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Analysis of the Cooperative Extension Service for Hispanics in Oklahoma

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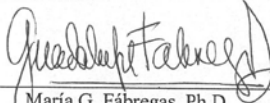
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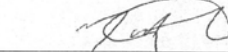
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Abstract

The Cooperative Extension Service in the United States (US) is the result of a transformative process. In the nation's early years, the economy needed to grow. Agriculture was its main economic activity. Therefore, the elite agricultural societies progressed to a broad productive system. First, the Morrill Land-Grant Act of 1862 created land-grant universities as higher education institutions for developing productive agriculture. Then, the Hatch Act of 1887 provided land-grant institutions with funds to create experimental extension stations to support research. Consequently, the Smith-Lever Act created the Cooperative Extension Service (CES), which enabled extension agents to deliver research to final users. Six major programs within the CES cover a broad range of programs apart from agriculture. These programs aid community development at the local level.

This community includes important minorities, with Hispanics representing the majority minority on a continuous growth trend. Common barriers to reaching Hispanics such as language and cultural patterns have led the CES to adapt its materials in many states to cater to this population. This adaptation has yielded better results with the Hispanic population. In Oklahoma few changes have been made to adapt the CES to the Hispanic community; government programs are reaching Hispanics at a lower rate than other segments of society. In order to take advantage of the opportunity that Hispanics represent, the CES in Oklahoma needs a specific approach to service Hispanics. This work analyzes the CES in the context of the Hispanic population in Oklahoma. This work also intends to distinguish approaches for delivering services to Hispanics.

INTRODUCTION

The Cooperative Extension Service in United States has historically adapted and responded to the needs of society. It emerged from offering agricultural societies to offering a diversified range of services. Land-grant universities are responsible for delivering these services, working as a link between people and science. Many programs have been launched for different groups in society. Minorities represent groups on the rise with particular needs and characteristics which demand specific services.

Hispanics are the largest minority group in the US as well as the state of Oklahoma. Representing the biggest population share and the fastest growth trend, this group plays an important role in the US economy. They also represent the country's highest rural area population growth. Hispanics are a defined minority but at the same time a highly diversified group. Spanish language is the common characteristic of Hispanics but different nationalities, races or cultural backgrounds make Hispanics a very wide-ranging group. In the state of Oklahoma Hispanics are present in different scenarios, from the business side to the labor force. They actively participate in all aspects of the economy. Agriculture is an important economic activity in Oklahoma with a significant number of Hispanics farming and ranching across the state.

If we think of Hispanics as an important sector of the population with unique characteristics playing a significant role in the economy, then the CES should take some considerations into account to offer greater service to this community.

The objective of this paper is to discuss two points:(1)The importance of the Hispanic community for the State of Oklahoma; and (2) The Oklahoma Cooperative Extension Service's need to provide specific programs for the state's growing Hispanic population.

CONTEXTUAL FRAMEWORK

Land-Grant Universities in the United States

In the United States (US) Land-Grant Universities are institutions of higher education selected by each state to receive Morrill Act benefits(McDowell, 2001).

The original mission of land-grant universities was to teach agriculture, military tactics, mechanical arts, and classical studies. This enabled the working classes to obtain a liberal and practical education from these institutions (Fribourg, 2005). Currently, land-grant Universities offer a variety of educational opportunities (Parr, Trexler, Khanna, & Battisti, 2007). Land-grant universities are committed to their mission of teaching, research and extension, a unique characteristic in post-secondary education for scholar engagement as well for funding alternatives (Mcdowell, 2003).

The Morrill Act. During the early 1800s, 85% of employed people in the US were farming. Experimentation in agriculture was conducted to increase yields; the US economy needed to grow and agriculture was its main sector (Gwinn, 1993). Experimentation was conducted mainly by higher income and politically connected people. George Washington, Thomas Jefferson and Benjamin Franklin played a main role experimenting, developing machinery and organizing agricultural societies. There were around 900 agricultural societies by 1861. Research findings were published in journals, and cooperative educational programs were sponsored to disseminate the information (Seevers, 1997).

The land-grant concept was adopted from how the land in the US was distributed. With vast land to distribute, the Homestead Act of 1862 granted 160 acres to anyone over 21 years old that was also the head of a family. Homestead Act land could be fully owned after living on it for six months, if any improvements were made to it (Potter, 1999). Central and Western Oklahoma settled this way, beginning with the first land run in Stillwater in 1889 (Morris, 1980).

In 1857 Justin Morrill proposed a different land-grant bill to the US Congress. This bill considered donating federal land to each state for the establishment of at least one higher education institution. President Buchanan vetoed the initiative but it was later signed by President Lincoln in 1862 (APLU, 2012). Another important event for the foundation of the cooperative extension service also happened in 1862 when the Congress created the United States Department of Agriculture, USDA (McDowell, 2001).

In 1890 the Morrill Act was expanded to include education for minorities. States had to open their programs to non-whites or establish separate schools, resulting in 16 black land-grant colleges being established across the nation (Neyland & Fahm, 1990).

Teaching, Research and Extension. Universities teach and research in general but land-grant universities also have the opportunity to do extension. This unique mission of land-grant universities is crucial because they have to extend their research findings not only by teaching it in formal settings but also by taking it outside the classrooms to reach final users (Williams & Williamson, 1985). Extension is an excellent opportunity to verify the pertinence of research (Daman, 2005).

This tripartite mission of research-teaching-extension also gives the land-grant universities possibilities to look for funding derived from sources other than federal, state or local government budgets (National Research Council . Committee on the Future of the Colleges

of Agriculture in the Land Grant University, 1995). Most government funds are decreasing and it is important for land-grant universities to have other alternatives (Just & Huffman, 2009).

The Cooperative Extension Service in the United States

Definition. The Cooperative Extension Service in the United States is a national education network committed to extend scientific knowledge from land-grant universities to solve problems of the community (Sasser, 2006). Funding from the federal, the state and the local government as well as private source funding is coordinated to achieve particular and combined goals. The funding is operated by the land-grant institutions with the supervision of the USDA. Extension agents are the bridge between universities and communities for information delivery (Seevers, 1997).

The Hatch Act. Beginning in the 1890s Seaman Knapp was spreading the idea of agricultural demonstrations (Martin, 1921). Field demonstrations involved real crop problems. These events were sponsored by land grant colleges and state departments of agriculture while farmer's institutes had experimental station experts participate. Traveling shows and seminars started around the country to show advances in agriculture technology (Bailey, 1945). These circumstances were the motivation for the Hatch Act of 1887.

The Hatch Act expanded the mission of land-grant universities by providing federal grants to establish agricultural experiment extensions (USDA, 1987). Experiment extensions in partnership with USDA seek to make American agricultural producers more efficient through basic but also applied research (Araji, 1990). The need to expand research more rapidly throughout the community led to the creation of the Cooperative Extension Service with the Smith-Lever Act of 1914.

The Smith-Lever Act. The Smith-Lever Act of 1914 officially established the Cooperative Extension Service, extending the outreach mission of land-grant universities. The Act contemplated sending agents to communities to disseminate scientific information, resulting in establishing the National Program for Extension in land-grant institutions. Positions were created for agents in agriculture, home economics and 4-H for the USDA. When the US Congress passed the Smith-Lever Act, kids clubs were also officially recognized (Seevers, 1997).

Extension programs. There are six major areas in the Cooperative Extension Service: 4-H Youth Development, Agriculture, Leadership Development, Natural Resources, Family and Consumer Sciences, and Community and Economic Development (NIFA, 2012). According to the National Institute of Food and Agriculture (NIFA), no matter the program, the extension agents will meet any public need at the local level. There is also an internet web-page called “eXtension” where people can access information on many topics. Such information comes from land-grant university research.

The six CES focus areas are:

4-H youth developmen. This program focuses on the develop of life skills through hands-on activities that incorporate science, math, social skills, and other topics.

Agriculture. Such program focuses on learning new ways to improve agriculture production through research and learning.

Leadership development. Focus on the training of extension agents, volunteers and 4-H youth to develop leadership in the community.

Natural resources. The program focuses on education regarding the use of natural resources to protect the environment.

Family and consumer sciences. Focus on teaching families how to become resilient and healthy.

Community and economic development. Which focuses on supporting local government to find feasible options for economic and community development (NIFA, 2012).

All programs are vital, but 4-H Youth Development is certainly special for both focusing on youth and because of its historic importance.

History of 4-H Youth Development Program. In the late 1800s agricultural societies, public schools, universities and bankers sponsored the establishment of children's agriculture clubs in many states. At that time, new agricultural practices were rarely accepted by adults in farms and ranches. Researchers noticed that young people were more open to accept these new techniques. Therefore, children were taught to use new methods; then, when children proved their efficacy their parents easily adopted it (Wessel & Wessel, 1982). Corn growing contests among youth and their rural families were very popular. Something of great significance is the 4-H official logo; a clover that changed from three to four leaves. The original three leaves signified hand, head, and heart. The fourth leaf was added later, signifying health (Reck, 1951).

The 4-H club is a youth development program collaboration between land grant-universities and the CES focusing on experiential learning. People between the ages of 8 to 18 can join the program. They learn skills from math, science and health through solving problems in their communities. The program focuses much of its content on agriculture practice, which makes it unique.

To become a member of the 4-H program the applicant simply contacts the nearest extension department at the state's land-grant university. For 2012, there are about six and a half million members in the 4-H program (www.4-h.org).

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The National FFA Organization (Future Farmers of America). Another important organization for young people is the National FFA Organization. This organization is committed to promoting agriculture education. It deeply emphasizes youth leadership development (Whittington & Elliot, 2004).

The National FFA Organization was founded in 1928 as Future Farmers of America or FFA, focusing mainly on production agriculture (Wall, 1969). In 1998 its name changed to National FFA Organization as they also focused on a broader range of programs to include science, business and technology. For being a member of the National FFA Organization it is necessary to engage in a school agriculture program. The organization currently has more than a half million members in the United States (www.ffa.org).

The Extension Service in the State of Oklahoma

In the State of Oklahoma the Cooperative Extension Service is operated by the State Board of Higher Education in cooperation with Oklahoma State University (OSU). The OSU Extension Service (OSUES) at the Division of Agricultural Sciences and Natural Resources has four program areas, Agriculture and Natural Resources, Family and Consumer Science, 4-H Youth Development, and Rural Community Development.

The other institution supporting the Cooperative Extension Service in the State of Oklahoma is Langston University. Langston is the second of the two land-grant universities in Oklahoma.

Hispanic Population in the United States

Hispanics account for 16.3% of the United States population, or 50.5 million people. This population has the fastest growth trend in the country. Hispanics grew by 43% from 2000 to 2010, more than four times the nation's 9.7% growth rate (Ennis, Ríos-Vargas, & Albert, 2011). This community is actually considered the first minority in the United States, surpassing the African American population which has historically been the first minority in the country.

According to The Pew Research Center (Passel & Cohn, 2008) Hispanics will continue to grow under the same pattern and by the year 2050 they will share 29% of the United States population, being 128 million people, only exceeded by Caucasian Americans which will account for 47% of the total. By the same year, the foreign-born population will account for 18% of total population, which will be 81 million people. Foreign-born people often speak different languages and have cultural backgrounds representing special needs. Of the total 81 million foreign-born people, about 30% will be Hispanic. This represents more than 24 million people speaking the Spanish language while carrying a different cultural background and education.

Definition of Hispanic. According to the *Standards for the Classification of Federal Data on Race and Ethnicity* from the Office of Management and Budget (OMB) in the United States the term Hispanic refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race (OMB, 1997). The 1997 revision of those standards proposed to use "Hispanic or Latino" because the term is used differently by regions in the United States; Hispanic is most used in the eastern region whereas Latino is common in the western region. The United States Census definition for this population group also follows the OMB guidelines (Ennis et al., 2011). There are no differences for population origin when using either term. In this work the term Hispanic is used as synonymously between both Hispanic and Latino.

Settlement Patterns. Hispanics are the population contributing most to rural growth in the United States. Since 1980, the rural Hispanic population has doubled in the country. Hispanics now are the most rapidly growing demographic group in rural areas in the United States. By the year 2000, half of all rural Hispanics lived outside traditional settlement areas of the Southwest (Kandel & Cromartie, 2004). This recent settlement has increased the visibility of Hispanics in many new regions of rural America. Traditionally these areas have been dominated by non-Hispanic Americans. Hispanic settlement patterns justify attention by policymakers because they affect the well-being of both Hispanics and rural communities themselves.

The rising growth of the Hispanic population, both urban and rural, is now and will be demanding specific products and services including government, agriculture, marketing, finance, and family programs. Traditionally the best way to offer these services has been through education and extension programs of land-grant universities. These universities are continuously designing and delivering a variety of educational and extension programs with the purpose of reaching the Hispanic population in the United States. Most of these universities are considering cultural and language barriers while designing their programs (Swisher, Brennan, Shah, & Rodriguez, 2008).

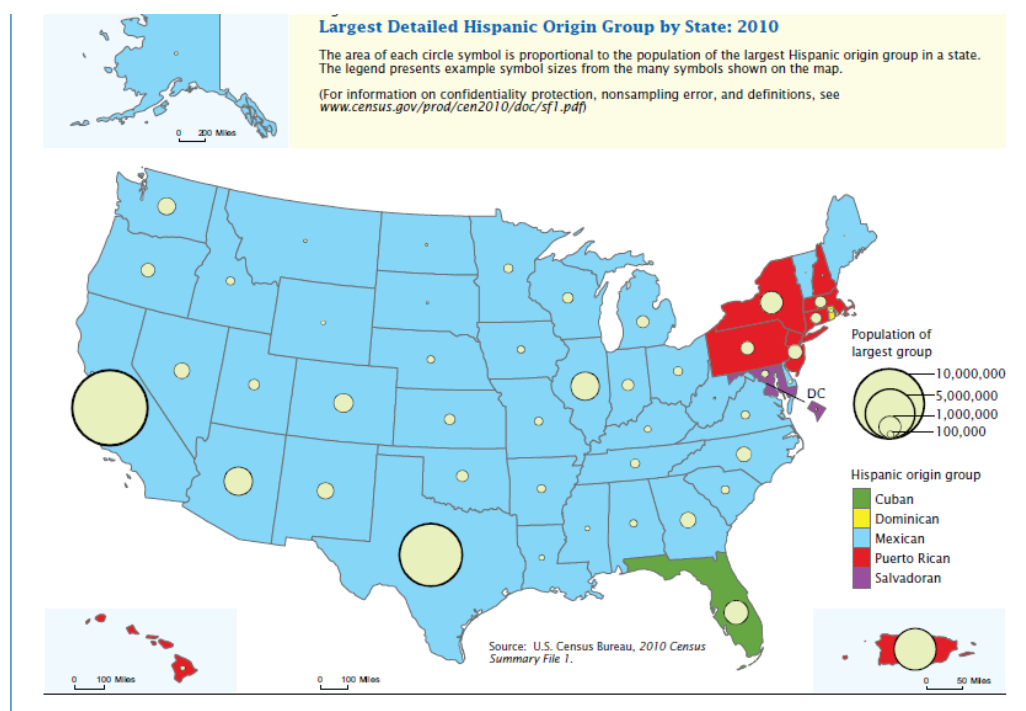
It is important to consider that traditionally about 80% of immigrants of working age are between 18-64 years old. This means Spanish language speaking people with different cultural behaviors will be seeking sources of income. Agriculture represents an attractive activity for Hispanics due their emigration from rural areas and previous agricultural knowledge. According to the 2010 U.S. Census Mexicans account for 63% of Hispanics (Figure 4). In 2010 almost 60% of Mexican migrants came from localities of less than 14,999 inhabitants, with 45% coming from localities of less than 2,500 inhabitants (BBVA Research, 2011). The same research indicates a

contrast about migrants who return to Mexico. Migrants from urban areas are returning at a higher rate than those from rural areas. More than 37% of returning migrants are from urban areas versus 32% from rural. According to BBVA Research Mexico (2011), “It is probable that the social networks that the rural migrants have been forming throughout the years are a factor that allows them to remain for a longer time or for a definite time abroad” (p. 14).

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The state of Oklahoma is located in the South Region of the United States. This region has faced a more rapid growth of Hispanics (Figure 1). The growth in the South was 57.3% from year 2000 to 2010 compared with 49.2% in the Midwest, 34.3% in the West and 33.1% in the Northeast (Ennis et al., 2011).

Figure 1. Hispanic Origin Group by State: 2010. Adapted from “The Hispanic Population: 2010” by, S. R. Ennis, M. Ríos-Vargas and N. G. Albert, (2011). Report C2010BR-04 from 2010 U.S. Census.



Poverty among Hispanics. The poverty level in the United States' population rose 0.8% from 2009 to 2010, going from 14.3% to 15.1%. For Hispanics the value is much greater, which rose from 25.3% to 26.6% for the same period, an increase of 1.3%. The poverty level of the Hispanic population is almost double that of the Caucasian population, which was 13% in 2010. Additionally, poverty levels among the regions of the country present an important trend. The south region, where Oklahoma is located and also where the greatest portion of Hispanics exists, presents the highest level of poverty at 16.9%. This region also had a poverty rise of 1.2% from 2009 to 2010, twice the rise of the other regions (DeNavas-Walt, Proctor, & Smith, 2011)

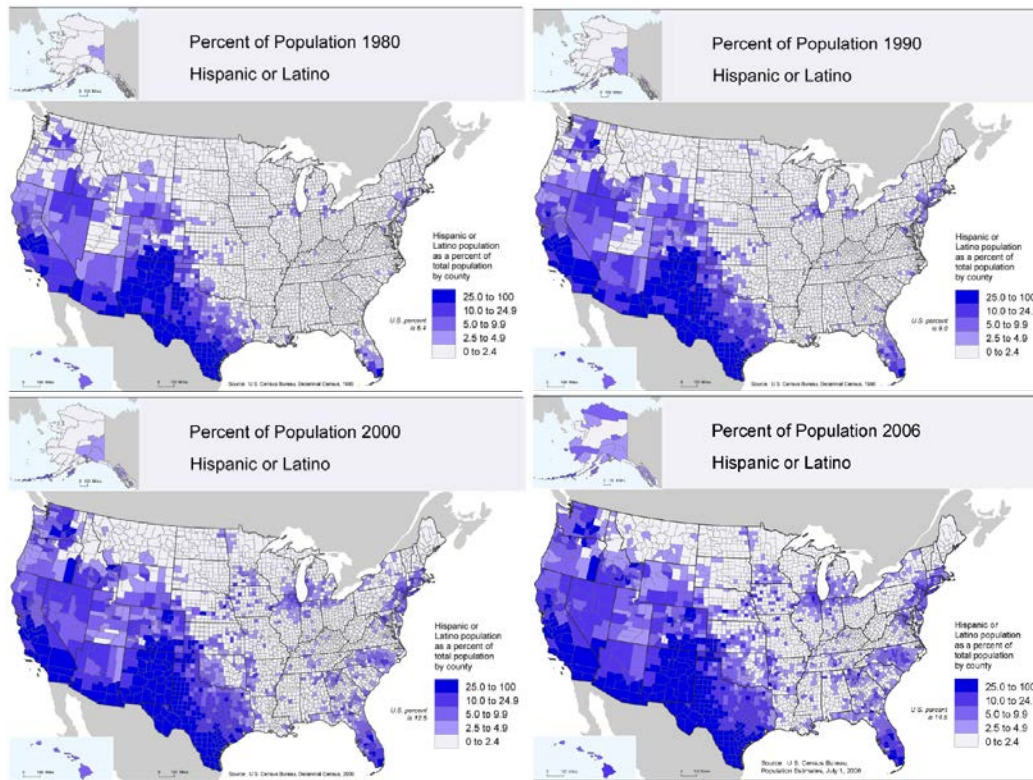
The causes of poverty among Hispanics in the United States are diverse. One of the factors associated with the high rate of poverty among Mexican immigrants is their low level of education and English language proficiency (Sullivan & Ziegert, 2008).

Hispanics in the State of Oklahoma

The state of Oklahoma has experienced rapid growth in its Hispanic Population. From the years 2000 to 2006, the state's Hispanic population grew by 36.8% (U.S. Census Bureau, 2008). Moreover, data showed that from 2000 to 2010 the number of Hispanics in Oklahoma has increased by 85.2% (Ennis et al., 2011). As of 2010, 8.9% of the Oklahoma population was from Hispanic or Latino Origin, about 350,000 people (U.S. Census Bureau, 2010). The Hispanic community is mainly concentrated in Oklahoma City, the largest city at the center of the state. Nearly 100,000 people live in Oklahoma City and more than 50,000 in Tulsa, the second largest city in the state (U.S. Census Bureau, 2012). There are also more Hispanics in the south side of the state. Hispanics have progressively advanced from the southern to the northern part of the state (Figure 2).

Figure 2. Population Change from Hispanic or Latino Origin from 1980 to 2006. Adapted from the 2006 U.S. Census by the U.S. Census Bureau.

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Occupation. Occupational options for Hispanics in Oklahoma follow national trends.

Most Hispanics work in three sectors: construction, hospitality and agriculture. In 2006, Hispanics constituted about 25% of the hospitality workforce in the United States, working mainly in hotels and restaurants. Hispanics were about 25% of the construction workforce and almost 20% of the agriculture workforce.

Hispanics own 4.1% of firms in Oklahoma City, the biggest and most highly Hispanic-populated city in Oklahoma. State-wide, Hispanics own 2.3% of firms, and country-wide, Hispanics own 8.3%. (U.S. Census Bureau, 2012). In 2011, the unemployment rate for Hispanics

in the country was about 11% and for Oklahoma 12.5% (U.S. Department of Labor, 2012). In general the national unemployment rate was about 9%.

Hispanics Farming in Oklahoma. According to the 2007 Census of Agriculture there were 784 farms in Oklahoma operated by Hispanics, 70% of these were fully owned by Hispanics and more than 67% were 50 acres or larger. As shown in Table 1 the total market value of agricultural products sold by Hispanic farms is considerably lower than the average for the state. For 2002 the state average value was 160% more than that for Hispanics. The value for the products sold by Hispanics farms recuperated in 2007, with the state value representing 42% more than that for Hispanic Farms (USDA, 2009).

Table 1

Comparison between Average Market Value of Agricultural Products Sold by farm in Oklahoma for 2002 and 2007

Year	2002	2007	Change
Total number of farms in Oklahoma	83,300	86,565	3.91%
Number of Hispanic farms in Oklahoma	1,498	784	-47.66%
Total farm market value in Oklahoma	\$53,498	\$67,072	25.37%
Total Hispanic farm market value in Oklahoma	\$20,420	\$47,080	130.56%

Note. Values per single farm presented in U.S. Dollar. Adapted from the 2007 Census of Agriculture. Oklahoma, State and County Data, Table 52 “Spanish, Hispanic, or Latino Origin Principal Operators - Selected Farm Characteristics: 2007 and 2002” and Table 54 “Selected Farm Characteristics by Race of Principal Operator: 2007 and 2002”

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With respect to access of Hispanic farmers to government programs, according to the 2007 Agricultural Census 21% of Hispanic farms accessed what is considered by the census as “Other Federal Programs” versus an average of 28% for the total Oklahoma farms. Moreover, in Oklahoma the same circumstance is reflected by the amount of federal programs money farms received. While Oklahoma’s Hispanics farms received an average of \$5,766, the state average for farms receiving aid from federal programs was \$7,278, or 26% more (Table 2).

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Table 2

Access to Federal Programs by Farms in Oklahoma in 2007

	State Average	Hispanics
Percentage of total farms accessing programs	28%	21%
Average amount accessed by Farm	\$7,278	\$5,766

Note. Values refer to “Other Federal programs” per single farm presented in U.S. Dollar.

Adapted from the 2007 Census of Agriculture. Oklahoma, State and County Data, Table 52

“Spanish, Hispanic, or Latino Origin Principal Operators - Selected Farm Characteristics: 2007 and 2002” and Table 54 “Selected Farm Characteristics by Race of Principal Operator: 2007 and 2002.

Extension Service for Hispanics in the United States

In general some efforts have been dedicated to attend to the special needs of the Hispanic community in the United States. Most of the activities specially designed for Hispanics logically correspond with the area where they are more concentrated. The Southern states of the country are the most interested in targeting the Hispanic community apart from common patterns designed for other groups.

The Southern States. Although there are many initiatives throughout the United States to cope with the Hispanic population's needs, the southern area has the most established programs. The Southern states are areas with higher Hispanic populations. Most of these states have created a distinct extension service for the Hispanic community. California, New Mexico, Texas, Florida and Puerto Rico have developed extension services tailored to the Hispanic community (Swisher et al., 2008).

In Florida, material for extension programs regarding use of natural resources have been translated to Spanish to reach its high Spanish speaking population (Wyman & Escobedo, 2010). Extension agents expressed that they were not prepared to reach the Hispanic audience due to a lack in Spanish language skills, even when they had support material translated to Spanish (Wyman et al., 2011). In Utah, a Milking and Calf Care School with support material in Spanish and the assistance of a Spanish speaker extension agent had positive effects on the whole performance of Spanish-speaking workers in dairy companies (Israelsen, Young, & Boman, 2006). In New York, Pennsylvania, and Vermont more than 50% of workers in large dairy farms are Spanish speakers, demonstrating a high need for bilingual extension programs (Jenkins, Stack, May, & Earle-Richardson, 2009).

Oklahoma. The Cooperative Extension Service in the state of Oklahoma offers few options for Hispanics. As of 2011 the OSUES reports one extension program for Oklahoma City County regarding nutrition and healthy life (Oklahoma State University, 2011). This program is conducted by an English-Spanish bilingual extension agent who conducts the activities in Spanish.

There are no other resources, at least published, about programs from the Cooperative Extension Service in the state of Oklahoma.

DISCUSSION

For a greater understanding of what the Cooperative Extension System (CES) means for society, it is important to review its history in the United States. Of note is that the CES has historically adapted to societal needs. Adaptation is an imperative property of the CES. In the early years of the nation agriculture was the most important economic activity representing an urgent need for economic growth. Creating land-grant universities through the Morrill Act was the method used to develop agriculture and make the economy grow. Later, the Hatch Act established land-grant experimental extension units to boost research. Consequently, there was a need to quickly deliver scientific knowledge to final users, so that the Smith-Lever Act created the CES establishing extension agents. This shows a history of the willingness to adapt the CES according to societal needs. In that sense, there might be a willingness to adapt CES practices according to the Hispanic population's needs. This has happened in most of the southern US states and hopefully will happen in Oklahoma.

Some points about Hispanics need to be considered:

First, Hispanics are the most significant minority in Oklahoma. Almost 10% of the population in Oklahoma is Hispanic. Trends show that the Hispanic population will continue to grow. They are an important part of the state's population because they participate in all aspects of that state's economic and social life. This signifies that they need specific services from the CES.

Second, almost half of the Hispanics in Oklahoma are concentrated in the two main cities of the state, just 100 miles apart. The CES has a variety of programs that can be directed to urban or rural populations. Programs could focus on urban people for safety purposes considering that

Oklahoma has a high risk for tornado strikes; it is very important to assure the Hispanic community understands disaster management and response.

Third, Hispanics are the group that most contributes to Oklahoma's rural population. This may be essential for CES programs due to the importance of agriculture for Oklahoma's economy. CES programs should take into account that Hispanics are highly affected by poverty when planning for this community. Also, it is important to consider that most Hispanics work in construction, hospitality and agriculture.

Forth, significant part of Oklahoma farms and ranches are owned and operated by Hispanics. Information from the US Agriculture census shows that Hispanic farms receive considerably less money from federal programs. They also benefit less from Government programs. Although the number of Hispanic farms has decreased in recent years information shows that their market value has increased considerably.

Fifth, there are some aspects of the Hispanic community that make it hard to reach them through CES programs. Most of the Hispanics speak no English and their primary language is Spanish. Hispanic cultural patterns should also be considered when addressing extension programs for them. Hispanics feel more comfortable sharing information with people they know (Justen, Haynes, VanDerZanden, & Grudens-Schuck, 2011). Most Hispanics in Oklahoma are of Mexican origin. Taking into account Mexican cultural patterns may be helpful when planning educational programs for Hispanics.

Another aspect to consider for reaching Hispanics through CES programs is their level of education. Because of low educational levels among Hispanics, traditional methods of education should be used. Methods involving high technology might not work well among Hispanics. Research shows that the eXtension internet resource has not been well adopted in Oklahoma by

extension agents, with less than 50% of agents reported to use the system in 2011 (Kelsey, Stafne, & Greer, 2011).

A good way to reach Hispanics adults in extension programs could be through their children. This has previously shown to be an innovative way to reach people in the US. As noted earlier, people were not accepting new methods of production even though these methods were necessary to improve agriculture. Agriculture was the main sector of the economy and the economy needed to grow. Teaching children proved to be a successful way to put new knowledge in the hands of producers.

There are many disconnected initiatives in a few states across the country regarding CES for Hispanics. All of them have proven to be successful. In Oklahoma a small number of efforts have been made to serve this community.

CONCLUSION

The CES has been historically characterized by adaptation. Politics and citizens have shown the willingness to make the necessary changes to respond to the needs of society. Hispanics, as the most significant minority, need to have resources from the CES adapted to their characteristics. There are some issues that need to be taken into account when offering extension services to the Hispanic community. Language seems to be the most important barrier when reaching Hispanics, while other cultural patterns should be counted as well. Many resources can be used to reach the Hispanic audience and the CES has a broad range of action. Information from separated efforts across the country is showing excellent results when programs from the CES are adapted to the needs of Hispanics. The CES in Oklahoma needs to evaluate what can be done in order to successfully serve Hispanics.

RECOMMENDATIONS

In order to take advantage of the opportunity that Hispanics represent, the CES in Oklahoma needs a specific approach to serve Hispanics. It is necessary to develop tools and assessments to understand the needs of Hispanics, and to measure the effectiveness of extension services for Hispanics in Oklahoma. Looking at successful programs for Hispanics in other parts of the country may be helpful in developing strategies for use in Oklahoma.

Utilizing Spanish-speaking extension agents and translating materials to Spanish should be preferred for delivering programs to Hispanics in Oklahoma. Levels of education and technology, programs for Hispanic youths, and programs for Hispanic adults should also be considered for enforcement.

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Comentario [f6]: Todo en APA para poder publicar

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