

Hispanic-Latino Farmers and Ranchers Project

Final Report
Submitted to CSREES
by
University of Florida
Center for Organic Agriculture
Department of Family, Youth and Community Sciences

September 2006 - September 2007

Principal Investigators:

M.E. Swisher
Mark Brennan
Mital Shah

Research Assistant:

Joysee Rodriguez

This report has been prepared with support from the Cooperative State Research, Education, and Extension Services (CSREES) /Economic and Community Systems (ECS) and Sustainable Agriculture Research and Education Program (SARE).

We would like to thank the Hispanic Advisory Board for their time, direction and feedback with this project. Their support improved the quality of this research. We would also like to thank the Extension agents and Hispanic farmers for their participation in this research, which would not exist without them. Lastly, we would like to thank Cooperative State Research, Education, and Extension Services (CSREES) /Economic and Community Systems (ECS), the Sustainable Agriculture Research and Education Program (SARE) , and the National Small Farm Program for their support with this project.

TABLE OF CONTENTS

Hispanic-Latino Farmers and Ranchers Project	1
EXECUTIVE SUMMARY	4
PROJECT GOALS AND OBJECTIVES	5
RESOURCE: LITERATURE, SOURCES OF INFORMATION.....	7
AND SERVICE PROVIDERS	7
<i>Literature Review</i>	7
<i>Sources of Information</i>	8
<i>Service Providers</i>	8
ADVISORY BOARD DEVELOPMENT.....	9
RESEARCH METHODOLOGY	10
<i>Populations of Study</i>	11
<i>Data Collection</i>	11
<i>Instrument Development</i>	12
<i>Questionnaire and Interview</i>	12
<i>Pilot Testing</i>	13
RESULTS	14
<i>Overall Analysis of Extension Professionals</i>	14
<i>General Characteristics of Professionals</i>	14
<i>How Extension Professionals Described Small-scale Hispanic Farmers</i>	14
<i>Major Constraints of Farmers Identified by Extension Professionals</i>	15
<i>Constraints of Extension Professionals and Land Grant Institutions</i>	17
<i>Constraints of USDA and Its Agencies</i>	17
<i>Constraints of FSA</i>	18
<i>Constraints of NRCS</i>	18
<i>Extension Summary of Constraints</i>	18
<i>Farmer Goal Description and Constraints</i>	19
<i>Unique Issues for Farmers in Puerto Rico and South Florida</i>	22
<i>Small-scale Hispanic Farmer Summary of Constraints</i>	23
<i>Primary constraints</i>	23
<i>Secondary constraints</i>	24
<i>Comparison of Results between Extension Professionals and Hispanic farmers</i>	26
USDA PRIORITY ACTIVITES	27
<i>Priority Identification</i>	27
<i>Recommendations</i>	28
<i>Recommendations specific to USDA agencies, programs and LGU</i>	28
<i>Comprehensive Recommendations</i>	28
PRESENTATION OF RESULTS.....	30
MODEL OF FUTURE EFFORT AND TAKE HOME LESSONS	30
<i>Model of Future Effort</i>	30
<i>Take Home Lessons</i>	30
REFERENCES	32
APPENDIX A	33
APPENDIX B	54
APPENDIX C	108
APPENDIX D	113

APPENDIX E	114
APPENDIX F	115
APPENDIX G	126
APPENDIX H	132
APPENDIX I	147
APPENDIX J	155
APPENDIX K	180
APPENDIX L	185
APPENDIX M	191
APPENDIX N	193
APPENDIX O	200
APPENDIX P	202

EXECUTIVE SUMMARY

The objective of this project is to better understand the research and Extension needs of small-scale Hispanic-Latino farmers and ranchers in the United States. This is a growing population that has special needs for information about government programs, agricultural production, marketing and finances. This research was conducted by the University of Florida's Department of Family, Youth and Community Sciences Department on behalf of USDA's CSREES from September 2006 to September 2007. We used a multiphase approach to achieve the research objective.

We compiled published and unpublished literature about the population into a resource guide. We relied heavily on documentation from USDA agencies, Land Grant Institutions, state agencies and non-governmental organizations that represent and/or serve the Hispanic-Latino farm and ranch population. The population of study consists of 1) small-scale Hispanic-Latino farmers and rancher and 2) Extensional professional from the five states and territories that have the highest number of Hispanic farmers and ranchers according to the 2002 Agricultural Census. They include California, New Mexico, Texas, Florida and Puerto Rico. We also included Missouri as an area of study because it represents a different geographic area from the other states/territories. The researchers thought that the Missouri population may face different issues than the other more populated states/territories due to this difference.

We developed and consulted an advisory board consisting of ten members from the six states and territories included in the study. The board consisted of Extension personnel, representatives from state and federal agencies, and representatives of non-governmental organizations who represent or serve this population. Primary data collection focused on gaps in the knowledge base that we and the advisory board identified after reviewing the existing information. Specific topics that we researched include production resources, marketing strategies and opportunities, financial management, access to information, culturally specific issues, and primary enterprises on Hispanic-Latino farms and ranches.

The Extension professionals who participated in the study were identified by Extension Directors. The Extension Directors from each state or territory identified five to ten county faculty members who have major responsibilities for working with Hispanic-Latino farmers and ranchers. We used a referral sampling technique to identify Hispanic-Latino farmer and rancher participants from the six states and territories. All participants completed a questionnaire and then we interviewed them over the phone or in-person. We terminated the data collection procedure when additional information gained was not substantive as judged by the researchers in consultation with the advisory board. Thirty-five Extension professionals and seventy-two Hispanic-Latino farmers and ranchers participated in the study.

The data shows that farmer and ranchers' constraints are best identified by their farm goals as opposed to enterprise type or farm location. The researchers identified six goal groups. Their primary constraints include access to information, government programs and regulations, production resources (like equipment, land, and infrastructure), and production management practices (for examples those related to pest, water availability, and weather). Secondary constraints include finances, marketing, development pressure, and culturally specific issues such as discrimination and language barriers.

The advisory board participated in an iterative process to develop three levels of priorities for USDA research and Extension efforts to meet the needs of these clients: critical, high, and secondary. The result of this process is a menu of options that USDA can use to establish funding and programming priorities for its agencies and units. Key recommendations consist of the following topics: training for USDA and Extension personnel, training and resources for farmers, USDA collaborative activities, and funding opportunities. The researchers developed a model of future effort which consists of the following components (1) knowledge generated during the research process, organized into subject matter areas, (2) major features of Hispanic-Latino farmers and ranchers based on their farming/ranching goals, (3) key constraints or challenges faced by the farmers and ranchers for each goal group, (4) key research and Extension activities that USDA can take to address the constraints and challenges, with the priority attached to each. The results of this project were presented at the National Association of County Agriculture Agents annual meeting on July 15-19, 2007 in Grand Rapids, Michigan.

Ten products were produced during this research. 1) National Annotated Bibliography 2) Description of organizations and resources providing services to or about Hispanic-Latino farmer and ranchers 3) List of agencies/organizations serving the population, categorized by the needs areas they address 4) Contact information of agencies/organizations working with the population 5) A total of four research instruments: two self-completion questionnaires and two open-response interviews for participating farmers/ranchers and Cooperative Extension faculty in English or Spanish 6) Six models, based on the primary goals of the participating Hispanic-Latino farmers and ranchers, which identify the participants' primary and secondary constraints 7) Two priority menus that consist of recommendation to USDA important to improving the quality of life and livelihood of Latino-Hispanic farmers and ranchers 8) Project progress and final reports 9) List of individuals interested in resources relevant to the population of study 10) PowerPoint presentation developed for the audience at the National Association of County Agriculture Agents Annual Meeting.

PROJECT GOALS AND OBJECTIVES

The objective of this research is to better understand the research and Extension needs of Hispanic¹ farmers² in the United States. This is a growing population that has special needs for information about government programs, agricultural production, marketing and finances. The products of this research include (1) a compilation of published and unpublished literature about the socio-economic characteristics, farming operations, and needs of this group, (2) a report and analysis of original research findings about the socio-economic characteristics, farming operations, and needs of this group, (3) an advisory group that provided us with guidance and assistance in the research process.

We used a multiphase approach to achieve the research objectives. The steps to this approach are described below as described in the initial proposal

Step 1: Compilation of Existing Information. *Description:* We compiled the published and unpublished literature about the population. We relied heavily on documentation from USDA agencies (especially CSREES, NCRS, FSA and the Office of Outreach), land grant institutions, state agencies and non-governmental organizations that represent and/or serve the Hispanic farm population.

¹ In this document Hispanic refers to Hispanic and Latino farmers and ranchers

² Farmers refers to farmers and ranchers

Step 2: Develop and Consult with Advisory Group. *Description:* The advisory group consisted of members from each of the six states and territories with the largest Hispanic farm populations according to the USDA 2002 Agricultural Census or represents a geographic area that may depict a different set of needs than the states/territories with the highest Hispanic farmer population. The states/territories included in the research are California, New Mexico, Missouri, Texas, Florida and Puerto Rico. Members included Extension personnel, representatives from other state and federal agencies, and representatives of non-governmental organizations who represent or serve this population. We consulted with program specialists in USDA's Economic and Community Systems Unit in the selection of the group members. The advisory group consisted of eight members. We consulted with the advisory group through telephone conferences.

Step 3: Primary Data Collection. *Description:* Primary data collection focused on gaps in the knowledge base that we and the advisory group identified after reviewing the existing information. Specific topics that we addressed include items such as production resources, marketing strategies and opportunities, financial management, access to information, culturally specific issues, and descriptions of the primary enterprises on Hispanic farms. We relied primarily, but not exclusively, on two groups for primary data collection. (1) The Extension Directors from each state or territory identified five to ten county faculty members who have major responsibilities for working with Hispanic farmers. These county faculty members completed a questionnaire and then we interviewed them over the phone. We used a referral sampling technique to identify the other group that provided us with primary data, Hispanic farmers. We initiated the referral sampling procedure through the county Extension faculty members that we interviewed and representatives of organizations that serve or represent the population. We disseminated questionnaires and conducted telephone interviews with those individuals that the county faculty members and organizations identified as key informants. We then built the sample by asking for additional contact information from each respondent of other Hispanic farmers who could participate in the study. We terminated the data collection procedure when additional information gained was not substantive as judged by the researchers in consultation with the advisory board.

Step 4: Identify Priorities. *Description:* The advisory board participated in an iterative process to develop three levels of priorities for USDA research and Extension efforts to meet the needs of these clients: (1) critical, (2) high, and (3) secondary. The result of this process is a menu of options that USDA can use to establish funding and programming priorities for its agencies and units. The iterative process involved three steps. (1) The researchers developed an exhaustive menu of research and Extension opportunities based on recommendations from Extension professionals, farmers, and advisory board members (2) The advisory board ranked each recommendation in terms of its importance, how "doable" it is, and how long it will take to put the recommendation into practice. (3) The advisory board developed a revised list of the most critical recommendation.

Step 5: A Model for Future Efforts. *Description:* The researchers developed a model throughout the research process that includes three main components. (1) The first component includes the knowledge generated during the research process, organized into subject matter areas such as marketing, information sources, finances, and farm operator characteristics. (2) The second consists of a description of major features of Hispanic-Latino farmers and rancher based on their farming/ranching goals. Some features include enterprises that are important components of the most common farming

systems found on Hispanic farms and identification of the key constraints or challenges faced by the farmers for each goal group. (3) The third consists of the key research and Extension activities that USDA can take to address the constraints and challenges, with the priority attached to each.

Step 6: Presentation of Results. *Description:* We submitted progress reports every six months and the final report (this report), to CSREES. We presented the results of this project at the National Association of County Agriculture Agents annual meeting on July 15-19, 2007 at Grand Rapids, Michigan.

Table 1 shows the timeline for completion of each step of the multiphase approach.

Table 1: Timeline of Multiphase Approach

<u>Phase</u>	<u>Dates</u>
Step 1: Compilation of Existing Information	June 06 – December 06
Step 2: Establish Advisory Group	August 06 – October 06
Step 3: Primary Data Collection	December 06 – April 07
Step 4: Identify Priorities	May 07 –July 07
Step 5: Model Development	September 06 – September 07
Step 6: Present Results (NACAA)	July 07

RESOURCE: LITERATURE, SOURCES OF INFORMATION AND SERVICE PROVIDERS

We produced four items during the literature and application review: (1) National Annotated Bibliography (see Appendix A), (2) Description of organizations and agencies work with the population (see Attachment B), (3) List of agencies/organizations serving the population and the needs they try to address (see Attachment C), and (4) Contact information of agencies/organizations working with the population.

Literature Review

We conducted internet and library research to collect information about the population at the national, regional and state-level. Little formal research-based materials provide information about the needs and constraints of these farmers. Garcia & Marinez’s (2005) research focused on the undercounting of the Hispanic farmers in the USDA Census of Agriculture. Jose Garcia (2006) identifies some factors that play a role in identifying the needs of these farmers. They include language, farm operations, education level, years of farming and cultural aspects. Garcia also provides an overview of some of these farmers potential information needs, such as: sustainable business planning, marketing opportunities and strategies, livestock, small fruits and vegetables, gender issues, generation issues, and legal and labor issues. He also provides a list of short, medium, and long term recommendations on how to better reach Latino farmers. Some organizations have disseminated surveys to these farmers and conducted meetings with them to determine their constraints or needs. Michigan Food and Farming Systems identifies issues of its members each year. The website provides examples of interest areas of its members. They include “New production and processing technologies, Farm and farmer profitability, Food affordability, quality, safety, nutrition, availability and access, Value-added opportunities, Direct marketing, Farmland preservation, Rural disintegration, The next farming generation, Agricultural education,

Local (Michigan) food, Urban agriculture, and Leadership for greater economic, environmental, and social well-being in agriculture” (Michigan Food and Farming Systems, 2006). Minnesota Food Association (2007) also identified issues of immigrant farmers “some difficulties for them to establish their own farm is that in the beginning they need to share time between work and the farm. In addition the weather is different to what they have in their countries [of origin], and make it hard to farm.” Overall some information exists that provide insight about the constraints that Hispanic farmers face, however the information is not comprehensive.

Sources of Information

We contacted individuals from USDA agencies, organizations and Universities to obtain a detailed account of the services and resources they have about or provide to the population of study. These individuals provided us with additional contacts information from organizations/agencies/ Universities that provide services and conduct research to/with the population. We then contacted these referrals and continued this referral process until no new organizations/agencies/ Universities were identified that work with this population. We contacted approximately 150 organizations, agencies, and individuals.

We identified approximately 85 databases, websites, publications, and unpublished resources that provide information about or for this population. This information is provided in the National Annotated Bibliography. The majority of the resources are web-based materials with some resources available as hard documents. Approximately 30 of these resources have information available in Spanish. We determined topical areas each resource addresses. Topical areas include production, marketing, finances, demographics, and access to information. Table 2 provides a description of the topics and the total number of bibliographic resources that have information related to each topical area. About half of the resources provide access to information (information services). The least covered topical area is finances.

Table 2: Major Topics Covered by Bibliographic Resources

Topical Area	Topical Area Examples	Number of Bibliographic Resources
Production	crop, fertilizer, labor	33
Marketing	advertising, markets, diversity	20
Finances	credit, tenure, risk	16
Demographics	origin, years in US, education	20
Location	regions/areas that are focused upon, actual farm location	22
Access to Information	provide information about how/where to access information, serve as an information portal	42

Service Providers

51 organizations and agencies work with or provide services to the populations. 24 provide services at national or regional level, while 27 provide services at the state or community level. The largest numbers of organizations/agencies were in California and Puerto Rico at the state level or community level. We identified the services that agencies/organizations provide by topical area. We used the same topical areas as the annotated bibliography. However, at the organization level the focus is on types of services not just written materials. For example, organization X provides training on record keeping (finance topic area). Table 3 shows the number of organizations/agencies that provide services related to each topical area to Hispanic farmers. The majority of agencies/organizations/universities provided access to information services to Hispanic farmers.

Table 3: Organization/Agencies and Universities Services Provided by Topical Area

Topical Area	Topical Area Description	Number of Organizations/Agencies/University Program
Production	crop, fertilizer, labor	27
Marketing	advertising, markets, diversity	32
Finances	credit, tenure, risk	26
Demographics	collects demographic data	17
Access to Information	WWW, Extension, CBO's(that provide or help population to access information or serve as an information portal or provide grant-funds to topics relevant to the population)	50

Figure 1 shows the key topical areas or factors relevant to Hispanic operations or about Hispanic farmers.

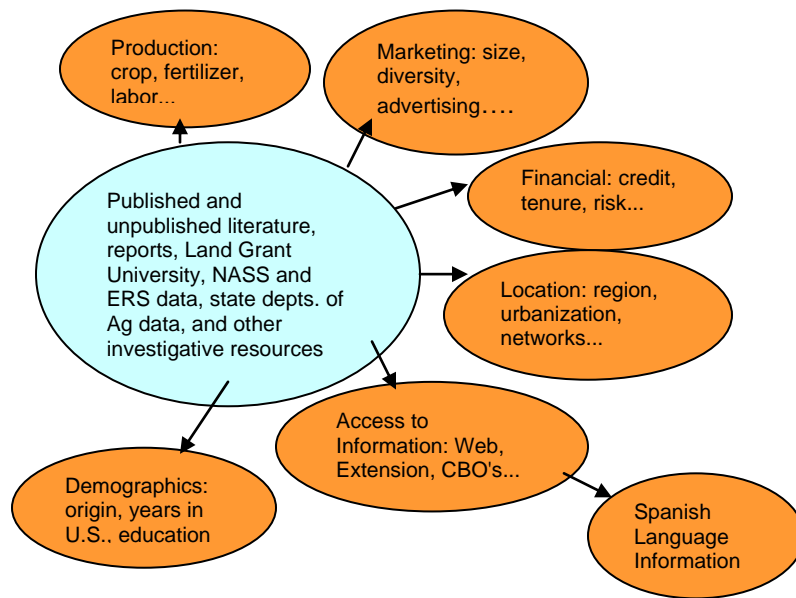


Figure 1: Information Organized by Factors Relevant to Hispanic Farmers

The researchers identified potential Advisory Board candidates during the literature review phase. Potential candidates were identified based on their level of knowledge, experience and expertise in working with Hispanic farmers. Our goal was to select advisory members from each of the six states and territories with the largest Hispanic farm populations (California, New Mexico, Colorado, Texas, Florida and Puerto Rico). We consulted with program specialists in USDA's Economic and Community Systems Unit in the selection of the board members.

We developed an advisory board that consists of eight members. We do not have a member representing Colorado. After conducting the literature review it became evident that Colorado did not have an identifiable immigrant population. The researchers along with the Program Specialist in USDA's Economic and Community Systems Unit decided to replace Colorado with a state that has an identifiable immigrant Hispanic farming population and represented a different geographic area than the other states and territories included in the study thus far. We decided on this change because we think that these items might lead to the identification of different needs for Hispanic farmers compared to the other states and territories that have a larger Hispanic farming population. As a result, we replaced the Colorado study area with the Missouri study area. We have an advisory board member from Missouri.

Brett Melone is currently the Executive Director of Agriculture and Land Based Training Association in California since 2002. In the past he has also served as the Executive Director of CET SUR. Ahmad (Ray) Rafie recently served as a County Extension Agent in Agriculture Development Programs with the University of Florida/Miami-Dade Cooperative Extension Services. Lupe Garcia is currently the President of Hispanic Farmers and Ranchers of America in New Mexico. He also is the President of La Union Soil and Water Conservation District. Patricia McAleer is the Program Specialist with USDA's Cooperative State Research, Education, and Extension Service (CSREES). She has experience with research, outreach and project implementation related to sustainable agriculture. Ronald Walser is currently an Urban Small Farms Specialist with New Mexico State University (NMSU). From 2001 to 2006 he served as an Extension Fruit Specialist/ Associate Professor with NMSU. Omar Garza is the current Director of Project FORGE and chairman and founder of the Texas/ Mexico Border Coalition. Jose Garica-Padon until recently served as the Director of Community Food Systems and Sustainable Agriculture with University of Missouri Cooperative Extension Services. He currently serves as the Latino Community Development Specialist and Assistant Professor in Community and Rural Sociology with Washington State University. Rebecca Perez is currently the Administrator of the Farmers Market for the Autonomous Municipality of Jayuya and Coordinator of Economic Development of Jayuya in Puerto Rico. All members of the board have numerous years of experience conducting research and/or outreach activities with Hispanic farmers in the USA. See Appendix D for the list of advisory board members. We had three advisory board meetings by teleconference on: November 17th 2006, May 1 2007, and September 19th, 2007. We also contacted individual members as needed throughout the life of the project. The advisory members were an integral part of the instrument development process and identification and prioritization of Hispanic farmers needs.

RESEARCH METHODOLOGY

Populations of Study

We developed a research protocol with the help of the advisory board. We defined the primary population of study as small-scale Hispanic farmers in the United States. Small-scale Hispanic farmers are defined as farmers with gross sales of less than \$250,000 and who are the primary owner-operators of the farm. The assessable population of study included Hispanic farmers in the following six states and territories: California, Missouri, Florida, New Mexico, Texas and Puerto Rico.

The other population of study includes service providers who work with Hispanic farmers in the United States. The accessible population included Extension agents that work with Hispanic farmers in the six states and territories (California, Missouri, Florida, New Mexico, Texas and Puerto Rico). We included service providers as a population of study to compare providers' assessment of Hispanic farmers' needs with Hispanic farmers' assessment of their own needs.

Data Collection

We received the University of Florida's Institutional Review Board's (IRB Protocol # 2006-U-0675) approval to conduct the research. We relied primarily, but not exclusively, on two groups for primary data collection: Extension Professionals and Hispanic farmers. The Extension Directors from each state or territory identified five to ten Extension Professionals who have major responsibilities for working with Hispanic farmers. The researchers disseminated a questionnaire by email, fax or mail to these Extension professionals. It took participants on average 15-25 minutes to complete the questionnaire. After the questionnaires were completed, we conducted telephone or in-person interviews with these individuals at their convenience. The interview length ranged from 15- 45 minutes.

We used a referral sampling technique to identify Hispanic farmers. See Appendix E for comments about this sampling technique. We initiated the referral procedure through the Extension professionals that we interviewed and through other local service providers, asking each of them to identify up to ten key informants. These are individuals (farmers) that they believe are well informed about the needs of the target population and also represent the target population. The researchers or local service providers disseminated questionnaires by fax, email or mail and conducted telephone interviews with those individuals that the Extension professionals identified as key informants. We then built the sample by asking each respondent to identify two to three additional key informants. We terminated the data collection procedure when additional information gained was not substantive as judged by the principal investigators in consultation with the advisory board. It was not possible to identify the sample size because of the referral sampling approach. It took participants (farmers) approximately 20-30 minutes to complete the questionnaire. Interview lengths ranged from 20-60 minutes. In total, 35 Extension professionals from the six states and territories participated in the study. 72 Hispanic farmers from the six states and territories participated in the study. See Table 4.

Table 4: Number of Study Participants by State

	Extension Professionals		Hispanic Farmers	
	Q *	I**	Q	I
Puerto Rico	11	11	11	10
Florida	7	7	19	18
Texas	4	4	14	11
New Mexico	8	8	17	16
California	3	2	7	5
Missouri	2	2	4	3
Total	35	34	72	63

*Q= Completed Questionnaires

**I= Completed Interviews

All questionnaires and interviews were disseminated either in English or Spanish as chosen by the participant. All participants (professionals and farmers) received a summary of their interview responses in order to ensure that our understanding of the participant's comments was correct. The summary was presented in the language of choice of the participant, Spanish or English. Participants had an opportunity to make corrections, additions, or deletions to his/her comments. Each participant also received a free publication in English or Spanish, courtesy USDA, *Building Better Rural Places: Federal Programs for Sustainable Agriculture, Business Entrepreneurship, Silviculture, Conservation, and Community Development* (2005).

Instrument Development

We developed two instrument packets one for each population of study: Extension Professionals and Hispanic farmers.

The goal of the Extension professional questionnaire was to: 1) identify enterprise/production characteristics of professionals' Hispanic clients, 2) collect job and demographic characteristics of these professionals and, 3) identify Hispanic clients' needs from the professionals' perspectives. The aim of the Hispanic farmer and questionnaire was to classify Hispanic farmers according to the type of enterprise/production they have and identify their barriers to farming. Both populations were asked to provide information about the following topics: production resources, type of enterprises, marketing, finances, access to information, cultural issues, location, and demographics

The goal of the Extension professional interviews was to 1) better understand the most critical barriers of Hispanic farmers and identified by professionals in the questionnaires, 2) understand professionals' and land grant universities barriers to serving Hispanic and farmers, and 3) collect suggestions on how USDA and Land Grant Universities can better serve these clients.

The goal of the farmer interviews was to 1) gain an in-depth understanding the most critical barriers of Hispanic farmers identified in the questionnaire and 2) collect suggestions about how USDA and can better serve Hispanic farmers.

Questionnaire and Interview

The researchers reviewed questionnaires developed by other researchers that focused on understanding the needs of farmers. We extensively reviewed USDA Economic Research Service's *2004 Agricultural Resource Management Survey* (2004), component of which is used to classify farms by farm types. We also reviewed surveys from projects funded by RMA that conduct farmer risk analysis.

Concurrently we developed a list of topics that would help identify and understand Hispanic farmer needs. These topics were developed based on findings from the literature and resource review and through suggestions of advisory board members. The topical areas identified during the literature and resource review of the project include access to resources (like land, labor, and machinery), marketing, finances, and access to information, government regulations, and culturally specific issues (like language barriers). We also included demographic, enterprise types, and government programs as topical areas of focus. For each key topic we developed a list of questions. We then developed multiple versions of each question. We used the Delphi method with the advisory board to receive feedback about question items. "The Delphi Method is based on a structured process for collecting and distilling knowledge from a group of experts by means of a series of questionnaires interspersed with controlled opinion feedback (Adler and Ziglio, 1996). According to Helmer (1977) Delphi represents a useful communication device among a group of experts and thus facilitates the formation of a group judgement." (Gunaydin, ND). The advisory board completed a rating activity to help narrow down the type of questions to include in the self-completion questionnaire. We then developed indices as a part of the questionnaire to measure the degree to which of the six topics above were a constraint for Hispanic farmers. Each topical area was measured with one index. The topical areas that were considered the most important constraint of the participant (indices that received the highest scores) were the focus of the interview. Board members completed a second rating activity (See Appendix F). The activity determined the questions and indices that were included in questionnaire.

We developed open-response interview questions and received feedback from advisory board members about the questions' suitability in the interviews. We made revisions to questions based on board members' recommendations. Questions in the interview were separated into two areas: 1) questions that all participants were asked and 2) sub questions that were specific to the constraints identified by participants in the questionnaire – in other words not all participants were asked the same sub questions. Questions that all participants were asked focused on identifying constraints related to production management practices (like pest management, water management), culturally specific constraints, identifying how USDA can help farmers address their constraints. The sub questions focused on getting an in-depth understanding of one of the following constraints: access to resources (like land, labor, and machinery), marketing, finances, access to information, or government regulations. We also developed interview process forms which help with organization and analyses of the interviews.

Pilot Testing

We pilot tested the farmer questionnaire and interview questions with seven farmers in Florida and New Mexico. We pilot tested the Extension professional instruments with six Extension professionals in New Mexico, Florida and Texas. After farmers and Extension professionals completed the questionnaires and interviews, the researchers discussed the validity of the questions in terms of clarity, readability and ability to meet our

research objectives with the pilot test participants. We revised the questionnaires and interview questions based on pilot test recommendations. See Appendix G, H, I, and J for the Extension professional questionnaire, Extension professional interview questions, farmer questionnaire, and farmer interview questions in English.

Analysis

We used descriptive statistics to describe the basic features of the data in the farmer and Extension professionals' questionnaires. We conducted univariate analyses. We analyzed nominal and ordinal data with frequency distributions. We analyzed interval data with measures of central tendency

We used the Extension professionals' and farmers' interview process forms to help organize and analyze the data collected from the interviews. After conducting three to four interviews, we reviewed the data from the process forms to determine if any themes or groupings emerged from the data. We continued to review interviews after every three to four new interviews were conducted to determine if new themes or groupings emerged. Process forms from farmer interviews were compared by state, enterprise types and farmer constraints to identify underlying themes. Extension professional process forms were compared to each other by key constraints and by state. We then compared the constraints identified by Extension professionals with the constraints identified by Hispanic farmers to determine if these two groups concurred in their perspective of what Hispanic farmers' constraints are.

RESULTS

Overall Analysis of Extension Professionals

General Characteristics of Professionals

The majority of the professionals are male (88%) with an average age of 47. They have worked with Cooperative Extension on average for 15 years. The specific positions they hold vary a great deal. However the majority of professionals identified themselves as county agents that are specialized within the area of agriculture (28%). See Appendix K, Figure 1. These professionals have an average of 14.7 years of experience working with small-scale Hispanic farmers.

Extension professionals said that the key objectives of their programs that serve these clients include: to educate and provide information about Extension programs and services, to educate about how to maintain and improve their farm operation, and to help client achieve their goals related to economic viability and, to help clients market their products and find marketing options. The most common services these professionals provide to these clients include technical assistance (one-on-one consultation), trainings and workshops, newsletters/newspaper articles, farm visits, and radio programs.

How Extension Professionals Described Small-scale Hispanic Farmers

All professionals said that the majority of these clients are male. Ninety-seven percent of the professionals identified the age range of these clients as between 30-60 years. Agents are fairly evenly distributed in their beliefs about whether the small-scale Hispanic farming population is increasing, decreasing or staying the same. Interestingly

the majority of the agents that believe that this cliental group is decreasing are primarily from Puerto Rico. Within New Mexico, Texas and California the majority of professionals believe that this population is staying the same. In Florida and Missouri all agents believes that this population is increasing.

Forty percent of professionals have over 75% of their total clients as small-scale Hispanic farmers, while 5% of these professionals said these clients represent 50-75% of their total clients. 26% of these professionals have Hispanic clients representing 25-50% of their total clients, while 28% of the professionals have these clients represent less then 25% of their total clients. See Appendix K, Table 1.

The two most important enterprises for clients are horticultural crops and livestock. A somewhat important enterprise is ornamental plants. See Appendix K, Table2 . Professionals said that clients most often use middlemen to market their products. Clients do not often use marketing contracts and marketing cooperatives to market their products. See Appendix K, Table 3.

Professionals said that these clients most often rely on local banks as their source of credit for their farm. This is followed closely by Farm Credit. The least relied on credit sources is the Credit Union. See Appendix K, Table 4. It is worth noting that 26% of professional said that they do not know (or do not believe it is applicable to them) if these clients rely on cooperatives as a source of credit. 29% of the professional said the same thing about commercial banks. This could reflect professionals' lack of knowledge about these credit providers.

Professionals said that clients most rely upon other farmers followed by Extension professionals or other government agencies, and family as an important information source. See Appendix K, Table 5.

Major Constraints of Farmers Identified by Extension Professionals

We identified the constraints by Extension professionals of Hispanic farmers. The constraints stated here were recognized among professionals from all six states and territories (unless otherwise stated). The data shows the following as the most important constraints.

1) Development Pressure: This is not a problem in Missouri. This issue closely relates to clients' ability to access affordable land to farm. Professionals identified development pressure and issues related to these pressures as the most important constraint of their clients. Development pressure increases land value. As a result the following occur. It becomes less profitable to farm. It is difficult to buy land because of high land prices. It is difficult to find productive land. Development industry takes the best lands (flat lands) suitable for farming. Farmers can't produce enough products and generate income. Land is fragmented- land is being split into smaller land holdings. Farmers purchase small tracts of land but need an external income to finance operations and meet family needs. Property taxes are high. Farmers sell land to development industry. The lack of available land decreases water availability.

2) Language Barrier: This may not be a big problem in Texas and New Mexico because many of these clients are not recent immigrants and have developed adequate English speaking/reading skills to communicate with others. This could also be related to

Extension professionals within these states having adequate Spanish language abilities and educational materials. This issue is tied into cultural components and also access to Spanish language information. Language issues include clients cannot speak English well enough to effectively communicate with agricultural service providers (educators, suppliers and bank officers), and clients don't understand English information like federal documents and regulation requirements.

3) Information Access: This is not a big problem in Texas. Overall this problem is associated with a lack of knowledge of services available to farmers and information about how to maintain or run a farm operation. Issues include clients don't know about Extension and USDA programs, clients don't know where to get help, clients don't know how to market products and manage finances, and there is not enough information in Spanish.

Professionals said that the National Small Farms Programs and SARE are not meeting the needs of these clients very well. The land grant institutions, followed by NRCS, were ranked highest as meeting the needs of these clients. See Appendix K, Table 6. Also worth noting is that 31% of professionals believed that providing an opinion about the National Small Farms Program is either not applicable to the professional or he/she did not know if this program meets the needs of these clients. This could be related to professionals' lack of awareness or knowledge of the services that the National Small Farms program provides.

The following items labeled ranked as 4 are equally important issues identified by professionals.

4a) Access to Credit: This is not a big issue in Missouri and Texas. Lack of capital or inability to get loans makes it difficult for farmers to run or maintain (like affording labor or machinery) their operations or buy or rent land.

4b) Marketing: This is not a big issue in Missouri. Many of these marketing components are related to accessing information. Marketing issues include farmers: are not aware of marketing channels available to them, don't know how to market their products or how to use other market options, experience competition to produce at a good price. Competition is related to import markets "products from other places like New Zealand and South America come into the states with a low price" (Anonymous participant 1, personal communications, 2007). It is also include local competition, "older and other farmers do not want new farmers to enter market" (Anonymous participant 2, personal communications, 2007).

4c) Production management practice problems: This is not a big issue in Puerto Rico and California. Low availability of water in general is a big issue (this is also related to issues of managing the water that is available to clients). As previously identified getting access to land is problematic (cost and availability) Weather/climate conditions are poor. For example, droughts reduce water availability. Land quality and soil fertility are in poor conditions. It is difficult to get access to affordable laborers and equipment. See Appendix K, Table 7 and 8.

5) Government Regulations are a big issue primarily in Florida and Puerto Rico. About 50% of professionals from all six states/territories agreed that government regulations are problematic for their clients. Issues related to government regulations include there

are too many regulations, farmers don't know how to comply with regulation, cost is too high for clients to comply (for example certain types of licenses are too costly), and Clients do not have enough time to comply with the regulations.

6) Lack of organization among clients is an issue in Florida, Texas and Puerto Rico. Professionals from these states identified the following why it is important for clients to organize. If farmers organize as a group they: will be able to voice their concerns about problems to the government, can access information from each other and share resources such as equipment with each other, market products to together (such as in a cooperative).

Overall professionals' responses in the questionnaire identify finances as a major problem. Production resources, marketing and government regulations are also problematic. See Appendix S, Tables 6 and 7. During the interviews professionals identified these general problem areas. However in the interview, accessing information is considered the biggest problem area.

Constraints of Extension Professionals and Land Grant Institutions

Professionals identified three major constraints for themselves when serving Hispanic farmers.

- (1) Low budgets keep professionals from improving outreach services for these clients and keep the number of personnel who can work with these farmers low.
- (2) Professionals do not enough time to address needs of these clients and conduct outreach programs for these clients.
- (3) Clients don't know about their services or participate in their programs. Professionals said that clients don't participate in programs because farming is not their primary occupation. Therefore clients (a) do not have enough time to attend meetings/workshops (b) don't know how to access the resources available to them (c) are not in touch with other farmers.

To a lesser extent the following are also considered constraints for professionals: it is difficult for professionals to identify clients; there are not enough publications available in Spanish and; professionals don't know Spanish (except in Puerto Rico).

The overall constraints of the land grant institutions were the same as Extension professionals. However additional institutional constraints identified in Texas and New Mexico are the institutions' lack of collaboration with other organizations and agencies to better serve these clients.

Constraints of USDA and Its Agencies

The major USDA constraints identified by professionals include:

- 1) Clients don't know about USDA programs (this is by far the most important problem identified by professionals).
- 2) It's difficult for clients to qualify for programs.
- 3) It's difficult for USDA to locate clients.
- 4) USDA does not adequately communication with clients and share its knowledge. This may be associated with USDA's difficulty of locating these clients.
- 5) Extension professionals don't know about USDA programs.

Professionals also identified constraints of specific USDA agencies:

Constraints of FSA.

- (1) It is difficult for farmers to qualify for loan because there is too much paperwork involved and the loan requirements are too difficult to meet.
- (2) FSA has not been effective in giving incentives. The process of getting incentives is too slow. Many farmers complete the time consuming paperwork and then get told by the agents that they do not qualify for the program. These agents can likely tell these farmers that they do not qualify before they complete all the paperwork.
- (3) FSA does a poor job of marketing their services.
- (4) FSA does not adequately explain policies to clients.
- (5) FSA does not help clients apply.
- (6) Programs are geared towards large-scale farmers .

Constraints of NRCS.

- (1) It is difficult for farmers to qualify for programs. Reasons include that there are too many/much application requirements, reporting requirements and paperwork. Also programs are geared to larger farmer.
- (2) There is a gap between the services NRCS provides (like through the cost-share program) and education clients need to continue implementing appropriate conservation practices. For example, clients will use cost-share programs to build fencing and waterholes for cattle and wildlife, but then they will place too many cattle within the fenced area which causes overgrazing and affects water quality in waterholes (Anonymous 3).
- (3) Policies reflect national level issues not local issues.

Additional description issues identified by Extension professionals specific to each of the six states and territories are provided in Appendix L.

Extension Summary of Constraints

Extension Professionals said that the major constraints of small-scale Hispanic farmers in USA are (1) development pressure, especially how it affects clients' ability to access affordable land (2) language Barriers, clients inability to communicate in English or understand English information and (3) access to Information, clients lack of knowledge of services available to them, lack of information about how to maintain their operation and how to access information. Additional constraints of their clients include: lack of access to capital to run their operation, lack of knowledge about how marketing of products and pricing competition, low access to production resources and production management problems.

Constraints for Extension Professionals and their associated land grant institutions to serving these clients include low budgets which prevents professionals from improving outreach to these clients and prevents an increase in personnel, the lack of time to address needs of these clients and provide more services to these clients, and lastly clients don't know about Extension services.

Extension professionals said that the major constraints of USDA include: (1) clients don't know about USDA programs (2) it's difficult for clients to qualify for programs (3) it is

difficult for USDA to locate, communicate and share knowledge with them and, (4) professionals don't know about USDA programs. Additional constraints were identified specific USDA programs, FSA and NRCS.

Farmer Goal Description and Constraints

The data from the farmer questionnaires and interviews showed that farmers' constraints are best identified by their farm goals as opposed to enterprise type or location. The researchers identified six goal groups.³ Constraints are numbered in order of importance. Note that some constraints are considered at the same level of importance as other constraints (depicted by numbering).

Beginning: Description: This refers to farmers who have recently begun farming in the USA. This includes immigrants⁴ and individuals whose families have been in the USA for numerous generations. These farmers are trying to make their operations viable and want to expand their operations and be successful as farmers. These farmers are located in California, Florida and Texas. Farmers in this category produce a wide variety of products such as timber products, ornamentals, livestock, horticultural crops, and honey. These farmers do not feel discriminated against. They do not raise the same products that other farmers in their area raise and they would like to raise other products.

Constraint: (1) The overwhelming constraint of these farmers is accessing information. Many farmers do not know where to seek information. When they seek help from other farmers they still cannot get information because more established farmers are not willing to give them advice due to competition. There is inadequate information available for farmers on how to begin a new operation. This includes resources available on the internet. "When I look for information, it is very difficult to navigate on Internet to look for information. The websites are very vague and do not give full information. It is difficult to find information about funding and help to get started in farming. This is a big obstacle to get started. There is nothing or no one that can tell me what is available and where to go" (Anonymous 4, personal communications, April 2007). The type of information that is available tends to be for large-scale farmers or more experienced farmers. Information lacking for beginning farmers include how to market products, how to deal with production management problems, how to get good financial advice, and accessing financial resources. Most of these farmers do not use USDA or Extension services as a resource due to a lack of awareness of these services or these farmers do not believe that USDA or Extension can help them with their problems. (2) Finances. Many of these farmers lack funds to maintain or expand their operations. When they get loans they have to pay high interest rates. (3)(a) Marketing. Constraints include that farmers do not know how to market their products and experience high competition with more established farmers. (3)(b) Production Resources. Many of these farmers lack equipment, an adequate labor supply, good quality land, and infrastructure which keep them from expanding their operations. They also identified high fuel prices as problematic.

³ Goal groups are not mutually exclusive.

⁴ Not all immigrants fit into this model type since some immigrants have been living in the USA for many years and have established operations.

Retirement: *Description:* The majority of these farmers are retired. Many believe that they have achieved their goals by farmer in retirement. They want to maintain or somewhat improve their operation and improve the quality of their products for consumers. The majority go to Extension Services and USDA for help with their issues. These farmers are located in all states under research except California. The majority are in New Mexico, Missouri and Texas. These farmers primarily produce livestock or field crops (especially hay). Other products include fruit trees, horticultural crops, and ornamentals. They raise these products because it is easy to raise them at an old age and it is difficult to raise other crops because lack of labor.

Constraints :(1) Production Resources. They lack dependable labor (biggest constraint for this group). Laborers can make more money doing other jobs. Also, equipment is too expensive. The equipment that is available is for large-scale farms. (2)Production Management. Many said that they do not have any production problems but those who did have the following constraints: low available and poor quality of water, weather issues such as droughts and freezes, expensive feed, and not enough feed produced on land for animals (3) Marketing. Farmers receive a low price for their products and the physical location of the market is far away from the farm. (4) Secondary Issues. (a)Finances. Land is expensive and it takes a long time to receive loan money. (b)Government Regulations/Programs. Regulations are not geared to help small farmers and are not based on issues specific to different regions. Programs do not insure the type of products they produce. (c)Development Pressure. Land is expensive and not available.

Maintain Traditions: *Description:* These farmers desire to keep farming in the family or community and in good condition for future generations. They want to maintain cultural values that arise from farming and want to improve their property (e.g. land quality, irrigation systems). None of these individuals are recent immigrants and most are located New Mexico. Farmers in this category produce livestock or field crops (especially hay). The majority of these farmers raise these products because there is a market for the products and the climate and soil conditions are suitable for those products. Many rely upon a wide variety of resources for information such as local banks, peers and private industries. However, only a few use USDA and Extension services because the majority is unhappy with the service they provide.

Constraints: (1) Government Programs. Overall these individual believe that USDA, and sometimes Extension, provide poor services. They believe that USDA does not help small and Hispanic farmers. Many find it difficult to access USDA information or services, especially those related to small-scale farming. When USDA agencies provide services, like loans, they do not provide incentives quick enough. These farmers have a general distrust of the agencies and therefore do not use their services – they believe there is a lot of discrimination against Hispanics. (2) Cultural Issues. As noted above these farmers believe that they are discriminated against by service providers. (3) (a)Production Management. Issues include low water availability, weather issues such as drought and unreliable rain and snowfall, pests, and poor quality irrigation systems. (b) Marketing. Issues include difficultly marketing products (lack of options), getting a good price for products (related to competition with the international markets), and farms are far from the market. (4) Secondary Issues. It is difficult for farmers to get credit to maintain their operation and make a profit without having another job to sustain the operation. They don't know where to get reliable information. Development pressure affects water availability, land prices, taxes, and competition for land.

Expand Operation: *Description:* These farmers desire to expand their operation by increasing (quality, quantity, and diversify), and increasing acreage. They want to make a profit and become self-sufficient (make a live from the operation alone). They are located in all six states and territories. Most farmers in this category produce livestock (various types: cattle, goats, and sheep). Additional products include horticultural crops, hay, and ornamentals. The majority of these individuals raise these products because there is a market for the products, products are profitable, and the climate or land lends itself to raise these products. Majority of individuals raise more than one type of product. Many go to USDA for help with loans and Extension for help with production management issues.

Constraints: (1) (a) Production Management. Feed/Forage issues include poor pasture quality, expensive feed, and bulk feed does not provide the proper nutrients. Many farmers experience problems with pest and disease. Veterinarian services for farm animals are not available and are too expensive. Vets also lack knowledge about a variety of livestock. Low water availability, poor soil fertility, and drought conditions are also problematic. (b) Access to Information. Farmers do not know where to go to get help with all farm management problems and what types of services are available to them. Farmers lack knowledge about finances, how to solve production management problems, and how to market products. (c) Government Programs/Regulations. It is difficult for farmers to comply with regulations because it is too expensive to comply, there are too many steps to take to comply, and it takes too much time to comply. These farmers believe that programs are geared more for large-scale farmers who get the most benefit from the government programs. (2)(a) Production Resources. Farmers have limited access to land because only small land holdings are available. Most land is sold to development and land is expensive. They lack access to labor because laborers can make more money elsewhere. Fuel, fertilizers, and equipment are expensive. (b) Finances. Production resources are expensive (land, labor, equipment), they do not know where to get credit, and they don't know how to manage records. (3) Marketing. They don't know how to market their products, get a good price for their products, and lack time or don't know where to find other alternative marketing options. (4) Secondary Issues. These farmers believe that Hispanics are discrimination against. Some farmers can't understand English information very well. Development pressure is an issue. Many depend on another job to help maintain their operation.

Maintain Operation: *Description:* These farmers desire to maintain and improve their current property, increase production, make a profit, and want to pay off debt (they are trying to survive as a farmer). They are located in all six states and territories. Farmers in this category produce livestock (mostly cattle), hay, and horticultural crops. The majority of these farmers raise these products because there is a market for the products, they are profitable, they are easy to grow in the region, and are easy to grow in general. Majority of individuals raise more than one type of product and others in the area also raise the same products. Many access Extension and private companies for help with production management issues.

Constraints: (1) (a) Government Programs/Regulations (this is very closely related to access to information and cultural issues). The government does not help them with their problems. Extension and USDA do not have enough information. Farmers do not know what services USDA and Extension provide. They find it difficult to meet regulations because it is expensive to comply and sometimes there is a language barrier. Programs are aimed towards large-scale farmers. They believe that the government discriminates

against Hispanics. FSA provides poor services. (b) Access to Information. Farmers lack knowledge about financial management, where to get financial advice, how to solve production management problems, services provided by the government, and government regulations. They have difficulty finding the information they need. Most information is on the Internet but many do not have access to Internet. (2)(a) Production Management. Issues include pest/disease problems, poor weather (drought, freeze, and floods), low water availability (irrigated), low feed availability, poor quality and expensive feed, and poor land and soil quality (b) Development Pressure. (c) Production Resources issue include limited access to land, lack of affordable and dependable labor, high fuel, fertilizer and pesticide costs, lack of good quality equipment. There are language barriers. (4) Secondary. Financial issues include difficulty getting credit (renter can't get credit because they cannot use land as collateral), taxes are high, Insurance is expensive, many need another business to subsidize farm. They also don't know how to manage records and lack financial advice. Marketing issue include a lack of competitive prices, marketing options and there is an overload of products in market

Immigrant: Description: Immigrants refers to individual who have immigrated to USA from another country (first generation). They have a strong desire to improve their operation by obtaining/improving production resources (e.g. land, equipment, processing facilities) and increasing production. Many are trying to maintain their operation. They are located in all states and territories understudy except for New Mexico. Farmers in this category produce livestock (mostly cattle), horticultural crops, and ornamental crops. The majority of these farmers raise these products because there is a market for the products and they are profitable. Many individuals stopped raising the same products as they did in their country of origin because they could not get a good price for these same products in the USA. Majority of individuals raise more than one type of product and others in the area also raise the same products. Many access Extension for help with issues but not USDA services. Majority of individuals do not have problems related to discrimination or language barriers.

Constraints: (1) (a) Access to Information. Farmers lack knowledge about how to maintain their operation. Topics that they lack knowledge about include finances and how to solve production management problems. Many lack awareness of USDA services and programs. (b) Government Programs/Regulations (this is very closely tied to access to information). Issues include professionals in USDA agencies don't know how to help these farmers, farmers have difficulty complying with regulations, they don't use USDA services (2) (a) Marketing. They get a low price for their products market due to competitive prices. Cost of labor is high so product prices are high. (b) Production Resources. Land is not available and is too expensive. They lack affordable and dependable labor. Fuel prices are too high. (3)(a) Production. Issues include pest/disease, weeds, poor weather, low availability and poor water quality. (b) Finances. Issues include that they lack money to invest in their operation and to the expand operation, they lack financial advice, loan interest rates are high, and there are too many loan requirements. (4) Secondary. Development Pressure.

Unique Issues for Farmers in Puerto Rico and South Florida

There are special issues in Puerto Rico and south Florida different than those identified in the goal-based models. See Appendix M for a brief description of these constraints.

Small-scale Hispanic Farmer Summary of Constraints

Primary constraints.

The overall constraints of small-scale Hispanic farmers were determined from the farmers' goal type constraints. The number one constraints of these of farmers are access to information and government programs and regulations. Farmers have difficulty accessing reliable information that can help them maintain/begin their operation. More specific areas that farmers lack knowledge about include government regulations, financial management, accessing credit, how to solve production problems, and how to successfully market their products. They also do not know what USDA services and programs are available to them. When these farmers access information they rely upon a variety of resources except for lenders. During the resource and literature review we identified only four organizations/agencies that provide information and services related to government regulations to this population. We also found during the literature and resource review that there is a great deal of information on the web and services are available to these farmers. However, there seems to be gap between the information and services available and those that actually reach or are used by these farmers.

During the interviews many farmer did not separate government programs from government regulations as a result these constraints could not be separated. In general government constraints is related to farmers' ability to access information. Farmers said that Extension and USDA do not have enough information relevant to their needs and that they provide poor quality services. Many of these farmers also do not use USDA and Extension services to help them with their constraints and do not know what type of services they provide. Farmers also said that many of the government programs are geared more towards large-scale farmers as opposed to small-scale and Hispanic farmers. Many farmers who do USDA services raised issues with FSA. These include FSA is not very helpful, it takes to long to get funds from them, and it is difficult to qualify for their programs. The three programs and agencies that these farmers are most involved with are FSA (especially the Crop Insurance Program), NRCS, and Cooperative Extension Services. Those that do use the Crop Insurance Program said that they are not satisfied with the program. Farmers also said that it is difficult to meet government regulations and become eligible for programs because it is too expensive to comply with the regulations, there are too many steps to take to comply, and it takes too much time to comply with the regulations. Farmers said that they felt discriminated against by the government agencies.

Two areas which were also identified as important constraints are production resources (like labor, machinery and land) and production management (like soil fertility, pests and water). Farmers said that the main production resource constraints are limited access to good quality and affordable land, lack of dependable labor and equipment, and expensive fuel costs. Access to land could be associated with development pressure. Labor problems also include farmers' inability to pay competitive prices against other industries like construction. Potential laborers can make more money in other jobs. Also, equipment tends to be too expensive and the equipment that is available is too big for small farm operations. These farmers said that the main production management problem is low water availability and poor weather, such as droughts and freezes. "The last five years have been very unpredictable weather -- dry winters, and rain came late. So weather is the major factor affecting production" (Anonymous 5, personal communications, April 2007).

Problems related to feed and forage production include feed is too expensive to purchase, there is a low availability of feed (often associated with weather conditions causing low production of hay on pastures), and the feed that is available is of low quality. Poor soil fertility and pest/disease problems are also problematic. Farmers also said that vet services are not readily available and when they are they are too expensive. Vets lack knowledge about livestock problems – many are used to treating smaller animals.

Secondary constraints.

Other constraints were identified by these farmers however they are considered secondary. They include finances, marketing, development pressure and those issues that are unique to Hispanic farmers (cultural). Many of these constraints are associated to the primary constraints.

The most important secondary constraint farmers identified is related to finance. Many individuals lack money to build and maintain their operation which in turn requires some of these farmers to have another job to help finance the farm. Problems with accessing credit include farmers do not know where to seek credit, loan agencies/banks will not finance certain types of products, loans have high interest rates, and it is difficult to meet requirements to qualify for loans. Other constraints associated with finances include farmers don't know how to manage records and they lack financial advice. These farmers most often rely upon family, friends, and associates as their credit sources, followed by local and commercial banks and FSA.

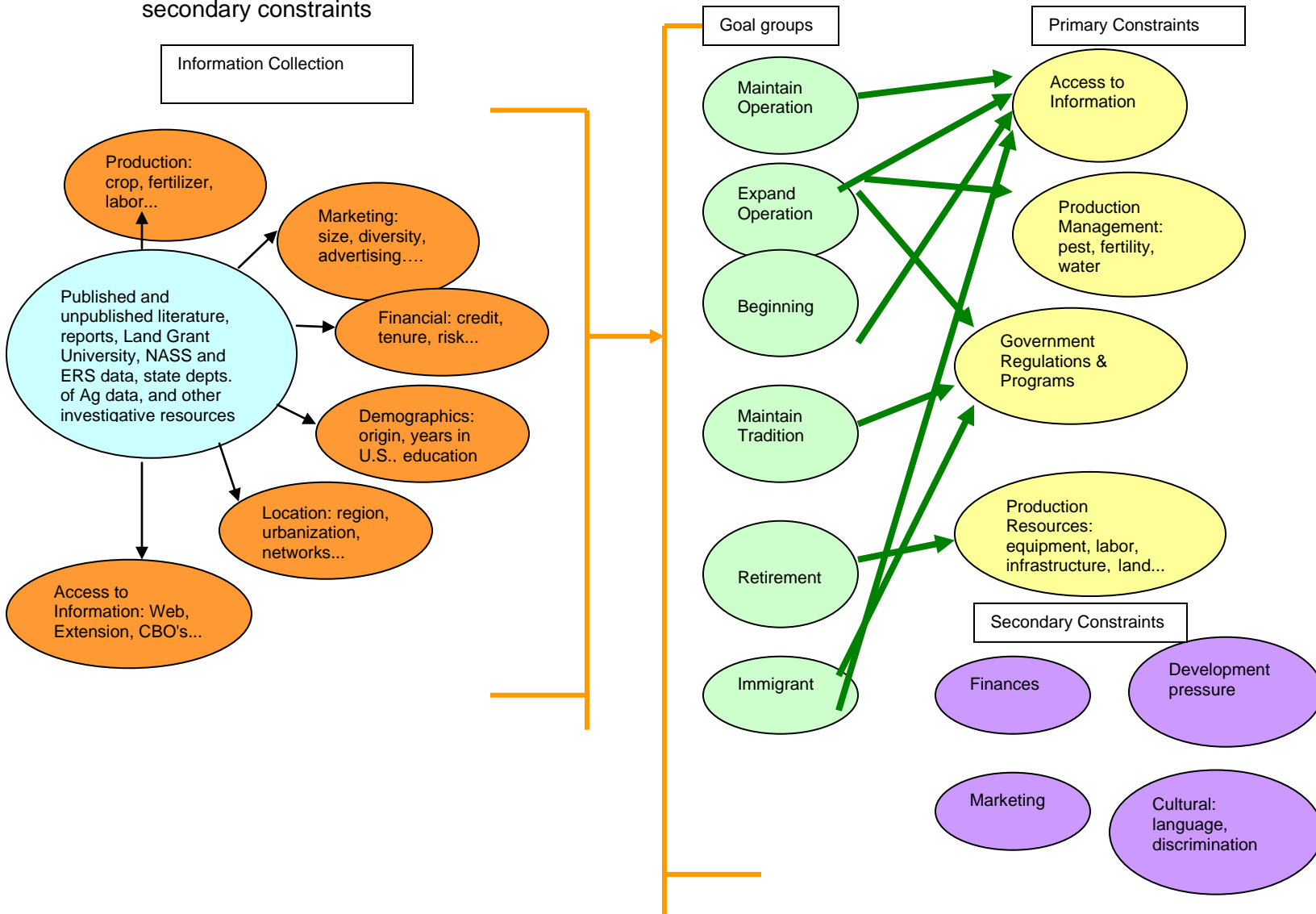
The main marketing constraint is that it is difficult to get a competitive price for products because of competition with international and local producers and an overload of products in the market. As a result farmers receive a low price for their products. These farmers lack marketing options because they do not have time to find other options and don't know about alternative options available to them. They also said that their farm is too far from the market. They most often market their products through a middleman and directly to consumers.

Constraints associated with development pressure include expensive land and unavailability of land. Development pressure in general affects water availability, land prices, taxes and competition for land.

The two major cultural constraints are language barrier and discrimination. Many of these individuals feel discriminated against by other non-Hispanic farmers and also by government agencies. Some believe that discrimination keeps them from accessing programs and information available by the government. "Of course, benefits received by Hispanic farmers are very minimal. They [government agencies] just help the majority. There is a lot of discrimination and racism. They do not help us in any way" (Anonymous 6, personal communications, April 2007). Language barriers are also a constraint. Spanish-speaking farmers have a difficult time understanding information in English and communicating in English.

Figure 2 shows the relation between the farmer goal types and the most important constraints they identified.

Figure 2: Progression from the information collection phase to identification of farmer goal groups and the associated primary and secondary constraints



Comparison of Results between Extension Professionals and Hispanic farmers

Extension professionals did identify similar constraints for farmers as farmers did. However some of the priorities of these constraints differed between Extension professionals and farmers. See Figure 3.

Language barrier was identified as a constraint by Extension professionals and farmers however this was a primary constraint for professionals and secondary for farmers. Many farmers identified discrimination by organizations, agencies and other farmers as a (secondary) constraint. Professionals did not identify discrimination as a constraint at all.

Professionals identified marketing and access to credit as important constraints, however farmers did not view these as major constraints. Professionals and farmers were overall in agreement with the issues under these topical areas such as difficulty in getting loans, competition with other farmers and international market, and lack of marketing options.

Farmers did recognize development pressure as inhibiting land availability and water management, however development pressure was not identified as a primary constraint for them, where as was for Extension professionals it was.

Farmers and professionals identify access to information as a major constraint. This is the biggest constraint recognized by farmers. Interestingly, many of the constraints associated with marketing and finances by professionals were related to farmers' ability to access information and gain knowledge about those topics. For example, lack of marketing options is related to farmers' lack of knowledge and awareness of available marketing options.

Production resources were identified as a primary constraint by farmers and by Extension professionals. Both groups identified access to affordable land as a problem. Farmers also said that access to labor and equipment are constraints while Extension professionals did not. Constraints identified with development pressure by professionals and constraints identified with production resources by farmers overlap— such as land availability. Therefore, professionals and farmers identified similar constraints but under different topical areas.

Production management constraints identified by Extension professionals and farmers were similar. This includes low water availability, issues caused by weather, and poor soil fertility. Farmers also identified issues associated with feed and forage production and pest/diseases problems.

Government regulations and programs are considered constraints by farmers but not by Extension professionals. The biggest issue associated with this is farmers' lack of awareness of government programs available to them. This overlaps a great deal with accessing information.

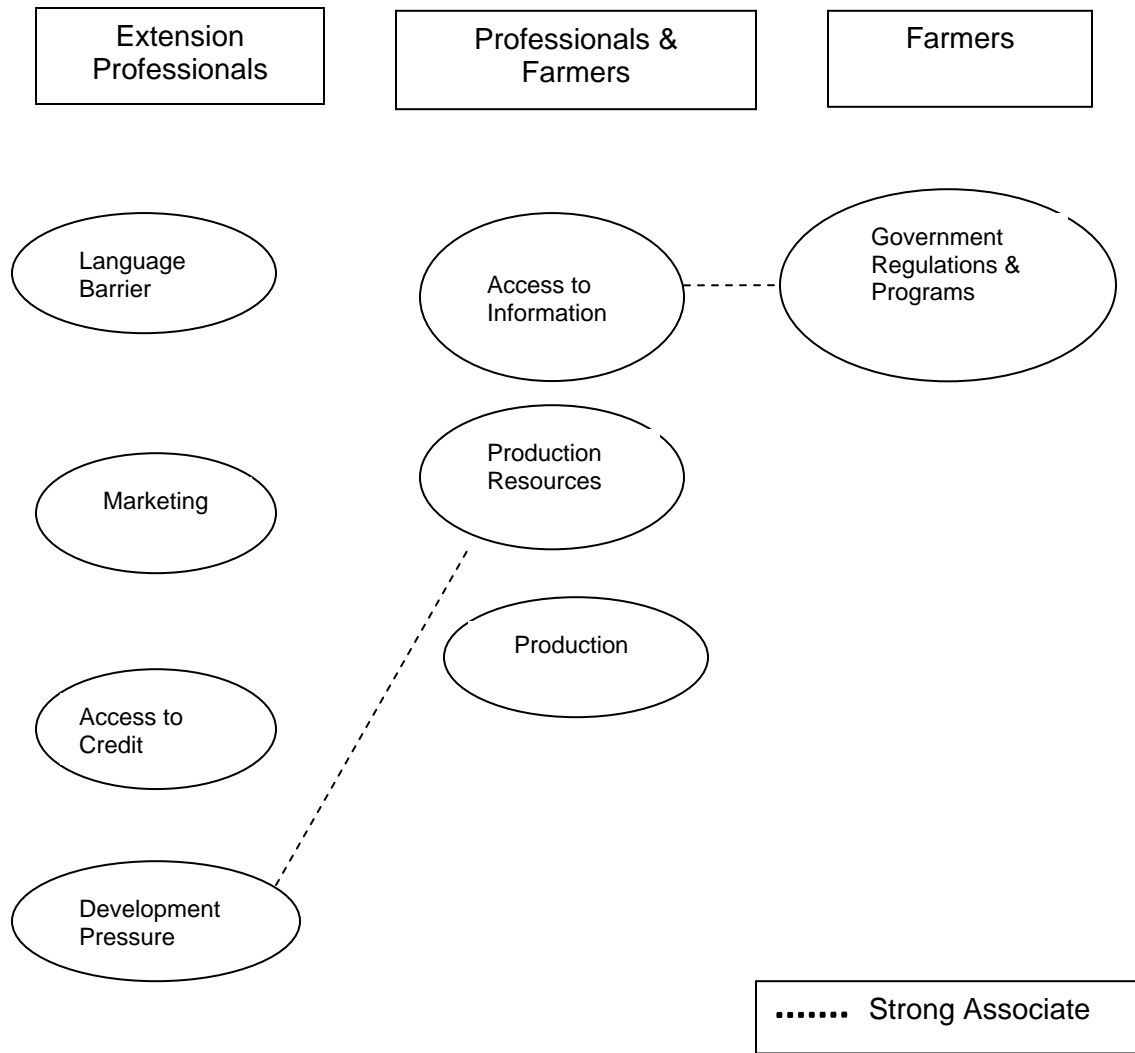


Figure 3: Constraints of Hispanic Farmers Identified by Extension Professionals and Hispanic Farmers

USDA PRIORITY ACTIVITIES

Priority Identification

The advisory board participated in an iterative process to develop three levels of priorities for USDA research and Extension efforts to meet the needs of these clients (1) critical, (2) high, and (3) secondary. Based on the data collected, the members of the Advisory Board developed a list of potential recommendations for USDA, with the objective of better serving the Hispanic farmer audience. The items were then scored by the members of the board in terms of importance, achievability, and time required to implement. We used a two step process to determine which priority category each recommendation belonged to. a) We determined the average summative score of each

recommendation. We developed histograms of all recommendations' average summative scores by USDA agencies, programs and Land Grant University and determined if there were any natural breaks (patterns) that determined priority categories. We placed recommendations in priority categories based on where the natural breaks were evident in the average summative scores. b) If natural breaks were not evident then we used the average summative score for each item to determine its overall priority (average summative score of 7.0-9.0= critical; average summative score of 5.0-6.9= high; average summative score of 3.0-4.9 = secondary). At the last advisory board meeting the board reviewed the recommendations and developed a list of the *most* critical recommendation to USDA.

Recommendations

As a result of the prioritization exercises, two priority menus were developed.

1) A list of the overall most critical recommendations to USDA. 2) A menu of recommendations separated into three levels of priority for USDA, FSA, NRCS, SARE, National Small Farms Program, Forest Service, and Land Grant Universities.

Recommendations specific to USDA agencies, programs and LGU

See Appendix N for project's recommendations specific to USDA and its agencies, programs and land grant universities to help improve the quality of life and livelihood of small-scale Hispanic farmers.

Comprehensive Recommendations

The advisory board discussed the recommendations to USDA during their last meeting on September 19th, 2007. The board decided that the "critical" recommendations separated into USDA agencies, programs and Land Grant Universities needed to be collapsed into one comprehensive list and reorganized by three areas (1) recommendations that are internal to USDA vs. external to USDA (2) Immediately actionable recommendations vs. longer term action items that need sustained effort by USDA and (3) curriculum, training, outreach recommendations vs. non-curriculum and program development recommendations. Table 5 shows most critical recommendations for USDA to improve the quality of life and livelihood of small-scale Hispanic farmers.

Legend for Table 5

Code	Description
I	Internal to USDA
E	External to USDA
S	Immediately actionable recommendations
L	Longer term action items that need sustained effort by USDA
C	Curriculum, training, outreach recommendations
NC	Non-curriculum and program development recommendations

Table 5: Comprehensive Recommendations for USDA

RECOMMENDATIONS	I	E	S	L	C	NC
<i>Training and Professional Development for USDA and Extension Personnel</i>						
Educate about how to avoid appearance of discriminatory behavior (sensitivity training)	X		X		X	
Determine how personnel can improve public relations with Hispanic farmers & provide professional development to personnel	X		X	X	X	X
Educate personnel about needs of Hispanic farmers, small farmers, limited resources farmers, young farmers & beginning farmers	X		X		X	
Collect information on best outreach approaches with Hispanic farmers & train service providers about how to develop effective outreach strategies to increase participation of Hispanic farmers in programs. (Include have a session at the National Small Farm Conference with a focus on work conducted with or about Hispanic farmers.	X	X	X	X	X	X
Improve outreach with these farmers (increase Hispanic farmer awareness about programs & services)		X		X	X	
Inform Extension agents about USDA programs, changes or updates in USDA programs & relevant research results	X			X	X	
Train personnel about government regulations, up-to date marketing options and business planning	X		X			X
<i>Training/ Services/ Resources for Farmers</i>						
Help farmers assess eligibility for programs (especially loan programs) before they turn in applications (eligibility assistance)		X		X	X	
Increase awareness of USDA services and programs		X	X	X		X
Create additional programs aimed at small farmers, limited resource farmers and young farmers	X			X	X	X
Train farmers about government regulations, up-to date marketing options, business planning, how to use computer, how to navigate internet & useful websites, animal disease and healthcare, labor safety		X	X			X
Create publications about important government regulations, up-to date marketing and business planning		X		X	X	
Conduct more small farm on-farm demonstrations		X	X		X	
<i>Collaboration</i>						
Increase collaboration with non government organizations and community based organizations (conducting outreach activities together & creating a list serve that serves as a method of communication, create webpage to help collaborates learn about USDA)		X		X		X
Increase collaboration between USDA agencies, land grant universities, & research centers (conduct outreach activities together, list serves)	X			X		X
Include Hispanic farmers on USDA advisory boards	X	X	X			X
<i>Funding</i>						
Increase funding opportunities for small farmers & beginning farmers	X			X		X
Increase grant opportunities for service providers and researchers that work with Hispanic farmers	X			X		X
Increase awareness of sustainable agriculture	X	X		X		X
Develop research opportunities about government regulations, up-to date marketing solutions, & business planning	X			X		X

PRESENTATION OF RESULTS

We presented the results of this project at the National Association of County Agriculture Agents annual meeting on July 15-19, 2007 at Grand Rapids, Michigan. See Appendix P for the Powerpoint presentation. A list of individuals who are interested in finding out about USDA programs and activities relevant to the Hispanic farming population was developed at the annual meeting and provided to CSREES.

MODEL OF FUTURE EFFORT AND TAKE HOME LESSONS

Model of Future Effort

The multiphase approach of the project allowed us to create a model of future effort for USDA. See Appendix O for the model. The model consists of three components:

(1) The first component includes the knowledge generated during the research process, organized into subject matter areas such as marketing, information sources, finances, and farm operator characteristics.

(2) The second consists of a description of major features of Hispanic farmers and rancher based on their farming goals. Some features include enterprises that are important components of the most common farming systems found on Hispanic farms and identification of the key constraints or challenges faced by the farmers for each goal group.

(3) The third consists of the key research and Extension activities that USDA can take to address the constraints and challenges.

Take Home Lessons

The board discussed the three “take home” lessons that emerged from the research results:

(1) Hispanic farmers share goals and objectives with other small farm audiences. Hispanic farmers’ needs are based on their farm goals and objectives as opposed to their enterprises. These goals and objectives reflect other small farm audiences (for example retired farmers and farmers who want to expand their operation). This implies that new programs may not need to be developed to specifically address the needs of these farmers. Rather, the bigger questions is how can service providers make adjustments to their existing programs to better include Hispanic farmers and how to increase participation of Hispanic farmers in existing programs.

(2) Some the goal groups identified in the typology have more needs then other groups identified in the typology. Groups with the most needs include Beginning, Expand Operation, Immigrants, and Maintain Operation. Groups with less needs include Retirement and Maintain Tradition.

(3) There is a gap between what information is available by service providers and the information that Hispanic farmers actually receive. The literature and resource review depict that there is a great deal of information available to these farmers, however these farmers are not adequately receiving the information or able to adequately use information they receive. The question that emerges is “what is preventing Hispanic farmers from making better use of the services?” The answer to this likely includes that they do not know that services exist or have adequate knowledge or guidance on how to apply this information. As a result, there is a need for training both for service providers and farmers. For examples training for service providers can include providing tools and skills to better reach out to these farmers. This may include cultural sensitivity training of agents. Training for farmers include informing them about what services are available and how to use or apply the services. This includes better preparing farmers to apply for programs.

REFERENCES

- GÜNAYDIN, H.M (ND). *The Delphi Method*. Retrieved October 1, 2007 from <http://www.iyte.edu.tr/~muratgunaydin/delphi.htm>
- Garcia, J. (2006). "Promoting Sustainable Agriculture Among Latino Farmers," final report to Sustainable Agriculture Network (USDA's Sustainable Agriculture Research and Education Program), Washington DC.
- Garcia, V., & Marinez, J. (2005). Exploring Agricultural Census Undercounts Among Immigrant Hispanic/Latino Farmers with an Alternative Enumeration Project . *Journal of Extension*, 43(5), Article No. 5FEA2. Retrieved September 21, 2006 at <http://www.joe.org/index.html>
- Michigan Food & Farming Systems (2006). Michigan Food & Farming Systems website retrieved May 15, 2007 from <http://www.miffs.org/about.asp>.
- National Agricultural Statistics Service, United States Department of Agriculture (2002). *Agricultural Atlas of the United States: 2002 Census of Agriculture, Maps and Cartographic Resources*. Retrieved June 12, 2006 from <http://www.nass.usda.gov/research/atlas02/#char>
- National Agricultural Statistics Service, Economic Research Service, U.S. Department of Agriculture, (2004). *2004 Agricultural Resource Management Survey*. (O.B.M. Number 0535-0218). Washington, DC: U.S. Government Printing Office.
- Minnesota Food Association (2007). Minnesota Food Association website. Retrieved October 15, 2007 from <http://www.mnfoodassociation.org/>.
- U.S. Forest Service, Cooperative State Research, Education and Extension Services, and Sustainable Agriculture Research and Education Program, U.S. Department of Agriculture (2004). *Building Better Rural Places: Federal Programs for Sustainable Agriculture, Business Entrepreneurship, Silviculture, Conservation, and Community Development*. Washington, DC: U.S. Government Printing Office. *Authors:* Krome, M., LeVan, S., Zodrow, D.

APPENDIX A
NATIONAL ANNOTATED BIBLIOGRAPHY

The Acequia Institute (nd). The Acequia Institute website retrieved December 19, 2006 from <http://www.acequiainstitute.org/>.

The website describes the mission of the Acequia Institute and provides links to projects and research conducted with acequias throughout the western United States. Report number 9 "Putting knowledge in its place: Epistemologies of place-making in a time of globalization" by Devon Pina is noteworthy in its description of Acequias.

Alternative Farming Systems Information Center (AFSIC) (2006). AFSIC website retrieved June 10,2006 from <http://www.nal.usda.gov/afsic/>.

Part of the National Agricultural Library (NAL). "The National Agricultural Library is one of four national libraries of the United States, with locations in Beltsville, Maryland and Washington, D.C. It houses one of the world's largest and most accessible agricultural information collections and serves as the nexus for a national network of state land-grant and U.S. Department of Agriculture field libraries." ASFIC specializes in identifying and accessing information related to alternative agricultural enterprises and crops as well as alternative cropping systems. Provides web links to USDA's Statistics on Women and Minorities on Farms and in Rural Areas. These links provide direct access to USDA's NASS Census of agriculture 2002 data related to Hispanic-Latino farmers and ranchers.

Buland, D. (2002, June). *NRCS Support of Hispanic Farmers by the Numbers*. Presented at the Annual Training Conference of Professional Hispanic NRCS Employees (NOPHNRCSE), Fort Worth, TX (Draft).

This 26-page presentation discusses the general characteristics of Hispanic farmers and the status of Hispanic farmers participation in NRCS conservation programs. It describes characteristics of Hispanic farm operators related to individual, social and economic conditions (e.g.: geographic distribution, number of farms, size and sale per farm, land ownership, type of farm, participation in USDA programs and payments, changes in farm growth and acreage operated based on pre- IRCA (Immigration Reform and Control Act) and post-IRCA data). A table shows the amount of conservation assistance NRCS provides to Hispanic farmers by state. In FY 2002 NRCS services to Hispanics exceeded the assistance rate of traditional clients in 10 states. The report concludes that the proportion of Hispanics participating in conservation programs remains low, but it is increasing. According to the author the changes in 2002 Farm Bill will make it easier for Hispanic farmers to participate in NRCS programs. The report shows that it is important to make initial contact though outreach and continue prioritizing local service will help assist Hispanic farmers to apply conservation on their land.

Cabezón, B. (Ed.) (1995). *A Guide to Spanish Language Sustainable Agriculture Publications*. CA: Sustainable Agriculture Research and Education Program (SAREP). Abstract retrieved September 19, 2006 from <http://www.sarep.ucdavis.edu/pubs/Spanish.htm>

This publication is a collection of English abstracts of 74 SpanishHispaniclanguage documents about sustainable farming practices for farm workers and entry-level farmers. The abstracts cover a wide range of topics, from the principles of sustainability to practical information about soil and water management, agricultural machinery, field safety and learning English as a second language. Each abstract includes the author of the original publication, a summary, its availability, cost, and its level of readability. Most of the publications were chosen so that individuals with primary or secondary education can read them. Farm advisors and others who work with Spanish-speaking farmers and farm workers will be able to use these resources to do outreach and educational programs about sustainable farming practices with their clientele.

Center for Agricultural Partnerships (n.d). *Hispanic Orchardists: from orchard worker to orchard owner*. Retrieved September 19, 2006 from <http://www.agcenter.org/HispOrchArticle.pdf>

This 7-page publication provides an account of the Center for Agriculture Partnerships program, Hispanic Orchardist, based in North Central Washington State. The publication describes the success and techniques used during the trainings and workshops surrounding IPM techniques and provides interviews of participants in the program. Some success techniques include incorporating experiential learning techniques and on-farm trainings in Spanish and trust and networking developed between participating farmers. This publication is also available in Spanish at <http://www.agcenter.org/HispOrchArticleEsp.pdf>

Center for Latino Farmers (n.d.) Retrieved October 20, 2006 form <http://www.centerforlatinofarmers.com/index.html>

Information on the website is available in both English and Spanish. This organization was established to work with primarily Spanish-speaking farm workers in the transition to farm ownership. The website provides a description about the Center's services, workshops, Latino cooperative, newsletter and events to transitioning Latino farmers in Washington state.

Center for Latino Farmers. *El Agricultor Latino (The Latino Farmer)*.

The Center for Latino Farmers' quarterly newsletter, funded by USDA's CSREES, provides information about the Center's activities, programs and upcoming trainings. It is currently not available online.

Colegio de Agronomos de Puerto Rico.[Agronomists Association of Puerto Rico].
Retrieved October 20, 2006 from <http://www.colegiodeagronomos.com/>

This organization provides online publications for farmers and researchers who want to know more about the Puerto Rican farmers and ranchers. They have an online magazine called "Agronatura" which provide information to farmers about new technologies (e. g. herbicides functioning), production (e.g. Orchid production, hydroponics), compost, irrigation. They also provide online the Anuario de Estadísticas Agrícolas [the Annual Statistical Report] and a set of several publications on environmental issues. Environmental issues that can be found in the publications are: guide to manage residues, identification and management of pesticides intoxication, emergency plans, risk communication plan, safe storage of chemical substances, breathing protection program, health and work safety plan, and chemical hygiene program.

College of Agriculture Sciences; University of Puerto Rico at Mayaguez (n.d.)
Retrieved October 11, 2006 from <http://www.uprm.edu/agricultura/>

The college provides publications online that can be helpful to farmers, the periodical "Cosecha" (Harvest) and links to other programs and institutions Hispanic Serving Institutions SHI-CSREES program, Servicio de Extension Agricola (SEA) (Agricultural Extension Service), Estacion Experimental Agricola (EEA)(Agricultural Experiment Station), Colegio de Agronomos de Puerto Rico (Association of Agronomists of Puerto Rico), Biblioteca EEA (EEA Library), Instituto de Inocuidad de Alimentos (IIAA) (Food Safety Institute)

Colegio de Ciencias Agrícolas del Recinto Universitario de Mayaguez (2005).
Adopcion de Tecnologia de Beneficiado Ecologico del Café (ATBECOL)
[Adoption of technologies for Ecologic Processing of Coffee]. *Cosecha* 1:5.

Members of the College of Agricultural Sciences (CCA) and the Department of Agriculture (USDA-NRCS) form this organization. This organization promotes these ecological technologies to process coffee locally to 34 coffee processing plants from the total of 114 in the island and hopes to increase the number in the 2006 year to 54 processing plants. Members of these organization: Dr. Francisco Monroig, Alfonso Perez, Wigmar Gonzales, Miguel Monriog, Carmen Alamo and Jose Castro.

Cubano, L. R., Gonzalez, N.M., Rodriguez, R., Cruz Medina, A.M.,
Martinez Ruiz, C. N. 2004. Anuario de Estadísticas Agrícolas 2003 [the Annual Statistical Report]. Retrieved October 15, 2006 from
<http://www.colegiodeagronomos.com/anuario/ANUARIO%20ESTADISTICO%202003.doc>

This publication provides details about agriculture in Puerto Rico, through a set of maps and statistical tables. The maps provide information about the distribution of the types of production in the country (poultry, plantain, ornamentals, coffee, beef, swine, banana, eggs, mango, pineapple, avocados, papayas, peas, fruits and vegetables, fisheries. The tables contain information in Spanish and English about subjects such as: land use in Puerto Rico, wild life and forest lands, population and territory per municipality, beef

cattle and swine inventory, animals slaughtered, beef meet production and prices, racing horses (production, price), milk (production, price), milk distributed by pasteurizing plants, dairy farms by size, poultry (inventory, prices and production), eggs, sugar cane (production, prices, sugars mills), coffee (area harvested, production and prices, consumption, supplies), pineapple (production, harvested area, yields), theoretical distribution of the of agricultural gross income by region and municipality.

Dannefer, R., & Machacha, T. (2005). Bibliography of bilingual agricultural dictionaries and glossaries. NY: National Immigrant Farming Initiative. Abstract retrieved October 15,2006 from <http://immigrantfarming.org/uploads/File/pdf/Bibliograp.pdf>

The bibliography is compilation of the agriculture-focused bilingual dictionaries. It provides a brief description of each dictionary and ordering information. The bibliography includes information about Arabic, Chinese, Hmong, Somali, Spanish, and Multilingual dictionaries.

Delgado, M. E. (2006, March). *Latino Farm Operators Contribution to the National Agricultural Sector and the Family Farm*. Paper presented at MAFO National Farmworker Conference, Atlanta, GA. Unpublished Manuscript.

This 42-page report analyzes information from USDA's NASS Census of Agriculture from 2002 and other USDA agencies at a national level. It provides information about the historical role and potential contributions of Latino farm operators to U.S. agriculture sector. It focuses on elements related to farm structure that are distinctive of Latino operators. These elements include: number of farms, age of farmers, size of farm, productivity, composition of output, foreign trade, tenure, farm organization and off-farm work. The research inflates statistics for GA because statistics used in this report are based on Latino Operators as opposed Latino principal operators.

DePhelps, C., Williams, C., Foltz, J., Potter, J., Selde, C., & Faunce, K. (2005, November). Sowing the seeds for a better future: Alvarez farms. Northwest Direct Marketing farmer case study #12. Rural Roots and University of Idaho. Retrieved October 15, 2006 from –put in end note <http://www.nwdirect.wsu.edu/studies/AlvarezCaseStudy.pdf>

(from the website) “This case study is part of a series of case studies developed by Northwest Direct “to provide information about the direct and semi-direct marketing opportunities that exist for farmers within their regional food system and how these opportunities are captured by a diverse set of successful producers in Idaho, Oregon and Washington.” This case study took place between 2002 and 2003 with a success Hispanic farm family in Washington State. Strategies which the study highlights include contributing to the success of the family include: crop diversification, organic production, selling at farmers’ markets, participating in a CSA, producing value added products (pepper wreaths and garlic braids). Additional information in the case study includes land ownership, operative expenses, income sources and concerns of the farm family and benefits related to farming. A Spanish version of the case study is also available at <http://www.nwdirect.wsu.edu/studies/AlvarezCaseStudy-Spanish.pdf> 10 p.

Extension en Espanol (nd). Extension en Espanol website. Retrieved June 1, 2006 from <http://extensionenespanol.net/>

Website provides Spanish and English materials for Extension Educators at national level. Extension en Espanol translates and finishes documents into Spanish if approved to be incorporated into the database. Materials include wider range of topics related to Extension. Approximately 40 publications related to agriculture covering topics: Agribusiness, Aquaculture, Crops, Equipment & Machinery, Farming Practices, Forages & Pastures, Forestry, Insects, Livestock, Pesticides, Rangelands, Waste Management

Extension Service of the University of Puerto Rico at Mayaguez (RUM) (n.d.). Retrieved November 30, 2006 from <http://www.uprm.edu/agricultura/sea/> .

The Spanish website provides information about the services that Extension Service at UPM offers in agriculture, marketing and natural resources, which transfers the technology developed by the Agricultural Experiment Station of the College of Agriculture to farmers in Puerto Rico. The website has several publications for farmers about production of animals such as goat, swine, and rabbits; fruits (*Annona reticulata*), ornamentals (Begonias, Roses, Bougainvillea, Orchids), grasses, hydroponics, and plantain production. They offer on-line materials on trimming of trees, fertilizers, composting, harvest time of main fruits produced in Puerto Rico, pest management (application of restricted pesticides), business management, and soil preparation for pots. They also have online publications for farmers: the periodical "Cosecha", and the web page "Forrages".

Estación Experimental Agrícola (EEA). 2006. Informe Annual 2001-2002 [Annual Report 2001-2002]. Retrieved October 13, 2006 from http://estacion.cca.uprm.edu/formularios/InfosAnuales/EEA_Informe_Anual_2001-2002_Final.pdf

The EEA Spanish website provides a description of their services to farmers and about the EEA's agricultural research in: Milk Production, Meat production, Coffee, Plantain and Bananas, Horticulture, Fruits, Roots and Tubers, Grains, Ornamentals, Environment and Natural Resources, and Sugar Cane.

Fernandez Van Cleve, J., & Gonzalez, G. M.(Eds.) (2005). Production Animal, Genetica, Biologia Molecular [Animal Production, Genetics, Molecular Biology]. Retrieved October 11, 2006 from http://agricultura.uprm.edu/inpe/hsicsrees/Produccion_Animal_Genetica_Biologia_Molecular.pdf

This publication provides information in Spanish about the following topics: concepts in animal genetics, breeds of dairy cattle in Puerto Rico, breeds of beef cattle, Boer (goat breed for the tropics), genetics and breeds in swine production, animal cells, molecular biology and animal production.

Fernandez Van Cleve, J., Gonzalez, G. M., & Munoz Munoz, M. (Eds.) (2006). Integrando Ciencias Agricolas y Medio Ambiente [Integrating Agricultural Sciences and Environment]. Retrieved October 11, 2006 from http://agricultura.uprm.edu/inpe/hsicsrees/Integrando_Ciencias_Agricolas_Medio_Ambiente.pdf

This issue have several documents about the following topics: nutrient management to improve agricultural production and environmental quality, development of numeric criteria to regulate the concentration of nutrients in lakes of Puerto Rico, cattle manure as organic fertilizer, use of poultry manure as fertilizer, urban forests, biological control of insects, and phyto-remediation.

Fernandez Van Cleve, J., & Gonzalez, G. M. (Eds.) (2006). Ciencias Agricolas, Genetica y Biologia Molecular [Agricultural Sciences, Genetics, and Molecular Biology]. Retrieved October 11, 2006 from http://agricultura.uprm.edu/inpe/hsicsrees/Ciencias_Agricolas_Genetica_Bilologia_Molecular.pdf

Sheep Breeds for wool production, raising “Guineas” an alternative for poultry farmers, myths and realities of eggs color, rabbits breeds in Puerto Rico, thoroughbred of “paso fino” horses in Puerto Rico, *Bos taurus* and *Bos indicus*, DNA and cromosomes, ruminants and genetics engineering.

Fernandez Van Cleve, J., & Gonzalez, G. M. (Eds.) (2006). Conservacion del Medio Ambiente y Ciencias Agricolas [Environment Conservation and Agriculture Sciences]. Retrieved October 11, 2006 from http://agricultura.uprm.edu/inpe/hsi-csrees/final_ambiente_3.pdf

This document provide information about the following topics: graminea to control soil erosion and maintain water quality, use and management of fertilizers for environmental conservation, natural resources conservation in hay production lands of Puerto Rico, soil erosion, restoration of eroded land with grass and trees, and the wetlands of Puerto Rico.

Garcia, V., & Marinez, J. (2005). Exploring Agricultural Census Undercounts Among Immigrant Hispanic/Latino Farmers with an Alternative Enumeration Project . *Journal of Extension*, 43(5), Article No. 5FEA2. Retrieved September 21, 2006 at <http://www.joe.org/index.html>

This article discusses the need to examine if agricultural census is locating and including Hispanic/Latino farmers, particularly recent immigrants, who are not aware of the census. The authors explore the possible reasons why Hispanics/Latinos may be missed. Possible participation barriers include: Missing from USDA Mailing Lists, Limited or No Knowledge of Agricultural Censuses, Language and Illiteracy Problems, Apprehension about USDA, Immigration Status, *Presta Nombres* (lending one's name) and Farmers as Farm workers. They also suggest an alternative Hispanic/Latino farmer enumeration to gather basic information that will allows them to identify Hispanic/Latino farmers and check if they were included in the 2002 agricultural census. The plan is

based on an alternative enumeration project conducted by US Census Bureau in Census 1990 and includes techniques such as participant observation and informal interviews.

Gilbert, J., Wood, S., & Sharp, G. (2002). Who Owns the land? Agricultural Land Ownership by Race/Ethnicity. *Rural America*, 17(4), 55-62.

This article presents national data about racial and ethnic minorities as they relate to agricultural land ownership. Majority of information acquired from USDA's 1999 Agricultural Economics and Land Ownership Survey. Land ownership dimensions include: landownership (owned and leased), land value, and discrepancies between data collected by USDA's Census of Agriculture and (AELOS) Agricultural Economics and Land Ownership Survey based on ethnic groups. Hispanics in particular have the largest average agricultural land holdings per owner than any other ethnic group.

Gonzales, G.M., Latorre, J.R., & Munoz, M. (Eds.) (2005). *Integrando Produccion Animal y Medio Ambiente*. Retrieved October 11, 2006 from [http://agricultura.uprm.edu/inpe/hsi-csrees/Integrando Produccion Animal y Medio Ambiente.pdf](http://agricultura.uprm.edu/inpe/hsi-csrees/Integrando_Produccion_Animal_y_Medio_Ambiente.pdf)

This publication provide information in Spanish about technical issues such as the following: biological processing in agricultural production, anaerobic fermentation of fish residues for ruminants feed, use of residuals of fruit processing plants for animal feed, alternatives and solutions to reduction of phosphorus contamination poultry and swine nutrition, poultry manure as dietary supplement for beef cattle, animal residues composting, composting to improve soil and benefit plants.

Instituto de Inocuidad de Alimentos (IIAA) [Food Safety Institute]. <http://www.uprm.edu/agricultura/iaaa/>

The IIAA Spanish website provides a description of their technical services and training programs to farmers related to food safety.

Livestock and Environment Group; University of Puerto Rico at Mayaguez. (n.d.) Hispanic Serving Institutions SHI-CSREES program. Retrieved October 11, 2006 from <http://agricultura.uprm.edu/inpe/hsi-csrees/>

This website provides as description of the following publications of interest to farmers in Spanish wriiten by faculty of the College of Agriculture at UPRM: *Intengrando Produccion Animal y Medio Ambiente* (Integrating Animal Production and Environment); *Produccion Animal, Genetica, Biologia Molecular* (Animal Production, Genetics, Molecular Biology); *Integrando Ciencias Agricolas y Medio Ambiente* (Integrating Agricultural Sciences and Environment); *Ciencias Agricolas, Genetica y Biologia Molecular* (Agricultural Sciences, Genetics, and Molecular Biology); *Conservacion del Medio Ambiente y Agricultura* (Environment Conservation and Agriculture).

Lucht, J. (2006). Latinos un Southwest Missouri: Capturing the American Dream through Farming. *Latinos in Missouri Occasional Paper Series, No. 5* \ Department of Rural Sociology, University of Missouri-Columbia Retrieved September 21,2006 at <http://www.ruralsociology.missouri.edu/RuralSoc/Latinos/papers/Lucht.pdf>

This 9 page paper examines the growth of Latino owned farms in US, especially Missouri, using information from the 2002 Census of Agriculture and 2004 survey of Latino farm owners in Missouri. Interviews were conducted with Latino dairy producers to give greater depth to census and survey data. Interviews focused on Latino access to capital.

Marinez, J. & Ariza, B.L. (2005, October). *Mexican Farmers in Michigan: Preliminary Results*. Poster presented at 4th National Small Farm Conference (CSREES), Greensboro, NC.

Abstract: "The tremendous growth of the Hispanic population in rural America presents new opportunities as well as challenges for agricultural agencies and rural communities. For example, in Michigan, the population of Hispanic farmers increased by 163% from 1997 to 2002. However, few research projects have attempted to explore how this new social phenomenon is developing in this area. The purpose of this exploratory study is to understand the motivations that Mexicans want to operate their own farms, how they are organizing the operation of these farms, and the barriers or problems that they face in this activity.

The research was developed between August 2004 and May 2005. Several reasons exist as to why the Mexicans want to operate their own farms in Michigan. First, for the Mexicans, the agriculture is part of their cultural background. For Mexican farmers, agriculture has a strong relationship with values traditionally maintained and affirmed within a family. The agriculture is part of a lifestyle that they love and prefer. There are strong relationships between the types of farming and organization that they operate in their home country, and now we see the same in Michigan. The organization of the farm is around the family nucleus. The Mexicans organize their farms as a family business, where members of their families take some roles in the farm. Since the small holdings are not adequate to support the entire family, Mexican farmers hold off farm employment. Various types of barriers or problems were identified which were organized in two main categories: (a) barriers directly related to the farmer –inside-barrier- and (b) barriers not related directly to the producer –outside barrier."

Michigan Food & Farming Systems(MIFFS) website (2006). MIFFS website retrieved May 15, 2007 from <http://www.miffs.org/about.asp>.

The website describes the mission, news, events, programs and resources of MIFFS. The information on the website is also available in Spanish.

National Ag Safety Database (nd). *Spanish Materials English Subtitles*. Retrieved June 12, 2006 from http://www.cdc.gov/nasd/menu/spanish/english_titles.html

National Ag Safety Database (NASD) provides 31 multimedia publications and videos in Spanish about agricultural safety.

National Immigrant Farming Initiative (2005, January). *Latino Farmer to Farmer Forum: Meeting Notes*. Brooklyn, NY: [compiled by] Rachel Dannefer. Retrieved October 26, 2006 from http://immigrantfarming.org/uploads/File/pdf/Latino_Farmwork_Notes.pdf

The report documents the discussions of meeting participants at the Latino Farmworker to Farmer Forum held on July 28-30, 2004 in Salinas, California. The forum participants (from various government agencies, organizations and farmers) were able share challenges and opportunities associated with new farmers. The meeting explored nine topic areas: access to land, resources for farming, farming goals, farming expertise and experience, farm site operations, agricultural programs and services, farming relationships and connections, farm planning and marketing.

National Immigrant Farming Initiative (NIFI) website (nd). Retrieved October 1, 2006 from <http://immigrantfarming.org/index.php?page=Home>

The NIFI website provides description and contact information about current projects that Heifer funds to immigrant farming projects (independent of NIFI) throughout the country. The project profiles provide up-to date information about various immigrant projects NIFI is involved in. The profiles provide a summary of the projects and contact information for the organizations working on the project. Currently ten projects that include Hispanic farmers receive support from NIFI. Additional resources available on the website include: news about immigrant farmers in the USA, past and upcoming events and trainings for immigrant farmers, articles about immigrant farmer "success stories," and publication and resources for and about immigrant farmers. NIFI provides access to various publications and newsletters available in Spanish.

National Center for Appropriate Technology. ATTRA National Sustainable Agriculture Information Service in Spanish. Retrieved October 12, 2006 from <http://www.attra.org/espanol/index.html>

The ATTRA website includes a special site in Spanish. In general the website includes information about the organization, about sustainable and organic agriculture. The website includes an organized list of several other websites (with description of each) and publications. The information is classified in the following general topics: sustainable/organic agriculture, horticulture, agro forestry, agronomy and soils, pest management livestock and other animals, marketing, business and risk management. Under the sustainable/organic topic production links related to organic and sustainable agriculture in the US and other Latin American countries, certification and marketing, and technical information about alternative production are offered. Under the topic of marketing, business and risk management, helpful sites in topics such as: how to commercialize products, production and marketing of ecological products, emergent markets for organic products, world wide situation of organic production, organic production and certification in different countries are cited. Under the horticulture topic many links to websites with technical information in horticulture crops are classified in

topics such as: fruits, herbs, vegetables, and greenhouse production, and post harvest management. Several websites related to the topic of agro forestry are also offered. Also, links to websites related to field crops such as: corn, alfalfa, soybean, rice are offered. Websites related to topics such as soil (ecological management of soils), fertilization and compost, pest management, and integrated pest management are included. In addition information about livestock and other animals is classified in the following subtopics: forages, poultry, livestock, dairy livestock, goat, swine, horses, rabbits, apiculture, worm farming, and Llamas. In addition to the organization of several websites in Spanish related to the mentioned topics this organization also classifies publications from ATTRA that have been written originally in English and provide a short description or translation of the title of each by topic. From these publications there are eight completely translated to Spanish. This website also offer the option to ask questions electronically to experts in Spanish through the website.

National Immigrant Farming Initiative News (nd). Retrieved October 25,2006 from http://immigrantfarming.org/index.php?page=3_publications_and_resources

Since the winter of 2005, NIFI publishes a biannual newsletter. The newsletter provides information about NIFI supported projects and organizational information. The newsletter is also available in Spanish.

National Sustainable Agriculture Information Services (ATTRA) website.
Retrieved June 12, 2006 from <http://www.attra.org/> and <http://attra.ncat.org/espanol/index.html>

The ATTRA website is in both English and Spanish. Currently, six publications are available in Spanish. They are titled: Organic Farm Certification & the National Organic Program; Cucumber Beetles: Organic and Biorational IPM; Sustainable Poultry: Production Overview; Specialty Lettuce and Greens: Organic Production; Strawberries: Organic and IPM Options.

The Northeast Regional Center for Rural Development . *Small Farms Industry Clusters (SFIC) Project website*. Retrieved October 12, 2006 from <http://www.nercrd.psu.edu/SFIC/SFIC.Desc.htm>

This website provides information about a “project that (1) examines how "clusters" of small farms achieve agricultural economic development and environmental management objectives,(2) identifies how clusters support long-term farm viability and community sustainability, (3) engages farmers and development professionals in research and outreach and (4) uses powerful computer algorithms to analyze and understand social networks.” Ten Hispanic farmers were involved in the study.

Purdue University Cooperative Extension Services (2007). Diversity Center: Connecting the Land-Grant Extension System. Retrieved June 15, 2007 from <http://www.ediversitycenter.net/index.php>

“The National Extension Diversity Center is designed as an interconnected web of collaboration linking all land-grant institutions’ diversity efforts. The intention of the site is to move the Extension System forward in the creation of effective pluralistic organizations by sharing program resource successes and challenges in addressing the complex issues of diversity. The content of the Center is updated monthly.” “The Reaching Audiences page offers a wide range of resources and information to assist educators in working with a variety of groups and individuals.” Numerous featured items focus on reaching Hispanic/Latino audiences some with a more specific focus on reaching farmers/ranchers.

Rhoades, M. & Joseph, H. (2004). *Immigrant and Refugee Farming Programs and Resources: A Guide to Projects, People, Places, Publications, and Other Information on Immigrant and Refugee Farming Activities Across the United States*. Unpublished manuscript, Heifer International and Risk Management Agency. Retrieved June 1, 2006 from http://www.dwd.state.wi.us/dws/programs/refugees/pdf_files/Immigrant%20and%20Refugee%20Farming%20Guide.pdf.

This 44 page resource guide assists people, agencies and organizations working with immigrant and refugee farming and gardening populations in USA (not exclusive to Hispanic-Latino farmers). The guide provides a list of various resources with contact information when available. Resources include: people, programs, projects, websites, seed sources and printed materials.

Roberts, J.C., & Delgado, M. E. (2005). *Latino Operators in Georgia’s Agriculture*. Unpublished manuscript.

This 42 page report provides an overview of socioeconomic indicators affecting the general farm population, Latino principal operators and women operators at a national and specifically Georgia state level using USDA’s NASS 2002 Census of Agriculture and comparing percent change to 1997 agriculture census. It offers explanations as to why differences exist between these operators at a national and state level. The research inflates statistics for GA because statistics used in this report are based on Latino Operators as opposed Latino principal operators.

Rochin, R., & Marroquin, E. (1997). *Rural Latino Resources Guide*. East Lansing, MI: Julian Samora Research Institute. Retrieved September 15, 2006 from <http://www.jsri.msu.edu/RandS/books/rlr/>

Rural Latino Resources includes background information on Latinos and brief abstracts of nearly 100 social scientists, researchers, and educators throughout North America. The guide is separated by individuals from organizations, and provides their contact information. It also lists publications and other works produced by the guide’s participants. Some resources relate to agriculture.

Servicio de Extension Agriola [Agricultural extension Service]; University of Puerto Rico at Mayaguez. (n.d.) Forrages. Retrieved October 11, 2006 from <http://www.uprm.edu/agricultura/forrajes/html/portada.htm>

These web pages offer information on production of forage, from details in planting, fertilizing, processing/preparation, cultural practices, quantity of seeds per each type of grass, images of grasses used as forages, conservation, soil problem indicators, and nitrogen fixing. It provides a link to the NRCS Caribbean Area Plants.

Simone, N. (2004). *Orchard monitoring manual for pests, natural enemies and diseases of apples, pears and cherry: an illustrated guide for Washington state*. NC: Center for Agricultural Partnership. Retrieved September 19, 2006 from <http://www.agcenter.org/progpest.html>

This 51 page manual provides descriptions of various pests, focusing their on lifecycles, monitoring and management techniques on various fruit trees in eastern Washington. Numerous illustrations provided within the manual. The manual is also available in Spanish.

State Department of Agriculture of the Associated State of de Puerto Rico. (n.d.) Retrieved October 15, 2006 from <http://www.agricultura.gobierno.pr/main.asp#>

This Spanish website provides description about the objectives, goals, current activities and services to promote an advanced and diversified agriculture and increase the agricultural production in Puerto Rico.

Sustainable Agriculture Research and Education (1995). *A Guide to Spanish Language Sustainable Agriculture Publications*. Retrieved September 10, 2006 from <http://www.sarep.ucdavis.edu/pubs/Spanish.htm>

This publication is a collection of English abstracts of 74 SpanishHispaniclanguage documents about sustainable farming practices for farm workers and entry-level farmers. The abstracts cover a wide range of topics, from the principles of sustainability to practical information about soil and water management, agricultural machinery, field safety and learning English as a second language. Each abstract includes the author of the original publication, a summary, its availability, cost, and its level of readability. Most of the publications were chosen so that individuals with primary or secondary education can read them. Farm advisors and others who work with Spanish-speaking farmers and farm workers will be able to use these resources to do outreach and educational programs about sustainable farming practices with their clientele. SAREP has established libraries for the original Spanish documents at five strategic sites in California including the farm advisors' offices in San Diego and Fresno, at UC Santa Barbara, at the Rural Development Center in Salinas, and at the Small Farm Center at UC Davis.

Sustainable Agriculture Research and Education (SARE) (2003). Profitable Pork: Strategies for Hog Producers. *SAN Bulletin*. Retrieved June 1, 2006 from <http://www.sare.org/publications/hogs/profpork.pdf> .

The 16-page bulletin features profiles about successful hog producers as well as the latest research on everything from greater profits to better-tasting pork raised in alternative hog systems. This publication is available in Spanish.

Sustainable Agriculture Research and Education (SARE) (2004). Meeting the Diverse Needs of Limited-Resource Producers. *SAN Bulletin*. Retrieved June 1, 2006 from <http://www.sare.org/publications/limited-resource/limited-resource.pdf>

This 16-page bulletin is a resource for agricultural educators, community leaders, organizations and governments. The bulletin features nine success stories from around the country as a jumping off point for adapting innovative programs to varied areas. It also provides "how-to" ideas for educators, socio-economic characteristics/barriers to working with varied audiences, proven teaching methods and successful connection strategies. One of these success stories focuses on a Latino and Native American Farmers wheat cooperative in New Mexico

Sustainable Agriculture Research Education (nd). SARE Project Reports. Retrieved June 15, 2007 <http://www.sare.org/>

SARE website provides access to a searchable database of all grants they have funded. Some of these include research and outreach activities with Hispanic and Latino farmers and ranchers. Project reports and descriptions are included.

Swisher, M.E., Sterns J. & Gove, J. (n.d.) El Desarrollo de un Mercado del Agricultor. <http://edis.ifas.ufl.edu/FY640>

This document is written in Spanish, and is a guide that leads farmers and communities step by step in the creation of a successful farmers' market. From identifying the community resources, finding the place, contacting the farmers that can participate, the publicity, defining the markets' regulations, license, and policies, regulations that need to be followed, to how to establish an insurance.

Texas-Mexico Border Coalition. (n.d.). Retrieved September 12, 2006 from <http://www.tm-bc.org/>

Their website provides demographic information of Latino operator in the Texas/Mexico border (number of Latino owned farms in relation to the total population). Provides information about the projects they are implementing and the activities that they sponsor. The website includes a Newsletter where information about programs and projects that and any news that can of benefit to Hispanic farmers, workshops and grants announcements and NRCS news.

United States Department of Agriculture.(nd). United States Department of

Agriculture Spanish website. Retrieved September 17, 2006 from www.usda.gov/EnEspanol/.

The USDA website is available in Spanish. The majority of USDA agencies also have Spanish websites that provide, at the least, descriptions of the agencies and their general services.

United States Department of Agriculture, Agricultural Marketing Services (2000). Las Ventas Directas Hoy en Día: Retos y Oportunidades [Direct Marketing Today: Challenges and Opportunities]. Retrieved September 19, 2006 from <http://www.ams.usda.gov/directmarketing/LasVentas.pdf>

“AMS’s 74-page publication, Direct Marketing Today: Challenges and Opportunities, in response to the growing demand among producers and agricultural extension staff for direct marketing information in Spanish. This publication describes the research and findings of AMS’s Direct Marketing Action Plan that received public input from the direct marketing community on farmer direct marketing issues and opportunities. “

United States Department of Agriculture, Agricultural Marketing Services, Federal-State Marketing Improvement Program (FSMIP) (2006). Retrieved December 12, 2006 from <http://www.ams.usda.gov/tmd/fsmip.htm>.

The website site provides final reports of the projects FSMIP partially funded to various states’ Departments of Agriculture from FY 2001-2006 five grants that directly worked with Hispanic /Latino farmers and ranchers. TFSMIP funds projects that focus on “exploring new market opportunities for food and agricultural products, and to encourage research and innovation aimed at improving the efficiency and performance of the marketing system.”

United States Department of Agriculture, Cooperative State Research, Education, and Extension Services: National Small Farms Program(2007). The National Small Farms Program website retrieved at <http://www.csrees.usda.gov/smallfarms.cfm>

This website provides a description about the information services that the National Small Farms Program provides. There is a description on the website focusing on extension, research and outreach activities about and issues pertaining to small and medium scale Hispanic producers in the United States. The site provides links to some of this information.

United States Department of Agriculture, Farm Service Agency (nd). Factsheets Retrieved June 1, 2006 from <http://www.fsa.usda.gov/pas/publications/facts/spanishfacts.htm>

The FSA has approximately 25 online Spanish publications and fact sheets. They are cover various topics ranging from county committee election processes to farm loans, disaster assistance, conservation programs, commodity services and risk protection.

United States Department of Agriculture, U.S. Forest Service, Cooperative State

Research, Education and Extension Services, and Sustainable Agriculture Research and Education Program (2005). *Construyendo Mejores Lugares Rurales: programas federales para agricultura sostenible, silvicultura, emprendimiento empresarial, conservacion y desarrollo comunitario* [Building better rural places: federal programs for sustainable agriculture, business entrepreneurship, silviculture, conservation, and community development]. Washington, DC: U.S. Government Printing Office. *Authors:* Krome, M., LeVan, S., Zodrow, D.

This is a guide in Spanish created for anyone who seeks federal financial assistance for the implementation of projects leading to innovative business development in agriculture and silviculture. It includes specifically programs for development of community resources, sustainable land administration, as well as diversified and value added agriculture and silviculture programs. Thus this guide can help, farmers, agribusiness people, those working with community development, conservationists, and to public and private, profit and nonprofit organizations. It can also help USDA employees and other agencies to learn about and take utilize the federal resources available. This edition includes programs from the 2002 Farm Bill. The Guide provides for each program a brief description of it, examples of projects already funded by the program, description of the eligibility restriction criteria, and contact information for agencies that control each program and can determine eligibility, and internet addresses that provide further information about each program.

United States Department of Agriculture, National Agricultural Statistics Service (2002). *Agricultural Atlas of the United States: 2002 Census of Agriculture, Maps and Cartographic Resources*. Retrieved June 12, 2006 from <http://www.nass.usda.gov/research/atlas02/#char>

The USDA's 2002 Agricultural Atlas provides a map of the USA depicting the number of farmer with Spanish, Hispanic, or Latino Origin Operators based on the 2002 agriculture census.

United States Department of Agriculture, National Agricultural Statistics Service (2005). *Hispanic Farmers and Ranchers* [brochure]. Washington, D.C.

NASS has created four brochures available in English and Spanish created during 2001-2005. These brochures are distributed among Hispanic-Latino ranchers and farmers with the aims to encourage this population to fill out the agriculture census so that they are accurately represented in the next census. Some of these brochures also provide "quick facts" from the 2002 Census of Agriculture.

United States Department of Agriculture, National Agriculture Statistics Service (2004). *Puerto Rico 2002 Census of Agriculture*. Retrieved October 30, 2006 from <http://www.nass.usda.gov/census/census02/puertorico/cenpr02.pdf>

The census of agriculture provides a complete description of farmer and the agriculture in Puerto Rico. It provides very specific information about many demographic farmers and of farms characteristics such as: number of farms, land in farms, tenure of operators, land use distribution in the country, operators characteristics by principal

occupation, hired farm workers, and sharecroppers, value of physical assets, production expenses, pesticides and fertilizers use, farm related income, irrigation, sales and inventory of livestock and poultry, fisheries and aquaculture products, hydroponics, crops harvested, horticulture specialties, harvested products for sale of all the types of products from Puerto Rico, grass and other crops. Most of the information is for both years 1998 and 2000.

United States Department of Agriculture, National Agricultural Statistics Service (2002). *2002 Census of Agriculture: Counting Diversity in American Agriculture*. Retrieved June 12, 2006, from http://www.nass.usda.gov/Census_of_Agriculture/FINAL_Counting_Diversity_in_American_Ag.pdf

Provides number of principal operators by minority group (race or gender) for each state according to NASS's 2002 census of agriculture and compares these numbers to 1997 agriculture census to determine percent change in number of principal operators.

United States Department of Agriculture, National Agricultural Statistics Service (2002). *2002 Census of Agriculture, Volume 1 Chapter 1: U.S. National Level Data*. Retrieved June 12, 2006, from <http://www.nass.usda.gov/census/census02/volume1/us/index1.htm>

The USDA's 2002 Census of Agriculture provides national level data about selected farm and operator characteristics of Spanish, Hispanic, or Latino Origin Operators and Principal Operators based on 2002 and 1997 Census of Agriculture statistics. Noteworthy tables are: Table 49: Spanish, Hispanic, or Latino Origin Principal Operators Selected Farm Characteristics and Table 54: Spanish, Hispanic, or Latino Origin Operators--Selected Operator Characteristics. For more specific information about the states refer to the following website. Noteworthy tables are: Table 49: Spanish, Hispanic, or Latino Origin Principal Operators - Selected Farm Characteristics: 2002 and 1997 and Table 54: Spanish, Hispanic, or Latino Origin Operators--Selected Operator Characteristics: 2002 and 1997 <http://www.nass.usda.gov/census/census02/volume1/>

United States Department of Agriculture, National Agricultural Statistics Service (2002). *2002 Census of Agriculture, Volume 1 Chapter 2: U.S. State Level Data*. Retrieved June 12, 2006 from <http://www.nass.usda.gov/census/census02/volume1/us/index2.htm>

The USDA's 2002 Census of Agriculture provides all state level data about selected operator characteristics of Spanish, Hispanic, or Latino Origin Operators based on 2002 Census of Agriculture statistics. Table 50: Spanish, Hispanic, or Latino Origin Operators is noteworthy.

United States Department of Agriculture, National Agricultural Statistics Service (2002). *2002 Census of Agriculture - Volume 1 Geographic Area Series Census, State- County Data*. Retrieved October 4, 2006 from http://www.nass.usda.gov:8080/Census/Create_Census_US_CNTY.jsp

The USDA's 2002 Census of Agriculture provides county level data about selected operator characteristics of Spanish, Hispanic, or Latino Origin Operators based on 2002 Census of Agriculture statistics.

United States Department of Agriculture, Natural Resources Conservation Service Caribbean Area. (n.d.). Retrieved November 30, 2006 from <http://www.pr.nrcs.usda.gov/technical/plants/>

Description in Spanish of toxic grasses in Puerto Rico and Virgin Islands, identification guide to grasses in the farm (according to climate, soil, morphological characteristics). It also include a translation of the common name in Spanish to English for each grass and the name of the specialist that can be contacted for further information on each grass. The same type of information is provided about legumes.

United States Department of Agriculture, Natural Resource Conservation Services. (2004). Environmental Quality Incentives Program (EQIP). Annual Report- Colorado. Retrieved October 20 from <http://www.co.nrcs.usda.gov/>

This document describes the program that NRCS-Colorado designed as part of the EQIP program to help a communities of Hispanic farmers in the Costilla and Conejos Counties to participate in this kind of conservation program. Costilla and Conejos Counties are unique in that they retain a strong character of traditional Hispanic farming methods. Among other things, these characteristics include irrigation through acequias, and subsistence farming of small units of land called Vara strips. Simply put, an acequia is a surface irrigation ditch, but in Hispanic culture it also involves strong cultural relationships. In response, in 2004 NRCS implemented the Acequia/Vara strip program through the EQIP program. Most of the farmers in Costilla County utilized cost-share funds to improve the acequias with headgates and/or gated pipe. These relatively simple and low-cost improvements allowed farmers to abandon primitive methods of water diversion, such as hay bales and tarps, and significantly improve irrigation efficiency on their small acreages.

United States Department of Agriculture, Natural Resources Conservation Service (NRCS). *Support for Hispanics in Agriculture*. Retrieved September 17, 2006 at <http://www.economics.nrcs.usda.gov/technical/hispanics/index.html>

This web site contains material prepared for The National Organization of Professional Hispanic Natural Resources Conservation Service Employees (NOPHNRCS) Conference held in Fort Worth, TX, June 25-27, 2002. NRCS provides various types of data and publication resources related to Hispanic farmers in the form of papers, presentation and posters.

United States Department of Agriculture.(nd). National Agricultural Library

Catalog (AGRICOLA). Retrieved June 15, 2007 from <http://agricola.nal.usda.gov/>.

The AGRICOLA database allows individuals to search for books or articles related to agriculture by search terms. Citations to agricultural literature are provided. Thus far, a few articles focus on Hispanic and Latino farmers and ranchers.

United States Department of Agriculture, Risk Management Agency. (nd).
Community Outreach and Assistance Partnership Agreements database.
Retrieved June 25, 2007 from <http://www.rma.usda.gov/>

RMA provides a description and contact information off all funded Community Outreach and Assistance Partnership Agreements by year. Some of the funded organizations serve and work with Hispanic communities. To access these descriptions enter into the RMA search engine "Community Outreach and Assistance Partnership Agreements".

United States Department of Agriculture, Risk Management Agency. (1999).
Cómo Entender los Riesgos Agrícolas para: Producción, Mercadotecnia, Finanzas, Aspectos Legales, y Recursos Humanos [How to Understand the Agricultural Risks: Production, Marketing, Finance, Legal Aspects and Human Resources]. Retrieved September 7, 2006 from http://www.rma.usda.gov/pubs/2000/manejoderiesgos_cont.html

This 19 page handbook available in Spanish is part of a campaign to improve the risk management skills of American farmers and ranchers. It focuses on five types of risks: Production, Marketing, Finance, Legal, and Human Resources.

United States Department of Agriculture, Rural Development (RD), Business and Cooperative Program. The Business and Cooperative Program website retrieved January 15, 2007 from <http://www.rurdev.usda.gov/rbs/index.html>

The Business and Cooperative Programs provide 2 publications in Spanish. They include: What is a Cooperative? Why Cooperatives are Organized?; and The Structure of Cooperatives.

United States Department of Agriculture, Small Farms Coordination (2006). *Information for Small Farmers and Ranchers*. [brochure] Retrieved September 12, 2006 from <http://www.usda.gov/oce/smallfarm/reports/broc01-sfinfo.pdf>

This 20 page brochure provides a general overview of services and contact information of various USDA agencies servicing small farmers and ranchers. Agencies described in the brochure include: Food and Nutrition Service, Agriculture Marketing Service, Animal and Plant Inspection Service, Risk Management Agency, National Agricultural Statistics Service, Natural Resources Conservation Service, Cooperative State Research, Education, and Extension Service, Farm Service Agency, Forest Service, Grain

Inspection, Packers and Stockyards Administration, Forest Agricultural Service and Office of Outreach.

United States Department of Labor, Bureau of Labor Statistics (2006). *Labor Forces Statistics from the Current Population Survey*. Received June 12, 2006 from <http://www.bls.gov/cps/#charemp>.

The Current Population Survey (CPS) is a monthly survey of households conducted by the Bureau of Census for the Bureau of Labor Statistics. It provides a comprehensive body of data on the labor force, employment, unemployment, and persons not in the labor force. The DOL provides national information specifically about Hispanic-Latino households participating in agriculture sector industries. This information provides averages at annual, quarterly and monthly intervals. Six tables available as PDF documents provide this data.

Needs Area: Production, Demographics

University of California- Davis. (n.d.) Cooperative Extension en Español. Retrieved September, 10 2006 from <http://ucanr.org/spanish/indexsp.cfm>

The Division of Agriculture and Natural Resources of the University of California have this website in Spanish to offer the following resources to farmers, explain what this organization does for farmers and the change agents' role, the Research Station's work, and Ranches and farms. This last one cites links to resources for farmers offered by the University of California such as program of agricultural personnel management program, fruits and nuts research and information center, post-harvest technology research and investigation center, school of veterinary medicine, small farm center, integrated pest management program, agricultural issues center, vegetables research and information center. Most of these links do not offer further information in English, only the one about post harvest technology, which offer information about basic indicator or post harvest quality and how to control it for 56 fruits, 33 vegetables, and 6 ornamentals. This Page also explain and give the links to farmers the 22 State special programs, ten research and extension center, and the research stations by counties and regions. The website also have a section for news in Spanish which may be some times about agriculture issues, and can be written documents or radio recordings. The site includes a section where people can send comments in Spanish and a search engine where topics in Spanish included in the University of California website can be easily found.

University of California (nd). *Spanish Experts in Agriculture by Campus*. Retrieved June 15, 2007 from <http://www.universityofcalifornia.edu/news/spanishexperts/subjects/agriculture.html>

This website provides contact information and area of expertise of professors and Extension agents at the University of California who speak Spanish.

University of California's Small Farms Program. University of California Small Farm Program Publications (2006). Retrieved January 15, 2007 at http://www.sfc.ucdavis.edu/docs/about_sfp.html

The University of California's Small Farms Program is the process of translating several of its publications into Spanish. Currently three publications are available in Spanish. They are: (1) Uso Seguro de pesticidas en pequeñas granjas. (Pesticide Safety for Small Farms)- Video (Español/Spanish) (2) Uso Seguro de pesticidas en pequeñas granjas. (Pesticide Safety for Small Farms) - Audio (Spanish) (3) Administración Laboral Agrícola: Cultivando la Productividad del Personal (Labor Management in Agriculture: Cultivating Personnel Productivity - Second Edition). The small farms program also has a collection of written materials in Spanish in the Spanish Language Sustainable Agriculture Library.

University of Florida Extension.(n.d.). Electronic Data Information Source (EDIS). Retrieved November 10th, 2006 from <http://edis.ifas.ufl.edu/index.html>

The University of Florida Extension Service's Electronic Data Information Source (EDIS) is a database that houses electronic publications written by faculty at University of Florida. Some publications for farmers have been translated to Spanish. The best way to find information in Spanish is using the advanced search engine of the page and looking the subjects of interest; other way is revising the links lists of publications classified by departments which offer all the publications, English and Spanish together. Some of the topics that can be found in EDIS in Spanish are: publications in relation to laws and regulation that affect farmers such as: state regulations for water resources (contact agencies, underground storage tanks, structure of state agencies, federal agencies, state regulations, local government structure, Clean Water Act, elimination of waste, animal and biological residues, Oceanic Water Release Act). Other regulations such as environmental and conservation that can affect agricultural lands, property rights. Description and technical information about production of tropical or specialty crops in Florida (maracuya, guayaba, plantain, papaya, granada, lichi, carambola, anon, mamoncillo, longan, avocado, lime, and mango) are also available in Spanish. In addition topics in direct marketing (farmers' market, farmer consumer support, inflation in Florida) and how to improve farm profits.

University of Massachusetts Amherst, UMASS Extension. *Farming for Ethnic Markets website*. Retrieved June 2, 2006 from http://www.umassvegetable.org/growers_services/farming_ethnic_markets/index.html

UMASS Extension provides seven fact sheets available for downloading in Spanish. They include: Vegetable and Fruit Translations, Flyer for Somerville Farmer's Market, Farmer's Market Buying Guide, La Importancia de la Fertilidad de Suelos en Cultivar Vegetables, Growing Cultantro in your garden or patio, Cultivos Latinos para Mercados de Agricultores en Massachusetts and Growing and Marketing Cilantro in Massachusetts

University of Missouri, Community Food Systems and Sustainable Agriculture Program (nd). Community Food Systems and Sustainable Agriculture Program website. Retrieved December 15, 2006 from <http://agebb.missouri.edu/sustain/>.

Program provides a description of the program and its activities and resources. The website is also in Spanish and has section called “The Latino Agricultural Community in Missouri” which provides information about workshops and training for Latino farmers and ranchers, resources for these farmers and articles specifically about Latino farmers in Missouri.

University of Puerto Rico at Mayaguez. (2005). Cosecha [Harvest]. Retrieved September 30, 2006 from <http://www.uprm.edu/ciag/cosecha/index.html>

This online resources is published three times a year and offer news related to agricultural technologies and programs targeted to farmers developed by EEA of University of Puerto Rico at Mayaguez or other institutions (USDA, CSREES, CRSP) to help farmers.

University of Texas, San Antonio. (2006). Hispanic Leadership Program in Agriculture and Natural Resources (HLPANR). Retrieved September 15, 2006 from <http://www.utsa.edu/cpi/hlpanr/>

“HLPANR seeks to increase the pool of qualified researchers in agricultural and environmental sciences capable of engaging with Hispanic American communities and issues.” The website provides a description of the program, research and students participating in the program.

Van Epen, K. (Ed.).(2004, July/August). *ATTRA NEWS*, 12(4). Retrieved September 19, 2006 from http://attra.ncat.org/newsletter/attranews_0704.html

ATTRAnews is the bi-monthly newsletter of the National Sustainable Agriculture Information Service. This 4-page issue looks at the rapidly growing population of Spanish-speaking farmers and ranchers in the U.S. It highlights its SpanishHispaniclanguage publications and services, and few other organizations and projects who work with these farmers.

Washington State University Small Farms Team (nd). *Cultivating success on immigrant-owned farms*. Retrieved October 13, 2006 from http://smallfarms.wsu.edu/immigrant_farmers.php .

The WSU Small Farms Program provides information about the types of services that the Latino Outreach Program provides to Latino farmers and ranchers. Web links provide access to various publications and resources for and about Latino farmers and Spanish speakers.

APPENDIX B
ORGANIZATIONS & AGENCIES

Agriculture and Land-Based Training Association (ALBA Farm)

Website: <http://www.albafarmers.org>

Contact person:

Brett Melone, Executive director

P.O. Box 6264

Salinas, CA 93912

(831) 758 1469, cell (831) 682-6808

brett@albafarmers.org

Description/ Mission/Objectives: Advancement of economic viability, social equity, and ecological land management among limited resource farmers.

Areas served: California's central coast. Three counties (San Benito, Santa Cruz, Monterey)

Services: technical (related to production: vegetables, row crops, strawberries, herbs, flowers, cane berries and marketing), leasing of land and equipment, education and outreach, provide facilities, interpretation services

The PEPA (Programa Educativo para Pequeños Agricultores) program is a six months education program for new Spanish speaking farmers where they learn how to develop a business plan and farm by themselves. The organization operates two farms of 300 acres that are leased to farmers. They lease land, equipment, water, and connections to available farmland. They provide education and technical assistance to local farmers through workshops, short courses, field days, and other continuing education to new and establish farmers (usually bilingual). Provide facilities for post harvest, storage, cooling, transportation, and value added. They have a produce distribution operation called "ALBA organics" which has as a mission to serve ALBA participants and local farmers who want help in accessing markets. From the farmers that have worked with them 2 own the land because in California even the most established farmers lease the land.

Number served: average of 200-300 families a year from which 85%-90% are Hispanic.

Areas of expertise: Organic and sustainable agriculture and federal and state policies, business planning for small farmer, incubation of small farm business.

Service to Hispanic and Latino farmer/rancher begins: 2000

Affiliation: Nonprofit organizations

Additional Resources: publication: Broadening the Education Infrastructure in organic Agriculture Farmers; they published a paper that contains demographic information and are in the process of producing more

Asociacion de Agricultores de Puerto Rico [Farmers Association of Puerto Rico]

Contact person:

Juan Santiago, President

Condominio San Martin

1605 Avenida Ponce de Leon, Suit 405

San Juan, Puerto Rico 00909-7895

(787) 721-5970, cell (787) 310-9913

juan@agricultorpr.org

Description/ Mission/Objectives: This non-profits mission is to defend/advocate the rights of Puerto Rican farmers.

Areas served: Primary audience is the Puerto Rican community of Holyoke, Massachusetts, and the surrounding towns

Services: the organization helps farmers in all kind of issues based on their needs, defending their rights, doing legal compliance, give information to farmers about new programs.

Areas of expertise: Agronomy; Puerto Rican crops and market garden sales from urban community gardens. The incubator program is still under development. Project Director Eric Toensmeier has previous experience in beginning farmer training, including the development of the Exploring the Small Farm Dream: Is Starting an Agricultural Business Right for You? curriculum.

Service to Hispanic farmers/rancher begins: 1924 years

Additional resources: Magazine "Frutos" which is published 3 or 4 times a year includes agricultural, production, economic situation, new products and technologies, incentive programs.

Center for Agricultural Partnerships, Hispanic Orchardist Integrated Pest Management Education Program

Website: <http://www.agcenter.org/who.html>

Contact Person:

Larry Elworth, Director
1 West Pack Square, Suite 518
Asheville, NC 28801
(828)285-9340
lelworth@agcenter.org

Naná Simone, Program Director
509-667-9557
nsimone@agcenter.org

Description/Mission/Objectives: (from website) This nonprofit organization is dedicated to solving agricultural problems by helping farmers adopt more environmentally sound and profitable practices. One of the Center's programs is the Hispanic Orchardist Program.

Locations served: North Central Washington State

Services: The programs initial concentration was to teach growers about integrated pest management with fruit orchard growers through training workshops. Training and direct assistance now includes the following: Native Planting, Nutrient Management, Farm Management and Conservation on Farms

Number served: 40 farmers

Area of Expertise: Integrated Pest management, irrigation and water management, providing access to USDA's conservation groups

Service to Hispanic farmers/rancher begins: 2002

Affiliations/Partnerships: [Wenatchee Valley College](#), Washington State University Cooperative Extension

Additional Resources: Two publications are currently available on the website related to IPM techniques. They are *Hispanic Orchardists: from orchard worker to orchard owner* and *Orchard monitoring manual for pests, natural enemies and diseases of apples, pears and cherry: an illustrated guide for Washington state*.

Additional materials are available for growers that are not online: such as guide to apply for federal conservation programs

Costal Enterprises

Website: <http://www.ceimaine.org/content/view/112/158/>

Contact:

Amy Carrington

36 Water Street

PO Box 268

Wiscasset, ME 04578

(207) 772-5356, ext. 103

Description/ Mission/Objectives: (from website) Coastal Enterprises has a farming program for immigrants and refugees called New American Sustainable Agriculture Project (NASAP). NASAP is free to participants and offers training in a variety of languages including Spanish, Somali, Arabic and French. NASAP provides information, training, tools and resources to recently resettled refugee farmers and immigrant farm workers from the world over now living in Maine. NASAP's primary goal is to deliver focused outreach and technical assistance, including educational programs, to limited-resources immigrant farmers, helping them to build successful Maine farms that are consistent with their cultural and lifestyle aspirations.

Areas served: ME

Services: class trainings given in English but translated into Spanish by interpreters on various topics about farming in America; technical assistance provided by extension – on farm site visits; In 2002 farmers were given gardens and produce; In 2006 project provides trainings and farmers grow, sell and make money on their own

Area of Expertise: outreach and technical assistance

Service to Hispanic farmers/rancher begins: 2002

Affiliations/Partnerships: Heifer International, Maine Initiatives, Maine Community Foundation, and USDA .

Additional Resources: none in Spanish

Council on the Environment of New York City, New Farmer Development Project (NFDP)
Website: <http://users.rcn.com/conyc/HTMLGM/nfdpfaq.htm>

Contact Person:

Kate Granger
51 Chambers Street, Room 228
New York NY 10007
(212) 788-7476
newfarmer@greenmarket.cc

Description/ Mission/Objectives: (from website) The New Farmer Development Project (NFDP) identifies, educates and supports agriculturally experienced immigrants in the NYC region to establish economically and environmentally sound, small-scale farm operations. Our work helps to preserve regional farmland, strengthen farmers' markets, and expand access to high-quality, locally-grown farm products.

Areas served: New York city area

Services: (from website) The NFDP creates employment, marketing and farm ownership opportunities in the small farm sector in the NYC region. The NFDP provides on-farm education, business and marketing training, mentoring opportunities, technical assistance, credit opportunities, and access to project land and other farms.

Area of Expertise: marketing, finances, production, farm management

Service to Hispanic farmers/rancher begins: 2000

Affiliations/Partnerships: Council on the Environment of NYC/Greenmarket, [Cornell Cooperative Extension/NYC Programs](#), [Growing New Farmers Project](#), [Heifer International](#), the Jessie Smith Noyes Foundation, USDA's Community Food Projects, USDA's Fund for Rural America, and USDA's [Risk Management Agency](#).

Extension en Espanol

<http://extensionenespanol.net/>

Contact Person

Bill Watson, Assistant Editor and Extension Communications Specialist

Texas A&M University Agricultural Communications

2112 TAMU

College Station, TX 77843

(979) 845-2807

bs-watson@tamu.edu

Description/ Mission/Objectives: (from website) Extension en Espanol is national clearinghouse for SpanishHispaniclanguage educational resources operated by and for Extension professionals. Extension en Espanol translates and finishes documents into Spanish if approved to be incorporated into the database. Extension en Espanol: will maintain a core collection of web documents (peer-reviewed) available for free and immediate use by Extension educators; will provide links to Spanish language materials of interest to Extension educators; will provide materials to help Extension faculty learn more about the language, communities and cultures they are working with; will provide an ongoing reference section and a contact list.

Areas served: nationwide

Services: access to Spanish translated documents, translation services, audio, Video and Print materials in Spanish and English, production assistance on materials in Spanish, Resources for educating Extension faculty who work with Spanish-speaking clients, serves as a national forum for Extension educators who work with Spanish-speaking audiences. Materials include wider range of topics related to Extension.

Area of Expertise: Electronic publishing, Spanish language materials production

Affiliations/Partnerships: Clemson University Cooperative Extension, Cornell Cooperative Extension, Iowa State University Extension, K-State Research and Extension, Michigan State University Extension, Mississippi State University Extension Service, New Mexico State University , Puerto Rico Agricultural Extension Service, South Dakota State University Cooperative Extension Service, Southern Rural Development Center, Texas Cooperative Extension, University of Arkansas Cooperative Extension Service, University of California Cooperative Extension, University of Georgia Cooperative Extension, University of Idaho Extension, University of Illinois Extension, University of Minnesota Extension Service, University of Wisconsin Extension, Washington State University Extension, USDA (CSREES)

Resources: Approximately 40 publications related to agriculture covering topics: Agribusiness, Aquaculture, Crops, Equipment & Machinery, Farming Practices, Forages & Pastures, Forestry, Insects, Livestock, Pesticides, Rangelands, Waste Management

Farm Agriculture Collaborative Training Systems (FACTS)

Website: <http://www.agcomplyit.com>

Contact person:

David Visher, President-owner

2230 Lassen Place

Davis, CA 95616

(530)-758-2429

visher@agcomplyit.com

Description/ Mission/Objectives: The organization is a private consultant operation that works as contractor for other nonprofit organizations such as the Small Business Development Center. The mission of this operation is to provide education opportunities for farmers and ranchers on business management and marketing. The orientation of the operation is to family farm and small farms.

Areas served: California

Services: Design outreach for small and family farmers taking in consideration the different information needs, give more attention to sensitive topics such as different marketing strategies that small farmers can use. This organization have designed a special tool for Hispanic farmers called Agcomplyit which help them to identify according to their operation characteristics and other considerations the regulations that they need to meet.

Areas of expertise: Agricultural business management and marketing, agricultural cooperatives and community development through city or county governments.

Service to Hispanic farmers/rancher begins: 1988

Additional resources: Agcomplyit tool

Farm to Table

Website: www.farmtotable.info

Contact Person:

Pamela Roy, Director

3900 Paseo del Sol

Santa Fe, NM 87507

(505) 473-1004

Description/ Mission/Objectives: (from website) The mission of Farm to Table is to promote locally based agriculture through education, community outreach and networking. Farm to Table enhances marketing opportunities for farmers; encourages family farming, farmers' markets and the preservation of agricultural traditions; influences public policy; and, furthers understanding of the links between farming, food, health and local economies.

Areas served: AZ, NM, CO, UT and tribal communities

Services: not exclusively for Hispanic-Latino farmers and ranchers; workshops to build season extension facilities (cold frames); annual conference (through Southwest Marketing Direct) that focuses on production, business, financing, marketing, livestock; provide scholarships to farmers for attendance to various workshops and conferences

Area of Expertise: community and sustainable agriculture; community development; policy; farmer market development

Service to Hispanic farmers/rancher begins: 1996

Affiliations/Partnerships: over 30 organizations

Additional Resources: farmers and ranchers newsletter

Federation of Southern Cooperatives Land Assistance Fund
Website: <http://www.federationsoutherncoop.com/>

Contact Person:
Jon Zippert, Director of Program Operations
PO Box 95
Epse, AL 34560
jzippert@aol.com

Description/ Mission/Objectives: (from website) We strive toward the development of self-supporting communities with programs that increase income and enhance other opportunities; and we strive to assist in land retention and development, especially for African Americans, but essentially for all family farmers. We do this with an active and democratic involvement in poor areas across the South, through education and outreach strategies that support low-income people in molding their communities to become more humane and livable. We assist in the development of cooperatives and credit unions as a collective strategy to create economic self-sufficiency.

Areas served: throughout the southeast (for Hispanic population in TX and FL)

Services: Activities conducted thus far specifically with Hispanic- Latino farmers and ranchers: technical advise (marketing, fundraising, USDA policy and cooperative development) to National Association of Hispanic-Latino Farmers and Ranchers Association and Florida Farmworkers.

Area of Expertise: cooperative organization development and technical assistance for cooperative development

Heifer International, National Immigrant Farming Initiative (NIFI)
Website: <http://immigrantfarming.org/index.php?page=Home>

Contact Person:
Tony Machacha, Program Associate
Heifer International
516 Court Street
Brooklyn, NY 11231
(718)875-0887/2221
nifi.associate@heifer.org

Description/ Mission/Objectives: (from website) NIFI's purposes are to address the service delivery gaps for immigrant farmers, raise awareness of relevant issues, learn from and share resources with each other and establish state-of-the-art practices in helping a diverse population of immigrants and refugees who want to farm to obtain the resources to do so and thrive. The overarching goal of this initiative is to deepen and expand support for community-based local and regional immigrant and refugee farming enterprises that contribute to sustainable food systems in the US. NIFI advocates for immigrant farmers and works to build awareness about the unique challenges immigrant farmers' face, while increasing the visibility of their important contributions to our communities and agriculture

Area Served: Nationwide

Services: (from website) NIFI provides training, information sharing, networking opportunities, funding for projects through Heifer's project development process, and other resources to support immigrant farmers. Heifer provides funding to immigrant farming projects (independent of NIFI) throughout the country. NIFI held a national conference in Las Cruces, NM February 12-14. Project participants that NIFI sponsors discussed issues and challenges of the projects and sustainable agriculture. The meeting also provided an opportunity to network. RMA co-sponsored the conference.

Number served: approximately 200

Area of Expertise: training, technical assistance in sustainable agriculture and agricultural-based community development

Service to Hispanic farmers/rancher begins: 2003

Affiliations/Partnerships: partnership between Heifer International and Immigrant Farming Programs (IFPs), or projects collaborators, sponsored by Heifer International's North America Program, in partnership with individuals and organizations focusing on immigrant farming.

Additional Resources: Publications and project profiles on the website. Some publications include a *Bibliography of bilingual agricultural dictionaries & glossaries*, *NIFI NEWS* (available in Spanish and English) and *Latino Farmworker to Farmer Forum*. Currently ten projects related to Latino farming population receive support from NIFI.

Projects include: Agriculture and Land-Based Training Association (ALBA), Farmers of the World, New American Sustainable Agriculture Project, New Farmer Development Project, New Immigrant Agriculture Project, Southeast Immigrant Farm Partners, Southeast Incubator Program, Southeast Wisconsin Immigrant Farming Initiative, Southwest Livestock and Farm Association, Tierra de Oportunidades. Descriptions of each program and contact information are provided on the website.

Heifer International: Southwest Program
Website: www.heifer.org

Contact Person:
Christina Dominguez, Operations Specialist
6500 Boeing Dr.
Suite L 212B
El Paso, TX 79925
cristina.dominguez@heifer.org

Description/ Mission/Objectives: **helps grassroots groups form projects**

Area Served: Southwest USA: TX, NM, AZ, CO

Services: currently have three projects in the southwest region. Two in TX and one in NM

(1) Southwest Livestock & Farm Project in TX with Southwest Livestock and Farm Association.

Objective: improve productive capacity and income of small-scale farmers through sustainable employment and improving skills to be competitive in the livestock poultry market; to increase soil fertility; to achieve self-reliance and sustainability; to promote family participation and education of new farmers and youths in agriculture/livestock management; to protect natural resources; to increase availability of animals with improved/ superior genetic to project members; to develop and beef and goat meat production cooperative.

(2) Rio Bravo Livestock Project of El Polvo- TX with Rio Bravo Livestock Association

Objectives: to increase livestock and agriculture productivity and income of families; to improve nutritional status of families; to develop more dependable source of water; to enable families to stay and prosper together on land; to protect the environment and natural resources; to increase youth involvement in livestock management and experiences.

(3) Caparral Agriculture and Livestock Project – NM with Chaparral Agriculture and Livestock Association

Objective: to increase sustainable, local income; to improve the nutrition of families; to increase the skills of the families; to build capacity and leadership within the CALA; to protect the desert environment

Number served: 66 families

Area of Expertise: livestock

Service to HISPANIC farmers/ranchers begins: 1999

Hispanic Farmers and Ranchers Association of America

Website: None

Contact Person:

Lupe Garcia, President

1065 D. S. Main St., Suite B

Las Cruces, NM 88005

(505) 532-9099

hispanicfr@zianet.com

Description/ Mission/Objectives: the organization works with minorities, also serve American Indians, Asians and Anglo Americans who are small farmers and have gross income of less than \$100,000

Areas served: Nationally, but majority are in CA, AZ, CO, TX and NM

Services: help farmers fill out loan applications and NRCS grant applications; Received RMA grant to do crop insurance outreach; one-on-one technical assistance on farm (farm management and production); in 2006 received grant from RMA to develop cooperative to get a volume of products together to sell out of state (livestock), grant also provides funds for training farmers and technical assistance; work with home gardeners and veggie growers also; marketing workshop for veggie growers and with livestock producers associated with Heifer International; Monthly meetings in Las Cruces

Number served: 375 in NM, 400 nationally

Area of Expertise: marketing and financial – try and help farmers get financial help via loans

Farmer Issues identified: -- FSA loan standards too high for small farmers so they get turned down

Years of Service to HISPANIC farmers/ranchers: 2001

Affiliations/Partnerships: RMA, NMSU, UTX Cooperative Extension Services

Michigan Food and Farming Systems (MIFFS)

Website: <http://www.miffs.org/index.asp>

Contact Person

Morris Brown, Program Manager of Multicultural Farmers Program

Estella Rodriguez, Hispanic Outreach Coordinator

16 Agriculture Hall

East Lansing, MI 48824

(517) 432-0712

miffs@msu.edu

Description/ Mission/Objectives: (from website) Our organization is focused around four program areas: Assisting family farmers, including limited resource (multicultural), underserved farmers to develop entrepreneurial business, marketing, production and management skills to sustain their farming operations. Growing market opportunities by linking consumers, communities and farmers. Supporting agricultural stewardship and sustainable production. Informing and influencing public policy and institutional decisions that impact family farms. The emphasis is on creating sustainability farming systems.

Areas served: Michigan

Services: provide basic educational needs via outreach. Training programs include recording keeping, FSA comes to teach farmers about their programs and will be developing a manual on how to apply for loans, Integrated Pest Management (IPM) , computer and web programs, blueberry production workshops, business management, cold frame development, beekeeping, and community supported agriculture. Also go on fieldtrips to other farms. Special programs for Hispanics include trainings in Spanish, translation of documents, translators at non-Spanish trainings.

Area of Expertise: technical assistance, marketing, business planning, production

Service to Hispanic farmers/rancher begins:

Affiliations/Partnerships: C.S. Mott Group for Sustainable Agriculture, Food System Economic Partnership (FSEP), Grazing Lands Conservation Initiative, Greater Lansing Food Bank Council , Michigan Agricultural Environmental Assurance Program (MAEAP) , Michigan Agricultural Experimentation Station (MAES) , Michigan Department of Agriculture (MDA), Michigan Farm Bureau (MFB) , Michigan Food Policy Council (MFPC) , MSU Extension , MSU Product Center , USDA-Cooperative State Research Education and Extension Service (CSREES), USDA Natural Resources Conservation Service (NRCS) , USDA Risk Management Agency & Farm Research Cooperative Partnership , USDA-Rural Development (RD) , West Michigan Environmental Action Council (WMEAC) , W.K. Kellogg Foundation

Minnesota Food Association-New Immigrant Program
Website: <http://www.mnfoodassociation.org>

Contact person:

Alvaro Rivera
14220-B Ostlund Trail North
Marine on St. Croix, MN 55047
Director New Immigrant Program
(651) 433 3676
arivera@mnfoodassociation.org

Juan Carlos Cervantes X13, Latino Coordinator
14220-B Ostuland Trl.
Marine on St. Croix, NM 55047
(651) 433-3676
jcervantes@mnfoodassociation.org

Description/ Mission/Objectives: (from website) Minnesota Food Association is a nonprofit organization whose mission is to build a more sustainable food system. The Goals are: Provide Training and Technical Assistance to encourage and support newest immigrants and aspiring farmers in gardening, micro farming, production farming to include greenhouse production, livestock production, community supported agriculture, farmers market and value added production; Provide marketing support by creating a branded identity and supply chain for value added products and farmer's markets marketing; Create long term land use plan to include soil conservation and preservation and adequate training support for interested farmers; Create access to information about sustainable farming for immigrant farmer. The New Immigrant Project. This project works with new Minnesotans from agrarian cultures, primarily Southeast Asian/Hmong and Latino/Hispanic, who choose farming as a family lifestyle and a means of earning income. At MFA's Agricultural Training Center up to three acres of land is made available to them on which to grow crops. After three years of participation in the program these farmers are able to establish the requisite years of experience and farm records to enable them to apply for commercial and/or government loans to purchase their own farm land. Two years after being trained and cultivating the land of the organization new immigrant are expected to develop a business plan and be able to farm on their own.

Areas served: Minnesota

Services: training in sustainable and organic agriculture methods, risk management, farm business management, health, food safety, and market development, helps to develop markets for these new producers.

Number served: 32 Latino families mainly from Mexico and El Salvador

Service to Hispanic farmers/rancher begins: 1999

Area of Expertise: marketing, business planning, whole farm management

Affiliations/Partnerships: University of Minnesota Extension Service, University of Minnesota Outreach, Research and Education (UMORE) center, University of Minnesota Arboretum, RMA-USDA, NCRS, GardenWorks, Minnesota Institute for Sustainable Agriculture, Association for the Advancement of Hmong Women, Mexican Consulate, FLAG – Farmer's Legal Action Group, Centro Compasino,

Welcome Center, Korean Service Center, Midwest Food Alliance, Archdiocese of Minnesota, Land Stewardship Project: Farm Beginnings Program™, and Resource Center of the Americas

The National Latino Farmers and Ranchers Trade Association
Website: <http://www.latinofarmers.org/>

Contact:
717 D Street, NW WSBACH, Ste. 400
Washington, DC 20004
(202) 628-8833

Description/ Mission/Objectives: (from website) to engage and empower Latino farmer advocacy groups throughout the United States and beyond, to protect and promote sustainable farm policy issues for quality and safe food systems for the future.

Areas served: Nationwide and Mexico

Services: (from website)

- (1) Identify and recruit representatives from Latino groups throughout the United States and beyond.
- (2) Provide training workshops for farmers, which include financial management, farm home, plan submissions, credit, real estate purchasing and marketing using culturally relevant material.
- (3) Provide mentoring and support for farmworkers transitioning to farm owners and/or immigrant farmers for land acquisition.
- (4) Provide technical support for value-added products with the establishment of vertical integration systems of farmer groups utilizing a coop model for packing and marketing to maximize profits for local farmers.
- (5) Conference: The first National Conference of Latino/Hispanic Farmers and Ranchers: Sembrando Raices: Building Leadership and Nurturing Our Legacy, took place August 25-27, 2005, Las Cruces, New Mexico. The primary purpose of the 2005 conference was to bring together Latino farmers and Latino farmer organizations and/or cooperatives throughout the United States in partnership with USDA agencies. The second conference will be held in April 2007 in partnership with MAFO in San Antonio, TX. For the 2007 conference all agencies within USDA will be invited to participate to share information through workshops, speakers, exhibits to demonstrate what programs exist and how farmers can access those programs.

Service to Hispanic farmers/rancher begins: 2004

Area of Expertise: technical assistance and policy support

Affiliations/Partnerships: MAFO, Rural Coalition

National Sustainable Agriculture Information Services (ATTRA)

Website: <http://www.attra.org/> and <http://attra.ncat.org/espanol/index.html>

Contact:

Martin Guerena, Program Specialist (CA office)

NCAT

P.O. Box 2218

Davis, CA 95617

(530) 792-7338

Description/ Mission/Objectives: (from website) ATTRA provides information and other technical assistance to farmers, ranchers, Extension agents, educators, researchers, farm organizations, and others involved in commercial agriculture, especially those who are economically disadvantaged or belong to traditionally underserved communities. The ATTRA website is available in English and Spanish.

Areas served: Nationwide; projects geared towards Hispanic audiences are mostly based in California

Services: technical assistance via research reports, publications in English and Spanish and trainings

Projects: Three projects in the western region, currently or in the recent past, are aimed towards servicing Latino farmers. They include:

(1) Biointensive and Organically Acceptable Pest Management Literacy Training: Project leaders: Rex Dufour, Martin Guerena, Ann Baier

Objective: to increase the knowledge of Latino growers about organic pest management options for insects, diseases, weeds and vertebrates (trainings in Spanish). This project is on-going.

Outcomes: four trainings, Spanish PowerPoint about 4 pest categories, and Field-ready graphic-heavy Spanish language reference materials related to pest identification and management. This is located on NCAT's ATTRA website at:

Spanish version: <http://www.attra.org/attra-pub/summaries/plagas.html>

English version: http://www.attra.org/attra-pub/summaries/organic_ipm.html

(2) Non-Traditional Risk Management Outreach:

Project leaders: Rex Dufour, Ann Baier, Martin Guerena

Objectives: provide risk management training to predetermined group of Latino farmers, Outcome: 6 training workshops (with 12 families and farmworkers), training curriculum developed for trainers, participants workbook, overheads, risk management survey. Training manual, workbook and overheads on NCAT/ATTRA website

http://www.attra.org/risk_management/rmgateway.html and are available on CD upon request

(3) Record Keeping for Success: Linking Record Keeping, Profits and Personal Goals

Project Leaders: Rex Dufour, Ann Baier, Martin Guerena

Objectives: Two trainings in California to train 10-20 Cambodian growers and up to 240 Latino growers, farm workers, beginning farmers, and other minorities interested in becoming growers, about the benefits and techniques of record keeping and organic agriculture.

Projected outcomes: Eight Spanish language trainings, development of simple and effective Spanish language forms, reference materials and resource pointers for record keeping and organics

Area of Expertise: sustainable and organic farming, marketing, pest control

Service to Hispanic farmers/rancher begins: 2004

Affiliations/Partnerships: NCAT (National Center for Appropriate Technology), USDA Rural Business-Cooperative Service

Additional Resources: Publication: Currently, six publications are available in Spanish on the main website. They are titled: Organic Farm Certification & the National Organic Program; Cucumber Beetles: Organic and Biorational IPM; Sustainable Poultry: Production Overview; Specialty Lettuce and Greens: Organic Production; Strawberries: Organic and IPM Options.

The July-August 2004. ATTRA NEWS volume 12, Issue 4 is a 4 pages newsletter describes Hispanic farmers and ranchers issues, concerns, success stories, census information, current project and organizations working with this population. The Spanish website encourages subscription to the ATTRA's Spanish monthly newsletter, *Cosecha Mensual*, that provides various articles, conference information, meetings and organizations covering sustainable and organic agriculture in the US.

New Mexico State University Cooperative Extension, Rural Agricultural Improvement and Public Affairs Project (RAIPAP)

Contact: Edmund Gomez, Director
PO Box 159
Alcalde, NM 87511
(505) 852-2668
gr@nmsu.edu

Description/ Mission/Objectives: This program is equivalent to a small farms program. RAIPAP initially received funding from Kellogg grant. After Kellogg funding ran out the project received additional funding from grassroots organizations in NM. Project also received a 2501 grant that provides outreach. The program serves Native American and Hispanic producers, many of which are small scale limited resource farmers. Serves each group as a whole community.

Areas served: 11 counties in north central NM: San Juan, Rio Arriba, Taos, Mora, Santa Fe, Sandoval, San Miguel, Bernalillo, Valencia, Torrance, Guadalupe

Services: one-on-one education, identification of audiences, training and workshops (currently one on greenhouses); also creating a database of farmers in 11 counties (north and central NM)

Area of Expertise: 1) sustainable agriculture and small business development 3) leadership and organizational development 4) value added agriculture
Additional areas of expertise include-- outreach component since 2002 agriculture census working with NASS to get Hispanics counted

Service to Hispanic farmers/rancher begins: 1992

North Central Risk Management Education Center
Website: www.farmdoc.uiuc.edu/nrcrisk

Contact:
University of Nebraska - Dept. of Agricultural Economics
308A Filley Hall
Lincoln, NE 68583-0922
(402) 472-2039
(402) 472-0776

Description/ Mission/Objectives: (from website)

The purpose of the center is to help producers in the North Central Region make better decisions to achieve their business and family goals. In doing this, the projects of the center focus on the five areas of risk; namely, production, marketing, financial, legal, and human resources risks. A comprehensive approach that addresses the interactions between these five areas is encouraged

One of goals of the center is to Reach Under-served and New Populations .

Extension throughout the region has responded in exciting ways to include these diverse audiences in their programs to support youth and families, to strengthen local farms and economies, and to build more secure and dynamic communities. We have learned that we must honor cultural differences among individuals and households. We have learned that we must build on strengths within the community at the same time as we work for inclusion in our usual Extension work. And we have learned that language matters. Yet we still have much to do to be inclusive and effective working with our diverse customers. The North Central Regional Center for Rural Development and the land-grant universities in the North Central region are committed to providing regional support to research and outreach that will result in diverse populations being better served and participating more actively in their communities. We are committed to our efforts to improve the quality of life for all people in our region.

Areas served: ND, SD, NE, KS, MO, IA, MN, WI, IL, IN, MI, OH

Services: Funded 3 projects (Dr. Jose Garcia provided training and services for and about HISPANIC farmers and ranchers(from website))

Planning for Success: A Business Plan Guide for Latino and Other Minority Farmers 2004-2005 Executive Summary

This project attempts to provide a bilingual "Business Planning" guide to Latino, African American and Asian farmers and ranchers to help them be successful producers. With NCR-RME funding, the University of Missouri's Sustainable Agriculture Program has been conducting risk management workshops for Latino producers. It became evident that additional tools are needed. Other minority farmers, African American and Asian, do not have such tools available of the knowledge either. This guide, specifically designed for minority farmers will provide details, examples, and worksheets on writing a business plan including farm history and family values, vision/goals, production planning, resource management, marketing strategies, and monitoring/evaluation. Agriculture business, horticulture, dairy, and small livestock extension specialists will help develop the guide. Six minority farmers will review it before printing and other farmers will provide input on its usefulness. We will distribute 700 guides to minority farmers and train a few to help others use it.

Empowering Latino Producers Through Risk Management Education and Networking FY2003-04 Executive Summary

Missouri has experienced an 87% increase in Latino producers from 266 in 1992 to 444 in 1997;

and estimates indicate over 600 in 2002. Latino producers are often isolated and unaware of state and federal services and programs. This project aims to increase the number of Latino producers using risk management tools/products, and to establish a Latino producers' support network in four Missouri regions.

Five bilingual workshops with 100+ Latino producers will be conducted. As a result, producers will become aware of insurance plans, use production and financial risk management tools, and establish a support network. Producers will also meet with extension and insurance agents to discuss individual risk management options; and phone and e-mail communications will follow to further assist producers. We will empower 75 Latino producers through risk management education and networking; and extension and insurance agents will better understand Latino producers' issues and eventually offer appropriate programs.

Conversations are underway to eventually offer Latino farmers a two-day workshop on risk management in conjunction with the "Computers on the Farm" workshop conducted by MU Extension in January. This workshop would give Latino farmers training on using technology to address production and marketing risks on the farm.

The first regular workshop for Latino farmers was held in Mount Vernon, MO on December 7, 2004. The second is scheduled for January 17 in Conway, MO. This one will emphasize on dairy production/marketing risks management for Latino dairy producers. A third one will take place in West Central and another one will be scheduled in Central Missouri in March 2005.

Some milestones have been completed for the first workshop such as announcements, publicity, and workshop materials; and similar and improved strategies will be used to organize the subsequent workshops.

A Training Program on Human Risk Management for Producers Using Latino Labor Force 2003-04

Executive Summary

This project addresses the need to train farmers to reduce human risks associated with Latino farm workers. Farmers employing Latinos lack the tools and training to understand and address their workers' human risks.

This project will train 120 farmers in areas with Latino concentration in Missouri, who use or will likely use Latino workers. Farmers will attend four workshops to acquire knowledge about Latino workers human risks issues (pesticide exposure, work-related injuries, and illness), skills to effectively address those issues, and tools to increase safety and reliability of the Latino workforce. Additionally, farmers will meet with two large Latino employers to learn about experiences and challenges regarding risks of Latino workers.

Project outcomes include producers with a better understanding of the Latino workforce and with new tools to increase workers awareness and safety on the farm. These outcomes will lead to a more reliable and stable Latino workforce on the farm.

Workshops will take place in St. Joseph (NW Missouri), Malden (SE Missouri), Springfield (SW Missouri) and in one more location in Central Missouri. Several potential presenters and partners have been contacted and lined up and workshop materials are being collected and prepared. The project director has attended various meetings in Missouri and beyond to network, collect

materials, promote the workshops, and line up presenters. In addition, letters have been sent out to potential attendees asking for input on the topics for the workshops.

As a result of these steps, three workshops will be conducted to larger producer/employer meetings/conferences. The first workshop is scheduled for January 7 as part of the “Annual Great Plain Vegetable Growers Conference” in St. Joseph, MO (February 17, 2005). A third workshop is scheduled in conjunction with the “Small Fruit Growers Association meeting” in Springfield, MO (February 23, 2005). Another workshop will be scheduled in Central Missouri in March 2005. Flyers, ads, and brochures will be sent to RME officers in Lincoln, NE.

There are five general types of risks: production risk, marketing risk, financial risk, legal risk, and human resources risk.

Rural Coalition

Website: www.ruralco.org

Contact:

1012 14th Street NW, Suite 1100

Washington, DC 20005

(202) 628-7160

Description/ Mission/Objectives: (from the website) The Rural Coalition is an alliance of regionally and culturally diverse organizations working to build a more just and sustainable food system which: brings fair returns to minority and other small farmers and rural communities, ensures just and fair working conditions for farmworkers, protects the environment, delivers safe and healthy food to consumers. Its programs include advocating for national policies which support these goals, as well as economic development efforts such as bridging the digital divide, and helping our diverse members market the products of their farmers.

Areas served: National

Area of Expertise: capacity building, partnership activities, policy development and advocacy, accountability of US institutions

Services: Projects: received funding from RMA for numerous projects. One project objective includes: to improve the economic stability of a diverse population of small farmers by equipping them with the knowledge, skills, information and specific tools necessary to ensure their risk management needs are met; currently working with Dade County farmers and dealing disaster payments

Service to Hispanic farmers/rancher begins: 1978

Affiliations/Partnerships: Numerous

Additional Resources: have unpublished information related to production practices and marketing

Rural Community Development Resources: The Center for Latino Farmers
Website: <http://www.centerforlatinofarmers.com>

Contact Person:

Eric Alegria, Manager for Center for Latino Farmers
24 S. 3rd Ave.
Yakima, WA 98902
(509)453-3157
latinofarmers@charter.net

Description/ Mission/Objectives: The Center for Latino Farmers is a division of Rural Community Development Resources. It works primarily Spanish-speaking farm workers in their transition to farm ownership. The program is designed to empower the agricultural communities of Washington State through the development of the individual. The Center aims to empower new and emerging farmers to efficiently and effectively run their businesses.

Areas served: Washington State, primarily Yakima, Benton, Chelan, Okangan and Adams counties

Services:

1) connecting farmers to USDA services. 2) providing training workshops - helps insure that farmers know how to use resources available to them. Workshop topics include: Borrower Financial Management, Basic & Intermediate Computer Skills, Marketing, Crop Insurance, Quickbooks, Pest Management and Pesticide Certification, Real Estate Purchasing and Water Rights.
3) preparing loan packages (FSA loans for limited resources farmers).
4) and more recently, cooperative development. The center is currently organizing two cooperatives with Hispanic apple farmers (United Growers and Manzaneros Mexicanos de Washington State).
Services are provided in one-on-one and group settings in both Spanish and English.

Number served: 150-200 farmers

Area of Expertise: The primary focus is placed on fruit orchards and a secondary focus is placed on livestock, vegetable crops and organics.

Service to Hispanic farmers/rancher begins: 2001

Affiliations/Partnerships: USDA: RMA, Office of Outreach, FSA, FSIS, CSREES, RD, NRCS, Office of Civil Rights; CBO: W State Migrant Council, OIC Employment and Training, Radio KDNA; Universities: WSU and Yakima Valley Community College

Additional Resources: Surveys: in 2002 conducted a needs assessment via a survey of farmers to determine awareness of USDA programs, financial issues, and barriers they have related to farming. First survey identified that education-level and language are barriers
Ongoing survey: verify if needs are still the same and measure program success
Publications: have a quarterly newsletter, not available on Internet

Sustainable Agriculture Research and Education (SARE)

Website: <http://www.sare.org/about/>

Contact Person:

Sean McGovern, Outreach Specialist

10300 Baltimore Avenue

BARC West, Bldg. 046

Beltsville, MD 20705

(614) 306-6422

outreach@SARE.org

Description/ Mission/Objectives: (from website) helps advance farming systems that are profitable, environmentally sound and good for communities through a nationwide research and education grants program. The program is part of USDA's [Cooperative State Research, Education, and Extension Service](#)

Areas served: nationwide

Services: funds projects and conducts outreach designed to improve agricultural systems; a national database that provides information about all funded projects. Three SARE projects are noteworthy:

(1) Multi-Cultural Farmer Mentors (2002-2004)

Project Leaders: Thomas Guthrie, Jr Michigan Integrated Food and Farming Systems

Objectives: to help minority farm families by pairing them with successful farmers who address the particular needs of that struggling and/or beginner farmer.

Outcomes: supported the profitability of minority farming through identification and training of six mentor minority farmers paired with mentees by developing increased awareness and participation in SARE, other USDA projects and programs, and the development of whole farm conservation plans.

1) Mentors- developed enhanced leadership skills and visibility; 2) Mentees- increased farm management, marketing and production skills and strengthened farming community linkages; 3) Majority farming community increased awareness of minority farmers' contributions; 4) Maintained/ enhanced current minority farming operations; 5) Increased economic viability and stability of Michigan minority farming operations; 6) Raised awareness and significantly improved their natural resource base.

This Multi-Cultural Farmer Mentor project supported and improved the profitability of African-American and Hispanic/Latino and small family farming operations via mentoring and increased awareness of minority farmers within Michigan.

Number served: 6 minority families

(2) Professional Development Project: Working with Latino Agricultural Communities (2004)

Project leader: Stewart Jacobson, Institute for Legal and Policy Studies

Public Affairs Center

Objectives: to improve the capability of Extension, NRCS and other educators to develop and implement programs for Latino agricultural communities (LAC), including farmers, workers in production and food processing sectors and families.

Outcomes: Short-term- (with respect to the target audience of educators) greater awareness of characteristics and needs of Latino farmers, families and communities; increased knowledge among educators of non-traditional methods to reach these audiences; and increased knowledge of Latino community concerns and challenges; participants making transformational changes in attitudes towards Latinos; improving their skills to assist members of Latino agriculture communities via programs offered by Extension, NRCS, and other organizations.

Intermediate Outcomes- (with respect to Practice and Policies) increased number of Extension statewide plans of work for educational programs for Latino farmers in sustainable agriculture; a greater number of sustainable agriculture and other educational programs for rural Latinos; and agricultural and other educators seeking additional resources regarding Latino culture and communities.

Long-term Outcomes- (with respect to Systemic Changes) agricultural and other educators include Latinos in regular programming in sustainable agriculture and related programs; Extension councils integrate Latino representative into decision making and program planning processes; and an increased participation of Latino farmers, producer and food processing workers, youth and families in programs offered by Extension, NRCS, and other organizations.

(3) Farming for the Future: Cultivating the Next Generation of Farmers (2004)

Project Leaders: Brad Gaolach, Director, Washington State University Extension;

Marcy Ostrum, Director Small Farms Program, Washington State University

Objectives: to develop a training program in small-scale, ecologically and economically sustainable agriculture for beginning and transitioning farmers.

1. Develop and offer a WSU course that provides an overview of sustainable, small acreage farming systems for beginning and transitioning farmers.
2. Develop and offer a WSU course that assists new and existing small-scale farmers in developing a business plan.
3. Develop and offer an on-farm, for credit, internship program for students that have completed the two classroom courses described above.
4. Develop and refine the three-part course series described above for East Asian and Latino immigrant farmers and aspiring farmers.

Outcomes: 40 new farmers completed WSU overview course (objective 1); 39 new and transitional farmers completed WSU business plan course(objective 2); developed a pilot for-credit farm internship programs (objective 3); hired 2 staff members to assist in adapting and translating courses (in Hmong and Spanish), applied for additional grants (objective 4)

Area of Expertise: Research, grant funding

Affiliations/Partnerships: regional land grant hosts and CSREES manage SARE

Southwest Grassfed Livestock Alliance(SWGLA)

Website: <http://www.swgla.org/>

Contact Person:

Tawnya Laveta, Director

3900 Paseo del Sol

Santa Fe, NM 87507

Description/ Mission/Objectives: to promote benefits of grass fed livestock and products; to facilitate resource exchange between livestock producers and customers

Areas served: AZ, CO, UT, NM

Services: workshops – on how to think about direct marketing of meat

Number served: 25

Area of Expertise: education; outreach; community development

Service to Hispanic farmers/rancher begins: 2003

Affiliations/Partnerships: Slow Food Santa Fe; Cooperative Extension; South West Direct Marketing; Farm to Table

Additional Resources: newsletter

Southwest Livestock and Farm Association
Website: None

Contact Person:
Rudy Perez, President
3468 Edgerock Dr.
El Paso, Texas 79935
Phone: (915) 355-4192

Description/ Mission/Objectives: To preserve small family farms while improving land management and to diversify farming operations. to create environment to developing an operation to benefit farmers who try to change from cattle sent to slaughterhouses only to cattle breeding operation; try and develop a cooperative to market livestock and hay
(from NIFI website)The Southwest Livestock and Farm Association focuses on sustainable management practices, helping small farmers integrate livestock into their farm operations while restoring and preserving the land for future generations.
The group supports young and beginning farmers and allows new farmers to learn more about farming, ranching, and marketing while preserving the environment.
Participating farmers include immigrant farmers (mostly from Mexico), farmworkers, and small family farmers. These farmers want to support themselves through their own farms rather than working as temporary laborers for others.

Areas served: TX and NM

Services: technical – help breed animals (have a cattle breeding operation);
Record keeping; training on livestock nutrition; help farmers and cooperative increase partnership with other groups

Number served: 8

Area of Expertise: livestock management, sustainable farm and ranching practices, limited water strategies, cooperative development
[Agricultural Production Areas](#): Livestock including cattle, goats, sheep and hogs; and hay, wheat, barley, onions, chilies, and other vegetables; diversification of cattle

Service to Hispanic farmers/rancher begins: 2004

Affiliations/Partnerships: Heifer International (NIFI)

Texas-Mexico Border Coalition

Contact Person
Omar Garza, Chairman
P.O. Box 127

San Isidro
Texas 78566Work
(956) 4813256, cell (956) 4555147
omarg@utta.edu, ojg13@hotmail.com

Description/ Mission/Objectives: The purpose of the coalition is to establish and maintain the health, social, environmental, and economic integrity and survival of small rural communities along the Texas border with Mexico.

Areas served: 57 counties along the Texas-Mexico border

Services: Through grants they established the Farm and Range Management program to assist farmers. In addition, the organization work in alliance with the Risk Management Agency to help Hispanic producers survive by providing them with the knowledge, skills and tools necessary to make informed risk management decisions for their operations, using crop insurance, marketing strategies and other risk management tools. Two years ago the organization works with the NASS to develop a detailed database about demographic and other characteristics of Hispanic farmers in this area, which currently includes an approximate of 30,000 Hispanic farmers and ranchers.

Service to Hispanic farmers/rancher begins:1998

Number Served: 30,000

United States Department of Agriculture, Agricultural Marketing Services, Transportation and Marketing Programs

Website: <http://www.ams.usda.gov/>

Description/ Mission/Objectives: (from website) Agricultural Marketing Services facilitates the strategic marketing of agricultural products in domestic and international markets while ensuring fair trading practices and promoting a competitive and efficient marketplace. AMS constantly works to develop new marketing services to increase customer satisfaction.

Areas served: National

Services: (from website) The Federal-State Marketing Improvement Program (FSMIP) provides matching funds to State Departments of Agriculture and other appropriate State agencies to assist in exploring new market opportunities for food and agricultural products, and to encourage research and innovation aimed at improving the efficiency and performance of the marketing system. From FY 2001-2006 five grants were given to various state level Department of Agriculture which directly worked with Hispanic /Latino farmers and ranchers. On the site below, FSMIP provides final reports of the projects. Information available at <http://www.ams.usda.gov/tmd/fsmip.htm>

- (1) 2006-2008, Arkansas State Plant Board, in cooperation with Winrock International.

Contact: Dr. Andy Martinez

2101 Riverfront Dr.

Little Rock AR 72202

amartinez@winrock.org

Objectives: identify direct marketing opportunities for Hispanic sheep and goat producers in western Arkansas and surrounding states, and assist them to implement innovative marketing strategies to sell their livestock and livestock products.

Services: no services, facilitate access to markets, right now identifying markets via market analysis and then provide recommendations on how to access higher producing markets

- (2) 2005-2006, Massachusetts Department of Agricultural Resources, in cooperation with the University of Massachusetts Extension Service and Pioneer Valley Growers Association. Objectives: to identify opportunities for the region's growers to produce crops for the local immigrant Latino market that are currently imported from Latin America

- (3) 2005-2006, University of Puerto Rico on behalf of the Puerto Rico Agricultural Experiment Station in cooperation with the University of Missouri and industry partners. Objectives: to improve the profitability of rice milling in Puerto Rico by determining the economic feasibility and export potential for rice hull-based potting mixes, and by evaluating consumer response to marketing and labeling claims of U.S. origin rice.

- (4) 2005-2006, University of Puerto Rico on behalf of the Puerto Rico Agricultural Experiment Station. Objectives: to develop a strategic marketing plan that will help establish an identity for Puerto Rican coffee as a high value specialty product.

- (5) 2001 -/??, New Mexico Department of Agriculture. Expanding Niche Marketing Opportunities for New Mexico farmers and ranchers (farm-to-school). Objectives: to assist a recently established cooperative consisting of small-scale Hispanic farmers, in north central New Mexico enter an existing niche market of supplying public school lunch programs with fresh produce in at least three public schools. The project also included a nutritional education

program for children at participating schools. Outcome: The program was successful in the first year and plans are to expand it eventually to the entire school district.

Affiliations/Partnerships: New Mexico Department of Agriculture, University of Puerto Rico, Massachusetts Department of Agricultural Resources, University of Massachusetts Extension Service, Pioneer Valley Growers Association, Winrock International

United States Department of Agriculture, Cooperative State Research, Education, and Extension Services: National Small Farms Program

Website: <http://www.csrees.usda.gov/smallfarms.cfm>

Contact Person:

Denis Edodaghe, National Program Leader

United States Department of Agriculture

Cooperative State Research, Education, and Extension Service

1400 Independence Avenue SW., Stop 2201

Washington, DC 20250-2201

(202) 401 - 4385

debodaghe@csrees.usda.gov

Patricia McAleer, Program Specialist (Hispanic focus)

(202) 720- 2635 pmcaleer@csrees.usda.gov

Description/ Mission/Objectives: The purpose of the program is to promote the development and extension of knowledge about issues and topics related to small-scale producers, including Hispanic producers, through partnership with other USDA agencies and federal agencies land grant universities and non-governmental organizations that have a small farms focus. The program partners and helps maintain and support a network of small farms professionals. Competitive grant opportunities relevant to small scale producers are available through CSREES include: Outreach and Assistance for Socially Disadvantaged Farmers and Ranchers ; Risk Management Education Program; Small Business Innovation Research Program : Small and Mid Sized Farms; NRI, Agricultural Prosperity for Small and Medium- sized Farmers

Areas served: nationally

Services: The National Small Farms Conference held every three years, primarily for professionals working with small scale producers, “highlights successful programs that enhance income and improve the quality of life of small-scale farmers and ranchers” and serves as a networking opportunity for conference attendees; Small Farm program webpages, giving producers and professional information about grant opportunities , issues related to small-sale production , advice on where to get help , information about current issues relevant to small-scale producers.

United States Department of Agriculture, Farm Service Agency (FSA)
Hispanic Outreach Program
Website: <http://www.fsa.usda.gov>; <http://www.fsa.usda.gov/outreach/hispanic.htm>

Contact:
Jorge Comas, Hispanic Outreach Coordinator
(202) 690-1700
Jorge.Comas@wdc.usda.gov

Description/ Mission/Objectives: (from website) The Farm Service Agency (FSA) administers farm commodity, crop insurance, credit, environmental, conservation, and emergency assistance programs for farmers and ranchers. The Farm Service Agency of the U.S. Department of Agriculture ensures the well-being of American agriculture, the environment and the American public through efficient and equitable administration of farm commodity programs; farm ownership, operating and emergency loans; conservation and environmental programs; emergency and disaster assistance; domestic and international food assistance and international export credit programs.

The outreach and education office aims to aid in the advancement of socially disadvantaged groups, Farm Service Agency (FSA) goal is to eliminate the following barriers to participation in its programs: Racial and ethnic discrimination; Language barriers; Lack of education; Lack of financial resources; Cultural attitudes. Programs that are relevant to these clients include: the Beginning Farmer Loan Program and Socially Disadvantaged Farmers and Ranchers Loans Program. The Hispanic American Outreach Program has been an integral part of the FSA efforts to provide better services to all farmers and ranchers seeking agricultural assistance. The Administrator of the FSA established the program with a mission to provide leadership, coordination, facilitation and expertise to internal and external partners to ensure equal and timely access to FSA programs and services for all constituents, with emphasis on the underserved. FSA programs are directed primarily at agricultural producers or, in the case of loans, at those with farming experience.

Areas served: National

Services: help Hispanic American farmers and ranchers stabilize farm income, work with them to conserve land and water, and provides loans to new and disadvantaged family-size farmers and ranchers in Spanish; have translated 260 out of 300 forms into Spanish available in all FSA offices and online, funds organizations, state governments, land grant institution and tribal governments via competitive grant for Innovative Ways to Enhance the Economic Viability of Underserved and Limited-resource Farmers and Ranchers.

Texas:
Contact:
Juan Garcia, Agriculture Program Manager
PO Box 2900
College Station, TX 77841-2900
(979) 680-5152
juan.garcia@tx.usda.gov

Areas Served: TX and NM

Description: Provide Project Forge's High Farm project with grant during 2004 and 2005 to do outreach with Hispanic farmers. Increase outreach with Hispanic producers by working with organizations.

High farms project held producer meeting, FSA attended and provided descriptions of different FSA programs ; mail out newsletters about FSA and give them at producer meetings. Meet producers in the field and provide general information about FSA programs and lead them to FSA office to fill out applications; provide training to High Farm employees: ways to help enroll farmers online for e-services (electronic services), understanding various FSA programs, writing informational materials.

Attend TX-MX border coalition annual conference and provide information about FSA programs. Services provided in Spanish verbally but not so much in publications

Publications: newsletter in English, a database of all Hispanic farmers; TX FSA also has created an outreach database which allows FSA to know how many Hispanic producers they are accessing

Florida FSA

<http://www.fsa.usda.gov/FSA/stateoffapp?mystate=fl&area=home&subject=landing&topic=landing>

Contact:

Cynthia Portalatin
P.O. Box 141030
Gainesville, FL 32614-1030
(352) 379-4500

Services: In September 2006 developed a cooperative agreement with North-South Institute to provide program services to the states of SC, GA, FL. The aim of the agreement is to improve the economic viability of underserved and limited resource farmers. The base of this agreement is in Davie, FL. FSA and North-South Institute are currently developing a symposium in Davie on January 17-19, 2007. The symposium will target Hispanic small and limited resource farmers and ranchers in Florida. Information about FSA services and initiatives will be provided in Spanish and English. Financial workshops will also take place.

New Mexico, FSA

Services: cooperative agreement in NM, AZ, CO, UT where working to improve economic viability of underserved and limited resource farmers targeting farmers market and provide assistance and training in farmer market development

California FSA

<http://www.fsa.usda.gov/FSA/stateoffapp?mystate=ca&area=home&subject=landing&topic=landing>

Contact: Monique [Kristofors](#), State Outreach Coordinator
430 G Street, Suite 4161
Davis, CA 95616-4161
(530) 792-5520 or
Monique.Kristofors@ca.usda.gov

Description: translate newsletters and forms into Spanish, provide information about services on Spanish radio station,

Missouri FSA:

Contact:
Dana Henke, Agriculture Program Manager
PO Box 2900
College Station, TX 77841-2900
(979) 680-5152
juan.garcia@tx.usda.gov

Description: FSA employees attend agricultural training programs with Dr. Jose Garcia at the University of Missouri and serve as an information source and presenters at trainings.

Area of Expertise: education, Loans and credit

Service to Hispanic farmers/rancher begins: 1996

Affiliations/Partnerships: University of Puerto Rico, University of Texas Pan American, TX/Mexico Border Coalition and community based programs

Additional Resources: The FSA has approximately 25 online publications and fact sheets available in Spanish. They cover various topics ranging from county committee election processes to farm loans, disaster assistance, conservation programs, commodity services and risk protection.

Factsheets available in Spanish at

<http://www.fsa.usda.gov/pas/publications/facts/spanishfacts.htm>

United States Department of Agriculture, The National Agricultural Library (NAL) Alternative Farming Systems Information Center (AFSIC)

Website: <http://nal.usda.gov/> and www.nal.usda.gov/afsic

Contact Person:

Mary Gold, Librarian

Alternative Farming Systems Information Center

National Agricultural Library, ARS, USDA

10301 Baltimore Ave., Room 132

Beltsville, MD 20705-2351

(301) 504-6559

mgold@nal.usda.gov

Description/ Mission/Objectives: (from the website) The National Agricultural Library is one of four national libraries of the United States. It houses one of the world's largest and most accessible agricultural information collections and serves as the nexus for a national network of state [land-grant](#) and U.S. [Department of Agriculture field libraries](#).

(from the website) The Alternative Farming Systems Information Center (AFSIC) specializes in identifying resources about sustainable food systems and practices in support of USDA's effort to ensure a sustainable future for agriculture and farmers worldwide and is a part of NAL.

Areas served: National

Services: NAL also provides web site information in Spanish

Area of Expertise: publication collections and information access

Additional Resources: One website provides links to various sites which has statistical data on Women and Minorities on Farms and in Rural Areas

http://www.nal.usda.gov/afsic/AFSIC_pubs/wswomen.htm

United States Department of Agriculture, Natural Resources Conservation Service (NRCS)

Website: <http://www.nrcs.usda.gov/>

Contact Person:

Rafael Guerrero, NR Specialist

(817) 509-3490

Rafael.guerrero@ftw.usda.gov

Description/ Mission/Objectives: (from website) The Natural Resources Conservation Service (NRCS) provides products and services that enable people to be good stewards of the Nation's soil, water, and related natural resources on non-Federal lands. NRCS has six mission goals: high quality, productive soils; clean and abundant water; healthy plant and animal communities; clean air; an adequate energy supply; and working farms and ranchlands.

The NRCS provide technical and financial assistance to farmers for many conservation activities. They intend to reach all segments of agricultural community, including underserved and socially disadvantaged farmers and ranchers, to ensure their programs are accessible to everyone.

Areas served: National

Services: technical and financial assistance: NRCS has National Organization of Professional Hispanic for employees of NRCS; they put on national conference that includes Hispanic- Latino farmers/ranchers; NRCS translate some technical info into Spanish

NRCS NM

Website: <http://www.nm.nrcs.usda.gov/>

Contact Person:

Norman Vitil, Assistant State Conservationist for Programs

New Mexico NRCS State Office

6200 Jefferson NE

Albuquerque, NM 87109

505-761-4445

Norman.vitil@nm.usda.gov

Areas served: NM

Services: two programs especially useful but not exclusively available to Hispanic Latino farmers in area—(1) Conservation Technical Assistance Program(CTA): provide financial and technical assistance to small farming communities through the acequia program (most acequias in northern NM) (2)Environmental Quality Incentive Program (EQUIP): implement I 2006 and in the process of the developing a subprogram, Small Farmer Initiative, that benefits limited resource farmers (many who are Hispanic) who are financially disadvantaged, program will provide resource benefits by providing financial assistance to carry out conservation work on farm

NRCS CO

Website: <http://www.co.nrcs.usda.gov>

Contact person:

Allan Green, State Conservationist

655 Parfet St, Room E200C

Lakewood, CO 80215-5517

(720) 544-2810

allen.green@co.usda.gov

Services: Help private landowners and managers conserve their soil, water, and other natural resources. They have a program that was especially designed for a Hispanic/Latino farmers community because the farmers in this community could not compete with the rest of the farmers for the benefits from the program, therefore they created the ACEQUIA program in Costilla County four years ago. Farmers also participate in the EQUIP program. They also develop Spanish-English dictionaries for farmers.

NRCS FL

Website: <http://www.fl.nrcs.usda.gov/>

Contact Person:

Niles Glasgow, State Conservationist

2614 NW 43rd Street

Gainesville, FL 32606-6611

(352) 338-9500

Niles.Glasgow@fl.usda.gov

Services: Public Relations translate program descriptions into Spanish. Information about programs is also provided on a Spanish-speaking radio station. Mail information about programs directly to farmers/ranchers.

NRCS TX

Website: <http://www.tx.nrcs.usda.gov/contact/>

Contact person:

Salvador Salinas, State Conservationist

USDA-Natural Resources Conservation Service

101 South Main

Temple, TX 76501

(254) 742-9800

salvador.salinas@tx.usda.gov

Services: Two separate cooperative agreement with TX-MX Border Coalition to do outreach about NRCS programs in southern .TX (where most Hispanic farmers are and computer training in e-gov use.

NRCS MO

Website: <http://www.mo.nrcs.usda.gov/>

Contact Person:

Dwaine Gelnar, Assistant State Conservationist

Parkade Center, Suite 250

601 Business Loop 70 West

Columbia, MO 65203-2546

(573) 876-0901

dwaine.gelnar@mo.usda.gov

Services: currently planning to have special opportunities specific to Hispanic- Latino farmers/ranchers through Dr. Jose Garcia. Dr. Garcia will help NRCS increase these farmers/ranchers awareness of USDA programs through information meeting

Areas of expertise: Conservation

Additional Resources: A few noteworthy publications/websites:

A few noteworthy publications/websites

NRCS Support of Hispanic Farmers by the Numbers.

Presented at the Annual Training Conference of Professional Hispanic NRCS Employees (NOPHNRCSE), Fort Worth, TX (Draft).

Support for Hispanics in Agriculture. Retrieved September 17, 2006 at <http://www.economics.nrcs.usda.gov/technical/hispanics/index.html>

United States Department of Agriculture, National Agricultural Statistics Service (NASS)

Website: <http://www.nass.usda.gov/>

Contact:

Amanda Pomicter, Public Affairs Specialist
Caudill Agricultural Statistics Library
S. Agricultural Building
P.O. Box 2014, 1400 Independence Ave.
Washington, DC 20250-2014
(202) 690-8127

Description/ Mission/Objectives: (from website) NASS serves the basic agricultural and rural data needs of the country by providing objective, important and accurate statistical information and services to farmers, ranchers, agribusinesses and public officials. Information about Hispanic and Latino farmers and ranchers is available in Census of Agriculture, Agriculture Atlas at the national and state level.

Areas served: National

Services: statistical demographic data (from website) The Caudill Agricultural Statistics Library houses all of the Census of Agriculture reports along with other resources relating to agricultural statistics and the administrative history of NASS.

Area of Expertise: statistical data

United States Department of Agriculture, Risk Management Agency (RMA)
Website: <http://www.rma.gov>

Contact person:
Ronald L. Berryhill, Director
(405) 879-2700
ronald.berryhill@rma.usda

Description/ Mission/Objectives: Work with colleges and Universities in training and education in risk management and research and development

Areas served: Hispanics mainly in Texas (main), New Mexico and Oklahoma

Services: The RMA is a governmental organization that subcontracts other organizations (NGO's) and give them funding to train farmers in risk management issues. The RMA have organizations working with Latino-Hispanic farmers

Areas of expertise: Risk Management

University of California: Small Farms Program
Website: www.sfc.ucdavis.edu

Contact Person:
Kristin Reynolds, Program Representative
1 Shield Ave.
Davis, CA 95616
(530) 752-7779
kereynolds@ucdavis.edu

Description/ Mission/Objectives: (from website) The Small Farm Program seeks to enhance the viability of small- and moderate-scale agricultural producers by stimulating research and extension education in production systems, marketing, and farm management.

The Small Farm Program provides production and marketing information to farmers not reached by traditional extension programs. Our clientele operate small-scale, family-owned or managed farms or markets, often with limited resources. They represent many cultures and many different types of farming operations and are located in all areas of California. We also work closely with farmers' market organizations to ensure alternative and profitable market access for small- and moderate-sized producers.

The program serves and supports small and family farmers, small communities, and University of California faculty. Research and education efforts focus on specialty crop production, alternative marketing, and rural/community development issues.

The Small Farm Center's mission is to help small-scale farmers compete and survive by offering practical, positive solutions that also will benefit their consumer clientele and the natural and renewable resources they use.

Areas served: CA

Services: training and education; technical assistance – especially with farm management; trainings in Spanish – fertigation, farm management, pesticide safety

Farm Advisors (some information from website)

Manuel Jimenez, Tulare county

Key Research Projects/Interests: Small farms, Organic Farming, Integrated Pest Management, Weed Management Vegetable, Niche and Specialty Crops, Extension Educational Outreach
Projects: conducts weekly Spanish/Hispanic language radio broadcasts covering agricultural topics; workshops for Spanish and English speaking small scale farmers ; agriculture history project about Woodlake

Richard Molinar, Fresno county

Extension Educational Outreach Projects: Crop and pest management meetings, organic farming, IPM, Fertilizantes, y Cosechas para El Agricultor en el Valle (IPM, Fertilizers, and Crops for the Farmer in the Central Valley: a workshop for Spanish/Hispanic language farmers), Field Days Collaborative or Other Special Projects: Small Farm Resource Network, USDA Natural Resource Conservation Service (NRCS): training program for Hispanic Farmers, biweekly Hmong radio broadcasts

Area of Expertise: crop research (in central valley), production, farm management; secondary – community development, agro tourism and irrigation

Service to Hispanic farmers/rancher begins: 27 years

Additional Resources: videos and publications in Spanish for sale and free, bi-weekly broadcast in Spanish related to agricultural topics; Spanish Language Sustainable Agriculture Library; Currently three publications are available in Spanish. They are: (1) Uso Seguro de pesticidas en pequeñas granjas. (Pesticide Safety for Small Farms)- Video (Español/Spanish) (2) Uso Seguro de pesticidas en pequeñas granjas. (Pesticide Safety for Small Farms) - Audio (Spanish) (3) Administración Laboral Agrícola: Cultivando la Productividad del Personal (Labor Management in Agriculture: Cultivating Personnel Productivity - Second Edition). The program is also in the process of translating several of our documents into Spanish (and other languages). These include documents on risk management at farmer's markets, food safety at farmers markets and agro-tourism venues.

University of California Spanish Broadcast and Media Services Unit (SBMS)

Contact Person:

Myriam Grajales-Hall, Program Manager Associate Editor, Spanish Language Materials
University of California Cooperative Extension
1150 University Avenue, HH, Bldg C, 242
Riverside, CA 92521-0316
(951) 827-4397
myriam.grajales@ucr.edu

Description/ Mission/Objectives: To extend and enhance delivery of information in Spanish to California's Spanish-speaking communities for their use and benefit; To assist ANR personnel in meeting their SpanishHispanic language training, communications and outreach needs; To educate the Spanish-speaking communities in California about the Division's research and work, and to report to Division personnel about the changing demographics and characteristics of the Latino population in California.

Areas served: California

Services: SpanishHispanic language Media, Translation/Adaptation Services, Narration Services and additional special services

Areas of expertise: Translation and Media Services

Service to Hispanic and Latino farmer/rancher begins: 1981

Affiliation: University of California

Additional Resources: Prepare news releases and news tips that are widely used by the Spanish Hispanic language print media. Broadcast: produces short feature stories, news segments and messages of general interest about ANR research activities that are aired in more than 100 radio stations in California and other states. This news service is offered on CD, free of charge, to Spanish Hispanic language radio stations that wish to broadcast the material.

University of Florida Extension Service-Miami Dade County

Website: <http://miami-dade.ifas.ufl.edu/index.htm>

Contact Person:

Dr. Ray Rafie, Extension Agent II, Agricultural Development

18710 SW 288 Street

Homestead, FL 33030

305-248-3311 ext 223

arrafie@ifas.ufl.edu

Description/Mission/Objectives: (from website) The University of Florida / Miami-Dade County Extension is the liaison between research conducted by scientists at the University of Florida and other universities and end users in Miami-Dade County. Their clientele includes growers (agricultural and horticultural), homeowners, youth, people interested in family issues or food and nutrition, and marine industries.

Services: educational outreach through the following methods: workshops, seminars, phone consultations, educational materials, field demonstrations, newsletters, training programs, office visits, plant clinics, learn-by-email, office visits.

Areas served: Florida-Miami Dade County

Areas of Expertise: Marketing, Sustainable Development, Organics, tropical fruits

University of Missouri, Community Food Systems and Sustainable Agriculture Program
Website: <http://agebb.missouri.edu/sustain/>

Contact Person:

Jose Garcia, Program Coordinator
Department of Rural Sociology
University of Missouri-Columbia
203 Gentry
Columbia, MO 65211
(573) 884-3794
GarciaJL@missouri.edu

Description/ Mission/Objectives: (from website): Build Human and Social Capital resources and linkages among producers, consumers, University resources, and institutions and organizations; Enhance networking opportunities; Deepen the linkage between the University Outreach and Extension system and Missouri communities; Educate producers, consumers, and communities on sustainable farming and food systems.

Areas served: Missouri

Services: provide one-one consultation with farmers about farm management, workshops and trainings related to risk management and record keeping in Spanish

Area of Expertise: access to information, risk management, record keeping, farm management

Service to Hispanic farmers/rancher begins: 1999

Additional Resources: numerous presentations and information relevant to Latino farmers available on the website

University of Puerto Rico at Mayaguez (RUM), Extension Services
<http://www.uprm.edu/agricultura/sea/>

Contact

Servicio de Extensión Agrícola
P. O. Box 9031
Mayaguez, PR 00681
Tel. (787) 832-4040 Ext. 2036
sea@uprm.edu

Description/ Mission/Objectives: (from website) Puerto Rico Extension Service's goals are to educate, inform and train farmers, housewives, rural youth and community leaders from socio-economically disadvantaged rural and urban communities to understand their own needs and motivate them to search for solutions or alternatives to meet those needs.

Areas served: Puerto Rico

Services: technical assistance focuses on production, marketing, pesticides use, farm administration, natural resources conservation and financing. They provide assistance to small and large scale farmers.

Area of Expertise: agriculture, marketing and natural resources

Additional Resources: The website has several publications for farmers about production of animals such as goat, swine, and rabbits; fruits (*Annona reticulata*), ornamentals (Begonias, Roses, Bougainvillea, Orchids), grasses, hydroponics, and plantain production. They offer on-line materials on trimming of trees, fertilizers, composting, harvest time of main fruits produced in Puerto Rico, pest management (application of restricted pesticides), business management, and soil preparation for pots. They also have online publications for farmers: the periodical "Cosecha", and the web page "Forrages".

University of Texas A&M, Hispanic Leadership Program in Agriculture and Natural Resources (HLPANR)
Website: <http://www.utsa.edu/cpi/hlpanr/>

Contact Person:

Dr. Claudia Scholz, Co-Principal Investigator/Project Coordinator
Hispanic Leadership Program
The Culture and Policy Institute
501 W Durango
San Antonio, TX 78207
(210) 458-2650
Claudia.Scholz@utsa.edu

Additional Contacts: Dr. Raymond Garza, co-principal investigator and Executive Director of UTSA's Hispanic Research Center. Dr. Manuel Pina, co principal investigator, special Projects Director for The Agriculture Program of Texas A&M University System. Jose Salinas, Special Assistance in Hispanic Public Policy.

Description:(from website)HLPANR seeks to increase the pool of qualified researchers in agricultural and environmental sciences capable of engaging with Hispanic American communities and issues. HLPANR pursues this goal through a comprehensive graduate fellowship program that encompasses research training, leadership preparation, policy analysis and community engagement. Students are in various disciplines but are required to do research which links agriculture or natural resource topics with Hispanic communities.

Goals/Objectives: to improve Hispanic participation in assessment, design, delivery, and evaluation of information, educational programs, and economic development opportunities promoted by USDA. Goal will be achieved by engaging Hispanic Americans in (1) graduate studies that will prepare young professionals for careers in USDA, (2) research that is of particular importance to the Hispanic American community, (3) professional improvement to enhance the capacity of USDA personnel to more effectively reach the Hispanic American community, (4) development of programs and policies that are more responsive to needs of Hispanic American community.

Areas served: national

Services: access to education, research, employment opportunities

Number served: by 2008 goal is to graduate 120 graduate fellows

Service to Hispanic farmers/rancher begins: 2002, anticipated end date 2010

Affiliations/Partnerships: a joint project with University of Texas San Antonio (UTSA), The Agriculture Program of the Texas A & M University System and the USDA Forest Service.

University of Texas Pan-American, Division of External Affairs, Project Forge
Website : <http://ea.panam.edu/pforge/index.html>

Contact Person:

Omar Garza, Director

P.O. Box 127

San Isidro

Texas 78566Work

(956) 4813256, cell (956) 4555147

omarg@utta.edu, ojg13@hotmail.com

Description/ Mission/Objectives: (from website) Project Forges Mission is to increase and retain farm and ranch ownership of Hispanic producers.

How: 1) Provide outreach and technical assistance for NRCS conservation programs in the border-region 2) Provide outreach and technical assistance for FSA loan and disaster assistance programs in the border-region 3) Further develop farm and ranch management and finance curricula 4) Continue to develop innovative delivery systems that improve the effectiveness of USDA programs

Areas served: 57-county Texas border area that includes central New Mexico

Services: Assistance with USDA agricultural and rural programs, Internet and computer training, Rural business planning and start-up assistance, Business plan and financial projections development, Loan application and packaging assistance, Identification of financing sources, help farmer to fill out application for credit from USDA, develop business plans, production information (bringing experts to talk about any topic needed or organics), help them to get information about agricultural insurance, grants for marketing and cooperatives, one-on-one training in record keeping

Area of Expertise: outreach and technical assistance

Service to Hispanic farmers/rancher begins: 2002

Affiliations/Partnerships: (USDA), The University of Texas - Pan American (UTPA), The Texas/Mexico Border Coalition, New Mexico State University, Heifer International, Rural Schools & Community Centers, Resource Conservative & Development (RC&D), Cooperative Extension

Washington State University, Small Farms Program
Website: http://smallfarms.wsu.edu/immigrant_farmers.php

Contact:

Malaquias Flores, Hispanic Program Coordinator/ Small Farms Program
708 S. 44th Ave. #1
Yakima, WA 98908
(509) 972-7821 home
mflores@wsu.edu

Areas served: central WA

Services: (from website)

- (1) Extension courses on business and farm management, followed by one-on-one counseling
- (2) A regular one-hour broadcast on SpanishHispanic language Radio Cadena (KDNA). Topics include business planning, keeping farm records, accessing operating capital, alternative marketing strategies, soil and pest management, and understanding regulations.
- (3) "Farm walks" that promote hands-on learning and information exchange among producers and university specialists. Strategies covered include alternative pest management, soil and water management, and conservation.
- (4) Forums with state lawmakers and state and federal agency officials to discuss drought mitigation strategies and resources.
- (5) A SpanishHispanic language hotline; assistance accessing federal programs; sessions on completing loan applications and support for farmer-led organizations.

Area of Expertise: agriculture and horticulture, production, risk management, financial management;
Secondary: getting farmers to do sustainable practice

Affiliations/Partnerships: RMA

People As Resources

Jose Garcia

Job Title: Program Coordinator of Community Food Systems and Sustainable Agriculture

Organization/Agency: University of Missouri Extension- Community Food Systems and Sustainable Agriculture

Email: GarciaJL@missouri.edu.

Phone: (work): 573-884-3794

Website: <http://agebb.missouri.edu/sustain/> ; <http://agebb.missouri.edu/sustain/lac/index.htm>

Mailing address:

Community Food Systems and Sustainable Agriculture Program

Department of Rural Sociology

University of Missouri-Columbia

203 Gentry

Columbia, MO 65211

Area of expertise: sustainable agriculture, agricultural extension and education, domestic and international rural development, multicultural education, social change, minority and immigrant farmers, labor and sustainable agriculture.

Years serving population: 3

Services provided: training, education, technical assistance and information

Publications/resources/projects: the website (<http://agebb.missouri.edu/sustain/lac/index.htm>) provides information about various activities which Garcia is involved in. The site includes documents and presentations (and are available in Spanish) that discuss the major issues/concerns and obstacles to farming. Suggestions are offered as to how to reach Latino producers. The survey of Latino Producers in MO (2004) shows that issues impacting Latino producers include: little or no awareness/access to information or services, diversity of backgrounds and different needs, major concerns of Latino families are related to marketing, legal/financial and production risks, Latinos maybe undercounted, Latino producers may be less organized than other producers, agencies/extension are unaware of producers needs/situation. A survey in MI shows that obstacles to farming include: purchasing farm, infrastructure development, technology availability, familiarity with crops, language and culture issues, and participation in USDA programs.

Sustainable Agriculture Network (SAN) in 2006 supported a project "Promoting Sustain Agriculture Among Latino Farmers" which Garcia was project coordinator. Objectives:1. Compile existing info about demographics, language and farming operations of Latino farmers in country 2. Raise awareness about sustainable resources in English and Spanish among media and educators in rural areas 3. Provide recommendations to SARE Program to better reach Latino farmers via media outlets, extension and agency educators. The report offers suggestions about how to address needs of Latino farmer population with short and long-term goals.

In 2005 a workshop was held in MO geared especially towards Latino farmers "Managing Risks with Emphasis in Dairy Production"

North Central Risk Management Education Center funded three projects that Garcia is the PI on. See North Central Risk Management Education Center in organization to get specific details about Garcia's

projects (from NCRMED website:
http://www.farmdoc.uiuc.edu/ncrisk/current_programs/overview_MO.html)

Omar Garza

Job Titles:

1. Rural Business Development Director- University of Texas Edinburg
2. Director of Project Forge
3. Director -Board of directors in Texas Border Coalition

P.O. Box 127

San Isidro

Texas 78566Work

(956) 4813256, cell (956) 4555147

omarg@uttb.edu, ojg13@hotmail.com

Organization/Agency: University of Texas & Texas border Coalition

Website: see above organizations for websites

Areas of expertise: Agriculture

Services: Work helping Hispanic and Latino farmers in three different organizations. Under the Texas-Mexico Border Coalition he conducts outreach meetings to provide information to farmers through three projects: Farm and ranch management, risk management program, and the small farmer data collection for NASS. Under the work with the University of Texas he provide grants for marketing and cooperatives, one-on-one training in record keeping. Help farmer to fill out application for credit from USDA, develop business plans, production information (bringing experts to talk about any topic needed or organics), help farmers to get information about agricultural insurance. Under Project Forge helps cooperatives and farmers with marketing.

Juan Marinez
Job Title: Assistant to the Director of Extension
Organization/Agency: Michigan State University/ ANR Federal Liaison

Website: <http://latinofarmresearch.us/farm/>

Mailing address:
Room 11 Agriculture Hall
Michigan State University
East Lansing, MI 48824-1110
Phone: (work): 517-353-9772
Email: marinez@msu.edu

Area of expertise: Hispanic farmer research and also extension trainings

Services: Provides news, resources and networking opportunities for and about Hispanic Latino farmers and ranching community.

years serving population: 1988

publications/ resources/ projects: currently following up on last years research and preparing written and video materials; works with blueberry research because many Latino farmers in MI are blueberry producers.

Professional Development Project: Working with Latino Agricultural Communities
http://www.sare.org/reporting/report_viewer.asp?pn=ENC04-082
project goal was to increase cultural competencies of agricultural and educators -- Extension, NRCS, etc.

Workshops held in Illinois, Michigan and Missouri 2005-2006. The outcome of the project depict an increase by participants in understanding of Latino culture and awareness of their needs, increase in knowledge of effective outreach and Latino concerns and how to develop plans of work and involve Latinos in programs. Also has publication is JOE (see publication section) related to undercounting of Latino/Hispanic farmers in the USDA census.

Juan Marinez, & Bernardo Lopez Ariza (2005). Mexican Farmers in Michigan: Preliminary Results. The 4th National Small Farm Conference, "Enhancing Opportunities for Small Farmers and Ranchers," October 16-19, 2005, Greensboro, NC. Poster presentation at National Small Farms Conference (CSREES) in 2005 Abstract

Garcia, V., & Marinez, J. (October 2005). Exploring Agricultural Census Undercounts Among Immigrant Hispanic/Latino Farmers with an Alternative Enumeration Project . *Journal of Extension*, 43(5).

Additional article in Journal of Extension and a many others in press

APPENDIX C

Locations Served	Organizations/Agencies Serving Hispanic Farmer Population	Organization #	Production	Marketing	Financial	Demographics	Location	Access to Info
National	Extensión en Español (EEE)							X
	Federation of Southern Cooperatives			X	X		X	X
	Heifer International: National Immigrant Farming Initiative (NIFI)						X	X
	National Center for Appropriate Technology (NCAT)/ ATTRA	X	X	X	X		X	X
	National Latino Farmers and Ranchers Trade Association			X	X			X
	North Central Risk Management Education Center (regional)							X
	Rural Coalition	X	X			X		X
	USDA: Agricultural Marketing Service (AMS)							X
	USDA: CSREES: CRIS database							X
	USDA: CSREES: National Small Farms Program							X
	USDA: CSREES: Sustainable Agriculture Research and Education (SARE)							X
	USDA: Economic Research Service (ERS)							X
	USDA: Farm Service Agency: Hispanic Outreach Program				X	X		X
	University of Texas A&M and University Texas San Antonio: Hispanic Leadership Program in Agriculture and Natural Resources							X

Locations Served	Organizations/Agencies Serving Hispanic Farmer Population	Organization #	Production	Marketing	Financial	Demographics	Location	Access to Info
	National	USDA: National Agricultural Library: Alternative Farming Systems Information Center (AFSIC)						
	USDA: National Agricultural Statistics Service (NASS)					X	X	X
	USDA: NRCS (nationally, CO, TX, NM, FL)	X				X	X	X
	USDA: Risk Management Agency (RMA) (TX, NM, OK)				X			X
	USDA: Rural Development	X		X			X	X
	USDA: National Small Farms Program	X		X	X			X
	Southwest Grassfeed Livestock Alliance (AZ, CO, UT, NM)						X	X
	Southwest Livestock and Farm Association (TX and NM)	X		X			X	X
	Hispanic Farmers and Ranchers Association of America(nationally but focus in NM and YX)	X		X	X		X	X
	Heifer International:Southwest Program (CO, AZ, TX, NM)	X		X			X	X
		24						
California	Agriculture and Land-Based Training Association	X		X	X	X	X	X
	Farm Agriculture Collaborative Training Systems (FACTS)			X			X	X
	University of California: Small Farms Center	X		X		X	X	X
	University of California: Spanish Broadcast & Media Services							X

Locations Served	Organizations/Agencies Serving Hispanic Farmer Population	Organization #	Production	Marketing	Financial	Demographics	Location	Access to information
		4						
Colorado	Colorado State Cooperative Extension Services		X				X	X
		1						
Florida	Florida Farm workers			X	X	X	X	X
	University of Florida Cooperative Extension - Miami Dade		X	X	X	X	X	X
		2						
Puerto Rico	Asociacion de Agricultores de Puerto Rico						X	X
	Department of Agriculture University of Puerto Rico at Amayaguez Research Station		X	X	X	X		X
	University of Puerto Rico at Mayaguez Extension Service		X	X	X		X	X
		4						
New Mexico	New Mexico State University Cooperative Extension: Rural Agricultural Improvements and Public Affairs Project (RAIPAP)		X	X	X	X	X	X
	Farm to Table Inc			X		X	X	X
	New Mexico Department of Agriculture (grant from USDA AMS)			X				
		3						
Texas	Texas-Mexico BorderCoalition		X	X	X	X	X	X
	University of TX- Pan American Project Forge			X	X		X	X
	University of TX Cooperative Extension		X	X	X	X	X	X

Locations Served	Organizations/Agencies Serving Hispanic Farmer Population	Organization #	Production	Marketing	Financial	Demographics	Location	Access to information
		3						
	Other States							
Arkansas	Winrock International (grant from USDA AMS)			X			X	X
Maine	Coastal Enterprises Inc	X					X	X
Michigan	Michigan State University Extension (Juan Marinez)	X		X	X	X	X	X
	Michigan Food and Farming Systems (MIFFS)	X		X	X		X	X
Minnesota	Minnesota Food Association, New Immigrant Program	X		X	X			X
	University of Missouri Extension -- Community Food Systems and Sustainable							
Missouri	Agriculture	X		X	X	X	X	X
	Council on the Environment of New York City, New Farmer							
New York	Development Project (NFDP)	X		X	X		X	X
Virginia	Virginia State University				X			X
	Washington State University, Small Farms Program							
Washington	Center for Agricultural Partnerships: Hispanic Orchard Growers	X		X	X	X	X	X
	Rural Community Development Resources: Center for Latino Farmers	X		X	X		X	
		11						

Locations Served	Organizations/Agencies Serving Hispanic Farmer Population	Organization #	Production	Marketing	Financial	Demographics	Location	Access to information
		Other Organizations Potentially Serving the Population						
	North South Institute							
	NRCS: CA & PR							
	South Dakota State University							
	Sustainable Agriculture Education (SAGE)							
	UC Berkeley: Agricultural & Resource Economics & Policy							
	University of Minnesota Extension Service							
	USDA: Agricultural Research Service (ARS)							
	Minority Agricultural Producers Cooperative							
		9						
	Total Organizations (does not include potential organizations)	52						
	Total by topical area		27	32	26	17	32	50

APPENDIX D
ADVISORY BOARD MEMBERS

Name	Location	Organization/Agency (for the duration of the project)	Position
Omar Garza	Texas	Project Forge & Texas-Mexico Border Coalition	Director (Project Forge) Chairman (TX-MEX Border Coalition)
Jose Garcia	Missouri	University of Missouri Extension -- Community Food Systems and Sustainable Agriculture	Director
Lupe Garcia	New Mexico	Hispanic Farmers and Ranchers Association of New Mexico	President
Patrica McAleer	Washington, D.C.	USDA: CSREES	Program Specialist
Brett Melone	California	Agriculture and Land-based Training Association (ALBA)	Executive Director
Rebecca Perez	Puerto Rico	Autonomous Municipality of Jayuya	Administrator of Farmers Market and Coordinator of Economic Development of Jayuya
Ray Rafie	Florida	University of Florida Cooperative Extension	Extension County Faculty (Dade County)
Ron Walser	New Mexico	New Mexico Cooperative Extension Services	Urban Small Farms Specialist

APPENDIX E REFERRAL SAMPLES

We used a non-probability sample for this project. It was impossible to use a probability sample because there is no comprehensive list of Hispanic farmers either nationally or within the individual states and territories. It is not possible to develop a confidence interval for a referral sample in terms of the degree to which the sample is statistically representative of the population as a whole. In this case, this is a minor issue in most regards because probability samples must be selected to be statistically representative of the population in terms of a pre-identified independent variable. This research does not test hypotheses. Rather, it is descriptive research. Since there are no hypotheses, we could not identify independent and dependent variables. There was no valid way to establish whether any sample of Hispanic and Latino farmers and ranchers – no matter how it was selected – is statistically representative of the population under study from either a hypothesis-testing (theoretical) or descriptive (characteristics) perspective.

By using referral samples, the aim of the researchers was to try to make sure that the full range of characteristics of interest of Hispanic farmers as a whole is included in the sample, rather than that the sample is statistically representative of the population for variables or characteristics were selected *a priori*. We used several techniques to ensure that this goal was reached.

1. We used as many as possible key informants for the first tier of referrals. Particularly important in this case was our stage one research in which we developed what we believe is a nearly comprehensive list of organizations and agencies that work closely with Hispanic and Latino farmers and ranchers. By doing this, we ensured that our first referrals were not somehow biased simply because they were known to one particular kind of agency or organization.
2. We set a cutoff in regard to the number of tiers that will be included. Our cutoff was three tiers.
3. We continued with referrals, even if the pre-set number of tiers was superseded, until “no new information” emerged from the research process. Since the objective is to secure the full range of possible responses, this is very important. As our notes and processing forms for the individual interviews show, no fundamentally new ideas or information that would be of use to this study was emerging by the time we completed the in-depth interview process.

Overall, our research objectives, from a sampling perspective, were: (1) to gain an understanding of the full range of responses of Hispanic and Latino farmers and ranchers to a set of questions, particularly the interview questions, and (2) to ensure that the sample was not a biased on in terms of the farmers’ and ranchers’ association with one specific agency or type of organization. Our sample achieved this goal.

APPENDIX F
RATING ACTIVITY DISSEMINATED TO ADVISORY BOARD MEMBERS
FOR QUESTIONNAIRE DEVELOPEMENT

Rating Activity

A self-completion questionnaire will be disseminated to Hispanic-Latino farmers/ranchers to gather information about farm management factors, socioeconomic factors and enterprises (phase 1 of data collection for farmer portion of study). In order to test and validate the questions in the questionnaire we need your input. The questions have been entered into the following tables and are separated by topics/concepts we want to measure.

Please rank the questions in column 1 and column 2. Pay attention to the difference in ranking options and ranking objectives for column 1 and column 2.

Organization of questions

We have listed questions under relevant topic/concept we want to measure. Each question number (for example 1,2,3,4) represents an item to be measured. Numbers with letters represent different versions of the same item (for example 1a, 1b, 1c).

Column 1

In Column 1 enter the ranking for the version of the item (for example 1a, 1b, 1c) in terms of wording and clarity of the question/answer. Please rank the questions in column 1 on a scale of 1 to 3. Provide only one number choice per grouping of questions (for example, don't rank two questions in the same set with the same rank or number; both, questions 1a and 1b should not be ranked with a 1).

1= very good question

2= OK question

3= poor question

For items that do not require your ranking (because there is only one version of the question), we have shaded the cells in grey.

We are also open to alternative questions and answer options. So please feel free to build upon the questions and offer alternative or revised questions/answer choices.

Column 2: For each question number (1,2,3) rank the questions according to how important you think it is to include in the self-completion questionnaire that will be given to farmers/rancher.

The criteria below will help you determine if the question should be included in the self-completion questionnaire:

1. Does the question measure some aspect of one of the research questions?
2. Does the question provide information needed in conjunction with some other variable?
 - If NO to both 1 and 2, delete the question
 - If YES to either 1 or 2, keep the question
3. Will most respondents understand the question in the same way?
 - If NO, revise or drop
4. Will most respondents have the information needed to answer the question?
 - If NO, drop
5. Will most respondents be willing to answer it?
 - If NO, drop
6. Is other information needed to analyze or make sense of the answer to this question?
 - If NO keep. If YES, proceed if the other information is available or can be obtained during the interview.
7. Should this question be asked of every respondent, or of a subset?
 - If ALL, keep. If a subset, proceed only if the subset is identifiable either beforehand or through information obtained during the interview

Please rank each item on a letter scale of A-C based on how important it is to keep in the questionnaire:

A= vital

B= important

C= nice, but not critical

Again we are open to additional questions that you believe are critical to include in the self-completion questionnaire. So build upon these questions or offer revisions, as you like.

If you're having difficulty with understand the directions or the activity, please contact Mital Shah at 352-392-2201 x 304

Enterprise						Col 1	Col 2
1.	What are the TWO most important kinds of products that you produce on your farm or ranch? Please mark one product as A and the other product as B . <input type="checkbox"/> Livestock <input type="checkbox"/> Poultry <input type="checkbox"/> Aquaculture <input type="checkbox"/> Horticultural crops (fruits, nuts & vegetables) <input type="checkbox"/> Forestry <input type="checkbox"/> Field crops <input type="checkbox"/> Nursery, greenhouse or floriculture <input type="checkbox"/> Other-What? _____						
2	1. Are you the principal operator of the farm/ranch? Wording –weed out <input type="radio"/> Yes <input type="radio"/> No						
3a	Are you the owner of the farm/ranch? – same – weed out						
3b	Do you own a farm or ranch? <input type="radio"/> Yes <input type="radio"/> No						
4a	What is your overall purpose for farming/ranching? Check all that apply.						
4b	Why do you farm/ranch?						
4c	What are your main reasons for farming? <input type="radio"/> Enjoy farming/ranching <input type="radio"/> Family tradition <input type="radio"/> Have farm work experience <input type="radio"/> Can make money <input type="radio"/> Want my own business <input type="radio"/> Other _____						
5	What are your main objectives for your farm or ranch? <input type="radio"/> Income generation <input type="radio"/> Maintain a way of life <input type="radio"/> Good use of land <input type="radio"/> Preserve tradition <input type="radio"/> Others _____						
Production							
6.	How many other farmers or ranchers in your area produce the same crops or livestock that you do? Please answer for each product that you marked in question 1.						
		None	Very Few	Som e	Quite a few	Many	
	Product A						
	Product B						

7a.	How much experience do you have producing Product A and Product B? Check only one option for each product.						
	Product A	Product B					
			I have very little experience producing these crops/livestock.				
			I have some experience producing these crops/livestock				
			I have lots of experience producing these crops/livestock.				
7b.	How many years have you been producing these crops or livestock? Check only one option for each product.						
	Product A	Product B					
			0-3 years				
			3.1 -7 years				
			More than 7 years				
8a.	How important is each of the following kinds of production inputs in your farm or ranch operation? Please rate each kind of input on a scale of 1 to 5 where 1 means not important and 5 means very important .						
8b.	To what degree do you need the following inputs to operate your farm or ranch? Please rate each kind of input on a scale of 1 to 5 where 1 not needed and 5 very much needed .						
8c.	How critical are the following inputs to operate your farm/ranch? Please rate each kind of input on a scale of 1 to 5 where 1 not critical and 5 very critical .						
8d.	How essential are the following inputs to operate your farm/ranch? Please rate each kind of input on a scale of 1 to 5 where 1 not essential and 5 very essential .						
			1	2	3	4	5
	Land						
	Labor						
	Machinery & equipment						
	Operating supplies						
	Capital or credit						
	Water						
	Production Information						
	Processing & storage facilities						

9	<p>Please indicate how much you agree or disagree with each of the following statements. Use a scale of 1 to 5 where 1 means completely disagree and 5 means completely agree.</p> <table border="1" data-bbox="277 254 1240 982"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr><td>I do not own enough land.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot get access to enough land.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot get enough water.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>There are too many government regulations.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot understand the government regulations.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot get good advice about how to comply with government regulations.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot get enough technical information.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot get enough production related information in Spanish.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot get enough labor to run the farm or ranch in general.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot get enough labor during some parts of the year.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Labor is too costly.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I travel long distances to get the inputs I need.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot get the kinds of supplies I need (like fertilizer or seed).</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I do not have the machinery and equipment I need.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>My yields are too low.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I cannot store my products.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>The infrastructure on my farm or ranch is not good enough.</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		1	2	3	4	5	I do not own enough land.						I cannot get access to enough land.						I cannot get enough water.						There are too many government regulations.						I cannot understand the government regulations.						I cannot get good advice about how to comply with government regulations.						I cannot get enough technical information.						I cannot get enough production related information in Spanish.						I cannot get enough labor to run the farm or ranch in general.						I cannot get enough labor during some parts of the year.						Labor is too costly.						I travel long distances to get the inputs I need.						I cannot get the kinds of supplies I need (like fertilizer or seed).						I do not have the machinery and equipment I need.						My yields are too low.						I cannot store my products.						The infrastructure on my farm or ranch is not good enough.							
	1	2	3	4	5																																																																																																										
I do not own enough land.																																																																																																															
I cannot get access to enough land.																																																																																																															
I cannot get enough water.																																																																																																															
There are too many government regulations.																																																																																																															
I cannot understand the government regulations.																																																																																																															
I cannot get good advice about how to comply with government regulations.																																																																																																															
I cannot get enough technical information.																																																																																																															
I cannot get enough production related information in Spanish.																																																																																																															
I cannot get enough labor to run the farm or ranch in general.																																																																																																															
I cannot get enough labor during some parts of the year.																																																																																																															
Labor is too costly.																																																																																																															
I travel long distances to get the inputs I need.																																																																																																															
I cannot get the kinds of supplies I need (like fertilizer or seed).																																																																																																															
I do not have the machinery and equipment I need.																																																																																																															
My yields are too low.																																																																																																															
I cannot store my products.																																																																																																															
The infrastructure on my farm or ranch is not good enough.																																																																																																															
10a	<p>How important are each of the following to increasing the profits on your farm or ranch? Use a scale of 1 to 5 where 1 means not important and 5 means very important.</p> <table border="1" data-bbox="277 1045 1049 1423"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr><td>Finding new crops or livestock to produce</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Finding new ways to market my products</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Expanding the size of my operation</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Getting a better labor supply</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Getting better access to financial resources</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Finding ways to add value to my products</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Improving the facilities and infrastructure on my farm or ranch</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		1	2	3	4	5	Finding new crops or livestock to produce						Finding new ways to market my products						Expanding the size of my operation						Getting a better labor supply						Getting better access to financial resources						Finding ways to add value to my products						Improving the facilities and infrastructure on my farm or ranch																																																																			
	1	2	3	4	5																																																																																																										
Finding new crops or livestock to produce																																																																																																															
Finding new ways to market my products																																																																																																															
Expanding the size of my operation																																																																																																															
Getting a better labor supply																																																																																																															
Getting better access to financial resources																																																																																																															
Finding ways to add value to my products																																																																																																															
Improving the facilities and infrastructure on my farm or ranch																																																																																																															
10b.	<p>To what degree could each of the following contribute to improving your farm/ranch profit? Rank the following items on a scale of 1 to 7. 1= highest contribution to improving profit 7= lowest contribution to improving profit. Please use each number only once.</p> <p> ___ Finding new crops or livestock to produce ___ Finding new ways to market my products ___ Expanding the size of my operation ___ Getting a better labor supply ___ Getting better access to financial resources ___ Finding ways to add value to my products ___ Improving the facilities and infrastructure on my farm or ranch </p>																																																																																																														

11	<p>On average, for each of the 3 months periods during 2006, about how many farm/ranch workers other than you (paid or unpaid) helped with the operations :</p> <table border="1" data-bbox="558 270 1351 457"> <tr> <td></td> <td>January, February, March, 2006</td> <td>April, May, June, 2006</td> <td>July, August, September, 2006</td> <td>October, November, December, 2006</td> </tr> <tr> <td>Family</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-family</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		January, February, March, 2006	April, May, June, 2006	July, August, September, 2006	October, November, December, 2006	Family					Non-family																																	
	January, February, March, 2006	April, May, June, 2006	July, August, September, 2006	October, November, December, 2006																																									
Family																																													
Non-family																																													
12	<p>37. How many people who are paid work on your farm in a growing season? family_____ non-family_____</p>																																												
Conservation		Col 1	Col 2																																										
13a.	<p>How often do you use the following NRCS (Natural Resources Conservation Services) and FSA (Farm Service Agency) programs as a resource for your farm or ranch?</p>																																												
13b.	<p>To what degree do you use the following USDA programs as a resource for your farm or ranch?</p> <table border="1" data-bbox="277 768 1312 1268"> <tr> <td></td> <td>Almo st Neve r</td> <td>Rarel y</td> <td>Someti mes</td> <td>Often</td> <td>Almo st Always</td> </tr> <tr> <td>Environmental Quality Incentives Program (EQUIP)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Conservation of Private Grazing Land (CPGL)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Conservation Reserve Program (CRP)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Conservation Technical Assistance Program (CTA)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Small, Limited Resource, and Beginning Farmers/Ranchers Program</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Farm Loans Programs</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		Almo st Neve r	Rarel y	Someti mes	Often	Almo st Always	Environmental Quality Incentives Program (EQUIP)						Conservation of Private Grazing Land (CPGL)						Conservation Reserve Program (CRP)						Conservation Technical Assistance Program (CTA)						Small, Limited Resource, and Beginning Farmers/Ranchers Program						Farm Loans Programs							
	Almo st Neve r	Rarel y	Someti mes	Often	Almo st Always																																								
Environmental Quality Incentives Program (EQUIP)																																													
Conservation of Private Grazing Land (CPGL)																																													
Conservation Reserve Program (CRP)																																													
Conservation Technical Assistance Program (CTA)																																													
Small, Limited Resource, and Beginning Farmers/Ranchers Program																																													
Farm Loans Programs																																													
14.	<p>Have you received any disaster assistance in the last 3 years? Yes_____ No_____</p>																																												
Marketing		Col 1	Col 2																																										
15a	<p>Approximately what percent of your products do you sell through each of these methods?</p>																																												
15b	<p>Approximately how much of your products do you sell through each of the following marketing options?</p> <table border="1" data-bbox="277 1503 1312 1890"> <tr> <td></td> <td>None</td> <td>25%</td> <td>50%</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>Community supported agriculture (CSA)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Production contracts</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Through a non profit organization</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Direct to institutions (schools, hospitals)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Direct to restaurants</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>U-Pick</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		None	25%	50%	75%	100%	Community supported agriculture (CSA)						Production contracts						Through a non profit organization						Direct to institutions (schools, hospitals)						Direct to restaurants						U-Pick							
	None	25%	50%	75%	100%																																								
Community supported agriculture (CSA)																																													
Production contracts																																													
Through a non profit organization																																													
Direct to institutions (schools, hospitals)																																													
Direct to restaurants																																													
U-Pick																																													

	Internet sales										
	Cooperatives										
	Direct to retailer										
	Farmers Market										
	Broker										
	Other _____										
16	Please indicate how much you agree or disagree with each of the following statements. Use a scale of 1 to 5 where 1 means completely disagree and 5 means completely agree .										
		1	2		4	5					
	I do not have enough choices about how to market my products.										
	I cannot get enough marketing information in Spanish.										
	I cannot get good advice about what is profitable to plant or raise.										
	I choose crops or livestock that will bring a premium price.										
	I choose crops or livestock that will be sold at a higher price than regular products.										
	I sell value-added products.										
	I rely on intermediaries to market my products.										
	I know where I am going to sell my products before I grow/raise them.										
	I have a business plan for my farm or ranch.										
	I don't know how to market my products.										
	I have hard time finding buyers for my products.										
	I have a difficult time meeting the conditions imposed by the buyer.										
	It is hard for me to meet the quality standards of the buyer.										
	My production is not enough to meet the market needs.										
	My farm or ranch is located too far from the market.										
	I experience loss due to low prices in the market.										
Financial										Col 1	Col 2
17	Please indicate how much you agree or disagree with each of the following statements. Use a scale of 1 to 5 where 1 means completely disagree and 5 means completely agree .										
		1	2	3	4	5					
	I don't have adequate access to credit.										
	I have a hard time qualifying for loans.										
	I can't get financial advice.										
	I can't get information about how to manage my finances.										
	I don't know where to get information about financing my farm or ranch.										
	I cannot get enough credit.										
	There is not enough information about finances in Spanish.										
	I have trouble opening a bank account.										
	I rely on an accountant to help manage my farm finances.										
	My insurance coverage is not good enough.										

18	Approximately how much of your credit do you get from the following?								
		None	25%	50%	75%	100%			
	Farm Service Agency (FSA) – USDA								
	Local private bank								
	Farm credit (the bank)								
	Banking chain (like Bank of America)								
	Cooperatives								
Other _____									
Cultural							Col 1	Col 2	
19	What is your mother tongue? Spanish An indigenous language Portuguese Other, specify _____ English								
20	How would you describe your ability to do the following English language skills?								
		Not Proficient	Somewhat Proficient	Very Proficient					
	Speaking								
	Reading								
	Writing								
21a	What is your country of origin? _____								
21b	Where are you originally from? _____								
22	Please indicate how much you agree or disagree with each of the following statements. Use a scale of 1 to 5 where 1 means completely disagree and 5 means completely agree .								
			1	2	3	4			5
	I am most comfortable communicating with others in Spanish.								
	Not knowing English well keeps me from successfully running my farm.								
	There needs to be more extension agents who can speak Spanish.								
	I am not comfortable talking to people who do not share the same culture as me.								
	Service providers do not understand my farming practices.								
Access to Information							Col 1	Col 2	
23	Please indicate how much you agree or disagree with each of the following statements related to your preference for receiving information. Use a scale of 1 to 5 where 1 means completely disagree and 5 means completely agree .								
		1	2	3	4	5			
	I prefer to get information about farming by internet								
	I like to get information about farming by talking to people (e.g. peers, at farm visits, at field days, etc).								
	I prefer to get information about farming by reading a publication (newsletter, magazine, journal, etc).								
	I prefer to get information about farming by listening to the radio or watching TV.								
I like to get information from extension agents.									

24	<p>Which information resources do you prefer to use to get information about the following items? Check all that apply.</p> <table border="1" data-bbox="277 268 1219 583"> <thead> <tr> <th></th> <th>Read a publication</th> <th>Speak to an individual</th> <th>Consult the internet</th> </tr> </thead> <tbody> <tr> <td>Marketing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Technical information about production</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Regulations</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Loans and credit</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Business Planning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Financial Planning</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Conservation program</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Read a publication	Speak to an individual	Consult the internet	Marketing				Technical information about production				Regulations				Loans and credit				Business Planning				Financial Planning				Conservation program																																																			
	Read a publication	Speak to an individual	Consult the internet																																																																														
Marketing																																																																																	
Technical information about production																																																																																	
Regulations																																																																																	
Loans and credit																																																																																	
Business Planning																																																																																	
Financial Planning																																																																																	
Conservation program																																																																																	
				Col 1	Col 2																																																																												
25	<p>How often do you use the following sources to get information about farming/ranching</p> <table border="1" data-bbox="310 678 1382 1459"> <thead> <tr> <th></th> <th>Almost Never</th> <th>Rarely</th> <th>Sometimes</th> <th>Often</th> <th>Almost Always</th> </tr> </thead> <tbody> <tr> <td>Extension or other government agencies</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Events (e.g. field days, workshops, conferences, tradeshow)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Government or commercial publications (e.g. farm journals, books, newsletters)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other publications</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other farmers</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Farm organizations (e.g. Farm Bureau, Coops, Farm groups, NGO's)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mass media (e.g. TV, radio, movies, magazines, newspaper)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Internet</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Family</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Feed and Seed Retailers</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lenders</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Radio or TV</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Almost Never	Rarely	Sometimes	Often	Almost Always	Extension or other government agencies						Events (e.g. field days, workshops, conferences, tradeshow)						Government or commercial publications (e.g. farm journals, books, newsletters)						Other publications						Other farmers						Farm organizations (e.g. Farm Bureau, Coops, Farm groups, NGO's)						Mass media (e.g. TV, radio, movies, magazines, newspaper)						Internet						Family						Feed and Seed Retailers						Lenders						Radio or TV							
	Almost Never	Rarely	Sometimes	Often	Almost Always																																																																												
Extension or other government agencies																																																																																	
Events (e.g. field days, workshops, conferences, tradeshow)																																																																																	
Government or commercial publications (e.g. farm journals, books, newsletters)																																																																																	
Other publications																																																																																	
Other farmers																																																																																	
Farm organizations (e.g. Farm Bureau, Coops, Farm groups, NGO's)																																																																																	
Mass media (e.g. TV, radio, movies, magazines, newspaper)																																																																																	
Internet																																																																																	
Family																																																																																	
Feed and Seed Retailers																																																																																	
Lenders																																																																																	
Radio or TV																																																																																	
26	<p>How reliable do you think these following sources of information for farming/ranching?</p> <table border="1" data-bbox="293 1491 1398 1879"> <thead> <tr> <th></th> <th>Not reliable</th> <th>Not very reliable</th> <th>Somewhat Reliable</th> <th>Very reliable</th> </tr> </thead> <tbody> <tr> <td>Extension or other government agencies</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Events (e.g. field days, workshops, conferences, tradeshow)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Government or commercial publications (e.g. farm journals, books, newsletters)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other publications</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other farmers</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Not reliable	Not very reliable	Somewhat Reliable	Very reliable	Extension or other government agencies					Events (e.g. field days, workshops, conferences, tradeshow)					Government or commercial publications (e.g. farm journals, books, newsletters)					Other publications					Other farmers																																																						
	Not reliable	Not very reliable	Somewhat Reliable	Very reliable																																																																													
Extension or other government agencies																																																																																	
Events (e.g. field days, workshops, conferences, tradeshow)																																																																																	
Government or commercial publications (e.g. farm journals, books, newsletters)																																																																																	
Other publications																																																																																	
Other farmers																																																																																	

	Farm organizations (e.g. Farm Bureau, Coops, Farm groups, NGO's)								
	Mass media (e.g. TV, radio, movies, magazines, newspaper)								
	Internet								
	Family								
	Feed and Seed Retailers								
	Lenders								
	Radio or TV								
27	How satisfied are you with your interaction with the following USDA agencies?								
		Not applicable	Unsatisfied	Not very satisfied	Neutral	Somewhat satisfied	Very satisfied		
	Farm Service Agency(FSA)								
	Natural Resource Conservation Services (NRCS)								
	Risk Management Agency (RMA)								
	Other USDA agencies								
	Extension								
Location								Col 1	Col 2
28a.	What is the distance in miles between the closest city or town with a population of 100,000 or more and the farm/ranch operation(s)? operation 1: _____ MILES operation 2: _____ MILES operation 3: _____ MILES								
28b.	How far are the farm/ranch operation(s) from the closest city/ town with a population of 100,000 or more and what are the names of the closest city/town to the operation(s)? operation 1: _____ MILES operation 2: _____ MILES operation 3: _____ MILES								
29	Please indicate how much you agree or disagree with each of the following statements about the location of your farm. Use a scale of 1 to 5 where 1 means completely disagree and 5 means completely agree.								
		1	2	3	4	5			
	My farm/ranch is too far from my buyers.								
	Property taxes for my farm/ranch are becoming an big problem.								
	Farming/ranching is being crowded out in my area.								

	Demographics and Socio-economics and few miscellaneous items	Col 1	Col 2
30a	8a. How many years have you been living in the US?		
30b	When did you or your family move to the US?		
30 c	How long has your family been in the US? _____years		
31	What is the gross farm/ranch income for the farm/ranch operations for 2006? <ul style="list-style-type: none"> ▪ 0-\$10,000 ▪ \$10,001-\$100,000 ▪ \$100,001- \$250,000 ▪ over \$250,001 		
32a	In 2006, what was this operation's legal status?		
32b	What is the kind of ownership of your farm or ranch? <ul style="list-style-type: none"> ○ Individual operation (sole/family proprietorship) ○ A legal partnership ○ A family-held corporation ○ A non-family corporation ○ A cooperatives ○ Other (including estates and trusts) 		
33a	In 2006 what was the principal operator's major occupation?		
33b	What is the principal operator's major occupation? <ul style="list-style-type: none"> ○ farm or ranch work ○ hired manager ○ retired, but still farming ○ work other than farming and ranching 		
34	What is your gender? <ul style="list-style-type: none"> ○ Male ○ Female 		
35	How long have you been a farmer or rancher? _____years		
36	What is your highest level of formal education completed? <ul style="list-style-type: none"> ○ Less than high school diploma ○ High school diploma or equivalency (GED) ○ Some college ○ Completed 4- year degree (BA or BS) ○ Graduate School or professional school 		
37a	What will happen to the farm/ranch when you stop farming/ranching? <ul style="list-style-type: none"> ○ I don't know ○ Will be inherited by a family member ○ Will sell to a family member ○ Will be inherited by a non-family member ○ Will sell to a non-family member 		
37b	Check the box that best completes the sentence. The farm/ranch _____when I stop farming/ranching <ul style="list-style-type: none"> ○ will be inherited by a family member ○ will be sold to a family member ○ will be inherited by a non-family member ○ will be sold to a non-family member ○ None of these. I don't know what will happen to the farm. 		

APPENDIX G
QUESTIONNAIRE FOR EXTENSION PROFESSIONALS

Thank you for participating in our research program. Our purpose is to determine the needs of small-scale Hispanic and Latino farmers and ranchers. For the purposes of this study, the USDA defines the term "small farm or ranch" to mean (1) a farm or ranch with total annual gross sales of \$250,000 or less and (2) on which the majority of the management and labor comes from the farm family.

1. On a scale of 1 to 5, where **1 means unimportant** and **5 means very important**, how important are small scale, Hispanic and Latino farmers and ranchers as a clientele group in your state or territory?

_____ 1 (Unimportant) _____ 2 _____ 3 _____ 4 _____ 5 (Very important)

2. Is the number of small scale Hispanic and Latino farmers and ranchers **increasing, decreasing, or remaining the same** in your state or territory?

_____ Increasing _____ Decreasing _____ Same

3. What percentage of your own Extension clients are small scale, Hispanic and Latino farmers and ranchers?

_____ Less than 25% _____ 25-50% _____ 50-75% _____ More than 75%

Please answer the following questions with reference to your clients, who are small scale, Hispanic and Latino farmers and ranchers?

4. How important are the following kinds of enterprises for these clients? Use a scale of 1 to 5 where **1 means not important** and **5 means very important**.

Enterprise	1	2	3	4	5
Horticultural Crops (fruits, nuts, vegetables)					
Field crops (like corn, wheat, or soybeans)					
Livestock					
Poultry					
Ornamental Plants (e.g. cut flowers, potted plants, bedding plants, bulbs, nursery stock, flower seed, etc.)					
Timber Products (timber or wood products)					
Fish & Other Aquatic Animals					

5. Please list the four or five most commonly produced crops or animals by these clients. Please be specific.

6. Which **TWO** of the following factors, do you believe are most important in keeping Hispanic and Latino farmers and ranchers from meeting their goals as a farmer or rancher? Mark **1** by the **most important factor** and **2** by the **second most important factor**. Please use each number only once.

- Production (pest, fertility, water management, land quality, feed and forage production)
- Access to Resources (e.g. fertilizer, labor, land, equipment, etc.)
- Marketing
- Finances & Financial Management
- Access to Information
- Regulation & Policy

7. How much do you agree or disagree with the following statements about Hispanic and Latino farmers and ranchers. Use a scale of 1 to 5 where **1 means strongly disagree** and **5 means strongly agree**.

Statements	1	2	3	4	5
These clients cannot manage their production problems very well.					
It is difficult for these clients to get the production resources they need for their farm or ranch.					
These clients have a hard time finding ways to market their products.					
Getting credit and managing farm and ranch finances are a big problem for these clients					
These clients not able to find reliable and good sources of information.					
Government regulations keep these farmers and ranchers from meeting their farm/ranch business goals.					

8. How much of a problem are the following to these clients. Use a scale of 1 to 5 where **1 means not much of a problem** and **5 means a very serious problem**. Mark the **NA** box if you **do not know** or if this item **does not apply to you**.

Production Problems	1	2	3	4	5	NA
Pest						
Fertility						
Water management (availability, cost, etc.)						
Land quality						
Feed/forage production						

9. How often do these clients use the following ways to sell their products? Use a scale of 1 to 5 where **1 means never and 5 means always. Mark the NA box** if you **do not know** or if this item **does not apply to you**.

Way of Marketing	1	2	3	4	5	NA
Through a middleman (like a broker or a livestock auction)						
Marketing cooperative						
Marketing contracts						
Direct to consumer, including restaurants & institutions						

10. Do these clients have any problems in getting or using any of the following kinds of resources that they need? Use a scale of 1 to 5 where **1 means not much of a problem and 5 means a very serious problem. Mark the NA box 6** if you **do not know** or if this item **does not apply to you** .

Resources	1	2	3	4	5	NA
Machinery & Equipment						
Operating Supplies (like fertilizer, animal medicines or feed)						
Labor						
Fuel						
Land						
Fixed Assets (like fencing, buildings, etc)						
Water						
Custom Services (like hay baling)						
Veterinarian Services						

11. How much do these clients rely on the following sources of credit for their farm or ranch? Use a scale of 1 to 5 where **1 means not at all and 5 means a great deal. Mark box 6** if you **do not know** or if this item **does not apply to you** .

Sources of Credit	1	2	3	4	5	NA
Commercial bank (like Bank of America)						
Farm Credit						
Local Bank						
Credit Union						
Cooperative						
Farm Service Agency (of USDA)						

12. How much do these clients rely on the following sources to get information about farming or ranching? Use a scale of 1 to 5 where **1 means almost never** and **5 means almost always**. **Mark box 6** if you **do not know** or if this item **does not apply to you** .

Sources of Information	1	2	3	4	5	NA
Family						
Extension or other government agencies						
Other farmers or ranchers						
Events (like field days, workshops, conferences & tradeshow)						
Farm Organizations (like Farm Bureau, coops, farm groups & non-profit organizations)						
Feed and seed dealers						
Lenders						
Government publications about farming or ranching						
Commercial publications about farming or ranching						
Internet						
TV or Radio						

13. How much do you agree or disagree with the following statements? Use a scale of 1 to 5 where **1 means strongly disagree** and **5 means strongly agree**.

Statements	1	2	3	4	5
There are too many government regulations.					
They do not understand the government regulations.					
They do not know which government regulations are important for them to know about.					
They cannot get good advice about how to comply with government regulations.					
Property taxes for their farm or ranch are becoming a big problem.					
Farming/ranching is being crowded out.					

14. Where are the small-scale Hispanic-Latino farmers and ranchers that you work with originally from? List up to three countries.

15. Are these clients mostly male or female? ____male ____female

16. Which of the following age distribution best describes these clients?

- _____ under 30 years old
- _____ 30- 60 years old
- _____ more than 60 years old

17. In your opinion, how well do the following agencies and institutions meet the needs of these clients? Use a scale of 1 to 5 where **1 means not very well and 5 means very well. Mark the NA box** if you **do not know** or if this item **does not apply to you**.

Statements	1	2	3	4	5	NA
Your land grant institution						
National Small Farms program						
SARE (Sustainable Agriculture Research Education)						
FSA (Farm Service Agency)						
NRCS (Natural Resource Conservation Service)						

18. In general, do you think that the amount of effort and programs directed toward their needs are less than adequate, adequate or too great?

- _____ less than adequate _____ adequate _____ too great

Please answer the following questions about yourself.

19. What position do you hold with Extension? _____

20. How long have you worked with Extension? _____ years

21. How long have you personally worked with small scale Hispanic and Latino farmers and ranchers?
_____ years

22. Which of the following categories best describes your Spanish reading, writing and speaking abilities?

	Poor	Average	Well
Speaking			
Reading			
Writing			

23. What is your age? _____ years

24. Are you male or female? _____ male _____ female

This finishes the self-completion questionnaire. Someone will contact you soon to schedule a time to conduct an interview with you. Thank you for participating in this research. We have attached a copy of the interview questions we will ask you over the phone.

APPENDIX H
INTERVIEW QUESTIONS FOR EXTENSION PROFESSIONALS

1. What is the nature of your work with these farmers and ranchers? What kinds of services do you provide for them?

1a. How about:

workshops or trainings

farm visits

newsletters

radio or TV programs

having one of them as a member of your advisory council

Notes:

2. What are the key objectives of your Extension programs that serve small-scale Hispanic/Latino farmers or ranchers?

2a. What are they trying to accomplish?

Notes:

3. Is your work statewide or focused within a specific part of the (state or territory)? If respondent's work is restricted to a specific area: What areas do you work in?

Notes:

4. Where are these clients within the (state or territory)? Are they are located throughout the (state or territory) or are they concentrated in a particular area within the (state or territory)?

If respondent says restricted to a specific area: What areas are they in?

Notes:

Interviewer moves to one of five sub-sections:

- Production
- Access to Resources
- Marketing
- Finances & Financial Management
- Access to information
- Regulatory & policy Impacts

After completing the subsection questions, interview asks all respondents the following questions.

5. **In your opinion, are there major constraints that these clients face because they are Hispanic or Latino?** _____Yes _____No

If respondent says yes: **What are they?**

Notes:

6. What, if any, are the main obstacles that you face as a professional in meeting their needs?

Notes:

7. Are these the same obstacles that your institution faces in meeting their needs? **Yes**____
No____ **If responds no:** What are the main obstacles that your institution faces in meeting their needs?

Notes:

- 7a. What, if anything, do you think your institution could do to improve research and Extension programs for these clients?

Notes:

8. Overall, do you think these clients have a positive, neutral, or negative view of the land grant institution and its programs?

____**positive** ____**neutral** ____**negative** ____**don't know**

- 8a. Why is that?

Notes:

9. Can you provide examples of USDA programs or agencies that do a good job of meeting the needs of these clients?

9a. What about these make them a good example?

Notes:

10. Can you provide examples of USDA programs or agencies that need to improve their ability to meet the needs of these clients?

Notes:

11. What, if anything, do you think USDA could do to improve the quality of its services to these clients?

Notes:

12. Overall, do you think these clients have a positive, neutral, or negative view of USDA and its programs?

_____Positive _____Neutral _____Negative _____Don't know

12a. Why is that?

Notes:

Now we will move on to a few closure questions.

13. Can you provide the contact information for approximately ten small-scale Hispanic or Latino farmers or ranchers who might participate in the study? Yes_____ No_____

Do you mind if I mention your name when I contact them? Yes_____ No_____

Which language should we communicate with each of them in? Spanish or English?

Notes:

14. Would you like us to send you a free copy of a USDA publication in Spanish? It provides information about USDA agencies and their services available to farmers and ranchers? _____Yes _____No

15. We will send you a summary of your interview response to make sure that I have correctly understood what you have shared with me today. How would you like for me to send this to you – by email or fax?

What is your (fax number or email address)?

Thank you for your help with this research.

Access to Information subsection

In the questionnaire you mentioned that getting access to information is an important problem for this farming and ranching population.

A1: In your opinion, describe the major constraints or needs that these clients face in accessing good and reliable information?

Notes:

A2: In your opinion, do these clients have difficulties with accessing the services that Extension or USDA provide-- like publications, research reports, newsletters, technical help? If yes, what type of issues do they face?

Notes:

A3: What, if anything, do you think Extension and USDA could do to help these farmers and ranchers deal with these constraints?

Notes:

Interviewer proceeds to interview question

Production subsection

In the questionnaire you mentioned that production is an important problem for this farming and ranching population.

P1: In your opinion, describe the major production constraints or needs of these clients?

Interviewer should check items mentioned by respondent:

- _____ Pest
 - _____ Weed
 - _____ Insects
 - _____ Pathogens
 - _____ Nematodes
 - _____ Animal disease
- _____ Fertility
- _____ Water management (availability, cost, etc.)
 - _____ Availability
 - _____ Cost
 - _____ Quality
 - _____ Restrictions on use
- _____ Land quality
 - _____ Slope
 - _____ Soil type
 - _____ Degraded (salinated, eroded, etc.)
- _____ Feed/forage production

Notes:

P2: Are (Interviewer should mention **bold-faced** items from list below that were NOT mentioned by respondent in P1) **major production constraints? Why is that?**

- _____ **Pest**
 - _____ Weed
 - _____ Insects
 - _____ Pathogens
 - _____ Nematodes
 - _____ Animal disease
- _____ **Fertility**
- _____ **Water management (availability, cost, etc.)**
 - _____ Availability
 - _____ Cost
 - _____ Quality
 - _____ Restrictions on use
- _____ **Land quality**
 - _____ Slope
 - _____ Soil type
 - _____ Degraded (salinated, eroded, etc.)
- _____ **Feed/forage production**

Notes:

P3: What, if anything, do you think Extension and USDA could do to help these farmers and ranchers deal with these constraints?

Notes:

Interviewer proceeds to interview question 5.

Access to Resources subsection

In the questionnaire you mentioned that access to resources, such as land, labor, operating supplies, fixed assets, equipment, and custom or veterinary services, is an important problem for this farming and ranching population.

R1: In your opinion, describe the major resource constraints or resource needs for these clients? What problems do the clients face with accessing or trying to improve (interview refers to constraint respondent mentioned)?

Checklist for interviewer:

- Land
- Labor
- Machinery or equipment
- Fixed assets (like fencing, buildings, etc.)
- Operating supplies (like fertilizer, animal medicines or feed)
- Custom services
- Veterinary services

Notes:

R2: What else comes to mind like...(Interviewer should mention items from list below that were NOT mentioned by respondent in R1)

Checklist for interviewer:

- Land
- Labor
- Machinery or equipment
- Fixed assets (like fencing, buildings, etc.)
- Operating supplies (like fertilizer, animal medicines or feed)
- Custom services
- Veterinary services

Notes:

R3: What, if anything, do you think Extension and USDA could do to help these farmers and ranchers deal with these constraints?

Notes:

Interviewer proceeds to interview question 5.

Finances & Financial Management subsection

In the questionnaire you mentioned that finances and financial management are an important problem for this farming and ranching population.

F1: In your opinion, describe the major constraints or needs that these clients face in financing their farms and ranches and also managing their finances?

F1a: Ask if respondent asks for clarification: For examples things like financial advice, record keeping, getting credit or having a formal business plan.

Notes:

F2: What, if anything, do you think Extension and USDA could do to help these farmers and ranchers deal with these constraints?

Notes:

Interviewer proceeds to interview question 5.

Marketing Subsection

In the questionnaire you mentioned that marketing is an important problem for this farming and ranching population.

M1: In your opinion, describe the major constraints or needs that these clients face in marketing their products.

M1a: Ask if respondent asks for clarification: For example, thinks like having options for marketing their products, or a poor marketing plan, or not being able to raise products that bring a good price.

Notes:

M2: What, if anything, do you think Extension and USDA could do to help these farmers and ranchers deal with these constraints?

Notes:

Interviewer proceeds to interview question 5.

Government Regulations Subsection

In the questionnaire you mentioned that regulatory and policy impacts are an important problem for this farming and ranching population.

G1: In your opinion, what are the major regulatory and policy constraints or needs of these clients?

Notes:

G2: What, if anything, do you think Extension and USDA could do to help these farmers and ranchers deal with these constraints?

Notes:

G3: What changes in policy or regulation could help these clients improve the success of their farming or ranching business?

Notes:

Interviewer proceeds to interview question 5.

APPENDIX I
FARMER QUESTIONNAIRE

Thank you for participating in this research. The questionnaire collects information about your farm/ranch enterprise and problems you face as a farmer/rancher. Reminder: your responses to the following questions will remain confidential.

Please answer the following questions about yourself and the farm or ranch.

1. Do you own a farm or ranch? Yes_____ No_____

If **YES to question 1**, how many years have you owned a farm or ranch? _____years

2. Do you run a farm or ranch? Yes_____ No_____

If **YES to question 2**, how many years have you operated a farm or ranch? ____years

3. How much land do you use to run the farm or ranch? (Fill in one of the blanks).
_____acres or _____square feet

4. What is your primary occupation? _____

5. What is the ownership structure of the farm or ranch? (Check one).

- _____ Individual operation (sole/family proprietorship)
- _____ A legal partnership
- _____ A family-held corporation
- _____ A non-family corporation
- _____ A cooperative
- _____ Other (including estates and trusts)

6. What are your main reasons for farming or ranching? (Check all that apply).

- _____ Enjoy farming and ranching
- _____ Tradition in my family
- _____ Way to earn money
- _____ Want to own my own business
- _____ Other—(please describe here)_____

7. What will happen to your farm or ranch when you stop farming or ranching? (Check one).

- _____ It will be inherited by a family member.
- _____ It will be sold to a family member.
- _____ It will be inherited by a non-family member.
- _____ It will be sold to a non-family member.

- It will be donated to an organization or agency.
 I don't know.

8. What are the **TWO** most important kinds of products that you produce on your farm or ranch? Please mark the most important product as **A** and the second-most important product as **B**.

- | | |
|--|---|
| <input type="checkbox"/> Horticultural crops (fruits, nuts & vegetables) | <input type="checkbox"/> Livestock |
| <input type="checkbox"/> Field crops (corn, soybeans, etc.) | <input type="checkbox"/> Poultry |
| <input type="checkbox"/> Ornamental plants | <input type="checkbox"/> Fish and other aquatic animals |
| <input type="checkbox"/> Timber products | |
| <input type="checkbox"/> Other--(please describe here) _____ | |

9. How many years have you been raising these products? Check one box for Product **A** and Product **B** you listed in question 8.

	Less than 3 years	3 to 7 years	More than 7 years
Product A			
Product B			

10. In general, which **TWO** of the following kinds of factors are most important in keep you from meeting your goals as a farmer or rancher? **Mark 1 by the most important factor and 2 by the second most important factor.** Please use each number only once.

- Getting the resources I need to make my farm or ranch more productive, things like fertilizer, labor, land and machinery
- Marketing, finding ways to sell what I produce at a profit
- Finances and financial management, including credit and sound financial advice
- Knowing about the kinds of programs and sources of reliable information available to me
- Things I cannot control like government regulations

The following question focuses on the kind of problems you may have with accessing resources.

11. Do you have a problem in getting or using any of the following resources that you need? Use a scale of 1 to 5 where **1 means not much of a problem** and **5 means a very serious problem**. Mark one box for each kind of resource.

Resource	1 Not much of problem	2	3	4	5 Very serious problem
Land					
Labor					
Machinery & Equipment					
Fixed Assets (like fencing, building, etc.)					
Operating supplies (like fertilizer, animal medicines or feed)					

Fuel					
Water					
Custom Services (like hay baling)					
Veterinarian Services					

The following set of questions focuses on marketing aspects of your farm or ranch.

12. How often do you use each of the following ways to sell your products? Use a scale of 1 to 5 where **1 means never** and **5 means always**. Mark one box for each way of marketing.

Way of Marketing	1 Never	2	3	4	5 Always
Through a middleman (like a broker or livestock auction)					
Marketing cooperative					
Marketing contracts					
Direct to consumer, including restaurants & institutions					

13. How much do you agree or disagree with each of the following statements. Use a scale of 1 to 5 where **1 means strongly disagree** and **5 means strongly agree**. Mark one box for each statement.

Statements	1 Strongly disagree	2	3	4	5 Strongly agree
I don't have enough options about how to market my products.					
I can't raise the crops or livestock that bring a premium price on the market.					
I don't have a marketing plan for my farm or ranch.					
I have a hard time finding buyers for my product.					
I have a hard time meeting the conditions that the buyers set.					
I have to go too far to get to the market.					
I don't have the time to do a good job on marketing.					
Market prices are down when I have to sell my products.					
I can't produce what the buyers want.					
I don't have any way of increasing the value of what I raise.					
I don't know where I will sell my products before I produce them.					
Too many people around here produce the same thing.					

The following set of questions focuses on financial aspects related to your farm or ranch.

14. How much do you rely on the following sources of credit for your farm or ranch? Use a scale of 1 to 5 where **1 means not at all** and **5 means a great deal**. Mark one box for each credit source.

Sources of Credit	1 Not at all	2	3	4	5 A great deal
Commercial bank (like Bank of America)					
Farm Credit					
Local Bank					
Credit Union					
Cooperative					
Farm Service Agency (of USDA)					
Family member, friend or associate					

15. How much do you agree or disagree with each of the following statements? Use a scale of 1 to 5 where **1 means strongly disagree** and **5 means strongly agree**. Mark one box for each statement.

Statements	1 Strongly disagree	2	3	4	5 Strongly agree
I can't get good financial advice.					
I can't get information about how to manage my business finances.					
I don't know where to get information about financing my farm or ranch.					
I don't have an accountant who keeps the books for the farm or ranch.					
I don't have professional help with managing my farm or ranch finances.					
I don't have enough time to keep good records for my farm or ranch.					
I don't know enough about how to keep good records for my farm or ranch.					
Getting a loan is too hard.					
I don't have enough insurance to cover my farm or ranch.					
I can't get enough credit to run my farm or ranch.					
I have trouble opening a bank account for my farm or ranch business.					
I don't have enough collateral to get a farm or ranch loan through most lenders.					
I can't get the financing I need to expand my operation.					
I don't have a formal business plan for my farm or ranch.					

The following set of questions focus on sources of information and programs you may use for your farm or ranch business.

16. How much do you rely on the following sources to get information about farming or ranching? Use a scale of 1 to 5 where **1 means almost never** and **5 means almost always**. Mark one box for each information source.

Information Source	1 Almost never	2	3	4	5 Almost always
Family					
Cooperative extension or other USDA government agencies (like FSA, NRCS & RMA)					
Other farmers or ranchers					
Events (like field days, workshops, conferences & tradeshow)					
Farm Organizations (like Farm Bureau, cooperatives, farm groups & non-profit organizations)					
Feed and seed dealers					
Lenders					
Government publications about farming or ranching					
Commercial publications about farming or ranching					
Internet					
TV or Radio					

17. How useful to you would it be to get information in Spanish about the following topics related to running a farm or ranch? Use a scale of 1 to 3 where **1 means not useful** and **3 means very useful**. Mark one box for each topic.

Topics	1 Not useful	2	3 Very useful
Production problems (like pest, fertility & water management)			
Access to resources (like land & labor)			
Marketing			
Finances			
Government regulations & policy			
USDA programs			

18. How much do you agree or disagree with each of the following statements? Use a scale of 1 to 5 where **1 means strongly disagree** and **5 means strongly agree**. Mark one box for each statement.

Statement	1 Strongly disagree	2	3	4	5 Strongly agree
It's hard for me to do business in English.					
There is no good information out there that can help me run my farm or ranch.					
Not being able to talk to government officials in Spanish is frustrating.					
I rely less on people with different background than me for advice.					
I don't know where or who to go to get information that will help me improve farm or ranch operation.					

19. Have you ever participated in or used the following USDA programs, activities and resources? Use a scale of 1 to 3 where **1 means never participated or used**, **2 means participated or used in the past but NOT participating in or using currently** and **3 means currently participating or using**. Mark one box for each program, activity or resource.

USDA Programs, Activities and Resources	1	2	3
Environmental Quality Incentive Program (EQUIP)			
Conservation of Private Grazing Land (CPGL)			
Conservation Reserve Program (CRP)			
Conservation Technical Assistance Program (CTA)			
Small, Limited Resource and Beginning Farmers/Ranchers Program			
USDA Farm Loans			
Crop Insurance Program			
Minority and Socially Disadvantaged Farmers Assistance			
National Small Farms Conference			
Sustainable Agriculture Research and Education (SARE) educational programs			
SARE grant for producers			
SAN Bulletins			
Small Farms Program Fact sheets, Publications, Resource Guide, or Small Farms Digest			
Grants from the Outreach and Assistance for Socially Disadvantaged Farmers and Ranchers (OASDFR) Program			

20. How many times have you received Disaster Assistance in the last 10 years?
 _____ times

21. How satisfied are you with your interaction with the following USDA agencies and programs? Use a scale of 1 to 5 where **1 means not satisfied** and **5 means very satisfied**. Mark **NE** if you **have no experience** with these agencies. Mark one box for each agency.

USDA Agencies & Programs	1 Not satisfied	2	3	4	5 Very satisfied	NE
Farm Service Agency (FSA)						
Natural Resource Conservation Services (NRCS)						
Risk management Agency (RMA)						
Cooperative Extension Services						
Sustainable Agriculture Research and Education Program (SARE)						
National Small Farms Program						
Other USDA Agencies						
Environmental Quality Incentive Program (EQUIP)						
Conservation of Private Grazing Land (CPGL)						
Conservation Reserve Program (CRP)						
Conservation Technical Assistance Program (CTA)						
Small, Limited Resource and Beginning Farmers/Ranchers Program						
USDA Farm Loans						
Crop Insurance Program						
Minority and Socially Disadvantaged Farmers Assistance						

The following set of question focuses on government regulation/policy and your farm/ranch location.

22. How much do you agree or disagree with the each of the following statements? Use a scale of 1 to 5 where **1 means strongly disagree** and **5 means strongly agree**. Mark one box for each statement.

Statement	1 Strongly disagree	2	3	4	5 Strongly agree
There are too many government regulations.					
I cannot understand the government regulations.					
I don't know which government regulations are important for me to know about.					
I cannot get good advice about how to comply with government regulations.					
Property taxes for my farm or ranch are becoming a big problem.					
Farming/ranching is being crowded out in my area.					

The following set of questions focuses on general information about yourself.

23. Are you male or female? Male Female

24. What is your highest level of formal education completed?

- Less than a high school diploma
- High school diploma or equivalency (GED)
- Some college (includes a two year degree)
- Completed 4 year degree (BA or BS)
- Graduate school or professional school

25. How well do you speak, read and write in English? Use a scale of 1 to 3 where 1 means poor, 2 means average and 3 means well.

Skills	1 poor	2	3 well
Speaking			
Reading			
Writing			

26. Where is your family originally from? List up to three **countries**.

27. How long has your family been in the United States? (Check one).

- I immigrated here.
- My parents immigrated here.
- My grandparents immigrated here.
- My family has been here for more than three generations.

28. Are your parents farmers or ranchers? Yes No

29. Are any other of your family members' farmers or ranchers? Yes No

30. What is the farm/ranch's gross income for 2006? (Check one item).

- \$0-\$10,000
- \$10,001-\$100,000
- \$100,000-\$250,000
- over \$250,000

This is the end of the self-completion questionnaire. Thank you for your time and participation. Someone will contact you soon for an interview. The interview will focus on your main goals for your farm or ranch, problems you face related to running your farm or ranch and your suggestions on how USDA and Extension can improve their programs and services. We will also ask you to refer us to other small-scale Hispanic or Latino farmers or ranchers who might be willing to participate in our study.

Thank you again for your participation!

APPENDIX J
FARMER INTERVIEW

1. How did you get started in (farming or ranching)?

Notes:

2. What are your main goals for the (farm or ranch)? What's the most important thing you would like to accomplish in the next year or two?

Notes:

What about in the next ten years?

Notes:

3. Tell me about your farming or ranching operation. What do you produce?

Notes:

3a. Why do you produce (interviewer refers to crops/animals mentioned in 3.)? Is there a reason why you produce (interviewer refers to crops/animals mentioned in 3.) instead of something else?

Notes:

3b. Do other farmers/ranchers nearby produce the same things as you? OR Are you the only one in your area that produces these things?

Notes:

3c. Have you tried other crops or livestock? _____yes _____no
If farmer responds yes: What other crops or animals?

Notes:

3d. Why did you stop raising (interviewer refers to crops/animals mentioned in 3c.)?

Notes:

3e. Would you like to try raising something else?

Notes:

IF responds yes to 3e: **3e1. What keeps you from trying something else?**

Notes:

4. **What are the main production problems you face when raising** (interviewer refers to crops/animals mentioned in 3.)? **If farmer asks for detail say: things like pest, fertility or disease problems. What about** (interview refers to problem mentioned by respondent) **is a problem?**

Interviewer should check items mentioned by farmer as farmer responds:

- Pest
 - Weed
 - Insects
 - Pathogens
 - Nematodes
 - Animal disease
- Fertility
- Water management (availability, cost, etc.)
 - Availability
 - Cost
 - Quality
 - Restrictions on use
- Land quality
 - Slope
 - Soil type
 - Degraded (salinated, eroded, etc.)
- Feed/forage production
- Weather

Notes:

4a. What else that comes to mind, like ...

Interviewer should mention items from main list below that were NOT mentioned by respondent: (say boldfaced items)

_____ **Pest**

- _____ Weed
- _____ Insects
- _____ Pathogens
- _____ Nematodes
- _____ Animal disease

_____ **Fertility**

_____ **Water management** (availability, cost, etc.)

- _____ Availability
- _____ Cost
- _____ Quality
- _____ Restrictions on use

_____ **Land quality**

- _____ Slope
- _____ Soil type
- _____ Degraded (salinated, eroded, etc.)

_____ **Feed/forage production**

_____ **Weather**

Notes:

5. What have you done to try to solve (interviewer should mention items that respondent said above)
problem(s)?

Notes:

6. Have you gone anywhere to get help with these production problems?

yes no **IF YES: Where have you gone to get help?**

Notes:

If farmer does not mention any USDA agency or extension: Have you ever worked with anyone from Cooperative Extension Service such as county extension agents or anyone from the United States Department of Agriculture on any of these production problems? yes no If yes: Who did you work with?

Notes:

Interviewer moves to one of five sub-sections:

Resources

Marketing

Finances

Access to information

Regulatory/policy

After completing sub-section, interviewer asks closure questions.

7. Do you think that being a Hispanic/ Latino farmer or rancher has unique problems when it comes farming or ranching in the USA?

Notes:

8. Are there other types of problems that you have with your farm or ranch operation?

9. I just asked you about production and (interviewer refers to subsection topic) problems and problems that are unique to Hispanic/Latino farmers and ranchers. What could the United States Department of Agriculture or Cooperative Extension Services do to help solve these problems? What would be really useful to you?

Notes:

Let's move on to a few closure questions.

10. Where is your (farm/ranch) located? Approximately how far in miles is it from the closest city ?

If farmer asks for specifications of city say: A city is defined as having a population of 100,000.

11. Would you like us to send you a free copy of a USDA publication in Spanish that provides information about USDA agencies and their services available to farmers and ranchers?
_____yes _____no What is your mailing address?

Notes:

12. Are there any other Hispanic-Latino farmers or ranchers that you know who could participate in this study? ____yes____no

Can you give me their contact information? ____yes ____no

If yes:

Do you mind if I mention your name when I contact them? ____yes ____no

Should I contact any of these people in Spanish? ____yes ____no

If yes: Who?

Notes:

13. We will send you a summary of your interview response to make sure that I have correctly understood what you have shared with me today. How would you like for me to send this to you – by email, fax or mail?

If respondent says email or fax: What is your (fax number or email address)?

Thank you again for your time and help with this research.

Access to Information Subsection

On the questionnaire you mentioned getting that good information is a problem. Let's talk about that some more.

- A1. Do you work with any non-governmental farm organizations that provide services to farmers/ranchers? This includes both for-profit and non-profit organization. _____yes
_____no (If responds no then skip to question A3)**

If yes: Which ones do you work with? What kinds of services and information do they provide for you?

Notes:

- A2. (ASK ONLY IF RESPONDS YES TO A1) Are you satisfied are you with your interaction with each of these companies or organization? (Interviewer restates organizations farmer listed in A1 if farmer does not mention them here) Why is that?**

Notes:

A3. What kinds of things do you think there needs to be more information about to help improve your farm/ranch business? Interview should check topics below most related to farmer's response.

- Production issues
- Production resources
- Marketing
- Finances
- Government regulations

A4. What kinds of problems do you have with getting the information you need?

Notes:

Interviewer asks farmer closure questions.

Government Regulations/Policy Subsection

Based on the questionnaire you mentioned that government regulations are a bit of a problem. Let's talk a little bit more about that.

G1. What kinds of policies or regulations can help you improve the success of your farming or ranching business? (note to interviewer – this question may not work well -- note if the respondent provided an adequate answer)

Notes:

G2: Do you have any difficulty with meeting government regulations or policy requirements? ____**yes**
____**no** **IF responds yes ask:** What makes them a problem?

Notes:

G3. Who do you go to when you have problems with understanding regulations and policy or needing advice on how to meet regulatory requirements?

Notes:

If farmer/rancher does not mention any USDA agency or extension: Have you ever worked with anyone from Cooperative Extension Service such as county extension agents or anyone from the United States Department of Agriculture on any of these problems?

Interviewer asks farmer closure questions.

Production Resources Subsection

Based on the questionnaire you seem to have some problems getting the resources that you need. I'd like to know more about that.

R1. First, what are the main production resources that you need or want to improve?

R1a. What about land, labor, machinery and equipment, things like fencing or storage facilities, operating supplies, like fertilizer or pesticides or custom services or vet services?

Checklist for interviewer:

- Land
- Labor
- Machinery or equipment
- Fixed assets
- Operating supplies
- Custom services
- Veterinary services

Notes:

R2. Why is getting or improving (interviewer states resource mentioned by farmer) a problem for you? What gets in the way?

Notes:

R3. What have you tried to do to be able to get or improve (interviewer states resource mentioned by farmer)?

Notes:

R4. Where have you gone to get help to get or improve these resource problems?

Notes:

If farmer does not mention any USDA agency or extension: Have you ever worked with anyone from Cooperative Extension Service such as county extension agents or anyone from the United States Department of Agriculture on any of these problems?

Interviewer asks closure questions.

Finances Subsection

On questionnaire you mention like most other farmer/ranchers that finances are a headache.

F1. What parts of (farm/ranch) finances causes you the biggest problems?

Interviewer should check items mentioned by farmer as farmer responds:

- Record keeping
- Financial management
- Business planning
- Finding/getting finances
- Financial advice
- Taxes

Notes:

F1a. Anything else that comes to mind, like ...

Interviewer should mention items from list below that were NOT mentioned by farmer/rancher:

- Record keeping
- Financial management
- Business planning
- Finding ways to finance farm/ranch
- Financial advice
- Taxes

Notes:

F2. Have these financial problems become more serious over the years? ___yes ___no If farmers responds yes ask: **Why is that?**

Notes:

F3. Are you satisfied with your current credit sources? ___yes ___no
If farmers responds no ask: How can these sources provide you with better services?

(note to interviewer – this question may not work well -- note if the respondent provided an adequate answer)

Notes:

F4. When you want to get new information or advice related to farm/ranch finances who do you go to?

Notes:

If farmer/rancher does not mention any USDA agency or extension: Have you ever worked with anyone from Cooperative Extension Service such as county extension agents or anyone from the United States Department of Agriculture on any of these finance problems?

___yes___no

If yes: Who did you work with?

Notes:

Interviewer asks farmer closure questions.

Marketing Subsection

On the questionnaire you said that you are not happy with the way you have to market your products.

M1. Can you explain how you market your products? What is your overall approach to marketing your products?

Notes:

M2. Why do you market your products this way?

Notes:

M3. Have you tried any other ways to market your products? ___**yes** ___**no**
If farmer responds yes ask: What did you do?

Notes:

**If the farmer does not indicate why the approach did not work interviewer repeats
alternative approach farmer mentioned in M3: Why didn't you keep marketing your products
that way?**

M4: What are the biggest challenges you face with marketing your products?

Notes:

M5: What would you like to do differently in your marketing approach?

Notes:

M6: When you want to get new ideas or advice about marketing who or where do you go to?

Notes:

If farmer does not mention any USDA agency or extension: **Have you ever worked with anyone from Cooperative Extension Service such as county extension agents or anyone from the United States Department of Agriculture on any of these marketing problems?** ___yes

___no
If yes: **Who did you work with?**

Interviewer asks farmer closure questions.

APPENDIX K
SUPPLEMENT TO EXTENSION PROFESSIONAL ANALYSES

Figure 1: Extension Professional Occupation Area

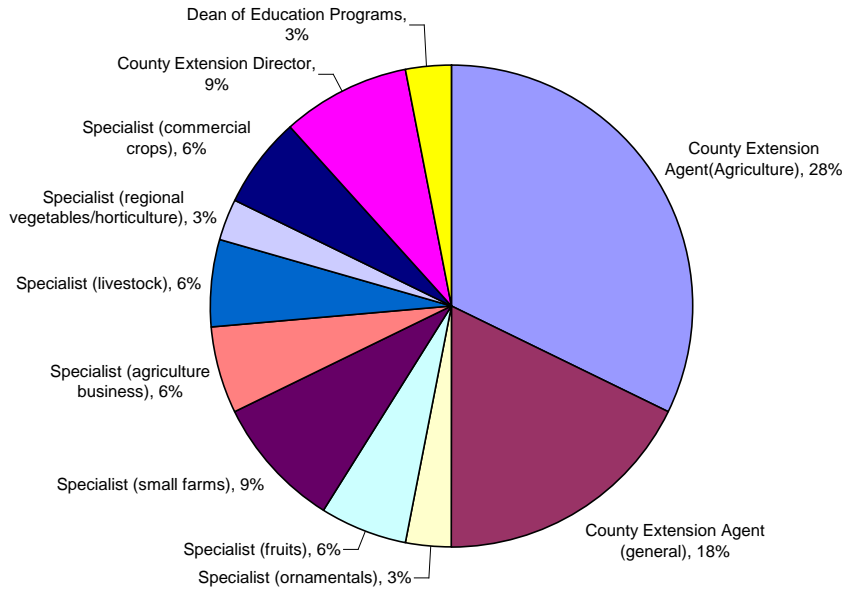


Table 1: Population Status of Hispanic Farmers According to Extension Professionals

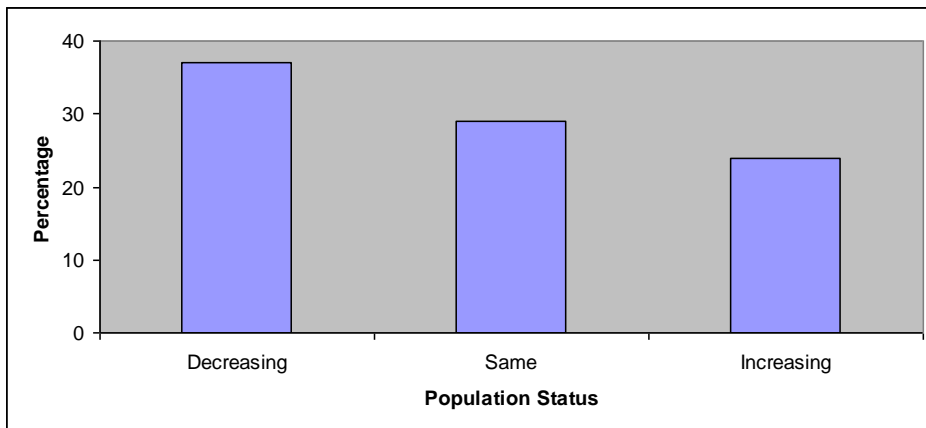


Table 2: Most Important Enterprises of Hispanic Farmers According to Extension Professionals

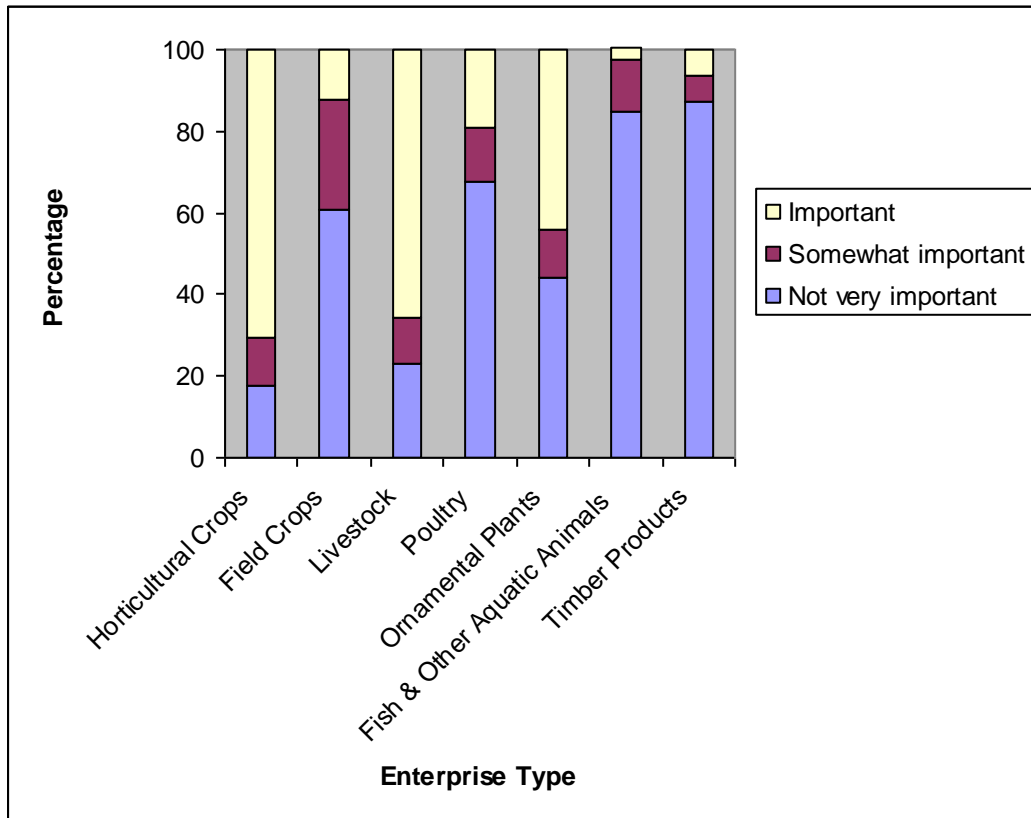


Table 3: The Degree to Which Marketing Methods are Used by Hispanic Farmers According to Extension Professionals

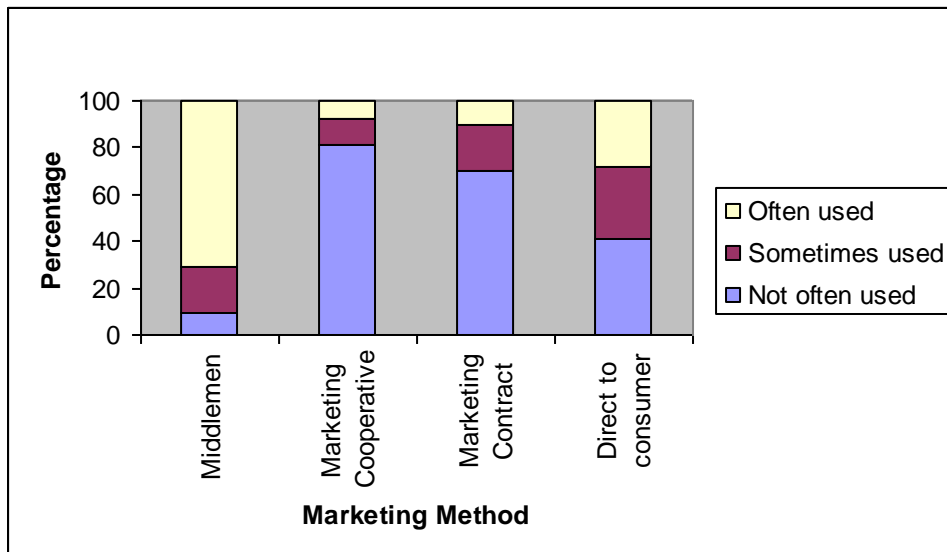


Table 4: The Degree to Which Certain Credit Sources are Relied Upon by Hispanic Farmers According to Extension Professionals

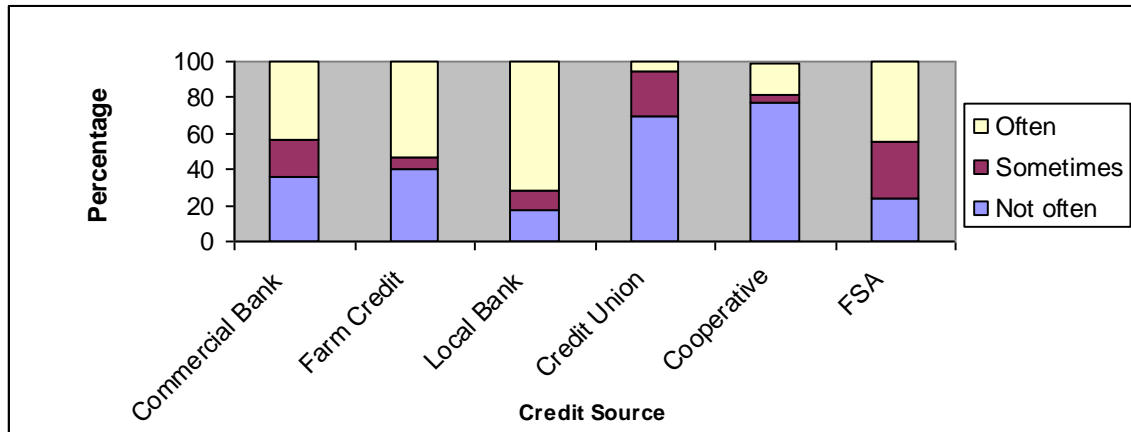


Table 5: The Degree to Which Hispanic Farmers Rely Upon Certain Information Sources According to Extension Professionals

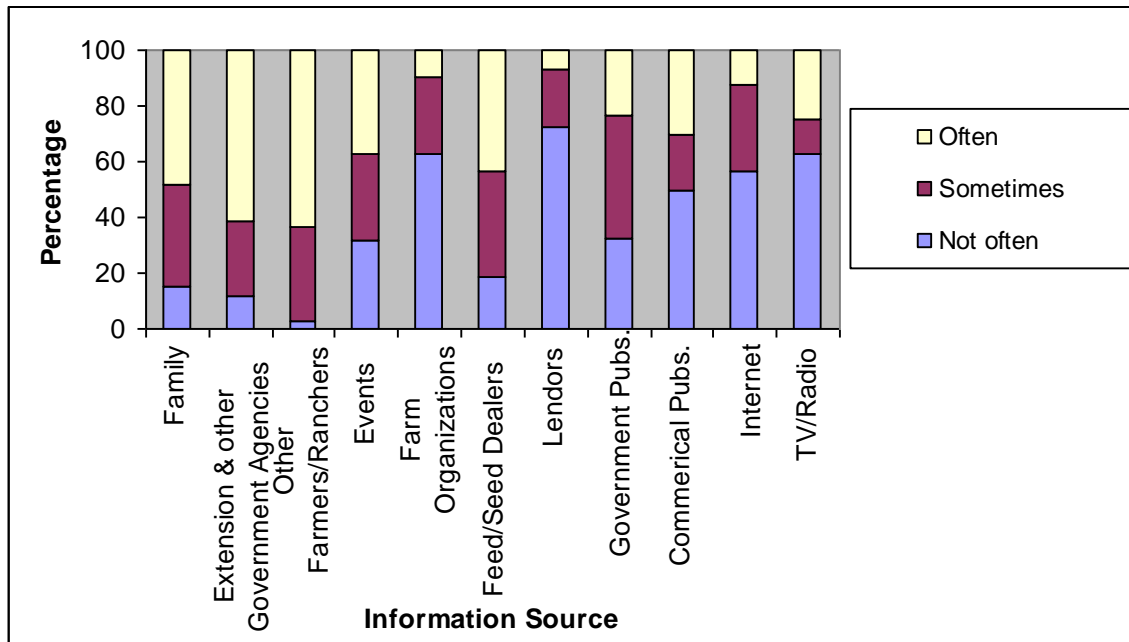


Table 6: How Well USDA Agencies and Land Grant Universities Meet the Needs of Hispanic Farmers

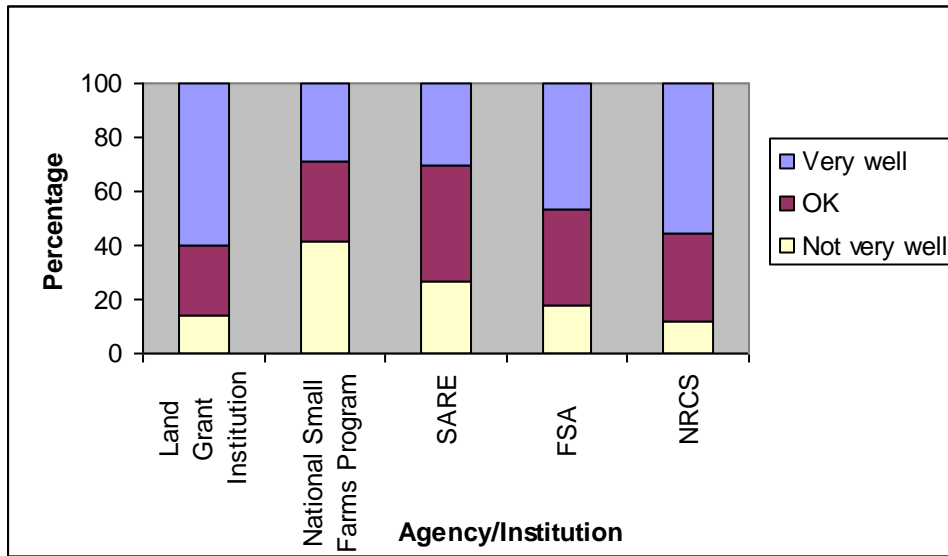


Table 7: Hispanic Farmer Production Resource Problems Identified by Extension Professionals

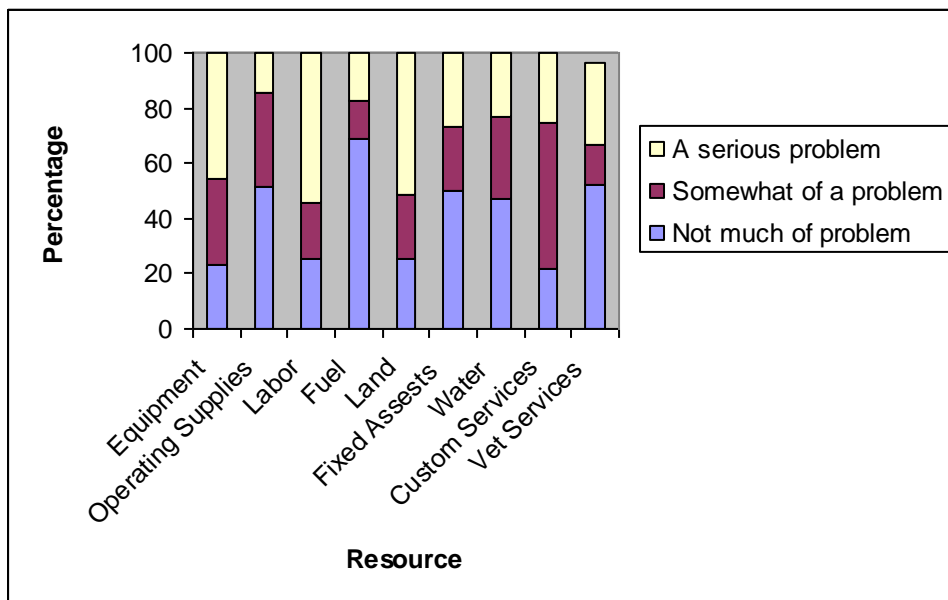
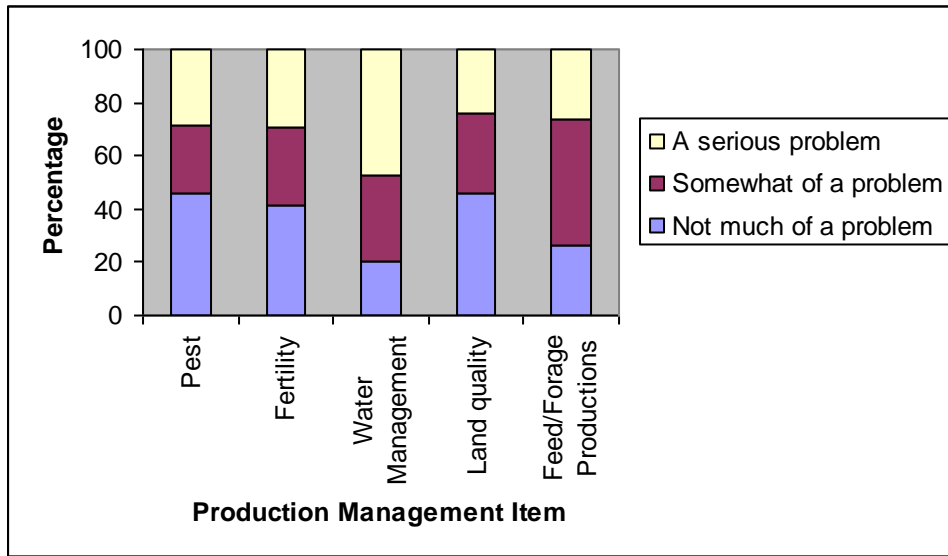


Table 8: Hispanic Farmer Production Management Problems Identified by Extension Professionals



APPENDIX L
ANALYSIS OF CONSTRAINTS IDENTIFIED BY EXTENSION PROFESSIONALS SPECIFIC TO EACH
STATE OR TERRITORY

The following provides information about issues specific to each state that are not included in the overall extension professionals' analysis.

New Mexico

Constraints for farmers: The most important issue recognized among professional in New Mexico are those related to development pressure.

Additional Marketing constraints: Clients lack of time to market products. "They don't want to spend that much time on marketing especially because they are the only ones working on the farm." (Anonymous Participant 4, personal communications, February 2007). Marketing constraints that were identified by professionals at a secondary level include:

- Lack of access to markets and economic opportunities due to isolation in rural areas– markets are too far away and transportation cost become high
- Clients lack marketing plans
- Clients lack confidence to make changes in marketing strategies

Finances and Production constraints:

- Clients selling water rights to increase profits which in turn reduces amount of water available for production

Other constraints:

- it is difficult for clients to change production system to market their products at a better price due to high start up of cost to alter production system (e.g. organic, grass-fed)
- Clients lack confidence to try growing new products

Extension Professional and Institution Constraints

Professionals' Constraints:

- Difficult to convince people to improve their operation

Institution's Constraints:

- Major constraint: institution is too busy to meet needs of extension professionals
- Not enough of monetary funds being distributed to county level

USDA Constraints:

Forest Service: conflicts over who owns land and how it should be used related to grazing permits

- Difficult to qualify for services
- Slow with appeal process

Florida

Constraints for farmers: The number one constraint identified by professionals in state is access to information. Clients lack access to technology (no access to faxes or computers) and don't seek services.

Production Resources Constraints:

- Feed/forage production –clients don't know how to manage forage production properly
- Disease and pests
 - Causes soil problems
 - Clients don't know how to manage pest/disease problems
 - This is partially because clients cannot read labels well

Other Production Constraints:

- Clients don't realize how important it is to manage soils, especially immigrants

Finance (production related) Constraints:

- Clients lack awareness of production costs
- Clients do not understand how products are priced

Extension Professionals and Institution Constraints

- Clients' misconception: they believe that extension and land-grant university have regulatory role not role as education provider
 - Growers worried about government (illegal immigration issues) so they don't go to extension for advice
- Difficult to service part-time clients "they don't have time to participate in programs" (Anonymous Participant 5, personal communications, February 2007).

Texas

Constraints for farmers:

Marketing Constraints:

- Competition with large scale farmers and land holders
 - large growers and companies that are more aggressive and understand the market and how to market products
 - these large-scale growers have more tools and resources to farm – like people, experts, financial support
 - Hispanic small-scale farmers can only market smaller quantities due to low volume
 - can't meet the demand of the larger buyer due to small acreage
 - can't get packing shed or can't get into wholesale groups (related to production resources)

Other constraints

- Land prices and ownership
 - land prices increasing for recreational use: hunting of white tail population
 - farmers don't have subsurface rights to help with income
 - can only own surface – problematic for new land owners
 - most mineral rights not sold with the property – oil effecting property
 - sometimes companies will drill underground and farmers will not get dividends
 - before lots of people were able to have successful operations because the operation was subsidized by mineral and oil dividends

Extension Professional and Institution Constraints

Extension Professionals Constraints:

- Professionals are supposed to meet work goals but these programs are not meeting needs of farmer and benefiting farmers
 - Goals used to be outcome based but now they are number based and extension professionals have to try and increase contacts (an issues of quality verses quantity)

Professionals and Institution Constraints:

- Lack of uniform communication between county level professionals and professionals at the University

California

Constraints for farmers:

Marketing Constraints:

- Clients don't have the economic scale to produce mass quantities year round

Finance Constraints:

- Clients do not know how to create business plans
 - They don't know how to use money as an investment and business
 - They lack information and resources on how to plan businesses
 - They have to work harder than other producers because they don't know how to do this
- Clients come from different Latin American countries with great technical information but they go to the same type of financial providers in as they did in country of origin to get money (like the local banks) – this does not work they spend more money instead of less.

Extension Professional and Institution Constraints

Extension Professionals' Constraints:

- Professionals are required to provide more web-based services, but Hispanic clients prefer one-on-one consultation
- Professionals lack adequate expertise (general and specific)
 - Professionals are focused in an area of expertise so they lack information about other topics to help farmers. As a result other farmers with more experience know more about the different services available to farmers than professionals do.

Puerto Rico

Constraints for farmers:

Production Constraints:

- Low availability of labor
 - People don't work because they can get government welfare (can make more money from welfare than from being laborer on farm)
 - Competition with construction industry – people make more money working with construction
- Lack of machinery
 - farmers used to rely on machinery from the government (department of Agriculture), but programs were eliminated so they don't have access to much equipment
- Waste management problems

Marketing Constraints:

- Problems with marketing nucleus
 - Description of Nucleus
 - Government developed a program that regulates farmers planting and allows for production all year
 - The plan was to help farmers avoid planting at same time and service as a marketing organization
 - For many years government agencies tried to improve marketing issues with this program
 - Problems with marketing nucleus include:
 - that farmers stopped using the nucleus because the nucleus only sold to a few consumers
 - once market was flooded with products the nucleus would not accept products of farmers
 - there is discrepancy among professionals about the nucleus' effectiveness as a marketing option for farmers

Government Regulations and Programs Constraints:

- Frequent changes in administration causes changes in regulation
 - farmers don't agree with changes
- Most clients do not have money and depend on government incentives or loans. When there are delays in payments (e.g. Labor Subsidy) farmers have problems
- Many are leaving the farms because they do not have crop insurance and labor insurance or meet other requirements
- foreigners come to Puerto Rico and get more help from government than people from here
 - Farmers have “complex” that they are last to be helped in Puerto Rico by the government. They think that they get what is left over from the US.

Finance Constraints:

- Many farmers do not follow professionals' advice because they think it is too expensive

Extension Professional and Institution Constraints

Extension Professionals' Constraints:

- Technology limitations
 - (1) Lack equipment to help farmers
 - Soil test equipment
 - GPS
 - (2) Lack of communication and information technology
 - Computers, laptops
 - (3) Lack of knowledge about how to use information and computer technologies and how to teach clients to use them
- Difficult to change clients' attitudes
 - farmers think they know everything and do not trust professionals' advice
 - It is difficult to make clients change their traditions (such moon cycles to plant)
 - Clients are conservative in decision making
- Clients don't follow professionals' recommendations
 - Don't have economic resources to do so
 - Clients think recommendations are too expensive to follow
- Farmers confuse land grant institution with Department of Agriculture and expect extension to give incentives
 - Farmers don't come to training unless there is an economic incentives
- Professionals don't have enough knowledge to help farmers (ex. production, regulations, public policies, etc)
- Field agents are not well supervised
 - Activities and plans are given to them but the application of these plans are sometimes not carried out well by agents

Institution Constraints

- Frequent administrative change
 - Makes extension programs unstable
 - Eliminates both good and bad programs from the past

USDA constraints: Biggest issues are tied with meet government regulations and requirements. These tie into getting incentives because if clients cannot meet regulations or requirements then cannot get incentives.

- Lack of communication between USDA agencies and extension professionals
 - Extension professionals do not know how to help farmers complete paperwork for USDA programs and how USDA legal procedures work
 - Extension professionals are unaware of USDA programs other than ones that have economic incentives
- USDA Administration changes affects the USDA agencies works, there is no continuity in ideas and programs
 - There is negative view of USDA because the lack of efficiency in the administration
 - too much politics in the hiring process

APPENDIX M
UNIQUE ISSUES FOR FARMERS IN PUERTO RICO AND SOUTH FLORIDA

Puerto Rico

- Government Programs
 - Poor and unstable programs
 - Programs are constantly changing and disappearing – farmers start with a program and then are left on their own when program changes or disappears
 - Most Puerto Rico farmers use FSA and Department of Agriculture programs
 - These agencies do not communicate with each other
 - They do not reach out to farmers
 - Department of Agriculture
 - Department of agriculture got rid of or reduced funding for its programs – like labor, pesticides, machinery programs
 - Labor subsidies are always delayed and Department inaccurately reports number of labor hours worked (undercounts)
 - Marketing Nucleus Program
 - got rid of program
 - needed to pay to participate
 - didn't pay well for products
 - Department biased on choosing whose products they would help sell
 - unfair arrangement for setting prices of products (based on size of product) – farmers would get poor price for products
 - Government and consumers do not care for agriculture
- Language
 - Many farmers stated that they have a difficult time reading information in English and cannot communicate in English
 - Most USDA information is in English
- Marketing
 - Unstable and unorganized markets
 - Lots of farmers have same type of products and prices change quickly.
 - There is no control of production
- Labor:
 - Many farmers stated that it is difficult to find laborers because many potential laborers prefer to stay on welfare instead of work

South Florida

- Water and Land Issue:
 - Many farmers in south Florida stated that the government takes their agricultural lands from them for water conservation
 - The government also restricts water use
 - Cost of water is expensive
- Language Issue :
 - Many of the Spanish speakers in Florida did not see language as a constraint. This may be because many of these individuals sell their products only to other Spanish speakers and grow crops based on demand from Hispanic consumers. It appears that many do not try to access major markets. This may be an issue for these individuals if they try to market to major or more traditional markets.

APPENDIX N
RECOMMENDATIONS TO USDA AGENCIES, PROGRAMS AND
LAND GRANT UNIVERSITIES

USDA (Overall)

Critical

- Educate USDA personnel about how to avoid discriminatory behavior
- Train USDA personnel about the needs of Hispanic farmers
- USDA should include Hispanic farmer from all goal groups on advisory boards
- Create a listserv with collaborators to increase communication with each other
- Increase outreach with young farmers
- Inform extension agents about:
 - USDA programs
 - about changes or updates in USDA programs
 - relevant research results
- Create programs that are more inclusive of small farmers
- Create more programs that are aimed at limited resource farmers
- Increase funding opportunities for beginning farmers
- Increase grant opportunities for service providers and researchers that work with Hispanic farmers

High

- Increase collaboration with:
 - land grant universities
 - non-government organizations
- Increase outreach activities with collaborators to farmers
- Increase resource and service sharing with collaborators
- Create a webpage aimed at non-government organizations to help them learn about USDA and its programs
- Create bilingual publications at reading level of Hispanic farmers
- Conduct outreach activities with the general public (consumers) about:
 - importance of maintaining agriculture in USA and ways to support farming in US
 - food security
- Increase outreach with:
 - beginning farmers
 - youth by incorporating agricultural curriculum into the school systems
- Inform farmers of program changes
- Help farmers transition with programs that they are in when programs change
- Create programs specifically for beginning farmers

Secondary

- Have Spanish speaking personnel in each USDA office

National Small Farms

Critical

- Promote development of sustainable agriculture programs
- Increase awareness of National Small Farms programs
- Show Hispanic clients advantages of staying in touch with USDA and Extension
- Collect information on best outreach approaches with Hispanic farmers
- Provide service providers with a description of best outreach approaches with Hispanic farmers
- Have a session at the National Small Farm Conference with a focus on work conducted with or about Hispanic farmers

High

- Develop grants for researchers and professionals to work with Hispanic farmers
- Conduct one-time workshop to develop a "best ideas/approaches for working with H/L small farmers"

Forest Service

Critical

- increase awareness of services available to these farmers
- improve public relations with these farmers

Farm Service Agency

Critical

- Help farmers become eligible for loan programs (eligibility assistance) before farmers turn in their applications

High

- Improve public relations with these clients and awareness of programs
- Provide information about loan options other than just from FSA
- Agents help farmers fill out applications
- Agents advise farmers how to become eligible after application is rejected
- Provide agents with training on how to address needs of Hispanic farmers
- Include Hispanic farmers on Advisory Boards
- Develop a "FAQ's" for FSA professionals about Hispanic farmers and ranchers
- Develop an online and paper application process
- Develop an online credit application review process
- Response quickly during disasters
- Provide additional funding to farmers during disasters
- Insure more crop varieties
- Provide funding opportunities for:
 - minority farmers
 - beginning farmers
 - part-time farmers

Secondary

- Agents provide general financial advice to farmers
- Provide agents with Spanish language training
- Provide training to agents to improve loan expertise
- Make all forms bilingual
- Extend the period for loans
- Provide funding to farmers to buy land

Natural Resource Conservation Services

Critical

- Increase collaborative activities with partner organizations

High

- Collaborate with local Soil and Water Conservation Districts to do outreach
- Conduct on-farm demonstrations on Hispanic farms that model good conservation strategies
- Develop publication about
 - low cost water conservation strategies
 - water management during droughts
 - how to reduce effects of poor water quality
- Develop training programs about:
 - low cost water conservation strategies
 - water management during droughts
 - how to reduce effects of poor water quality on crops
- Develop programs targeted to socially disadvantaged groups
- Conduct outreach activities that will increase awareness of NRCS services and programs
- Improve public relations with Hispanic clients
- NRCS personnel assist Hispanic with filling out applications
- Develop grants for farmers that are location appropriate (aimed at local level issues)

Sustainable Agriculture Research and Education

Critical

- Conduct research about the following topics related to farming
 - Up- to-date marketing solutions and options
 - Profitable crops
- Create publications about the following topics for farmers
 - Profitable crops
 - Government regulations
- Create training programs about the following topics for farmers
 - Government regulations
 - SARE programs and services
- Train Extension Agents about government regulations
- Increase funding opportunities for small farmers
- Fund University sustainable agriculture programs
- Increase collaboration with:
 - producers
 - Universities

High

- Conduct research about the following topics related to farming
 - Warm/dry climate forage production
 - Effective ways to inform consumers about new products in the market
- Develop sessions at National SARE conferences devoted to Hispanic farmers
- Create publications about the following topics for farmers
 - labor management
 - Equipment sharing
 - Managing with development pressure
 - success stories of Hispanic farmers
- Create training programs about the following topics for farmers
 - Labor management
 - Managing with developing pressure
- Train Extension Agents about:
 - marketing methods for small farmers
 - business plan development
- Increase funding opportunities for
 - Specialty growers
 - Hispanic farmers
- Fund programs and training efforts that prioritize Hispanic farmers
- Increase number of Spanish speaking personnel

Land Grant Universities

Critical

- Develop training programs for farmers about the following topic
 - Marketing
 - Computer use
 - Internet use
 - Integrated Pest Management
 - Government regulations
 - Labor safety
 - Animal disease
 - Animal healthcare
 - Pasture quality
 - Feed
 - Soil-nutrient management
 - General Farm management
- Conduct workshops with USDA to inform clients about USDA programs and services
- Develop publications for farmers about the following topics
 - Marketing
 - Integrated Pest Management
 - Pasture quality
 - Feed
- Develop programs to include part-time farmers
- Conduct more programs:
 - in rural communities
 - at the county-level
- Conduct more small-farm on- farm demonstrations
- Conduct research about high value marketable crops
- Increase collaboration between state-level faculty, county agents and researchers at research centers
- Provide training to faculty and county agents about needs of
 - Small farmers
 - Hispanic farmers
- Train county faculty about the following topics to help farmers
 - Financial management
 - USDA programs and services
 - Needs of Hispanic farmers
 - Effective outreach strategies to increase participation of Hispanic farmers in programs

High

- Develop training programs for farmers about the following topics
 - Tax preparation
 - How to deal with issues related to development pressure
 - Financial management
 - How to maintain year-round production
 - Water quality
 - Successful farmer strategies
 - USDA programs
 - Ways to access laborers
- Develop publications for farmers about the following topics
 - Government regulations

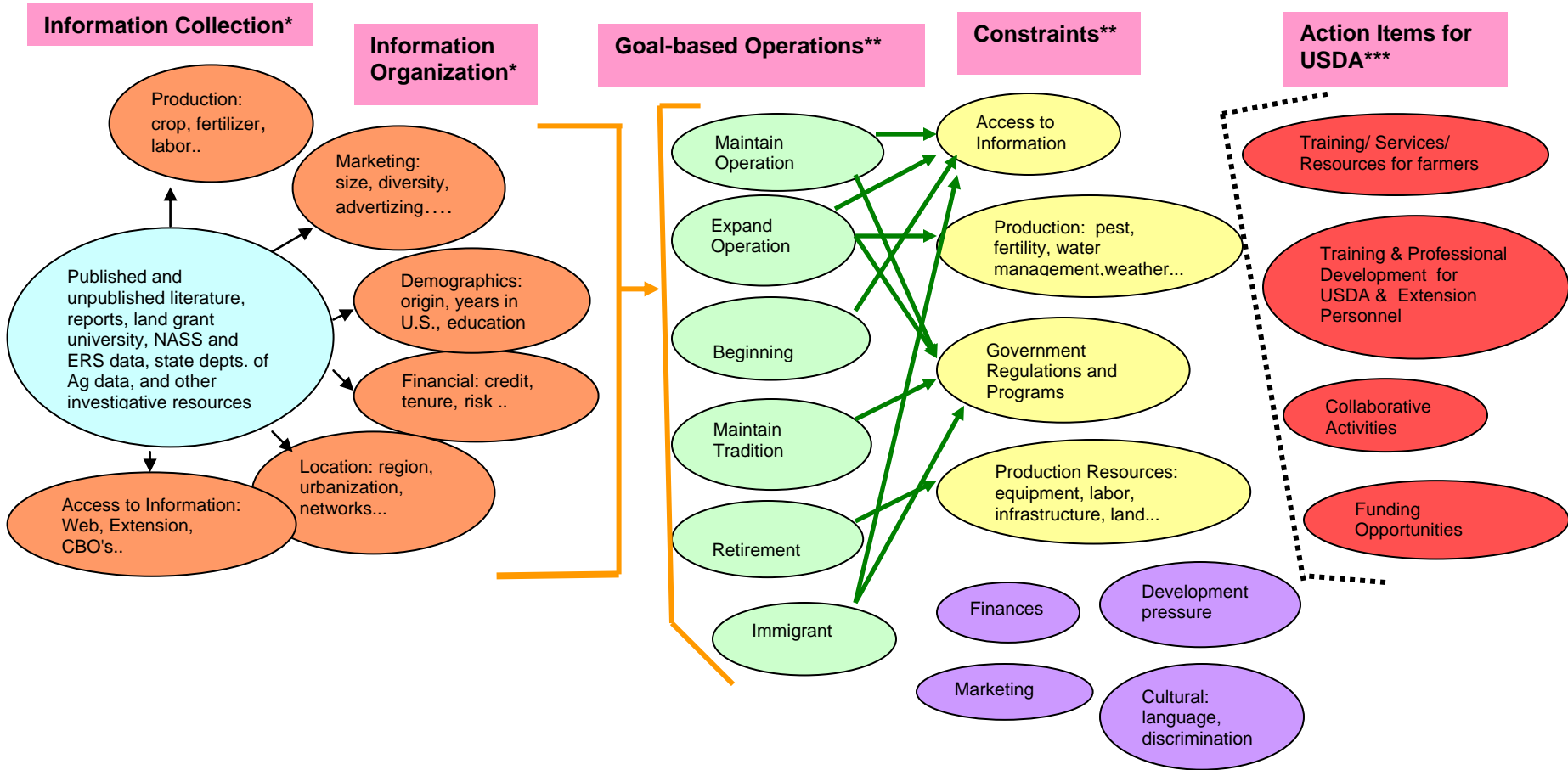
- Ways to access labor
- Labor safety
- Animal disease
- Animal healthcare
- How to deal with issues related to development pressure
- Soil-nutrient management
- How to maintain year-round production
- General Farm management
- USDA programs
- Translate most frequently used publications by Hispanic farmers into Spanish
- Develop programs geared towards
 - Hispanic farmers
 - Beginning farmers
 - Small-farmers
- Provide farmers opportunities to participate in distance education classes
- Extension Agents should
 - visit all clients' farms annually
 - provide more one-on-one consultation services with Hispanic farmers
 - aid farmers in filling out USDA applications Extension
- Develop mentorship program between successful and struggling Hispanic farmers
- Develop farm visit program with Hispanic farmers where farmers visit success Hispanic farms
- Create resource center for clients where farmers can access a compute
- Conduct research about the following topics
 - Warm weather forage production
 - Bee production and pest problems
 - Effects of government policy on farmers
 - Up-to date marketing options
- Provide funding to county agents to
 - conduct more farm-visits
 - hire program assistants
- Provide funds to state faculty to focus on Hispanic farmer issues
- Invite peer groups to meeting to talk about problems and inform them about type of services available to them to help with problems
- Increase collaboration between 1862 and 1890 Land Grant University Extension programs
- Increase collaboration with
 - USDA to conduct joint outreach activities
 - farm organizations to conduct joint
 - research activities
 - outreach activities
 - Increase collaboration with community based organizations to conduct joint
 - research activities
 - outreach activities
- Have a session at National Association of County Agriculture Agents national conferences for agent working with Hispanic and Latino farming population
- Develop working groups of state & county faculty in states with large numbers of Hispanic farmers to share information, programming ideas, etc.
- Have pest control advisors provide advise on pest prevention during farm visits
- Have at least one Spanish speaking agents in each county-level office
- Train county faculty about the following topics to help farmers
 - Marketing

- Business plan development
- Government regulations

Secondary

- Translate all fact sheets into Spanish
- Translate most frequently used pesticide labels by Hispanic farmers into Spanish
- Conduct research about how much is Land Grant University research being used by Hispanic farmers
- Have pest control advisors visually inspect farms and inform farmers about pests in area
- Develop programs where school kids can do research with farmers on their farm

APPENDIX O
MODEL OF FUTURE EFFORT UNDERSTANDING CURRENT KNOWLEDGE AND NEEDS OF SMALL-SCALE HISPANIC FARMERS



*Information Collection & Organization: We organized the information collected from the literature, agency, and organization review by factors relevant to or affecting Hispanic operators. We used information from the review, with the help of the advisory board, to develop questionnaires and interviews for extension professionals and farmers to expand upon the existing information about characteristics of Hispanic farmers and also to determine their constraints.

**Goal-based Operations & Constraint Identification: We developed a typology primarily based on farmers' main goals and identified the key constraints of each of these goal types. We separated constraints identified by farmers into primary (yellow circles) and secondary issues (purple circles). The green arrows in point to the number one constraints for each goal type.

***Action Items for USDA: The Advisory Board identified Extension and USDA priority activities based on farmer goal types. They first identify activities based on a thorough review of research results. Then they reviewed the suggested activities of farmers and extension professionals who participated in the study and other advisory board members and prioritize these suggested activities.