

**The Latino Community of Carrboro
Orange County, NC**

**An Action-Oriented
Community Diagnosis:
"A Participatory Assessment of the Latino
Community of Carrboro"**

May 8, 2003

Erica Childs, Stephanie Etienne,
Shaina Gross, Kristen Stoimenoff, Nina Yamanis

Preceptors: Maria Hitt, Susan Clifford
Instructors: Geni Eng, DrPH and Karen Moore, MPH

Completed during 2002-2003 in partial fulfillment
of requirements for HBHE 241
Department of Health Behavior and Health Education
School of Public Health
University of North Carolina at Chapel Hill

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Dedication

The students wish to thank all community members, service providers, and community leaders who gave so much of their time, energy, and insight to this project.

It was an honor to work with you.

Executive Summary

Carrboro is located adjacent to Chapel Hill, North Carolina and prides itself on being an open and welcoming community. Since 1990 the Latino population of Carrboro has grown 936%, and currently represents 12% of the community. The significant growth of the Latino community of Carrboro has contributed to the town's diversity and has led to many changes in service delivery.

An Action-Oriented Community Diagnosis of the Latino community of Carrboro was conducted by five graduate students from the Department of Health Behavior and Health Education, within the School of Public Health at the University of North Carolina at Chapel Hill. This community diagnosis was conceptualized as part of a larger, county wide assessment being done by the Orange County Health Department for Healthy Carolinians.

The purpose of an Action-Oriented Community Diagnosis (AOCD)¹ is to involve community members in identifying their own community's needs and challenges, as well as its strengths and resources. The information collected through this process can assist the community in conceptualizing methods for dealing with the challenges identified and taking action to confront them. This AOCD process was implemented in three phases. Phase one included the collection of secondary data describing the overall quality of life of Latino residents in Carrboro in terms of physical and mental health, social functioning, economics and growth, crime and safety, housing, recreation, religion, and education. During the second phase, the team conducted interviews and focus groups with community members and service providers to gain firsthand insight into the community and capture the perspective of those who lived and worked there. Between January and April 2003, the students spoke with a total of 47 community members and service providers. In the third phase, the students planned and executed a community forum around the issues related to the major themes that came out of these discussions.

The students systematically analyzed all primary data from these interviews. A total of four major themes and four secondary themes emerged from the data. The four major themes – so categorized because of the frequency with which interviewees discussed them – were health, education, employment, and transportation. Secondary themes included community relations, housing, recreation, and youth. Language barriers and documentation issues came up in almost every interview, and were considered overarching themes that affected every facet of life for Carrboro’s Latino population.

A committee was formed to help plan the community forum where the interview results would be presented and discussed. The committee was comprised of community members, and service providers within the Latino community of Carrboro. The planning committee assisted in deciding on an appropriate date and location for the event, advised the team on the most important issues to present during the forum, participated in generating publicity about the event, and worked with the team to plan for and facilitate small group discussions at the forum. Being community members and service providers themselves, the planning committee members were essential actors in the AOCD process. Planning committee members named the process *¡Acción Latina!* (Latino Action), setting the stage for a results-oriented discussion at the community forum.

The community forum took place on Saturday, May 3, 2003. The students presented findings from the four major themes to the assembled group and invited participants to take part in small-group discussions about the issue of their choice. Students and planning committee members facilitated these smaller discussions, with a view to moving participants from identifying common challenges to developing concrete action steps.

Participants interested in health issues focused on lack of health insurance among Latinos, the high cost of health care, and the high risk for STDs among Carrboro’s Latinos. They chose to

work on strengthening the reach and effectiveness of the highly valued Carrboro Community Health Center, to ensure that information about its affordable and Latino-friendly services are widely disseminated and well-understood. With respect to STD risk, participants decided that a short-term goal should be to provide more information and services through targeted outreach to Latinos and that a long-term goal should be to increase condom use. They developed many specific recommendations to reach these goals.

The education group focused primarily on enhancing Latino parents' opportunities to be involved in their children's education and schools. Participants discussed major barriers to parental involvement such as language issues, not understanding the system, and work schedules. They recommended holding a parent/teacher conference in Spanish during the first week of school which would help bring the parents together with the school system so that the parents could learn what they can do to help their children.

The issue of documentation dominated the small group discussion about employment. Specific suggestions included contacting government representatives to advocate for changes to current immigration policies, establishing a volunteer-run student law clinic at the UNC Law School, and holding a workshop or information session on documentation and workers' rights.

Finally, the transportation small group came up with a series of recommendations to improve access to services for Latinos. These suggestions included translating the existing bus schedule into Spanish and encouraging members of the Latino community to join the Transportation Advisory Board and the Extra Territorial Jurisdiction Board. After the individual small group discussions, forum participants reconvened and representatives from each group presented the group's recommendations and action steps to and accepted responsibility for following up on some of those steps.

Chapter I: Introduction and Methods

Introduction

The purpose of an Action-Oriented Community Diagnosis (AOCD)² is to involve community members in identifying their community's needs and challenges, as well as its strengths and resources. Research "subjects" are also key participants in this process. They collaborate in determining the issues that are most important for study and action. They also guide the researchers in determining how to go about collecting information relevant to these issues. The information that emerges from the AOCD process can assist the community in conceptualizing methods for dealing with the challenges identified and taking action to confront them.

Throughout the 2002-2003 academic year, five students from the Health Behavior and Health Education program at the University of North Carolina at Chapel Hill's School of Public Health conducted an Action-Oriented Community Diagnosis with the Latino community of Carrboro, North Carolina. Through in-depth interviews and focus groups with a total of 47 service providers and Latino community members, the students learned that while quality of life is generally seen as positive for Latino community members in Carrboro, language barriers and documentation issues impact their lives at every level. The students also learned that the issues of health care, education, employment and transportation are of particular concern with respect to the Latino community. In May 2003, the students presented these findings at a community forum and facilitated discussions between community members and service providers which were designed to lead to action on these issues.

This document is organized in a manner that is intended to be useful to readers with a variety of purposes. Chapter I details the team's methodology for carrying out the AOCD process. Chapters II offers general background information about Carrboro as well as specific details about

Carrboro's Latino community. It also describes a variety of themes that arose from discussions with community members and services providers. Chapter III discusses the four major themes that interviewees repeatedly discussed, how these themes were introduced at the community forum, and the needs that were identified and action steps that arose from the forum discussions. Chapter IV presents the team's conclusions and general recommendations.

Defining the Community

When beginning the process of an Action Oriented Community Diagnosis, it is important to first define the community. The team was assigned to the Latino community in the town of Carrboro, but due to the close proximity of Chapel Hill to Carrboro, the students defined community members as persons from Spanish-speaking countries in Central and South America that identified themselves as Latinos and either lived, worked, or accessed services in Carrboro. The student team recognized that the term Latino may have represented more of a general category rather than how people identify themselves, and also encompassed several distinct communities. As such, the term Latino may have been somewhat limited in its usefulness in defining the community.

Methodology

The following section describes the methods used to collect and analyze the data for the assessment of the Latino community of Carrboro. Both primary and secondary data were collected. The primary data consisted of semi-structured individual interviews and focus groups. These data included both 'insider' views of community members and 'outsider' views of service providers. The secondary data were collected from already existing documents and sources, such as the 2000 US Census, agency reports, newspaper articles and websites. In addition, the students took field notes throughout the AOCD process, recording their observations and impressions of the

community. These field notes served as an additional primary data source and were incorporated into the development of interview materials and the overall analyses.

Initially, the students identified general categories for which to gather secondary data. These data were used to give the students general background knowledge of the community. Once the primary data were collected, the responses from the interviews and focus groups were used to determine which secondary data were most relevant. For instance, the group initially collected data regarding politics in Carrboro but little commentary was collected on this topic and it was decided not to be included in the final analysis. The students also anticipated that there would be topics on which the primary and secondary data supported one another, and times when they would contrast. Each of these occurrences was equally important to the AOCD process in order to present complimentary perspectives. In presenting the data, the team of students chose to show the primary and secondary data together for each major theme. The sections describing the major themes each include the community member perspective, the service provider perspective, a summary, and a description of the discussions and action steps from the community forum.

Institutional Review Board (IRB)

The students reviewed previous community assessment documents and developed semi-structured interview guides for community members, service providers and focus groups, including youth focus groups. Fact sheets were written that included a description of the project and any possible risks of participation. The fact sheets were given to all participants before they were interviewed in order to gain informed consent. All materials were translated by bilingual team members to ensure equal access and participation in the AOCD process for non-English speaking community members and service providers. (See Appendices, Section F for the fact sheets and interview guides.)

The University of North Carolina at Chapel Hill School of Public Health Institutional Review Board (IRB) approved all the methods for recruitment of interviewees and focus group participants, and the fact sheets and interview guides. This Board works to ensure that all study participants are treated fairly and protected from harm. After gaining approval, the team was assisted by their preceptors, Maria Hitt and Susan Clifford of the Orange County Health Department, in compiling a list of service providers and key informants in the area.

Interview Guides

The interview guides (see Appendices F1-22) were developed, approved by the IRB, piloted with a service provider and community member, and then revised and approved again. The service provider interview guides asked questions concerning the strengths and challenges of the community, as well as the services currently offered and those needed. The community member guides contained similar questions about life in the community and specifically asked about respondents' experiences as Latinos in Carrboro. These guides were developed according to principles of Community Based Participatory Research (CBPR). The goal of this method is to empower community members through interviews that allow them to focus on their biggest concerns and prioritized issues. Both guides asked open-ended questions and included probes to elicit more detail. The focus group guide for youth contained open-ended questions about their perceptions of Carrboro, recreation, school and other issues they faced.

Gaining Entrée

Along with the development of the interview guides and the fact sheets, the team of students took steps to enter and get to know the community. A windshield tour, or driving tour of Carrboro, was one of the first steps taken for community entrée. The preceptors assigned to the team helped orient the team to important geographic locations, such as housing, businesses and churches relevant to the Latino community. The team members attended churches and volunteered at local

events such as La Fiesta de Ropa (a clothing festival for Latinos) in order to meet community members and gain an understanding of Carrboro and the Latino population. Furthermore, the students read and regularly reported back to the team on articles and events from various local newspapers and weekly/monthly publications. This research helped to guide the interviews with current events and to discover new ways to gain community entrée and recruit participants. A group of Health Promoters (*Promotoras de Salud*), Latina women trained to be community health advisors in the Chapel Hill/Carrboro area, was very helpful in connecting the team with the community.

Recruitment of Interview Participants

In accordance with IRB, all participants needed to give permission before the students were able to contact them. The students and preceptors identified key community members and service providers as possible individuals to interview. The preceptors initiated the process by contacting everyone on the list and asking their permission for someone from the student team to contact them. The team of students then contacted and interviewed these key informants. After each interview, the team members asked participants to suggest other individuals who would be valuable for the AOCD process. Interviewees were then asked if they were willing to contact the suggested individuals in order to obtain authorization for a student to contact them. This resulted in an ongoing list of possible interviewees and individuals to involve in the process.

Primary Data Collection and Analysis

The team recognized the importance of gathering primary data from a representative sample of the Latino population in Carrboro and service providers in the area in order to obtain a realistic perspective from those on the ground level. The team collected data from community members and service providers of differing backgrounds and ages. A total of 47 people were interviewed individually or through focus group participation, including 18 adults and 4 youth community

members. In addition, 17 service providers and 8 individuals who identified themselves as both community members and service providers were interviewed. Five focus groups were held with participants who were community members, service providers and youth. (see Appendix A for detailed demographic information on interviewees.)

Two team members attended each interview and focus group, and for some focus groups a third team member took notes in addition to the interviewer and note taker. All but three interviews were recorded on tape. Prior to each interview consent was obtained, including permission to tape record the interview. Bi-lingual team members conducted interviews in the preferred language of the interviewee.

After the completion of each interview and focus group, the interviewer and note taker completed a debriefing form to capture immediate impressions of the interview (see Appendix G). The note taker typed up the notes and listened to the audiotape. Listening to the tape gave the note taker the opportunity to fill in the notes (to a near transcription level) from the interview and to identify quotes and topics that were emphasized. If necessary, the interviewer and a team member who was not present at the interview listened to the tape to fill in any missing responses. When interviews were conducted in Spanish, the note taker would translate and transcribe the interview into English so that other team members could code the data. If the note taker identified an important quote she included original Spanish version along with the translation.

An extensive Microsoft Access database was developed to enter and analyze the primary data, and to identify themes among the interviewees. The database had fields for the various types of responses and required the interviewer and another team member who was not present at the interview to 'code' the data by category as they entered information. All responses from the interviews and focus groups were entered in this manner and then sorted by categories. For

instance, all the relevant responses on housing were sorted and then examined for common and diverging responses from community members and service providers. The Access database was also used to identify the most important issues by looking at both the frequency and depth of responses. Changeability was also considered when selecting major themes to be discussed at the forum.

Secondary Data Collection

The 2000 US. Census and a 2003 NC Latino Health Report were among the data sources used for the secondary data collection process. Prior to collecting primary data, the team initially gathered written information on themes that were predicted to be important within the community, such as health and education. These data were used to inform the students throughout the process and to revise the interview guides to include more applicable questions. After the primary data were analyzed and important themes were identified, the team members did further research for secondary data surrounding each theme.

Limitations

There were several limitations to the methods used by the team. The team attempted to gain a representative sample of the population but encountered great difficulty in recruiting community members who were not already active leaders. There were also leaders and individuals recommended to be interviewed whom the team was unable to involve, primarily because of scheduling constraints. The male day laborer population of Carrboro was one that was difficult to reach and their voice may not be fully represented. Additionally, scheduling time to interview youth was hindered by the process of first gaining consent from the parents and then the youth, as well as attempting to gain permission from the area high school. The project is thus limited to a small sample of youth focus group participants. Moreover, a common response to a question about the effects of the growing Latino population was the impact that the growth had on the African

American population and on intercommunity relations. The team was unsuccessful in gaining the perspective of African Americans living in Carrboro. The community assessment took place over 6 months, limiting the team's opportunities for community entrée and interactions. Delayed approval from the IRB also reduced the amount of time available to the team for interviews and focus groups.

The secondary data collection was also limited by many of the data sources, which did not include information specific to Carrboro, but rather data at the county or state level. Furthermore, an otherwise useful survey from the Town of Carrboro did not have adequate Latino respondents and therefore the data were not representative of the entire community. Census data were considered by Latino advocates as an undercount of Latinos due to possible misunderstanding of the intent of the census and fear of repercussions from participating in the data collection. Additionally, most of the secondary data sources represented statistics of only those Latinos who possessed legal documentation. The students recognized that there were many community members with undocumented status who were not included in the more formal secondary data sources.

Chapter II: Background, Secondary Themes and Overarching Themes

To gain a picture of the Latino community of Carrboro in the first half of 2003, this chapter provides demographics, history of Carrboro and background information. This section also includes secondary themes from the primary data collection and overarching themes of the assessment. Secondary themes were discussed less frequently than the four major themes and were not the focus of the community forum. The students elected to include them as background of the community. The overarching themes, documentation and language, were included in almost every interview and were found to be connected with all secondary and major themes. The students chose to define them as overarching as they affected every aspect of life in the community. The

overarching themes are included in this chapter to illustrate the daily life of the Latino community in Carrboro. Major themes are found in Chapter III.

For this chapter, the themes are presented with information from both the service providers and the community members, along with secondary data and quotes when applicable. The purpose of this organization is to present information from the different perspectives, to gain a better understanding of the themes and the issues of the community.

Background

History of Carrboro

In 1882, Carrboro was founded when a railroad station was built one mile from the UNC campus to accommodate travelers and students to and from UNC. It was first known as West End because of its geographical location west of Chapel Hill. Incorporated in 1911 as Venable, the town made its final name change two years later in honor of Julian Shakespeare Carr, owner of the local textile mill. The 1920 Census reported Carrboro's population as 1129. In 1945 the Farmer's Exchange opened and still runs today.³ The town of Carrboro and its total population has continued to grow.

Over the past 20 years, the Latino workforce in North Carolina grew from 56,000 in 1980 to close to 500,000 in 2002.⁴ The influx of Latinos to Orange County specifically came at a time when businesses in the county were struggling to find workers for construction trades, hospitality, restaurants and daycare, and the unemployment rate was very low.⁵ Local businesses employed and were supportive of Latino workers. Some businesses offered English classes to their Spanish speaking employees.

In 1994 local Latino leaders founded the annual celebration of Latin American arts, culture and heritage, La Fiesta del Pueblo, to celebrate the culture of the growing Latino population.

Previously held at the Lincoln Center and Chapel Hill High School, the 9-year-old event has grown in popularity and attendance (48,000 in 2002) and will move to the NC State Fairgrounds in September, 2003. The event has exposed over 400,000 people to the arts and cultures of Latin America and the Caribbean.^{6,7} The event is sponsored by El Pueblo, Inc. El Pueblo, Inc. started as the host of the festival, and then grew into a non-profit state-wide advocacy and policy organization dedicated to strengthening the Latino community. Their mission is accomplished through leadership development, education, and promotion of cross-cultural understanding in partnerships at the local, state, and national levels.⁸

In response to the growing Latino population, El Centro Latino, the local Latino resource center in Carrboro, opened its doors on July 15, 2000 and sees an average of 120 clients per month. It was developed through a collaboration of local Latino leaders, the Orange County Task Force on Hispanic Issues and the Orange County Partnership for Young Children's Los Niños Task Force. The mission of El Centro Latino is to improve the quality of life for Latinos living in and around Orange County by providing educational and social services, advocacy, and cultural activities.⁹ El Centro Latino offers many services and programs to the community including a children's program, computer classes, language classes, driver's license courses, youth programs, a women's group and special events.

Demographics

The Town of Carrboro is 4.3 square miles.¹⁰ According to the 2000 U. S. census, the population of Carrboro is 16,782. 73% of Carrboro residents are Caucasian, 14% are African Americans, and 5% are Asian. 12% of Carrboro residents are Latino.¹¹

Census figures show that about 25% of the households in Carrboro are now "family" households, defined as having individuals under the age of 18. The school age population (age 5 to

19) has increased 107% since 1990. The largest age group in Carrboro was the 25 to 34-year-old age group, making up about 25% of the population.¹² Carrboro is increasingly becoming home to graduate students, young professionals, married couples and families.

Today, Carrboro has the largest Latino population in Orange County with 2,062 people.¹³ Of the foreign born residents in Carrboro, 54.9% reported Latin America as their region of birth.¹⁴ The Latino population of Carrboro has increased 936% since 1990. Nine percent of the total population of Carrboro is Mexican, which increased 2,291% from 1990 to 2000.

Politics

On the political front, Carrboro has been a leader in accepting Latinos in leadership roles and in publicly supporting Latino community members. In 2001, John Herrera was the first first-generation Latino elected to municipal office in North Carolina as a member of the Carrboro Board of Aldermen.¹⁵ Many people interviewed for this process mentioned him as a key leader within the Latino community of Carrboro.

In response to job losses among local Latino workers who did not have proper documentation, the Carrboro Board of Aldermen passed a proclamation calling for the federal government to amend immigration laws to prevent such job losses nationally.¹⁶ In March 2002, Mayor Mike Nelson told the press, “We have always had very low unemployment here [in Carrboro], and we need these workers [Latinos]. It’s a shame we have an immigration policy that doesn’t meet our needs.”¹⁷ This was cited as a significant event by Dr. Nolo Martinez, who serves as the NC Governor’s Director of Latino and Hispanic Affairs: “What Carrboro did is important because it recognizes the reality of the situation in North Carolina. It’s the exact opposite of what some other local governments have tried to do,” referring to anti-immigrant resolutions passed in other counties in North Carolina.¹⁸

Also in March 2002, the Chapel Hill-Carrboro Chamber of Commerce passed a resolution acknowledging the importance of Latino workers and requesting changes in immigration laws that would allow them to keep their jobs and attain legal status.¹⁹ It was reported that there was nearly unanimous support among chamber members wanting to help undocumented workers become legal.²⁰

Communication

The increase in the Latino population in Carrboro and the surrounding area has highlighted the need for linguistically and culturally appropriate communication. Both local mainstream print media and privately owned Spanish language print, radio and television media provide Spanish language programs. Appendix B provides a brief description of the Spanish media resources available to Latinos in Carrboro.²¹ It should also be noted that although newspapers such as the *Chapel Hill News* and the *News & Observer* do not feature bilingual articles, they do cover a number of issues relevant to the local Latino population.

Beyond the efforts of mass communication to become more inclusive of the needs and concerns of the Latino community, service providers are making strides toward improving communication with Spanish-speaking Latino community members. The 2000 Executive Order, “Improving Access to Services for Persons with Limited English Proficiency” which mandated Title VI of the Civil Rights Act of 1964, has affected how health and human service agencies receiving federal funds respond to the rights and needs of clients with limited English proficiency (LEP).²² For example, the North Carolina Department of Health and Human Services is legally obligated to provide interpretation and translation services for the Spanish-speaking population. Organizations such as the North Carolina Office of Minority Health and Area Health Education Centers (AHEC) Latino Health Resource Center provide much needed Spanish language and

cultural competence training for health and human service providers. AHEC also provides training to interpreters working in health care and social service agencies.

Access to bilingual resources in times of emergency is a challenge that has gained considerable attention since the December 2002 ice storm which left thousands of families without heat or electricity for several days. There were several reported incidences of carbon monoxide poisoning from burning charcoal grills inside homes to generate heat. Many service providers thought that the increase in carbon monoxide poisoning in the Latino community was due to lack of knowledge and media information about the issue. Few emergency plans included language-appropriate outreach to the Latino community during the ice storm. However, many organizations, state agencies, and media outlets have since begun to develop more efficient and far-reaching communication systems to ensure linguistically and culturally appropriate information sharing in times of emergency. For example, the Orange County Health Department and the Office of Emergency Medical Services have convened an emergency preparedness work group to address these issues. A number of agencies have participated in the initial meetings including: Red Cross, Piedmont Health Services, Chapel Hill-Carrboro School System, Orange County Department of Social Services, and El Centro Latino.

Religion

When asked to identify the religion of the majority of Latinos, all respondents identified Catholicism as the most common religious denomination. A few respondents also confirmed that some members of the Latino community are Jehovah's Witnesses. United Church of Christ (Iglesia Unida de Cristo) and Saint Thomas More Church were noted as the most popular churches that minister to Spanish-speaking people. Like many churches in the area, Saint Thomas More and

United Church of Christ have improved their responsiveness to their growing Latino membership by providing Spanish language social and religious services, as well by recruiting Latino clergy.

Life in Carrboro

The quality of life in Carrboro is good, as reported by the community members who responded to questions about this issue. Various factors that respondents thought contribute to and determine a good life included: employment, safety, family life, education, transportation and cost of living. The welcoming and friendly atmosphere of Carrboro was a common response when interviewees were asked about strengths of Carrboro that relate to the Latino community. The peacefulness and safety within the community were also reported by both community members and service providers. Respondents felt that safety issues and employment opportunities were better in Carrboro than in surrounding cities and towns. Services such as El Centro Latino, the Carrboro Community Health Center and the Carr Court Family Resource Center were also named as assets from both perspectives.

The diversity of restaurants and products found in grocery stores and *tiendas* was a positive response related to the growth in the Latino population. Signage in Spanish around town was a common response among several service providers as a strength and noticeable change in Carrboro. However, the need for more signage and information in Spanish also surfaced as a challenge or need from the community member perspective.

While responses for strengths of Carrboro included the advantage of the town being a “walkable” community, the need for more sidewalks was reported by several interviewees. The high cost of living and more recent congestion with the increase in population were reported as negative aspects of Carrboro.

General Services/Resources

There are many agencies in Carrboro which offer services to and have an impact on the Latino community, and many individual leaders here are working hard to improve life for Latino residents. During interviews and focus groups, community members were less likely than service providers to name individual leaders, but they frequently mentioned El Centro Latino, Carrboro Community Health Center, St. Thomas More Church, Iglesia Unida de Cristo (United Church of Christ), MANO (ESL classes for women), and El Centro Hispano (in Durham) as agencies that make a true impact in the Latino community. In addition to these agencies, service providers often talked about the important work of the Chapel Hill/Carrboro School System, the Interfaith Council, the Orange County Health Department, Childcare Services Association, the Family Violence Prevention Center, the Orange County Partnership for Young Children, and the police department.

Interviewees recognized that while there are a number of individuals and agencies working on behalf of Latinos in Carrboro, they are overburdened and unable to meet all the needs of this growing population. Moreover, barriers such as language issues, lack of transportation, and cultural differences contribute to the challenges surrounding providing and accessing services. Lack of documentation is another barrier to providing or receiving services, and perhaps the hardest to overcome. As one service provider put it, “Most federally or state funded services are prohibited from providing services to children other than those born in the US. It’s a tremendous policy barrier. Many of our agencies would be willing to serve them, they would be willing to spend their own funds for that matter, but they’re prohibited by federal or state law.”

Secondary Themes

Community Relations

“I think also that Carrboro has become a more diverse town in terms of who it attracts. It is something that Carrboro values a lot and the residents value a lot – diversity. Physical diversity, intellectual diversity, class diversity, racial diversity, and political diversity.” –Service Provider

Diversity

Community members who were interviewed, identified a number of racial and ethnic groups in Carrboro including: Latinos from various countries of origin, African Americans, Caucasians and Asians from various countries of origin. Respondents often described Carrboro as diverse or multicultural. A few service providers attributed this diversity to Carrboro's proximity to the University of North Carolina at Chapel Hill. Others claimed that the diversity was due to the growth of the Latino population.

Intracommunity Relations

Interestingly, community members most commonly identified diversity within the Latino community. While most respondents thought that Mexicans comprised the largest portion of the Latino population, many also mentioned the presence of Colombian, El Salvadoran, Peruvian, Honduran, Guatemalan, and Brazilian sub-communities. Even within the Mexican population, people often differentiated between Mexicans from the cities and Mexicans from the countryside.

While language is seen as a common link among Latinos, many community members and service providers interviewed, warned that it was a mistake to assume people identified themselves as members of one unified Latino community simply based on a shared language. In fact, many community members said they only began to consider themselves as Latino once they arrived in the United States, and that previously they were accustomed to identifying as citizens of their home countries. Several respondents commented on the divisions within the Latino community primarily based on country of origin as well as on level of education and socioeconomic status. There were a number of anecdotal examples of belittlement, stereotyping, resentment, jealousy and rivalry between members of different Latino groups. Some noted that the prejudices within the Latino community are often worse than those experienced with people outside of the Latino community.

Conversely, community members also thought that the presence of Latinos from different countries provided an opportunity to learn and experience new cultures. Many described positive experiences with Latinos from different countries. Others felt a need for more communication across cultural boundaries because the majority of Latinos here face the same struggles and barriers regardless of their country of origin.

Intercommunity Relations

Both community members and service providers offered various examples of discrimination that Latinos experienced. Many attributed this discrimination to their inability to speak English, especially in the workplace. One respondent described an employer forbidding the Latino workers from speaking to one another in Spanish. Others talked about how Americans often stereotyped Latinos based on their country of origin. For example, one respondent commented that people often assume he is associated with the drug trade because he is Colombian.

When asked about relations between Latinos and other ethnic groups, people most often pointed to a problematic relationship with African Americans. Both service providers and community members often described Latinos and African Americans as “segregated” communities. There were commonly identified reasons for the division between these two groups. Some thought that many Latinos came to the United States with media-based pre-conceived notions of African Americans that generated fear and distrust. Other respondents explained that there was a perception that the growth of the Latino population has created a sense of displacement among African Americans. Some felt that this growth caused a “competition for resources” where service providers are directing their attention away from the African American community, which has caused some resentment. Many respondents thought that the language barrier between the African American and Latino communities limits communication and leads to misunderstandings.

Several service providers pointed to the changes in the Carr Court neighborhood as a positive example of intercommunity relations. The “peaceful” integration of Latinos into a predominately African American area was attributed to the presence of a resource center and open communication, which was fostered by the employees of the center. Ultimately, however, many respondents felt that there is a great deal of work to be done in order to mend the tensions between Latinos and African Americans in Carrboro.

Housing

“They try to rent cheap places because they aren’t going to stay here. Most of these people just come to work, because they need to work and send money to Mexico. That’s why they try to find a small, cheap place where they can fit 8-10 persons in the same apartment. But that’s the only reason – they just want to come, work, and go back.” ~ Community Member

Secondary Data

Rental units dominate the housing in Carrboro, with 68% of the housing being renter occupied. There were 8,184 housing units reported in 2000. Of the renter-occupied units the highest percent (50.7) of residents pay \$500 to \$749 for gross rent.²³ The high cost of rent may be due to Carrboro’s proximity to the University of North Carolina at Chapel Hill and its many resources. In 2001, the average cost of a home Carrboro was \$117,040.²⁴ Carrboro has the highest population density in the state, with 3,753 persons per square mile.²⁵

Community Member Perspective

Lack of affordable housing was listed as one of the biggest problems in Carrboro. Poor living conditions and the inability to afford rent were common responses. All respondents to questions about housing agreed that the cost of living was high and that the majority of Latinos live in apartments, such as the Abbey Court and Estes Park complexes, among others. Owners and landlords were reported to take advantage of the Latino renters by not providing the same services and being negligent with repairs and maintenance.

Service Provider Perspective

Housing conditions with large numbers of individuals (5-10) sharing one apartment was among the most common responses to questions about housing for Latinos in Carrboro. Service providers also acknowledged the lack of affordable and decent housing. The cost of living was cited as the reason for multiple families and individuals sharing a small space. Apartments that are in poor condition, such as being rundown or with insects, are being rented to Latinos. Language and documentation issues were mentioned as barriers to equitable housing conditions.

Summary

Lack of affordable and decent housing was a recurring theme for all respondents. The reasons for crowded living conditions varied between the insider and outsider views. Several community members discussed the rationale for the sharing of apartments. They responded that many Latinos are here simply to work and send money back home (primarily to Mexico) and to eventually return there themselves. The outsider perspective did not include this rationale but simply that the high cost of rent is unaffordable to single families or individuals.

Both service providers and community members concurred that the fear of repercussions on undocumented individuals made renters vulnerable to exploitation by landlords. Furthermore, the high cost of living in Carrboro/Chapel Hill and the struggle to find work and equitable pay contribute to the housing problems. As one community member stated, “There is no affordable housing...Just paying the rent is astronomical, for folks who are making less than minimum wage.”

Recreation

“For us, free time is used to go buy what we need, go to the clinic if we’re sick. Do our own personal things, because we don’t have enough money to say, I’m going to take a day off and stay in a hotel or go out and eat breakfast. Depending on the season, too. Not all the seasons are the same. But more than anything, we just spend time as a family.” ~Community member

Secondary Data

The Carrboro Recreation and Parks Department boasts a wide range of fun, recreational, educational and social activities in sports, arts, humanities and more.²⁶ The Department offers

classes for all ages, athletic leagues, camps, workshops, day trips, special events and park facilities. The Department offers its schedule of classes in Spanish.²⁷

Community Member Perspective

Many of the community members interviewed felt that there was a lack of activities and opportunities for recreation in Carrboro. A lack of free time was also a common theme among the respondents. Activities such as playing soccer, social gatherings, shopping, and watching TV were listed as things they did for recreation. Family activities were emphasized as a priority from the community member perspective.

Service Provider Perspective

Many of the same activities mentioned by community members were named by the service provider interviewees. Language was considered to be a barrier to recreational opportunities from several respondents. Many of the service providers felt they did not know what people in the Latino community did for recreation, and believed that they lacked free time and watched a lot of television.

Summary

Both service providers and community members named similar recreational and leisure time activities and a lack of opportunities for the Latino community in Carrboro. Overall, while similar responses were given from both perspectives to questions regarding recreation, there was a general lack of thorough responses. While secondary data sources provided activities and fields available in Carrboro, language and lack of time seem to be the predominant barriers to participating in recreational activities for the community members.

Youth

Youth Perspective

The participants in the youth focus group had a very positive attitude about life in the Carrboro-Chapel Hill area. They agreed that this was a quiet area with many employment prospects

as well as opportunities to go to college. They thought the free transportation system was a benefit of living in the area. Respondents identified the friendly environment and diversity of different languages and cultures as strengths.

The respondents also identified some negative aspects of living in Carrboro for Latino youth. The lack of recreational activities was a commonly voiced concern. Many described the area as “boring.” However, they also identified specific activities such as Halloween on Franklin Street and Apple Chill, a local street fair, as fun events.

Important challenges for Latino youth included problems between Latino students and African American students in the local public high schools. Many felt that there was a lack of understanding between the two groups. Participants also mentioned divisions around country of origin within the Latino community at their schools. Major concerns of the Latino youth included: learning English, the lack of documentation necessary to attend college and find employment, and increasing drop-out rates among students who have to work while attending school.

Adult Community Member Perspective

Adult community members identified the lack of educational and employment opportunities beyond high school as the largest challenge facing Latino youth. This lack of future opportunities was most commonly attributed to undocumented status. The increase of students dropping out of school in order to work and support their families was identified. Drop-out rates were also linked to the increase in hopelessness among young people who lacked the documentation necessary to attend college.

Community members also identified teen pregnancy, the lack of recreational activities for young people, and the stress of acculturation on relationships between parents and teens as challenges affecting Latino youth. A number of respondents also mentioned the strain that working several jobs places on parents’ abilities to be fully attentive to their children’s changing needs.

Service Provider Perspective

According to service providers, young people in the Latino community face a number of challenges. Several service providers discussed the tensions between African American and Latino youth in the local middle and high schools. This tension was most often attributed to language barriers that led to misunderstandings and segregation along racial and ethnic lines. Service providers also mentioned the difficulties that arise in parent-child relationships as young people become more Americanized over time. Some respondents discussed the burden that it places on young people to have to act as cultural and linguistic interpreters between their families and the outside English-speaking community.

Summary

There are some clear distinctions in the opinions of youth, adult community members, and service providers. Adult community members seemed to be most concerned with future opportunities available to Latino youth in light of documentation problems. Service providers provided more descriptions of the changing relationships between Latino youth and their parents, as well as the struggles that Latino youth face in schools. The young people themselves were also concerned about future educational and employment opportunities as well as about the lack of recreational activities and tensions with other racial and ethnic groups.

Overarching Themes

While initially considered as separate major themes, documentation status and language barriers were found to be issues that contributed to all of the challenges facing Latinos in Carrboro. Therefore, these two areas are presented as overarching themes and their relevance to each major theme will be detailed in Chapter III.

Documentation

“If you ask someone, the first thing they’re going to say is they wish they spoke English and they wish they had papers so they could use the system just like everyone else. The main need for immigrants is a work permit so they can take care of their family. If you have a better job you have access to education, to health care, to whatever. At least you know you can make it on your own. Without that, you have no economic security.... They [Latinos] need amnesty. People would be much happier, less depressed, they would save money because they could be buying homes, starting businesses, they won’t have to live in the shadows, they could participate in government.” ~Community Member who works as a service provider

Secondary Data

In 2002, the Immigration and Naturalization Service estimated that as much as 75% of the North Carolina immigrant workforce did not have proper documentation to work in the United States.²⁸ No data exists on the numbers of undocumented Latinos in Carrboro. In a report by *The Chapel Hill News*, it was discovered that there were several people in Orange County who were in the business of forging fake social security cards and alien resident cards. Some people used the fake documents to obtain work and bank accounts.²⁹

Community Member Perspective

“I think this is the biggest concern of the Latino community. Have legal status, and being able to reunite with or visit their family.” ~ Community member

Community members agreed that lack of documentation status was one of the biggest challenges that they faced and that it resulted in the constant fear that someone might call INS and have them deported. One person stated that not having proper legal status put a barrier on anything a Latino person might try to do. Many of them talked about the consequences within the workplace, as mentioned above. Other consequences discussed included not being able to travel to visit family and, for teenagers, not being able to go to college.

Insiders expressed anger at the system and government that requires them to pay taxes in this country (via purchasing goods or through their jobs), but not to work legally. They resented the fact that working here without proper status was seen as a crime on their part, while employers were the ones hiring undocumented Latino workers. One person called this “a pretend game” where

Latinos are invited to the U.S. to contribute productively to the country, but then are not recognized for the important work that they do.

Service Provider Perspective

Other than discrimination and problems in the workplace, service providers stated that consequences of lack of proper documentation status on Latinos included worry about deportation and fear of advocating for themselves at work or when accessing the service system. These fears were said to cause Latinos a lot of stress and ultimately resulted in feeling isolated and depressed. It was stated that the local police, however, were not interested in deporting undocumented Latino workers and that the police would only do so if they were required to by an INS detainer.

Summary

Both community members and service providers cited the constant anxiety, fear and isolation that Latinos felt due to not having proper documentation to live or work in the United States. Due to the fact that they were not truly considered participating members of the society, some Latinos felt ultimately that they were not members of a community here. However, it was interesting that service providers commented that the police were not interested in deporting Latinos. It is possible that community members may have had misperceptions about this.

Language Issues

Throughout the interviews with community members and service providers, language issues were pervasive. Respondents commented that the language barrier is something that affects almost every aspect of the Latino community's life in Carrboro.

Community Member Perspective

Many people expressed that limited knowledge of English prevented their access to services and employment, and affected their daily lives. The issue of navigating the service system came up frequently. Some community members expressed frustration at not being able to read street signs, communicate with police officers, understand emergency information, etc. A salient example of

this was during the ice storm of December 2002, when many community members said they were unable to understand the news broadcasts providing information on safety, and alternative shelter options.

Community members realized that language issues directly affected their employment opportunities. In order to advance in a job or start a business English language skills were required. It was stated that there were more employment options available to the bilingual members of the community. Community members also expressed concern at not being able to communicate with their employers to tell them when they need time off, or when they have questions about their paychecks.

Service Provider Perspective

Service providers agreed that language was a predominant issue within the community. Many service providers pointed out that some agencies had only one person who spoke Spanish. That person often ended up as the point of contact for all Spanish speakers, regardless of their specific position within the organizations. Other service providers and community members said that too many agencies rely on interpreters or members of the individual family to provide translation. Interviewees expressed that this role was inappropriate for family members, particularly when dealing with personal or confidential information.

Summary

In general, respondents said that language barriers prohibit monolingual community members from becoming more involved in community activities, leading to isolation and limitations in everyday life. Community members reported the difficulty or inability of accessing basic services, such as the post office, and communicating effectively. At the same time, community members acknowledged that the Spanish speaking community is increasing rapidly. Additionally,

there are many individuals and agencies attempting to reach out to the community, and many classes available to study both English and Spanish.

Chapter III: Major Themes and ¡Acción Latina!

Introduction

This chapter will focus on the community forum and the four major themes prioritized through the process. The students were guided in the development of the forum by a planning committee which consisted of Carrboro community members and service providers. Based on the data gathered by the students regarding the most salient themes, as well as issues considered to be the most changeable, this planning committee selected health, education, employment and transportation as the areas of focus for the forum. The event, facilitated by the students and planning committee members, provided an arena to bring together “insiders” (community members) and “outsiders” (service providers and students), to validate the findings of the AOCD, to discuss the issues that emerged, and to formulate steps to address these issues. The chapter begins with the methodology and description of the forum. Secondly, the information collected on the four major themes, including primary and secondary data, along with the forum discussions around each theme and resulting action steps is presented.

Community Forum

The community forum, ¡Acción Latina!, was developed as an opportunity for community members, key leaders and area service providers to come together and discuss important themes that emerged in the AOCD process. A committee was formed to help plan the forum including how the interview results would be presented and discussed. The committee was comprised of community members and service providers within the Latino community of Carrboro. The planning committee decided on an appropriate date and location for the event; advised the team on the major themes to be discussed in small groups at the forum (using specific criteria for selecting an issue for

action – see appendix H for a description); participated in generating publicity about the event; helped with the creation of the agenda, evaluation and interest forms; and worked with the team to plan for and facilitate small group discussions at the forum. Team members trained planning committee members in small group facilitation techniques, such as “Ver, Pensar y Actuar” (translation: See, Think, and Do) and SHOWED (See, Hear, Observe, Why, Empower/Evaluate, Do) [see appendix O for a complete description of these methods], which were based on theories of empowerment education. The committee named the event *¡Acción Latina!* (Latino Action), setting the stage for a results-oriented discussion at the community forum.

Being community members and service providers themselves, the planning committee members were essential actors in the preparation for and execution of the forum. Their involvement was sought to ensure that the issues presented truly represented the highest priorities of community members and service providers. In addition, the students hoped that planning committee members would feel enough attachment to certain issues to want to continue with the action steps generated by the forum.

¡Acción Latina!, was held on Saturday, May 3rd from 10 a.m. -1:30 p.m. at the Lincoln Center in Chapel Hill. On the day of the forum approximately 70 individuals were in attendance, with a roughly even distribution of service providers and community members. The forum was held in Spanish with simultaneous translation in English. Following introductions, welcomes, and the presentation on the major themes found, team members and the planning committee presented the four major themes for discussion – health, education, employment, and transportation – and facilitated small group discussions among five small groups about these issues. The students originally considered presenting language barriers and documentation issues as individual themes. However, these were later identified as overarching themes (see Chapter II) that affect every facet

of life for Carrboro's Latino community, and were implicated as important factors in every discussion at the community forum.

The participants at the forum were vocal and involved, and many people commented that they enjoyed the opportunity to learn and share. After the small group discussions, all of the participants reconvened in the large group. Each small group selected one person to report back their small group's recommendations and action steps (three people who spoke were community members and two were community member/service providers). It was also presented that some participants took responsibility for following up on some of the action steps.

The team of students felt it was important for the forum to not only be an opportunity to discuss major issues within the community that the findings of the AOCD process has pointed to, but to also celebrate the diversity and supporting environment of Carrboro. Through donations from local foundations and businesses, the students were able to make the ending of the forum a festive occasion with a DJ, food, and prizes. Please see Appendix O for more detailed information regarding the forum and the planning efforts that led up to it.

Health

"A problem with respect to health is the fact that the majority of us don't have insurance and it's really expensive. We think, we can't get sick here. Because if we get sick we'll be obligated to this government for the rest of our lives. So, we have to think that we always have to stay well in order to continue working."
--Community Member

Secondary Data

In November 2000, the Orange County Health Department and Healthy Carolinians of Orange County issued the "The Health of Orange County."³⁰ This report notes that health indicators for Orange County are generally better than statewide averages. However, minorities shoulder a disproportionate burden of disease and poverty in the county. The infant mortality rate in 2001 was almost three times higher for minorities than for whites, and from 1996-2000, twice as many low birth weight babies were born to minorities as to whites.³¹ Additionally, similar to trends

statewide, the report notes that few area dentists accept Medicaid and are therefore inaccessible to uninsured, lower income residents.

Although “The Health of Orange County” presents an excellent overview of the county’s health status with respect to statewide and national data, Latinos are only occasionally identified in the analyses of “minority” health indicators, and do not appear to be included in most of the data presented. This lack of data specific to Latino residents presents an important limitation. It is difficult to accurately assess the needs of the Latino community when their responses are included with other communities’. In response to the fast-growing Latino population and the challenges that this has placed on North Carolina’s health care delivery system, the North Carolina Institute of Medicine (NC IOM), in collaboration with the Latino advocacy organization El Pueblo, Inc., spearheaded a Latino Health Task Force, comprised of state and local health officials, legislators, and Latino advocates. The Task Force’s report highlights important barriers and challenges faced by the North Carolina Latino community. 37% of Latinos nationally are uninsured.³² In North Carolina, 54% of Latino adults are uninsured, compared to 22% of African Americans and 11% of non-Latino whites.³³ Latinos are more likely to have lower incomes and less education than non-Latino whites.³⁴ The report cites language difficulties, lack of health insurance, cultural differences in approaches to health care, and lack of health literacy as significant barriers to care for Latinos in the state.³⁵

Community Member Perspective

A community member who is also a service provider described access to health care as “one of the biggest challenges for Latinos in Carrboro.” In general, community members cited lack of health insurance, the high cost of health care, not knowing where to go for services or how to access services, and lack of access to dental care as their primary concerns with respect to health.

Most community members cited Piedmont Health Services' Carrboro Community Health Center as one of the most utilized health services in Carrboro. And while people were overwhelmingly positive about the services they receive through "La Clinica de Carrboro," one community member pointed out that there are not many alternatives: "...as far as health, yes we have a clinic, but sometimes we'd like another... The clinic in Carrboro – it's the only one there is...But I think sometimes it's lacking. Because sometimes they don't have enough to attend to all the community – not just Hispanics, but also whites, blacks. I think that more support is needed."

Others discussed the differences between the medical system here and in their home countries: "I think the problems we have are often with health and we don't know where to go. Also, medical care is really expensive. In Mexico it's not as expensive, and not just that, but in Mexico you don't have to go to the doctor, you can just go to the pharmacy to buy medicine. And here you can't buy medicine, except for maybe Tylenol."

When discussing lack of access to dental care, community members noted that few dentists accept Medicaid and that there is a general need for more dentists who serve adults as well as children. Some recognized that the Orange County Health Department does offer dental services, but observed that people often have to wait months for an appointment.

Many community members avoid seeking health care at all costs: "I haven't gotten sick. I try not to. I also ask my kids to try to be careful. Because if they have some accident on their bike, if they break a bone or something, I tell them that it's something that's really hard to deal with."

Service Provider Perspective

Lack of health insurance, the high cost of health care, not knowing where to go for services or how to access services, and lack of access to dental care also emerged from discussions with service providers as key health issues for Latinos in Carrboro. In addition, service providers emphasized language barriers (including lack of bilingual personnel and/or interpreter services),

lack of culturally appropriate services, and lack of mental health services as important issues. Specific issues included isolation and depression, and high risk for Sexually Transmitted Diseases including HIV.

Like community members, service providers mentioned the Carrboro Community Health Center as a place where many Latinos access health care. But the clinic's limitations were evident from these discussions as well: "The Carrboro Community Health Center is a great clinic and has the trust of the community, but it's broke." Clinic staff reported that the official estimate is that 57% of all patients served are Latino, but note that this estimate is probably low.³⁶ Sixty-five to seventy percent³⁷ of clients served by the clinic's WIC program are Latino, as are over 90%³⁸ of the clients served by the Maternity Care Coordination program. But even for the many Latino patients that the clinic does serve, it can't meet all health care needs: "Another big health issue is when people have stuff that the clinic can't handle. Like, even if you're undocumented you can go to the clinic and pay \$20. But, if you break your arm, or you have something chronic then you have to go to the hospital." Many service providers echoed the sense of fear that community members had voiced about seeking health care: "People are pretty afraid to seek care because they are afraid of the cost."

While mental health and related issues of loneliness, depression, and isolation were mentioned only briefly by community members, they emerged as key themes in interviews with service providers. One service provider put it simply: "Mental health is the first thing that hits you when you are an immigrant, regardless of where you come from, or how rich you are. Once you are away from the support system of your *familia*, it's like your whole world is upside down." Several service providers identified the unavailability of mental health services for Latinos, due to a lack of culturally and linguistically appropriate, affordable services, and because of a general sense of

stigma attached to mental health issues in the Latino community. Another service provider described it this way: “Mental health is a taboo. You have to be *loco* to go to a psychotherapist. So, people won’t tell you that they need mental health.”

Several service providers also focused on immigrant Latinos’ high risk for STDs, including HIV/AIDS. General lack of condom use was implicated as well as alcohol use and feelings of loneliness and isolation leading to unsafe sexual practices.

Summary

Community members and service providers generally agreed about the challenges that Latinos face in accessing health care in Carrboro. Community members were more focused on the issues of cost and lack of insurance, while service providers were more concerned about specific health issues, including mental health, and about the cultural and linguistic competency of health and human service agencies. Both perspectives strongly support the findings of the Latino Health Task Force.

Forum: Small Group Discussions

During the introduction of themes to the large group, the students reported on the most frequently cited issues having to do with health from the findings: lack of health insurance/high cost of health care, lack of access to dental care, high risk for STD’s, and mental health issues including depression and feelings of isolation. Approximately 20 attendees chose to participate in a small group health discussion. A member of the student team facilitated brief introductions with this group and introduced a set of ground rules designed to allow each member of the group to have a chance to speak and to feel comfortable speaking freely. She then introduced the four health issues and asked for each participant to vote on one issue they would like to discuss. The most popular issues were lack of health insurance/high cost of health care and high risk for STD’s. The group

agreed to break into two smaller groups so that both of these issues could be explored. The student facilitated the insurance/cost group while one of the team's preceptors facilitated the STD group.

Insurance/Cost small group

The insurance/cost group was comprised of approximately 11 individuals, most of whom were community members or "insiders." Service providers, or "outsiders," included two representatives from the Orange County Health Department. The student introduced the topic by reading two quotes that had come from community member interviews. Both quotes dealt with community members' fear of seeking health care because of the cost. The student then began using the SHOWED method to try to elicit an analysis of what the problem was and why it existed. The issue resounded with many community members, and a great deal of discussion ensued about related personal challenges that members of the group had faced. It was an overwhelming issue, and many participants felt there was no way that they could address it on their own. Therefore, the student moved into using Force Field Analysis in order to try to help the group arrive at some concrete, manageable, action steps.

Results

The group identified the Carrboro Community Health Center as an important resource for families who otherwise felt that they did not have access to quality health care. Group members thus chose:

- To focus on strengthening the clinic's reach and effectiveness. One of the service providers in the room pointed out that the Orange County Health Department already does a great deal to support the clinic. Community members in the group seemed to agree that a good amount of information existed, but that it wasn't easy to find or understand.
- Specifically, the group decided they would approach the clinic and ask how they as community members could support its work.
- They would request a list of all its available services and different locations where affordable services could be accessed.

- The group would then work to inform other community members about where and how to access these services.

One group member took the lead. She committed to getting things started and making initial contacts, but asked that every interested person in the room put his or her name and phone number on a sign-up list so that they could work together to deal with the issues they had identified. Several group members signed up, and during the report-back before the entire forum audience, she pledged that action would be taken.

STD small group

The STD group was comprised of 9 participants, including 5 service providers and 4 community members. The facilitator presented quotes and comments that had come out of interviews in order to initiate discussion about the issue. The group discussed various factors leading to high rates of STD's and unintended pregnancies in the Latino community. Some of these factors included culture shock and solitude for men who are here on their own; men not liking to use condoms; women being passive about sexual communication; a general taboo about speaking with children about sexual issues; lack of appropriate information about the importance of condom use; and lack of funds for effective outreach and communication. They decided that a short-term goal should be to provide more information and services through targeted outreach to Latinos and that a long-term goal should be to increase condom use. This group also used Force Field Analysis to try to develop concrete action steps.

Results

The following recommendations that the group came up with for developing STD-related interventions included:

- providing more sex education in the schools for both kids and parents
- developing trainings of training of health promoters and natural leaders, especially men, through the Orange County Health Department

- encouraging employers to hand out information to new employees as well as allowing groups to come in and give free talks on these topics during lunch hours
- working with the various reproductive health agencies located in the area to address this issue
- requesting that UNC, El Centro Latino, or the Health Department hold an annual meeting similar to the forum in order to keep the conversation going and have a time to “check in.”

Specific steps that the group felt people could take immediately included:

- asking El Centro Latino or the Orange County Health Department to bring on an Americorps volunteer to investigate the situation and write proposals in order to fund projects
- contacting El Pueblo to request assistance in raising funds
- include interviews and focus groups with Latinos as part of the Orange County Health Department’s Community Assessment
- contacting a public figure or celebrity about participating in a public information campaign
- talking to health and human service professionals about having information about STD prevention in their offices
- talking to El Centro Latino about distributing information at community events such as dances and soccer games; and writing an article for local papers about the current situation. One of the group members committed to writing this article and stated this to the gathered forum audience as he presented back the group’s action steps.

Education

“I am worried about my child’s education because I don’t know if she’ll have any options after she finishes High School. I don’t really understand the education systems and I don’t know what forms I’m supposed to fill out, or what tests my daughter needs to take to go to college. I can’t read the letters they send home in English, so it’s hard for me to be helpful for her.” ~Community Member

Secondary Data

Carrboro and Chapel Hill have a combined school administration. The Chapel Hill-Carrboro School District consists of 15 schools: nine elementary schools (one of which will open in August 2003), four middle schools, and two high schools. Residents of Carrboro may attend schools in either Chapel Hill or Carrboro depending on current zoning districts.

Historically, the Chapel Hill-Carrboro School District has been a very strong one with the highest average SAT score of any school district in North Carolina. It was also recently cited as the top school district in the southeastern United States and one of the best 100 in the nation.³⁹ The diversity of the surrounding area is reflected in the make up of its 14 current schools (see Appendix C). Currently, Carrboro Elementary has the highest percentage of Latino students, with 17%. Overall, in the 2002-2003 school year, the total student population in the district was 6% Latino, 10% Asian, 15% Black, and 64% white. The total Latino population in the district increased by 1% from the previous year.

English as a Second Language (ESL) services are available in all district schools from kindergarten through twelfth grade for students who are not proficient in English. The school district serves students who speak over 58 languages. However, the fastest growing language group is Spanish. One example is a kindergarten class taught in both English and Spanish recently started at Carrboro Elementary.

Community Member Perspective

When community members were asked about education, there were several concerns raised. Most interviewees felt that the ESL services within the school district were adequate, and were providing good education. However, there was some concern about the lack of availability of ESL classes for adults in the community. Additionally, community members were concerned about the lack of literacy classes in both English and Spanish available for adults. Literacy level affects their ability to advance in their jobs, as well as their ability to assist their children in their schoolwork. Although, in order to improve their language abilities, it was acknowledged that a significant amount of time would have to be dedicated to English classes, which would inevitably detract from time spent working.

Parental involvement within the school system was another common response. Parents are either reluctant to become involved in the school system because of fear of the language barrier and the educational system, or are unable to get involved because of their job commitments. Some community members cited examples of not being able to understand forms that were sent home with their children, or not being able to attend parent-teacher conferences because they were unable to get 2 hours off from work. Respondents expressed that parents do want to become involved in their children's education, but feel that there are many barriers in front of them.

Beyond their own involvement, parents were concerned about the options available for their children after high school. Latino students don't see a future for themselves after high school. Both parents and children know that without documentation, students will not be able to enter into university and college-level institutions. "My son didn't come so young - he's 17 and feels like he belongs here. He's finishing high school, but can't go to college because he doesn't have papers. He likes it here, he speaks English really well and gets good grades, but he can't go to college. And that's when you feel like, 'Oh my gosh, we're not from here.'"

Additionally, parents are unclear as to how the educational system works, and how to prepare their children for higher education. Community members said they are unfamiliar with the system of SAT tests, applications, scholarships, etc. There are meetings held in English to address these important transition steps, but none in Spanish. As a result, students are dropping out of school. This is either because of the lack of alternatives, or because they feel their time could be better spent taking care of siblings, or earning money for their families, rather than working toward what appears to be a dead end.

Service Provider Perspective

Most of the service providers the student team spoke with had similar perspectives to those of the community members. Service providers felt a major problem within education is parental

support. They expressed concern at the level of help children are getting at home, and that the type of environment Latino children are living in does not lend itself to students excelling. The respondents felt that parents are not available to sit and help their children in a quiet area of the house. Some service providers mentioned that there might be a lack of understanding among service providers of the situation of Latino parents.

Many service providers discussed the fact that Latino parents don't understand the way the system works. They don't know how to advocate for their child, they don't know how to let the teacher know their child is sick, and they aren't aware that the schools will provide interpreters to help them communicate. At the same time, service providers felt that the school system was doing an excellent job in providing ESL classes and maintaining a good student-teacher ratio.

Similar to the community members, service providers voiced significant concern regarding the future of Latino students after high school, and adults needing to learn English in order to advance in their current jobs or become involved in community activities.

Summary

Community members and service providers agree on the major issues surrounding education. Latino parents need to be incorporated into the educational system in a way that is sensitive to both their culture and their current situation. There seems to be a disconnect between the two perspectives regarding the level of parental involvement. Latino children need continuing educational opportunities after high school. Latino adults are in need of English language opportunities balanced with their sometimes overwhelming job requirements.

Forum: Small Group Discussion

At the forum, the students presented the major topic areas mentioned above, regarding education. There were approximately 25 people who chose to join in a discussion on education. The group was comprised of several community members, key service providers within the

educational system, including the assistant superintendent, a board member from El Centro Latino, a local religious leader, and a representative from Early Child Head Start. This composition led to a very talkative, and outgoing group.

The facilitator was a bilingual, bicultural, Mexican-American person that worked for the school district. One of the students served as a note taker. Each participant went around the room and identified areas within the topic of education on which they wanted to focus. This generated a list of approximately 15 different issues, many of which were mentioned more than once. The facilitator then asked the participants to look at the list and keep in mind which topics were changeable, and which were “out of their hands.” Participants eliminated some issues, such as hiring bicultural teachers and eliminating the language barrier.

Results

The participants decided to focus on having a parent/teacher conference in Spanish during the first week of school. By focusing on this, the participants were able to include many other issues that had been brought up as components of the conference. The participants discussed many of the details of the conference. They are as follows:

- It should be held during the first week of school so that it could serve as a general orientation meeting for the Latino parents.
- It would include information on:
 - how to contact teachers,
 - what is expected of their child,
 - what tests are necessary to advance to college,
 - what services the school district offers (translation, tutors, career counseling, etc.),
 - what sort of after school activities exist,
 - the basics on how the school system works,
 - suggestions on how to help their child with their homework.

This proposed conference was an attempt to address these issues and bring the parents together with the school system so that the parents could learn what they can do to help their children.

The participants also looked at the potential barriers for parents with the proposed conference. Language barriers, job conflicts, and simply knowing about the meeting were all things that the education small group attempted to address. The proposed parent/teacher conference would be held in Spanish, with English translators. Each parent would be personally invited through mail or phone by the teacher or another fellow parent. The conference would be held at two separate times to accommodate the differing work schedules parents have. The school would provide an excusal form for parents to give to their employers explaining in advance that they would need time off on this day in order to attend the meeting. If necessary, the school would contact the parents' employer and explain to them the importance of this meeting.

The discussion in the small group was very lively, and many people seemed relieved to hear that others were experiencing the same things they were. It served as an opportunity for discussion and reflection on the current situation. However, there weren't very many concrete action steps created from the discussion. The idea of the parent/teacher conference was a very good one. What was needed next was for the participants to identify the specific steps necessary to make the idea of a conference a reality. A good plan was laid out, but to ensure follow through the individuals needed to have specific responsibilities when they left the discussion. Perhaps with a smaller number of discussion participants more tangible steps would have been produced.

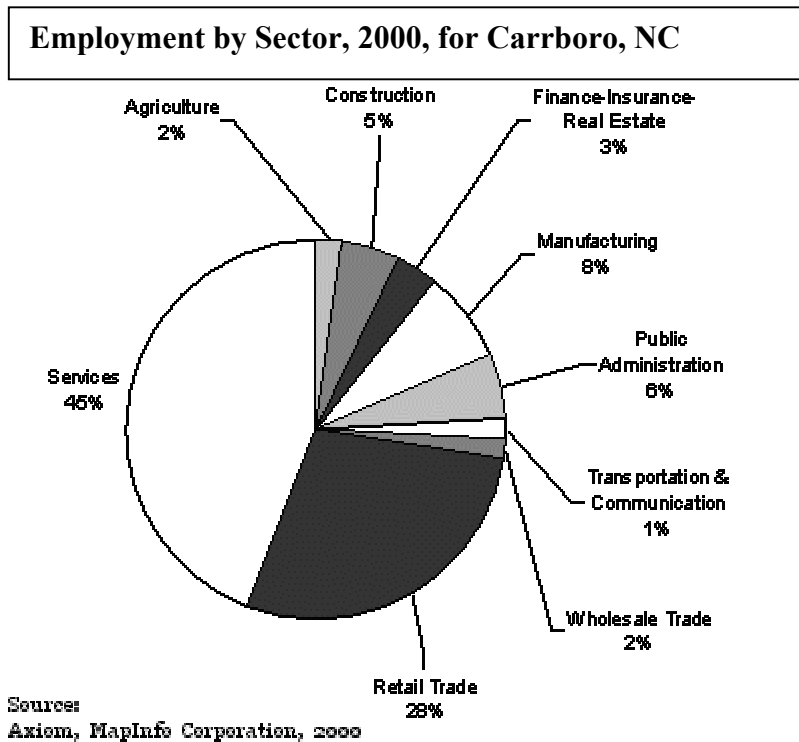
While the small group discussion surrounding education may not have developed concrete action steps, it was clear that the ultimate goal of community participation was achieved. The participants in the group were excited and fired up about the issues. They were advocating for change and exploring ways to implement such a change. Hopefully, through follow up meetings, and support of the planning committee, specific steps will be identified, and individuals will take them on as their own responsibilities. This will be an important step to achieving actual change.

Employment

“What happens here is that as far as working, since there are more of us here every day, ... the salary is very low for a lot of work. And the majority of the employers don’t recognize a lot of the work we do. ... employers never say “You’re getting a raise so you can live a stable life.” And something else that’s not good is that when they need us, they give us work. When they don’t need us, they may let us go and not compensate us. There’s nothing at work, like with health. Because we have illegal documents and the government hasn’t tried to deal with this. I think it’s not important for them.... I’ve seen that here they sometimes exploit people, and up to a certain point treat us like slaves. We do have the ability to say no, but sometimes we just put up with it because it’s hard to find work here.” ~Community Member

Secondary Data

Two of the twenty largest manufacturers in Orange County; TRIEM Electric Motors, Inc. (90 employees) and IPAS, Inc (30 employees) are located in Carrboro.⁴⁰ Some of the largest types of employers in Carrboro are the school system, businesses that provide services to other businesses, management services, grocery stores, and restaurants.⁴¹ The following graph details employment by sector in Carrboro:



According to the 2000 US Census, Carrboro has a 2.7% unemployment rate.⁴² Out of those who are employed, 63.5% are private wage and salary workers, 31.3% are government workers, 5% are self-employed, and .2% are unpaid family workers.⁴³

Census data does not provide rates of unemployment by ethnicity for Carrboro. Given the fact that Latinos are likely underestimated in census figures and that many are probably working without proper documentation,⁴⁴ it is unlikely that an accurate estimate of the rate of unemployment among Latinos exists. Articles on unemployment in the local newspapers were collected as secondary data in order to provide some picture of the situation for Latino workers.

In December, 2001, the Social Security Administration (SSA) sent letters to NC businesses if any worker employed by that business had a social security number that the SSA did not recognize. The so-called “no-match letters” inspired both the Harris Teeter and Food Lion grocery stores in Carrboro to fire 30 and 35 Latino workers, respectively, due to the mismatched social security numbers.^{45 46} Some of those employees had worked for the grocery stores for 3-5 years and lost all their benefits, despite having paid taxes through their paychecks.⁴⁷

According to articles from local newspapers, local leaders and community members cited the events of September 11, 2001 as a reason for the tightening immigration laws and increase in unemployment in the Latino community. Day laborers stated that work was increasingly harder to find.⁴⁸ Community members cited employers’ fear of hiring immigrants, as well as undocumented Latinos’ fear of being discovered, as possible ramifications of the events of September 11th.⁴⁹

Community Member Perspective

“As Latinos, we never know when they might deport us or fire us from work because we don’t have papers...those two things. So a person works and doesn’t rest sometimes. A lot of people just work...work...work.” ~ Community member

Latinos agreed that they come to the United States to work and they work very hard. One community member stated that Latinos are always striving to be more productive and to do their jobs well. In addition, Latinos said that they mostly come to the United States to improve their future outcomes and to make money in order to send it home or to return home.

Community members mostly agreed that there is currently a shortage of work for Latinos, but some said that they are not having trouble finding jobs. One stated that in 1994 there was a lot of work available in restaurants and construction, but that now with so many Latinos in the area, employers are not hiring as frequently. Community members also said that having professional skills and English speaking ability lead to more job opportunities, but that many Latinos don't speak English well, which prohibits them from advancing in the workplace.

Not having social security numbers and language barriers were the biggest problems for community members in the workplace. They also cited the U.S. war with Iraq, the economy (lack of big business in the area and jobs) and 9/11 as reasons for unemployment. There was disagreement regarding whether or not Latinos experienced more unemployment than other groups; one person said that they experienced just as much as other Americans, and another said that it was worse for Latinos because of documentation status. Examples of discrimination in the workplace included not being paid what they are worth or not being paid at all, not receiving benefits, and being treated in an aggressive or hostile way by employers.

Service Provider Perspective

“One of the [Latino] families that I know there is a man who could probably be an electrician here. I don't know what sort of electrician, but he's pretty high up on the scale. And he has pretty decent English, too. He's worked very hard on his English. He can't find employment in that area. People, I guess, are not willing to take a chance with him because of documentation status and/or they just don't have a handle on his knowledge base And it's really unfortunate because he's working two minimum-wage jobs to support a family. He's one of the brightest people I know. I just hate to see that.” ~Service Provider

Service providers said that work for Latinos is more often haphazard, transient and “under the table”. They also said that the language barrier and documentation status were some of the biggest problems and prohibit Latinos from acquiring a better job with a more reputable employer who will not take advantage of them. Documentation status specifically was cited as a barrier to promotion and obtaining a job at their educational levels for Latinos.

Problems in the workplace

Lack of proper documentation contributes to Latinos not receiving fair wages, having fear of losing their jobs, not being able to access the legal system when they are abused by employers, not having benefits and therefore suffering from physical stress or injuries at work. Language barriers and anxieties about documentation were said to contribute to Latinos not advocating for themselves in the workplace, such as not requesting time off or a better wage. Service providers also cited the economy (including lack of big business in the area) and 9/11 as reasons for unemployment.

Service providers said that employers sometimes exploited Latino workers by not paying them for hours worked or deducting money from their wages. Service providers knew of instances when Latino workers were given less pay because they spoke Spanish in the workplace or fired because they asked for time off to go to the doctor. They also spoke of hearing of employers who belittled and ridiculed Latinos. These issues caused one Community Member/Service Provider to state, “There’s a great deal of silent discrimination going on...”.

Summary

Both community members and service providers agree that Latinos tend to work in construction, landscaping, restaurants, and service industries in general. Community members commented that Latinos tended to work in jobs that require physical labor and a couple of people stated that Latinos work the “lowest jobs.” Service providers commented that the men do jobs like landscaping, construction, and dishwashing, while the women often stay home, work as housekeepers in hotels and homes, baby-sit, and work in food preparation for restaurants.

Community members and service providers agreed that Latinos are hard-working, productive and that Latinos experience discrimination on the job because of their documentation status. They also agreed that language barriers and documentation status prohibit Latinos from advancing in the workplace. One difference between the outsiders and insiders was that the

majority of community members cited the United States war on Iraq as a reason for unemployment, while none of the service providers cited war as a reason.

Forum: Small Group Discussion

The employment group was one of the smallest at the forum. There were 2 Venezuelan community members present who did not speak English and 5 others who did not speak Spanish, including the Carrboro Fire Department Chief, a Centro Latino volunteer, a UNC law student, and the students' instructor for the AOCD class. There were 4 male and 3 female participants, aside from the facilitators. The group discussion was conducted in Spanish and an interpreter was present to aid in the communication between members. The group's facilitators included a Colombian member of the planning committee and one of the students. The facilitators began by having everyone in the group introduce themselves and say what they'd like to get out of the group, and then reading some ground rules for group discussion. The Colombian facilitator then read a trigger which was a story that he wrote (See Appendix N4-5). The facilitators asked a series of questions based on the "Ver/Pensar/Actuar" model to allow group members to respond to the story. The Venezuelan community members commented that the story was reality and then shared their perspectives on working in this country. They were both professionals in Venezuela (one was a lawyer) and did not have documentation to work legally in this country. They expressed frustration at the situation that faces so many Latinos, and anger at a system that encourages Latinos to obtain false documentation in order to work, but profits on their productivity. Very few of the other group members spoke up during the discussion. Two did make supportive comments to the Venezuelans, and the communication through the interpreter was effective. One person said that it was difficult to provide government services to people who are undocumented because of the laws. Despite attempts by the facilitators to focus the conversation and encourage others to talk, the discussion was mostly concentrated on hearing the stories of community members.

Results

With about five minutes left for discussion, the Colombian facilitator urged the group to come up with a plan for action to present back to the large group. The community members again spoke of their frustrations with the laws of this country and with only being able to work if they obtain false documents. So, the first action step was to change the laws. The student facilitator asked how this could be done, and group members suggested contacting government representatives. Then, the UNC law student made a suggestion that perhaps the UNC Law School could create a volunteer student clinic that would focus on Latino workers' rights and documentation issues. The student also suggested that the Venezuelan attorney could volunteer at such a clinic. The group unanimously agreed that this was a good idea and decided to include it in its presentation back to the large group. It was also suggested that El Centro Latino could partner with the UNC Law School to sponsor a workshop or information session on worker's rights and documentation issues, and that El Centro Latino staff could be trained in some of the basic laws.

One of the Venezuelan community members volunteered to present these ideas for action during our large group meeting. Since there was no time left, the group did not decide on who would take specific action on this suggestion. However, in the hallway after the group, the UNC law student and the Venezuelan lawyer spoke to each other through an interpreter, exchanged contact information, and promised to follow up with each other. Moreover, in an email communication to the student facilitator three days after the forum, the UNC law student said that they followed up with the UNC Law School to ask about the possibility of such a clinic, but had not received a response as of the date this paper was written.

Transportation

"The bad thing [about the bus] is that it doesn't run on Sundays and not at all hours on Saturday. When I first arrived here, I didn't have a car. I had to ride my bicycle to and from the Holiday Inn. Sometimes I would get a ride and sometimes I had to come home on foot. So it has a big effect."
~Community Member

Secondary Data

According to the 2000 US Census, of those who commuted to work, 66% drove alone, 11.7% carpooled, 9.1% used public transportation and 3.9% walked.⁵⁰ Carrboro provides three types of public transportation through a contract with the Town of Chapel Hill Transit Department. The services include Fixed Route Transit, Shared Ride and EZ Rider, providing free bus services to Carrboro residents. The EZ Rider Service is a demand-responsive transit service for the area's elderly, handicapped and those who cannot use the regular fixed route service.⁵¹

In January of 2003, a decision was made by the town council to give Carrboro's police department the authority to move along people loitering around bus shelters. This new law came about from an increase in the number of incidents of harassment, threats and violence at town bus shelters.⁵²

Community Member Perspective

Community members identified public buses as the most popular mode of transportation in Carrboro. Respondents also mentioned cars, carpooling, bicycle and walking as other common means of transportation. While some respondents thought that the public transportation was good, many community members were acutely aware of the limitations of the bus system. Lack of late night, weekend, and holiday service as well as reduced schedules during inclement weather were the most commonly identified limitations. Many respondents thought that this posed a significant challenge to people who work in the evenings, on weekends and holidays.

Given the constraints of the public transportation system, many Latino community members buy cars despite their limited financial means. Driving presents a number of challenges as well. Some felt that learning to drive is especially difficult for women because there are few affordable driving schools in the area. Many community members identified the process of obtaining a driver's license from the Department of Motor Vehicles as a significant obstacle. Several

respondents described the environment of the Carrboro Driver License Office as intimidating and unfriendly and some even preferred to go to the Durham office for services. Respondents also thought that lack of documentation and car insurance were barriers to obtaining driver's licenses.

Service Provider Perspective

Service providers also identified public buses and cars as the main modes of transportation. Several respondents also mentioned walking, bicycling and informal networks of "resourceful" people who share rides to work, church and recreational activities.

Overall, many respondents thought that public transportation system was good. A number of service providers considered the free bus service a positive aspect of the public transportation system in the Carrboro-Chapel Hill area. However, some voiced concerns about safety at bus shelters, limited bus schedules and the lack of buses on weekends and for longer distance routes. Respondents also considered the lack of Spanish language print materials, such as schedules and notices, a significant barrier to people's ability to access and navigate the public transportation system. According to one service provider, "It takes a lot of courage...I think for the families especially the ones who don't have a good handle on English, to use public transportation...it's a little scary." Many service providers cited the lack of access to public transportation as a major contributor to their Latino clients missing or being late for their appointments.

Summary

Community members and service providers agreed on the strengths and limitations of the public transportation system. Service providers seemed to be more concerned with the quality of the transportation and the need for information on how the bus system works. Community members were more concerned with the availability of buses during non-peak times.

Forum: Small Group Discussion

The small group addressing transportation consisted of five participants and two facilitators. The participants included a Latina graduate student, a faculty member from the Department of

Health Behavior and Health Education, an ESL teacher from New York, and representatives from the North Carolina Division of Motor Vehicles and the Carrboro Transportation Advisory Board. The facilitators included a Mexican member of the planning committee and a student team member. Initial plans to facilitate the discussion in Spanish were changed because all of the participants were English-speaking.

After introductions and the establishment of discussion ground rules, the facilitators of the transportation small group used the Ver, Pensar, Actuar discussion framework. The facilitators first presented a story to guide the conversation (see Appendix N2-3). The trigger described the difficulties that Latino residents face in trying to find Spanish language information on the public transportation system. The participants briefly discussed the images and phrases that were most memorable in the trigger. The conversation then moved to sharing personal experiences of difficulties with the public transportation system. At this point the group began to brainstorm methods for addressing the lack of access to Spanish language information.

Results

The following is a list of suggestions created by the group:

- Creating a Spanish information hotline on transportation issues;
- Translating the existing bus schedule;
- Planning orientation meetings in schools and community organization to inform newcomers on how to use the bus system;
- Encouraging members of the Latino community to join the Transportation Advisory Board and the Extra Territorial Jurisdiction Board which makes decisions regarding transportation in the northern expansion regions of the Carrboro and Chapel Hill;
- Collaborating with Latino organizations like El Centro Latino to deliver information about the public transportation system.

The participants then prioritized this list by identifying the most important and cost-effective steps. The group decided that translating the bus schedule and gaining Latino representation on the

Transportation Advisory Board are the first steps that must be taken to improve transportation access for Latinos in Carrboro. One participant decided to apply for a position on the Transportation Advisory Board. Another volunteered to assist in identifying someone to represent the Latino community on the Extra Territorial Jurisdiction Board. While no one volunteered to further investigate the possibilities for translating the bus schedule, it is possible that this issue will be addressed during the next Transportation Advisory Board meeting.

After discussing the public transportation system the conversation moved to the process of obtaining a drivers license. The Department of Motor Vehicles representative explained current efforts to address the difficulties that Latinos face at the DMV. She corrected some misunderstandings about the exact documents that are needed in order to obtain a license. She informed the group that the DMV is willing to provide information sessions on how to go about getting a license. The group discussed the importance of providing bilingual DMV services as well as the need for adult drivers' education classes. Lastly, the group discussed the need for relaying the importance of written reports of discrimination in the DMV to the Latino community. The discussion highlighted that any changes in the way DMV employees treat customers must come from outside pressure. One action step that came out of this discussion was to create a standard letter that people could complete in order to document their negative or positive experiences with the local DMV. Someone suggested that this letter could be made available at organizations and churches because people might be fearful to be seen filing a complaint at the DMV.

Conclusion

While many important issues emerged from the primary data collection prior to the forum, the process leading up to and during the forum served as a way for the community to hone in on key issues that perhaps are changeable. The selection of the four major themes by the planning committee first served as a way to choose goals that could be targeted, given the strengths and

challenges of the community. While the team was especially sensitive towards the issues of lack of documentation and language barriers that emerged from the primary data, the forum planning committee wanted to work on issues that they felt would be more empowering to the community. The process that took place at the community forum also served to distill broad issues into concrete goals. During the small group discussion on employment, for example, participants expressed frustration at the laws regarding documentation status and discussed changing the laws, but were able to come up with the more immediately achievable task of creating a law clinic for Latinos regarding their workers' rights. Community members and service providers in all of the groups worked together to come up with action steps that were feasible. This, in and of itself, was an important outcome of the forum. People who ordinarily do not work together did so, despite a language barrier, and community members had a chance to express their opinions to service providers who may be trying to reach their community. The hope is that these action steps will become guidelines for agencies or local government when planning for the implementation of appropriate services for the Latino community of Carrboro.

Chapter IV: Recommendations

The students hope that this document and this process will prove to be interesting and useful for members of Carrboro's Latino community as well as to health and human service agencies working on behalf of the Latino community. Other individuals and groups that the team hopes the document will assist include: researchers, community organizers, other readers interested in carrying out a participatory community assessment, and private philanthropic organizations. In addition, the team hopes the project will be resourceful for local, state, and federal funding agencies who wish to target their resources toward addressing issues identified by the community.

It is recommended that:

- a community assessment be conducted with Latinos living in the northern part of Orange County as their concerns may vary significantly from the community identified in this process.
- More bilingual and bicultural service providers be who can not only communicate with their Spanish-speaking clientele but identify with their lives as well be recruited.
- A participatory assessment of intercommunity relations in Carrboro between African Americans and Latinos be conducted to help in bridging the divide between these communities.
- Government agencies and departments such as the Division of Motor Vehicles, the Department of Parks and Recreation and the Transportation Advisory Board should publicize their work and the services they offer in the Latino community.

APPENDIX A

DESCRIPTION & TABLE: DEMOGRAPHICS OF INTERVIEWS CONDUCTED

Service Providers (Outsiders): 17 people

The team interviewed a total of seventeen service providers, fourteen female and three male, representing the areas of education, health care, mental health services, social services, local government, police department, and community-based organizations. The ethnic breakdown of the service providers interviewed was the following: 15 Caucasians and two Latinos.

Community Members/Service Providers (Insiders/Outsiders): 8 people

Eight people were interviewed that identified themselves as both community members and service providers. Half of this group was male and half was female. All were born abroad (given that these people may be easily recognizable because of their positions in the community, we will not report information on their country of birth; however, it is important to say that many of them were not from Mexico) and Spanish was their first language. They were all bilingual, highly educated, and worked in professional settings. In these three ways, they were different from the majority of the community members, or insiders, who were interviewed. Therefore, when they spoke about challenges facing the Latino community of Carrboro, they spoke about challenges that were not necessarily experienced by them personally. They offered their insights into the challenges facing the majority of Latinos in Carrboro who were Mexican, spoke only Spanish, and worked in blue-collar jobs. However, given that these people were bicultural/bilingual and worked with Latino families, they possessed a unique insider/outsider perspective that was helpful in gaining a vision of who we will define as community insiders.

Community Members (Insiders): 22 people

Eighteen adult community members were interviewed; eight were males and ten were females. 11 were from Mexico, 5 were from Colombia and 2 were from Peru.

Four young community members were interviewed. There were three males and one female ranging in ages from 15-17. Three were from Colombia and one was from El Salvador.

Descriptor	Males	Females	Total
Outsiders	3	14	17
Insiders/Outsiders	4	4	8
Adult Community Members	8	10	18
Young Community Members	3	1	4
Total	18	29	47

APPENDIX B
TABLE: SPANISH MEDIA RESOURCE LIST

Publication	Ownership/Programming	Type	Area
Print Media			
Nuestro Pueblo	The Herald Sun	Weekly bilingual page. Free monthly Spanish newspaper.	Durham, Orange, and Chatham counties
Qué Pasa	Privately owned	Free weekly Spanish newspaper.	Triangle-Triad area¹
El Sol	Privately owned	Free weekly Spanish newspaper.	Statewide
La Conexión	Privately owned	Free weekly Spanish newspaper.	Statewide
Mundo Latino	Privately owned	Biweekly Spanish newspaper.	Statewide
Radio			
96.9FM	La Ley	Spanish programming	Triangle area and surrounding counties
WTIK 1310 AM	La Grande	Spanish programming daily: 12:00-8:00pm	Durham, Raleigh and Chapel Hill areas.
WETC 540 AM	La Super Mexicana	Spanish programming daily: 5:00-8:00am and 1:00pm-midnight	Triangle area and 24 surrounding counties
WFPK 1030 AM	Qué Pasa	Spanish programming daily: 6:00am-midnight	Triangle area
Local Television²			
CDN-TV		Spanish language community information television.	
Agency for Public Telecommunication (APT)	Open/net	This state agency produces Spanish language programming.	Statewide.

¹ The Triangle-Triad area includes Forsyth, Davidson, Guilford, Orange, Durham, Chatham and Wake counties.

² Many Latinos purchase satellite dish and cable packages that provide access to Spanish television channels throughout the United States, Mexico and Latin America.

APPENDIX C
TABLE: ENROLLMENT BY ETHNICITY IN
CHAPEL HILL-CARRBORO SCHOOL SYSTEM

School	Asian	%	Hispanic	%	Black	%	White	%	Total Enroll.	Total Minority
Carrboro	14	.03	92	.17	112	.21	276	.52	527	.48
Ephesus	107	.20	25	.05	79	.14	303	.55	548	.45
Estes Hills	55	.10	21	.04	110	.21	318	.60	534	.40
FPG	34	.06	75	.13	118	.21	318	.56	569	.44
Glenwood	100	.23	24	.06	70	.16	209	.49	430	.51
McDougle	22	.03	46	.07	84	.13	480	.74	649	.26
Scroggs	43	.07	48	.08	47	.08	431	.73	591	.27
Seawell	129	.18	50	.07	113	.16	360	.51	704	.49
Culbreth	40	.07	38	.06	87	.14	423	.70	606	.30
McDougle	23	.04	39	.06	84	.13	460	.73	626	.27
Phillips	119	.16	23	.03	92	.12	480	.64	746	.36
Smith	75	.12	46	.07	137	.22	355	.56	629	.44
CHHS	104	.06	83	.05	217	.13	1266	.74	1708	.26
ECHHS	171	.12	56	.04	230	.16	976	.66	1477	.34
TOTAL 2002-2003	1036	.10	668	.06	1586	.15	6673	.64	10370	.36
TOTAL 2001-2002	912	.09	594	.05	1572	.16	6612	.67	10023	.34

APPENDIX D

SAMPLE INTRODUCTION ABOUT AOCD TO SERVICE PROVIDERS (SPANISH)

Hola, me llamo _____ y soy una estudiante graduada en la escuela de salud pública de la Universidad de Carolina del Norte en Chapel Hill. Muchas gracias por permitir que participemos en su reunión esta noche.

Como parte de nuestro programa estamos haciendo un estudio participante de la comunidad latina de Carrboro. La meta de este proyecto es llegar a entender más sobre la calidad de vida de Latinos y también los asuntos de salud que son los más importantes para Latinos que viven o reciben la mayoría de sus servicios en Carrboro. Estamos en el proceso de hacer entrevistas y grupos de enfoque con miembros adultos y jóvenes de la comunidad y también con proveedores de servicios. Al fin del proceso de reunir esta información vamos a presentar los resultados en un foro comunitario al fin de Abril o al principio de Mayo.

El propósito del proyecto no es solamente identificar las fuerzas y los retos que enfrentan esta comunidad sino animar a los miembros latinos de la comunidad a exigir que sus voces sean oídos y posiblemente producir y tomar medidas para enfrentar algunos de los asuntos más importantes. Estamos muy abiertas y queremos oír sus sugerencias para como podemos proceder con nuestro proyecto. Además, si Uds. tengan tiempo en su horario nos gustaría mucho hablar con este grupo por que mucha gente nos ha dicho que (organización) tiene un rol muy importante en esta comunidad. Y si no tienen tiempo en su horario para reunirse como grupo quizás hablemos con individuos que tengan interés en el proyecto.

Finalmente, como queremos tener una vista bien diversa y representativa de muchas perspectivas, lo apreciaríamos si Uds. pudieran referirnos a personas que posiblemente nos ayudarían con una entrevista o a planear o asistir al foro.

Les agradecemos por su tiempo.

APPENDIX E

SAMPLE INTRODUCTION ABOUT AOCD TO SERVICE PROVIDERS (ENGLISH)

Hello, my name is _____, and I'm a student in UNC's School of Public Health's Masters Degree Program. As part of our program we form teams and conduct a community assessment. This assessment is usually requested by someone in the community who then serves as a preceptor for our team. Maria Hitt and Susan Clifford from the Orange County Health Department requested that an assessment/diagnosis be done on the Latino community of Carrboro. They chose this community because, as many of you know, Carrboro has experienced a dramatic increase in the number of its Latino residents, who currently comprise about 12% of the town, making it the largest concentration of Latinos in Orange County. Maria said that currently there has been no community-wide assessment done on Latinos in Orange County and we feel that a well-done assessment could have important implications towards understanding what the community's needs and strengths are. We also hope that the process will serve to empower the community members themselves to identify and take action steps towards the challenges that they face.

The process for our purposes will occur from now until May, 2003. Over the next few months we are going to interview service providers and community members, as well as conduct focus groups to determine what people in the Carrboro Latino community feel are both challenges and assets within their community. We intend to have the community members guide our findings. In other words, we will not direct the focus of the questions, such as asking only about health care issues, but will instead ask general questions about what issues are important to them. By keeping it broad, we hope to empower people to say what they feel and hope that this will be useful for the providers who serve them. In order to make people aware of our findings, we will then present the themes that emerge from our interviews at a community forum in April or May. We will invite not only community members and leaders to the forum, but also stakeholders, people who may have a vested interest in the data we will present, such as service providers like you and government officials. It is our hope that the discussion at the forum may serve as a guide to the action steps that could next be taken to better serve the Latino community.

Unfortunately, our assignment is only a semester long, and the assessment is only the first step. But, because we think that this information will be very important for understanding the needs of Latinos, we want to try to come up with a way for the opinions that are given and the needs that are brought up will be addressed after we leave. We thought that this goal might be served by involving community members and service providers on a "planning committee". We would like this committee to give us their feedback on what we are finding and help guide our tasks during the course of the assessment, and then work with us on planning an effective forum. It is our hope that the planning committee would then decide to continue once we are finished with the assessment and take on some of the needs expressed by the community during our assessment. We anticipate needing to meet at least 5-6 times before the forum at a time that is convenient. We would like to invite all of you to join the planning committee if you are interested. As I mentioned, we feel it is important to include community members, so if you know of any that you think would be interested please let me know. I'm going to pass around a piece of paper for you to sign up on if you would like to receive more information about the community assessment, or the planning committee. Questions??

**APPENDIX F1
SERVICE PROVIDER INTERVIEW FACT SHEET (SPANISH)**

**Universidad de Carolina del Norte à Chapel Hill
Informacion y Antecedentes/
Consentimiento Informado para Participar en un Estudio
Sujetos Adultos, Entrevista de un Proveedor de Servicios
Estudio de IRB #: 02-1829**

**Titulo del Estudio: "Diagnóstico Comunitario de la Comunidad Latina en Carrboro, NC"
Patronizado por La Escuela de Salud Pública,
Universidad de Carolina del Norte à Chapel Hill**

Gracias por tomar el tiempo de juntarse con nosotros. Mi nombre es _____, y esta es _____, quien tomará notas y me ayudará en nuestra discusión. Entendemos que su tiempo es muy valioso. Gracias por hablar con nosotros.

¿Cual es el motivo de este estudio?

Somos estudiantes de Post-grado de la Universidad de Carolina del Norte. Estudiamos en La Escuela de Salud Pública, en el Departamento de Comportamiento y Educación de la Salud. Una parte de nuestro entrenamiento consiste en trabajar con una comunidad en Carolina del Norte y hacer un diagnóstico de esa comunidad. Esto quiere decir que nosotros trabajaremos con la comunidad para identificar las fuerzas, las necesidades, y las posibilidades futuras para promover la salud y bienestar de Carrboro. La información que sea identificada será resumida y entregada a la comunidad en la forma de un documento escrito. Además, presentaremos los resultados a la comunidad en un foro público en abril. Nos pondremos en contacto con usted pronto para invitarle a participar en este foro. El propósito del documento escrito y del foro es aprovechar las ideas para darle dirección y resolver los problemas identificados por la comunidad en el futuro. Usted contribuye a este proceso por su participación en esta entrevista.

¿Que se va a pedir de Usted?

El propósito de esta entrevista es entender su perspective, como proveedor de servicios, de la comunidad de Carrboro. Le haré preguntas como, "Cuáles son las mejores cosas en Carrboro?" y "Cuáles son los problemas mayores que enfrentan a la comunidad Latina en Carrboro?" El propósito de las preguntas es identificar sus perspectivas de la vida de la comunidad, las fuerzas, y los problemas que existen en Carrboro. Estamos interesados en sus opiniones. No hay respuestas correctas ni incorrectas. Esta entrevista durará una hora y media. Tiene tiempo para participar en la entrevista?

Nos gustaría tomar notas y grabar esta entrevista porque su perspectiva es importante y queremos estar seguros de que hemos escrito exactamente lo que ha dicho. Usted puede negarse a contestar à cualquiera pregunta o puede pedirnos que paremos la grabadora en cualquier momento. Los casetes serán guardados en un lugar seguro en la Escuela de Salud Pública. Despues de terminar en usarlos, los casetes serán destruidos.

Confidencialidad y sus derechos como participante

Su participación en la discusión es completamente voluntaria y puede parar en cualquier momento. Su decisión de participar o no participar no afectará sus relaciones con UNC o con sus instituciones afiliadas. Se harán muchos esfuerzos para proteger su identidad. Ni su nombre ni su información personal será vinculado a lo que dice usted hoy. En realidad, usted no necesita revelar su nombre hoy si no lo quisiera hacer. Participantes no serán identificados en ninguna publicación ni documento de este proyecto o sus resultados. Resumiremos comentarios de los proveedores de servicios, pero no identificaremos los nombres de las personas que se juntan con nosotros o de las que entrevistamos.

¿Cuales son los riesgos y beneficios de su participacion?

Hay poco riesgo a usted por su participacion en esta investigación. Aunque haremos todo lo posible para mantener privada su información, hay la posibilidad que algunas respuestas suyas se harán conocidas publicamente. Si ocurre esto, y si usted ha hecho declaraciones negativas sobre la comunidad o los servicios ofrecidos por su organización, se pueden afectar su reputación en la comunidad, o en casos excepcionales, su trabajo. Sin embargo, haremos todo lo posible para mantener su confidencialidad. Aunque no hay beneficios directos de la participación, proviendo un verdadero representación de los esfuerzos y necesidades de la comunidad Latina en Carrboro puede ser un beneficio indirecto. Esto puede ayudar a la comunidad en el futuro.

¿Hay algunos costos? ¿Hay algun reembolso?

No hay ningún costo ni reembolso por su participación.

¿Y si tiene preguntas sobre sus derechos como participante?

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 y protegidos de daño. Si tienen preguntas sobre sus derechos como participante en el proyecto o si usted está descontento en cualquier momento con cualquier parte del proyecto, puede ponerse en contacto, anonimamente 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 con cobro revertido.

¿Y si tiene preguntas sobre este estudio?

Si tiene preguntas sobre este proyecto, puede contactar a las personas siguientes por teléfono (con cobro revertido, si quisiera), correo electrónico, o correo normal:

Nina Yamanis (yamanis@email.unc.edu), Investigadora Principal, a (919) 966-3919 o

Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigadora, a (919) 966-3919 o

Eugenia Eng (eugenia_eng@unc.edu), Consejera de Facultad, a (919) 966-3909

Para contactar estas personas por correo, la dirección es:

Health Behavior and Health Education Department, CB #: 7440

University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

Tiene preguntas sobre la entrevista hoy? Consiente participar en esta entrevista?

Consiente para que sea grabada la entrevista?

**APPENDIX F2
SERVICE PROVIDER INTERVIEW FACT SHEET (ENGLISH)**

**University of North Carolina at Chapel Hill
Fact Sheet/Informed Consent to Participate in a Research Study
Adult Subjects, Service Provider Interview
IRB Study #: 02-1829**

**Title of Study: “Community Diagnosis of the Latino Community in Carrboro, NC”
Sponsor: The School of Public Health, University of North Carolina at Chapel Hill**

Thank you for taking the time to meet with us. My name is _____ and this is _____ who will be taking notes and assisting me during our discussion. We recognize that your time is valuable and we appreciate you talking with us.

What is the purpose of this study?

We are graduate students from the UNC School of Public Health, Department of Health Behavior and Health Education. One aspect of our training is to work with a community in North Carolina to conduct a community diagnosis. This means that we will work with the community to identify its strengths, challenges, and future directions for promoting health and well being in Carrboro. The information we gather will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a public forum in the spring. We will contact you at a future date to invite you to participate in this forum. The goal of the written document and the forum is to provide possible future direction to address community concerns. By participating in this interview you are contributing to this process.

What will you be asked to do?

We would like to talk with you about your perspective, as a service provider, on the Latino community within Carrboro. You will be asked questions, such as "What are some of the best things about Carrboro?" and "What are the biggest challenges that people in Carrboro face?" The questions are designed to get your perspective of the physical surroundings, community life, strengths/assets and challenges present in Carrboro. We are interested in your opinions. There are no right or wrong answers. Some questions may be difficult to answer, but please let us know, so that we can move on to other questions. Our purpose is to gather different viewpoints from a variety of service providers in Carrboro. This interview will last about an hour and a half. Do you have the time to participate in the interview?

We would like to take notes and tape record this interview because your input is important and we want to make sure that we accurately record what you tell us. You may refuse to answer any question that we ask or stop the tape recorder at any time. The audiotapes will be stored in a secure location at the School of Public Health. After we are finished using the tapes for this class, the cassettes will be erased or destroyed.

Your rights as a participant and confidentiality:

Your participation in the study is completely voluntary and you may withdraw at any time without penalty. Your decision to participate or not participate will not affect your relationship with UNC or any of its affiliated organizations, nor will it affect your current employment. Every effort will be taken to protect your identity. No name or identifying characteristics will be matched with what you say today. In fact, you do not need to reveal your name today if you don't want to. You will not be identified in any report or publication of this study or its results. Your comments will remain confidential. We will be reporting summaries of the comments made by service providers, but will not identify the names of the individuals we interview.

What are the risks and benefits of your participation?

There is very little risk to you for participating in this research. While we will do everything we can to keep your data private, there is a slight chance that some of your answers could become publicly known because of a mistake. If that happens, and you have made negative assessments of the community or of the services your organization provides, this could affect your reputation or, in an extreme case, even your job. Again, all efforts will be made to maintain strict confidentiality. While there are no direct benefits of participation, the indirect benefits may include providing information to accurately represent the strengths and needs of the Latino community in Carrboro, which may serve to help the community in the future.

Are there any costs? Will you be paid?

There is no cost for participating, except the time you will spend in the interview. You will not be reimbursed for your participation.

What if you have questions about your rights as a participant?

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects. This is a group that makes sure that study participants are treated fairly and protected from harm. If you have any 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 School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

What if you have questions about this study?

If you have any questions about this research study, please feel free to contact the following people by phone (you may call collect if you wish), email or regular mail:

Nina Yamanis (yamanis@email.unc.edu), Principal Investigator, at (919) 966-3919 or
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigator, at (919) 966-3919 or
Eugenia Eng (eugenia_eng@unc.edu), Faculty Advisor at (919) 966-3909

The above people can also be reached via the following mailing address:

Health Behavior and Health Education Department, CB #: 7440,
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

Do you have questions?

Do you agree to participate in the interview?

Do you agree to have the interview taped?

APPENDIX F3 SERVICE PROVIDER INTERVIEW GUIDE (SPANISH)

Guía de Entrevista: Proveedor de Servicios

Introducción – Servicios de este proveedor

1. ¿Cual es su titulo en _____ (organización). ¿Cuales son las responsabilidades de su trabajo?
2. ¿Cuanto tiempo ha trabajado en esta organización?
3. ¿Ha trabajado usted para otras organizaciones en la comunidad Latina en esta área? Cuales organizaciones y por cuanto tiempo?

Introducción

1. ¿Vive Ud. en Carrboro? (¿Cuanto tiempo ha vivido en Carrboro?)
2. ¿Por la mayoría del tiempo, habla el inglés o el español? ¿Dónde aprendió usted inglés? ¿Es posible encontrar información y servicios en español?

Orientación Física de la Comunidad

1. ¿Como describiría las condiciones de las calles en Carrboro? ¿La calidad del aire y del agua? ¿La seguridad, en general? (Por ejemplo, hay policía que rondan las calles para asegurar el vecindario?) ¿Las condiciones de las viviendas?
2. ¿Donde viven la mayoría de los Latinos en Carrboro? Por ejemplo, en cual apartamentos? en que calles?

Cosas Fuertes o Capacidades que se Encuentra en la Comunidad

1. ¿Cuales son algunas de las mejores cosas sobre Carrboro para los Latinos? (físicamente, recursos humanos, agencias, otros recursos)
2. ¿Hay individuos que toman un rol activo en la comunidad y aparezcan como líderes en la comunidad Latina? ¿Quiénes son estas personas?
3. ¿Cuales son las agencias o grupos que tienen un impacto verdadero dentro de la comunidad Latina?
3. **(Si es miembro de la comunidad)** ¿Es ud. miembro de una denominación religiosa? (¿Asiste a una iglesia?)

¿Sabe cual es la denominación religiosa que la mayoría de Latinos aquí sigue? Hay un grupo religioso que está muy activo dentro de la comunidad Latina?

La Vida Comunitaria

1. **(Si vive en Carrboro)** ¿Por que decidió vivir en Carrboro? (¿Antes de vivir en Carrboro, donde vivió? ¿Ud. considera Carrboro como su hogar? ¿Si no, donde considera su hogar?)
2. ¿Como ha cambiado Carrboro en los últimos 5 años? 10 años? (la duración depende de la respuesta del primer pregunta del primer parte)
3. **(Si vive en Carrboro)** ¿Cuales grupos culturales y étnicos viven en la comunidad? ¿Con cuál grupo se identifica?
4. ¿Ha visto un cambio en el ambiente cultural y étnico en Carrboro? Si responda que sí, cuando pasó el cambio?
5. Describa las interacciones entre las personas de razas diferentes o de grupos étnicos diferentes. (¿Hay áreas en Carrboro en que viven principalmente ciertos grupos culturales o étnicos? ¿Tiene conocimiento de racismo o prejuicio por o à ciertos grupos?)

(Si es miembro de la comunidad) ¿Ha experimentado algún tipo de racismo aquí? ¿Puede describir la experiencia? Conoce a gente que ha tenido experiencias parecidas a la suya?
6. ¿Que tipos de trabajos hacen los latinos? ¿Estos trabajos, están ubicados en Carrboro?
7. ¿Sabe si hay latinos que son dueños de negocios en Carrboro?
8. ¿Existe desempleo en Carrboro? ¿Existe en la comunidad Latina en Carrboro? (especialmente o igualmente) Si existe, ¿que contribuye al desempleo?
9. ¿Tiene conocimiento de algunas dificultades que pueden enfrentar a los Latinos en su trabajo? (*discriminación en el trabajo; empleados haciendo trabajo que esta bajo su nivel de educación?*)
10. ¿Hay un sistema de la transportación pública en Carrboro? Muchas personas usan la transportación publica?
11. ¿Que hacen los Latinos en su tiempo libre? (**y si usted es miembro de la comunidad: ¿Que hace Ud. en su tiempo libre?**) ¿Hay actividades de recreo en Carrboro? ¿El recreo o la falta de recreo tiene algún efecto en la vida de los Latinos? (preguntar sobre los adolescentes, los niños, los adultos, los viejos)
12. ¿Pensando como realista, podría imaginar el estado de Carrboro en 5 años? En 10 años? ¿Tiene esperanzas para el futuro de Carrboro? ¿Hay cosas que quisiera ver? ¿Cuales son?

13. **(Si es miembro de la comunidad)** ¿Que opina sobre su calidad de vida en Carrboro?
Por favor, explique. (pregunta: ¿cuales son las cosas necesarias para tener una buena vida? ¿Ha encontrado estas cosas en Carrboro?)

Desafíos y Necesidades de la Comunidad

1. ¿En su opinión, cuáles son los desafíos o retos más grandes y comunes para la gente en Carrboro? (vivienda, transportación, educación, el empleo, pobreza, y el crimen).
2. ¿Hay desafíos para distintos grupos étnicos (Afro Americanos, blancos), especialmente los Latinos? ¿Hay desafíos de salud?
3. ¿Cuáles son los desafíos que experimentan los adolescentes latinos en la comunidad? ¿Cómo son las relaciones entre padres y niños? ¿Han cambiado las relaciones desde que las familias vinieron a los estados unidos?
4. ¿ Cuáles son los desafíos que experimenta la gente mayor en la comunidad latina? (desafíos de salud)
5. ¿Cuáles son las prioridades de salud en la comunidad Latina? (salud dental, salud emocional)
6. **(Si es miembro de la comunidad)** ¿Piensa que su identidad ha cambiado desde cuando llegó aquí en los Estados Unidos? ¿Han cambiado las identidades de otros Latinos desde cuando llegaron aquí? ¿Cómo le parece que estos cambios afectan a la comunidad Latina? ¿Se siente usted que usted es parte de la comunidad Latina en Carrboro?

Enfrentando a Desafíos y Tomando Decisiones

1. ¿Cuáles son algunos ejemplos de desafíos que se han enfrentado la comunidad Latina? ¿Cuáles fueron algunos de los métodos que usaron para enfrentar este desafío? ¿Fueron efectivos? ¿No efectivos? (situaciones de crisis) Por ejemplo, la tormenta de hielo? ¿Si la comunidad experimenta muchos robos o si los niños no tienen transporte para llegar a la escuela, que hacen?
2. ¿Cuales son los grupos que necesitan lo más y que tienen la mayoría de dificultades en su comunidad?
3. ¿Si Ud. estuviera en una posición para enfrentarse con un desafío dentro de la comunidad Latina, quienes son las personas que trataría de incluir para obtener un resultado exitoso?

Servicios y Negocios

1. ¿Cuáles son los servicios que son más útiles para los latinos en Carrboro?
2. ¿Cuáles son los servicios que son utilizados por la mayoría de la comunidad

Latina? (preguntar sobre los jóvenes)

3. ¿Existen negocios que maltratan a o aprovechan de los latinos? ¿Puede describir un poco su experiencia? ¿Cuáles lugares?
4. ¿Cuales servicios que su agencia ofrece a la comunidad Latina son los mas utilizados?
5. ¿Quien en la comunidad usa los servicios de su agencia lo más frecuentemente?
6. ¿Quien en la comunidad necesita sus servicios, pero no los esta recibiendo?
7. ¿Cuales servicios que su agencia ofrece son los menos utilizados?
8. ¿Cuales barreras encuentra su agencia en tratando de conectarse con los residentes de Carrboro? (barreras geográficas, de transportación, financieros, conocimiento de servicios)
9. ¿Cuales servicios se necesitan en Carrboro que no se ofrecen por su agencia? Hay otros recursos para estos servicios?
10. ¿Con cuales otras agencias trabaja usted? Como son sus interacciones con estas agencias? (Que hace con ellos?)
11. ¿Tiene conocimiento de formas alternativas de medicina en Carrboro? (Por ejemplo, herbalistas y curanderos)

Información Adicional

1. ¿Tiene algo mas que quiere contarnos sobre la comunidad latina en Carrboro?

Recomendaciones Para Discutir las Conclusiones del Grupo en el Foro Comunitario

Nos gustaría hacer un foro en abril para compartir los temas que hemos encontrado a través de las entrevistas con los miembros de la comunidad y para pensar en soluciones de los problemas que enfrentan a los Latinos.) ¿Tiene interés en ayudarnos planear el foro? Conoce a alguien que tendría interés?

1. ¿Tiene sugerencias sobre como asegurar que las personas vengan al foro?
Donde (cuales lugares y negocios) debemos hacer propaganda para el foro?
2. ¿Cuales lugares recomendaría para el foro?
3. ¿Cuál día de la semana prefiere usted para el foro?
4. ¿Qué hora es el mejor para el foro?
5. ¿En pensando que los que hablan solamente ingles y también los que hablan solamente español van a asistir al foro – como debemos enfrentar la barrera de idioma?
6. ¿Quién debería ser invitado?
7. ¿Hay negocios que Latinos frecuentan mucho?

Recomendaciones de Individuos para Entrevistar

1. ¿Pudiera recomendar unas personas con que podamos hablar sobre la comunidad latina en Carrboro? (Antes de que nosotros podemos hablar con una persona que sugiere, usted tendría que darle la hoja “Información para Referencias.”)

APPENDIX F4
SERVICE PROVIDER INTERVIEW GUIDE (ENGLISH)

A. Introduction and Services of this provider

1. What is your title within _____ (organization) and what are the job responsibilities that you have?
2. How long have you worked for this organization?
3. Have you worked for any other organizations in the local Latino community? If so, for which ones and how long?
4. Do you consider yourself a Service Provider or a Community Member of the Latino community or both?

B. Physical Orientation to the Community

1. Do you live in Carrboro? If yes, for how long?
2. How would you describe the overall conditions of the physical environment in Carrboro? (*probe: concerns about road conditions, air and water quality, general safety*)
3. What type of housing is found in Carrboro?
4. Where do most Latinos live?

C. Strong Points or Assets Found in the Community

1. What are some of the best things for Latinos about Carrboro? (*probe: physical, human, agencies, natural resources*)
2. Are there individuals who take a very active role in the Latino community and stand out as leaders?
3. What are the agencies or committees that you believe truly make an impact within the Latino community?
4. How did all the services that exist for Latinos come about? When did the community start offering services for Latinos? (*probe: how El Centro got started*)

D. Life in the Community

1. How has Carrboro changed over the last 5 yrs? 10 yrs? {depending on answer given about length of service or residence in the community, ask about 5 or 10 yrs}
2. Describe the various faith organizations and religious groups in Carrboro and surrounding areas.
3. Is there a denomination or faith group that is more common than others among Latinos?
4. Which cultural and ethnic groups reside in the community?
5. Has there been a change in the ethnic and cultural environment in Carrboro? If so, when did it occur? (*probe: Latino community*)
6. How do people of different races or ethnicities interact with one another? (*probe: Are there areas in Carrboro that are inhabited primarily by certain cultural and ethnic groups? Knowledge of racism or prejudice by or toward certain groups?*)
7. What do most Latino community members do for a living? Are these jobs located in Carrboro?
8. Is there unemployment in Carrboro? How about among the Latino community in Carrboro? If yes, what, if anything, contributes to unemployment in Carrboro?

9. Do you know of any difficulties Latinos might face in their jobs? (*discrimination on the job, Latino employees working below education level*)
10. In terms of transportation, how do most people get around? Do many people use public transportation?
11. What do people do for recreation? (*probe: teens, children, adults, elderly; effect of activities on life*) How do people spend their free time? What sort of social activities are people involved in?
12. Realistically, in what direction do you see Carrboro going? (*ask about 5yrs or 10 yrs depending on case*)
What are your hopes for the future of Carrboro?

E. Challenges and Needs of the Community

1. What do you think are the biggest and most common challenges that Latinos in Carrboro face? (probe: housing, transportation, education, poverty and crime, from a service provider perspective)
2. What are the main challenges facing the Latino youth in the community? (Probe for health issues)(parent and adolescent relationships/acclulturation)
3. What are the main challenges facing the Latino elderly in the community? (Probe for health issues)
4. What are the specific health problems that are high priorities among community members? (probe: emotional health, dental, isolation, women's health) What are the health priorities among the Latino community? (from both provider and community member perspectives)

F. Addressing Challenges and Making Decisions

1. What types of challenges have been encountered in the community, and how do community members address these challenges, and make decisions? Were they effective? Ineffective? (probe: crisis situations, ice storm)
2. If you were going to address a challenge in the Latino community, who would you try to involve in order to be successful? (probe: individuals, organizations/agencies)

G. Services and Businesses

1. What are the different services in Carrboro or nearby that are used by most community members? (probe: youth, Latinos)
2. What are the most popular services that your agency provides to the Latino residents of Carrboro?
3. Who in the community most often uses your agency's services?
4. Who in the community has need for your services but is not being reached?
5. What services that your agency provides go underutilized?
6. What barriers does your agency encounter when trying to reach Carrboro residents? (probe: geographic, transportation, funding, and awareness of services)
7. What services might be needed in Carrboro that are currently not offered by your agency? Is there another resource for those services?
8. What other agencies do you work with? What types of interactions do you have with them?
9. If your focus is working with Latino families or community members, how do people within your agency or within the system of care treat you? (*probe: employers, other service providers you come in contact with, discrimination, people think you're going to fix all the problems, etc.*) How does this affect the work that you do?

10. Do you know of any alternative sources of healthcare available in Carrboro that serve Latino clients? (probe: herbalists, curanderas, brujeras, traditional health practitioners)
10. What businesses are frequented by most community members? (probe: Latinos, different ethnic groups, youth)

H. Additional Information:

Is there anything else that you think that we should know about Carrboro and the Latino community?

I. Recommendations for Discussing Team’s Findings at a Community Forum

During the course of the community diagnosis process, we will identify themes from the interviews with service providers, as well as interviews and focus groups with community members. These themes will be shared with the community at a forum to be held in April.

1. Would you be interested in helping us to plan the forum? Do you know anyone else who would be interested?
2. Do you have any suggestions as to how to get people to attend? Where (what locations and businesses) would you suggest publicizing the event?
3. Where would you recommend holding the forum?
4. What day of the week is preferable for the forum?
5. What time of the day is better to have the forum?
6. Keep in mind that both English speakers and Spanish speakers will attend the forum. How should we address the language barriers?
7. Do you have any suggestions for how to make the forum more comfortable for community members (like food, music, etc.)?
8. Do you have any suggestions for people or businesses who might donate things for our forum (food, door prizes, money, etc.)?
7. Who should be invited?

J. Recommended Individuals to Interview

(At this time remind them that they will need to contact potential interviewees first and hand them the script with the names as a reminder).

Who else do you recommend that we talk to about the needs and assets of Carrboro?

**APPENDIX F5
SERVICE PROVIDER FOCUS GROUP FACT SHEET**

**University of North Carolina at Chapel Hill
Fact Sheet/Informed Consent to Participate in a Research Study
Adult Subjects, Focus Group with Service Providers
IRB Study #: 02-1829**

**Title of Study: "Community Diagnosis of the Latino Community in Carrboro, NC"
Sponsor: The School of Public Health, University of North Carolina at Chapel Hill**

Thank you for taking the time to meet with us. My name is _____ and this is _____ who will be taking notes and assisting me during our discussion. We recognize that your time is valuable and we appreciate you being here.

What is the purpose of this study?

We are graduate students from the UNC School of Public Health, Department of Health Behavior and Health Education. One aspect of our training is to work with a community in North Carolina to conduct a community diagnosis. This means that we will work with the community to identify its strengths, needs, and future directions for promoting health and well being in Carrboro. The information we gather will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a public forum in the spring. We will contact you at a future date to invite you to participate in this forum. The goal of the written document and the forum is to provide possible future direction to address community concerns. By participating in this focus group you are contributing to this process.

What will you be asked to do?

The purpose of the focus group today is to talk with you about your perspectives, as service providers, on the Latino community within Carrboro. You will be asked questions, such as "What are some of the best things about Carrboro?" and "What are the biggest challenges that people in Carrboro face?" The questions are designed to get your perspective of the physical surroundings, community life, strengths/assets and challenges present in Carrboro. We are interested in your opinions. There are no right or wrong answers. Some questions may be difficult to answer, but please let us know, so that we can move on to other questions. Our purpose is to gather different viewpoints from a variety of service providers in Carrboro. This focus group will last about an hour and a half. Is there anyone who cannot stay that long? We would like to have the whole group start and end together if possible.

We would like to take notes and tape record this focus group because your input is important and we want to make sure that we accurately record what you tell us. Because sharing information with the rest of the group might be uncomfortable, you may refuse to answer any questions or request that we stop the tape recorder at any time. The tapes will be kept in a secure location in the School of Public Health. After we are finished using the tapes for this class, the cassettes will be erased or destroyed.

Your rights as a participant and confidentiality:

Your participation in the study is completely voluntary and you may withdraw at any time without penalty. Your decision to participate or not participate will not affect your relationship with UNC or any of its affiliated organizations, nor will it affect your current employment. Every effort will be taken to protect your identity. No name or identifying characteristics will be matched with what you say today. In fact, you do not need to reveal your name today if you don't want to. You will not be identified in any report or publication of this study or its results. Your comments will remain confidential. We will be reporting summaries of the comments made by service providers, but will not identify the names of the individuals we interview. You must agree not to share anything you learn about other participants from group discussions or other activities. However, we cannot guarantee that other members of the group will not share this information.

What are the risks and benefits of your participation?

There is very little risk to you for participating in this research. While we will do everything we can to keep your data private, there is a slight chance that some of your answers could become publicly known because of a mistake. If that happens, and you have made negative assessments of the community or of the services your organization provides, this could affect your reputation or, in an extreme case, even your job. Again, all efforts will be made to maintain strict confidentiality. While there are no direct benefits of participation, the indirect benefits may include providing information to accurately represent the strengths and needs of the Latino community in Carrboro, which may serve to help the community in the future.

Are there any costs? Will you be paid?

There is no cost for participating, except the time you will spend in the interview. You will not be reimbursed for your participation.

What if you have questions about your rights as a participant?

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects. This is group that makes sure that study participants are treated fairly and protected from harm. If you have any 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 School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

What if you have questions about this study?

If you have any questions about this research study, please feel free to contact the following people by phone (you may call collect if you wish), email or regular mail:

Nina Yamanis (yamanis@email.unc.edu), Principal Investigator, at (919) 966-3919 or
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigator, at (919) 966-3919 or
Eugenia Eng (eugenia_eng@unc.edu), Faculty Advisor at (919) 966-3909

The above people can also be reached via the following mailing address:

Health Behavior and Health Education Department, CB #: 7440,
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

**Do you have questions? Do you agree to participate in the focus group?
Do you agree to have the focus group taped?**

APPENDIX F6

SERVICE PROVIDER FOCUS GROUP INTERVIEW GUIDE (ENGLISH)

1. Introduction and Services of this provider

- What is your title within _____ (organization) and what are the job responsibilities that you have?
- How long have you worked for this organization?
- Have you worked for any other organizations in the local Latino community? If so, for which ones and for how long?
- Do you consider yourself a Service Provider or a Community Member of the Latino community or both? Do you live in Carrboro?

2. Strong Points or Assets Found in the Community

- What are some of the best things about Carrboro for its Latino community members? (probe: physical, human, agencies, natural resources)
- Are there individuals who take a very active role in the Latino community and stand out as leaders?
- What are the agencies or committees that you believe truly make an impact within the Latino community?
- How did all the services that exist for Latinos come about? When did the community start offering services for Latinos? (probe: *how El Centro got started*)

3. Life in the Community

- Has there been a change in the ethnic and cultural environment in Carrboro? If so, when did it occur? (probe: *Latino community*)
- How do people of different races or ethnicities interact with one another? (probe: *Knowledge of racism or prejudice by or toward certain groups?*)
- What do most Latino community members do for a living? Are these jobs located in Carrboro?
- Is there unemployment in Carrboro? How about among the Latino community in Carrboro? If yes, what, if anything, contributes to unemployment in Carrboro?
- Do you know of any difficulties Latinos might face in their jobs? (*discrimination on the job, Latino employees working below education level*)
- What impact does transportation or lack of it, affect the life of Latinos in Carrboro?
- How do Latinos in the community spend their free time? What sort of social activities are people involved in?

4. Problems and Needs of the Community

- What do you think are the biggest and most common challenges and problems that Latino people in Carrboro face? (Probe: women, youth, elderly, health)

5. Problem-Solving and Decision-Making

- What types of problems or challenges have been encountered in the Latino community, and how do community members address these challenges, and make decisions? (probe: *Has there been any particular crisis in the Latino community in Carrboro? How did the community react? Ice storm? Transportation? Discrimination? Education?*)
- If you were going to address a challenge in the Latino community, who would you try to involve in order to be successful? (probe: *individuals, organizations/agencies*)

6. Services and Businesses

- What services and businesses are the most helpful for and frequently used by the Latinos in Carrboro?
- What barriers does your agency encounter when trying to reach Latinos in Carrboro? (probe: geographic, transportation, funding, and awareness of services)
- If your focus is working with Latino families or community members, how do people within your agency or within the system of care treat you? (*probe: employers, other service providers you come in contact with, discrimination, people think you're going to fix all the problems, etc.*) How does this affect the work that you do?
- What services might be needed for Latinos (especially in Carrboro) that are currently not offered?
- Are there any services or businesses that you think take advantage of Latinos? (*probe: people, stores, housing complexes, "coyotes" - people who smuggle Latinos into the U.S.*)

7. Additional Information

- Is there anything else that you think that we should know about Latinos in Carrboro?

8. Recommendations for Discussing Team's Findings at a Community Forum

INTRO: During the course of the community diagnosis process, we will identify themes from the interviews with service providers, as well as interviews and focus groups with community members. These themes will be shared with the community at a forum to be held in April.

- Are any of you interested in helping us to plan the forum?
- Do you have any suggestions as to how to get people to attend the forum?
- What day and time should it be?
- How and where should we promote the forum? (newspaper, radio, Latino stores, etc.)
- What would you like the community to get out of the forum?
- Do you have any suggestions for how to make the forum more comfortable for community members (like food, music, etc.)?
- Do you have any suggestions for people or businesses who might donate things for our forum (food, door prizes, money for a band, etc.)?
- Who should be invited to the forum? Would you like to be invited?

9. Recommended Individuals to Interview

(At this time remind them that they will need to contact potential interviewees first and hand them the script with the names as a reminder).

Who else do you recommend that we talk to about the needs and assets of Carrboro? Keep in mind that we really would like to interview community members, especially those who might be considered leaders.

**APPENDIX F7
REFERRAL SCRIPT (SPANISH)**

**Universidad de Carolina del Norte à Chapel Hill
Informacion y Antecedentes/
Consentimiento Informado para Participar
en un Estudio Sujetos Adultos
Estudio de IRB #: 02-1829**

**Titulo del Estudio: “Diagnóstico Comunitario de la Comunidad Latina en Carrboro, NC”
Patronizado por La Escuela de Salud Pública,
Universidad de Carolina del Norte à Chapel Hill**

Información para Referencias

Querido Participante,

Le agradecemos de Nuevo por su participación en nuestra investigación. Así que su información fue muy importante y valiosa, la información de otros es importante también. Nos gustaremos hablar con otros individuos quienes usted cree puedan proveernos con información sobre Carrboro. Sin embargo, para respetar la información privada de estos individuos, le pedimos que usted hable con la persona que esta refiriendo y que pida su permiso para contactarle.

Cuando usted llame al individuo para pedir permiso para que le llamemos, por favor explique lo siguiente.

Somos estudiantes de Post-grado de la Universidad del Carolina del Norte en la Escuela de Salud Pública, Departamento de Comportamiento y Educación de la Salud. Estamos colaborando con miembros de la comunidad Latina en Carrboro para identificar las fuerzas y los problemas o las necesidades que existen en esta comunidad. Quisieramos meternos en contacto con miembros de la comunidad y con proveedores de servicios para recoger información sobre Carrboro. El Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos de La Escuela de Salud Pública ha revisado y ha aprobado este proyecto. Participación en este proyecto es completamente voluntaria.

Si una persona está de acuerdo que le contactemos, favor de llamarnos al (919) 966-3761.

Si la persona tiene preguntas sobre sus derechos como participante en el proyecto, puede ponerse en contacto, anonimamente si quisiera, con el Comité Revisor Institucional de la Escuela de Salud Pública, Universidad de Carolina del Norte en Chapel Hill por teléfono, 919-966-3012. Puede llamar con cobro revertido.

Gracias de nuevo por todo su ayuda en este proceso. Le esperamos en el foro comunitario.

Muy sinceramente,
Erica Childs, Stephanie Etienne, Shaina Gross, Kristen Stoimenoff, Nina Yamanis

**APPENDIX F8
REFERRAL SCRIPT (ENGLISH)**

**University of North Carolina at Chapel Hill
Recruitment Consent Form for Participation
in a Research Study: Adult Subjects
IRB Study #: 02-1829**

**Title of Study: “Community Diagnosis of the Latino Community in Carrboro, NC”
Sponsor: The School of Public Health, University of North Carolina at Chapel Hill**

Referral Information

Dear Participant,

Thank you again for participating in our study. Just as your input was very important and valuable, so is the input of others. We would like to speak with other individuals that you believe could provide us with helpful information about Carrboro. However, in order to respect the privacy of these individuals, we ask that you speak with the person you are referring and ask them for their permission to be contacted prior to us contacting them.

When you call to ask permission for us to contact them please explain the following:

We are graduate students at the UNC Chapel Hill School of Public Health in the department of Health Behavior and Health Education. We are collaborating with community members in Carrboro to identify the strengths and weaknesses of the Carrboro community. We would like to contact community members and service providers to gather information about Carrboro. The School of Public Health Institutional Review Board (IRB) has reviewed and approved this project. Participation in this project is completely voluntary.

If the person agrees to be contacted, please call us at 966-3761.

If the person has questions about their rights as a study participant, they may call -- anonymously if they wish -- the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill at 919-966-3012. They may call collect.

Thank you again for all your help during this process. We look forward to seeing you at our Community Forum.

Sincerely,

Erica Childs, Stephanie Etienne, Shaina Gross, Kristen Stoimenoff, Nina Yamanis

**APPENDIX F9
COMMUNITY MEMBER FOCUS GROUP FACT SHEET (SPANISH)**

**Universidad de Carolina del Norte à Chapel Hill
Informacion y Antecedentes/
Consentimiento Informado para Participar en un Estudio
Sujetos Adultos, Grupos de Discusi3n con Miembros de la Comunidad
Estudio de IRB #: 02-1829
Titulo del Estudio: "Diagn3stico Comunitario de la Comunidad Latina en Carrboro, NC"
Patronizado por La Escuela de Salud P3blica, Universidad de Carolina del Norte**

Gracias por tomar el tiempo de juntarse con nosotros. Mi nombre es _____, y esta es _____, quien tomará notas y me ayudará en nuestra discusi3n. Entendemos que su tiempo es muy valioso y agradecemos su participaci3n.

¿Cual es el motivo de este estudio?

Somos estudiantes de Post-grado de la Universidad de Carolina del Norte. Estudiamos en La Escuela de Salud P3blica, en el Departamento de Comportamiento y Educaci3n de la Salud. Una parte de nuestro entrenamiento consiste en trabajar con una comunidad en Carolina del Norte y hacer un diagn3stico de esa comunidad. Esto quiere decir que nosotros trabajaremos con la comunidad para identificar las fuerzas, las necesidades, y las posibilidades futuras para promover la salud y bienestar de Carrboro. La informaci3n que sea identificada ser3 resumida y entregada a la comunidad en la forma de un documento escrito. Adem3s, presentaremos los resultados a la comunidad en un foro p3blico en abril. Nos pondremos en contacto con ustedes pronto para invitarles a participar en este foro. El prop3sito del documento escrito y del foro es aprovechar las ideas para darle direcci3n y resolver los problemas identificados por la comunidad en el futuro. Ustedes contribuyen a este proceso por su participaci3n en este grupo de enfoque. En general, un grupo de enfoque aprovecha la oportunidad de hablar de algunos temas espec3ficos. Las opiniones de todos son importantes para enriquecer la discusi3n. Recuerden que pueden decirnos cualquier opini3n, aunque sea diferente que los nuestros.

¿Que se va a pedir de Usted?

El prop3sito del grupo de enfoque hoy es escuchar sus ideas y experiencias de vivir, trabajar, y ser parte de la comunidad de Carrboro. A ustedes les har3n preguntas como, "Cu3les son las mejores cosas en Carrboro?" y "Cu3les son los problemas mayores que enfrenta a la comunidad Latina en Carrboro?" El prop3sito de las preguntas es identificar sus perspectivas de la vida en la comunidad, las fuerzas, y los problemas que existen en Carrboro. Estamos interesados en sus opiniones. No hay respuestas correctas ni incorrectas. Este grupo de enfoque durar3 una hora y media. Hay alguien que no pueda quedarse por toda la junta? Nosotros queremos que todos se queden del principio al fin, si es posible.

Nos gustar3a tomar notas y grabar este grupo de enfoque porque sus perspectivas son importantes y queremos estar seguros de que hemos escrito exactamente lo que han dicho. Debido a que contar informaci3n al frente del grupo puede ser inc3modo, pueden negarse a contestar à cualquiera pregunta o pueden pedirnos que paremos la grabadora en cualquier momento. Los casetes ser3n guardados en un lugar seguro en la Escuela de Salud P3blica. Despues de terminar en usarlos, los casetes ser3n destruidos.

Confidencialidad y sus derechos como participante

Su participación en la discusión es completamente voluntaria y pueden salir en cualquier momento. Su decisión de participar o no participar no afectará sus relaciones con UNC o con sus instituciones afiliadas. Se harán muchos esfuerzos para proteger su identidad. Los nombres y la información personal no serán vinculados a lo que dicen ustedes hoy. En realidad, ustedes no necesitan revelar su nombre hoy si no lo quisieran hacer. Participantes no serán identificados en ninguna publicación ni documento de este proyecto o sus resultados. Resumiremos comentarios de los miembros de la comunidad, pero no identificaremos los nombres de las personas que se juntan con nosotros o de las que entrevistamos. Ustedes deben comprometerse a mantener confidencial la información que encuentran sobre otros participantes en el grupo.

¿Cuales son los riesgos y beneficios de su participación?

Hay poco riesgo a usted por su participación en esta investigación. Aunque haremos todo lo posible para mantener privada su información, hay la posibilidad que algunas respuestas suyas se harán conocidas públicamente. Si ocurre esto, y si usted ha hecho declaraciones negativas sobre la comunidad, se pueden afectar su reputación en la comunidad, su carrera en la política, o posiciones futuras de liderazgo que busque. Sin embargo, haremos todo lo posible para mantener su confidencialidad. Aunque no hay beneficios directos de la participación, proviendo un verdadero representación de los esfuerzos y necesidades de la comunidad Latina en Carrboro puede ser un beneficio indirecto. Esto puede ayudar a la comunidad en el futuro.

¿Hay algunos costos? ¿Hay algun reembolso?

No hay ningún costo ni reembolso por su participación.

¿Y si tiene preguntas sobre sus derechos como participante?

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 y protegidos de daño. Si tienen preguntas sobre sus derechos como participante en el proyecto o si ustedes están descontentos en cualquier momento con cualquier parte del proyecto, pueden ponerse en contacto, anonimamente si quisieran, 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 con cobro revertido.

¿Y si tiene preguntas sobre este estudio?

Si tiene preguntas sobre este proyecto, puede contactar a las personas siguientes por teléfono (con cobro revertido, si quisiera), correo electrónico, o correo normal:

Nina Yamanis (yamanis@email.unc.edu), Investigadora Principal, a (919) 966-3919 o

Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigadora, a (919) 966-3919 o

Eugenia Eng (eugenia_eng@unc.edu), Consejera de Facultad, a (919) 966-3909

Para contactar a estas personas por correo, la dirección es:

Health Behavior and Health Education Department, CB #: 7440

University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

Tienen preguntas sobre el grupo de discusión hoy? Consienten participar en este grupo de discusión? Consienten para que sea grabada la discusión?

APPENDIX F10

COMMUNITY MEMBER FOCUS GROUP FACT SHEET (ENGLISH)

**University of North Carolina at Chapel Hill
Fact Sheet/Informed Consent to Participate in a Research Study
Adult Subjects, Focus Group with Community Members
IRB Study #: 02-1829**

**Title of Study: "Community Diagnosis of the Latino Community in Carrboro, NC"
Sponsor: The School of Public Health, University of North Carolina at Chapel Hill**

Thank you for taking the time to meet with us. My name is _____ and this is _____ who will be taking notes and assisting me during our discussion. We recognize that your time is valuable and we appreciate you being here.

What is the purpose of this study?

We are graduate students from the UNC School of Public Health, Department of Health Behavior and Health Education. One aspect of our training is to work with a community in North Carolina to conduct a community diagnosis. This means that we will work with the community to identify its strengths, needs, and future directions for promoting health and well being in Carrboro. The information we gather will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a public forum in the spring. We will contact you at a future date to invite you to participate in this forum. The goal of the written document and the forum is to provide possible future direction to address community concerns. By participating in this focus group you are contributing to this process.

What will you be asked to do?

The purpose of the focus group today is to listen to your thoughts and experiences of living, working, and being part of the Carrboro community. You will be asked questions, such as "What are some of the best things about Carrboro?" and "What are the biggest challenges that Latinos in Carrboro face?" The questions are designed to get your perspective of the physical surroundings, community life, strengths/assets and weaknesses/problem areas present in Carrboro. We are interested in your opinions. There are no right or wrong answers. Do you have any questions so far? This focus group will last about an hour and a half. Is there anyone who cannot stay that long? We would like to have the whole group start and end together if possible.

We would like to take notes and tape record this focus group because your input is important and we want to make sure that we accurately record what you tell us. Because sharing information with the rest of the group might be uncomfortable, you may refuse to answer any questions or request that we stop the tape recorder at any time. The tapes will be kept in a secure location in the School of Public Health. After we are finished using the tapes for this class, the cassettes will be erased or destroyed.

Your rights as a participant and confidentiality:

Your participation in the study is completely voluntary and you may withdraw at any time without penalty. Your decision to participate or not participate will not affect your relationship with UNC or any of its affiliated organization. Every effort will be taken to protect your identity. No names or identifying characteristics will be matched with what you say today. In fact, you do not need to

reveal your name today if you don't want to. No participants will be identified in any report or publication of this study or its results. We will be reporting summaries of the comments made by community members, but will not identify the names of the individuals we interview. You must agree not to share anything you learn about other participants from group discussions or other activities. However, we cannot guarantee that other members of the group will not share this information.

What are the risks and benefits of your participation?

There is very little risk to you for participating in this research. While we will do everything we can to keep your data private, there is a chance that some of your answers could become publicly known. If that happens, and you have made negative assessments of the community, this could affect your reputation in the community, your political career or even future leadership roles you might seek. Again, all efforts will be made to maintain strict confidentiality. While there are no direct benefits of participation, the indirect benefits may include providing information to accurately represent the strengths and needs of the Latino community in Carrboro, which may serve to help the community in the future.

Are there any costs? Will you be paid?

There is no cost for participating, except the time you will spend in the interview. You will not be reimbursed for your participation.

What if you have questions about your rights as a participant?

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects. This is group that makes sure that study participants are treated fairly and protected from harm. If you have any 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 School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

What if you have questions about this study?

If you have any questions about this research study, please feel free to contact the following people by phone (you may call collect if you wish), email or regular mail:

Nina Yamanis (yamanis@email.unc.edu), Principal Investigator, at (919) 966-3919 or
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigator, at (919) 966-3919 or
Eugenia Eng (eugenia_eng@unc.edu), Faculty Advisor at (919) 966-3909

The above people can also be reached via the following mailing address:
Health Behavior and Health Education Department, CB #: 7440,
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

Do you have questions?

Do you agree to participate in the focus group?

Do you agree to have the focus group taped?

APPENDIX F11
COMMUNITY MEMBER FOCUS GROUP INTERVIEW GUIDE (SPANISH)

Guía de Entrevista: Grupo de Discusión

1. Introducción

- ¿Por cuanto tiempo han vivido en Carrboro?
- ¿De donde son?
- ¿Por cuanto tiempo piensan quedarse en Carrboro?

2. La Vida de la Comunidad

- ¿Como se relacionan las personas de diferente grupos raciales o etnicos? (pregunta: personas de diferentes grupos étnicos)
- ¿Podrían describir la situación del desempleo en Carrboro? (pregunta: ¿Que son los factores que influyen al desempleo?)
- ¿Que impacto tiene la transportación, o falta de transportación, sobre la vida diaria en Carrboro?
- ¿Que opina de la calidad de su vida en Carrboro? Explique, por favor. (pregunta: ¿Que tipos de cosas cree que son necesarios para tener una vida Buena? ¿Ha Experimentado estas cosas en Carrboro?)

3. Aspectos Positivos que se Ecuencran en la Comunidad

- ¿Cuáles son las mejores cosas de Carrboro? (Físicas, humanas, agencias, recursos)
- ¿Cuáles son las agencias u organizaciones que tienen un impacto importante dentro de la comunidad Latina?
- ¿Quienes son los individuos latinos que tienen habilidades o conocimiento utiles en la comunidad?

4. Desafios, Problemas y Necesidades de la Comunidad

- ¿Qué son los desafios y problemas más grandes y comunes que enfrenta la gente Latina en Carrboro? (mujeres, jóvenes personas mayores, y salud).

5. Enfrentando Desafios, Resolviendo Problemas y Tomando Decisiones

- ¿ Si la comunidad latina ha enfrentado un desafio o un problema, que pasos ha tomado para resolverlos? (¿ Ha pasado algún crisis en Carrboro? ¿ Cómo reaccionó la comunidad latina en Carrboro? Transporte? Discriminación? Educación?)

6. Servicios y Negocios

- ¿Cuales son los servicios y negocios más beneficiosos y frecuentados por la gente Latina en Carrboro?

- ¿Hay servicios o negocios que se aprovechan de los Latinos? (personas, tiendas, viviendas, coyotes)
- ¿Cuales son los servicios que faltan en Carrboro?

7. Responsabilidades y Roles de Proveedores de Servicios

- ¿Cuales son los servicios sociales y de salud que tiene Carrboro? (¿Donde van cuando necesitan ayuda?, remedios tradicionales?)

8. Información Adicional

- ¿Conocen a personas en Carrboro que la comunidad Latina respeta por su conocimiento y apoyo a la comunidad? (¿Personas acuden a esta persona cuando tienen un problema?)
- ¿Hay algo más que les gustaría comentar sobre Carrboro?

9. Recomendaciones para Presentar los Resultados del Grupo Durante un Foro Comunitario

INTRO: Estamos preparando un Foro para la comunidad abril 28 a las 2 de la tarde donde vamos a compartir toda la información que hemos juntado de entrevistas y grupos de discusión.

2

1. ¿Algunos de Uds. están interesados en ayudar en planear del foro?
2. ¿Tienen sugerencias para como asegurar una buena asistencia?
3. ¿Como y Donde deberíamos promover el foro? (Diario, Radio, Tiendas Latinas, etc.)
4. ¿Qué les gustaría que la comunidad obtuviera del foro?
5. ¿Quién debe ser invitado?

APPENDIX F12 COMMUNITY MEMBER FOCUS GROUP INTERVIEW GUIDE (ENGLISH)

1. Introduction

- How long have you lived in Carrboro?
- Where are you from?
- How long do you plan to stay in Carrboro?

2. Life in the Community

- How do people from different backgrounds interact with each other in Carrboro? (probe: people of different ethnicities)
- Can you describe the extent of unemployment in Carrboro? (probe: What factors contribute to the unemployment?)
- What impact does transportation or lack of it, affect daily life in Carrboro?
- How do you see your quality of life here in Carrboro? Please explain. (probe: What sorts of things do you value for having a good life? Do you experience these things in Carrboro?)

3. Strong Points or Assets Found in the Community

- What are some of the best things about Carrboro? (probe: physical, human, agencies, resources)
- What are the agencies or organizations that have an important impact on the Latino community?
- Who are the individual Latinos in Carrboro that have especially useful skills or knowledge?

4. Problems and Needs of the Community

- What do you think are the biggest and most common challenges and problems that Latino people in Carrboro face? (Probe: women, youth, elderly, health)

5. Problem-Solving and Decision-Making

- What types of problems or challenges have been encountered in the Latino community, and what problem-solving measures were taken? (probe: Has there been any particular crisis in the Latino community in Carrboro? How did the community react? Transportation? Discrimination? Education?)

6. Services and Businesses

- What services and businesses are the most helpful for and frequently used by the Latinos in Carrboro?
- Are there any services or businesses that you think take advantage of Latinos? (people, stores, housing complexes, “coyotes” - people who smuggle Latinos into the U.S.)
- What services are lacking in Carrboro?

7. Roles and Responsibilities of Service Providers

- What are the health and social services provided in Carrboro? (Probe: where do you go when you need help? Traditional remedies?)

8. Additional Information

- Can you identify any people in Carrboro who are respected for giving sound advice and assistance to people in the Latino community when they have problems?
- Is there anything else that you think that we should know about Latinos in Carrboro?

9. Recommendations for Discussing Team’s Findings at a Community Forum

INTRO: We plan to conduct a community forum this spring to share all of the information that we’ve gathered from interviews with community members and discussion groups.

- Are any of you interested in helping us to plan the forum?
- Do you have any suggestions as to how to get people to attend the forum?
- How and where should we promote the forum? (newspaper, radio, Latino stores, etc.)
- What would you like the community to get out of the forum?
- Who should be invited to the forum?

APPENDIX F13

COMMUNITY MEMBER INTERVIEW FACT SHEET (SPANISH)

Universidad de Carolina del Norte à Chapel Hill

Informacion y Antecedentes/

**Consentimiento Informado para Participar en un Estudio
Sujetos Adultos, Entrevista de un Miembro de la Comunidad**

Estudio de IRB #: 02-1829

Titulo del Estudio: "Diagnóstico Comunitario de la Comunidad Latina en Carrboro, NC"

**Patronizado por La Escuela de Salud Pública,
Universidad de Carolina del Norte à Chapel Hill**

Gracias por tomar el tiempo de juntarse con nosotros. Mi nombre es _____, y esta es _____, quien tomará notas y me ayudará en nuestra discusión. Entendemos que su tiempo es muy valioso. Gracias por hablar con nosotros.

¿Cual es el motivo de este estudio?

Somos estudiantes de Post-grado de la Universidad de Carolina del Norte. Estudiamos en La Escuela de Salud Pública, en el Departamento de Comportamiento y Educación de la Salud. Una parte de nuestro entrenamiento consiste en trabajar con una comunidad en Carolina del Norte y hacer un diagnóstico de esa comunidad. Esto quiere decir que nosotros trabajaremos con la comunidad para identificar las fuerzas, las necesidades, y las posibilidades futuras para promover la salud y bienestar de Carrboro. La información que sea identificada será resumida y entregada a la comunidad en la forma de un documento escrito. Además, presentaremos los resultados a la comunidad en un foro público en abril. Nos pondremos en contacto con usted pronto para invitarle a participar en este foro. El propósito del documento escrito y del foro es aprovechar las ideas para darle dirección y resolver los problemas identificados por la comunidad en el futuro. Usted contribuye a este proceso por su participación en esta entrevista.

¿Que se va a pedir de Usted?

El propósito de esta entrevista es escuchar sus ideas y experiencias de vivir, trabajar, y ser parte de la comunidad de Carrboro. Le haré preguntas como, "Cuáles son las mejores cosas en Carrboro?" y "Cuáles son los problemas mayores que enfrentan a la comunidad Latina en Carrboro?" El propósito de las preguntas es identificar sus perspectivas de la vida de la comunidad, las fuerzas, y los problemas que existen en Carrboro. Estamos interesados en sus opiniones. No hay respuestas correctas ni incorrectas. Esta entrevista durará una hora y media.

Nos gustaría tomar notas y grabar esta entrevista porque su perspectiva es importantes y queremos estar seguros de que hemos escrito exactamente lo que ha dicho. Debido a que responder a preguntas puede ser incómodo, puede negarse a contestar à cualquiera pregunta o puede pedirnos que paremos la grabadora en cualquier momento. Los casetes serán guardados en un lugar seguro en la Escuela de Salud Pública. Despues de terminar en usarlos, los casetes serán destruidos.

Confidencialidad y sus derechos como participante

Su participación en la discusión es completamente voluntaria y puede parar en cualquier momento. Su decisión de participar o no participar no afectará sus relaciones con UNC o con sus instituciones afiliadas. Se harán muchos esfuerzos para proteger su identidad. Ni su nombre ni su información

personal será vinculado a lo que dice usted hoy. En realidad, usted no necesita revelar su nombre hoy si no lo quisiera hacer. Participantes no serán identificados en ninguna publicación ni documento de este proyecto o sus resultados. Resumiremos comentarios de los miembros de la comunidad, pero no identificaremos los nombres de las personas que se juntan con nosotros o de las que entrevistamos.

¿Cuales son los riesgos y beneficios de su participacion?

Hay poco riesgo a usted por su participacion en esta investigación. Aunque haremos todo lo posible para mantener privada su información, hay la posibilidad que algunas respuestas suyas se harán conocidas publicamente. Si ocurre esto, y si usted ha hecho declaraciones negativas sobre la comunidad, se pueden afectar su reputación en la comunidad, su carrera en la política, o posiciones futuras de liderazgo que busque. Sin embargo, haremos todo lo posible para mantener su confidencialidad. Aunque no hay beneficios directos de la participación, proviendo un verdadero representación de los esfuerzos y necesidades de la comunidad Latina en Carrboro puede ser un beneficio indirecto. Esto puede ayudar a la comunidad en el futuro.

¿Hay algunos costos? ¿Hay algun reembolso?

No hay ningún costo ni reembolso por su participación.

¿Y si tiene preguntatas sobre sus derechos como participante?

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 y protegidos de daño. Si tienen preguntas sobre sus derechos como participante en el proyecto o si usted está descontento en cualquier momento con cualquier parte del proyecto, puede ponerse en contacto, anonimamente 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 con cobro revertido.

¿Y si tiene preguntas sobre este estudio?

Si tiene preguntas sobre este proyecto, puede contactar a las personas siguientes por teléfono (con cobro revertido, si quisiera), correo electrónico, o correo normal:

Nina Yamanis (yamanis@email.unc.edu), Investigadora Principal, a (919) 966-3919 o
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigadora, a (919) 966-3919 o
Eugenia Eng (eugenia_eng@unc.edu), Consejera de Facultad, a (919) 966-3909

Para contactar estas personas por correo, la dirección es:

Health Behavior and Health Education Department, CB #: 7440
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

Tiene preguntas sobre la entrevista hoy?

Consiente participar en esta entrevista?

Consiente para que sea grabada la entrevista?

APPENDIX F14

COMMUNITY MEMBER INTERVIEW FACT SHEET (ENGLISH)

**University of North Carolina at Chapel Hill
Fact Sheet/Informed Consent to Participate in a Research Study
Adult Subjects, Community Member Interview
IRB Study #: 02-1829**

**Title of Study: "Community Diagnosis of the Latino Community in Carrboro, NC"
Sponsor: The School of Public Health, University of North Carolina at Chapel Hill**

Thank you for taking the time to meet with us. My name is _____ and this is _____ who will be taking notes and assisting me during our discussion. We recognize that your time is valuable and we appreciate you talking with us.

What is the purpose of this study?

We are graduate students from the UNC School of Public Health, Department of Health Behavior and Health Education. One aspect of our training is to work with a community in North Carolina to conduct a community diagnosis. This means that we will work with the community to identify its strengths, weaknesses, and future directions for promoting health and well being in Carrboro. The information we gather will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a public forum in the spring. We will contact you at a future date to invite you to participate in this forum. The goal of the written document and the forum is to provide possible future direction to address community concerns. By participating in this interview you are contributing to this process.

What will you be asked to do?

You have been identified by community members as someone who could represent the views of the community of Carrboro as a whole. The purpose of this interview today is to listen to your thoughts and experiences of living, working, and being part of the Carrboro community. You will be asked questions, such as "What are some of the best things about Carrboro?" and "What are the biggest challenges that people in Carrboro face?" The questions are designed to get your perspective of the physical surroundings, community life, strengths/assets and weaknesses/problem areas present in Carrboro. We are interested in your opinions. There are no right or wrong answers. This interview will last about an hour and a half.

We would like to take notes and tape record this interview because your input is important and we want to make sure that we accurately record what you tell us. Because sharing information might be uncomfortable, you may refuse to answer any questions or request that we stop the tape recorder at any time. The tapes will be kept in a secure location in the School of Public Health. After we are finished using the tapes for this class, the cassettes will be erased or destroyed.

Your rights as a participant and confidentiality:

Your participation in the study is completely voluntary and you may withdraw at any time without penalty. Your decision to participate or not participate will not affect your relationship with UNC or any of its affiliated organizations. Every effort will be taken to protect your identity. No name or identifying characteristics will be matched with what you say today. In fact, you do not need to reveal your name today if you don't want to. You will not be identified in any report or publication of this study or its results. Your comments will remain confidential. We will be reporting summaries of the comments made by community members, but will not identify the names of the individuals we interview.

What are the risks and benefits of your participation?

There is very little risk to you for participating in this research. While we will do everything we can to keep your data private, there is a slight chance that some of your answers could become publicly known. If that happens, and you have made negative assessments of the community, this could affect your reputation in the community, your political career or even future leadership roles you might seek. Again, all efforts will be made to maintain strict confidentiality. While there are no direct benefits of participation, the indirect benefits may include providing information to accurately represent the strengths and needs of the Latino community in Carrboro, which may serve to help the community in the future.

Are there any costs? Will you be paid?

There is no cost for participating, except the time you will spend in the interview. You will not be reimbursed for your participation.

What if you have questions about your rights as a participant?

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects. This is group that makes sure that study participants are treated fairly and protected from harm. If you have any 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 School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

What if you have questions about this study?

If you have any questions about this research study, please feel free to contact the following people by phone (you may call collect if you wish), email or regular mail:

Nina Yamanis (yamanis@email.unc.edu), Principal Investigator, at (919) 966-3919 or
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigator, at (919) 966-3919 or
Eugenia Eng (eugenia_eng@unc.edu), Faculty Advisor at (919) 966-3909

The above people can also be reached via the following mailing address:
Health Behavior and Health Education Department, CB #: 7440,
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

**Do you have questions? Do you agree to participate in the interview?
Do you agree to have the interview taped?**

APPENDIX F15

YOUTH FOCUS GROUP REFERRAL SCRIPT (SPANISH)

**Universidad de Carolina del Norte à Chapel Hill
Información y Antecedentes/
Consentimiento Informado para Participar
en un Estudio/Sujetos Adolescentes
Estudio de IRB #: 02-1829**

Título del Estudio: “Diagnóstico Comunitario de la Comunidad Latina en Carrboro, NC”

**Patrocinado por La Escuela de Salud Pública,
Universidad de Carolina del Norte à Chapel Hill.**

Información para Referencias

Querido Participante,

Gracias de nuevo por su participación en nuestra investigación. Así que su información fue muy importante y valiosa, la información de otros es importante también. Nos gustaría hablar con otros jóvenes quienes usted cree puedan proveernos con información sobre Carrboro. Sin embargo, para respetar la información privada de estos individuos, le pedimos que usted hable con uno de los padres de la persona que esta refiriendo y que pida su permiso para que nosotros podamos contactarle.

Cuando usted llame al individuo para pedir permiso para que le llamemos, por favor explique lo siguiente.

Somos estudiantes de Post-grado de la Universidad del Carolina del Norte en la Escuela de Salud Pública, Departamento de Comportamiento y Educación de la Salud. Estamos colaborando con miembros de la comunidad Latina en Carrboro para identificar las fuerzas y los problemas o las necesidades que existen en esta comunidad. Quisiéramos meternos en contacto con jóvenes de la comunidad para recoger información sobre Carrboro. Sin embargo, primero debemos contactar à los padres de estos jóvenes. El Comité Revisor Institucional de Proyectos de Investigación sobre Sujetos Humanos de La Escuela de Salud Pública ha revisado y ha aprobado este proyecto. Participación en este proyecto es completamente voluntaria.

Si uno de los padres está de acuerdo que le contactemos, favor de llamarnos al (919) 966-3919, extensión 3. Puede dejar un mensaje en el sistema para el equipo de Carrboro.

Si usted o la persona que contacte tiene preguntas sobre sus derechos como participante en el proyecto, 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 por teléfono, 919-966-3012. Puede llamar con cobro revertido.

Gracias de nuevo por toda su ayuda en este proceso. Le esperamos en el foro comunitario.

Muy sinceramente,

Erica Childs, Stephanie Etienne, Shaina Gross, Kristen Stoimenoff, Nina Yamanis

**APPENDIX F16
YOUTH FOCUS GROUP REFERRAL SCRIPT (ENGLISH)**

**University of North Carolina at Chapel Hill
Youth Recruitment Consent Form
IRB Study #: 02-1829**

**Title of Study: “Community Diagnosis of the Latino Community in Carrboro, NC”
Sponsor: The School of Public Health, University of North Carolina at Chapel Hill**

Referral Information

Thank you again for interest in our study. Just as your input was very important and valuable, so is the input of others. We would like to speak with young individuals that you believe could provide us with helpful information about Carrboro. However, in order to respect the privacy of these individuals, we ask that you speak with the parent of the person you are referring and ask them for their permission to be contacted before we contact them.

When you call to ask permission for us to contact them please explain the following:

We are graduate students at the UNC Chapel Hill School of Public Health in the department of Health Behavior and Health Education. We are collaborating with community members in Carrboro to identify the strengths and challenges of the Carrboro community. We would like to meet with young community members to gather information about Carrboro. However, we first would like to contact the parents of these young community members. The School of Public Health Institutional Review Board (IRB) has reviewed and approved this project. Participation in this project is completely voluntary.

If the parent agrees to be contacted, please call us at (919) 966-3919. You may leave a message on the voicemail system for the Carrboro team.

If you have any questions about the protection of human participants during the Carrboro interviews you may contact the IRB at UNC directly, collect if necessary, at (919) 966-3012.

Thank you again for all your help during this process. We look forward to seeing you at our Community Forum.

Sincerely,

Erica Childs, Stephanie Etienne, Shaina Gross, Kristen Stoimenoff, and Nina Yamanis

APPENDIX F17

PARENTAL FACT SHEET FOR YOUTH FOCUS GROUP (SPANISH)

**Universidad de Carolina del Norte a Chapel Hill
Información y Antecedentes para Padres/
Consentimiento Informado para Participar
en un Estudio/Sujetos Adolescentes
Grupos de Discusión con Miembros de la Comunidad
Estudio de IRB #: 02-1829
Titulo del Estudio: “Diagnóstico Comunitario de la Comunidad Latina en Carrboro, NC”
Patrocinado por La Escuela de Salud Pública,
Universidad de Carolina del Norte a Chapel Hill**

Gracias por la oportunidad de hablar con usted. Mi nombre es ____ y le estoy contactando para pedir permiso de hablar con su hijo/a sobre un grupo de discusión con otros jóvenes. Entiendo que su tiempo es muy valioso, y le agradezco por la oportunidad de hablar de eso con usted. No dude en hacer cualquier pregunta cuando quiera.

¿Cual es el motivo de este grupo de discusión?

Somos estudiantes de Post-grado de la Universidad de Carolina del Norte. Estudiamos en La Escuela de Salud Pública, en el Departamento de Comportamiento y Educación de la Salud. Una parte de nuestro entrenamiento consiste en trabajar con una comunidad en Carolina del Norte y hacer un diagnóstico de esa comunidad. Esto significa que nosotros trabajaremos con la comunidad para identificar las fuerzas, las necesidades, y las posibilidades futuras para promover la salud y bienestar de Carrboro. Quisiéramos hablar con su hijo/a porque tenemos interés en lo que piensan los jóvenes de Carrboro. Las opiniones de los jóvenes son importantes en este proceso, y quisiéramos entender lo que pasa en la vida diaria de ellos, las cosas que les gustan a cerca de vivir en Carrboro, y las cosas que quisieran cambiar.

¿Que se va a pedir de mi hijo/a?

El grupo de discusión es una sola reunión que durará aproximadamente una hora y media. Durante la discusión, quisiéramos hablar de las experiencias que su hijo/a ha tenido viviendo en Carrboro. Esperamos que el/ella se sentirá cómodo/a en hablando de las cosas que le parecen buenos de la comunidad tanto como las cosas que son difíciles o que se deben mejorar. Quisiéramos escuchar las opiniones de cada adolescente en la discusión, pero cada uno no tiene que contestar a cada pregunta.

Vamos a hacer preguntas como:

- ¿Cuales son algunas de las cosas que les gustan mas a cerca de vivir en Carrboro.
- ¿Cuales son algunos retos grandes que se enfrentan a los jóvenes Latinos en Carrboro?
- ¿Que hacen ustedes para divertirse o relajarse?

No se olvide que su hijo/a puede dejar de contestar a cualquier pregunta.

Nos gustaría tomar notas y grabar este grupo de discusión porque las perspectivas de los jóvenes son importantes y queremos estar seguros de que hemos escrito exactamente lo que han dicho. Debido a que contar información al frente del grupo puede ser incómodo, los jóvenes pueden negarse a contestar a cualquier pregunta o pueden pedirnos que paremos la grabadora en cualquier

momento. Los casetes estarán guardados en un lugar seguro en la Escuela de Salud Pública. Después de terminar en usarlos, los casetes serán destruidos.

¿Que se va a hacer con lo que le cuente mi hijo/a?

Vamos a juntar la información de este grupo con toda la información que recogemos de otras discusiones y entrevistas. Resumiremos la información en un documento escrito que compartiremos con la comunidad. Además, presentaremos los resultados a la comunidad en un foro público en la primavera.

¿Cuales son los riesgos y beneficios de la participación de mi hijo/a?

Hay poco riesgo a su hijo/a por su participación en esta investigación. Aunque haremos todo lo posible para mantener privada su información, hay la posibilidad que algunas respuestas suyas se harán conocidas públicamente. Si ocurre esto, y si su hijo/a ha hecho declaraciones negativas sobre la comunidad, se pueden afectar su reputación en la comunidad o su capacidad para obtener servicios comunitarios. Para evitar esto, vamos a pedir a todos los adolescentes que se comprometen a mantener confidencial la información que encuentran sobre otros participantes en el grupo. Por supuesto, es posible que alguien pueda romper esta confidencialidad y repetir a otra persona lo que ha dicho su hijo/o. Sin embargo, si su hijo/a se siente incomoda con cualquier pregunta o tema en la discusión, cambiaremos a otro tema.

Un beneficio para su hijo/a puede ser la oportunidad de hablar de lo que a el/ella le gusta o no le gusta sobre esta comunidad. La participación de el/ella ofrecería informaciones muy útiles que se pueden usar por Carrboro en la planificación y mejoramiento de servicios comunitarios para los residentes de Carrboro.

¿Hay algunos costos? ¿Van a pagar a mi hijo/a?

No hay ningún costo menos el tiempo que su hijo/a va a pasar en el grupo de discusión. Su hijo/a no se va a pagar por su participación.

Confidencialidad y los Derechos del Sujeto

Si esta de acuerdo en que su hijo/a participa en este estudio, es importante que usted entienda que su decision es algo voluntario. Usted no esta obligado a dar permiso. La participación (o falta de participación) de su hijo/a no afectará los servicios de la universidad ni dentro de la comunidad de Carrboro.

- Usted tiene el derecho de retirar su consentimiento o de parar la participación de su hijo/a cuando quiera, sin consecuencia. Su hijo/a tiene este derecho también.
- Su hijo/a tiene el derecho de dejar de contestar a cualquier pregunta.
- Su hijo/a puede nos puede pedir que apaguemos la grabadora en cualquier momento.

Para proteger la privacidad de su hijo/a, sus respuestas se quedarán anónimas (no usaremos su nombre). Las únicas personas con acceso a esta información son los miembros del equipo por este estudio y la consejera de facultad.

Durante el grupo de discusión, es posible que alguna información – como la edad, el sexo, el país de origen, o cuanto tiempo ha vivido en Carrboro – se puede revelar sobre los adolescentes que están

participando. Los nombres no estarán vinculados con los otros datos que recolecionamos. Otros detalles personales sólo estarán resumidos para poder representar el grupo en general. Ninguno de estos detalles estarán vinculados con algo que ha dicho su hijo/a. Cuando hablamos de nuestros resultados, no usaremos el nombre de su hijo/a.

Quisiéramos tomar notas y grabar la discusión, porque esta información es muy importante y no queremos perder detalles importantes. Tomaremos las notas sin anotar los nombres de las personas que hablan. Los casetes se van a guardar en un lugar seguro en la Escuela de Salud Pública de la Universidad de Carolina del Norte. Después de terminar en revisar la información que esta grabado en los casetes, los vamos a borrar.

Haremos todo lo posible para proteger la identidad de su hijo/a como participante en este estudio.

Su hijo/a debe comprometerse a no revelar nada que aprende sobre otros participantes. El/ella no debe compartir las declaraciones que se hacen durante la discusión con ninguna otra persona afuera del grupo.

¿Y si tengo preguntas sobre mis derechos y los derechos de mi hijo/a?

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 y protegidos de daño. Si tiene preguntas sobre los derechos de usted o de su hijo/a como participante en el proyecto o si está descontento en cualquier momento con cualquier parte del proyecto, 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. Puede llamar con cobro revertido.

¿Y si tengo preguntas sobre este estudio?

Si tiene preguntas sobre este proyecto, puede contactar a las personas siguientes por teléfono (con cobro revertido, si quisiera), correo electrónico, o correo normal:

Nina Yamanis (yamanis@email.unc.edu), Investigadora Principal, a (919) 966-3919 o
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigadora, a (919) 966-3919 o
Eugenia Eng (eugenia_eng@unc.edu), Consejera de Facultad, a (919) 966-3909

Para contactar a estas personas por correo, la dirección es:

Health Behavior and Health Education Department, CB #: 7440
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

¿Tienen preguntas sobre el grupo de discusión?

¿Nos permitirá de hablar con su hijo/a para invitarle a participar?

Si su hijo participa en el grupo de discusión, se entiende que usted ha dado su consentimiento a lo que hemos explicado, excepto donde usted indique lo contrario. Usted puede guardar esta hoja de información (o se lo vamos a mandar a usted).

APPENDIX F18

PARENTAL FACT SHEET FOR YOUTH FOCUS GROUP (ENGLISH)

**University of North Carolina at Chapel Hill
Parental Fact Sheet/Informed Consent to
Participate in a Research Study
Focus Group of Adolescent Community Members
IRB Study #: 02-1829**

**Title of Study: “Community Diagnosis of the Latino Community in Carrboro, NC”
Sponsor: The School of Public Health, University of North Carolina at Chapel Hill**

Thank you for taking the time to speak with me. My name is _____, and I am contacting you to ask for permission to speak with your son/daughter about participating in a focus group with other Latino adolescents. I understand that your time is valuable, and I appreciate the opportunity to discuss this with you.

Please feel free to ask questions at any time throughout our discussion.

WHAT IS THE PURPOSE OF THIS FOCUS GROUP?

We are graduate students from the UNC School of Public Health, Department of Health Behavior and Health Education. One aspect of our training is to work with a community in North Carolina to conduct a community diagnosis. This means that we will work with the community to identify its strengths, needs, and future directions for promoting health and well being in Carrboro. We would like to speak with your son or daughter because we are especially interested in how young people see Carrboro. Young people’s opinions are important to this process, and we want to learn about the things that go on in their daily life, the things they like about living in Carrboro, and the things they’d like to change.

WHAT WILL MY CHILD BE ASKED TO DO?

This focus group is a one-time meeting that will last about an hour to an hour and a half. During that time, we would like to discuss your child’s experiences with living in Carrboro. We hope that he/she will feel free to discuss what he/she values about your community as well as some of the things that he/she feels are difficult or need improvement. We would like to hear from each person during the discussion, but each person does not have to answer every question.

Some examples of questions we might ask include:

- What are some of the things that you like most about living in Carrboro?
- What are the biggest challenges that Latino youth in Carrboro face?
- What kinds of things do you like to do for fun or relaxation?

Please remember that your child can skip any questions that he/she does not feel comfortable answering.

We would like to take notes and tape record this focus group because the youth input is important and we want to make sure that we accurately record everything they tell us. Because sharing information with the rest of the group might be uncomfortable, they may refuse to answer any

questions or request that we stop the tape recorder at any time. The tapes will be kept in a secure location in the School of Public Health. After we are finished using the tapes for this class, the cassettes will be erased or destroyed.

WHAT WILL YOU DO WITH WHAT MY CHILD TELLS YOU?

The information we gather will be combined with information from other discussions and interviews. This information will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a public forum in the spring.

WHAT ARE THE RISKS AND BENEFITS OF MY CHILD'S PARTICIPATION?

The risks associated with your child's participation in this study are small. However, there is the possibility that negative comments about the community and the provision of services in the community, if divulged, might affect your child's standing within the community or their ability to obtain community services. To address this concern, everything that is said within this group will remain confidential, and group members must agree not to tell other people what we talked about here. There is, of course, the possibility that someone might breach confidentiality and repeat what your child says to another person in the community. However, if your child feels uncomfortable discussing any question or topic during the focus group, we'll skip it.

Some benefits to your child might be the opportunity to talk about what he/she likes and dislikes about your community. Your child's participation will provide useful information that can be used by Carrboro to plan and improve community services available for its residents.

ARE THERE ANY COSTS? WILL YOUR SON/DAUGHTER BE PAID?

There is no cost for participating, except the time your child will spend in the interview. You son/daughter will not be reimbursed for their participation.

SUBJECT'S RIGHTS AND CONFIDENTIALITY

If you agree to allow your child to participate in this study, please understand that you are doing so voluntarily (you do not have to do it). Whether your child participates or not will not affect services from UNC or within the Carrboro community.

- You have the right to withdraw your consent or stop your child's participation at any time without penalty. Your child also has this right.
- Your child has the right to refuse to answer particular questions.
- Your child may ask that tape recording be stopped at any time.

To protect your child's privacy, his/her replies will remain anonymous (we won't use his/her name). The only people who have access to the data are the community diagnosis team and the faculty advisor.

During the course of the focus group, personal information about adolescent participants may be revealed, such as their names, gender, age, ethnicity, or number of years residing in Carrboro. Names will not be linked to any of the information we collect. Other personal details will only be summarized in order to represent the group in general. No personal details will be linked to any

statement your child has made. Only the five people on our community diagnosis team will have access to these data. When we discuss our results, we will not use your child's name.

We would like to take notes and audiotape the focus group discussion because the information is very important to us, and we want to ensure that we do not miss any important details. Notes will be made anonymously. Audiotapes will be stored in a secure file cabinet at the UNC School of Public Health. After we have reviewed the information that they contain, they will be erased.

Every effort will be taken to protect your child's identity as a participant in this study.

Your child must agree not to reveal anything they learn about other participants or share any statements made during this discussion with anyone outside of this group.

WHAT IF YOU HAVE QUESTIONS ABOUT YOUR RIGHTS AND THOSE OF YOUR CHILD?

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects. This is a group that makes sure that study participants are treated fairly and protected from harm. If you have any 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 School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

WHAT IF YOU HAVE QUESTIONS ABOUT THIS STUDY?

If you have any questions about this research study, please feel free to contact the following people by phone (you may call collect if you wish), email or regular mail:

Nina Yamanis (yamanis@email.unc.edu), Principal Investigator, at (919) 966-3919 or
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigator, at (919) 966-3919 or
Eugenia Eng (eugenia_eng@unc.edu), Faculty Advisor at (919) 966-3909

The above people can also be reached via the following mailing address:
Health Behavior and Health Education Department, CB #: 7440,
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

Do you have questions?

Do you agree to let your son/daughter participate in the focus group?

If your child participates in the focus group, then it is understood that you consent to all of the above points unless you state otherwise. You may keep this fact sheet (or we will send one to you).

APPENDIX F19
YOUTH FACT SHEET FOR YOUTH FOCUS GROUP (SPANISH)

Universidad de Carolina del Norte à Chapel Hill
Información y Antecedentes/
Consentimiento Informado para Participar en un Estudio
Sujetos Adolescentes,
Grupos de Discusión con Miembros de la Comunidad
Estudio de IRB #: 02-1829

Título del Estudio: “Diagnóstico Comunitario de la Comunidad Latina en Carrboro, NC”
Patrocinado por La Escuela de Salud Pública,
Universidad de Carolina del Norte à Chapel Hill

Gracias por tomar el tiempo de juntarse conmigo. Mi nombre es _____, y esta es _____, quien tomará notas y me ayudará hoy. Entendemos que están muy ocupados, y les agradecemos por su participación.

Pueden hacer cualquier pregunta cuando quiera.

¿Cual es el motivo de este estudio?

Somos estudiantes de Post-grado de la Universidad de Carolina del Norte. Estudiamos en La Escuela de Salud Pública, en el Departamento de Comportamiento y Educación de la Salud. Una de las cosas que estamos aprendiendo es como trabajar con una comunidad para identificar las fuerzas, las necesidades, y las posibilidades futuras para promover la salud y bienestar. Quisiéramos hablar con ustedes porque queremos saber como los jóvenes piensan en Carrboro. Quisiéramos entender lo que pasa en su vida diaria, lo que les gusta acerca de vivir en Carrboro, y las cosas que querían cambiar.

¿Que se va a pedir de Usted?

El grupo de discusión es una sola reunión que durará aproximadamente una hora y media. Durante este tiempo, quisiéramos hablar con ustedes sobre como es la vida en Carrboro. Esperamos que nos expliquen lo que les gusta de Carrboro tanto como lo que no les gusta o lo que se puede mejorar. Nos gustaría que cada persona hable durante la discusión, pero cada persona no tiene que responder a cada pregunta.

Les vamos a hacer preguntas como:

- ¿Cuales son algunas de las cosas que les gustan mas acerca de vivir en Carrboro?
- ¿Cuales son algunas cosas difíciles que se enfrentan a los jóvenes Latinos en Carrboro?
- ¿Que hacen para divertirse o relajarse?

Pueden dejar de contestar a cualquier pregunta.

Nos gustaría tomar notas y grabar este grupo de enfoque para estar seguras que no perdimos lo que dicen ustedes. Debido a que contar información al frente del grupo puede ser incómodo, pueden negarse a contestar a cualquier pregunta o pueden pedirnos que paremos la grabadora en cualquier momento. Los casetes estarán guardados en un lugar seguro en la Escuela de Salud Pública. Después de terminar en usarlos, los casetes estarán borrados. No vamos a escribir su nombre.

¿Que van a hacer con lo que le contamos?

Lo que ustedes nos cuentan se va a juntar con lo que nos cuentan otros jóvenes y otras personas en Carrboro. Vamos a escribir un reporte con toda esta información. Además, vamos a presentar este reporte a la comunidad en una reunión pública en la primavera.

¿Cuales son los riesgos y beneficios de nuestra participación?

Hay poco riesgo para ustedes en hablando con nosotros. Sin embargo, si uno de ustedes dice algo negativo o malo sobre Carrboro, y esto se entera públicamente, podría afectar su capacidad para obtener servicios en Carrboro. Para evitar esto, vamos a pedir a cada uno de ustedes que prometan a no contar a otras personas de lo que hemos hablado aquí. Por supuesto, es posible que alguien pueda repetir algo dicho aquí a otra persona en la comunidad. Sin embargo, si alguien se siente incomodo con cualquier pregunta o tema en la discusión, cambiaremos a otro tema.

Un beneficio para ustedes puede ser la oportunidad de hablar de lo que le gusta o no le gusta sobre esta comunidad. Lo que dicen ustedes puede ayudar a la ciudad de Carrboro en la planificación y mejoramiento de servicios comunitarios para los residentes de Carrboro.

¿Hay Algunos Costos? ¿Nos Van a Pagar? No hay ningún costo para hablar con nosotros. No les vamos a pagar.

Confidencialidad y los Derechos del Sujeto

Si consienten en participar en este estudio, es importante que sepan que no tienen que hacerlo. Su participación (o falta de participación) no les impedirían a recibir los servicios de la Universidad de Carolina del Norte o de Carrboro.

- En cualquier momento, ustedes pueden decirnos que no quieren estar en el estudio o que no podemos usar lo que dicen y nada les va a pasar.
- Pueden dejar de contestar a cualquier pregunta.
- Pueden pedirnos que apaguemos la grabadora en cualquier momento.

Para proteger su privacidad, no vamos a usar sus nombres con lo que dicen hoy. Las únicas personas que pueden ver lo que dicen son las estudiantes trabajando conmigo y nuestra profesora.

Es posible que ustedes nos digan su edad, su sexo, su país de origen, o cuanto tiempo ha vivido en Carrboro. Solo usaríamos esta información para hacer un resumen de nuestra discusión. No vamos a meter sus nombres con las cosas que han dicho. Cuando escribimos nuestro reporte, no usaremos sus nombres.

Quisiéramos tomar notas y grabar la discusión hoy para no perder ningún detalle. Vamos a guardar los casetes en un cajón cerrado con llave en la Escuela de Salud Pública de la Universidad de Carolina del Norte. Después de terminar en revisar la información que esta grabado en los casetes, los vamos a borrar. No vamos a apuntar sus nombres.

Haremos todo lo posible para proteger su identidad.

Ustedes deben comprometerse a no revelar nada que aprenden sobre los otros participantes. No deben compartir nada que dicen las otras personas aquí con otra persona afuera de este grupo.

¿Y si tengo preguntas sobre mis derechos como participante?

Este estudio 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 personas como ustedes que participan en estudios se tratan justamente y están protegidos de daño. Si tienen preguntas sobre sus derechos como participantes en el proyecto o si están descontentos en cualquier momento con cualquier parte del proyecto, pueden ponerse en contacto, sin tener que mencionar su nombre, 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 con cobro revertido.

¿Y si tengo preguntas sobre este estudio?

Si tienen preguntas sobre este proyecto, pueden contactar a las personas siguientes por teléfono (con cobro revertido, si quisiera), correo electrónico, o correo normal:

Nina Yamanis (yamanis@email.unc.edu), Investigadora Principal, à (919) 966-3919 o
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigadora, à (919) 966-3919 o
Eugenia Eng (eugenia_eng@unc.edu), Consejera de Facultad, à (919) 966-3909

Para contactar estas personas por correo, la dirección es:

Health Behavior and Health Education Department, CB #: 7440
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

Tienen preguntas sobre el grupo de discusión hoy?

Consienten participar en este grupo de discusión?

Consienten para que sea grabada la discusión?

Ustedes pueden guardar la hoja de información.

Si hablamos con nosotros hoy, entendemos que están de acuerdo con todas las cosas que he explicado, excepto donde indiquen lo contrario.

**APPENDIX F20
YOUTH FACT SHEET FOR YOUTH FOCUS GROUP (ENGLISH)**

**University of North Carolina at Chapel Hill
Adolescent Fact Sheet/Informed Assent to
Participate in a Research Study
Focus Group of Adolescent Community Members
IRB Study #: 02-1829**

**Title of Study: “Community Diagnosis of the Latino Community in Carrboro, NC”
Sponsor: The School of Public Health, University of North Carolina at Chapel Hill**

Thank you for meeting with me. My name is _____, and this is _____, who will be taking notes and helping me today. We know that you are busy, and we want to thank you ahead of time for meeting with us.

You may ask us questions at any time during our discussion.

WHAT IS THE PURPOSE OF THIS FOCUS GROUP?

We are graduate students from the UNC School of Public Health, Department of Health Behavior and Health Education. One of the things we learn is how to work with a community to identify its strengths, needs, and future directions for promoting health and well being. We would like to speak with you because we want to know how young people see Carrboro. What you think is important to this process. We want to learn about the things that go on in your daily life, the things you like about living in Carrboro, and the things you’d like to change.

WHAT WILL I BE ASKED TO DO?

This focus group is a one-time meeting that will last about an hour to an hour and a half. During that time, we would like to talk with you about what it is like to live in Carrboro. We hope that you will tell us what you like most about Carrboro as well as some of the things you do not like or think could be better. We want each person to talk during the discussion, but each person does not have to answer every question.

Some things we might ask are:

- What are some of the things that you like most about living in Carrboro?
- What are the hardest things that Latino youth in Carrboro face?
- What kinds of things do you like to do for fun or to relax?

You can skip any questions that you feel funny about answering.

We would like to take notes and tape record this focus so that we get everything you say correct. Because talking with the rest of the group might be uncomfortable, you do not have to answer any questions or you can ask us to stop the tape recorder at any time. The tapes will be kept in a safe place in the School of Public Health. When we are done with the tapes, we will erase or destroy them.

WHAT WILL YOU DO WITH WHAT I TELL YOU?

What you tell us will be added to what other teens and people in Carrboro have told us. We will write a report summarizing what we found. We will also present this report at a community meeting in the spring.

WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?

The risks associated with your talking to us are small. However, if you say something bad or negative about Carrboro and someone else finds out, it may be a little bit harder for you to get services in Carrboro. To keep this from happening, what you say in this group will be kept private, and group members must agree not to tell other people what we talked about here. It is possible that someone might repeat what you say to another person in the community. However, if you feel uncomfortable about any question or topic, we'll skip it.

A benefit to you might be talking about what you like and dislike about your community. What you say can help Carrboro to plan and improve community services available for the people who live there.

ARE THERE ANY COSTS? WILL I BE PAID?

It will not cost you anything to talk with us. We will not pay you.

SUBJECT'S RIGHTS AND CONFIDENTIALITY

If you agree to be in this study, you should know that you do not have to do it. Whether you are a part of the study or not will not keep you from getting services from UNC or Carrboro.

- You can tell us that you do not want to be in the study or that we cannot use what you say at any time and nothing will happen to you.
- You do not have to answer any questions you don't want to.
- You can tell us to turn off the tape recorder at any time.

To protect your privacy, we will not use your name with what you say today. The only people who have can look at what you say are the people working with me and our teacher.

You may tell us your age, ethnicity, sex, and number of years residing in Carrboro. We will use this information only to summarize our discussion. We will not attach it to things you have said. When we write our report, we will not use your name.

We want to take notes and tape record what we talk about today so that we do not miss any important details. We will keep the audiotapes in a locked file cabinet at the UNC School of Public Health. After we have reviewed what is on the tapes, we will erase them. We will not write down your name.

We will make every effort to protect your identity.

You must agree not to tell anything you learn about the other people here today or share anything they say during this discussion to anyone outside of this group.

WHAT IF I HAVE QUESTIONS ABOUT MY RIGHTS AS A PARTICIPANT?

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects. This group makes sure that people in studies (like you) are treated fairly and protected from harm. If you have any questions about your rights or are unhappy at any time with any part of this study, you may contact – without having to give your name – the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

WHAT IF I HAVE QUESTIONS ABOUT THIS STUDY?

If you have any questions about this research study, please feel free to contact the following people by phone (you may call collect if you wish), email or regular mail:

Nina Yamanis (yamanis@email.unc.edu), Principal Investigator, at (919) 966-3919 or
Kristen Stoimenoff (stoimeno@email.unc.edu), Co-Investigator, at (919) 966-3919 or
Eugenia Eng (eugenia_eng@unc.edu), Faculty Advisor at (919) 966-3909

You may also mail these people at:

Health Behavior and Health Education Department, CB #: 7440,
University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-7440.

Do you have questions?

Do you agree to participate in the focus group?

The extra copy of this fact sheet is for you to keep.

If you talk to us today, then we understand that you agree with all of the things described earlier unless you tell us.

APPENDIX F21
YOUTH FOCUS GROUP INTERVIEW GUIDE (SPANISH)

GUÍA DE ENTREVISTA PARA EL GRUPO DE ENFOQUE CON MIEMBROS
ADOLESCENTES DE LA COMUNIDAD

1. ACTIVIDAD PRELIMINAR

Por favor, escribe tres palabras que usarías para describir a Carrboro. Si prefieres, puede hacer un dibujo en vez de escribir palabras. Vamos a compartir lo que hicimos cuando terminen.

2. COMUNIDAD

¿Si hubiera un o una joven de tu edad que iba a mudarse a Carrboro, que le dirías?

¿Si fueras el o la alcalde, que harías para mejorar a Carrboro?

¿Cómo será Carrboro en 5 años?

¿Cuáles son las cosas buenas que los jóvenes traen a la comunidad?

¿Qué son las cosas que les gustan más de Carrboro?

¿Qué son algunos de los retos o problemas para jóvenes en Carrboro?

3. ACTIVIDADES SOCIALES

¿Qué hacen para divertirse?

¿Adonde can para divertirse?

¿Qué son los trabajos típicos para jóvenes de tu edad?

4. ESCUELA

¿Cómo describirías a tu escuela?

¿Con son las relaciones entre grupos diferentes en tu escuela?

¿Si fuera el o la directora de tu escuela, que cambiarías?

5. FORO COMUNITARIO

¿Les gustaría ayudarnos a planear el foro?

¿Tienen ideas sobre como asegurarnos que otros jóvenes vengas al foro?

¿Piensan que hay otras personas que les gustaría planear el foro?

APPENDIX F22
YOUTH FOCUS GROUP INTERVIEW GUIDE (ENGLISH)

ADOLESCENT COMMUNITY MEMBER FOCUS GROUP INTERVIEW GUIDE

1. Warm-Up

- Please write down three words you would use to describe Carrboro. If you'd prefer, you can draw a picture instead of writing words. We will share them when you are finished.

2. Community

- If another child/teen were moving to Carrboro, what would you tell him or her? (probe if needed: schools, community feeling, recreation and fun, things to do, churches, work, growth and development, etc.)
- If you were Mayor, what would you do to improve Carrboro?
- What do you think Carrboro will be like in 5 years?
- What positive things do youth contribute to the community?
- What are some of the best things about Carrboro?
- What are some of the issues facing youth in Carrboro?

3. Social

- What do you do for fun?
- Where do you hang out?
- What are the typical jobs for people your age?

4. School

- How would you describe your school?
- How do different people interact at your school?
- If you were in charge, what would you change about your school?

Forum

We are planning to conduct a meeting this spring to share the information we have gathered with the Carrboro community.

- Would you be interested in helping us plan this event?
- Do you have any ideas as how to get youth to attend?
- Who else do you think should help us with the meeting?

APPENDIX G
INTERVIEW/FOCUS GROUP DEBRIEFING FORM

Date: _____ Length of Interview: _____

Interviewer: _____ Note Taker: _____

Location: _____

Description of Informant(s): _____

*Recruitment Method: _____

*Did anything happen before the interview that affected the start time of the interview/focus group?

*How did the physical environment of the meeting space affect the interview ?

*Did anything affect the length of the interview (interruptions, next appt., etc)?

*Were there any questions in the guide that the informants had trouble answering (difficult to understand or irrelevant)?

*What general topics were raised during the interview/focus group?

*What topics could be followed up, and with whom?

*What important topics were not covered during the interview/focus group, and why not?

*Did any informants say anything off the record or after the interview/focus group?

*Did any informants have any concerns about the interview/CD process? _____

*Are any informants interested in participating in the community forum? List name and contact info:

Other comments:

APPENDIX H
FREIRIAN METHODS/CRITERIA FOR SELECTING AN ISSUE FOR ACTION
(ENGLISH, SPANISH)

3 STEPS for an Action-Oriented Community Assessment (based on the work of Paolo Freire)

Step 1: Listening through Interviews

- Acquire the data needed to select the most important problems or issues in the community (through focus groups, interviews, etc.).

Step 2: Dialogue at a Forum

- Engage participants in identifying important issues.
- Identify and celebrate community strengths.
- Use triggers (role plays, stories, videos, quotes, photographs) to show a concrete example of important issues.
- Triggers will be used to engage people in discussion. Use a discussion method (SHOWED), which asks people to identify the issue, interpret it for themselves, and then identify what they can do about the problem.

Step 3: Action

- Community makes decisions about what to do.
- As a group, create strategic action plans to prioritize issues by available resources, appropriate time lines, and barriers to reaching goals.

Selecting the Issue for Action

- The issue must be **WINNABLE** so that people do not become discouraged.
- The issue should **UNITE** members of the group and involve them in a meaningful way to achieve problem resolution
- The issue should **AFFECT** lots of people and **BUILD UP** the community (by giving leadership experience, increased visibility)
- The issue should be **PART** of a larger plan or strategy.

3 Pasos para un Diagnostico Comunitaria Orientado en Acción
(basados en las obras de Paulo Freire)

Paso 1: Escuchar a través de Entrevistas

- Recoger los datos necesarios para escoger los asuntos o problemas más importantes en la comunidad (por grupos de discusión, entrevistas, etc.)

Paso 2: Tener un Diálogo en un Foro

- Entablar la identificación de asuntos importantes con los participantes.
- Identificar y celebrar las capacidades de la comunidad.
- Usar actividades para provocar discusión (juegos de roles, cuentos, videos, citas, fotos) para dar ejemplos concretos de los asuntos importantes.
- Las actividades mencionadas son para provocar una discusión. Usar un método de discusión (SHOWED) que requiere que la gente identifique el problema, intérprete cada uno por si mismo, y después identifique como resolver el problema.

Paso 3: Acción

- La comunidad toma una decisión sobre que hacer.
- Como grupo, crear planes estratégicos para priorizar los asuntos dependiendo de los recursos disponibles, plazo adecuado, y las barreras para llegar a la meta.

Como Seleccionar el Asunto para Acción

- El asunto tiene que ser uno que SE PUEDE GANAR de modo que la gente no se desalienta.
- El asunto debe UNIFICAR a los miembros del grupo e incluirlos en una manera valiosa para alcanzar una resolución al problema.
- El asunto debe AFECTAR a muchas personas y DAR FUERZA a la comunidad (proveer experiencias para desarrollar liderazgo, aumentar visibilidad)
- El asunto debe ser PARTE de un plan o estrategia más grande.

APPENDIX I DONATION LETTER

Dear Sir or Madam,

You were referred to us because of your support of the Carrboro-Chapel Hill community, and especially of its Latino population. We are a team of graduate students from the School of Public Health at the University of North Carolina, Chapel Hill and we are doing a project in Carrboro to learn about the strengths and challenges present in its Latino community. We are interviewing a number of service providers and community members in Carrboro to learn about what life is like for its Latino population.

In May, we plan to hold a **community-wide forum** at the Lincoln Center. Many community members, leaders, and agencies will be invited. We will discuss the important issues identified by the Latino community from our interviews. We hope that the forum will then mobilize groups to take action and work on solutions to challenges facing the community.

We are soliciting donations to help make our forum a pleasant and successful event. We would like to be able to advertise the forum, offer food from local restaurants, and give out door prizes to the community member who attend. We hope to create a sense of community, shared by people who live, own businesses, and take on leadership roles in Carrboro. Your presence and donation are an important part of making this happen and demonstrates your commitment to supporting this community.

Your donation is tax deductible. Also, if you choose to make a donation, your business name will be listed on the forum program in recognition of your generosity. Thank you so much for your consideration. Please feel free to contact us if you have any questions.

Sincerely,

Nina Yamanis
Principal Investigator
“Assessment of the Latino Community of Carrboro”
(919) 966-3919

**APPENDIX J
DONATION THANK YOU LETTER**

Date

Friend
Address

Dear Friend,

Thank you for making a donation for ¡Acción Latina!, the community forum for Latinos in Carrboro, which was held on May 3, 2003. The event was coordinated by students from the Department of Health Behavior and Health Education of the School of Public Health at the University of NC at Chapel Hill. Thank you for your donation of \$ _____ for
_____.

Your generous donation helped to make the community forum a success. Thanks again for your interest and support. We appreciate your contribution to ¡Acción Latina!.

Our UNC-CH School of Public Health, Department of Health Behavior/Health Education
Tax ID is as follows: 56-600-1393

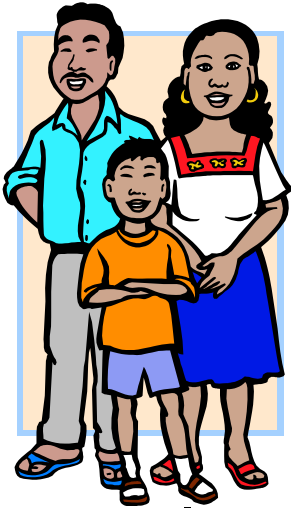
Sincerely,

Principal Investigator
Participatory Assessment of the Latino Community of Carrboro

**APPENDIX K
FORUM SPONSORS**

¡Acción Latina! Sponsors

Carolina Coffee Shop
Chanello's Pizza
Chapel Hill-Carrboro City Schools
Cliff's Meat Market
El Centro Latino
Elmo's Diner
Flying Burrito
Harris Teeter
Jane Stein
Lil' Dino/TCBY's
Los Potrillos
Panera Bread
Patio Loco
Proyecto Amistad
Monterrey Mexican Restaurant
Spotted Dog/Crazy Mae's
Town of Carrboro
Towsend Bertram & Company
Triangle Community Foundation
Triangle Healing Touch
UNC-CH School of Public Health
Wal-Mart
Weaver Street
Wellspring/Whole Foods



¡Acción Latina!

Un evento para Latinos en Carrboro y Chapel Hill

¿Quiere mejorar

la educación los servicios de salud

el transporte público

y las condiciones de trabajo?

**Venga para expresarse.
Juntos podemos lograr una vida mejor.**

**El Sábado, 3 de Mayo
A las 10 de la mañana**

Lincoln Center,
750 S. Merritt Mill Road, Chapel Hill

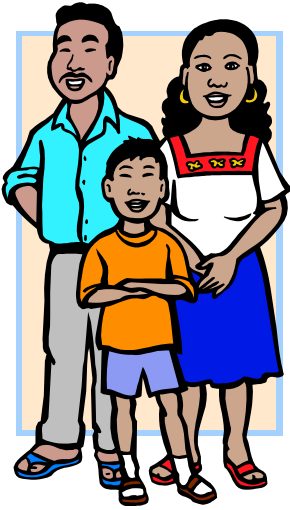
**Si necesita transporte,
llame a Stephanie:**

966-3919 ext. 3.



**Habrà comida, cuidado de niños, actividades
para niños, premios, y música.**

Patrocinado por: La Escuela de Salud Pública de UNC-CH, Las Escuelas de Chapel Hill y Carrboro, El Centro Latino, Cliff's Meat Market, Patio Loco, Amarillo Maíz, El Departamento de Salud del Condado de Orange, Johnny's Sporting Goods, Weaver Street Market, Chanello's Pizza, Wal-Mart, Harris Teeter, Triangle Community Foundation, Townsend & Bertram, Elmo's Diner, Whole Foods, Lil' Dino's, Carolina Coffee



¡Acción Latina!

A forum about the
Latino community of Carrboro

Do you want to improve

education

recreation

transportation

health

working conditions

and more?

**Listen to others; express your opinion.
Together we can make things better.**

**Saturday, May 3rd
10 am**

At the Lincoln Center,
750 S. Merritt Mill Rd.

**If you need transportation, call
Stephanie: 966-3919 ext. 3.**



There will be food, childcare, activities for kids,
prizes, and music.

Sponsored by: UNC School of Public Health, Chapel Hill/Carrboro City Schools, El Centro Latino, Cliff's Meat Market, Orange County Health Department, Patio Loco, Amarillo Maíz, Johnny's Sporting Goods, Weaver Street Market, Chanello's Pizza, Wal-Mart, Harris Teeter, Triangle Community Foundation, Townsend & Bertram, Elmo's Diner, Whole Foods, Lil' Dino's, Carolina Coffee Shop.

APPENDIX L3: FORUM INVITATION (SPANISH)
These were postcard size on cardstock paper. This is the front.



Quisiéramos invitarle a ...

¡Acción Latina!

Un evento para Latinos en Carrboro y Chapel Hill

Miembros de la comunidad, líderes, y proveedores de servicios hablarán juntos de las esfuerzos y los desafíos de la comunidad Latina. Juntos, buscaremos soluciones a nuestros retos más grandes. Venga para celebrar la comunidad con **música, comida, y diversión**. ¡Juntos podemos lograr una vida mejor!

El Sábado, 3 de mayo

de las 10:00 a.m.—1:00 p.m.

en el Lincoln Center en Chapel Hill,

750 S. Merritt Mill Rd.

Habrà premios, cuidado para niños y actividades para niños. Para más información, o si necesita transporte, llame a **Stephanie: 966-3919, extensión 3.**

APPENDIX L3: FORUM INVITATION (SPANISH)
These were postcard size on cardstock paper. This is the back.

Wal-Mart, Lil' Dino's, Whole Foods, Harris Teeter, Johnny's Sporting Goods, Carolina Coffee Shop,

¡Acción Latina!

sucedió de un estudio de la comunidad Latina en Carrboro dirigida por cinco estudiantes de la Escuela de Salud Pública en la Universidad de Carolina del Norte.

Las estudiantes entrevistaron a miembros de la comunidad, proveedores de servicios, y líderes para recopilar varias opiniones acerca de la calidad de vida para los Latinos en Carrboro y de las necesidades que existen para esta comunidad.

Los resultados de este estudio se presentarán en el evento **el sábado, 3 de mayo**. Además, los resultados estarán disponibles en un documento escrito en la página web del Town of Carrboro (www.townofcarrboro.org) en el verano.

Si tiene preguntas sobre este proyecto o si quiere más información sobre el evento, favor de llamar al **966-3919, extensión 3**, y dejar un mensaje.

Patrocinado por : La Universidad de NC en Chapel Hill Escuela de Salud Pública, El Departamento de Salud del Condado de Orange, Las Escuelas de Chapel Hill/Carrboro, El Centro Latino, La Ciudad de Carrboro,

Cliff's Meat Market, Amarillo Maíz, Elmo's Diner, Townsend & Bertram,

Chanello's Pizzeria, El Centro Latino, Triangle Community Foundation,

APPENDIX L4: FORUM INVITATION (ENGLISH)
These were postcard size on cardstock paper. This is the front.



You were specially selected for an invitation to...

¡Acción Latina!

A community forum for Latinos of Carrboro

Community members, leaders and service providers are invited to **engage** in discussion about the challenges and strengths of the Latino community, begin to **work together** on solutions, and **celebrate** the community with music, fun, and food.

Saturday, May 3rd
10 a.m.—1 p.m.
at Lincoln Center
750 S. Merritt Mill Rd., Chapel Hill

*Supported by the UNC-CH School of Public Health,
Orange County Health Department, and the Town of Carrboro*

Please call 966-3919, ext. 3 for more information.

APPENDIX L4: FORUM INVITATION (ENGLISH)
These were postcard size on cardstock paper. This is the back.

[Lil' Dino's](#), [Wal-Mart](#), [Whole Foods](#), [Harris Teeter](#), [Johnny's Sporting Goods](#), [Carolina Coffee Shop](#),
[Amarillo Maiz](#), [Weaver Street Market](#), [Elmo's Diner](#), [Townsend & Bertram](#),
[Chanello's Pizza](#), [Cliff's Meat Market](#), [Triangle Community Foundation](#)

¡Acción Latina!

emerged from a participatory needs assessment of the Latino community of Carrboro which was conducted by graduate students at the University of North Carolina at Chapel Hill School of Public Health.

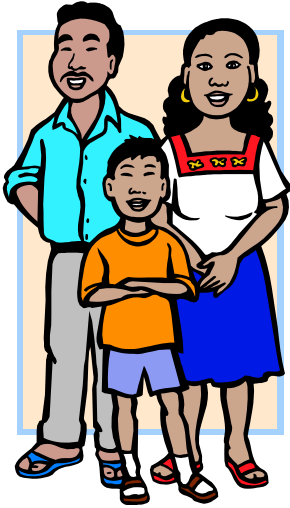
The students interviewed community members, service providers and leaders to collect opinions about the quality of life for Latinos in Carrboro, and what needs exist for the community.

The results of this assessment will be presented at the forum, and will also be available via a written document on the Town of Carrboro website this summer.

If you have questions about the project or want more information about the forum, please call **966-3919, extension 3** and leave a message.

[Sponsors include: University of NC at Chapel Hill School of Public Health, Orange County Health Department, Chapel Hill/Carrboro City Schools, El Centro Latino,](#)

APPENDIX L5: BANNER (SPANISH)
This was printed on a 3 foot by 5 foot vinyl banner.



¡Acción Latina!

Un evento para Latinos en Carrboro y Chapel Hill

Patrocinado por La Escuela de Salud Pública de UNC y El Centro Latino

El Sábado, 3 de Mayo

A las 10 de la mañana

Lincoln Center en Chapel Hill

750 S. Merritt Mill Rd.

**Para más información o si
necesita transporte,
966-3919 ext. 3.**

*Discusiones
sobre asuntos
comunitarios*

*Comida
Música
Premios
Actividades para Niños*

Acción Latina is a forum about the Latino community in Carrboro.
English translation will be provided. For more information please call.

APPENDIX M1: FORUM PROGRAM (SPANISH)

There were four pages in the program and it was folded like a booklet. Each page was ½ letter-size paper. This is the first page.

¡Acción Latina!



Un evento para Latinos en
Carrboro y Chapel Hill



El Sábado, 3 de mayo
de las 10:00 a.m.
en el Lincoln Center



Venga para expresarse.
Juntos podemos lograr una vida mejor.

APPENDIX M1: FORUM PROGRAM (SPANISH)

There were four pages in the program and it was folded like a booklet. Each page was ½ letter-size paper. These are the 2nd & 3rd pages.

Agenda para ¡Acción Latina!



El sábado, 3 de mayo, 10 a.m. - 1 p.m.
Las actividades estarán en Español, con traducción en Inglés

- | | |
|---------------|--|
| 10:00 - 10:30 | Desayunar y conocer a otros participantes |
| 10:30 - 11:00 | Presentación de los resultados de las entrevistas en la comunidad |
| 11:00 - 11:40 | Discusiones en grupos pequeños sobre los temas del transporte, la educación, las condiciones del trabajo, y la salud |
| 11:40 - 12:00 | Los grupos pequeños informarán de sus decisiones y pasos de acción a los demás participantes |
| 12:00 - 1:00 | Almuerzo, música, y actividades para niños |

NOTAS

APPENDIX M1: FORUM PROGRAM (SPANISH)

There were four pages in the program and it was folded like a booklet. Each page was ½ letter-size paper. This is the fourth page.

 Muchas Gracias a los Patrocinadores de ¡Acción Latina! 	
Carolina Coffee Shop Chanello's Pizza Las Escuelas de Chapel Hill- Carrboro Cliff's Meat Market El Centro Latino Elmo's Diner Flying Burrito Harris Teeter Jane Stein Lil' Dino/TCBY's Los Potrillos Panera Bread Patio Loco	Proyecto Amistad Monterrey Mexican Restaurant Spotted Dog/Crazy Mae's La Ciudad de Carrboro Townsend Bertram & Company Triangle Community Foundation Triangle Healing Touch La Escuela de Salud Pública de UNC Chapel Hill Wal-Mart Weaver Street Wellspring/Whole Foods
Muchas gracias al comité de planificación de ¡Acción Latina!	
Andres Henao, Maria Rosa Rangel, Maria Hitt, Meghan Agresto, Pearl Friedberg, Renato Romero, Sonia Rodriguez & Susan Clifford	
Gracias a Lincoln Center y todos los voluntarios de ¡Acción Latina!	
Las Estudiantes de la Escuela de Salud Pública: Erica Childs, Kristen Stoimenoff, Nina Yamanis, Shaina Gross & Stephanie Etienne	

APPENDIX M2: FORUM PROGRAM INSERT (SPANISH)

There were four pages in the insert and it was folded like a booklet. Each page was ½ letter-size paper. This is the first page.

¡Acción Latina!

sucedió de un estudio de la comunidad Latina en Carrboro dirigida por cinco estudiantes de la Escuela de Salud Pública en la Universidad de Carolina del Norte.

Las estudiantes entrevistaron a miembros de la comunidad, proveedores de servicios, y líderes para recopilar varias opiniones acerca de la calidad de vida para los Latinos en Carrboro y de las necesidades que existen para esta comunidad.

Los resultados de este estudio estarán disponibles en un documento escrito en la página web del Town of Carrboro (www.townofcarrboro.org) en el verano.

APPENDIX M2: FORUM PROGRAM INSERT (SPANISH)

There were four pages in the insert and it was folded like a booklet. Each page was ½ letter-size paper. These were the 2nd, 3rd & 4th pages.

Los Temas

SALUD

“Sobre la salud, es el problema que la mayoría de nosotros no tenemos un seguro para poder asistir a los hospitales a unidades clínicas....y es muy caro...Pensamos psicológicamente de que nunca nos enfermamos aquí. Porque si nos enfermamos de una acción grave, estaríamos comprometidos con este gobierno para el resto de nuestra vida. Entonces, tenemos que pensar que siempre debemos estar bien y que podemos estar bien para seguir trabajando.”

- Los servicios de salud son muy caros, y muchas personas Latinas no tienen seguro médico. Muchos no buscan el cuidado de salud que necesitan debido al costo.
- Hay poco acceso a servicios dentales para los adultos Latinos. Muchos odontólogos no hablan español y pocos aceptan el Medicaid.
- Sentimientos de aislamiento y falta de apoyo social puede afectar la salud emocional de inmigrantes Latinos.

EDUCACIÓN

“Eso si es triste porque claro uno cuando viene mayor ya adulto a un país extraño siempre va a recordar sus raíces pero cuando viene los niños pequeños...bueno mi hija no vino tan chiquita... mi hija que tiene 16 años pero el se siente parte ya de aquí de Norte Carolina del Norte sin embargo pronto va a terminar la escuela secundaria y no puede ir a la universidad porque no tiene documentos entonces allí es donde ella dice...¡Dios mío que voy hacer!...Ella quiere su sitio acá porque vino muy jovencita, habla inglés y saca buenas notas en la escuela pero no puede ir a la universidad.”

- Hay pocas opciones de educación después de la escuela secundaria para adolescentes Latinos debido a las leyes y regulaciones actuales.
- Muchos padres Latinos no saben navegar el sistema de educación y por eso no pueden ayudar a sus hijos tanto como quisieran.
- Adultos tienen pocas oportunidades para tomar clases y aprender el inglés. Para aprender bien el idioma, tendrían que trabajar menos y dedicarse al estudio de inglés.

EMPLEO

“Lo que pasa aquí en el aspecto del empleo es como cada día somos más ...el salario es muy bajo a cambio de mucho trabajo. Y la mayoría de los empleadores no reconocen hasta un cierto punto el trabajo que nosotros desempeñamos...nunca dicen los empleadores, “Tú tienes un incremento más, para que puedas vivir una vida estable.” He visto que explotan a la gente y hasta cierto punto nos tratan como esclavos. Somos capaces de decir no pero a veces lo aguantamos por que es difícil encontrar trabajo.”

- Falta de la documentación necesaria para trabajar en los EE.UU. y barreras del idioma contribuyen a una situación en que muchos Latinos no tienen beneficios en sus empleos, no ganan lo que merecen, y no pueden avanzar a posiciones más altas.

- Muchos Latinos trabajan muy duros y son muy productivos.
- Hay menos posibilidades de trabajo para Latinos desde el 11 de septiembre.

TRANSPORTACIÓN

“La falta de transportación pública afecta la vida bastante porque cuando llegue aquí no tenía carro y tenía que ir en bicicleta de aquí hasta el Holiday Inn y regresar del Holiday Inn para acá y a veces me llevaban...a veces yo regresaba a pie así que sí afecta bastante. Hay mucha gente que no tiene carro y les toca trabajar un poco lejos.”

- Las formas más comunes de transporte son autobuses, carros personales, compartir carros, bicicletas, y caminar.
- El sistema de transporte público no provee servicios de larga distancia, durante la noche, en los fines de semana y días de fiesta o cuando hace mal tiempo.
- Hay una falta de horarios e información sobre el sistema de transporte en español.
- Los problemas con el DMV y la falta de documentos y seguro son barreras para miembros de la comunidad que quieren sacar una licencia para manejar.

VIVIENDAS

“Muchas personas Hispánicas tratan de rentar los apartamentos baratos, porque no se van a quedar aquí. La mayoría de estas personas vino solo para trabajar, porque necesitan trabajar y mandar el dinero a México. Por eso tratan de encontrar una vivienda pequeña y barata, en que pueden vivir 8 o 10 personas en el mismo apartamento. Pero es la única razón – solo quieren venir, trabajar, y regresar, y así es la vida de ellos.”

- Es difícil encontrar viviendas económicas que son adecuadas.
- Según las personas que hicieron entrevistas con nosotros, la mayoría de latinos en Carrboro viven en apartamentos.
- Hay dueños que no mantienen los apartamentos en buena condición, y hay Latinos que sienten que los dueños discriminan contra ellos.

RECREACIÓN

“Para nosotros, tiempo libre es de ir a comprar las cosas que necesitamos, de ir a la clínica cuando estamos un poco enfermo, hacer nuestras propias cosas personales...este es nuestro tiempo libre, porque no tenemos suficiente dinero como para decir puedo tomar este día ... alojarme en un hotel o voy a ir a tomarme un desayuno afuera...dependiendo de la estación del año también, no todas las estaciones son iguales. Pero lo que más a veces hacemos es convivir como familia – pero aquí casi en el mismo hogar.”

- Sobre todo, hay una falta de actividades de recreación y particularmente para la juventud Latina.
- Muchos latinos no tienen tiempo libre. Sin embargo, cuando tengan tiempo libre lo pasan con sus familias.

APPENDIX M3: FORUM PROGRAM (ENGLISH)

There were four pages in the program and it was folded like a booklet. Each page was ½ letter-size paper. This is the first page.

¡Acción Latina!

**A community forum for
Latinos in Carrboro/
Chapel Hill**

Saturday, May 3rd
10 am—1pm
Lincoln Center

**Listen to others; express your opinion.
Together we can make things better.**

The flyer is a white rectangular card with a blue border. At the top, the title '¡Acción Latina!' is written in a large, bold, black font. Below the title, on the left, is a cartoon illustration of a family: a man in a light blue shirt, a woman in a red top and blue skirt, and a young boy in an orange shirt. To the right of the family, the text 'A community forum for Latinos in Carrboro/ Chapel Hill' is written in a bold, black font. Below this text, on the right, is a small cartoon illustration of two people sitting on the ground, one holding a red ball. In the center of the flyer, the date and time 'Saturday, May 3rd 10 am—1pm' and the location 'Lincoln Center' are listed in a bold, black font. Below the text, on the left, is a cartoon illustration of a plate of food, possibly a burrito or taco, with a bowl of salsa. To the right of the food is a cartoon illustration of a yellow and blue boombox. At the bottom of the flyer, a black-bordered box contains the text 'Listen to others; express your opinion. Together we can make things better.' in a bold, black font.

APPENDIX M3: FORUM PROGRAM (ENGLISH)

There were four pages in the program and it was folded like a booklet. Each page was ½ letter-size paper. These are the 2nd & 3rd pages.

¡Acción Latina! Agenda

**Saturday, May 3rd
10 a.m. - 1 p.m.**

*Activities will be held in Spanish, with
English translation.*

- 10:00 - 10:30 Meet & greet breakfast
- 10:30 - 11:00 Discussion of findings from UNC-CH assessment
- 11:00 - 11:40 Small discussion groups regarding 4 areas: transportation, health, education, & working conditions
- 11:40 - 12:00 Large group discussion of action steps
- 12:00 - 1:00 Lunch with music and activities for children

NOTES

APPENDIX M3: FORUM PROGRAM (ENGLISH)

There were four pages in the program and it was folded like a booklet. Each page was ½ letter-size paper. This is the fourth page.

A Special Thanks to ¡Acción Latina!
Sponsors

Carolina Coffee Shop	Proyecto Amistad
Chanello's Pizza	Monterrey Mexican Restaurant
Chapel Hill-Carrboro School District	Spotted Dog/Crazy Mae's
Cliff's Meat Market	Town of Carrboro
El Centro Latino	Townsend Bertram & Company
Elmo's Diner	Triangle Community Foundation
Flying Burrito	Triangle Healing Touch
Harris Teeter	UNC School of Public Health
Jane Stein	Wal-Mart
Lil' Dino/TCBY's	Weaver Street
Los Potrillos	Wellspring/Whole Foods
Panera Bread	
Patio Loco	

A special thanks to the
¡Acción Latina! Planning Committee

Andres Henao, Maria Rosa Rangel, Maria Hitt,
Meghan Agresto, Pearl Friedberg, Renato Romero,
Sonia Rodriguez & Susan Clifford

Thank you to the Lincoln Center and all volunteers for
¡Acción Latina!

Student Team Members:
Erica Childs, Kristen Stoimenoff, Nina Yamanis,
Shaina Gross & Stephanie Etienne

APPENDIX M4: FORUM PROGRAM INSERT (ENGLISH)

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¡Acción Latina!

emerged from a participatory needs assessment of the Latino community of Carrboro which was conducted by graduate students at the University of North Carolina at Chapel Hill School of Public Health.

The students interviewed community members, service providers and leaders to collect opinions about the quality of life for Latinos in Carrboro, and what needs exist for the community.

The results of this assessment will be presented at the forum, and will also be available via a written document on the Town of Carrboro website [www.townofcarrboro.org] this summer.

APPENDIX M4: FORUM PROGRAM INSERT (ENGLISH)

There were four pages in the insert and it was folded like a booklet. Each page was ½ letter-size paper. These are the 2nd, 3rd and 4th page.

The Themes

HEALTH

“A problem with respect to health is the fact that the majority of us don’t have insurance and it’s really expensive. We think, we can’t get sick here. Because if we get sick we’ll be obligated to this government for the rest of our lives. So, we have to think that we always have to stay well in order to continue working.”

- Health care is very expensive and many Latinos don’t have health insurance. Many do not seek the health care they need because of cost.
- Latino adults have little access to dental services. Many dentists don’t speak Spanish, and few accept Medicaid.
- Feelings of isolation and lack of social support can affect the mental health of immigrant Latinos.

EDUCATION

“Yes, it’s sad. When someone is older and they come to a strange country, they’ll always remember their roots. But when young children come – my daughter didn’t come so young – she’s 16 and feels like she belongs here, but she’s finishing high school, but can’t go to college because she doesn’t have papers. That’s when she feels like...Oh my gosh, what I’m I going to do! She wants to find her place here, she speaks English really well and gets good grades, but she can’t go to college.”

- There are few options of higher education for Latino adolescents after high school because of current laws and regulations.
- Latino parents don’t know how to navigate the educational system, and therefore aren’t able to help their children as much as they would like to.
- There is a lack of opportunity for adults to take classes and learn English. To really learn the language would require their taking time off of work to dedicate to studying English.

EMPLOYMENT

“What happens here is that as far as working, since there are more of us here every day... the salary is very low for a lot of work. And the majority of the employers don’t recognize a lot of the work we do...employers never say “You’re getting a raise so you can live a stable life.”... I’ve seen that here they sometimes exploit people, and up to a certain point treat us like slaves. We do have the ability to say no, but sometimes we just put up with it because it’s hard to find work here.”

- Lack of proper documentation to work in the U.S. and the language barrier contribute to Latinos not having benefits on the job, not being paid what they are worth, and not being able to advance to higher positions.

- Many Latinos work hard at multiple jobs and are very productive.
- There are fewer jobs available for Latinos since 9/11.

TRANSPORTATION

“Transportation does affect life here especially when people first come here and they don’t have cars. When I first arrived here, I didn’t have a car. I had to ride my bicycle to and from the Holiday Inn. Sometimes I would get a ride and sometimes I had to come home on foot. So it has a big effect.”

- The most common forms of transportation are buses, personal cars, carpooling, bicycling, and walking.
- The public transportation system does not provide enough services, for longer distances, in the evenings, on weekends and holidays or during inclement weather.
- There is a lack of Spanish language bus schedules and information about the transportation system.
- Problems with the local DMV and a lack of documentation and car insurance make obtaining a driver’s license difficult for community members.

HOUSING

“Many Hispanics try to rent cheap places, because they aren’t going to stay here. Most people just come to work, because they need to work and send money to Mexico. That’s why they try to find a small, cheap place where they can fit 8-10 persons in the same apartment. But that’s the only reason – they just want to come, work, and go back, and that’s the life they have.”

- There is a lack of affordable, decent housing options.
- Most people we interviewed lived in apartments.
- Apartments can be poorly maintained, and Latinos sometimes feel as though landlords discriminate against them.

RECREATION

“For us, free time is used to go buy what we need, go to the clinic if we’re sick. Do our own personal things, because we don’t have enough money to say, I’m going to take a day off and stay in a hotel or go out and eat breakfast. Depending on the season, too. Not all the seasons are the same. But more than anything, we just spend time as a family.”

- Overall, there is a lack of recreation and recreational activities, particularly for the Latino youth.
- Many respondents said they have little free time. However, when they do have free time, it is spent with their family.

La evaluación de
¡Acción Latina!

¿Qué es lo que mas le gustó
del evento de hoy?

¿Qué cambiaría del evento de hoy?

¿Cómo se enteró del evento de hoy?

<input type="checkbox"/> radio	<input type="checkbox"/> letrero
<input type="checkbox"/> periódico	<input type="checkbox"/> contacto personal
<input type="checkbox"/> por un amigo	<input type="checkbox"/> flier/volante
<input type="checkbox"/> organización	otro _____

Evaluation of
iAcción Latina!

What did you like the most about today's event?

What would you have changed about today's event?

How did you hear about this event?

- | | |
|--|---|
| <input type="checkbox"/> radio | <input type="checkbox"/> banner |
| <input type="checkbox"/> newspaper | <input type="checkbox"/> personal contact |
| <input type="checkbox"/> from a friend | <input type="checkbox"/> flyer |
| <input type="checkbox"/> organization | other _____ |

APPENDIX M7 RESOURCE LIST

RECURSOS EN EL CONDADO DE ORANGE/ *ORANGE COUNTY RESOURCES*

***La estrella significa que no piden comprobantes de su estatus de inmigración.**

**An asterisk means that these places don't require legal documentation of your immigration status*

INFORMACION GENERAL/GENERAL INFORMATION

***United Way 2-1-1**

2-1-1 (se habla español) Información y ayuda para ubicar servicios para residentes del condado de Orange, gratis. Free information and referral to human services for Orange County Residents.

ORGANIZACIONES LATINAS/ LATINO ORGS

*** El Centro Latino**

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

Clases de inglés, interpretación, información sobre servicios en la comunidad. *English classes, interpretation, information about community services.*

***El Centro Hispano**

687-4635 (se habla español) 807 W. Chapel Hill St., Durham. Clases de inglés, orientación sobre inmigración y clases para el examen de ciudadanía, traducciones, intérpretes especializados. *ESL classes, information about immigration, citizenship class, translation, technical interpreters.*

***El Pueblo, Inc.**

835-1525 (se habla español) Organizan la Fiesta del Pueblo y el Foro Latino. *Organize Fiesta del Pueblo and Latino Forum conference.*

***Latino Community Credit Union; Cooperativa Comunitaria Latina de Crédito**

(919) 530-8800 (se habla español) 201 W. Main St., Durham, NC 27701. Se ofrecen servicios financieros bilingües (español e inglés).

Bilingual (english and spanish) financial services offered.

CLASES DE INGLÉS/ ENGLISH CLASSES

***Durham Technical Community College**

686-3357 Clases de inglés para adultos en Chapel Hill, Carrboro, y Hillsborough. Gratis. *Free English classes for adults in Chapel Hill, Carrboro, Hillsborough.*

***Chapel Hill Institute for Cultural and Language Education (CHICLE)**

933-0398 412 West Franklin, Chapel Hill, NC 27516. Un instituto de lengua de servicios completos. Se ofrecen clases de inglés, francés, portugués, italiano, alemán y ruso. *A complete services language institute. Classes of English, French, Portuguese, Italian, German and Russian are offered.*

***Mujeres Aprendiendo por Nuevas Oportunidades (MANO)**

933-3541 Clases de inglés para mujeres dos veces a la semana. Un programa gratis por UNC-Chapel Hill. *English classes for women two times a week. A free program through UNC-Chapel Hill.*

***Hispanic Integration Program (HIP)**

962-2333 Se ofrecen varios servicios/ actividades para la comunidad latina de Chapel Hill y Carrboro. Un programa de Campus Y de UNC-Chapel Hill. *They offer various services/ activities for the Latin community of Chapel Hill and Carrboro. A Campus Y program through UNC-Chapel Hill.*

SERVICIOS PARA MUJERES/ SERVICES FOR WOMEN

***Family Violence Provention Center/ Centro de Prevención de Violencia Doméstica**

929-7122 (se habla español), 201 E. Rosemary Street, Chapel Hill. Servicios para mujeres maltratadas *Services for battered women.*

***Coalición Para la Paz Familiar**

742-7320 (se habla español), 144 N. Chatham Ave., Siler City. Servicios para mujeres maltradas. *Services for battered women.*

***Orange County Rape Crisis Center**

1(866) 935-4783 (se habla español), 825 N. Estes Dr., Chapel Hill. Prestan servicios relacionados a la violencia sexual. *Will help with any service related to sexual violence.*

***The Women's Center**

968-4610 210 Henderson St., Chapel Hill. Información y ayuda para localizar servicios, información legal, consejos financieros y vocacionales. Algunos servicios requieren un interprete. *Information and referral, legal information, financial and career counseling. An interpreter may be required for some services.*

***Planned Parenthood of Central North Carolina**

942-7762 (Chapel Hill), 286-2872 (Durham) (se habla español) 1765 Dobbins Dr., Chapel Hill; 820 Broad Street, Durham. Un centro de salud de bajo costo. Ofrece servicios de salud reproductiva. *A low cost reproductive health center.*

NIÑOS/ CHILDREN

***Chapel Hill/Carrboro City Schools**

967-8211, Lincoln Center, 750 Merritt Mill Rd., Chapel Hill.

***Orange County Schools**

732-8126, 732-6271, ext. 269 (se habla español)
o beeper 216-3670 (se habla español)

***Child Care Services Association**

967-3272 (se habla español) 1829 E. Franklin St. # 1000, Chapel Hill. Servicios de apoyo a familias con niños prescolares - vínculo de comunicación, becas para guarderías y jardines infantiles. *Family support services - communication link and subsidies for childcare.*

SERVICIOS SOCIALES/ SOCIAL SERVICES

***Inter-Faith Council for Social Service**

929-9287 (se habla español), 110 West Main St., Carrboro. Refugio, comida, ropa, asistencia de emergencias económicas. Hay que vivir o trabajar en Chapel Hill o Carrboro. *Emergency shelter, food and clothing; emergency financial assistance. Must live or work in Chapel Hill or Carrboro.*

Orange County Dept. of Social Services (D.S.S.)

967-9251, 300 W. Tryon St., Hillsborough

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

Llame en inglés para pedir un intérprete. Estampillas de comida, Medicaid, WorkFirst, asistencia de emergencias económicas, hogares temporales para niños, adopción.

Free services available with interpreter: Food Stamps, Medicaid, Work First, emergency financial assistance, foster care, adoption.

***Red Cross**

942-2862, **101 Ephesus Church Rd., Chapel Hill.**

Ayuda para emergencias de los incendios y desastres naturales. *Emergency aid, for fire and natural disasters.*

JOCCA (Joint Orange-Chatham Community Action Agency)

929-0494 (se habla español), 410 Caldwell St., Chapel Hill. Entrenamiento de trabajo, reparos de casa, ayuda monetario para emergencias. *Jobs training, home repairs, emergency financial assistance.*

GOBIERNO/ GOVERNMENT

Internal Revenue Service

1(800) 829-1040 Información sobre los impuestos. (Manténgase en la línea hasta que el mensaje termine, y pida alguien que hable español.) *Information about taxes.*

***NC Division of Motor Vehicles**

929-4161, 104V Carrboro Plaza, Carrboro

929-0204, University Mall, Chapel Hill.

Identificación, licencia de manejo, permiso de manejar para principiantes en Carrboro Plaza. Placas y matriculación del carro en University Mall. *Identification (I.D.), drivers license, learners' permits at Carrboro Plaza. Tags and plate registration at University Mall.*

***Orange County Register of Deeds**

732-8181 Pide el "Register of Deeds" 200 S. Cameron St., Hillsborough. Actas de nacimiento, partidas de defunción, licencias de matrimonio. *Ask for the Register of Deeds. Birth certificates, death certificates, marriage licenses.*

Social Security Administration

1(800) 772-1213 (se habla español) Servicios disponibles con intérprete: Beneficios de jubilación, incapacidad, S.S.I., tarjetas del Seguro Social. *Services available with interpreter: Retirement benefits, Disability claims, SSI, Social Security cards.*

SALUD: INFORMACION/ HEALTH INFORMATION

***N.C. Family Health Resource Line**

1 (800) 474-9000 (se habla español) Información sobre el aseguranza médica, cuidado de niños pequeños, cuidado de adolescentes, técnicas y recursos para educar a los niños, cuidado prenatal, embarazo, salud infantil y pre-concepción, consejo para los padres. *Information about infant care, adolescent care, parenting skills, pre-natal care, pre-conceptual health, pregnancy, child health, health insurance.*

***UNC Hospitals**

966-4131, Chapel Hill. Pida a alguien que hable español, y espere en la línea por un intérprete. *Ask for someone who speaks Spanish, and wait on the line for an interpreter.*

***Carrboro Community Health Center**

942-8741 (se habla español), 301 Lloyd St., Carrboro. Cuidado de la salud: atención médica, nutrición, farmacia, coordinación bilingüe de recursos para niños, WIC. *Health care: medical, dental, nutrition, pharmacy, bilingual children's resource coordination, WIC.*

Orange Co. Dept of Health

1) Richard E. Whitted Human Services Center
300 W. Tryon St.
Hillsborough, NC 27278
(919) 245-2400 (sólo en inglés/ only in english)

2) Southern Human Services Center
2501 Homestead Rd.
Chapel Hill, NC 27516.
(919) 968-2022 x 289 (para español/inglés/ for spanish and english)
(919) 968-2022 x 286 (sólo en inglés/ only in english/ only in english)

3) Orange County Dental Clinic
200 N. Greensboro St.
Suite D15
Carrboro, NC 27510
(919) 968-2025 (sólo en inglés/ only in english)
(919) 968-2094 (en español/ inglés/ in spanish and english)

Tenemos interpretes disponibles por todas las clínicas. Este servicio es gratis. También, tenemos una línea en español. El número es 644-3350. Puede dejar un mensaje en este número y un representante del Departamento de Salud le llamará el mismo día. *We have interpreters available for all the clinics. This service is free. Also, we have a spanish line. The number is 644-3350. You can leave a message and a representative of the Health Department will call you the same day.*

***SHAC**

942-8741 (se habla español), 301 Lloyd St., Carrboro
Clínica gratis dirigida por Universitarios. Los miércoles 6 - 9 de la noche. La clínica SHAC se encuentra en el mismo edificio de la clínica de Carrboro. *Free evening clinic run by University students. Wednesdays 6 - 9 p.m. in the Carrboro clinic.*

***SAC Dental Clinic**

968-2025 Carr Mill Mall, Carrboro. Clínica dental gratis dirigida por Universitarios. Los miércoles durante la noche, llame al numero arriba para las horas. *Free evening clinic run by university students. Wednesdays at night in Carr Mill mall; call the above number for specific hours.*

***Alcoholics Anonymous**

688-4069 (se habla español) Reuniones en español los lunes, miércoles, viernes y sábados, de 8 - 10 p.m. en Durham. *Meetings in Spanish: Mondays, Wednesdays, Fridays, and Saturdays 8 - 10 p.m. in Durham.*

***HIV/STD línea nacional en español** 1-800-344-7432

VIVIENDA/ HOUSING

***Self Help**

956-4400, 301 W. Main St. Durham, NC 27702.

Ofrece préstamos para establecer un negocio pequeño o comprar una casa. *Offers loans for houses and small businesses.*

***EmPOWERment Project, Inc.**

967-8779 (se habla español)

705-A W. Rosemary St., Carrboro.

Ayudan a familias para comprar su primera casa. Ayudan a la gente a empezar negocios pequeños. *Helps people buy their first homes. Helps people start small businesses.*

***Inspections/ Inspecciones**

Town of Chapel Hill **968-2718**

Town of Carrboro **968-7700**.

Town of Hillsborough **732-2104** Fuera de (outside of) Hillsborough y Chapel Hill **732-8181 ext. 2490** Se puede pedir una inspección si su hogar necesita reparaciones y el propietario no las lleva a cabo. Construcción, calefacción, electricidad, plomería. *If your home needs repairs and the landlord is not fixing them, you can ask for an inspection of construction, heating, electricity, and plumbing.*

SALUD MENTAL/ MENTAL HEALTH

***Catholic Social Ministries**

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

Counseling in Spanish. Sliding scale.

***OPC Mental Health Center**

North Side Clinic: **913-4200**, 412 Caldwell St., Chapel Hill

Family Counseling Center: 732-1150, 110 S. Churton St., Hillsborough. Consejería, tratamiento de abuso de drogas o alcohol, evaluación de medicamentos psiquiátricos. Precios de acuerdo a su sueldo. Llame en inglés primero para hacer una cita en español o con intérprete. *Counseling, drug or alcohol abuse treatment, psychiatric medication evaluation. Sliding scale fees. Call in English to arrange for service in Spanish or interpretation.*

IGLESIAS/ CHURCHES

***Asamblea de la Iglesia Cristiana**

968-9692 (se habla español) 101 N. Merritt Mill Rd., Chapel Hill. Servicios en español. *Services in Spanish.*

***United Church of Christ**

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

Servicios en español. *Services in Spanish.*

***St. Thomas More Catholic Church**

942-1040 / 967-8485 (se habla español)

940 Carmichael St., Chapel Hill.

Misa en español. *Mass in Spanish.*

ASISTENCIA LEGAL/ LEGAL SERVICES

***Farmworker Legal Services**

856-2180 (se habla español)

224 South Dawson St., Raleigh.

Ayuda legal para trabajadores agrícolas del programa H2A. *Legal help for H2A farmworkers.*

***Immigrants Legal Assistance Project (NC Justice and Community Development Center)**

856-2159 (se habla español), Raleigh.

Proyecto de ayuda legal para inmigrantes. Se da ayuda legal con ciertos casos de inmigración y a trabajadores agrícolas. *Legal help for certain immigration cases & for farmworkers.*

***North State Legal Services**

732-8137 (se habla español), 114 W. Corbin, Hillsborough.

Servicios legales a bajo costo. Incluye problemas de vivienda y asuntos del consumidor. Ayuda con asuntos de violencia doméstica no se requiere que esté aquí legalmente. *Low-cost legal services. Includes housing and consumer issues. Help with domestic violence issue does not require legal immigration status.*

Consulado de Méjico/ Mexican Consulate

754-0046 (se habla español) 336 East Six Forks Rd., Raleigh, NC 27609. Ayuda y información para ciudadanos mexicanos. *Help and information for Mexican citizens.*

TRABAJO/ WORK

***NC Occupational Safety and Health Project (NCOSH)**

1 (800) 646-2674, 286-9249 (se habla español) Durham. Información y ayuda sobre los derechos del trabajador. *Information and help with workers' rights.*

***Centro de información para trabajadores/ Job information center**

530-8669 (se habla español) Asistencia en buscar trabajo. *Assistance in finding jobs.*

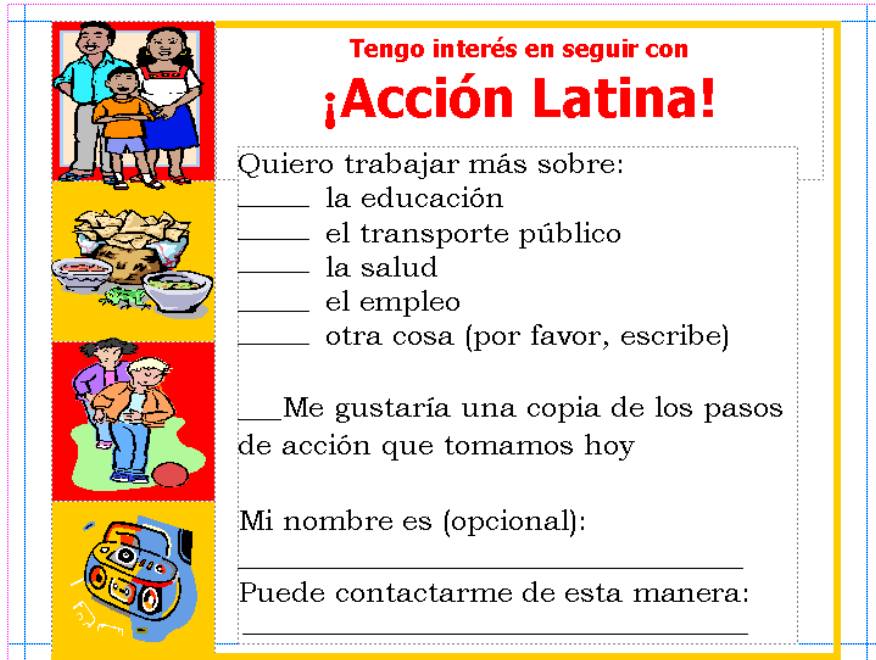
***Orange Co. Department of Human Rights and Relations**

732-8181, ext. 2253 (se habla español) Hillsborough.

Ayuda con problemas del racismo y la discriminación en vivienda y trabajo. *Help with problems due to racism and discrimination in housing or work*

APPENDIX M8: INTEREST FORM (SPANISH)

This ¼ page form was distributed at the end of the small group sessions at the forum.



Tengo interés en seguir con
¡Acción Latina!

Quiero trabajar más sobre:

- la educación
- el transporte público
- la salud
- el empleo
- otra cosa (por favor, escribe)

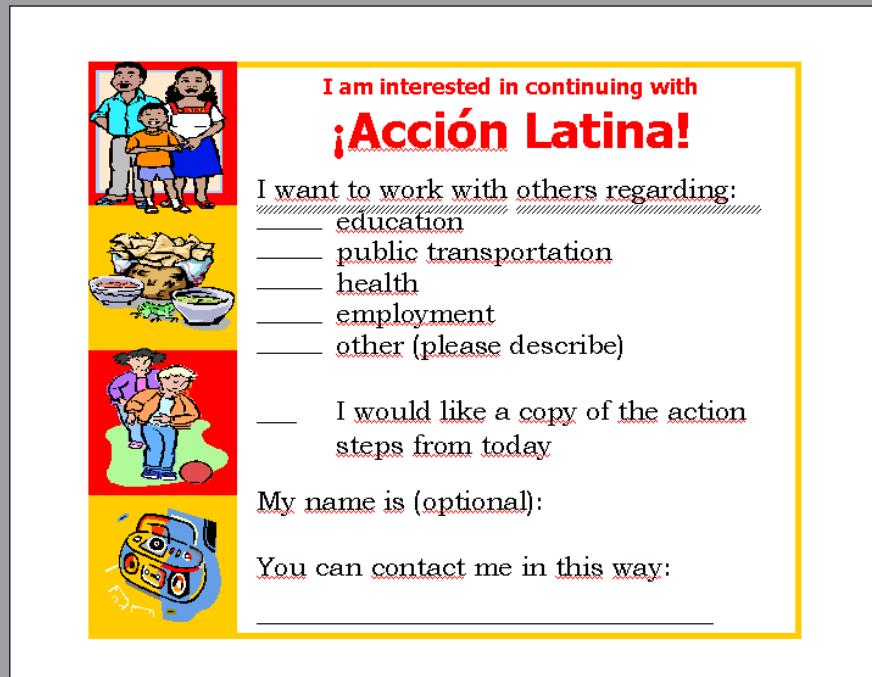
Me gustaría una copia de los pasos de acción que tomamos hoy

Mi nombre es (opcional): _____

Puede contactarme de esta manera: _____

APPENDIX M9: INTEREST FORM (ENGLISH)

This ¼ page form was distributed at the end of the small group sessions at the forum.



I am interested in continuing with
¡Acción Latina!

I want to work with others regarding:

- education
- public transportation
- health
- employment
- other (please describe)

I would like a copy of the action steps from today

My name is (optional): _____

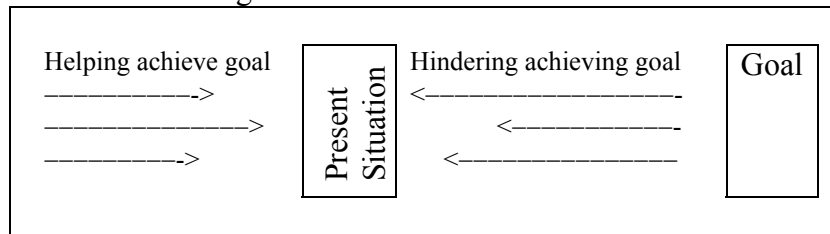
You can contact me in this way: _____

APPENDIX N1 FORCE FIELD ANALYSIS HANDOUT

Force Field Analysis in ten steps

In small groups

- 1) What goal do they want to achieve
- 2) Identify present situation and draw diagram



- 3) Brainstorm all helping and hindering forces for the present situation
- 4) Write helping forces mentioned on left
Write hindering forces mentioned on right
(length of arrows indicate strength of the force)
- 5) Move towards goal by increasing helping forces AND/OR reducing hindering forces
- 6) Then select "1" helping force to strengthen or "1" hindering force to weaken
- 7) Use their choice to start process again (at step 1) We are working from broad to narrow so new goal should be more specific
- 8) Repeat process until a realistic goal is established
- 9) List action steps to achieve goal
- 10) For each action step decide who will be responsible for that step

APPENDIX N2
EXAMPLE OF SMALL GROUP DISCUSSION FORMAT REGARDING
TRANSPORTATION (SPANISH)

Presentación del Cuento para Empezar la Discusión

Carlos era un inmigrante reciente de Mexico. Vivía en el centro de Carrboro y al diario tenía que ir a Durham a trabajar. Diario caminaba desde su casa a tomar el autobus en el Franklin Street. Solamente que un día amanecio lloviendo muy fuerte y Carlos no podía irse caminando al autobus. Y fue en este momento cuando se dio cuenta de que necesitaba tomar un autobus para llegar a Franklin Street y fue cuando inicio el problema. Por la barrera del idioma trato de hablar a la oficina de transporte para conocer las rutas y no le supieron explicar ni le supo entender la informacion que le daba. No sabía que hacer.....

Ver

¿Hay imagenes o palabras en este cuento en particular que les impresionaron?

Pensar

¿Como relaciona este historia con lo que a usted le ha sucedido?

¿Le recuerda a algo que usted ha vivido anteriormente aquí en Carolina del Norte?

¿Es un problema común?

¿Cuales son las consecuencias que tienen estas situaciones sobres nuestras vidas?

Actuar

¿Cuales son las razones que ocasionan este problema

¿Que podemos hacer para solucionar este problema?

¿Como podemos ser parte de la solución?

¿Que acciones debemos tomar?

¿Cuales son los primeros pasos?

APPENDIX N3
EXAMPLE OF SMALL GROUP DISCUSSION FORMAT REGARDING
TRANSPORTATION (ENGLISH)

Trigger Presentation

Carlos was a recent immigrant from Mexico. He lived in Carrboro but had to travel to Durham. Every day he would walk from his home to catch the bus on Franklin Street. However, one day Carlos woke up to huge storm and he couldn't walk to the bus stop on Franklin Street. This was when he realized that he had a real problem on his hands because he would need to take the bus to Franklin Street. Despite his limited knowledge of English, he tried to call the transit office for information on where to catch the right bus but he had a hard time explaining his situation and he couldn't understand what the person on the other line was say. He didn't know how to resolve the situation.....

Ver (See)

Are there images or words from this story that strike you?

Pensar (Think)

How would you related this story to your own experiences?

Does this story remind you of something that happened to you?

Is this a common issue?

What are some of the consequences that this type of situation has on our lives?

Actuar (Do)

What are some of the reasons why this problem exists?

What can we do to resolve the problem?

How can each of us be a part of the solution?

What actions steps should we take?

What is the first step?

APPENDIX N4
EXAMPLE OF SMALL GROUP DISCUSSION FORMAT REGARDING WORKING
CONDITIONS (SPANISH)

Presentación del Cuento para Empezar la Discusión

Alejandro trabajaba en un negocio, junto con otros amigos que llegaron de Centro y Sur America, todos eran muy responsables y buenos trabajadores, y lograron recibir varios meritos; correspondiente a su excelente desempeño laboral. Pero luego del 11 de Septiembre las cosas cambiaron mucho, la presión laboral aumento, muchos de ellos no tenían la documentación necesaria y fueron despedidos, otros terminaron por sucumbir ante una extrana explotación por parte de los jefes, pues ya no tenían forma alguna de defender sus derechos basicos tales como tiempo para ir al medico, o llevar a la familia al doctor. Trabajaban horas extras por el mismo salario.

Ver

¿Que le impresiono?

¿Recuerda algo particular de la historia?

Pensar

¿Que reaccion tien en su vida este cuento?

¿Se parece como algo que ha sucedico en su vida?

¿Ha afectado su vida familiar?

Actuar

¿Como se puede cambiar estas situaciones?

¿Puedo yo hacer parte de la solucion?

¿Como empezar el cambio?

APPENDIX N5
EXAMPLE OF SMALL GROUP DISCUSSION FORMAT REGARDING WORKING
CONDITIONS (ENGLISH)

Trigger Presentation

Alejandro worked in a business along with some other friends who immigrated from Central and South America. All of them were very responsible and hard-working and were often complimented on their excellent work. However, things began to change after September 11th. The pressure at work increased and a lot of them were fired for not having necessary documents. Others stayed on but were often subject to senseless exploitation by their employer. They had no way of defending their basic rights, like taking time off to visit the doctor or to take their children to the doctor. They even worked extra hours for the same pay.

Ver (See)

What struck you about this story?

Do you remember something in particular about the story?

Pensar (Think)

How does this story relate to your life?

Does this story remind you of something that has happened to you?

Does this situation affect your family life?

Actuar (Do)

How can these types of situations be changed?

Can I be a part of the solution?

How would you start to change this situation?

APPENDIX O

DESCRIPTION OF THE COMMUNITY FORUM

Community Forum

The community forum was developed as an opportunity for community members, key leaders and area service providers to come together to discuss important issues to the Latino community of Carrboro. The event provided a venue for the student team to present their findings from the interviews and focus groups. Additionally, the event was a celebration of the community and the multicultural environment of Carrboro. The community forum, ¡Acción Latina!, was held on Saturday, May 3rd from 10 a.m. -1:30 p.m. at the Lincoln Center, Administrative Offices for the Chapel Hill-Carrboro School System, on Merritt Mill Road in Chapel Hill.

Extensive planning was necessary to create the forum as well as plans for how to disseminate the information gathered from the assessment and action steps that resulted from the forum. The following sections describe the various components of the forum: the preparation, the event and post-event activities.

Planning Committee

In accordance with a feature of the AOCD process and the beliefs of the team, a forum planning committee of community members and service providers was formed. The purpose was for the members of the committee to be jointly involved with the students in the process, particularly in the development and facilitation of the forum. Every interview and focus group participant was asked if they would be interested in helping to plan the forum.

The Planning Committee met for 7 consecutive weeks prior to the forum. The group was comprised of 3 community members and 4 service providers. The Latino members were from Mexico and Colombia. The meetings were held at El Centro Latino and at a community member's residence. The meetings were conducted primarily in Spanish with some discussions in English. An average of 5 committee members attended the 7 meetings as well as the 5

students. The number of attendees grew in the weeks closest to the forum and all individuals from the original meeting continued to participate and were vital members of the committee. The first meeting began with an icebreaker. The activity involved sharing with the group each person's given name, nick names and favorite place. This fun introduction helped to create an open atmosphere and to establish rapport between the students and committee members.

¡Acción Latina! was enthusiastically shouted out during the second meeting, after the group was asked to brainstorm names for the event. The community member's suggestion was readily agreed upon and became the name for the event. The planning committee guided the students by suggesting people to interview and where to publicize the forum. The members also invited the team members to community events. The student team presented the analysis of the primary data to the planning committee and they helped to prioritize the four major themes, based on frequency of responses, importance in the community and changeability (See Appendix H for criteria).

The committee worked with the students to decide on a location, date and time for the forum, as well as the development and distribution of the publicity materials. The members helped to make the flyers, invitations, banner and public service announcements. They also posted flyers, distributed them in the schools and community, and contacted the media. Additionally the committee and the students developed the agenda for the forum and the details for the event. It was recommended that food, music, childcare and transportation to the event be provided. A description of these components can be found under "Agenda and Logistics". It was important for the students to have the committee participate in the preparation for the forum in order to involve the community and to have a successful forum. The students felt it was equally important for the community to have ownership of the project, become involved in all aspects and to continue to work on the action steps identified at the forum. In order to facilitate this as well as transfer skills to the members, the students felt it was appropriate and

best for the committee members to facilitate during the forum. One member was asked to say the introduction at the forum and the others were asked to facilitate the small group discussions. During the planning committee meetings the students presented components of the AOCD process and methods for small group discussion. They paired up with committee members to discuss the information found on the four major themes, how to facilitate the small group discussion, and an outline for their particular group.

The planning committee was vital in the preparation and execution of the forum. They were involved in many decisions leading up to the event and participation during the forum. The members voiced their opinions about the community, and provided the students with a fuller perspective of the Latino community of Carrboro. The committee assisted the students in making ¡Acción Latina! culturally appropriate and inclusive of all community members.

Invitations and Publicity

Invitations with handwritten notes, flyers, public service announcements, announcements in churches and at community events, personal calls, emails, newspaper press releases, radio announcements and a banner were all methods and materials used for publicizing ¡Acción Latina! All materials were reviewed and revised by members of the Planning Committee for language used and cultural appropriateness.

Each person that was interviewed received a personal invitation in their native language, as well as a follow up phone call or email. Approximately 120 invitations were sent out two weeks prior to the forum. The invitations welcomed the community members, leaders and service providers “to engage in a discussion about the challenges and strengths of the Latino community, begin to work together on solutions, and celebrate the community with music, fun, and food.”

Flyers were put up in apartment complexes, local stores and restaurants, and given out at community events and agencies. Student team members went to community meetings, such as

ESL classes and La Feria de Salud, a local health fair for Latinos at the Catholic church, and distributed flyers inviting people to the forum. Each ESL student in the Chapel Hill/Carrboro school district received a flyer through the ESL Coordinator for the school district, a member of the planning committee. The team learned from evaluation forms collected at the end of the forum that most attendees heard about the forum from the flyers, a personal contact or a friend. Many of the responses marked multiple categories indicating that they had heard about the event through more than one source.

Donations and Sponsors

The student team solicited area businesses, stores and restaurants for donations. The team explained the purpose of the upcoming forum and asked for support for the event. Gift certificates, food and toys were among the generous donations (See Appendix K: Forum Sponsors). The Triangle Community Foundation sponsored the event with a donation of \$500. This funding made it possible to have a celebratory atmosphere following the forum with a local D.J. and traditional Mexican and Colombian foods. The sponsorship also enabled the team to have a banner made announcing the event and to provide breakfast foods and coffee for the forum. The numerous gift certificates were raffled at the conclusion of the forum and the children were all offered donated toys to take home with them.

Agenda and Logistics

- 10:00 - 10:30 Meet & greet breakfast
- 10:30 - 11:00 Large group discussion of findings from UNC-CH assessment
- 11:00 - 11:40 Small discussion groups regarding 4 areas:
 - transportation, health, education, & working conditions
- 11:40 - 12:00 Large group discussion of action steps
- 12:00 - 1:00 Lunch with music and activities for children

The planning committee agreed upon the above agenda which was then printed in the programs. Programs were printed in both Spanish and English with an insert containing quotes and phrases of information collected in the interview process (See Appendices M1-M4 for the programs). The forum was conducted in Spanish with English translation. The team contracted

with a local interpretation service to provide headsets and simultaneous translation during the event. Transportation was advertised and offered for the event, but most participants came on their own or with other attendees. Childcare was provided in the Lincoln Center gymnasium with bilingual volunteers and donated toys.

Attendees to the forum first went to a registration table to pick up programs, nametags, raffle tickets and headsets if necessary. The registration table also had a resource list of agencies and services in the area and other materials from local agencies that serve the Latino community (See Appendix M7: Resource List). During the first half hour, participants registered, had a small breakfast, dropped off their children at the gym, and met one another. The large group convened about 15 minutes late, due to the fact that people were still arriving and setting up their children in childcare. A leader in the Latino community gave the opening remarks. A Latino service provider from the planning committee served as the emcee by introducing the event, explaining briefly about the AOCD process, and reviewing the agenda for the event. The students then gave a brief presentation on information they found from the interviews they conducted. The participants were then asked to divide into four groups for small discussions. Evaluation and interest forms were distributed during the small group sessions (See Appendices 5,6, 8 & 9 for the forms). Following these discussions, the large group reconvened and presented the action steps they formulated. Closing remarks were then given by the emcee, along with a presentation by a community leader on other efforts being happening within the community and avenues for participation. The large group ended with an enthusiastic raffle at 1:00 p.m. Lastly, participants at the forum went outside where the food was distributed and the DJ played music. The festive atmosphere was complete with the children rejoining the adults, some participants dancing, people meeting one another and celebrating the day's event. Participants lingered outside until about 2:30 p.m.

Small Groups

Following the introduction of the forum and the student presentations, participants were divided into 4 groups based on their interest in one of the four major themes: education, health, transportation, and employment. The largest number of participants attended small groups focused on education and health. The health group then divided into two, and thus 5 small group discussions were held. A description of the discussion for each group, along with methods for discussion and resulting action steps are presented in the sections for each of the major themes.

Discussion Methods

Three different discussion methods were used to facilitate the development of action steps in the small groups at the forum. Two of the methods, “Ver, Pensar y Actuar” (translation: See, Think, and Do) and SHOWED (See, Hear, Observe, Why, Empower/Evaluate, Do), are based on the work of Paulo Freire and the adult learning cycle (see Appendix H for a brief description related to Freirian methods). Use of these discussion methods typically involves presenting a “trigger” that taps into a main theme and then asking specific questions according to types of information processing which are represented in the method titles. A trigger is a story, picture, quote, video, skit/drama, or some other presentation that invokes a social situation that is common for participants and requires change, and that will inspire some feeling. “Ver, Pensar y Actuar” and SHOWED were used by facilitators to guide the discussions, specifically by allowing participants to start with what they observe through their senses and then ending with developing action steps for what can be done about a particular issue. (See Appendices N2-5 for examples of triggers and discussion questions used during for the small groups at the forum.)

Force Field Analysis was another method used to guide the development of action steps in the small groups at the forum (See Appendix N1 for a handout on this technique). It is used to identify which specific action steps can lead to a proposed change. The group first identifies the present situation in their community related to a theme and a goal they would like to work towards. Then, group members brainstorm all things which hinder their goal from being

realized, as well as all the things which could facilitate the achievement of their goal. After all the helping and hindering items have been listed, the group chooses one on which to focus. The chosen item becomes the new goal and action steps are listed which will help community members to achieve the goal. The hope is that once the goal becomes specific and measurable, the members of the group will take on the tasks required to achieve the goal and move forward.

Forum Attendees

Approximately 70 adult individuals with roughly an even distribution of service providers and community member attended the forum. Over 25 children attended the forum along with representatives from the local media. A wide range of representatives from agencies attended, including: the Division of Motor Vehicles, the Department of Parks and Recreation, the Chapel Hill-Carrboro City Schools, the University of North Carolina at Chapel Hill Dental School, the Community Clinic of Carrboro, the Town of Carrboro Transportation Advisory Board, El Centro Latino, Early Head Start, and the Carrboro Fire Department.

Evaluation and Interest Forms

The student team, in collaboration with the planning committee, developed and distributed evaluation and interest forms during the small group sessions (See Appendices 5, 6, 8 & 9 for evaluation and interest forms). The evaluation forms were used to gather information from attendants about what they liked about the day and what they would have changed, along with how they heard about the event. 20 evaluation forms were returned. Overall, respondents who completed the evaluations commented that they enjoyed the open atmosphere for discussion and wrote very positive feedback. Longer time for discussions, having more agency representatives attend and more discussion on the next steps, were among the responses of what to change about the forum. The interest forms asked participants to check-off categories (four major themes and other) on which they would like to work with others. Attendees could also check-off if they would like a copy of the action steps from the forum. Thirteen interest forms were collected along with a list from the registration table of individuals interested in receiving

the list of action steps and willing to work together on the issues. In addition the student team had numerous service providers request materials and results from the forum who were unable to attend.

Outcomes of the Forum

The forum produced lists of action steps surrounding the issues of transportation, health, education and employment. Of equal importance was the demonstration of a successful public event allowing service providers and community members to come together. Providers were given the opportunity to listen to the stories of local residents as well as share what their individual agency was doing to address the concerns. The venue resulted in open discussion and critical thinking about the four major themes. Also of importance was the opportunity for leaders, groups and providers in the community to network and share information about their resources and services. Both community members and service providers expressed interest in having ¡Acción Latina! become an annual event. One person suggested to the large group that the UNC School of Public Health sponsor and coordinate the event each year.

The planning committee is scheduled to meet with the students for a final debriefing meeting and to discuss course of action for the future. It is the hope of the students that the committee and interested individuals will follow-up with action steps to continue to address the issues of the community.

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