

Northern Orange Latino Community
Orange County, North Carolina

An Action-Oriented Community Diagnosis:
Findings and Next Steps of Action

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Dedication

The student team for this Action Oriented Community Diagnosis would like to graciously thank our preceptors, Susan Clifford and Maria Hitt, the community members and services providers of the Latino Community of Northern Orange County for their time, support and valuable input to this process.

Executive Summary

From September 2004 – April 2005, a six-member graduate student team from the Department of Health Behavior and Health Education at the University of North Carolina at Chapel Hill conducted an Action Oriented Community Diagnosis (AOCD) with the Latino Community (LC) of Northern Orange County (NOC). An AOCD examines the quality of life, community capacity, and strengths and needs of a community. Two preceptors from the Orange County Public Health Department mentored the student team throughout this process. The students interviewed 67 community members and service providers in both individual and group interview settings. Additional information was collected using secondary data sources and participant observations by the student team. The students presented the results at a community forum held in Hillsborough, North Carolina on April 9, 2005. Major topics that were discussed and addressed at the forum include transportation, adult education, linguistically and culturally competent service providers, a central location for information, and dental care. Below, a summary of the themes and the key action steps that were laid out at the community forum are listed (note Appendix F):

There is a lack of public transportation in Northern Orange County.

1. Develop bilingual pamphlets about existing public transportation in Northern Orange County and distribute them to churches and social service agencies serving Latinos.
2. The Department of Transportation will hold a forum to inform Latinos of the extended bus routes that are scheduled to take effect in January 2006.
3. A bilingual community member will attend the Department of Transportation (DOT) board meetings.

The Latino community needs more dental services that are affordable.

1. Hold dental screening and cleaning for preschoolers.

2. Publicize this and other events through a network of Promotores de Salud (community members who have received training in health education) as well as churches serving Latinos.
3. Latino community members will help the dental clinic to demonstrate the need for more dental services that are affordable.

There is a need for a central location in Northern Orange County that provides the Latino community with information about existing social and health services.

1. Establish a planning committee.
2. Speak to libraries, schools, churches, and county commissioners about office space.
3. Coordinate a petition from the community and service providers.

There is a need for more service providers in Northern Orange County with linguistic and cultural competency.

1. Invite the following agencies to learn how to recruit bilingual service providers:
 - Orange County Health Department Medical Clinic in Hillsborough
 - Orange County Health Department Dental Clinic in Hillsborough
 - Orange County Department of Social Services
 - Day cares
 - Schools (parent/teacher conferences)
 - Police
 - Courts
2. Plan and hold job fairs.
3. Share resources and bilingual personnel between towns and counties.
4. Increase English as a Second Language (ESL) educational opportunities.
5. Offer free Spanish classes to personnel in agencies serving a large number of Latinos.

There is a need for more adult education in Northern Orange County, such as ESL classes and job skills training.

1. Ask about possible locations for ESL classes.
2. Ask the following people and places for information and help:
 - Teachers and schools
 - Social service agencies
 - Day cares
 - County politicians

INTRODUCTION

Overview

Northern Orange County, North Carolina is home to a vibrantly growing rural Latino community in the town of Hillsborough and scattered around the northern portion of the county. Six Spanish-speaking master of public health students in the Department of Health Behavior and Health Education at the University of North Carolina at Chapel Hill carried out an Action Oriented Community Diagnosis (AOCD), examining the quality of life, community capacity, and the strengths and needs of the Latino Community of Northern Orange County (LC of NOC). The purpose of this process is to include community members and service providers in identifying the needs and challenges of the community, as well as the strengths and resources which may influence the development of effective solutions. Furthermore, through engaging the community to proactively identify their needs, challenges, and possible solutions, the AOCD process aims to increase community competence, or the capacity to internally initiate desired changes according to Rothman et al. (1995) (16).

The AOCD took place in three phases. Primarily, the student team participated in community events and collected secondary data related to the availability of services to LC of NOC such as education, health care, transportation needs, employment opportunities, and community values with the assistance of the student team's preceptors from the Orange County Health Department. In the second phase, interviews and focus groups were conducted with 67 service providers and community members. These data were collected and analyzed over a period of six months. In the final phase, themes that arose from the process were presented to the Latino community and service providers who live and work in NOC.

As a result of this process, the following four overarching topics came to surface: 1) Latino sense of community and culture; 2) language barriers; 3) transportation challenges; and 4) lack of access to services. At the community forum, five specific issues falling under these overarching topics were presented: 1) transportation; 2) adult education; 3) culturally and linguistically competent service providers; 4) dental care; and 5) a central location for information for the community.

Defining the Community

The term community varies by context and situation, but refers to a group of people sharing a common location, common identity, and/or common activities according to Rothman et al. (1995) (16). The community in this AOCD shares a common identity, inhabits a common location, and subsequently shares common activities. NOC is defined as the region outside of the urban centers of Orange County, namely Chapel Hill and Carrboro. Latinos are self-identified individuals who are originally from Mexico, Central America, the Caribbean, or South America, or whose predecessors are from these regions.

Background

History

Established over 250 years ago, Orange County was first inhabited by the Occaneechi/Saponi Nation along with other Native American tribes. Previously it included a land area of 3,500 square miles covering all of today's Alamance, Caswell, Person, Durham and Chatham Counties (13).

Geography

Today, Orange County consists of 398 square miles of rolling hills. The county includes three incorporated municipalities, a part of Mebane, and about 24 non-incorporated communities. Chapel Hill is the largest town with a population of 48,715 (19a). Carrboro, adjacent to Chapel Hill, has a population of 16,782; and Hillsborough, the county seat, has a population of 5,446. Communities in NOC include Mebane, Cedar Grove, Carr, Schley, Efland, Eubanks, and Buckwood Station (19a).

Hillsborough

People have inhabited the Hillsborough area for hundreds of years, beginning with three Native American villages from AD 1000 to 1710. In 1752, when Orange County was officially established, Hillsborough pulsated with political activity during the Colonial and Revolutionary period as the state capital (9). Presently, Hillsborough operates under the Council-Manager form of government. The Town Board includes the mayor and five commissioners. Hillsborough is home to a health department, library, police department, courthouse, and nine schools (12, 15a).

Contrast between Northern Orange County and Southern Orange County

Significant differences exist between resources and wealth centered around the University of North Carolina in Chapel Hill and Carrboro and the remainder of the county. For example, the median household income for Orange County as a whole (\$59,874) is much lower than for Chapel Hill (\$73,483). This may skew countywide statistics for Orange County (1). Furthermore, more services are located in Chapel Hill and Carrboro than in the northern portion of the county, such as El Centro Latino (a nonprofit organization that serves Latinos in the area), UNC Hospital, the Carrboro Community Health Clinic, and the Chapel Hill Transit (note Orange County Resource List in Appendix H).

Demographics

According to the 2000 U.S. Census, Orange County has doubled in size over the past three decades from 57,567 in 1970 to 118,227 in 2000. Chapel Hill Township (Chapel Hill and Carrboro) includes 65,497 residents while the remainder of the county has a population of 52,730. Since 1990, the number of Latino residents in Orange County has quadrupled from 1,279 in 1990 to 5,618 in 2000 (19a, 19b). The Latino population has grown drastically in the past decade (note maps of Orange County in Appendix D). There are 1,273 Latinos of all ages residing outside of Chapel Hill and Carrboro, of which 804 are over the age of 18 with the largest number living near Mebane on the west side of the county and around Hillsborough, the county seat. Latinos represent about 3.3% of the population in NOC (19a). The majority (71%) of the Latinos in NOC are Mexican (19a). About 5% of the kindergarten through 12th grade students in Orange County are Latino (12).

The number of Latinos documented by the US Census is limited and may not include undocumented Latinos, recent immigrants and migrant farm workers. For example, each year over 10,000 men from Mexico come to North Carolina with temporary visas allowing them to work in the booming agriculture sector in this region. North Carolina farm owners, in particular, have created programs to recruit migrant farm workers to work on their tobacco, apple and other farms. These workers are not included in census surveys. Despite these numbers, however, the majority of the current recorded growth is due to job expansion in the service and construction industry in central North Carolina (3, 10, 19a).

RESULTS OF THE AOCD PROCESS

Overarching Topics

Four overarching topics that resulted from the AOCD process will be explored in the following section, which include the Latino community, language barriers, transportation, and available and accessible services. First, these issues are presented from an outsider's viewpoint using secondary data and field notes. Next, the perspective of service providers is presented. Then, the insider's perspective is laid out through a description of community member viewpoints. Data collected that inform the outsider's perspective include secondary sources, participant-observer field notes documented by members of the student team and interviews with service providers. Data collected that inform the insider's perspective include interviews and focus groups with community members.

La Comunidad Latina – The Latino Community

Secondary Data

Other surveys and projects carried out with the LC of NOC have found that Latinos in this region express a deep commitment to family and feel that building strong families and neighborhoods is important. Parents want to build positive relationships with the people in their neighborhoods (11). Many Latinos are actively engaged in church and family activities that exemplify the strength and cultural traditions of the LC of NOC (3).

Field notes

Social networks may be either inclusive or divisive, which are often visible to the outside eye. While visiting local venues, the student team noted the cohesive and inclusive social networks at the Mebane Buckhorn Flea Market and at two churches in Hillsborough with a large Latino contingent – Abundant Life and Holy Family Catholic Church. The Flea Market had an

outdoor, predominantly Latino section, with a variety of items including clothing and food products that are typical in Latin America. Various team members believed that this section of the Flea Market could have been an outdoor *feria* (market) in any Latin American country. It was a nexus of many values – traditions related to food and music, a family event, and a time for socializing and economic transactions in a common language. While the Mebane Flea Market is the largest example of such cohesive social networks, they can also be seen at El Rodeo Tienda in Hillsborough, a traditional Latino store that sells Mexican food, Spanish books, and authentic cooking pots. As student team members described, such commodities are one tangible way to retain culture in a different country.

Religious services in the native language are another way to maintain cultural traditions. In NOC, the churches are often easily accessible from the major thoroughfares, which appear metaphorical of the powerful role religion plays in people’s lives and social networks. A team member noted that during church services, families are often affectionate, giving special attention to their babies and children, and husbands placing their hands on their wife’s back. The large groups of children who attend church are not separated by family, but rather mix among each other and the various families.

Strong social networks may also be divisive - excluding people who are not a part of the community or isolating one’s own community from external influences. Few “outsiders” visited the Latino section of the Flea Market. Community and culture are also divisive forces in regards to housing. Many Latino families live in the same trailer parks and neighborhoods, thus limiting interactions with outsider populations. Some of the Latino communities that are a part of NOC are divided by place of origin. Others are separated from other populations such as distinctly new communities of professionals from Research Triangle Park living in the area.

Service Provider Interviews

Over half of the service providers that the student team interviewed commented on the strength of the Latino Community in NOC. One service provider comments, “The family nucleus is very strong, they’re very supportive of their children...They are very united because they know that they have to do this together.” Due to cultural differences, language barriers, and fear of legal issues related to undocumented status, service providers noted that Latinos may not trust outsiders and as a result, they develop strong social networks within their communities. These networks include the church, as it is an institution that many Latinos are familiar with and trust. One service provider estimated that 80% of Latino families identify with the Catholic Church and attend services. Other service providers commented that in their free time Latinos watch a lot of television and spend time with friends and family. Together, the Latino community carries on traditions from their home countries by celebrating birthdays, baptisms and christenings, and Mexican holidays. As expressed by one service provider,

The community itself is a survivor community...and so they know how to get by on what to us seems like very little, they know how to take care of themselves, they know how to socialize, they enjoy being with people, their faith is important to them, they’re very loyal to their families and sometimes to the places where they come from. They care very much about their children.

As noted by the majority of the service providers that were interviewed, the LC of NOC build a supportive environment for their family and social networks, and they value time together and the celebration of their culture. They strive to help each other out in terms of securing work, car pooling, helping to orient newcomers to the area by providing information and support, and by sending money to relatives in need of financial support.

Community Member Interviews

According to the community members interviewed in this process, the LC of NOC is fairly unified despite the geographical dispersion of the residents. Most community members interviewed noted that attending church was a major source of social interaction. Furthermore, it is an opportunity for families to spend time together, especially when Latino men and some women often work six days a week for several hours a day. One community member noted,

If we are going to do something on the day of relaxation, it would be to go to church. [For some] it is a diversion, to leave the place where they are working six days a week, from Monday to Saturday, and working ten, twelve hours, at times.

In addition to the spiritual benefits of taking part in church services, many members of the Latino community find church to offer social and familial benefits as well.

A strong commitment to family was one of the most recurrent topics discussed in community member interviews. Many interviewees noted that they moved to the United States to provide a better life for their children, compared to what they would have received in their native country. Family and culture are often intertwined, in that mothers mentioned that despite living in a foreign country, they hope to preserve the traditions of Latino culture for their children. Similarly, focus on family enables many parents to maintain a sense of cultural identity. However, community members commented that while they strive to provide a better life for their children in the U.S., they are often faced with the challenges of an insufficient income. Many Latinos came to the U.S. in search of better economic opportunities, but now face challenges at work due to issues of documentation and language barriers. Those interviewed also noted that their community has many hardworking individuals.

Community members described that they often feel a struggle in maintaining a sense of a Latino community while taking part in the larger community of NOC. Many geographical sub-

communities of Latinos in NOC are originally from the same *pueblos* (towns) in their native countries, and recreate these social relationships in their current trailer parks and neighborhoods. This is beneficial to maintenance of cultural traditions but often detrimental to linguistic adaptation and ability to communicate cultural differences to non-Latinos. Many respondents mentioned that the area is *tranquilo* (peaceful) and the *naturaleza* (nature or landscape) reminds them of the calm, rural parts of their native countries. As one community member expressed,

For me, a community is the place I live, the people with whom I interact, the services that I use, the church, the school, and different places where I am able to have social and cultural opportunities.

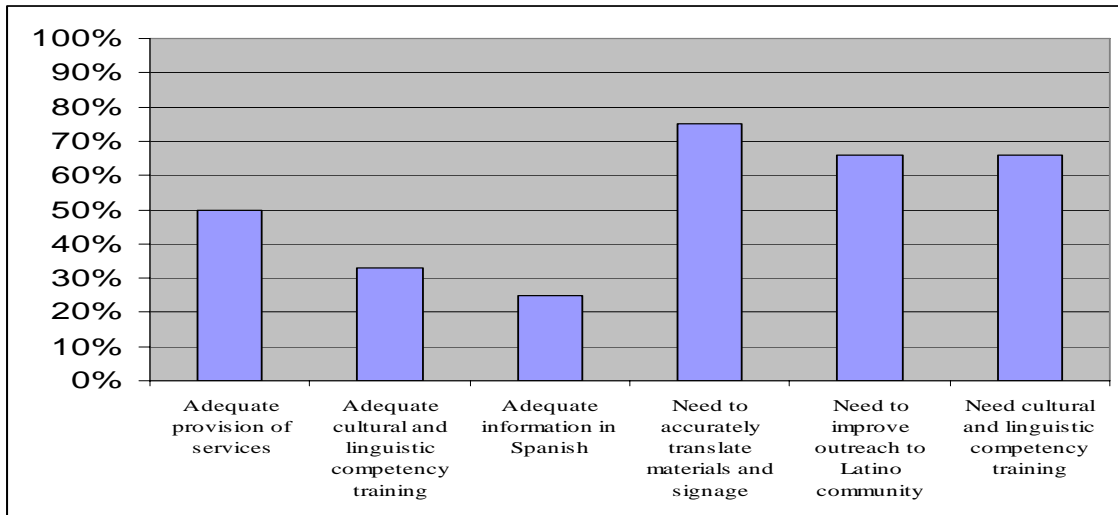
For many Latinos, life in NOC is a balancing act of maintenance of cultural traditions and social relationships, continual effort to make a better life for their families, and acquisition of new abilities in order to thrive in a foreign atmosphere.

Las Barreras del Idioma – Language Barriers

Secondary Data

As the Latino community continues to grow at a rapid pace in Orange County, language issues have become increasingly more important for service providers and community members. Local studies reveal that bilingual health care and social services are greatly needed (3). Chart 1 depicts percentages of agencies surveyed in Orange County that meet culturally and linguistic competency objectives for the provision of services to Latinos (7).

Chart 1: Orange County Agencies Surveyed – Adequate and Lacking Services (2005) (7)



Furthermore, in past assessments, Latino parents have expressed a strong interest in more English as a Second Language (ESL) courses for adults (11). There are free ESL classes provided through Durham Technical Community College in Chapel Hill and Hillsborough. Other ESL classes are offered at El Centro Latino in Carrboro, St. Matthew’s Church in Hillsborough and an ESL/GED class is offered at the Cedar Grove Public Library in NOC. Lastly, ESL classes for women are offered twice per week with MANO (Mujeres Aprendiendo por Nuevas Oportunidades), a UNC student run program in Chapel Hill (note Resource List for Orange County in Appendix H).

Field Notes

The student team members observed that Prospect Hill Community Health Center is known within the Latino community, inside and outside of Orange County, as a safe place to go for medical care with linguistically and culturally competent health care providers. All flyers, posters, and information signs at Prospect Hill are in both English and Spanish. As a result of the quality of services provided and due to community member referrals, patients have been known to travel from Alamance, Orange, Caswell counties, and even beyond to obtain health

care services at Prospect Hill. Other medical providers, such as the Orange County Health Department clinics in Hillsborough, have made efforts to address the needs of the growing Latino community by contracting with interpreters, although they have struggled to successfully recruit many full time bilingual staff members.

Many churches have also made efforts to accommodate the Latino community. For example, Holy Family Church has bilingual signs advertising assistance for people in need of social support, such as recent immigrants. The church now offers a separate Spanish mass, whereas before there was only one mass in English with Spanish translations. The Cedar Grove Public Library, at the Northern Human Services Center offers services in English and Spanish. Bilingual flyers and Spanish-specific activity information are posted on the walls and a wide range of books in Spanish area available at this location.

Service Provider Interviews

The majority of service providers interviewed commented on the challenge of overcoming the language barrier to effectively provide service to Latino community members. The few interpreters available are unable to meet the current need. Bilingual staff members at organizations also find themselves stretched beyond the scope of their job description to serve as Spanish translators for clients and for other coworkers. One service provider commented that “we had to recruit people from as far away as Asheboro to get Spanish speaking educators in.” Many service providers articulated that their agencies had numerous job vacancies for bilingual health care providers. Another service provider stated,

We need to change the current systems; we need more bilingual service providers at community services and at the hospital. [Once, at UNC Hospital,] there were 20 pregnant women but only one translator for the 20 patients. We need more translators; this is not sufficient.

The language barrier also affects the amount of perceived trust that the Latino community has for the service providers. As explained by another individual, “I think there’s fear of trusting government agencies. Some would say it’s less that and more not being able to speak English.” Overall, service providers felt that many organizations serving the LC of NOC including Planned Parenthood of Central North Carolina, Orange County Health Department, Prospect Hill Community Health Center and others, employ bilingual staff members and use interpreters. Several providers expressed a need for more Spanish language training for service providers within the organizations of employment. A few agencies, including the Orange County Sheriff’s Department, are training employees on a weekly basis in Spanish language skills to more effectively serve the Latino community. Furthermore, as expressed by one service provider, children growing up in a bilingual household will have better job opportunities because of their strong Spanish and English language skills. Furthermore, Orange County offers Spanish language classes through CHICLE free to all 800 county employees on an ongoing basis and has developed a position for a Limited English Proficiency (LEP) coordinator for county services who will be hired in 2005.

Community Member Interviews

Community members echoed the same two aspects of language – the desire to acquire greater English language skills and the lack of bilingual service providers in NOC. Interviewees emphasized the barrier language poses in obtaining information and adequate services. They noted a variety of situations and locales – retail and grocery stores in the community, medical appointments, the court system, and parent/teacher conferences at schools where these important issues often surface.

Many community members elaborated on their desire to learn English. Although certain

ESL classes are offered to adults (note Appendix E), many residents found them to be inaccessible due to inconvenient class times, lack of child care and/or inadequate transportation options. Some residents were frustrated by limited course levels. A focus group of Latina women mentioned that all classes were geared for a single competency level. Specifically, for those who already had basic English skills, it was difficult to improve in these courses. In terms of bilingual service providers, many community members found the Prospect Hill Community Health Center to offer the most comprehensive, bilingual services, but that the University of North Carolina Hospital and the Orange County Health Department Dental Clinic in Hillsborough needed more bilingual assistance. However, Prospect Hill Community Health Center has bilingual maternity care coordinators and WIC (Women, Infants, and Children Nutrition Assistance Program) on site. Lack of bilingual service providers is not specific to one genre of services, but is rather a system, or community-wide issue, which inhibits Latinos from accessing or knowing about available resources.

Transportación - Transportation

Secondary Data

Two roads, old and new highway 86, with connections to I-40 and I-85, bring traffic from across the state and county to NOC. Existing public transportation services are intermittent, inconvenient, and virtually unknown to community members. Transportation is more of a challenge for Latinos in the northern portion of Orange County than in the southern portion. Orange County Public Transportation provides transportation between Chapel Hill, Hillsborough, and as far as Prospect Hill for reduced fares (\$0.50 - \$1.00), and it connects riders to other routes such as the Triangle Transit Authority and Chapel Hill Transit. However, their buses run infrequently and serve limited routes (14a, 14b). Moreover, information about their

services is not available in Spanish, and there are no bilingual employees working at the agency. As a result of these issues Latinos in NOC do not generally use the public bus (11). As noted by the Orange County Health Department Needs Assessment (2003),

People's perceptions about public transportation...vary drastically depending on where they live. Those who live in Chapel Hill and Carrboro often cite the free public transportation provided in those municipalities as a significant benefit, while those living in Hillsborough and points north note that, while Orange Public Transit (OPT) has improved its services in response to residents' concerns, those without their own transportation find it very difficult to commute to Chapel Hill and Carrboro for employment, health or recreational activities" (p. 52) (13).

Field notes

Student team members only mentioned observing individual cars and the occasional church activity bus in their field notes. The only information on the public bus service visible to the student team was at the Northern Human Services Center in Cedar Grove. There was a flyer advertising the service at this location, but it was only in English and in the cafeteria, where most of the patrons are elderly non-Latino individuals or children with the Early Head Start program.

Service Provider Interviews

Many service providers at the Orange County Health Department Hillsborough Clinic and Prospect Hill Community Health Center feel that lack of transportation is a major barrier for Latinos in accessing health care services for themselves and their children. Essentially every service provider interviewed mentioned transportation as a challenge in this community. Many service providers believed that transportation is not only a challenge for all of NOC, but may be more salient to the Latino population due to issues of documentation and inability to legally acquire a driver's license. Furthermore, service providers expressed the belief that in not being able to commute, many Latina women felt isolated in their homes. Service providers were unsure of how Latinos get around, although some thought that people relied on others for rides.

Others believed that a group of men would “pitch in” to buy a communal car. One service provider commented, “People hitch a ride on the back of someone’s truck... Honestly sometimes you don’t even want to know if someone is doing something dangerous to get to your health service.” Another service provider expressed that her Latino program participants would walk great distances in order to take part in her activities.

Community Member Interviews

Lack of accessible and affordable public transportation was mentioned in nearly every community member interview. Few interviewees knew of any public transportation in the northern part of the county. Many of those who were familiar with this resource incorrectly believed that only senior citizens and those on Medicaid had access to public transportation. Respondents elaborated on the many ways that lack of transportation affects their daily lives. Individuals who do not have a car or who are unable to drive due to documentation issues, rely on friends and family who do have cars. Some respondents felt that lack of transportation inhibits their ability to find and keep work. It further limits their ability to commute to stores, schools, churches and other social service agencies in rural locations. Lack of viable transportation options frustrates and isolates many members of the LC of NOC. As one woman described, “One is accustomed to the mentality of Mexico”, in that services are accessible by a bus or by foot. Community members commented that there are also few sidewalks leading from neighborhoods to the major businesses, schools and other service organizations in NOC.

Los Servicios - Services

Available Services

Secondary Data

Although many services for Latinos in Orange County are available, data show that there are a number of unmet needs in primary care access for the LC of NOC. There are substantially fewer medical providers, especially ones with sliding scale fees, in NOC compared to the southern parts of the county. In addition, reports have shown that providers acknowledged a need to be more aware of culturally specific health practices such as the belief that one's health is out of one's control (fatalism) and various culturally specific home remedies for illnesses (8). Also, there is a documented need for more interpreters/bilingual staff (13).

In 2004, the Orange County Partnership for Young Children used a written survey to assess the current capacity Orange County community agencies have for serving Latino families with young children. About 20% of agencies reported that they serve 76-100% Spanish-speaking clients, compared to the approximate .06% of agencies who reported this figure 5 years ago (7). Agencies serving 76-100% Spanish-speaking clients include the following (note Appendix E for more detail):

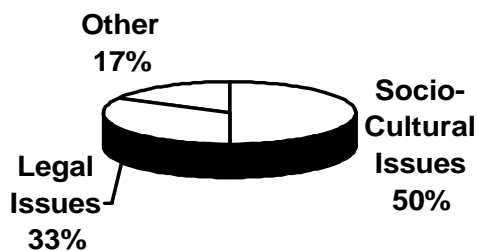
- El Centro Latino has been serving 100% Spanish-speaking clients since 1999
- Piedmont Health Bilingual Children's Resource Coordination
- Carrboro Community Health Center Clinics
- Chapel Hill Carrboro Schools PreK/Head Start ESL
- Cooperative Extension Early Feeding and Nutrition Education Program
- Orange County School English Language Learner's Resource Center

Most of these agencies are in Southern Orange County although they serve the entire county.

There are many challenges and/or barriers to accessing services. Chart 2 below depicts the results of Orange County agencies who serve Latinos surveyed regarding reasons for underutilization of services by Latinos. Socio-cultural issues include lack of knowledge of

services, difficulty with acculturation process, lack of transportation, limited bilingual service providers, social/economic circumstances, or fear of being reported to U.S. Citizenship and Immigration Services. Legal issues include documentation and permanent residency. The greatest barriers, in order, were: language, transportation, and lack of knowledge about services. The greatest unmet needs in order: child care, health care, parenting skills/info about child safety/abuse laws, ESL classes, health insurance for undocumented children, mental health services, transportation (especially in Northern Orange), and employment that offers a living wage (7).

Chart 2: Agency beliefs about lack of service utilization by Latinos (2005) (7)



There are a number of agencies concerned specifically with the well-being of the Latino Community. The Comité de Asuntos Latinos de Orange or CALDO (Orange County Latino Issues Committee) is an interagency group working to advocate for heightened access and availability of culturally and linguistically appropriate programs and services for Latinos in Orange County. A number of agencies in NOC provide health services to many Latinos in this part of the county. Service providers in NOC are serving an increasing number of Latinos from that area. In addition, the Orange County Hillsborough Dental Clinic has served a growing number of Latinos. Furthermore, the Prospect Hill Health Clinic provides health services such as primary care, maternal child health and dental care and on a sliding fee scale to many Latinos in NOC along with patients from other counties in the region. Tables 1 and 2 demonstrate the

growing Latino population served by NOC health care providers.

Table 1: Percentage of Total Patient Population who are Latino, NOC Health Services (21)

Service Organization	Year	Latino Patients (%)
Orange County Health Department Medical Clinic in Hillsborough	2002-2003	5%
	2003-2004	5%
	2004-2005 (first 6 months)	6.5%
Orange County Health Department Prenatal Services in Hillsborough	2002-2003	10%
	2003-2004	4%
	2004-2005 (first 6 months)	11%
Orange County Dental Clinic in Hillsborough	1996	2% (59 dental visits)
	2000	3% (73 dental visits)
	2004	11% (262 dental visits)
Prospect Hill Community Health Center	1998	20%
	2004	44%
Prospect Hill Community Health Center Dental Clinic	2004	50%

Table 2: Patient Population at NOC Health Services (21)

Service Organization	Year	Total Population	Latino Population
Orange County Health Department Medical Clinic in Hillsborough	2002-2003	5,000	250
	2003-2004	7,000	350
Orange County Health Department Prenatal Services in Hillsborough	2002-2003	107	10.7
	2003-2004	105	4.2
	2004-2005 (first 6 months)	64	7
Prospect Hill Community Health Center	2004	4,753	2091

In addition, about 5% of UNC Hospital's patients in 2004 were Latino (25,121 patients) and of the patients from Orange County about 10% were from NOC. The primary reasons that Latinos use hospital services are for emergency care and newborn delivery (18). As shown above, over

the past few years, health care providers in Orange County are serving a rapidly increasing number of Latinos.

Field notes

According to the team's observations, NOC displays a contrast of areas dense with a variety of resources and other areas barren of apparent services. Hillsborough is a small town, but has a Walmart, historical downtown, and various other resources, such as a library, a park for social gatherings, a Curves for Women gym, and grocery stores. In addition, Hillsborough has El Rodeo Tienda, an emblem of cultural diversity and a Latino stronghold in the community. Contrasting this borderline urbanity, further north are Cedar Grove and Prospect Hill, which have limited services. The drive through these areas consists mainly of views of vast stretches of open land, acres of crops, and the occasional house, trailer park, church, or school.

Although educational services are provided to the Latino population, inaccessibility of these services is often a barrier. Abundant Life Church houses the Christian Academy, but no Latino surnames are on the rosters. This may be due to the tuition, cultural factors, transportation issues, or language barriers. The Cedar Grove Library, in the Northern Human Services Center, offers bilingual story time class. Two team members attended such a class, but the only attendees were non-native Spanish speaking children and their mother. Again, this attendance may be a one time occurrence, may reflect lack of interest, lack of accessibility to the area, or lack of information within the Latino community about such services. The student team also learned about a successful ESL program at the Latino Resource Center that enrolls over 100 children in Orange County schools.

However, NOC has Latino-focused programming that has been successful in outreach to the community. Prospect Hill Community Health Center houses the Farm worker Outreach

Program during peak agricultural months and throughout the year, which provides health education and services to migrant workers. The *Promotoras y Embajadores de Salud* (Health Promoters and Ambassadors) is a volunteer group of “natural helpers” who have been trained to share health information both formally and informally in the Latino community. The female Health Promoters produced a photo-booklet to educate Latina women in their community on issues of injury and poison prevention. Such programming is successful and effective, in part, due to community involvement and culturally-relevant messages.

Service Provider Interviews

Service Providers overwhelmingly felt that Latinos who came in for specific services often requested information on additional services that were not offered at that location. Those interviewed felt that because they spoke Spanish, their Latino clients trusted them and often referred other community members to their services. Service providers frequently have a difficult time accessing the community because advertising is expensive and there is no central place or location for service provision or information acquisition. Generally, service providers rely on client word-of-mouth to notify the community about available services. Other frustrations include high rates of no-shows, or “one-time wonders” who attend one medical appointment and never return for follow-up care.

Several service providers reported that many people in the Latino population do not take advantage of the services that are offered. They wished that the population would be more proactive in making changes, such as attending English classes or going to the doctor for more than emergency care only. They conjectured that the community does not take advantage of these services because they do not know about such availability. In addition, providers reported that often, the people who are not being reached may be in greatest need of services, such as

children and migrant farm workers. Children were of great concern because, while they may be eligible for Medicaid or Health Choice insurance, parents may neglect to apply due to issues of documentation and fear of governmental interrogation. The migrant farm worker population is in great need of health and social services yet due to their transient status, it is difficult for providers to respond to the needs of this particular population.

Community Member Interviews

The services community members found most accessible were offered at low cost and had bilingual providers. Generally, community members used the health department and community health clinic services over hospital services. In addition, many community members felt attached to specific bilingual service providers. Respondents often described the level of cultural and linguistic competency of the resources they use most. For example, many community members preferred to shop at the *tienda* (store) in Hillsborough and the Latino section of the Buckhorn Flea Market over Food Lion grocery stores and Walmart where they had difficulties communicating with employees. On the other hand, many community members shared that Walmart and Food Lion are their top choices for purchasing groceries because they are the most convenient and affordable.

Lack of Services

Field Notes

Many services are available to all residents of NOC, but are only publicized to those who can speak or read English, such as the previously described information in the Northern Human Services Center cafeteria. Discrepancies are found among the services available for the Spanish-speaking population and the non-Spanish speaking population. One team member who attended a church service noted that there is no childcare during the Spanish service, but there is during

the English service. However, it is possible that Latino families prefer to have their children with them during the church service. It is difficult to ascertain if these differences are a result of availability of services, community interest in services, or cultural values.

Service Provider Interviews

Service providers reported that although some health care services are available, namely emergency care and outpatient treatment, other services are highly lacking. Mental health services are not readily available for Latino patients, many of whom are in need of such care, due to the stresses from immigration (often undocumented), long work hours, not speaking the language, and for the women, isolation and raising children without extended familial support. Limited dental services at reduced cost have been available in the county for many years, but the Latino community has only recently begun to access them, possibly due to increased availability of interpretive services or information about the clinic circulating through word of mouth.

As mentioned before, if a service provider speaks Spanish, he or she will be stretched thin while trying to meet the extensive needs of the Latino community. One service provider described her frustration with wanting to serve the community, but logistically unable to address all of the needs:

There is a limit to the services that we are able to provide. There are always different programs we can do, but there's a point where we have to say, we can't do that, we're just three people. We try to run programs as well as we can with the people that we have.

With a rapidly growing Latino community, bilingual service providers are in high demand.

Community Member Interviews

In general, community members did not mention the lack of specific health and social services, but rather the lack of general resources through which they may access specific

services. As noted in previous sections, respondents specifically noted the lack of accessible ESL classes for adults. Compounding the problem of limited adult courses is the lack of affordable child care for many individuals who would like to learn English. Furthermore, the lack of consistent public transportation prevents community members from accessing adult education classes and health and social services. In alignment with family values, a few parents noted that they wished there were greater recreational opportunities for their children that were more affordable and accessible, such as the Hillsborough Sportsplex.

Information on Services

Field notes

In contrast to Southern Orange County, NOC lacks a central location which offers information about services and referrals, specifically for the Latino community. Although programs for Latinos are ongoing in NOC, such as GED classes, lay health advisor trainings, and adolescent pregnancy prevention education, there is no single space in which such activities occur. These activities take place at the Northern Orange Human Services Center in Cedar Grove, the Orange County Health Department in Hillsborough, the Hillsborough Public Library and at other locations such as schools and the local Sheriff's Department.

Service Providers

Service providers believed that Latinos do not know what is available to them because there is no central location in NOC to find out about services, such as El Centro Latino in Carrboro. The Department of Social Services offers a variety of services. The Latino population does not know and are not being informed about many of these services due to problems of language, transportation, and the lack of a central information center for this community.

Medicaid, which is available to children, may be obtained with the correct documents, such as proof of income and a social security card for the child. Service providers reported that many Latinos do not know how to obtain Medicaid because of language barriers, lack of information, and disorientation. One service provider comments,

Due to the language barrier, disorientation, and lack of information, they (Latino parents) commit serious errors. Because their children are sick, and they do not have money, these children suffer day to day. The parents buy home remedies. The parents don't take the children to the hospital because they don't have a green card and the children could die.

As expressed by service providers, due to such misinformation concerning legal rights, Latinos may neglect their health and the health of their families. Many Latinos believe that if they are not documented, providing such sensitive information to a governmental agency could be extremely dangerous and put them at risk of deportation.

Community Members

Concerning interview data, it is often difficult to assess what information community members are missing, because they may not mention all they know in the interviews, or they may be lacking the information in general. Nonetheless, community members explained the channels of information within the community. Many respondents learn of how and where to obtain medical help from friends or family who have previously used the system. Married women who use health and social services often pass the information on to their spouses. One community member noted that men are often at a disadvantage for learning about health services because frequently women and children are specifically targeted for social services. Community members mentioned that language and social barriers inhibit communication about resources, and that it would be advantageous to know more about the legal system, taxes, medical benefits (such as Medicaid and Health Choice), and where to find general information about available

services. The lack of a central location for information may impede individuals' abilities to adjust to a new location. As one community member describes, "The most difficult problem for Latinos is a lack of orientation. There are people who do not know where to go for help or services."

Congruence Among Perspectives

Overall, there is strong agreement among secondary data sources, student team observations, service providers' perspectives, and community members' perspectives concerning the information on the previously described overarching themes. While secondary data sources and service providers may reflect that greater information on services is available than what community members describe, such reports must be acknowledged in the cultural context of the Latino community. If the information is not available in Spanish, it may not exist to the Spanish-speaking community. Furthermore, service providers and student team members who have spent most of their lives in the United States or another developed country may be more sensitive to issues of access to services and lack of services than community members who previously lived in developing parts of Latin America. As noted by Wallerstein and Duran (2003), through assessing knowledge and informational differences among groups, it must be taken into account that such measurements are often "historically and socially constructed and mediated through perspectives of dominant society" (p. 35) (20). While specific services may hold high importance in the service providers' and students' eyes, they may not be part of the community members' worldview. Nonetheless, all perspectives were in agreement for all major overarching topics such as the importance of family in Latino culture, the lack of accessible public transportation in NOC, the barrier language plays in accessing services, and the need for open communication concerning information of available services.

Development of Themes

The previously described overarching topics offer broad views of the current situations in the Latino community of NOC. Insofar as the main goal of the AOCD process is to define communal strengths and challenges, these overarching topics were broken down into concrete thematic statements of what is needed in the community. These themes were chosen based on their frequency in the interview data, as well as their importance to the betterment of the community, and their ability to be changed (6). The student team listed the following recurrent themes in the categories of these domains:

- There is a need for more public transportation.
- Latinos need more information about social and health services that exist in NOC.
- There is a need for more culturally and linguistically competent service providers.
- Some Latinos who have recently arrived to the area, or who live in rural parts, are disconnected from the Latino community.
- There is a need for more adult education opportunities.
- There is a need for a central location that provides information on services.
- Many Latinos have low-paying jobs that do not provide adequate benefits and protections.
- There is a need for more affordable dental services.
- Many Latino men do not utilize social and health services.
- There is a lack of accessible and affordable childcare.
- Not having documentation papers is a barrier to accessing services and is a source of fear and stress for many Latinos.

These themes were then brought before a committee of community members and service providers (see the Forum Planning Committee in following section) for further refinement. The final themes from all interviews, secondary data sources, and student team field notes are the following:

- There is a need for more adult education opportunities.
- There is a need for a central location that provides information on services.
- There is a need for more affordable dental services.
- There is a need for more public transportation.
- There is a need for more culturally and linguistically competent service providers.

These themes were the foundation for the action steps developed in the community forum (note Appendix F).

COMMUNITY FORUM

Overview of Forum

The culmination of the team's research was presented, discussed, and celebrated at the community forum, entitled *Latinos Unidos Hacia el Futuro* (Latinos United Towards the Future). The goal of this forum was to offer a place in which community members and service providers could focus on concrete issues affecting the health and well-being of the Latino community of Northern Orange County. In tune with the teachings Paulo Freire (1970), through such discussions and thought processes, forum attendees were able to develop a dialectic, or an integrated view, separate from the service provider standpoint and the community member perspective, on which to base action steps for the future of the community (4).

The forum was strategically planned with input from the community members and service providers (note Appendix F). Following the model of the AOCD process, such input was critical to a successful forum because as expressed by Steckler et al. (1993), "the community often knows what is likely to work and what is not likely to work far better than outside professionals" (p. S10) (17). At the end of each interview, a participant was asked if he or she would like to be involved in planning the forum by sitting on the Forum Planning Committee. Those who agreed were asked to attend at least one meeting to maximize the perspectives of those involved in the community diagnosis.

The Forum Planning Committee, led by two members of the student team, met three times in the three weeks prior to the forum. All meetings were held at the Hillsborough Public Library in the evening, for the convenience of service providers and community members.

Although not all committee members attended every meeting, a total of 5 service providers and 10 community members took part in planning the forum. In addition, all members of the student team attended at least one planning meeting to make the forum a group project of students, community members, and service providers. In order to establish lines of open dialogue for future meetings, the first planning meeting focused on feelings about the forum and the relationship between the student team and the community and a portion of the second meeting was spent selecting the five forum themes. With such acknowledgement of the process and various expectations, later meeting topics were focused on the logistics of planning the forum, the layout of invitations and the forum program, ideas for food and entertainment, and publicity for the event within the community. For a complete listing of forum planning committee meeting topics, please refer to the agendas in Appendix F. At the final meeting, the student team trained community members and service providers in small group facilitation techniques using either SHOWED, ORID, or Force Field Analysis (Appendix F). The method used was based on the “concreteness” of the topic, as gathered from interviews. Nonetheless, each facilitator was given an alternative method in case the primary option did not elicit a substantial response in the small groups.

Preparing for the forum extended beyond the forum planning committee, into tasks suitable for the student team to take care of without the involvement of community members and service providers. All members of the student team solicited donations in the Hillsborough and Chapel Hill area (note solicitation and thank you letters in Appendix F). Successful requests resulted in dinner for all forum attendees and several raffle prizes. Team members also mailed invitations to all interviewees, key service organizations (i.e. Department of Transportation, Department of Social Services, etc.), and Latino focused agencies (El Centro Latino, El Centro

Hispano). In addition, team members personally invited congregants of Abundant Life Church and Holy Family Church, as well as patrons and salespeople at the Buckhorn Flea Market. Flyers were given to all agencies serving the Latino community of NOC to advertise the event (note invitation and flyer in Appendix F).

The Forum

At the final forum planning meeting, committee members decided on a title of the event – Latinos Unidos Hacia el Futuro (Latinos United Towards the Future), which reflects the sense of socio-cultural community among Latinos with common goals for their geographic locality of Northern Orange County. The forum was held Saturday, April 9, 2005 from 4-7 pm at the Hillsborough Parks and Recreation building, which is familiar and central to many community members and is adjacent to the Hillsborough Public Library, Orange County Health Department, and Department of Social Services (note forum program in Appendix F). About 70 community members, services providers and students attended the forum. Community members felt that a Saturday evening event would attract more attendees because it could be viewed as a family function with dinner, child care, and entertainment including raffles and music. The entire forum was conducted in Spanish with simultaneous translation equipment provided for monolingual English speaking attendees. Upon entering the building, attendees were greeted by members of the student team and were asked to sign in and fill out a name tag. Adjacent to the sign in area was a resource table with brochures, flyers, and general information in both Spanish and English donated by service providers in the area. This table not only served as an informational arena for community members, but also as a resource to service providers to learn about potential referral services and opportunities for cooperative, Latino-focused programming.

The forum commenced with a welcome speech by the student team and an overview of the AOCD process, including statistics relating to the numbers of service providers and community members interviewed, the forum planning committee activities, and the emergent themes from all interviews which would be discussed in smaller groups. The team conscientiously elaborated on the community strengths (note Community Strengths in Appendix F) gained from the interviews. This occurred at the beginning of the forum to place the event in a positive light, and allow for discussions of challenges to be motivational. To demonstrate community support, a community member gave a short speech on garnering the voice of the Latino community. Susan Clifford, the student team preceptor and a dedicated service provider thanked the audience for attending an event that could lead to greater discussion and development of needed services.

Following these general presentations, the audience broke into small groups to discuss the five topics: 1) Transportation, 2) A Central Location for Information, 3) Dental Services, 4) Adult Education, and 5) Culturally and Linguistically Competent Service Providers. Each group had an interpreter for English speakers. For a complete description of each break-out session, please refer to Appendix F. At the end of each discussion, an interest list was passed around so that attendees could choose their areas of concern and leave their contact information (note Interest List Form in Appendix F). These lists will be distributed at the next CALDO meeting so that service providers may initiate contact with interested community members and non-CALDO service providers.

The action steps, developed during each small group, were brought back to the entire group of participants during the “Report Back Session.” These steps were presented by community members from each small group and often had detailed descriptions of future goals,

including a “contact person” for each theme who would lead the efforts on making such changes (note Action Steps in Appendix F). In presenting back to the entire group, community members demonstrated their ownership of this stage of the AOCD process. The transaction of ownership from the student team to the community during the report back session was evident in the excitement and support shown by community members and service providers.

A unique component of the forum was the male Health Ambassador graduation. Susan Clifford and other service providers trained Latino men in communication techniques concerning health issues in their population. These lay health advisors demonstrate the marriage between community member involvement and service provider interest, and thus lent added significance to the aims of the forum. Furthermore, such obvious male commitment to the community helped to balance the heavy participation of Latina women in interviews, focus groups, and forum attendance. The forum ended with closing remarks by Maria Hitt, another preceptor to the student team and statements by the student team, emphasizing how the process on which they had initially embarked was now in the hands of the community members.

METHODOLOGY

The diverse perspectives of service providers and community members, along with information obtained from a variety of secondary data sources, allowed the AOCD team to highlight and reflect upon the Latino community’s strengths, challenges, community capacity and existing resources as a starting point for future action.

Primary Data Methods

Gaining Entrée

Primary and secondary data were collected simultaneously to develop an accurate assessment of the Latino community. With guidance from our preceptors, the student team conducted a windshield tour of NOC as a first step toward gaining entrée into the community. This four hour driving tour served as an orientation to the history, physical environment, and overall atmosphere of the northern section of the county. This tour provided initial meetings with key service providers, with whom the team members continued to interact. Team members took part in Bilingual Story time at the Cedar Grove Branch Library, attended services at Abundant Life Church and the Holy Family Catholic Church, visited the Buckhorn Flea Market in Mebane, and toured the Prospect Hill Community Health Center and the Hillsborough Dental Clinic in order to make observations and form relationships with service providers. As members of CALDO, the preceptors invited the student team to attend a meeting in early December 2005, allowing the team to inform service providers of the AOCD process, make contacts for future interviews, and thus gain further entrée into the Latino Community. Each team member completed written field notes documenting her observations, insights, and reflections from each community event and interaction. These field notes, as an outsiders' perspective to the Latino community, were used to inform the interview process through providing insight into topics that should be addressed that specifically target some of the opportunities, challenges and strengths of the Latino community in NOC.

Development of Interview Guides

Interviews with key informants, individuals with a detailed and knowledgeable perspective, which included both service providers and members of the community, allowed the

student team to obtain both an outsider's and insider's perspective into the strengths and needs of the Latino community. Aided by guides used in previous AOCD projects, the student team developed interview and focus group guides which explored the assets and needs of the community, available services and resources, and other quality of life issues related to housing, transportation, employment, and race relations. All questions were created in a semi-structured format, with open-ended questions and probes, allowing the interviewer to further explore those themes and topics which arose during each interview. Fact sheets, used to explain the AOCD process and obtain informed consent from participants, were also developed based upon those used in past AOCD projects. All documents were translated into Spanish by members of the student team. Prior to conducting interviews, these documents, in both English and Spanish, combined with a description of the aims and objectives of the project, were submitted to the Institutional Review Board (IRB) for approval of ethical integrity of the research study (note consent forms, interview guides and IRB approval letters in Appendix A and Appendix I).

The student team pre-tested the service provider interview guide with the preceptor and the community member interview guide with a Carrboro resident referred to the team by the preceptor. These pre-tests provided insights into necessary improvements and adjustments in the interview materials. All IRB approved guides and consent forms can be seen in Appendix A.

Recruitment of Interviewees

Many potential interviewees, both community members and service providers who lived or worked in NOC, were identified and recruited with the help of the team preceptors. In addition, at the conclusion of each interview, participants were asked to suggest other service providers or Latino residents who would be interested in sharing their perspective through an interview with the student team. Team members directly contacted service providers, whereas

community members were initially contacted by the preceptors or the interview participant who recommended him/her. Focus groups were organized with the help of the preceptors and service providers who identified community members willing to share their opinions in a group setting. Through 40 individual interviews and 6 focus groups, the student team interviewed a total of 20 service providers, 39 community members and 8 individuals who were both community members and service providers. Results from the student team's demographic survey with community members showed that 88% of the community members interviewed were married, 37% completed elementary school only, 85% were from Mexico, 30% were from Aguas Calientes, Mexico, 81% were from Hillsborough, 32% owned a house and 26% owned a trailer (note demographic survey results in Appendix B).

Data Collection

Interviews were conducted in Spanish or English, depending on the interviewee's preferred language, by two members of the student team, one of whom served as the interviewer and the other as the note taker. On occasion, a member of the student team served as both the interviewer and note taker. The interviewer introduced the AOCD process to the participant, allowed him or her to read over the consent form and ask questions about participation, and requested informed consent before proceeding with the interview. The interviewee was then supplied with a copy of the consent form in the appropriate language. In addition to the process of informed consent, focus group and community member participants completed an anonymous demographic questionnaire (Appendix A). Each interview was tape-recorded, with approval of the participant, in order to complement the note taker's notes. Each interview lasted about one hour and each focus group lasted approximately 90 minutes.

Analysis of Data

Following the interview, the note taker transcribed her written interview notes, referring to the tape for clarification and direct quotations. The interviews were not transcribed verbatim but many direct quotes were taken from each interview. The interviewer reviewed the transcript if she or the note taker thought it necessary. Electronic copies of interview transcripts were maintained in a password protected online “briefcase,” as approved by the IRB, and tapes were kept in locked file cabinets at the UNC School of Public Health.

Two team members were responsible for the coding process which helped to identify prominent or recurrent themes present in the interviews. Each of the two members read over the eleven transcripts from service provider interviews that had already been conducted. Team members initially reviewed eleven service provider transcripts to identify emerging domains (topics) and codes that could be used to create a codebook to guide the analysis process. Once a preliminary codebook was developed, the transcripts were divided in half, each of the two team members being responsible for reading over and coding her portion. The two members then exchanged transcripts, reading over the other half and reviewing and adjusting codes if necessary. Revisions to the codebook were made as needed based upon review of subsequent service provider and community member interviews.

The analysis of domains (topics) and codes was facilitated by the use of a Microsoft Access database created by the two team members. Key quotations and their corresponding codes were entered into the database, along with basic demographic information and the position of the participant (service provider or community member). Team members were able to generate reports from the database in order to assess the context and frequency of codes and the subsequent emergence of themes. Service provider and community member perspectives could

also be compared across themes to identify points of agreement and discord between the two groups. Field note observations collected by the student team were also considered in the analysis of primary data. The field note observations were used to gain a greater understanding of the information collected by the service providers and community members. The field notes gave the student team greater insight into many topics that were discussed by the interviewees.

Secondary Data Methods

Data Collection

Secondary data were collected in order to gain a contextual understanding of the strengths and challenges of the Latino community. A variety of sources informed our secondary data collection process, including Orange County government web pages, organizations serving or located in NOC, newspaper archives, US Census data, and H2A visa regulations (for a complete list, refer to Appendix C). Secondary data sources were selected based upon emergent themes from field notes taken early in the process, interactions with service providers and community members, and suggestions made by the team's preceptors.

Information found on Orange County government web pages included geographic, economic, and political data relevant to NOC. Secondary data were also obtained from organizations serving or located in the community, such as the Healthy Carolinians of Orange County and the Northern Human Services Center Task Force. Demographic information, legal documentation regulations, health-related statistics, transportation, and available services and businesses were obtained through internet research. Statistics on patient populations at various clinics were obtained via telephone conversations. Information collected through secondary data research was used to inform the interview process and to provide a contextual background to field note observations and primary data collection.

Analysis of Secondary Data

Secondary data were included based upon their relevance to the themes identified by the team as related to NOC. Both general data and that which related specifically to the Latino community were summarized as both were important to creating a picture of the strengths and needs of the community. Although the student team accessed a mélange of secondary data sources, many of the sources were limited in a) the quantity of information provided, b) information specific to the Latino community of NOC, and c) differentiating between NOC and Chapel Hill/Carrboro. Due to its extreme rural characteristics, many people in Northern Orange County may not be officially counted or surveyed. This problem is further compounded with undocumented Latino immigrants. Furthermore, much of the secondary data accessed in county data, which focused on all of Orange County, and does not separately address the northern and southern regions. Thus, while the team attempted to create a complete picture of the Latino community of NOC, there remain gaps in information.

Strengths, Limitations, and Recommendations for the Future

Strengths

Considering the relationships developed during the course of the AOCD process, the action steps created during the forum, and the attention given to an often under-represented community, the AOCD appears to have been a positive experience for community members, service providers, and the student team. Perhaps the greatest strength of this process was the moment during the forum when the community members literally took over the process by defining and owning the action steps that must take place in order to better the current situations. Further positive outcomes include the first true contact the Orange County Transit Authority has had with the Latino community. The Latino community also communicated ways in which they

may internalize the process of change while focusing on their strengths, such as by developing an English vocabulary with the help of their school-age children. During the three hours of the forum, the community members exhibited their cultural pride and unified voice to each other and service providers, which had been quilted together for the student team in a seven month period.

Limitations

Although this process was overwhelmingly positive, it did have various limitations. As outsiders, the student team only had access to those participants recommended to them by service providers or other community members. It is likely that the student team did not hear the voice of those most in need of social services, including women and families who were socially and linguistically isolated, living in the extreme rural parts of NOC. Approximately, 81% of the student team's community member interviewees were from Hillsborough, 7% were from Mebane and 7% were from Cedar Grove. The student team may have failed to hear from individuals living in the rural parts of the county (Appendix B). About 88% of the student team's interviewees were married; the voices of younger people and singles may not have been heard in this process (Appendix B). Furthermore, the migrant farm worker population is part of the Latino community often lacking services, as described by several service providers. However, due to the timing of the AOCD process and the network of connections, team members were unable to locate and interview this sector of the Latino community. In addition, while community members were apt at facilitating the small groups during the forum, they were often looked towards, by the group, to take a leadership role in managing the action steps. Thus, while the forum was aimed to be egalitarian in the roles of community members and service providers, certain individuals were given greater responsibilities than others.

Recommendations

In order to effect change, community members must make their voices heard. Services may be better adapted to fit the community's needs if members notify service providers of appropriate and useful programming. On a similar vein, community members must be seen. Their voices will be better heard if they attend programs designed specifically for Latinos or issues the community faces. While this may be difficult due to transportation, information, and language barriers, it is a critical step in awakening program planners to community needs.

Service providers may access more community members if they overcome the transportation barrier by bringing services to the community. Often, a variety of services may be provided in a single event, such as immunizations, dental screenings, and school registration. Furthermore, services that are provided *within* the community (i.e. residential areas, schools, and churches) may put clients at ease, thus potentially fostering trusting relationships between service providers and community members. Community members and service providers are currently working together with lay health advisor or health ambassador programs, which could potentially assist in outreach, education, and recruitment in the community.

Summary

The described AOCD process has highlighted the multi-faceted characteristics found within the Latino community of NOC – family and traditional value laden strengths challenged by language barriers and stresses of assimilation to rural North Carolina ways of life. Furthermore, this process has led to a compilation of local resources available to Orange County residents, many of which offer bilingual services (Appendix H). While these services are available to the Latino community of NOC, they are not always accessible due to issues of transportation, information about such resources, and/or language barriers. Thus, through

increasing accessibility to resources, service providers will ultimately improve their availability to the targeted population.

As qualitative researchers, the student team began to develop an integrated viewpoint, or cultural understanding, of the Latino community in NOC. Through capturing the voices of both community members and service providers, the team brought forth a multi-view perspective to the forum, thus providing participants with a foundation on which to discuss and create solutions and future opportunities. Hence, while service providers may have had previous knowledge of the general Latino population, the forum offered a space for dialogue which outlined how such cultural complexities construct realities for the community, such as perceptions of services available for immigrants or undocumented citizens. As described by Steckler et al. (1993), knowledge of cultural meanings and realities allows service providers to plan culturally competent and relevant programming (17).

Through cultural competency, cooperative work efforts, empathetic ears, and loud voices, the service providers and members of the Latino community of NOC will be on the path of making the discussed solutions true possibilities. In sum, this process is only a small example of what can be achieved by a community of interested and dedicated individuals with technical support in strengthening the lines of communication among those who receive and those who provide necessary health and social services. It is the team's hope that this single forum will be the catalyst in a mutually beneficial and communicative relationship between members of the Latino community of Northern Orange County and those who provide their services.

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Appendix A

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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. We'll be here about an hour to talk to you about the role of your group or organization in the Latino community of Northern Orange County, 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.

Introduction to service provider

1. How long have you worked in this community? Why did you choose to work here?
2. What kind of contact do you have with Latinos in this community?
3. Do you live in the community? If yes, for how long?

Life in the Community

4. What could you tell me about the history of Northern Orange County? How has it changed since you first moved here? [*Or "during your lifetime," if they have always lived there. Probe: when did growth in Latino community occur?*]
5. How do people of different cultures and ethnicities interact within the community?
6. What do Latinos living in the community do for a living?
7. Is there much unemployment? What contributes to the unemployment?
8. How do Latinos get around? Is there public transportation in the community?
9. What do Latinos do in their free time?
10. Are Latinos involved in politics?

Assets of the Community

11. What are some of the best things about the community (resources, agencies, human interactions, and physical environment)?
12. Who or what organizations/agencies do you think that Latinos trust to help them if they have a problem?
13. Are there people who take a very active role in the Latino community and stand out as leaders?
14. What are the organizations that really make an impact in the Latino community?

Needs of the Community

15. What do you think are the major challenges or problems community members face? [*Probe: low income, elderly, safety, housing, and health*]
16. What are the specific health problems that Latinos in this area face?
17. Which problems do you feel are the most important for the community to address?

Problem-Solving and Decision-Making

18. What kinds of community projects have been undertaken during your time working with community residents? How would you explain their success or lack of it?
19. If you were going to try to solve a community problem, whom would you try to involve to ensure success?

Detail on organization's role in community

I would like to hear more about the role of _____ [organization] in the Latino community of Northern Orange County.

20. What kinds of services does ____ [name of organization] provide to the Latino community of Northern Orange County?
21. What special criteria must people meet to use your organization's services?
22. What sector of the Latino community of Northern Orange uses your services the most?
23. Who in the community is in the most need for your agency's services? [*Probe: Are these the people who are getting services? If not, why not?*]
24. What services are under-utilized?
25. What barriers does your organization face in trying to reach Latinos in the community?
26. How does your agency meet the cultural/language needs of the Latino community of Northern Orange?
27. What other organizations provide services to the Latino community? What kind of services do they provide?
28. How is the Latino community involved in planning the services that you provide?
29. What is your source of funding?
30. Which community needs are not met by your agency or other organizations in the community?

Roles and Responsibilities of Service Providers

31. What do you see as your organization's role in the community?
32. What responsibilities do you feel you have to the community?

Documents

33. Does your organization have any documents such as annual reports or funding applications that we can either look over or have copies of?

Recommended Individuals to Interview

34. Who would you recommend that we talk to in order to understand the strengths and concerns of this community?
35. Would you be willing to gain permission for our team to contact that person?
 - 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

36. 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? Do you know anyone else who might be interested?
37. Do you have any suggestions regarding how to get people to attend (time, place, and publicity)?
38. We expect that both English and Spanish speakers will attend the forum. How should we address the language barriers?
39. Who should be invited?

Additional Information

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

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 norte del condado de orange, 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 norte del condado de Orange? ¿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 Orange.

60. ¿Qué tipos de servicios provee _____ [nombre de la organización] a la comunidad latina del norte de condado de Orange?

61. ¿Qué criterio especial tiene la gente que cumplir para usar los servicios de su organización?
62. ¿Qué sector de la comunidad latina del norte de condado de Orange 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 norte de condado de Orange?
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 AOCD? AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social,

economic, and health experiences of individuals who live in your community. The purpose is to better understand the experiences of members of the Latino community of Northern Orange County.

WHY ARE YOU PARTICIPATING IN AOCD?

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

WHAT WILL YOU BE ASKED TO DO?

You will be asked to participate in an individual interview with two team members from the UNC School of Public Health. The interview is made up of a series of questions about life in your community. An example of a general question is, “What is it like living in your community?” There are no wrong answers or bad ideas, just different opinions. The interview will be one-time only and will take about 60 minutes of your time. If you agree to participate in the interview we will be recording your response on a piece of paper. Also, if you do not object we would like to tape record the discussion to make sure we do not miss anything. Only members of our group will listen to the tapes. The tapes will be erased after our study is over. You can ask us to turn off the tape recorder at any time.

If you decide to participate in this interview, you will be asked to sign an “informed consent” form. Signing the form means that you understand the purpose of the AOCD project and what you will be asked to do during the project. It also means that you understand that you can stop taking part in the project at any time you want to.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

You will have the opportunity to share your thoughts about the future of the community that you serve. You will not be paid to participate in this interview. There are no costs for participating in the study other than your time spent during this interview.

WHAT WILL WE DO WITH THE INFORMATION THAT WE GATHER?

The team will summarize the information gathered from interviews and focus groups (small groups assembled to identify and discuss key issues in the community) and present it both written and verbally to the community.

YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL.

To protect your privacy, any information you provide will remain confidential. All of the information you provide will be stored only with an identification number, not with your name. Though your name and address may be collected, it will not be used in any way in the research study or linked to your responses. It will only be used to invite you to attend the community forum.

Information such as age and sex may be gathered during the interview. When we report

the data, all identifying information will be removed so your responses and comments will not be linked to you. The only people with access to all data are the members of the student team and the faculty advisors. All notes and audiotapes containing your interview responses will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 at the conclusion of the study.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order.

CAN YOU REFUSE OR STOP PARTICIPATION?

Yes. If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You are free to stop participating at any time. You can refuse to answer any questions. During the interview you may ask that the recording be stopped at any time. Whether or not you choose to participate will have no effect on the services you receive within the community or any relationship with the University of North Carolina at Chapel Hill.



WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?

There are minimal physical, psychological, or social risks associated with participating in this study. However one potential risk may be that if you say any bad things about the community or the services you provide in the community and that

information is divulged, you may be at risk for losing your job. Such information could also affect any political career you may choose to have. We will do the best we can to protect you from this risk by keeping all data in a locked file cabinet at the School of Public Health. In addition, your name will never be attached to anything you say. Although you may not experience any direct benefits, your participation may be beneficial to community improvement efforts. Your participation will provide useful information that can be used by the community to plan and improve services available for its residents. After conducting these sessions, we will summarize our findings and present this summary both written and verbally to the community.

WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?

If you have any questions or concerns about this project or would like to receive information on the progress of the project, please feel free to contact, collect if you wish, members of the student team which includes Deanna Kepka, Michelle Ramos, Emily Rodman, Rachel Willard, Samantha Woo and Abigail Zeveloff at (919)966-3919. This is a student project conducted under the supervision of the student team's faculty advisor in Health Behavior Health Education at UNC, Dr. Eugenia Eng (919)966.3909.

This study has been reviewed and approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics, a group that makes sure that study participants are treated fairly and protected from harm.

If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - - anonymously, if you wish -- the Public Health Institutional Review Board, Office of Human Research Ethics: University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone, collect if necessary, (919)966.3012.

If you are interested in participating in an interview, **please read the following agreement statement very carefully.** Then please sign and date this form and give it to one of the interviewers. You will get a copy of the form for your own records.

This project has been approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics.

Agreement Statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my interview information for the Action-Oriented Community Diagnosis.

(your signature and date)

(team member signature and date)

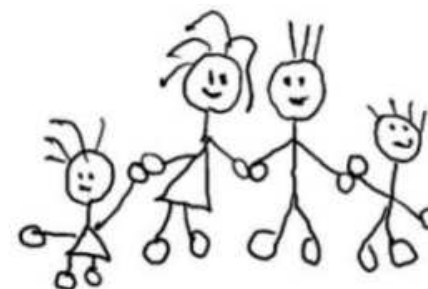
Thank you!



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

Consent Form for Service Providers





¿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 norte del condado de Orange.

¿Por qué esta participando en este proyecto?

Ud. esta invitado a participar porque queremos saber sus ideas sobre las fortalezas, los retos y las necesidades de su comunidad. Alguien en su comunidad lo identificó como una persona que puede hablar sobre los puntos de vista de su comunidad en general.

¿Qué se va a pedir de Usted?

Se le va pedir que participe en una entrevista con dos miembros del grupo estudiantil de la Escuela de Salud Pública en la Universidad del Norte de Carolina. La entrevista consiste de una serie de preguntas acerca de su vida en el norte del condado de Orange. Un ejemplo de una pregunta general es, “¿Cómo es vivir en su comunidad? No hay ideas correctas o incorrectas, solamente opiniones diferentes. La entrevista se completará en una sesión y tomara alrededor de una hora de su tiempo. Si esta de acuerdo en hacer la entrevista, estaremos tomando notas escritas. También, si no tiene quisieramos grabar la entrevista para asegurar que no perdemos información importante.

Solamente miembros de nuestro grupo estudiantil escucharan el audio casete. El audio casete será borrado al terminar el proyecto. Ud. puede pedir que se apague la grabadora en cualquier momento.

Si Ud. decide hacer la entrevista, se le pedirá que firme una forma de consentimiento. Al firmar esta forma Ud. esta indicando que entiende el propósito del proyecto y lo que se le pedirá hacer en cuanto a su participación. También significa que Ud. entiende que puede parar de participar en el proyecto en cualquier momento.

¿Qué es el beneficio de participar en este proyecto?

Ud. tendrá la oportunidad de compartir sus pensamientos sobre el futuro de la comunidad que Ud. sirve. No se le pagara por su participación en esta entrevista. No hay ningún costo para participar en el proyecto con la excepción de su tiempo.

¿Qué se va hacer con la información colectada?

El grupo estudiantil va crear un resumen de la información obtenida de todas las entrevistas y grupos de enfoque que conducimos y lo presentara por escrito y verbalmente a la comunidad del norte del condado de Orange.

Su participación es voluntaria y confidencial

Para proteger su privacidad, cualquier información que Ud. provee se mantendrá confidencial. Toda la información que Ud. provee será guardada solamente con un número de identificación y no con su nombre. Si por alguna razón su nombre y domicilio es

colectada, no será usada en ninguna manera en el proyecto ni será conectado con sus respuestas. Esta información será usada para invitarlo a asistir a un foro comunitario al final del proyecto.

Información, tal como edad y sexo, podría ser colectada durante la entrevista. Cuando reportamos la información toda la información de identificación se quitara para que sus respuestas y comentarios no puedan ser conectados a Ud. Las únicas personas que tienen acceso a toda la información son los miembros del grupo estudiantil y los consejeros de la facultad. Todas las notas y audio cassetes conteniendo sus respuestas se guardaran en un gabinete con llave en la Escuela de Salud Pública y serán destruidas cuando termine el proyecto en Mayo 2005.

Todo esfuerzo se hará para proteger la identidad de los participantes en este proyecto. Sin embargo, no podemos garantizar que la información no sea obtenida por proceso legal u orden judicial.

¿Puede rehusar o parar su participación?

Sí. Si Ud. esta de acuerdo en participar en este proyecto, por favor entienda que su participación es voluntaria (no esta obligado a hacerlo). Ud. tiene la libertad de parar su participación en cualquier momento. Ud. puede rehusar contestar cualquier pregunta. En cualquier momento durante la entrevista Ud. puede pedir que se pare de grabar la entrevista.

¿Cuales son los riesgos de participar en este proyecto?

Hay mínimos riesgos físicos, psicológicos y sociales asociados con tomar parte en este

proyecto. 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 Pública de la Universidad del Norte de Carolina. Además, su nombre nunca será conectado con sus respuestas u otra información que Ud. comparta. Incluso si no recibirá ningún beneficio directo, su participación podría ser beneficiosa para el mejoramiento de la comunidad. Su participación proveerá información útil que puede ser usada para planear y mejorar servicios disponibles para los residentes en el norte del condado de Orange. Después de conducir estas sesiones, vamos a crear un resumen de los que hemos descubierto y lo presentaremos a la comunidad en forma escrita y verbal.

¿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.

Si Ud. desea saber más sobre el proceso de aprobación por el Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos o tiene preguntas acerca de sus derechos, Ud. puede escribirle al Public Health

Institutional Review Board, Office of Human Research Ethics: School of Public Health, CB#7400, UNC Chapel Hill, Chapel Hill NC 27599-7400. También puede llamar a cobrar al 919-966-3012.

Si Ud. está interesado en hacer esta entrevista, por favor lea cuidadosamente la siguiente declaración de acuerdo. Después firme y ponga la fecha de hoy en la forma e entréguesela a una de las entrevistadoras. Ud. recibirá una copia de esta forma para su archivo personal.

Este proyecto ha sido aprobado por el Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos de la Escuela de Salud Pública de la Universidad del Norte de Carolina.

Declaración de Acuerdo:

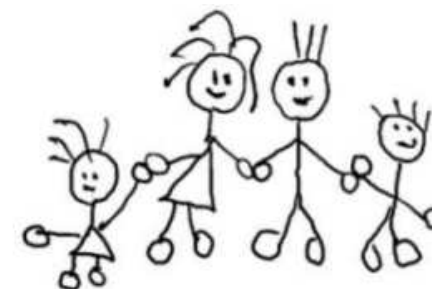
Al firmar esta forma de consentimiento yo le doy permiso a la Universidad del Norte de Carolina a usar mi la información de mi entrevista para el proyecto.

(su firma y la fecha de hoy)

(la firma del miembro del grupo estudiantil y la fecha de hoy)

¿Quisiera participar en un proyecto para el bienestar de su comunidad?

Forma de Consentimiento para Proveedores de Salud



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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 what it's like to live in Northern Orange County and your opinions about 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.

Introduction

1. How long have you lived in this area?
2. Why did you decide to come here? *[If they are not originally from Northern Orange]*
3. Tell me about a typical day in your life.

Physical orientation

4. How would you describe this area? *[Probe: safety, air and water quality, state of roads]*

Life in Northern Orange County

5. Everyone has their own idea about what makes up their "community." How would you describe your community? *[Probe: Do you think of it as the place that you live? A group of people?]*
6. Tell me about the history of this area. How has it changed since you came here? *[or 10 years depending on how long they've lived here]*
7. Many people describe community as a group that shares common interests and works together to achieve those. Who do you feel that you share common concerns with? *[Probe: Migrant Latino farm workers, Latino families who live here all the time?]*
8. Which cultural and ethnic groups live in this area? Which group do you identify with?
9. How do people of different ethnicities and races interact with each other?
10. What do Latinos in the community do for a living? *[Probe: What about the Latinos?]*
11. Is there unemployment in this area? *[Probe: Is it difficult to find work? If so, what do you think makes it hard to find work?]* How does it affect Latinos?
12. How do Latinos get around? What kind of public transportation is there? *[Probe: How does transportation affect people's lives?]*
13. What do Latinos do in their free time?
14. How are Latinos involved in politics? *[Probe: Do Latinos vote, talk with community leaders, participate in elections]*

Services and Businesses

15. What services or businesses do most Latinos around here use? *[Probe: Do those services come here or do residents go to them?]*
16. What services or businesses do community members need?
17. What services or businesses take advantage of Latinos?

Health care access

18. When you or other Latinos you know need health care, where do you go? *[Probe: Is use of herbalists or curanderos common?]*
19. How would you rate the quality of care that you receive there?

20. What barriers are there to Latinos getting health care services?

Assets of the Community

21. What are some of the best things about the community? [Probe: resources, agencies, social gatherings/support, physical environment]
22. Who are some of the people who take an active role in the Latino community and stand out as leaders?
23. What are the agencies or organizations that really make an impact within the Latino community? [Probe: What about churches?]
24. If you had a problem, who (or to what organization) could you go for help?

Needs of the Community

25. What do you think are the major issues/needs that Latinos in Northern Orange County face? [Probe: children, income, elderly, safety, housing, disability, health, sanitation, pests, transportation, crime]
26. Which needs do you feel are the most important for the Latino community here to address?
27. What do you wish could happen for the Latino community in the next 5-10 years?

Problem-Solving and Decision-Making

28. What kinds of instances have you seen in this area where people help each other out? [Probe: Latinos helping Latinos? Non-Latinos helping or being helped?]
29. Think about a time when there was a challenge that Latinos in this area faced. Tell me about it. What happened? How did the community resolve the issue?
30. What kinds of community projects have been started during your time here? How would you explain their success or lack of it?
31. If you were going to try to solve challenge in the Latino community, whom would you try to involve to make it a success?

Recommended Individuals to Interview

32. Who would you recommend that we talk to better understand this community? (service providers, residents) Are you willing to get permission for us to contact them?
 - Describe the specific person or organization
 - Why do you think their opinions and views would be helpful for us to hear?

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? Do you know anyone else who would be interested?
34. Do you have any ideas regarding how to get people to attend? (time, place, publicity)
35. We expect that both English and Spanish speakers will attend the forum. How should we address the language barriers?
36. Who should be invited?

Additional Information

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

Thank you again for your participation

Guía para entrevistar un miembro de la comunidad

Introducción: Hola, mi nombre es _____ y yo voy a entrevistar(lo/la) a Ud. hoy. Ella es _____ y va estar tomando notas y ayudándome durante la entrevista. Vamos a tomar alrededor de una hora para hablar con Ud. acerca de cómo es vivir en el norte del condado de Orange. También vamos a pedirle que comparta 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 díganos lo que piensa. No hay respuestas correctas o incorrectas.

Introducción

1. ¿Cuánto tiempo ha vivido Ud. en esta área?
2. ¿Por qué decidió venir a esta área? [*Solamente preguntar si no es nativo del norte de Orange*]
3. Cuénteme un poco acerca de cómo es un día típico para Ud.

El ambiente físico

4. ¿Cómo describiría esta área? [Investigar: seguridad, la calidad del aire y el agua, la condición de las carreteras]

La vida en el norte del condado de Orange

5. Cada persona tiene su propia idea sobre lo que es una “comunidad.” ¿Cómo describiría Ud. a su comunidad? [Investigar: ¿Considera que la comunidad es el lugar donde vive? ¿Un grupo de personas?]
6. Cuénteme acerca de la historia de esta área. ¿Cómo ha cambiado desde que Ud. llegó? [*o en los últimos 10 años, dependiendo de cuanto tiempo ha vivido aquí*]
7. Muchas personas describen a la comunidad como un grupo que comparte los mismos intereses y trabaja junto para alcanzar metas comunes. ¿Con quién piensa que Ud. comparte las mismas preocupaciones? [Investigar: ¿labradores Latinos emigrantes, familias Latinas que permanecen aquí todo el tiempo, familias Latinas del mismo pueblo o área de donde vino Ud.?.]
8. ¿Cuáles son los grupos étnicos o las razas que viven en esta área? ¿Con cuál grupo étnico o raza se identifica Ud.?
9. ¿Cómo interactúan las personas de diferentes grupos étnicos o razas aquí?
10. ¿Qué tipo de trabajos tienen los Latinos en la comunidad? [Investigar: ¿Qué tipo de trabajos hacen los hombres? ¿las mujeres?]
11. ¿Hay desempleo en esta área? [Investigar: ¿Es difícil encontrar trabajo? Si es así, cuales son algunos factores que hacen encontrar un trabajo difícil?] ¿Cómo les afecta esto a los Latinos?
12. ¿Cómo se transportan los Latinos? ¿Qué tipo de transportación pública existe? [Investigar: ¿Cómo les afecta la transportación a las personas?]
13. ¿Qué hacen los Latinos de la comunidad para divertirse?
14. ¿Cómo son involucrados los Latinos en la política? [Investigar: ¿Votan los Latinos hablan con los líderes de su comunidad, participan en las elecciones?]

Servicios y negocios

15. ¿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?*]
16. ¿Qué servicios o negocios corren los Latinos? [*Investigar: fiestas de venta en casas, construcción, limpieza de casas, vender productos que vienen de México*]
17. ¿Qué servicios o negocios piensa que hacen falta?
18. ¿Piensa que los Latinos son tratados igualmente o diferente de otras razas o grupos étnicos? [*Investigar: ¿pudiera dar un ejemplo?*]

Acceso a cuidado de salud

19. ¿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? [*Investigar: ¿es común el uso de hierberos o curanderos?*]
20. ¿Cómo es el cuidado médico que Ud. recibe allí? [*Investigar: la calidad del cuidado*]
21. ¿Qué barreras existen para los Latinos en obtener servicios de salud?

Ventajas de la comunidad

22. ¿Cuáles son algunas de las mejores cosas de la comunidad [*Investigar: recursos, agencias, juntas sociales o apoyo social, el ambiente físico*]
23. ¿Quiénes son las personas que toman un papel activo en la comunidad Latina y que surgen como líderes?
24. ¿Cuáles son las agencias u organizaciones que verdaderamente tienen un impacto dentro de la comunidad Latina? [*Investigar: ¿y las iglesias?*]
25. ¿Si Ud. tuviera un problema, a quien (o a que organización) acudiría para ayuda?

Necesidades de la comunidad

26. ¿Qué piensa que son las necesidades o problemas mayores que enfrentan los Latinos en el norte del condado de Orange? [*Investigar: niños, sueldo, ancianos, alojamiento, salud, saneamiento, transportación, crimen*]
27. ¿Cuáles problemas o necesidades piensa que son los más importantes para abordar?
28. ¿Qué desearía que pasara para la comunidad Latina en los próximos 5-10 años?

Resolución de problemas y hacer decisiones

29. ¿Qué tipo de casos ha visto en esta área donde la gente se ayudan una a otra? [*Investigar: ¿Latinos ayudando a otros Latinos ¿personas que no son Latinas ofreciendo o recibiendo ayuda?*]
30. Piense en una vez cuando hubo un reto que enfrentaron los Latinos en esta área. Cuénteme de esa vez. ¿Qué paso? ¿Cómo resolvió la comunidad ese problema? [*Investigar: retos pueden ser cosas como inundaciones, preocupaciones acerca de la juventud, desacuerdos con ciertos acontecimientos*]

31. ¿Qué tipo de proyectos comunitarios han comenzado durante el tiempo que ha vivido aquí? ¿Cómo explicara su éxito o fracaso?
32. Si Ud. iba intentar resolver un problema en la comunidad Latina, ¿a quién intentara involucrar para que fuera exitoso?

Personas recomendadas para entrevistar

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

- Describa a esa persona u organización
- ¿Por qué piensa que las opiniones de esa persona fueran útiles para nosotros escuchar?

Recomendaciones para la junta comunitaria

34. 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?
35. ¿Tiene algunas ideas acerca de cómo podemos reclutar a personas que asistan a la junta comunitaria? (hora, lugar, publicidad)
36. Esperamos que ambas personas que hablan español e inglés asistan a la junta comunitaria? ¿Cómo podemos abordar las barreras de lenguaje?
37. ¿A quién deberíamos invitar?

Información adicional

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

Gracias nuevamente por su participación



WHAT IS AOCD? AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social,

economic, and health experiences of individuals who live in your community. The purpose is to better understand the experiences of members of the Latino community in Northern Orange County.

WHY ARE YOU PARTICIPATING IN AOCD?

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

WHAT WILL YOU BE ASKED TO DO?

You will be asked to participate in an individual interview with two team members from the UNC School of Public Health. The interview is made up of a series of questions about life in your community. An example of a general question is, "What is it like to live in your community?" There are no wrong answers or bad ideas, just different opinions. The interview will be one-time only and will take about 60 minutes of your time. If you agree to participate in the interview we will record your response on a piece of paper. Also, if you do not object, we would like to tape record the discussion to make we do not miss anything. Only members of our group will listen to the tapes. The tapes will be erased after our study is over. You can ask us to turn off the tape recorder at anytime.

If you decide to participate in this interview, you will be asked to sign an "informed consent" form. Signing the form means that you understand the purpose of the AOCD project and what you will be asked to do during the project. It also means that you understand that you can stop taking part in the project at any time you want to.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

You will have the opportunity to share your thoughts about the future of your community. You will not be paid to participate in this interview. There are no costs for participating in the study other than your time spent during this interview.

WHAT WILL WE DO WITH THE INFORMATION THAT WE GATHER?

The team will summarize the information gathered from interviews and focus groups (small groups assembled to identify and discuss key issues in the community) and present it both written and verbally to your community.



YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL.

Any information that you provide will remain confidential. Though your name and address may be collected, it will not be used in any way in the research study or linked to your responses. It will only be used to invite you to attend the community forum.

To protect your privacy, all of the information you provide will be stored only with an identification number, not with your name.

Every effort will be taken to protect the identity of the participants in this study. However, there is no guarantee that the information cannot be gotten by legal process or court order.

To ensure "confidentiality," you can pick a made up name, if you wish, to use during the project so that nobody will see your real name connected with the study.

Information such as age and sex may be gathered during the interview. These descriptive characteristics are collected only to help summarize our data. When we report the data, all identifying information will be removed. Your responses and comments will not be linked to you. The only people with access to all data are the members of the student team and the faculty advisors. All notes and audiotapes containing your interview responses will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 when the study is over.

CAN YOU REFUSE OR STOP PARTICIPATION?

Yes. If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You are free to stop participating at any time. You can refuse to answer any questions. During the interview you may ask that the recording be stopped at any time. Whether or not you choose to participate will have no effect on the services you receive within the community or any relationship with the University of North Carolina at Chapel Hill.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?

There are minimal physical, psychological, or social risks associated with participating in this study. Although you may not experience any direct benefits, your participation may help to make things better in your community over time. 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.



WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?

If you have any questions or concerns about this project or would like to receive

information on the progress of the project, please feel free to contact, collect if you wish, members of the student team which includes Deanna Kepka, Michelle Ramos, Emily Rodman, Rachel Willard, Samantha Woo and Abigail Zeveloff at (919)966-3919. This is a student project conducted under the supervision of the student team’s faculty advisor in Health Behavior Health Education at UNC, Dr. Eugenia Eng (919) 966.3909.

This study has been reviewed and approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics, a group that makes sure that study participants are treated fairly and protected from harm.

If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - - anonymously, if you wish -- the Public Health Institutional Review Board, Office of Human

Research Ethics: University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone, collect if necessary, (919)966.3012.

Agreement Statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my interview information for the Action-Oriented Community Diagnosis.

(your signature and date)

(team member signature and date)

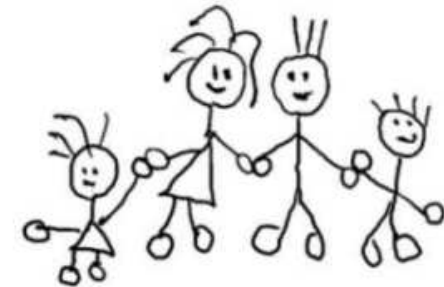
Thank you!



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

Consent Form for Community Members





¿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 norte del condado de Orange.

¿Por qué esta participando en este proyecto?

Ud. esta invitado a participar porque queremos saber sus ideas sobre las fortalezas, los retos y las necesidades de su comunidad. Alguien en su comunidad lo identificó como una persona que puede hablar sobre los puntos de vista de su comunidad en general.

¿Qué se va a pedir de Usted?

Se le va pedir que participe en una entrevista con dos miembros del grupo estudiantil de la Escuela de Salud Pública en la Universidad del Norte de Carolina. La entrevista consiste de una serie de preguntas acerca de su vida en el norte del condado de Orange. Un ejemplo de una pregunta general es, "¿Cómo es vivir en su comunidad? No hay ideas correctas o incorrectas, solamente opiniones diferentes. La entrevista se completara en una sesión y tomara alrededor de una hora de su tiempo. Si esta de acuerdo en hacer la entrevista, estaremos tomando notas escritas. También, si no tiene quisieramos grabar la entrevista para asegurar que no perdemos información

importante. Solamente miembros de nuestro grupo estudiantil escucharan el audio casete. El audio-casete será borrado al terminar el proyecto. Ud. puede pedir que se apague la grabadora en cualquier momento.

Si Ud. decide hacer la entrevista, se le pedirá que firme una forma de consentimiento. Al firmar esta forma Ud. esta indicando que entiende el propósito del proyecto y lo que se le pedirá hacer en cuanto a su participación. También significa que Ud. entiende que puede parar de participar en el proyecto en cualquier momento.

¿Qué es el beneficio de participar en este proyecto?

Ud. tendrá la oportunidad de compartir sus pensamientos sobre el futuro de la comunidad que Ud. sirve. No se le pagara por su participación en esta entrevista. No hay ningún costo para participar en el proyecto con la excepción de su tiempo.

¿Qué se va hacer con la información colectada?

El grupo estudiantil va crear un resumen de la información obtenida de todas las entrevistas y grupos de enfoque que conducimos y lo presentara por escrito y verbalmente a la comunidad del norte del condado de Orange.



Su participacion es voluntaria y confidencial

Cualquier información que Ud. provee se mantendrá confidencial. Si por alguna razón su nombre y domicilio es colectada, no será usada en ninguna manera en el proyecto ni será

conectado con sus respuestas. Esta información será usada para invitarlo a asistir a un foro comunitario al final del proyecto.

Para proteger su privacidad, cualquier información que Ud. provee se mantendrá confidencial. Toda la información que Ud. provee será guardada solamente con un número de identificación y no con su nombre. Todo esfuerzo se hará para proteger la identidad de los participantes en este proyecto. Sin embargo, no podemos garantizar que la información no sea obtenida por proceso legal u orden judicial.

Para asegurar "confidencialidad" Ud. puede elegir usar un nombre ficticio, si desea, u durante el proyecto para que nadie sepa su nombre verdadero.

Información, tal como edad y sexo, podría ser colectada durante la entrevista. Cuando reportamos la información toda la información de identificación se quitara para que sus respuestas y comentarios no puedan ser conectados a Ud. Las únicas personas que tienen acceso a toda la información son los miembros del grupo estudiantil y los consejeros de la facultad. Todas las notas y audio cassetes conteniendo sus respuestas se guardaran en un gabinete con llave en la Escuela de Salud Pública y serán destruidas cuando termine el proyecto en Mayo 2005.

¿Puede rehusar o parar su participación?

Sí. Si Ud. esta de acuerdo en participar en este proyecto, por favor entienda que su participación es voluntaria (no esta obligado a hacerlo). Ud. tiene la libertad de parar su

participación en cualquier momento. Ud. puede rehusar contestar cualquier pregunta. En cualquier momento durante la entrevista Ud. puede pedir que se pare de grabar la entrevista.

¿Cuales son los riesgos de participar en este proyecto?

Hay mínimos riesgos físicos, psicológicos y sociales asociados con tomar parte en este proyecto. Incluso si Ud. no recibe ningún beneficio directo, su participación podrá ayudar en mejorar su comunidad con el tiempo. Su decisión acerca de tomar parte en este proyecto no afectara ningunos de los servicios que recibe o pueda recibir en el futuro. Ud. puede decir sí o no a nuestra petición.

¿Quienes 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.

Si Ud. desea saber más sobre el proceso de aprobación por el Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos o tiene preguntas acerca de sus derechos, Ud. puede escribirle al Public Health Institutional Review Board, Office of Human Research Ethics: School of Public Health, CB#7400, UNC Chapel Hill, Chapel Hill NC 27599-7400. También puede llamar a cobrar al 919-966-3012.

Si Ud. esta interesado en hacer esta entrevista, por favor lea cuidadosamente la siguiente declaración de acuerdo. Después firme y ponga la fecha de hoy en la forma e entréguesela a una de las entrevistadoras. UD. recibirá una copia de esta forma para su archivo personal.

Este proyecto ha sido aprobado por el Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos de la Escuela de Salud Publica de la Universidad del Norte de Carolina.

Declaración de Acuerdo:

Al firmar esta forma de consentimiento yo le doy permiso a la Universidad del Norte de Carolina a usar mi la información de mi entrevista para el proyecto.

(su firma y la fecha de hoy)

(la firma del miembro del grupo estudiantil y la fecha de hoy)

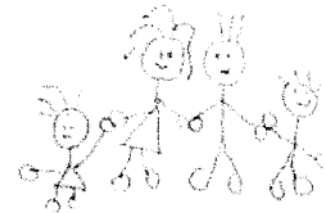
GRACIAS



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¿Quisiera participar en un proyecto para el bienestar de su comunidad?

Forma de Consentimiento para Miembros de la Comunidad



Focus Group Guide: Service Providers

Introduction:

Hello, my name is _____. I'm going to be leading our focus group today. This is _____, who will be taking notes and helping me during our discussion. We will be here about 90 minutes to talk with you about the Latino community in Northern Orange County. We are interested in your opinions concerning the strengths of this community as well as 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.

We ask that you do not discuss what you have heard in this room after the focus group is over. Please remember that you do not have to answer any questions that you are uncomfortable with and that there are no right or wrong answers. At this time, we will hand out a focus group confidentiality statement. If you agree with the statement, please sign the form.

1. Let's go around the room and please tell us about your agency and what services it provides.
2. How would you describe the people who utilize your services?
3. Do you know of other agencies that provide similar services? If so, what are they?
4. What barriers do people face when trying to access your agencies' services? Why? Are there groups that tend to be difficult for your agency to reach? *Probe: geographic, transportation, cultural, language*
5. How would you describe your community? *Probe: Would you define it as a community?*
6. What would you say are the strengths of the communities you serve?
7. If you were in charge of community services, what would you do? *Probe: What services would you offer? What programs would you change or cancel?*
8. Have I/we forgotten anything? Is there anything else you would like to say?
9. We are going to be conducting a community meeting where we will present our findings and discuss them with the community. Do you have any suggestions? *Probe: place, day of the week, time of day, format, who to invite, how to publicize, who should serve on planning group.*

Thank you again for your participation.



WHAT IS AOCD?

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social,

economic, and health experiences of individuals who are members of the Latino community of Northern Orange County.

WHAT WILL YOU BE ASKED TO DO?

If you decide to participate, you will be asked to participate in a 90 minute focus group, or 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.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

Although you may not experience any direct benefits, your participation may be beneficial to community improvement efforts. In addition, 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. We hope that this information will help improve the health status of your community. You will not be paid to participate in this focus group.

WHAT WILL YOU RISK BY BEING IN THIS PROJECT?

The risk to you for participating is minimal. However one potential risk may be that if you say any bad things about the community or the services you provide in the community and that

information is divulged, you may be at risk for losing your job. Such information could also affect any political career you may choose to have. We will do the best we can to protect you from this risk by keeping all data in a locked file cabinet at the School of Public Health. In addition, your name will never be attached to anything you say.

WILL THERE BE ANY COSTS TO YOU?

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.



YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL

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 at the School of Public Health and will be destroyed in May 2005 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. Whether or not you choose to participate will have no effect on the services you receive within the community or any relationship with 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.

REFRESHMENTS

Refreshments will be provided at the beginning of the focus group activity.



WHO ARE THE PEOPLE RUNNING THIS PROJECT? HOW CAN I CALL THEM?

If you have any questions or concerns about this project or would like to receive information on the progress of the project, please feel free to contact, collect if you wish, members of the

student team which includes Deanna Kepka, Michelle Ramos, Emily Rodman, Rachel Willard, Samantha Woo and Abigail Zeveloff at (919)966-3919. This is a student project conducted under the supervision of the student team's faculty advisor in Health Behavior Health Education at UNC, Dr. Eugenia Eng (919)966.3909.

This study has been reviewed and approved by the Public Health Institutional Review Board, Office of Human Research Ethics, a group that makes sure that study participants are treated fairly and protected from harm.

If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - - anonymously, if you wish -- the Public Health Institutional Review Board, Office of Human Research Ethics: University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone, collect if necessary, (919)966.3012.

AGREEMENT STATEMENT

By participating and signing below, you agree to:

- (1) keep everything that is shared in the focus group confidential and not share it with anyone outside of this focus group; AND
- (2) have the focus group tape recorded with the ability to stop the tape recording at any time.

(your signature and date)

(team member signature and date)

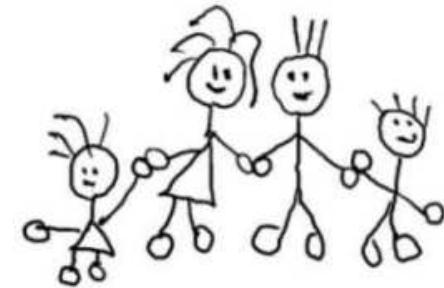
Thank you!



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

Focus Group Consent Form for Service Providers



Focus Group Guide: Community Members

Introduction:

Hello, my name is _____. I'm going to be leading our focus group today. This is _____, who will be taking notes and helping me during our discussion. We will be here about 90 minutes to talk with you about living in your community. We are interested in your opinions concerning the strengths of your community as well as 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.

We ask that you do not discuss what you have heard in this room after the focus group is over. Please remember that you do not have to answer any questions that you are uncomfortable with and that there are no right or wrong answers. At this time, we will hand out a focus group confidentiality statement. If you agree with the statement, please sign the form.

1. *Start with icebreaker.*
2. *What is it like living in your community? Probe: housing, recreation activities, transportation, employment, schools, community services, access to resources and services*
3. *What services and businesses do you use in the community?*
4. *What services and businesses do you not use in the community? Probe: Why don't you use these services?*
5. *What are service providers like in the community? Probe: attitude, behavior, how do they help you?*
6. *When there are problems in the community, how are they handled?*
7. *Is there anything else that you want to tell us about your community?*
8. *Are there people in the community who you think it is important for us to talk to about these issues?*
9. *We are going to be conducting a community meeting where we will present our findings and discuss them with the community. Do you have any suggestions? Probe: place, day of the week, time of day, format, who to invite, how to publicize, who should serve on planning group.*

Thank you again for your participation.

Guión para grupos de enfoque: Miembros de la comunidad

Introducción:

Hola, me llamo _____. Voy a estar guiando nuestro grupo de enfoque hoy. Ella se llama _____, y va a estar tomando apuntes y ayudándome durante nuestra charla. Vamos a estar aquí alrededor de 90 minutos para hablar con ustedes sobre el vivir en su comunidad. Nos interesan sus opiniones acerca de las fortalezas de su comunidad tanto como los retos que enfrentan. Sus ideas y opiniones sobre este tema son importantes, así que favor de decir lo que piensa.

Les pedimos que no hablen de lo que escuchan en este cuarto después de que termine el grupo de enfoque. Favor de recordar que no tienen que contestar ninguna pregunta que les hace sentir incómodo, y no hay respuestas correctas o incorrectas. En este momento, les daremos un contrato de confidencialidad. Si está de acuerdo con esa declaración, favor de firmar la hoja.

1. *Empezar con rompehielos.*
2. *¿Cómo es vivir en su comunidad? Investigar: alojamiento, actividades de diversión, transportación, empleo, escuelas, servicios de la comunidad, acceso a recursos y servicios*
3. *¿Cuáles servicios y negocios en la comunidad usan ustedes?*
4. *¿Cuáles servicios y negocios en la comunidad no usan? Investigar: ¿Por qué no usan esos servicios?*
5. *¿Cómo son los proveedores de servicios en la comunidad? Investigar: actitud, comportamiento, ¿cómo les ayudan?*
6. *Cuando hay problemas en la comunidad, ¿cómo son resueltos?*
7. *¿Hay algo más que nos quieren decir sobre su comunidad?*
8. *¿Hay gente en su comunidad que piensan que es importante que hablemos con ellos sobre estos asuntos?*
9. *¿Vamos a estar haciendo una reunión comunitaria donde vamos a presentar lo que aprendemos y conversar sobre eso con la comunidad. ¿Tienen algunas sugerencias? Investigar: lugar, día de la semana, hora, formato, a quién invitar, cómo hacer la publicidad, quién puede ayudar en el grupo de planificación*

Gracias otra vez por su participación.



WHAT IS AOCD?

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social,

economic, and health experiences of individuals who are members of the Latino community of Northern Orange County.

WHAT WILL YOU BE ASKED TO DO?

If you decide to participate, you will be asked to participate in a 90 minute focus group, or 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.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

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. We hope that this information will help improve the health status of your community. You will not be paid to participate in this focus group.

WHAT WILL YOU RISK BY BEING IN THIS PROJECT?

The risk to you for participating is minimal. However, talking about life issues can sometimes be uncomfortable.

WILL THERE BE ANY COSTS TO YOU?

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.



YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL

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 2005 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. Whether or not you choose to participate will have no effect on the services you receive within the community or any relationship with 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.

REFRESHMENTS

Refreshments will be provided at the beginning of the focus group activity.



WHO ARE THE PEOPLE RUNNING THIS PROJECT? HOW CAN I CALL THEM?

If you have any questions or concerns about this project or would like to receive information on the progress of the project, please feel free to contact, collect if you wish, members of the student team which includes Deanna Kepka, Michelle Ramos, Emily Rodman, Rachel Willard, Samantha Woo and Abigail Zeveloff at (919)966-3919. This is a student project conducted under the supervision of the student team's faculty advisor in Health Behavior Health Education at UNC, Dr. Eugenia Eng (919)966.3909.

This study has been reviewed and approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics, a group that makes sure that study participants are treated fairly and protected from harm.

If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - - anonymously, if you wish -- the Public Health Institutional Review Board, Office of Human Research Ethics: University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone, collect if necessary, (919)966.3012.

AGREEMENT STATEMENT

By participating and signing below, you agree to:

- (1) keep everything that is shared in the focus group confidential and not share it with anyone outside of this focus group; AND
- (2) have the focus group tape recorded with the ability to stop the tape recording at any time.

(your signature and date)

(team member signature and date)

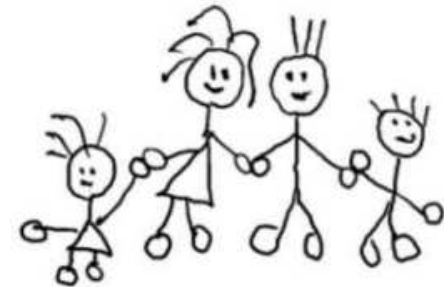
Thank you!

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

Focus Group Consent Form
for Community Members



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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 norte del condado de Orange.

¿Qué se va a pedir de Usted?

Si usted decide ser parte de este estudio, se le va pedir que participe en una plática o grupo de enfoque con otros miembros de la comunidad en el norte del condado de Orange. Esto tardará alrededor de 90 minutos para completar. Queremos aprender acerca de sus opiniones y pensamientos sobre las fortalezas y los retos de vivir en su comunidad. No hay respuestas correctas o incorrectas. Su participación es limitada a un grupo de enfoque y no será contactado para más sesiones.

¿Qué es el beneficio de participar en este proyecto?

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 participar?

Hay muy poco riesgo asociado con participar en el grupo de enfoque. Sin embargo, hablando sobre algunos temas de la vida a veces puede ser incomodo.

¿Hay algún costo en 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. Ud. puede usar un nombre ficticio si desea. Para mantener su confidencialidad y la confidencialidad de los demás participantes, le vamos a pedir a todos los participantes que no discutan la

información que se comparta durante el grupo de enfoque.

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 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 2005.

¿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.

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.

Declaración de Acuerdo

Al participar Ud. esta de acuerdo en:

- (1) mantener confidencial todo lo que se comparte en el grupo de enfoque y no compartirlo con nadie fuera de este grupo de enfoque
- y
- (2) que el grupo de enfoque sea grabado con la habilidad de parar la grabación en cualquier momento.

Declaración de Acuerdo:

Al firmar esta forma de consentimiento yo le doy permiso a la Universidad del Norte de Carolina a usar mi la información de mi entrevista para el proyecto.

(su firma y la fecha de hoy)

(la firma del miembro del grupo estudiantil y la fecha de hoy)

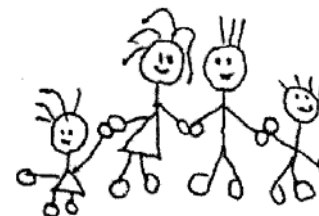
GRACIAS



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¿Quisiera participar en un proyecto para mejorar su comunidad?

Hoja Informativa Para un Grupo de Enfoque con Miembros de la Comunidad en Norte del Condado de Orange



Two page demographic survey

Confidential Participant Information

- 1. What is your age?..... |__|__|
- 2. Female
 Male
- 3. Are you...?..... Married
 Divorced
 Widowed
 Single
 Living as married
- 4. How many years of education did you complete? No school or kinder
 Elementary to 6th
 MS (Secundaria)
 HS (Preparatoria)
 1-2 yrs college or tech
 3-4 yrs of college
 College grad or more
- 5. How long have you lived in the United States? _____ Months / Years (*circle one*)
- 6. Where were you born? _____
- 7. Where do you live? _____ (City, Zip Code)
- 8. How long have you lived in North Carolina? _____ Months / Years (*circle one*)
- 9. Do you work...? Full-time
 Part-time
 Not currently working
 Retired

10. How many people live in your household, including yourself? |__|__|

How many children do you have? |__|__|

11. Do you...?

- Rent an apartment
- Rent a house
- Rent a room in a hotel
- Own an apartment/townhouse
- Own a house
- Own a trailer

11. How would you describe your ethnicity/culture? _____

Información personal anónima

1. ¿Cuál es su edad? |_||_||

2. Femenino
 Masculino

3. ¿Es usted? Casado/a
 Divorciado/a
 Viudo/a
 Soltero/a
 Viviendo con

pareja

4. ¿Cuántos años de escuela completo? Nada de escuela
 Elemental hasta 6to
 Secundaria
 Preparatoria
 Carrera técnica de 1 a 2 años
 Carrera técnica de 3 a 4 años
 Licenciatura o mayor

5. ¿Cuanto tiempo ha vivido en los Estados Unidos? _____ Meses/Años (*en circule uno*)

6. ¿Dónde nació? _____

7. ¿Dónde vive Ud.? _____ (Ciudad, Código Postal)

8. ¿Cuánto tiempo ha vivido en Carolina del Norte? _____ Meses/Años (*en circule uno*)

9. ¿Usted trabaja...? Tiempo completo
 Medio tiempo
 Actualmente me encuentro sin empleo
 Retirado

10. ¿Cuánta gente vive en su hogar incluyéndolo a usted? |__|__|

¿Cuántos hijos tiene usted? |__|__|

11. ¿Usted...?

Renta un apartamento

Renta una casa

Renta un cuarto en un hotel

Es dueño de un apartamento/residencia

urbana

Es dueño de una casa

Es dueño de un trailer

12. ¿Como se identifica culturalmente/de etnia? Por ejemplo, algunas personas dice Latino, Hispano. Mexicano, Americano. _____

Appendix B

List of Interviewees.....	73
Demographic Profile of Community Members	75

List of Interviewees

Date	Race/ ethnicity	Time in Orange County	Age	Sex	Position
11/4/04	White	Short (2-5 years)	Young Adult (19-34)	Female	SP
1/21/05	Latino	Newcomer (< 2 years)	Older adult (35-59)	Female	SP
1/28/05	White	Lifetime (> 10 years)	Older adult (35-59)	Female	SP
1/28/05	White	Lifetime (> 10 years)	Older adult (35-59)	Female	SP
1/29/05	Latino	Lifetime (> 10 years)	Older adult (35-59)	Female	SP
1/31/05	Latino	Lifetime (> 10 years)	Older adult (35-59)	Female	SP
2/2/05	White	Newcomer (< 2 years)	Young adult (19-34)	Female	SP
2/3/05	White	Short (2-5 years)	Young adult (19-34)	Female	SP
2/7/05	Latino	Newcomer (< 2 years)	Young adult (19-34)	Female	SP
2/17/05	Latino	Short (2-5 years)	Young adult (19-34)	Male	SP
2/17/05	Latina	Newcomer (< 2 years)	Young adult (19-34)	Female	Both
2/17/05	White	Lifetime (> 10 years)	Older adult (35-59)	Female	SP
2/18/05	White	Moderate (6-10 years)	Older adult (35-59)	Female	SP
2/21/05	Latino	Short (2-5 years)	Older adult (35-59)	Female	Both
2/23/05	White	Newcomer (< 2 years)	Young adult (19-34)	Female	SP
2/23/05	White	Lifetime (> 10 years)	Young adult (19-34)	Male	SP
2/23/05	White	Newcomer (< 2 years)	Young adult (19-34)	Female	SP
2/23/05	White	Newcomer (< 2 years)	Young adult (19-34)	Female	SP
2/23/05	Latino	Short (2-5 years)	Young adult (19-34)	Female	CM
2/23/05	Latino	Short (2-5 years)	Older adult (35-59)	Male	CM
2/24/05	White	Lifetime (> 10 years)	Older adult (35-59)	Female	SP
2/25/05	African American	Lifetime (> 10 years)	Senior citizen (60+)	Male	SP
2/27/05	Latino	Newcomer (< 2 years)	Older adult (35-59)	Female	CM
2/28/05	Latino	Lifetime (> 10 years)	Young adult (19-34)	Male	Both
2/28/05	Latino	Moderate (6-10 years)	Older adult (35-59)	Female	Both
3/1/05	White	Lifetime (> 10 years)	Older adult (35-59)	Male	SP
3/1/05	White	Lifetime (> 10 years)	Moderate (19-34)	Male	SP
3/1/05	Latino	Moderate (6-10 years)	Young adult (19-34)	Female	CM
3/2/05	Latino	Newcomer (< 2 years)	Young adult (19-34)	Female	CM
3/2/05	Latino	Short (2-5 years)	Young adult (19-34)	Female	CM
3/4/05	White	Lifetime (> 10 years)	Older adult (35-59)	Male	SP
3/4/05	Latino	Moderate (6-10 years)	Young adult (19-34)	Female	CM
3/4/05	Latino	Lifetime (> 10 years)	Older adult (35-59)	Female	Both
3/7/05	Latino	Newcomer (< 2 years)	Young adult (19-34)	Male	CM
3/7/05	Latino	Moderate (6-10 years)	Young adult (19-34)	Female	CM
3/9/05	White	Lifetime (> 10 years)	Older adult (35-59)	Male	SP
3/20/05	Latino	Newcomer (< 2 years)	Young adult (19-34)	Female	CM
3/20/05	Latino	Lifetime (> 10 years)	Older adult (35-59)	Female	CM
3/22/05	African American	Short (2-5 years)	Young adult (19-34)	Male	SP
3/25/05	Latino	Newcomer (< 2 years)	Young adult (19-34)	Female	CM

Individual interview participants

	Race/ethnicity	Time in Orange county	Age	Sex
		Newcomers (< 2 years) Short (2-5 years) Moderate (6-10 years) Lifetime (> 10 years)	Young adults (19-34) Older adults (35-59) Senior citizens (60+)	
Service Providers (20 total)	75% (15) White 15% (3) Latino 10% (2) African American	30% (6) Newcomers 20% (4) Short 5% (1) Moderate 45% (9) Lifetime	50% (10) Young adult 45% (9) Older adult 5% (1) Senior citizen	65% (13) Female 35% (7) Male
Both service providers and community members (8 total)	12.5% (1) White 87.5% (7) Latino	12.5% (1) Newcomer 12.5% (1) Short 12.5% (1) Moderate 62.5% (5) Lifetime	37.5% (3) Young adult 62.5% (5) Older adult	75% (6) Female 25% (2) Male
Community members (12 total)	100% (12) Latino	41.7% (5) Newcomers 25% (3) Short 25% (3) Moderate 8.3% (1) Lifetime	75% (9) Young adult 25% (3) Older adult	83.3% (10) Female 16.7% (2) Male

Focus groups participants

Date of focus group	Number of participants	Race/ethnicity	Sex
3/4/05	10 (10 new people)	100% Latino	100% Female
3/8/05	3 (2 new people)	100% Latino	100% Female
3/17/05	4 (4 new people)	100% Latino	100% Male
3/23/05	3 (2 new)	100% Latino	100% Female
3/23/05	4 (3 new)	100% Latino	100% Female
3/29/05	11 (5 new)	100% Latino	100% Female
	36 (27 new)		

Demographic profile summary for community member respondents

Demographic information collected on 33 of the 47 community members interviewed. The mean age of respondents was 32 years old, with a range of 19 – 69. The majority of respondents (81.3%) were female. [This means that we are missing demographic info on some of the mean, because I counted at least 8 men interviewed and we have demographic profiles on 6]. Most of the respondents were married (87.5%).

Civil State of respondents

Civil State	Number (Percentage)
Married	28 (87.5%)
Divorced	0 (0%)
Widowed	0 (0%)
Single	3 (9.4%)
Living with partner	1 (3.1%)

Educational level of respondents

Last level of education completed	Number (Percentage)
None	0 (0%)
Elementary	11 (36.7%)
Secondary (Middle School)	7 (23.3%)
Preparatory school (high school)	3 (10.0%)
Technical school (1-2 years)	5 (16.7%)
Technical school (3-4 years)	1 (3.3%)
Bachelor's degree or higher	3 (10.0%)

Birth place of respondents

Birth place of respondents	Number (Percentage)
Aguas Calientes, Mexico	10 (30.3%)
Mexico (state not specified)	13 (39.4%)
Michoacán, Mexico	1 (3.0%)
Guerrero, Mexico	1 (3.0%)
Mexico City, Mexico	3 (9.1%)
Guatemala	1 (3.0%)
Honduras	1 (3.0%)
Costa Rica	1 (3.0%)
Columbia	1 (3.0%)
Puerto Rico	1 (3.0%)

All community members interviewed who filled out demographic profiles were born outside the United States. Mean time in the U.S. was 7.5 years, and in North Carolina 6.5 years.

Where respondents live

Where respondents live	Number (Percentage)
Hillsborough	25 (80.6%)
Mebane	2 (6.5%)
Cedar Grove	2 (6.5%)
Efland	1 (3.2%)
North Carolina	1 (3.2%)

Employment status

Employment status of respondents	Number (Percentage)
Full time	9 (30.0%)
Part time	5 (16.7%)
Not working	16 (26.7%)

The average number of people in household was 4.5, with a range of 2-7 people. Mean number of kids in the house was 2, with a range of 0-5.

Housing situation

Housing situation	Number (Percentage)
Rent apartment	3 (9.7%)
Rent house	7 (22.6%)
Own house	10 (32.3%)
Own trailer	8 (25.8%)
Double up	2 (6.5%)
Rent trailer	1 (3.2%)

Cultural identity

Cultural identity	Number (Percentage)
Latino/a	8 (22.9%)
Mexicano/a	15 (42.9%)
Hispano/a	12 (34.3%)

* percentages add up to more than 100 because some respondents listed more than one cultural identity

Appendix C

Secondary Data Sources	78
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Secondary Data Sources

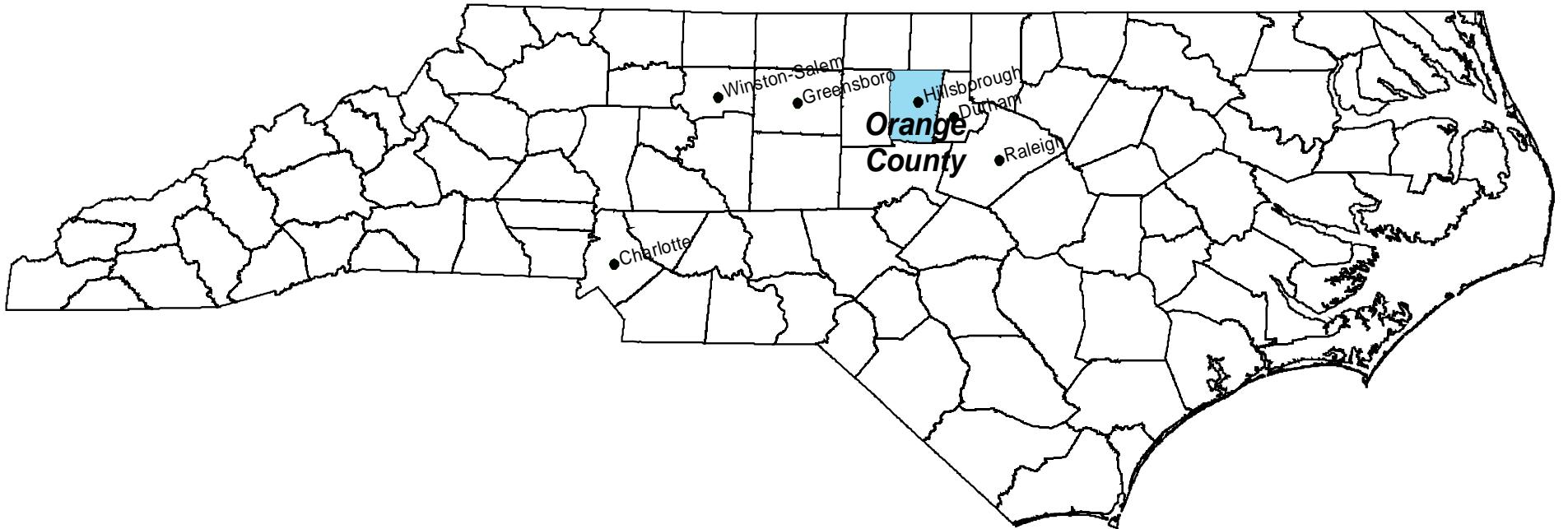
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21. Phone conversations and e-mail correspondence with representatives from named organizations, Prospect Hill Community Health Center, Piedmont Health Services and Orange County Health Department.

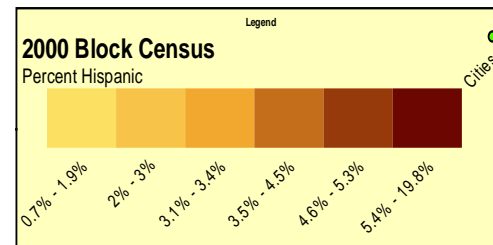
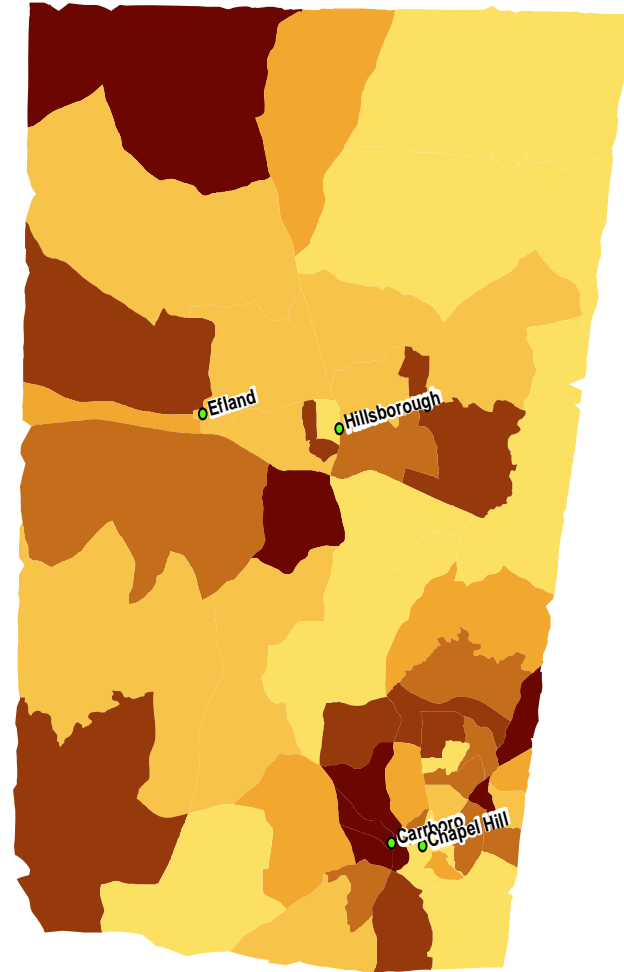
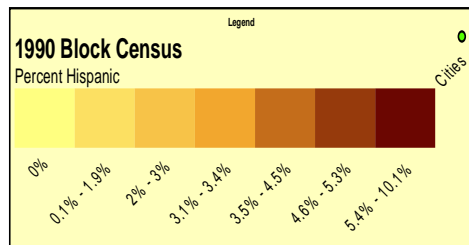
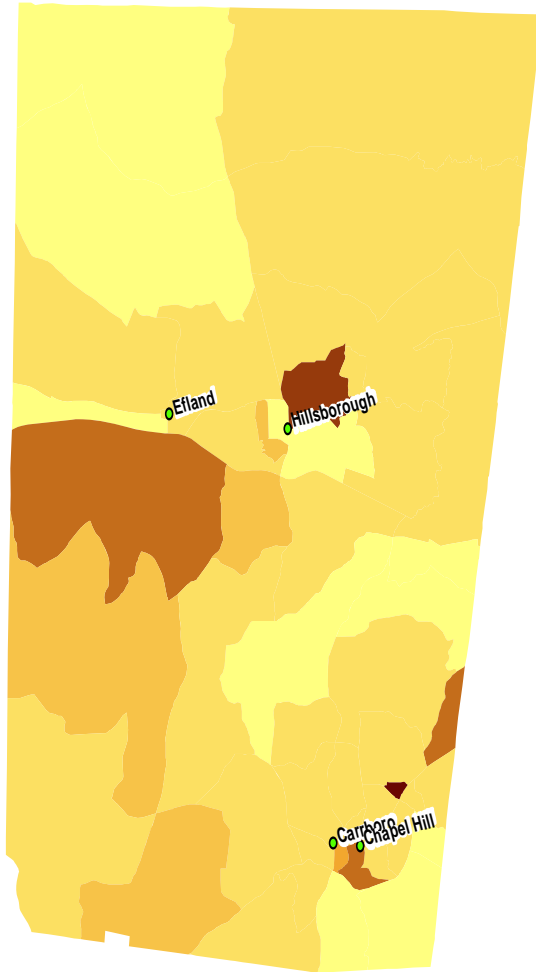
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Orange County, North Carolina



Orange County, North Carolina: Percent Latino in 1990 and 2000 as Documented by the US Census



Appendix E

Field note observations in Northern Orange County	84
Quantity of field notes for each observed event	85

Field note observations in Northern Orange County

Category	Number of Events	Event	Date
Agency Meeting	1	CALDO Meeting (Orange County service provider meeting)	December 7, 2004
Guided Tour	1	Windshield Tour	October 4, 2004
Guided Tour	1	Prospect Hill Community Health Center Tour	November 29, 2004
Guided Tour	1	Hillsborough Dental Clinic	November 22, 2004
Guided Tour	1	Hillsborough Clinic	November 1, 2004
Guided Tour	1	Service Provider tour of Northern Orange County	November 19, 2004
Unguided Tour	2	El Rodeo Hillsborough Tienda	October 15, 2004 November 13, 2004
Unguided Tour	1	Buckhorn Flea Market	November 21, 2004
Community Event	3	Abundant Life Church Service	November 14, 2004 February 5, 2005 February 13, 2005
Community Event	2	Holy Family Catholic Church Service	February 6, 2005 February 13, 2005
Community Event	1	Abundant Life Spanish Concert	February 5, 2005
Community Event	1	Bilingual Story Time	November 9, 2004

Quantity of field notes for each observed event

Name of Event	Number of Field Notes
CALDO Meeting	3
Windshield Tour	6
Prospect Hill Community Health Center Tour	5
Hillsborough Dental Clinic Tour	2
Hillsborough Clinic	2
Service Provider Tour of Northern Orange County	1
El Rodeo Hillsborough Tienda	2
Abundant Life Church Service	4
Holy Family Catholic Church Service	3
Abundant Life Spanish Concert	2
Buckhorn Flea Market	6
Bilingual Story Time	2

Appendix F

Community Forum Materials

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Foro Comunitario de los Latinos del Norte del Condado de Orange

Reunión

Martes, 22 de Marzo, 5:30pm-7:00pm

- 5:30-5:45 Introducciones y Rompehielos
- 5:45-6:15 Expectativas y Esperanzas
- ¿Para que es el Foro Comunitario?
 - ¿Que expectativas tienen personas en la comunidad de las estudiantes?
 - ¿Que expectativas tienen las estudiantes de las personas en la comunidad?
- 6:15-6:30 Promoción del Foro en la comunidad
- Acceso a la comunidad
 - Revisión del volante y la invitación
- 6:30-6:45 Ideas para comida y música
- Donaciones
 - Coordinadores
- 6:45-7:00 Resumen y Tarea
- Promoción en la comunidad
 - Facilitadores durante el Foro

Próxima Reunión: Miércoles, 30 de Marzo, 5:30-7:00pm

Community Forum for the Latinos of Northern Orange County

**Meeting
Tuesday, March 22nd, 5:30-7:00pm**

- 5:30-5:45 Introductions and Icebreaker
- 5:45-6:15 Expectations y Hopes
- What will the Community Forum *do*?
 - What expectations do the people in the community have of the students?
 - What expectations do the students have of the people in the community?
- 6:15-6:30 Promotion of the Forum in the community
- Accessing the community
 - Revisions of the flyer and invitation
- 6:30-6:45 Ideas for food and entertainment
- Donations
 - Coordinators
- 6:45-7:00 Review and take home tasks

Next Meeting: Wednesday, March 30, 5:30-7:00pm

Foro Comunitario del Norte del Condado de Orange

**Reunión
Martes, 30 de Marzo, 5:30pm-7:30pm**

- 5:30-5:40 Introducciones
- 5:40-5:55 Explicación de un “diagnóstico comunitario” y del foro comunitario
- ¿Qué es el papel del grupo estudiantil?
 - ¿Qué es el papel del comité de planificación?
 - Expectativas y resultados del foro comunitario
- 5:55-6:40 Presentación y discusión de temas emergentes
- Votación para temas
 - Resumen de temas finales
 - Voluntarios para discusión en grupos pequeños
- 6:40-7:10 Discusión de la agenda para el foro comunitario
- Lluvia de ideas para nombrar el evento
 - Comentarios introductorios
- 7:10-7:25 Otras logísticas del foro
- Donaciones conseguidas hasta hoy
 - Comida y idea de “potluck”
 - Música
- 7:25-7:30 Resumen y Tarea

Próxima Reunión: Jueves, 7 de Abril, 5:30-7:30pm

Community Forum for Northern Orange County

**Meeting
Tuesday, March 30th, 5:30pm-7:30pm**

- 5:30-5:45 Introductions
- 5:40-5:55 Explanation of Action-oriented community diagnosis and community forum
- What is the role of the student team?
 - What is the role of the forum planning committee?
 - Expectations and forum outcomes
- 5:55-6:40 Presentation and Discussion of emergent themes
- Voting on themes
 - Summary of final themes
 - Volunteers for small group discussions
- 6:40-7:10 Discussion of forum agenda
- Brainstorming names for community forum
 - Introductory remarks
- 7:10-7:25 Other forum logistics
- Donations obtained to-date
 - Food and potluck idea
 - Music
- 7:25-7:30 Review and take home tasks

Next Meeting: Thursday, April 7, 5:30-7:30pm

Foro Comunitario de los Latinos del Norte del Condado de Orange

Reunión

Jueves, 7 de Abril, 5:30pm-7:00pm

5:30-5:45	Nombre del Evento/ Event Name
5:45-6:00	Revista de la Agenda del Foro/ Review of Forum Agenda
6:00-6:15	Promoción en la comunidad/ Promotion in the community <ul style="list-style-type: none">• Cuantos personas esperamos?/ How many people do we expect?• Dos días más para promover el Foro!/ Two days left to promote the Forum
6:15-6:30	Que queremos que diga Fabiola al público?/ What do we want Fabiola to say to the public?
6:30-6:45	Recuerdos y Agradecimientos/ Reminders and Thank yous

**The UNC Student Group
invites you to the
Northern Orange County
Latino Community Forum**



Por favor acompañenos en este
evento comunitario muy especial

Fecha: sábado, 9 de abril 2005

Hora: 4:00PM – 7:00PM

Lugar: El Edificio de Parques y Recreación
300 W. Tryon Street
Hillsborough, NC
(junto a la biblioteca de Hillsborough)

Esperamos que pueda asistir.

Atentamente,
Abby, Deanna, Emily, Michelle,
Rachel & Samantha
Para más información llame a 923-3269

Please join us in this very special
community event

Date: Saturday, April 9th 2005

Time: 4:00PM – 7:00PM

Place: The Hillsborough Parks and
Recreation Center
300 W. Tryon Street
Hillsborough, NC
(next to the Hillsborough Library)

We hope to see you there.

Sincerely,
Abby, Deanna, Emily, Michelle,
Rachel & Samantha
For more information call 923-3269

Help To Improve Your Community!

All are welcome



**A Special and Free
Event for the
Entire Family
with:
Food
Music
Children's
Entertainment**

Participate in the Northern Orange County Community
Forum

Date: Saturday, April 9th 2005

Time: 4:00PM – 7:00PM

Place: The Hillsborough Parks and Recreation Center
300 W. Tryon Street
Hillsborough, NC
(next to the Hillsborough Library)

See map on the reverse side of this flyer

**Take this opportunity to meet and discuss with some of your neighbors
issue that affect your community**

If you have questions call (919) 923-3269

Sponsored by the School of Public Health at the University of North Carolina, Chapel Hill
and the Orange County Department of Public Health

¡Ayude a mejorar su comunidad!

Todos bienvenidos



**Un Evento
Especial y Gratis
Para Toda la
Familia Con:
Comida
Música
Entretenimiento
para niños**

Participe en el foro comunitario del Norte del condado de
Orange

Fecha: sábado, 9 de Abril 2005

Hora: 4:00PM – 7:00PM

Lugar: El Edificio de Parques y Recreación
300 W. Tryon Street
Hillsborough, NC
(junto a la biblioteca de Hillsborough)

Hay un mapa al lado reverso de esta hoja

**Tome esta oportunidad para conocer y platicar con sus vecinos sobre
temas que afectan su comunidad**

Si tiene preguntas llame al (919) 923-3269

Patrocinado por la Escuela de Salud Pública de la Universidad de Carolina del Norte
y El Departamento de Salud Pública del Condado de Orange



¡Celebrating Our Community!



**Latino Community Forum of
Northern Orange County
Saturday, April 9, 2005
4:00-7:00 p.m.
Hillsborough, NC**

Thank yous

- * The Latino community of Northern Orange County
- * The Community Forum planning committee
- * The Orange County Health Department
- * The Orange County Department of Recreation and Parks
- *
- * The School of Public Health at the University of North Carolina
- * Community Forum donors:

Walmart	Food Lion
Carolina Inn	Casa Ibarra
Bandido's	Papa John's Pizza
Anna Maria's Pizzeria	Maxway
Orchid Nails	Subway
Balloons and Tunes	Harris Teeter
Gourmet Coffee Cafe	

Strengths of the Latino Community

The Latino community has many traditional values, such as the importance of family, hard work, and the church.

The Latino community provides a lot of support and assistance to its members and helps to orient each other to life in the area.

The Latinos of Northern Orange County want to improve their quality of life and better themselves through educational and professional opportunities.

The Latinos of Northern Orange County value the safety and tranquility of the area in which they live.

Forum Themes

There is a lack of public transportation in Northern Orange County.

There is a need for more service providers in Northern Orange County with linguistic and cultural competency.

There is a need for more adult education in Northern Orange County, such as ESL classes and job skills training.

There is a need for a central location in Northern Orange County that provides the Latino community with information about existing health and social services.

The Latino community needs more dental care services that are affordable.

Schedule

4-4.15	Arrival and Welcome	
4.15-4.20	Student presentation on the AOCD process and a Summary of the results	
4.20-4.25	Community member comments	
4.25-4.30	Service provider comments	
4.30-4.45	Themes presentation	Rifa 1
4.45-5.45	Break Out sessions	
5.45-6:15	Regroup and present action step summaries	
6.15-6.30	Health Ambassadors graduation	
6.30-6.35	Closing remarks	Rifa 2
6.30-7.00	Dinner and Dancing!	Rifa 3

Agradecimientos

- * La comunidad Latina del Norte del Condado Orange
- * El comite de la planificación del Foro Comunitario
- * El Departamento de Salud del Condado de Orange
- * El Departamento de Recreación y Parques del Condado de Orange
- * La Escuela de la Salud Pública de la Universidad de North Carolina
- * Negocios que patrocinaron el Foro Comunitario:

Walmart	Food Lion
Carolina Inn	Casa Ibarra
Bandido's	Papa John's Pizza
Anna Maria's Pizzeria	Maxway
Orchid Nails	Subway
Balloons and Tunes	Harris Teeter
Gourmet Coffee Cafe	Paint the World
School Kids' Music	Whole Foods Market
McCallister's Deli	

¡Celebrando Nuestra Comunidad!



**Foro Comunitario de los Latinos del
Norte de Orange
Sábado, 9 de Abril, 2005
4:00-7:00 p.m.
Hillsborough, NC**

Fortalezas de la Comunidad

La comunidad Latina mantiene muchos valores tradicionales, como la importancia de la familia, el trabajo, y la iglesia.

La comunidad Latina da mucho apoyo y ayuda a sus miembros, y se ayudan entre ellos a orientar a la vida en esta área.

Los Latinos del Norte del Condado de Orange quieren mejorar su calidad de vida y mejorarse através de oportunidades educacionales y profesionales.

Los Latinos del Norte del Condado de Orange valuan la seguridad y la tranquilidad del área en donde viven.

Temas del Foro

Hay una falta de transportación pública en el Norte del Condado de Orange.

Hay una necesidad para mas proveedores de servicios en el Norte del Condado de Orange con competencia linguística y cultural.

Hay una necesidad para más educación adulta en el Norte del Condado de Orange, como clases de inglés y entrenamiento para empleo.

Hay una necesidad para un lugar central en el Norte del Condado de Orange que provee la comunidad Latina con información acerca de los servicios sociales y de salud que existen.

La comunidad Latina necesita más servicios dentales de bajo costo.

Horario del Programa

4-4.15	Llegada y Abertura	
4.15-4.20	Presentación estudiantil del Proceso de AOCD y Resúmen de los resultados	
4.20-4.25	Comentario de una miembro de la comunidad	
4.25-4.30	Comentario de una provedora de servicios	Rifa 1
4.30-4.45	Presentación de los temas	
4.45-5.45	Trabajo en grupos pequeños	
5.45-6.15	Reagrupar y presentar los pasos de acción	
6.15-6.30	Graduación de los Embajadores de Salud	
6.30-6.35	Clausura	Rifa 2
6.30-7.00	Comer y Bailar!	Rifa 3

* La música proveída por La Familia Llanos ¡Gracias!

Strengths of the Latino Community

- The Latino community has many traditional values, such as the importance of family, hard work, and the church.
- The Latino community provides a lot of support and assistance to its members and helps to orient each other to life in the area.
- The Latinos of Northern Orange County want to improve their quality of life and better themselves through educational and professional opportunities.
- The Latinos of Northern Orange County value the safety and tranquility of the area in which they live.

Small Group Discussion Facilitation

Theme: There is a need for a central location that provides information to Latinos about existing health and social services.

PLAN A: Force Field Analysis

Situation: There is no central location in Northern Orange County that provides information to Latinos about existing health and social services.

PLAN B: ORID

ORID trigger:

Liliana wants to take English classes, but she can't find one that she likes and that offers child care. Her husband, Edgar, was an electrician in Mexico and wants to get his license in the United States, but doesn't know what he has to do. He also got a speeding ticket last week and isn't sure whether or not he has to go to court, or where to go. Their daughter, Raquel, can't hear very well and is about to start kindergarten. Liliana and Edgar want to find special help for her, but they don't know who to ask. They don't know where to find the answers to their questions.

O: What is happening in this story? What are some of the things that caught your attention?

R: How do you think Liliana and Edgar are feeling? How did the story make you feel?

I: What important issues did the story bring up for you? What are some things we could talk about further?

D: What is needed to help improve this situation? What steps can we take? What would be the first action step?

Theme: The Latino community needs more dental care services that are affordable.

PLAN A: SHOWED

SHOWED Trigger:

Lourdes is a mother of 4 young children. She moved to North Carolina 3 years ago to be with her husband, who works in construction for a company in Hillsborough. Her kids are in Head Start, and sometimes people come to check their teeth and tell the mothers if they need to see a dentist. Lourdes listens to them and takes her kids to the dentist when they tell her something is wrong, but she knows other families who don't take their kids in.

A week ago, Lourdes's tooth started hurting, and now it aches so much that it's hard to sleep or eat. She called a private office, and they told her that it would cost \$130 if it was a simple filling, plus \$75 for an initial visit. Lourdes told her neighbor about the situation, and her neighbor gave her a number to call, and told her that they could help her at a lower cost, because it is a county clinic. Lourdes called that number, and the woman told her that the first appointment that they had was in three weeks.

S: What words did you hear in that story?
What stood out to you?

H: How do you think that Lourdes feels?
How do you think that the woman she talked to at the clinic feels?

O: How does this story relate to our lives?
How do you think that you would feel in a situation like this?

W: What do you think is the problem?
How did this situation happen?
What do you think are the root causes of this problem?

E: What are the messages that we can learn from this?

D: What can we do about this kind of situation in our lives?

PLAN B: Force Field Analysis

Theme: There is a need for more adult education such as ESL classes and job skills training.

PLAN A: ORID

ORID Trigger:

Juana has been living in the United States for almost a year with her husband and two children. She has been looking for a job to earn some extra money, but is constantly told that she does not have the skills required for the position. She has been asking her friends where she can go to get training in these skills, but no one knows of any classes that are offered in Spanish. She understands some English but does not know how to speak very well. Although she wants to learn English, classes in her area are either at an inconvenient time, too advanced for her level, or do not provide childcare. One day, after getting turned away from another job, she is very frustrated with her situation. She says “A veces cuando hablas con otra persona, tu le entiendes bien pero a veces no sabes como decirle para atrás. A lo mejor, si hablaba inglés fuera diferente, dice lo que uno siente.”

O: What words or phrases do you remember from the story?
What is happening in the story?

R: How do you think Juana is feeling?
What kinds of similar challenges have we faced?
How did you feel listening to the story?

I: What is the problem?
What are the causes of this problem?
What important issues did this story bring up for you?

D: What can we do to improve this situation?
What can others do to improve this situation?
What would be the first action step?

PLAN B: Force Field Analysis

Theme: There is a need for more linguistically and culturally competent service providers.

PLAN A: ORID

ORID Trigger:

Drawing and quotes

- O:** What stands out to you in the drawing?
What words or phrases stand out from the quotes?
- R:** How do you think the patient in the drawing is feeling?
How do you think the service provider in the drawing is feeling?
How does this situation relate to your own experiences?
- I:** What is the problem?
What changes would the patient want to see when she comes back for a future appointment?
- D:** What can be done to improve this situation?
What would be the first action step?

PLAN B: Force Field Analysis

Theme: There is a lack of transportation in Northern Orange County.

PLAN A: Force Field Analysis

Situation: There is not enough public transportation available in Northern Orange County.

PLAN B: ORID

ORID Trigger:

Picture and quotes. Note below.

O:

R:

I:

D:

Grupo que va platicar sobre un lugar central

Tema: Hay una necesidad para un lugar central en el norte de Orange que provee información acerca de servicios sociales y de salud disponibles a la comunidad Latina.

Técnica que se utilizara: Análisis de Force Field

Situación: No existe un lugar central en el norte de Orange que provee información acerca de servicios sociales y de salud disponibles a la comunidad Latina.

Técnica alternativa: ORID

Situación: Liliana quiere tomar clases de ingles, pero no encuentra una que funciona con su horario de trabajo y que ofrece cuidado de niño. Su esposo, Edgar, trabajaba de electricista en México y quiere sacar su licencia en los Estados Unidos, pero no sabe que hacer para conseguirla. También, la semana pasada lo multaron por exceso de velocidad y no esta seguro si tiene que ir a la corte ni sabe donde ir. Su hija, Patty, tiene un poco de sordera y esta lista para entrar al kinder. Liliana y Edgar quieren buscar ayuda especial para ella pero no saben a quien preguntarle acerca de este problema. No saben donde acudir para las respuestas a sus preguntas.

O: ¿Qué esta pasando en este cuento? ¿Qué son algunos puntos en el cuento que llamaron su atención?

R: ¿Cómo piensan que se sienten Edgar y Liliana? ¿Cómo le hizo sentir el cuento a Ud.?

I: ¿Cuáles temas importantes surgieron para Uds. al escuchar esta situación? ¿Qué son algunos puntos que pudiéramos desarrollar más a través de nuestra plática?

D: ¿Qué se necesita hacer para mejorar esta situación? ¿Qué medidas podemos tomar? ¿Qué sería el primer paso?

Grupo que va platicar sobre servicios dentales

Tema: La comunidad Latina necesita más servicios dentales de bajo costo.

Técnica que se utilizara: SHOWED

Técnica alternativa: Análisis de Force Field

SHOWED

Situación: Lourdes es una madre de cuatro hijos. Se movió a Carolina del Norte hace tres años para estar con su esposo, que trabaja en construcción para una compañía en Hillsborough. Sus hijos están en Head Start, y a veces unas personas vienen a Head Start para revisar los dientes de los niños y decirles a los padres si necesitan ver un dentista. Lourdes les escucha y lleva sus hijos al dentista cuando le dicen que algo está mal, pero conoce otras familias que no escuchan este consejo y no llevan sus hijos al dentista.

Hace una semana, le empezó a doler una muela a Lourdes. Ahora le duele tanto que es difícil dormir o comer. Llamó a una oficina privada, y le dijeron que cuesta \$130 para un empate sencillo, y \$75 más para la consulta inicial. Lourdes habló con su vecino, que le dio un número de teléfono para llamar, y le dijo que ellos le podrían ayudar a bajo costo, porque es una clínica del condado. Lourdes llamó ese número. La señora que contestó le dijo que la primera cita que tenían era en tres semanas.

S: ¿Cuáles palabras escucharon en ese cuento?
¿Qué puntos resaltan para Uds. en este cuento?

H: ¿Cómo creen que Lourdes se sintió?
¿Cómo creen que la señora en la clínica dental del condado se sintió?

O: ¿Cómo se relaciona este cuento a nuestras vidas?
¿Cómo creen que se sentirían ustedes en una situación como esta?

W: ¿Cuál es el problema aquí?
¿Cómo ocurrió esta situación?
¿Qué creen que son los factores que dan raíz a este problema?

E: ¿Cuáles son los mensajes que nosotros podemos aprender de esto?

D: ¿Qué podemos hacer acerca de este tipo de situación en nuestras vidas?

Grupo que va platicar sobre educación adulta

Tema: Hay una necesidad para más educación adulta como clases de inglés y entrenamiento de empleo.

Técnica que se utilizara: ORID

Técnica alternativa: Análisis de Force Field

ORID

Situación: Juana ha vivido en los Estados Unidos casi un año con su esposo y dos hijos. Ha estado buscando trabajo para ganar más dinero pero siempre le dicen que no tiene la capacidad requerida por la posición. Ha estado preguntando a sus amigas donde puede acudir para recibir entrenamiento de empleo pero nadie sabe de clases que se ofrecen en español. Juana entiende un poco de inglés pero no sabe como hablarlo muy bien. Aunque quiere aprender inglés, las clases en su área toman lugar a una hora inconveniente, son muy avanzadas para un nivel o no proveen cuidado de niño. Un día después de que la rechazaron de otro trabajo, ella se siente bastante frustrada con su situación y dice: “A veces cuando hablas con otra persona, tu le entiendes bien pero a veces no sabes como decirle para atrás. A lo mejor, si hablaba inglés fuera diferente, dice lo que uno siente.”

O: ¿Qué palabras o frases recuerda en el cuento?
¿Qué esta pasando en este cuento?

R: ¿Cómo piensa que se siente Juana?
¿Cómo se sintió al escuchar esta situación?
¿Qué tipo de retos similares han enfrentado en sus propias vidas?

I: ¿Qué es el problema?
¿Qué creen que son los factores que dan raíz a este problema?
¿Cuáles temas importantes surgieron para Uds. al escuchar esta situación?

D: ¿Qué se pudiera hacer para mejorar esta situación? ¿Qué medidas podemos tomar?
¿Qué sería el primer paso?

Grupo que va platicar sobre proveedores de salud con competencia lingüística y cultural

Tema: Hay una necesidad para más proveedores de servicios en el norte de Orange con competencia lingüística y cultural.

Técnica que se utilizara: ORID

Técnica alternativa: Análisis de Force Field

ORID

Situación: Dibujo de Abby acompañado por citas claves

O: ¿Cuáles cosas resaltan para Uds. en este dibujo?
¿Qué palabras o frases recuerdan en el las citas que escucharon?

R: ¿Cómo se siente la clienta en el dibujo?

¿Cómo se siente la proveedora de servicios en el dibujo?
¿Cómo se relaciona esta situación en el dibujo a nuestras propias experiencias?

I: ¿Qué es el problema?
¿Qué cambios le gustaría ver a la clienta la próxima vez que tiene una cita?

D: ¿Qué podemos hacer para mejorar esta situación?
¿Qué pueden hacer otras personas para mejorar esta situación? ?
¿Qué sería el primer paso?

Grupo que va platicar sobre transportación pública

Tema: Hay una falta de transportación pública en el norte de Orange.

Técnica que se utilizara: Análisis de Force Field

Situación: No existe suficiente transportación pública en el norte de Orange.

Técnica alternativa: ORID

Situación: Foto acompañada por citas claves

O: ¿Cuáles cosas resaltan para Uds. en esta foto?
¿Qué palabras o frases recuerdan en el las citas que escucharon?

R:
¿Cómo se relaciona esta situación en el dibujo a nuestras propias experiencias?

I: ¿Qué es el problema?

D: ¿Qué se puede hacer para mejorar esta situación?
¿Qué sería el primer paso?

Theme: There is a need for more linguistically and culturally competent service providers.



Back Up Transportation Trigger



Community Member:

Esa es una de las barreras, que en la comunidad que no hay transportación pública, y el transporte que ofrece el condado está muy limitado, es para mayores de edad o que califican para el Medicaid.

This is one of the barriers for the community that there is no public transportation and the transportation that is available is very limited. It is for the elderly or those who qualify for Medicaid.

Service Provider:

Transportation is a major problem that should be addressed. Latinos help each other out all the time with giving each other rides.

Transportación es un problema grave que se debe tratar. Latinos se ayudan todo el tiempo con darse un aventón.

Transportation

Actual Situation: There is a lack of public transportation in Northern Orange County.

Supporting Factors (to promote transportation):

- Bilingual bulletins
- Develop community meetings
- Publicity about the system, the schedule, and routes served
- Radio publicity
- Distribute information through churches, schools, the Health Department, workplaces, and stores
- Bilingual employees at the Department of Transportation

Hindering Factors:

- The language barrier
- Perceptions about the transportation system, who it serves, and available routes
- Cost of transportation
- The current schedule does not match the work schedule of many community members
- The Department of Transportation does not know the needs of the Latino community and is not able to conduct surveys

Action Steps:

- Community member will take bulletins to her church
- In August, Department of Transportation official will have a meeting with the community to inform them of the new system, if the new route takes place.
- Community member will translate at the meeting
- Community member will ask to have a Latino representative on the board
- Service provider will distribute bulletins in various community agencies
- Department of Transportation official will be the liaison between the office and the Latino community

More Service Providers with Cultural and Linguistic Competency

Actual Situation: There is a lack of culturally and linguistically competent service providers.

Important Themes:

- The organizations recognize that there is a need for bilingual service providers
- There are problems with community members fully understanding information they receive from providers who are not bilingual

The Causes:

- The lack of bilingual service providers
- Adult education for the Latino community

Possible Solutions:

- Bilingual materials about available services
- Opportunities to translate the current informational materials
- Have a person in the community who knows a little English
- Spanish-speaking individuals need to be more “visible” to the organization, service, store, etc...

Action Steps:

- Invite the following agencies to a session on how to find bilingual service providers:
 - o Hillsborough Clinic
 - o Department of Social Services
 - o Day Care
 - o Schools (for parent/teacher conferences)
 - o Police Department
 - o The Court (for traffic tickets)
- A job fair for employers
- Share resources and bilingual providers between counties and neighborhoods
- Provide more adult education
- Education from children to adults
 - o Parents/guardians learn 3 new words a day from their school age children
- Community members need to be vocal in the services that are used.
- An information list about English classes in all agencies that serve the Latino community

Adult Education

Actual Situation: There is a need for more adult education, English classes, and job training.

Important Themes:

- The language – to know English
- More information about available childcare
- Necessary preparation in order to have better jobs
- More information about existing English classes
- The schedule of classes
- The different levels of classes
- Transportation

The Causes:

- The language barrier
- Community members' work schedules
- Information about where to go to learn English and do job training
- Where can one go to study English?
- Lack of childcare for those who want to study

Possible Solutions:

- Have classes in a place where there is childcare
- Produce a class schedule that is convenient for those who have children
- Community members should involve themselves in establishing classes
- Community members should fight for their objectives
- Have classes at a location close to people's homes

Action Steps:

- The location: find a place where one is able to study and have childcare
- Ask the library for more information
- Ask the churches for a location
- Develop relationships with teachers
- Ask social services for more information
- Ask day care about possible childcare
- Ask the schools
- Ask people who work in the community (police officers, politicians)
- Community members, with the help of a service provider, will be in charge of looking for a place where classes may be held

Central Location for Information

Actual Situation: There is no central place in Northern Orange County that provides information about social services and available health services to the Latino community.

Goal I: Establish a central place with human resource capacity to provide needed information to the Latino community.

Supporting Factors:

- There are already natural leaders within the community
- There is a group in the county that coordinates services for people who do not speak English (CALDO)
- There are services in Spanish
- A representative of the county is at this break-out session
- There is capacity for volunteerism
- Much information already exists about such services
- CALDO and other agencies have an interest in developing a central location for information.

Hindering Factors:

- Money and funding
- The time needed to efficiently plan
- Lack of a physical space
- Lack of transportation
- Issues with advancing this goal in the community

Action Steps:

- Talk with people at:
 - o The library
 - o Volunteers for Youth
 - o County schools
 - o The churches
 - o The County
- Petition the community
- Petition service providers
- Establish a planning committee with service providers

Dental Services

Actual Situation: There is a need for more affordable dental services

Defining the problem:

- Lack of education on oral health (preventing cavities, understanding the importance of dental health)
- Scarcity of resources (priority of resources is for children's health and adults are lacking care)

Barriers:

- Schedule of dental clinics and services (many parents work long hours and on Saturdays)
- Transportation to dental clinics
- Service providers have a difficult demonstrating the need for greater services:
 - o Lack of participation from the Latino community in existing programs
 - o Lack of knowledge of services
 - o Limited reach of existing dental care programs (i.e. reaching children who are not in Headstart)

Action Steps:

- Events for all preschool age children (0-5 years old)
 - o The Dental Clinic will provide volunteers
 - o The Health Ambassadors will recruit people (one Saturday at the Hillsborough Clinic)
- Publicity
 - o Health Ambassadors and Promoters
 - o Radio
 - o Volunteers at the churches
 - o Volunteers at the schools
- Help and demonstrate the need for more dental services.

Forum Action Steps

Transportation

1. Distribute pamphlets about existing public transportation in NOC at church and take them to social service agencies serving Latinos.
2. The Department of Transportation will hold a forum to inform Latinos of the extended bus routes that are scheduled to take effect in August
3. A bilingual community member will attend the Department of Transportation board meetings.

Dental Services

1. Hold dental fairs for preschoolers.
2. Increase publicity for dental health events.
3. Demonstrate the need for more dental affordable services.

Central Location

1. Establish a planning committee.
2. Speak to people about a space from libraries, schools, churches, and county comisión.
4. Coordinate a petition and letter from the community and from service providers.

Culturally and Linguistically Competent Service Providers

1. Invite following agencies to learn how to recruit bilingual service providers:
 - Hillsborough Clinics
 - Department of Social Services
 - Day Cares
 - Schools (parent/teacher conferences)
 - Police
 - Courts
2. Plan and hold job fairs.
3. Share resources and bilingual personnel between towns and counties.
4. Increase ESL education opportunities.

5. Offer free Spanish classes to personnel in agencies serving a large number of Latinos.

Adult Education

1. Ask about place for ESL classes.

2. Ask the following people and places for information and help:

- Teachers and schools
- Social service agencies
- Day cares
- County politicians

Lista de Interés / Interest List

Favor de escribir un \checkmark debajo de cada tema que le interesaría a Ud. darle seguimiento

Please put a \checkmark under each theme you are interested in following-up with.

Nombre/ Name	Número de Teléfono / Telephone Number	Correo Electrónico/ Email	Transport -ación/ Transport -ation	Educación Adulta / Adult Education	Lugar Central / Central Location	Servicios Dentales / Dental Services	Competencia Lingüística y Cultural / Cultural and Linguistic Competency
14 community members 5 service providers			X				
15 community members 2 service providers				X			
19 community members 4 service providers					X		
13 community members 1 service provider						X	
14 community members 2 service providers							X

March 7, 2005

Dear Community Business Leader,

On April 9, 2005, a community forum will be held in Hillsborough to bring residents 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 residents of Orange County. This event will be 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. If you donate to the forum, we will provide you with our federal tax ID number so that your contribution is tax deductible.

We greatly appreciate your interest and contribution to our efforts in particular and to the Orange County community in general. If you have any questions, please feel free to call us at (919) 923-3269 or at (919) 366-3919.

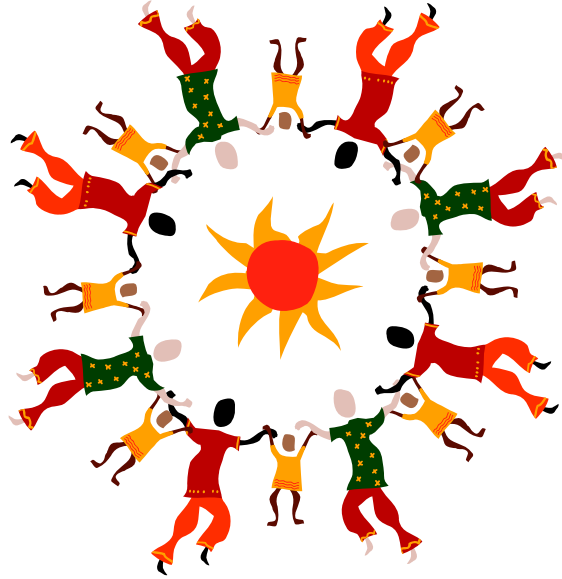
Sincerely,



Emily Rodman
Forum Planning Coordinators
The Student Team at UNC



Michelle Ramos



Gracias a Nuestros Patrocinadores de la Comunidad

Anna Maria's Pizzeria

Balloons and Tunes

Bandidos

Casa Ibarra

Carolina Inn

Carolina Pride

Chapel Hill Sportswear

Food Lion

Gourmet Coffee Café

Harris Teeter

Midway

McCallister's Deli

Orchid Nails

Paint the World

Papa John's Pizza

Raul's Music

School Kid Records

Subway

Walmart

Whole Foods

DEPARTMENT OF HEALTH BEHAVIOR
AND HEALTH EDUCATION
CAMPUS BOX 7440
CHAPEL HILL, NC 27599-7440

T 919.966.3701
F 919.966.2921
R 919.966.5771
www.sph.unc.edu/hbbe

April 28, 2005

Carolina Inn
211 Pittsboro St.
Chapel Hill, NC 27516

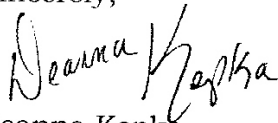
Dear Community Business Member:

On behalf of the UNC public health student team, I would like to thank you kindly for your donation to our community forum in Hillsborough on April 9. We greatly appreciate your generosity which helped make the event a success. At the community forum, we hosted more than 60 community members interested in issues facing the Latino Community in Northern Orange County. We had a number of stimulating discussions, great raffle prizes, a wonderful dinner and a graduation ceremony for the Embajadores de Salud program (Male Ambassadors for Health).

Thanks again for helping us make this an important and meaningful event for the community.

Please feel free to contact me if you need any additional information.

Sincerely,



Deanna Kepka
MPH Graduate Student
Health Behavior Health Education
kepka@unc.edu
919-260-3585

DEPARTMENT OF HEALTH BEHAVIOR
AND HEALTH EDUCATION
CAMPUS BOX 7440
CHAPEL HILL, NC 27599-7440

T 919.966.3701
F 919.966.2921
R 919.966.5771
www.sph.unc.edu/lbhe

April 28, 2005

Casa Ibarra Restaurant
107 James J Freeland Memorial
Hillsborough, NC 27278

Dear Community Business Member:

On behalf of the UNC public health student team, I would like to thank you kindly for your donation to our community forum in Hillsborough on April 9. We greatly appreciate your generosity which helped make the event a success. At the community forum, we hosted more than 60 community members interested in issues facing the Latino Community in Northern Orange County. We had a number of stimulating discussions, great raffle prizes, a wonderful dinner and a graduation ceremony for the Embajadores de Salud program (Male Ambassadors for Health).

Thanks again for helping us make this an important and meaningful event for the community.

Please feel free to contact me if you need any additional information.

Sincerely,

A handwritten signature in black ink that reads "Deanna Kepka" followed by "Thanks so much!" with a flourish underneath.

Deanna Kepka
MPH Graduate Student
Health Behavior Health Education
kepka@unc.edu
919-260-3585

Community Forum, April 9, 2005 Hillsborough, NC



Small Group Themes

Dental Services

Transportation

A Central Location for Information

More Culturally and Linguistically Competent
Service Providers

Adult Education



Appendix G

Codebook	127
List of Frequencies.....	130

Codebook

1) Values

- A. Trust
- B. Religion
- C. Family/Children
- D. Fiestas
- E. Tradition/Customs/Culture
- F. Working
- G. Tranquilo
- X. Other
- Z. Great Quote

2) Services

- A. Access
- B. Lack of
- C. Underutilization
- D. Information
- E. Transportation (or lack thereof)
- F. Child Education
- G. Adult Education
- H. Housing
- I. Outreach
- J. What make projects successful?
- K. Overutilization
- L. Service provider frustrations
- X. Other
- Z. Great Quote

3) Health

- A. Mental Health
- B. Dental
- C. Nutrition
- D. Diabetes
- E. Prenatal
- F. Men's health issues
- X. Other
- Z. Great Quote

4) Language

- A. Services
- C. Social networks
- D. Jobs
- X. Other
- Z. Great Quote

5) Economy

- A. Personal Finances
- B. Funding for Programs
- C. Insurance
- D. Types of Employment
- E. Unemployment
- F. Low wages
- X. Other
- Z. Great Quote

6) Sense of Community

- A. Politics
- B. Social Networks (Cohesion)
- C. Social Networks (Division)
- D. Race Relations
- E. Community Involvement
- F. Isolation
- X. Other
- Z. Great Quote

7) History

- A. Growth in Latino Population
- B. Change in Industry
- C. Becoming more urban
- X. Other
- Z. Great Quote

8) Legal Documentation Issues

- A. Legal Reform
- B. Legal Documentation
- C. Fear
- D. Immigration
- X. Other
- Z. Great Quote

9) Movers and Shakers

- A. Organizations
- B. Individuals
- X. Other

10) Future

11) Forum

12) Demographics

A. Race

1. African American
2. Caucasian
3. Latino/Hispanic
4. Multiracial
5. Other
6. Refused to Answer

B. Time in Northern Orange County

1. Newcomer: Less than 2 years
2. Short: 2 to 5 years
3. Moderate: 6 to 10 years
4. Lifetime: More than 10 years

C. Age

1. Youth: 11 to 18 years
2. Young Adult: 19 to 34 years
3. Older Adult: 35 to 59 years
4. Senior Citizen: 59 + years

D. Position

1. Service Provider
2. Community Member
3. Both

Frequency of codes: number of people mentioning each code

<i>Codes</i>	<i>Number of people talking about it</i>
5D. Economy - Type of employment	41
2E. Services - Transportation	41
4A. Language - Services	41
6D. Sense of Community - Race relations	36
2D. Services - Information	34
2A. Services - Access	32
6B. Sense of Community -Social networks (cohesion)	32
5E. Economy - Unemployment	31
1C. Values - Family/Children	30
2X. Services - Other	28
2G. Services - Adult Education	28
7A. History - Growth in Latino population	26
1B. Values - Religion	26
6A. Sense of Community - Politics	24
8B. Legal documentation issue -Legal documentation	24
1X. Values - Other	22
2F. Services - Child Education	22
9A. Movers and Shakers - Organizations	22
4X. Language - Other	20
2H. Services - Housing	19
2B. Services - Lack of services	19
5B. Economy - Funding for programs	19
11. Forum - Forum ideas	18
3X. Health - Other	18
9B. Movers and Shakers - Individuals	17
10. Future - Future	17
1D. Values - Fiestas	16
6C. Sense of Community -Social networks (division)	16
2I. Services - Outreach	16

<i>Codes</i>	<i>Number of people talking about it</i>
5A. Economy - Personal finances	16
1G. Values - Tranquilo	16
6E. Sense of Community - Community involvement	15
7B. History - Change in industry	14
5C. Economy - Insurance	14
5X. Economy - Other	13
1E. Values - Tradition/Customs/Culture	13
1A. Values - Trust	12
6F. Sense of Community - Isolation	12
1F. Values - Working	12
2C. Services - Underutilization	11
3B. Health - Dental	11
7X. History - Other	10
6Z. Sense of Community - GREAT QUOTE	9
2L. Services - Service provider frustrations	9
2J. Services - What makes projects successful?	9
3E. Health - Prenatal	9
8C. Legal documentation issue - Fear	8
2Z. Services - GREAT QUOTE	8
5F. Economy - Low wages	7
8A. Legal documentation issue - Legal reform	7
4B. Language - (no longer in use; merge with 4A)	7
6X. Sense of Community - Other	7
3A. Health - Mental health	6
8D. Legal documentation issue - Immigration	6
3D. Health - Diabetes	6
7C. History - becoming more urban	5
1Z. Values - GREAT QUOTE	5
3F. Health - Men's health issues	5
4Z. Language - GREAT QUOTE	5

<i>Codes</i>	<i>Number of people talking about it</i>
3C. Health - Nutrition	4
2K. Services - Overutilization	3
4C. Language - social network	3
8Z. Legal documentation issue - GREAT QUOTE	3
3Z. Health - GREAT QUOTE	2
8X. Legal Documentation Issues - Other	2
5Z. Economy - GREAT QUOTE	1
4D. Language - jobs	1

Appendix H

CALDO Orange County Resource List	134
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RECURSOS EN EL CONDADO DE ORANGE

INFORMACION GENERAL

United Way 2-1-1

2-1-1 (se habla español)

Información y ayuda gratuita para ubicar servicios en el condado de Orange y otras áreas en el estado.

ORGANIZACIONES LATINAS

El Centro Latino

932-4652 (se habla español) 101 Lloyd St., Carrboro.

Información sobre servicios en la comunidad, aviso legal, ayuda en buscar empleo, servicios de notario, clases de inglés, programa para niños después de la escuela, club de mujeres, clases de computación, conducir y ajedrez, y varios otros programas para la comunidad latina.

El Centro Hispano

687-4635 (se habla español) 201 W. Main Street, Suite 100, Durham.

Información sobre servicios en la comunidad, servicios de notario, la cooperativa (banco latino), clases de inglés, clases de yoga y baile, grupo de jóvenes líderes en acción, café de mujeres, Proyecto LIFE (VIH) y una variedad de otros programas y servicios.

El Pueblo, Inc.

835-1525 (se habla español) 4 N. Blount Street, 2nd Floor, Raleigh.

Organiza la Fiesta del Pueblo y el Foro Latino cada año. También tiene proyectos de seguridad, salud y liderazgo.

Cooperativa Comunitaria Latina de Crédito/ Latino Community Credit Union

(919) 530-8800 (se habla español) 201 W. Main St., Suite 101, Durham.

Se ofrecen servicios financieros bilingües (español e inglés)

Consulado de México/ Mexican Consulate

754-0046 (se habla español) 336 East Six Forks Rd., Raleigh

Ayuda e información para ciudadanos mexicanos en el extranjero.

SERVICIOS DE SALUD Y SEGURIDAD

Orange County Emergency Management Services/Servicios de Emergencia en el Condado de Orange

968-2050, New Hope Church Rd.

Administración de la línea de emergencia 9-1-1. Brinda servicios de emergencia al condado, coordina servicios de incendios y responde a necesidades con materiales peligrosos y desastres en el condado. Pida a alguien que hable español, y espere en la línea por un intérprete.

UNC- Chapel Hill Hospitals

966-4131 Número principal de los Hospitales

966-2805 UNC Dental School/Escuela Dental de UNC

Pida a alguien que hable español, y espere en la línea por un intérprete. Hay una gran variedad de servicios.

Prospect Hill Community Health Center/Clínica de Prospect Hill

336-562-3311 ó 1-800-898-9577 (se habla español), 140 Main Street, Prospect Hill

Cuidado de la salud: atención médica, farmacia, coordinación bilingüe de recursos para niños y mujeres embarazadas, WIC (programa de la nutrición para mujeres embarazadas y niños).

Carrboro Community Health Center/ Clínica de Carrboro

942-8741 (se habla español), 301 Lloyd St., Carrboro.

Cuidado de la salud: atención médica, nutrición, farmacia, coordinación bilingüe de recursos para niños y mujeres embarazadas, WIC (programa de la nutrición para mujeres embarazadas y niños).

Orange County Health Department/Departamento de Salud del Condado de Orange

644-3350. Línea de mensajes en español.

Deje un mensaje y el intérprete le llamará el mismo día. Por favor, indique para cual clínica está llamando – Chapel Hill, Carrboro o Hillsborough. Hay servicios de salud personal para adultos y niños, servicios dentales, nutrición, y promoción y educación de salud. Favor de revisar el folleto en el cuaderno para mayor información y detalle. (*El cuidado médico para adultos es limitado.)

Cuidado Médico* en CHAPEL HILL:

Southern Human Services Center
2501 Homestead Rd., Chapel Hill
968-2022 (sólo en inglés)

Cuidado Dental en CARRBORO:

Carrboro

Orange County Dental Clinic
200 N. Greensboro St., Suite D15,
968-2025 (sólo en inglés)

Cuidado Médico* y Dental en HILLSBOROUGH:

Human Services Center

Richard E. Whitted
300 W. Tryon St., Hillsborough
245-2400 (sólo en inglés)

El Servicio de WIC (nutrición para mujeres embarazadas y niños pequeños) está ubicado en la clínica en Hillsborough.

SHAC Medical Clinic/Clínica Médica de SHAC

942-8741 (se habla español), 301 Lloyd St., Carrboro

Clínica gratuita dirigida por Universitarios. Los miércoles 6:00-9:00pm. La clínica médica SHAC se encuentra en el mismo edificio de la Clínica de Carrboro.

SHAC Dental Clinic/Clínica Dental SHAC

968-2025 Carr Mill Mall, Suite D-15, Carrboro.

Clínica dental gratuita dirigida por Universitarios. Los miércoles empezando a las 5:30pm. La clínica dental SHAC se encuentra en el mismo edificio de la clínica dental del Departamento de Salud.

Planned Parenthood of Central North Carolina

942-7762 (Chapel Hill), (se habla español) 1765 Dobbins Dr., Chapel Hill

286-2872 (Durham), (se habla español) 820 Broad Street, Durham.

Un centro de salud reproductiva. Chequeos anuales (papanicolau), anticoncepción, aborto, chequeo y tratamiento de ETS, servicios para mujeres y hombres.

HIV/STD national hotline (VIH/ETS línea nacional en español)

1-800-344-7432 (se habla español)

Información confidencial sobre el VIH y otras enfermedades transmitidas sexualmente.

Extensión Cooperativa/Cooperative Extensión, (se habla español) 306E Revere Rd., Hillsborough

245-2069 Consejería acerca de la nutrición para familias con niños (EFNEP)

245-2068 Consejería acerca del dar pecho/amamantar (Breastfeeding Support).

WIC/ Programa de Nutrición para Niños Pequeños y Mujeres Embarazadas

942-8741 ext. 239, (se habla español) **Carrboro**: Carrboro Community Health Center/Clínica de Carrboro

245-2447 Hillsborough: Orange County Health Department/Departamento de Salud del Condado de Orange

Cupones para comprar comidas saludables. Información sobre salud y nutrición. Información y apoyo para mamás amamantando.

Red Cross/ La Cruz Roja

942-4862, 101 Ephesus Church Rd., Chapel Hill.

Ayuda para emergencias de los incendios y desastres naturales. Clases de Primeros Auxilios/Respiración Cardio-pulmonar.

Safe KIDS/Safe Communities (Niños Seguros/Comunidades Seguras)

843-0762, (se habla español), UNC Hospital, Chapel Hill.

Información sobre la seguridad: auto, bicicleta, calle, casa. Llame para aprender de eventos y programas.

UNC Highway Safety Research Center

1-800-672-4527, UNC, Chapel Hill

Información sobre los asientos de seguridad – leyes, consejos y ayuda en instalación. Espere en la línea por información en español.

SERVICIOS DE SALUD MENTAL

Alcoholics Anonymous/Alcohólicos Anónimos

452-4103 ó 672-2581 (se habla español), 705A Rosemary St., Carrboro

Reuniones en español martes y miércoles, viernes y domingo de 8-10pm

Al-Anon

933-8050 (se habla español), St. Paul's United Methodist Church, Edificio de ladrillos rojos, 2do piso, Salon 202, entrada al costado de la iglesia, 2700 N. Roxboro Rd, Durham
Reuniones en español para personas afectadas por el alcoholismo de otra persona.

Catholic Social Ministries/Ministerios Sociales Católicos

286-1964 (se habla español), Durham.
Consejería en español. Precios de acuerdo a su sueldo.

Carrboro Community Health Center/ Clínica de Carrboro

942-8741 (se habla español), 301 Lloyd St., Carrboro.
Los lunes por la tarde brindan servicios psiquiátricos para SUS PACIENTES.

Family Counseling Services/Servicios de Consejos Familiar

416-4400. (se habla español), Northgate Mall, Durham
Consejería de todo tipo disponible en español. Precios de acuerdo a su sueldo

Freedom House/La Casa de la Libertad

942-2803, Chapel Hill
Tratamiento para hombres y mujeres alcohólicos.

Harvest House/Casa Cosecha

910-567-5020 ó 1-800-567-5021 (se habla español), Newton Grove
Tratamiento residencial para hombres alcohólicos.

OPC Mental Health Center/Centro de Salud Mental de OPC

North Side Clinic: **913-4200**, 412 Caldwell St., Chapel Hill
Family Counseling Center: **732-1150**, 110 S. Churton St., Hillsborough.
Consejería para adultos y niños, tratamiento de abuso de drogas o alcohol, evaluación de medicamentos psiquiátricos. Precios de acuerdo a su sueldo. Espere en la línea por personal bilingüe.

Terapeutas Privados Locales:

Maria Lapetina, 542-3599, Psiquiatra para niños, Chapel Hill y Pittsboro
Megan Clark, 929-1104, Psicóloga para niños, adultos y matrimonios, Chapel Hill

SERVICIOS EN CONTRA DE LA VIOLENCIA

Family Violence Prevention Center/Centro de Prevención de Violencia Doméstica

929-7122 (se habla español), 201 E. Rosemary Street, Chapel Hill.
Servicios para personas maltratadas. (Hay un grupo de apoyo para mujeres disponible en español.)

Orange County Rape Crisis Center/Centro Contra la Violencia Sexual del Condado de Orange

1-866-935-4783 (se habla español), 825 N. Estes Dr., Chapel Hill
Servicios relacionados a la violencia sexual.

Family Counseling Services/Servicios de Consejos Familiar

416-4400. (se habla español), Northgate Mall, Durham

Consejería individual, incluso un programa de CHANGE para hombres que han abusado a sus parejas.

Coalition for Family Peace/Coalición para la Paz en la Familia

742-7320. (se habla español), Siler City

Servicios para personas maltratadas; un programa para hombres que han abusado a sus parejas; grupo de apoyo para mujeres; asesoría en la corte.

CLASES DE INGLES/SERVICIOS EDUCATIVOS

Durham Technical Community College

686-3357 (se habla español)

Clases de inglés gratuitas para adultos en Chapel Hill, Carrboro, y Hillsborough. Hay algunas clases que se puede tomar en El Centro Latino en Carrboro y en St. Matthew's Church en Hillsborough.

Mujeres Aprendiendo por Nuevas Oportunidades (MANO)

932-4652 (se habla español)

Clases de inglés para mujeres dos veces a la semana. Un programa gratuito por UNC-Chapel Hill. Llame al Centro Latino para pedir los detalles.

Orange County Public Library/Biblioteca Pública del Condado de Orange

Cedar Grove, 5800 NC 65 North

732-9211

Hillsborough, 300 W. Tryon Street

245-2525

Carrboro, 900 Old Fayetteville Rd. (McDougle School)

969-3006

Chapel Hill Public Library/Biblioteca Pública de Chapel Hill, 100 Library Drive 968-2777

Chapel Hill/Carrboro City Schools/Escuelas Públicas en las ciudades de Chapel Hill y Carrboro

967-8211, (se habla español) Lincoln Center, 750 Merritt Mill Rd., Chapel Hill.

Orange County Schools/Escuelas Públicas en el Condado, fuera de Chapel Hill y Carrboro.

732-3622 ext. 256 (se habla español), Central Elementary School, Hillsborough

Child Care Services Association/Asociación de Servicios de Guarderías

967-3272 (se habla español) 1829 E. Franklin St. # 1000, Chapel Hill.

Servicios de apoyo a familias con niños preescolares - vínculo de comunicación, becas para guarderías y jardines infantiles.

The Women's Center/Centro de Ayuda para Mujeres

968-4610 (se habla español) 210 Henderson St., Chapel Hill.

Información y ayuda para localizar servicios, información legal, consejos financieros y vocacionales. Pida hablar con personal bilingüe.

OTROS SERVICIOS SOCIALES

Orange Congregations in Mission

732-6194 (se habla español) 300 Millstone Dr., Hillsborough

Asistencia de emergencias económicas y una tienda de artículos de segunda mano.

Inter-Faith Council/El Concilio Inter-fé

929-9287 (se habla español), 110 West Main St., Carrboro.

Refugio, comida, ropa, y asistencia de emergencias económicas. Hay que vivir o trabajar en Chapel Hill o Carrboro.

Orange County Department of Social Services/Departamento de Servicios Sociales del Condado de Orange

644-3086. Línea de mensajes telefónicos en español.

Deje un mensaje y el intérprete le llamará el mismo día.

245-2800, 300 W. Tryon St., Hillsborough.

968-2000, 2501 Homestead Rd., Chapel Hill.

Estampillas de comida, Medicaid, WorkFirst, asistencia de emergencias económicas, hogares temporales para niños, servicios de manutención y adopción.

SERVICIOS DE VIVIENDA

Habitat for Humanity

932-7077 (se habla español). 1829 E. Franklin St., 1200B, Chapel Hill

Asistencia en construir casas para familias de bajo ingreso.

Self Help

956-4400, (se habla español) 301 W. Main St., Durham.

Préstamos para establecer un negocio pequeño o comprar una casa.

EmPOWERment Project, Inc.

967-8779 109 N. Graham St, Suite 200. Chapel Hill

Asistencia a familias comprando su primera casa o empezando negocios pequeños.

Inspections/Inspecciones

Town of Chapel Hill **968-2718**

Town of Carrboro **942-8541 ext. 5**

Town of Hillsborough **732-1270 ext. 76**

En el condado, fuera de Chapel Hill, Carrboro o Hillsborough: **245-2490 ó 969-3016 ext. 3**

Se puede pedir una inspección si su hogar necesita reparaciones y el propietario no las lleva a cabo. Construcción, calefacción, electricidad, plomería. (“Housing Code Enforcement”)

SERVICIOS DE TRABAJO

NC Occupational Safety and Health Project (NCOSH)

479-0514 (se habla español)

Información y ayuda sobre los derechos del trabajador.

Orange County Department of Human Rights and Relations/Departamento de Relaciones y Derechos Humanos en el Condado de Orange

960-3877 501 W. Franklin St., Suite 104, Chapel Hill .

Ayuda con problemas del racismo y la discriminación en vivienda y trabajo.

ASISTENCIA LEGAL

El Centro Latino

932-4652 (se habla español) 101 Lloyd St., Carrboro.

Información sobre servicios en la comunidad, aviso legal, ayuda en buscar empleo, servicios de notario, clases de inglés, programa para niños después de la escuela, club de mujeres, clases de computación, conducir y ajedrez, y varios otros programas para la comunidad latina.

Immigrants Legal Assistance Project/ Proyecto de Asistencia Legal a los Inmigrantes

856-2159 (se habla español), Raleigh.

Proyecto de ayuda legal para inmigrantes. Se brinda ayuda legal con ciertos casos de inmigración y a trabajadores agrícolas.

Legal Aid of North Carolina

1-800-672-5834 (se habla español), Pittsboro.

Servicios legales gratuitos. Incluye problemas de vivienda, asuntos del consumidor, Medicaid/Medicare/

Seguro Social y del medio ambiente. Ayuda con asuntos de violencia doméstica no se requiere que esté aquí legalmente. Lo demás de los servicios sí requieran comprobante de estatus legal.

The Women's Center/Centro de Ayuda para Mujeres

968-4610 (se habla español) 210 Henderson St., Chapel Hill.

Información y ayuda para localizar servicios, información legal, consejos financieros y vocacionales. Pida hablar con personal bilingüe.

OTROS SERVICIOS DEL GOBIERNO

Internal Revenue Service /Oficina de Recaudación de Impuestos

1(800) 829-1040 (se habla español) Información sobre los impuestos.

NC Division of Motor Vehicles/División de Vehículos Motorizados

929-4161, 104GG Carrboro Plaza, Carrboro.

929-0204, University Mall, Chapel Hill.

715-7000, Oficina Central, Raleigh.

Identificación, licencia de manejo, permiso de manejar para principiantes en Carrboro Plaza.

Placas y matriculación del carro en University Mall. La oficina central en Raleigh atiende a necesidades administrativas como preguntas de las licencias suspendidas.

Orange County Register of Deeds/Oficina de Registros en el Condado de Orange

245-2701. 200 S. Cameron St., Hillsborough.

Actas de nacimiento, partidas de defunción, licencias de matrimonio.

Social Security Administration/Administración de Seguro Social

1(800) 772-1213 (se habla español) Beneficios de jubilación, incapacidad, S.S.I., tarjetas del Seguro Social.

IGLESIAS

United Church of Chapel Hill/Iglesia Unida de Cristo

932-4818 (se habla español) 1321 Airport Rd., Chapel Hill. Servicios en español.

St. Thomas More Catholic Church/Iglesia Católica Santo Tomás Moro

942-1040 (se habla español) 940 Carmichael St., Chapel Hill. Misa en español.

Abundant Life Church/Iglesia de la Vida Abundante

732-6460 ext. 440. (se habla español) Hillsborough. Servicios en español.

Holy Family Catholic Church/Sagrada Familia

732-1030 216 Gov. Burke Rd., Hillsborough

GENERAL INFORMATION

United Way 2-1-1

2-1-1 (Spanish-speaking assistance)

Free information and support in accessing services in Orange County and other areas of the state.

LATINO ORGANIZATIONS

El Centro Latino

932-4652 (Spanish-speaking assistance) 101 Lloyd St., Carrboro.

Information about community services, legal advice, help in finding employment, notary services, English classes, after-school programs for children, women's clubs, computer classes, driving, chess, and other programs for the Latino community.

El Centro Hispano

687-4636 (Spanish-speaking assistance) 201 W. Main Street, Suite 100, Durham.

Information about services in the community, notary services, the Latino bank, English classes, yoga and dance classes, Young Leaders in Action group, women's café, Project Life (HIV), and a variety of other programs and services.

El Pueblo, Inc.

835-1525 (Spanish-speaking assistance) 4 N. Blount Street, 2nd Floor, Raleigh.

Organizer of the Fiesta del Pueblo and the Latin Focus. Have security projects, health projects, and leadership projects.

Latino Credit Union (919) 530-8800 (Spanish-speaking assistance) 201 W. Main St., Suite 101, Durham.

Offer bilingual (English and Spanish) financial services.

Mexican Consulate 754-0046 (Spanish-speaking assistance) 336 East Six Forks Rd., Raleigh
Help and provide information for Mexican immigrants.

HEALTH AND SAFETY SERVICES

Orange County Emergency Management Services/Servicios de Emergencia en el Condado de Orange

968-2050, New Hope Church Rd.

Administration of the emergency line 9-1-1. Offers emergency services to the county, coordinate incendios and offer disaster and danger responses. Request for Spanish-speaking assistance and wait on the line for an interpreter.

UNC- Chapel Hill Hospitals

966-4131 General Hospital

966-2805 UNC Dental School

Request for Spanish-speaking assistance and wait on the line for an interpreter. Offers a great variety of services.

Prospect Hill Community Health Center/Clínica de Prospect Hill

336-562-3311 ó 1-800-898-9577 (Spanish-speaking assistance), 140 Main Street, Prospect Hill Health Care: medical attention, pharmacy, bilingual coordination for children and pregnant women, WIC (nutrition program for children and pregnant women).

Carrboro Community Health Center/ Clínica de Carrboro

942-8741 (Spanish-speaking assistance), 301 Lloyd St., Carrboro.

Health Care: medical attention, pharmacy, bilingual coordination for children and pregnant women, WIC (nutrition program for children and pregnant women).

Orange County Health Department/Departamento de Salud del Condado de Orange 644-3351. Message Center in Spanish.

Leave a message and an interpreter will call back the same day. Please indicate the clinic – Chapel Hill, Carrboro o Hillsborough. There are personal health services for adults and children, dental services, nutrition, and health education promotion. Please review the pamphlet in the folder for more information and detail. (*Medical care for adults is limited.)

Medical Care* in CHAPEL HILL:

Southern Human Services Center
2501 Homestead Rd., Chapel Hill
968-2022 (only in English)

Dental Care in CARRBORO:

Carrboro

Orange County Dental Clinic
200 N. Greensboro St., Suite D15,
968-2025 (only in English)

Medical Care* and Dental Care in HILLSBOROUGH:

Human Services Center

Richard E. Whitted
300 W. Tryon St., Hillsborough
245-2400 (only in English)

WIC service (nutrition for small children and pregnant women) is offered at the Hillsborough Clinic.

SHAC Medical Clinic/Clínica Médica de SHAC

942-8741 (Spanish-speaking assistance), 301 Lloyd St., Carrboro

Free clinic directed by University students. Wednesdays 6:00-9:00 pm. The SHAC medical clinic is in the same building at the Carrboro Clinic.

SHAC Dental Clinic/Clínica Dental SHAC

968-2025 Carr Mill Mall, Suite D-15, Carrboro.

Free dental clinic directed by University students. Wednesdays beginning at 5:30 pm. The SHAC dental clinic is in the same building as the Department of Health dental clinic.

Planned Parenthood of Central North Carolina

942-7762 (Chapel Hill), (Spanish-speaking assistance) 1765 Dobbins Dr., Chapel Hill

286-2872 (Durham), (Spanish-speaking assistance) 820 Broad Street, Durham.

A center for reproductive health. Annual screening (pap smears), birth control, abortion, STI screening and treatment, services for both men and women.

HIV/STD national hotline

1-800-344-7432 (Spanish-speaking assistance)

Confidential information about HIV and other sexually transmitted infections.

Cooperative Extension, (Spanish-speaking assistance) 306E Revere Rd., Hillsborough

245-2069 Nutritional counseling for families with children. (EFNEP)

245-2068 Counseling about breastfeeding.

WIC/ Nutrition Program for Young Children and Pregnant Women

942-8741 ext. 239, (Spanish-speaking assistance) **Carrboro:** Carrboro Community Health Center

245-2447 Hillsborough: Orange County Health Department

Coupons to buy healthy food. Information about health and nutrition. Information and support for breastfeeding mothers.

Red Cross/ La Cruz Roja

942-4862, 101 Ephesus Church Rd., Chapel Hill.

Emergency help for fires and natural disasters. Classes for First Aid and CPR.

Safe KIDS/Safe Communities (Niños Seguros/Comunidades Seguras)

843-0762, (Spanish-speaking assistance), UNC Hospital, Chapel Hill.

Information about safety: car, bicycle, street, home. Call to learn about events and programs.

UNC Highway Safety Research Center

1-800-672-4527, UNC, Chapel Hill

Information about safety issues – laws, advice and counseling on installation. Wait on the line for information in Spanish.

MENTAL HEALTH SERVICES

Alcoholics Anonymous/Alcohólicos Anónimos

452-4103 ó 672-2581 (Spanish-speaking assistance), 705A Rosemary St., Carrboro

Meetings in Spanish, Tuesday and Wednesday, Fridays and Sundays from 8-10 pm.

Al-Anon

933-8050 (Spanish-speaking assistance), St. Paul's United Methodist Church, Red brick building, second floor, Salon 202, enter through the church, 2700 N. Roxboro Rd, Durham

Meetings in Spanish for people affected by another person's alcoholism.

Catholic Social Ministries/Ministerios Sociales Católicos

286-1965 (Spanish-speaking assistance), Durham.
Counseling in Spanish. Prices based on salary.

Carrboro Community Health Center/ Clínica de Carrboro
942-8741 (Spanish-speaking assistance), 301 Lloyd St., Carrboro.
Psychiatric services for patients are offered Monday afternoons.

Family Counseling Services/Servicios de Consejos Familiar
416-4400. (Spanish-speaking assistance), Northgate Mall, Durham
Counseling of all types available in Spanish. Prices based on salary.

Freedom House/La Casa de la Libertad
942-2803, Chapel Hill
Treatment for men and women dealing with alcoholism.

Harvest House/Casa Cosecha
910-567-5020 ó 1-800-567-5021 (Spanish-speaking assistance), Newton Grove
Residential treatment for men dealing with alcoholism.

OPC Mental Health Center/Centro de Salud Mental de OPC
North Side Clinic: **913-4200**, 412 Caldwell St., Chapel Hill
Family Counseling Center: **732-1150**, 110 S. Churton St., Hillsborough.
Counseling for children and adults, treatment for drug and alcohol abuse, evaluation of
psychiatric medication. Prices based on salary. Wait on the line for bilingual assistance.

Local Private Therapy:
Maria Lapetina, 542-3599, Child Psychiatry, Chapel Hill y Pittsboro
Megan Clark, 929-1104, Child, Adult, and Marraige Counseling, Chapel Hill

ANTI-VIOLENCE SERVICES

Family Violence Prevention Center/Centro de Prevención de Violencia Doméstica
929-7122 (Spanish-speaking assistance), 201 E. Rosemary Street, Chapel Hill.
Services for abused people. (There is a support group in Spanish for women.)

Orange County Rape Crisis Center/Centro Contra la Violencia Sexual del Condado de Orange
1-866-935-4783 (Spanish-speaking assistance), 825 N. Estes Dr., Chapel Hill
Services for violent sexual relationships.

Family Counseling Services/Servicios de Consejos Familiar
416-4400. (Spanish-speaking assistance), Northgate Mall, Durham
Individual counseling, including a program CHANGE for men who have abused their partners.

Coalition for Family Peace/Coalición para la Paz en la Familia
742-7321. (Spanish-speaking assistance), Siler City

Services for abused people; a program for men who have abused their partners; a support group for women; and court assistance.

ENGLISH CLASSES/EDUCATIONAL SERVICES

Durham Technical Community College

686-3357 (Spanish-speaking assistance)

Free English classes for adults in Chapel Hill, Carrboro, and Hillsborough. Some classes are offered at El Centro Latino in Carrboro and in St. Matthew's Church in Hillsborough.

Mujeres Aprendiendo por Nuevas Oportunidades (MANO)

932-4652 (Spanish-speaking assistance)

English classes for women twice a week. A free program at UNC-Chapel Hill. Call el Centro Latino to request details.

Orange County Public Library/Biblioteca Pública del Condado de Orange

Cedar Grove, 5800 NC 65 North

732-9211

Hillsborough, 300 W. Tryon Street

245-2525

Carrboro, 900 Old Fayetteville Rd. (McDougle School)

969-3006

Chapel Hill Public Library/Biblioteca Pública de Chapel Hill, 100 Library Drive **968-2777**

Chapel Hill/Carrboro City Schools/Escuelas Públicas en las ciudades de Chapel Hill y Carrboro

967-8211, (Spanish-speaking assistance) Lincoln Center, 750 Merritt Mill Rd., Chapel Hill.

Orange County Schools/Escuelas Públicas en el Condado, fuera de Chapel Hill y Carrboro.

732-3622 ext. 256 (Spanish-speaking assistance), Central Elementary School, Hillsborough

Child Care Services Association/Asociación de Servicios de Guarderías

967-3272 (Spanish-speaking assistance) 1829 E. Franklin St. # 1000, Chapel Hill.

Services to support women with preschool age children - family communication, grants/scholarships for childcare, and infant gardens.

The Women's Center/Centro de Ayuda para Mujeres

968-4610 (Spanish-speaking assistance) 210 Henderson St., Chapel Hill.

Information and help in locating services, legal information, and financial and vocational counselors. Request to speak to a bilingual person.

OTHER SOCIAL SERVICES

Orange Congregations in Mission

732-6194 (Spanish-speaking assistance) 300 Millstone Dr., Hillsborough

Economic emergency assistance and a second-hand store.

Inter-Faith Council/El Concilio Inter-fé

929-9287 (Spanish-speaking assistance), 110 West Main St., Carrboro.

Shelter, food, clothing, and economic emergency assistance. One must work or live in Chapel Hill or Carrboro.

Orange County Department of Social Services/Departamento de Servicios Sociales del Condado de Orange

Spanish message center

Leave a message and an interpreter will return the call the same day.

245-2800, 300 W. Tryon St., Hillsborough.

968-2000, 2501 Homestead Rd., Chapel Hill.

Food stamps, Medicaid, WorkFirst, economic emergency assistance, temporary homes for children, adoption services.

HOUSING SERVICES

Habitat for Humanity

932-7077 (Spanish-speaking assistance). 1829 E. Franklin St., 1200B, Chapel Hill

Assistance in building homes for low-income families.

Self Help

956-4400, (Spanish-speaking assistance) 301 W. Main St., Durham.

Loans to establish small businesses or to buy a house.

EmPOWERment Project, Inc.

967-8779 109 N. Graham St, Suite 200. Chapel Hill

Assistance to families buying their first house or starting small businesses.

Inspections/Inspecciones

Town of Chapel Hill **968-2718**

Town of Carrboro **942-8541 ext. 5**

Town of Hillsborough **732-1270 ext. 76**

In the county, outside of Chapel Hill, Carrboro or Hillsborough: **245-2490 ó 969-3016 ext. 3**

For request for inspections if a house needs repairs. Construction, electricity, and plumbing. (“Housing Code Enforcement”)

WORK SERVICES

NC Occupational Safety and Health Project (NCOSH)

479-0514 (Spanish-speaking assistance)

Information and help with workers’ rights.

Orange County Department of Human Rights and Relations/Departamento de Relaciones y Derechos Humanos en el Condado de Orange

960-3877 501 W. Franklin St., Suite 104, Chapel Hill .

Help with problems of racism and housing and work discrimination.

LEGAL ASSISTANCE

El Centro Latino

932-4652 (Spanish-speaking assistance) 101 Lloyd St., Carrboro.

Information about services in the community, legal advice, help finding employment, notary services, English classes, after-school programs for children, women's club, computer classes, transportation, chess, and various other programs for the Latino community.

Immigrants Legal Assistance Project/ Proyecto de Asistencia Legal a los Inmigrantes

856-2159 (Spanish-speaking assistance), Raleigh.

Immigrant legal help Project. Offers legal help in certain cases of immigration and agricultural work.

Legal Aid of North Carolina

1-800-672-5834 (Spanish-speaking assistance), Pittsboro.

Free legal services. Includes housing problems, Medicaid/Medicare/

Social Security, and the environment. Help with domestic violence that does not require documentation. The majority of the services require that the person have legal documentation.

The Women's Center/Centro de Ayuda para Mujeres

968-4610 (Spanish-speaking assistance) 210 Henderson St., Chapel Hill.

Information and help in locating services, legal information, and financial and work advisors. Request to speak to someone bilingual.

OTHER GOVERNMENTAL SERVICES

Internal Revenue Service /Oficina de Recaudación de Impuestos

1(800) 829-1040 (Spanish-speaking assistance) Tax information.

NC Division of Motor Vehicles/División de Vehículos Motorizados

929-4161, 104GG Carrboro Plaza, Carrboro.

929-0204, University Mall, Chapel Hill.

715-7000, Oficina Central, Raleigh.

Identification and driver's license in Carrboro Plaza. License plates at University Mall. The central office is in Raleigh, if someone needs assistance, like questions about suspended licenses.

Orange County Register of Deeds/Oficina de Registros en el Condado de Orange

245-2701. 200 S. Cameron St., Hillsborough.

Birth certificates and marriage licenses.

Social Security Administration/Administración de Seguro Social

1(800) 772-1213 (Spanish-speaking assistance) Benefits for disabilities, S.S.I., Seguro Social cards.

CHURCHES

United Church of Chapel Hill/Iglesia Unida de Cristo

932-4818 (Spanish-speaking assistance) 1321 Airport Rd., Chapel Hill. Services in Spanish

St. Thomas More Catholic Church/Iglesia Católica Santo Tomás Moro
942-1040 (Spanish-speaking assistance) 940 Carmichael St., Chapel Hill. Spanish Mass.

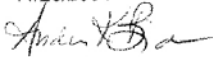
Abundant Life Church/Iglesia de la Vida Abundante
732-6460 ext. 440. (Spanish-speaking assistance) Hillsborough. Services in Spanish

Holy Family Catholic Church/Sagrada Familia
732-1030 216 Gov. Burke Rd., Hillsborough

Appendix I

IRB Approval Letters.....	151
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TO: Deanna Kepka
DEPARTMENT: Health Behavior and Health Education
ADDRESS: CB# 7440
DATE: 11/23/2004
FROM: 
Andrea K. Biddle, PhD, Chair
Public Health IRB, Office of Human Research Ethics

IRB NUMBER: 04-2425
APPROVAL PERIOD: 11/23/2004 through 11/22/2005
TITLE: Action-Oriented Community Diagnosis for the Latino
Community in Northern Orange County
SUBJECT: Expedited Protocol Approval Notice--New Protocol

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.

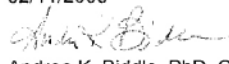
The University of North Carolina
at Chapel Hill
Campus Box 7400
Chapel Hill, NC 27599-7400
Phone: 919.966.7676
Fax: 919.966.6380
www.sph.unc.edu

OFFICE OF HUMAN
RESEARCH ETHICS

PUBLIC HEALTH INSTITUTIONAL
REVIEW BOARD (IRB)

501 ROSENDAU HALL
CAMPUS BOX 7400
CHAPEL HILL, NC 27599-7400

T 919.966.9347
F 919.966.6380
<http://ohrc.unc.edu>

TO: Deanna Kepka
DEPARTMENT: Health Behavior and Health Education
ADDRESS: CB# 7440
DATE: 02/11/2005
FROM: 
Andrea K. Biddle, PhD, Chair
Public Health IRB, Office of Human Research Ethics
IRB NUMBER: 04-2425
APPROVAL PERIOD: 02/11/2005 through 11/22/2005
TITLE: Action-Oriented Community Diagnosis for the Latino Community in
Northern Orange County
SUBJECT: Expedited Protocol Approval Notice--Protocol Change

The modification of your research project as described in your memorandum and application dated February 4, 2005 has been reviewed under an expedited procedure because it involves only a minor change to approved research. 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.