

MODERATOR'S GUIDE

Recent Immigrants

Madrina-Padrino Public Safety Project

Hispanic American Police Command Officers Association



The Madrina-Padrino Public Safety Project is supported by the U.S. Department of Justice, Office of Community Oriented Policing Services (Cooperative Agreement #2002HSWXX019), and the U.S. Department of Transportation, National Highway Traffic Safety Administration (Cooperative Agreement DTNH 2299H95306). Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the supporting agencies.

I. WARM-UP, EXPLANATIONS AND INTRODUCTIONS

<p>EACH PARTICIPANT COMPLETES A PARTICIPANT PROFILE BEFORE DISCUSSION GROUP BEGINS.</p>
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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 can we work together to develop traffic safety materials and a curriculum appropriate for Hispanics/Latinos, which will address needs in three target areas: seat belt use, child safety seat use, and reducing drinking and driving. With all the ideas and suggestions that you provide, we will develop materials that will help you and other Hispanics/Latinos 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 members such as you and community-based providers 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. 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 (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. How, if at all, have you learned 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?
3. What kinds of information and/or educational activities would you like a community organization to provide on the importance of seat belt use? (**PROBE:** classes, brochures, distribution and training through trained child safety seat technicians)
4. What difficulties might you face in having access to education on seat belt use? (**PROBE:** flexibility in scheduling, work, lack of interest of audiences or

gatekeepers, lack of time, lack of transportation, lack of child care, lack of automobile) What recommendations would you make to succeed in delivering such education?

5. What materials or educational activities would help you better understand the need for seat belts? (**PROBE:** brochures, charlas, traffic safety programs, videos, referral)
6. How can law enforcement personnel be more involved in helping Hispanics/Latinos understand the importance of using seat belts (**PROBE:** providing basic information through traffic stops, community policing, attending community events)
7. 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?
8. What current educational programs, materials or messages do you know about that address seat belt use among Hispanics/Latinos? 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?

C. CHILD SAFETY SEAT USE (30 minutes)

Let’s talk about car seats for children.

1. Do you 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 understand its importance? (**PROBE:** visuals, statistics, small cards for distribution with information, such as consequences like injury and death)
2. How, if at all, 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?
3. What kinds of information and/or educational activities do community organizations that you go to 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 you face in having access to information or education on child safety seat use? (**PROBE:** flexibility in scheduling, work, lack of interest, lack of time, lack of transportation, lack of child care, lack of automobile) What

- would help reduce those barriers?
5. What materials or educational activities would help you better understand the need for child safety seats? (**PROBE:** brochures, charlas, traffic safety programs, videos, referral)
 6. How can law enforcement personnel be more involved in helping you understand the importance of using child safety seats? (**PROBE:** providing basic information through traffic stops, community policing, attending community events)
 7. What barriers do or might you encounter when trying to obtain a child safety seat? (**PROBE:** lack of access to free or low-cost seats) Do you feel that you have the same access to seats as other ethnic groups? How could or do law enforcement personnel play a role in reducing these barriers?

D. DRINKING AND DRIVING (35 minutes)

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

1. Do you 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 the importance of not 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 would help you better understand 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? If none, how, if at all, do you explain the importance of not drinking and driving to your Hispanic/Latino clients, especially recent immigrants? (**PROBE:** referrals, other materials)
4. What difficulties might you face in having access to information or education on child safety seat use? (**PROBE:** flexibility in scheduling, work, lack of interest, lack of time, lack of transportation, lack of child care, lack of automobile) What would help reduce those barriers?
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 understand the importance of not drinking and driving? (**PROBE:** brochures, charlas, traffic safety programs, videos, referral)
8. How can law enforcement personnel be more involved in helping you understand the importance of not drinking and driving? (**PROBE:** providing basic information through traffic stops, community policing, attending community events, language immersion training)
9. 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?
10. 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?
11. 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?
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. In your opinion, how often are Hispanics/Latinos 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). 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.