

LEP Project Worksheet

County, Region, or Unit (Location): Southwest Region

Targeted Population: Hispanic

Implementation Period: July 1, 2012-June 30, 2014

# of LEP Persons in Population	% of LEP Persons to Total Population	Program Need or Nature of Importance of program activity	Program Objective	Activity or Program (s)	# Sessions	Outcome	Available Resources (staff, volunteers, time, money, research base, materials, equipment, technology, partners)	Costs
See Demographic reports in Civil Rights file		Disaster Recovery and Preparedness	Provide assistance in time of disaster	Provide Bilingual publications	As needed	Need of the clients are met	EDEN, Health Department, Extension in Española, Red Cross, Catholic Charities	

What language assistance measures will be taken to enable LEP persons to access program services?

- Translation? Translated materials – Especially Family Financial information
- Notification? PSA's, Spanish Radio Stations, Facebook
- Telephone Relay? Deaf Persons?
- Interpretation? _____
- Bi-lingual materials? 1) CEMP Bilingual materials, 2) On demand radio recording that good be used during a disaster, 3) corrected English then Spanish in a printed form.
- Bi-Lingual staff or volunteers? _____

How will you evaluate the programs/services?

Increased awareness of MU Extension
Greater demand for educational programming due to increased credentials of MU Extension
Survey participants
Follow-up with a community focus group

In other programming areas, faculty annually work to reach underserved audiences. 4-H faculty contact community leaders (gatekeepers) to gain trust and access to the Hispanic populations. The agriculture faculty work through local Farmers' Market managers to offer educational programming to Hmong farmers in the region. Translators are hired to help when needed to assist with presentations.

This worksheet should be completed for each LEP program. Please provide a copy to AA/EEO Office and the Civil Rights File.