

**The Hispanic/Latino Community in the Fox Ridge Manor Apartments
Wake County, North Carolina**

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

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We wish to thank the following people and organizations for their support of the Fox Ridge community forum: Community Initiatives of Wake County Human Services; the Raleigh Boys and Girls Club; PTIS; Pepe Caudillo of La Conexión; Joyner Realty; Toys R Us, Target, Pizza Hut, McDonald's, Pep Boys and Papa John's of Garner; Kroger of Garner and Southeast Raleigh; Food Lion, BP, and Subway of Southeast Raleigh; El Cerro of Knightdale; and Whole Foods and El Rodeo of Chapel Hill.

Executive Summary

During the 2002-2003 academic year, five students from the University of North Carolina's School of Public Health conducted a community diagnosis for Hispanic/Latino residents of Fox Ridge Manor, an apartment complex in Southeast Raleigh. The AOCD process is used to help understand the many sides of a community, including its norms, values, culture, power structure, history, and patterns of communication (Eng and Blanchard, 1991). The goal is to develop an insider's view and understanding of the community through extensive fieldwork (Steckler et al., 1993). Eng and Blanchard (1991) highlight the basic steps of the AOCD process the Fox Ridge team followed:

1. Specify target population
2. Review secondary data sources
3. Conduct windshield tours
4. Interview local service providers
5. Interview key community informants
6. Tabulate the results for the secondary data and primary data
7. Present the findings back to the community

With the guidance of a preceptor from Wake County Cooperative Extension, the team engaged in a resident-focused research process that combined publicly available secondary data with primary data from interviews and field notes. The community diagnosis process was aimed at describing life in Fox Ridge's Hispanic/Latino community; with a focus on the strengths and challenges its members share.

This document opens with a description of our experiences as outsiders in Fox Ridge. Our findings in this process have been shaped both actively and passively by our biases as observers, so this section traces the brief evolution of our perspectives as recorded in our field notes. A description of the Fox Ridge Hispanic/Latino community based on secondary data follows, along with an overview of recent research findings about the community. Secondary data include sections on health, housing, education, employment and income, language, recreation, and transportation.

Next, methods for primary data collection, including interviews and focus groups, are discussed. A thematic summary of primary data follows, comparing the perspectives of service providers and residents. Themes that emerged from our primary data collection include:

- Language as a barrier to all aspects of the lives of Latino/Hispanic residents in Fox Ridge
- Lack of communication between parents and school personnel
- Lack of recreational opportunities for Fox Ridge residents, both children and adults
- Lack of transportation
- Discrimination of Latino/Hispanic residents by landlords, service providers, police, etc.
- Race relations between African American and Hispanic/Latino residents
- Effect of immigration status on service eligibility
- The demographic change of Fox Ridge
- Lack of access to health services and other social services
- Lack of employment opportunities
- Housing/maintenance issues
- Community functioning
- Community problems, such as gang activity, substance and alcohol abuse, and domestic violence.

The results of primary data collection presented to community members and service providers at the Fox Ridge community forum are reviewed including the planning process and outcomes. All of the themes determined by the primary data analysis were presented, although the focuses of the community forum were childcare/recreation, knowing your rights, and the presence of gangs. Participants in the forum decided to focus on developing a childcare center in Fox Ridge and agreed to meet to discuss possible ways of accomplishing this goal. The document concludes with the team's recommendations for future outsider approaches.

Our View

The team entered the Fox Ridge community as outsiders of the worst kind. Its members were fundamentally transient, with a pre-determined academic agenda. Three out of five of us could not speak the language of the community well enough to hold meaningful conversations with residents.

At the heart of our individual and collective preoccupations was the fear that our poor Spanish skills and lack of interpersonal entree would prevent us from being able to offer adequate compensation to the community for our learning experience. As our other perspectives evolve, this one sentiment remained unchanged. On April 17, one team member reflected, “The kids...keep asking if we are going to start working here. It’s sad we can’t really leave them with anything. I wish sometimes I could make a playground and community center pop out of thin air.” We each know full well that no community diagnosis team is intended to bring new resources to a community or significantly alter its functioning. Still, even as we committed to working in Fox Ridge over the summer, we remained haunted by the sense that we are using this community for our own edification and offering little of lasting value in return.

Many of our initial impressions of Fox Ridge have been called into question in the months since we first encountered the community. Our first interviews were with service providers, some of whom impressed upon us the idea that the community and the family units within it were close-knit, traditional, and mutually supportive. This assertion was typically phrased as a generalization, such as “Hispanics always support each other.” Eager to emphasize assets and to acknowledge what was presented as a cultural characteristic, we looked hard for evidence of it during our visits to Fox Ridge. After several months of exposure to life in the community and a host of resident interviews, however, none of us would make such rose-colored pronouncements about community functioning. Similarly, our early observations were shaped by the assumption that Fox Ridge was

“a transitional community” in which residents touched down for brief periods on their way to more stable living arrangements. Toward the spring, we realized that many of our interviewees had lived in Fox Ridge for two to five years, shifting our understanding of continuity and change in the community.

These shifts in perspective are representative of the most salient trend in our evolving experience and approach to the Fox Ridge community. As students and early onlookers, we saw Fox Ridge through the lens of symbolic possibility: we saw the Warm Latino Community, or the Emblem of Immigrant Struggle. Over our short tenure as observers there, our perspective shifted towards a specificity that suggests abandonment of this literary quest. On the whole, the shift in our perspective away from broad speculation and toward the mundane supports only a matter-of-fact conclusion: our sense of Fox Ridge is less definitive now than it was in November, but we are paying closer attention.

History of Fox Ridge

The Fox Ridge Manor Apartment complex was built in 1972. The complex has 19 two-story brick buildings housing 165 two- and three-bedroom apartments. Rent is currently priced at \$550 a month for a two-bedroom apartment and \$600 a month for a three-bedroom apartment (Hennessey-Fiske, 2002). Through the 1970’s and into the mid-to-late nineties, Fox Ridge Manor was home to professional and working class African American tenants. During the late nineties, Southeast Raleigh and Fox Ridge Manor experienced a wave of Hispanic/Latino immigration.

In the late nineties, Joyner Realty, the company that manages the property, opened a space above the laundry facility to serve as a community center for residents. The community center was home to summer programs for children, English and Spanish classes, computer classes, child care and after school programs, and Neighborhood Watch meetings. In the fall of 1997, a neighborhood

watch association was formed in Fox Ridge. The police credit the group with contributing to diminished crime in the complex, largely through increased reports to the police.

In the winter of 2001, Joyner closed down the community center and turned it into an apartment, believing the services provided out of the community center to be “redundant” (Hennessey-Fiske, 2002). A search of newspaper articles on Fox Ridge brings up multiple articles on crimes. In recent years, stories on homicide, robbery, racial tension, assault and apartment overcrowding dominate media coverage about Fox Ridge Manor and its residents.

Secondary Data Analysis

Sources and Purpose of Secondary Data

Our work in Fox Ridge was informed by secondary data from scientific journals, newspaper articles, Internet resources, printed outreach materials, and agency reports. As shown in Appendix A, the primary sources of secondary data were government agency websites and reports. Relevant articles were identified through Internet research using major search engines including Medline, google.com, yahoo.com, and altavista.com. Print media articles were clipped from local English and Spanish language daily and weekly newspapers and provided to us by professors, services providers, or key informants. We reviewed Raleigh’s major English-language newspaper, the *News & Observer*, as well as two local Spanish-language papers, *Que Pasa* and *La Conexión*.

Since Fox Ridge is an apartment complex, secondary data specific to Fox Ridge residents were difficult to locate. Often, the most specific data we could find were at the county level. Fox Ridge residents are predominately Hispanic/Latino, so we used data on the Hispanic/Latino population for Wake County. When possible, we included data that were more specific than county level. Census figures for the City of Raleigh, Wake County, and State of North Carolina in 2000 were used to inform our analysis of primary data. For example, this information guided our

selection of residents and service providers to interview. Conversely, findings from our interviews and observations allowed us to consider explanations for trends noted in the secondary data.

Ultimately, we aimed to link the availability of secondary data on the Raleigh area Hispanic/Latino community with the appropriateness of services offered to that community by outsiders.

Limitations of Secondary Data

The secondary data on Fox Ridge are limited in several respects. First, both service providers and community members have indicated that a substantial number of Fox Ridge residents are undocumented. Undocumented residents are typically under-represented in census and other government surveys. Minorities were undercounted at a much higher rate than the general population in the 1990 Census, and Hispanic/Latinos had the highest undercount of any minority group. It is estimated that 1.5 million Hispanic/Latinos, or about 5% of the population, were not counted in the 1990 Census. Many immigrants are hesitant to answer surveys or return census forms because they fear that the information will be used by the Immigration and Naturalization Service to deport them (Traverso, 2001). Finally, the Hispanic/Latino population is a relatively new and rapidly growing population. We were forced to rely heavily on Internet data sources, as statistics reported by non-Internet sources were frequently outdated.

Anecdotal information suggests that Fox Ridge residents experience frequent interruptions in phone service. Since survey data is often collected by phone, residents with service interruptions are likely to be under-represented. Information collected by government and nonprofit social service agencies may exclude those who are unaware of, or choose not to access, their services. Finally, any survey involving primarily or exclusively English-language materials or staff would exclude those Fox Ridge residents who communicate primarily in Spanish.

Hispanic/Latinos in North Carolina

Over the past twenty years, North Carolina has experienced a tremendous increase in its Hispanic/Latino population, with Hispanics/Latinos now making up over 6% of the total population. Mexicans are the largest subgroup of Hispanics/Latinos in North Carolina (Suro & Singer, 2000) and are leading the latest migration wave to the Southeastern United States. Employers in North Carolina's farms and factories began to heavily recruit Mexicans to the state as temporary laborers in the 1980's and by the mid 1990's the state's Hispanic/Latino population saw a huge increase. Unlike earlier waves of Hispanic/Latino immigration, this latest wave of migrants to North Carolina is principally made up of young men who are not part of the traditional movement of seasonal migrant farm workers. Rather, they are moving into urban and suburban areas such as the Triangle (Raleigh/Durham/Chapel Hill), Greensboro and Charlotte and are staying permanently (North Carolina Center for Public Policy Research, 1999). The Triangle area has seen an enormous growth in Hispanic/Latino residents over the last ten years, with a 1,180% increase from 1980 to 2000 (Suro & Singer, 2000).

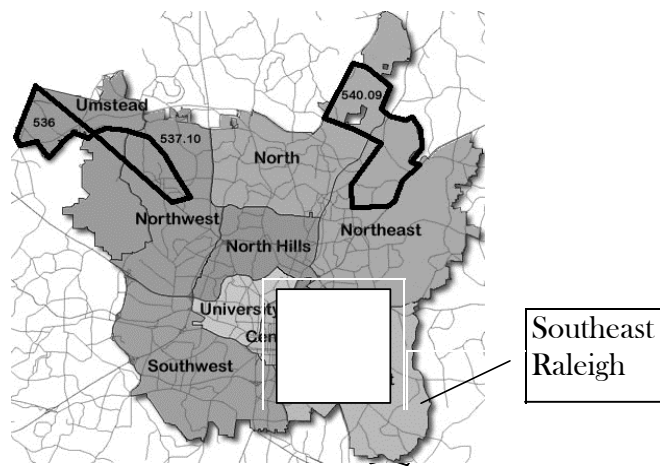
North Carolina has one of the highest populations of undocumented Hispanic/Latino immigrants in the country (Que Pasa, 2003). Recently enacted strict immigrations laws have made it increasingly difficult for undocumented immigrants to access health care and other social services and makes many immigrants wary of engaging with the health, legal and judicial systems for fear of deportation (Perry & Kennel, 2000). The Immigration Reform and Control Act strictly prohibits any employer in the United States from hiring undocumented workers. This law significantly impedes immigrants' access to well-paying jobs and employer-funded health insurance (Kanaiaupuni, 2000). The Illegal Immigration Reform and Immigrant Responsibility Act of 1996 bars undocumented aliens from most local, state and federal public benefits and severely limits access to social services that receive federal funding (U.S. Department of Justice, 2003). Thus,

immigration status is a barrier to economic stability, health care access, fair housing and legal protection for many Hispanic/Latinos living in Wake County.

Hispanic/Latinos in Wake County

Wake County's Hispanic/Latino population increased 133% from 1990-1997 (United Way, 2000). The county now has the highest Hispanic/Latino population growth rate in the entire country (Nuestro Pueblo, 2002). Hispanics/Latinos make up an estimated 5.41% of the population in the county (U.S. Census Bureau, 2000a) and officials estimate that the Triangle region receives 10,000 newly-arriving Hispanics/Latinos annually (Anders, 2002). Fox Ridge is located in Southeast Raleigh, one of the few historically African American communities in Raleigh (See Figure 1). Southeast Raleigh has experienced an influx of Hispanics/Latinos in the past ten years. The African American population in Southeast Raleigh dropped from 98% to 59% in the 1990s while the Hispanic/Latino population increased from 0.7% to 39.5% (Hennessey-Fiske, 2002). Apartment complexes like Fox Ridge Manor, once inhabited by African American families, are now predominantly Hispanic/Latino.

Figure 1. Map of Wake County, North Carolina



Source: Planning Department, City of Raleigh, 1997

Hispanic Magazine recently named the Triangle the 10th best metropolitan area in the United States for Hispanics/Latinos to live. The magazine cited the Latino Cooperative Credit Union, a strong Spanish-language media presence, a relatively low cost of living and the Mexican Consulate in Raleigh among some of the area's attractive points for Hispanics/Latinos looking to relocate (Anders, 2002). Despite this accolade, Wake County statistics on health, income, educational performance and other quality of life indicators for Hispanic/Latino residents suggest that the conditions of daily living are not optimal.

Geography and Transportation

Fox Ridge is an apartment complex located on Rock Quarry Road in Southeast Raleigh. (For a map of near by services and business refer to Appendix G). The complex is known by residents as "La Trescienta," the Spanish word for 300, because it is located about a mile from Exit 300 on Interstate 40. The surrounding neighborhoods include a number of low- and middle-income apartment complexes and public housing developments. The City of Raleigh is the state capitol of North Carolina, as well as Wake County's primary population center. All of Southeast Raleigh is served by the Capitol Area Transportation (CAT) system. Several routes serve the bus stop located at the entrance to the complex. The CAT buses do not run to Fox Ridge on Sunday (Capitol Area Transit, 2003). Children from Fox Ridge are reportedly bussed to non-local public elementary and middle schools, but public records on average school bus mileage were unavailable.

Health

A lack of dental screening for children is a health concern throughout Wake County. Only 18% of kindergartners and 4% of 5th graders in Wake County are screened, compared to the state averages of 86% and 79%, respectively. Limited access to preventive care makes it hard to prevent

and manage dental disease and illness. Documented barriers to health care access for Hispanics/Latinos include immigration status, language, financial strain, fear of deportation, and lack of knowledge about the health care system (Organista et al., 1997, Perry & Kennel, 2000). Many Hispanics/Latinos turn to local *tiendas* for health care, which offer traditional remedies and medicines (often illegal here) shipped from Mexico (Headrick, 2003a).

Hispanics/Latinos may rely on traditional remedies and unregulated medicines because of a lack of health insurance. Forty-three percent of Hispanics/Latinos in Wake County don't have health insurance, compared to 8% for all Wake County residents. Twenty-eight percent of Hispanics/Latinos in Wake County have never seen a doctor (United Way Triangle, 2002). In addition, the demographic shift in Wake County has been so dramatic and rapid that providers and health facilities are unable to fully meet the health needs of the Hispanic/Latino population. Most providers cite language as the greatest barrier to care (New South Productions, 2003). Despite poverty and unequal access to care, however, Hispanic/Latinos have the lowest infant mortality rate of any ethnic group in North Carolina (Solow, 2003).

Education

The Wake County Public School System (WCPSS) serves Fox Ridge youth. WCPSS serves over 101,000 students (WCPSS, 2002a). The racial/ethnic breakdown is as follows: White (62.9%), Black (28.3%), Hispanic/Latino (4.6%), Asian (3.9%), and Native American (.3%) (WCPSS, 2002a). There has been an 877% increase in Hispanic/Latino student enrollment from 1990-2001, from 466 to 4,551 students (WCPSS, 2002a).

There are 4,036 students in the English as a Second Language (ESL) program in Wake County (WCPSS, 2002a). This is a tenfold increase in the number of students participating in ESL from 1980, when the program began with 400 students (WCPSS, 2001). At its inception, the ESL

program was available in just five Wake County Schools. Currently, half the schools in Wake County have ESL programs (WCPSS, 2001). Fifty-eight percent of students in ESL speak Spanish, and most of the Spanish-speaking students are Mexican. WCPSS students speak over 100 different native languages in addition to Spanish (WCPSS, 2001).

Although Wake County has a lottery system to determine where their children will attend school, all Fox Ridge students in the WCPSS attended their assigned “base schools” during the 2001-2002 school year. The base schools for Fox Ridge children are Timber Drive Elementary School (grades K-5) and Centennial Campus Middle School (grades 6-8). Students from Fox Ridge who need ESL assistance must commute to North Garner Middle School or Garner Higher School, since the only base school that has an ESL program is Timber Drive Elementary School. The following table provides the racial/ethnic make-up of each school.

Table 1. Racial/Ethnic Make-Up of Fox Ridge Base Schools

	White	Black	Asian	Hispanic	Other	Total
Timber Drive Elementary	678	188	14	76 (7.5%)	19	975
Centennial Middle	303	228	8	28 (4.85%)	10	577
North Garner Middle	312	397	10	82 (10.0%)	16	817
Garner High	1188	654	22	117 (5.8%)	30	2011
Southeast Raleigh High	1021	824	33	11 (0.58%)	24	1913

Source: Wake County Public School Systems (2002b). Wake County School Profiles for School Year, 2001-2002.

As of October 2001, Timber Drive Elementary had 85 students in its ESL program, North Garner Middle had 54 students in its ESL program and Garner High had 69 students in its ESL program.

Educational performance is measured throughout a child's academic career through testing. End-of-Grade (EOG) tests are given at the end of each year, grades 3-8, to measure students' proficiency in the areas of reading and math. Table 2 shows the percentage of students tested

(grades 3-8), by race, who were at or above grade level on both the EOG reading and math test (WCPSS, 2002b).

Table 2. Percentage of students’ grades 3-8, in Wake County at or above grade level on both the EOG reading and math test by race, 2000 and 2001

	Spring 2000	Spring 2001
White	90.0	92.4
Black	52.4	57.9
Hispanic/Latino	60.6	66.0
Asian	90.9	92.6

Source: Wake County Public School Systems (2002b). Wake County School Profiles for School Year, 2001-2002.

Students who do not pass the EOG tests in eighth grade must take a competency test in math and reading as a requirement to graduate from high school. Table 3 shows Competency Passing Rates by Race for 2000-2001(WCPSS, 2002b).

Table 3. Competency Test Passing Rates by Race for 2000-2001

	White	Black	Hispanic/Latino	Asian	Native American
Reading	95.3	81.3	67.5	89.3	90.0
Math	95.2	79.9	69.7	93.6	86.0
Met Standard	94.4	75.5	64.4	88.6	86.0

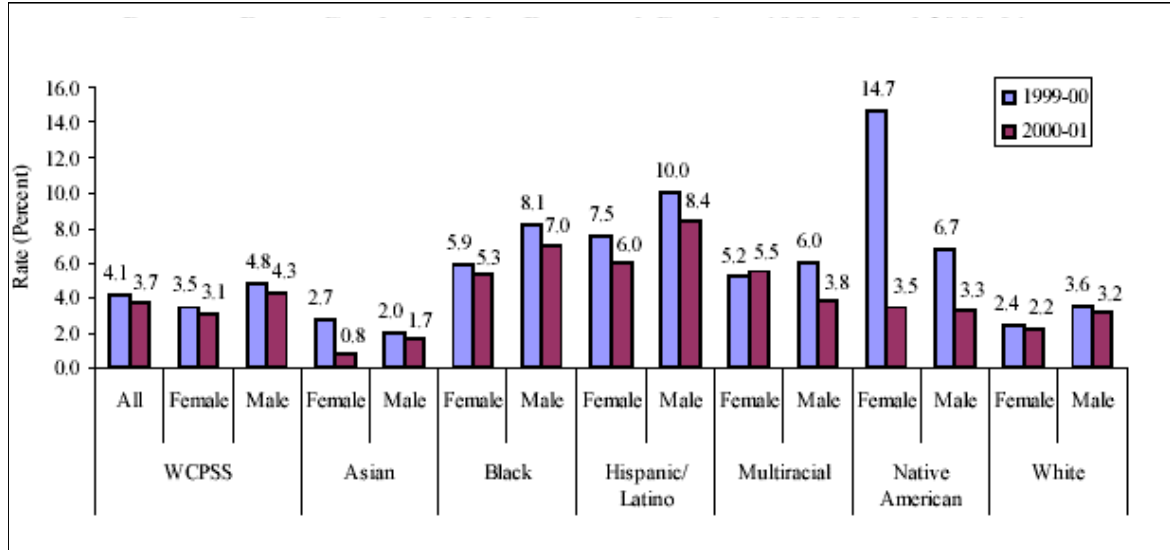
Source: Wake County Public School Systems (2002b). Wake County School Profiles for School Year, 2001-2002.

In sum, there is an educational achievement gap in Wake County between White and minority students, excluding Asian students. WCPSS is working to reduce this differential. Although Black and Hispanic/Latino student performance has been rising in recent years, much work remains to eliminate the gap (WCPSS, 2002b).

Dropout rates for all ethnic groups in WCPSS has been declining. However, as shown in Figure 2, the dropout rates among Black, Hispanic/Latino, and Native American students are substantially higher than those among Whites and Asians (note: there is a very small Native

American population in the WCPSS). For the 2000-01 academic year, the highest dropout rates were among Hispanic/Latino males (8.4) and females (6.0)

Figure 2. Dropout Rates Grade 9-12 by Race & Gender in Wake Co., 1999-00 and 2000-01



Source: Gaps in Academic Achievement: WPCSS Status 2001-02. WPCSS

Employment and Income

There are over 35,000 public and private businesses in Wake County paying total wages of over \$20 billion annually (Greater Raleigh Chamber of Commerce, 2002). The top five industries in Raleigh are: Education, Health & Social Services (18.8%), Professional, Scientific, Management, Administration, & Waste Management (15.2%), Retail Trade (11.0%), Manufacturing (10.1%), and Arts, Entertainment, Recreation, Accommodations, & Food Service (9.0%) (U.S. Census Bureau, 2000b). The influx of Hispanic/Latino immigrants over the past decade has contributed to economic growth within the state, providing a new labor force for many traditional industries including tobacco, agriculture, and food processing (Ross, 2002).

In 2002, the average unemployment rate in Raleigh (3.4%) was lower than the state unemployment rate (5.5%) (City of Raleigh). Over the past decade the unemployment rates in Raleigh and Wake County have remained below state and national rates (Greater Raleigh Chamber

of Commerce, 2002). The 1998-1999 Wake County Community Assessment indicated that Hispanic/Latino workers were at a significant disadvantage for finding employment due to a lack of technical and verbal skills, appropriate clothing, inadequate transportation, access to job resource information, and inability to afford child care (Wake Human Services, 1999).

The per capita income for Raleigh is \$25,113, compared to \$27,004 in Wake County as a whole (U.S. Census Bureau, 2000b&c). Seven percent of families and 11.5% of individuals in Raleigh live in poverty, compared to 9% of families and 12.3% of individuals in North Carolina (U.S. Census Bureau, 2000b&d). Twelve percent of participants in the 1998-1999 Wake County Community Assessment reported trouble providing their families with some basic necessity including food, clothing, shelter, utilities, household repairs, and rent or mortgage payments (Wake Human Services, 1999). Two percent of White families, 12.1% of Hispanic/Latino families, and 16.1% of African American families reported needing Food Stamps. Forty-nine percent of these families expressed difficulty in finding or receiving Food Stamps (Wake Human Services, 1999). Approximately 25% of Hispanic/Latino families in Wake County were living at or below the poverty level (Wake Human Services, 1999). This is compared to an overall poverty rate in Wake County of 5.1% (U.S. Census Bureau, 2002).

Very little statistical information is available on Hispanic/Latino laborers in North Carolina, Wake County, or the Raleigh metropolitan area. We include some national statistics here to illustrate employment trends particular to the Hispanic/Latino population. The 2000 Census reported that Hispanic/Latinos were more likely than non-Hispanic Whites to work in service occupations (19% versus 12%) and more likely to be employed as operators and laborers (22% versus 12%) (U.S. Census Bureau, 2001). Hispanic/Latinos are more likely to be harmed on the job than workers of other ethnicities. Hispanic/Latino workers make up approximately 16% of construction employees in the U.S., yet account for 23% of fatalities (Babcock, 2002).

The 2000 Census also reported that nationally, Hispanics/Latinos were less likely to hold managerial or professional occupations compared to non-Hispanic Whites (14% compared to 33%) and less likely to be employed than their non-Hispanic White counterparts (U.S. Census Bureau, 2001). Unemployment was higher for Mexicans (7%), and Puerto Ricans (8%) than for Cubans (6%) and Central & South Americans (5%) (Population Resource Center, 2001).

Language

Nine out of ten Hispanics/Latinos in the U.S. believe that immigrants need to speak English to succeed here, according to the 2002 National Survey of Latinos by the Pew Hispanic Center and Kaiser Family Foundation (Headrick, 2003b). Hispanic/Latino participants in the 1999 Wake County Community Assessment reported that their inability to speak English affected their quality of life (Wake Human Services, 1999). Language was a reported barrier to finding employment, helping children in school, dealing with landlords, securing services, addressing emergencies and other everyday problems (Wake Human Services, 1999). Thirty-two percent of Hispanic/Latinos reported attending classes to improve their ability to read and write English, while the 68% who did not attend classes cited transportation and child care as barriers (Wake Human Services, 1999). Of Hispanic/Latinos who reported needing language classes, 80% could not find them (Wake Human Services, 1999). Respondents also reported limited access to news and civic educational resources, such as Spanish-language public radio and television broadcasts (Wake Human Services, 1999).

Recreation

Wake County assets for recreation include but are not limited to: Wake County Parks and Recreation, YMCA and YWCA, Boys and Girls Club, Wake County Public Libraries, Boy and Girl Scouts, Big Brother Big Sister, Capital Area Soccer League (CASL), Wake County Cooperative

Extension 4 -H , and Communities in Schools of Wake County. Despite the wide variety of recreation opportunities in Wake County and the greater Raleigh area, 73% of Hispanic/Latino parents, compared to 50% of White parents, report their children do not participate in structured sports or other after school activities (Wake Human Services, 1999). Services providers surveyed in the 1999 Wake County Community Assessment stressed low income outlying areas in Raleigh such as Garner, a township just East of the Fox Ridge community, could benefit from after school programs for youth (Wake Human Services, 1999).

Fox Ridge Manor Survey Data

In 2002, the Raleigh Police Department conducted a survey in Fox Ridge to identify community concerns about crime in the complex (Raleigh Police Dept., 2002). A total of 140 questionnaires were administered, asking respondent to identify important concerns related to crime. The top crime related concerns cited by residents were alcohol violations (51.42%), weapons violations (12.14%) and noise violations (9.29%).

Community Voices for Children, a family support and leadership development program of Wake County Cooperative Extension, conducted a Fox Ridge survey the same year (Community Initiatives, 2002). Community Voices surveyed 40 Hispanic/Latinos living in Fox Ridge to get community feedback about the function of the closed community center in Fox Ridge Manor. Fifty-five percent of the interviewees did not know why the center had been closed and 80% wanted to see the center reopened. The top community priorities for services offered through the community center were after-school programs, early childhood development programs and a women's support group. Sixty-eight percent of respondents said that they would be willing to volunteer to staff and run the center if it were reopened.

The Action Oriented Community Diagnosis Process: Methods

Five University of North Carolina public health graduate students worked with Fox Ridge to conduct an Action-Oriented Community Diagnosis (AOCD) over the 2002-2003 school year. The AOCD process is used to help understand the many sides of a community, including its norms, values, culture, power structure, history, and patterns of communication (Eng and Blanchard, 1991). The goal is to develop an insider's view and understanding of the community through extensive fieldwork (Steckler et al., 1993). Eng and Blanchard (1991) describe the basic steps an AOCD as follows:

1. Specify target population
2. Review secondary data sources
3. Conduct windshield tours
4. Interview local service providers
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6. Tabulate the results for the secondary data and primary data
7. Present the findings back to the community

Prior to conducting interviews with service providers and community members, the research team obtained approval from the UNC School of Public Health's Institutional Review Board (IRB), a panel of experts that reviews the protocol of research studies, including all materials to be used in the study, to ensure that no harm is done to the human subjects involved in the research project. See Appendix B for the approved IRB application.

Collecting Primary Data: Interviews

Our team worked under the guidance of a preceptor from the Wake County Human Services 4H Youth Development program. Both interviews and focus groups were conducted with key informants to gain an understanding about what daily life in the community is like. See Appendix C for the final version of the interview guides used in interviews and focus groups.

IRB regulations prohibited research team members from approaching community members to request an interview without a prior referral from service providers or other community members. Our preceptor made initial contact with several community members and service providers to ask if they would be willing to interview with the team. We received several referrals from service providers to other service providers, but were unable to obtain referrals from community members to community members or service providers to community members. Thus, our preceptor was the team's only source for community member contacts.

Interview Guide Development

Before we conducted interviews, the team developed interview guides for service providers, community members and focus groups (see Appendix C). The guides were prepared in both Spanish and English. Guides were developed based on interview guides used in past years, input from our preceptor, and secondary data analysis. We pre-tested the interview guides with a service provider and a community member and subsequently revised any confusing or unnecessary questions. As we continued conducting interviews, we modified the guides as new information appeared or questions proved to be unclear.

The guides were developed to address community life, and the assets and needs of the community. The community member and focus group guides included questions about daily community life, strengths and needs of the community, physical environment of the community, community functioning, sources of instrumental, informational and affective support from within and outside of the community, and suggestions for how to present the data back to the community at the community forum. The service provider guide included questions about services offered, community life, key community leaders, strengths and needs of the community, and suggestions for the community forum.

Conducting the Interviews and Focus Groups

Interviews were conducted in the language with which the participant was most comfortable. A fact sheet informed participants of the project's purpose, their role in the process and their rights as participants (see Appendix B). Fact sheets were used in lieu of a signed consent form to guarantee participant anonymity. No community member names or identifying information was ever linked to the interview transcripts.

One student conducted the interview while a second student served as interview note taker. The interviews were also taped with the participants' verbal consent. Immediately after the interview, the students completed a debriefing form which included questions about the physical layout of the meeting area, events before and after the interview took place, and nonverbal cues. Within a week of the interview, the note taker transcribed the interview, using the tape and notes from the interview, and then erased the tape.

Collecting Primary Data: Field Notes

Another source of primary data was field notes of each team member. Each team member kept extensive field notes on their observations and interpretations of interactions with service providers and community members during the community diagnosis process, as well as descriptions of the physical environment of the community and its surroundings. The field notes served to trace the evolving perspectives of each team member as we spent more time in Fox Ridge with community members and in interviews with service providers. Team member field notes often helped to obviate the strong influence that initial interviews with service providers had in our view of the Fox Ridge community. For example, many service providers spoke often of the transitional nature of the Fox Ridge apartment complex and many of team members' field notes reflect that assumption, one that was later proven to be untrue, The majority of the community members

interviewed had resided in Fox Ridge for at least two years and often five to eight years. Field notes were also important in helping team members separate subjective reflection and reaction from objective fact and experience as gathered from focus group and individual interviews.

Analysis of Primary Data

Primary data analysis included comprehensive examination of interviews and field notes. After the research team conducted the first ten interviews, we reviewed the interview transcripts and extracted common themes to form the basis of a codebook. Large, more general categories called domains were developed first. Some domains were then further broken down into specific codes. Each domain and code was clearly defined to increase the accuracy of the coding process. See Appendix D for the complete list of domains and codes.

Once the note taker transcribed the interview, the interviewer and another team member not present at the interview reviewed the transcript and coded the data using the codebook. After both team members individually assigned domains and codes to the interview responses, the interviewer would look at both copies and reconcile any differences. The final copy was given to another student to enter into an Access database, which was used as a data management tool. The database allowed team members to organize the interview transcripts into domains and codes and query data by various attributes: domain, code, date of interview, community member or service provider. Once all of the interviews were coded and entered into the database, the data was categorized by domain and code and compiled into summary sheets. Team members reviewed the summary sheets and subsequently developed the themes that are presented in this document.

Planning the Community Forum

The culmination of the AOCD process is the community meeting organized by team

members and a community planning committee. The community meeting has two principle objectives: to present the findings from the community diagnosis and to provide an opportunity for community members and service providers to reflect on salient community issues and discuss future action steps. The research team invited community members and service providers to form a planning committee to provide guidance and logistical support in the planning of the community meeting. We held three planning meetings prior to the forum. At the request of the community members interested in participating on the committee, the planning committee meetings were held on Thursday evenings at 6 pm on the basketball court at Fox Ridge. Holding planning committee meetings at Fox Ridge ensured that we would have community member participation in the meeting. We believe that the meeting time and/or location may have deterred service provider participation.

The goal of the first meeting was to determine the time, date, and location of the forum. We also wanted input about food and raffle prizes as well as how to publicize for the event. They advised that we post flyers (see Appendix E) on each apartment's door and mail the flyers to the service providers to post around their offices. At the second meeting we discussed the themes from the analysis of primary data. The team summarized the fifteen themes that occurred most frequently in community member and service provider interviews and asked for further input and clarification to ensure that the initial analysis of the themes coincided with community member experience. The planning committee picked the top three themes that they thought should be discussed at the forum. Planning committee members discussed the best way to present the themes and methods for ensuring community participation in the discussion. With the planning committee's help, we determined that beginning with a large group introduction followed by small group discussions around the themes and concluding with a large group discussion would encourage active participation. At the third meeting, team members presented the short skits that would be used as

triggers to spark group discussion at the community forum. Community members provided suggestions on how to better focus the triggers and make them more applicable for Fox Ridge residents. We also discussed strategies for last minute advertising and recruitment of participants. For a comprehensive description of the community meeting planning process, please see Appendix F.

Primary Data Analysis

Sixteen major themes emerged from our interviews with service providers and community members. In this section, we will discuss the perspective of service providers, the perspective of community members, and then compare the two perspectives for each theme to illustrate similarities and differences between them.

Language: Service Providers

Language is a barrier that affects all aspects of the lives of Hispanics/Latinos in Fox Ridge, including accessing services, communicating with school personnel, and communicating with their landlord. “Services are available but not accessible.... if they pick up a form to fill out, it’s in English, it’s like scribble because they don’t understand....even with transportation the signs and information are in English”. Many services providers spoke of changes their agencies and organizations have made or are making to address this issue: “we have a lot of bilingual/bicultural staff,” “we provide English and Spanish translation of materials,” “we learn survival Spanish,” “the nurses are bilingual and if they are not they go with an interpreter,” “every time they have a new job listing they advertise for bilingual/bicultural people,” and “training in Spanish is offered through the administration for all teachers.”

In addition, many service providers noted residents’ interest in learning English. “We met with residents about their concerns because they know better than we do, and the first thing they

said was that they want to learn English.” Another service provider said, “if I had a magic wand I would give the parents English classes so that they could be less frustrated, so they could feel included and know what is going on.”

Language: Community Members

Lack of English language ability and the lack of Spanish language services or interpreters were cited as major challenges for the Hispanics/Latinos living in Fox Ridge. Language as a barrier ran through conversations with community members about housing concerns, barriers to parental participation in their children’s education, employment and access to medical and social services. Residents often spoke of having to rely on their children to provide them with interpretation at the schools, in stores and at the clinic. “They [the school] send these notes home in English. So the teacher tells my daughter everything that she needs to tell me, but my daughter forgets to tell me.”

Language: Comparison

Both service providers and community members identified language as a barrier to all aspects of the lives of Hispanics/Latinos. Although service providers are beginning to be responsive to the language barrier, through hiring bilingual staff and having employees take Spanish classes, the lack of English language ability isolates Hispanics/Latinos from the rest of the community. Service providers would like opportunities available for Hispanics/Latinos to learn English, so that communication can increase between service providers and community members.

Family: Service Providers

Service providers remarked again and again that the biggest strength of the Hispanic/Latino community in general and Fox Ridge specifically was the support that family provided one another. When service providers spoke of families it was in reference to a network of close friends and extended family. Service providers commented on how community members in Fox Ridge rely

heavily on extended families for help with everyday tasks as well advice about accessing different services. “Family support is a strength of the Fox Ridge community. Relatives work together to take care of their children. The extended family is a cohesive unit.”

One drawback of family functioning that service providers mentioned was that the considerable amount of time that fathers have to work in conjunction with the Hispanic/Latino cultural norm of women being the predominate caregiver often leave the youth, especially young men, without positive male role models. “Father involvement in day-to-day life is low simply because they work 10-14 hours. When you work that much it is hard to be involved and traditionally they have less of a role with the kids. Usually raising the kids is the mother's role in this culture...Positive male role models are necessary for young men. That is my strong opinion...There aren't any role models in Fox Ridge, so boys are more independent from the family.”

Family: Community Members

Support from family members living in Fox Ridge was important to some community members. “My brothers and sisters help me. There are 6 of us here. It’s nice how we support one another... about six years ago my father died...and everyone here supported me” However, this experience seemed more the exception than the rule. One interviewee said, “We don’t have anyone. No, just about no one. We don’t have family here.” This feeling of isolation and lack of support was echoed by many other residents.

Family: Comparison

Although service providers stressed that family was one of the biggest strengths of the Fox Ridge community, community members generally did not feel as though they had family support in Fox Ridge. Community members did not mirror service providers’ perception that the

Hispanic/Latino community in Fox Ridge was one strongly bound by familial ties. Residents felt that Fox Ridge was a temporary home and did not invest time into forming bonds with neighbors.

Health: Service Providers

The health problems most often mentioned by service providers included substance abuse, alcohol abuse, and domestic violence. Several agencies are working in the Fox Ridge community one-on-one with families to educate them about various health issues, but they are quick to point out that what they are doing is not nearly enough. “As far as healthcare, I think that women and children are pretty much covered. What I worry about is the men. There are a lot of health issues and not many places to go to. I guess they can go to Corner Stone and there’s a couple of other places... If they get a nasty cold or flu they just go to the ER all the time.”

Service providers mainly try to raise awareness of health services by talking with as many community members as possible. In the past, the biggest outreach efforts have been concentrated on STD and pregnancy prevention. “One time we had a project where we went out for a month giving out information on syphilis and we were interviewing every resident there who had slept with a prostitute. We were out there every single evening for a month. We had a nurse and a doctor doing blood work, and as the social worker I was giving them information on how to protect themselves and have safe sex.” Service providers also mentioned that it is important to tell community members where they can go to receive services.

Health: Community Members

The cost of health care was often cited as prohibitive for many Fox Ridge residents. “I have asthma...and pains in my legs and feet, but I have been taking it for two years now because I don’t want to go to the doctor. I owe so much in medical bills now, I don’t want to go more into debt. So I just take it.” Community members spoke of the frustration of losing the few benefits that they

qualified for when they were able to find work: “Minimum wage is seven dollars and sometimes we just don’t have enough to pay the bills. And Medicaid will sometimes help with food for the children. But when I went back to work, they wouldn’t help me anymore. And I didn’t earn that much working, but when I took in my pay stub, they gave me less. And if my husband is working, they won’t give me anything either.”

Additionally, the bureaucratic requirements were often cited as huge barrier to services for the community members interviewed. Most residents were aware of the sliding scale plan that was available to them at the WCHHS and the hospital, but they talked about the obstacles that often made it difficult for them to qualify for sliding scale and payment plans. Community members stated that in order to qualify for any help from “the clinic” or other social service programs, one had to present a pay stub as evidence of earnings. Undocumented workers are often paid by their employers in cash and are thus unable to present a pay stub as evidence of earnings in order to qualify for food stamps or sliding scale services.

Residents of Fox Ridge had mixed perceptions about the availability of Spanish interpreters in clinics and hospitals. Some residents stated that when they utilized health care services in Wake County, there were either Spanish speaking health care providers or interpreters available. As one community member stated: “When I go to the clinic, there is always an interpreter there – at the clinic on Sunnybrook [Wake County Health and Human Services].” Others spoke of different experiences when accessing medical care. “Sometimes when you go to the hospital, no one there speaks Spanish and you have to wait a long time, even an hour or more, for an interpreter to get there.”

Health: Comparison

Whereas service providers mentioned specific health problems that affected the Fox Ridge community and different programs that were provided to address these problems, community

members emphasized the barriers to receiving adequate healthcare, such as language and lack of health insurance and affordable health care. Service providers wanted to make community members aware of all the services that were available and accessible to them, but they did not discuss specific plans of action. Also, they were concerned about the lack of health services available for men.

Services: Service Providers

Services provided to the Fox Ridge community include health services, youth programs, and other social services. In addition, churches often provide a variety of services to residents in Fox Ridge. They bring vans to take residents to Spanish services and some also help with necessities like food and clothing. Service providers also said that some religious organizations run health clinics in the nearby area, but aren't sure how much they are being used.

The biggest hindrance to agencies' ability to provide appropriate and high quality care to the Hispanic/Latino community was language. "We don't have any Hispanic staff. There is a need. We all have taken [Spanish] classes at some point. We know a few words, but not much. We're not fluent in it." More agencies are hiring bilingual staff, but there are still not enough to match the growing number of Latinos moving into the community. Therefore, even though services are often offered in Spanish, language is still a major barrier to accessing and receiving equal care. One suggestion many service providers raised was offering more ESL classes to parents.

In addition to language, service providers mentioned cultural norms of the Latino community, which impacted their relationships with Hispanic/Latino families. One such example is the service providers' perceptions that Hispanic/Latinos operate with a different sense of time. "Latino parents are not as punctual as teachers would like them to be. There is a different understanding of timeliness. Parents are not being disrespectful by showing up late to teacher

conferences and other events... Latino parents are thankful for everything that the school does and this means a lot to teachers.” Service providers mentioned that increased awareness of these cultural differences often aid in improving relationships between service providers and their Hispanic/Latino clientele.

In the past, community leadership in Fox Ridge limited the availability of services to community members. “...there were a couple of people that were hired by Joyner to act as rental agents. [They] boxed out a lot of programs, unless they got their cut they didn’t want anything to do with it. The Legacy Foundation was going to set up a computer resource center, but ...[the community members hired by Joyner Realty] just took over and did with it what they wanted, who knows what happened to the computers.” Service providers mentioned that although that leadership has left Fox Ridge it has been difficult to identify new community leadership and begin working there again.

Community trust in service agencies is low because there is a history of services being brought into the community for short periods and leaving when funding runs out. “One of my concerns is that it [Fox Ridge] is identifiable community by the outside--they think this is a Latino community that they can go in and gauge. I wonder if the community feels like guinea pigs? Here they come again...The services are not consistent.” Many suggested that agencies needed to communicate better and work together to find funding sources that could ensure the sustainability of services that are brought into Fox Ridge.

Services: Community Members

Community members cited a lack of awareness of services available to them as a barrier to accessing care for themselves and their families. Most community members stated that they learned of services and support through friends or family members that had lived in Raleigh for a while, rather than through formal channels. When asked about affordable and accessible social services

that were most commonly used by community members, one Fox Ridge resident replied: “I don’t know. There isn’t that kind of help for us. It is possible that there are free services for people, but nobody knows where they are.”

Community members noted that a number of area churches offer services in Spanish. Several send buses to Fox Ridge to transport interested residents to Sunday services. Residents had varying impressions of the importance of church charities in their community. One interviewee noted that Urban Ministry brought food, clothes and furniture to Fox Ridge, and offered assistance with prescription drugs and glasses as well. Other said that they didn’t look to the church for practical assistance.

Services: Comparison

Service providers seemed eager to work with Fox Ridge to provide various services, but were aware that their ability to provide services was affected by the difficult relationship past leadership in Fox Ridge and the history of services coming into and leaving Fox Ridge within a short period of time. Community members felt like there may be affordable services available, but they were not aware of them, and therefore could not access them.

Transportation: Service Providers

Lack of transportation was a barrier almost all service providers mentioned. It limited the ability of community members to keep appointments and participate in recreational activities with their families. “Coming to the appointment [is a barrier]. Getting a hold of them and making sure they keep their appointment. Since they live in Fox Ridge, they don’t qualify for the van service. They have to take the bus and some don’t know how to take the bus.” Many agencies said that they provide transportation to allow community members to participate in their events.

Service providers also noted that community members have difficulty navigating the city’s

bus system. Service providers pointed out that all bus system information and signs are only in English. Some professionals mentioned that they felt the community needed to be taught how to use the bus system, especially since the bus system in the Fox Ridge area is that it runs more frequently than other areas in Raleigh and could be a valuable resource to the community.

Transportation: Community Members

Fox Ridge residents reported a variety of transportation strategies, including car pools, personal cars, public transit buses, and employer-operated vans. A number of interviewees described the bus system as convenient and easy to use. Many residents do not own cars, and transportation to and from work and grocery stores is sometimes problematic. "...There are buses here from Monday to Saturday. I use the bus to go to work, but there are no buses on Sunday, and when you work in hotels sometimes you have to work on Sundays." One interviewee reported that residents with cars are able to travel to Super Kmart, while those without cars typically walk to Food Lion or local convenience stores. Many female community members are hotel employees and often have to work on Sunday, when buses do not run. Traffic at the entrance to Fox Ridge is another problem. Around 8:00 AM and 6:00 PM, congestion on Rock Quarry Road is severe and entering or exiting the complex is time-consuming.

Transportation: Comparison

Both service providers and community members noted the bus system as a main form of transportation, but service providers commented that the bus system was not easy to navigate because all of the signs and schedules are in English. Several community members were happy with the system overall, but remarked that buses do not run on Sunday when many residents have to work. Service providers recognized the need to provide transportation to their events to ensure the maximum amount of community participation.

Recreation: Service Providers

Fox Ridge has an area with a volleyball net, and two basketball hoops and an open field that can be used for soccer. Unfortunately, this area has become run down and is now rarely used for these activities. Several agencies pick up the children in Fox Ridge and take them to their centers for sports and recreational activities. However, most service providers would rather see recreational opportunities available in Fox Ridge itself. “They need their own, a larger, community center. They had one. It was taken from them. They should get another one, and then it should be run by community programs... They should have a say in what is theirs. Sports programs are important. They have large amounts of land. You can easily put a football field there, a soccer field there. The community should be responsible for maintaining it. When you’re responsible for maintaining your programs, and then they’re your programs, there is a pride.”

Most mentioned that there is nothing in Fox Ridge to keep kids occupied and away from gangs and other destructive behavior. They would like to see a playground or other area for recreation added. Service providers feel that reopening the community center would provide a good base for more recreational and educational programs to be offered. According to one service provider, a survey was done in the community and “the resident’s were overwhelmingly in favor of the creation of a new community center.” Many service provider agreed saying “the community center needs to be opened back up... it is the key,” “they need the community center because there is nothing to do for the kids and that’s why the gang problem is getting so big.”

Recreation: Community Members

Adults in Fox Ridge have a lack of free time. When asked about common activities for adults during their free time, one community member laughed: “I don’t have free time. When I am not working, I am here taking care of my child, or cleaning, or washing clothes.” Many adults interviewed spoke of their free time as the chance to catch up on housework, prepare food for their

families and run errands. In their limited spare time, adults reported going to church, going shopping, going to the movies, watching television, listening to music, drinking beer, sewing, and relaxing with friends. Interviewees said they would appreciate having a community room and more time for recreation.

Children in Fox Ridge participate in a wide range of recreational activities, including participating in YMCA and church youth group programs, playing soccer and basketball, going on walks within the complex, listening to music, and learning boxing. A few play in the nearby public park or swim in the municipal pool. Community members felt that children would benefit from having places within the complex to play and do their homework apart from those frequented by young adult men. Many parents of small children in Fox Ridge were hesitant to allow their smaller children to play outside in Fox Ridge. “The basketball court is dangerous. There is broken glass, the teenagers out there causing trouble... I am afraid for my children here.” More after school programs and a computer class were also suggested by community members.

Recreation: Comparison

Although children in Fox Ridge keep themselves busy, both service providers and community members noted the need for a recreational area in Fox Ridge to keep children out of trouble. Service providers mentioned activities off-site that children could participate in. However, they felt as though the majority of children in Fox Ridge were not benefiting from these programs.

Immigration: Service Providers

Wake County has seen a dramatic growth in its Hispanic/Latino communities over the past decade. Service providers noted this demographic change in Fox Ridge. “Five years ago it was 90-95% Black, now it’s at least two-thirds Hispanic.” One service provider’s perception of this growth was, “they come to send money back to Mexico and when they get here they see how nice it is and

they don't leave." He/she added, "they start families here, their kids go to school, they need health care, and that starts all the issues."

The dilemma of service eligibility for Hispanic/Latino immigrants was well noted by service providers. "Families that are document qualify for more services than families that are not documented." An undocumented pregnant woman for example, "does not qualify for Medicaid for Pregnant Women (MPW), Section 8 housing, or the full benefits of WorkFirst." So whereas "a family that has papers may receive \$300/month, an undocumented family only receives \$180/month because only the child gets WorkFirst." Another service provider elaborated, "lack of income and communication with agencies adds to the problem of access." "Kids who have Medicaid and food stamps have questions about it, pregnant women don't know what to do with Medicaid, there is no training on how to use public transportation, and people don't know about service." Another service provider spoke of a lack of trust stating, "they are also scared of immigration and they connect us with immigration so that is difficult." Someone else added, "they are Latinos so they fear that if they bark too loud and they're not documented, they will get evicted."

The issue of acculturation was specifically mentioned by one service provider who noted, "they need to integrate into American society as it exists." Adding, "when I went to their countries I didn't expect them to change their rules for me, I expected to conform to their rules."

Immigration: Community Members

When community members were asked about the demographic changes in Fox Ridge over the last few years, residents who had lived in Fox Ridge for five years or longer spoke of the dramatic shift in community make-up. "When I moved here it was pure blacks here. Now it is pure Hispanic." Many Hispanic/Latino residents refer to this demographic change within the community when they discuss their concerns about Fox Ridge. "All of the problems that we have now are

because of the Hispanics. Yes, because they drink and there is a lot of noise. You can hear it throughout the apartment complex.”

Immigration status is a major concern for Hispanic/Latino residents and is a common theme that runs through conversations about employment, discrimination, service eligibility and housing. The vast majority of the Hispanic/Latino residents that were interviewed are undocumented and are thus ineligible for many government benefits and social service programs. Many community members spoke of the difficulties in navigating the social services system without proper identification or a social security number. “I went to the clinic for medical care and there they always ask you for a pay stub. For any services that you need, they ask you for a pay stub. I don’t work so we have to show my husband’s income before they will help us. But he doesn’t have a pay stub. He gets paid in cash. They won’t accept that, so what can we do?”

Fox Ridge residents also talked about the preferential treatment that people “with papers” receive compared to the treatment that undocumented immigrants receive. “The children that were born here in this country, they do have rights and they do have their papers. And when we go to the clinic, the children are treated well. I am the one that doesn’t get treated well, because I don’t have my papers.”

Community members spoke a lot about the fear that Hispanic/Latinos feel due to their immigration status. Many expressed feelings of fear and vulnerability because they perceive that they do not have any rights here. “We [Latinos] are too scared to say anything. We are scared that if we raise our voices, they are going to deport us.” This fear of deportation often leads to a lack of trust on the part of community residents when they come into contact with service providers. “When the police have come here to give us workshops or talks, the younger men won’t go. They don’t go out of fear that the police will grab them and send them back to Mexico.”

The Hispanic/Latino residents also spoke of their perception that they are taken advantage of because of their legal status. “It isn’t fair. We get taken advantage of because people know that we don’t have papers, they know that we are scared of being deported.” One community member spoke of the “daily humiliation” that Latinos feel here because they are forced to “put up with discrimination and abuse” because people know they will not protest or report them to the police out of fear of deportation. Some community members talked about the importance of Hispanics/Latinos knowing and understanding their rights in this country and immigrants as a way of protecting themselves from discrimination and abuse.

Immigration: Comparison

Both service providers and community members commented on the demographic change of Fox Ridge from predominately African American to predominately Hispanic/Latino. With the rise of Hispanics/Latinos in Fox Ridge, immigration has become a community concern. Service providers and community members mentioned that undocumented immigrants were often ineligible for services, such as Medicaid, food stamps, and Section 8 Housing. Undocumented Hispanics/Latinos being taken advantage of by service providers, landlords, police was brought up by both service providers and community members.

Economics/Employment: Service Providers

Although service providers were aware of the main sources of employment for Fox Ridge residents, employment concerns and economic need was not a commonly touched-upon theme by service providers. Only one service provider spoke of residents’ struggles in making ends meet. “The kids look healthy, they look well, they have clothes and shoes, but I imagine making ends meet is a tough thing.”

Economics/Employment: Community Members

In contrast to the service providers, a number of residents cited poverty as a central quality of life concern. Many complained of low pay and described exacting work schedules. One interviewee said that most Fox Ridge residents come to the United States solely to work. “People come here to work, not for school, not for anything else, just to work. And all the money that they make they send to Mexico and then the weekends come and they don’t have money to eat with.” She asserted that this narrow focus on working and sending money home kept many male residents from being involved parents and contributors to the local community.

Fox Ridge residents work in a variety of low-paying jobs, including construction, factory work, and the hotel industry. Many residents cited unemployment as a central concern. Some felt that unemployment among Fox Ridge residents, especially for undocumented workers, had worsened since September 11. “There is more unemployment among Latinos since September 11, because a lot of Latinos don’t have papers and it makes it difficult for them to find work.” One community member suggested that employment-related stress was an important contributor to the social isolation some Fox Ridge residents experience. “People come here and they work all the time. They just think about themselves and getting by and they don’t help each other out.”

Community members reported a number of employment issues specific to their status as immigrants. These included anti-Latino discrimination in hiring; language issues; and limited options for people with no documentation. One resident described the abuse of Spanish-speaking Fox Ridge residents by employers: “There are people who come here to look for people to work and sometimes they go to work and they don’t pay them...or they pay them whatever they want to. It happens in the CD factory.”

Economics/Employment: Comparison

Although only one service provider directly brought up economics, the issue of economics

was brought up indirectly by service providers through their comments on lack of affordable/available services and the need of community members to work long hours to make ends meet. Several community members cited poverty as a concern and discussed the high rate of unemployment, especially among undocumented immigrants.

Education: Service Providers

Speaking with service providers, it was evident that the Hispanic/Latino community is a new population that the school system is just beginning to be able to serve. Representatives from the Wake County Public School System discussed different strategies that they are using to better serve Hispanic/Latino families, such as enrolling teachers and staff into Spanish classes, increasing the number of ESL teachers/bilingual staff, and having bilingual parent liaisons work specifically with Fox Ridge families to help them navigate the school system. One school administrator talked about efforts at a local elementary school to encourage and facilitate Hispanic/Latino parental involvement in the schools. “They send notes home in Spanish and called homes to inform parents about these information sessions and provided transportation and child care to parents who wished to attend the information sessions.” However, service providers believe that more work is required before the schools are adequately prepared to work with the Hispanic/Latino community. Although many schools have taken steps to better serve Hispanic/Latinos, there are still a variety of services that are only offered in English, limiting the ability of Latino parents to participate in their children’s education.

Many service providers commented on the way the language barrier limits parental involvement. Some wished that parents had better access to ESL classes. “If I had a magic wand, I would give the parents English classes so that they wouldn’t be so frustrated. They seem to be out of the loop. I see them go to school and try to talk to their kids’ teachers and they can’t.” In

addition, several service providers believed that Hispanic/Latino parents had a general distrust for the school system and this was another factor that limited parental involvement. Service providers noted that children were being bused very far to attend certain schools, and some felt that this limited their access to recreational and educational after-school activities. “Another thing that worries me is that I think these kids get bused really far away. I know that’s a problem... If they miss the bus, there is no way the parents can take them all the way to Cary to take them to school right after the school day may prevent children who live some distance away from participating in enrichment activities outside of regular school hours.

Education: Community Members

Wake County Public School System [WCPSS] recently implemented a year-round school calendar, in which students attend school for nine weeks and then have a three-week vacation. The parents we interviewed were unanimously opposed to this school calendar change. Many parents were concerned about finding childcare or daytime activities for their children during the frequent breaks. Some mothers also worried that their children would not learn effectively with the new interruptions between quarters. “They go for a few weeks of school, then they have vacation and they forget everything that they learn.”

The language barrier was mentioned in reference to the educational system in Wake County. Many parents in Fox Ridge expressed their frustration at being unable to more actively participate in their children’s education. “We go to the meetings at school and sit there with all the parents for an hour. And the entire meeting is in English and we listen - Blah, blah, blah, blah, ‘thank you very much’. That is all we ever understand, the Thank you very much at the very end of the meeting.” Many parents mentioned that their children bring home notes from the teachers and information from the school entirely in English, which limits their ability to keep up with the school’s academic and administrative requirements. Parents told of their children coming home from school with

packets of photos that had been previously taken of their children. “They came home with pictures already taken, without even asking our permission and a bill for \$45. I didn’t know what to do. It was so expensive, but I just paid it.”

Parents of Fox Ridge children are very committed to participating in their children’s education and have identified key points of change that would facilitate their participation. Community members expressed the need for on-site interpreters and translators at their children’s schools to translate the materials sent home with the kids and for meetings between teachers and parents and other school meetings. Parents also cited the provision of transportation to and from Fox Ridge for school meetings as necessary for their participation.

Education: Comparison

Both service providers and community members noted language as a major barrier to clear communication between schools and parents. School representatives discussed different measures that they were taking to accommodate the Hispanic/Latino community, but stressed that there was much progress yet to be made. Service providers also voiced concern about the effects of busing policies on Fox Ridge children.

Housing: Services Providers

Generally, service providers said that the Fox Ridge apartments are substandard and that the landlord is taking advantage of members of the Hispanic/Latino community. “The homes there are nasty. They have a hard time calling there and defending themselves. The landlord is taking advantage of them because they are Latinos and they’re not documented and if they bark too loud they will get evicted.” This situation may be exacerbated by the fact that undocumented Hispanic/Latinos are ineligible for Section 8 housing and therefore must deal with private landlords. Service providers suggested that tenants do not fully understand their rights and are often treated

unfairly by service vendors, employers and landlords. Numerous service providers mentioned two former Fox Ridge residents who worked as agents for Joyner Realty. Both worked as liaisons to residents and new renters, helping families fill out rental applications and overseeing rent collection and repairs. “They would charge them like 800 dollars for a deposit, giving Joyner 500 and pocketing 300 and things like that. And people were telling us that was going on but we couldn't get a witness to testify so there's not a lot we could do.” Complaints against Joyner Realty were brought to the NC Fair Housing Center, but do not appear to have been followed up.

Service providers believe that there are currently no bilingual workers for Joyner Realty, and that this prevents communication between the landlord and tenants. Service providers commented that housing conditions at Fox Ridge have not improved in recent years, and tenants continue to tell them that maintenance requests are not completed in a timely manner.

Housing: Community Members

Residents had mixed opinions on the quality of their housing. Several interviewees described the general environment at Fox Ridge as pleasant or adequate. Another viewed litter as a significant problem: “There's trash scattered everywhere. And for me personally, I don't know about the community as a whole, it looks tacky from outside.” However, one interviewee noted that management does frequent cleanups of the outdoor areas, removing trash and furniture.

One resident spoke approvingly of the physical condition of the apartments and the responsiveness of the management: “When something doesn't work well they come to fix it.” Many others reported that management is very slow to respond to maintenance requests, and that residents are often charged for routine apartment repairs. Several said that regular maintenance was neglected. “They don't change the carpet. They don't paint the walls.”

Many residents said that communication with Joyner Realty was difficult because they do not have any bilingual staff. The absence of Spanish speakers and written materials in Spanish

forces many into paying for assistance filling out the rental application or interpreting for them at the rental office.

Housing: Comparison

Service providers and some residents believed that Joyner Realty was not responsive to tenants' maintenance needs. Other community members were satisfied with the quality of their housing. Both service providers and community members felt that language was a barrier in dealing with rental and apartment maintenance issues, since they believe that no employees of Joyner Realty speak Spanish. Community members and service providers alike asserted that Fox Ridge residents are taken advantage of because they cannot communicate effectively with Joyner.

Race Relations: Service Providers

Service providers said that racial tension exists between African Americans and Hispanic/Latinos in Fox Ridge. Fox Ridge used to be predominately African American, but in the last five years has become predominately Hispanic/Latino. From their experience working with community members, service providers stated that African Americans feel like the Hispanic/Latinos are getting all the attention from service providers and they are being ignored. "When you talk about you want to come in and focus on the Latino community, the African Americans are going to be pissed, and they have good reason to be upset. They're getting excluded from all these great opportunities, and they're getting more and more bitter..." On the other hand, Hispanic/Latinos feel that they are treated differently than African Americans by the management at Fox Ridge. Some residents felt that the landlord responds more slowly to requests from Hispanic/Latinos than to requests from African Americans. One service provider suggested that fighting between African American and Hispanic/Latino youth at the bus stop was an indicator of racial tension.

Race Relations: Community Members

When asked about relations among different ethnic groups in Fox Ridge, community members expressed a variety of perspectives. Some women interviewed felt that there was no tension between Hispanic/Latino and African American residents. “There aren’t any problems- we just don’t talk to each other.” “I think that it is great here – the variety with the mixture.” Other community members perceived some tension. “I think that there is racism here between Hispanics and African Americans. The Latino kids fight with the African American kids....The problem is mainly among the younger guys. They don’t like people of color and the African Americans don’t like us. They say negative stuff about Mexicans, too.”

Hispanic/Latino community members also noted distinctions between residents from different parts of Mexico. “We [Mexicans] have different cultures as well. For example, the people from Guerrero have traditions that are very different from [my family’s].” “There is a lot of racism among us Hispanics here. We don’t help each other out, maybe because of envy.”

Race Relations: Comparison

Some service providers and community members perceived racial tension between African Americans and Hispanic/Latinos, including youth. A few community members did not believe there was tension between African Americans and Hispanic/Latinos, but did note that African Americans and Hispanic/Latinos kept to themselves. Some community members mentioned that there was tension between residents from different parts of Mexico. This tension was not mentioned by service providers, who did not recognize distinct cultures within the Hispanic/Latino community in Fox Ridge.

Community Problems: Service providers

Service providers identified substance abuse, domestic violence, lack of recreation and

youth gang involvement as key problems facing the community. Service providers repeatedly stated that male residents' primary leisure activity was drinking outside on nights and weekends. One service provider observed, "Moms with families band together because of the men. On weekends the men get drunk, try to intimidate them, urinate outside of their homes if they feel they've complained to the police." Although domestic violence was brought up repeatedly, service providers believed that female residents were unlikely to report it because they are distrustful of the police. Service providers think that youth are drawn to gangs because of a lack of recreation in Fox Ridge. "They need the community center. There is nothing to do in Fox Ridge, so the attraction is great. The recruiter offers a car to take them to movies or basketball. The community itself offers nothing to keep the kids away from gang members." Service providers also spoke of the protective role gangs may play in the lives of adolescents in Fox Ridge. "Most in gangs haven't spent much time here, only two to three months. They can't communicate or understand anything. They use gangs for protection. One person has a problem and the whole group protects you."

Community Problems: Community Members

Community members had varying perspectives on the issue of gang activity within Fox Ridge. Many mothers were highly concerned with gang activity among adolescent males. Other residents were less concerned. "I have heard people talk about it, but I personally have never seen anything like that. They have never bothered me." "It isn't a big deal here, just some kids making their signals, asking what *barrio* you represent, spray painting their tags. They don't really do anything else." When asked about gang activity, many community members talked about the lack of structured activity for adolescents to be involved in. They also expressed a desire for an "orientation" for teenagers recently arriving from Mexico and their parents. "My son came here last year after living with his grandmother for so many years. He didn't want to come here and he hated it when he first got here. The other Mexican kids were so different than him. He didn't have any

friends. I think that we need an orientation for the kids who arrive here, to help them adjust and to teach us how to communicate with them.”

Community members also had varying perspectives on issues of general safety and crime within Fox Ridge. A couple of women said that they felt comfortable walking alone through the complex during the day and at night. “I know a lot of people here. We are all from the same town so if something happens to me, I can just yell out and they will help me.” A majority of the community members interviewed, however, were very concerned about crime. Female interviewees recounted having their apartments broken into, getting their jewelry stolen while they were wearing it, and hearing of neighbors being held at gunpoint. Mothers expressed intense concern for the safety of their children.

Community members did talk about an increased police presence in Fox Ridge. Residents spoke of frequent “road blocks” set up by police at the entrance to Fox Ridge. According to community members, the check points were set up to check driver’s licenses and car insurance and to test for drunk driving. “Things got better when the police were here all the time. The men weren’t outside drinking as much and we didn’t have as many problems with crime while they were here.” Residents also noted that in the last few months, police had stopped patrolling as consistently and “the problems had started up again.” One resident said, “The police would have to be here 24 hours a day. The drunks don’t care what time it is, they will be outside causing trouble at any hour of the day.”

Community Problems: Comparison

Community problems noted by both service providers and residents were gangs, drinking, and crime. Community members had varying perspectives on crime and gang activity, but both community members and service providers attributed gang problems to the limited availability of

recreational activities for Fox Ridge adolescents. Several residents felt that community problems decreased when Fox Ridge was patrolled more frequently by police.

Community Functioning: Service Providers

The term “community functioning” is used here to encompass management practices within the apartment complex as well as the interaction and internal organization of the community members. The majority of service providers referenced some aspect of community functioning.

One of the most recurrent topics among service providers was the management company’s business practices and their impact on the community. One service provider explained, “There were a couple of residents acting as agents for the property management company....they were recruiters...they would charge families \$120 to find them an apartment.” Others observed, “they would charge an \$800 deposit, give \$500 to the management company and pocket the rest,” “they would have cars towed even though the owners lived there,” and “they would charge \$50 for repairs.” Another provider added, “There is no one from the management company who speaks English, that’s why [the residents acting as agents] came to power.” As one service provider summarized, “they were exploiting other Latinos.”

Other service providers discussed the impact of this management situation on their agencies’ efforts to provide services within the community. “They boxed out a lot of programs, unless they got something out of it, they didn’t want anything to do with it.” Part of this “boxing out” meant closing down the complex’s community center. One provider explains, “There was a community center at one time where some agencies came in to do some work.” “But the community center is shut down now, it’s occupied by a tenant,” clarified another.

There were mixed viewpoints on the level of leadership and interaction within the Fox Ridge community. Several service providers noted a lack of union between residents and an

absence of any visible community leaders: “The residents are very individual, they are not united, it’s every man for himself,” “The women aren’t out much,” “There are no leaders.”

Other service providers suggested that there is interaction within the community: “Hispanics in general tend to take care of themselves,” “They do look out for each other...the Hispanic moms stand in the doorways and watch the kids,” “There are leaders in the community.” One person elaborated: “They are all very united, they help one another out in times of need, like if someone has a phone the other will let them use it or if someone needs a place to stay because they are getting evicted... it’s like a village raising a child.”

One provider spoke of his perception that community members were not eager to make change. “We set things up and they don’t show up or call...the community has to want things first. To a certain extent you have to accept in Fox Ridge that they like it there, they like it the way it is, they don’t want to change.”

Community Functioning: Community Members

Very few interviewees had lived in Fox Ridge more than a few years, and knowledge about its history was very limited. According to anecdote, the community used to be predominantly African American. Male immigrants were first Latinos to move in, followed by families. A number of interviewees described the recent history of the community with some nostalgia. They spoke of a vital community center, an active neighborhood committee, and a system of block captains who assumed responsibility for community safety. One resident said of the committee, “We met together as the community as a whole to find out what we needed. What other people’s issues were, that is how we picked those. They volunteered... We had teams out here...there was a captain in every block.”

A number of community members told us about the impact of the two residents who worked as agents for the realty company. Opinions on the effect of these individuals on the community

were deeply divided. Some interviewees said that they made relations with the landlord easier, organized use of the community room, and brought a host of valuable programs to Fox Ridge from outside agencies. Others accused them of “taking advantage of everyone” and levying a host of unjustified fees in their capacity as the realtor’s representatives.

Residents seem to agree that Fox Ridge is in need of new leaders: “Here there aren’t any. There aren’t leaders, there aren’t people like that.” Many interviewees alluded to a sense of social isolation and disunity “Nothing ever happens here because we don’t get together to make it happen.” However, most residents feel they can expect some practical help from their neighbors. One said, “If we need to eat, they give us beans.” Others described borrowing food or money from neighbors, and looking to them for translation help and information on outside services. A number of residents expressed identification with a particular subset of Fox Ridge residents. These included family members, other immigrants from the same town in Mexico, and residents of the apartments in closest physical proximity to their own.

Community Functioning: Comparison

Both service providers and community members were aware of the lingering effects of past leadership and interpersonal dynamics. Almost all of the interviewees mentioned the community residents who had worked as liaisons for Joyner Realty. There were varying views on whether or not leadership currently exists in Fox Ridge, but both service providers and community members agreed that residents work together to ensure that their basic needs are met.

Fox Ridge Community Meeting

The findings discussed above were presented at a community meeting in Fox Ridge on Sunday, April 27th from 4:00 P.M. to 6:45 P.M. Approximately 50 people participated in the meeting. The group was approximately two-thirds residents. The remainder of the attendees were

service providers from various Hispanic/Latino task forces, the Raleigh Police Department, and the Wake County School System. A majority of the community member attendees were mothers, but several men came as well. For a detailed description of the community meeting planning process, see Appendix F.

Members of the community diagnosis team gave an overview of the objectives of the AOCD process, the team's role in that process, and the purpose of the community meeting. Team members presented the findings of the community diagnosis, focusing on themes emphasized by a large number of interviewees. Where appropriate, we pointed out differing perspectives with the community and between residents and service providers. We presented the three themes prioritized by the planning committee: knowing one's rights, the presence of gangs, and the lack of recreation for children.

Small group discussions were planned around the three prioritized themes. In these discussions, we aimed to encourage reflection on the focus issue, conversation about participants' personal experiences with the issue, and brainstorming on action steps to address it. A majority of the participants in the community meeting chose to participate in the "Recreation" group and a few service providers and community members elected to participate in the "Gangs" group. No service providers or community members chose to participate in the "Knowing your Rights" group. Some team members felt that the lack of participation in this group, despite frequent mention of this issue in community member interviews, could be attributed to a reluctance to speak about legal status and documentation issues with uniformed police present at the meeting.

A discussion trigger was presented in each small group and the group facilitator led the participants through a structured dialogue using the Ver-Pensar-Actuar method. (This may be translated as "See-Think-Act.") This method is a facilitation tool that has been used extensively with Hispanic/Latino populations in group reflection processes. For a copy of the trigger used, a

more complete description of Ver-Pensar-Actuar, and the discussion guides used in each small group, see Appendix E.

Outcomes of the Small Group Discussions

Small Group One: The Presence of Gangs

Three service providers and two community members participated in the discussion about the presence of gangs in Fox Ridge. The residents and service providers were mainly concerned about young children being influenced by the attitudes and actions of the gangs. Often, children played outside in the early evening, and there was concern that they might be affected by gang activity.

Community members and service providers all talked about problems of communication between police and Fox Ridge residents. The residents felt that often the police were not able to understand the context for a given incident because of the language barrier. Residents also complained that police frequently made prejudiced assumptions about situations when Hispanic/Latinos were involved.

Community members would like to have more bilingual police officers serving the area to cut down on miscommunication between residents and officers. They also thought that undercover police officers would be helpful. Service providers were somewhat skeptical of these ideas, but agreed that increased security was needed in Fox Ridge. They mentioned that neighbors might work together to keep watch over young children or that they could raise money to pay for security officers on the weekends.

The presence of gangs proved a difficult topic for discussion, largely because of its complexity. Service providers and community members in the group could not agree on a focus. In addition, community members felt that there was nothing they could do directly to help the

situation. It was suggested that further discussion between the police department and the community is needed.

Small Group Two: Lack of Recreation

The participants in the recreation group were mainly mothers and service providers involved in recreation and education. The main focus of discussion was the lack of affordable child care in the community, especially during school vacations. It was suggested that a number of factors contribute to the problem, including parents' work schedules, the large number of children in each family, and the lack of a community center or other shared space.

To address the lack of child care, residents discussed starting a cooperative daycare in Fox Ridge. Since the women work at different times, some community members suggested that they could rotate watching the children. Others wanted daycare providers who could speak English, so that their children could learn English at a young age. They discussed needing space for the daycare as well as toys, milk, food, paper and other supplies. It was suggested that each mother could bring necessities for her own children to reduce expenses. The community members decided that they could start holding meetings to plan and organize the effort to start a daycare in Fox Ridge. The first meeting was scheduled for the Sunday following the community meeting.

Additional Outcomes of the Community Meeting

Beyond what was discussed in the small group sessions, several other important connections were made at the community meeting. A service provider from the school system realized that busing parents to the school for meetings wasn't as effective as holding meetings in Fox Ridge. The service provider was excited to investigate the possibility of using the model apartment for school meetings in Fox Ridge to increase community member participation.

Our team created a resource guide for distribution at the community meeting (refer to Appendix H). The resource guide called “Conozca Su Condado” (Getting to Know Your County) is a fifteen-page document in Spanish designed for Latino families trying to navigate services in Wake County. The guide includes information on how to access medical services, sources of support and protection for victims of domestic violence, legal rights as immigrants, how to get a driver’s license, phone numbers of local agencies that provide bilingual/bicultural services in Wake County, and information hotlines that cater to the Hispanic/Latino community in the county. The resource guide was very well received by both community members and service providers. One service provider from the school system sent the guide to all Wake County middle and high schools, to be copied and sent home with Hispanic/Latino students.

The community meeting provided a forum for community members and service providers to exchange thoughts on issues that concerned them and to brainstorm solutions together. It also provided the opportunity for service providers to make connections with other service providers working with the Fox Ridge community. Finally, the community meeting allowed service providers to meet potential resident leaders whose participation in future planning efforts is essential.

Limitations

As discussed throughout the document, our team encountered several challenges while working with the Fox Ridge community. The most significant limitation was the very short time the team had to establish trust with Fox Ridge community members. The lack of a physical space in Fox Ridge where we could spend time with residents or hold meetings was another major limitation to our ability to gain entrée with this community.

Because Fox Ridge is an apartment complex, secondary data specific to Fox Ridge residents were difficult to find. Primary data collected through interviews had several limitations as well.

Although our preceptor introduced us to several community members, we were never able to receive community member to community member referrals. This limited the number and diversity of interviewees. The vast majority of resident interviewees were women, often mothers of young children. The perspective and experience of men in Fox Ridge is represented by only three male resident interviewees. Meeting and interviewing males was further complicated by the men's very full work schedules.

The small size of the community made us extremely cautious about including quotes that could have been attributable to specific members of the community. In order to retain interviewee confidentiality, our team was forced in several parts of this document to refrain from using significant community member quotes that would have been more expressive of the community's views. In addition, because of the legal status of the majority of the community members interviewed, team members felt that certain experiences and perspectives expressed could not be included in this document in the interests of protecting community members from possible reprisals from law enforcement, employers or landlords.

The community meeting only provides a short amount of time to discuss complex issues. Many of the issues discussed during the interview process and presented at the community meeting are highly complex issues that call for in-depth exploration both at the community and county levels. The action steps resulting from the community meeting are but a beginning of a larger, more comprehensive community dialogue and planning process. Despite these limitations, we feel that the AOCD process did facilitate a valuable exchange of ideas among residents, and between residents and the service providers committed to better meeting their needs. We hope that these first steps may contribute to a change process centered on the expressed needs and self-articulated strengths of the Fox Ridge community.

Recommendations to Service Providers

It is a central assumption of the CD process and this document that community members are the authority on their own needs and strategies for change. The team wholeheartedly affirms the action steps agreed upon by residents at the community forum. Out of deference to the judgment of residents and recognition of its brief experience with the Fox Ridge community, the team directs its recommendations toward fellow outsiders.

Recommendations for Approach

- Support the development of community assets and resident leadership.
- Develop working relationships with several community members to avoid disruptions in services due to relocation, interpersonal conflict, or burnout issues associated with individual residents.
- Resist the “tourist approach” by seeking longer-term funding streams for projects and minimizing the role of students and others who are less likely to make long-term commitments to the community.
- Offer childcare whenever appropriate and advertise its availability. For meetings at Fox Ridge, plan to have three to five children for every adult in attendance.
- Continue to provide transportation to off-site programs.
- Hold events and meetings in Fox Ridge whenever possible.
- Engage younger residents in all projects, even those focused on adults. Their allegiance is a tremendous resource.
- Invest time in understanding the dynamics of interpersonal conflict and competition among Fox Ridge residents. (Although we weren’t able to grasp these in our short time in the community, this seems critical to any long-term leadership or assets development strategy).
- Plan for the likelihood that meetings will begin 30 to 45 minutes after the scheduled start time.
- Provide informal compensation for residents’ time, such as food and/or household supplies, whenever it seems appropriate.
- Give careful consideration to the involvement of African American, English-speaking community members in all programs and events. Be aware of tensions created by focusing resources and program priorities on one ethnic or racial group.

- Conduct meetings, programs and other business in the language of the majority of participants. Offer competent, timely translation, and actively encourage the involvement of those in the idiomatic minority.

Program Recommendations

The following short list of initiatives is aimed at addressing the needs that Fox Ridge residents deemed highest priority during the community diagnosis process. As noted above, these recommendations are aimed at service providers and emphasize ideas articulated by local agency representatives.

- Fund the renovation of an empty apartment or the purchase of a trailer to serve as a community center.
- Support the development of a free onsite childcare program for Fox Ridge residents.
- Furnish supplies and/or staff for computing classes, English classes, and a cooking club for adults.
- Provide supplies, such as walkie-talkies and flashlights, for the reinvigoration of the block captain system for internal community security.

Support the construction of a playground with volunteer labor, in-kind donations and funding.

Conclusion

Often health is thought of in terms of statistics and rates of disease. Conducting a community assessment forces health professionals to balance mortality rate data with "information on people's perceived state of health, their social and physical living conditions, and their behaviors, all of which may be more likely to reflect changes in the short term following some policy or community action" (Minkler, 1999). Our team rarely heard health mentioned and never talked in terms of specific diseases. Like the World Health Organization, Fox Ridge community members seemed to embrace a view of health as "a state of complete physical, mental and social well being, and not merely the absence of disease and infirmity" (Minkler, 1999). Our team saw through their life stories how topics like education, employment, transportation, language, and recreation affected their health and quality of life. The challenge as health professionals is to listen to the innovative

and meaningful ways community members have of conceptualizing health and explore their definitions of what a healthy community is by integrating the varied topics that affect their lives.

Appendix A: Secondary Data Sources

Types of Secondary Data sources consulted

Type of Secondary Data Source	Number of References
U.S. government agency website or report	2
State government website or report	4
City or county government website, report, or pamphlet	6
Nonprofit organization website, report, or pamphlet	6
Newspaper article	5
Journal article	11

Appendix B: IRB Application

School of Public Health
Institutional Review Board on Research Involving Human Subjects

APPLICATION FORM FOR NEW PROPOSALS
Mail to: School of Public Health IRB
CB # 7400, Chapel Hill, NC 27599-7400

For IRB Use

ID _____

Rec'd _____

Expires _____

Full/Exp _____

Date of Application: October 21, 2002

Title of Project: Community Diagnosis Fox Ridge

Name of Principal Investigator: Tasseli McKay

Name of co-investigators: Eugenia Eng, Carolyn Gray, Karen Moore, Amanda Phillips-Martinez, Kisha Merchant, and Kristin Schaible (*If the principal investigator is a student, give the name of the faculty advisor*)

For the PI:

Department: Health Behavior and Health Education

CB #: 7440

Position: Graduate Student

Phone #: (919) 966-3761

Fax #: (919) 966-2921

Email Address: tmckay@email.unc.edu

Funding source or sponsor:

Federal State industry foundation UNC Other (specify): N/A

Name of funding source or sponsor:

Date of submission for funding:

Dates of proposed funding:

Research will be conducted: At UNC or a UNC-affiliated institution Other engaged site*

Name/location of sites: Fox Ridge

*An institution becomes "engaged" in human subjects research when its employees or agents (agents include all individuals performing institutionally designated activities or exercising institutionally delegated authority or responsibility) (i) intervene or interact with living individuals for research purposes; or (ii) obtain individually identifiable private information for research purposes [45 CFR 46.102(d),(f)]. See <http://ohrp.osophs.dhhs.gov/humansubjects/assurance/engage.htm> for examples and details.

Is this student work? yes no → If yes, list the student as PI.

→ Skip to signature if application is for analysis of existing (secondary) data.

Are minors involved? yes no

Does research use questionnaire(s)? yes no

Questionnaire(s): Final version with application Draft version with application

To be submitted at later date

Signature of Principal Investigator _____

(*If student work, the student is PI*)

Signature of Advisor, if PI is a student _____

(Or other SPH faculty familiar with the project. By signing, you are indicating that you have read and approved the attached application for IRB review, and that the student's research project has been reviewed and approved by yourself.)

1. Purpose and rationale:

The purpose of this research project is to understand the strengths and weaknesses of the Latino community in Fox Ridge, Wake County, NC. We aim to understand the functioning of the community, the interaction within the community, and the challenges that members of the community face. Community leaders, community members, and those who provide services to the community will be interviewed individually and in focus groups to obtain information. Results of these interviews will subsequently be summarized and made available to the public.

2. Description of human subjects:

The human subjects for this study include the community leaders and members of the Latino community in Fox Ridge, NC. Only members of this community and those who provide services to this community will be asked to participate in this study. Only individuals who are over 18 years of age who agree to participate will be interviewed and recruited for the focus groups. Since we are particularly interested in the Latino population, we will aim to target and select a majority of community members who are of Hispanic descent. However, sex is not a relevant factor in selecting participants.

3. Methods of recruitment:

Community leaders and service providers will be identified using public records or listings and will be contacted directly about their availability and interest in participating in this study. Other potential informants (community members and groups of community members) will be identified by community leaders, health department staff, and service providers. Once identified, these subjects will be contacted via telephone or in person by the individual by whom they were referred to request permission for a member of the research team to contact them (see attached referral script). Only after one has verbally agreed to speak to a member of the research team will he or she be contacted by Tasseli McKay, Carolyn Gray, Kisha Merchant, Amanda Phillips-Martinez, and/or Kristin Schaible. Once contacted, participants will be told that they are under no obligation to participate in this study.

It is estimated that a total of 100 community leaders and members and 15 service providers will be contacted for interviews and/or focus groups

4. Research protocol:

Community members and service providers will be asked similar, yet slightly different questions during the interviews (see attached interview guides). Tasseli McKay, Carolyn Gray, Kisha Merchant, Amanda Phillips-Martinez, and/or Kristin Schaible will conduct the interviews, which are expected to last between 30-45 minutes.

If possible, focus groups may also be planned with community members. Focus groups are expected to last about 90 minutes. They will be facilitated by one or two members of the research team while another team member will serve as a note taker (see attached focus group guide). The focus groups will be tape recorded, with verbal consent (fact sheets) of the participants prior to taping. Participants will be informed that they may turn off the tape recorder at any point during the focus group.

The participants in the interviews and focus groups and responses will be kept anonymous. Identifying information will not be linked to statements made by community members and service providers during the interviews and focus groups. Only aggregate information or quotes without identifiers will be used. Characteristics such as age, gender, ethnicity, and number of years in the Fox Ridge community may be used when summarizing data.

5. Compensation and costs:

Interviewees will not be compensated nor given inducements for their participation. The only costs to the participants will be the time spent in interviews, which are expected to last between 30-45 minutes. The only compensation for focus group participants may be refreshments provided at the focus group. Focus groups are expected to last approximately 90 minutes.

6. Risks to subjects:

Physical, psychological and social risks should be negligible. Interviews and focus groups will focus primarily on the strengths, weaknesses and directions for development of the Fox Ridge community. Due to the small size of Fox Ridge, it is possible that some focus group participants may encounter one another in the community following the focus group session. To prevent possible harm from the sharing of information by participants after the session, participants will be asked for a verbal agreement to respect the confidentiality of group discussion. Participants will also be assured that the tape recorder may be turned off at any time, and that they may refrain from answering any question(s). The participants should also be informed that the tapes will be erased after the data analysis is complete.

7. Benefits:

A written summary of the strengths and weaknesses of, and suggested future directions for the Fox Ridge community will be made available to community members, community leaders and service providers. A summary of information gathered through interviews and focus groups will be presented to the community at a forum at the end of the process, which will hopefully facilitate further action to address community needs. A written summary of findings will be available for the reference of the general community via the Health Sciences Library website.

8. Procedures for obtaining informed consent:

A fact sheet with information about the study and the participant's potential role in it will be read aloud to each prospective participant. Participants will be informed that releasing information on certain personal characteristics, including age, ethnicity, gender, and/or number of years residing in Fox Ridge, will be used only in summarizing data and will not be linked to any individual statements. They will be asked if they have any questions. There will be an opportunity to ask questions. Researchers will answer any of the participants' questions and then ask participants to give verbal consent. A copy of the fact sheet will be given to the participants and the interviewer will then proceed with the interview or focus group questions. Permission for audio taping will be secured prior to any taping of interviews or focus groups

9. Confidentiality of the data:

Participation in interviews and focus groups will be anonymous. Personal information such as age, gender, ethnicity/race and years of residence may be collected but would not be associated with names or individual quotes and would only be presented in aggregate form. Audio taping is preferred for all interviews and focus groups. Permission will be secured from participants prior to recording, and participants will be informed that they may ask to have the recording turned off at any time. Participants will also be asked to agree not to share any information from the focus group outside of the group session. Audio tapes and interview notes will be stored in a locked file cabinet in the Department of Health Behavior and Health Education and will be erased or destroyed when data analysis is complete.

10. Public release of data:

Researchers do not plan to publish collected data. Some summarized data will be shared with the community at the community forum. The final summary document will be made available through the UNC Health Sciences Library website. The purpose of this project is to fulfill course requirements for HBHE 240/241: Community Diagnosis.

Guía de Entrevista: Miembro de la Comunidad

(Spanish version of Community Member Interview Guide)

A. Introducción

1. ¿Cuánto tiempo ha vivido en Fox Ridge?
2. Describa un día típico para usted. (preguntar sobre el trabajo, el recreo, etc)

B. La Vida Comunitaria

1. Describa su comunidad. *Probes:* ¿Con cuales grupos de gente se identifica? ¿Con cuál área geográfica?
2. ¿Podría describir su entendimiento de la historia de esta comunidad? ¿Cómo ha cambiado en los últimos cinco años? ¿Diez años? (*depending on the length of residence in the community*)
3. ¿Cuales grupos culturales y étnicos viven en la comunidad? ¿Con cual grupo se identifica?
4. ¿Ha visto algún cambio en el ambiente cultural en la comunidad? Si responde que sí, cuando pasó el cambio?
5. ¿Como definiría las interacciones entre las personas de razas diferentes o de étnias diferentes?
6. ¿Que tipos de trabajo hacen los latinos? ¿Dónde están ubicados la mayoría de los trabajos de los hispanos?
7. ¿Existe desempleo en la comunidad? ¿Existe en la comunidad Latina? Si existe, ¿cuáles cree que son las causas del desempleo?
8. ¿Hay un sistema del transporte público en la comunidad? ¿Cómo afecta el sistema, o falta del sistema, la vida en general? ¿Aquí como se mueven los latinos de un lado al otro dentro de la ciudad?
9. ¿Que hacen los latinos en su tiempo libre? *Probes:* ¿Hay actividades de recreo? ¿Hay espacios en la comunidad para actividades recreativas? ¿Tiene impacto el recreo o la falta de recreo en la calidad de la vida? (preguntar sobre los adolescentes, los niños, los adultos, la gente de mayor edad)
10. ¿Si tuviera que pensar como estará esta comunidad en 5 anos, que dirías? En 10 anos? ¿Cuales son sus deseos para la comunidad en 5 anos? 10 anos?

C. Orientación Físico de la Comunidad

¿Cómo describiría las condiciones del ambiente general en la comunidad? ¿La calidad del aire y del agua? ¿Las calles y carretera? ¿La seguridad, en general?

D. Fortalezas o Capacidades que se Encuentra en la Comunidad

1. ¿En su opinión, qué es lo mejor que tiene que ofrecer esta comunidad? *Probe for:* físicamente, recursos humanos, agencias, otros recursos).

2. ¿Hay personas que Ud considera como líderes en la comunidad?
3. ¿Cuales son las agencias u organizaciones que tienen un impacto significativo dentro de la comunidad Latina?
4. ¿Hay ciertos grupos religiosos o iglesias que Ud ve que están involucrados en la comunidad (dando servicios o apoyo social)? ¿Específicos a la comunidad latina?

E. Desafíos y Necesidades de la Comunidad

1. ¿Que cree Ud. son los desafíos más grandes que enfrenta la gente en esta comunidad?
Probe for: vivienda, transportación, educación, pobreza, y el crimen).
2. ¿Cuales desafíos enfrentan los diferentes grupos étnicos en la comunidad (Afr. Amer., Blanco)? Y para los latinos específicamente?
3. ¿Qué problemas de salud son de mayor prioridad para los miembros de la comunidad? (salud mental) ¿Y para la comunidad hispana?

F. Enfrentando a Desafíos y Tomando Decisiones

1. ¿Cómo se enfrenta desafíos en la comunidad?
2. ¿Cómo toman decisiones en la comunidad?
3. ¿Cuáles son algunos ejemplos de desafíos que se han enfrentado la comunidad? ¿Cuales fueron algunos de los métodos que usaron para enfrentar este desafío? ¿Tuvieron éxito o no? (situaciones de crisis)

G. Servicios y Negocios

1. ¿Cuales son los servicios de mayor utilidad para los latinos?
2. ¿Hay establecimientos que Ud cree que abusan de los latinos?
3. ¿Cuales son los servicios que son utilizados por la mayoría de la comunidad latina? (preguntar sobre los jóvenes)
4. ¿Cuales servicios cree que hace falta para los latinos en esta comunidad? ¿Cuales negocios?

H. Accediendo Atención Médica

1. ¿Cuándo necesitan atención médica, adonde van?
2. ¿Aquí usan servicios de un curandero o un herbalista? Que tan común diría que es?
3. ¿Cómo calificaría los servicios médicos aquí en la comunidad?
4. ¿Las clínicas aquí tienen servicios de outreach?
5. ¿Qué diría que son las barreras al acceso a servicios de salud para la gente hispana?
6. ¿Podiera recomendar unas personas con que podamos hablar sobre la comunidad latina?

I. Informacion Adicional

1. *Para entrevistador solamente: anota genero aquí:*
2. ¿Cuantos años tiene?
3. ¿Tiene algo mas que quisiera comentar?

J. Recomendaciones Para Discutir las Conclusiones del Grupo en el Foro Comunitario

Nos gustaria hacer un foro abierto en abril para compartir con toda la comunidad la información que hemos recolectado de la comunidad. ¿Le gustaría estar involucrado en la planeación del foro?

1. ¿Tiene sugerencias sobre como asegurar que las personas vengan al foro? Donde (cuales lugares y negocios) debemos colocar información sobre el foro?
2. ¿Hay negocios que Latinos frecuentan mucho?
3. ¿Cuales lugares recomendaría para el foro?
4. ¿Cuál día de la semana prefiere usted para el foro?
5. ¿Qué hora es el mejor para el foro?
6. ¿Qué es la mejor manera de presentar la información para el grupo cuando algunos solo hablan ingles y otros solo hablan el español?
7. ¿Quién debería ser invitado?

Community Member Interview Guide

A. Introduction

1. How long have you lived in Fox Ridge?
2. Describe a typical day in your life. (Probe for work, recreation, etc.)

C. Life in the Community

1. Describe your community. *If interviewee needs clarification, ask "What geographic areas or groups of people do you identify with?"*
2. Would you describe your understanding of the history of this community? How has it 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)*
3. Which cultural and ethnic groups reside in the community? With which group do you identify?
4. Has there been a change in the ethnic and cultural environment in this community since you've lived there? If so, when did it occur?
5. How do people of different races or ethnicities interact with one another?
6. What do most Latino community members do for a living? Are these jobs located in the community?
7. Is there unemployment in the community? How about in the Latino community?
8. If yes, what contributes to unemployment in the community?
9. Is there a system of public transportation? How does transportation, or lack of it, affect life in the community? How do most people get around?
10. What do people do for recreation? *(probe: teens, children, adults, elderly; effect of activities on life)*
11. Realistically, in what direction do you see this community going? *(ask about 5yrs or 10 yrs depending on case)* What are your hopes for the future of the community?

B. Physical Orientation of the Community

1. How would you describe the overall conditions of the environment in this community?
Probes: Air and water quality? Roads? General safety?

D. Strong Points or Assets Found in the Community

1. What are some of the best things about Fox Ridge? *(probe: physical, human, agencies, 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 make a significant impact within the Latino community?
4. Are there certain churches or faith groups that are actively involved in the community?
Probe for Latino specific.

E. Challenges and Needs of the Community

1. What do you think are the biggest and most common challenges that people in the community face? Probe for housing, transportation, education, poverty and crime.
2. What challenges do different ethnic groups in the community face, particularly the Latino community?
3. What are the specific health problems that are high priorities among community members? (*probe: mental health*) What are the health priorities among the Latino community?
4. What are the main challenges facing the Latino youth in the community? Probe for health issues.
5. What are the main challenges facing the Latino elderly in the community? Probe for health issues.

F. Addressing Challenges and Making Decisions

1. How do community members address challenges? ...and make decisions?
2. What types of challenges have been encountered in the community, and what problem-solving measures were taken? Were they effective? Ineffective? (*probe: crisis situations*)

G. Services and Businesses/Language Barriers

1. What services have you heard that Latinos find helpful?
2. What services or businesses take advantage of Latinos?
3. What businesses are used by the majority of Latino community members? Probe for youth.
4. What services/businesses are lacking in this community?

H. Access to Healthcare

1. What are the major sources of health care in Fox Ridge? Who do they serve?
2. Do these sources of health care reach out to the community? How?
3. Do Latinos use the services of herbalists or traditional healers in this community? Do you think that it is common?
4. What would you say are the barriers to accessing health care services for the Latinos in this community?
5. How well would you say that you speak English? (not at all, more or less, well)
6. Do you read in English? (not at all, more or less, well)
7. Do you write in English? (not at all, more or less, well)

I. Recommended Individuals to Interview

1. Is there anyone else we should talk to?

J. Additional Information

1. (For interviewer only) *Note gender here:*
2. How old are you?
3. Is there anything else that you think that we should know about Fox Ridge?

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

1. We plan to conduct a forum this spring to share all of the information that we've gathered with members of the community. Would you be interested in being a part of the forum planning? 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. Are there any businesses that Latinos frequent most often?
4. At what places would you recommend holding the forum?
5. What day of the week is preferable for the forum?
6. What time of the day is better to have the forum?
7. Keep in mind that both English speakers and Spanish speakers will attend the forum. How should we address the language barriers?
8. Who should be invited?

Información y Antecedentes para Miembros de la Comunidad

(Spanish Version Community Member Interview Fact Sheet)

- Gracias por tomar el tiempo de hablar con nosotros. Mi nombre es _____, y ella es _____, quien tomará notas y me apoyará en nuestra discusión. Entendemos que su tiempo es muy valioso y le agradecemos su participación.
- 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 realizar a un diagnóstico de Fox Ridge. Nosotras trabajaremos en conjunto con la comunidad para identificar las fortalezas, los desafíos, y una visión para el futuro para una comunidad mejor para todos. La información que se recolecta durante este proyecto será resumida y entregada a la comunidad en forma de un documento escrito. También, presentaremos los resultados a la comunidad en un foro público en abril. Pronto le contactaremos a usted pronto para invitarle a participar en este foro. El propósito del documento escrito y el foro es presentar a la comunidad una lista de las prioridades identificadas por Uds como primer paso a un proceso comunitario de identificar y resolver los problemas y desafíos que enfrentan aquí en su comunidad. Usted está contribuyendo a este proceso a través de su participación en esta entrevista.
- Otros miembros de la comunidad aquí en Fox Ridge han sugerido que hable con Ud como miembro de la comunidad de Fox Ridge. El propósito de esta entrevista hoy es el escuchar sus ideas y experiencias de vivir, trabajar, y ser parte de la comunidad de Fox Ridge. Le haré algunas preguntas como, "Cuál es lo mejor que tiene para ofrecer esta comunidad?" y "Cuáles son los problemas mayores que enfrenta la gente de Fox Ridge?" El propósito de las preguntas es identificar su perspectiva de la vida de la comunidad, las fortalezas, y los desafíos que existen en la comunidad. Estamos interesados en su opinión así que no hay respuestas incorrectas.
- Esta entrevista durará 45 minutos. ¿Tiene tiempo disponible para participar en la entrevista?
- Su participación en la discusión es completamente voluntaria y puede parar en cualquier momento.
- Su participación en esta entrevista será totalmente anónima y haremos todo lo posible para proteger su identidad. Ni su nombre y ni la información personal serán vinculados a lo que dice usted hoy. Participantes no serán identificados en ninguna publicación ni documento de este proyecto. Resumiremos comentarios de los miembros de la comunidad, pero no identificaremos los nombres de las personas que hablan con nosotros o las que entrevistamos.
- Esperamos que su participación en esta entrevista no le causará a Ud. ningún problema ni le expondrá a ningún riesgo psicológico, físico ni social. Al contrario al compartir sus experiencias y opiniones sobre la vida en Fox Ridge, Ud. está contribuyendo a un proceso

que puede ayudar a identificar los problemas que afectan la calidad de vida para la gente que vive en Fox Ridge.

- Nos gustaría tomar notas y grabar esta entrevista porque su perspectiva es importante y queremos estar seguros de que hemos capturado exactamente lo que Ud. ha dicho. Si se siente incomodo en cualquier momento de la entrevista, puede negarse a contestar cualquiera pregunta o puede pedirnos apagar la grabadora. Los casetes serán guardados bajo llave en la Escuela de Salud Pública. Después de terminar de usarlos, se destruirán los casetes.

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 sus derechos como un participante en el proyecto o si usted está en desacuerdo en cualquier momento con cualquier parte del proyecto, puede contactar, anonimamente si quisiera, 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 por cobrar.

Información de Contacto

Si tiene preguntas sobre este proyecto, favor de llamar a las siguientes personas (puede llamar por cobrar):

Tasseli McKay, Estudiante de Post-grado	(919) 966-5542
Karen Moore, Asesora de la Examinación de la Comunidad	(919) 966-0057
Eugenia Eng, Profesora	(919) 966-3909

Community Member Interview Fact Sheet

- 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 your participation.
- 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 Fox Ridge. 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.
- We wanted to speak with you today because you have been identified by other community members in Fox Ridge as someone who could represent the views of the community of Fox Ridge 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 Fox Ridge community. You will be asked questions, such as "What are some of the best things about Fox Ridge?" and "What are the biggest challenges that people in Fox Ridge face?" The questions are designed to get your perspective of the physical surroundings, community life, strengths/assets and weaknesses/problem areas present in Fox Ridge. We are interested in your opinions. There are no right or wrong answers. Do you have any questions so far?
- This interview will last about 45 minutes. Do you have the time to participate in the interview?
- There is no cost for participating nor will you be reimbursed for your participation. Your participation in the study is completely voluntary and you may withdraw at any time without penalty.
- Every effort will be taken to protect your identity. No name or identifying characteristics will be matched with what you say today. 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.
- You are not likely to experience any physical, psychological, or social risks from participating in this interview. By sharing your opinions you are contributing to a process that might help identify and address issues that affect the quality of life in Fox Ridge.

- 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. Audio tapes and interview notes will be stored in a locked file cabinet in the Department of Health Behavior and Health Education and will be erased or destroyed when data analysis is complete.

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.

Contact Information

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

Tasseli McKay UNC Graduate Student Contact	(919) 966-5542
Karen Moore, Community Diagnosis Advisor	(919) 966-0057
Eugenia Eng, Faculty Advisor	(919) 966-3909

Service Provider Interview Guide

A. Overview of Services

1. Could you please provide me/us with an overview of the services your agency provides to the Hispanic/Latino community?
2. What services does your agency provide for the residents of Fox Ridge?
3. What kind of contact do you have with residents of Fox Ridge? *Probe:* Which groups? How often?
4. What special criteria must people meet in order to be eligible for your services?
5. Which sectors of the Hispanic/Latino population in Fox Ridge use your services most?
6. Which sectors of the Hispanic/Latino population in Fox Ridge tend to be most in need of your services?
7. What barriers do you encounter in trying to reach Fox Ridge residents? (geographic, transportation, etc.)
8. What other organizations provide similar services to Fox Ridge residents?
9. What community needs are not being met by your agency or other organizations in the area?
10. How is the community involved in determining the services that you provide?
11. How does your agency meet the cultural and language needs of the various groups of Fox Ridge? *Probe:* Do you or does anyone in your agency speak Spanish fluently?
12. What is your source of funding? *Probe:* sustainability

B. Community

1. What would you say are the strengths of the Fox Ridge community?
2. What would you say are the greatest needs of the Fox Ridge community?
3. What kinds of community projects have been undertaken in Fox Ridge during your time of working with community residents? *Probe:* How would you explain their success or lack thereof?
4. If you were going to try to implement a community health project in Fox Ridge, who from the Fox Ridge community would you try to involve to ensure success?

C. General

1. Is there anything else you can tell me/us about the Fox Ridge community?
2. Is there anything else that you think I/we should know about?

D. Documents

1. Does your agency have any documents (e.g. annual reports, funding applications, etc.) that we can either look over or have copies of?

E. Referrals

1. Who else would you recommend that we talk to about the needs and assets of Fox Ridge?
Probe: Would you be willing to contact them for us to get permission for us to contact him/her? (see referral form)

Thank you for your time

Service Provider Interview Fact Sheet

- 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 your participation.
- We are graduate students from UNC School of Public Health. A requirement of our graduate program is to work with a community in NC to conduct a community diagnosis. We are working with Fox Ridge to help the community identify its strengths, weaknesses and future directions. The information we gather will be summarized and shared with the community. In addition, we will present our results to the community at a forum that will take place in the spring. By participating in this interview you are contributing to this process.
- You have been identified by community members and/or service providers as someone who could represent the views of a working professional providing services in the community of Fox Ridge/Garner. The purpose of talking with you today is to find out about your thoughts and experience living, working and being part of Fox Ridge. As a service provider, we will be asking you about the services you provide, the population you serve, challenges you face, and important issues in the Fox Ridge/Garner community. Examples of questions include: “Which groups in Fox Ridge/Garner tend to be most in need of your services?” and “What would you say are the strengths of the Fox Ridge community?” We are interested in your opinions. There are no right or wrong answers.
- This interview will last about 30-45 minutes. We would like to give you the opportunity to tell us as much as you would like, but (mention if you have limited time/ask if they do).
- Your comments will remain confidential. We will be reporting summaries of the comments made by community members but will not identify who said what, nor will we identify the names of the individuals we interview.
- You are not likely to experience any physical, psychological, or social risks from participating in this interview. By sharing your opinions you are contributing to a process that might help identify and address issues that affect the quality of life in Fox Ridge/Garner.
- We would like to take notes and tape record this interview. Your input is important and we want to make sure that we accurately record what you tell us. Feel free to not respond to any question we ask, or hit the "Stop" button on the tape recorder at any time. After we are finished using the tapes for this class, the cassettes will be recycled or destroyed. Is this okay with you?
- Right to refuse: if at any time while we are talking you don't want to answer a question, you do not feel comfortable, or you would like to end the interview, please feel free to let me/us know.

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.

Contact Information

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

Tasseli McKay, UNC Graduate Student Contact	(919) 966-5542
Karen Moore, Community Diagnosis Advisor	(919) 966-0057
Eugenia Eng, Faculty Advisor	(919) 966-3909

Community Member Focus Group Interview Guide

A. Introduction

1. How long have you lived in Fox Ridge?
2. Where are you from?
3. How long do you plan to stay here?

B. Life in the Community

5. How do people from different backgrounds interact with each other? (probe: people of different ethnicities, from different religions)
6. Describe the extent of unemployment in Fox Ridge. (probe: What contributes to the unemployment?)
7. How does transportation or lack of it affect life in Fox Ridge?

C. Strong Points or Assets Found in the Community

3. What are some of the best things about Fox Ridge? (probe: physical, human, agencies, resources)
4. Who are the individual people in Fox Ridge that have especially useful skills or knowledge?
5. Can you identify any individuals who are respected for giving sound advice and assistance to those with a problem?
6. What are the agencies or committees within the community that provide special knowledge or skills?

D. Problems and Needs of the Community

2. What do you think are the biggest and most common problems that Latino people in Fox Ridge face? (Probe: youth, elderly, health)

E. Problem Solving and Decision Making

2. What types of problems have been encountered in the community, and what problem-solving measures were taken? (probe: crisis, transportation, discrimination)

F. Services and Businesses

1. What services and businesses do Latinos find helpful and use?
2. Are there any services that you think take advantage of Latinos?
3. What services are lacking in Fox Ridge?

G. Roles and Responsibilities of Service Providers

1. What are the health and social services provided in Fox Ridge? (Probe: where do you go when you need help)

H. Additional Information

1. Is there anything else that you think that we should know about Fox Ridge?

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

1. We plan to conduct a forum this spring to share all of the information that we've gathered with members of the community. 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?
3. At what places would you recommend to hold 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. What format would you recommend?
7. Who should be invited?
8. How do you think that the forum should be publicized?

Guia de Entrevista Para Grupos de Discusion para Miembros de la Comunidad
(Spanish version of Focus Group Interview Guide)

A. Introducción:

1. ¿Por cuanto tiempo han vivido en Fox Ridge?
2. ¿De donde son?
3. ¿Por cuanto tiempo piensan quedarse en Fox Ridge?

B. La Vida de la Comunidad

1. ¿Como se relacionan las personas de diferente grupos raciales o etnicos?
2. ¿Podrían describir la situación del desempleo en Fox Ridge? ¿Que son los factores que influyen al desempleo?
3. ¿Que impacto tiene la transportación, o falta de transportación, sobre la vida diaria en Fox Ridge?

C. Aspectos Positivos que se Ecuentran en la Comunidad

3. ¿Cuáles son las mejores cosas de Fox Ridge? (Físicas, humanas, agencias, recursos)
4. ¿Cuáles son las agencias u organizaciones que tienen un impacto importante dentro de la comunidad Latina?

D. Desafios, Problemas y Necesidades de la Comunidad

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

E. Enfrentando Desafios, Resolviendo Problemas y Tomando Decisiones

1. ¿ Si la comunidad ha enfrentado un desafío o un problema, que pasos ha tomado para resolverlos? (¿ Ha pasado algún crisis en Fox Ridge? ¿ Cómo reaccionó la comunidad? Transportación? Discriminación? Educación?)

F. Servicios y Negocios

1. ¿ Cuales son los servicios y negocios más beneficiosos y frecuentados por la gente Latina en Fox Ridge?
2. ¿Hay servicios o negocios que se aprovechan de los Latinos? (personas, tiendas, viviendas, coyotes)
3. ¿ Cuales son los servicios que faltan en Fox Ridge?

G. Responsabilidades y Roles de Proveedores de Servicios

1. ¿Cuales son los servicios sociales y de salud que tiene Fox Ridge? (¿Donde van cuando necesitan ayuda?, remedios tradicionales)

H. Información Adicional

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

I. 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.

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?

Community Member Focus Group Interview Fact Sheet

- 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 your participation.
- 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 Fox Ridge. 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.
- We are speaking with you today because you have been identified by community members as individuals who represent the views of the community of Fox Ridge as a whole. The purpose of the focus group today is to listen to your thoughts and experiences of living, working and being part of the Fox Ridge community. You will be asked questions, such as "What are some of the best things about Fox Ridge?" and "What are the biggest challenges that people in Fox Ridge face?" The questions are designed to get your perspective of the physical surroundings, community life, strengths/assets and weaknesses/problem areas present in Fox Ridge. 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.
- There is no cost for participating nor will you be reimbursed for your participation. Your participation in the study is completely voluntary and you may withdraw at any time without penalty.
- Every effort will be taken to protect your identity. No name or identifying characteristics will be matched with what you say today. 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. 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.

- You are not likely to experience any physical, psychological, or social risks from participating in this interview. By sharing your opinions you are contributing to a process that might help identify and address issues that affect the quality of life in Fox Ridge.
- 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. After we are finished using the tapes for this class, the cassettes will be erased or destroyed.

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.

Contact Information

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

Tasseli McKay, UNC Graduate Student Contact	(919) 966-5542
Karen Moore, Community Diagnosis Advisor	(919) 966-0057
Eugenia Eng, Faculty Advisor	(919) 966-3909

Información y Antecedentes: el Grupo de Discusión para Miembros de la Comunidad

(Spanish Version Focus Group Interview Fact Sheet)

- Gracias por tomar el tiempo de hablar con nosotros. Mi nombre es _____, y ella es _____, quien tomará notas y me apoyará en nuestra discusión. Entendemos que su tiempo es muy valioso y le agradecemos su participación.
- Hoy vinimos para facilitar un grupo de discusión que se llama un grupo de enfoque. En general, un grupo de enfoque aprovecha la oportunidad de discutir algunos temas específicos. Las opiniones de todos son importantes para enriquecer la discusión. Recuerden que pueden decirnos cualquier opinión, aunque sea diferente que la nuestra.
- 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 realizar un diagnóstico de Fox Ridge. Nosotras trabajaremos en conjunto con la comunidad para identificar las fortalezas, los desafíos, y una visión para el futuro para una comunidad mejor para todos. La información que se recolecta durante este proyecto será resumida y entregada a la comunidad en forma de un documento escrito. También, presentaremos los resultados a la comunidad en un foro público en abril. Pronto le contactaremos a usted pronto para invitarle a participar en este foro. El propósito del documento escrito y el foro es presentar a la comunidad una lista de las prioridades identificadas por Uds como primer paso a un proceso comunitario de identificar y resolver los problemas y desafíos que enfrentan aquí en su comunidad. Usted está contribuyendo a este proceso a través de su participación en este grupo de enfoque.
- El propósito del grupo de enfoque hoy es escuchar sus ideas y experiencias de vivir, trabajar, y ser parte de la comunidad de Fox Ridge. Le haré algunas preguntas como, "Cuál es lo mejor que tiene para ofrecer esta comunidad?" y "Cuáles son los problemas mayores que enfrenta la gente de Fox Ridge?" El propósito de las preguntas es identificar su perspectiva de la vida de la comunidad, las fortalezas, y los desafíos que existen en la comunidad. Estamos interesados en su opinión así que no hay respuestas incorrectas.
- Este grupo de enfoque durará 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.
- Su participación en la discusión es completamente voluntaria y puede parar en cualquier momento.
- Se harán muchos esfuerzos para proteger su identidad. Los nombres y la información personal no serán vinculados a lo que dice usted hoy. Participantes no serán identificados en ninguna publicación ni documento de este proyecto. Resumiremos comentarios de los miembros de la comunidad, pero no identificaremos los nombres de las personas que hablan

con nosotros o las que entrevistamos. Ustedes deben estar de acuerdo en mantener confidencial la información que encuentran sobre otros participantes en el grupo.

- Esperamos que su participación en esta entrevista no le causará a Ud. ningún problema ni le expondrá a ningún riesgo psicológico, físico ni social. Al contrario al compartir sus experiencias y opiniones sobre la vida en Fox Ridge, Ud. está contribuyendo a un proceso que puede ayudar a identificar los problemas que afectan la calidad de vida para la gente que vive en Fox Ridge.
- Nos gustaría tomar notas y grabar este grupo de enfoque porque su perspectiva es importante y queremos estar seguros de que hemos capturado exactamente lo que ha dicho. Debido a que contar información al frente del grupo puede ser incómodo, pueden negarse a contestar cualquiera pregunta o pueden pedirnos que paremos la grabación en cualquier momento. Los casetes serán guardados bajo llave en la Escuela de Salud Pública. Después de terminar de usarlos, los casetes serán destruidos.

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 sus derechos como un participante en el proyecto o si usted está en desacuerdo en cualquier momento con cualquier parte del proyecto, puede contactar, anonimamente si quisiera, 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 por cobrar.

Información de Contacto

Si tiene preguntas sobre este proyecto, favor de llamar a las siguientes personas (puede llamar por cobrar):

Tasseli McKay, Estudiante de Post-grado	(919) 966-5542
Karen Moore, Asesora de la Examinación de la Comunidad	(919) 966-0057
Eugenia Eng, Profesora	(919) 966-3909

Recruitment Consent Form

Purpose of this form:

This is to provide a protocol for community members and service providers to receive permission to release name and contact information of potential interviewees and focus group participants to the Fox Ridge Community Diagnosis research team. This information will only be released to Carolyn Gray, Tasseli McKay, Kisha Merchant, Amanda Phillips-Martinez and Kristin Schaible. This guide will be provided to community members and service providers to read to potential study participants.

A team of 5 students from UNC School of Public Health is conducting a study of the Wendell and Zebulon communities. They would be interested in contacting you to participate in an interview or focus group for their study. May I have your permission to give your name and contact information to them?

Recruitment Consent Form

(Spanish Version)

Purpose of this form:

This is to provide a protocol for community members and service providers to receive permission to release name and contact information of potential interviewees and focus group participants to the Fox Ridge Community Diagnosis research team. This information will only be released to Carolyn Gray, Tasseli McKay, Kisha Merchant, Amanda Phillips-Martinez and Kristin Schaible. This guide will be provided to community members and service providers to read to potential study participants.

Un equipo de cinco estudiantes de La Facultad de Salud de La Universidad de Carolina Norte están realizando un proyecto de las comunidades de Wendell y Zebulon. Ellos estarían interesados en contactarle a participar en una entrevista o una discusión en un grupo pequeño para su proyecto. ¿Me puede otorgar permiso para pasarles a las estudiantes su información de contacto para que puedan contactarle?

Appendix C: Final Interview Guides

(Note the service provider interview guide remained unchanged)

Guía de Entrevista: Miembro de la Comunidad **(Spanish version of Community Member Interview Guide)**

A. Introducción

1. ¿Cuánto tiempo ha vivido en Fox Ridge?
2. ¿Por qué decidió venir aquí a Carolina del norte a vivir?
3. ¿Me podría describir como sería un día típico para Ud?

Probes: preguntar sobre el trabajo, el recreo, etc

B. La Vida Comunitaria

1. Queremos empezar a entender como la gente que vive aquí define su comunidad- cada persona puede tener un concepto/ una idea diferente de que es una comunidad. ¿Ud cómo define su comunidad?
Probes: ¿Con cuales grupos de gente se identifica? ¿Con cuál área geográfica?
2. ¿Desde que Ud llegó aquí, como ha cambiado?
3. ¿Cuales grupos culturales o étnicos viven en la comunidad? ¿Hay un grupo con lo cual Ud se identifica mas?
4. ¿Cómo definiría las interacciones entre las personas de razas diferentes o de étnias diferentes?

C. Trabajo

5. ¿Que tipos de trabajo hacen los latinos?
6. ¿Dónde están ubicados la mayoría de los trabajos de los hispanos?
7. ¿Existe desempleo en esta área en general?
8. ¿Hay mas desempleo para los latinos que para otros grupos?
9. Si existe, ¿cuáles cree que son las causas del desempleo?
10. ¿y Ud, que es lo que hace en su tiempo libre?
11. Y por lo que ha visto, ¿qué hacen la gente aquí en Fox Ridge en su tiempo libre?

Probes: ¿Hay actividades de recreo? ¿Hay espacios en la comunidad para actividades recreativas? ¿Tiene impacto el recreo o la falta de recreo en la calidad de la vida? (preguntar sobre los adolescentes, los niños, los adultos, la gente de mayor edad)

12. ¿Hay un sistema del transporte público en la comunidad? ¿El sistema que exista actualmente es suficiente para las necesidades de la población (latina)? ¿Aquí como se mueven los latinos de un lado al otro dentro de la ciudad?

13. ¿Si tuviera que pensar como estará esta comunidad en 5 años, que dirías? *Probes:*
Vivirán mejor los latinos aquí? Todavía vivirán la misma gente?

D. Estado Físico de la Comunidad: Ahora me gustaría escuchar su opinión sobre el estado físico de Fox Ridge y esta área geográfica.

1. ¿Cómo describiría las condiciones del ambiente general en la comunidad?
 1. ¿Ud se siente seguro/a saliendo solo/a en la noche? ¿En el día?
 2. ¿Hay problemas con crimen aquí? ¿De qué tipo?
 3. ¿Ud ve que pasan por aquí patrullas?
2. ¿Cómo describiría las condiciones de los departamentos/los edificios? ¿Le dan mantenimiento a los edificios y los departamentos?

E. Fortalezas o Capacidades que se Encuentra en la Comunidad

1. ¿Qué es lo que le gusta de vivir aquí en Fox Ridge?
 1. En su opinión, qué es lo mejor que tiene que ofrecer esta comunidad? *Probe for:* físicamente, recursos humanos, agencias, otros recursos).
2. ¿Hay personas que Ud considera como líderes en la comunidad? *Probes:* Que hacen ellos en la comunidad? Porque son considerados como lideres?
3. ¿Cuales son las agencias u organizaciones que tienen un impacto significativo dentro de la comunidad Latina?
4. ¿Cuales agencias u organizaciones ha usado Ud?
5. ¿Hay ciertos grupos religiosos o iglesias que Ud ve que están involucrados en la comunidad (dando servicios o apoyo social)? ¿Específicos a la comunidad latina?

F. Enfrentando a Desafíos y Tomando Decisiones:

Seguramente Ud se acuerda de la tormenta de hielo que nos pegó en diciembre. Mucha gente se quedó sin luz por mucho tiempo. Me gustaría hablar con Ud sobre estos tipos de situaciones- cuando hay un problema y como la gente en esta comunidad pueden enfrentar un desafío.

1. ¿Si Ud tiene un problema, tiene familia o amigos a quienes puede acudir para apoyo/ayuda?
2. ¿Ha visto que aquí en Fox Ridge la gente se ayuda entre todos?
3. ¿Cómo se apoyan entre sí? *Probe* Que tipo de ayuda/apoyo dan?

G. Desafíos y Necesidades de la Comunidad

1. ¿Que cree Ud. son los desafíos más grandes que enfrenta la gente en esta comunidad?
Probe for Fox Ridge and for latino specific

Probes: (vivienda, transportación, educación, pobreza, y el crimen).

2. ¿Qué problemas de salud son de mayor prioridad para la comunidad latina aquí?

H. Servicios y Negocios

1. ¿Cuales son negocios usan mas los latinos aqui?
2. ¿Hay establecimientos que Ud cree que abusan de los latinos?
3. Cuales servicios o negocios cree que hace falta para los latinos en esta comunidad?

I. Accediendo Atención Médica

1. ¿Cuándo Ud, su familia o sus amigos necesitan atención médica, adonde van?
2. ¿Aquí usan servicios de un curandero o un herbalista? Que tan común diría que es?
3. ¿Cómo calificaría los servicios médicos aquí en la comunidad?
4. ¿Ud como se enteró de los servicios médicos aquí? (Alguien le dijo? ¿Vio un folleto?)
5. ¿Qué diría que son las barreras al acceso a servicios de salud para la gente hispana?

J. Informacion Adicional

1. *Para entrevistador solamente: anota genero aquí:*
2. ¿Cuantos años tiene?
3. ¿De donde es Ud? (pais, estado, ciudad)
4. De que raza/grupo étnico se considera Ud?
5. Que tan confiado se siente Ud comunicándose en ingles? El lenguaje es una barrera para Ud?
6. ¿Tiene algo mas que quisiera comentar?
7. ¿Podiera recomendar unas personas con que podamos hablar sobre la comunidad latina?
If they recommend- be sure to give them the firm to use and explain procedure.

K. Recomendaciones Para Discutir las Conclusiones del Grupo en el Foro Comunitario

Nos gustaría hacer un foro abierto en abril para compartir con toda la comunidad la información que hemos recolectado de la comunidad. ¿Le gustaría esta involucrado en la planeación del foro?

1. En su opinión, ¿Cuáles son los tres temas prioritarios que se debe incluir en el foro?
2. ¿Tiene sugerencias sobre como asegurar que las personas vengán al foro? Donde (cuales lugares y negocios) debemos colocar información sobre el foro?
3. ¿Cuales lugares recomendaría para el foro?
4. ¿Cuál día de la semana prefiere usted para el foro?
5. ¿Qué hora es el mejor para el foro?
6. ¿Qué es la mejor manera de presentar la información para el grupo cuando algunos solo hablan ingles y otros solo hablan el español?
7. ¿Quién debería ser invitado?

Community Member Interview Guide

A. Introduction

1. How long have you lived in Fox Ridge?
2. Why did you decide to come to N.C.?
3. Describe a typical day in your life. (Probe for work, recreation, etc.)

C. Life in the Community

1. We want to have an idea of how different people define their community- each person has a unique idea/concept of what “community” is. What do you consider to be your community? *If interviewee needs clarification, ask "Do you consider your community to be the place you live? A group of people?"*
2. Would you describe your understanding of the history of this community?
3. Since you arrived, how has the community changed?
4. Which cultural and ethnic groups reside in the community? With which group do you identify?
5. How do people of different races or ethnicities interact with one another?
6. Has there been a change in the ethnic and cultural environment in this community since you've lived there? If so, when did it occur?
7. What do most Latino community members do for a living?
8. Are these jobs located in the community?
9. Is there unemployment in this area?
10. How about in the Latino community? Is there more/less unemployment among latinos than the rest of the community members?
11. If yes, what contributes to unemployment in the community?
12. Is there a system of public transportation? Does the current transportation system meet the needs of the latino population? How do most latinos get around?
13. What do people do in their free time? (*probe: teens, children, adults, elderly; effect of activities on life*)
14. Realistically, in what direction do you see this community going? (*ask about 5yrs or 10 yrs depending on case*)

B. Physical Orientation of the Community

1. How would you describe the overall conditions of the environment in this community?
2. Air and water quality?
3. Roads?
4. General safety?

Probe for immediate issues that need attention and any recent improvements/changes that have been made

D. Strong Points or Assets Found in the Community

1. What are some of the best things about Fox Ridge? (probe: physical, human, agencies, resources)
2. Are there individuals who take a very active role in the Latino community and stand out as leaders? Probes: What do they do in the community? Why are they considered leaders?
3. What are the agencies or committees that make a significant impact within the Latino community?
4. Are there certain churches or faith groups that are actively involved in the community? Probe for Latino specific.

E. Challenges and Needs of the Community

1. What do you think are the biggest and most common challenges that people in the community face? Probe for housing, transportation, education, poverty and crime.
2. What challenges do different ethnic groups in the community face, particularly the Latino community?
3. What are the specific health problems that are high priorities among community members? (*probe: mental health*) What are the health priorities among the Latino community?

F. Addressing Challenges and Making Decisions: You probably remember the ice storm that we had back in December. It left a lot of people in the area without electricity for a long time. I would like to talk to you about these types of situations- when there is a problem in the community and how members might confront those challenges

1. If you have a problem/issue, do you have friends or family that you can go to for help?
2. Have you seen instances in Fox Ridge where people help each other out?
3. What type of help/support do people give to each other here?
4. If you had a problem/issue, is there an agency or an organization that you feel like you could go to for help? Which one(s)?
5. Can you think of times when the community has encountered challenges? How did you all confront them and deal with them?

G. Services and Businesses/Language Barriers

1. What services have you heard that Latinos find helpful?
2. What businesses are used by the majority of Latino community members?
3. What services or businesses take advantage of Latinos?
4. What services/businesses are lacking in this community?

H. Access to Healthcare

1. When you, your friends or family need medical care, where do you go?
2. Do people here use the services of an herbalist or *curandero*? How common would you say it is?
3. Do these sources of health care reach out to the community? How?

4. How would you rate medical care that you have received here?
5. What would you say are the barriers to accessing health care services for the Latinos in this community?

I. Recommended Individuals to Interview

1. Is there anyone else we should talk to?

J. Additional Information

1. (For interviewer only) *Note gender here:*
2. How old are you?
3. Where are you from?
4. What racial/ethnic group do you consider yourself to be a part of?
5. How confident do you feel communicating in English? Do you think that language is a barrier for you?
6. Is there anything else that you think that we should know about Fox Ridge?

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

1. We plan to conduct a forum this spring to share all of the information that we've gathered with members of the community. Would you be interested in being a part of the forum planning? 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. At what places 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. Who should be invited?

Información y Antecedentes para Miembros de la Comunidad

(Spanish Version Community Member Interview Fact Sheet)

- Gracias por tomar el tiempo de hablar con nosotros. Mi nombre es _____, y ella es _____, quien tomará notas y me apoyará en nuestra discusión. Entendemos que su tiempo es muy valioso y le agradecemos su participación.
- 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 realizar a un diagnóstico de Fox Ridge. Nosotras trabajaremos en conjunto con la comunidad para identificar las fortalezas, los desafíos, y una visión para el futuro para una comunidad mejor para todos. La información que se recolecta durante este proyecto será resumida y entregada a la comunidad en forma de un documento escrito. También, presentaremos los resultados a la comunidad en un foro público en abril. Pronto le contactaremos a usted pronto para invitarle a participar en este foro. El propósito del documento escrito y el foro es presentar a la comunidad una lista de las prioridades identificadas por Uds como primer paso a un proceso comunitario de identificar y resolver los problemas y desafíos que enfrentan aquí en su comunidad. Usted está contribuyendo a este proceso a través de su participación en esta entrevista.
- Otros miembros de la comunidad aquí en Fox Ridge han sugerido que hable con Ud como miembro de la comunidad de Fox Ridge. El propósito de esta entrevista hoy es el escuchar sus ideas y experiencias de vivir, trabajar, y ser parte de la comunidad de Fox Ridge. Le haré algunas preguntas como, "Cuál es lo mejor que tiene para ofrecer esta comunidad?" y "Cuáles son los problemas mayores que enfrenta la gente de Fox Ridge?" El propósito de las preguntas es identificar su perspectiva de la vida de la comunidad, las fortalezas, y los desafíos que existen en la comunidad. Estamos interesados en su opinión así que no hay respuestas incorrectas.
- Esta entrevista durará 45 minutos. ¿Tiene tiempo disponible para participar en la entrevista?
- Su participación en la discusión es completamente voluntaria y puede parar en cualquier momento.
- Su participación en esta entrevista será totalmente anónima y haremos todo lo posible para proteger su identidad. Ni su nombre y ni la información personal serán vinculados a lo que dice usted hoy. Participantes no serán identificados en ninguna publicación ni documento de este proyecto. Resumiremos comentarios de los miembros de la comunidad, pero no identificaremos los nombres de las personas que hablan con nosotros o las que entrevistamos.
- Esperamos que su participación en esta entrevista no le causará a Ud. ningún problema ni le expondrá a ningún riesgo psicológico, físico ni social. Al contrario al compartir sus

experiencias y opiniones sobre la vida en Fox Ridge, Ud. está contribuyendo a un proceso que puede ayudar a identificar los problemas que afectan la calidad de vida para la gente que vive en Fox Ridge.

- Nos gustaría tomar notas y grabar esta entrevista porque su perspectiva es importante y queremos estar seguros de que hemos capturado exactamente lo que Ud. ha dicho. Si se siente incomodo en cualquier momento de la entrevista, puede negarse a contestar cualquiera pregunta o puede pedirnos apagar la grabadora. Los casetes serán guardados bajo llave en la Escuela de Salud Pública. Después de terminar de usarlos, se destruirán los casetes.

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 sus derechos como un participante en el proyecto o si usted está en desacuerdo en cualquier momento con cualquier parte del proyecto, puede contactar, anonimamente si quisiera, 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 por cobrar.

Información de Contacto

Si tiene preguntas sobre este proyecto, favor de llamar a las siguientes personas (puede llamar por cobrar):

Tasseli McKay, Estudiante de Post-grado	(919) 966-5542
Karen Moore, Asesora de la Examinación de la Comunidad	(919) 966-0057
Eugenia Eng, Profesora	(919) 966-3909

Community Member Interview Fact Sheet

- 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 your participation.
- 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 Fox Ridge. 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.
- We wanted to speak with you today because you have been identified by other community members in Fox Ridge as someone who could represent the views of the community of Fox Ridge 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 Fox Ridge community. You will be asked questions, such as "What are some of the best things about Fox Ridge?" and "What are the biggest challenges that people in Fox Ridge face?" The questions are designed to get your perspective of the physical surroundings, community life, strengths/assets and weaknesses/problem areas present in Fox Ridge. We are interested in your opinions. There are no right or wrong answers. Do you have any questions so far?
- This interview will last about 45 minutes. Do you have the time to participate in the interview?
- There is no cost for participating nor will you be reimbursed for your participation. Your participation in the study is completely voluntary and you may withdraw at any time without penalty.
- Every effort will be taken to protect your identity. No name or identifying characteristics will be matched with what you say today. 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.
- You are not likely to experience any physical, psychological, or social risks from participating in this interview. By sharing your opinions you are contributing to a process that might help identify and address issues that affect the quality of life in Fox Ridge.

- 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. Audio tapes and interview notes will be stored in a locked file cabinet in the Department of Health Behavior and Health Education and will be erased or destroyed when data analysis is complete.

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.

Contact Information

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

Tasseli McKay UNC Graduate Student Contact	(919) 966-5542
Karen Moore, Community Diagnosis Advisor	(919) 966-0057
Eugenia Eng, Faculty Advisor	(919) 966-3909

Guía de Entrevista Para Grupos de Discusión para Miembros de la Comunidad
(Spanish version of Focus Group Interview Guide)

A. Introducción

4. ¿Cuánto tiempo han vivido en Fox Ridge y donde vivieron antes de llegar aquí a Carolina del Norte?
5. Hemos visto un crecimiento enorme de la población hispana en los últimos 5 años. ¿Porque creen que tanta gente latina está llegando aquí a Raleigh?
6. Queremos entender un poco como es la vida para las mujeres (o los hombres) que viven aquí en Fox Ridge. ¿Cómo sería un día típica para una mujer aquí?

Probes: preguntar sobre el trabajo, el recreo, etc

4. Queremos empezar a entender como la gente que vive aquí define su comunidad- cada persona puede tener un concepto/ una idea diferente de que es una comunidad. ¿Uds cómo definen su comunidad?
5. ¿Desde que Uds llegaron a vivir en Fox Rdige, como ha cambiado?
6. ¿Cuáles grupos étnicos viven en Fox Ridge? ¿Cómo definirían las interacciones entre las personas de razas diferentes o de étnias diferentes?
7. ¿Que tipos de trabajo hacen los latinos?
8. ¿Dónde están ubicados la mayoría de los trabajos de los hispanos?
9. Existe desempleo en esta área en general? ¿Es peor para los latinos? ¿Porque?
10. ¿Y que es lo que hacen en su tiempo libre?
11. Y por lo que han visto, ¿qué hacen la gente aquí en Fox Ridge en su tiempo libre?
12. ¿Hay un sistema del transporte público en la comunidad? ¿El sistema que exista actualmente es suficiente para las necesidades de la población (latina)? ¿Aquí como se mueven los latinos de un lado al otro dentro de la ciudad?

Fortalezas y Funcionamiento de la Comunidad

13. ¿Qué es lo que les gusta de vivir aquí en Fox Ridge?
14. En su opinión, qué es lo mejor que tiene que ofrecer esta comunidad? *Probe for:* físicamente, recursos humanos, agencias, otros recursos).

15. Hay personas que Uds consideran como líderes en la comunidad? *Probes:* Que hacen ellos en la comunidad? Porque son considerados como lideres?

Servicios

16. ¿Cuales son las agencias u organizaciones que tienen un impacto significativo dentro de la comunidad Latina? Iglesias?

17. ¿Cuales agencias u organizaciones han usado Uds?

18. ¿Cuándo Uds, su familia o sus amigos necesitan atención médica, adonde van?

19. ¿Cómo calificarían los servicios médicos aquí en la comunidad?

20. ¿Uds como se enteraron de los servicios médicos aquí? (Alguien le dijo? ¿Vio un folleto?)

21. ¿Qué dirían que son las barreras al acceso a servicios de salud para la gente hispana?

Estado Físico de la Comunidad: Ahora me gustaría escuchar su opinión sobre el estado físico de Fox Ridge y esta área geográfica.

22. ¿Cómo describirían las condiciones del ambiente general en la comunidad?

1. ¿Uds se sienten seguro/as saliendo solo/as en la noche? ¿En el día?
2. ¿Hay problemas con crimen aquí? ¿De qué tipo?
3. ¿Uds ven que pasan por aquí patrullas?

23. ¿Cómo describirían las condiciones de los departamentos/los edificios? ¿Le dan mantenimiento a los edificios y los departamentos?

Enfrentando a Desafíos y Tomando Decisiones:

Seguramente Uds se acuerdan de la tormenta de hielo que nos pegó en diciembre. Mucha gente se quedó sin luz por mucho tiempo. Me gustaría hablar con Uds sobre estos tipos de situaciones- cuando hay un problema y como la gente en esta comunidad pueden enfrentar un desafío.

24 ¿Si Uds tuvieran un problema, tienen familia o amigos a quienes podrían acudir para apoyo/ayuda?

25. ¿Han visto que aquí en Fox Ridge la gente se ayuda entre todos? ¿Como se apoyan? ¿Que tipo de ayuda dan?

Desafíos y Necesidades de la Comunidad

26. ¿Que creen Uds. son los desafíos más grandes que enfrenta la gente en esta comunidad? Probe for Fox Ridge and for latino specific. Y los jóvenes?

Probes: (vivienda, transportación, educación, pobreza, y el crimen).

27. ¿Qué problemas de salud son de mayor prioridad para la comunidad latina aquí?

28. ¿Hay establecimientos que Uds creen que abusan de los latinos?

K. Recomendaciones Para Discutir las Conclusiones del Grupo en el Foro Comunitario

Nos gustaría hacer un foro abierto en abril para compartir con toda la comunidad la información que hemos recolectado de la comunidad. ¿Les gustaría estar involucrado en la planeación del foro?

8. En su opinión, ¿Cuáles son los tres temas prioritarios que se debe incluir en el foro?

9. ¿Tienen sugerencias sobre como asegurar que las personas vengan al foro? Donde (cuales lugares y negocios) debemos colocar información sobre el foro?

10. ¿Cuales lugares recomendarían para el foro?

11. ¿Cuál día de la semana prefieren ustedes para el foro?

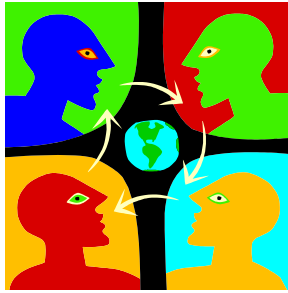
12. ¿Qué hora es el mejor para el foro?

Appendix D: Code Book

- Race Relations
 - Positive
 - Negative
 - Other
- Education
 - Positive
 - Negative
 - Other
- Immigration Issues
 - Demographic Change
 - Eligibility
- Health
- Language
 - Positive
 - Negative
 - Other
- Family (Defined as parenting, family structure, marital status, parent participation)
- Housing (Defined as Joyner Realty references and maintenance issues)
- Transportation
 - Positive
 - Negative
 - Other
- Discrimination (institutional level/people holding power, discrimination by race, age, or gender)
- Employment
- Religion (Defined as spirituality and church services)
- Services
 - Past
 - Present
- Community Functioning (Defined as internal community organization, references to past leaders or community center)
- Economics (Referring to money or a lack there of)
- Quotes
- Forum Recommendations
- Recreation
 - Positive
 - Negative
 - Other
- Community Problems (Defined as gangs, crime, violence, litter, prostitution, drinking, etc)

Appendix E: Community Meeting Materials

Planning Committee Agendas



AGENDA

10 abril, 2003

Comité de Planeación de la Junta Comunitaria de Fox Ridge

1. Bienvenida y Presentaciones de participantes
2. Resumen del Proyecto de Diagnóstico:
 - Que hemos hecho hasta ahora
 - Cuales son los objetivos de la junta comunitaria
3. Sugerencias del grupo acerca de la Junta
 - ¿Dónde?
 - ¿Cuándo?
 - ¿Cómo?
4. Resumen y planeación de la próxima reunión

AGENDA

April 10, 2003

Fox Ridge Community Forum Planning Committee

1. Welcome and Introductions
2. Summary of Community Diagnosis Project
 - What we have done so far
 - Objectives for the community forum
3. Suggestions from the Committee:
 - Where?
 - When?
 - How?
4. Summary and planning for next meeting



AGENDA

17 abril 2003

Comité de Planeación de la Junta Comunitaria de Fox Ridge

1. Bienvenida y Presentación de participantes
2. Resumen del Proyecto de Diagnostico de Fox Ridge:
 - ❖ Presentación de los resultados preliminares
3. Escoger los temas prioritarios para la junta comunitaria

1. Welcome and group introductions
2. Summary of Community Diagnosis Project
 - ❖ Presentation of Preliminary Results
3. Choosing the prioritized themes for Community Meeting



AGENDA
24 abril 2003
Comité de Planeación Fox Ridge

1. Bienvenida y presentaciones de participantes
2. Presentación de las conversaciones
 - ❖ ¿Qué les parecen?
 - ❖ ¿Qué hay que agregar/quitar?

3. Ultimos detalles de la junta:

Este domingo a las 4 de la tarde en frente del depto 2220.
Presentación de resultados del diagnostico
Comida
Rifa
Discusión en grupo sobre temas priotitarios

Celebrate Fox Ridge!

**Sunday, April 27th
4:00-6:00 PM
Apartment 2200**

If we work together our voices will be heard!



Join with your neighbors to take action about....

- Education
 - Safety
 - Recreation for kids
 - Your Rights
-and much more!

**Free dinner and great raffle prizes!
Childcare provided**

!Celebren La Trescienta!

Domingo, el 27 de abril

4:00-6:00 PM

Apartamento 2200

Juntos podemos lograr un cambio!



Nos vamos a juntar los vecinos para toman acción sobre....

- Educación
 - Seguridad
 - Recreo para los jovenes
 - Sus derechos
-y más!

¡Habrá comida gratis y rifa de premios!
Habrá cuido de niños



AGENDA
Reunión Comunitaria de Fox Ridge
27 abril 2003

1. Bienvenida e Introducción

¿Quiénes son estas personas que hemos visto por aquí y que están haciendo?
¿Qué es un Diagnóstico de Comunidad?

2. La Presentación de los Resultados Generales

Que dijeron los residentes de Fox Ridge y los proveedores de servicios: Los temas sobresalientes

Vivienda
La Seguridad y Vigilancia
La Educación/ Las Escuelas
Servicios sociales
La Salud
Unión Comunitaria
El Empleo
El Transporte

3. Presentación de los Temas Prioritarios

Los temas mencionados con más frecuencia por los residentes de Fox Ridge y proveedores de servicios:

La presencia de pandillas
Recreo para los niños
El Conocer a sus Derechos

4. El refrigerio

5. Discusión en Pequeños Grupos

Reflexión en el tema y formación de un plan de acción comunitario

6. Presentación de los Planes de Acción por los Grupos de Discusión

7. Presentación por invitados de agencias que sirven a la comunidad hispana en Raleigh

8. Clausura y Rifa.

¡Les agradecemos mucho su participación hoy!

Queremos agradecer a los siguientes compañías por patrocinar a este evento hoy:

BP * Community Initiatives * El Rodeo Restaurante Mexicano
Food Lion * Kroger * McDonalds
Papa John's Pizza * Pizza Hut * Subway
Target * Toys R Us * Whole Foods

Y un agradecimiento muy especial para Gina García-Somuk por su apoyo con este evento

Resumen de los Resultados del Diagnóstico de Comunidad: Fox Ridge

Vivienda:

- Muchos residentes mencionaron la falta de mantenimiento de los departamentos y la dificultad de tener una respuesta rápida de los dueños. Una barrera frecuentemente mencionada es el idioma.
- Muchos mencionaron que tenían que pagar las reparaciones que se hicieron en los departamentos

Seguridad y Vigilancia: Vimos dos opiniones diferentes expresadas

- Muchos residentes mencionaron su preocupación con los hombres que se ponen a tomar afuera de los departamentos: hacen mucho ruido, se ponen a pelear y a gritar groserías en frente de los niños, tiran botellas.
- Muchos residentes perciben que el problema viene de afuera
- Se necesita más vigilancia aquí: hay mucha preocupación por robos, asaltos, peleas, violencia doméstica y pandillas
- Otros residentes dijeron que aquí está muy tranquilo y muy seguro – que no hay problema con crimen

Educación y las Escuelas

- El calendario escolar no está bien: Los niños estudian 9 semanas y salen 3 semanas de vacaciones. Los padres se preocupan por day care, por falta de actividades durante las vacaciones y porque a los niños se les olvida todo cuando salen de vacaciones.
- La barrera del idioma es un problema: Los padres quieren participar en la educación de sus hijos, pero no entienden la información que se manda a la casa. No entienden las juntas que se hacen en las escuelas. Hace falta tener intérpretes.

El Idioma

- Todos los residentes mencionaron la barrera del idioma: comunicación con los dueños del departamento, comunicación en las escuelas, con la policía, en las agencias y las clínicas

Servicios

- Las barreras para acceder a los programas de apoyo para los latinos en Raleigh: transporte, idioma, falta de conocimiento de la existencia de servicios para hispanos.
- Pero muchos han encontrado que siempre hay interpretes en las clínicas- aunque a veces uno tiene que esperar hasta que lleguen
- El costo de servicios médicos es una gran barrera: Mucha gente aguantan los dolores, ignoran las enfermedades porque no quieren tener deuda con los hospitales.
- El saber navegar el sistema: que requisitos hay, donde ir, quien puede ayudar

La Unión de la Comunidad en Fox Ridge

- Muchos aquí son de la misma región de México y se conocen bien y creen que si necesitan ayuda, tienen con quien acudir
- Todos los residentes dijeron que hay una gran falta de unión entre los vecinos aquí.
- La comunidad no se organiza porque no tienen tiempo, siempre están trabajando
- Hubo dos percepciones diferentes: Algunos mencionaron que existe mucha tensión entre los diferentes grupos de personas, entre los latinos y los Afro-Americanos y entre los mismos hispanos. Otros no perciben esta tensión.
- Los proveedores de servicios mencionaron que ellos percibe que hay mucha unión aquí y que la gente se ayuda mucho.

El Empleo

- Muchos residentes perciben que existe más desempleo ahora que antes: por el 11 de septiembre y porque han legado muchísimos hispanos en los últimos años y está atascado el área.

- El estatus legal es una barrera muy grande en el empleo: Muchos residentes dijeron que la falta de documentación les expone a abuso por parte de la policía, los jefes y los dueños de los departamentos
- La transportación les dificulta a muchos residentes: no corre los domingos y les es difícil moverse e ir al trabajo.

Los Temas prioritarios

Hay algunos temas que surgieron muy frecuentemente en las entrevistas con residentes de Fox Ridge y con los proveedores de servicios. Nosotras nos reunimos con un comité de planeación, residentes de Fox Ridge, quien escogieron a tres temas para ser presentados en profundidad hoy día.

La Presencia de Pandillas: Hubo dos opiniones diferentes

- La gran mayoría de proveedores de servicios están muy preocupados por la presencia de pandillas en Fox Ridge. Se forman porque es una manera de que los muchachos buscan apoyo y unión
- Algunos madres y padres de familia se expresaron mucha preocupación con la presencia de las pandillas aquí. Se forman porque los muchachos no tienen nada que hacer aquí y hay una falta de vigilancia aquí.
- Otros residentes de Fox Ridge no percibieron las pandillas como un problema serio: No hacen otra cosa que pintar sus letras en las paredes y llevar los pantalones bajos. No hacen nada.

Recreo para los niños:

- Las madres de familia se preocupan por sus niños chiquitos aquí. No hay un espacio donde pueden ir a jugar.
- Los niños no tienen actividades ni programas cuando salen de vacaciones. Se quedan en la casa y se les olvida todo lo que aprendieron

La Falta de Conocimiento de los Derechos

- Muchos residentes ofrecieron sus experiencias de abuso por su estatus legal aquí: sienten que la gente se aprovechan mucho de los latinos porque no tienen documentación
- La gente no conoce sus derechos legales como inmigrantes aquí y eso permite que la gente se abusen de ellos

Estos tres temas prioritarios de discutirán en pequeños grupos. Nos vamos a dividir en tres grupos diferentes para reflexionar sobre un tema, descubrir las causas del problema e identificar soluciones potenciales y alcanzables. El objetivo de esta actividad es formular una plan de acción comunitario que se puede realizar.



AGENDA
Fox Ridge Community Meeting
April 27, 2003

1. Welcome and Introduction

What is a Community Diagnosis?

2. Presentation of Summarized Results

What residents and service providers said: A Summary of Major Themes

Housing
Crime and Safety
Education/School system
Social services
Health
Community Functioning
Employment
Transportation

3. Presentation of Prioritized Themes

The themes mentioned most frequently by resident of Fox Ridge and service providers:

The Presence of Gangs in Fox Ridge
Recreation for children
Knowing Your Rights

4. Break

5. Small Group Discussions

Reflection on Prioritized themes and Formation of a Community Action Plan

6. Presentation of Community Acton Plans to Large Group

7. Presentation by representatives from ALPES and ABC³

8. Closing and Raffle.

Thank you for your participation in today's community meeting!

We would like to thank the following businesses and organizations for their support of this event:

BP * Community Initiatives * El Rodeo Restaurante Mexicano

Food Lion * Kroger * McDonalds * Papa John's Pizza * Pizza Hut * Subway

Target * Toys R Us * Whole Foods

And a very special thank you to Gina García-Somuk for her support of this event.

Summary of Results of the Community Diagnosis: Fox Ridge

Housing:

- Many residents and some service providers mentioned the lack of maintenance of the apartments and the slow response of realtors to repair. Language was frequently mentioned as a barrier to effective communication with the realty office.
- Many residents spoke of having to pay anywhere from \$35 -\$50 for apartment repairs to the realty company.

Crime and Safety : We found varying perspectives on this theme

- Many residents talked about their concern about men sitting outside and drinking in the parking lot or on the basketball court. They complained about loud music, fighting and yelling and throwing glass bottles
- Many residents perceived that a lot of the problems were caused by people coming into Fox Ridge from outside.
- Residents agreed that there needs to be more police vigilance here. There is a lot of concern with crime: muggings, break-ins, gangs and domestic violence.
- Other residents said that they did not perceive crime to be an issue at Fox Ridge: they felt safe walking around during the day and at night.

Education and the School System:

- Many residents were unhappy with the year-round school calendar. They are concerned that their children forget everything they learn over vacation and that they do not have programs and activities available for the children during vacation. They frequently mentioned and their inability to find affordable and safe child care for the “constant” vacations.
- The language barrier is an issue for parents of children in school: They want to participate in their children’s education, but are unable to understand the notes sent home from school in English and cannot participate in school meetings because they are conducted in English.

Language

- All the residents and a vast majority of the service providers mentioned language as a barrier: Communication with the realty company, in the schools, with the police, and as a barrier to navigation of social services system.

Services

- The barriers to accessing social services: transportation, language, lack of knowledge of service existence and requirements.
- There were varying community member experience with service delivery in Raleigh: some felt that services were accessible and in Spanish for Latinos in Wake, others perceived multiple and often insurmountable barriers to services (see above)
- The cost of health care was often perceived as prohibitive for community members and service providers alike. Many community members spoke of ignoring pain and discomfort and physical ailments because they could not afford medical care or did not want to go further into debt at local hospitals. .
- Lack of knowledge of how to “navigate the system”: what are the requirements, where to go, who can help.

Community Functioning in Fox Ridge

- A lot of community members are from the same region in Mexico and know each other. They spoke of feeling like they had people to go to when they needed support.
- All the residents said that there is a lack of community organization and unity in Fox Ridge
- Community members do not organize because they do not have time- “We are always working”

- There were varying perceptions on community relations in Fox Ridge. Some community members mentioned an existing tension between Hispanics and African American residents, and between Hispanics. Other residents did not perceive any tension in the community between different groups.
- Service providers often mentioned a perception that there is a strong community in Fox Ridge, that residents do help each other out and support each other. This perception was stronger among service providers than among community members.

Employment

- Many residents perceive a recent increase in unemployment within the Latino community: Because of the fallout after 9/11 or because the Latino population in this area has grown substantially recently and the job market has flooded.
- Legal status is a perceived barrier for employment. Many residents talked about the lack of documentation exposing them to abuse by police, landlords and employers.
- Transportation was mentioned as a barrier for employment. Because the buses do not run on Sunday, residents have difficulty getting to their jobs

Prioritized Themes

There are some themes that came up consistently and frequently in the interviews with both service providers and community members. A Planning Committee consisting of community residents was formed with the purpose of choosing and further developing the themes for discussion today. The following three themes were chosen by the community residents for further reflection:

The Presence of Gangs:

- There were varying perceptions on this issue.
- Across the board, service providers were highly concerned about the presence of gangs in Fox Ridge. The spoke of the formation of gangs as a way for young men to find support through social networks.
- Some community residents also expressed a lot of concern over the presence of gangs. They believe that these gangs form because the adolescents do not have other activities to participate in and because there is not sufficient community vigilance by law enforcement.
- Other residents in Fox Ridge did not perceive gangs to be a serious community issue. They said that the kids didn't really do anything, just stand around on the basketball court and wear their pants low.

Recreation for Youth in Fox Ridge

- Mothers were concerned for their small children. They expressed a desire to have a space for their smaller children to play.
- The year round school calendar poses a problem for day care and programs for youth. The mothers in Fox Ridge expressed concern that their children would leave school for vacation and be stuck at home while both parents worked, without organized activities.

Lack of Knowledge of Rights

- Many residents offered their experiences of having been abused and taken advantage of because of their legal status here. Many perceived themselves to be more vulnerable to abuse because they do not have documentation.
- Community residents spoke of the lack of knowledge of their legal rights and protection under the law as immigrants allowing for increased abuse of the Latino community.

These three prioritized themes will be discussed in small groups. Participants will choose one of the three themes above and will participate in a small group discussion with other community members and service providers who are also interested in the theme. During the small group activity, the group will further reflect on the issue, talk about the root causes, and identify possible solutions to the problem. The objective of this activity is to formulate a Community Action Plan that can be followed up on by community members in conjunction with committed service providers.

Guides for Small Group Facilitators (Ver-Pensar-Actuar)

Know Your Rights Trigger

CM1: Hola vecina! Como te va?

CM2; Aye Claudia, yo estoy bien enojada.

CM1: ¿Porque? ¿Que paso?

CM2: Es que en el trabajo, yo pedí mis vacaciones- que me las deben...y no me las quieren dar. Me dijo el manager que me iban a despedir si yo tomara mis vacaciones.

CM1: No es justo! ¿Porque nos tratan asi a los latinos?

CM2: Sabes, es que nosotros no conocemos nuestros derechos – no sabemos que nos corresponde, y se aprovechan de nosotros porque saben que no vamos a decir nada.

CM1: Si verdad. Saben que tenemos miedo de que nos mandan de regreso a Mexico si nos quejamos.

CM2: Sabes Claudia, creo que nos falta más información – necesitamos saber como protegernos del abuso.

Ver-Pensar-Actuar: *En esta discussion, vamos a pasar por tres fases. Primero, dos personas van a presentar un dialogo. Este dialogo es una sintesis de las entrevistas que se hicieron aqui en Fox Ridge- es decir, que muchas veces son las palabras de sus vecinos que se presentan aqui. Despues de escuchar el dialogo – nos vamos a guiar por este diagrama aqui. Primero vamos a reflexionar sobre lo que acabamos de ver. Luego, vamos a reflexionar sobre lo que puede significar, cual es el problema que se presenta aqui y porque existe. Luego en el tercer fase, vamos a pensar en pasos concretos que nosotros podemos tomar para buscar la resolucion. El objetivo de esta discussion es tener una plan de accion que es **alcanzable**.*

Ver

Primero, que está pasando en esta conversación (que es lo que acabamos de ver aqui, de que estaban hablando estas dos personas?)

Try to get them to people getting taken advantage of because they don't know/understand their rights.

Pensar

¿Cual es el problema a que refieren estas mujeres?

¿Creen que este problema existe para la gente que vive aquí?

Cuales son algunos ejemplos de cuando un conocimiento mejor de las leyes y los derechos de uno puede ayudar a que eviten ser victimas del abuso? (Ejemplos de abusos – keep a tight reign here- watch out for story time!)

Before actuar, it is a good idea for facilitator to quickly summarize what has been said up to this point and for the note taker to write key points on the poster.

Actuar

Hemos reflexionado un poco sobre esta situación y como les afecta a Ud en sus vidas. Ahora lo que vamos a hacer es empezar a buscar una solución a este problema. Es obvio que aquí no vamos a poder resolver los problemas que hay con la inmigración, pero a lo mejor si hay pasos concretos que se puede tomar para que esta situación no vuelva a pasar

Que tipo de información necesitan para que no le pase lo que pasó a la persona en este ejemplo?
Donde puede conseguir esta información? (Quien les podría ayudar, A quien podrían hablar?
Como pueden encontrar esta información?)

Uds, que podrían hacer para buscar resolución para este problema?

Que recursos tenemos aquí en esta comunidad que podemos usar para mejorar las cosas para nosotros?

Hay algo que se puede hacer entre los vecinos aquí para buscar resolución a este asunto?

Que recursos necesitan?

Recreation Trigger

Madre 1: “Hola, Lupe. Que bueno que estes en casa. Estoy un poco preocupada, porque tengo que va a trabajar al hotel mañana y no se quien puede cuidar a Miguelito.”

Madre 2: “Ay, comadre, lo siento, pero tengo el mismo problema. Los niños están de vacaciones otra vez y el hotel no se cierre. He llamado a Maria, Ana y Jane, y no he encontrado quien me ayude con los niños. Una tiene que llevar su madre al hospital, una va a trabajar, una ya está cuidando a siete muchachitos. Que vamos a hacer?”

Madre 1: “No se. Ahorita no tengo dinero para pagar un daycare. Me enoja mucho la manera en que cambiaron el calendario escolar sin pensar en lo que van a hacer los niños durante estas vacaciones constantes. No se que vamos a hacer con los hijos. Me preocupa mucho que no tiene donde ir durante sus vacaciones.”

Madre 2: “Hmmm...No podemos dejarles con una vecina, no los podemos llevar a los hoteles, y no podemos pagar un daycare. Entonces, creo que tenemos que dejarles con el superintendente de las escuelas. Como ve, comadre?”

Ver-Pensar-Actuar: *En esta discusión, vamos a pasar por tres fases. Primero, dos personas van a presentar un diálogo. Este diálogo es una síntesis de las entrevistas que se hicieron aquí en Fox Ridge- es decir, que muchas veces son las palabras de sus vecinos que se presentan aquí. Después de escuchar el diálogo – nos vamos a guiar por este diagrama aquí. Primero vamos a reflexionar sobre lo que acabamos de ver. Luego, vamos a reflexionar sobre lo que puede significar, cual es el problema que se presenta aquí y porque existe. Luego en el tercer fase, vamos a pensar en pasos concretos que nosotros podemos tomar para buscar la resolución. El objetivo de esta discusión es tener una plan de acción que es **alcanzable**.*

Ver

Como se sienten los madres en esta conversacion?
Porque estan preocupadas?

Pensar

Porque creen que exista esta preocupacion en Fox Ridge?
Cuales factores contribuyen a este asunto?

Before actuar, it is a good idea for facilitator to quickly summarize what has been said up to this point and for the note taker to write key points on the poster.

Actuar: Hemos reflexionado un poco sobre esta situacion y como les afecta a Ud en sus vidas. Ahora lo que vamos a hacer es empezar a buscar una solucion a este problema. Es obvio que aqui no vamos a poder resolver los problemas que hay con las escuelas, pero a lo mejor si hay pasos concretos que se puede tomar para que esta situacion no vuelva a pasar.

Como padres y madres, que podemos hacer para buscar resolucion?
Que queremos para nuestros ninos?
Que recursos tenemos aqui en esta comunidad que podemos utilizar para mejorar la situacion?
Quien necesitamos contactar?

Gangs Trigger

Service Provider: Gang involvement is a serious problem in Fox Ridge. There are a lot of safety concerns.

Community member 1: I agree. I don't feel safe at night or when the young men hang out together outside. I worry about my kids. I don't let them play outside when there are guys on the basketball court.

Community member 2: Those gangs don't really bother me. They are just a bunch of young boys who paint letters on walls and wear low pants. They never really do anything.

Professional: Creo que la presencia las pandillas es un problema muy serio aqui en Fox Ridge. Hay muchas preocupaciones de seguridad a causa de las pandillas.

Miembro de la comunidad 1: Estoy de acuerdo. No me siento segura por la noche y menos cuando haya muchos muchachos juntandose afuera. Me preocupo por mis hijos tambien. Yo no les permito jugar afuera cuando estén los muchachos en la chancha.

Miembro de la comunidad 2: Pues a mi las pandillas a mi no me molestan. Yo no lo veo como un problema no hacen nada – solo rayan sus letras en las paredes y llevan los pantalones bajos. No hacen nada. A mi lo que me preocupa mas son los hombres cuando se ponen a tomar afuera.

Ver-Pensar-Actuar: *En esta discusión, vamos a pasar por tres fases. Primero, dos personas van a presentar un diálogo. Este diálogo es una síntesis de las entrevistas que se hicieron aquí en Fox Ridge- es decir, que muchas veces son las palabras de sus vecinos que se presentan aquí. Después de escuchar el diálogo – nos vamos a guiar por este diagrama aquí. Primero vamos a reflexionar sobre lo que acabamos de ver. Luego, vamos a reflexionar sobre lo que puede significar, cual es el problema que se presenta aquí y porque existe. Luego en el tercer fase, vamos a pensar en pasos concretos que nosotros podemos tomar para buscar la resolución. El objetivo de esta discusión es tener una plan de acción que es **alcanzable**.*

Ver

¿Qué está pasando aquí en esta conversación?

Pensar

¿Ud que opina sobre esta situación?

¿Piensan que las pandillas aquí son un problema muy serio?

¿Cuales actividades de las pandillas causen problemas?

¿Porque hay pandillas aquí en Fox Ridge?

¿Porque muchachos se juntan en pandilla?

Before actuar, it is a good idea for facilitator to quickly summarize what has been said up to this point and for the note taker to write key points on the poster.

Actuar:

¿Que se puede hacer para resolver esta situación?

Como padres y madres de familia, que podemos hacer nosotros para resolver esta situación?

Quien mas debe estar involucrado? (las escuelas, los agencies, los padres, policía)

Que recursos tenemos aquí en esta comunidad para poder resolver esta situación?

Small Group Handouts

Conociendo Nuestros Derechos/Knowing Your Rights

CM1: Hola vecina! Como te va?

CM2; Aye Claudia, yo estoy bien enojada.

CM1: ¿Porque? ¿Que paso?

CM2: Es que en el trabajo, yo pedí mis vacaciones- que me las deben...y no me las quieren dar. Me dijo el manager que me iban a despedir si yo tomara mis vacaciones.

CM1: No es justo! ¿Porque nos tratan asi a los latinos?

CM2: Sabes, es que nosotros no conocemos nuestros derechos – no sabemos que nos corresponde, y se aprovechan de nosotros porque saben que no vamos a decir nada.

CM1: Si verdad. Saben que tenemos miedo de que nos mandan de regreso a Mexico si nos quejamos.

CM2: Sabes Claudia, creo que nos falta más información – necesitamos saber como protegernos del abuso.

CM1: Hey neighbor, How is it going?

CM2: Claudia, I am really mad.

CM1: Why? What is going on?

CM2: Well, at work I asked for my vacations- the days that they owe me, and they don't want to give them to me. The manager told me that if I asked for my vacation days, that I would be fired.

CM1: That isn't fair! Why do they treat us Latinos like that?

CM2: You know, it is because we don't know what our rights are- we don't know what protections we have under the law, and they take advantage of us because they know that we aren't going to say anything.

CM1: You are right. They know that we are scared that they will send us back to Mexico if we complain.

CM2: You know what Claudia, I think that what we need is more information- we need to know how to protect ourselves from abuse.

Recreo para Jovenes /Children and Recreation

Madre 1: “Hola, Lupe. Que bueno que estes en casa. Estoy un poco preocupada, porque tengo que va a trabajar al hotel manana y no se quien puede cuidar a Miguelito.”

Madre 2: “Ay, comadre, lo siento, pero tengo el mismo problema. Los ninos estan de vacaciones otra vez y el hotel no se cierre. He llamado a Maria, Ana y Jane, y no he encontrado quien me ayude con los ninos. Una tiene que llevar su madre al hospital, una va a trabajar, una ya esta cuidando a siete muchachitos. Que vamos a hacer?”

Madre 1: “No se. Ahorita no tengo dinero para pagar un daycare. Me enoja mucho la manera en que cambiaron el calendario escolar sin pensar en lo que van a hacer los ninos durante estas vacaciones constantes. No se que vamos a hacer con los hijos. Me preocupa mucho que no tiene donde ir durantes sus vacaciones.”

Madre 2: “Hmmm...No podemos dejarles con una vecina, no los podemos llevar a los hoteles, y no podemos pagar un daycare. Entonces, creo que tenemos que dejarles con el superintendente de las escuelas. Como ve, comadre?”

Mother 1: Hey Lupe. I am so glad that you are home. I am a worried. I have to go to work tomorrow and I don't know who to get to take care of Miguelito.

Mother 2: Oh comadre, I am sorry, but I have the same problem. The kids are on vacation again, but the hotel doesn't close. I have called Maria, Ana and Jane and I haven't found anyone who can help me with the kids. What are we going to do?

Mother 1: I don't know. I don't have the money right now to pay a day care. It really makes me angry that they changed the school calendar without thinking about what we will do with the kids during these constant school breaks. I don't know what to do with my kids. It really worries me that they don't have anywhere to do during break.

Mother 2: Well... We can't leave them with a neighbor and we can't take them to work with us.... What do you think would happen if we left them over at the superintendent's house?

La Presencia de Pandillas/Gangs in Fox Ridge

Professional: Creo que la presencia las pandillas es un problema muy serio aqui en Fox Ridge. Hay muchas preocupaciones de seguridad a causa de las pandillas.

Miembro de la comunidad 1: Estoy de acuerdo. No me siento segura por la noche y menos cuando haya muchos muchachos juntandose afuera. Me preocupo por mis hijos tambien. Yo no les permito jugar afuera cuando estén los muchachos en la chancha.

Miembro de la comunidad 2: Pues a mi las pandillas a mi no me molestan. Yo no lo veo como un problema no hacen nada – solo rayan sus letras en las paredes y llevan los pantalones bajos. No hacen nada. A mi lo que me preocupa mas son los hombres cuando se ponen a tomar afuera.

Service Provider: Gang involvement is a serious problem in Fox Ridge. There are a lot of safety concerns.

Community member 1: I agree. I don't feel safe at night or when the young men hang out together outside. I worry about my kids. I don't let them play outside when there are guys on the basketball court.

Community member 2: Those gangs don't really bother me. They are just a bunch of young boys who paint letters on walls and wear low pants. They never really do anything. I am more worried about the men who always drink outside.

Appendix F: Community Meeting Logistics

Meeting Location

Our planning committee asserted that attendance would be low if the meeting was held offsite, even if transportation were provided. For this reason, we decided to hold the event in Fox Ridge. Joyner Realty provided a model apartment to use as a base for the meeting. Tents and chairs were set up outside the apartment for the AOCD findings and large group discussion portion of the meeting.

Meeting Advertisement

Two days prior to the community meeting, team members put flyers with the date, time, and purpose of the meeting both Spanish and English on every apartment door in Fox Ridge. (For a copy of the flyer, see Appendix E.) We also placed them in prominent locations around the neighborhood, like the mailboxes and the Laundromat. Large, colorful signs advertising the meeting were placed on the door of the model apartment and at the entrance to the complex. On the day of the meeting, team members walked around Fox Ridge and personally invited community members to attend the event. In order to advertise the meeting to service providers, we mailed all of the service providers we interviewed a flyer to display in their offices and encouraged them to invite their colleagues to the meeting. We also sent follow-up emails and made phone calls to service providers to remind about the event. Our preceptor made personal phone calls to service providers to encourage their attendance.

Meeting Agenda

As participants arrived at the meeting, they went to the registration table and received a nametag, an English or Spanish agenda, and a raffle ticket. (For a copy of the meeting agenda in Spanish or in English, see Appendix E). Childcare was provided in an area separate from the

meeting to allow more space for the children to play, as well as to decrease the noise level around the meeting. The meeting was facilitated in Spanish with simultaneous translation via headsets for English speakers.

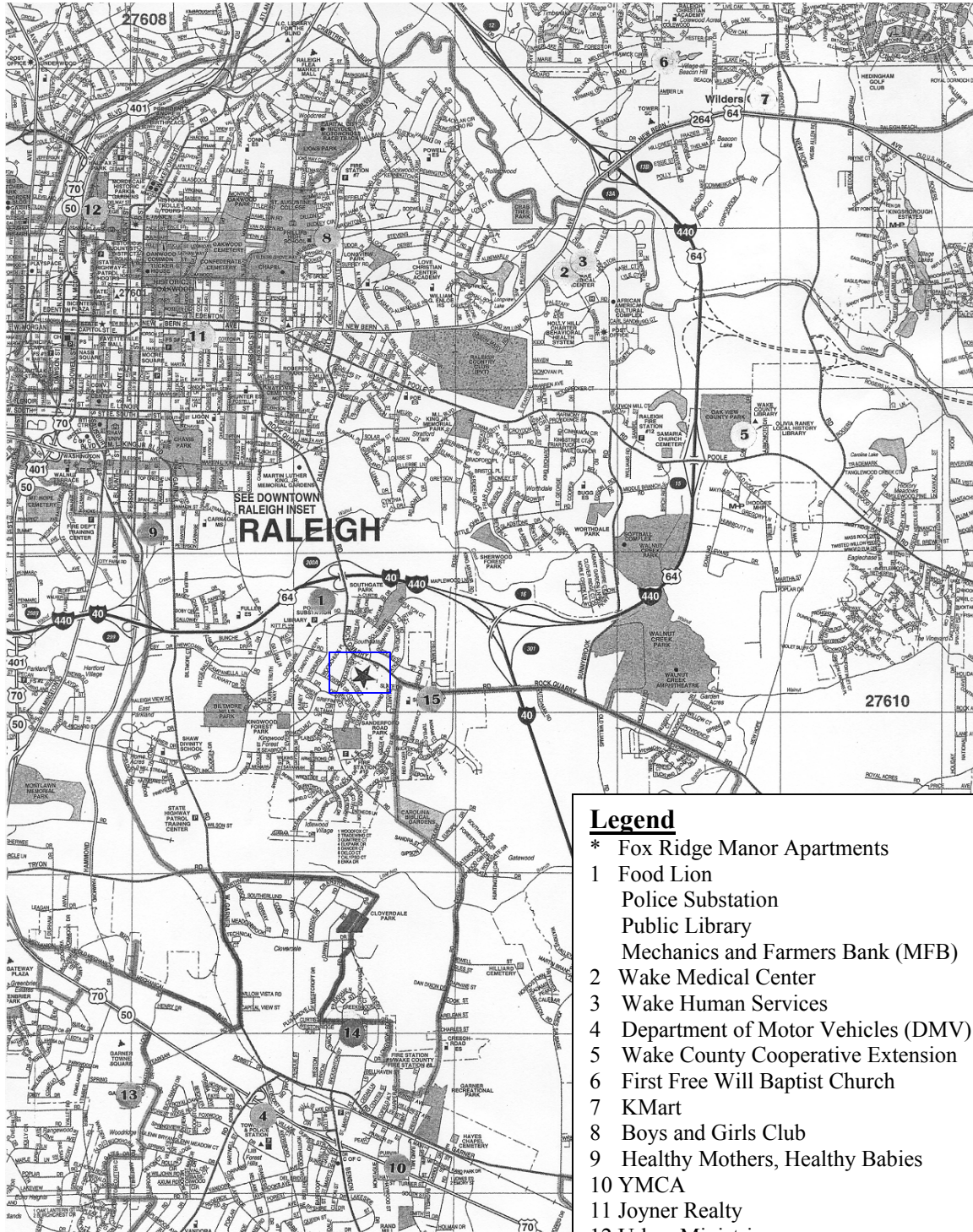
Youth volunteers from Fox Ridge opened the meeting and thanked participants for their presence. Then, CD team members discussed the purpose of the meeting and gave a brief overview of the AOCD process and our role. We went on to discuss our results, who we interviewed and what kind of questions we asked. We then reviewed the themes that had emerged from the interviews. Finally, we explained that three themes had been prioritized with the help of the planning committee, based on information gathered in interviews. These were: the presence of gangs, knowing your rights, and lack of recreation for children. We asked attendees to choose a topic they wanted to discuss and explained that we saw the small group discussions as an opportunity for residents and service providers to reflect and come up with action steps that could be realized within the community.

The small group sessions were facilitated using the Ver-Pensar-Actuar model (roughly translated See-Think-Act), a facilitation tool that has been used extensively with Hispanic/Latino populations in group reflection processes. Our team prepared skits in Spanish as triggers for each small group. Each small group member received a handout with the trigger printed out, both in English and in Spanish. After the participants saw the trigger, the facilitator led them through a series of questions about what they saw, what they thought, and what action they could take to help address the problem. (A complete explanation of Ver-Pensar-Actuar and sample questions for each trigger can be found in Appendix E).

After the small groups identified action steps, a participant from each group was asked to report back to the larger group about what was discussed during that session. Finally, our

preceptor introduced an assets-focused leadership development program (ABC³) being initiated through Wake County Cooperative Extension. She expressed the hope that members of the Fox Ridge community would be interested in participating in the leadership development process. It was stressed that the community meeting was just a first step in the community change process. After the meeting closed, a raffle drawing was held. The large number of donated items secured for the forum made it possible for almost every community member in attendance to win a child's prize or a gift certificate to a local store.

Appendix G: Services and Businesses Map



Legend

- * Fox Ridge Manor Apartments
- 1 Food Lion
- Police Substation
- Public Library
- Mechanics and Farmers Bank (MFB)
- 2 Wake Medical Center
- 3 Wake Human Services
- 4 Department of Motor Vehicles (DMV)
- 5 Wake County Cooperative Extension
- 6 First Free Will Baptist Church
- 7 KMart
- 8 Boys and Girls Club
- 9 Healthy Mothers, Healthy Babies
- 10 YMCA
- 11 Joyner Realty
- 12 Urban Ministries
- 13 Garner High School
- 14 North Garner Middle School
- 15 Southeast Raleigh High School
- 16 Timber Drive Elementary School

Appendix H: Resource Guide

CONOZCA SU CONDADO:

Una guía de referencia de los servicios para la comunidad hispana en el Condado de Wake.

*Conozca sus derechos
Ubíquese bien
Encuentra apoyo para su familia*



En este guía Ud se encontrará información sobre:

Sus derechos legales

Servicios médicos

Información para madres y padres de familia

Agencias que proveen apoyo para la comunidad latina en Wake County

Y mucho más.....

¡HOLA!

Este guía es una compilación de algunos servicios y fuentes de información disponibles en el Condado de Wake para la comunidad latina. De ninguna manera trata de ser una lista exhaustiva de todos los recursos y servicios disponibles, pero esperamos que sea de utilidad para Ud. y para su familia.

Incluido en este guía Ud. se encontrará información sobre:

- 1. Líneas telefónicas gratuitas que ofrecen información detallada sobre los servicios médicos y servicios sociales aquí en el Condado de Wake**
- 2. Información sobre cursos de inglés gratuitos**
- 3. Información sobre una línea telefónica donde Ud. puede pedir información sobre ETS y SIDA**
- 4. Sus derechos legales en este país**
- 5. Información sobre programas de apoyo para padres y madres de familia**
- 6. Información sobre el sistema de salud en el condado de Wake, apoyo para usuarios e información acerca de aseguranza para sus niños**
- 7. Una lista de las agencias que trabajan dentro de la comunidad latina en el condado de Wake**



Compilado por: Fox Ridge Community Diagnosis Team. UNC-Chapel Hill School of Public Health, Health Behavior Health Education Dept.

Yo necesito información general sobre los programas de servicios de salud y servicios humanos.

En esta área hay DOS servicios por teléfono que le proporcionan información **gratis**

sobre los servicios de apoyo disponibles en el condado de Wake.

El **2-1-1** les ayuda a las personas que llaman con preguntas o problemas.

Llamadas típicas a 2-1-1:

- Una madre busca apoyo porque su hijo de 12 años no asiste a la escuela
- Una madre soltera recibe un aviso de la compañía de luz que le van a cortar el servicio por retrasos de pago
- Una persona cree que tiene problemas con el alcohol. Habla para buscar ayuda.
- Un hombre buscar una clínica donde le pueden atender a bajo costo y donde hablan el español



MARQUE AL 2-1-1 con preguntas o problemas y los operadores le ayudarán a buscar la solución.

Operadores le atiendan en español de 9:30 AM a 6:00 PM de lunes a viernes.

CARE LINE: La Oficina de Servicios a la Población es un servicio del condado de Wake. Ellos le proporcionan información y le refieren a los servicios adecuados disponibles en el condado a través de un servicio telefónico que se llama Care Line.



HABLE al CARE LINE: 1.800.662.7030 con sus preguntas sobre los servicios ofrecidos por el condado y el estado. *Le atiendan en español de 8:00 AM a 5:00 PM de Lunes a Viernes.*

Yo quiero aprender ENGLISH



- El Community College del Condado de Wake ofrece clases de inglés gratuitas.



Ud. Puede hablar al teléfono **715-7409** para pedir informes sobre clases de inglés.

- Wake County Literacy Council también ofrece clases de inglés gratuitas. Ellos dan clases particulares con un tutor. Requiere un compromiso de mínimo una hora la semana.

Wake County Literacy Council
4208 Six Forks Road, Suite 246
Raleigh, NC 27609



Hable con Gunjan Gupt al **787-5559** para pedir informes.



Yo soy madre/padre de familia y necesito ayuda con mis niños.

- No sé como apoyarles a mis hijos en la escuela.
- Quiero aprender a castigarlos sin violencia.
- Quiero apoyar a mi hijo para que tenga una mejor auto-estima.
- Mi hija tiene problemas de adaptación y yo no sé como comunicar con ella. ¿Cómo la puedo yo ayudarle?
- Apenas nació mi bebe hace tres semanas y yo me siento aislada y con miedo. ¿Hay alguien que me puede apoyar?

La organización **Crianza con Cariño** le puede ayudar. Ofrecen talleres y actividades para padres y madres de familia con hijos hasta 16 años de edad.



Ud. Puede hablar al **743-6140** para pedir informes.



El Programa **Sin Fronteras** es un programa de prevención del embarazo en **adolescentes**. Es dirigido a jóvenes hispanos. Trabajan con los jóvenes y sus padres y los refieren a otras agencias cuando sea necesario. Sin Fronteras es un programa que ofrece apoyo, actividades educativas y recreacionales para los adolescentes.



Para mayores informes, Ud. Se puede comunicar con la Sra. Maria Pannese al teléfono **838-1488 EXT 108**



Yo tengo preguntas sobre ETS (enfermedades de transmisión sexual) y SIDA

Hay una línea de información **gratis** a donde Ud puede marcar. El servicio es totalmente **confidencial** y **en español**.

Un educador en salud le puede proporcionar información sobre:

- Como protegerse de las enfermedades de transmisión sexual y el SIDA
- Como se transmite las enfermedades
- Donde se puede ir para hacerse un examen de ETS o SIDA
- Como hablar con sus hijos sobre las enfermedades y el SIDA



Línea Nacional del SIDA

1-800-344-7432

El servicio de Español está disponible de 8am a 2 am.



Yo quiero conocer a mis derechos legales en este país

En seguida Ud encontrará folletos con información sobre sus derechos aquí en los Estados Unidos. Si tiene preguntas sobre la información en los folletos o sobre otros asuntos legales, puede comunicarse con La Asociación Legal de Carolina del Norte al teléfono:



677.8574 (en Wake County) o el 1.800.662.7660

[Three handouts included here on domestic violence, the law, and knowing your rights!]



El Sistema de Salud en Carolina del Norte:

Conozca sus Opciones y Sus Derechos Como Usuario

A continuación le proveemos una lista de los establecimientos de salud con las características de cada uno. Como cada uno, en cada condado, ofrece servicios un poco diferentes, le recomendamos que llame a **CARELINE al 1-800-662-7030** para que les informen sobre cualquier servicio de salud que usted necesite en su área. **Se habla español.**

Recuerde: la mayoría de los establecimientos listados a continuación tienen horarios limitados. Algunos requieren que se haga una cita, otros les sirven de acuerdo con el orden de su llegada.

ESTABLECIMIENTO DE SALUD

SERVICIOS OFRECIDOS

CARACTERÍSTICAS

Los hospitales

El hospital más cerca de Ud:

Wake Med
3000 New Bern Ave
Raleigh, NC 27610
Tel: 350-8000

Al menos de tener una cita para una operación, uno suele ir al hospital en caso de una emergencia o accidente grave, cuando se trata de un asunto muy serio. Ejemplos: quemaduras, cortes profundos, infartos, alta fiebre, etc.

El hospital en E.E.U.U es privado por lo general. Una visita sin exámenes o pruebas le puede costar **hasta \$300 o más**. Así que si no se trata de una emergencia, le recomendamos que vaya a una clínica o a un consultorio médico privado.

Los Departamentos de Salud (Health Department)

En el Condado de Wake el Departamento de Salud se encuentra sobre la calle Sunnybrook Road #10
Tel: 212-7000

Suelen ofrecer tratamientos gratuitos para curar las enfermedades de transmisión sexual. Sus servicios también incluyen el cuidado prenatal, salud de la mujer, vacunas para los niños y los adultos. Algunos centros también proveen servicios médicos tradicionales y clínica dental.

Son establecimientos públicos. Cada condado cuenta con un departamento de salud. Sus servicios se cobran en base a los ingresos del paciente (cuanto menos gane, menos tiene que pagar.) Algunos servicios, como las vacunas para los niños, son gratuitos. El personal de los departamentos de salud les pueden referir a especialistas o otros servicios que ellos no ofrecen.

Las clínicas GRATUITAS

Suelen ofrecer los servicios de salud general. Ciertas clínicas tienen servicios dentales. Llame al **1-800-662-7030** para mayor información.

No cobran por los servicios ofrecidos si uno cumple los requisitos.



En el condado de Wake hay 2 clínicas gratuitas:

Community Mental Health Clinic
228 W. Edenton Street
Raleigh, NC 27603



Tel: 919-779-3979

The Open Door Clinic
Urban Ministries of Raleigh
PO Box 26476
840 Semart Drive
Raleigh, NC 27611-6476



Tel: 919-832-0820

Horario de la clinica: 5:00PM. hasta las 9 PM, los Martes y Jueves.
Habla los Martes o Jueves entre 9-10 AM para hacer cita.



¿Cómo pago por los servicios médicos?

La mayoría de los servicios de salud en Estados Unidos se pagan. A veces el costo puede ser muy elevado: si usted tiene que quedar en el hospital o hacerse muchas pruebas, le puede resultar MUY costoso. Probablemente usted no pueda pagar por los gastos en una sola vez.

Sin embargo, cuando uno no paga por sus gastos médicos, le puede afectar su historial de crédito en el futuro y perjudicarlo a la hora de comprar a crédito, ya sea una vivienda, un auto, etc. Además agencias llamadas "collecting agencies" le acosan y le pueden dar la vida imposible hasta que usted pague sus deudas.

A continuación le presentamos diferentes opciones para asegurar que usted pueda cubrir sus gastos médicos:

❖ **Comprar una póliza de seguro de salud (aseguranza) para usted y su FAMILIA.**

Ésta es la solución más segura. Si le ofrecen seguro médico en el trabajo, le recomendamos que lo compre **para toda su familia**. Cuando uno tiene una familia, puede estar seguro de tener que gastar en médicos y medicinas. El seguro de salud le puede ayudar a cubrir esos gastos. Recuerde que los gastos de salud y de medicinas son MUY elevados. Probablemente usted NO pueda pagar por estos gastos sin la ayuda de una póliza de seguro.

❖ **El programa Health Choice para los niños.**

Éste es un programa del estado que provee seguro médico para los niños nacidos en Estados Unidos o de padres estadounidenses que cumplen con los requisitos de ingresos familiares. El programa cubre los niños hasta los 18 años edad de familias con un ingreso bajo.



HABLA AL 1.800.367.2229 para recibir más información sobre este programa.

En la pagina que sigue, Ud. encontrará información adicional sobre el programa NC Health Choice.

❖ **Los programas del Departamento de Servicios Sociales**

Los Departamentos de Servicios Sociales (DSS) tienen programas tales como **Medicaid** para ayudar a las personas con pocos recursos económicos. Hable con ellos para ver si puede calificar para uno de sus programas. Si no sabe donde están ubicados, llame gratuitamente a **CARELINE al 1-800-662-7030** para que le indiquen el Departamento de Salud en su área.

❖ **Arreglar un plan de pagos a plazos (semanal, quincenal, mensual) con el Hospital, la clínica o el Departamento de Salud**

Si por cualquier motivo, usted no tiene seguro médico, no califica para ninguno de los programas arriba mencionados y tiene que pagar una factura elevada, le recomendamos que hable con el organismo de salud al que le debe dinero y arregle con ellos un plan de pago **(payment plan en inglés.)**

Esto significa que usted puede arreglar con el hospital, la clínica o el departamento de salud pagos semanales, quincenales o mensuales. Ellos suelen aceptar pagos bajos (hasta \$20 por mes o menos). Lo que quieren es que uno pague regularmente en la fecha que corresponde. **Aunque la factura sea elevada (miles de dólares), uno puede arreglar pagos a plazos y pagar sus deudas poco a poco.**

Pagar a plazos le asegura que el organismo de salud no le reporte a las agencias de crédito y que no le perjudique en el futuro. No pagar por los servicios de salud perjudica a la comunidad entera ya que hace que aumenten los precios de los servicios.

Algunos hospitales grandes tienen programas de ayuda financiera (financial aid en inglés.)

Hable con ellos para ver si puede beneficiar de cualquier ayuda financiera.

[Insert 1 handout about NC Health Choice]



¿Como Usuario, Cuáles son mis derechos?

El título VI de la Ley federal de 1964 protege a individuos contra discriminación debido a la raza, el color o el origen nacional, en programas que reciben asistencia financiera del gobierno federal como fondos, entrenamientos, asistencia técnica a organismos estatales, locales y a organizaciones sin fines de lucro.

Esto significa que cualquier programa u organismo que recibe fondos del gobierno federal debe respetar la Ley. Para que se aplique la Ley, estos programas o organismos **DEBEN** asegurar que todos tengan el mismo acceso y puedan beneficiarse de los programas y actividades ofrecidas. En Carolina del Norte, la mayoría de los organismos que proveen servicios de salud reciben fondos del Gobierno federal y por lo tanto les obliga la Ley.

Tomemos un ejemplo concreto:

Usted no habla inglés y necesita cuidado médico. Si el Departamento de Salud, la clínica o el centro de salud comunitario de su área recibe fondos del gobierno federal, **TIENE LA OBLIGACIÓN** de ayudarle con el idioma para que usted tenga el mismo acceso a los servicios médicos ofrecidos que las personas que hablan inglés.

Esto se puede hacer por los servicios de intérpretes (que el mismo organismo debe proveer), por la contratación de personal bilingüe o por cualquier otro modo que permita que usted entienda y tenga acceso a todos los servicios ofrecidos.

Recuerde:

Es ilegal para un organismo que recibe fondos federales cobrarle a usted por los servicios de interpretación.

- 📞 Para mayor información en español sobre la ley federal, Título VI, llame al **1-888-848-5306**, un servicio del Departamento de Justicia.
- 📞 Para notificar una violación del título VI, también puede llamar a CARELINE al **1-800-662-7030**

Esta información viene de la pagina web: www.ayudate.org




LICENCIAS Y TARJETAS DE IDENTIDAD (I. D.):

CONOZCA LA LEY Y SUS DERECHOS COMO CONDUCTOR

En Carolina del Norte, toda persona mayor 18 años que vive en el estado puede sacar una Licencia de Conducir o Tarjeta de Identidad o Permiso de Conducir, cualquiera sea su estado legal de inmigración (documentado o no documentado.) Además de otorgarle el privilegio de conducir en todo el país, la licencia de conducir también le sirve como documento de identificación; por ejemplo, le permite cambiar un cheque a su nombre en un banco.

Si usted no tiene la edad mínima para manejar o aún no sabe conducir, tiene la posibilidad de sacar una tarjeta de identidad (I.D) presentando los documentos abajo mencionados. Para sacar una I.D del estado, no se requiere número de seguro social. Si usted va a aprender a conducir debe sacar un permiso de conducir.

Para sacar una licencia de conducir original usted debe:

1. Presentarse en cualquiera de las oficinas del DMV del estado (División de Vehículos Motorizados). Para información adicional, Ud puede marcar al  **919-715-7000** para informes en español.

Aquí está una lista de las oficinas del DMV más cercanas a Ud:

FUQUAY-VARINA (Wake)

131 S. Fuquay Avenue, Old Municipal Building (27526)

Tel: (919) 552-1895

GARNER (Wake)

1317 5th Ave., Forest Hills Shopping Center (27529)

Tel: (919) 662-4366

CARY (Wake)

211 North Academy Street (27512)

Tel: (919) 468-0319

RALEIGH – North (Wake)

6081 Capital Boulevard

Tel: (919) 850-2892

RALEIGH – West (Wake)

DMV Bldg., 4004 District Drive (27606)

Tel: (919) 733-4540

WENDELL (Wake)

4 West Wilson Avenue (27591)

Tel: (919) 365-9516

2. Cumplir con los requisitos de edad, de identidad y de residencia (vea abajo explicación de este nuevo requisito).

3. Aprobar un examen de la vista, un examen teórico escrito, una prueba sobre las señales de tráfico y un examen de destrezas. Para hacer la prueba de destrezas, se requiere una póliza de seguro de reponsabilidad civil.

Prepare los documentos necesarios:

Recuerde: **ES UN DELITO PRESENTAR DOCUMENTACIÓN FRAUDULENTA.**

Para sacar una licencia de conducir, usted debe presentar los documentos siguientes:

- Licencia de conducir o tarjeta de identificación (I.D card) con foto, vencida o vigente, de Carolina del Norte, de otro estado o territorio, de Puerto Rico, de algunas provincias canadienses o una licencia Federal del Conductor expedida por el gobierno de México.
- Si no tiene ninguna de las anteriores, usted debe presentar 2 documentos de la lista siguiente: (uno de los dos debe constar su fecha de nacimiento)
- Acta de nacimiento original o certificada.
- Licencia matrimonial original o certificada.
- Registro escolar oficial firmado por un funcionario escolar. Ejemplo: calificaciones escolares (notas) o diplomas . NO se aceptan las identificaciones escolares.

- Matrícula consular mexicana.
- Credencial para votar expedida por el Instituto Federal Electoral de México.
- Cédula de Guatemala con foto.
- Cartilla militar expedida por el Ministro de Defensa de México.
- Tarjeta de Seguro Social auténtica u otro documento que conste el nombre y el número de seguro social (talón de cheque, documentos de los impuestos, etc.)
- Pasaporte vigente con foto sellada.
- Registro oficial de los impuestos.
- Comprobante de privilegio limitado de manejo.
- Registro vigente de vehículo (registration) o certificado de título de propiedad (title).
- Servicio Militar National or military ID card issued by the National Secretary of Defense of Mexico.
- Documentos auténticos del servicio de inmigración y naturalización tales como green card (tarjeta verde o mica), tarjeta de ciudadanía, permiso de trabajo, etc. El documento I-94 NO es aceptado. Una orden de la corte o decreto de divorcio de cualquier estado de los EEUU.

Además de los documentos mencionados arriba, se requiere una prueba de número de seguro social *sólo para los residentes que lo han obtenido.*

Si usted **TIENE** un número de seguro social, se le exigirá que lo presente ante la División de Vehículos Motorizados en el momento de solicitar su licencia de conducir.

Si usted **NO TIENE** seguro social a su nombre, debe informar al oficial de DMV que no tiene.

RECUERDEN: De acuerdo con la ley, los oficiales de DMV **no le pueden negar una licencia de conducir por no tener número de seguro social**

Prueba de Identidad

ATENCIÓN: A partir del primero de enero de 2002 se requerirá el número de Seguro Social o el número de I-TIN, (que es para identificación de contribuyente a la Dirección de Impuestos) **para obtener una licencia de conducir nueva o renovada.** Si usted no puede obtener un número legal de Seguro Social, puede obtener el número de I-TIN de la oficina más cercana de IRS. Esta oficina no requiere residencia legal, el número de I-TIN también tiene la ventaja de ser aceptado por muchos bancos para abrir cuentas.

Prueba de Residencia

ATENCIÓN: A partir del primero de noviembre de 2001 se requerirá que todos

los solicitantes de Licencia Original de Conductor, Permiso de Conducir o Tarjeta de Identificación muestren un documento de prueba de residencia en Carolina del Norte. Esta regla se aplica solamente a documentos emitidos por primera vez. Este documento es adicional a los dos documentos de identificación ya requeridos a menos que uno de los documentos de identificación contenga la dirección de la residencia del solicitante.

Requisitos:

- El documento a presentarse deberá tener el nombre y la dirección corrientes del cliente en Carolina del Norte. Tanto el nombre como la dirección deberán aparecer en la Licencia de Conductor, el Permiso o la Tarjeta de Identificación.

Los documentos aceptables son:

1. Cualquier documento emitido por una agencia del gobierno de los EEUU o por el gobierno de otra nación, como por ejemplo:
 - (a) Documento del Servicio Militar
 - (b) Pasaporte Válido
 - (c) Documentos del Servicio de Inmigración y Naturalización (INS)
 - (d) Correspondencia de la Administración para Veteranos (VA)
 - (e) Matrícula Consular del Gobierno de México
 - (f) Correspondencia de la Administración de Seguridad Social (SSA)
2. Un documento expedido por el estado de Carolina del Norte o una de sus subdivisiones políticas (condado, ciudad), otro estado, Puerto Rico o un territorio de los Estados Unidos, como por ejemplo:
 - (a) Registro vigente de vehículo de Carolina del Norte
 - (b) Correspondencia o una tarjeta de cliente de Servicios Sociales
 - (c) Estado de cuenta de impuestos a la propiedad.
 - (c) Estado de cuenta de impuestos a la propiedad.
 - (e) Credencial de Votante de Carolina del Norte
3. Estado de cuenta impreso de un banco u otra organización financiera
4. Papel membretado impreso.
5. Cualquier otro documento considerado aceptable por la Division de Vehículos, como por ejemplo:
 - (a) Contrato de alquiler de un apartamento, contrato de vivienda, estado de cuenta hipotecario.

- (b) Una factura de servicios publicos (la cuenta de la electricidad, del cable, del agua, etc.) o un contrato por servicios públicos.
- (c) Registro escolar oficial firmado por un funcionario escolar, incluyendo certificado de educación de manejo.
- (d) Registros de impuestos creados por computadora.
- (e) Póliza vigente de seguro de vida, de salud o de propiedad, o póliza de seguro o compromiso legal para un automóvil
- (f) Una carta de un refugio para personas sin hogar
- (g) Un documento de Servicios Sociales
- (h) Un talón de cheque creado por computadora

Una declaración jurada podrá usarse SOLAMENTE si los documentos mencionados NO están disponibles. En caso de una persona menor de edad, uno de los padres o un tutor legal deberá firmar la declaración jurada. GS20-42 requiere un pago de \$2.00 por la ejecución del documento.

está información viene de la página web:

<http://www.dmv.dot.state.nc.us/driverlicense/spanishversion.html>

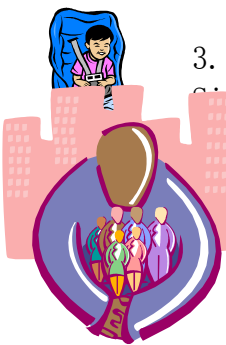
UNOS TIPS IMPORTANTES PARA MANEJAR SEGURO en CAROLINA DEL NORTE:



1. Aquí uno puede tener problemas muy grandes si la policía descubre que maneja tomado. Le pueden quitar su licencia, su carro y hasta lo pueden meter a la cárcel. Fíjese bien; Si va a manejar, no hay que tomar. Aquí con solo dos cervezas, esta sobrepasando el límite legal del alcohol.



2. Si la policía lo para, **¡no hay que bajar de su coche!** Aquí en los EEUU, uno se queda sentado en el coche y se espera que el oficial venga a su coche. Manténgase tranquilo, ponga las manos sobre el volante y espera que el oficial le dirija la palabra. El bajar del auto se puede ser malinterpretado como un acto de agresión. Lo mismo puede ser algún movimiento imprevisto de las manos.



3. Aquí en North Carolina LA LEY es mantener siempre el cinturón abrochado. Si Ud. tiene niños que pesan menos que 20 libras o son menores de 1 año de edad, tiene que viajar en un asiento de seguridad. El asiento se debe colocar en el asiento de atrás y abrochado con el cinturón de seguridad.

ALGUNAS ORGANIZACIONES QUE TRABAJAN PARA LA COMUNIDAD LATINA EN EL CONDADO DE WAKE

Nombre	Teléfono	Servicios que proveen
Centro Para Familias	919-834-7333	Clases de ingles, computación, programas

Hispanas Catholic Social Ministries 226 Hillsborough St Raleigh, NC 27603	919-832-0736 Fax ctropfamhisp@raldioc.org	para niños, Ayuda con el ITIN, Notario Público, traducción de documentos
City of Raleigh Community Serv. Dept. 310 West Martin St.#201 Raleigh, NC 27602	919-831-6099 919-831-6123 Fax Luis.Olivieri- Robert@ci.raleigh.nc.us	Vínculo para la comunidad hispana. Servicios de la ciudad de Raleigh para hispanos.
El Pueblo 118 South Person St Raleigh, NC 27601	919-835-1525 Tel. 919-835-1526 Fax elpueblo@elpueblo.org www.elpueblo.org	Liderazgo, Advocacy, Desarrollo cultural, Participación comunitaria
Immigrants Legal Assistance Project PO Box 28068 224 S Dawson St. Raleigh, NC 27611	919-856-2159 888-251-2776 919-856-2175(fax) Yvonne@ncjustice.org	Asistencia legal para inmigrantes
Interact (United Way) 600 Wade Ave. Raleigh, NC 27605	919-828-8320 919-828-6386 (fax)	Programa de apoyo y ayuda para víctimas de violencia domestica
Alliance of AIDS Services Carolina 324 S. Harrington St. Raleigh, NC 27605	919-212-9446 919-212-9456 (fax)	Prevención y educación de SIDA y enfermedades de transmisión sexual
Legal Services of NC Farmworker Unit 224 S Dawsib St. PO Box 26626 Raleigh, NC 27611	919-856-2180 919-856-2187 (fax)	Representación legal para trabajadores agrícolas
Consulado Mexicano 336 E. Six Forks Raleigh, NC 27601	919-754-0046 919-754-0924	Representación del gobierno mexicano- servicios a ciudadanos mexicanos
NC Department of Correction Office of Victim Services 2020 Yonkers Rd. Raleigh, NC 27699	800-368-1985 919-716-3681	Apoyo a víctimas de crimen

NC Department of Health and Human Services Office of Minority Health 2012 Mail Service Center Raleigh, NC 27699-2012	919-733-4853 1-800-662-7030 919-715-8174 Fax rogelio.valencia@ncmail.net	Servicios sociales para hispanos
NC Department of Justice State Attorney General 114 West Edenton St. Raleigh, NC 27602	919-716-6780 919-716-6705 Fax lirene@mail.jus.state.nc.us	Protección al consumidor
NC Office of the Lieutenant Governor	919-733-6253 919-733-6595 Fax maria.padilla@ncmail.net	Vínculo a la comunidad latina para la oficina del gobernador del estado
NC Department of Labor Hispanic Task Force	919-662-4597 919-662-4709 Fax	Seguridad en el trabajo, derechos del trabajador
Project Esperanza PO Box 26087 Raleigh, NC 27611	919-856-2130 919-967-2429	Programa de violencia doméstica
United Way 211 P.O.Box 110387 Research Triangle Park, NC 27709	919-463-5042 919-460-3118 Fax csaez@unitedwaytriangle.org www.unitedwaytriangle.org	La línea de información: 211 para información de servicios y apoyo para la comunidad hispana
Voces Unidas & Centro de Apoyo P.O. Box 14049 Raleigh, NC 27602	919-250-4479 919-250-1572	Apoyo para familias, y padres y madres de familia
Wake County District Attorney's Office P.O. Box 31 Raleigh, NC 27602	919-835-3302 919-795-4024 latinsarge2@aol.com	Ayuda a víctimas de crímenes y casos civiles. Asistencia acerca del sistema judicial.

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