

Individualizing Community Assessment through
Community-Researcher Collaboration:
The LHA Readiness-to-Change Experience

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Lyndee Knox, Ph.D.



Latino Health Access and the University of Southern California

Project Team

America Bracho, MD, MPH
Latino Health Access (LHA)

Patricia Cantero, PhD
Latino Health Access (LHA)

Pamela Diamond, PhD
University of Texas, Houston

Lyndee Knox, PhD
University of Southern California

Lorena Luke
University of Southern California

Priscilla Monserrate Sanders
Latino Health Access (LHA)

Phillip Nunn
Nunn Consulting

Robert Parker, PhD
University of California, Riverside

Amy Schwartz, PhD
University of Michigan

Tom Valente, PhD
University of Southern California

Alejandra
LHA Promotora/Community resident

Antonia
LHA Promotora/Community resident

Clara
LHA Promotora/Community resident

Delia
LHA Promotora/Community resident

Flory
LHA Promotora/Community resident

Ilda
LHA Promotora/Community resident

Jennifer
LHA Promotora/Community resident

Josefina
LHA Promotora/Community resident

Juan
LHA Promotor/Community resident

Mario
LHA Promotor/Community resident

Teresa
LHA Promotora/Community resident

Fausto
LHA Promotor/Community resident

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Introduction and Overview

The impact communities can have on families' health and well-being has become increasingly clear over the past 20 years. Concomitant to this, interest in interventions to enhance the health promoting aspect of communities has expanded. Particular attention has been paid to the social networks and resources within a community, broadly termed its "social capital." Adequate levels of social capital combined with other human and physical resources are believed to decrease community disorganization and associated maladies such as violence, increase residents' access to essential resources such as healthcare, quality schooling and living wage jobs, and ultimately translate into physical, emotional and social well-being for children and families.

Measuring social capital and how it changes over time in communities has proven to be difficult. Approaches ranging from resource audits to network analyses and self-report surveys are currently being used. Most of these methods have been developed by researchers, and most have been developed based on academic theories of community change. They cannot be altered to accommodate a community organization's particular theory of community change, nor assess variables that the organization or that residents' from the community believe to be critical to change in their community.

We proposed collaboration between Latino Health Access (LHA), a CBO located in Santa Ana, California and the Practice-Based Research Division at the University of Southern California (USC) to develop a survey of community change that was individualized for the service agency and its constituents. It grew out of LHA's experiences working with evaluators attempting to assess the effectiveness of their programs, and their frustration at the disconnect between their intervention methods and beliefs about community change, and the methods and models being used by the evaluators.

Our goal for this project was to create self-report survey for measuring community change that: 1) reflected our agency's theory of community change; and 2) included our residents' observations about the process of change in their communities. We proposed to develop the tool by bringing together the expertise of the service providers, community residents and a team of researchers, and to model much of our work on the principles of participatory action research.

The lead partner in this project was Latino Health Access (LHA). LHA is a community-based organization that delivers public health and social service interventions to low-income Latino immigrant families living in the 92701 zip code of Santa Ana, California. America Bracho, a physician and immigrant from Venezuela, directs the agency which employs a staff of 40 individuals, the majority of whom are residents of the agency's target communities. LHA's mission is to improve the health and well-being of families in their communities through quality preventive services and educational programs, emphasizing full

participation of community members. The agency provides a variety of services and programs, ranging from diabetes prevention and self-management education classes to domestic violence prevention to after-school tutoring and peer leadership programs. The agency's programs are grounded in the theories of community organizing (Alinsky, 1946), the theology of liberation (Fanon, 1965; Fanon, 1967), adult education (Freire, 1972) and the use of adult and youth community health advisors recruited from the community to deliver the majority of their services.

The research partner was the USC Practice-Based Research Division is housed in the Department of Family Medicine at the Keck School of Medicine in Los Angeles (LA), California. It is directed by Lyndee Knox, a PhD psychologist who worked as a clinician for 10 years before moving into academia. The Division employs a staff of 10 social science and public health researchers and graduate students. It focuses on the development of processes for bridging the gap between science and community-based practice, and the conduct of research to improve community practice. It houses LANet, a primary care PBRN which is composed of over 100 primary health care providers and is dedicated to the study and reduction of minority health disparities in the LA area.

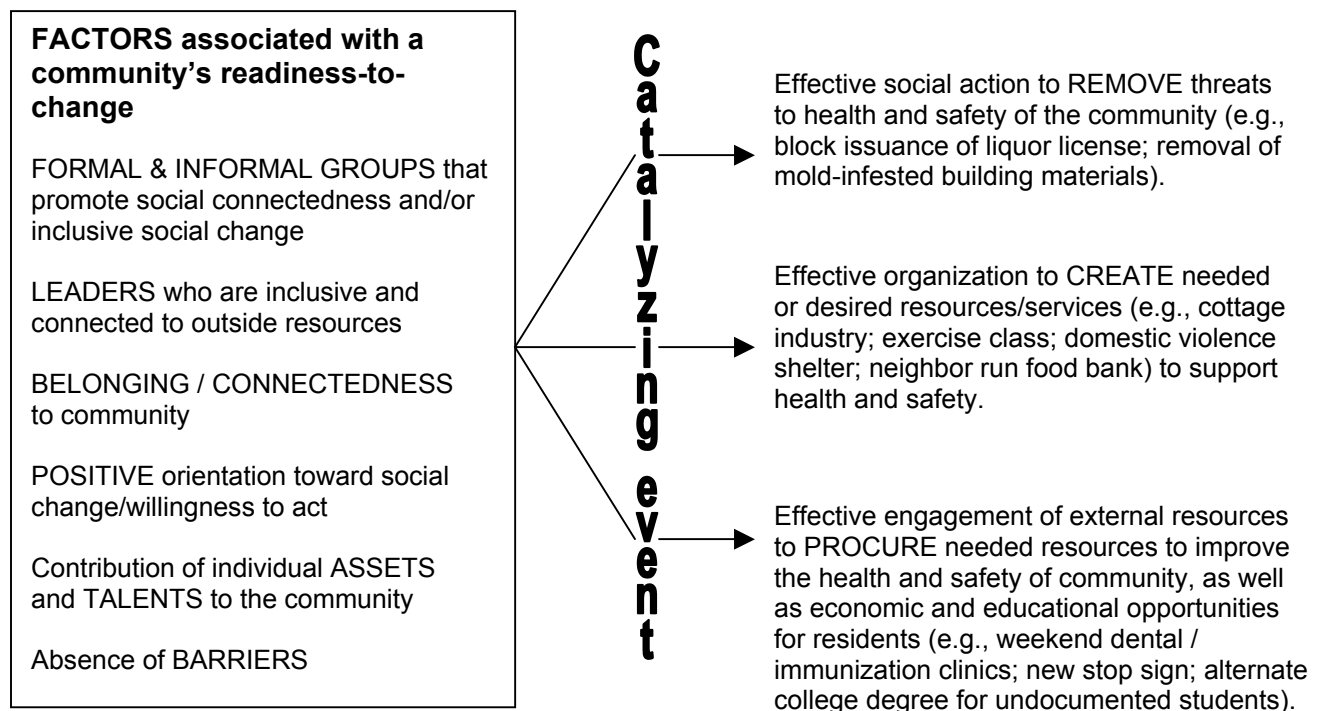
The model of community change used in this project, named the "community readiness-to-change" model, is based on LHA's experiences working in the field and USC researcher's summarization of these experiences. In their work, LHA staff observed that various community and individual resources (social, human and physical capital) contribute to a community's ability to move into effective action. They observed that trust, unity and especially "hope" were important resources needed before a community was able to change. They also observed that the presence supportive building, and residents who recognized and then contributed their own personal talents were also important.

LHA staff and community residents observed that there was a temporal dimension to community change, a process of development similar to that seen in children or any evolving organism. They hypothesized that there are a series of stages communities move through on their way to effective action, and that this process of growth is not linear, nor is it permanent. For example, a community may move slowly in developing certain social capital resources such as building trust, but may move more rapidly in other areas such as increasing participation in community events.

In the LHA theory of change, as communities develop greater amounts of necessary resources, they become increasingly ready-to-change until finally through a combination of social, human and physical resources, and a catalytic or triggering event, they "tip" into effective social action. The triggering event can be something negative such as injury to a child at a dangerous street crossing or the death of a resident due to domestic violence; or it can be a positive such as the receipt of new resources in the community or the arrival of an effective community leader in the community. And the social action may involve efforts to remove a threat to resident health and safety; efforts to create needed or desired

resources for residents using existing and/or immobilized resources in the community; or efforts to procure needed or desired resources from outside the community. This experience-based model of community change is our point of departure for this project (See Figure 1).

Figure 1: LHA Theory of Community Change



Summary of Project Outcomes

We convened a community research team composed of researchers, CBO staff and community members to guide this project. We used a six-step process that was heavily informed by PAR approaches. The final survey consisted of 40-items and assesses the presence/absence of twelve variables believed to be associated with a community's readiness-to-change. We conducted a preliminary assessment of the tool's content validity and found preliminary evidence to support the construct validity of the tool.

We conclude from our experiences on this project, that it is possible to develop individualized tools that reflect the theories and observations of a specific program and/or community to assess social capital. Also given that CBOs lack the research skills, time and resources to carry out many of the tasks associated with survey development, and researchers lack knowledge of the community, and actual experience with the organic nature of community change, we conclude that these tools can only be developed through researcher-CBO collaboration.

Finally, we suggest that community surveys that are individualized to a particular program model or community may be a useful alternative to the standardized surveys currently available for evaluating the effectiveness of community interventions. In some instances, these individualized surveys may even provide more accurate measures of community change (especially first- and second-order changes), as they may capture very early indicators of change that may be missed by more traditional tools.

The following report provides a detailed description of the process we used to develop an individualized survey of community change for LHA, a description of our LHA Community Readiness-to-Change survey, and findings from a preliminary assessment of survey validity.

Section I: The Survey Development Process

We used a six-step process to develop an individualized survey for LHA. It was grounded in the approaches of PAR and included: 1) formation of a community research team; 2) conduction of a q-sort to identify agency and resident theories of community change; 3) formation of an “item bank” from existing surveys and resident/staff recommendations; 4) development of a first draft of the survey; 5) field test and development of final draft of survey; and 6) administration of the survey and reporting of findings to the agency and community. Following is a detailed description of our activities associated with each step.

Step 1: Formation of the Community Research Team

The Community Research Team (CRT) included twelve adult and youth promotores, outreach workers recruited from the community, from LHA (Alejandra, Antonia, Clara, Delia, Flory, Ilda, Jennifer, Josefina, Juan, Mario, Teresa, and Fausto), the LHA director (Bracho), two LHA staff persons (Monseratte Sanders and Cantero), and researchers from USC (Knox, Valente and Luke), the University of Riverside, California (Parker), the University of Michigan (Schwartz), the University of Texas, Houston (Diamond) and an outside consulting agency (Nunn).

Drs. Knox and Bracho recruited all individuals to the team, and the participants received compensation for participating. In practice, the team functioned in two operational subunits. The first unit, or Resident-CBO unit, was made up of community residents, CBO staff, promotores and researchers Knox and Valente. This unit outlined the CBO’s latent theory of community change and elicited observations of community change from residents. They administered the survey in their communities during the pilot phase, and provided feedback about the perceived accuracy and relevance of survey findings at the end of the project. The second unit, or Researcher Unit, included the LHA director (Bracho), the two LHA staff (Monseratte Sanders and Cantero) the lead researcher (Knox), as well as Luke, Parker, Schwartz, Diamond and Nunn. This group oversaw the design of project, analysis of the survey data, and preparation of the final report. The two units met throughout the project both together and separately. When they met separately, Knox, Bracho and Cantero served as liaisons.

Step 2: Conduction of Q-sort to Elicit Resident and Staff Observations of Community Change

We used a q-sort to elicit residents' observations and beliefs about what makes their communities more or less ready to change. The q-method was developed by British physicist-psychologist William Stephenson in 1935 (Brown, 1996). It allows the researcher to assess the perceptions individuals hold of a particular experience or phenomenon (Cordingley, Webb, & Hillier, 1997). The primary data collection tool used in the q-method is the q-sort. In a q-sort, the subject is asked to rank order a list of statements concerning a specific event/phenomenon from lowest to highest based on their beliefs/attitudes/perceptions. All sixteen promotores working for LHA were invited to participate in the q-sort. Ten actually participated. The agency director (Bracho) and senior manager also participated.

LHA's degree of involvement in the different communities varies from isolated interventions, such as once a week education on diabetes management to comprehensive and longer term interventions to mobilize and empower communities to act effectively on their own behalf. Only the communities in which LHA has or is planning to conduct comprehensive interventions in were to be included in this study.

The promotores were first asked to generate a list any community in which LHA is currently working. Then they were asked to identify the subset of communities in which the goal of their work was to "mobilize" or "empower." The subset of communities with "comprehensive interventions" were used for the q-sort.

Next, the promotores and program administration were separated into four small groups (Group #1=Youth promotores (average age 18-20); Group #2= Adult promotores; Group #3 =Adult promotores; and Group #4= Agency director and senior manager) and presented with a set of eighteen cards. Each card contained the name of one of the "comprehensive intervention communities." They were then instructed to sort these communities, based on their own group's generated criteria, into three groups: Low, Medium, and High Readiness-to-Change. Next they were asked to rank-order the communities in each category beginning with 1 (lowest level of readiness-to-change) to 18 (highest level of readiness-to-change).

The four groups were then brought back together and asked to discuss the criteria they used to rank the "comprehensive intervention" communities. Drs. Knox and Bracho facilitated a discussion among participants concerning differences and similarities in the four groups' rankings and the criteria used. This discussion was used to generate and then rank-order a list of factors related to a community's "readiness-to-change" based on the promotores' perceptions.

q-sort Results. The promotores identified 27 communities in which LHA was working. Of these, 18 were identified as "comprehensive intervention" communities and used in the q-sort (See Table 1).

Table 1: LHA Service Communities

LHA “Community”	“Comprehensive Intervention” Community	LHA “Community”	“Comprehensive Intervention” Community
Anaheim		Mission Viejo	
Calle 15	X	Myrtle	X
Casa Porter	X	Oak	X
Chestnut	X	Orange	X
Civic Center	X	Pine	X
Cost Mesa		Santa Ana Boulevard	
Excelcior	X	San Juan Capistrano	
Fullerton		Spectrum	X
Garden Court	X	Town Square 1st	X
Garden Grove		Town Square 600	X
Hacienda	X	Town Square 700	X
La Palma	X	Tustin	
Minnie	X	Walnut	X
		Wellington	X

Community Rankings by Readiness-to-Change. The average percentage agreement between groups was 39%. Highest agreement was between groups 1 and 3 at 61% and lowest was between groups 1 and 4 at 17%. Inspection of the data indicates that groups 1, 2 and 3 tend to have more similar opinions on the level of community readiness than they do with group 4. This suggests that the groups of promotores had different perceptions of what facilitates change than the agency administrators. Groups were in complete agreement about the Calle neighborhood - all ranking it in the low group. Three of the four groups agreed on the ranking of Pine, Wellington, Excelcior, Hacienda and Spectrum - ranking them in the middle group, as well as the ranking of Walnut, which they placed in the low group. All of the 2 – 2 splits were between adjacent categories. Most disagreements involved Civic Center, Myrtle, Oak, and the Town Center (all 3) communities. The groupings and rankings are contained in Table 2.

Table 2: LHA Promotores' Ranking of 18 Communities' Readiness-for-Change

RANK*	GROUP #1	GROUP #2	GROUP #3	GROUP #4
Lowest	1.Calle 15	1. Walnut	1. Walnut	1. Calle 15
	2. Garden Court	2. La Palma	2. Myrtle	2. Wellington
	3. Civic Center	3. Casa Porter	3. Calle 15	3. Excelcior
Medium	4. La Palma	4. Calle 15	4. Wellington	4. La Palma
	5. Myrtle	5. Pine	5. Garden Court	5. Casa Porter
	6. Walnut	6. Wellington	6. Civic Center	6. Hacienda
	7. Oak	7. Civic Center	7. Oak	7. Walnut
	8. Pine	8. Hacienda	8. Pine	8. Garden Court
	9. Wellington	9. Excelcior	9. Chestnut	9. Town Square 1st
	10.Excelcior	10.Garden Court	10.Minnie	10.Town Square 600
	11.Hacienda	11.Spectrum	11.La Palma	11.Town Square 700
	12.Casa Porter	12.Town Square 1st	12.Casa Porter	12.Oak
Highest	13.Chestnut	13.Town Square 600	13.Excelcior	13.Chestnut
	14.Spectrum	14.Town Square 700	14.Hacienda	14.Myrtle
	15.Town Square 1st	15.Minnie	15.Spectrum	15.Civic Center
	16.Minnie	16.Chestnut	16.Town Square 600	16.Spectrum
	17.Town Square 700	17.Oak	17.Town Square 700	17.Minnie
	18.Town Square 600	18.Myrtle	18.Town Square 1st	18.Pine

*Note: 1= lowest; 18=highest;

Criteria Used by Groups to Rank Communities. Groups 1 and 2 used *participation* as a measurement for the communities' readiness for change. If members of a community knew each other and participated in organized and informal activities such as going to the movies, they placed them in the 'high' readiness for change. The less participation, the lower on the ranking the community was placed.

Group 2 also saw the *support of building managers* as criteria for the ranking. Since individual apartment buildings are viewed as 'communities' by LHA, the attitude of the managers of these buildings can be a barrier or facilitator to their readiness for change. The communities that were ranked lower were ones where the building managers would not allow LHA and other community groups to have community events and parties.

Group 3 used a different set of criteria to gauge level of readiness-to-change. They identified *education* and *wealth* as criteria for readiness. The communities that they ranked the highest were more educated and wealthier than those lower on the scale. Group 3 believed that communities where the residents have more money are more open to change because they have a greater investment in the community. In many cases they own rather than rent their property and group 3 believed that because of their desire to protect their investments, these residents would be more ready-to-change than poorer communities.

Group 4 ranked the communities that have *informal groups* (members of group 4 defined “informal groups” as naturally occurring/naturally sustained groups of community members that meet regularly for the purpose of some activity such as cooking, cross stitching, exercise, socializing and that is not part of a formal organizational structure such as a neighborhood association) as the highest. Although participation and interaction among the residents in the community was important, group 4’s highest community made an effort to know one another. Rather than having a chance meeting in the street, these community members participate and interact with each other and know that this is the reason they are a successful community. They also used *leadership* as criteria. They distinguished between communities that participate and cooperate in events if LHA organizes the event, vs. those that initiate their own. Communities that relied on LHA fell in the middle level of readiness-for-change.

Ultimately, the large group generated a list of twelve factors they believed to be related to a community’s readiness-to-change, and then ranked each by level of importance with 1= most important of the key factors and 6= least important of the key factors. The list of factors and their rankings are contained in Table 3.

Table 3: Factors Associated with Community Readiness-to-Change and the Level of Importance

Level of Importance	Factor	Operational Definition
1	C1 - Know & trust each other; Connectedness	Residents know each other's names, needs; Offer to help with needs; hang-out and go to movies; etc.
2	C2 - Openness to change, hope and Desire	Positive attitude about change; want change to occur and believe it can happen; does not obstruct change (as in case of building manager denying access to communal areas of building for group activities); Belief change is possible; desire for change. This is particularly important in instances where individual does not own property. Provides the necessary affective connection to community needed to promote change.
2	C3 - Instrumental groups (Welcoming and problem-solving)	Welcoming: formal or informal groups of residents that greet new residents, orient them to community and offer to help. Support: formal or informal groups that form around a specific issue such as heart disease, or cooking, or alcohol; that meet regularly to discuss the issue and plan action. Formal: Established by an outside entity (e.g. LHA or as a formal entity such as Neighborhood Association that is driven by structure rather than individuals. Informal: Occurs spontaneously in community (e.g. w/out LHA or other outside intervention).
2	C4 - Unified vision	Not fragmented (e.g. Not fighting about issues such as mold)
3	C5 - Supportive building manager	Manager does not prevent LHA or other groups from organizing group activities; this is on continuum from passively cooperative to working actively on community's behalf.
4	C6 - Informal participation	Involved in spontaneous/ unorganized community activities (hang-out; go to movies)
4	C7 - Programs active (e.g. LHA)	Programs working in community
5	C8 - Organized participation	Participation in activities organized by outside group or formal organization like neighborhood associations
1,5	Connectedness to resources outside the community	Ability of residents and/or leader to access leaders and resources in the city. City awareness of community needs
6	Neighborhood associations	Formal organizations/groups in community
6	Ownership (Dropped for survey)	Individual owns property rather than renting. This was believed to increase individual's commitment to the community and to community change.

*Note: 1= most important of the key factors; 6= least important of the key factors;

Identification of Issues Unique to Immigrant and Undocumented Latino Immigrant Communities. During the q-sort and follow-up project meetings, the team began to question some of the constructs that are traditionally thought to make up social capital. We considered the possibility that social capital in low-income, immigrant communities, especially those with a large number of undocumented residents, may look very different. Participation and “connectedness” and hence the process of community empowerment and change may look very different in these communities than they do in non-immigrant communities across the country. Where many of the social capital surveys tend to define participation at a high level (political activism, voting, signing petitions), participation in these communities may take a different form.

By merit of their “illegal” status, many residents feel the need to be very discrete, keep to themselves, and be invisible. In the words of the LHA director, their lives are full of illegal situations: living with 3 families in a 2 bedroom apartment; leaving their 4 year old with their 12 year old while at work; no papers; living in a garage. Many ask, “Why do I want to get involved? I want to be invisible.” Yet they may find a proxy for their direct participation. Thus, an important component of social capital in our communities may be the presence of a “documented” individual who can serve as the community’s liaison or representative to the world outside the community and allow the undocumented residents to negotiate the service and work communities by proxy.

Similarly, the residents’ intense work schedules and limited domestic resources may also make direct forms of participation difficult. The group considered the possibility that there are “indirect” forms of participation such as participation by proxy that may be an important part of social capital. For example, in LHA’s recent work with parents whose children are participating in their Children’s Initiative, they discovered that many parents, who do not appear to be participating in their children’s school life or the community, actually do, but in indirect ways that do not involve physical presence. For example, a parent who engages her sister to take her children to one of LHA’s functions while she takes a shower, is participating in the lives of her children even though an outside observer might not recognize it as such.

Also, many of the individuals in these communities while not engaged or involved in their community in the US, may be extremely active and influential in their cities or regions of origin. We believe that these connections constitute a unique form of social capital in immigrant communities. Interestingly the current president of Mexico, Vicente Fox, was aware of the intimate connections between immigrant communities in the US and their home communities in Mexico (termed “mirror communities”) and capitalized on this by campaigning in US immigrant communities for the presidency in Mexico. Some attribute his victory to this strategy. As a result of these discussions, immigrant social capital was identified as an important variable to track as part of the survey.

Steps 3 & 4: Development of Item Bank and First Draft of Survey

Members of the CRT constructed or identified from already existing surveys, ten items for each of the twelve factors residents' or LHA staff nominated as related to a community's readiness-to-change. The group ultimately generated a list of 120 potential surveys.

Members of the Research unit of the CRT were asked to review the list and identify those items they believed best captured the twelve factors. After two selection rounds, 54 items remained. These items were translated to Spanish by a native Spanish speaker and reviewed and partially back translated by the LHA director (Bracho), a community resident and one of the project directors for the CBO (Cantero). The promotores were then asked to provide feedback on the translation and the comprehensibility of the survey. Both CBO director, staff and the promotores were adamant that the likert-scaled items would be difficult for community residents to understand both because of how greater and lesser amounts are represented differently in their culture, and because of the residents' low education levels and the visual and verbal complexity of the items. Similarly, they believed residents would not understand the double-negative items used in the survey. Finally, they all felt the survey was too long.

Step 5: Field Test of First Survey & Development of Final Version

Each LHA promotor was given three copies of the survey. One to complete themselves and the other two were to be distributed to two adults in their family or immediate community. Eighty-seven adults completed the survey for the field test. Data were entered into an excel spreadsheet by Luke and Cantero and then transferred to SPSS for analysis.

Psychometric analysis of the survey supported the CBO and resident feedback. Most likert-scale items and all double-negative items were unreliable with this population. In addition, most of the respondents stated a strong preference that the survey be delivered as a structured interview for the respondent rather than used as a written survey.

Based on this feedback, the CRT modified the survey in the following ways: 1) likert-scales were converted to dichotomous (yes/no) items; 2) double-negative items were eliminated or reworded as positive statements; 3) the survey was reformatted as a semi-structured interview; and 4) a number of redundant and difficult items were eliminated.

Step 6: Administration of the Survey and Reporting of Findings

We administered the survey in two communities to 112 residents.

Procedures

Surveyor Recruitment and Training. LHA promotores administered the survey in the two communities. The promotores received overtime pay for their assistance. Ten promotores eventually participated. Two trainings were held. During the first training the promotores were oriented to the study, reviewed the survey tool and conducted a mock survey with a colleague. We held a second training for the promotores on the 3rd day of data collection after we realized that response rates to the social network items were very low. During this session the promotores were coached in methods to increase the response rate to the social network items.

The LHA research coordinator supervised the data collection and debriefed the promotores at the end of each data collection session to identify problems with the collection process, potential threats to data validity, and promotores' recommendations for improving the process.

Survey Administration. The promotores administered the survey door-to-door as a semi-structured interview over a ten-day period. Four attempts were made to contact an adult resident at each sampled household. If an adult answered the door, the interviewer invited that individual to participate in the survey and offered a \$10 gift certificate in compensation for their time. If a child answered the door, the interviewer asked to speak to someone 18 or older in the house and this individual was invited to participate. If the adult agreed, the interviewer explained the purpose of the study using a script provided on the survey tool. They asked the respondent if they had any questions, and indicated that they could stop participation at any time. The interviewer also emphasized that their responses to the survey questions were confidential. The respondent was only asked for their first name to decrease concerns about confidentiality. However, it is unlikely that this strategy was effective given the fact that the surveys were conducted in or directly outside their homes and so anonymity was impossible.

Sample and Findings. We used a multi-level, stratified random sampling frame to identify first communities and then households for survey. For communities, we randomly selected one community from the low readiness-to-change group and one from the high readiness-to-change group (per promotor ratings during the q-sort) to participate. (Note: We originally planned to pilot the survey in nine communities (three from low, moderate and high), but were unable to due to cost and time constraints).

Calle 15, the low readiness-to-change community selected, is made-up of 74 living units in a block of multi-family housing structures. From prior work in the community, we knew that these units often contain anywhere from one to four or more families. Based on this, we estimated four adults per living unit. *Town Square 700*, the high readiness-to-change community includes 159 living units, and based on prior work in the community we estimated one family and two adults per living unit.

We randomly sampled households from within these communities using a random start and a computer generated random number. However, due to low response rates (mainly from no one answering the door), we were forced to change to a convenience sampling frame to accrue sufficient numbers for data analysis. Our target accrual for both communities was 20% of the households. This number was based on considerations of feasibility (cost, time and accessibility of residents), and also the minimum numbers needed to conduct a psychometric analysis of items.

For *Calle 15*, we estimated an average of four adults per unit and 300 adults in the community for a target accrual of 60 households surveyed. To reach this number, we attempted to survey every household in the community. We went to every door and invited any adult who answered to complete the survey. If a child answered, we asked to speak to an adult in the household. The adult was then invited to participate in the survey. If the adult refused, we moved to the next household. If no one answered, we made note of the unit and attempted again the next day. We stopped after four attempts. We collected a total of 45 surveys in this community with 6 refusals and 23 no answers.

For *Town Square*, we estimated a total of 318 adults in the community for a target accrual of 64 households. In this community, we attempted to employ a random sampling frame (random start followed by survey of every 3rd unit) but due to the high number of refusals or failed attempts to contact we reverted to surveying door-to-door. To reach the target accrual, we broadened the community boundaries to include two more sections of the condominium complex: *Town Square 600* and *Town Square 1st St.* We collected a total of 67 surveys in this community with 22 refusals and 206 no answers.

Ultimately, adults from 45 households in *Calle 15* and 67 adults from households in *Town Square* completed the survey for a household response rate of 61% at *Calle 15* (n=45/74 units) and 23% (n= 67/295 with extended community boundaries; ≈38% with original community boundaries) at *Town Square*.

Demographic data on survey respondents were found to be similar to census data for the area (See Table 4). Both communities are extremely economically distressed with 60% of respondents from *Calle 15* and 39% of respondents from *Town Square* reporting combined household incomes of less than \$20,000. Education level of respondents in both communities is also very low with 68% and 58% of residents respectively reporting less than a high school education. The majority (68 to 77%) of respondents to the survey in both communities were female. The average age of respondents in both communities was 35 with *Town Square* having slightly more residents in the >45 category. Most respondents were married (44% and 62%). Almost all of the residents of *Calle 15* (95%) and most of the residents of *Town Square* (86%) report being born in Mexico. Only respondents in *Town Square* owned their home (43%). Finally, the majority of respondents in both communities reported living in the community for more than two years.

There were two statistically significant demographic differences between the two communities, which were both economically based. Respondents from *Town Square* were significantly less likely to be from the lowest income group (household income <\$20,000; Chi-Square 8.873; df 2; $p \leq .012$) and significantly more likely to own their apartment (Chi-Square 23.144; df 1; $p \leq .000$). (Note: Unit ownership is only possible in the *Town Square* community.)

Table 4: Respondent Demographics

	Calle 15	Town Square		Calle 15	Town Square
<u>Combined Household Income:</u>			<u>Marital Status:</u>		
Less than \$20,000	69%*	39%	Single	15	23
\$20,000 to \$40,000	26	54	Married	44	62
More than \$40,000	4	6	Dom Partnership	8	6
			Divorced/separated	0	6
			Widowed	0	1
<u>Gender:</u>			<u>Years in Neighborhood:</u>		
Male	32	23	< 1 year	17	14
Female	68	77	1-2 years	22	17
			>2	60	64
<u>Age:</u>			<u>Number of Persons in Household:</u>		
18-25 years	20	17	Mean	5.4	4.7
26-35	44	31	Range	2-11	1-9
36-45	31	29			
>45	4	20*			
<u>Own or Rent:</u>			<u>Number of Children:</u>		
Own	2	43*	Mean	2	2
Rent	98	57	Range	0-9	0-8
<u>Education Level:</u>			<u>Employment Status:</u>		
< High School	68	58	Working	38	52
High School	24	30	Unemployed	11	13
Associates Degree	4	7	Homemaker	52	35
College and above	0	1	Student	9	11
<u>County of Birth:</u>			<u>Victim of Crime in past 12 months</u>		
Mexico	95	86	Yes	20	32
US	0	4			
Other	4	9			
<u>Times Moved in 3 yrs:</u>			<u>Community Rating</u>		
None	60	67	Not a good place	67	51
1 time	17	9	A good place	33	49
>1	22	23			

Summary of Findings

The following is a summary of our findings from the surveys (See Table5). In regard to discussion partners, only 22% of survey respondents across both communities indicated they had these type of partners in their problem-discussion and solution-discussion networks. The size of their discussion networks ranged from 1 to 1.2, which is significantly smaller than those found by

other studies which have found an average of 3-4 discussant partners per respondent. One explanation for the difference in our study and these prior studies may be the modifications we made to the network items. Where standard social network items ask with whom you discuss “important matters” our items focused on community problems and solutions. It is possible that these types of networks are smaller. Another explanation for the variation is the possibility that the modified network items are ineffective and fail to tap valid network constructs. A final explanation is the possibility that our survey population is significantly different from those in previous studies. Studies showing larger numbers of discussion partners have typically not been conducted in communities with large numbers of undocumented immigrants.

In both communities, respondents were most likely to talk about problems and solutions with “other” people, not family, friends, neighbors, police, or social workers. This “other” was most frequently the building manager or maintenance person. Respondents were next most likely to discuss problems with family members, and solutions with neighbors. In both communities the majority of discussion partners (71% for problems and 77% for solutions) were within the community. This provides some indication of an integrated network structure in both communities. Respondents have relatively few discussion partners outside the community. This may indicate a lack of access to resources outside the community. Ideally, we would hope to see a lot of communication within the community about problems, but also a substantial amount outside the community regarding solutions, and we don’t see that in either community.

The two communities also did not differ on the problems and solutions most frequently discussed. In both communities crime was the most commonly discussed problem and organizing meetings the most commonly discussed solution.

The majority of residents from both communities reported feeling low levels of connection to others around them, and most reported having limited trust for others. Residents in the more recently immigrated community, *Calle 15*, reported higher levels of hope/efficacy than those in the more established but more affluent *Town Square*. A finding that makes sense when viewed in the context of the idealism that new immigrants often hold concerning opportunities in the US, that also wanes as they begin to experience the reality of life in their new country, and within an economically disadvantaged and often oppressed community. More residents in *Town Square* than *Calle 15* reported the presence of organized groups in the community to respond to problems, and an overwhelming majority of residents from both communities indicated that there was little “unity” among members of their community. Most residents from both communities perceived their building manager as supportive and there were few differences in levels of participation.

Residents in *Town Square* reporting being far more active in organizations and groups in and surrounding their community than *Calle 15*, possibly reflecting the greater affluence and hence access of the community.

More individuals from *Calle 15* reported concerns about the INS and about safety. More from *Town Square* reported work-related barriers to participation, reflecting the higher employment rate of the community. More than half of respondents indicated they regularly send economic and other resources home. Almost all *Calle 15* residents indicated they were planning to return home some day compared to 30% of residents from *Town Square*.

Table 5: Survey Results

Item	Response	Calle 15	Town Square
C1 & 9 - Know & trust each other; connectedness to outside resources (social network)	Internal links	75%	75%
	External links	25	25
	# of discussion partners	1	1.2
	Relationship of partner	Other	Other
	Overlap of networks	22%	22%
	Most common problem	Crime	Crime
	Most common solution	Mtgs	Mtgs
C 1 - Connectedness	Low connectedness	67%	56%
	Moderate to high connectedness	32	43
C1 -Trust Scale	Low trust	61%	59%
	Moderate to high trust	39	41
C2 - Hope/action	No impact to very little	48%	53%
	Small to big impact	51	46
C3 - Instrumental groups (Organized response to problems)	There is no effort	53%	26%
	There is some effort or strong effort	17	38
C4 - Unified vision	No	74%	72%
	Yes	25	27
C5 - Building manager	Doesn't care at all	20%	12%
	Cares somewhat	46	43
	Cares a lot	33	43
C6 & 8 - Informal and organized participation (yes)	-In community	53%	58%
	-With family	69	83
	-With friends	83	89
	-In recreation	34	28
	-In on-line communities	0	7
C7 - Programs in the community		12	23
C10 - Barriers to participation	Work schedule	30%	60%
	Fatigue after work	40	60
	Inadequate childcare	34	42
	Lack of information	55	55
	Feeling unwelcome	20	20
	Problems w/ people in com.	8	6
	Problems w/language	62	52
	Concern about INS	46	28
	Concern about safety	73	56
	Feel can't make a difference	38	38
C11 - Immigration capital	Sending help	63	73
	Receiving help	46	39
	Expect to return	71	30
C12 - Presence of leaders	Number	2	13

Reporting the Findings

Two report formats were developed for the survey. One report was for the agency and its staff. The second was for community residents. Both reports cover survey results on each of the twelve key “readiness-to-change” domains. They also contain a list of resident talents that are being “tapped” for the community, and those that have not yet been tapped. The reports also provide a list of the different institutions and services that residents are involved in. And in the future, we will also provide an overview of the businesses that employ residents.

It was essential to the goals of this project that we be able to report the information in a simple, easy to read format that allowed for comparison between items and across communities. The data also needed to be structured so they could be reported in written and in graphic formats. To facilitate this we used a common response set (yes/no) across all survey items. It allowed us to use a common metric across most items (percent yes/no), allowed us to display the data easily in pictograph and line-graph visuals, and also simplified survey administration. A copy of the staff and community Readiness-to-Change reports for *Calle 15* and *Town Square* are contained in the Appendix B.

Section II: Description of the Readiness-to-Change Survey

Our final Readiness-to-Change survey contains 40-items and assesses (based on face validity) twelve characteristics identified in the q-sort and in LHA's theory of community change as contributing to a community's "readiness-to-change." These characteristics are: 1-Know and trust each other; 2-Openness to change, hope and desire; 3-Presence of instrumental groups; 4-Unified vision and connectedness to others; 5-Cooperative building manager; 6-Informal participation; 7-Program resources in community; 8-Organized participation; 9-Connectedness to city; 10-Minimal barriers to involvement; 11-Presence of immigrant capital; 12-Presence of community leaders. Following is a description of each characteristic and the survey items that assess each. Copies of the survey in English and Spanish are included in Appendix A.

Characteristics 1: Know and trust each other, connectedness to others

Knowing each other was assessed through two questions traditionally used in network analyses. The items were modified to reflect the CBO and promotores/residents' interest in problem-solving networks. Items were also modified to ask for only the first name of discussion partners. This was done because of concerns that a primarily undocumented population might be uncomfortable revealing their or their friends' full names.

Frequencies were calculated of discussion partners, location of partner, and relationship to partner within and between the problem-discussion and solution-discussion networks. Frequencies were calculated within networks of the topics of discussion. Differences between the problem solving and improvement networks were examined using Chi-square. The location of ties/discussion partners was used as a proxy indicator of network integration and also the community's link to external resources.

Item: First names only, can you tell me who you have spoken to about problems in your community in the past year: (Please write their names)
What is his/her name?
How do you know this person? (Family member, friend, neighbor, police, social worker, other)
Does he/she live in the community? (No, yes)
How long have you known him/her? (Months, years)
How often do you discuss problems in the community? (Daily, 1xweek, 1xmonth, 1xyear)
What problems do you discuss? (Crime, drunkenness, loitering, poverty, other)

Item: First names only, can you tell me who you have spoken to about improving the conditions in your community in the past year: (Please write their names in the top row)

What is his/her name?

Was this person also named in the previous question? (No, yes)

How do you know this person? (Family member, friend, neighbor, police, social worker, other)

Does he/she live in the community? (No, yes)

How long have you known him/her? (Months, years)

How often do you discuss ways to improve the community? (Daily, 1xweek, 1xmonth, 1xyear)

What solutions do you discuss? (Crime, drunkenness, loitering, poverty, other)

Trust toward others. Trust was assessed using items adapted from the Social Capital Community Benchmark Survey. During analysis, we reduced the four-point response scale into a dichotomous one (0, 1 =no trust; 2, 3=trust). We then calculated the total sum of items endorsed summed to produce a total trust score. Respondents who scored 6 and above (50% or more of items endorsed positively) are considered to have “general trust.” The cut point was chosen arbitrarily. The internal reliability of the modified scale is .85 using Crohnbach’s Alpha.

Item: We’d like to know how much you trust different groups of people.

People in your community

People you work with

People who work in the stores where you shop

The local news media

People in your church or place of worship

The police

White people

African Americans or Blacks

Hispanics or Latinos from a different nationality

Asian people

Connectedness to others. We used eight items from the community cohesion scale developed by Sampson and his colleagues to assess community connectedness (Sampson, Raudenbush, and Earls, 1997; Morenoff, Sampson, and Raudenbush, 2001). Based on the field test results, we changed the response set of the scale to agree/disagree and dropped the two negatively worded items. To calculate a connectedness score, we summed the items together. Respondents who received a score of four (4) and above were considered “connected” to others in their community. We selected this cut point arbitrarily in the absence of a larger sample size with greater variability. The modified scale has an internal reliability of .62 using Crohnbach’s Alpha.

Items: Are you interested in knowing what your neighbors are like? Do you enjoy meeting and talking with your neighbors? Is it easy for you to become friends with your neighbors?

Neighbors borrow things from you, and your family.

People around here are willing to help their neighbors.

People in this community can be trusted.

This is a close-knit community.

There is unity in the community.

Characteristic 2: Hope, desire, action

Hope and desire was assessed by a single item with a four-point response set (no impact=1, small impact=1, some impact=2, a big impact =3). For purposes of analysis and data display, the responses were dichotomized into 0,1=0 as “little or no hope/efficacy” and 2,3=1 as “some hope/efficacy.”

Item: Overall, how much impact do you think people like you can have in making your community a better place to live?

Characteristic 3: Instrumental groups within the community

Two items assess the presence of different types of organized groups in the community: welcoming and problem solving. Frequencies of individuals perceiving the existence of these two types of groups in their community were calculated. Although the residents identified an organized group of individuals monitoring and assisting with general community maintenance as important, we accidentally overlooked this factor and failed to include an item to assess it.

Item: Which of the following best describes what happens in your community when a new family moves in? (Mark all that apply)

There is no effort

There is an individual effort

There is an organized group effort

Item: Which of the following best describes what happens in your community when there is serious problem like an increase in crime?

There is no organized effort

There is some organized effort

There is a big organized effort

Characteristic 4: Unified vision

We used a single item from the community cohesion scale developed by Sampson and his colleagues to assess community connectedness (Sampson, Raudenbush, and Earls, 1997; Morenoff, Sampson, and Raudenbush, 2001) as

an indicator of community unity. The response set was dichotomized to yes/no with yes indicating unity in the community.

Items: Are you interested in knowing what your neighbors are like?
Do you enjoy meeting and talking with your neighbors? Is it easy for you to become friends with your neighbors?

Neighbors borrow things from you, and your family.

People around here are willing to help their neighbors.

People in this community can be trusted.

This is a close-knit community.

There is unity in the community.

Characteristic 6 & 8: Informal and organized participation

Participation. Items modified from the Social Capital Community Benchmark Survey measured resident's engagement and participation in the community and in civic life. Based on an assessment of face validity, items were clustered into five subscales: (1) community participation, (2) participation with family, (3) participation with friends, (4) participation in recreation, and (5) participation in on-line communities. Individuals who participated in any activity on a scale >0 times were considered to be "participants" in that domain. Internal reliabilities of the subscales were calculated using Cronbach's Alpha. The internal reliability of the community subscale is .70 suggesting that the items composing that scale may measure a one-dimensional concept. The friends and recreation subscales showed low internal reliability (.11 and .04), which likely reflects the multidimensional nature of these items. In all instances, test-retest may be a better measure of the reliabilities of these subscales but was not examined in this study.

Items:

Subscale 1: Participation in community

Attended a celebration, parade, local sports or art event in your community

Attended any public meeting in which there was discussion of town or school affairs

Attended your children's school as a volunteer

Subscale 2: Participation with family

Visited relatives in person or had them visit you

Subscale 3: Participation with friends

Had friends over to your home

Been in the home of a friend of a different race or had them in your home

Socialized with coworkers outside of work

Hung out with friends at a park, shopping mall or other public space

Subscale 4: Participation in recreation

Taken part in artistic activities with others such as singing, dancing, or acting with a group

Played cards or board games with others

Attended a club meeting

Played a team sport

Subscale 5: Participation in on-line community

Participated in an on-line discussion over the Internet

Contribution of individual assets/talents to community. We used a single two-part item to assess the degree to which residents contribute their personal talents and skills to the community. The item was taken and modified from an assets assessment survey used by LHA based on the work of John McKnight (2000). It asks resident to list three talents or skills they have and indicate whether they have used these skills to help their community. From this, a list of tapped and untapped resident resources can be generated for the CBO to help identify potential promotores and develop strategies to mobilize resident resources.

Item: What are your three greatest skills or talents? (e.g. cut hair, sew, teach baseball, speak a second language, etc) Have you used them to help this community? Yes/No

Characteristic 7: Programs active in community

A two-part item asked respondents for the names of groups in which they are involved. This item was used to generate a list of programs/institutions that are actively engaging community residents, and thus part of the community's social capital. Additionally, these programs/institutions may be potential partners in community mobilization activities.

Item: How many groups or organizations do you belong to?
These could be religious groups, sports teams, or just groups of people who get together regularly to do an activity or task.

Item: What is/are the name of this group(s)?

Characteristic 9: Connectedness to resources outside the community

Connectedness to the city was assessed through two questions traditionally used in network analyses. The items were modified to reflect the CBO and promotores/residents' interest in problem-solving and solution generating networks. Items were also modified to ask only for the first name of discussion partners given possible resident concerns about divulging personal information.

Frequencies were calculated of discussion partners, location of partner, and relationship to partner within and between the problem-discussion and solution-discussion networks. The location of ties/discussion partners was used as a proxy indicator of network integration and also the community's link to external resources.

Item: First names only, can you tell me who you have spoken to about problems in your community in the past year: (Please write their names in the top row)

What is his/her name?

How do you know this person? (Family member, friend, neighbor, police, social worker, other)

Does he/she live in the community? (No, yes)

How long have you known him/her? (Months, years)

How often do you discuss problems in the community? (Daily, 1xweek, 1xmonth, 1xyear)

What problems do you discuss? (Crime, drunkenness, loitering, poverty, other)

Item: First names only, can you tell me who you have spoken to about improving the conditions in your community in the past year: (Please write their names in the top row)

What is his/her name?

Was this person also named in the previous question? (No, yes)

How do you know this person? (Family member, friend, neighbor, police, social worker, other)

Does he/she live in the community? (No, yes)

How long have you known him/her? (Months, years)

How often do you discuss ways to improve the community? (Daily, 1xweek, 1xmonth, 1xyear)

What solutions do you discuss? (Crime, drunkenness, loitering, poverty, other)

Characteristic 10: Minimal or resolvable barriers

We used items adapted from the Social Capital Community Benchmark Survey and items constructed by the research team to assess barriers to resident participation in community activities. The four-point response set used in the original item was modified to yes (1) and no (0). Because information from individual items in the scale holds significant implications for CBO programming strategies, frequencies were calculated and reported for each individual item.

Item: Many obstacles keep people from becoming involved with their community. Are any of these obstacles for you?

An inflexible work schedule.

Inadequate child-care.

Feeling unwelcome.

Concerns for your safety.

Tiredness after work.

Feeling that you can't make a difference.

Lack of information or not knowing how to begin.

Problems with the language.

Problems with other people living in your community.

Concern that officials or immigration might cause problems for you and your family.

Characteristic 11: Immigration capital

Resources received from or sent to country of origin. Respondents were asked whether they received resources from individuals living in their country of origin and whether they sent resources home to their country of origin, and to describe these resources.

Item: Are you currently helping/assisting any communities in your country of origin? (e.g. sending money to support the church, to build a school, to build a home, etc.)

Please describe.

Item: In the past year, have you received any help/assistance from family or friends still living in your country of origin? (e.g. received money, advice, etc.)

Please describe.

Item: Do you expect to return to your country of origin someday?

Yes/No

Characteristic 12: Existence of community leaders

The presence or absence of community leaders is assessed through a traditional social network item that asks respondents to nominate individuals in the community they believe to be community leaders and to provide a description of their leadership activities. At the recommendation of the promotores and CBO staff, we modified the item to ask only for first names. Frequencies were calculated of names nominated. All individuals nominated were considered to be potential community leaders.

Item: Who in your community would you describe as a community leader?
Please give their first name.

Section III: Assessment of the Survey's Construct Validity

In this section we report the results of our initial efforts to assess the validity of our Readiness-to-Change survey. We assess construct validity in two ways: firstly, by examining correlations among items that theoretically should show relationship to each other; and secondly, by comparing survey results for two low-income communities rated by promotores as being on opposite ends of the readiness-to-change continuum. In the future we hope to validate the results of our process against existing indicators of community capital including crime rates, community organization, and specific actions by community residents to improve community conditions. Similarly, we would hope to compare the survey against surveys of social capital that have already been validated, although discrepancies might reflect differences among our residents' and the other survey developer's definitions of social capital.

Assessment of Validity Using Item Correlations

We conducted a preliminary assessment of the construct validity of our Readiness-to-Change survey tool by examining correlations among items that theoretically should have significant correlations. Because there was limited overlap/redundancy among the items by design, there were only a few to examine.

Characteristic 1: Know & trust each other, connectedness to each other

Trust. We expected correlations between the Sampson community trust item (people in this community can be trusted) and items in the general trust scale. The Sampson item correlated positively with four items from the general trust scale (.267; $p \leq .007$; .359; $p \leq .001$; .238; $p \leq .017$ and .294; $p \leq .004$).

Connectedness. We expected correlations between residents' willingness to help others and involvement in the community in organized groups, informal friendships and general community activities. We found small but significant correlations between willingness to help neighbors and the presence of a strong organized effort to solve community problems (.229; $p \leq .02$), enjoyment of meeting/talking to neighbors and involvement in community activities (.204; $p \leq .033$).

Characteristic 2: Hope/action

Hope/action. We predicted a correlation between the simple hope/efficacy item (overall how much impact do you think people like you can have in making your community a better place to live?) and respondents' self-reported involvement in civic action (in the last two years, have you participated in any activity to improve your community?). The correlation is small but approaches significance (.182; $p \leq .055$).

We also hypothesized a relationship between respondents' hope/sense of civic efficacy and their participation in community activities. There was a significant positive correlation (.373; $p \leq .000$) between the hope item and the civic participation item from the participation scale (attended any public meeting in which there was a discussion of town or school affairs).

Characteristic 3: Instrumental groups

Instrumental groups. We anticipated that the presence of any instrumental group in the community would be positively correlated with the presence of additional groups. There was a small but significant positive correlation between items assessing the two types (welcoming and problem-solving) of instrumental groups in the community (.208; $P \leq .028$).

Characteristic 4: Unified vision

Unity. We expected that a unified community would show evidence of organized efforts to solve community problems, and that the presence of supportive leaders in the community such as the building manager would be associated with this unity. There were significant positive correlations between the unity item and the presence of caring building manager (.275; $p \leq .013$); and the presence of a strong organized effort to address community problems (.200; $p \leq .041$).

Characteristic 5: Supportive building manager

Building manager. As mentioned earlier, we hypothesized that communities that have a supportive building manager would have more organized efforts to solve community programs and community unity. There was a strong positive relationship between the item that assesses the level of caring of the building manager and the presence of strong organized efforts to address problems in the community (.347; $p \leq .001$). There was also a significant correlation between this item and the degree to which residents perceived their community as unified (.275; $p \leq .013$).

Characteristic 6 & 8: Informal and organized participation

Participation. We hypothesized that respondents who were involved in one aspect of community life would likely be involved in many aspects of community life. There were significant positive correlations between items assessing role in the community and involvement in civic activities (.451; $p \leq .000$); participation in community change and civic participation (.373, $p \leq .000$); group membership and participation with friends (.212; $p \leq .029$); attendance at club meetings (.357; $p \leq .000$), participation in sports (.344; $p \leq .000$); and civic activities (.301; $p \leq .002$).

Characteristic 7: Programs active in the community

Qualitative data. No relationships hypothesized or examined.

Characteristic 9: Connectedness to resources outside the community

Network analysis items used to assess this characteristic. Correlations with other items not examined.

Characteristic 10: Barriers

We hypothesized that the barriers participants experience to participating in community activities would vary based on their economic and immigration status. Logically, we expected that employed respondents would experience more work-related barriers than their unemployed colleagues. Similarly, we expected respondents' general perceptions of their community (e.g., it's safety) to correlate with barriers consistent with those perceptions. There were significant positive correlations between the two items concerned with work (inflexible hours and work fatigue; .402; $p < .000$). Positive correlations also existed between the item that assessed safety as a barrier to participation and the item assesses the general degree to which the respondent feels safe in his/her community (.189; $p < .047$).

Characteristic 11: Immigration capital

Send and receive resources. We hypothesized that there would be a bi-directional flow of resources between respondents and their home communities in Latin America. There was a small but significant positive correlation between the item that assessed the sending of resources to the country of origin and the one assessing the receipt of resources (.221; $p < .021$).

Characteristic 12: Existence of community leaders

Community leaders. No correlations hypothesized or examined.

In addition to our findings of significant correlations, a number of relationships we hypothesized would be significant, were not. For example, based on promotores belief that home ownership would be positively correlated with community participation, we examined the relationship between the home ownership item and the community participation items and found them non-significant. Similarly, the CRT believed that intention to return to one's home country might be associated with less investment in their immediate community and so less participation in community activities. However, when we examined the correlations among items assessing these variables, there were no significant correlations. Finally we thought that community unity and the presence of a community welcoming group would be positively correlated, but again we found no relationship between these items. These findings may indicate that these items were ineffective, or our hypotheses concerning their relationships were faulty.

Assessment of Validity through Cross-Community Comparison

We also assessed the construct validity of the survey by examining its ability to distinguish between two communities rated by the promotores as being at different levels of "readiness-to-change." If the survey were valid, we hypothesized, there should be significant differences between the findings for the two communities. Specifically, we hypothesized that the community at the higher level of readiness-to-change (*Town Square*) should show evidence of more community leadership, more individuals viewing the building manager as supportive, a more integrated network structure, more network links to outside resources, higher level of individual connectedness, trust and unity, higher numbers of residents participating in community and other activities and organizations, fewer safety related barriers to participation, and more contribution of personal talents. We used Chi Square and ANOVAs to test for differences between the two participating communities. Please note that we are aware that these assessments of construct validity are only preliminary and that much more work is needed. It is important to note however, that even though these the two communities surveyed were rated by promotores as significantly different in their levels of "readiness-to-change," they are in fact likely more similar than different. Both are home to first generation Mexican immigrants, many undocumented, and both have high rates of poverty. While we know that poverty is not a homogenous experience and there are significant variations of experience within and between poor communities, these differences are likely small compared to differences between a poor and more affluent community. In effect, we are attempting to detect small variations between basically similar communities.

Characteristic 1 & 9: Know each other, & connectedness to outside resources

There were no significant differences between the two communities in which they discussed community problems (other /building manager) and solutions with, the types of problems they discussed (crime) or the solutions they considered (meetings).

A higher percentage of respondents from *Town Square* (43%) scored as “connected to others in the community” than in *Calle 15* (32%). The difference is statistically non-significant. A higher percentage of respondents from *Town Square* trust others in their community (41%) than *Calle 15* (39%). The difference is statistically non-significant.

Characteristic 2: Hope/action

A higher percentage of respondents from *Calle 15* (51%) believe they can make a difference in their community compared to *Town Square* (46%). The difference is not statistically significant.

Characteristic 3: Instrumental groups

Fifty-three percent of respondents from *Calle 15* as compared to 26% of respondents from *Town Square* report no organized effort to respond to community problems. The difference is significant at $p \leq .005$ (Chi Square 8.046; df 1). There were no differences between communities in the presence of a welcoming group.

Characteristic 4: Unity

A slightly higher percentage of respondents from *Town Square* (27%) than *Calle 15* (25%) describe their communities as unified. The difference is statistically non significant.

Characteristic 5: Supportive building manager

More respondents from *Town Square* (43%) perceived their building manager as supportive of the community than in *Calle 15* (33%). This difference was statistically non-significant.

Characteristic 6 & 8: Participation

More respondents from *Town Square* reported participating in community activities (58%), with family (83%), with friends (89%), and in on-line communities (7%) than *Calle 15* (53%, 69%, 83%, 0%). More respondents from *Calle 15* report involvement in recreational activities (34% vs. 28%). All differences are statistically non-significant.

The communities also varied on the number and types of talents residents were contributing to their communities with more respondents from *Town Square* contributing compared to *Calle 15*.

Characteristic 10: Minimal barriers

There were statistically significant differences between the two communities in barriers that prevent involvement in the community. Residents from *Town Square* were significantly more likely than those from *Calle 15* to cite inflexible work schedules (Chi Square 8.654; df 1; $p \leq .003$) and fatigue (Chi Square 3.773; df 1; $p \leq .05$) after work as barriers to participation. Residents from *Calle 15* were more likely to cite concerns about the INS as a barrier to their participation (Chi Square 3.930; df 1; $p \leq .04$).

Characteristic 11: Immigration capital

There were no significant differences between communities in the percentage of individuals who receive or send assistance to family/friends in their country of origin. However, significantly more residents from *Calle 15* (71%) than *Town Square* (30%) expect to return to their country of origin someday.

Characteristic 12: Existence of community leaders

There were significant qualitative differences between the two communities in the number of individuals who were nominated as community leaders. In *Calle 15*, only two individuals were nominated as leaders compared to *Town Square* where 13 individuals were nominated. There also was significant difference in the centrality of the leaders. In *Calle 15*, one central leader was identified (building manager), whereas in *Town Square*, the leadership was more diverse with no one individual having greater centrality to the community as a leader than any other. There were also significant qualitative differences in the nominations across the two communities. Whereas in *Calle 15*, the most frequently nominated leader was the building manager, an individual who is institutionally defined as a leader, in *Town Square*, the majority of leaders emerged spontaneously from the community rather than through employment/institutional endorsement.

Evaluation of Our Collaboration

Our ability to form and maintain an effective collaboration between researchers and the CBO was central to this project. While we did not use any formal methods to assess the quality of this collaboration, our in vivo assessment was that the collaboration was indeed effective. We base this assessment on the following: 1) we were able to complete the proposed task and produce a seemingly valid measurement tool that was individualized to our CBO and our residents; 2) the researchers, CBO staff and residents maintained non-conflictual communication through-out the project; and 3) we have moved on since the completion of this project and are working on another grant funded project together (SAMHSA –funded youth violence prevention project) in which we plan to use parts, if not all, of the survey we developed. The following are factors we believe supported this collaboration.

First, there was a long-standing relationship between the CBO director (Bracho) and the lead researcher (Knox). In eastern philosophy there is a concept called the “beginner’s mind” which essentially means that an individual approaches a task from a position of “learner” rather than “teacher/leader.” Both the directors, and their team members, approached the project with this type of mind frame.

A second factor was a professional bi-culturalism in both the CBO director and the lead researcher. The director has a keen interest in using and even research that will help improve program quality, attract funding, and lead to changes in health policy. To this end, she has hired a full-time researcher to work for her agency. On the other side, the lead researcher is a former clinician who worked in and for CBOs for over 15 years delivering patient care. As a result, she has a good understanding of not only the demands and challenges facing CBOs, but also what type of data is likely to be useful.

Another contributing factor was the “goodness-of-fit” between the players and the project. The project did not violate the basic mission of either group, and the project has intrinsic value for the CBO, not just theoretical interest. The effects of a lack of fit between organization, project players, and goal are illustrated by the CBO’s experience in two other research projects. The CBO director describes how different their organization’s experience had been with two NIH-funded projects. In the first collaboration, the research team used the CBO to identify and enroll subjects for an epidemiological study of childhood diabetes, but because of IRB regulations and funding restrictions, did not allow the CBO to follow-up and provide interventions to youth who were identified with diabetes. The CBO understandably found this to be offensive and a violation of their basic mission and the collaboration went badly. For the second project, a research group worked with LHA to study the use of promotores to screen for cervical cancer. In this collaboration, the CBO’s role is to deliver the screening, which is

consistent with the CBO's overall mission (to provide services). This project went well and ultimately resulted in new services for the agency.

A fourth factor was the fact that the proposal was structured with the CBO as "prime." We believe this was a very critical component to maintaining equity in the relationship, and ensuring that the CBO's agenda to develop an individualized tool remained the primary objective.

Time and flexibility were also essential elements of the successful collaboration. The collaboration required an enormous amount of time. Team meetings needed to be scheduled at times when they did not disrupt services, or risk burn-out among the promotores. Decisions that might have proceeded swiftly among an all-researcher or all-service provider group took triple the time so that all members could become comfortable with the topic including community residents who may have had little to no exposure to either research or program planning.

Another essential element was the "liaison" role on the community research team. While the "team" included researchers, CBO staff and community residents as members, this was not sufficient. Someone needed to serve as a "translator" among the different participant types, and serve as a go-between among different subgroup meetings. In addition, it would have been too difficult to convene all players at all meetings. Researcher, service provider and resident schedules were rarely in-sync with each other. Many times, attendance that fit the schedule of one group would constitute a significant hardship for another. "Liaisons" emerged naturally from the group who were able to speak to the interests, concerns and in the vocabulary of all three groups represented. These individuals were present at all subgroup meetings and recorded and communicated the proceedings to those not present. These individuals were critical to the process. In our estimation the collaboration would have failed without them. They were given the authority to call for additional meetings and dictate the constitution of those meeting based on their observations of needs.

Key to the success of the collaboration was the use of the q-sort methodology to elicit people's ideas about community change. While initially we experienced difficulty creating a vision of community change that was shared between the research team and the community agency and the residents. The q-sort method allowed us to elicit participants' heretofore unarticulated beliefs and models of community change without risk of their being modified by the presence of "academics" or program staff. An interesting example of this is the discrepancies that emerged between the CBO director's assumptions and beliefs about community change, and those of the promotores (community residents) who were working with her to mobilize their communities. The director assumed that the neighborhood associations were a very important asset for community change and she described how she was always encouraging her promotores to use them. However, in the q-sort, promotores rated neighborhood associations as essential useless in supporting change in their communities. When asked to elaborate, they described their views of the associations being disconnected from the majority of the people in the community.

Finally, and most importantly, it was critical that there was “flex” to the specific goals of the project. This mainly because the needs, concerns and demands of the agency were continually changing, and had changed since the time the proposal had been submitted.

Summary and Conclusions

We developed and tested an individualized survey of social capital based on LHA's model of community change and their residents' observations of change in their own communities. The survey was able to distinguish successfully between two low-income communities that LHA staff rated as possessing differing levels of community "readiness-to-change." In addition, we tested the correlations among items that we believed should show some relationship to each other, and the majority of these items did indeed show correlations. While a much more comprehensive study would be necessary to validate the tool, these findings provide some preliminary support for the validity of the tool.

The project was only possible through the collaboration of researchers, service providers and residents. While the CBO has the knowledge and experientially derived understanding of community change needed to conceptualize the tool, they lack the time, and the research skills to design and test a survey. Similarly, while researchers have the skills in survey design and evaluation, they do not have an understanding of the change process in that community nor the skills and trust relationships necessary to elicit from community residents' their perceptions of change in their communities.

We suggest that these types of individualized assessment tools may be a reasonable adjunct or even alternative to more traditional methods used to evaluate program effectiveness and community change. In some cases, they may be even more effective than traditional measures in their ability to detect and assess the very early indicators of community change. It is these early indicators of change that are the most likely to be idiosyncratic to a particular community, and the most likely to be overlooked by standard tools.

Incorporating individualized community surveys into larger evaluation activities might assist funders to identify these more elusive early indicators of community change. They might also increase the usefulness of evaluation results to the service organizations being evaluated by helping the agency build its capacity to articulate its own underlying theories of change, evaluate its effectiveness along these dimensions, and begin to engage in evidence-based program planning and delivery.

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Appendix A

Readiness-to-Change Surveys

+ English

+ Spanish

**LHA-USC Community Readiness-to-Change Survey
English Version**

Interviewer: _____

Community: _____

Date: _____

Respondent's gender: Male Female

Good afternoon. My name is _____ and I work at _____. We are conducting a study about things that make a community strong. We would like to know more about your community and what you think. It will take approximately 20 minutes and all of your answers will be kept confidential. Would you be willing to answer some questions on a survey? Thank you.

I will read each question, and then you can give me your answers.

1. What is your first name? _____
2. What is your age? _____
3. Including yourself, how many people live in your home? _____
4. How many children do you have? _____

if no children – skip to question # 6

5. What are their ages? _____
(Mark all that apply)

- 0 to 5 years
- 6 to 12 years
- 13 to 18 years
- 18 years or more

6. What is the highest level of education you have completed?

- Less than High School
- High School Diploma/GED
- Craftsman or technician
- Associate's Degree
- Bachelor's Degree
- Graduate/Professional Degree

7. Your current marital status:

- Single
- Married
- Not married but living with partner
- Separated/Divorced
- Widowed

8. How long have you lived in this community?

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years
- All your life

9. How many times have you moved in the past 3 years? _____

10. Do you own the place where you are living now or do you rent?

- Rent
- Own

11. Do you expect to be living in this same community 5 years from now?

- No
- Yes
- Don't know

12. Currently are you:
(Mark all that apply)

- Working
- Unemployed
- Retired
- Permanently disabled
- Homemaker
- Student

If unemployed – skip to question # 15

13. Your employer is? _____

14. How many hours do you work in a typical week? (Including extra jobs, etc.)

15. Where were you born?

- Mexico
- United States (US) if born in the US – skip to question # 20
- Other: _____

16. Before you moved to the US, were you involved in any efforts to improve your community in your country of origin? (e.g. helping to improve the health or safety of the community, etc.)

- No
- Yes

17. Are you currently helping/assisting family and/or friends that live in your country of origin? (Mark all that apply)

- Sending money to your family
- Money to support a church
- Donations for a school
- Other: _____

18. In the past year, have you received any help/assistance from family and/or friends still living in your country of origin?

- Money
- Advice/moral support
- Other: _____

19. Do you expect to return to your country of origin someday?

- No
- Yes
- Don't know

20. Overall, how would you rate your current community as a place to live?

- Not a good place
- Only Fair
- Good
- Excellent

21. How safe would you say your community is from crime and violence?

- Very unsafe
- Unsafe
- Safe
- Very safe

22. In the past 12 months, have you or anyone else in your household been the victim of a non-violent crime such as theft, robbery or destruction of property?

- No
- Yes

23. In the past 12 months, have you or anyone else in your household been the victim of a violent crime such as a physical assault or mugging?

- No
- Yes

24. Please indicate which of the following responses most closely describes your activities in your community:
- I don't participate
 - I watch and observe others
 - I actively participate in the activities
 - I help to organize the activities
 - I am one of the leaders of the activities
25. Which of the following best describes what happens in your community when a new family moves in? (Mark all that apply)
- There is no effort to welcome new neighbors
 - Neighbors welcome new families individually
 - There is some group effort to welcome new people
 - Don't know
26. Which of the following best describes what happens in your community when there is a serious problem like an increase in crime?
- There is no effort by neighbors to address the problem
 - There is some effort by neighbors to resolve the problem
 - There is a strong effort by neighbors to resolve the problem
 - Don't know
27. Which of the following best describes how your neighbors deal with cleaning and maintenance of your community such as (e.g. trash, parking spots, traffic signals, etc.)
- There is no effort by neighbors
 - There is some effort by neighbors
 - There is a strong effort by neighbors
 - Don't know

28. First names only, can you tell me whom you have spoken to about important matters in your community in the past 3 months? (Please write their names in the top row) I don't talk to anyone – skip to question #29

What is his/her name?	Person 1 Name: _____	Person 2 Name: _____	Person 3 Name: _____	Person 4 Name: _____	Person 5 Name: _____
a. How do you know this person?	<input type="checkbox"/> Family member <input type="checkbox"/> Friend <input type="checkbox"/> Neighbor <input type="checkbox"/> Police <input type="checkbox"/> Social worker <input type="checkbox"/> Other _____	<input type="checkbox"/> Family member <input type="checkbox"/> Friend <input type="checkbox"/> Neighbor <input type="checkbox"/> Police <input type="checkbox"/> Social worker <input type="checkbox"/> Other _____	<input type="checkbox"/> Family member <input type="checkbox"/> Friend <input type="checkbox"/> Neighbor <input type="checkbox"/> Police <input type="checkbox"/> Social worker <input type="checkbox"/> Other _____	<input type="checkbox"/> Family member <input type="checkbox"/> Friend <input type="checkbox"/> Neighbor <input type="checkbox"/> Police <input type="checkbox"/> Social worker <input type="checkbox"/> Other _____	<input type="checkbox"/> Family member <input type="checkbox"/> Friend <input type="checkbox"/> Neighbor <input type="checkbox"/> Police <input type="checkbox"/> Social worker <input type="checkbox"/> Other _____
b. Does he/she live in the community?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Yes
c. How long have you known him/her	_____	_____	_____	_____	_____
d. How often do you discuss about these subjects?	<input type="checkbox"/> Daily <input type="checkbox"/> 1x/week <input type="checkbox"/> 1x/month <input type="checkbox"/> once	<input type="checkbox"/> Daily <input type="checkbox"/> 1x/week <input type="checkbox"/> 1x/month <input type="checkbox"/> once	<input type="checkbox"/> Daily <input type="checkbox"/> 1x/week <input type="checkbox"/> 1x/month <input type="checkbox"/> once	<input type="checkbox"/> Daily <input type="checkbox"/> 1x/week <input type="checkbox"/> 1x/month <input type="checkbox"/> once	<input type="checkbox"/> Daily <input type="checkbox"/> 1x/week <input type="checkbox"/> 1x/month <input type="checkbox"/> once
e. What subjects do you discuss?	<input type="checkbox"/> The weather <input type="checkbox"/> The economy <input type="checkbox"/> Family matters <input type="checkbox"/> Problems in your community <input type="checkbox"/> Other _____	<input type="checkbox"/> The weather <input type="checkbox"/> The economy <input type="checkbox"/> Family matters <input type="checkbox"/> Problems in your community <input type="checkbox"/> Other _____	<input type="checkbox"/> The weather <input type="checkbox"/> The economy <input type="checkbox"/> Family matters <input type="checkbox"/> Problems in your community <input type="checkbox"/> Other _____	<input type="checkbox"/> The weather <input type="checkbox"/> The economy <input type="checkbox"/> Family matters <input type="checkbox"/> Problems in your community <input type="checkbox"/> Other _____	<input type="checkbox"/> The weather <input type="checkbox"/> The economy <input type="checkbox"/> Family matters <input type="checkbox"/> Problems in your community <input type="checkbox"/> Other _____

29. Overall, how much impact do you think people like you can have in making your community a better place to live?

- No impact at all
- A small impact
- Some impact
- A big impact

30. In the past 2 years, have you taken part in any sort of activity to fix or change things in your community?

- No
- Yes

31. Who in your community would you describe as a community leader?

First name	Last name initial	Leader activities

32. How much do you think your building manager cares about how things go in your community?

- Doesn't care at all
- Cares somewhat
- Cares a lot
- Don't know

33. Please tell me if you agree or disagree with the following statements.

Statement	Agree (Yes)	Disagree (No)
a. Are you interested in knowing how your neighbors are like?	<input type="checkbox"/>	<input type="checkbox"/>
b. Do you enjoy meeting and talking with your neighbors?	<input type="checkbox"/>	<input type="checkbox"/>
c. Is it easy for you to become friends with your neighbors?	<input type="checkbox"/>	<input type="checkbox"/>
d. Neighbors borrow things from you and your family.	<input type="checkbox"/>	<input type="checkbox"/>
e. People around here are willing to help their neighbors.	<input type="checkbox"/>	<input type="checkbox"/>
f. People in this community can be trusted.	<input type="checkbox"/>	<input type="checkbox"/>
g. This is a close-knit community.	<input type="checkbox"/>	<input type="checkbox"/>
h. There is unity in the community.	<input type="checkbox"/>	<input type="checkbox"/>
i. People in this community generally get along with one another.	<input type="checkbox"/>	<input type="checkbox"/>
j. People in this community share the same values.	<input type="checkbox"/>	<input type="checkbox"/>

34. What are your three greatest skills or talents? (e.g. cut hair, sew, teach baseball, speak a second language, etc.)

Skill or Talent	Have you used them to help this community?	
	Yes	No
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>

35. Many obstacles keep people from becoming involved with their community. Are any of these obstacles keeping you from becoming involved?

Situation	Very much an obstacle for you	Not at all an obstacle for you
a. An inflexible work schedule	<input type="checkbox"/>	<input type="checkbox"/>
b. Inadequate child-care	<input type="checkbox"/>	<input type="checkbox"/>
c. Feeling unwelcome	<input type="checkbox"/>	<input type="checkbox"/>
d. Concerns for your safety	<input type="checkbox"/>	<input type="checkbox"/>
e. Tiredness after work	<input type="checkbox"/>	<input type="checkbox"/>
f. Feeling that you can't make a difference	<input type="checkbox"/>	<input type="checkbox"/>
g. Lack of information or not knowing how to begin	<input type="checkbox"/>	<input type="checkbox"/>
h. Problems with the language	<input type="checkbox"/>	<input type="checkbox"/>
i. Problems with other people living in your community	<input type="checkbox"/>	<input type="checkbox"/>
j. Concern that officials of immigration might cause problems for you or your family	<input type="checkbox"/>	<input type="checkbox"/>

36. We'd like to know how much you trust different groups of people.

	Yes	No
a. People in your community	<input type="checkbox"/>	<input type="checkbox"/>
b. People you work with	<input type="checkbox"/>	<input type="checkbox"/>
c. People who work in the stores where you shop	<input type="checkbox"/>	<input type="checkbox"/>
d. The local news media	<input type="checkbox"/>	<input type="checkbox"/>
e. People in your church or place of worship	<input type="checkbox"/>	<input type="checkbox"/>
f. The police	<input type="checkbox"/>	<input type="checkbox"/>
g. White people	<input type="checkbox"/>	<input type="checkbox"/>
h. African Americans or Blacks people	<input type="checkbox"/>	<input type="checkbox"/>
i. Hispanics or Latinos people from a different nationalities	<input type="checkbox"/>	<input type="checkbox"/>
j. Asian people	<input type="checkbox"/>	<input type="checkbox"/>

37. In the past 12 months, have you taken part in some activities such as the following?

	Yes	No
a. Attended a celebration, parade or local sports or art exhibit in your community		
b. Taken part in artistic activities with others such as singing, dancing, or acting with a group		
c. Played cards or board games with others		
d. Visited relatives in person or had them visit you		
e. Attended a club meeting		
f. Had friends over to your home		
g. Been in the home of a friend of a different race or had them in your home		
h. Socialized with co-workers outside of work		
i. Hung out with friends at a park, shopping mall or other public space		
j. Played a team sport		
k. Participated in an on-line discussion over the internet		
l. Attended any public meeting in which there was discussion of town or school affairs		
m. Attended your children's school as a volunteer		

38. How many groups or organizations do you belong to? These could be religious groups, sports teams, or just groups of people who get together regularly to do an activity or task. _____

If doesn't belong to any group or organization – skip to question # 40

39. What is the name of this group(s)?

40. If you added together the yearly incomes of all the members of your household for last year, 2002, the total would be:

- Less than \$10,000
- \$10,000 to \$14,999
- \$15,000 to \$24,999

**LHA-USC Community Readiness-to-Change Survey
Spanish Version**

Entrevistador: _____

Comunidad: _____

Fecha: _____

Sexo del entrevistado: Masculino Femenino

Buenas tardes. Mi nombre es _____ y trabajo en _____.
Estamos realizando un estudio sobre cuestiones que beneficiarán a las comunidades. Nos gustaría saber acerca de su comunidad y la opinión que tiene usted de ella.
Le tomará 20 minutos y sus respuestas serán confidenciales. ¿Le gustaría participar?
Gracias.

Le voy a leer la pregunta y después usted me da su respuesta.

1. ¿Cuál es su primer nombre? _____
2. ¿Qué edad tiene? _____
3. Contándose a sí mismo/a, ¿cuántas personas viven en su casa? _____
4. ¿Cuántos hijos tiene? _____

Si no tiene hijos – pasar a la pregunta #6

5. ¿Cuáles son sus edades?
(Marque todas las que correspondan)
 - 0 a 5 años
 - 6 a 12 años
 - 13 a 18 años
 - 18 años o más
6. ¿Cuál es su nivel de estudios?
 - Ninguna educación formal
 - Primaria/Secundaria
 - Preparatoria /Bachillerato/High School
 - Oficio o Estudios técnicos
 - Estudios universitarios/Junior College
 - Título profesional
 - Posgrado

7. Su estado civil actual:

- Soltero/a
- Casado/a
- Unión libre
- Separado/a o Divorciado/a
- Viudo/a

8. ¿Desde hace cuánto vive en esta comunidad?

- Menos de 1 año
- 1 a 5 años
- 6 a 10 años
- 11 a 20 años
- Más de 20 años
- Toda su vida

9. ¿Cuántas veces se ha cambiado de domicilio en los últimos 3 años? _____

10. ¿Es propietario de su vivienda o renta?

- Rento
- Propietario

11. ¿Espera vivir en esta misma comunidad dentro de 5 años?

- No
- Sí
- No sé

12. Actualmente usted está: (Marque todas las que correspondan)

- Trabajando
- Desempleado/a
- Retirado/a
- Incapacitado/a permanentemente
- Ama de casa
- Estudiando

Si no trabaja – pasar a la pregunta #15

13. ¿Para quién trabaja? _____

14. Si trabaja, ¿cuántas horas trabaja en una semana normal? (Incluyendo trabajos extra, etc.) _____

15. ¿Dónde nació?

- México
- Estados Unidos de Norteamérica (EU) Si nació en EU – pasar a la pregunta #20
- Otro: _____

16. Antes de mudarse a vivir a EU, ¿hizo algún esfuerzo para mejorar su comunidad en su país? (Ej. trabajando para un cambio social, para mejorar la seguridad o el bienestar de su comunidad, etc.)

- No
- Sí

17. Actualmente, ¿ayuda/apoya a sus familiares o amigos que viven en su país de origen?
(Marque todas las que correspondan)

- Enviando dinero a familiares
- Donaciones a la iglesia
- Donaciones para una escuela
- Otro: _____

18. En el último año, ¿ha recibido ayuda/apoyo de familiares o amigos que viven en su país de origen?
(Marque todas las que correspondan)

- Apoyo económico
- Consejos/apoyo moral
- Otro: _____

19. ¿Espera regresar a vivir a su país de origen?

- No
- Sí
- No sé

20. ¿Cómo califica su comunidad actual como lugar para vivir?

- No es un buen lugar
- Regular
- Bueno
- Excelente

21. ¿Qué tan segura es su comunidad en cuanto a crimen y/o a violencia?

- Muy insegura
- Insegura
- Segura
- Muy segura

22. En los últimos 12 meses, ¿usted o algún miembro de su familia ha sido víctima de destrucción de su propiedad, asalto o robo SIN violencia?

- No
- Sí

23. En los últimos 12 meses, ¿usted o algún miembro de su familia ha sido víctima de alguna agresión o robo CON violencia?

- No
- Sí

24. Indique cuál de las siguientes respuestas describe su participación en las actividades de su comunidad:

- No participo
- Únicamente observo
- Participo
- Ayudo a organizar
- Soy uno de los organizadores

25. ¿Cuál de las siguientes situaciones describe a su comunidad cuando llega una familia a vivir allí?

(Marque todas las que correspondan)

- Los vecinos no hacen ningún esfuerzo para darles la bienvenida
- Los vecinos dan la bienvenida individualmente
- Un grupo de vecinos se reúne para darles la bienvenida
- No sé

26. ¿Cuál de las siguientes situaciones describe a su comunidad cuando surge un problema serio como incremento en la criminalidad?

- No hay ningún esfuerzo de los vecinos para solucionar el problema
- Hay algún esfuerzo de los vecinos para solucionar el problema
- Hay un gran esfuerzo de los vecinos para solucionar el problema
- No sé

27. ¿Cuál de las siguientes situaciones describe como sus vecinos manejan el mantenimiento y/o necesidades de su comunidad? (Ej. recolección de basura, remozamiento de bardas, soluciones a espacios de estacionamiento, señalizaciones viales, etc.).

- No hay ningún esfuerzo de los vecinos para manejar estos asuntos
- Hay algún esfuerzo de los vecinos para manejar estos asuntos
- Hay un gran esfuerzo de los vecinos para manejar estos asuntos
- No sé

28. ¿Con quién ha hablado sobre asuntos importantes en los últimos 3 meses? ¿Podría darnos su primer nombre?
 (Escribir nombres en la primera fila). Si no habla con nadie – pasar a la pregunta #29

¿Cómo se llama?	Persona 1 Nombre: _____	Persona 2 Nombre: _____	Persona 3 Nombre: _____	Persona 4 Nombre: _____	Persona 5 Nombre: _____
a. ¿Cómo es que conoce a esta persona?	<input type="checkbox"/> Familia <input type="checkbox"/> Amigo <input type="checkbox"/> Vecino <input type="checkbox"/> Policía <input type="checkbox"/> Trabajador/a social <input type="checkbox"/> Otro _____	<input type="checkbox"/> Familia <input type="checkbox"/> Amigo <input type="checkbox"/> Vecino <input type="checkbox"/> Policía <input type="checkbox"/> Trabajador/a social <input type="checkbox"/> Otro _____	<input type="checkbox"/> Familia <input type="checkbox"/> Amigo <input type="checkbox"/> Vecino <input type="checkbox"/> Policía <input type="checkbox"/> Trabajador/a social <input type="checkbox"/> Otro _____	<input type="checkbox"/> Familia <input type="checkbox"/> Amigo <input type="checkbox"/> Vecino <input type="checkbox"/> Policía <input type="checkbox"/> Trabajador/a social <input type="checkbox"/> Otro _____	<input type="checkbox"/> Familia <input type="checkbox"/> Amigo <input type="checkbox"/> Vecino <input type="checkbox"/> Policía <input type="checkbox"/> Trabajador/a social <input type="checkbox"/> Otro _____
b. ¿Esta persona vive en su comunidad?	<input type="checkbox"/> No <input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> Sí	<input type="checkbox"/> No <input type="checkbox"/> Sí
c. ¿Desde hace cuánto la conoce?	_____	_____	_____	_____	_____
d. ¿Qué tan seguido habla de estos asuntos?	<input type="checkbox"/> Diariamente <input type="checkbox"/> 1 vez por semana <input type="checkbox"/> 1 vez por mes <input type="checkbox"/> Solamente una vez	<input type="checkbox"/> Diariamente <input type="checkbox"/> 1 vez por semana <input type="checkbox"/> 1 vez por mes <input type="checkbox"/> Solamente una vez	<input type="checkbox"/> Diariamente <input type="checkbox"/> 1 vez por semana <input type="checkbox"/> 1 vez por mes <input type="checkbox"/> Solamente una vez	<input type="checkbox"/> Diariamente <input type="checkbox"/> 1 vez por semana <input type="checkbox"/> 1 vez por mes <input type="checkbox"/> Solamente una vez	<input type="checkbox"/> Diariamente <input type="checkbox"/> 1 vez por semana <input type="checkbox"/> 1 vez por mes <input type="checkbox"/> Solamente una vez
e. ¿De qué asuntos habla?	<input type="checkbox"/> El clima <input type="checkbox"/> La economía <input type="checkbox"/> Asuntos familiares <input type="checkbox"/> Problemas en su comunidad <input type="checkbox"/> Otro _____	<input type="checkbox"/> El clima <input type="checkbox"/> La economía <input type="checkbox"/> Asuntos familiares <input type="checkbox"/> Problemas en su comunidad <input type="checkbox"/> Otro _____	<input type="checkbox"/> El clima <input type="checkbox"/> La economía <input type="checkbox"/> Asuntos familiares <input type="checkbox"/> Problemas en su comunidad <input type="checkbox"/> Otro _____	<input type="checkbox"/> El clima <input type="checkbox"/> La economía <input type="checkbox"/> Asuntos familiares <input type="checkbox"/> Problemas en su comunidad <input type="checkbox"/> Otro _____	<input type="checkbox"/> El clima <input type="checkbox"/> La economía <input type="checkbox"/> Asuntos familiares <input type="checkbox"/> Problemas en su comunidad <input type="checkbox"/> Otro _____

29. En general, ¿qué tanta influencia cree que personas como usted puedan tener para lograr que su comunidad sea un mejor lugar para vivir?

- Ninguna
- Poca
- Alguna
- Mucha

30. En los últimos 2 años, ¿ha tomado parte en alguna actividad para mejorar o cambiar algunas cosas de su comunidad?

- No
- Sí

31. A qué personas de su comunidad describiría como líderes comunitarios:

Primer nombre	Inicial apellido	Actividades de líder

32. ¿Qué tanto cree usted que al encargado de su edificio le importe cómo están las cosas en su comunidad?

- No le importa en lo absoluto
- Más o menos le importa
- Le importa mucho
- No sé

33. Qué tan de acuerdo o en desacuerdo está con las siguientes frases:

Frase	De acuerdo (Sí)	En desacuerdo (No)
a. Le interesa saber cómo son sus vecinos.	<input type="checkbox"/>	<input type="checkbox"/>
b. Disfruta conocer y platicar con sus vecinos.	<input type="checkbox"/>	<input type="checkbox"/>
c. Se le facilita establecer amistad con sus vecinos.	<input type="checkbox"/>	<input type="checkbox"/>
d. Los vecinos le piden cosas prestadas a usted o a su familia.	<input type="checkbox"/>	<input type="checkbox"/>
e. Las personas que viven por aquí están dispuestas a ayudar a sus vecinos.	<input type="checkbox"/>	<input type="checkbox"/>
f. Las personas de esta comunidad son de confianza.	<input type="checkbox"/>	<input type="checkbox"/>
g. En esta comunidad todos se conocen.	<input type="checkbox"/>	<input type="checkbox"/>
h. Esta comunidad es unida.	<input type="checkbox"/>	<input type="checkbox"/>
i. Las personas de esta comunidad se llevan bien.	<input type="checkbox"/>	<input type="checkbox"/>
j. Las personas de esta comunidad comparten los mismos valores.	<input type="checkbox"/>	<input type="checkbox"/>

30. ¿Cuáles son las 3 actividades en donde considera tener habilidad o talento? (Ej. cortar el cabello, coser, enseñar *baseball*, hablar un segundo idioma, etc.)

Habilidad o talento:	¿Alguna vez los ha utilizado para ayudar a esta comunidad?	
	Sí	No
1. _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>

35. En ocasiones se presentan obstáculos que impiden a la gente involucrarse con su comunidad. Mencione si las siguientes situaciones constituyen un obstáculo para usted.

Situación	Sí es un obstáculo para usted	No es un obstáculo para usted
a. Horario poco flexible en el trabajo.	<input type="checkbox"/>	<input type="checkbox"/>
b. No tiene quien le cuide a sus hijos.	<input type="checkbox"/>	<input type="checkbox"/>
c. Se siente que no es bienvenido.	<input type="checkbox"/>	<input type="checkbox"/>
d. Le preocupa su seguridad.	<input type="checkbox"/>	<input type="checkbox"/>
e. Cansancio después del trabajo.	<input type="checkbox"/>	<input type="checkbox"/>
f. Siente que su participación no hace ninguna diferencia.	<input type="checkbox"/>	<input type="checkbox"/>
g. Falta de información, siente que no sabe cómo empezar.	<input type="checkbox"/>	<input type="checkbox"/>
h. Dificultades con el idioma.	<input type="checkbox"/>	<input type="checkbox"/>
i. Problemas con otras personas de su comunidad.	<input type="checkbox"/>	<input type="checkbox"/>
j. Temor de que oficiales de inmigración le causen problemas a usted o a su familia.	<input type="checkbox"/>	<input type="checkbox"/>

34. Nos gustaría saber qué tanto confía en distintos grupos de personas:

	Sí	No
a. Personas de su comunidad	<input type="checkbox"/>	<input type="checkbox"/>
b. Personas que trabajan con usted	<input type="checkbox"/>	<input type="checkbox"/>
c. Personas que trabajan en las tiendas donde hace sus compras	<input type="checkbox"/>	<input type="checkbox"/>
d. Noticias locales	<input type="checkbox"/>	<input type="checkbox"/>
e. Personas de su iglesia	<input type="checkbox"/>	<input type="checkbox"/>
f. La policía	<input type="checkbox"/>	<input type="checkbox"/>
g. Norteamericanos (gente blanca)	<input type="checkbox"/>	<input type="checkbox"/>
h. Africo- americanos (gente negra)	<input type="checkbox"/>	<input type="checkbox"/>
i. Hispanos o latinos de otra nacionalidad	<input type="checkbox"/>	<input type="checkbox"/>
j. Asiáticos	<input type="checkbox"/>	<input type="checkbox"/>

37. En los últimos 12 meses, ¿ha participado en actividades como las que a continuación se mencionan?

	Sí	No
a. Celebración, desfile, evento deportivo o exhibición de arte en su comunidad.	<input type="checkbox"/>	<input type="checkbox"/>
b. Tomado parte en presentaciones de actuación, canto o baile.	<input type="checkbox"/>	<input type="checkbox"/>
c. Juegos de mesa (cartas).	<input type="checkbox"/>	<input type="checkbox"/>
d. Invitado o visitado a sus parientes.	<input type="checkbox"/>	<input type="checkbox"/>
e. Junta de su club.	<input type="checkbox"/>	<input type="checkbox"/>
f. Recibido amigos en su casa.	<input type="checkbox"/>	<input type="checkbox"/>
g. Visitado o recibido a un amigo de diferente raza.	<input type="checkbox"/>	<input type="checkbox"/>
h. Socializado con gente de su trabajo fuera del trabajo.	<input type="checkbox"/>	<input type="checkbox"/>
i. Salido con amigos a lugares públicos (parques o centros comerciales).	<input type="checkbox"/>	<input type="checkbox"/>
j. Jugado en algún equipo deportivo.	<input type="checkbox"/>	<input type="checkbox"/>
k. Participado en discusiones de grupo por el Internet.	<input type="checkbox"/>	<input type="checkbox"/>
l. Asistido a reuniones públicas para discutir asuntos como problemas escolares o de su municipio.	<input type="checkbox"/>	<input type="checkbox"/>
m. Participado como voluntario en la escuela de sus hijos.	<input type="checkbox"/>	<input type="checkbox"/>

37. ¿A cuántos grupos u organizaciones pertenece? (Éstos pueden ser grupos religiosos, equipos deportivos o simplemente grupos que se reúnen regularmente para hacer alguna actividad). _____

Si no pertenece a ningún grupo – pasar a la pregunta #40

39. ¿Cuál es el nombre de estos grupos?

40. Si suma el ingreso anual de 2002 de todos los familiares que viven en su casa, este sería de:

- Menos de \$10,000
- \$10,000 a \$14,999
- \$15,000 a \$24,999

Appendix B

Reports to Agency and Community

+ Town Square Results – Presentation

+ Calle 15 Results – Presentation

+ Town Square Brochure

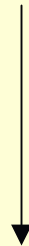
+ Calle 15 Brochure

Town Square



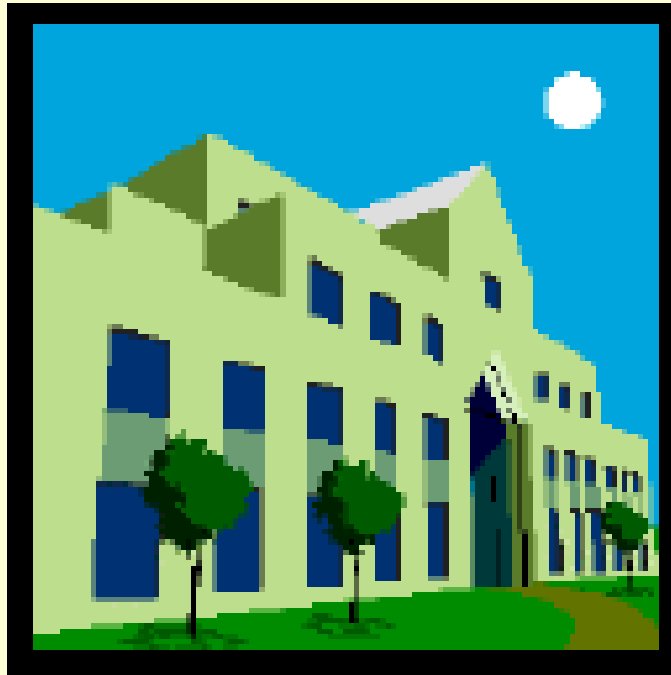
Town Square: Level of education completed

Of every 10 students, only 4 graduate from high school.



Town Square: Years living in the community

Of every 10 persons, 6 have lived in the community for more than 2 years.



Town Square: Overall rating of community as a place to live



Of every 10 persons, 5 say their community is a good place to live in.



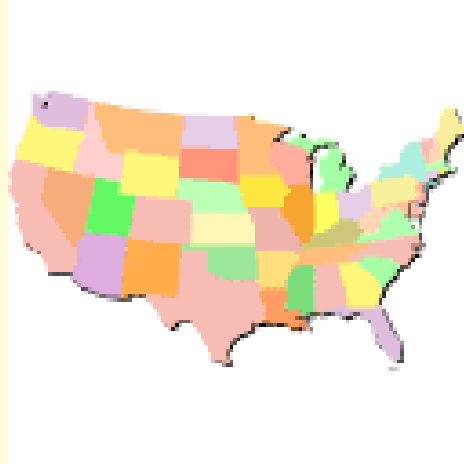
Of every 10 persons, 5 say their community is not a good place to live in.

Town Square: Experience crime in past 12 months

Of every 10 persons, 3 have experienced crime in the last year.

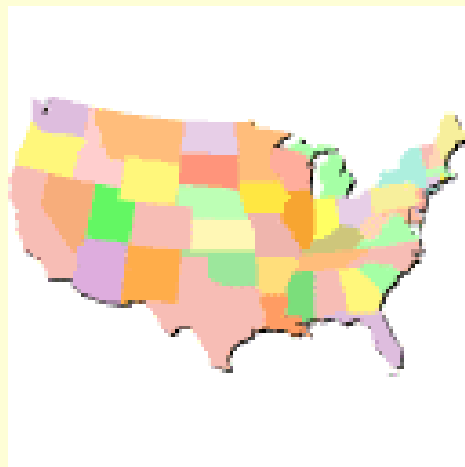
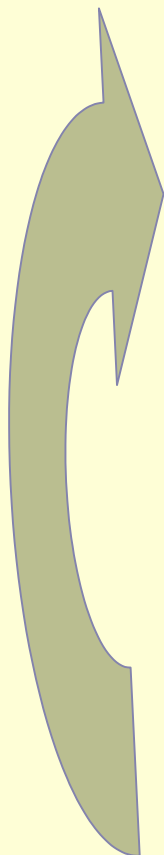


Town Square: Helping communities in country of origin



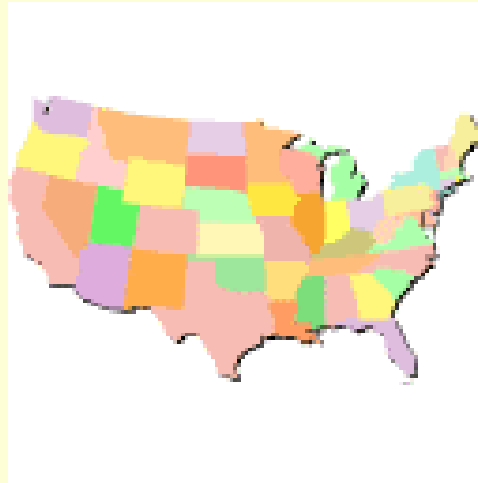
Of every 10 persons, 7 send help to their native country, such as money.

Town Square: Receiving help from family or friends still living in country of origin



Of every 10 persons, 4 receive help from persons in their native country, such as advice.

Town Square: Expecting to return to country of origin someday



Of every 10 persons, 3 expect to return to their birth country.

Town Square: Resources



Participation in friends



Participation in family

Town Square: Community Talents



Cooking



Use the computer



Play the guitar



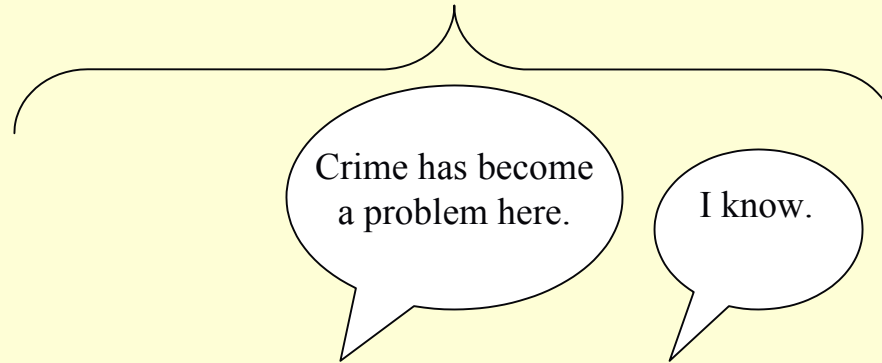
Cut hair



Weaving

Town Square: Spoken about problems in the community in the past year

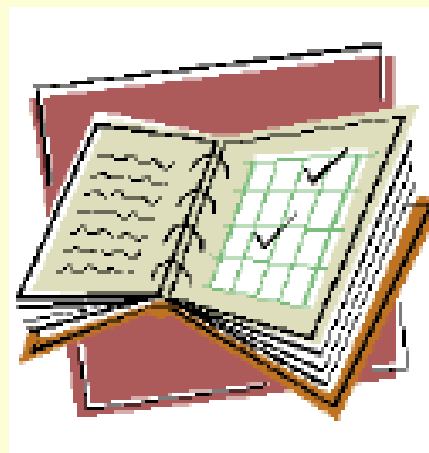
Of every 10 persons, 9 discuss crime.



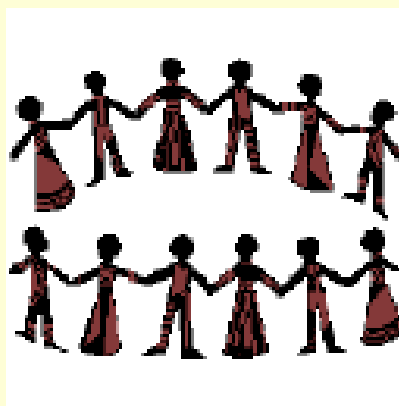
Town Square: Barriers that keep people from becoming involved with their community



Fatigue after work



Work schedule



Lack of unity

Town Square: Solutions discussed to improve conditions in the community



Organized meetings



Police



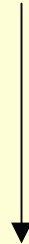
Neighborhood watch groups

Calle 15



Call 15: Level of education completed

Of every 10 students, only 3 graduate from high school.



Call 15: Years living in the community

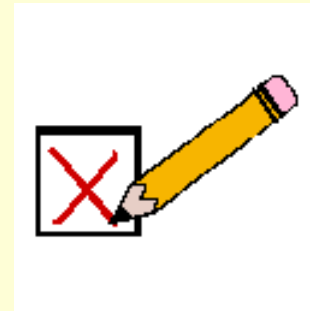
Of every 10 persons, 6 have lived in the community for more than 2 years.



Calle 15: Overall rating of community as a place to live



Of every 10 persons, 3 say their community is a good place to live in.



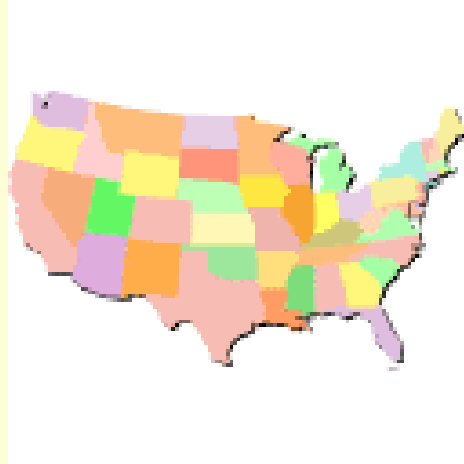
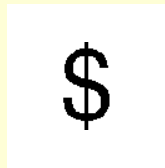
Of every 10 persons, 7 say their community is not a good place to live in.

Calle 15: Experience crime in past 12 months

Of every 10 persons, 2 have experienced crime in the last year.

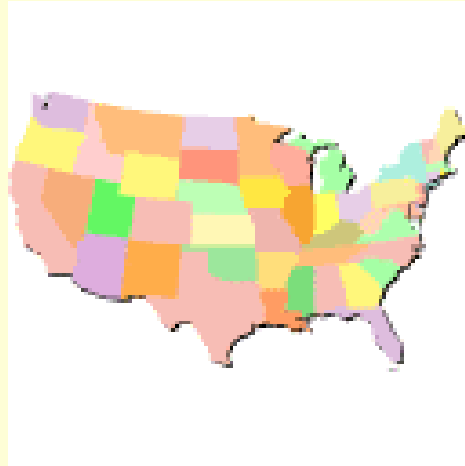
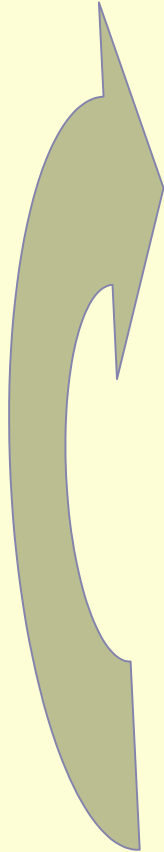


Calle 15: Helping communities in country of origin



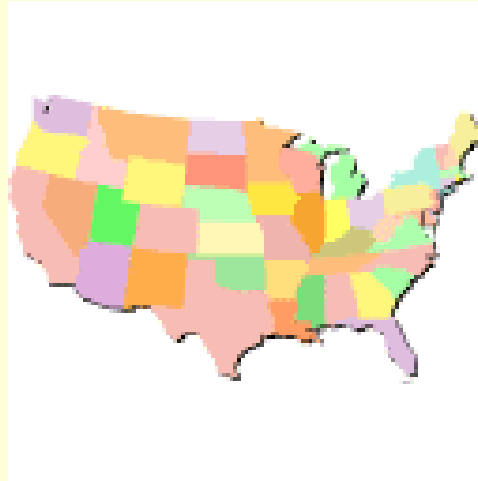
Of every 10 persons, 6 send help to their native country, such as money.

Call 15: Receiving help from family or friends still living in country of origin



Of every 10 persons, 5 receive help from persons in their native country, such as advice.

Calle 15: Expecting to return to country of origin someday



Of every 10 persons, 7 expect to return to their birth country.

Calle 15: Community Resources



Participation in friends

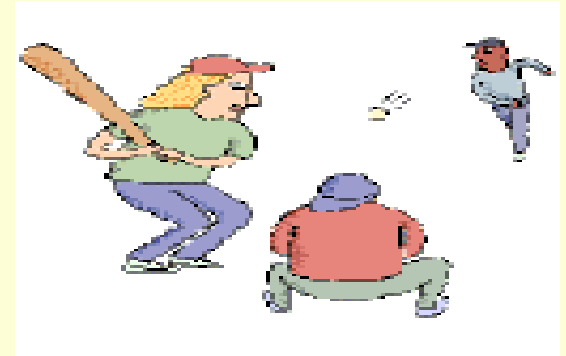


Participation in family

Calle 15: Community Talents



Cooking



Baseball



Baking



Painting



Weaving

Call 15: Barriers that keep people from becoming involved with their community



Concern with safety



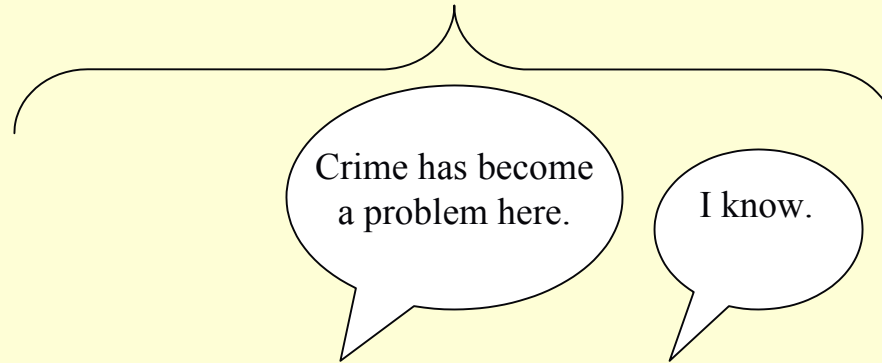
Problems with language



Lack of unity

Calle 15: Spoken about problems in the community in the past year

Of every 10 persons, 9 discuss crime.



Case 15: Solutions discussed to improve conditions in the community



Organized meetings



Police



Neighborhood watch groups



COMMUNITY

READINESS - TO - CHANGE

PROFILE



COMMUNITY: TOWN
SQUARE

DATE OF SURVEY: JUNE 8-18, 2003

USC
UNIVERSITY
OF SOUTHERN
CALIFORNIA



DEMOGRAPHICS

Age:		Education:	
18-25	17%	<High school	58%
26-35	31	High school	30
36-45	29	Associates	7
>45	20	College and up	1

Income:		Years in community:	
<\$20,000	39%	<1 year	14%
\$20-40,000	54	1-2 years	17
>\$40,000	6	>2 years	64

Rating of community:		Experience crime in past 12 months:	
A good place	49%	Yes	32%
Not good place	51		

Country of origin:		Employment status:	
Mexico	86%	Working	52%
US	4	Unemployed	13
Other	9	Homemaker	35
		Student	11

STRUCTURAL RESOURCES FOR READINESS TO CHANGE

Community Leaders:

Alex (2)	Phillip	Jerry
Juan (4)	Kerry	Letty
LHA	Lorena	Juanita
Tere	Linda	Ricard

Social Network Information:

Percentage w/ at least one discussion partner:	21%
Average # of indiv in networks:	1.2
Network structure:	Integrated (74% partners in community)
Links to external resources:	Weak (26% of partners outside community)
Problems discussed:	Crime (90%); poverty (19%); loitering (11%); drunkenness (32%); other unspecified (6%)
Solutions discussed:	Organized meetings (75%); police (22%); participating in groups (3%); neighborhood watch groups (3%)

% Indicating Presence of Instrumental Groups:

Welcoming	15%
Problem solving	38%

IMMIGRANT CAPITAL

% Sending Help: 39%

A sus padres y abuelos	Envia dinero hija
Ayuda economica	Envia dinero y ropa
Consejos	Economica mente
Dinero	Para hacer casa para mejorar iglesia y plaza
Dinero para la Iglesia	Economico and moral
Economica para familia	
Envia cosas, donacion	

% Receiving Assistance: 73%

Apoyo moral	Consejos de sus papas
Apoyo moral cuanto llama	Los llama para conversar
Consejos apoyo moral	Mande dinero

Expect to Return: 30%

RESIDENT TALENTS

Tapped

Canto	Muy hogarena	Enseñar a tejer
Cocinar	Natacion	Facilitar grupos
Computacion	Peinar	Hablar segundo idioma
Computer	Tejer	
Cortar el cabello	Ser lider	Actividades en la iglesia
Coser a maquina	Baile	Ayudar a su profino
Hablar ingles	Jugar vollyball	Manejar la computadora
Comunicación	Promeros	
Coser	auxilios	
Lab technician	Tocar la bateria	Tocar la guitarra
Manualidades	Cuidar ninos	Religion a niños

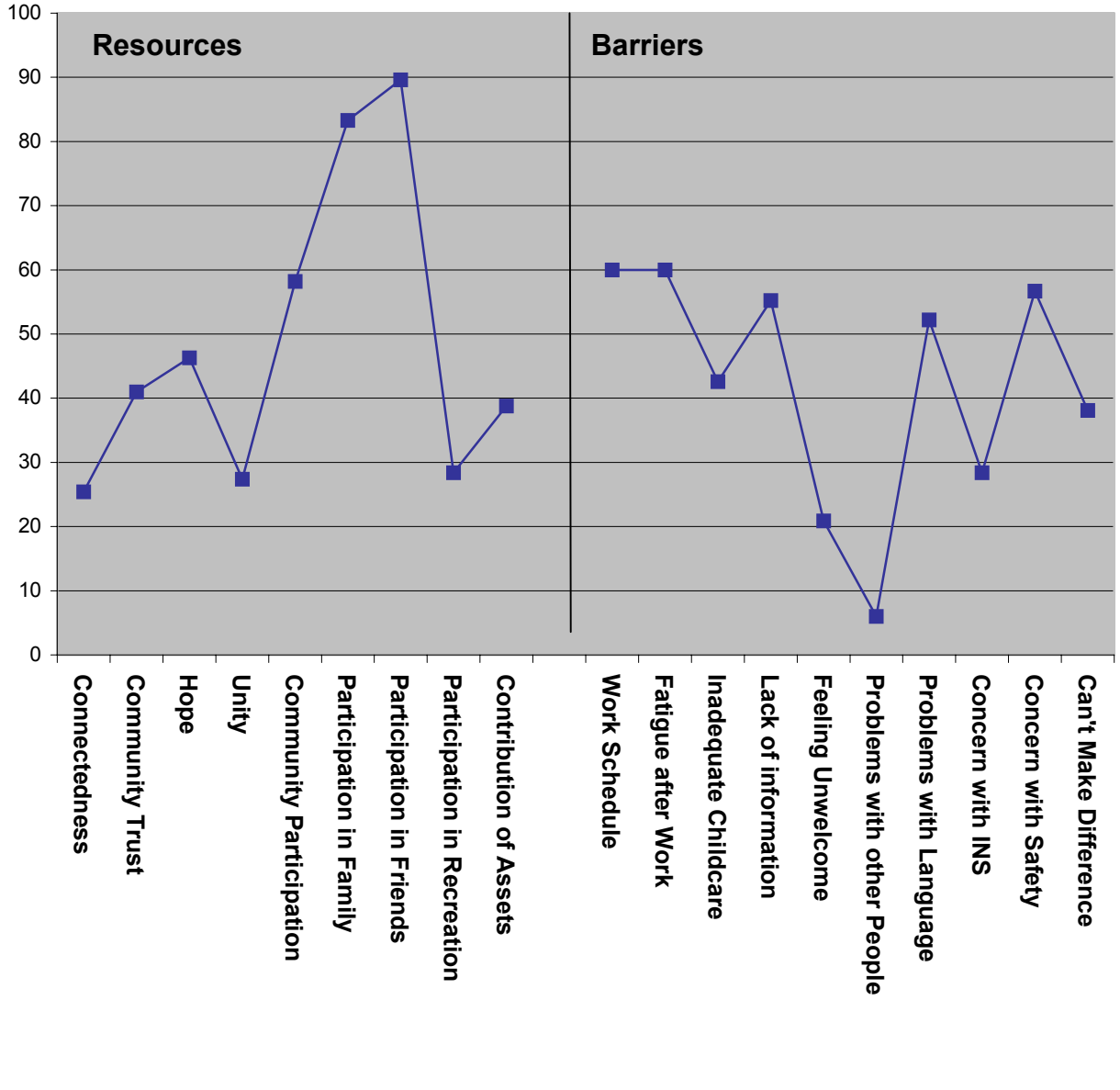
Untapped

2nd idioma	Reposteria	Cantar
Aerobics	Soccer	Ayudar resolver problemas
Ayuda familia	Tejer	Ayudar a los ninos en matematicas
Coser	Hacer gelatinas	Soldar lo que sea necesario
Cocinar	Manejar bicicleta	Computadora ingles
Baseball	Bailar	
Tennis	Cocinar	Decoracion
Cuidar ninos	Decoracion	

RESIDENT INVOLVEMENT IN ORGANIZATIONS

Amigos	Club familiar del senior center
LHA	Asociacion de TS
Luthern Church	Cristiano
Mary Kay	Escuela niños
Nuestra Senora de Imaculado	Washington Group Football
Corazon	Bajos futbol
Religiosos a San Jose	Grupos deportivos
Studio de la iglesia	Iglesia de restauracion
Mesa directiva de Town Square	Iglesia Manantiales de vida
Iglesia apostolica tabernaculo	Iglesia Templo Calvario
Iglesia de Dios sectaria	La Iglesia de Jesucristo
Orange deportivo	

Town Square





COMMUNITY

READINESS - TO - CHANGE

PROFILE



COMMUNITY: CALLE 15

DATE OF SURVEY: JUNE 8-18, 2003

DEMOGRAPHICS

Age:		Education:	
18-25	20%	<High school	68%
26-35	18.6/44	High school	24
36-45	36.1/31	Associates	4
>45	24.7/4	College and up	0
Income:		Years in community:	
<\$20,000	69%	<1 year	17%
\$20-40,000	26	1-2 years	60
>\$40,000	4	>2 years	
Rating of community:		Experience crime in past 12 months:	
A good place	33%	Yes	20%
Not good place	67		
Country of origin:		Employment status:	
Mexico	95%	Working	11
US	0	Unemployed	52
Other	4	Homemaker	9
		Student	

STRUCTURAL RESOURCES FOR READINESS-TO-CHANGE

Community Leaders:	
Betty (4)	
Joan (1)	
Social Network Information:	
Percentage with at least one discussion partner:	21%
Average # of individuals in networks:	1.2
Network structure:	Integrated (74% partners in community)
Links to external resources:	Weak (26% of partners outside community)
Problems discussed:	Crime (90%); poverty (19%); loitering (11%); drunkenness (32%); other unspecified (6%)
Solutions discussed:	Organized meetings (75%); police (22%); participating in groups (3%); neighborhood watch groups (3%)

IMMIGRATION CAPITAL

% Sending Help: 63%	
Dinero (3)	Enviando dinero (19)
Familia	A su mama (3)
Iglesia y familia	Ayuda a esposa
% Receiving Assistance: 46%	
Cuando regresa a visitar	Apoyo
Llamada telefonica	Apoyo moral (2)
Consejos de mis padres	Consejos (10)
Consejos su mama/papa (2)	Tramitis
Expect to Return: 71%	

RESIDENT TALENTS

Tapped

Baseball	Adornos	Ayudando
Cocinar (8)	navidad	economica
Limpieza	Reposteria	para Igelsias
Manualidades	Basquetbol	Ayuda economica
Peinados	Maquillaje	para la policia
Pintar	Tejer	
Postres		

Untapped

2nd idioma	Taquigrafia	Hace ruedos
Arreglos florales	Ingeniero	Ama de casa
Baseball	Bailar	Decoracion
Cocinar (5)	Pintor	Hacer pasteles, reposteria
Construction	Tejer	Instalar carpetos y linolio
Cortar cabello	Cuida niños	Quehaceres
Cuidar ninos	Deportes	Tejer de gancho
Instalar VCI	Hablar ingles	Monos para el pelo
Primeros auxilios	Dos idioma	
Dinero	Coser	

RESIDENT INVOLVEMENT IN ORGANIZATIONS

- Davis Elementary
- Grupo de aerobics
- Escuela
- Iglesia catolica (4)
- Boys and Club
- Grupo de padres
- San Jose Iglesia
- Grupo de la iglesia
- Iglesia Tabernaculo Cristino
- Iglesia Sra. De Guadalupe
- Futbol
- Iglesia Saint Joseph (3)

Calle 15

