to classes? Write “1” for your first choice, “2” for second choice, and so forth:
    Daytime classes
    One day classes
    Evening classes
    Weekend classes

48. Which time of year can you go to classes? Write “1” for your first choice, “2” for your second, etc.:
    Winter (December to February)
    Spring (March to May)
    Fall (September to November)
    Summer (June to August)

49. Which of the ideas you shared need the most urgent attention?
__________________________________________________________________________________________________________________

50. What would you like public agencies to do differently to be of more assistance to Latino families? If possible, name the agency and describe what they could do differently:
__________________________________________________________________________________________________________________

51. What do you think you or your family could do to help achieve these changes?
__________________________________________________________________________________________________________________

52. Have you used Cooperative Extension programs or materials in the past? (check one)
    YES
    NO

53. Please rate the usefulness of Cooperative Extension classes and materials: (check one)
    Not Useful
    Somewhat Useful
    Neutral
    Useful
    Very Useful
    Never heard of it

54. Would you or your children like to participate in 4-H and/or other Cooperative Extension programs? (check one)
    YES
    NO
    Already do
    I don’t know what Extension is
    I don’t know what 4-H is

Please tell us how University of Nevada Cooperative Extension can best address your educational needs:
__________________________________________________________________________________________________________________

Thank you for completing all items featured in this assessment. After you complete the questionnaire, you may put it in the locked drop boxes by the exits. PLEASE DO NOT WRITE YOUR NAME ON THIS FORM.
APPENDIX B

LATINO NEEDS ASSESSMENT QUESTIONNAIRE
(Spanish)

POR FAVOR NO ESCRIBA SU NOMBRE EN ESTA FORMA

Parte I. (Lea la siguiente parte): Por favor indique la importancia para usted con relación a los siguientes temas. El nivel 1 significa que “No Es importante” y el nivel 5 significa que es “Muy Importante” para usted.

### EDUCACIÓN, INFORMACIÓN Y SERVICIOS

<table>
<thead>
<tr>
<th>No Es Importante</th>
<th>Poco Importante</th>
<th>Neutral</th>
<th>Importante</th>
<th>Muy Importante</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conseguir una identificación apropiada</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Obtener una licencia para manejar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Hablar y escribir inglés</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Aprender sobre mis derechos y la ley</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Prepararme para hacer los impuestos de ganancias anuales</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Aplicar para cambiar mi estado de inmigración</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Llevar una vida saludable (nutrición, ejercicio)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Manejar mi dinero y poder ahorrar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Abrir una cuenta en el banco</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Asistir a una escuela técnica o universitaria</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Tomar clases de computación</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Usar transporte público (autobús o tren)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Encontrar una lista de médicos o dentistas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>14. Tener acceso a medicamentos económicos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>15. Conseguir seguro medico y económico</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>16. Tener acceso a servicios de la salud psicólogo(a)</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>17. Tener acceso a servicios de emergencia</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. Aprender sobre viviendas económicas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. Tener y mantener buen crédito</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>20. Aprender sobre préstamos que se ofrecen (casa, negoció)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. Recibir tratamiento diferente por ser Latino(a)</td>
<td>1</td>
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</table>

### JUVENTUD Y TEMAS SOBRE LA VIDA DE LOS JOVENES

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<thead>
<tr>
<th>No Es Importante</th>
<th>Poco Importante</th>
<th>Neutral</th>
<th>Importante</th>
<th>Muy Importante</th>
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</thead>
<tbody>
<tr>
<td>22. Participando en pandillas u otros grupos</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>23. El uso de tabaco</td>
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<td>24. El uso de drogas ilegales</td>
<td>1</td>
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<tr>
<td>25. El uso del alcohol</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>26. Prevenir el embarazo en la adolescencia</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>27. Atención medica en el embarazo de adolescentes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28. Clases para los padres</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>29. El abuso de menores o negligencia</td>
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<td>4</td>
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<tr>
<td>30. Salir de la escuela antes de graduarse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>31. Mantener buenas calificaciones y prepararse para la Universidad</td>
<td>1</td>
<td>2</td>
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</table>
32. Tener respecto para sí mismo y los demás

<table>
<thead>
<tr>
<th>No Es Importante</th>
<th>Poco Importante</th>
<th>Neutral</th>
<th>Importante</th>
<th>Muy Importante</th>
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</table>

Parte II. Por favor conteste lo siguiente para entender mejor sus necesidades.

33. Por favor indique su tipo de trabajo (marque solamente uno)

- [ ] Cuidar niños
- [ ] Construcción
- [ ] Educación
- [ ] Trabajando en una Granja/Rancho
- [ ] Empleado(a) de Restaurante
- [ ] Servicios médicos
- [ ] Hotel-Casino
- [ ] Limpia casas

- [ ] Jardinería/Limpia jardines
- [ ] Fábrica
- [ ] Mecánica/Reparación
- [ ] Centro de vacaciones
- [ ] Transporte público
- [ ] Carrera profesional
- [ ] Otro trabajo

34. ¿Cuánto tiempo ha vivido en Nevada? ________ años

35. ¿Qué edad tiene? ________ años

36. ¿Cuál es el nivel más alto de educación que ha completado? (marque uno)

- [ ] Primaria
- [ ] Secundaria
- [ ] Preparatoria
- [ ] Algunas clases universitarias

- [ ] Escuela técnica
- [ ] Universidad por 4 años
- [ ] Doctorado
- [ ] Otro nivel

37. ¿Cuál es su sexo? (marque uno)

- [ ] Hombre
- [ ] Mujer

38. ¿Cuál es su estado civil (matrimonial)? (marque uno)

- [ ] Soltero(a)
- [ ] Casado(a)
- [ ] Divorciado(a)
- [ ] Vuido(a)

39. ¿Cuántos niños menores (menos de 18) de edad viven con usted? ________

40. ¿Cuántos adultos de 18 y mayores viven con usted? ________

41. ¿Dónde nació? (país) ___________________________________

42. Por favor indique lo que usted o su familia hacían en su país de origen.

- [ ] Cuidar niños
- [ ] Construcción
- [ ] Educación
- [ ] Trabajando en una Granja o Rancho
- [ ] Servidor/Restaurant
- [ ] Servicios médicos
- [ ] Hotel-Casino
- [ ] Limpia casas

- [ ] Jardinería/Limpia jardines
- [ ] Fábrica
- [ ] Mecánica/Reparación
- [ ] Centro de vacaciones
- [ ] Transporte público
- [ ] Carrera profesional
- [ ] Otro trabajo

43. ¿Qué es su estado de residencia?

- [ ] Ciudadano
- [ ] Residente
- [ ] Visa de turista
- [ ] Permiso para trabajar/Visa de trabajo
- [ ] Visa de estudiante

- [ ] H2-A
- [ ] H2-B
- [ ] H1-A
- [ ] Otro estado

44. ¿Qué idioma habla en su casa?

- [ ] Español
- [ ] Español/Inglés
- [ ] Inglés
- [ ] Inglés/Español
- [ ] Otro Idioma

- [ ] Español
- [ ] Español/Inglés
- [ ] Inglés
- [ ] Inglés/Español
- [ ] Otro idioma
Parte III. Por favor conteste lo siguiente para entender como prefiere usted conseguir información de educación.

45. ¿Usa el Internet? (marque uno)
   - Sí
   - No
   - Quiero usarlo pero no sé cómo
   - Quiero usarlo pero no tengo acceso

46. ¿Cómo preferiría aprender sobre temas importantes que le afectan? Indique en nivel de importancia para usted desde 1 (los más importantes) a 3 (poco importante):
   - Volantes, revistas
   - Instrucciones individuales
   - Instrucciones con video
   - Internet o clases de computación
   - Periódico, diarios
   - Televisión
   - Radio
   - Iglesia
   - Amigos(as)

47. ¿A qué hora preferiría asistir a clases? Indique el nivel de importancia para usted desde 1 (lo más importante) a 3 (poco importante):
   - Clases durante el día
   - Clases durante todo el día
   - Clases de noche
   - Clases durante el fin de semana

48. ¿En qué época del año preferiría asistir a clases? Indique el nivel de importancia:
   - Invierno (Diciembre a Febrero)
   - Primavera (Marzo a Mayo)
   - Otoño (Septiembre a Noviembre)
   - Verano (Junio a Agosto)

49. ¿De todos los temas mencionados en esta encuesta, cuál es el más importante o urgente para usted? Escríbalo aquí.
   __________________________________________________________
   __________________________________________________________

50. ¿Cómo podrían servirle mejor las agencias? Si usted quiere, puede mencionar una agencia y lo que podría hacer mejor para ayudarlo a usted y su familia:
   __________________________________________________________
   __________________________________________________________

51. ¿Qué podría hacer usted y su familia para promover estos cambios?
   __________________________________________________________
   __________________________________________________________

52. ¿Ha usado, o ha asistido a programas de la cooperativa en el pasado? (marque uno)
   - Sí
   - No
53. Si ha asistido, marque como le sirvió: (marque uno)
   ☐ No me sirvió mucho
   ☐ Me sirvió un poco
   ☐ Neutral
   ☐ Si me sirvió
   ☐ Me sirvió mucho
   ☐ No la conozco

54. ¿A usted, o sus hijos, les gustaría participar en un programa de 4-H? (marque uno)
   ☐ SI
   ☐ NO
   ☐ Ya lo hice
   ☐ No sé lo que es 4-H
   ☐ No sé de la Extensión

¿Cómo podríamos ayudarle a mejorar la calidad de su vida, educación u otra necesidad suya o de su familia?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Muchísimas gracias por contestar las preguntas. Antes de salir, lleve este papel a unas de las cajas ubicadas alrededor de la sala.
February 11, 2008

Facilitator reads aloud in Spanish (and English) the following invitation letter:
Hello. My name is Jessica Angle. I work for University of Nevada Cooperative Extension and will help you to complete the research study you have received today.

I have distributed to each of you a 3-page questionnaire, in Spanish, that asks questions about potential research and education needs that you may have based on your experiences as a Latino(a) living in Nevada. I also have English versions of the questionnaire available. Please raise your hand if you would prefer to answer the questionnaire in English and I will provide you with a copy. I have also distributed a copy of the letter I am reading in both English and Spanish for your use. Information from this needs assessment may be used for research purposes. If you are 18 years of age and older, your completion of the questionnaire indicates your consent to participate. If you do not wish to complete the questionnaire, you may attend the remainder of the meeting and listen or you may leave the meeting at any time if you choose.

The first part of the questionnaire asks you to prioritize research and education needs while the second part asks questions about you, and third part about your preferences for receiving educational programs. I will read each question aloud to you in Spanish, answer any questions you may have, and allow time for you to answer each question. Completing the questionnaire should take about 10 minutes of your time. After you complete the questionnaire, you may put it in the locked drop box by the exits.

As a member of Nevada’s growing Latino community, your input is important to University of Nevada Cooperative Extension’s ability to focus our education outreach program efforts in the areas that are of greatest need. Your participation is strictly voluntary. We assure you that your individual responses will be kept confidential. No identifying marks are on the questionnaire and we request that you do not write your name on the questionnaire. Once we have analyzed the responses, we will request that you do not write your name on the questionnaire. Once we have analyzed the responses, we will share it with you via new paper summaries written in both English and Spanish. No individual answers will be shared with anyone.

Please accept my personal thanks for your time in completing and returning the questionnaire. We work very hard to provide quality research and education programs to Nevadans and this survey will help strengthen our efforts. If you have any questions, please feel free to call me at the Latino Research Center/Cooperative Extension, 775-772-8994.

You may ask about your rights as a research subject or you may report (anonymously if you choose) any comments, concerns, or complaints to the University of Nevada, Reno Social Behavioral Institutional Review Board, (775) 327-2368, or by addressing a letter to the Chair of the Board, c/o UNR Office of Human Research Protection, 205 Ross Hall/331, University of Nevada, Reno, Reno, Nevada, 89557.

Copies of this recruitment letter, in English and Spanish, will be distributed to participants along with the assessment instrument in English and Spanish.
Marzo 2008

Buenos días, me llamo Jessica Angle y trabajo por la Extensión cooperativa de la Universidad de Nevada, Reno. Estamos haciendo un estudio sobre las necesidades de los Latinos en Nevada para establecer programas de educación.

Para participar en este estudio, tienen que tener por lo menos 18 años de edad. Si deciden participar, les daré un cuestionario en español de 3 páginas que tiene preguntas sobre sus experiencias como Latinos(as) viviendo en Nevada. Tengo también cuestionarios en inglés si alguien prefiere. Levanten la mano si necesitan uno. Cuando usted completa este cuestionario significa que usted está participando en este estudio. Si prefiere no completar el cuestionario puede quedarse de todos modos para escuchar las preguntas, o puede irse de la sala en cualquier momento.

La primera parte del cuestionario es sobre temas de educación, información y servicios. Requiere que se marquen según el orden de importancia. La segunda parte tiene preguntas de su vida y educación, y la tercera parte le preguntará de cómo prefiere usted conseguir información sobre programas de educación personal. Las respuestas que ustedes den en los cuestionarios serán parte de un estudio de investigación sobre los Latinos en Nevada.

Les voy a leer cada pregunta y luego daré tiempo para comentarios o dudas. La preguntas tomarán aproximadamente 10 minutos en contestarse. Cuando terminen el cuestionario, por favor pónganlo en una de las cajas negras ubicadas alrededor de la sala.

Sus respuestas son muy importantes como miembros de la comunidad Latina en Nevada porque nos ayuda a concentrarnos en las áreas que nuestra comunidad necesita ayuda. Su participación es completamente voluntaria y les aseguro que sus respuestas serán totalmente confidenciales. No tenemos manera de identificar quién contesta las preguntas y les pido que por favor no pongan su nombre en ninguno de los papeles.

Gracias por su tiempo y asistencia con este proyecto. Nuestra meta es poder traer buenos programas de educación e información para todos en nuestro estado de Nevada. Tendremos los resultados accesibles en inglés y español después de registrarlos en nuestro estudio.

Si tienen preguntas después, me pueden llamar al Centro de Investigación Latino o la Extensión Cooperativa a 775-772-8994.

Si tienen preguntas sobre sus derechos con este estudio, pueden llamar a la Universidad de Nevada, Reno al departamento de Social Behavioral Institucional Review Board a 775-327-2368. Si tienen comentarios, o quejas, pueden escribir una carta a la Mesa Directiva (Chair of the Board), c/o UNR Office of Human Research Protection, 205 Ross Hall/331, University of Nevada, Reno, Reno, Nevada, 89557
Statewide Latino Needs Assessment in Nevada
Assessing the research and education needs of Latinos in Nevada

By: Loretta Singletary, Lyon County Extension Educator; JoAnne Skelly, Carson/Story County Extension Educator; and Emma Sepúlveda Pulvirenti, Director of the Latino Research Center

RENO – University of Nevada Cooperative Extension (UNCE) has partnered with the University of Nevada, Reno Latino Research Center to conduct a statewide Latino needs assessment.

“Our goal is to paint a factual, generalized picture of what life is like for Latinos in Nevada,” Skelly said. “We want to know their primary concerns and what they need in terms of Extension outreach programs.”

“Cooperative Extension research indicates that bringing the needs assessment directly to the Latino public yields the best data for a project like this,” according to Singletary. “In addition, we will choose a cross-section of the Latino population that will represent the diversity of all individuals within the Latino community. We will be selecting community partners to help us. In addition, ten to twelve counties will be targeted based on the number of Latinos who reside there.” Jessica Angle, UNCE’s Research Assistant, who is Latina and bilingual, is facilitating the assessment phase of the project through a series of public meetings with Nevada’s Latino population.

The assessment phase of the project will be completed in June. The results will be published and made available statewide to agencies, educational organizations, groups and individuals in the fall.

For more information, call Jessica Angle, University of Nevada Cooperative Extension Research Assistant, (775) 772-8994. You can also email questions to jangle02@sbcglobal.net.
SUMMARY

What: Latino Needs Assessment Public Meeting at “Feria para la Mujer y Familia”

When: 10 a.m. – 3 p.m., March 8

Where: East Las Vegas Community Center
250 North Eastern Avenue, Las Vegas, NV 89101

Who: Presented by Univision Radio and cosponsored with the City of Las Vegas
Cultural Affairs Division

Editor’s Note: Cooperative Extension is the college that extends knowledge from the
University of Nevada to local communities to address important issues. Faculty and staff
reached hundreds of thousands of Nevada citizens last year with research-based
information on agriculture, horticulture, natural resources, health and nutrition,
community development and children, youth and families.

Founded in 1874 as Nevada’s oldest land-grant university, the University of
Nevada, Reno has more than 16,000 students and four campuses with Cooperative
Extension educational programs in all Nevada counties. It is ranked as one of the
country’s top 150 research institutions by the Carnegie Foundation, and is home to
America’s sixth-largest study abroad program, as well as the state’s oldest and largest
medical school.
Estudio sobre las necesidades de Latinos en Nevada
De parte de: Loretta Singleterry, Educadora de la Extensión del Condado de Lyon; JoAnne Skelly, Educadora de la Extensión del Condado de Carson/Storey; y Emma Sepúlveda Pulvirenti, Directora del Centro de Investigación Latino.

RENO – La Extensión Cooperativa de la Universidad de Nevada (UNCE) y el Centro de Investigación Latino están haciendo un estudio sobre las necesidades de Latinos en Nevada.

“Nuestra meta es de mostrar como es la vida para los Latinos en Nevada,” dijo Skelly. “Queremos saber sus preocupaciones y cuales son las necesidades importantes en relación con programas de educación de la Extensión.”

“Investigaciones hechas por la Extensión Cooperativa muestran que al traer este tipo de encuesta directamente a la comunidad Latina da los mejores resultados,” según Singletary. “Además, escogeremos una selección de la población Latina para representar la diversidad de los individuales en la comunidad Latina. Estamos seleccionando diez a doce condados según el número de Latinos que viven allí. También estaremos colaborando con los líderes de cada comunidad.” Jessica Angle, la asistente del proyecto quien es Latina y bilingüe estará dirigiendo una serie de reuniones con la población Latina en las cuales ella presentará las encuestas.

La fase de las encuestas tendrá fin en Junio y los resultados finales serán publicados en el otoño de este año. Los resultados serán accesibles en inglés e español para agencias, organizaciones educacionales, grupos o cualquier persona interesada.

Para mayor información comuníquese con Jessica Angle (775) 772-8994 o por correo electrónico a jangle02@sbcglobal.net

SUMMARY
¿Qué?: Encuesta de las necesidades de Latinos en Nevada
¿Cuándo?: Domingo 28 de Septiembre de 2008 a las 11am
¿Dónde?: St. John Bosco Catholic Church – 384 S. Reese Street, Battle Mountain, NV 89820
¿Quién?: Presentado por Jessica Angle de la Extensión Cooperativa de la Universidad de Nevada. Estará ofrecida en español e inglés.

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Founded in 1874 as Nevada’s oldest land-grant university, the University of Nevada, Reno has more than 16,000 students and four campuses with Cooperative Extension educational programs in all Nevada counties. It is ranked as one of the country’s top 150 research institutions by the Carnegie Foundation, and is home to America’s sixth-largest study abroad program, as well as the state’s oldest
¿Quiere saber más de su comunidad? ¿Quiere saber sobre los servicios que existen en nuestra comunidad? Los invitamos a que traigan sus preguntas y sus ideas como miembros de la comunidad Latina de Nevada. Sus ideas y sus respuestas nos ayudarán a concentrarnos en áreas que necesitan ayuda para establecer programas de educación de la Extensión Cooperativa de la Universidad de Nevada, Reno. Su participación es completamente voluntaria y se les asegura que sus respuestas serán totalmente confidenciales.

¿Dónde: Centro de Investigación Latino en la Universidad de Nevada, Reno
Edmund J. Cain Hall, Cuarto #100
¿Cuándo: 1:30 p.m. a 2:30 p.m.

Tendremos refrescos y un área con juguetes y cuadernos para los niños.

Para mayor información comuníquese con:
Jessica Angle a 775-772-8994

La Universidad de Nevada, en Reno, es una institución de igualdad de oportunidades y acción afirmativa y no discrimina en razón de raza, color, religión, sexo, edad, creencia, origen nacional, situación militar, incapacidad mental o física y orientación sexual en todos los programas o actividades de la misma. La Universidad emplea solamente a ciudadanos norteamericanos y a extranjeros autorizados por la ley para trabajar en los Estados Unidos de América.
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