

The Latino Community in  
Johnston County, North Carolina

An Action-Oriented Community Diagnosis

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## **Dedication**

The student team for this Action Oriented Community Diagnosis would like to thank our preceptors, Gail Garcia and Gladys House for their time, support and assistance with this process. We would also like to thank the community members and service providers of the Latino Community of Johnston County for donating their time in support of this project and for providing the student team with valuable insight on their community.

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## **EXECUTIVE SUMMARY**

From September 2005 – April 2006, five Masters of Public Health students from the University of North Carolina School of Public Health, Department of Health Behavior and Health Education conducted an Action Oriented Community Diagnosis (AOCD) with the Latino Community of Johnston County. The AOCD examined the Latino community's quality of life, strengths, challenges and needs through community-based, participatory research with Latino community members and service providers assisting the Latino community. Two preceptors from Johnston County assisted the student team throughout the AOCD process by providing an orientation to the community and identifying key informants. The student team interviewed 22 service providers, 15 community members and conducted two community member focus groups. The student team supplemented information acquired through these interviews with secondary data and student observations in the form of field notes. Five overarching themes resulting from this process were presented at a Community Forum, held in Smithfield, Johnston County on April 30, 2006. Topics that were discussed are as follows: education; employment; leadership; health; and housing. Below is a list of the themes and the action steps generated at the Community Forum to address each issue:

There are difficulties providing education to Latinos due to policies that restrict how ESL classes are taught, lack of information about educational services and the inability of many Latino students to continue to university-level studies.

1. Education services will be publicized through radio and newspaper advertisements and communications between community members.

2. Community members will volunteer to teach classes in the Johnston Community College mobile ESL unit.
3. Community members will organize groups to meet regularly for classes at the mobile unit.
4. Community members and service providers will meet again in May to discuss progress and continue addressing this and other issues concerning education.

Despite the fact that Latinos are moving from migrant work to more permanent, stable employment, Latinos still suffer from employer abuse, insufficient living wages and unemployment.

1. Contact the Spanish language television channel, Univision, and ask them to advertise information about services and employment issues as part of a specific weekly program.
2. Contact Johnston Community College about advertising the continuing education services that they offer in Spanish to increase awareness of available services to improve employment preparedness in the Latino community.
3. Contact the local churches about advertising the ESL and childcare services that they offer to support working parents.

There is a need for leadership and sustainable collaboration within the Latino community.

1. Contact and speak with Latino communities in Siler City and Sanford to find out how they fostered and encourage leadership within the community.
2. Make a connection with El Pueblo in Raleigh and solicit advice on how to encourage advocacy and leadership within the community.

3. Send a letter to the local Hispanic radio station, encouraging Latinos in Johnston County to voice their concerns and opinions concerning their community.
4. Create and advertise training for the community on basic leadership and community organizing skills.

Lack of interpreters and high quality interpretation hinders Latino patient-provider communication. Lack of insurance, substandard housing conditions and heightened susceptibility to occupational injuries and other health concerns place Latinos at greater health risk.

1. Publicize assistance programs available to the Latino community to subsidize cost of medications and health services.
2. Register complaints about lack of interpreters and health department funding through a community petition and submittal of Non-Compliance with Title XI Forms to the North Carolina State Government.
3. Coordinate a Latino Health Fair to provide information on health services available to the Latino community.

Poor housing conditions and landlord abuse are serious issues facing the Latino community.

1. Contact Housing Assistance to collect information on Renter Rights.
2. Form an action committee on Housing, which will meet later in May at the Johnston Community College (JCC).
3. Invite a representative from Housing Assistance to the committee meeting at the JCC.



## INTRODUCTION

### **Overview**

Over the past decade, Johnston County, located in eastern North Carolina, has experienced tremendous growth in its Latino population (1). In 2005, five Masters students from the University of North Carolina School of Public Health in the Department of Health Behavior and Health Education were invited to Johnston County to carry out an Action Oriented Community Diagnosis (AOCD). The purpose of the AOCD was to examine the Latino community's strengths, challenges and needs through community-based, participatory research with Latino community members and service providers assisting the Latino community of Johnston County. In addition to gaining an understanding of Latinos' quality of life in Johnston County, the AOCD process also aspired to build a sense of community within the Latino population of the county and to strengthen their capacity to initiate positive changes in their community.

The AOCD process began in September 2005 when the student team met its "preceptors", Gail Garcia and Gladys House of Johnston-Lee-Harnett Community Action, who had contacted UNC to initiate the AOCD process for the Latino Community of Johnston County. The preceptors would act as guides to the community for the student team, and assisted them in becoming familiar with the area and the Latino community through county tours, recommendations of community events to attend and introductions to key community members and service providers. Initially, the student team participated in community events such as church services, educational fairs and flea markets in order to gain understanding of the Latino community as well as to introduce themselves to Latino residents. While gaining entrée into the community, the student team also researched secondary data related to the Latino population of

Johnston County and its access to services such as transportation, law enforcement, health, education and employment. The team also began the process of obtaining the necessary approval from the University of North Carolina Institutional Review Board (IRB) to begin interviews with the service providers and community members in Johnston County.

Three months after their first visit to the county, the student team received IRB approval and began an extensive interview process that involved conducting 37 interviews and two focus groups with Latino community members and service providers living in Johnston County. These interviews were designed to determine the Latino community's strengths, challenges and needs. Data from these interviews revealed five major topics of interest to Latino community members and service providers: 1) education; 2) employment; 3) health; 4) leadership; and 5) housing. At the end of April 2006, a Community Forum was organized to present these topics to the community, elicit discussions, and ultimately produce concrete action steps to be taken by the community. The Community Forum sought to address these needs and challenges by utilizing the identified strengths of the community.

### **Political Climate at time of AOCD**

The AOCD process and results were shaped by the political climate at the time of the community diagnosis. In the spring of 2006, a number of immigration bills were being proposed by the United States House of Representatives and Senate. One particular bill, The Border Protection, Anti-Terrorism and Illegal Immigration Control Act of 2005 (HR 4437), advocated making the "unlawful presence" of an undocumented immigrant a felony, subject to jail time and deportation (2). This clause, in addition to other stringent measures, led to a number of protests by Latinos and concerned parties across the country.

The effect of these immigration bills and the national protests was felt in Johnston County. On March 30, 2006, 30 students from Smithfield-Selma High School walked out of classes in protest of the immigration reform. The students marched down Booker Dairy Road and U.S. 301 despite warnings by school officials and threats of suspension (3). Many onlookers joined their march in support while others driving by yelled insults and told the students “to go back to Mexico” (3). When students returned to school they were suspended for varying lengths of time.

The national attention placed on immigration reform at the time of the AOCD acted as a galvanizing force for the Latino community of Johnston County and increased many community members’ interest in the AOCD process. However, this increased interest at times constricted the AOCD process, as some Latinos wanted to use the AOCD process, and particularly the Community Forum, to protest immigration reform. In addition, protests in the county and general unrest made many service providers and schools uncomfortable with being involved in the community diagnosis due to its focus on the Latino community. The timing of this debate had little impact on the interview process, which finished in mid-April, but was an ever-present issue during the planning and realization of the Community Forum. In the weeks before the Forum, rumors of sting operations and surprise arrests by the Immigration and Naturalization Service spread through the county, creating a sense of general unease which likely inhibited community members from attending and participating in public events such as the Community Forum.

### **Defining the Community**

The student team was invited to conduct an AOCD for the Latino community of Johnston County. The term “community” can be used to describe a group of people according to a variety

of contexts. For example, a community can be defined in regards to a shared geographical location, a shared common identity, a shared race or ethnicity, or a shared activity or undertaking. For the purpose of the AOCD, the Latino community of Johnston County was defined by shared geographical location, Johnston County, and a shared ethnicity, Latino. Within the context of the AOCD, the geographical location of Johnston County was defined by county lines. The ethnicity “Latino” was defined as anyone whose ancestors were originally from Mexico, Central American, South America or the Spanish-speaking Caribbean (4). The term “Latino” was used for the purposes of this study, but can be considered synonymous with “Hispanic,” a term commonly used by the United States government as well as by many members of the Latino community (4).

### **History and Geography of Johnston County**

Originally a part of Craven County, Johnston County was formed in 1746 and named for the Royal Governor of North Carolina at the time, Gabriel Johnston (5). Covering 792 square miles in eastern North Carolina, Johnston County is ranked tenth in size of all counties in North Carolina and has an estimated population of 140,000 (5). Please see Appendix A for map of North Carolina by County.

While the eastern part of the county remains primarily centered around agriculture, the western portion is home to nascent pharmaceutical companies, builders, housing developments, and shopping centers. The municipality of Clayton, situated in the north-eastern corner of the county and bordering Wake, has experienced substantial growth over the past ten years, making Johnston County the fastest growing county in North Carolina (5). Aiding this expansion is Johnston County’s access to four major highways: Interstate 95, Interstate 40, US Highway 70, and US Highway 42.

Johnston County contains ten towns, listed in order of size: Smithfield, Selma, Benson, Kenly, Four Oaks, Pine Level, Princeton, Wilson's Mills, and Micro. Smithfield has been the acting county seat since 1771 (5).

### **Demographic Profile of the Latino Population**

There are approximately 600,000 Latinos in North Carolina, representing 4.7% of the total population of the state (1). As the Latino population has increased by over 400% in the past decade, North Carolina is credited with the fastest growing Latino population in the country (6).

Census surveys indicate that the makeup of the Latino population in North Carolina differs from the national norm. Latinos in North Carolina are more likely to be from Mexico, male, young, and employed in low-paying, low-skilled jobs than Latinos nationally (6). Although typically employed, Latinos represent a large percentage of the population in poverty, possibly due to the fact that Latinos in North Carolina are more likely to have immigrated recently, be undocumented and have greater language barriers than Latinos nationally, confining many to low-wage employment (6). Census supplementary surveys indicate that approximately 84% of Latinos in North Carolina speak English not at all, poorly or less than very well, affecting their ability to gain employment and access services (6).

Less data is available specific to the makeup of the Latino population of Johnston County. However, census data indicates that the population is rapidly increasing, with estimates stating that Latinos represent 9.7% (12,892) of the total county population of 132,293 in 2002 in comparison to 7.7% of the total population in 2000 (1). Data from the Johnston County Public School System mirror these statistics, showing an average increase of 300 Latino children per year enrolled in the school system since 2000 (7). While many Latinos are employed in agriculture in Johnston County, with approximately 1,525 documented migrant workers

contributing labor every year, an increasing number of Latinos are employed in the construction and landscaping associated with the rapid growth and development of Johnston County and particularly Clayton (8).

## **RESULTS OF THE AOCD PROCESS**

### **Overview**

The following section describes in detail five major topics that resulted from the AOCD process and were selected by community members to be addressed at the Community Forum: education; employment; health; housing; and leadership. It is necessary to note that each of these topics focus on a challenge facing the Latino community. While one purpose of the AOCD process is to identify and address challenges and needs, a community diagnosis also involves ascertaining the strengths of the community. As stated previously, one of the goals of the AOCD process is to use the strengths of the community to address its needs and challenges. The following section will open by briefly summarizing the strengths of the Latino community of Johnston County, as indicated in community member and service provider interviews. Each major topic is summarized as a “theme” in order to provide a more complete overview of the key dimensions of that issue.

Following a description of the strengths of the community, each of the five topics is discussed at length. First, these topics are described from the community member perspective, then from a service provider’s perspective. This segregation of perspective is a result of the AOCD process, which typically addresses the community member perspective as an “insider’s” view while addressing the service provider perspective as an “outsider’s” view. This delineation does not clearly apply to the Johnston County community, however, as many of the service providers interviewed were also Latino community members. Some of these service providers referred to the community as “we”, implying an insider perspective, while others frequently

referred to Latinos as “they”, implying an outsider perspective. Student team observations and secondary data provide a third viewpoint on each theme, and a summary paragraph concludes each section to address congruence among perspectives on the issue.

### **Strengths of the Community**

Interviews revealed a number of key strengths of the Latino community in Johnston County. Many service providers and community members noted Latinos’ strong relationship with family and friends and their willingness to help one another as a positive force in the community. This willingness to help one another has created informal support networks within smaller Latino communities and families. Within these networks, Latinos can look to each other for emotional support in addition to routine assistance with transportation, childcare and translation.

In addition to support from family and friends, numerous service providers stated that one of the main strengths of the Latino community was their willingness to work hard. Interviews and student team observations concluded that many Latinos in Johnston County work multiple jobs and long hours for minimum pay. While Latinos’ strong work ethic is admired by many, it is necessary to note that some community members regard hard work less as an elective value and more as a necessary means of survival.

Finally, many interviews and student team observations highlighted another strength of the Latino community: the role of religion and the church in the community. For many Latinos, the church appears to be a community gathering point and source of comfort. In addition, it is another place for Latinos to create informal support networks within a smaller community. One service provider provided an example of this, recounting a story about a Latino family that did not have enough money to send a deceased relative’s body back to Mexico to be buried. The

service provider said that many Latino parishioners in the church donated money to the family until they had enough to send the body back to Mexico, in accordance with the desires of the deceased.

## **Findings**

Findings from 37 interviews and two focus groups have been analyzed and categorized into key themes surrounding the needs of the community and the challenges it faces. These themes are supported by data from interview transcripts and supplemented with the researcher perspective taken from secondary data and participant observation at community events. A further description of the methods used to compile these results and how these results were selected for discussion is provided in the Methodology portion of the paper.

### **1. Education**

Theme: There are multiple education services targeting the Latino community, but there are difficulties providing education to Latinos due to policies that restrict how ESL classes are taught, lack of information about educational services, and the inability of Latino students to continue to university-level studies.

#### Community Member Perspectives

*What do you think are the major needs the community faces? “Education. Education is most important.”*

It was apparent from the data that community members, overall, were very impressed with the high quality of the Johnston County education system. One interviewee mentioned moving to Johnston County specifically for the community college. Schools and educational facilities were also mentioned as a source of support and assistance for the community, especially for parent outreach. However, interviews also highlighted that the number of ESL



classes are not sufficient and that there are few bilingual teachers available to communicate with parents.

Because an education from the county was deemed so valuable, the community often stated that it was a key need to address within the Latino community. Many community members mentioned that a high school education and fluency in English was necessary for higher paying jobs within organizations like factories. Some community members commented on the fact that children may work hard through high school, but they have no channel for advancement to the university level if they are undocumented, and often end up working in positions with limited potential for upward mobility.

### Service Provider Perspectives

*“Education is one that they may not take as much opportunity of as they could because they are working a lot and it is hard to have the time to be able to go to English classes, or to continue their education, its hard. It’s free to get basic education, but to get a college education you still have to have that social security number. You can do it, but it would cost a lot more because you would be considered an out-of-state resident. They just can’t afford that.”*

Many service providers stated that there were significant barriers to providing education to the Latino population. One such barrier is a policy which bars teachers from speaking in Spanish to teach Latino students. This policy hampers teachers’ abilities to teach English as a second language and makes it difficult for Latino students who immigrate in their late teens to be able to learn English in time to graduate from high school. Another policy that acts as a barrier to educating Latinos is a mandate that requires students to submit social security numbers and proof of residency for college acceptance. Because of this policy, undocumented Latino students, and children of undocumented parents, are unable to attend college, unless they apply as international students and agree to pay international student tuition and fees, which are significantly higher than in-state tuition.

## Field Notes and Secondary Data

Team members visited Johnston County Community College (JCC) and spoke with teachers from the English as a second language department. Team members were surprised to learn about the numerous programs the college offers for Latinos in the community, including a Latino students' group, English as a Second Language (ESL) and GED classes on the campus, and a mobile bus that teaches ESL and Spanish-language GED classes at community gathering places such as Wal-Mart. As noted earlier, the number of Latino children enrolled in the public school system has rapidly increased over the last five years (9). Johnston County is addressing this challenge by offering numerous educational opportunities for both children and adults, including the JCC programs and bilingual programs at Head Start and in the local schools, as well as a service within the school system specifically devoted to the needs of Latino students and parents.

## Summary

Community members and service providers agreed that education is a major priority for Latinos in Johnston County, and that educational institutions have been at the forefront of the County's efforts to meet the needs of the Latino population. A strong emphasis on family, and expanding the opportunities available to their children, creates a powerful motivation within the community to address this issue. Language and documentation issues continue to be a barrier to educational advancement, and various institutional and public policies hinder both the ability of service providers to reach the community and the ability of the community members to access existing services.

## **2. Employment**

Theme: Despite the fact that Latinos are moving from migrant work to more permanent and stable positions in the community, community members still suffer from employer abuses, insufficient living wages, and unemployment.

### Community Member Perspectives

*“My husband is in construction. Right now I am looking for work, but it is very difficult. I am hoping to get a job in a hotel or as a waitress.”*

The community seemed to vacillate between the idea that Latinos are very resourceful and can always find work and the belief that there is substantial unemployment in the community. Many interviewees cited insufficient wages for long work days. Young people, especially, seemed to indicate that the long work hours resulted in poor quality of life with each day the same as the next and few days off. Some suggested that as the population of Latinos has risen in North Carolina, wages for manual labor have gone down due to an excess supply of workers. Interviewees also said that workers had few rights, and if the employer did not pay them for several weeks of work, there was no recourse available. Community members also mentioned that there were few professional positions available for Latinos due to the language barrier and disregard for international high school diplomas.

### Service Provider Perspectives

*“Latinos who live in our community do landscaping, restaurants/food service, farming – tobacco, cotton – all kinds of farm labor. I know in Johnston County a lot of the contractors are using Latinos and they have actually moved into industry. We still have a lot of Latinos who move in for the season and work crops then leave. But a lot of our Latinos are staying and not moving on and finding jobs in factories and grocery stores and fast food. They are finding jobs locally.”*

The majority of service providers stated that there were numerous employment opportunities for Latinos in Johnston County and that unemployment was not an issue affecting

the community. Many service providers noted that employment opportunities for Latinos have shifted significantly over time. Initially, Latinos were focused almost exclusively in the agriculture sector, with many Latinos working as migrant workers on the sweet potato, tobacco and cucumber farms. Many service providers noted that, over the past decade, employment in agriculture has decreased while employment in construction, landscaping and services has increased. In addition, service providers noted that while many Latinos used to work in transitory occupations like migrant work, the majority of Latinos are now settling down in Johnston County and bringing their families here to live permanently. This shift has been unsettling to many Johnston County residents and has also led to an increased need for services for Latinos as they become permanent residents of the county.

#### Field Notes and Secondary Data

The 2000 Census concluded that Johnston County was the fastest growing county in North Carolina during the 1990s (15). There has been a steady increase in employment associated with this growth, with employment increasing by 2.6% from 2004 through today (15). Unemployment is currently at 4.0% in Johnston County, slightly lower than the state average of 4.5% (15). While Johnston County is known as a primarily agricultural county, there has been a shift away from growing tobacco and other crops towards industry. Team members observed in field notes that the county appeared to be growing rapidly and moving away from an agricultural lifestyle, particularly in Clayton in the western part of the county. The central and eastern portions of the county continue to appear more rural in nature, although the team preceptor stated that many growers are leaving agriculture to establish themselves in other industries. Currently, the per capita income for Latinos in Johnston County is \$10,410, significantly lower than the county average of \$18,788 (15). In North Carolina, roughly 75% of employed Latinos work in

traditionally blue-collar jobs including service work, unskilled labor, and intermediate-skill level operational work, which requires only limited training. Overall, only 38% of the general population of North Carolina works in the same employment areas (10).

### Summary

While service provider and community member perspectives differed regarding the availability of employment, many agreed that opportunities for most Latinos are confined to low-wage and labor intensive positions. Service providers tended to cite employment as readily available, while community members more often reported that although the recent economic growth in Johnston County has created employment in new areas, the simultaneous growth of the Latino population has also increased competition within these areas. Both perspectives converged on the belief that language and documentation issues create barriers to many employment opportunities, and are also threats to occupational safety. Many interviewees also noted that Latino community members often invest long hours and hard physical labor into their employment. This limits the quality of life for many community members and also inhibits community cohesion, as the long work days leave community members with little free time to pursue other interests, including community activism.

### **3. Health**

Theme: Lack of interpreters and high quality interpretation hinders Latino patient-provider communication. Lack of insurance, substandard housing conditions and heightened susceptibility to occupational injuries and other health concerns place Latinos at a greater risk for poor health outcomes.

### Community Member Perspectives

Community members cited lack of insurance as the biggest barrier to obtaining health services. Children tend to be covered by Medicaid, but adults have few resources for medical care if they are uninsured. Many community members commented that they use the emergency room or the Health Department for primary care, which can result in thousands of dollars of medical bills. The language barrier continues to be a major concern for Latino residents of Johnston County seeking high quality medical care. While the number of interpreters has increased, there were several examples given of children serving as medical interpreters, which many interviewees thought was irresponsible and a liability. Community members also recounted that many Latinos died from exposure to carbon monoxide from heating units during the Hurricanes before the bilingual crisis line was put into place. Community members indicated that bilingual services have improved, but are not yet sufficient to support the medical needs of the community.

Community members also mentioned that cultural issues had an influence on health care choices. Sexual education seems to be a culturally sensitive topic for discussion, although it was cited as an important need in the community. Many women indicated that men in the Latino community will not seek medical care until the point of crisis. In addition, some community members hold beliefs against surgery, and some rely on herbal remedies. The combination of these different barriers hinders the quality and quantity of medical care for the community.

### Service Provider Perspectives

*“We see a lot of tuberculosis, because so many people tend to live together. In the summertime we see accidents from the farms. It’s hard to get them to actually come in.”*

Service providers noted that the influx in the Latino population of Johnston County has created an increased need for medical interpreters and translators. While many health care

agencies have hired bilingual staff and interpreters to handle the growing Latino population, service providers stated that many of these staff members are not certified translators and that difficulties communicating with Latino patients is still a significant problem. Some service providers noted that regardless of their efforts to hire bilingual staff, there is still not enough Spanish-speaking staff to assist Latinos attempting to access health care resources. Other service providers cited lack of health insurance as a significant deterrent to many Latinos accessing health care. Service providers also stated that preventive services are often underutilized by the Latino population. Many noted that Latinos suffer a disproportionately high number of occupational injuries and are also more prone to communicable diseases such as tuberculosis.

#### Field Notes and Secondary Data

Team members completed field visits to the Public Health Department and the Tri-County Community Health Center. At each location, signs and brochures had been translated into Spanish and a number of Latino patients appeared to be in the waiting room. Secondary data from the North Carolina Office of Minority Health has indicated that Latinos are disproportionately affected by numerous health problems including tuberculosis, rubella, and rapidly increasing rates of diabetes, breast cancer, and HIV/AIDS infection (16). Latinos are also less likely to have insurance coverage and are more likely to suffer from occupational injuries or fatalities. Rates of occupational injuries among Latino workers increased 200% for Latinos between 1993 and 1997, compared to a 5% increase for Whites and a 45% decrease for African Americans (16).

#### Summary

Service providers and community members agreed that the language barrier, transportation problems, and economic disparities pervade the issue of health for the Latino

population. Medical services in Johnston County now provide more interpretation and information to the Latino community; however, these services are not yet adequate to meet community needs. The county has yet to create a resource comparable to the Tri-County Community Health Center in Sampson County, which provides health services to many Johnston County Latinos. The lack of public transportation also hinders access to services. As a result of limited economic opportunity, many Latinos also lack both health insurance and the time and resources necessary to maintain preventive health practices.

#### **4. Housing**

Theme: Poor housing conditions and landlord abuse are serious issues facing the community.

##### Community Member Perspectives

*“Hispanics often have to pay a security deposit when others don’t. What’s the difference?”*

Many community members said that racism in Johnston County often comes in the form of housing discrimination and landlord abuse. Community members provided examples of situations where they, or someone close to them, had to pay higher rents and extraneous deposits, and were evicted without notice. Some interviewees suggested that the language barrier and lack of information on where to turn for housing discrimination contributed to this state of affairs. In addition, it was noted that substandard housing conditions led to extremely high utility bills, with families paying several hundred dollars a month for heating because of poor quality materials used in construction.

##### Service Provider Perspectives

*“Several mobile parks are predominately Hispanic and the man who owns these parks takes advantage of them, charging more, charging by the week, not doing proper maintenance...”*



Service providers cited housing as a frequent and recurring issue affecting the Latino community of Johnston County. Service providers noted that landlords often discriminated against Latinos applying for housing by refusing to consider rental applications or charging unusually high rent or security deposits. This discrimination has forced many Latinos to live in substandard housing and to suffer from various forms of landlord abuse, such as overcharging and neglect. In addition, lack of adequate, affordable housing options has also pushed many Latinos into neighborhoods with higher crime rates, thus affecting their safety and security. Lack of economic resources in the community and documentation requirements have also caused overcrowding as many Latinos are forced to share housing due to meager economic resources and because of a lack of documentation needed to legally rent their own homes. Health Department officials have stated that this overcrowding has put many Latinos' health at risk. In particular, the high density of people living in substandard housing has led to tuberculosis outbreaks in the community. Service providers working with the Latino migrant farmer population also noted that housing conditions in many migrant farms in Johnston County are substandard and that almost half of all migrant farmers are living in unhealthy and unsanitary conditions.

#### Field Notes and Secondary Data

During one car trip, a preceptor pointed out various trailer park communities in Johnston County that were almost all exclusively Latino. She warned team members about going to some of these trailer parks due to the high crime rates associated with the areas. Many of these neighborhoods stood in stark contrast to other neighborhoods in the area, and the majority of the units appeared to be in disrepair. A recent newspaper article pointed to the availability of cheap housing within Johnston County as a contributing factor to the rapid growth of the Latino

population (8). A 1997 study in Durham noted that finding safe, affordable housing can be “especially difficult” for Latinos.(8) Although team members were unable to visit any migrant farms, due to the fact that the AOCD process took place during the low season when migrant farmers were not active in Johnston County, secondary data compiled on migrant housing conditions indicated that as much as 40% of North Carolina migrant farm workers live in substandard, overcrowded housing (12). One document produced by the Wake Forest University School of Medicine determined that growers providing migrant housing have fewer housing requirements to fulfill than prison officials (12). Examples of migrant housing requirements include one toilet for every fifteen residents and one washbasin for every thirty (12). Because of these overcrowded and unsanitary living conditions, it is estimated that migrant farm workers are six times more likely to develop tuberculosis than the general population of North Carolina (13). Migrant workers aside, overcrowded housing and its negative health consequences also affect the Latinos who are residents of Johnston County as it is estimated that over 50% of tuberculosis cases in North Carolina are in Latino immigrant children (14).

### Summary

Adequate housing is one of the most fundamental concerns for any person or family. Inadequate or costly housing not only endangers the health of community members, but creates a financial, emotional, and physical drain which makes it difficult to focus on other needs. Community member and service provider perspectives agree that this issue is highly important but also highly complex, as it is permeated by other difficulties facing the Latino community, including documentation, the language barrier, discrimination, and limited employment opportunities. Informally, community members have dealt with this issue by pooling resources to share expensive housing or circumvent issues of documentation. A more formal means of

addressing this issue, through policy change, a specific service organization, or legal action, has yet to emerge in Johnston County.

## **5. Leadership**

Theme: There is an absence of leadership and sustainable collaboration within the Latino community.

### Community Member Perspectives

*Are there any leaders in Johnston County who represent the Latino population? “No, I can’t think of anyone. I have been looking for someone like that here, but I have not found anybody.”*

A majority of the community members interviewed voiced concerns over the lack of a central organization or political leader to provide representation and key information to the Latino residents of Johnston County. Interviewees often pointed to Raleigh or other cities in the United States where they felt there was leadership and that the Latino voice was heard. Interviewees cited various organizations in the community that had taken steps towards bringing Latinos together to voice needs, such as the Hispanic Coalition, the parents’ groups at local elementary schools, church groups, and *Estamos Unidos*, a new Spanish language newspaper in the county. These projects were counted as successful; however, community members continued to highlight the fact that no one leader or organization was able to represent the needs of the Latino population in Johnston County.

### Service Provider Perspectives

*“We need some Hispanic leadership to be a part of the leadership of our county, because that’s the only way needs are going to be identified and addressed.”*

Service provider interviews frequently noted a lack of Latino voices in the political arena. The language barrier, acculturation issues, lack of wide-spread community cohesion, and the heavy time demands of labor-intensive work were all cited as reasons for this absence. Service

providers also noted the many community needs that a Latino political leader could help to address, including housing, access to services, and the language barrier. Nevertheless, interviewees also highlighted an emerging sense of community identity, which could lead to increased political participation. They also cited numerous individuals and organizations which provided leadership within the community, including Telamon Corporation and Episcopal Ministries. Three years ago, a Hispanic Coalition formed within the county to unite service providers who work with the Latino population. Unfortunately, the heavy time demands placed on Coalition members by other obligations have currently stalled the organization's efforts to assume a viable leading role within the community.

#### Field Notes and Secondary Data

Throughout the AOCD process, team members noted that service providers and community members are often extremely busy, working to meet the needs of the growing population as well as maintaining personal obligations. Latinos do occupy active roles in Johnston County organizations, including the Chamber of Commerce, although a team member's review of Johnston County governmental websites revealed no Latino surnames among elected officials. Currently, Latino voters in Johnston County account for only about .45% of total registered voters, lower than the state average of roughly .55% (18). Opportunities for increased leadership and community cohesion are beginning to emerge, including the *Estamos Unidos* newspaper and a Latino parents group established in Pine Level.

#### Summary

Community member and service provider perspectives agreed that as the Latino population continues to grow in Johnston County, the political power of the community will become an increasingly influential force within the county. Interviewees noted that the challenge

for the Latino community lies in finding individuals with the time and resources to channel this power into a force for change, and in creating the community cohesion and political interest necessary to support these individuals. Strong social networks within the community, widely noted among interviewees, could provide the avenue for social and political cohesion. Already, dedicated community members are working to address the needs of the Latino population. By combining an emphasis on community service, cultural identity and political representation, these dedicated community members are laying the basis for a stronger sense of leadership and community identity within Johnston County.

### **Additional Themes**

In addition to the five themes addressed above, the interview phase of the AOCD process illuminated seven other major themes of discussion for the Johnston County Latino Community. Two of the remaining seven themes, Cultural Values and Religion, have been addressed in the preceding section regarding Community Strengths. The remaining five themes are presented below. The process of narrowing the selection of themes from twelve to five is further discussed in the section “Overview of the Forum Planning Process”.

*1. Extra-Community Relations* - There is, as yet, no clear consensus regarding outsider perceptions of the Latino community, although a history of racial tension within Johnston County is widely acknowledged.

*2. Language* - Spanish remains the dominant language in the Latino community, creating both a source of cultural identity and a barrier for accessing services, upward mobility, and personal safety.

3. *Law Enforcement* - A history of poor relationships between police and the Latino Community due to communication barriers and discrimination have put Latinos' safety and security at risk.

4. *Services* - The rapid growth of the Latino population has created new opportunities in Johnston County, but has also create a strain on businesses and services attempting to overcome linguistic and cultural barriers.

5. *Transportation* - As public transportation is not widely available in Johnston County, community members tend to rely on each other for private transportation, which may become increasingly unavailable due to new state-wide DMV restrictions.

### **Overall Congruence among Perspectives**

In general, there is strong agreement among service provider, community member, student team observations, and secondary data on many of the themes described above. The need for strong community cohesion and leadership, adequate housing, and increased educational opportunities are acknowledged. Perspectives differed most greatly regarding employment, as community members seemed to feel more strongly that employment opportunities are limited. The underlying issues of each theme were acknowledged from all perspectives; the language barrier, documentation issues, discrimination and economic disparity continue to be overarching themes with multiple manifestations within the Latino community. While the complex nature of these problems precludes a direct means of addressing them, the action steps formulated for each theme during the community forum, described below, reflect the active efforts of the community to confront and eliminate the numerous harmful effects of these issues.

## THE COMMUNITY FORUM

### **Overview of the Community Forum Planning Process**

Because this community diagnosis is *action-oriented*, the research portion of the project culminated in a forum, or general assembly, that brought Latinos of Johnston County together to make steps towards resolving key issues in the community. The purpose of the forum was to bring community members and service providers together to join in focused discussions of the five themes mentioned above, and to plan action steps to address each issue. Following the forum, the student research team departed Johnston County, while members of the community who participated in small group discussions assumed responsibility for carrying out the planned action steps and continuing the relevant discussions.

In order to continue in the AOCD method of participatory research, legitimize the event within the community, and ensure sustainability after the students left, the student team formed a Community Forum Planning Committee of English-speaking and Spanish-speaking service providers and Latino community members to collaboratively plan the forum. Members of this committee were recruited during the interview process as each interview concluded with an invitation for the participant to join the planning committee. A total of 14 people indicated interest, and a rotating group of 8-12 people from the community attended the three meetings prior to the community forum.

The Johnston Community College (JCC), which is a widely respected institution in the community, agreed to be a co-sponsor of the forum to give legitimacy to the event within the County. All forum planning meetings were held at the JCC because of its available space and its central location. The majority of the meetings were held in Spanish during weeknights from 6-8 pm to maximize convenience for service providers and community members.

In the first meeting on March 30, the committee made important, preliminary decisions about when and where to have the forum. Committee members and the student team both felt that the Community Forum would have greater attendance by Latino community members if it was held on a Sunday evening due to work schedules. A variety of locations for the forum were discussed and ultimately the Johnston County Medical Mall was chosen due to its availability and space for a large number. In addition to discussing the location and time of the event, the committee members also made the decision to publicize the gathering as a “general assembly”, rather than a “forum”, in order to make the event more attractive to the broader community. In addition, the committee decided to use the term “Hispanic” instead of “Latino” as the term Hispanic is more generally used by service providers and community members in Johnston County.

The second meeting on April 12 was extremely important to the forum planning process. At this meeting the committee selected the five themes, out of 12 identified from the data, to be discussed at the forum. The student team presented the 12 themes that emerged from the interviews and focus groups, describing each finding in a broader context. The student team also gave advice for choosing the themes that were not only the most important, but also the most changeable. After a discussion of each theme, the members of the committee voted on the top five issues to be discussed at the forum; the student team abstained from voting. When the numbers were tallied, five themes emerged as clearly preferred selections so it was not necessary to vote a second time. At this meeting, the committee decided to formulate a plan to sustain the momentum to be initiated at the forum. A service provider from JCC secured six dates available at the college to provide space for follow-up meetings to be held after the forum.



An additional meeting with five members of the forum planning committee interested in assisting in the facilitation process was held on April 25. At this meeting, each of the five planning committee members was assigned as a “champion” for a specific theme. The student team introduced the facilitation method of ORID to be used during the forum, and the champions became familiar with the flow of the small group discussions. ORID is an adult learning technique used for empowerment education. ORID is a group discussion directed by a facilitator using four open ended questions. The questions move from broad and reflective to action oriented. The end product of the discussion is action steps. (More information on ORID is available at <http://ica-associates.ca/Resources/Articles/ORIDING.cfm>). These champions assisted the team in selecting appropriate triggers to use during small group discussions and also reviewed all Spanish forum materials for correctness. The entire planning committee met for a third and final time on April 26 to review the forum agenda and discuss expectations for the event.

Additional forum planning activities were undertaken by the student team in order to ensure a successful and enjoyable event. All members of the student team solicited donations from Johnston County restaurants, Wal-Mart, banks and other establishments serving the Latino community in order to provide dinner and raffle prizes for forum attendees. In addition, the team publicized the event by posting flyers in local establishments, passing out flyers at soccer games and the Bright Leaf Flea Market, submitting press releases for Latino newspapers, and including information about the event in school mailings. Please see Appendix G for a sample flyer. In addition, the team contacted key community members and service providers via telephone to inform them of the event and mailed invitations to all interviewees, as well as key political figures and service organizations in the county.

## **The Community Forum**

The community forum, entitled *Unidos para Mejorar Nuestras Comunidades: Una Asamblea General para la Comunidad Hispana de Johnston County*,<sup>1</sup> was held on Sunday, April 30, 2006 from 4-7 pm. Approximately 60 service providers and community members attended the event, which was conducted in Spanish with simultaneous translation provided for English-speaking attendees.

Attendees were greeted by students and received name tags and raffle tickets. Attendees with children were given the option of taking their children to the childcare center to be supervised by student volunteers. Adjacent to the sign-in area was a resource table with information, flyers and souvenirs from various organizations serving the Latino population of Johnston County. The team decided to have a resource table as multiple interviews stated that there is a lack of information in the community about services available to Latinos. For a complete list of these resources, please see Appendix H.

The forum began shortly after 4:30 and was emceed by a key community member. Due to the political climate at the time of the forum, another well-known service provider and leader in the community delivered a key note speech explaining the purpose of the forum, differentiating it from a protest against immigration reform, and emphasizing that the forum was a small step towards organizing positive change in the Latino community at the local level. Another community member then sang a inspirational song to inspire the audience and set a positive mood for the duration of the forum. Following the song, the preceptors delivered a speech summarizing the AOCD process and their role as preceptors. Finally, the student team presented the results of their research, first reviewing four of the key strengths of the Latino community of

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<sup>1</sup> Translated as: United to Improve our Communities: A General Assembly for the Hispanic Community of Johnston County

Johnston County and then summarizing the five selected challenges or topics for small group discussions.

Following this presentation, the audience divided into five small groups to discuss each of the five topics: 1) education; 2) employment; 3) leadership; 4) health; and 5) housing. Each group had a student team member to facilitate discussion, a “champion” from the forum planning committee to contribute ideas and assist the discussion, an interpreter for English-speaking participants, and a note-taker; some groups were also observed by members of the AOCD teaching team from UNC. For a complete description of each small discussion group, please see Appendix G. At the end of each discussion, action steps were generated to address each discussion topic and discussion group participants were asked to volunteer to be in charge of each action step. Action steps generated is for each topic are as follows:

#### Education

1. Education services will be publicized through radio and newspaper advertisements and communications between community members.
2. Community members will volunteer to teach classes in the Johnston Community College mobile ESL unit.
3. Community members will organize groups to meet regularly for classes at the mobile unit.
4. Community members and service providers will meet again in May to discuss progress and continue addressing this and other issues concerning education.

#### Employment

1. Contact the Spanish language television channel, Univision, and ask them to advertise information about services and employment issues as part of a specific weekly program.

2. Contact Johnston Community College about advertising the continuing education services that they offer in Spanish to increase awareness of available services to improve employment preparedness in the Latino community.
3. Contact the local churches about advertising the ESL and childcare services that they offer to support working parents.

### Leadership

1. Contact and speak with Latino communities in Siler City and Sanford to find out how they fostered and encourage leadership within the community.
2. Make a connection with El Pueblo in Raleigh and solicit advice on how to encourage advocacy and leadership within the community.
3. Send a letter to the local Hispanic radio station, encouraging Latinos in Johnston County to voice their concerns and opinions concerning their community.
4. Create and advertise training for the community on basic leadership and community organizing skills.

### Health

1. Publicize assistance programs available to the Latino community to subsidize cost of medications and health services.
2. Register complaints about lack of interpreters and health department funding through a community petition and submittal of Non-Compliance with Title XI Forms to the North Carolina State Government.
3. Coordinate a Latino Health Fair to provide information on health services available to the Latino community.

## Housing

1. Contact Housing Assistance to collect information on Renter Rights.
2. Form an action committee on Housing, which will meet later in May at the Johnston Community College (JCC).
3. Invite a representative from Housing Assistance to the committee meeting at the JCC.

Following the discussion groups, the forum reconvened to present action steps for each topic. Action steps were presented by the community member champions selected during the forum planning process. The forum ended with a final word of encouragement from the emcee and was followed by a raffle and dinner.

## **METHODOLOGY**

### **Overview**

The AOCD student team gathered information for the community diagnosis using several methods in order to achieve a more complete picture of the Latino community of Johnston County. After researching the population utilizing secondary data sources, the team began to collect primary data by gaining entrée into the community, developing interview guides, recruiting participants, and conducting qualitative interviews with community members and service providers. These primary data were then coded and analyzed in order to cull key themes. Because communities are complex entities, the team explored perspectives from primary, secondary, and participant observation data sources in order to gain a varied insight into the community. This section is a summary of the methodologies used throughout the AOCD process.

### **Secondary Data**

The student team drew on a variety of multi-media secondary data sources to become familiar with the Latino population of North Carolina, including film, agency reports, and

websites. “*Nuestra Comunidad - Latinos in North Carolina*” was filmed in 2001 and provides diverse perspectives on the recent population growth of Latinos throughout North Carolina. The documentary examines how “Latino immigrants’ notions of home, family and community are impacting a state steeped in Southern notions of culture and identity” (17). The student team also conducted internet research, which unearthed statistical data and articles ranging from green tobacco sickness to communication issues between law enforcement and the Latino population. Interactions with the Health Department and service organizations provided access to reports on groups serving the Latino population. These data informed the analysis of key themes emphasized in the “Findings” section, and provided a base for primary data collection. Please see Appendix C for a list of secondary data sources.

### **Primary Data**

Despite the significant amount of secondary data on Latinos in North Carolina, there are few sources that have focused specifically on the Latino Community of Johnston County. There remains a strong need to hear directly from the community, both from those who provide services to Latinos, as well as from community members. Because the AOCD process is participant-based research, qualitative data collection was used in order to gain rich, in-depth responses. This primary data collection took the form of interviews and focus groups, as well as written field notes of participant observation at events in the community. Primary data collection took place over seven months, beginning with gaining entrée into the community, developing interview guides and recruiting interviewees, and concluding with the coding and analysis of the data.

## **Gaining Entrée**

With assistance from the preceptors, the student team had its first introduction to the Latino community of Johnston County on October 6, 2005. The preceptors notified the student team that there would be a welcome reception for Latino students at Johnston Community College. The team attended the reception and had informal discussions with Latino students. After the reception, Ms. Garcia took the team on a “windshield tour” of Johnston County, which included a driving tour of the main highways in the county, key areas of interest to the Latino community, and a general introduction to issues facing all county residents.

The team continued to gain entrée over the next several weeks through participant observation at different community events. Several members of the team attended masses in Spanish at a local Catholic church, while other team members went to flea markets where some Latino residents of Johnston County shop on Sundays. From various interactions with community members at church, the student team was subsequently invited to a *quinceanera*, a coming of age ceremony and party to honor a young woman in the community. Attending more intimate events allowed the team to become further oriented to key challenges facing the community, and provided a foundation for participant recruitment into the AOCD process. All team members recorded their participant observations as written field notes. The cumulative field notes were stored in a locked cabinet with the rest of the data in the UNC School of Public Health. Once key themes were identified, these field notes served as a third perspective for data analysis. Please see Appendix B for field note observations.

## **Interview Guide Development**

After spending several weeks gaining entrée into the community, the student team utilized their nascent familiarity of the target population to develop two different sets of

interview questions for service providers and community members, as well as a focus group guide for community members. The team drew from previous AOCD projects in Latino communities to find broad, open-ended questions that would bring to light both the strengths of the community, as well as the challenges it faces. The guides were then translated into Spanish, and tested with the preceptors in both English and Spanish. The interview guide development was a multi-stage process. For example, the team revisited the community member guide after completing interviews with service providers. After working for several more months in the community, the student team was able to put forth more relevant questions than was possible during the initial guide development. The student team was required to obtain UNC IRB approval of both the initial guide and subsequent modifications. Please see Appendix I for the IRB approval letter.

### **Participant Recruitment**

Substantial assistance from the preceptors, as well as contacts made during the entrée phase served as the foundation for participant recruitment for the primary data collection. A “snowball” method, wherein interviewees were asked to refer the team to other possible participants, was used to locate service providers because most providers serving the Latino community were involved in a referral network. The student team also used information from secondary data sources to include relevant providers such as a domestic violence shelters and farm workers projects that were not in the mainstream service provider network. The student team also identified providers who served the more general community, such as the Health Department and Johnston Memorial Hospital. It became apparent that the process had reached saturation with service provider interviews when referrals began to continually lead back to previous interviewees.



The team recruited community members for interviews by having preceptors and service providers refer interested participants. Once the service provider or preceptor had gained permission from the potential participant, team members initiated contact by telephone or email to set up an appointment for an interview. Identifying participants from the community to interview proved significantly harder than identifying service providers. Besides limitations regarding initial contact with community members as instructed by the UNC IRB, there were additional limitations particular to this community. One limitation particularly devastating to recruitment was the fact that some interested participants did not have access to telephones. This made it difficult to follow-up with the participant and set a time for an interview. Because the student team wanted to ensure a broad sample of diverse interviewees, excluding a population who did not have access to telephones could hinder this effort. The student team attempted to side-step this obstacle by setting up focus groups with pre-existing groups who already met regularly. This included an ESL class and a young adult's group at a religious institution. From these focus groups, the student team was able to have a big enough base from which to begin another snowball recruitment process. Please see Appendix D for a summary of interviewees.

### **The Interview Process**

The student team conducted in-depth interviews with 22 service providers and 15 community members. In addition, the student team conducted two focus groups with Latino community members. Two team members were present at each interview with one person leading the interview and the other person hand-writing notes. The interviews were also audio-taped after obtaining consent from the interviewee. Each interview began with a review of the AOCD project, information about confidentiality of the interview and a request for documentation of informed consent. Informed consent was indicated by a signature on a consent

form. The interviews lasted from thirty minutes to two hours and were held at businesses, public places, homes, and organizations throughout Johnston County. The interviews were also utilized to inform interviewees about the forum and ask if they would like to participate in the forum planning committee. In order to ensure that all interviews were kept confidential, the student team assigned each interview a number, and names were never connected to transcribed interviews. The data was stored in a locked cabinet at the UNC School of Public Health, to be destroyed at the end of the project. Please see Appendix F for interview and focus group guides and consent forms.

### **Data Coding and Analysis**

After each interview, the note taker from the student team would review the audio recording and supplement notes taken from the interview. This process ensured that the transcriptions were thorough, although not verbatim. The student team then began to organize the tremendous amount of primary data by becoming trained on a qualitative data analysis software program, Atlas.ti. The software allowed the data to be stored, accessed, and analyzed in a reliable and standardized fashion. The student team created a codebook through a discussion process involving hand coding of several interview transcripts. A codebook is used to bring to light recurring themes within the data and contains many codes such as “law enforcement”, “race relations”, or “housing”. Please see Appendix E for a complete listing of codes. The software program, Atlas.ti, allowed for portions of interviews to be highlighted by codes so that patterns could begin to emerge from the data. Three team members were selected as “coders” in order to maximize standardization.

After the interview transcripts were coded, the student team came together to draw out key themes from the coded data. First, the student team sorted all of the data by codes. A student

team member was responsible for reading all of the data under one code and choosing a theme, or an analytic summary statement, that was representative of the data under that code. This method was undertaken twice, separately for community members and service providers. After this process was completed, the student team was left with 12 themes about life as a Latino in Johnston County, including strengths within and challenges facing the community. Five themes were chosen as most changeable and important by the community planning committee and this process is described in further detail in the Community Forum section. Once themes were identified, secondary data and participant observations were added as a third perspective.

### **STRENGTHS & LIMITATIONS OF AOCD**

#### **Strengths**

The main strengths of the AOCD process are its community-based, participatory nature and its ability to bring both community members and service providers together to identify challenges and discuss how to enact positive changes within the community. While a common limitation of the AOCD process is that community momentum towards change dwindles once the student team conducting the AOCD leaves the community, the Latino community of Johnston County has already taken steps towards organizing additional meetings to further discuss the issues raised during the AOCD process. Johnston Community College has offered to host a series of smaller forums over the upcoming year to develop more action steps and continue the process of enacting positive change in the community.

Another strength of this AOCD process was its ability to introduce service providers and community members to one another, thereby building a stronger sense of community. A common complaint of service providers and community members was a lack of information about available services and service organizations in the community. The Community Forum

provided an opportunity to learn more about available services and to create networks between service providers and community members.

Finally, the AOCD process provided Latino community members with a forum to voice their opinions and concerns. Given the charged political climate and the urgency of the issues surrounding the Latino community, this first step in unifying and organizing as a community could prove vital to the ongoing struggle for equality and security.

### **Limitations**

Although the AOCD process was overall a very positive experience, there were a number of limitations. The time period in which the AOCD was conducted meant that the student team was unable to interview migrant workers, who were not present in the community during winter months. As migrant workers are a substantial part of the Latino community and are often disproportionately affected by poverty, poor health and inadequate housing, the student team felt that the absence of their voice was particularly damaging to the overall AOCD process. The student team attempted to include the concerns of this population by speaking to the North Carolina Farm Workers Project and other service providers assisting this segment of the Latino population. However, speaking to service providers can not substitute for interviewing actual migrant workers.

As mentioned earlier, the rumors concerning Immigration and Naturalization Services (INS) operations in the area also inhibited the AOCD process. Student team members learned that some community members were reluctant to attend public gatherings and events due to fear of arrest or deportation; this likely dampened community enthusiasm for and attendance at the forum.

A third limitation of the AOCD process related simply to the length of the study and the commute between Chapel Hill and Johnston County. Due to the structure of the AOCD course at UNC, and the wait for IRB approval of the interview guides, the interview process began almost three months after the student team's initial visit to Johnston County. The team later felt that, had the IRB approval process begun earlier in their coursework, more time would have been available for earlier interviews, which may have led to greater entrée into the community and more thorough data collection. Additionally, the distance between Johnston County and the University of North Carolina in Chapel Hill was almost 120 miles round-trip and made it difficult for student team to visit the community as often as they would have preferred.

An additional limitation was the circle of service providers and community members to whom the student team gained access. Because this was not a randomly sampled population, the student team was dependent, especially initially, on contacts from the preceptors. This heavily influenced the type of data that was collected. Also, because the AOCD student team members are outsiders in the community, certain service providers may have reacted by giving a “rose-colored” view of issues in the community. The student team may have also heard less about culturally sensitive issues, such as alcohol abuse and domestic violence, because of team's status as outsiders.

A language barrier was an additional limitation. Although all members of the team had advanced proficiency in the Spanish language, none was a native speaker. This may have slightly hindered interviewing dynamics. However, overall, the student team believes it was able to elicit a great deal of in-depth responses from interview participants in Spanish.

## **RECOMMENDATIONS FOR THE COMMUNITY**

The Latino Community of Johnston County has many strengths, which can provide a strong foundation for on-going and future community cohesion and social action. In order to address the issues identified above, the community must work together to become a recognized force in the county with an active role in the decision-making processes that so greatly affect community members' lives. The April 30<sup>th</sup> forum was a first step in this process. However, it will be essential for attendees at the forum to follow through on the planned action steps and to support each other in this process so that the time demands required by each action are not overwhelming to any one person. Community members and service providers can also continue the momentum begun at the forum by continuing to meet with their discussion groups to provide support and plan further action, holding future forums as necessary, and recruiting members within their own extended social networks to join the discussions and initiate future action steps. The most essential ingredient to success in these endeavors may be maintaining focus on small, manageable action steps which will build together to eventually create large-scale change for the whole community.

Many existing services within the county target Latinos, but it seems that these services are not always utilized by the community. Service providers can further improve and publicize their services by actively recruiting Latino community members to serve in collaborative roles, such as program advisors, and to spread information about services through word of mouth, community events, and other communication mechanisms such as *Estamos Unidos*. Service providers can also work together to improve referrals to other relevant services and to act as a unified force in improving access to services for Latinos. Community members can improve the quality of these services by taking advantage of them, providing feedback to service providers

regarding necessary modifications, and helping to inform other community members about the services.

As mentioned earlier, transportation, documentation, the language barrier, economic disparity, discrimination, and other issues underlie many of the problems illuminated in the community diagnosis. Many of these issues can be effectively addressed through policy changes at the local, state, and federal level; in order for this to happen, however, the Latino community must be actively involved in political processes at all levels. By assuming leadership roles within the community, organizing politically, and registering to vote and voting, community members can gain the political capital necessary to ensure that, when decisions are made regarding the Latino community, Latino voices are an inherent and essential component of those decisions.

### **SUMMARY**

The growing Latino Community of Johnston County is a diverse and vibrant group of people of varying cultural backgrounds, life experiences, and economic circumstance who are united by a common language, strong cultural values, and a shared contribution to the social fabric of Johnston County. Community members share many strengths which have already allowed the community to develop at a rapid pace, and which will be essential in overcoming the many complex challenges it faces.

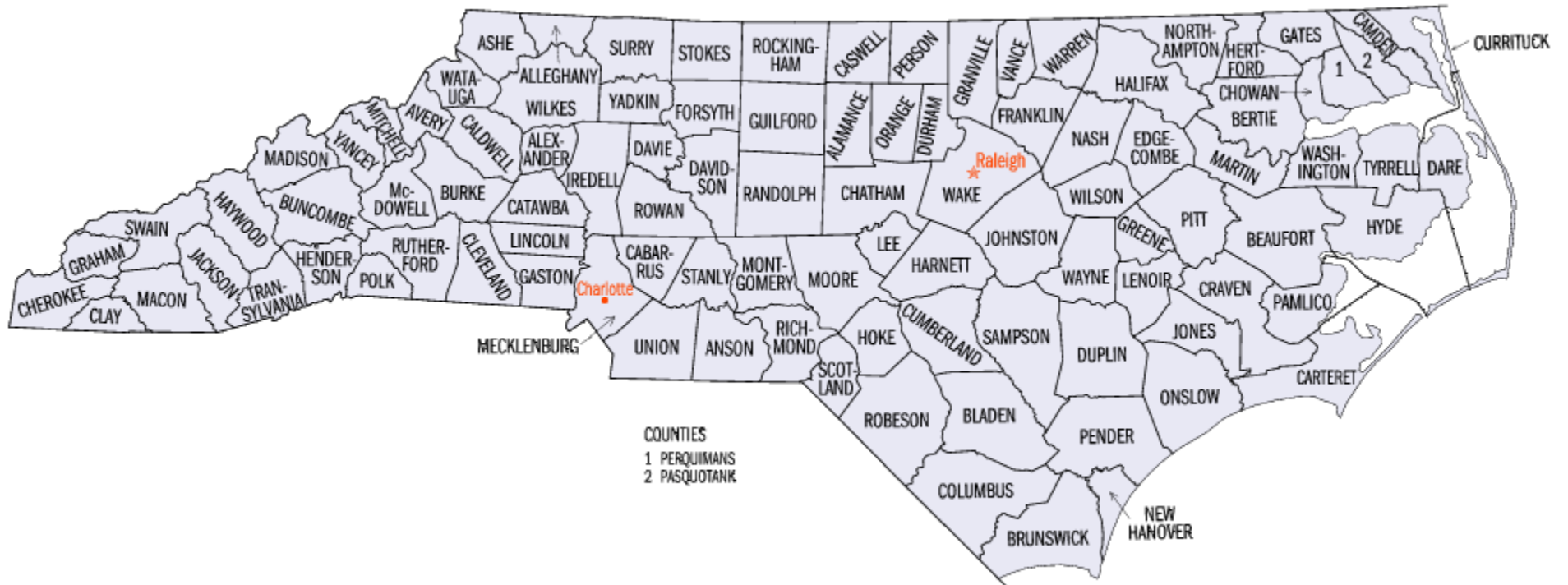
The AOCD process illuminated the dynamic interplay between these strengths and challenges. Community strengths include family and religious values, a strong work ethic, tight social networks, and a sense of reciprocity and willingness to share resources. Obstacles for the community include housing, education, lack of leadership, health issues, and employment problems. Each of these issues is permeated by larger challenges, including the language barrier and documentation issues. The student team identified these strengths and challenges through

qualitative research which sought to integrate perspectives from inside and outside the community in order to arrive at a more complete understanding of each issue. The research process culminated in a Community Forum, or General Assembly, in which service providers and community members engaged in focused discussions to plan and assume responsibility for concrete action steps to address each of the five challenges identified above.

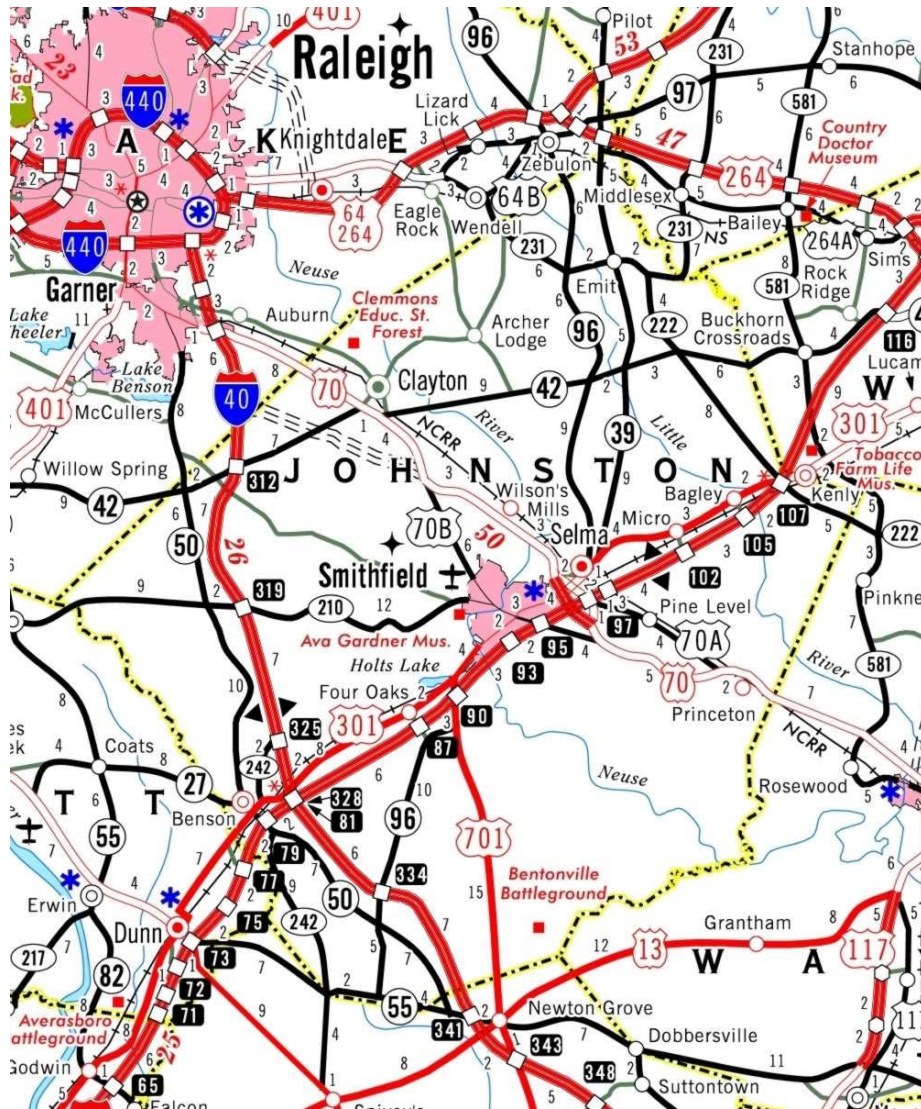
This forum, the first of its kind to be held for the Latino Community of Johnston County, was a wonderful experience for the student team, who hope that it will act as a catalyst for community empowerment and change. Specific action plans developed at the Forum, such as publicizing assistance programs, improving adult education opportunities, and staging leadership development workshops could grow into major sources of support for the Latino community. The student research team is optimistic that community members and service providers will continue to meet and work together to implement these action plans and to further develop these important discussions.



Appendix A: North Carolina map showing counties



Map of Johnston County



## Appendix B: Field Note Observations in Johnston County

<b>Event</b>	<b>Location</b>	<b>Team Members</b>
Hispanic/International Students Meeting at Johnston Community College	Smithfield	Helen, Laura, Molly, Sarah, Stacy
Windshield Tour	Throughout Johnston County	Helen, Laura, Molly, Sarah, Stacy
Oaktoberfest	Four Oaks	Helen, Stacy
Visit to Flea Markets	Smithfield	Helen, Laura, Sarah
Attendance at Spanish Mass at Santa Ana Catholic Church	Clayton	Molly, Stacy
Visit to County Health Department	Smithfield	Laura, Molly, Sarah
Attendance at a Quincenera	Clayton and Smithfield	Helen, Laura, Molly, Sarah, Stacy
Visit to Legal Aid	Smithfield	Helen, Laura
Visits to La Vera Cruzana restaurant and Juanita's bakery	Smithfield, Selma	Laura, Sarah
Visit to Feria Educativa	Selma	Molly, Sarah, Stacy
Visit to Wal-mart	Smithfield	Helen, Laura, Molly, Sarah, Stacy
Extended stay in Tri-County Community Health Clinic parking lot (locked keys in car)	Dunne	Sarah
Visits to Latino Businesses	Smithfield, Selma	Sarah
Windshield tour of Selma	Selma	Sarah
Lunch at La Cocina	Smithfield	Team

## Appendix C: Secondary Data Sources

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**Appendix D:** List of Interviewees

<b>Date Interviewed</b>	<b>Interview Type</b>	<b>Demographic Profile</b>	<b>Interviewer</b>	<b>Notetaker</b>
January 5, 2006	Community Member	Latina Female	Stacy	Laura
January 5, 2006	Service Provider	Caucasian Female	Stacy	Laura
January 20, 2006	Community Member	Latina Female	Laura	Sarah
January 20, 2006	Community Member	Latina Female	Molly	Helen
January 20, 2006	Service Provider	Latino Male	Helen	Molly
January 27, 2006	Service Provider	Caucasian Male	Helen	Sarah
January 29, 2006	Service Provider	Caucasian Female	Molly	Stacy
January 29, 2006	Service Provider	Latino Male	Molly	Stacy
January 31, 2006	Service Provider	Latina Female	Stacy	Molly
February 3, 2006	Service Provider	African-American Female	Helen	Sarah
February 3, 2006	Service Provider	Latina Female	Laura	Molly
February 3, 2006	Service Provider	African-American Female	Sarah	Stacy
February 6, 2006	Service Provider	Latina Female	Helen	Sarah
February 6, 2006	Service Provider	Caucasian Female	Stacy	Laura
February 6, 2006	Service Provider	Caucasian Male	Stacy	Laura
February 9, 2006	Service Provider	Latino Male	Sarah	Helen
February 10, 2006	Community Member	Latina Female	Molly	Laura
February 10, 2006	Service Provider	Latina Female	Laura	Molly
February 10, 2006	Service Provider	Caucasian Female	Molly	Laura
February 13, 2006	Service Provider	Latina Female	Stacy	Sarah
February 17, 2006	Service Provider	Caucasian Male	Sarah	Sarah
February 17, 2006	Service Provider	Caucasian Female	Stacy	Stacy
February 22, 2006	Service Provider	Caucasian Female	Stacy	Laura
February 24, 2006	Service Provider	Caucasian Female	Molly	Helen
March 3, 2006	Service Provider	Latina Female	Sarah	Laura
March 9, 2006	Community Member	Latina Female	Helen	Molly
March 14, 2006	Service Provider	Latina Female	Laura	Laura
March 20, 2006	Community Member	Latina Female	Stacy	Laura
March 20, 2006	Community Member	Latina Female	Laura	Stacy
March 22, 2006	Community Member	Latina Female	Helen	Laura
March 22, 2006	Community Member	Latina Female	Laura	Helen
March 27, 2006	Community Member	Latino Male	Stacy	Molly
March 28, 2006	Community Member	Latina Female	Stacy	Molly
March 28, 2006	Community Member	Latina Female	Stacy	Molly
March 28, 2006	Community Member Focus Group	Latinos Males and Females	Molly	Stacy/Sarah
April 5, 2006	Community Member Focus Group	Latino Males and Females	Stacy	Helen
April 7, 2006	Community Member	Latino Male	Laura	Sarah
April 7, 2006	Community Member	Latino Male	Laura	Sarah
April 10, 2006	Community Member	Latina Female	Stacy	Unavailable

## Appendix E: Codebook for Interviews

Access  
Acculturation  
Advertisement/Media  
African American  
Agriculture  
Alcohol  
Bilingualism  
Border Crossing  
Business Ownership  
Ceremonies  
Challenges  
Collective Community Identity  
Community Identity  
Community Member  
Community Strengths  
Community Values  
Commute  
Construction  
Crime  
Cultural Pride  
Culture  
Demographic Shift  
Discrimination  
DMV  
Documentation  
Domestic Violence  
Economic Contributions  
Economic Growth  
Education  
Elderly  
Employment  
Familismo  
Family  
Fear  
Future of community  
Good Old Boy System  
Health Issues  
Housing  
Immigration  
Injuries  
Intergenerational Differences  
Isolation  
Lack of Referral.Information  
Landscaping  
Language  
Language Barriers  
Latino  
Latino buying power  
Law Enforcement  
Leadership  
Learning Languages  
Machismo  
Migrant  
Needs  
Network  
Politics  
Population Growth  
Poverty  
Professional  
Race Relations  
Reasons to come to US  
Recreation  
Referrals  
Religion  
Remittances  
Residence.5to10/Residence.over10  
Residence.non  
Residence.over10  
Residence.under5  
Resources  
Race Relations Outside Community  
Race Relations Within Community  
Safety  
Service Provider  
Services  
Services Impacting Community  
Single Mothers  
Smoking  
Transportation  
Unemployment  
Uninsured  
Unknown Services  
Voting  
Well known services  
White  
Work Ethic  
Youth

## **Appendix F: Interview Guides and Consent Forms**

### **Service Provider Interview Guide**

Introduction: Hello, my name is \_\_\_\_\_. I'm going to be leading our interview today. This is \_\_\_\_\_, who will be taking notes and helping me during our discussion. This interview will last approximately 30-45 minutes and includes 31 questions. In this interview, we will talk to you about what role your group or organization has in the community, and about your opinions concerning the strengths of the community and the challenges it faces. Your insights and opinions on this subject are important, so please say what's on your mind and what you think. There are no right or wrong answers. Please also remember that your responses will be kept confidential. For the sake of this interview, the term "community" will refer to the Latino community of Johnston County.

#### **Orientation to the Community**

1. Do you live in Johnston County? If yes, for how long?
2. Do you consider yourself a part of the Latino community of Johnston County?

#### **Life in the Community**

3. What do people living in the community do for a living? (Where are the jobs?)
4. Is there much unemployment? What contributes to the unemployment?
5. Is there public transportation in the community?
6. How do you feel about the recent growth of the Latino community in Johnston County?
7. What do Latinos in Johnston County do for fun?
8. Are Latinos involved in politics?
9. Do you feel like there is a collective Latino community in Johnston County? Why or why not?
10. How do you think that different residents of Johnston County interact with one another?
11. How do people of different races (backgrounds, cultures, ethnicities) interact with the Latino community?

#### **Services and Businesses**

12. How long have you worked in the Latino community in Johnston County? Why did you choose to work here?
13. What is your agency's role in the community? How is your agency financed?



14. What services do you provide to Latinos in Johnston County?
15. What services are under-utilized?
16. Who in the Latino community is in the most need for your agency's services?
17. What are your biggest barriers/challenges at work?
18. Which Latino community needs are not met by your agency or other organizations in the community?
19. What responsibilities do you feel you have to the Latino community?
20. Does your agency provide documents and/or services in Spanish to the Latino community in Johnston County?
21. Does your agency require Latinos to provide social security numbers/proof of legal residency as a prerequisite for services?

#### **Assets Found in the Community**

22. What are some of the best things about the Latino community (resources, agencies, human interactions, and physical environment)?
23. What do you think are the major issues/problems Latinos in Johnston County face (low income, elderly, safety, housing, and health)?
24. Which problems do you feel are the most important for the Latino community to address?

#### **Problem-Solving and Decision-Making**

25. Do you know of any projects that the Latino community has undertaken together? Were those projects successful? Why or why not?
26. If you were going to try to solve a community problem, whom would you try to involve to ensure success?

#### **Recommended Individuals to Interview**

27. Are there people or organizations with which you think we should speak that you would be willing to gain permission for our team to contact?
  - a. Describe the specific person or organization.
  - b. Why would you think their opinions and views would be helpful for us to hear?

#### **Recommendations for Community Forum**

28. We plan to conduct a forum this spring to share the information we have gathered with the community. Would like to be involved in this event?

29. Do you have any ideas regarding how to get people to attend (time, place, and publicity)?

30. Who else do you think should help us coordinate this forum?

**Additional Information**

31. Is there anything else you would like to share about the Latino community of Johnston County?

Thank you again for your participation.

## Guía de entrevista con proveedores de servicios

Introducción: Hola, me llamo \_\_\_\_\_. Voy a estar guiando nuestra entrevista hoy. Ella es \_\_\_\_\_, quien va a estar tomando apuntes y ayudándome durante nuestra charla. Vamos a estar aquí alrededor de una hora para hablar con usted sobre el papel de su organización en la comunidad latina del condado de Johnston, y sobre sus opiniones en cuanto a las fortalezas de su comunidad y sus desafíos. Sus ideas sobre estos temas son importantes, así que le pedimos decir lo que piensa. No hay respuestas buenas o malas.

### Introducción al proveedor de servicios

41. ¿Cuánto tiempo ha estado trabajando en esta comunidad? ¿Por qué eligió trabajar aquí?
42. ¿Qué tipo de contacto tiene usted con Latinos en la comunidad?
43. ¿Vive en la comunidad? Si dice sí, ¿por cuánto tiempo?

### Vida en la comunidad

44. ¿Qué me puede decir sobre la historia del condado de Johnston? ¿Cómo ha cambiado desde que se movió aquí? [*O “durante su vida,” si siempre ha vivido allí. Probe: ¿cuándo empezó el crecimiento de la comunidad Latina?*]
45. ¿Cómo se relacionan la gente de diferentes culturas y etnicidades en la comunidad?
46. ¿Qué tipo de trabajo hacen los Latinos que viven en la comunidad?
47. ¿Hay mucho desempleo? ¿Qué contribuye al desempleo?
48. ¿Cómo pueden ir de un lugar a otro los Latinos? ¿Hay transportación pública en la comunidad?
49. ¿Qué hacen en su tiempo libre los Latinos?
50. ¿De qué manera están involucrados en la política los Latinos?

### Ventajas de la comunidad

51. ¿Cuáles son algunas de las mejores cosas de la comunidad (recursos, agencias, relaciones entre personas, ambiente física)?
52. ¿En quién o en cuáles organizaciones/agencias confían los Latinos para ayudarles si tienen un problema?
53. ¿Hay gente que hacen un papel activo en la comunidad Latina y se destacan como líderes?
54. ¿Cuáles son las organizaciones que realmente hacen un impacto en la comunidad Latina?

### **Necesidades de la comunidad**

55. ¿Cuáles son los mayores desafíos o problemas que se presentan a los miembros de la comunidad?  
[Probe: poco ganancia, la gente mayor, seguridad, lugares para vivir, salud]
56. ¿Cuáles son los problemas específicos de salud que se presentan a Latinos en este área?
57. ¿Cuáles problemas siente usted que son los más importantes para dirigirse la comunidad?

### **Resolver problemas y tomar decisiones**

58. ¿De cuáles tipos de proyectos de comunidad se ha encargado la comunidad durante el tiempo en que usted ha trabajado con residentes de la comunidad? ¿Cómo explicaría su éxito o falta de éxito?
59. ¿Si estuviera tratando de resolver un problema de comunidad, a quién trataría de involucrar para asegurar que tendría éxito?

### **Detalle sobre el papel de la organización en la comunidad**

Me gustaría escuchar más sobre el papel de \_\_\_\_\_ [organización] en la comunidad Latina del norte de condado de Johnston.

60. ¿Qué tipos de servicios provee \_\_\_\_\_ [nombre de la organización] a la comunidad latina del condado de Johnston?
61. ¿Qué criterio especial tiene la gente que cumplir para usar los servicios de su organización?
62. ¿Qué sector de la comunidad latina del condado de Johnston usa sus servicios con más frecuencia?
63. ¿Quién en la comunidad tiene más necesidad para los servicios de su agencia? [Probe: ¿Son las mismas personas que están recibiendo servicios? Si no, ¿por qué?]
64. ¿Cuáles servicios hay que no se usan por la gente?
65. ¿Cuáles barreras tiene su organización en tratar de alcanzar a Latinos en la comunidad?
66. ¿Cómo responde su organización a las necesidades culturales y de idioma de la comunidad Latina del condado de Johnston?
67. ¿Cuáles otras organizaciones provee servicios a la comunidad Latina? ¿Qué tipo de servicios proveen?
68. ¿Cómo está involucrada la comunidad Latina en la planificación de servicios que su organización provee?
69. ¿Cuáles son sus fuentes de fondos para la organización?

70. ¿Cuáles necesidades de la comunidad no están satisfechas por su agencia u otras organizaciones en la comunidad?

### **Papeles y responsabilidades de proveedores de servicios**

71. ¿Qué piensa usted que es el papel de su organización en la comunidad?

72. ¿Cuáles responsabilidades siente usted que tiene a la comunidad?

### **Documentos**

73. ¿Su organización tiene documentos como informes anuarios o aplicaciones para fondos que podemos ver o hacer una copia?

### **Gente recomendadas para entrevistar**

74. ¿Con quién recomienda usted que hablamos para entender las fortalezas y preocupaciones de esta comunidad?

75. ¿Estaría usted dispuesto/a a pedir permiso de esa persona para que nuestro equipo pueda ponernos en contacto con la persona?

a. Describa la persona u organización específica.

b. ¿Por qué piensa usted que escuchar sus opiniones o punto de vista nos ayudaría?

### **Recomendaciones para la reunión de la comunidad (Community Forum)**

76. Estamos planificando una reunión más tarde durante la primavera para compartir la información que hemos juntado con la comunidad. ¿Estaría interesado/a en ayudarnos planificar el evento? ¿Conoce otra persona que puede estar interesada?

77. ¿Tiene algunas sugerencias en cuanto a como podemos incluir e invitar a la gente (hora, lugar, publicidad)?

78. Pensamos que gente que habla inglés y español van a asistir la reunión. ¿Cómo debemos manejar la barrera de idioma?

79. ¿Quién debemos invitar?

### **Información adicional**

80. ¿Hay algo más que le gustaría compartir sobre la comunidad?

Gracias por su participación.



**WHAT IS THE PURPOSE OF AOCD?**

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to

understand the cultural, social, economic, and health experiences of Latinos who live in Johnston County. AOCD is a faculty sponsored graduate student project.

**WHY ARE YOU PARTICIPATING IN AOCD?**

You are invited to participate because we want your ideas on the strengths and needs of the Latino community in Johnston County. Someone in your community identified you as a person who can talk about the views of Johnston County as a whole.

**WHAT ARE SOME GENERAL THINGS YOU SHOULD KNOW ABOUT RESEARCH STUDIES?**

You are being asked to take part in a research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. You should ask the researchers named below, or staff members who

may assist them, any questions you have about this study at any time.

**WHAT WILL HAPPEN IF YOU TAKE PART IN THIS STUDY? How long will your part in the study last?**

If you decide to participate, you will be asked to participate in a 60 minute interview. We want to learn about your opinions and thoughts about the strengths and challenges of living in your community. There are no wrong answers. Your participation is limited to this one interview, and you will not be contacted for further sessions.

**HOW MANY PEOPLE WILL TAKE PART IN THIS STUDY?**

Approximately 15 service providers and 25 community members will take part in this study.

**WHAT ARE THE POSSIBLE BENEFITS FROM BEING IN THIS STUDY? Will you receive anything for being in this study?**

A written and verbal summary of the issues that are discussed in individual interviews will be made available to community members, leaders and service providers who are interested. Although you may not experience any direct benefit, your participation will help to make things better for Latinos over time. You will not be paid to participate in this focus group.

**WHAT ARE THE POSSIBLE RISKS INVOLVED FROM BEING IN THIS STUDY?**

There are minimal physical, psychological, or social risks associated with participating in this study. The only risk would be if you share negative opinions about your job and this information is somehow revealed, there is the possibility of affecting your employment. However, the research team will do everything

possible to keep this information confidential and not linked to you in anyway. All tapes and transcripts of interviews are kept in a locked cabinet in the School of Public Health at UNC. You can say yes or no to our request.

**WILL IT COST YOU ANYTHING TO BE IN THIS STUDY?**

The only cost for participating in this interview is the time spent during the discussion.



**HOW WILL YOUR PRIVACY BE PROTECTED?**

Participation is entirely voluntary, and you are not required to give your name or reveal any personal information.

Information from these interviews will remain anonymous because no names will be collected. Identifying information, such as age, sex, ethnicity, and number of years residing in your community, will only be used to describe the group and will not be linked to any particular thing that you or others say during the interview.

All notes and audiotapes containing your interview responses will be stored in a locked cabinet and will be destroyed in May 2006 at the conclusion of the study.

**CAN YOU REFUSE OR STOP PARTICIPATION?**

Taking part in this project is up to you. You can choose not to answer any question or stop taking part in the interview at any time. Not partaking in the focus group will not affect your relationship with anyone in Johnston County, any services you obtain in Johnston County, or the University of North Carolina at Chapel Hill.

## TAPE-RECORDING

It is important to accurately record the information shared during these discussions. With your permission, I will tape-record the interview. You have the right to stop the tape-recording at any time. The tapes will be recycled or destroyed after their use for this project is complete.



### WHO ARE THE PEOPLE RUNNING THIS PROJECT? HOW CAN I CALL THEM? What if you have questions about this study?

AOCD is a student project and there is contact information available for both the student team and the faculty advisor. You have the right to ask, and have answered, any questions you may have about this project. If you have questions or concerns, or would like information on the progress of the project, please feel free to contact, collect if you wish, the Johnston County student team, Molly McKnight, Sarah Weaver, Laura Seman, Stacy Bailey and Helen Cole at (919) 966-5542 or the faculty advisor, Eugenia Eng (919) 966-3909.

### WHAT IF YOU HAVE QUESTIONS ABOUT YOUR RIGHTS AS A PARTICIPANT?

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to [IRB\\_subjects@unc.edu](mailto:IRB_subjects@unc.edu).

### Participant's Agreement:

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this interview.

\_\_\_\_\_  
Signature of Research Participant/Date

\_\_\_\_\_  
Printed Name of Research Participant

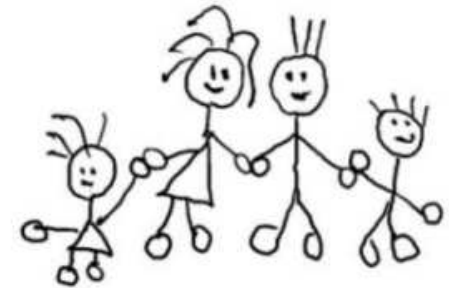
\_\_\_\_\_  
Signature of Person Obtaining Consent/Date

\_\_\_\_\_  
Printed Name of Person Obtaining Consent

Would you like to participate  
in an AOCD of your  
Community?

Consent Form for Service  
Providers

## Interviews



UNC  
SCHOOL OF  
PUBLIC HEALTH



### **¿Cual es el motivo de este proyecto?**

Este es un proyecto de investigación. Somos estudiantes de la Universidad de Carolina del

Norte. Estudiamos en La Escuela de Salud Pública. Una parte de nuestros estudios consiste en trabajar con una comunidad en Carolina del Norte y hacer un diagnóstico de esa comunidad. Esto quiere decir que el estudio va a intentar entender las experiencias de salud y bienestar, culturales, sociales e económicas de la comunidad Latina en el condado de Johnston.

### **¿Cuáles son algunas de las cuestiones generales que usted debe saber sobre los estudios de investigación?**

Se le solicita que participe en un estudio de investigación. La participación en este estudio es voluntaria. Puede negarse a participar, o puede retirar su consentimiento para participar en el estudio, por cualquier motivo, sin sufrir sanciones.

Los estudios de investigación están diseñados para obtener nueva información. Es posible que esta nueva información ayude a las personas en el futuro. Es posible que no reciba ningún beneficio directo por participar en este estudio de investigación. También pueden existir riesgos asociados con la participación en estudios de investigación.

Los detalles sobre este estudio se analizan a continuación. Es importante que entienda esta información de modo que pueda decidir en

forma fundamentada acerca de la participación en este estudio de investigación. Se le entregará una copia de este formulario de consentimiento. Debe preguntar a los investigadores mencionados anteriormente, o a los miembros del personal que los asisten, cualquier consulta que tenga acerca de este estudio en cualquier momento.

### **¿Qué se va a pedir de Usted?**

Si usted decide ser parte de este proyecto, se le va pedir que participe en una entrevista. Esto tardará alrededor de 60 minutos para completar. Queremos aprender acerca de sus opiniones y pensamientos sobre las fortalezas y los retos de vivir y/o trabajar en el condado de Johnston. No hay respuestas correctas o incorrectas. Su participación es limitada a un grupo de enfoque y no será contactado para más sesiones.

### **¿Cuántas personas participarán en este estudio?**

Si decide participar en este estudio, será uno de entre aproximadamente 15 proveedores de servicio y 25 miembros de la comunidad.

### **¿Qué es el beneficio de participar en este proyecto?**

Incluso si no recibirá ningún beneficio directo, su participación podría ser beneficiosa para el mejoramiento de la comunidad. También, un resumen escrito y verbal de los temas que se discutan en los grupos de enfoque y en las entrevistas individuales se hará disponible para miembros de la comunidad, líderes y proveedores de servicios en la comunidad que están interesados en esta información. Esperamos que esta información ayudara a mejorar el bienestar de su comunidad. No se le pagara para participar en el grupo de enfoque.

### **¿Cuales son los riesgos de su participación?**

Hay muy poco riesgo asociado con participar en el grupo de enfoque. Sin embargo, un posible

riesgo puede ser que si Ud. hace declaraciones negativas sobre la comunidad o los servicios que Ud. provee en la comunidad y esa información es revelada, Ud. podría estar a riesgo de perder su trabajo. Tal información también podría afectar cualquier carrera política que Ud. desea tener. Haremos todo lo posible para protegerlo de este riesgo y mantendremos guardada toda su información en un gabinete con llave en la Escuela de Salud Publica de la Universidad del Norte de Carolina. Además, su nombre nunca será conectado con sus respuestas u otra información que Ud. comparta.

### **¿Hay algún costo para participar?**

El único costo para participar en este grupo de enfoque es el tiempo que toma para viajar al lugar donde tomara lugar el grupo de enfoque y el tiempo que tarda en la plática con los otros miembros de la comunidad.



### **Su participación es voluntaria y confidencial**

Su participación es completamente voluntaria. Ud. no es obligado dar su nombre o revelar ninguna información personal. Se puede parar la entrevista en cualquier momento, si desea.

Información que se obtiene de este grupo de enfoque será anónima porque no colectaremos nombres. Información de identificación, tal como edad, sexo, etnicidad, y número de años viviendo/trabajando en su comunidad, solamente será usada para describir el grupo y no se conectara con ningún comentario que Ud. u otras personas hacen durante el grupo de enfoque.



Todas las notas y audio casetes que contienen sus respuestas serán guardadas en un gabinete cerrado con llave y serán destruidos cuando termine el estudio en Mayo 2006.

### ¿Puede rehusar o parar su participación?

Participar en este proyecto es su decisión. Ud. tiene el derecho de no contestar cualquier pregunta o parar de participar en el grupo de enfoque en cualquier momento.

### Grabación

Es importante grabar con precisión la información compartida durante estas pláticas. Con su permiso, se grabara el grupo de enfoque. Ud. tiene el derecho de parar la grabación en cualquier momento. Los casetes serán reciclados o destruidos al terminar este proyecto.



### ¿Quiénes son las personas responsables para este proyecto?

### ¿Cómo puedo comunicarme con ellos?

Si Ud. tiene cualquier pregunta o preocupación acerca de este proyecto o desea recibir más información sobre el progreso de este proyecto, por favor llame al Investigador Principal en UNC, Eugenia Eng al (919) 966-3909 o el equipo de investigación: Molly McKnight, Sarah Weaver, Laura Seman, Stacy Bailey y Helen Cole.

Este proyecto ha sido revisado y aprobado por el Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos de la Escuela de Salud Pública. Éste es el grupo que asegura que participantes sean tratados con justicia.

### ¿Qué sucede si usted desea formular preguntas sobre sus derechos como participante de una investigación?

Toda investigación realizada con voluntarios humanos es examinada por un comité que trabaja para proteger sus derechos y su bienestar. Si tiene preguntas o inquietudes acerca de sus derechos como sujeto de una investigación, puede ponerse en contacto, de manera anónima si lo desea, con el Institutional Review Board (Comité de revisión institucional, IRB por sus siglas en inglés) al 919-966-3113 o por correo electrónico a IRB\_subjects@unc.edu.

### Acuerdo del participante:

He leído la información proporcionada más arriba. He realizado todas las preguntas que tengo en este momento. Acepto voluntariamente participar en este estudio de investigación.

\_\_\_\_\_  
Firma del participante de la investigación

Fecha

\_\_\_\_\_  
Nombre del participante de la investigación en imprenta

\_\_\_\_\_  
Firma de la persona que obtiene el consentimiento

Fecha

\_\_\_\_\_  
Nombre de la persona que obtiene el consentimiento en imprenta

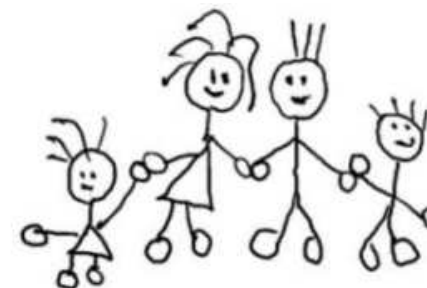
**GRACIAS**



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## Consentimiento Para Proveedores de Servicios en el Condado de Johnston

### Entrevistas



¿Quisiera participar en un  
proyecto para mejorar su  
comunidad?

## **Community Members Interview Guide**

Introduction: Hello, my name is \_\_\_\_\_. I'm going to be leading our interview today. This is \_\_\_\_\_, who will be taking notes and helping me during our discussion. We will be here about an hour to talk to you about living in your community and your opinions concerning the strengths of your community and the challenges it faces. Your insights and opinions on these subjects are important, so please say what's on your mind and what you think. There are no right or wrong answers.

### **General Information about the Community**

1. How long have you lived in Johnston County?
2. Why did you move to Johnston County?
3. Where do Latinos in Johnston County generally live?
4. What kinds of jobs do Latinos in JoCo hold? (Probe: Difference btwn professional and other work?)
5. How do Latinos generally get around Johnston Co?
6. What do Latinos here do for fun?
7. How are Latinos involved in politics in JoCo? (Probe: voting, talking with community leaders, elections)
8. Who are the leaders/people who take an active role in the Latino community?
9. Do you see a difference between generations of Latinos? (Probe: value, educational, language differences between those children who are growing up here and adults who came here)
10. What variety/level of education do Latinos have? Tell us about the education system in Joco..
11. How do people of different races (ethnicities/backgrounds) interact with the Latino community?
12. Do Latinos in JoCo know each other? Do you feel connected to other Latinos here? How? (share church, housing, nationality, jobs)
13. How involved are churches in the lives of people in the community? (attend church, participate in church groups)
14. Many people describe a community as a group that shares the same interests or concerns and works together to reach common goals. Is there a group in the community with whom you share common interests or goals? [Probe: Latino immigrants, Latino families who live here all year round, people from your neighborhood or church]

### **Assets and Needs of the Community**

15. What are some of the best resources in the Latino community? (resources, agencies, social gatherings/support, physical environment)

16. What do you think are the major issues/needs community members face? (children, income, elderly, safety, housing, disability, health, sanitation, pests)
17. Are there different challenges for different members of the community? (elderly, families, farmworkers)
18. Which needs do you feel are the most important for the community to address?
19. What do you wish could happen for the community in the next 5-10 years?

### **Health Issues**

20. How is the medical care here?
21. What barriers exist in obtaining medical services for Latinos?
22. If someone in your family were sick, where would you go? Who would you talk to?
23. How do members of the Latino community maintain their health? (probe: see doctors when not sick, prenatal care, etc)

### **Problem-Solving and Decision-Making**

24. Are you aware of any community projects have been started during your time here? How would you explain their success or lack of it?
25. If you were going to try to solve a community problem, whom would you try to involve to make it a success?

### **Services and Businesses**

26. What services/ programs do community members use? (Do those services come here or do residents go to them?)
27. What services/programs do community members need?
28. Do you think Latinos are treated differently or equally than other races or ethnicities?
29. What businesses or organizations are owned or run by Latinos?
30. Which organizations or agencies truly have an impact on the Latino community?
31. Where do people go to buy things like food, clothing, medicine, household items, etc?

### **Recommended Individuals to Interview**

32. Is there anyone else whom we should speak with about the community? (service providers, residents) Are you willing to get permission for us to contact them?

### **Recommendations for Community Forum**

33. We plan to conduct a forum this spring to share the information we have gathered with the community. Would you be interested in helping us plan this event?
34. Do you have any ideas regarding how to get people to attend? (time, place, publicity)
35. Who else do you think should help us coordinate this forum?

### **Additional Information**

36. Is there anything else you would like to share about the community?

Thank you again for your time.

## Guía para entrevistar un miembro de la comunidad

Introducción: Hola, mi nombre es \_\_\_\_\_ y yo voy a entrevistarle a Ud. hoy. Ella es \_\_\_\_\_ y va estar apuntando notas y ayudándome durante la entrevista. Vamos a tomar alrededor de una hora para hablar con Ud. acerca de cómo es vivir en del condado de Johnston. También vamos a pedirle que comparta con nosotros sus opiniones sobre los recursos que tiene y los desafíos que enfrente la gente latina. Sus opiniones y entendimientos sobre estos temas son importantes, así que por favor díganos lo que piensa. No hay respuestas correctas ni incorrectas.

### Informacion General sobre la Comunidad

1. ¿Cuánto tiempo ha vivido Ud. en esta área?
2. ¿Por qué decidió venir a Johnston County? ¿De donde vino Ud.? *[Solamente preguntar si no es nativo del condado de Johnston]*
3. Por lo general, ¿dónde vive la gente Latina en Johnston County?
4. ¿Qué tipo de trabajos hacen los Latinos en la comunidad? *[Investigar: ¿Qué tipo de trabajos hacen los hombres? ¿las mujeres? ¿Es difícil encontrar trabajo? Cuales son las diferencias entre los profesionales y las personas que trabajan con sus manos.]*
5. . ¿Cuáles modos de transporte usas la gente Latina en Johnston County? *[Investigar: ¿Cómo les afecta la transportación a las vidas de la gente latina?]*
6. ¿Qué hacen los Latinos de la comunidad para divertirse?
7. ¿Cómo estan involucrados los Latinos en la política?
8. ¿Quienes son las personas que toman un papel activo en la comunidad Latina y que surgen como lideres? *[Investigar: ¿Votan los Latinos? hablan con los líderes de su comunidad, participan en las elecciones?]*
9. ¿Ud. ve una diferencia entre las generaciones de Latinos aquí? *[Investigar: los valores, la educacion, la lengua, entre los ninos que crecen aquí y los adultos que vinieron]*
10. Por favor, dígame sobre los distintos niveles de educación que tienen los Latinos aquí; por ejemplo, hasta que grado llego la mayoría de los Latino en Johnston Co?. ¿Cómo es el sistema de educación en el condado de Johnston?
11. ¿Cómo interactúan las personas de diferentes grupos étnicos o razas aquí?
12. ¿Se conocen la gente latina aquí en el condado de Johnston? ¿Tiene Ud. un sentido de conexión con otros Latinos aquí? ¿En cuales maneras se junta la gente? *[Investigar: por la iglesia, el alojamiento, nacionalidad, el empleo]*

13. Dígame sobre el papel de la iglesia en la comunidad latina.

14. Muchas personas definen a la comunidad como un grupo que comparte los mismos intereses y trabaja junto para alcanzar metas comunes. ¿Con quién piensa Ud. que comparte las mismas goles y desafíos? [*Investigar: ¿trabajadores Latinos emigrantes, familias Latinas que permanecen aquí todo el tiempo, familias Latinas del mismo pueblo o área de donde vino Ud.?*]

### **Fuerzas y Retos de la comunidad**

15. ¿Cuáles son algunas de las mejores recursos de la comunidad [Investigar: recursos, juntas sociales o apoyo social, valores, costumbres]

16. ¿Qué piensa que son las necesidades o problemas mayores que enfrentan los Latinos en el condado de Johnston? [Investigar: sueldo, alojamiento, salud, saneamiento, transportación, crimen]

17. Hay desafíos distintos para varios miembros de la comunidad - niños, ancianos, mujeres, hombres?

18. ¿Cuáles problemas o necesidades piensa que son los más importantes para abordar?

19. ¿En cual manera espera que desarrolla la comunidad Latina en los próximos 5-10 años?

### **Asuntos de Salud**

20. ¿Cómo es la calidad de cuidado médico que Ud. recibe allí?

21. ¿Qué barreras existen que previenen que los Latinos obtienen servicios de salud?

22. ¿Cuándo Ud. o uno de sus familiares necesita cuidado médico, por ejemplo servicios dentales, médicos, o de salud mental, donde acuden a estos servicios?

23. ¿En que manera se mantienen los latinos la salud?

### **Resolución de problemas y hacer decisiones**

24. ¿Qué tipo de proyectos comunitarios han comenzado durante el tiempo que ha vivido aquí en Johnston County? ¿Cómo explicara su éxito o falta de éxito?

25. Si Ud. intentara resolver un problema en la comunidad Latina, ¿a quién intentara involucrar para que fuera exitoso?

### **Servicios y negocios**

26. ¿Qué servicios o negocios utilizan la mayoría de los Latinos aquí? [Investigar: ¿Los servicios llegan a las personas o las personas tienen que ir en busca de los servicios?]
27. ¿Cuales servicios o negocios piensa que hacen falta?
28. ¿Piensa que los Latinos son tratados igualmente o diferente de otras razas o grupos étnicos? [Investigar: ¿podría dar un ejemplo?]
29. ¿Cuales servicios o negocios tienen Latinos como dueños? [Investigar: fiestas de venta en casas, construcción, limpieza de casas, vender productos que vienen de México]
30. ¿Cuáles son las agencias u organizaciones que verdaderamente tienen un impacto bueno dentro de la comunidad Latina? [Investigar: ¿y las iglesias?]
31. ¿Dónde compran los latinos cosas como comida, medicinas, cosas hogares?

### **Personas recomendadas para entrevistar**

32. ¿Con quién nos recomendaría hablar para mejor entender a esta comunidad? (proveedores de servicios, residentes) ¿Podría pedirle permiso a esa persona para que nos comuniquemos con él/ella?

### **Recomendaciones para la junta comunitaria**

33. Nosotros planeamos tener una junta comunitaria en la primavera para compartir la información que hemos colectado con la ayuda de la comunidad. ¿Esta interesado (a) en ayudarnos a organizar este evento? ¿Conoce a otra persona que posiblemente podría estar interesada en ayudarnos con esto?
34. ¿Tiene algunas ideas acerca de cómo podemos pedir participar a personas que asistan a la junta comunitaria? (hora, lugar, publicidad)
35. ¿A quién deberíamos invitar para participar en la junta comunitaria?

### **Información adicional**

36. ¿Hay alguna otra cosa que Ud. quisiera compartir con nosotros sobre la comunidad?

Gracias nuevamente por su participación.



**WHAT IS THE PURPOSE OF AOCD?**

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to

understand the cultural, social, economic, and health experiences of Latinos who live in Johnston County. AOCD is a faculty sponsored graduate student project.

**WHY ARE YOU PARTICIPATING IN AOCD?**

You are invited to participate because we want your ideas on the strengths and needs of the Latino community in Johnston County. Someone in your community identified you as a person who can talk about the views of Johnston County as a whole.

**WHAT ARE SOME GENERAL THINGS YOU SHOULD KNOW ABOUT RESEARCH STUDIES?**

You are being asked to take part in a research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. You should ask the researchers named below, or staff members who

may assist them, any questions you have about this study at any time.

**WHAT WILL HAPPEN IF YOU TAKE PART IN THIS STUDY? How long will your part in the study last?**

If you decide to participate, you will be asked to participate in a 60 minute interview. We want to learn about your opinions and thoughts about the strengths and challenges of living in your community. There are no wrong answers. Your participation is limited to this one interview, and you will not be contacted for further sessions.

**HOW MANY PEOPLE WILL TAKE PART IN THIS STUDY?**

Approximately 15 service providers and 25 community members will take part in this study.

**WHAT ARE THE POSSIBLE BENEFITS FROM BEING IN THIS STUDY? Will you receive anything for being in this study?**

A written and verbal summary of the issues that are discussed in individual interviews will be made available to community members, leaders and service providers who are interested. Although you may not experience any direct benefits, your participation may help to make things better in Johnston County over time. We hope that this information will help improve the health status of Latinos in Johnston County. You will not be paid to participate in this focus group.

**WHAT ARE THE POSSIBLE RISKS INVOLVED FROM BEING IN THIS STUDY?**

There are minimal physical, psychological, or social risks associated with participating in this study. Your decision to take part in this study

will not influence any of the services you receive or might receive. You can say yes or no to our request.

**WILL IT COST YOU ANYTHING TO BE IN THIS STUDY?**

The only cost for participating in this interview is the time spent during the discussion.



**HOW WILL YOUR PRIVACY BE PROTECTED?**

Participation is entirely voluntary, and you are not required to give your name or reveal any personal information.

Information from these interviews will remain anonymous because no names will be collected. Identifying information, such as age, sex, ethnicity, and number of years residing in your community, will only be used to describe the group and will not be linked to any particular thing that you or others say during the interview.

All notes and audiotapes containing your interview responses will be stored in a locked cabinet and will be destroyed in May 2006 at the conclusion of the study.

**CAN YOU REFUSE OR STOP PARTICIPATION?**

Taking part in this project is up to you. You can choose not to answer any question or stop taking part in the interview at any time. Not partaking in the focus group will not affect your relationship with anyone in Johnston County, any services you obtain in Johnston County, or the University of North Carolina at Chapel Hill.



## **TAPE-RECORDING**

It is important to accurately record the information shared during these discussions. With your permission, I will tape-record the interview. You have the right to stop the tape-recording at any time. The tapes will be recycled or destroyed after their use for this project is complete.



### **WHO ARE THE PEOPLE RUNNING THIS PROJECT? HOW CAN I CALL THEM? What if you have questions about this study?**

AOCD is a student project and there is contact information available for both the student team and the faculty advisor. You have the right to ask, and have answered, any questions you may have about this project. If you have questions or concerns, or would like information on the progress of the project, please feel free to contact, collect if you wish, the Johnston County student team, Molly McKnight, Sarah Weaver, Laura Seman, Stacy Bailery, and Helen Cole at (919) 966-5542 or the faculty advisor, Eugenia Eng (919) 966-3909.

### **WHAT IF YOU HAVE QUESTIONS ABOUT YOUR RIGHTS AS A PARTICIPANT?**

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to [IRB\\_subjects@unc.edu](mailto:IRB_subjects@unc.edu).

### **Participant's Agreement:**

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this interview.

\_\_\_\_\_  
Signature of Research Participant/Date

\_\_\_\_\_  
Printed Name of Research Participant

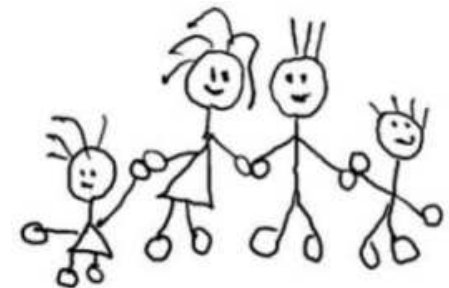
\_\_\_\_\_  
Signature of Person Obtaining Consent/Date

\_\_\_\_\_  
Printed Name of Person Obtaining Consent

Would you like to participate  
in an AOCD of your  
community?

Consent Form for  
Community Members

## **Interviews**



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### **¿Cual es el motivo de este proyecto?**

Este es un proyecto de investigación. Somos estudiantes de la Universidad de Carolina del

Norte. Estudiamos en La Escuela de Salud Pública. Una parte de nuestros estudios consiste en trabajar con una comunidad en Carolina del Norte y hacer un diagnóstico de esa comunidad. Esto quiere decir que el estudio va a intentar entender las experiencias de salud y bienestar, culturales, sociales e económicas de la comunidad Latina en el condado de Johnston.

### **¿Cuáles son algunas de las cuestiones generales que usted debe saber sobre los estudios de investigación?**

Se le solicita que participe en un estudio de investigación. La participación en este estudio es voluntaria. Puede negarse a participar, o puede retirar su consentimiento para participar en el estudio, por cualquier motivo, sin sufrir sanciones.

Los estudios de investigación están diseñados para obtener nueva información. Es posible que esta nueva información ayude a las personas en el futuro. Es posible que no reciba ningún beneficio directo por participar en este estudio de investigación. También pueden existir riesgos asociados con la participación en estudios de investigación.

Los detalles sobre este estudio se analizan a continuación. Es importante que entienda esta información de modo que pueda decidir en forma fundamentada acerca de la participación en este estudio de investigación. Se le entregará una copia de este formulario de consentimiento. Debe preguntar a los investigadores mencionados anteriormente, o a los miembros del personal que los asisten, cualquier consulta

que tenga acerca de este estudio en cualquier momento.

### **¿Qué se va a pedir de Usted?**

Si usted decide ser parte de este proyecto, se le va pedir que participe en una entrevista. Esto tardará alrededor de 60 minutos para completar. Queremos aprender acerca de sus opiniones y pensamientos sobre las fortalezas y los retos de vivir y/o trabajar en el condado de Johnston. No hay respuestas correctas o incorrectas. Su participación es limitada a un grupo de enfoque y no será contactado para más sesiones.

### **¿Cuántas personas participarán en este estudio?**

Si decide participar en este estudio, será uno de entre aproximadamente 15 proveedores de servicio y 25 miembros de la comunidad.

### **¿Qué es el beneficio de participar en este proyecto?**

Incluso si no recibirá ningún beneficio directo, su participación podría ser beneficiosa para el mejoramiento de la comunidad. También, un resumen escrito y verbal de los temas que se discutan en los grupos de enfoque y en las entrevistas individuales se hará disponible para miembros de la comunidad, líderes y proveedores de servicios en la comunidad que están interesados en esta información. Esperamos que esta información ayudara a mejorar el bienestar de su comunidad. No se le pagara para participar en el grupo de enfoque.

### **¿Cuales son los riesgos de su participación?**

Hay muy poco riesgo asociado con participar en el grupo de enfoque. Sin embargo, un posible riesgo puede ser que si Ud. hace declaraciones negativas sobre la comunidad y esa información es revelada. Haremos todo lo posible para protegerlo de este riesgo y mantendremos guardada toda su información en un gabinete con llave en la Escuela de Salud Publica de la

Universidad del Norte de Carolina. Además, su nombre nunca será conectado con sus respuestas u otra información que Ud. comparta.

### **¿Hay algún costo para participar?**

El único costo para participar en esta entrevista es el tiempo que toma para completar la entrevista.



### **Su participación es voluntaria y confidencial**

Su participación es completamente voluntaria. Ud. no es obligado dar su nombre o revelar ninguna información personal. Se puede parar la entrevista en cualquier momento, si desea.

Información que se obtiene de esta entrevista será anónima porque no colectaremos nombres. Información de identificación, tal como edad, sexo, etnicidad, y número de años viviendo/trabajando en su comunidad, solamente será usada para describir el grupo y no se conectara con ningún comentario que Ud. u otras personas hacen durante el grupo de enfoque.

Todas las notas y audio casetes que contienen sus respuestas serán guardadas en un gabinete cerrado con llave y serán destruidos cuando termine el estudio en Mayo 2006.

### **¿Puede rehusar o parar su participación?**

Participar en este proyecto es su decisión. Ud. tiene el derecho de no contestar cualquier pregunta o parar de participar en el grupo de enfoque en cualquier momento.

### **Grabación**

Es importante grabar con precisión la información compartida durante estas pláticas. Con su permiso, se grabará el grupo de enfoque. Ud. tiene el derecho de parar la grabación en cualquier momento. Los casetes serán reciclados o destruidos al terminar este proyecto.



**¿Quiénes son las personas responsables para este proyecto?  
¿Cómo puedo comunicarme con ellos?**

Si Ud. tiene cualquier pregunta o preocupación acerca de este proyecto o desea recibir más información sobre el progreso de este proyecto, por favor llame al Investigador Principal en UNC, Eugenia Eng al (919) 966-3909 o el equipo de investigación: Molly McKnight, Sarah Weaver, Laura Seman, Stacy Bailey y Helen Cole al (919) 966-5542.

Este proyecto ha sido revisado y aprobado por el Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos de la Escuela de Salud Pública. Éste es el grupo que asegura que participantes sean tratados con justicia.

**¿Qué sucede si usted desea formular preguntas sobre sus derechos como participante de una investigación?**

Toda investigación realizada con voluntarios humanos es examinada por un comité que trabaja para proteger sus derechos y su bienestar. Si tiene preguntas o inquietudes acerca de sus derechos como sujeto de una investigación, puede ponerse en contacto, de manera anónima si lo desea, con el Institutional Review Board (Comité de revisión institucional, IRB por sus siglas en inglés) al 919-966-3113 o por correo electrónico a [IRB\\_subjects@unc.edu](mailto:IRB_subjects@unc.edu).

**Acuerdo del participante:**

He leído la información proporcionada más arriba. He realizado todas las preguntas que tengo en este momento. Acepto voluntariamente participar en este estudio de investigación.

\_\_\_\_\_  
Firma del participante de la investigación  
Fecha

\_\_\_\_\_  
Nombre del participante de la investigación en  
impresión

\_\_\_\_\_  
Firma de la persona que obtiene el  
consentimiento  
Fecha

\_\_\_\_\_  
Nombre de la persona que obtiene el  
consentimiento en impresión

**GRACIAS**

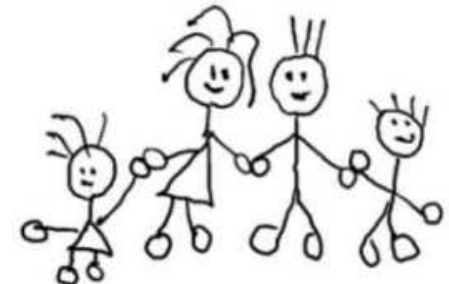


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**¿Quisiera participar en un  
proyecto para mejorar su  
comunidad?**

**Consentimiento Para  
Miembros de la Comunidad  
en el Condado de Johnston**

**Entrevistas**



## Interview Guide for a Focus Group for Community Members

Introduction: Hello, my name is \_\_\_\_\_. I'm going to be leading our discussion today. This is \_\_\_\_\_, who will be taking notes and helping me during our discussion. We will be here about an hour to talk to you about living in your community and your opinions concerning the strengths of your community and the challenges it faces. Your insights and opinions on these subjects are important, so please say what's on your mind and what you think. There are no right or wrong answers.

1. How long have you lived in this area? Why did you decide to move to this area? Where did you come from [*Only ask if he/she is not a native of Johnston County*]
2. What kind of work do Latinos in the community do? [*Investigate: What kind of work do men do? Women? Is it hard to find work? What are the differences between professionals and people who work with their hands?*]
3. What do Latinos do for fun?
4. Do you know Latinos in Johnston County? Do you feel a sense of connection with other Latinos here? How do people get together? [*Investigate: through church, housing, nationality, employment*]
5. When you or other Latinos in the community that you know need medical care, for example dental services, doctors or mental health, do you know where to access these services? How is the medical care that you receive there? [*Investigate: quality of care*] Do you think that Latinos are treated equally or differently from other races or ethnic groups?
6. What are some of the best things about the community? [*Investigate: resources, social gatherings or social support, values, customs*]
7. What do you think are the major issues/needs community members face? (income, housing, health, sanitation, transportation, crime) Are there different challenges for different members of the community? (children, elderly, women, men)

## Guía para el grupo de foco para miembros de la comunidad

Introducción: Hola, mi nombre es \_\_\_\_\_ y yo voy a facilitar la plática con Uds. hoy. Ella es \_\_\_\_\_ y va estar tomando notas y ayudándome durante la charla. Vamos a tomar alrededor de una hora para hablar con Uds. acerca de cómo es vivir en del condado de Johnston. También vamos a pedirles que compartan con nosotros sus opiniones sobre los puntos fuertes y los retos de su comunidad. Sus opiniones y entendimientos sobre estos temas son importantes, así que por favor dígan lo que piensa. No hay respuestas correctas o incorrectas.

1. Cuánto tiempo ha vivido Ud. en esta área? ¿Por qué decidió venir a esta área? ¿De donde vino Ud.? *[Solamente preguntar si no es nativo del condado de Johnston]*

2. ¿Qué tipo de trabajos tienen los Latinos en la comunidad? *[Investigar: ¿Qué tipo de trabajos hacen los hombres? ¿las mujeres? ¿Es difícil encontrar trabajo? Cuales son las diferencias entre los profesionales y las personas que trabajan con sus manos?]*

3. Que hacen los Latinos para divertirse?

4. ¿Se conocen la gente latina por el condado de Johnston? ¿Tiene Ud. un sentido de conexión con otros Latinos aquí? ¿Cómo se junta la gente? *[Investigar: por la iglesia, el alojamiento, nacionalidad, el empleo]*

5. ¿Cuándo Ud. o otros Latinos en la comunidad que Ud. conoce necesitan cuidado médico, por ejemplo servicios dentales, médicos, o de salud mental, saben donde acudir a estos servicios? ¿Cómo es el cuidado médico que Ud. recibe allí? *[Investigar: la calidad del cuidado]* ¿Piensa que los Latinos son tratados igualmente o diferente de otras razas o grupos étnicos?

6. ¿Cuáles son algunas de las mejores cosas de la comunidad *[Investigar: recursos, juntas sociales o apoyo social, valores, costumbres]*

7. ¿Qué piensa que son las necesidades o problemas mayores que enfrentan los Latinos en del condado de Johnston? *[Investigar: sueldo, alojamiento, salud, saneamiento, transportación, crimen]* Hay desafíos distintos para varios miembros de la comunidad - niños, ancianos, mujeres, hombres?



**WHAT IS THE PURPOSE OF AOCD?**

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to

understand the cultural, social, economic, and health experiences of Latinos who live in Johnston County. AOCD is a faculty sponsored graduate student project.

**WHY ARE YOU PARTICIPATING IN AOCD?**

You are invited to participate because we want your ideas on the strengths and needs of the Latino community in Johnston County. Someone in your community identified you as a person who can talk about the views of Johnston County as a whole.

**WHAT ARE SOME GENERAL THINGS YOU SHOULD KNOW ABOUT RESEARCH STUDIES?**

You are being asked to take part in a research study. To join the study is voluntary. You may refuse to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. You may not receive any direct benefit from being in the research study. There also may be risks to being in research studies.

Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. You should ask the researchers named below, or staff members who

may assist them, any questions you have about this study at any time.

**WHAT WILL HAPPEN IF YOU TAKE PART IN THIS STUDY? How long will your part in the study last?**

If you decide to participate, you will be asked to participate in a 60 minute focus group, or group discussion. We want to learn about your opinions and thoughts about the strengths and challenges of living in your community. There are no wrong answers. Your participation is limited to this one focus group, and you will not be contacted for further sessions.

**HOW MANY PEOPLE WILL TAKE PART IN THIS STUDY?**

Approximately 15 service providers and 25 community members will take part in this study.

**WHAT ARE THE POSSIBLE BENEFITS FROM BEING IN THIS STUDY? Will you receive anything for being in this study?**

A written and verbal summary of the issues that are discussed in these focus groups and in individual interviews will be made available to community members, leaders and service providers who are interested. Although you may not experience any direct benefit, your participation will make things better for Latinos over time. You will not be paid to participate in this focus group. However, refreshments will be provided during the focus group session.

**WHAT ARE THE POSSIBLE RISKS INVOLVED FROM BEING IN THIS STUDY?**

There are minimal physical, psychological, or social risks associated with participating in this study. The research team will do everything

possible to keep this information confidential and not linked to you in anyway. All tapes and transcripts of interviews and focus groups are kept in a locked cabinet in the School of Public Health at UNC. You can say yes or no to our request.

**WILL IT COST YOU ANYTHING TO BE IN THIS STUDY?**

The only costs for participating in this focus group are the time and expense for traveling to and from the discussion group and the time spent during the discussion group.



**HOW WILL YOUR PRIVACY BE PROTECTED?**

Participation is entirely voluntary, and you are not required to give your name or reveal any personal information. You may use a fictitious name if you wish. To respect your confidentiality and that of others, we will ask participants not to discuss the information shared in the focus group.

Information from this focus group discussion will remain anonymous because no names will be collected. Identifying information, such as age, sex, ethnicity, and number of years residing in your community, will only be used to describe the group and will not be linked to any particular thing that you or others say during the group discussion.

All notes and audiotapes containing your interview responses will be stored in a locked cabinet and will be destroyed in May 2006 at the conclusion of the study.

**CAN YOU REFUSE OR STOP PARTICIPATION?**

Taking part in this project is up to you. You can choose not to answer any question or stop taking part in the focus group at any time. Not partaking in the focus group will not affect your relationship with anyone in Johnston County, any services you obtain in Johnston County, or the University of North Carolina at Chapel Hill.

**TAPE-RECORDING**

It is important to accurately record the information shared during these discussions. With your permission, I will tape-record the focus group. You have the right to stop the tape-recording at any time. The tapes will be recycled or destroyed after their use for this project is complete.



**WHO ARE THE PEOPLE RUNNING THIS PROJECT? HOW CAN YOU CALL THEM? What if you have questions about this study?**

A OCD is a student project and there is contact information available for both the student team and the faculty advisor. You have the right to ask, and have answered, any questions you may have about this project. If you have questions or concerns, or would like information on the progress of the project, please feel free to contact, collect if you wish, the Johnston County student team, Molly McKnight, Sarah Weaver, Laura Seman, Stacy Bailey, and Helen Cole at (919) 966-3919 or the faculty advisor, Eugenia Eng (919) 966-3909.

**WHAT IF YOU HAVE QUESTIONS ABOUT YOUR RIGHTS AS A PARTICIPANT?**

All research on human volunteers is reviewed by a committee that works to protect your rights and welfare. If you have questions or concerns about your rights as a research subject you may contact, anonymously if you wish, the Institutional Review Board at 919-966-3113 or by email to IRB\_subjects@unc.edu.

**Participant’s Agreement:**

I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this focus group.

\_\_\_\_\_  
Signature of Research Participant/Date

\_\_\_\_\_  
Printed Name of Research Participant

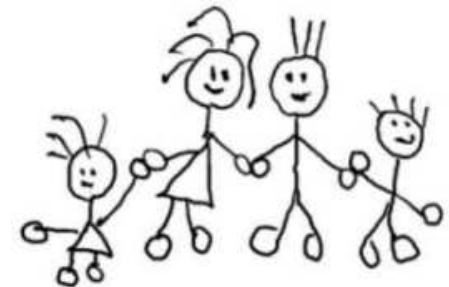
\_\_\_\_\_  
Signature of Person Obtaining Consent/Date

\_\_\_\_\_  
Printed Name of Person Obtaining Consent

Would you like to participate in an A OCD of your community?

Focus Group Consent Form for Community Members

**Focus Group**



**UNC**  
SCHOOL OF  
PUBLIC HEALTH



### **¿Cual es el motivo de este proyecto?**

Este es un proyecto de investigación. Somos estudiantes de la Universidad de Carolina del

Norte. Estudiamos en La Escuela de Salud Pública. Una parte de nuestros estudios consiste en trabajar con una comunidad en Carolina del Norte y hacer un diagnóstico de esa comunidad. Esto quiere decir que el estudio va a intentar entender las experiencias de salud y bienestar, culturales, sociales e económicas de la comunidad Latina en el condado de Johnston.

### **¿Cuáles son algunas de las cuestiones generales que usted debe saber sobre los estudios de investigación?**

Se le solicita que participe en un estudio de investigación. La participación en este estudio es voluntaria. Puede negarse a participar, o puede retirar su consentimiento para participar en el estudio, por cualquier motivo, sin sufrir sanciones.

Los estudios de investigación están diseñados para obtener nueva información. Es posible que esta nueva información ayude a las personas en el futuro. Es posible que no reciba ningún beneficio directo por participar en este estudio de investigación. También pueden existir riesgos asociados con la participación en estudios de investigación.

Los detalles sobre este estudio se analizan a continuación. Es importante que entienda esta información de modo que pueda decidir en forma fundamentada acerca de la participación en este estudio de investigación.

Se le entregará una copia de este formulario de consentimiento. Debe preguntar a los

investigadores mencionados anteriormente, o a los miembros del personal que los asisten, cualquier consulta que tenga acerca de este estudio en cualquier momento.

### **¿Qué se va a pedir de Usted?**

Si usted decide ser parte de este proyecto, se le va pedir que participe en una plática o grupo de enfoque. Esto tardará alrededor de 60 minutos para completar. Queremos aprender acerca de sus opiniones y pensamientos sobre las fortalezas y los retos de vivir y/o trabajar en el condado de Johnston. No hay respuestas correctas o incorrectas. Su participación es limitada a un grupo de enfoque y no será contactado para más sesiones.

### **¿Cuántas personas participarán en este estudio?**

Si decide participar en este estudio, será uno de entre aproximadamente 15 proveedores de servicio y 25 miembros de la comunidad.

### **¿Qué es el beneficio de participar en este proyecto?**

Incluso si no recibirá ningún beneficio directo, su participación podría ser beneficiosa para el mejoramiento de la comunidad. También, un resumen escrito y verbal de los temas que se discutan en los grupos de enfoque y en las entrevistas individuales se hará disponible para miembros de la comunidad, líderes y proveedores de servicios en la comunidad que están interesados en esta información. Esperamos que esta información ayudara a mejorar el bienestar de su comunidad. No se le pagara para participar en el grupo de enfoque.

### **¿Cuales son los riesgos de su participación?**

Hay muy poco riesgo asociado con participar en el grupo de enfoque. Haremos todo lo posible

para protegerlo de este riesgo y mantendremos guardada toda su información en un gabinete con llave en la Escuela de Salud Publica de la Universidad del Norte de Carolina. Además, su nombre nunca será conectado con sus respuestas u otra información que Ud. comparta.

### **¿Hay algún costo para participar?**

El único costo para participar en este grupo de enfoque es el tiempo que toma para viajar al lugar donde tomara lugar el grupo de enfoque y el tiempo que tarda en la plática con los otros miembros de la comunidad.

### **Su participación es voluntaria y confidencial**

Los participantes no serán identificados en informes o publicaciones sobre este estudio. Aunque se realizarán todos los esfuerzos por conservar los registros de investigación en forma privada, podrá ocurrir que la ley federal o estatal exija que tales registros, incluida la información personal, sean revelados. Esto es muy poco probable, pero si alguna vez se pide que sean revelados, UNC-Chapel Hill tomará las medidas permitidas por ley para proteger la privacidad de la información personal. En algunos casos, su información reunida en este estudio de investigación podría ser examinada por representantes de la Universidad, patrocinadores de la investigación u organismos gubernamentales con fines tales como el control de calidad o la seguridad.

### **¿Puede rehusar o parar su participación?**

Participar en este proyecto es su decisión. Ud. tiene el derecho de no contestar cualquier pregunta o parar de participar en el grupo de enfoque en cualquier momento.

### **Grabación**

Es importante grabar con precisión la información compartida durante estas pláticas.



Con su permiso, se grabara el grupo de enfoque. Ud. tiene el derecho de parar la grabación en cualquier momento. Los casetes serán reciclados o destruidos al terminar este proyecto.



**¿Quiénes son las personas responsables para este proyecto?  
¿Cómo puede comunicarse con ellos?**

Si Ud. tiene cualquier pregunta o preocupación acerca de este proyecto o desea recibir más información sobre el progreso de este proyecto, por favor llame al Investigador Principal en UNC, Eugenia Eng al (919) 966-3909 o el equipo de investigación: Molly McKnight, Sarah Weaver, Laura Seman, Stacy Baily y Helen Cole.

Este proyecto ha sido revisado y aprobado por el Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos de la Escuela de Salud Pública. Éste es el grupo que asegura que participantes sean tratados con justicia.

Si tiene preguntas sobre sus derechos como participante en el proyecto o si usted está descontento en cualquier momento, puede ponerse en contacto, anónimamente si quisiera, con el Comité Revisor Institucional de la Escuela de Salud Pública, Universidad de Carolina del Norte en Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400 (por correo), o por teléfono, 919-966-3012. Pueden llamar a cobrar.

**¿Qué sucede si usted desea formular preguntas sobre sus derechos como participante de una investigación?**

Toda investigación realizada con voluntarios humanos es examinada por un comité que trabaja para proteger sus derechos y su bienestar.

Si tiene preguntas o inquietudes acerca de sus derechos como sujeto de una investigación, puede ponerse en contacto, de manera anónima si lo desea, con el Institutional Review Board (Comité de revisión institucional, IRB por sus siglas en inglés) al 919-966-3113 o por correo electrónico a IRB\_subjects@unc.edu.

**Acuerdo del participante:**

He leído la información proporcionada más arriba. He realizado todas las preguntas que tengo en este momento. Acepto voluntariamente participar en este estudio de investigación.

\_\_\_\_\_  
Firma del participante de la investigación  
Fecha

\_\_\_\_\_  
Nombre del participante de la investigación en  
impresión

\_\_\_\_\_  
Firma de la persona que obtiene el  
consentimiento  
Fecha

\_\_\_\_\_  
Nombre de la persona que obtiene el  
consentimiento en impresión

**GRACIAS**

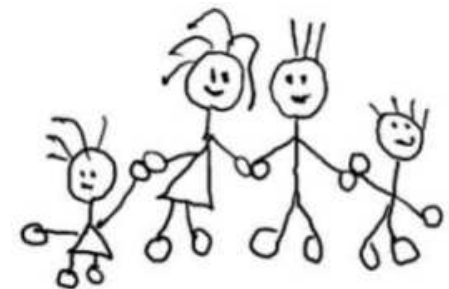


**UNC**  
SCHOOL OF  
PUBLIC HEALTH

**¿Quisiera participar en un proyecto para mejorar su comunidad?**

**Consentimiento para  
Miembros de la Comunidad  
en el Condado de Johnston**

**Grupo de Enfoque**



# Johnston County Latino Community Forum Planning Committee

## *Agenda*

Thursday, March 30, 2006  
6:00 pm – 7:00 pm

106 Elsee Building  
Johnston Community College  
Smithfield, NC

6:00 – 6:15 pm **Introductions and Icebreaker**

---

6:15 – 6:30 pm **Overview of an “Action Oriented Community Diagnosis”**

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Facilitators: Helen Cole, Gail Garcia, and Gladys House

- What is the AOCD process?
- What is the purpose of a community forum?
- What do we hope to happen after the forum?
- What is the role of the forum planning committee?

6:30 - 6:40 pm **Promotion of the Forum in the community**

---

Facilitator: Laura Seman

- Ideas for publicity
- Draft of flyer and invitations

6:40 – 6:50 pm **Ideas for Food and Entertainment**

---

Facilitator: Laura Seman

- Community preferences for food and entertainment
- Donations

6:50 – 7:00 pm **Goals for next meeting**

---

**\*Next meeting:** Thursday, April 13<sup>th</sup>, 6:00-7:00 pm

- We will decide which themes we will discuss at the forum
- Thursday, April 27<sup>th</sup>, 6:00-7:00 pm

# Foro Comunitario de los Latinos del Condado de Johnston Comité de Planificación

## *Agenda*

Jueves, 30 de marzo 2006  
6:00 pm – 7:00 pm

106 Elsee  
Johnston Community College  
Smithfield, NC

6:00 – 6:15 pm **Bienvenidos**

---

6:15 – 6:30 pm **Explicación de un “diagnóstico comunitario”**

---

Facilitadores: Helen Cole, Gladis House, y Gail Garcia

- ¿Qué es un “diagnóstico comunitario”?
- ¿Para que es el Foro Comunitario?
- ¿Cuáles resultados esperamos después del foro?
- ¿Qué es el papel del comité de planificación?

6:30 - 6:40 pm **Promoción del Foro en la comunidad**

---

Facilitadora: Laura Seman

- Ideas por la promoción
- Revisión del foyeto y la invitación

6:40 – 6:50 pm **Ideas para comida y música**

---

Facilitadora: Laura Seman

- Preferencias de la comunidad por comida y música
- Donaciones

6:50 – 7:00 pm **Planes para nuestra próxima reunion**

---

**\*Próxima Reunión:** Jueves, 13 de abril, 6:00-7:00 pm

- Eligiremos los temas del foro
- Jueves, 27 de abril, 6:00-7:00 pm

# Johnston County Latino Community Forum Planning Committee

## *Agenda*

Wednesday, April 12, 2006  
6:00 pm – 7:15 pm

106 Elsee Building  
Johnston Community College  
Smithfield, NC

6:00 – 6:15 pm **Welcome**

---

6:15 – 7:00 pm **Presentation and discussion of emergent themes**

---

Facilitator: Helen Cole

- Presentation of themes from interviews and focus groups
- Discussion and voting for themes to be presented at the forum
- Summary of final themes
- Roles for the forum

7:00 - 7:10 pm **Other forum logistics**

---

Facilitator: Laura Seman

- Donations obtained to date
- Final date and time
- Entertainment?
- Invitations
- Publicity

7:10 – 7:15 pm **Goals for next meeting**

---

**\*Next meeting:** Thursday, April 27<sup>th</sup>, 6:00-7:00 pm

- We will discuss final preparations and the agenda for the forum

# Asamblea General de la Comunidad Hispana en el Condado de Johnston

## Comité de Planificación

### *Agenda*

Miércoles, 12 de abril 2006  
6:00 pm – 7:15 pm

106 Elsee Building  
Johnston Community College  
Smithfield, NC

6:00 – 6:15 pm **Bienvenidos**

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6:15 – 7:00 pm **Presentación y discusión de temas emergentes**

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Facilitadora: Helen Cole

- Presentación de los temas de las entrevistas
- Discusión y votación para temas
- Resumen de temas finales
- Papeles para la asamblea

7:00 - 7:10 pm **Otras logísticas de la asamblea**

---

Facilitadora: Laura Seman

- Donaciones ya conseguidas
- Fecha y lugar de la asamblea
- ¿Entretenimiento?
- Invitaciones
- Publicidad

7:10 – 7:15 pm **Planes para nuestra próxima reunión**

---

**\*Próxima Reunión:** Jueves, 27 de abril, 6:00-7:00 pm

- Discutimos planes finales y la agenda para la asamblea

# Johnston County Latino Community Forum Planning Committee

## *Agenda*

Wednesday, April 26, 2006  
6:00 pm – 7:00 pm

106 Elsee Building  
Johnston Community College  
Smithfield, NC

6:00 – 6:05 pm **Welcome**

---

6:05 – 6:30 pm **Review of the Forum Agenda**

---

Facilitator: Helen Cole

- What will the forum be like?
- What time to we expect people to arrive?
- Revise the forum program

6:30 - 6:45 pm **Publicity**

---

Facilitator: Laura Seman

- Donations obtained to date
- Publicity

**\*Next meeting:** See you on Sunday! Thanks so much to the planning committee!

# Asamblea General de la Comunidad Hispana en el Condado de Johnston

## Comité de Planificación

### *Agenda*

Miércoles, 26 de abril 2006  
6:00 pm – 7:00 pm

106 Elsee Building  
Johnston Community College  
Smithfield, NC

6:00 – 6:05 pm **Bienvenidos**

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6:05 – 6:30 pm **Revista de la agenda de la asamblea**

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Facilitadora: Helen Cole

- ¿Como será la asamblea?
- ¿A que hora esperamos la gente?
- Revisión del horario del programa

6:30 - 6:45 pm **Publicidad**

---

Facilitadora: Laura Seman

- Donaciones
- Publicidad

**\*Próxima Reunión:** ¡Nos Vemos DOMINGO! ¡Muchísimas gracias a todo el comité de planificación!



# Unidos para Mejorar Nuestras Comunidades

## Asamblea General de la Comunidad Hispana en el Condado de Johnston

¡Un evento  
especial y gratis  
para toda la  
familia!

¡Habrá  
Premios y  
comida!

DOMINGO, 30 DE ABRIL DEL 2006  
4:00 PM - 7:00 PM  
LUGAR: El auditorio de Johnston Medical Mall  
(Enfrente de Johnston Memorial Hospital)  
509 N. Brightleaf Blvd.  
Smithfield, NC

Ven para compartir tus ideas y tus fortalezas culturales. Habrá información sobre recursos disponibles. Porque unidos, podemos ayudar a mejorar las condiciones de cada hispano en el condado de Johnston. (Habrá cuidado de niños, así que traiga a su familia)

"SEE YOU  
THERE!" -  
¡TE ESPERAMOS!

Patrocinado por la Escuela de Salud Pública de la Universidad de Carolina del Norte (UNC) y el Colegio Comunitario del Condado de Johnston. (JCC)



## Education

*Theme:* There are multiple education services targeting the Latino community, but there are difficulties providing education to Latinos due to policies that restrict how ESL classes are taught, lack of information about education services in the community and the inability of many Latino students to continue to university-level studies.

*Attendance at Group:* The discussion was attended by:

- Two female service providers
- Two female and one male community member
- One hired interpreter, one notetaker, and one observer

*Causes:*

- Lack of knowledge about education services available to the Latino community, particularly the JCC mobile ESL unit.
- There are factors hindering the use of the JCC mobile ESL unit, such as a lack of volunteers and legal restraints on mobile unit operation.
- Parents feel unable to support kids with school problems, due to the parental literacy level and language barrier.
- Lack of support for teachers and need for teaching assistants restricts quality of education.

*Action Steps:*

- Community members attending forum will volunteer to teach classes in the Johnston Community College mobile ESL unit.
- Mobile unit will be advertised through the radio and newspaper.
- Community members will spread information about the services to their friends and family.
- Community members will organize groups to meet regularly for classes at the mobile unit.
- Community members and service providers will meet again in May to discuss progress and continue addressing this and other issues concerning education.

## Employment

*Theme:* Latinos are moving from migrant work to more permanent positions in the community, mostly in agriculture, construction, industry, and landscaping. While many service providers state that unemployment is not a problem in Johnston County, numerous community members say that Latinos face difficulties finding regular work that pays sufficiently.

*Attendance at Group:* The discussion was attended by:

- Two Latino service providers
- Eleven female and one male community members
- One hired interpreter, one notetaker and one observer

*Causes:*

- Not having sufficient levels of education.
- Language barrier and inability to speak English.
- Lack of documentation.
- Differences in cultures that exist between employers and Latinos in the area.
- Expensive childcare.

*Action Steps:*

- Contact Johnston Community College about advertising the continuing education services that they offer in Spanish to increase awareness of available services in the Latino community.
- Contact the Spanish language television channel, Univision, and ask them to advertise information about services and employment issues as part of a specific weekly program.
- Contact the local churches about advertising the ESL and childcare services that they offer.

## Leadership

*Theme:* Strong social networks exist within pockets of Latino communities within Johnston County, but there is a need for leadership and sustainable collaboration within the countywide Latino community.

*Attendance at Group:* The discussion was attended by:

- Two female, Latina service providers and one female Caucasian service provider
- Three female and two male community members
- One hired interpreter, one notetaker and one observer

*Causes:*

- Lack of money, time, and communication within the community hinders potential leaders from emerging from both community member and service provider groups.
- Lack of role models for the community due to the youthfulness of the Latino Community in Johnston County.
- Lack of communication and opportunities for advocacy within the community also hinders the opportunity for leadership and a sense of collective community.

*Action Steps:*

- Contact and speak with Latino communities in Siler City and Sanford to find out how they fostered and encourage leadership within the community.
- Make a connection with El Pueblo in Raleigh and solicit advice on how to encourage advocacy and leadership within the community.
- Send a letter to the local Hispanic radio station, encouraging Latinos in Johnston County to voice their concerns and opinions concerning their community.
- Create and advertise training for the community on basic leadership and community organizing skills.

## Health

*Theme:* Lack of interpreters and high quality interpretation hinders Latino patient-provider communication. Lack of insurance, substandard housing conditions and heightened susceptibility to occupational injuries and other health concerns place Latinos at a greater risk for poor health outcomes.

*Attendance at Group:* The discussion was attended by:

- One female service provider
- Two female community members and one male community member
- One hired interpreter, one notetaker and two children

*Causes:*

- Language barriers create frustration for Latino patients and service providers assisting the Latino community.
- Lack of information on health resources available to Latino community
- Lack of insurance means many Latinos do not seek medical care unless absolutely necessary.
- Health system is strained by a lack of financial resources and lack of interpreters and bilingual staff.

*Action Steps:*

- Coordinate a Latino Health Fair to provide information on health services available to the Latino community.
- Register complaints about lack of interpreters and health department funding through a community petition and submittal of Non-Compliance with Title XI Forms to the North Carolina State Government.
- Publicize assistance programs available to the Latino community to subsidize cost of medications and health services.

## **Housing**

*Theme:* Poor housing conditions and landlord abuse are serious issues facing the community.

*Attendance at Group:* The discussion was attended by:

- Two female, Latina and one Caucasian service provider
- Four female and four male community members
- One hired interpreter, one notetaker, one observer and two children

*Causes:*

- Community Members do not know their rights as renters.
- There are no Spanish speakers at Housing Assistance.
- Landlords and tenants often have communication problems, including language barriers.
- Landlords do not feel compelled to perform proper maintenance.

*Action Steps:*

- Contact Housing Assistance to collect information on Renter Rights.
- Form an action committee on Housing, which will meet later in May at the JCC.
- Invite a representative from Housing Assistance to the committee meeting at the JCC.

March 14, 2006

Dear Community Business Leader,

On April 30, 2006, a forum will be held in Smithfield to bring Latino residents of Johnston County together to discuss issues that they have self-identified as important to them. We hope that the community forum will lead to future action steps which will improve life for all residents of Johnston County. This event is hosted by a group of students in the School of Public Health at UNC-Chapel Hill

To encourage community members to attend and to ensure that the forum is a productive, enjoyable experience for everyone, we are planning to serve food, provide some form of entertainment, and give away door prizes. As a prominent local business who serves the community, we are asking for your support to make this a successful event. Any items that you can donate will be used for the sole purpose of planning and conducting the community forum.

Your donation is eligible for a tax deduction. The Federal Tax ID number for UNC-CH is 56-600-1393. Should you have any questions, please do not hesitate to contact us by phone at (919) 966-3919 or toll-free at (866) 610-8272.

Most Sincerely,

Laura Seman  
Community Forum Planning Committee, Co-Chair

Helen Cole  
Community Forum Planning Committee, Co-Chair

May 1, 2006

Dear Community Business Leader,

On behalf of the UNC School of Public Health and Johnston Community College, I would like to thank you for your donation to the Community Forum held on April 30<sup>th</sup> at the Johnston County Medical Mall. Our forum hosted over 60 service providers and community members ready to address the issues facing the Latino Community of Johnston County. We had a number of productive discussions, a great raffle, and a festive reception.

Your generous donation not only aided in the successful outcome of the forum, but truly conveyed the commitment of your business to supporting the Latino Community.

Please feel free to contact me at any time for additional information.

Most Sincerely,

Laura Seman  
Community Forum Planning Committee, Co-Chair  
MPH Graduate Student  
Health Behavior Health Education  
[seman@email.unc.edu](mailto:seman@email.unc.edu)  
303.917.8943

Helen Cole  
Community Forum Planning Committee, Co-Chair  
MPH Graduate Student  
Health Behavior Health Education  
[hcole@email.unc.edu](mailto:hcole@email.unc.edu)  
919.959.1059

**NAME**

BB&T of Selma  
Estamos Unidos Newspaper  
Johnston Community College  
Johnston County Medical Mall  
Juanita's Bakery  
KS Bank  
La Cocina Restaurant  
La Veracruzana Restaurant  
Lavanderia El Rio  
M&B Market  
Mucho Mexico Restaurant  
Multi-Tech  
Rainbow Lanes Family Fun Center  
Taco Charro Restaurant  
Taqueria Tacos El Rancho  
Wal-Mart (Clayton)  
Wal-Mart (Selma)

**DONATION**

\$50 cash  
print ad  
banner/copies/facilities  
facilities/venue  
cake  
\$100 cash  
gift certificates  
rice and beans  
door prize  
drinks/paper  
chips/salsa  
\$100 cash  
door prize  
sopes  
tacos  
\$50 gift certificate  
\$25 gift certificate



## Appendix H: Johnston County Resource List



# JOHNSTON HEAD START

## Community Resource Directory

### **Alcohol and Drug Abuse**

Alcohol and Drug Abuse Hotlines	1-800-688-4232 1-800-454-8966
Alcoholics Anonymous	934-0490
CONTACT	934-6161
County Health Department	989-5200
County Hospital	934-8171
Fetal Alcohol & Drug Hotline	1-888-810-2800
Mental Health	989-5500
Poison Control - North Carolina	1-800-848-6946
National	1-800-222-1222
Treatment Centers	965-6550
24-Hour Addictions Referral Network	1-800-577-4780
The Family 24-Hour Helpline	1-800-417-6237

### **Child Abuse**

Child Abuse Hotline	1-800-422-4453
Department of Social Services	989-5300
Extension Service Educational Programs	989-5380
Mental Health Educational Program & Counseling	989-5500

### **Child Care**

Brick City Childcare Resource and Referral	
CP Centers (Carolina Child Development Center)	359-8090
Child Support	989-5080
Child Health Project, Health Department	989-5200
Department of Social Services (Day Care for Children)	989-5300
Early Childhood Intervention	934-3019
East Coast Migrant Head Start	550-0444
Foster Care for Children (DSS)	989-5300
Home Study Course, Extension Service	989-5380
County Partnership for Children (Child Care Choices)	202-0002
Johnston Co. Job Link Career Center	209-2094
Johnston-Lee Head Start	934-2145
Migrant & Seasonal Farmworkers	934-5295
Shiloh Child Development Program	934-1201
NC Division of Child Development	1-919-662-4499
Parents As Teachers	989-5200
Resource Referral Network	1-800-246-6731

### **Children and Youth Services**

Boys and Girls Club	
Boy Scouts of America	965-0780
Board of Education	934-6031
Cooperative Extension Agency	989-5380
County 4-H Clubs	989-5380
County Youth Services	934-6820
Department of Social Services	989-5300

Girl Scouts of America	989-6030
Governor's Advocacy Council On Children & Youth	1-919-733-9296
Guardian Ad Litem Program	1-800-982-4041
Health Department	989-5200
Job Career Center	(Job Link) 209-2094
Johnston County Job Training Office	209-2094
Mental Health Center	989-5500
Parks and Recreation Dept.	(Smithfield) 934-2148 (Selma) 202-8315 (Benson) 894-5117 (Clayton) 553-1550 (Kenly) 284-2116 (Princeton) 936-8171
Public Library	934-8146
U Can Inc.	553-1665
YMCA	938-7023
Youth Services	(Family Life Center) 989-9441 (D-CAF / H.E.L.P.) 965-8440 (Get Smart, Inc.) 776-6119

### **Clothing Needs**

American Red Cross	934-8481
Extension Service Educational Programs	989-5380
Johnston-Lee-Harnett Community Action	934-2145
Rescue Mission	(Smithfield) 934-9257
Salvation Army	934-9102
Thrift Shops	(Cheap Thrills) 965-4740 (Goodwill) 359-0492

### **Consumer Protection**

Chamber of Commerce	934-9166
Consumer Information Extension Service	989-5380
Consumer Product Safety Hotline	1-800-638-2772
CONTACT	934-6161
Department of Social Services	989-5300
Hispanic Information / Resources	934-2145 x 30
Johnston-Lee-Harnett Community Action	934-2145
NC Mental Health Consumers Organization	1-800-326-3842
Teletip	1-800-662-7301

### **Crisis Intervention**

Crisis And Suicide Intervention (Mental Health)	989-5500
Johnston-Lee-Harnett Community Action	934-2145
Rape and Domestic Violence	(Harbor, Inc) 934-0233
Social Services	989-5300
Helpline	934-6161
Hope Line (adult talk line)	1-800-844-7410
Rape Victim Hotline	1-800-826-6200
Red Cross	934-8481

### **Disaster**

American Red Cross	934-8481
CONTACT	934-6161
County Office of Emergency Management	989-5050
Johnston-Lee-Harnett Community Action	934-2145
Salvation Army	934-9102

## **Education**

Community College	934-3051
County Board of Education	934-6031
County Pre-school Programs	934-5962 x 336
	(Growing Together) 965-5087
	(More at Four) 202-0002
County Public Library	934-8146
CDSA	989-7416
Job Training	209-2094
Johnston-Lee-Harnett Community Action	934-2145
Migrant & ESL Education	934-4361
Work First Program/Social Services	989-5300

## **Employment**

Chamber of Commerce	(Smithfield-Selma) 934-9166
Council on Aging (Work Training, Senior Community Service)	934-6066
Community College	934-3051
Equal Employment Opportunity Commission	1-919-856-4064
Job Corps	1-888-508-1769
Job Link (Job Training)	209-2094
Job Ready Partnership	934-2311
Johnston-Lee-Harnett Community Action Job Find	934-2145
NC Employment Security Commission	934-0536
Sheltered Workshops	(Johnston Co. Industries) 934-0677
Veterans Employment Representative	934-0536
Vocational Rehabilitation	934-0525
Work Permits for Minors and Work First Program	(DSS) 989-5300

## **Emergency**

CONTACT	934-6161
Fire, Police, Rescue Squad, Highway Patrol	911
National Certified Crisis Hotline	1-800-SUICIDE (784-2433)
Poison Control -- North Carolina	1-800-848-6946
National	1-800-222-1222
Sanford Outreach Mission	(Men) 776-8474
	(Women/children) 774-7112

## **Energy Conservation**

Cooperative Extension Service	989-5380
Johnston-Lee-Harnett Community Action (Weatherization)	934-2145 x 11

## **Family Violence**

CONTACT	934-6161
Counseling	(Harbor Inc.) 934-0233
Department of Social Services	989-5300
Mental Health	934-5500
Rape Victims Assistance	1-800-826-6200
Red Cross	934-8481
Shelter	(Harbor Inc.) 934-0233
	(Smithfield Rescue Mission) 934-9257

## **Financial Assistance**

Credit Counseling	989-8111
Department of Social Services	989-5300
Johnston-Lee-Harnett Community Action	934-2145

## **Food**

Cooperative Extension (Nutritional and preparation services)	989-5380
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Food Stamps	989-5300
Johnston-Lee-Harnett Community Action (emergency)	934-2145
New Trinity Emergency Food Closet	553-3970
Red Cross Emergency	934-8481
Salvation Army	934-9102
Senior Services	(Council on Aging) 934-6066
Smithfield Rescue Mission	934-9257
WIC Food Program - Health Dept.	989-5200

## Health

American Cancer Society	934-8411
24-Hour Information Number	989-5251
CARE-LINE	1-800-662-7030
Caring Program for Children	1-800-742-5347
First Step	1-800-367-2229
County School Health Services	934-9810 x 222
Easter Seal Society of NC	1-800-662-7119
Educational Programs, Cooperative Extension	989-5380
Environmental Health	989-5180
Health Department	989-5200
Hospital	(Johnston Memorial) 934-8171
Kid Source (Partnership for Children)	202-0002
Medicaid /NC Health Choice (Dept. of Social Services)	989-5300
Poison Control - North Carolina	1-800-848-6946
National	1-800-222-1222
Speech Language And Hearing Clinic	662-4600

## Hotline Numbers

Concern Line, Johnston Memorial	934-8171
CONTACT	934-6161
Crisis And Suicide Intervention	989-5509
Domestic Violence	(Harbor) 934-0233

Emergency - Police, Fire and Rescue	911
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National Certified Crisis Hotline	1-800-SUICIDE (784-2433)
VD Hotline	1-800-227-8922

Mental Health	989-5500
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## Housing

Clayton Chamber of Commerce	553-6352
Council on Aging	934-6066
Extension House Plans	989-5380
Habitat for Humanity	934-9331
Housing Assistance Payment Program	(HAPP) 989-5070
24-Hour Information	989-5603
Housing Authorities	(Benson) 894-4710 (Selma) 965-3755 (Smithfield) 934-9491
Johnston Court Apartments Project	934-6546
HUD Certified Counselor (Pre-purchase/Default)	934-2145 x 31
Low Income Housing Renovation and Weatherization (Johnston-Lee-Harnett Community Action)	934-2145 x 11
Office of Economic Development	989-5001
Red Cross (Emergency)	934-8481
Salvation Army (transients)	934-9102
Section 8 Housing Program	
Smithfield-Selma Area Chamber of Commerce	934-9166
Smithfield Rescue Mission	934-9257

**Legal Aid**

Clerk Of Court	934-3191
District Attorney	934-3071

Governor's Office of Citizens Affairs	1-800-662-7952
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Legal Services Aid	934-5027
Magistrates Office	934-5020

North Carolina Lawyer Referral Service	1-800-662-7660
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Senior Services	934-6066
Social Services	989-5300

**Maternity and Family Planning**

First Step	1-800-367-2229
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Health Department	989-5200
Hospital	934-8171
Social Services	989-5300

**Medical Centers**

Health Department	989-5200
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**Registration**

Automobile Registration	934-8707
County Public Schools	934-6031
Driver's License	934-3187
Voter Registration	989-5095

**Social Security**

Social Security Administration	934-5888
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General Information and Service	1-800-772-1213
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**Transportation**

Area Transit Systems	(JCATS) 989-8703
Williams Transportation Service-Disabled	934-4565
Senior Services	934-6066
Social Services	989-5300

**Unemployment**

Employment Security Commission	934-0536
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## Appendix I: IRB Approval Letters



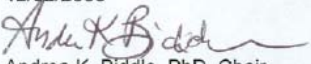
THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

OFFICE OF HUMAN  
RESEARCH ETHICS

PUBLIC HEALTH INSTITUTIONAL  
REVIEW BOARD (IRB)

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TO: Molly McKnight  
DEPARTMENT: Health Behavior and Health Education  
ADDRESS: CB# 7440  
DATE: 12/02/2005  
FROM:   
Andrea K. Biddle, PhD, Chair  
Public Health IRB, Office of Human Research Ethics

IRB NUMBER: 05-2757  
APPROVAL PERIOD: 12/02/2005 through 12/01/2006  
TITLE: Action Oriented Community Diagnosis--Latino Community in Johnston  
County  
SUBJECT: Expedited Protocol Approval Notice--New Protocol

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Your research project has been reviewed under an expedited procedure because it involves only minimal risk to human subjects. This project is approved for human subjects research, and is valid through the expiration date above.

**NOTE:**

(1) This Committee complies with the requirements found in Part 56 of the 21 Code of Federal regulations and Part 46 of the 45 Code of Federal regulations. Federalwide Assurance Number: FWA-4801, IRB No. IRB540.

(2) Re-review of this proposal is necessary if (a) any significant alterations or additions to the proposal are made, OR (b) you wish to continue research beyond the expiration date.

