

# Assessing Needs and Perceptions on the Backside



*The Backside Learning Center seeks to enhance the lives of equine workers and their families by providing education, life skill resources and community, ultimately benefiting the horse.*



**APPLIED RESEARCH AND  
EDUCATION CENTER**

INDIANA UNIVERSITY SOUTHEAST

# Assessing Needs and Perceptions on the Backside

Applied Research and Education Center

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The research team extends our thanks to all of the Backside Learning Center board members, staff and partners who chaperoned our researchers in the backside communities at Churchill Downs and Trackside. The research could not have been conducted without their assistance. The backside is a busy and private place and we appreciate their trust and the time they took to make sure we could do the work we were there to do. We thank trainers and equine workers for taking the time to speak with us.

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Photos provided by the Backside Learning Center.

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The Applied Research and Education Center (AREC) is an outreach project of Indiana University (IU) Southeast. AREC provides low-cost research, consulting and technical assistance to nonprofit organizations, government agencies and local businesses. The student staff enhances classroom learning through applied research projects as it actively engages every stage of each community-based project. The AREC combines learning, teaching and doing to support and empower community organizations in the IU Southeast service region.

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# Backside Learning Center

AT CHURCHILL DOWNS

## Executive Summary

Established in 2004 as the Klein Family Learning Center, the Backside Learning Center (hereafter referred to as the BLC or “the Center”) at Churchill Downs provides educational and enrichment programs to equine workers. Funded by individual donations, corporation and foundation grants, the BLC offers English as a Second Language (ESL) classes, Spanish classes, computer classes and services, GED exam preparation and Citizenship classes. To improve quality of life for backside workers, the Center has a lending library, offers art, guitar and exercise classes, Volunteer Income Tax Assistance, and bilingual legal clinics. In addition, the Center hosts social events including field trips and regular game and movie nights.

The Center originated under the auspices of the Kentucky Derby Museum, but seeks to become an independent nonprofit organization in an effort to provide greater flexibility and autonomy in program and fund development. The Applied Research and Education Center (AREC) and the BLC Education Committee collaborated in the design of this study to assess perceptions of the BLC and programming needs among trainers and workers. The findings provide data to inform strategic planning in program development, communications, and fundraising.

### *Perceptions and Use*

- Trainers and workers have positive perceptions of the BLC and its utility.
- Trainers see the Center as a resource for their workers, but not for themselves.
- Workers who do not use the Center know little about its programs and schedules.
- Many English speaking workers perceive the BLC to be a resource for Hispanic workers but not for themselves.

### *Current Programs*

- ESL classes, computer classes and use, and the lending library function as the core of the BLC’s services.
- VITA, Groom Elite and GED classes have attracted fewer users, but those who use them consider them “most useful” programs.
- Movie nights, game nights and field trips are “most useful” services, confirming the important social and community functions of these activities.
- While trainers and the two workers who attended citizenship classes report their utility, findings suggest attendance is low. Demand may support one class each year
- Data on total current BLC use estimates a usage rate of 34.0%.

## *Potential Programs*

- Assistant and early career trainers provide a market for small business classes on using social media and the internet, and financial management.
- Trainers would encourage assistant trainers and foremen to attend communications classes that develop skills for communicating with workers, owners, and the media, as well as human resources classes that teach skills for managing people.
- Trainers are most interested in their Hispanic workers attending classes to learn English, particularly English words for horse and barn terminology.
- Trainers would encourage their English language workers to attend Spanish language classes, but they are more concerned that their Hispanic workers learn to speak English.
- Trainers support work-related courses.
- Computer classes attract significant interest and more than half would like wireless internet services and classes on what to look for when buying a computer.
- Two-thirds of workers would like to learn how to get around Louisville using the bus system.
- More than half of responding horsemen are interested in nutrition, cooking, and contraceptive education.
- Backside workers with school age children are most interested in summer camp opportunities, followed by a strong desire for after school programs and tutoring.
- Parents also express interest in having child care services available on the backside, are willing to fill out paperwork to receive subsidies, and are willing to pay \$40-\$50 per week for the service.

## *Implications*

### **Trainers and Assistant Trainers**

Trainer and Assistant Trainer Workshops focused on communications and small business finance may be a way to generate revenue and increase trainer buy-in and support for the BLC's programs targeting workers.

### **English Language Programs and Services**

An expansion of translation services and short express courses covering useful terms around the barn are areas for potential growth in ESL programs.

### **Career Development for Horsemen**

Breaking the Groom Elite™ courses into smaller components offered as workshops may increase attendance and provide the flexibility for additional ESL components. Asking trainers to be involved in curriculum development and teaching may increase trainer buy-in and willingness to offer small one-time bonuses for participation in such programs.

### **Computer Services**

The computers available to backside workers at the BLC are a tremendous resource for the workers. One way to increase computer use, and possibly attract additional students, is to integrate additional use of Spanish language video throughout the BLC web site. A population with low literacy rates requires more audio and video direction and information about the services available.

### **Programs for Children**

The survey suggests a market for programming to serve children of backside workers. Of those parents who reported having children under the age of 18 in Louisville, 75% expressed an interest in the BLC offering a summer camp.

A majority of parents with school age children in Louisville indicated an interest in afterschool programs. The Center is well-positioned to serve the language, scheduling and convenience needs of backside working families, and programs that target whole families may increase funding opportunities as well as use of other Center programs.

### **Other Programs**

Because food and nutrition can be very social, the Center may be able to think creatively about programming that provides cooking and nutrition instruction while also building community around meals on the backside.



More than half of respondents indicated an interest in contraceptive education. Contraceptive education programs provide an opportunity for sex segregated programming that may logically lead to conversations about other issues of concern particular to women on the backside.

### *Communications and program promotion*

The BLC utilizes its web site, facebook, the overnight, flyers and word-of-mouth encouragement and information sharing (including staff walking the barns to drum up interest in programs) to advertise programs and services. Despite these efforts, many workers simply do not know what services are available and are unsure those services operate around their work schedule.

- The BLC home page should be (and may already be) the automatic homepage for all BLC computers.
- Audio and video in both English and Spanish should be used wherever possible to share information about BLC programs as well as stories of the BLC's impact.

The backside is already equipped with closed circuit television technology. When the channel is not being used by Churchill Downs, the BLC and other backside services could use the circuit to advertise programs and services in English and Spanish. This strategy will make program information and announcements more accessible to those who cannot read.

### *Fund Development*

Funding for ESL programs is widely available and often targeted to programs serving the whole family. Identifying specific funding opportunities in this area may help BLC leadership develop “family ESL programming.”

Computer services are a good way to attract funding. Foundation efforts to close the digital divide target underserved populations and may have funds earmarked for the Hispanic population.

The BLC recently received a grant award for health-related education. Continued work on nutrition and contraceptive education may provide additional funding opportunities.

With more than a third of the backside workforce using services provided by the BLC, the case for its utility is clear. Data from this study can be used to support requests for funding based on program use and interest in new programs.

The assessment of perceptions and needs confirms the importance of the BLC as a resource to horses and trainers at Churchill Downs and Trackside and supports the continuation of foundational and quality of life programs. The findings suggest significant interest in programs for school age chil-



dren and initial research indicates these programs operate at other tracks and may be funded by grants that seek to provide family ESL services as well as others targeting educational and quality of life services.

The Backside Learning Center enjoys a positive reputation among trainers and workers on the backside. Program successes and continued interest in existing and new programs indicate the Center has room to grow and continue to play an important role in the backside community.

## Introduction

Equine workers tend to horses day and night, every day of the year, and many spend significant time traveling with the horses in order to provide consistency and care on the road. Historically, white and African American men comprised the equine labor force. Today the majority of stable workers are Latino immigrants (about 80%), many of whom live here on work visas and must return home every ten months in order to comply with the visas. This worker population, both English speaking and Hispanic, has relatively low levels of literacy and education. The constant work schedule and deep culture of the racing industry isolate the equine worker population. In many cases, workers are the children of equine workers and the race track and industry culture are all they know. This combination of social factors means the population has a broad range of needs, many of which are unique to the racing industry.

Because of their distinct needs, backstretch workers benefit from support services tailored to their schedules and transient lifestyles. The increasingly immigrant labor force needs support in transitioning to life in the United States, learning about transportation and services in the local community, and developing their English language skills. The characteristics of the population that shape their needs also serve as barriers to service use.

The immigrant labor force is private and fears any potential interaction with strict immigration policies. Low literacy rates make it difficult to advertise and design programs and services. The fact that a large portion of the workforce cannot speak English presents challenges to trainers as well as to the workers who are often trying to find their way in a new location and in a new occupation. All of these factors may influence workers' motivation to participate in classes and workshops.

### *Purpose of the Study*

The BLC at Churchill Downs has established itself as part of the backside community's support system and social life. English as a Second Language (ESL), art, citizenship and General Educational

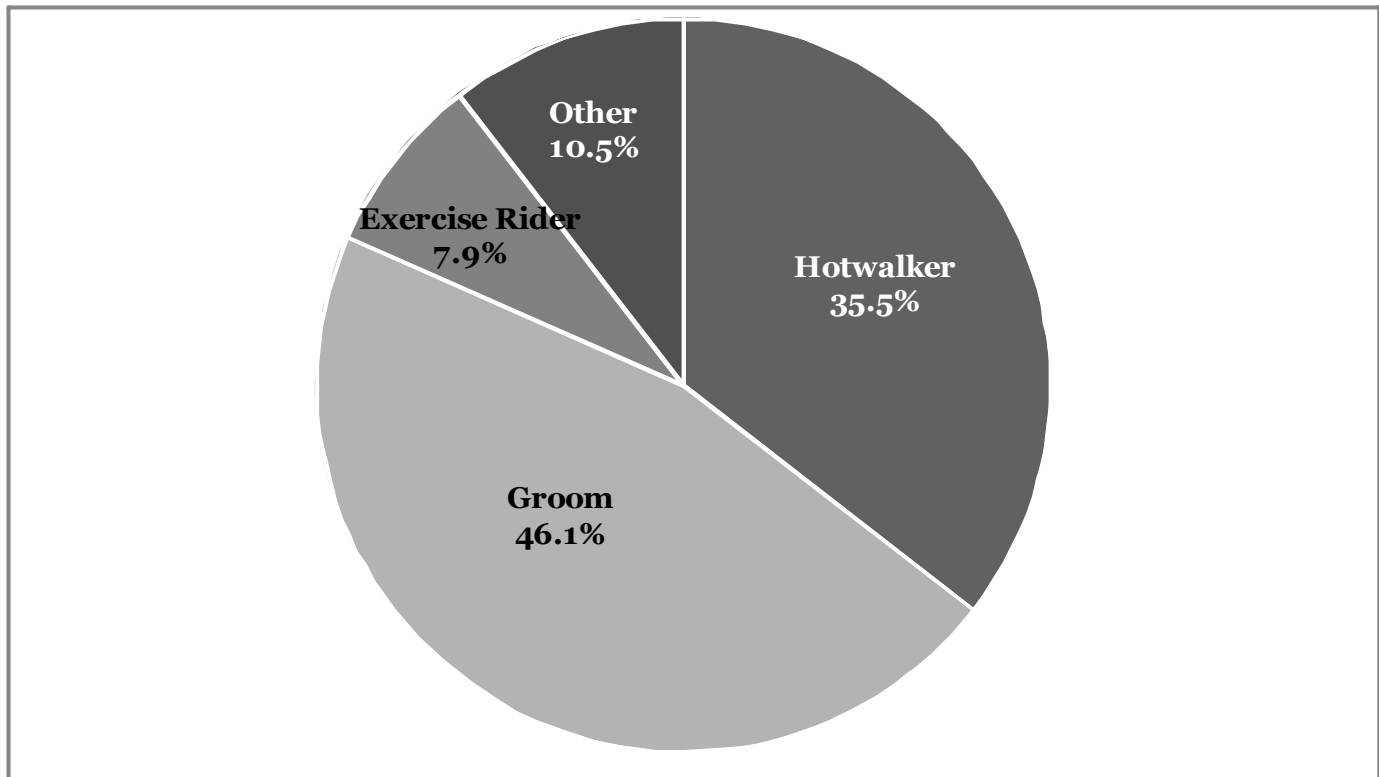
Development (GED) classes have attracted significant participation, but the Center still finds its services underutilized amidst a population with expressed needs. The BLC seeks to increase use, improve public relations to highlight the importance of its work, and design targeted programming that will continue to attract additional funding and improve the quality of life on the backside. The Board's education committee worked in collaboration with Indiana University Southeast's Applied Research and Education Center (AREC) to develop a survey to record perceptions of the BLC and gather information on program use and interest in potential new programs. This assessment report presents findings from both Trainer and Worker Surveys with attention to perceptions and use, current programs, potential programs and implications of the findings.



### *Methods*

The AREC worked with the BLC Education Committee to develop two survey interview instruments: a trainer survey and a worker survey. The trainer survey is very brief (5-7 minutes) and assesses perceptions of the Center and interest in programs for trainers and workers. We administered the survey orally in order to minimize the time required of trainers and maximize the response rate. The worker survey is a 10-15 minute assessment of program use and interest in current and potential services. Researchers administered worker surveys orally in English and in Spanish, based on worker preference. Oral administration allowed respondents to work while they talked and ensured that illiteracy was not a barrier to participation.

**Figure 1: Occupational Distribution of Respondents**



The research team interviewed 40 trainers and 152 workers. These figures represent an estimated 30-40% sample of the 100-150 trainers that work at Churchill Downs and Trackside when both locations are full and a 10-20% sample of the 800-1200 workers that may be at the two facilities at any given time during the race season. Researchers interviewed 126 workers from Churchill Downs, 22 from Trackside, three who work at neither, and one who did not respond to the question. Interviewers spoke with trainers and workers following morning training, during feed times, at the cancer screening awareness breakfast, the annual health fair, and the BLC open house during the spring and summer of 2012.

A sample size of over 100 provides sufficient statistical power for an exploratory study focused on potential programming. Based on demographics and occupation break downs, the sample is representative of the backside labor force. The subsets of workers who use the Center and who have children are fairly small so there is less statistical power, but enough data to get a picture of current

program use and interest in future programs for children.

## **Findings**

### *Demographics of the Worker Population Sample*

The equine industry is predominately male, though a number of trainers commented on the changing gender composition of their workforce. One trainer made a point of saying that his female workers were by far his most responsible and efficient workers. Of the 152 horsemen we interviewed, 101 were men, 49 were women and the gender indicator was missing for two respondents. Participants ranged in age from 19 to 68 years, with a mean of 37.3 and a median 38. We did not ask about race or ethnicity but Latino workers generally completed the survey in Spanish while White and African American workers completed the survey in English. We completed 120 surveys in Spanish (78.9%) and 32 (21.2%) in English. These figures closely reflect the demographics of the industry and suggest that our sample is representative of the backside at Churchill Downs.



The sample is representative of the various occupations on the backside: 46.1% (70 of 152) grooms, 35.5% (54 of 152) hot walkers, 7.9% (12 of 152) exercise riders and 10.5% (16 of 152) held other occupations on the backside (Figure 1). Workers' time on the job ranged from one day to 36 years with more than half falling in the 0-4 years category and a strong majority (114 of 148 who answered the question) having worked at Churchill Downs or Trackside for less than 10 years. Those who have worked there less than ten years are significantly more likely to be Hispanic than those who have worked there more than 10 years, reflecting the more recent broad demographic shifts in the industry.

## *Perceptions and Use*

### **Trainers and Assistant Trainers**

Trainers have generally positive perceptions of the BLC and are glad that it is available, but they believe that it is underutilized by their workers. When asked whether they see the BLC as a resource for their business, 71.1% (27 of 38) answered "yes." In assessing actual benefits to their business, 66.7% (16 of 24) confirmed that they recognize a benefit to their business from having workers use the Center. A significantly lower 57.5% (23 of 40) indicated that they know their workers use the Center. One trainer remarked that the Center "Helps some employees, the ones that are motivated enough to go, but very few are." Some trainers are unsure whether their workers use the Center and some don't know whether they experience benefits from it, but a full 86.8% (33 of 38) of trainers indicated that they see the BLC as a resource for their workers.

Trainers see the BLC as a service to stable workers, but do not think of it as a place that has anything to offer trainers. However, when we mention programs that might be geared toward trainers and assistant trainers, there is some interest, particularly among assistant trainers. We did not anticipate having assistant trainers take the survey and do not have consistent data to allow us to firmly discern distinct response patterns for assistant trainers versus trainers, but the research team perceived greater interest in small business courses from assistant



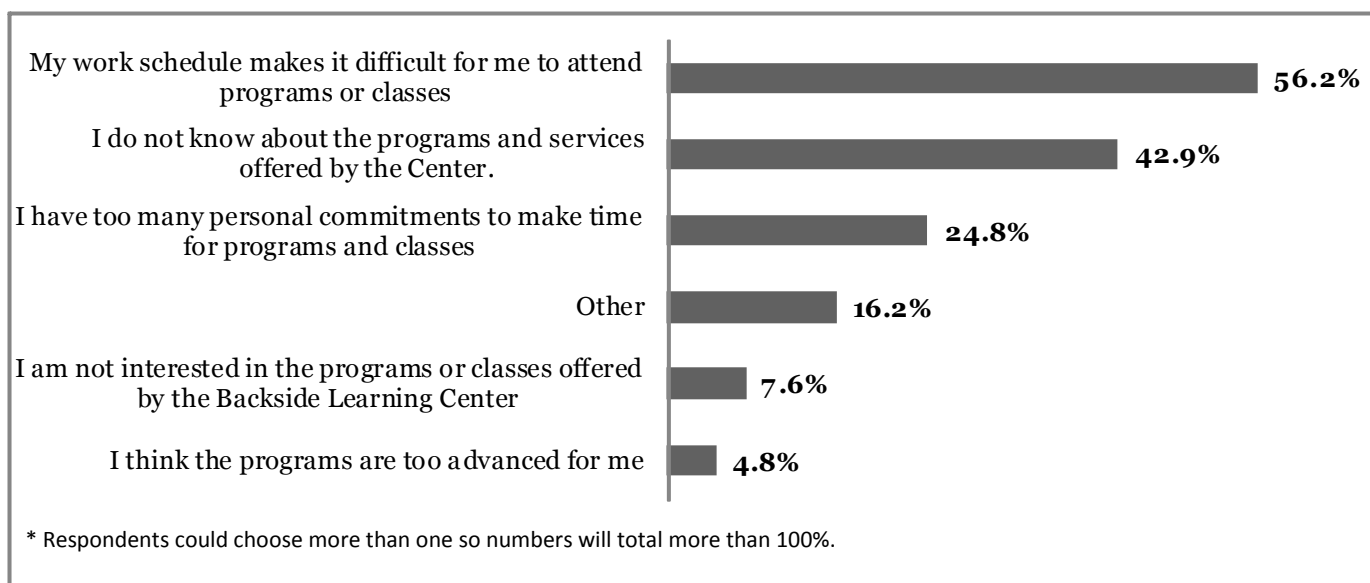
and early career trainers than from seasoned veterans.

### **Workers**

Backside workers are mostly a transient population. Some of those we interviewed were just arriving at Churchill Downs and were not yet familiar with the BLC, some live off the track premises and pay little attention to what is happening on the backside beyond their own work, but a strong majority 88.7% (133 of 150) are aware of the Center and the fact that it offers classes and services. Despite this awareness, a much smaller, but still significant, 34.0% (51 of 150) of those who answered the question have used the BLC.

Among those who have never used programs or services provided by the BLC, the most common reason provided was that their work schedule makes it difficult for them to attend programs or classes (Figure 2). The Center is well aware of the horsemen's work schedule and these programs are planned around the standard schedules of backside workers. This response likely reflects either an assumption on their part, which indicates they do not know when programs and classes are offered at the Center, or the reality that when not working they may have other commitments and may prefer not to

**Figure 2: Reasons for Not Using the BLC**



engage in activities that might place further constraints on their free time. The second most common response was “I don’t know about the programs offered by the Center.” Both of the top two responses suggest the greatest barrier is lack of knowledge about BLC services and schedules.

### Conclusions

Trainers do not see the Center as a resource for themselves. Most workers are aware the BLC exists and provides services. However, 56.2% (59 of 105) of respondents who said they do not use the BLC report that their work schedule makes it difficult to attend programs and classes and 42.9% (45 of 105) do not know about the programs and services offered (Figure 2).

The research team reported comments from English speaking workers suggesting they see the BLC as a service for immigrant workers and not of much use to those who do not need to learn English. One worker said the Center needs to have “more focus on everyone, more towards blacks and whites.” Given the workforce is 80% Hispanic and that Spanish speaking workers tend to use the Center in greater numbers, some of these perceptions are unavoidable. The greatest needs expressed by trainers and workers alike are English language classes and services. The Center may be able to use computer classes, GED classes, and an

expansion of the library as places to draw in greater use among English speaking workers.

Trainer and worker perceptions and reasons for lack of use suggest the Center may need to revisit the class schedule or may need to better advertise the existing schedule, highlighting the way it can work well with the horsemen’s work schedule. Communications are central to increasing participation. The transient quality of the labor force means the communications strategy must seek to alert workers to the Center’s programs upon arrival at Churchill Downs.

Doing more to serve trainers and tying worker programs directly to work related skills may increase trainer buy-in and support. Such a strategy could result in increased participation as a result of trainers announcing programs and rewarding participation in training.

### Current Programs

The BLC offers a wide range of classes, access to computers, and community social activities. The survey asked respondents to indicate which services they have used. Because only a third of our respondents reported having used the Center, our numbers for these figures are relatively small and should not be seen as definitive. The Center’s own

tracking of program use should be consulted to confirm these findings for planning purposes.

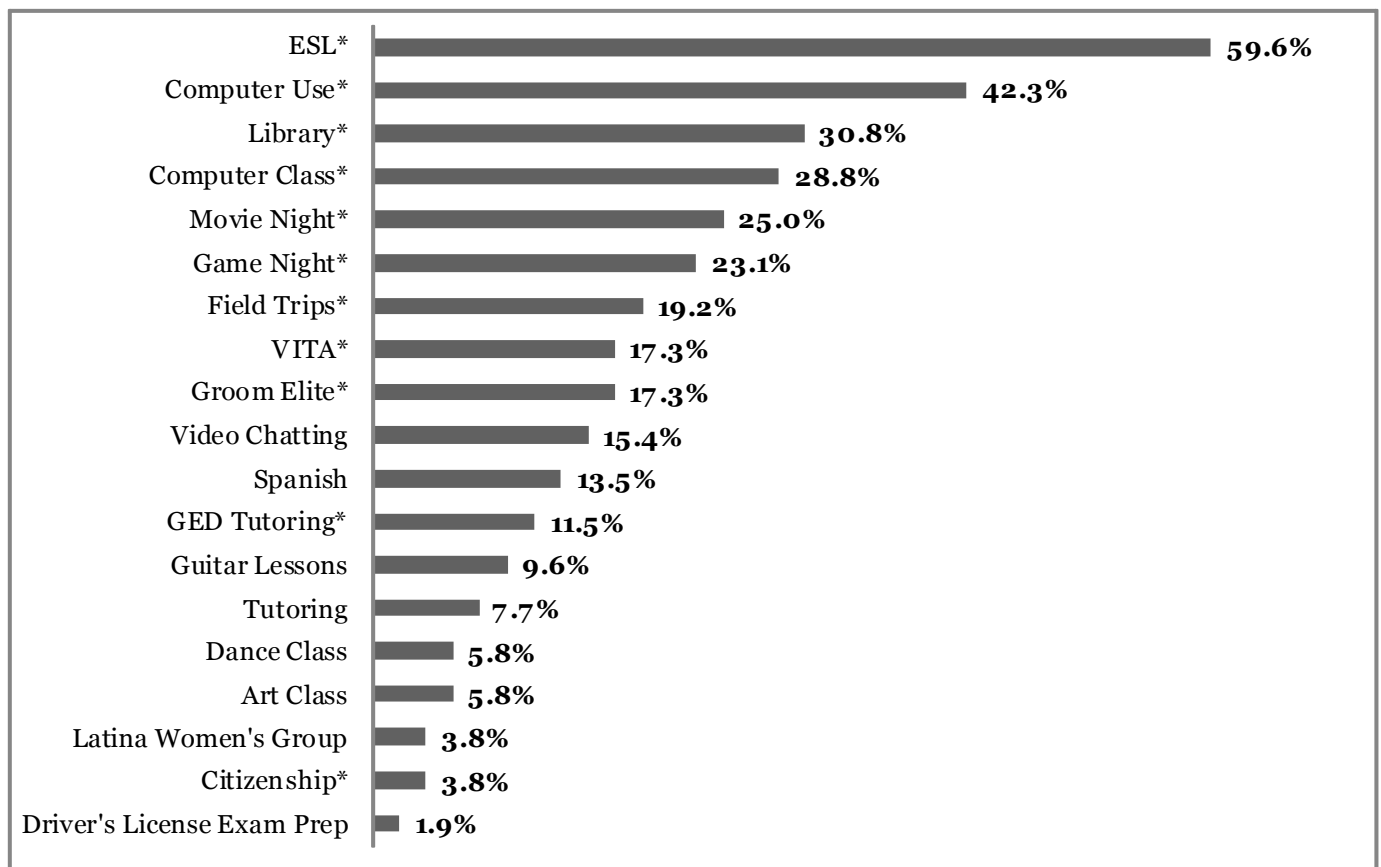
Among those who reported use of BLC programs, 59.6% (31 of 52) had attended ESL classes, 42.3% (22 of 52) used the computers at the center, 30.8% (16 of 52) used the Library and 28.8% (15 of 52) attended Computer Classes. All of these most used services along with Volunteer Income Tax Assistance (VITA), Groom Elite™, GED Tutoring, and Citizenship Classes were designated as “most useful” classes or services at the Center. Social activities comprised the next usage cluster and were also designated “most useful”: 13 attended movie night (25.0%), 12 participated in game night (23.1%), and 10 went on field trips (19.2%) (Figure 3).

Driver’s License Exam Preparation was the least used service at only 1.9% (1 respondent) and Latina Women’s Group and Citizenship classes were a close second at 3.8% each (2 respondents) (Figure

3). Art and dance classes each had 5.8% response, but conversations and art displays suggest the art class may, like the movie and game nights, provide an important option for passing the time and enriching the lives of those who use them. The Center’s own numbers may indicate our sample was simply skewed and the portion attending art classes is higher than reflected here.

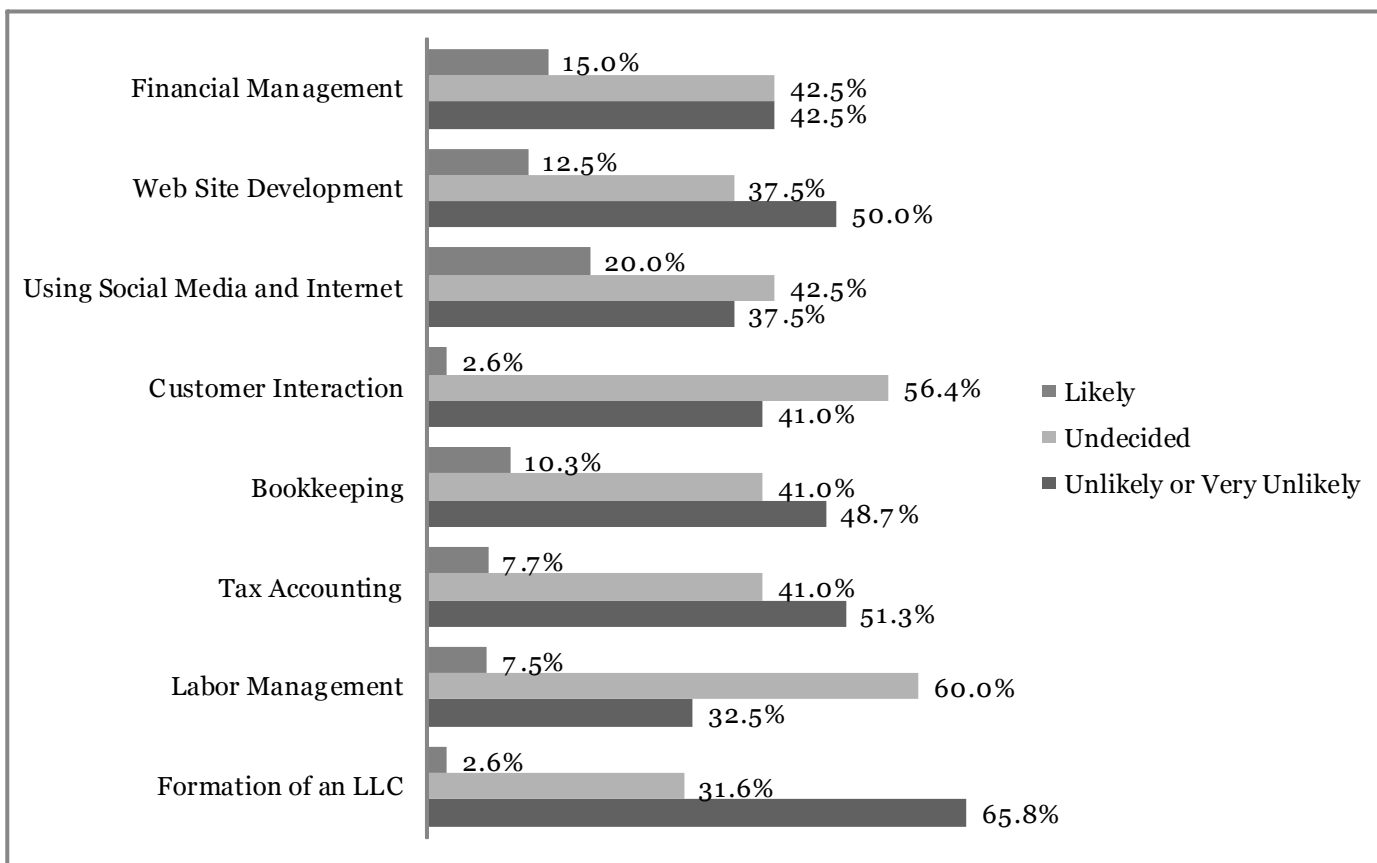
Among our sample, 17.3% (9 respondents) attended Groom Elite™ classes and it was designated as the most useful by one or more respondents (Figure 3). This, combined with trainers’ interest in supporting attendance at work-related classes, suggests that continuing to offer Groom Elite™ and other job related courses may be beneficial. The classes are available in English and Spanish—an ESL component could meet the expressed needs of the trainers to have workers with better work-related English language skills.

**Figure 3: Backside Workers' Reported Use of Existing Programs**



\* Indicates service was reported “most useful” by at least one respondent.

**Figure 4: Trainer Interest in Small Business Workshops**



**Conclusions and Implications**

Workers would like to see the library expanded and report Language and Computer classes are very useful. The fact that movie and game nights as well as field trips were among those considered most useful to respondents suggests the Center is effective in supporting its mission to build community on the Backside. While not as heavily used among our sample, VITA, Groom Elite™, and GED classes were designated “most useful” by some users. The BLC should combine these findings with the Center’s own usage data to consider strategies for increasing worker awareness and use of programs.

Two respondents indicated they had attended citizenship classes. Trainers expressed an interest in having such classes offered through the Center and there is no question that making sure backside workers have that opportunity is very important to the individual workers and to their employers. The BLC’s program attendance data can

provide additional information for interpreting this finding and determining optimal frequency and timing for offering the course.

Overall, findings suggest that current programs target the right needs and those who use the Center benefit. However, overall usage rates and comments indicate a lack of information on exactly what is offered and when.

*Potential Programs*

The BLC is not alone in its efforts to better serve the thoroughbred industry’s backstretch labor force. Racetracks across the country recognize the need to provide supplemental services to horsemen and their families. The research team contacted Belmont Park in New York and Arlington Race Track, just outside Chicago, to develop a list of potential services that fit within the scope of the Board’s discussion of future possibilities (for a full list of services offered at these race tracks, see Appendix C). We combined the BLC Board of Direc-

tors' ideas with the list of programs offered to backstretch workers at other race tracks. We asked all respondents to indicate which programs they would be likely to use and asked only parents with children under the age of 18 and living in Louisville about children's programs.

Interestingly, while only a third of workers indicated they had used the Center prior to being interviewed, a full 96.1%, (124 of 129) said they might use the Center in the future. During the survey respondents heard about the services offered and a list of services that may be offered in the future. The act of taking the survey likely sparked their interest in BLC programs. Responses to this question suggest a high level of untapped interest.

### Trainers

Trainers do not express very much interest in professional development and training opportunities for small business owners. Among the potential classes and workshops listed, the two that piqued the greatest interest were "social media and internet" workshops (20%, 8 of 40) and "financial management" classes (15%, 6 of 40) (Figure 4).

The trainer instrument did not have an item to indicate if the survey was completed by a trainer or

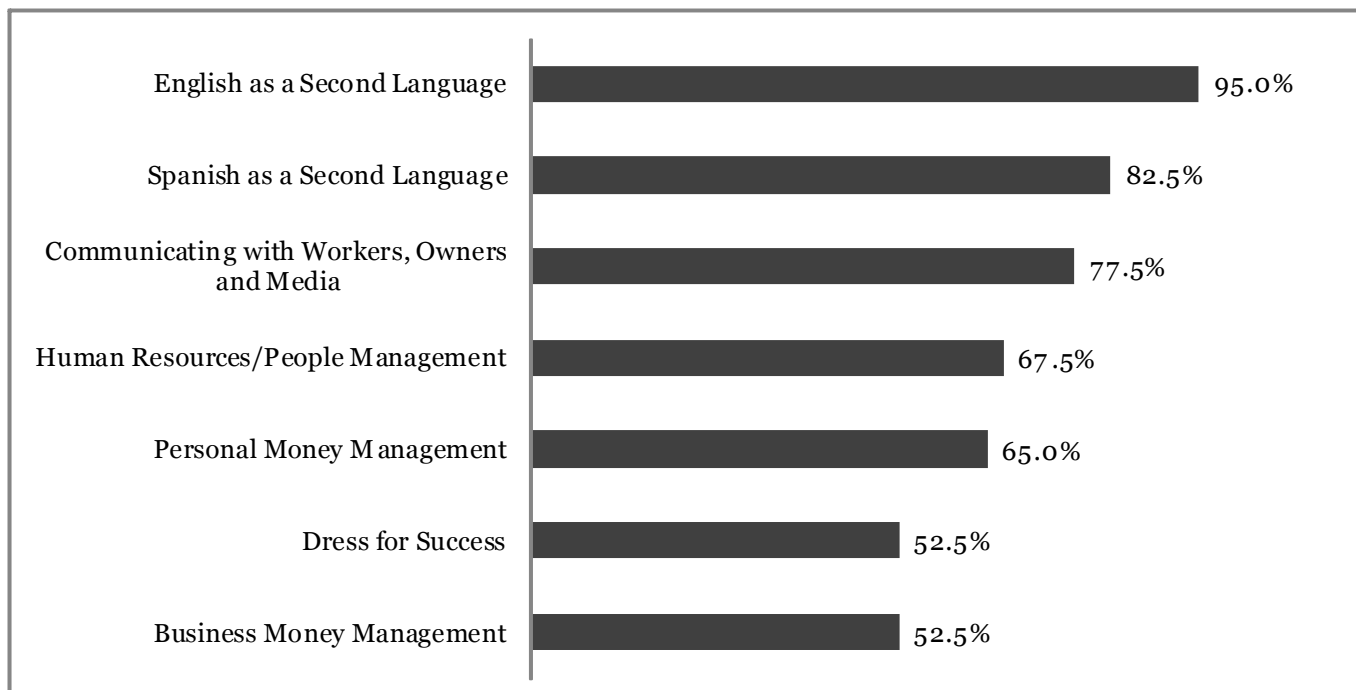
an assistant trainer, but anecdotally, interviewers report that assistant trainers seem more interested in professional development and training opportunities than established trainers. This may suggest a market for these classes among assistant trainers and early career trainers looking to strike out on their own, build their business, or take over for a trainer nearing retirement.

### Trainers' Perspectives on Worker Programs

Trainers are most interested in the Center's role in teaching workers to speak English. Several trainers took time to discuss the racing industry's demographic transition to a largely immigrant and Spanish speaking labor force. Ninety-five percent of trainers (38 of 40) would encourage employees to attend English as a Second Language classes and 82.5% (33 of 40) would encourage their English speaking employees to attend Spanish class (Figure 5). While a large majority support English speaking workers being able to communicate with Hispanic workers, trainers clearly place the greatest responsibility on Spanish speaking workers.

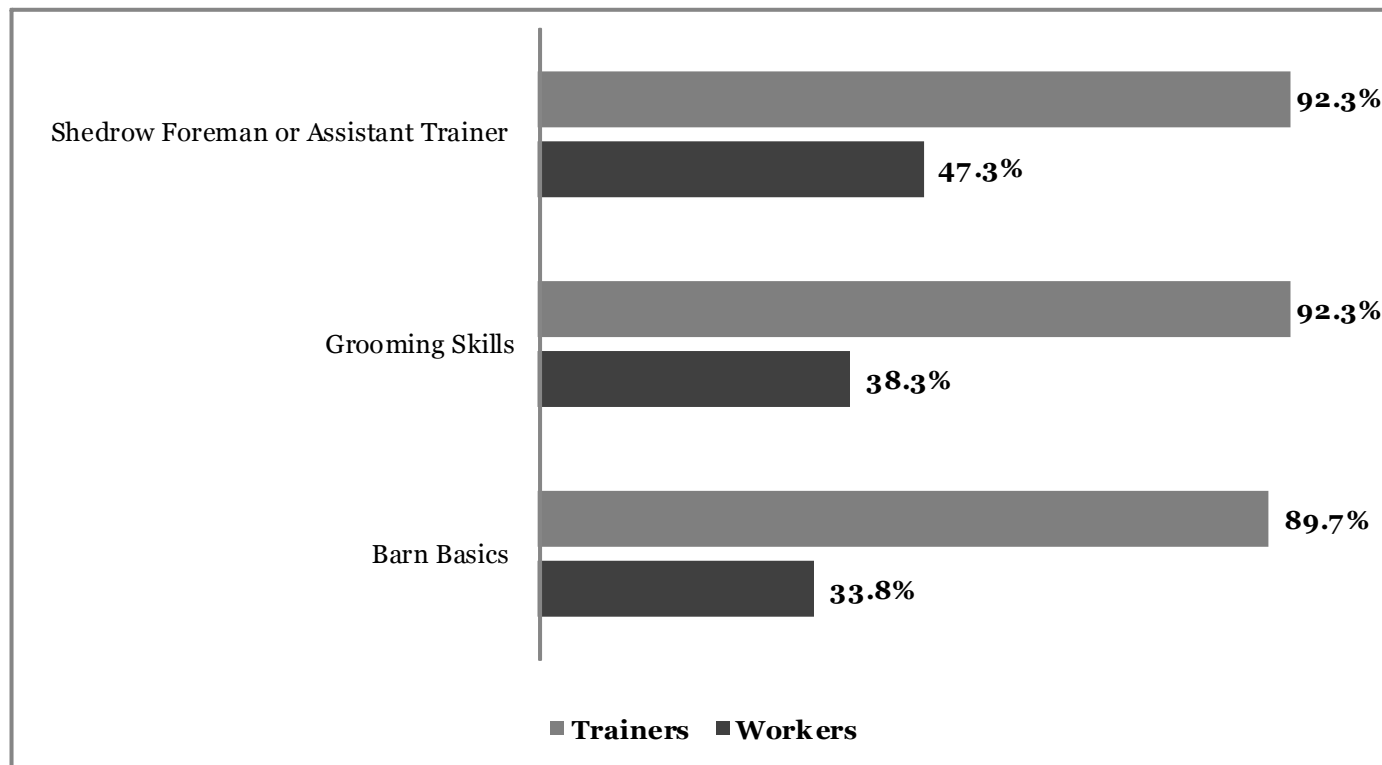
Some trainers would like to see the ESL classes tend specifically to the needs of the workplace by teaching English words for barn, horse, and track

**Figure 5: Programs Trainers Would Encourage Workers to Attend**





**Figure 6: Trainer Support for and Worker Interest in Work Skill Development Classes**



terminology. Many voiced the belief that there is a career ladder available to workers, but workers who have to speak through others are not going to move up. Trainers express support for teaching horseman etiquette, including safety and interaction in and around the barns as well as licensing and appraisal.

Beyond a core of work-related classes, trainers express concerns about alcohol consumption, healthy living, nutrition, hygiene, citizenship and money management. Trainers say that stable workers do not need to dress up for work, but more than half indicated that a “Dress for Success” workshop on appropriate attire and hygiene would be useful. Trainers’ perceptions of their labor force are mixed. Some trainers are quite negative in their comments about workers. Other trainers say their immigrant labor force works hard and manages its money well in order to send most of its earnings to family back home. However, where language is concerned, the trainers uniformly believe that for the workers to be most useful to them they need to learn English.

Trainers support programs targeting foremen and assistant trainers. More than three-quarters (31 of 40) of trainers interviewed would encourage assistant trainers and foremen to attend communications classes that develop skills for communicating with workers, owners, and the media and 67.5% (27 of 40) would encourage employees to attend “human resources classes that teach skills for managing people” (Figure 5).

Support for the Center and its existing and potential programs is relatively strong among trainers, and 37.1% (13 of 35) are likely or very likely to pay bonuses or increase pay for workers who complete Center programs, but 40.0% (14 of 35) said they were unlikely or very unlikely to provide such pay increases for program completion. The remainder was undecided. One trainer said “there should be some incentive,” but another argued that “It is for their benefit, not for the trainer’s benefit.” The number of trainers indicating a benefit to their business suggests there may be room to work with trainers on incentivizing participation with pay increases or one-time bonuses. Overall, trainer responses as well as extant conversations surrounding the survey suggest that the Center may

be able to capitalize on trainer support for their programs to attract more workers.

### Workers' interests and needs

Workers express interest in several potential programs and services. They have some interest in work related programs, particularly those that can help them advance their careers, and they support ESL and computing classes. Learning Louisville Bus routes made the top five and 53.6% (81 of 151) would like the Center to offer contraceptive education.

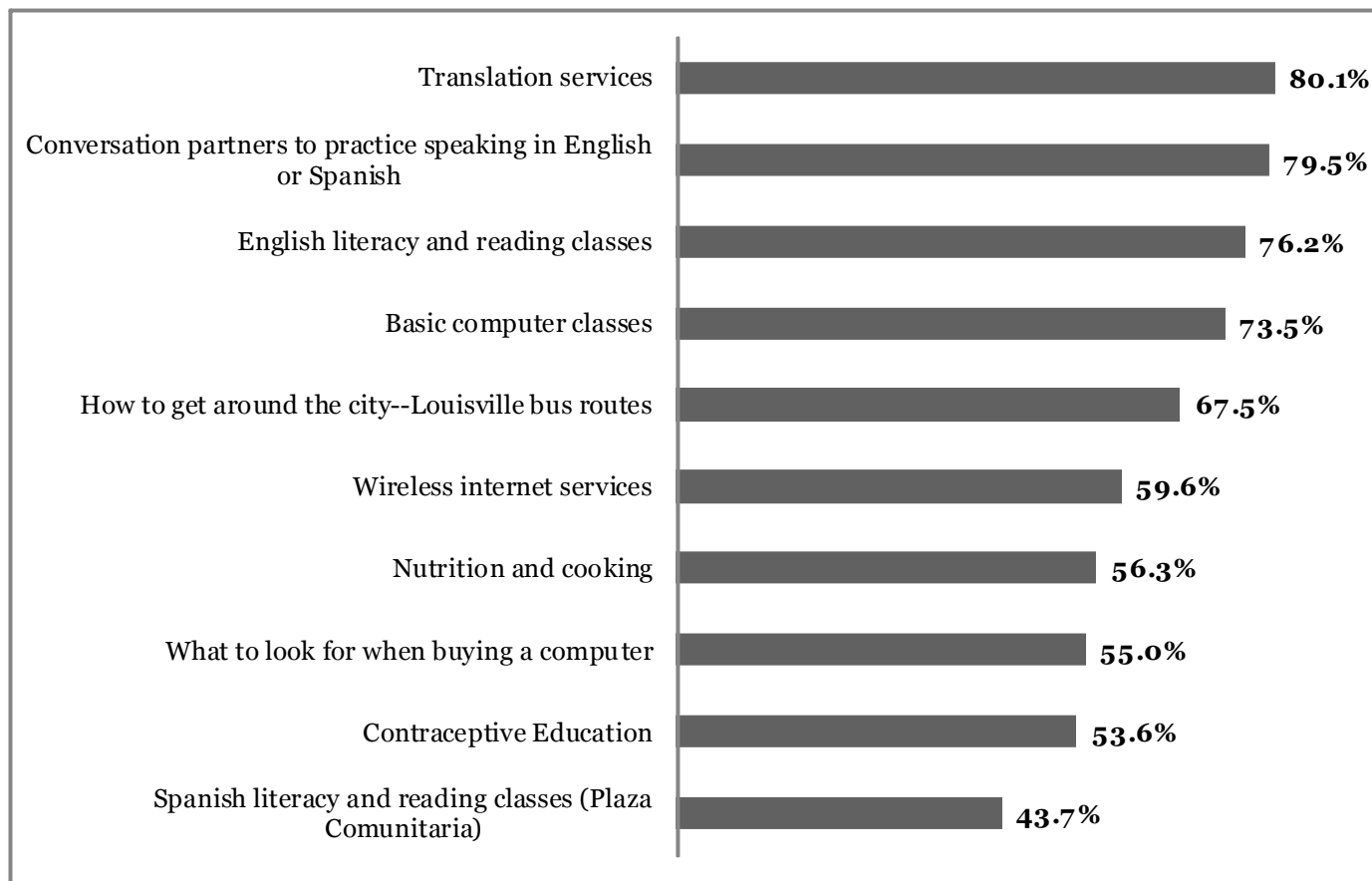
Not surprisingly, trainers and workers who have worked at the track for only a short time are more likely to express an interest in work-related classes than those who have been at the track longer. Nearly 34% (50 of 148) of those who responded to the question said they would attend "Barn Basics." Of those, the vast majority (86%) were Hispanic. As the classes move up the horseman career ladder, both trainers' and workers' interest increases, re-

flecting the greater level of skill and training needed for these jobs and the desire for workers to have access to career ladders (Figure 6).

Language programs attract the greatest interest from workers and the greatest support from trainers. Learning to speak English through ESL classes and conversation partners takes priority over literacy, but only by a small margin (Figure 7). A significant minority reports an interest in Spanish literacy classes (Plaza Comunitaria). Several indicate they want English classes taught later in the evening. The times they mention are times the Center offers English classes. Workers are unaware that ESL classes are offered at the times when they say they need them.

Having the computers available is very important to workers: 74% (111 of 150, Figure 7) have an interest in basic computer classes and nearly 59.6% (90 of 151) would like wireless internet service. More specifically, some mention an interest in wireless internet service in the barns, which may not fall under

**Figure 7: Percent of Respondents Interested in Potential Programs Listed**



\*Respondents could choose more than one so numbers will total more than 100%.

the purview of the BLC. More than half of respondents (55.0%, 83 of 151) say they would like a workshop on what to look for when buying a computer (Figure 7).

Among other support services and community building programs, both workers and trainers mentioned the need for more help with finding the kinds of services they may need while in Louisville. A strong majority (67.5%, 102 of 151, Figure 7) of workers expressed interest in learning Louisville bus routes and both trainers and workers wish there was a guide to service providers in the area—people mentioned everything from child care and hairdressers to horseman’s accountants and attorneys. One trainer said she needs to find a horseman’s accountant who is willing to meet with her during the odd times she has available amid the racing schedule.

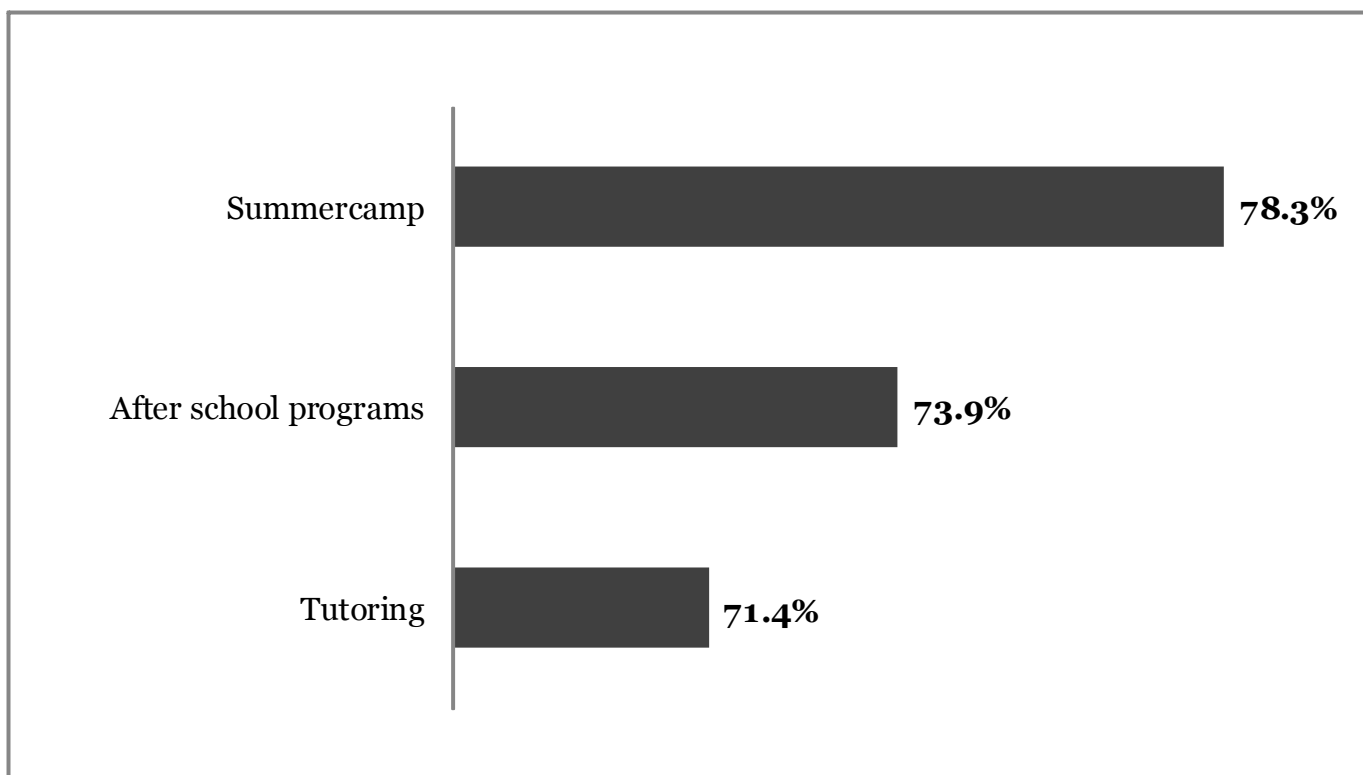
A majority of respondents (56.3%, 85 of 151, Figure 7) express an interest in nutrition and cooking classes. Trainers have concerns about health and nutrition among workers. Workers living in the dorms may have particular interest in healthy recipes for the grill and the microwave and those whose fami-

lies live in Louisville may be more interested in learning to cook in a full service kitchen. In addition to dietary health, workers would like more information on reproductive health. Contraceptive education received significant support (53.6%, 81 of 151).

Twenty-three workers report they have children that live in Louisville and are under the age of 18. Of these 78.3% (18 of 23) would like the BLC to offer summer camp for their kids, and 73.9% (17 of 23) indicate an interest in after-school programs. All of the parents who express interest in these programs are willing to bring their children to the BLC to attend such programs. Tutoring appeals to 71.4% (15 of 21) of parent respondents (Figure 8).

The parents we interviewed reported 24 children between ages 6 and 14: with a full staff of 1,000 backside workers, there may be around 150-160 children in grades one through eight living in backside working families (Figure 9), roughly half of the estimated 316 total children of backside workers. These figures are estimates. The worker population when the venues are at capacity includes more transient workers who are unlikely to have their fami-

**Figure 8: Interest in School-Age Programs**



**Figure 9: Age Distribution of Children in Backside Working Families**

	<b>Number Reflected in the Sample</b>	<b>Estimated Total Number Assuming Representative Sample and 1,000 Total Workers</b>	<b>Age Group as Percent of all Children 18 and Under in Backside Working Families</b>
<b>Infant and Preschool: ages 5 and under</b>	14	92	29.2%
<b>Elementary and Middle School: ages 6-14</b>	24	158	50.0%
<b>High School: ages 15-18</b>	9	66	20.8%

lies with them. Better figures on the more stable, Louisville-based worker population would allow the BLC to project the potential for children’s programming with more accuracy. But the figures indicate there is a market for school-age programming.

A little more than half of parents want child care services and all those who want those services are willing to fill out paperwork for free child care and are willing to pay for child care. The mean rate they are willing to pay is \$48.89 per week with the most common response being \$30 per week. Among the 12 parents who expressed an interest in child care, nine of their children were age five and under and three of those were five years old. These nine children represent 56.3% of children 5 and under whose parents took our survey. If our sample is representative of the roughly 1,000 workers on the backside, this indicates a market of roughly 120 children age 5 and under, an estimated 68 of whom may need child care services. Again, these estimates are rough, but provide a place to start.

Working families on the backside want programs to meet their child care needs and support their children’s social and academic well-being.

### Summary of Findings

The assessment of needs and perceptions provides baseline information. The BLC enjoys the support

of trainers in word, if not in deed, and the majority of workers see the Center as a resource and think they will use it at some point in their future.

### Perceptions and Use

- Trainers and workers have positive perceptions of the BLC and its utility.
- Trainers see the Center as a resource for their workers, but not for themselves.
- Workers who do not use the Center report their work schedule and personal commitments make it difficult to attend programs and classes and they do not know about the specific programs and services offered or the times they are offered.
- Many English speaking workers perceive the BLC to be a resource for Hispanic workers but not for themselves.

### Current Programs

- Data on current program use estimates a usage rate of 34.0%.
- ESL classes, computer classes and use, and the lending library function as the core of the BLC’s services.

- VITA, Groom Elite™ and GED classes have attracted fewer users, but are considered among the most useful programs by those who attend.
- Workers designate movie nights, game nights and field trips as “most useful” services, confirming the important social and community functions of these activities.
- While trainers and the two workers who attended citizenship classes report their utility, findings suggest attendance is low, warranting one or two classes each year to meet the demand without draining resources.



### *Potential Programs*

- Assistant and early career trainers provide a market for small business classes on using social media and the internet, as well as financial management.

- Trainers would encourage assistant trainers and foremen to attend communications classes that develop skills for communicating with workers, owners, and the media, as well as human resources classes that teach skills for managing people.
- Trainers are most interested in their Hispanic workers attending classes to learn English, particularly English words for horse and barn terminology.
- Trainers would encourage their English language workers to attend Spanish language classes, but they are more concerned that their Hispanic workers learn to speak English.
- Trainers support work-related courses.
- More than a third of trainers (13 of 35) are “likely” or “very likely” to provide a bonus or pay increase to workers who complete work-related courses. Another 40.0% (14 of 35) said they are unlikely or very unlikely to reward course completion with a bonus or pay raise.
- Computer classes and other computer services attract significant worker interest.
- Two-thirds of workers would like to learn how to get around Louisville using the bus system.
- More than half of responding horsemen are interested in nutrition and cooking, as well as contraceptive education.
- Backside workers with school age children are most interested in summer camp opportunities, followed by strong interest in after school programs and tutoring.
- Parents also express interest in having child care services available on the backside, are willing to fill out paperwork to receive subsidies, and are willing to pay \$40-\$50 per week for the service.



## Implications for Strategic Planning

In general, the BLC offers precisely the kinds of classes that workers need and want and at the times that will work best for horsemen. Interest in the Center's current and potential programs and services far exceeds participation. The Center is in a good position to build on the positive perception of its work and its quality core programming. Programs to serve backside working families (school age programming in particular) may increase worker participation and have the capacity to further develop the Center's positive reputation and role as central to the community life of the backside.

### *Programs*

#### **Trainer and Assistant Trainer Workshops**

Trainers seem to be set in their ways, but they are willing to send assistant trainers and foremen to workshops they think will help their business. Moreover, assistant and early career trainers recognize the need for a broader range of skills than may have been necessary to succeed as a trainer in the past. Periodic workshops geared at the early career and assistant trainers (and maybe foremen as well) could be a good way to buttress trainer support for the Center and possibly generate revenue. The BLC could market such workshops to those working at Keeneland, Churchill Downs and Indiana tracks that are within reasonable driving distance.

#### **English Language Programs and Services**

The Backside Learning Center offers an excellent range of English classes. An express short course covering useful terms around the barn as well as terms and phrases useful to getting around Louisville, might be a way to bring workers in the door and socialize them in using the Center as a language and career development resource.

Workers identified translation services as a need for expanded future programming. The Horsemen's Benevolence and Protective Association (HBPA)

offers some translation services and coordinating with them to ensure that workers are aware of available services may be a first step in meeting this need. In addition, the BLC and HBPA may want to identify more specific aspects of demand for translation services and develop resources to meet those needs. Based on programs in other locations, translation services for legal needs and community service referrals are good starting places.

#### **Career Development for Horsemen**

The Elite Program™ has the capacity to meet the expressed needs of workers and trainers. Those who took the Groom Elite™ class indicated that it was "most useful." Some trainers suggested that combining this training with an ESL component would increase the ability to communicate about work related concerns. However, the Center saw participation drop after initial course offerings so the format for these classes may need to change.

Breaking the Groom Elite™ courses into smaller components offered as workshops may increase attendance and provide the flexibility for additional ESL components. Asking trainers to help develop curriculum and to teach the workshops may increase trainer buy-in. Trainers may be willing to offer small one-time bonuses for participation in such programs.

#### **Computer Services**

The computers available to backside workers at the BLC are a tremendous resource for the workers. Among those who use BLC services, 43.1% (22 of 51) use the computers and 28.8% (15 out of 52) have taken computer classes. When asked about future services, 74% (111 of 150) indicate an interest in computer classes. The BLC does an excellent job with this resource and clearly sees classes in this area as part of its core. One way to increase computer use, and possibly attract additional students, might be to integrate additional use of English and Spanish language audio and video throughout the BLC web site and in other backside venues. A population with low literacy rates requires more audio

and video direction and information about the services available.

### **Programs for Children**

The survey suggests a market for programming to serve children of backside workers. Our sample appears to be representative of backside workers, but does not oversample families so the sample of families is relatively small.

Of those interviewed, 15.1% have children under the age of 18 living in Louisville. Of those, nearly 80% expressed an interest in programs to serve their children's needs. While this is a relatively small percentage of the overall population, this may be a growing part of the backside working population.

The BLC will need to consider how much of its resources to direct to this population. One strategy would be to begin with the lowest investment, highest interest program—a summer camp for school age children. While child care is desired by 52.2% of those with children in Louisville and parents are willing to both fill out paperwork for assistance and pay a portion of the cost, the investment in licensing, staff and facilities is substantial.

The BLC may want to explore ways to support the child care needs of backside workers that do not require heavy investment and will not detract from a focus on school age programs. Those who need child care, really need it. Lack of child care can mean missing work, having a young child left unattended or under poor supervision in order to work, and child care insecurity distracts parents while they are at work. The literature is unequivocal with regard to the value of early childhood education and care. With these facts and the BLC's mission in mind, the BLC may want to partner with a nearby child care facility to find ways (including external funding support) to provide low cost convenient child care to this population. Further consultation with those entities providing these services at Belmont Park may be helpful in exploring the options. The HBPA offers subsidies for child care so any work on this issue should include coordination with its services.

The largest share of parent workers expressed interest in summer camp for school age children. Summers are a struggle for all working parents of school age children and the backside families are no different. Summer programs for children abound, but are often expensive and the Center is in a unique position to meet the distinct language, scheduling, and location needs of backside children. Of those parents who reported having children under the age of 18 in Louisville 75% expressed an interest in the BLC offering a summer camp.

After school programs have the potential to serve the largest portion of children living in backside working families. While these are services that backside working families have access to through the schools, only six of 19 respondents (31.6%) indicated that their children participate in after school programs during the school year. The schools may not offer programs that can adequately serve the language, schedule and transportation needs of this population. Of the parents interviewed, 56% (14 of 23) reported that their child (ren)'s first language is Spanish. A bilingual staff working in an organization dedicated to serving the distinct needs of equine workers may be able to provide the most appropriate programs.

After school and evening tutoring programs could target the whole family through parent-student curricula and simultaneous adult and children's programs. The literature and funding opportunities for ESL services suggest that programs serving whole families are on the rise. Because the BLC has a nuanced understanding of the issues facing the backside population and it already provides services to adults in this community, it is in a good position to provide services for families and may be able to attract more adults into its programs by providing family oriented opportunities.

### **Other Programs**

Food and nutrition can be very social. The Center may be able to think creatively about programming that provides cooking and nutrition instruction while also building community around meals on the backside.

More than half of respondents indicated an interest in contraceptive education. The education committee expressed interest in finding ways to serve women in sex segregated settings in order to learn more about their distinct concerns and to better serve their needs. Contraceptive education programs provide an opportunity for sex segregated programming that may logically lead to conversations about other issues of concern to the committee.

### *Communications and program promotion*

The BLC utilizes its web site, facebook, the overnight, flyers and word-of-mouth encouragement and information sharing to advertise programs and services. Despite these efforts, many workers simply do not know what services are available and are unsure those services operate around their work schedule.

The BLC web site audience is more external than internal. However, the site is still a useful resource to backside workers and may be particularly useful to those passing through. The BLC home page



should be (and may already be) the automatic homepage for all BLC computers. The site provides information on the programs and services offered by the BLC, as well as other opportunities relevant to the equine work force. Incorporating audio and visual clips (in both English and Spanish) wherever possible will make the web-site more user friendly to an illiterate population.

The BLC needs to target audio and video content to multiple groups of workers. For example, in addition to the vitally important stories of immigrant workers who have learned English, advanced their horseman skills, and contributed to the community, communications pieces need to include stories of English speaking workers who find the library and computers to be great resources or who have benefited from art or Spanish classes.

In addition to the tools already in use to promote BLC programs, the findings indicate there may be significant benefit to finding more ways (beyond the web-site and backside public announcements) to use audio and visual means of communicating about the opportunities available at the BLC.

Churchill Downs already has a closed circuit television system that broadcasts on the backside. The BLC, and other backside service providers, may be able to use this system to more effectively advertise their programs, services, and success stories to those working on the backside. Such messages would air on televisions in the dorms as well as several other locations where people gather on the backside. This strategy has the capacity to better reach workers new to the area, illiterate workers, and those who may be passing through, but could take advantage of programs during their stay.

### *Fund Development*

The AREC's consultation with the Backside Learning Center is not specifically focused on fund development, but the findings reinforce and expand existing ideas about funding opportunities.

As noted previously, funding for ESL programs is widely available and there seems to be targeted support for programs that serve the whole family. Identifying specific funding opportunities in this area may help BLC leadership think about framing program design in terms of "family ESL services."

In addition, computer services are a good way to attract funding. Foundation efforts to close the digital divide target underserved populations and may have funds earmarked for the Hispanic population.



The BLC recently received a grant award for health related education. Continued work on nutrition and contraceptive education may provide additional funding opportunities.

Beyond program specific funding, the findings of the assessment indicate that more than a third of the Equine workforce at Churchill Downs and Trackside use the BLC. The report focuses on the gap between interest and use, but the use rate is still quite strong and should be used to leverage support for the Center. Funders will see positive perceptions of the Center and its role as clear indicators of the value of their investment in its work.

## Conclusions

The Backside Learning Center offers a wide range of programs that enhance the lives of equine workers through education, life skill development and community activities. The bulk of programs offered address the most pressing needs of the backside community. The Center operates under the knowledgeable leadership of Director Jennifer Hoert and is staffed by an assistant, contracted instructors and dozens of committed volunteers. Students who use the Center have positive things to say about the Center, find its programs and services to be very useful and enjoyable, and report that the staff and volunteers create a friendly and fun atmosphere.

The Center's greatest weaknesses, from the perspective of this research, are underutilization of services (as measured by the gap between interest and utilization), and the absence of programming to serve the children of backside workers. Underutilization appears to be driven by a lack of knowledge about programs and schedules, which may be tied to low literacy rates, the transient character of the worker population and, in some instances, lack of motivation.

Broad threats to the BLC and its goals include the decline of the thoroughbred industry and shrinking pools of funding for nonprofit activities as the result of the recession and slow recovery. More specific to the Churchill Downs backside, problems of



worker motivation for professional and personal development, the transient character of the backside population, and low literacy rates limit the reach of the BLC's programs and make effective advertising of programs and services difficult.

The BLC has an opportunity to build on existing programs through improved communications and program expansion. A public relations strategy that uses audio visual tools can more effectively reach illiterate backside workers; additional programs geared toward assistant and early career trainers may generate revenue and increase trainer buy-in and support for worker participation; shorter career development workshops for stable workers, taught, in part, by trainers and with an ESL component may increase enrollments, trainer buy-in and trainer-provided incentives; and programs for children and families may increase the participation of equine workers with children in the home. All of these strategies have the capacity to attract funding or revenue and can play a role in generating increased knowledge and use of BLC programs.

## Appendix A: Trainer Survey Frequencies

The AREC research team conducted 40 trainer interviews at Churchill Downs and Trackside Training Facility.

1. Have you heard of the Backside Learning Center? **N = 40**
  - Yes (n = 36, **90%**)
  - No (n = 4, **10%**)
  
2. Do you know anything about the services offered by the Backside Learning Center? **N = 40**
  - Yes (n = 30, **75%**)
  - No (n = 10, **25%**)
  
3. To your knowledge, do your workers use the Backside Learning Center? **N = 40**
  - Yes (n = 23, **57.5%**)
  - No (n = 13, **32.5%**)
  - Don't Know (n = 4, **10%**)

If "yes" have you seen any benefit to your business from programs offered by the Backside Learning Center? **N = 24**

- Yes (n = 16, **66.6%**)
  - No (n = 7, **29.2%**)
  - Don't Know (n = 1, **4.2%**)
- 
4. Do you see the Backside Learning Center as a useful resource for your workers? **N = 38**
    - Yes (n = 33, **86.8%**)
    - No (n = 5, **13.2%**)
  
  5. How likely would you be to offer a bonus or increase in pay for workers who complete training programs that improve their job skills? **N = 38**

Very Unlikely (3)	Unlikely (12)	Undecided (10)	Likely (9)	Very Likely (4)
<b>7.9%</b>	<b>31.6%</b>	<b>26.3%</b>	<b>23.7%</b>	<b>10.5%</b>
  
  6. Do you see the Backside Learning Center as a useful resource for your business? **N = 38**
    - Yes (n = 27, **71.1%**)
    - No (n = 11, **28.9%**)



7. The Backside Learning Center would like to see how much interest there is in workshops on managing a small business. I will list particular workshops and you tell me whether it is very unlikely, unlikely, likely or very likely that you would attend or have one of your assistants attend?

[If the respondent says likely or very likely, probe: Are there specific things you are interested in learning about this topic?] **N=40**

	Very Unlikely	Unlikely	Undecided	Likely	Very Likely	Notes
Formation of an LLC	<b>34.2%</b> (13)	<b>31.6%</b> (12)	<b>31.6%</b> (12)	<b>2.6%</b> (1)	(0)	“Already have one” (4)
Labor management	<b>15.0%</b> (6)	<b>17.5%</b> (7)	<b>60.0%</b> (24)	<b>7.5%</b> (3)	(0)	“Assistant, foreman” “Workers comp & fraud”
Tax accounting	<b>33.3%</b> (13)	<b>17.9%</b> (7)	<b>41.0%</b> (16)	<b>7.7%</b> (3)	(0)	“Save money with the IRS”
Bookkeeping	<b>28.2%</b> (11)	<b>20.5%</b> (8)	<b>41.0%</b> (16)	<b>10.3%</b> (4)	(0)	(How to?) “Do it right”
Customer Interaction and Communication	<b>20.5%</b> (8)	<b>20.5%</b> (8)	<b>56.4%</b> (22)	<b>2.6%</b> (1)	(0)	
Using social media and the internet	<b>27.5%</b> (11)	<b>10.0%</b> (4)	<b>42.5%</b> (17)	<b>20.0%</b> (8)	(0)	“Why no hotspots at barns?”
Web site development	<b>22.5%</b> (9)	<b>27.5%</b> (11)	<b>37.5%</b> (15)	<b>12.5%</b> (5)	(0)	
Financial management	<b>20.0%</b> (8)	<b>22.5%</b> (9)	<b>42.5%</b> (17)	<b>15.0%</b> (6)	(0)	“They don’t need that, they all save.”

Can you think of any other workshops on small business management that you would be interested in for you or your assistants?

- English as second language (2)
- Hygiene (2)
- Horse care and work skills like proper bandaging, bedding, veterinarians (2)
- Immigration laws, help becoming citizen
- Employment laws
- Financial planning/Retirement
- List of good horsemen's accountant
- Local resources for newbies
- Improve earnings and wages, help my quality of life

8. The Backside Learning Center is not sure what services they may be able to offer in the future, but they would like to know what interests you. I am going to list several possible programs and services.

Please say "yes" to any service or program that you would encourage your employees to attend IF the Center offered it. **N=40**

	Yes	No
English as a Second Language classes	<b>95%</b> (38)	<b>5%</b> (2)
Spanish as a Second Language classes	<b>82.5%</b> (33)	<b>17.5%</b> (7)
Personal Money Management classes	<b>65%</b> (26)	<b>35%</b> (14)
Business Money Management classes	<b>52.5%</b> (21)	<b>47.5%</b> (19)
Dress for Success	<b>52.5%</b> (21)	<b>47.5%</b> (19)
Human Resources classes that teach skills for effectively managing people.	<b>67.5%</b> (27)	<b>32.5%</b> (13)
Communications classes that teach foremen and assistant trainers how to communicate with workers, owners, and media.	<b>77.5%</b> (31)	<b>22.5%</b> (9)

9. Would these classes or services for stable workers benefit your business? **N=39**

	<b>Yes</b>	<b>No</b>
Barn Basics (learning to walk horses, hotwalking and basic assistance around the barn)	<b>89.7%</b> (35)	<b>10.3%</b> (4)
Grooming skills (moving from hotwalker to groom)	<b>92.3%</b> (36)	<b>7.7%</b> (3)
Shed row foreman or assistant trainer (classes to advance from groom or exercise rider to shed row foreman or assistant trainer)	<b>92.3%</b> (36)	<b>7.7%</b> (3)

## Appendix B: Worker Survey Frequencies

The Applied Research and Education Center (AREC) staff interviewed 152 workers.

1. What is your occupation? **N = 152**

Hotwalkers (n = 54, **35.5%**)

Grooms (n = 70, **46.1%**)

Exercise Rider (n = 12, **7.9%**)

Other (n = 16, **10.5%**)

2. *[For surveys conducted at the picnic or health fair]* Do you work at Churchill Downs, Trackside or High Pointe Training Center? **N = 148**

Churchill Downs (n = 126, **85.1%**)

Trackside (n = 22, **14.9%**)

High Pointe Training Center = 0

3. How long have you worked there? **N = 149, mean = 6.8 years**

4. Does your spouse or partner work at Churchill Downs, Trackside or High Pointe Training Center? **N = 146**

Yes (n = 39, **26.7%**)

No (n = 107, **73.3%**)

If “yes”, how long has your spouse or partner worked at Churchill Downs, Trackside or High Pointe Training Center?

**N = 32, Mean = 9.2 years**

5. Are you aware that the Backside Learning Center offers classes and other services to backside workers? **N = 150**

Yes (n = 133, **88.7%**)

No (n = 17, **11.3%**)

6. Have you ever used any of the services or classes provided by the Backside Learning Center? **N = 150**

Yes (n = 51, **34.0%**)

No (n = 99, **66.0%**)

**If “yes”, the interviewer will proceed to question # 7**

**If “no”, the interviewer will proceed to question #8**

7. I am going to read a list of services that the Backside learning Center provides, please say “yes” if you have attended the class or used the service.

*[Interviewer will check box for “yes” response]*

Groom Elite Class (9 out of 51, **17.6%**)

English as a Second Language class (31 out of 51, **60.8%**)

Spanish Language class (7 out of 51, **13.7%**)

Computer class (15 out of 52, **28.8%**)  
 Computer Use (22 out of 51, **43.1%**)  
 GED tutoring (6 out of 51, **11.8%**)  
 Citizenship class (2 out of 51, **3.9%**)  
 Movie night (13 out of 51, **25.5%**)  
 Guitar lessons (5 out of 51, **9.8%**)  
 Art class (3 out of 51, **5.9%**)  
 Dance class (3 out of 51, **5.9%**)  
 Library (16 out of 51, **31.4%**)  
 Video chatting (8 out of 51, **15.7%**)  
 Driver's license exam preparation (1 out of 51, **2.0%**)  
 Tutoring (4 out of 51, **7.8%**)  
 Field trips (10 out of 51, **19.6%**)  
 Game night (12 out of 51, **23.5%**)  
 Volunteer Income Tax Assistance (VITA) (9 out of 51, **17.6%**)  
 Latina Women's Group (2 out of 50, **4.0%**)

Which of these services or classes were most useful to you? *[Interviewer will circle those the respondent indicates were most useful]* **N = 35**

- Groom Elite Class (n = 1, **2.9%**)
- English as a Second Language class (n = 10, **28.6%**)
- Computer Class (n = 1, **2.9%**)
- Computer Use (n = 4, **11.4%**)
- GED tutoring (n = 2, **5.7%**)
- Citizenship Class (n = 1, **2.9%**)
- Movie Night (n = 1, **2.9%**)
- Library (n = 4, **11.4%**)
- Field Trips (n = 1, **2.9%**)
- Volunteer Income Tax Assistance (VITA) (n = 3, **8.6%**)

**[If the respondent answered question #7, skip question #8]**

8. I'd like to know more about why you do not use the Backside Learning Center. I will list some possible reasons, please say "yes" to those that describe your reasons for not using the Backside Learning Center. **N = 105**

I do not know about the programs and services offered by the Center. (n = 45, **42.9%**)  
 My work schedule makes it difficult for me to attend programs or classes. (n = 59, **56.2%**)  
 I have too many personal commitments to make time for programs and classes. (n = 26, **24.8%**)  
 I think the programs are too advanced for me. (n = 5, **4.8%**)  
 I am not interested in the programs or classes offered by the Backside Learning Center. (n = 8, **7.6%**)  
 Do you have other reasons for not using the Backside Learning Center? (n = 17, **16.2%**)



9. The Backside Learning Center is not sure what services they may be able to offer in the future, but they would like to know what interests you. I am going to list several possible programs and services. Please say “yes” to any service or program that you would attend or use IF the Center offered it.

	Yes % (n)	No % (n)
Barn Basics (learning to walk horses, hotwalking and basic assistance around the barn)	<b>33.8%</b> <b>(50)</b>	<b>66.2%</b> <b>(98)</b>
Grooming skills (moving from hotwalker to groom)	<b>38.3%</b> <b>(57)</b>	<b>61.7%</b> <b>(92)</b>
Shed row foreman or assistant trainer (classes to advance from groom or exercise rider to shed row foreman or assistant trainer)	<b>47.3%</b> <b>(70)</b>	<b>52.7%</b> <b>(78)</b>
Nutrition and cooking information; including microwave and grill cooking	<b>56.3%</b> <b>(85)</b>	<b>43.7%</b> <b>(66)</b>
Conversation partners to practice speaking in English or Spanish	<b>79.5%</b> <b>(120)</b>	<b>20.5%</b> <b>(31)</b>
English Literacy-Reading classes	<b>76.2%</b> <b>(115)</b>	<b>23.8%</b> <b>(36)</b>
Spanish Literacy-Spanish Reading Classes (Plaza Comunitaria)	<b>43.7%</b> <b>(66)</b>	<b>56.3%</b> <b>(85)</b>
Translation Services	<b>80.1%</b> <b>(121)</b>	<b>19.9%</b> <b>(30)</b>
Basic Computer classes	<b>74%</b> <b>(111)</b>	<b>26%</b> <b>(39)</b>
A class on what to look for when buying a computer	<b>55%</b> <b>(83)</b>	<b>45%</b> <b>(68)</b>
Wireless internet services	<b>59.6%</b> <b>(90)</b>	<b>40.4%</b> <b>(61)</b>
A class on how to get around the city by learning Louisville’s bus routes	<b>67.5%</b> <b>(102)</b>	<b>32.5%</b> <b>(49)</b>
Contraceptive Education	<b>53.6%</b> <b>(81)</b>	<b>46.4%</b> <b>(70)</b>
Do you have children? [If “ <b>yes</b> ,”] Are any of your children under the age of 18? If “ <b>yes</b> ” then ask all of the following <b>grayed questions</b> . If “ <b>no</b> ” move on to <b>question #10</b> )	<b>26.7%</b> <b>(40)</b>	<b>73.3%</b> <b>(110)</b>
Summer camp for school age children	<b>75%</b> <b>(18)</b>	<b>25% (6)</b>
After school programs for children	<b>73.9%</b> <b>(17)</b>	<b>26.1%</b> <b>(6)</b>
Would you be willing to bring your child to the Backside Learning Center for an after school program?	<b>81%</b> <b>(17)</b>	<b>19% (4)</b>
Tutoring for school age children	<b>71.4%</b> <b>(15)</b>	<b>28.6%</b> <b>(6)</b>
Child Care services	<b>52.2%</b> <b>(12)</b>	<b>47.8%</b> <b>(11)</b>
If yes to child care services: Would you be willing to fill out paper work to get free child care?	<b>66.7%</b> <b>(12)</b>	<b>33.3%</b> <b>(6)</b>
If yes to child care services: Are you willing to pay for child care?	<b>80%</b> <b>(12)</b>	<b>20%</b> <b>(3)</b>
If willing to pay for child care: How much would you be willing to pay per week? <b>Minimum: \$30; Maximum: \$100; Mean: \$48.89 (n=9)</b>		

10. Can you think of any other classes or services for yourself that you would use if the Backside Learning Center offered them?

**Existing Programs and Services (several answered with classes already offered).**

- The classes are complete, but it would be better if they change the schedule so he could attend. Several mentioned needing evening classes.
- Advanced computer classes, “I already know what they teach.”
- Learn how to use computer, teach Spanish to children.
- Music classes (piano and drums in addition to guitar), dance classes, and a dance floor (7)
- Advanced computer classes (some specified Auto-CAD and computer drafting and design) (5)
- Citizenship classes/help (3)
- Expand the library (2)
- A few stated a need to divide the classes based on level of need because some are farther along than others
- Horse help classes, insight of horses, how joints work, why you put some medicine. Advanced health incline health, understanding of horses' legs, hydration. Workers are told to do a thing like medicine, but have no idea why. Not to do it for repetition but because of problem. They could detect a problem and know why it needs attention.

**Ideas for additional programs and services**

- The most important would be learning to speak English. So the workers feel more comfortable. The proper nouns of stuff and parts of horses. Hotwalker to groom and foreman to assistant trainer classes would help a lot of people.
- Assistant trainer classes, English
- Class to become a galloper. Classes from 4pm and on.
- Knitting/sewing (2)
- Cosmetology/hair school (3)
- Health, Alcoholics Anonymous, psychological help (3)
- One stated that there are not enough showers, so women have to go into the men's restroom
- Orientation about resources ( I think this could be very helpful to newbies)
- Real estate
- Sign Language
- Psychology classes
- Biology, chemistry classes
- “We need a law that gives us one day of rest and no exploitation.”
- Motor skills, communication with others, more focus on EVERYONE towards blacks and whites.
- More entertainment for the workers
- Poetry
- Personal defense.
- Help with food, if they would supply grills so they can cook
- Gym, “Santa Anita, CA has a gym”; sports
- More programs to help the children
- Health care and psychological help

11. Do you feel you might use the Backside Learning Center in the future? **N = 129**

Yes (n = 124, **96.1%**)

No (n = 5, **3.9%**)

*If the respondent said “yes” when asked if she or he had **children under the age of 18**, proceed to **question #13***

*If “no”, skip to **question #20***

12. How many children do you have? (N = 42, **Mean = 2.5**)

13. Are they here in Louisville? **N = 43**

Yes (n = 23, **53.5%**)

No (n = 20, **46.5%**)

14. For each child, can you tell me their age, grade, and where they go to school?

<b>Age</b>	<b>Grade</b>	<b>School the child at-</b>
<b>Mean age: 8.35 (n=25)</b> <b>Median age: 8.00</b>	<b>Mean grade: 4.178 (n=15)</b> <b>Median grade: 4.00</b>	<b>Bethlem High School</b> <b>Iroquois</b> <b>Kennedy</b> <b>McFerran</b> <b>Olmstead North</b> <b>Olmstead South</b> <b>Semple</b> <b>Wheatley</b>

15. Do your children participate in any after school programs during the school year? **N = 19**

Yes (n = 6, **31.6%**)

No (n = 13, **68.4%**)

16. [If respondent has a child entering grades 1-8]

If the Backside Learning Center offered an afterschool program, would you bring your child(ren) to the Backside Learning Center to participate? **N = 21**

Yes (n = 15, **71.4%**)

No (n = 6, **28.6%**)

If “yes”, would you prefer one day each week or two days each week? **N = 15**

One day per week (n = 6, **40.0%**)

Two days per week (n = 9, **60.0%**)

17. What is your child’s/ your children’s primary language? **N = 25**

English (n = 9, **36.0%**)

Spanish (n = 14, **56.0%**)

Other (Both English and Spanish and primary language) (n = 2, **8.0%**)

18. Do you ever go to the public library with your children? **N = 23**

Yes (n = 14, **60.9%**)

No (n = 8, **39.1%**)

If “yes” which location?

- Iroquois
- Shively
- Fairdale
- Downtown

19. Are there any additional programs or services that you would like the Backside Learning Center to offer to your children?

- Basics; more knowledge
- Child care
- Computer classes
- ESL (n = 2)
- Library
- Not for right now, put the children in different categories so they don't feel discouraged
- Play
- Reading program
- Sports (entertainment and play) (n = 2)
- Tutoring in Spanish

20. How old are you? (N = 152, **Mean = 37.7 years**)

21. Gender [*Interviewer can fill this in*] N= **152**

Male (n = 99, **65.1%**)

Female (n = 52, **34.4%**)

22. Which of the following best describes your marital status? N = **152**

Single (n = 69, **45.4%**)

Married (n = 46, **30.3%**)

Separated (n = 8, **5.3%**)

Divorced (n = 9, **5.9%**)

Widowed (n = 3, **2.0%**)

Partnership (n = 17, **11.2%**) We added this category due to the number of respondents who indicated they were "juntado" or in a partnership or relationship.

## Appendix C: Services at Belmont Park and Arlington Race Track

AREC research staff used internet research and telephone contact with organizations providing services at Arlington and Belmont to compose comprehensive lists of services for both race tracks. At these and other tracks around the country, services are generally provided by a combination of organizations on and off track premises.

### *Services provided to Backside workers at Arlington Racetrack, Illinois*

- 350-unit dormitory with private bathrooms and 60 additional units off-site
- On-site comprehensive medical services with a bilingual medical professional
- On-site dental services
- Licensed outpatient substance abuse programs
- Community mental health clinics
- Public health screenings; school physicals and immunizations and flu vaccines
- Educational programs
- Drug prevention programs
- Annual health fair
- A bilingual social service worker to assist in keeping medical appointments
- Residency, employment, and off-track program information
- On-site, bilingual counselors
- 90%+ compliance rate with immunization administration
- Screenings for TB and lead
- Medication dispensed program
- Wellness checks for babies
- 4-5 week on-site summer camp provided by the school district
- Nondenominational religious services
- Bible study
- Educational Financial Aid and scholarships
- Tutoring for children
- School supplies
- Food pantry and clothing closet
- Referral services to other social service agencies
- Interpreting services at civil justice and court hearings

### *Services provided to Backside workers at Belmont Racetrack, New York*

- Child care and early education
- After school tutoring
- Summer camp reading program
- Holiday party where children can choose donated gifts
- Support group for women dealing with alcoholic family members
- No-cost health insurance year round
- On-site healthcare clinic
- Term life insurance plan
- Assistance with filing for worker's compensation
- Transportation and translation services
- Licensed substance abuse program
- Free store stocked with gently used clothing, appliances and hygiene products
- 12 new computers with internet access for communicating with family via Skype
- English language and literacy classes
- State of the art language lab and communications center that utilizes online learning
- Two-level groom development program that offers vocational training for grooms and hot walkers taught by top professionals
- Bible study
- Nondenominational religious services
- Educational financial aid and scholarships
- Tutoring for school age children
- School supplies
- Food pantry and clothing closet
- All bilingual staff assists in referring workers to other social service agencies
- Interpreting services at civil justice and court hearings





# Backside Learning Center

AT CHURCHILL DOWNS



# **APPLIED RESEARCH AND EDUCATION CENTER**

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**INDIANA UNIVERSTIY SOUTHEAST**