

# **MODERATOR'S GUIDE**

## ***Community-Based Providers***

### **Madrina-Padrino Public Safety Project**

**Hispanic American Police Command Officers Association  
and  
Midwest Latino Health Research, Training and Policy Center**



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## **I. WARM-UP, EXPLANATIONS AND INTRODUCTIONS**

### **EACH PARTICIPANT COMPLETES A PARTICIPANT PROFILE BEFORE DISCUSSION GROUP BEGINS.**

#### **A. WELCOME AND INTRODUCTION (3 minutes)**

Good morning/afternoon/evening and welcome to our meeting. My name is \_\_\_\_\_ and I work with \_\_\_\_\_. Today, I will be one of your co-facilitators of this group meeting. (Note: *Introduce co-facilitators, notetaker and other associated personnel*).

#### **B. PURPOSE OF THE MEETING (5 minutes)**

The facilitator reads Sections B and C:

Thank you for taking time out of your busy schedule to meet with us today. The Hispanic American Police Command Officers Association (HAPCOA) is conducting a pilot public safety education project in Hispanic communities. We want to know how we can work together to develop traffic safety materials and a curriculum appropriate for Hispanics, which will address three target areas: seat belt use, child safety seat use, and reducing drinking and driving. Your ideas and suggestions will help us develop educational tools you can use with Hispanics/Latinos you serve as well as others in your community.

During the course of the meeting, we will be asking you some questions. We want your opinions. Your comments—both positive and negative—are important. Please be honest. There are no right or wrong answers. Feel free to disagree cordially with another member of the group. We would like to have many different opinions.

My role as a moderator or facilitator today is to ask you some questions that will get the discussion going and to make sure that everyone has a chance to express their ideas and opinions.

#### **C. GROUP RULES AND PROCEDURES (5 minutes)**

1. Our discussion today will be audiotaped so that we don't lose any of your comments. The tapes will be used to write a report summarizing what was said; however the report will NOT identify any of you by name. We may quote you but the statements will not be attributed to you by name. Your identity will be kept strictly confidential. Since you have been informed of this procedure in advance, your presence shall be deemed your consent to be recorded.

It is important that I hear what everyone thinks. We ask that only one person speak at a time. Don't wait for us to call you; if you have something to say—just raise your hand. Your opinions will be considered in the development of materials and curriculum for

community-based providers like you who work within the Hispanic/Latino community.

2. This is a group discussion, so please don't wait for me to call on you. Please speak one at a time. This will provide us with a better recording, allow us to take good notes on what you say, and let the tape recorder pick up everything you say.

3. We have many questions to ask to determine your needs and the needs of the Latino community that you serve. However, since we only have a limited amount of time, we may need to move ahead. We will try to come back to earlier points at the end of the session depending upon time constraints.

4. The meeting will last approximately 2 hours. There will be no breaks. However, feel free to use the restroom or to have refreshments when you feel it necessary.

#### **D. SELF-INTRODUCTIONS (10 minutes)**

**Begin with the following:**

*Before we begin, let's introduce ourselves. Again, my name is \_\_\_\_\_. I am \_\_\_\_\_ years old. I am \_\_\_\_\_(nationality).*

Invite the participants to introduce themselves (*Facilitator note:* Start with the person that is co-facilitating and those that are helping to take notes and/or who are observing the group meeting).

**(BEGIN TAPING NOW.)**

## **II. DISCUSSION QUESTIONS**

### **A. SEAT BELT USE (30 minutes)**

Let's talk about seat belts.

1. Do you believe that Hispanics/Latinos use seat belts regularly? Why or why not? (**PROBE:** cost, education, convenience, auto design, lack of information, lack of access)
2. What current educational programs, materials or messages do you know about or use to improve seat belt use among Hispanic/Latino clients you serve? How successful have they been? What made them successful? (**PROBE:** Kinds of messages, who delivers it, channels of delivery, such as newspapers, radio, public gatherings such as festivals, church events) What, if anything, would make them more successful?
3. How did you learn about the importance of using seat belts? (**PROBE:** acquaintances, household, work place, school, driving school, radio, TV, newspapers) Was this resource reliable? Would you recommend it to others? Are there other resources that are equally or more reliable?

4. What kinds of information and/or educational activities does your organization provide on the importance of seat belt use? (**PROBE:** classes, brochures, distribution through trained child safety seat technicians)
5. What difficulties might your organization face in educating Hispanics/Latinos on seat belt use? (**PROBE:** flexibility in scheduling, other work priorities, lack of interest of audiences or gatekeepers, need for training, lack of time, free or low-cost materials, funding to start or sustain programs) How might your organization overcome them enough to begin or expand upon the delivery of such education?
6. What materials or educational activities would help you better educate Hispanic/Latino adults, specifically recently arrived immigrants, about the need for seat belts? Latinas? Youth, such as high school students? (**PROBE:** brochures, *charlas*, traffic safety programs, videos, referral)
7. How can law enforcement personnel be more involved in helping Hispanic/Latino drivers understand the importance of using seat belts (**PROBE:** providing basic information through traffic stops, community policing, attending community events)
8. How effective are high visibility enforcement campaigns in the Hispanic/Latino community (e.g., “Click It or Ticket” mobilizations, “Abrochado o Multado”)? What makes them effective or ineffective?

**C. CHILD SAFETY SEAT USE (30 minutes)**

Let’s talk about car seats for children.

1. Do you believe that Hispanic/Latino families, especially recently arrived immigrant families, use child safety seats regularly? Why or why not? (**PROBE:** cost, education, convenience, auto design, lack of information, lack of access) If not, what kinds of additional information would you need to better explain its importance? (**PROBE:** visuals, statistics, small cards for distribution with information, such as consequences like injury and death)
2. What current educational programs, materials or messages do you know about or use to improve the use of child safety seats among Hispanic/Latino clients you serve? How successful have they been? What made them successful? (**PROBE:** Kinds of messages, who delivers it, channels of delivery, such as newspapers, radio, public gatherings such as festivals, church events) What, if anything, would make them more successful?
3. How did you learn about child safety seat use? (**PROBE:** acquaintances, household, work place, school, driving school, hospital, radio, TV, newspapers) Was this resource reliable? Would you recommend it to others? Are there other resources that are equally or more reliable?
4. What kinds of information and/or educational activities does your organization provide on the importance of child safety seat use? (**PROBE:** *Corazon de mi vida*—A Child Passenger Safety Kit, referral information, participation in

- community events classes, brochures, distribution through trained child safety seat technicians) How successful have they been? What made them successful? (**PROBE:** Kinds of messages; who delivers it; channels of delivery, such as newspapers, radio, public gatherings such as festivals, church events) What, if anything, would make them more successful?
4. What difficulties might your organization face in educating Hispanics/Latinos on child safety seat use? (**PROBE:** flexibility in scheduling, other work priorities, lack of interest of audiences or gatekeepers, need for training, lack of time, free or low- cost materials, funding to start or sustain programs) How might your organization overcome them enough to begin or expand upon the delivery of such education?
  5. What materials or educational activities would help you better educate recent immigrants about the need for child safety seats? Recently arrived Latinas? Youth, such as high school students? (**PROBE:** brochures, charlas, traffic safety programs, videos, referral)
  6. How can law enforcement personnel be more involved in helping Hispanic/Latino drivers, especially recent immigrants, understand the importance of using child safety seats? (**PROBE:** providing basic information through traffic stops, community policing, attending community events)
  7. What barriers do Hispanics/Latinos encounter when trying to obtain a child safety seat? (**PROBE:** lack of access to free or low-cost seats) Do you feel Hispanics/Latinos have the same access to seats as other ethnic groups? How could or do law enforcement play a role in reducing these barriers?

#### **D. DRINKING AND DRIVING (35 minutes)**

Now we are going to talk about drinking and driving. We refer to drinking as any activity that involves the use of alcohol.

1. Do you believe that Hispanic/Latino families, especially recently arrived immigrant families, understand the importance of not drinking and driving? Why or why not? (**PROBE:** cost, education, convenience, auto design, lack of information, lack of access) If not, what kinds of additional information would you need to better explain its importance? (**PROBE:** visuals, statistics, small cards for distribution with information, such as consequences like injury and death)
2. How did you learn about drinking and driving? (**PROBE:** acquaintances, household, work place, school, driving school, hospital, radio, TV, newspapers) Was this resource reliable? Would you recommend it to others? Are there other resources that are equally or more reliable?
3. What kinds of information and/or educational activities does your organization provide on the importance of not drinking and driving? (**PROBE:** referral information, participation in community events classes, brochures, distribution through trained child safety seat technicians) How successful have they been? What made them successful? (**PROBE:** Kinds of messages; who delivers it; channels of delivery, such as newspapers, radio, public gatherings such as

- festivals, church events) What, if anything, would make them more successful?
4. What difficulties might your organization face in educating Hispanics/Latinos on not drinking and driving? (**PROBE:** flexibility in scheduling, other work priorities, lack of interest of audiences or gatekeepers, need for training, lack of time, free or low- cost materials, funding to start or sustain programs) How might your organization overcome them enough to begin or expand upon the delivery of such education?
5. What, in your opinion, are major barriers to conducting successful programs for Hispanics/Latinos against drinking and driving in the Hispanic/Latino community? (**PROBE:** Negative feedback from the community, difficulty in implementation, manpower issues, money issues)
6. In your community, which activities facilitate/promote drinking and driving? (**PROBE:** drinking in public places, liquor in vehicles, liquor sales curfews, lack of education, lack of places for entertainment, easy access to alcoholic beverages, high promotion of liquor, appealing images related to drinking and driving)
7. What materials or educational activities would help you better educate recent immigrant adults about the need for not drinking and driving? Latinas? Youth, such as high school students? (**PROBE:** brochures, *charlas*, traffic safety programs, videos, referral)
8. How can law enforcement personnel be more involved in helping Hispanic/Latino drivers understand the importance of not drinking and driving? (**PROBE:** providing basic information through traffic stops, community policing, attending community events, language immersion training)
9. Have you ever heard about the “designated driver program”? For those who have, has it been effective? Why or why not? (*Facilitator note: For those who haven’t, explain it and then ask the question.*) For those who just learned about it, do you think it would be effective?
10. Do you know what a sobriety checkpoint (“retenes” in Spanish) is? Do you think they are or would be effective in your community? How do you know when one is going on? How would you identify one? Do you believe they are fair? Do they work properly? Have you heard any messages to inform Latinos/Hispanics on the topic?
11. How effective are high visibility enforcement campaigns in the Hispanic/Latino community? (**PROBE:** “You drink. You drive. You lose.”/”Si Bebes y Manejas, Pierdes”) What makes them effective or ineffective?
12. In your community, what are the penalties for someone who is stopped for drinking and driving the first time? (**PROBE:** warning) The second time? (**PROBE:** ticket) The third time? (**PROBE:** Loss of license, points on license, jail, referral to DUI programs, impact on immigration status) If you don’t know the penalties, where would you go to look for them? (**PROBE:** Motor vehicle department, police department)
13. For Hispanics/Latinos, specifically recent immigrants, how often are they addressed in Spanish and can understand what the law enforcement officer is saying about their actions and the consequences?

### **III. CLOSING (2 minutes)**

We appreciate your time today in offering your opinions about Latinos and traffic safety. It's important and helpful to get feedback to assist in developing materials specifically designed to address your needs. After conducting these discussion groups in San Antonio, Tucson and Los Angeles, we will produce a report. We also will produce materials that will be of benefit to providers who serve Hispanic/Latino communities. Once the report is completed, it will be available for review on the HAPCOA website ([www.hapcoa.org](http://www.hapcoa.org)). Once the preliminary materials have been developed, we will call upon you again to provide feedback on them.

On behalf of the Hispanic American Police Command Officers Association, thank you again for your time and comments.