

Worcester Latino Roundtable Video Life Stories

An Interactive Qualifying Project Report

Submitted to the Faculty

of the

WORCESTER POLYTECHNIC INSTITUTE

in partial fulfillment of the requirements of the

Degree of Bachelor of Science

by

Brian M. Twomey

and

Andrew J. McIsaac

Date: December 16, 2004

Professor J. Scott Justo, Major Advisor

1. community development
2. interviews
3. focus groups

Abstract

This project, prepared for the Worcester Latino Roundtable Committee, provides a process for the Roundtable Committee to identify and improve communication on the issues and needs within the Worcester Latino community. This project was experimental, using a combination of video life story interviews and focus. The video interviews were used in focus groups to promote discussion concerning issues within the community, and to identify resources and potential solutions to important community problems.

Acknowledgments

Scott Jiusto (WPI)
Rob Krueger (WPI)
Clara Savage (WLRtC)
Orlando Rodriguez (Centro Las Americas/ WLRtC)
Don Chamberlayne (Worcester Police Department)
Bruce Fiene (WPI – ATC)
Mauro DePasquale (WCCA-TV 13)
Claudina Alvarez (Interviewee)
Venicia Chaparro (Interviewee)
Darysabel Lopez (Interviewee)
Virginia Lopez (Interviewee)
Laura Morales (Interviewee)
Ines Moran (Interviewee)
Frescia Archembeault (Interviewee)
Alfride Prevost (Interviewee)
Nelsida Prevost (Interviewee)
Heriberto Sanchez (Interviewee)
Centro Las Americas
Boys and Girls Club
Plumley Village
The Executive Office of Neighborhood Services
The United Way of Central Massachusetts
Worcester Latino Roundtable Committee (Sponsor)

Table of Contents

ABSTRACT	ii
ACKNOWLEDGMENTS.....	iii
1 INTRODUCTION.....	1
2 BACKGROUND	4
2.1 THE LATINO POPULATION	4
2.2 COMMUNITY PROGRAMS.....	6
2.3 THE LATINO ROUNDTABLE COMMITTEE.....	7
2.3.1 <i>Creation of the Latino Roundtable Committee</i>	7
2.3.2 <i>Goals of the Latino Roundtable</i>	8
2.3.3 <i>Accomplishments of the Latino Roundtable</i>	8
2.4 WORKING MODELS FOR LATINO SUCCESS	10
2.5 SOCIAL CAPITAL	11
2.6 QUALITATIVE RESEARCH AND THE ACTIVE INTERVIEW.....	11
3 METHODOLOGY	14
3.1 COLLECTING VIDEO LIFE STORIES	16
3.2 PRESENTING LIFE STORIES IN COMMUNITY DISCUSSIONS.....	19
3.3 ANALYSIS AND PROJECT DEVELOPMENT	20
4 OUTCOMES AND ANALYSIS	22
4.1 ANALYSIS	23
4.2 VIDEO INTERVIEW ANALYSIS AND RECOMMENDATIONS	24
4.3 FOCUS GROUP ANALYSIS AND RECOMMENDATIONS.....	25
4.4 NETWORKING AND PROJECT DEVELOPMENT.....	26
4.5 VALUE OF SOCIAL CAPITAL	28
4.5.1 <i>Communication</i>	29
4.5.2 <i>Trust</i>	30
4.5.3 <i>Fellowship</i>	31
5 APPENDICES.....	33
6 BIBLIOGRAPHY	98

1 Introduction

Is it possible that one of the United States' most struggling ethnicities could become the majority population in the foreseeable future? Yes. As a matter of fact, it is probable that this will be the case. The Latino population is the most rapidly growing minority in the United States (US Census Bureau), with the Census Bureau predicting that Hispanics will make up about one quarter of the US population by the year 2050. The influx of the Latino population over previous decades has strained urban systems, but this population has the potential to advance urban systems in the future. Reasons for this increased pressure includes limitations in educational systems, job training programs and job availability, and Latino government representation. As a result of cities' difficulties with these problems, the number of Latinos struggling and living in poverty is growing.

The Latino population shares similarities with the immigrant population seen in the United States in the early 1900s. The Irish, for example, migrated into the country by the thousands. One of the major differences between the Irish and the Latinos is that the businesses and industry of the early 1900s shaped themselves to employ large numbers of Irish immigrants as beneficial labor. Industry in the United States today has not altered itself in such a way to benefit the current Latino population. According to a report released by members of the Gastón Institute and Massachusetts Institute of Technology, Boston, Massachusetts saw a "loss of manufacturing jobs ... during the 1960's and 1970's... [which] directly affected the economic opportunities for Latinos, many of whom came to the city to work in that sector," thus leaving many people under- or unemployed (Uriarte, *xvii*).

In cities such as Miami, the Latino population is large and thriving in comparison to other parts of the country. Some reasons for this are that the inhabitants of the community gained representation by the local government, and also local industry began to capitalize on the value of such a versatile workforce. Nearly half of Miami's businesses are Hispanic-owned, bringing in nearly eleven billion dollars each year ("Top 10 Cities for Hispanics to Live In" July/August 2003). Miami's Hispanic mayor, Manny Diaz, commented on the local politics, saying, "so we come here and we want to make things better. People don't just run for office and they don't just register – they vote"

emphasizing the importance of political involvement (“Top 10 Cities for Hispanics to Live In” July/August 2004).

Unfortunately, this type of success is something that has not been seen in all cities across the United States. In Massachusetts, the Latino population has increased by nearly 50 percent between 1990 and the year 2000, while during the same ten years, the entire state population only increased by approximately 5 percent (US Census Bureau). Also, at the beginning of this period of rapid growth, Massachusetts’s most populated city, Boston, had nearly half of its Latino population still living in poverty.

In the City of Worcester, Massachusetts, the Latino population has followed a similar trend to Boston (Jones). With the continuing increase in the number of Latinos living in the city, Worcester has had difficulty keeping up with the needs of the community. For example, members of the entire Worcester community have seen some of the highest high school dropout rates, poverty levels and crime rates in the state (Massstats.com). While the Latino community added greatly to the economic and cultural vitality of the city, Latinos also are among the most challenged in the areas of educational attainment and annual income levels (Chavez).

In an attempt to improve the quality of life for the Latino community in the City of Worcester, community members were organized to identify and address the problems that Latinos face. The group that has taken on the task of addressing these problems is called the “Worcester Latino Roundtable Committee” (WLRtC). The Worcester Latino Roundtable Committee asked our team to help identify where major problems exist for the Latino community in Worcester. An initial concern expressed by the WLRtC was the separation between Latino community leadership and the community members. This disjunction in the communication and framework of the community was acknowledged as a gap.

Though the Worcester Latino Roundtable Committee was aware of many of the issues that trouble the Latino community, they were unsure of how potential gaps truly affect Latinos. Without the identification and bridging of these gaps, the WLRtC could not formulate a strong sense of what the needs of the community are, and how to remedy its problems. By bridging these gaps we believed that the Latino Roundtable would be better able to serve the Hispanic people of Worcester.

The primary goal of this project, therefore, was to provide the Worcester Latino Roundtable Committee with a process to identify issues and needs in the Worcester Latino community, and improve communication on those issues by conducting video life stories and focus groups. With the success of our project, the WLRtC will be able to use this process as a tool to promote positive change for Worcester's Latino community.

2 Background

When initiating a project of this nature, trying to identify the needs of the Latino Community, there were a number of important factors needing investigation. First, we had to look at who the Latino population is, in order to familiarize ourselves with some cultural and general information. Secondly, we had to investigate other models for Latino success, to see where other cities have attempted such projects, and where and why they have succeeded and failed. Thirdly, we investigated what makes a strong community, discussing the value of social capital. Lastly, we researched the active interview process, due to the nature of our primary research methods.

This background section will discuss a number of aspects of these key factors. The section on the Latino population will have specific details on the Latino population as a whole, the Worcester Latino Roundtable Committee, Worcester community programs, and models for Latino success. The section on the active interview discusses the topic on both theoretical and practical levels. Our background research on social capital can be found in chapter four.

2.1 The Latino Population

Latinos come from many nations and backgrounds, and range in age and economic status. In order to complete this project effectively, we needed to capture a basic snapshot of who the Latino population is. One cannot research the needs of a specific group of people without first knowing the general makeup of that population. While we understand that the term “Latino” refers to a complex group, we discuss the Latino population of Worcester as one entity in this section.

The Latino population is the fastest growing and largest minority group in the US. The Latino population is also growing faster than expected, with a 54% increase over the last 10-year period. They make up about 13% of the total US population with a 13.5% increase in births from 1995 to 2000 (Vasquez). During that same time period, the immigration rate for Latinos was estimated to be 57 per 1000, whereas for other races, the rate was 27 per 1000 people (Vasquez).

The Latino population is the poorest in the nation. In 1992, 29.3% of Latino households lived below the poverty level, compared with 13.1% of non-Latino households (Latino Cardiovascular Health Resources). This affects all aspects of life from housing, to education, to employment. Latinos also suffer from a higher percentage of debilitating illnesses such as heart disease, diabetes and AIDS. Prenatal care for most Latinas is publicly funded and largely inadequate. Latino women delay prenatal care and receive significantly less prenatal care visits than the White non-Latino population. These are both crucial factors that affect Latino pregnancy outcomes and infant health (Torres).

The Latino population is a diverse group that consists largely of people of Mexican, Puerto Rican, Central American, Dominican and Cuban descent. In Massachusetts, the population is more skewed in size toward those of Puerto Rican heritage (Vasquez). According to the 2000 Census, 46.5% of Latinos in Massachusetts were Puerto Rican. In the state of Massachusetts, Latinos make up 6.8% of the total population (2000 Census). From 1990 to 2000, the number of Latinos in Massachusetts grew by 49.1% (Vasquez).

Latinos are currently making strides to contribute to the Massachusetts economy. The number of Latino owned businesses increased 88% from 1992 to 1997 (Vasquez). The buying power of Latinos is projected to be \$8.8 million in 2005; this represents an increase of 338 % since the mid 1990's (Vasquez).

A major difficulty for this population is that Latinos are underrepresented as policy makers in Massachusetts and in other states. Fewer Latinos are appointed to boards than people of other races, even in primarily Latino communities. This has led to a misrepresentation of Latino issues in the government (Vasquez).

In the City of Worcester, the Latino population is on the rise, specifically in the downtown area of the city. The population density of Latinos in the downtown area has increased by approximately 15% when compared to the total population between 1990 and the year 2000 (Department of Neighborhood Services and US Census). The Latino population in Worcester increased from 16,000 to 26,000 over the period of 1990-2000 (US Census).

2.2 Community Programs

Community programming and non-profit organizations provide many services to people within the City of Worcester. Currently there are specific programs in place in Worcester for the Latino community. Though these services exist, not all of them are known to Latinos living in Worcester. By discussing some existing programs, we began to familiarize ourselves with some resources for issues likely to arise during the focus group aspect of this project. Specific resources will be covered next.

There are some programs already in place for the Latino population of Worcester. "The Worcester Latino Coalition" was created to be a resource for advocacy, whose mission was to improve the quality of life of Latinos, including access to health care services, primarily by reducing cultural and linguistic barriers (Worcester Latino Coalition). This coalition included a radio health program called "Conociendo Nuestra Salud (Getting to Know Our Health)". After meetings with the Latino Roundtable Committee, we discovered that this coalition organization no longer exists and had no apparent direct replacement.

Many local churches are also involved in helping the Latino population of Worcester. St Peter's Parish has a mentoring program for children of Hispanic origin, especially those who are having trouble mastering the English language (Montañez). Similar projects are in place at many other churches throughout Worcester.

Various organizations have also agreed to be part of the Latino Roundtable Committee. These include, specifically from Worcester, the Western Mass Office of the Puerto Rican Federal Affairs Administration, the Dominican Development Center of Central Mass, Radio Caribe, Vocero Hispano, Quinsigamond Community College, Hispanic Chamber of Commerce of Central Massachusetts, Worcester Youth Center, Worcester Community Cable Access, WCUV, United Way of Central Mass, The YMCA of Central Mass, the Worcester Regional Chamber of Commerce (Gomez), and the Community Relations Service under The United States Justice Department.

Specific programs have been set up throughout the United States in order to better serve the needs of this growing population. The Latino population, being the largest minority population in the US, is of interest to researchers everywhere.

2.3 The Latino Roundtable Committee

Worcester has not had a systematic way to determine the needs of the Latino community living within its city limits. To remedy this situation, members of the community created the Latino Roundtable Committee to identify and address needs. The goal of this committee is to identify needs, and take steps to correct the issues of the Latino population of Worcester. The Latino Roundtable's creation and purpose will be discussed in this section.

2.3.1 Creation of the Latino Roundtable Committee

There were some disturbing facts gathered in November 2003 from the Worcester elections. Only 15% of those eligible to vote actually did. The turnout for Latino voters was even lower. As a result of this data, City Councilor Juan Gomez, spoke with other community leaders in order to try to explain why there was such a poor turnout for these elections. The result of these discussions was that the Latino population felt disenfranchised and that they did not have a voice. After this realization, religious, civic and business leaders joined together to try to formulate a plan of action to make the Latino population feel as though they do indeed have a voice (Latino Roundtable discussion, September 29, 2004).

The result of these discussions was the creation of the Worcester Latino Roundtable Committee. The primary goal of this committee was to determine and address the needs of the Latino community of Worcester. Fifty community stakeholders were invited to participate in this venture in April 2004. Several meetings came from the original. One key development was Orlando Rodriguez securing WPI's help in making this IQP project come to fruition.

The Latino Roundtable is working together with Centro Las Americas in order to improve the lives of the Latino population in Worcester. Centro Las Americas was established in 1977. Its goal is to become a "multi-service organization whose purpose is to serve, empower and advocate the Greater Worcester Community" (CLA brochure). Centro Las Americas is involved in the community, promoting Latino Art and Culture, serving as a referral service to state departments and helping the community enrich the

lives of its residents. They provide many services to the community, including a Business Assistance program, a referral service, a workforce development program, a clothing and food bank and assistance in immigration, translation and advocacy.

2.3.2 Goals of the Latino Roundtable

The majority of the Massachusetts Latino population lives in Boston, Lawrence, Springfield, Worcester and Chelsea. The Gastón Institute, of Boston, has been conducting research on Latinos living in the Boston area. To date, little research has been done on the Latino population in the other four cities. The Worcester Latino Roundtable Committee set as its initial goal “to organize an event where we bring together institutions, professionals and resources from different elements of our community, and with input from the community establish a set of priorities, with workgroups, timetables and measurable objectives to improve the condition of the Latino community in Worcester County” (WLRtC Agenda sheet). While this was the original goal, it has changed since the initiation of the project. The primary goal is no longer to organize for one solitary event, but to prepare the Latino Roundtable Committee for numerous, continuing community discussions.

In order to accomplish this new goal, we needed to identify some of the issues facing the Latino community. The Gastón Institute conducted a similar study to ours, wherein they determined research priorities related to health care and social service, education, demographic trends, and economic issues, like employment and political participation (Vasquez). The Gastón Institute of Boston was "founded by Latino community activists and scholars to respond to the need for improved understanding of Latino experiences and living conditions in Massachusetts” (Gastón Institute). The Gastón Institute, therefore, is an interesting source of information for the Worcester community.

2.3.3 Accomplishments of the Latino Roundtable

The Worcester Latino Roundtable Committee was hoping to conduct research with WPI students to identify issues and needs of Worcester’s Latino community. There

were several different options to complete this task. These options included secondary research, open forums and community groups, video life stories, interviews of community leaders, and interviews of community members. Due to the time constraints of this project, not all of these tasks could be completed. For this reason the research team decided to focus on video life stories and focus groups. The secondary research portion was still considered to be an important piece of information, but it was decided to be left to a separate task force.

Some issues the Latino Roundtable felt should be explored are: economic development, housing, seniors and elder care, substance abuse, access to health care, immigration, politics, civic responsibility and education.

The Latino Roundtable Committee had many suggestions as to where the project should go. There were many different views within the Latino Roundtable regarding the best way to approach this project and where we should start. They were looking for a tool to identify, and improve the communication on, the needs within the Worcester Latino community. The goal of this tool was to open the channels of communication between the members of the community and the leaders who represent and aid them. With an effective method of communication, the leaders hoped to see where help is needed directly from the people who need that help.

Through our discussions with the Latino Roundtable Committee, the generalized view was that the Latino population wants to be involved in the community, but often doesn't know how. Carlos Lopez phrased it well, stating, "Even with organizations in place, people relate best to word of mouth." He mentioned that the best thing we could do to help initiate change was to set up peer leaders in order to bring people together. This suggestion fueled the idea of holding community-based focus groups. Clara Savage said, "This is an active community, crying out for participation, that wants to be part of this process." The creation of this tool allowed this active community to become a part of the process of identifying their own needs.

2.4 Working Models for Latino Success

As part of the secondary research for this project, we began to look into models that worked in other cities (we later put this research aside to focus on our primary goal, but suggested the creation of a task force to look into this). If change is to happen, we need a clear understanding of what worked in other cities around the nation, and what did not. We, as well as the Latino Roundtable Committee, want to make sure that the same mistakes that have plagued other cities do not happen in Worcester.

Rhode Island uses Census 2000 data to obtain overviews of issues faced by Latinos in the state. Providence is now approximately one-third Latino and the number of individuals seeking help from service providers is increasing. This increase in demand is causing many problems for service providers in the state. "Using interviews with Latino leaders, community members, and services providers, the report outlines the situation of Latinos in the state and makes recommendations for improving it" (Gastón Institute).

Miami, Florida is 63% Latino. Miami launched a successful "Clean up Miami" campaign, which has dropped crime 44%. This city is the gateway to Latin America. In 2003, there were 150 American and multi-national companies that had their Latin American headquarters based in Miami ("Top Ten Cities for Hispanics to Live in", July/August 2003). The following shows the positive impact of the Latino population in Miami:

"It's led by a Hispanic mayor with strong representation on the commission. Countless Latinos hold high-ranking positions across the board. Along with top-notch universities with the highest Hispanic enrollment in the nation, residents are privy to community colleges and dozens of vocational training programs. But, what really gives Miami the push to the top is the fact that residents work hard, and put just as much effort into their social lives. There are countless Hispanic heritage festivals, film series where you can catch the work of the most recent Latin Immigrants, museums, dance clubs, social events and Carnival in March" ("Top Ten Cities for Hispanics to Live in", July/ August 2003).

Miami is making strides to ensure that Latinos living in the city are successful. Worcester needs to be able to look at what is happening inside its city in order to make the same gains that Miami has made. The goal of the Latino Roundtable is to prioritize

the needs of the Latino citizens of Worcester and make strides toward improving the lives of its residents. We have tried to help the Latino Roundtable accomplish this goal, by providing them with the research they need in order to make this project move toward its ultimate goal.

2.5 Social Capital

Social capital is a theoretical approach to analyzing the well-being of community. This concept suggests looking at areas of community interaction and communication, trust, and fellowship, to name a few. The idea of social capital suggests that these few things can have a major impact on the well-being and quality of life of a community. The analysis section of this report will further discuss the relationship of social capital and this project. For further reading on social capital, refer to Putnam.

2.6 Qualitative Research and the Active Interview

There are many methods that may be used to study the needs of a community. Some methods were suggested by the Latino Roundtable, but not all of them could be used. One method suggested was to conduct a survey using a largely quantitative research process in order to make generalizations about the entire Latino population in Worcester. Another method suggested was conducting interviews and focus groups; this is an example of qualitative research. Some people suggest that the qualitative method is less scientific due to the fact that it is generally less structured. Yin argues, “Every type of empirical research has an implicit, if not explicit, research design...Qualitative research simply requires a broader and less restrictive concept of ‘design’” (Bickman 70). For the desired outcomes of this project, a qualitative research plan was believed to have more holistic value. The following are some examples of uses for a qualitative study:

1. Understanding the meaning, for participants in the study, of the events, situations, and actions they are involved with, and of the accounts that they give of their lives and experiences

2. Understanding the particular context within which the participants act and the influence this context has on their actions
3. Identifying unanticipated phenomena and influences, and generating new, “grounded” theories about the latter
4. Understanding the processes by which events and actions take place
5. Developing causal explanations (Bickman 75)

Uses one and two are the most pertinent to the research aspect of this project. As this report will discuss later on, the ability for the researcher and focus group participants to understand events and situations in participants’ lives was imperative. On the same note, the researchers needed to correctly keep the participant input into context in order to uphold the validity of the research. To understand the context within which they act, the researchers needed to be open-minded, and sensitive to the fact that the participants live with varying circumstances. This variation accounts for the different actions taken in response to the situations or events occurring in their lives.

Due to the nature of this project, it was necessary to form our process as an interactive, qualitative model. One example of a qualitative research approach would be an active interview. The active interview resembles an informal discussion between the interviewer and the interviewee. The interviewer tries to use questions to incite discussion and refrains from directing the conversation as much as possible. This allows the interviewee to tell what he or she wishes to tell.

The active interview plan requires some preparation, but the majority of the questions posed come from the interviewer’s spontaneous thought. The plan does not include specific questions, but necessitates other planning. Since the responses in an active interview are generally more than just “yes or no” answers, the interviewer must be prepared to ask questions to look deeper into a particular issue, or continue on.

Environment is also an important aspect of the active interview plan. The interviewee must be comfortable in the environment of the interview. The comfort level allows for the interviewee to completely express themselves and tell their whole story. Their comfort level also reduces the nervousness of being on camera or telling personal information, and the participants are more likely to portray a clear, complete story.

With the comfortable environment established, the interviewer engages the interviewee in conversation to open the communication channels. “The active interviewer is responsible for inciting the respondents’ answers. But the active interviewer does far more than dispassionate questioning; he or she *activates narrative production*” (Holstein 39). The interviewer must focus on moving the interview forward at a reasonable pace, but not rush important segments of the interview. For this reason, the interviewer’s judgment of questions and timing is crucial in the success of the interview.

3 Methodology

This project has assisted the Latino Roundtable in creating a tool for identifying the needs and issues of the Worcester Latino community and provided a process and framework for improving communication and motivating action on these issues. The project took place between October 26, 2004 and December 17, 2004. This project was a beginning step in a series of efforts by the Latino Roundtable Committee to improve the community.

This group planned to complete this project by carrying out the following steps:

1. Collect life stories
2. Present life stories in community discussions
3. Analyze the results of the community discussions
4. Analyze process and project development

This section will discuss the steps taken to complete this project. The primary objectives and major steps are shown in Figure 3.1.

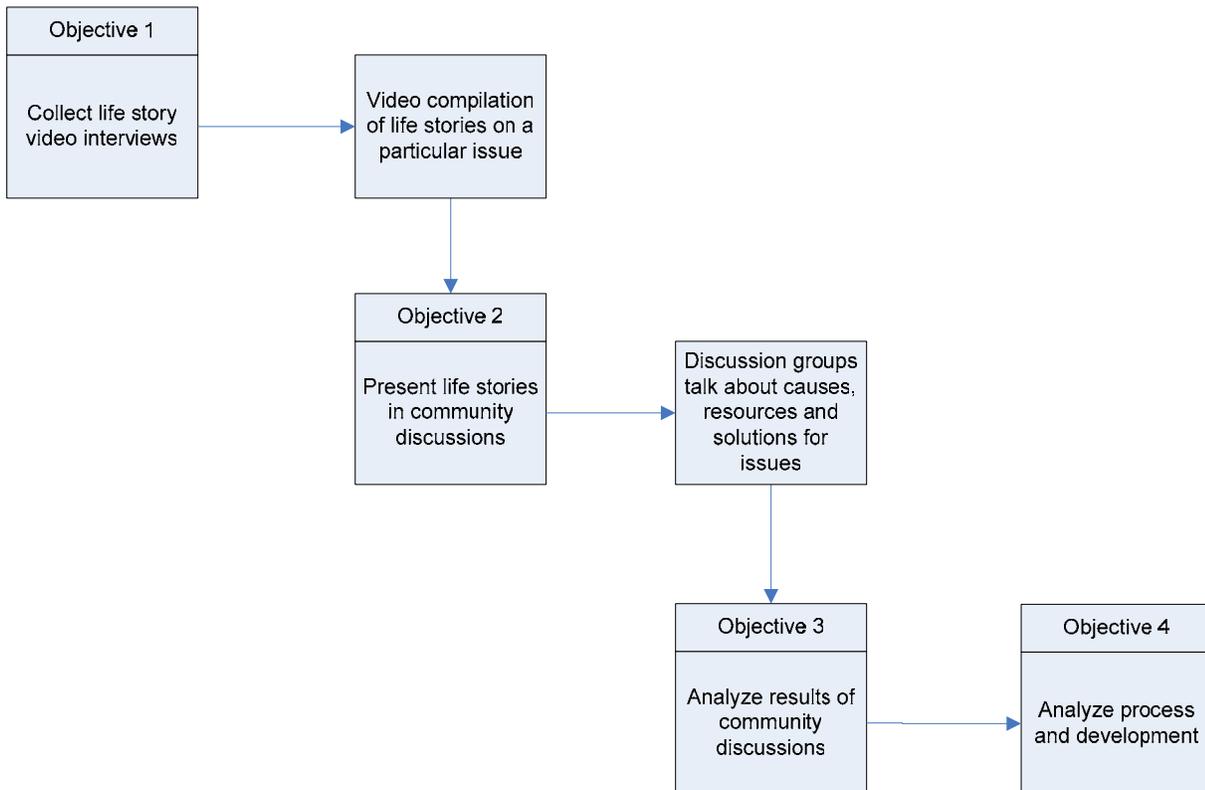


Figure 3.1: Objectives and major steps

In addition to these major objectives, some preliminary planning was needed to move the project forward. This planning included project design development through meetings with the Latino Roundtable and with the guidance of our liaison. Throughout the design development, we created a list of possible activities to be completed for the project. This list included secondary research, needs assessment, prioritize needs, analyze communication gaps, conduct life stories, conduct focus groups, and networking. We realized that completing all of these tasks was unrealistic within the timeframe of this project, so we chose to complete the major objectives 1, 2, and 4 shown in Figure 3.1.

At the beginning of the planning process, there were two options for collecting the views of the Latino community. Originally we had proposed the idea of solely conducting focus groups to collect the desired information from the community. In the latter stages of the planning, the idea of presenting life stories arose as a primary data collection technique and stimulus for productive community engagement. For reasons to be discussed in section 3.1, the life story technique was seen to be the better route to take.

We were originally asked to conduct secondary research to support focus group results, but this request later became de-emphasized. We did conduct some preliminary research regarding population density and crime data, but the task was postponed to allow us to commit our full attention to collecting the video interviews and conducting the focus groups. The request for secondary information to support focus groups results was still important, thus it was given to a new Latino Roundtable sub-committee (the “Social Geography” Committee).

To prepare for the work ahead, we needed to make sure that we had identified major relevant issues pertaining to Latinos in the City of Worcester in a preliminary needs assessment. The first issues that we had collected were not specific to Worcester and some major problems could have been overlooked without first interacting with the community. We identified these issues in some of the early Latino Roundtable meetings. The initial list was completed in the first two weeks in order to allow us enough time to thoroughly analyze data.

We started by compiling a broad list and brief description of issues that were already known to affect Latinos throughout the United States. This was useful because we believed issues in other urban areas could be similar in the City of Worcester. We

began by looking through prior studies conducted in the United States by groups such as the Gaston Institute of Boston and other organizations in cities like Miami. There were also some documents that the Roundtable has circulated, which proved to be useful in finding a wide range of the problems facing Latinos.

We next obtained the lesser known issues specific to the City of Worcester. This was important because each city has a unique makeup, which causes different issues to become more relevant. The relevancy of these issues could not be found unless we asked the community about its feeling surrounding the most important needs. To do this, the members of the Latino Roundtable provided us with a basic list from which to work. By compiling some preliminary needs and issues, we prepared ourselves for what we would likely see in collecting video life stories. Next we will describe the process we developed and followed to complete this project. Note the Video Life Story Project Manual, located in the appendix, goes into much further detail of the process of conducting video interviews, editing video interviews, and conducting focus groups using video life stories.

3.1 Collecting Video Life Stories

The purpose of this project was to identify some of the true needs of the Latino community. In order to do so, one must capture a snapshot of the people facing these needs in their daily lives. The purpose of conducting video life stories was to collect the sentiment of the community in the most compelling way possible. Some people involved in the community suggested looking into the statistics surrounding the Latino community, but this does not tell a complete story of the people. By collecting stories rather than statistics, it has shown more than numbers, but feeling, emotion, and depth of experience. This approach combined both the value of the individual with community wide data.

At some of the earlier Latino Roundtable meetings, Roundtable members seemed interested in pursuing the collection of the life stories. This led us to believe that this new and different approach would be the best way to capture interest in the community. By allowing people to personalize with individual stories, it would have a greater impact in future discussions. People would more likely be committed towards the development of

the project when compared to less compelling alternatives. This commitment would help improve the chances for sustaining this process of collecting life stories into the future.

The idea behind the life story is that it allows individuals to tell about their lives in their own words. We found that reducing our input was a critical part to our process in order to capture the feelings of the Latino community, not ours. By minimizing our interpretation of peoples' stories, they maintain their authenticity.

We began to formulate a list of possible issues to be discussed from suggestions from the Latino Roundtable. Our list covered a broad range of issues, but understood a select few would be focused on during the community discussions. Over the course of looking at the life stories, many of the issues on the list have arose, but we have tried to focus on the few that impact their lives the most.

In looking at some of the key issues on our list, our sponsor helped us identify participants for the life story interviews. These participants came from a variety of backgrounds and a range of ages. In selecting the participants, it allowed us to speak to individuals representing a large portion of the community. Identifying participants that were willing to share their story publicly greatly improved the impact of their story.

When thinking about some of the logistics involved with conducting the interviews, there were a number of things to be considered. One of these considerations is the location of the interview. The location must be both convenient and comfortable for the interviewee. "The interviewer must establish an atmosphere in which the subject feels safe enough to talk freely about his or her experiences and feelings" (Kvale 125). This freedom to express thoughts openly allowed their story to be told.

The role of the interviewer also plays an imperative position in the success of the interviews. "The active interviewer is responsible for inciting respondents' answers...he or she activates narrative production" acting as a catalyst for the individual telling their story (Holstein 39). Since the interviewer influences the direction of the stories, he or she must be knowledgeable of the topics discussed. Therefore we selected our liaison to assist in the interviewer role. Our liaison, Clara Savage, has been a member of the Latino community in Worcester for a number of years and is familiar with many issues that face the Latino community. Clara worked as a research teaching assistant at Harvard

University in the years past. Her knowledge of research techniques and familiarity with her community has allowed her to excel in her role as an active interviewer.

At the beginning of the interview process, the individuals telling their story were informed of the intentions for the uses of their story. They were asked to sign a consent form which allowed the Latino Roundtable and the research team to edit and then publicly use their story in community discussions. The interviewees were offered the opportunity to review their life story before permitting the use in any public forums. If the individual telling their story was reluctant about continuing on, they were offered the option of maintaining anonymity throughout the interview process. After informing the interviewee of the intentions of the life story and acquiring consent to continue, the interviewer proceeded to tell the subject of their desired outcomes of the interview. Following this, the interviewer proceeded to conduct the interview.

Upon beginning the interview, the interviewer had a series of topics which he or she hoped to discuss during the course of the life story. This required some preparation and some background knowledge by the interviewer.

The first minutes of an interview are decisive. The subjects will want to have a grasp of the interviewer before they allow themselves to talk freely, exposing their experiences and feelings to a stranger. A good contact is established by attentive listening, with the interviewer showing interest, understanding, and respect for what the subject says; at the same time, the interviewer is at ease and clear about what he or she wants to know.

(Kvale 128)

The interviewer's ability to comfort and communicate openly with the individual of interest allowed for an effective channel of communication. At the onset of the interviews, the life stories were asked to be kept to within a one hour timeframe. This kept the stories concise, but not rushed.

The life stories were recorded on video, unless otherwise requested. With special request, the stories were recorded solely on audio equipment. The videos were converted to a digital format for ease of editing and storage. Following the completion of each life story, the videos were edited. If necessary, the videos were translated and subtitled before the editing process. The editing process allowed for the possibility of biases to be introduced, but the individuals involved with editing worked closely with the Latino

Roundtable Committee, the interviewer, and the interviewee, to reduce the influence of individual thought on the stories.

These life stories were collected over the course of three weeks in order to allow sufficient time for editing, translations and the use of these videos in community discussions. These interviews were used both in their entirety, and in edited form to illuminate a topic or issue. In order to ensure sustainability, we organized a video library to house the video collection for others to access and add to in the future. The video library can be searched by topic, name, or date of the particular video. The database is kept at the Centro Las Americas to be accessed by members of the community.

3.2 Presenting Life Stories in Community Discussions

Following the collection and editing of the life stories gathered during the interview process, key issues were identified in the videos. The videos, which displayed thoughts on similar issues, were compiled in videos to be viewed in community discussions. The goal of the community discussions was to increase communication on issues affecting everyday Latino life and pose possible solutions to the issues discussed.

Forums conducted in the city brought together different groups within the Latino community. Some of these included church groups, children at the youth center, and women's groups, etc.

In organizing the community discussions, one member of the Latino community was selected to lead a forum on a particular issue. The Worcester Latino Roundtable committee and the research team liaison assisted in identifying leaders, as well as individuals, to take part in the discussions. The individual in the leader role was responsible for encouraging involvement during the forum, acting as a moderator.

These forums/discussions were occasionally bilingual, therefore necessitating the use of translators. The translation services were organized and provided by our sponsor. While some participants in the forums were bilingual, others had knowledge of only one language. By opening the forums to those who were bilingual or not, language did not limit who was involved in the discussions. The leaders were essential to this project since they are the influential members of the community. With a leader controlling the forums,

there was more effective communication and no delays in the transfer of information. By leaders directly communicating with community members, this addressed the Latino Roundtables concern of a disconnection, or “gap”, between community members and leaders.

We needed to make sure that the environment of the talks was familiar and comfortable for those involved. The comfort of the members encouraged them to speak freely and openly. We made sure that the setting for the forum had enough tables and space so that we could have a large number of people talking with each other. The participants also wore a type of nametag so that they could better communicate with each other. Our group sat in the background in order to absorb as much information as possible. This ensured that we did not interfere with the discussions or cause any disruptions.

The product from these discussions was a list of what the issues were, resources for those particular issues, and possible solutions to the problems. The moderator or leader was responsible for organizing and collecting this information. They did this by collecting group notes, visible to the entire group. These notes were later transferred to the research team for further analysis. The moderator organized an introduction and the questions to make sure that they could speak without many delays or pauses.

3.3 Analysis and Project Development

When it came to the analysis of the data, we did not review the life stories directly, except to code stories by theme, in order to minimize our bias and/or influence. We also chose not to analyze the stories due to the time constraints of this project, and the stories are quite illustrative of the issues. Instead, we analyzed the process of this project. By analyzing the process of the project we could make recommendations to the Latino Roundtable committee on how to best continue with this process. We based our analysis on discussions with interviewees, observations of focus groups, presenting and eliciting comments from people and groups regarding the project and its potential uses.

For project development we took steps to enlist support for the video life story process and its continuation. We knew that it would be necessary to find outside

resources to aid our team for our work, and the Roundtable Committee for future work. To do this, we created a list of resources that may be required and presented this list to the Roundtable Committee. From this list, the Roundtable Committee provided us with individuals and organizations to contact (e.g. WCCA-TV 13).

4 Outcomes and Analysis

The goal for this project was to create a tool for the Worcester Latino Roundtable Committee to identify and improve communication on issues within the Worcester Latino community. We had different options to achieve this goal, including surveys, secondary data analysis, interviews, focus groups, targeting both community members and leaders of the community. After considering a number of options together with the Latino Roundtable and our liaison, we decided to pursue a process involving a combination of video life stories and focus groups. The tangible products of this process include:

- Video Collection/Index
- Video Life Story Manual
- Focus Groups
- IQP Report
- Presentations To WLRtC

The video collection and index provide a system for storing and organizing videos collected during the interview process. In this collection we organized eleven video life stories by participants. The index portion of this system allows users to view general information about the interview, such as:

- Name
- Age
- Sex
- Origin
- Duration
- Notes

The note portion of this index breaks down the interview by theme, marking the times those themes occurred. The video collection and index will be in the hands of liaison Clara Savage until a more permanent system developed.

The Video Life Story Manual is a “how-to” guide for conducting a video life story project. The manual describes how to organize and conduct a video life story, edit and compile video interviews, and conduct focus groups using video life stories. This is

an important document because it will guide others who continue to develop this and other projects. The manual is organized in a fashion so that others may make additions in the future, to further assist other users.

Focus groups are another product of this project that the Latino Roundtable Committee will be able to use. The focus groups provided a setting that allowed us to show video interviews and receive feedback from the community directly. The Roundtable was looking for something that collected information about a large number of people. We conducted five focus groups that allowed for us to reach out to those people. The results from the focus groups were tangible pieces of information that the Roundtable Committee could use:

- Issues within the community
- Resources for those issues
- Solutions for those issues

From this information, the Roundtable Committee can better focus their direction and aid the community.

This report is another outcome of our efforts. The IQP report is a document that the Latino Roundtable Committee can refer to for motivation and guidance. Within this report, we describe the importance of this project, our justification for the process we followed, how we carried out that process, and ultimately what came from it. We hope that this IQP will be useful to the Worcester Latino Roundtable and its mission.

Our final presentation encompasses the goals, accomplishments, and recommendations for this project. The Latino Roundtable will be able to use this to reflect on what we have completed and what should be done. The Roundtable Committee will also be able to use this presentation to communicate and discuss this project with other organizations that may consider becoming involved.

4.1 Analysis

The analysis in this report focuses around the process of the project, rather than specific results of the focus groups conducted. This was essentially an experimental project, thus the value of analyzing the process was more important than analyzing

specific issues within the Worcester Latino community. Through analyzing the process of the project, we will make comments concerning where things went well, where they did not, and any suggestions that we have regarding the process and the future of the project. This section assesses the major steps of the project, including video interviews, focus groups and outcomes, and networking and project development. We conclude by reflecting on our project incorporating the ideology of Social Capital.

4.2 Video Interview Analysis and Recommendations

The first step in the process of this project was collecting video interviews. These interviews were a key piece of the project because of the role they played in the focus groups. Finding a diverse group of individuals to interview was important to show the wide spectrum of the Latino community. One of the biggest difficulties with the interview process was contacting the people to interview. While we asked for help in identifying individuals to be interviewed, few produced contacts. This left us dependent on our liaison to provide us with people to interview. As a recommendation, we suggest diversifying the sources for finding interviewees.

Video Interview Recommendations:

- Diversify sources for interviewees
- Diversity of interviewees
- Minimize interviewer intervention
- Identify video equipment resources

After identifying interviewees, the interview process became fairly easy. We generally found people were willing to share some of their own life in order to help out the community. We had planned the interview around the active model which required less preparation than a standard interview. As you may recall from the methodology section, the active interview relies on the interviewer's spontaneity of questions and judgment of flow. Following our first attempt at an active interview, we realized it worked well. Because of the format of the "active" interview in a comfortable environment, the interviewees were able to portray clear and important influences in their lives. The active format personalized and individualized each story by the interviewer spontaneously forming questions unique to the individual. As an observation, the less the interviewer intervened with the life story, the more genuine the life story seemed.

In addition to collecting valuable information from the interviewee, the interview allowed for an opportunity of self-reflection. People said they felt valued as an individual rather than just being seen as a subject of a study. We noticed an interesting reaction following the viewing of the video with people becoming curious about involvement in the project. On more than one occasion, interviewees said that they would like to help out with some stage of the project. This sparked the question of how others could become part of the Roundtable and their mission. We recommend to the Roundtable Committee to decide if and how other individuals can become involved in the Roundtable meetings.

From the outcomes and reactions of the interviews, we decided video interviews are a rich, valuable step in collecting information from the community. We further saw the value of these interviews when we showed portions of them in focus groups.

4.3 Focus Group Analysis and Recommendations

The groups that we presented these videos to were eager to participate in discussions in response to the life stories. We showed the videos five times, two of which were in organized focus groups. Of these two groups, one was composed of elderly and the other was composed of early teenagers. The videos were edited thematically for the teenage group, and another video was shown in its entirety in the elderly meeting. Individuals taking part in the discussion connected to what they saw in the videos to their own life. This showed that the topics discussed in the interviews were not isolated incidents.

- | |
|--|
| <p><i>Focus Group Recommendations:</i></p> <ul style="list-style-type: none">• Allow minimum of one week for planning• Consider regular monthly or bi-weekly discussions• Identify discussion leader prior to focus group meeting |
|--|

The response we got when we showed the videos was positive and encouraging. In addition to these focus groups, members of the Roundtable Committee and participants in the ad-hoc meeting on violence expressed enthusiasm and interest in the continuation and use of this project.

Similar to the interview stage of this project, the focus group step was carried out with ease once participants, location, and time were established. Establishing

participants, time, and location requires substantial planning and time. We recommend when planning these focus groups, allow at least one week prior to the desired date for planning. In addition to these ad hoc meetings, we also suggest considering regular focus group meetings to be held either monthly or bi-weekly to establish regularity.

What came out of the focus groups was what we were looking for. The “big paper” concept that was described in the manual section of this report identifies issues, resources, and solutions as desired outcomes of the focus groups. The “big paper” concept allowed the participants in the discussion to write down important issues talked about in focus group (e.g. elderly concerns). Then, the group provided a list of resources and solutions to the issues they discussed. We recommend experimenting with the suggested procedures of conducting the focus groups to see if other formats are more productive.

One thing to keep in mind in planning a successful focus group is that the discussions must be led by one person. The person chosen to lead the discussion must be decided prior to the meeting of the focus group. We recommend that an individual be chosen to lead a focus group with a few days to allow for preparation.

4.4 Networking and Project Development

Ultimately, the process of using video life stories in focus groups to identify issues in the community worked. Along with identifying issues, the format for finding these issues opened channels of communication. This is a tool that the Worcester Latino Roundtable Committee can use for addressing needs in the community, but it is a process that necessitates involvement and commitment from the Roundtable and the community. The most critical recommendation that we can provide is to have people in the Roundtable Committee commit to working on the process. Without this involvement from individuals, this process cannot continue. This process requires maintenance and persistence in order for continual progress. While this project was experimental, the process developed does in fact work, but will not require individuals of the Roundtable and others throughout the community to fulfill certain roles. The following suggests six roles to be identified:

- **Project Oversight-** The individual responsible for project oversight should be able to organize the different components of the project so the different groups work in a collaborative effort. This individual should also be responsible for networking and seeking outside resources. These responsibilities have been shared thus far amongst Orlando Rodriguez, Clara Savage, and ourselves.
- **Creative Leadership and Development-** This position requires the development of the video interview process. This includes recruiting interviewers and interviewees, and refining the interview process. Clara Savage has fortunately indicated a willingness to continue in this role, but we recommend also recruiting others to share this responsibility.
- **Video and Technical Relations-** This position requires being in close communication with technical resources and organizing individuals for video editing. Mauro DePasquale of WCCA-TV 13 has presented a proposal for fulfilling these responsibilities, a proposal we strongly recommend accepting.
- **Focus and Community Groups-** The individual organizing focus and community groups will be responsible for scheduling focus group meetings and identifying individuals to participate in, and moderate discussions. We believe members of the Latino Roundtable are well suited to organizing these groups, and just as importantly, to serving as the “leaders” who convene and run the meetings.
- **Funding and Grants-** This role will require seeking outside funding to finance the project. This will likely require writing applications for grants. Individuals interested in this role include: Charlie Seivard (United Way of Central Massachusetts), Scott Jiusto (WPI), Clara Savage (Liaison), Mauro DePasquale (WCCA-TV 13).
- **Secondary Research-** The secondary research role will require collecting current demographic information to establish a “snapshot” of the Latino community. This “snapshot” will be used as supporting information for the findings of the focus and community groups. The “Social

Geography” Task Force has taken responsibility for the collection and organization of this information.

4.5 Value of Social Capital

One of the important pieces of this research project was to take steps towards understanding community wellbeing and the roots of social difficulties. As mentioned in the background section of this report, the theory of social capital suggests an interesting perspective for studying the wellbeing and issues of concern within a community. Understanding the concept of community wellbeing is not easy, but one theoretical approach to grasping this concept is the idea of social capital which refers to:

those tangible substances [that] count for most in the daily lives of people: namely goodwill, fellowship, sympathy, and social intercourse among the individuals and families who make up a social unit.... The individual is helpless socially if left to himself.... If he comes into contact with his neighbor, and they with other neighbors, there will be an accumulation of social capital, which may immediately satisfy his social needs and which may bear a social potentiality sufficient to the substantial improvement of living conditions in the whole community. Community as a whole will benefit by cooperation of all its parts, while the individual will find in his associations the advantages of the help, the sympathy, and the fellowship of his neighbors (Putnam 19).

Social capital goes beyond the material, tangible resources that support individuals on a daily basis (e.g. food, housing, transportation). Such physical capital plays a critical role in the environment of community. If one were to list some of the important items that he or she would put under the category of physical capital, you would likely find clothing, vehicle, house, office, etc. on this list. These are likely to be crucial pieces to these individuals’ lives, but social capital is an often overlooked aspect of individual and community well-being.

The three major pieces of social capital that most closely relate to this project are that of communication, trust, and fellowship. Through conducting interviews and holding discussions based on interviews, each of these three pieces showed up over and over. Communication is the interaction between individuals and groups and is the first step in building community. With open lines of communication, individuals can begin to

build trust. This trust is a faith and confidence in one another. Following trust comes fellowship. Fellowship is a trait that allows people to build off of each other, sharing the sense that they are involved in something together. We reflect below on these attributes of social capital observed during the project.

4.5.1 Communication

The first of these issues that we saw when beginning to work on this project was communication. Even within the Roundtable, leaders of the Latino population, the committee members knew they had to reach out and communicate with the community members, and wanted to improve and extend their interactions. The identification of the need to communicate was the first step in approaching identifying the needs of the community. Identifying this need led to the initial belief that there was a gap between community members and community leaders.

The individual living in a community can be greatly impacted by social networking and resources. “A well connected individual in a poorly connected society is not as productive as a well connected individual in a well connected society” (Putnam 20). The “connected society” has open lines of communication for individuals and groups to interact. One way that this project assisted with improving communication was by creating a channel in which individuals could voice their feelings as individuals, not as a group. The life story opportunity allowed individuals to share some of the things that impacted their lives. Others saw these stories in the focus group setting, and many were able to connect the stories to their own lives. By organizing this process as we did, it created an awareness of the individual, while connecting them and their story to the community. Ultimately, this can contribute to a continuous process of individual and community identity.

Community was also built by asking the focus groups to identify resources. This helped build communication by making individuals aware of what is available to them. This is important because if there is a wealth of resources available in a community, there is little value if nobody knows of them. In a connected environment, members of the community can more effectively use the resources available to them.

4.5.2 Trust

Community resources have little effectiveness if the beneficiaries are not trusting of the source. Along with a knowledge and awareness of social resources and connections, trust plays a critical role in the effectiveness of community social capital.

Trust between individuals thus becomes trust between strangers and trust of a broad fabric of social institutions; ultimately it becomes a shared set of values, virtues, and expectations within a society as a whole. Without this interaction, on the other hand, trust decays; at a certain point, this decay begins to manifest itself in serious social problems...The concept of social capital contends that building or rebuilding community and trust requires face-to-face encounters (Beem 20).

For many of the people that took part in this project, there was a tremendous amount of trust shown. The individuals taking part in the interviews placed trust in the interviewer, the Roundtable Committee, the students, and the community itself. They had to trust we would edit the interviews in a fair and representative manner, and that they would be used as we had promised. The interviewees also had to place trust in the individuals viewing their story in hopes of maintaining their respect as fellow members of the same society.

Over the course of this project, members of the community discussed many issues referring to trust, outside of the realm of this project. Some of the issues that were discussed in the interviews and focus groups consisted of trusting organizations and resources available to the community members. As an example, an elderly member of the Latino community expressed a concern about finding a safe place to be helped with immigration papers. She was afraid of asking for help with filling out her immigration papers for fear of scrutiny and embarrassment.

Another example that encompasses the value of trust and communication in community is communication between police and community members. Many individuals discussed how they did not have a comfortable connection with the police in their neighborhood. They also shared that they would be willing and confident speaking to police if the police approached them in a kind, friendly manner. While many individuals trust what the police do, there is often insufficient communication. This is one area where police departments are trying to improve with community policing. It is

with this combination of improved communication and trust that the community will function better.

4.5.3 Fellowship

Another important aspect of social capital is the emphasis on the role of communal involvement. “Our national myths often exaggerate the role of individual heroes and understate the importance of collective effort” (Putnam 24). No one person is capable of changing a society on his or her own. It should be the goal of fellow members of one community to work together in fellowship for the common good. It is this idea that we saw supported in many of the responses in the focus groups. Many individuals connected what they saw in the videos to their own life. The participants in the discussions were excited to offer their ideas in order to help each other. It is this fellowship that shows the promise of a project like this in a community like the Latino community here in Worcester.

The composition of the Latino community is extremely diverse, so building fellowship and connectedness is a challenge. More than many other ethnic or cultural groups, the Latino population varies in nationality, religion, and values. In order for the Latino community to build fellowship, they must embrace their differences and create a sense of being different together. It is with this togetherness that community can continue to grow positively.

One benefit of building fellowship is political organization. By the Latino community identifying itself as one entity, there would be more potential for improved political representation. In order to make changes in today’s society, political representation and organization is very important. By organizing as one body of people, the Latino community will gain leadership and power in its voice. Building fellowship by embracing each other as different individuals will help to continue to organize the Latino community.

Being aware of the importance of these aspects of community has helped us in understanding some of the complexities of living in an urban community. A better understanding of social capital by those who provide services, aid, and leadership to the

community will benefit the progress of that society. This project, as we thought, brought up questions surrounding the effectiveness of community support systems. These questions directly relate back to social networking and trust, major components of social capital. Also the project emphasized the value of individuals working collectively to help one another.

Most importantly, we must remember that we are all members of some community, somewhere in the world, and we are living together in one society. It is the role of each individual to treat others with respect, to trust and be trusted, and to share a sense of fellowship in order to grow together as one community.

5 Appendices

Appendix A: Worcester Latino Roundtable Committee Video Life Story Manual	35
Appendix B: “Thank You” Note for Interview Participants.....	72
Appendix c: Project Description.....	73
Appendix D: A Letter From Juan Gomez.....	75
Appendix E.1: Outside of Centro Las Americas Brochure.....	76
Appendix E.2: Inside of Centro Las Americas Brochure	77
Appendix F: Cover of Pasos Al Futuro, Report Conducted by United Way of Central Massachusetts	78
Appendix G: Community Policing Document Provided by Community Relations Services of the Department of Justice.....	79
Appendix H.1: Telegram and Gazette Article on Police Chief Gemme and “Community Policing”	80
Appendix H.2: Telegram and Gazette Article Continued.....	81
Appendix H.3: Telegram and Gazette Article on Police Chief Gemme and “Community Policing”	82
Appendix I.1: Worcester Population Density Map 2000 Provided by The Executive Offices of Neighborhood Services.....	83
Appendix I.2: Worcester Latino Population Density Map 1990 Provided by The Executive Offices of Neighborhood Services.....	84
Appendix I.3: Worcester Latino Population Density Map 2000, Provided by The Executive Offices of Neighborhood Services.....	85
Appendix J.1: Cover of One America In the 21 st Century: Presidential Initiative on Race	86
Appendix J.2: Introduction to One America by President Bill Clinton.....	87
Appendix J.3: Diagram From One America Describing Steps of “Organizing a Dialogue”	88
Appendix K.1: WCCA TV13 Mission Statement, History, and Services	89
Appendix K.2: WCCA TV13 Services Brochure	90
Appendix L.1: Worcester Police Department City Zone Map	91
Appendix L.2: Worcester Police Department East Zone Map	92
Appendix L.3: Worcester Police Department East Zone: Area 1 Incident Statistics	93
Appendix L.4: Worcester Police Department 2003 Latino Crime Statistics	94
Appendix L.5: Worcester Police Department 2003 City Crime Statistics.....	95
Appendix M: Template for Video Collection Index.....	96
Appendix M: Contacts List.....	97

Appendix A: Worcester Latino Roundtable Committee Video Life Story Manual

Worcester Latino Roundtable Committee Video Life Story Manual

Prepared for the Worcester
Latino Roundtable Committee
by Brian Twomey and Andrew
McIsaac

WORCESTER
POLYTECHNIC INSTITUTE

100 Institute Road
WPI Box 2535
Worcester, MA 01609
E-mail: roundtable04@wpi.edu

Liaison: Clara Savage
Email:
savageclara@yahoo.com



This is a manual laying out the steps involved with conducting a video life story project. The manual explains the procedures of conducting a life story interview, editing videos, and conducting focus groups on video material.

Sponsor: Centro Las Americas
Executive Director: Orlando
Rodriguez
Telephone: (508) 798 - 1900
Email:
orod@centrolasamericas.org



December 16, 2004



Table of Contents:

TABLE OF CONTENTS	36
TABLE OF FIGURES	37
PREFACE	38
THE INTERVIEW	39
SELECTING PARTICIPANTS	39
3.1.2 Resources.....	39
3.1.2 Interviewer.....	40
Interviewee.....	41
FRAMING THE INTERVIEW	41
Interviewer Preparation.....	41
Environment.....	42
Interview Questions	43
Consent Forms	43
RECORDING THE INTERVIEW	46
Equipment	46
Environment.....	47
VIDEO LIBRARY	47
“THANK YOU” NOTE.....	47
EDITING THE INTERVIEW	48
TECHNOLOGY	48
Software	49
Hardware.....	49
Resources.....	50
IMPORTING THE VIDEO	50
EDITING THE CLIPS	56
Video	56
Audio.....	59
EXPORTING THE VIDEO	61
Exporting to DVD	62
Multimedia Formatting	63
FOCUS GROUP	64
DESIRED ACCOMPLISHMENTS	65
PLANNING	65
Focus Groups: How many? How Long?.....	66
Selecting Participants	66
Environment.....	68
Communication.....	68
CONDUCTING THE DIALOGUE ¹	68
Welcome, Intro, Overview ¹	69
Starting the Dialogue.....	69
Catering to Group Size	70
Review Meeting and Dialogue	70
End and Summarize Meeting	71

Table of Figures

Figure 1: Video life story interview consent form.....	45
Figure 2: Minimum cost for suggested interview recording equipment.....	46
Figure 3: "Thank you" note.....	48
Figure 4: Initial screen when starting a new project.....	51
Figure 5: Opened new project.....	52
Figure 6: "Capture" option from file menu.....	53
Figure 7: "Capture" screen.....	54
Figure 8: Selecting a digital video device.....	55
Figure 9: "Import" option from file menu	56
Figure 10: "Razor" feature in toolbar.....	57
Figure 11: Transitions located in "Effects" tab in "Project" window	58
Figure 12: Changing "Transition" length.....	59
Figure 13: Audio transition located in "Project" window.....	60
Figure 14: "Audio Mixer" window and "Master Gain" control.....	61
Figure 15: "Export to DVD" option.....	62
Figure 16: Location of exporting to movie option.....	63
Figure 17: "Export Movie Settings" window.....	64

Preface

This manual is designed for individuals working with the Worcester Latino Roundtable Committee Video Life Story Project. The goal of this project was to create a tool to help identify and mobilize interest in meeting the needs of the Worcester Latino community. This video life story project is just one of many possible ways in which a project of this nature can be carried out. This procedure was experimental functioned extremely well for the goals mentioned in the IQP report, and while very promising, may not be a suitable process for research with other goals or circumstances.

The manual is organized as a “how-to” guide for conducting for carrying out video life story interviews, editing video interviews, and conducting focus groups. This manual describes a process that worked well for our uses, but is by no means intended to be the final guide to the video life story project. We hope that individuals can add sections to this manual that will be beneficial to future users. With this growing manual, future participants will be able to work more effectively and productively. We ask that any additions to the manual are noted and credited separately with an authorship page. We hope this manual can be of use and wish you luck with your work.

Andrew McIsaac

Brian Twomey

The Interview

The video interview procedure is one of the most critical portions of video life story project. The life story interviews are used as fuel for conversation and discussion in the focus group setting discussed later on in the manual. If the interviews are conducted poorly, their effectiveness may be jeopardized later on. The purpose of collecting these video life stories is to catch peoples' attention in a captivating way. The life stories allow people seeing the videos to connect to community issues on a more personal level. If one were to compare reading the story as a transcript, and viewing the video of the same story, you would likely find the reaction to the video would be much more intense. For this reason, the video life story is discussed as the primary form of data collection in this manual. This section will describe the many steps involved in completing video interviews.

Selecting Participants

The individuals who take part in the interview process have the greatest impact on what comes out of the video interview. The interviewer plays an important role in determining the direction of the life story. The interviewee is also critical because it is their story that is being portrayed, so they have ultimate control of what comes out of the interview.

3.1.2 Resources

One of the biggest stumbling blocks in initiating a process like this is that those conducting the interviews may not have adequate contacts with individual members of the community. It is the job of the researcher to find the resources that can provide individuals to take part in the process. Resources that generally have a wide range of contacts are social service organizations that come in direct contact with individuals on a regular basis. If for some reason these organizations cannot provide contacts to individuals, they can often direct researchers to other organizations that can. Regional United Way offices are good resources for finding service organizations in a particular area. The United Way lists many of the service organizations on their website.

One concern that we heard sometimes arises is looking for participants through aid or service organization. Some critics of this step in the process say that individuals seeking the service of these organizations may have different perspectives than others not involved in the organizations. As a response to this criticism, networking is a reasonable solution. By starting with the service organization contacts, the researcher can further branch into the community and reach individuals who are not directly involved in those organizations. Once the organizations capable of assisting in identifying individuals become involved, the researchers must then select interviewers and interviewees. In our case, the Latino Roundtable Committee and Centro Las Americas were great resources.

3.1.2 Interviewer

It is best if the interviewer is knowledgeable of issues within the community, so they are prepared to probe the issues. The interviewer also must be someone capable of developing questions spontaneously over the course of the interviews in order to draw out the most pertinent issues in the interviewees' stories.

The interviewer's open-mindedness minimizes biases into the interviewing process. By having an open mind, the interviewer can focus on both good and bad aspects of the interviewee's lives. This allows the individual being interviewed to be more comfortable, as to not feel like the interview is personally attack or intrusive, but still ascertaining some of the negative issues.

Interviews are arranged on relatively short notice and at vary times and days of the week. Thus, open time availability and flexibility in scheduling is most desirable when selecting the interviewer.

The interviewees range in age, nationality, sex, etc. The interviewer must sometimes be selected based on the individual being interviewed. As an example, it would be poor interviewer selection if a teen-ager interviewed an elderly person, or vice versa. Another example would be if a teacher were interviewing a student, discussing issues in the education system, because of conflict of interest. By catering to the interviewees' background, the comfort during the interview process will be maximized.

Interviewee

When collecting the life stories, keep in mind that more interviews to work is better. Having a wider range of individuals will help validate the efforts of the researchers when using the life story videos in the focus group portion of the research. If time is limited for the interview collection stage of the research, try to find interviewees with a range of backgrounds. Selecting individuals from a range of backgrounds and ages will help give a broader perspective, in an attempt to represent all members of the community.

As an example of how this may validate research work, imagine that elderly, middle age, and teenage people all mentioned that shortage of after-school programming was a problem in the community. Clearly, a significant portion of the community representation agrees on this particular issue. If the research team had only interviewed the elderly and this issue came up, people could argue that the interviewees are disconnected from the issue. This may end up creating skeptics of the research. As a note, the interviews cannot be a basis for scientific generalizations (e.g. “a majority of the Latino population believes...”), but used as discussion pieces.

The individual being interviewed ultimately determines the messages portrayed in the life stories. Selecting individuals willing to be open with their life story will ease the interview process. Also, choosing interviewees who are willing to have their story shown publicly will increase the effective usage of their video.

Framing the Interview

For a successful interview, some preparation needs to take place. Some things to consider before embarking on an interview include; establishing time and location, interviewer preparation, legalities, and environment.

Interviewer Preparation

In order for interviewers to prepare themselves for interviews, sometimes some background information of the interviewee is useful. One effective way of ascertaining this information is conducting a pre-interview. The pre-interview can be done over the telephone, in person, or by email. This information will allow the interviewer to

formulate a broad line of questions he or she would like to ask. The best way for the interviewer to obtain this information is to ask about any moments or people that have had an impact on the interviewee's life. The pre-interview is also an appropriate time to go into full detail about the goals of the research project and the intended use of the video life story interview.

Environment

The environment of the interview can be affected by a number of different aspects. One of the most important (mentioned above) is the comfort between the interviewer and the interviewee. This aspect of environment is sensitive to body language, voice inflection/emphasis, question choice/framing/timing, etc. The interviewer must be conscious that material may be sensitive and should be treated carefully. Suggested readings on interview environment are Holstein's The Active Interview and Kvale's Interviews².

The interview should be treated similar to a conversation. The interviewer plays an active role in conducting the interview, asking probing questions, rather than scripted questions. With these personalized questions, in a conversational format, communication lines are more likely to remain open.

Another aspect of the environment is the location and time of the interview. The interview should be conducted in a location that is comfortable to both participants of the interview. This can sometimes be the interviewee's home, the interviewer's home, or a space provided by a service organization. Within the location, the placement of the interviewer, interviewee, and recording equipment can alter environment. To maximize comfort, ask the interviewee their preferred location, as well as the most comfortable place within that location.

² Holstein, James A., and Jaber F. Gubrium, The Active Interview, Sage Publications, Inc., Thousand Oaks, CA, 1995.

Kvale, Steinar. Interviews, Sage Publications, Inc. Thousand Oaks, CA, 1996.

Interruptions can often change the flow of an interview and ultimately change the outcome. Consider conducting the interview in a low-traffic room, turning off telephones, and minimizing any other interruptive objects.

Interview Questions

As mentioned before, the interview questions play a crucial role in the direction of the interview. The questioning is most effective if the questions are primarily spontaneous. Having a general idea of the questions asked is a good idea for preparation, but spontaneity makes the interview more interactive.

The general line of questioning in the framing of the interview typically includes:

- “Tell me about yourself” (Name and age)
- “Where are you from?” (Country of origin)
- “Were you born here? When did you come here?” (Immigration)
- “What was it like for you growing up? At home? In the community?” (Childhood/growing up/family life)
- “What was school like for you?” (School)

After these initial questions, the direction of the interview can diverge greatly depending on the comfort of the interviewee and the questions of the interviewer. The first few minutes of the interview can play an important role in establishing the environment of the interview. Near the end of the interview, the interviewer should ask questions like:

- “Where do you see yourself today?”
- “Where do you see yourself in the future?”
- “What would you like to say to anyone who might see this video?”

Consent Forms

In order to assure that interviewees are protected from unwanted use of their interview, formulate a consent form describing the intended uses for the interviews. The suggested form layout is a three-part consent form. The first part allows the research team to conduct the interview and edit the interview within their closed group. The second part allows the research team to use the video in public forum and focus group settings. Some

individuals may be skeptical of allowing their video to be seen publicly, so by having a two-part consent form, it allows the research team to work on the video and later show their work to the interviewee. After seeing what the research team has done with the interview, the individual can then choose whether or not to allow the video to be seen publicly. The third part of the consent form is the contact information for the interviewee. This allows the research group to be able to maintain future contact with the interviewee. Figure 1 shows an example of a consent form. As the program develops beyond the pilot stage, we recommend obtaining legal review of consent forms and other legal issues (copyrights, etc.). Keep in mind, when interviewing minors, the consent forms should be reviewed and signed by a legal guardian.

Consent form for the Latino Roundtable life story interview

I _____ hereby allow the Worcester Latino Roundtable Committee, Worcester Polytechnic Institute students, and others working on this project, to videotape and edit my story. I understand that the Latino Roundtable may use my life story as a tool for communication in the future. I understand that only with my written permission will this video be shown publicly.

Signature: _____ Date: _____

I _____ hereby permit the Worcester Latino Roundtable Committee, and others working with them, to make final copies of my life story video and present it to community members in forums, focus groups, and community discussions. I am aware that my input will not intentionally be taken out of context, but my story may be edited, and that the parties involved in this project will not be held responsible for any issues arising from the viewing of this video.

Signature: _____ Date: _____

Interviewer name:

Signature: _____ Date: _____

Party responsible for video possession:

Signature: _____ Date: _____

Contact Information:

Name:

Address:

Telephone:

Email:

Figure 1: Video life story interview consent form

The research team must also be aware that the material being collected during the interview can be quite sensitive. The stories are those of individual human lives, so they must be treated as such. The research team, interviewer, and editor will be responsible for portraying the life story in the way it is intended by the interviewee. The collection of these life stories should be under control of one entity, and treated as confidential information. While the videos may be shown publicly, the video interviews will be treated with greater care if identified as confidential.

Recording the Interview

The interview will likely become part of a collection of video interviews. This brief section will describe some considerations for recording the interview.

Equipment

For video recording, a digital format is easiest to work with. The suggested camera and media format is "MiniDV." MiniDV cameras are relatively easy to operate and to convert media into an editing format. Other equipment that should be used is an external microphone for the video camera, camera tripod, sufficient power supply/battery, and extra MiniDV cassettes.

The equipment can often be loaned or rented by local public access television channels. MiniDV cassettes need to be purchased. The MiniDV cassettes are reusable, but it is suggested that a different cassette be used for each interview and then stored as a master copy. Figure 2 shows minimum costs for new suggested equipment.

Equipment	Cost
MiniDV Camera	\$280 +
Tripod	\$50 +
External Microphone	\$70 +
MiniDV Cassette	\$5 + (each)

Figure 2: Minimum cost for suggested interview recording equipment.

The equipment mentioned above shows the minimum cost one would likely pay at an electronics retail store as of December 1, 2004. The equipment, specifically the camera, can easily be in the \$1000-\$2000 range.

Environment

Lighting and sound of the location and setting of the interview will affect the final quality of the final product displayed in the focus groups and public forum. Choose an area where the lighting is appropriate and there is little background noise. Light behind the interviewee can wash out the picture, so we suggest having the light source behind the camera. Run a few minutes of video prior to starting the interview to check lighting and sound. Periodically check the lighting and sound throughout the course of each interview.

Video Library

Sustainability had been the most important theme during the planning and execution of this project. Creating a place where the MiniDV cassettes of the interview can be stored should be seen as a necessity. The interviewees talk about many different issues, therefore there should be an index that shows who spoke about what issues. This can be done by breaking down the interviews by issues, and further into the time segments that they occurred. By indexing the videos by issue, it will be easier for people to edit video clips for a target audience or a related focus group. The cassettes can be stored in an index card holder and organized in alphabetical order. The library should be maintained by a party willing to be responsible for the material.

“Thank You” Note

Following the completion of the interview process, the research team should send the interviewee a “thank you” note. We suggest sending a copy of that person’s interview along with the note, so that s/he can keep a copy of the work. One example of a “thank you” note is shown in Figure 3.

John Doe
100 Elm Street
Worcester, MA 01609

Dear John,

We would like to thank you for your time and effort in taking part in our project. We consider you and your life story to be a valuable asset to your community. Through telling your life story, you have enabled us to have discussions throughout the community. Using your story as a conversation piece, participants in the discussions talked about community issues important to them. Included with this note is a copy of your video interview. The video can be played in any DVD player. If you have any questions about the video or the project, please contact Orlando Rodriguez at Centro Las Americas. Again we would like to thank you for your time and effort.

Sincerely,

Brian Twomey
Andrew McIsaac
Worcester Polytechnic Institute

Figure 3: "Thank you" note

Editing the Interview

After collecting the video interviews, the videos must be edited for content, quality, and video compatibility. In preparation for the use of the videos in the focus group setting, the content must be edited due to time constraints, or at the request of the interview participants, or to highlight particular issues. Occasionally, the video recording is interrupted and should be edited to remove the interruptions from the video. The videos also need to be converted from the MiniDV format so people can watch the videos on either a DVD player or a computer. This section lays out many of the major steps involved in basic editing of interview video clips.

Technology

When editing digital video, appropriate hardware and software is suggested for best results. Most up-to-date computers are capable of handling basic video editing needs

as far as hardware is concerned. When doing more advanced video editing, faster, more powerful computers will save time and much aggravation for the individuals editing the work. Even with some of today's fast consumer computers, the video editing process is extremely time consuming. With older, slower computers, video editing would likely become unproductive. For software, most digital video cameras come with some basic editing software. This software will allow the editor to alter the videos, but more advanced programs will give the editor more freedom with their work. For this reason, we suggest professional quality video editing software instead of the software included with the video cameras.

Software

The suggested software for the video editing is a program manufactured by Adobe Systems Incorporated, called Adobe Premiere Pro 1.5. Adobe also manufactures a piece of software name Adobe Premiere 6.5. Premiere Pro 1.5 is their most current video editing software, and will be the software platform used in the step by step portion of this section. Adobe Premiere Pro 1.5 costs \$699.00 from the manufacturer (as of December 2, 2004). Older versions of Adobe Premiere are available at much lower costs. Adobe also sells Premiere Elements (\$99.99), which is a basic, stripped-down version of Premiere.

Adobe Premiere Pro 1.5 and Premiere Elements require the Microsoft XP operating system in order to function. Older Adobe Premiere programs can run on older Microsoft operating systems.

Adobe Premiere Pro 1.5 projects cannot be opened in Premiere 6.5 (or older) programs. For this reason, it is best to make sure the systems used for editing are running the same or compatible versions of the video editing software.

Hardware

The computers have certain minimum system requirements for operating effectively with the video editing software. Check with the software manufacturer to make sure the computer planned for video editing is sufficient for the task. Clearly, a

faster, more powerful computer will operate with better performance. It is also suggested that the computer have a Firewire (IEEE 1394) port and a DVD recorder drive. A large hard drive being larger than 80 GB would be desirable, depending on the number of videos collected, and the length of the videos. Adobe Premiere requires approximately 12-15 GB for every hour of video transferred from the digital video camera.

Resources

The cost of the hardware and software can easily run into the thousands of dollars, but other resources are available for completing video editing. The local public access television station in Worcester (WCCA 13) makes their video editing equipment available to the public. The television station requests that the individuals using the equipment take training courses or workshops on the video equipment prior to use. These courses are also offered to the public by WCCA 13 at a relatively low cost. The training requirement for the users of the equipment will ultimately help the users to edit the videos most effectively.

Importing the Video

The first step in editing the video is opening a new project. The project work area is where all of the editing of the video will take place. Upon opening Adobe Premiere Pro 1.5, the program will ask if the user would like to open a new project, or open a saved project. If starting fresh, choose “New Project.” Figure 4 shows the first screen after selecting “New Project.” In this screen, the user will be able to name the project, select a directory to save project files, select project formatting, etc.

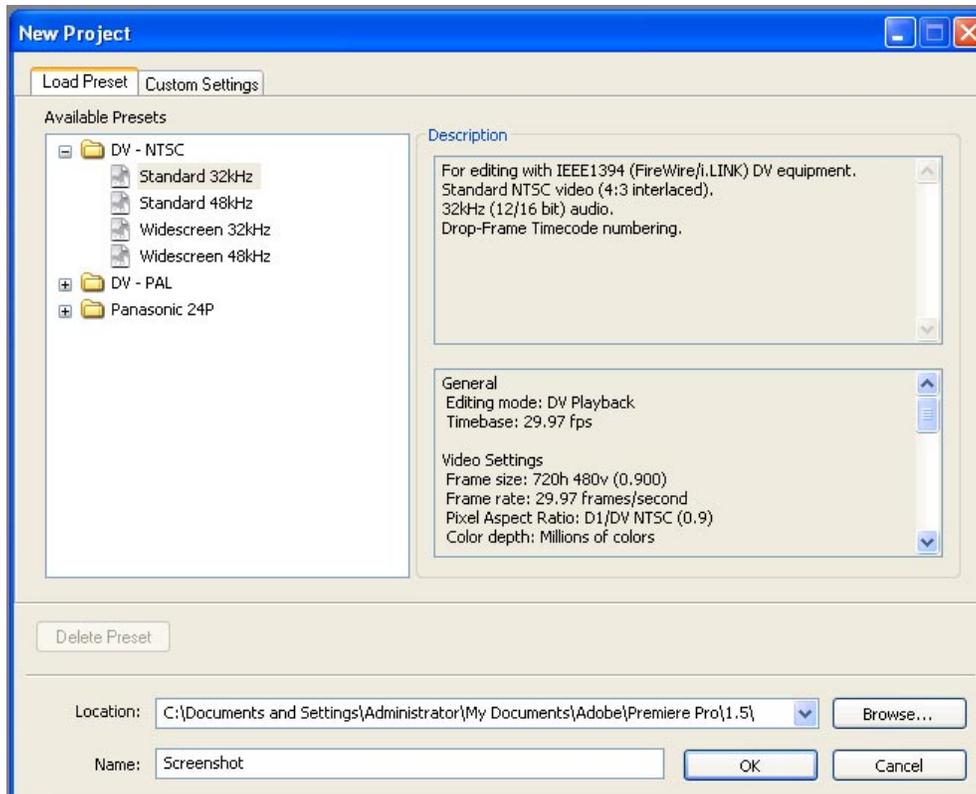


Figure 4: Initial screen when starting a new project

For the purposes of editing interview videos, “Standard 32kHz” will suffice. The “Standard” refers to the display ratio of the video, and the “32kHz” refers to the bit rate of the audio. The “Location” is where the project files will be saved. It will be ok to save the project in the Adobe directory, but the user may want to consider creating a new subfolder within the Adobe directory. It is at this point that the user can assign the project a name.

Once the desired settings, location, and name are selected, click “OK.” The program will then open a new project work area, as shown in Figure 5.

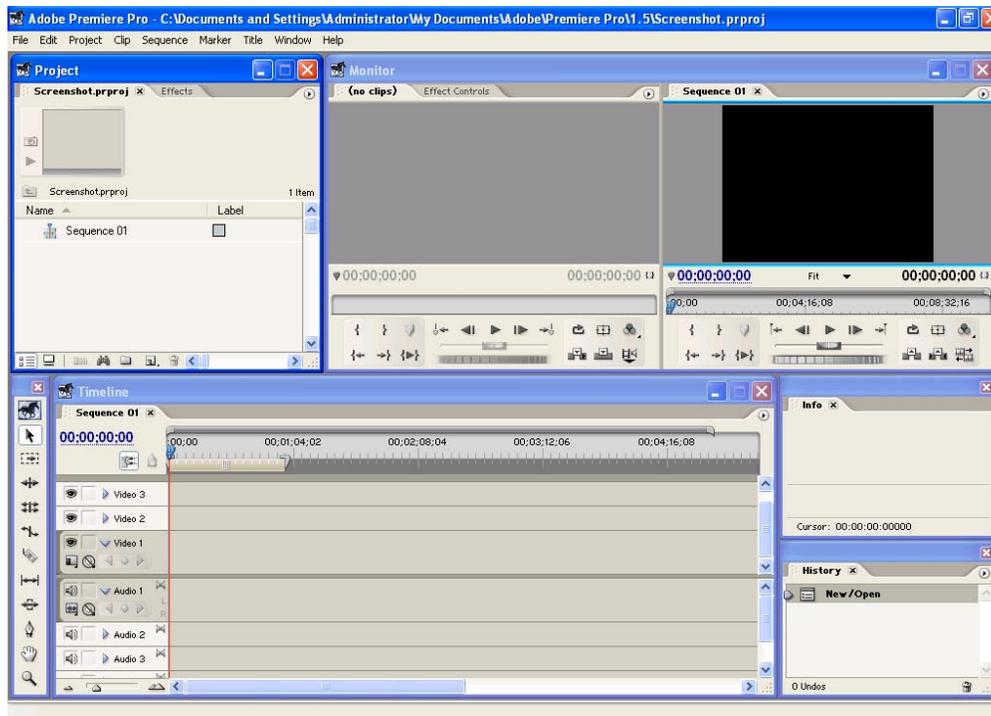


Figure 5: Opened new project

The project work area includes the “Timeline,” “Monitor,” “Project,” “History,” and toolbar windows. The uses for these different windows will be discussed later in this section.

At this point, the user is ready to transfer the video from the video camera to the computer. The capture option is located under “File” in the toolbar. This option will allow the user to collect the video from the digital video camera, to the computer. Figure 6 shows where the “Capture” option is located.

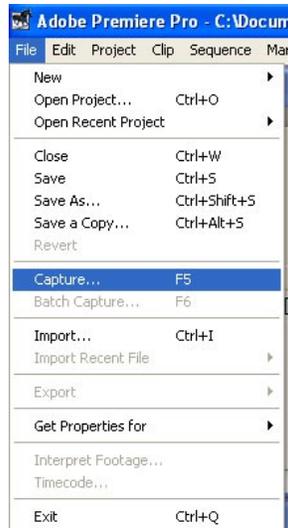


Figure 6: “Capture” option from file menu

After selecting the “Capture” option, the “Capture” window will open. This is where the user will control the digital video device from the computer. The digital video camera will likely be connected to the computer by a Firewire (IEEE 1394) cable. The status of the device will be displayed above the video display area. The status will likely say “Capture Device Offline” until the digital video camera is in the correct operating mode. Refer to video camera manual to review putting the video camera in playback mode. Figure 7 shows the “Capture” window and what the user would see with an offline playback device.

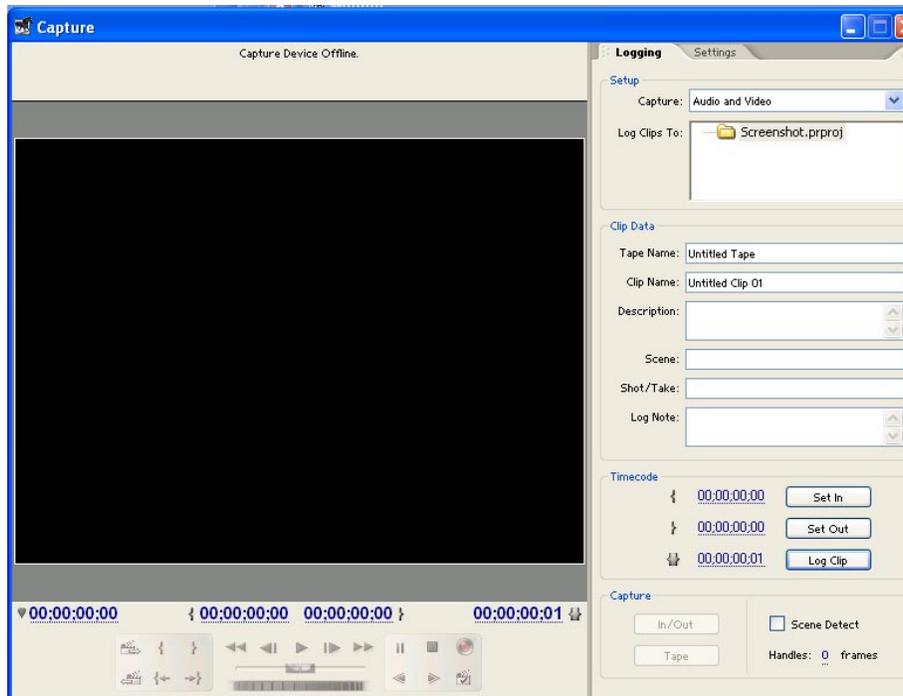


Figure 7: “Capture” screen

If the digital video playback device is powered on in the correct mode and the status still reads “Capture Device Offline,” some settings may need to be changed. Click the “Settings” tab and open the “Options” in the “Device Control” area, as seen in Figure 8. A window will open where the user can select the manufacturer and the model of the video playback device.

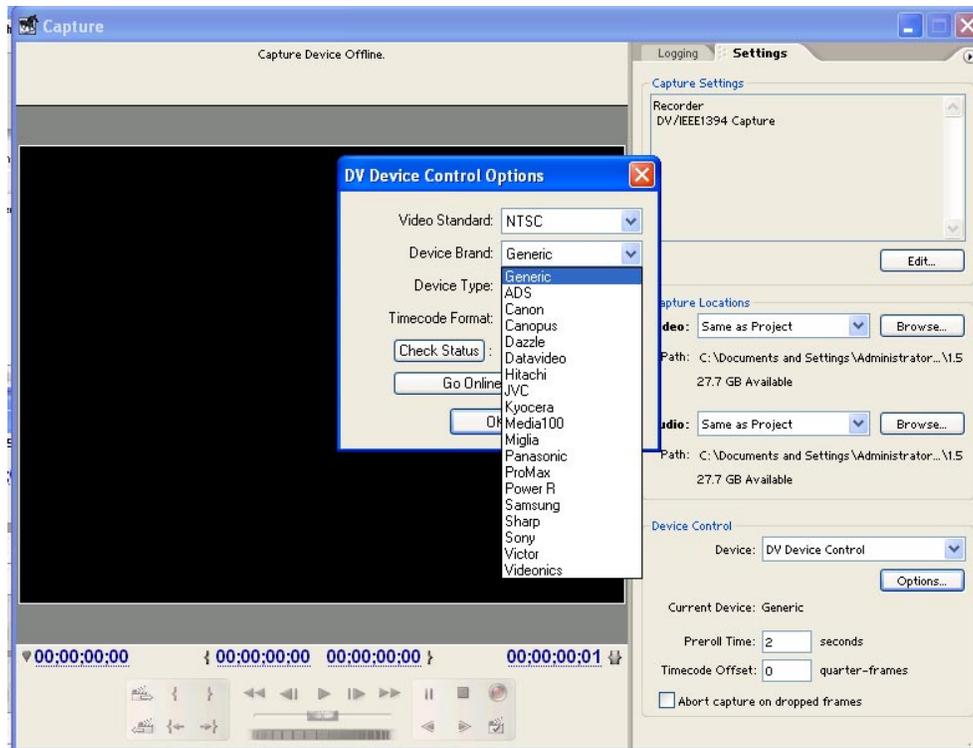


Figure 8: Selecting a digital video device

Once the correct device is selected, click “Check Status.” The status should then read “Online.” If the status does not read “Online,” make sure all cables are plugged in and equipment is powered on. If this still does not work, refer to playback device troubleshooting for further help.

After the video capturing device is online, the user is ready to capture the video. The user can simply click the red, circular, record button in the control area under the video display box, or set a specific timecode to record. The capturing process will take the same amount of time as the duration of the video. When the video capture process is complete, the program will save the video clips to the project folder, and place them in the project window.

If the video clips are already saved on the hard drive, they can be directly imported into the program, without using a video playback device. Figure 9 shows where to find the “Import” feature in the file menu.

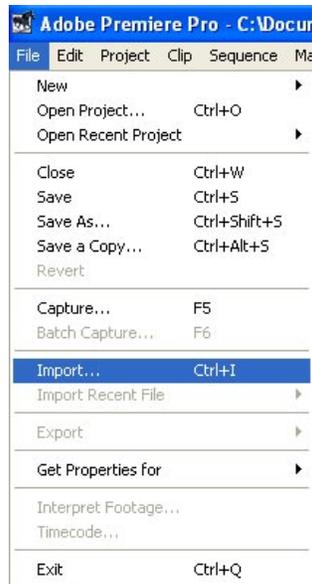


Figure 9: “Import” option from file menu

Editing the Clips

Editing the video clips is the most involved portion of the video interview process. The individual(s) editing the interviews ultimately decides the content that makes it into the video to be displayed to the focus group. These decisions can alter the way the individual is portrayed. Therefore, the editor must keep in mind that the edit work is subject to review by the interviewee, so that the material is edited as fairly and accurately as possible. Regarding content, it is at the discretion of the editor to remove content from the interview. Within this manual, we suggest selecting an editor with unbiased views, and use judgment carefully.

Video

Once the video clips are imported into the “Project” window, the clips can be dragged and dropped into the “Timeline” window. The audio tracks for the video clips will automatically be placed in the audio line when the video track is moved. Once the video clips are placed in the timeline, they can then be edited for content.

The video should be viewed in its entirety prior to making any changes to the video. By doing this, the editor can start developing ideas of where to start making edits. To break clips up into different segments, use the “Razor” feature. This feature allows the

user to separate clips into precise portions of the video, leaving the editor to remove undesired portions of the interview.

The editor should use the “Razor” feature to break up the interview, and remove the parts of their choosing. After using the razor, the user can simply delete the clip. Figure 10 shows where to find the “Razor” feature in the toolbar.



Figure 10: "Razor" feature in toolbar

After the undesired clips have been removed, the remaining video clips can be rearranged. The interviews may contain similar content at different times during the interview. The clips should be arranged to maximize the flow of the final video. The user can arrange the video using the standard arrow cursor located at the top of the toolbar, seen in Figure 10.

Another useful feature for rearrangement is the tool below the standard arrow cursor on the toolbar. The boxed arrow tool allows the user to select all clips after a point in the timeline. This means if a video was ten minutes long, and the user clicked at the five minute mark, all clips between five minutes and ten minutes would become selected, and could then be moved as a group.

If there are a number of clips arranged in a manner that the editor is satisfied with, the editor may group these clips together by right-clicking the desired clips and selecting “Group.” This will cause the program to treat that group of clips as one entity; therefore they can be rearranged as a set of clips with ease.

Once the clips are arranged in the desired timing and order, video transitions can be added. The transitions will allow for smoother change between clips. Figure 11 shows a “Dip to Black” transition highlighted, located under “Video Transitions,” on the “Effects” tab, within the “Project” window. This transition fades both in and out of the video clips, depending on if it is placed at the beginning or end of a clip. To apply a transition, it can simply be dragged from the “Project” window to the “Timeline” window, at the beginning or end of each clip. There are a number of different video transitions, but “Dip to Black” is simplistic and does not detract from the video content. The duration of the transitions can be changed by dragging the outside end of the transition block either left or right shown in Figure 12.

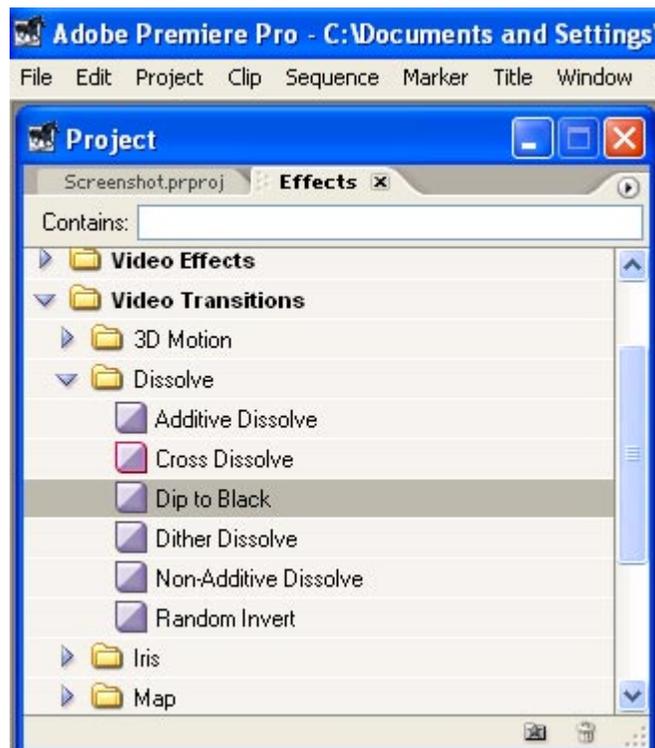


Figure 11: Transitions located in "Effects" tab in "Project" window

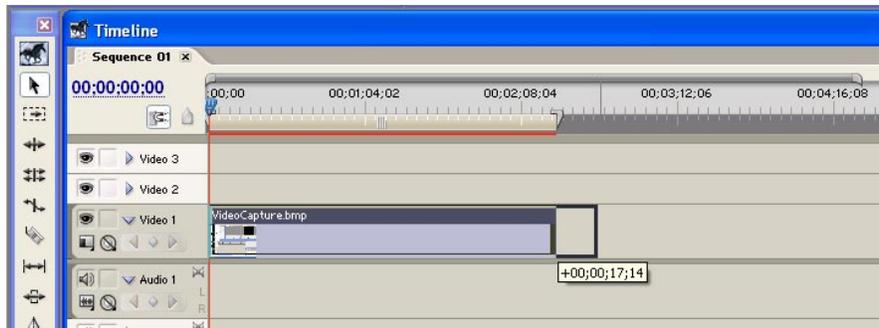


Figure 12: Changing "Transition" length

The user may also want to consider using transitions slides. With transition slides, the editor can identify primary themes discussed in that section of the video. To import transition slides, import the image file of the slide, following the same procedure of importing a pre-existing video clip. Once the slide is imported into the “Project” window, the image can be dragged and dropped into the timeline like a video clip. The image files for the transition slides can be created using a background and textbox in a program like Microsoft Paint.

Audio

When all of the video is arranged and organized with all of the desired video transitions, audio transitions can then be added. The audio transitions fade the audio tracks for the clips in and out. The audio transitions can be placed on the audio line in the same way video transitions are placed on the video line. Figure 13 shows where the suggested audio transition is located in the “Project” window.



Figure 13: Audio transition located in "Project" window

Upon editing the video and audio tracks, the editor may decide that the audio is either too loud or too quiet. To change the native volume of the audio track, the user can open the audio mixer to adjust the gain. Adjusting the master gain, as seen in the “Audio Mixer” window in Figure 14, will change the volume of the entire timeline. The “Audio Mixer” window option is located within the “Window” menu, also shown in Figure 14.

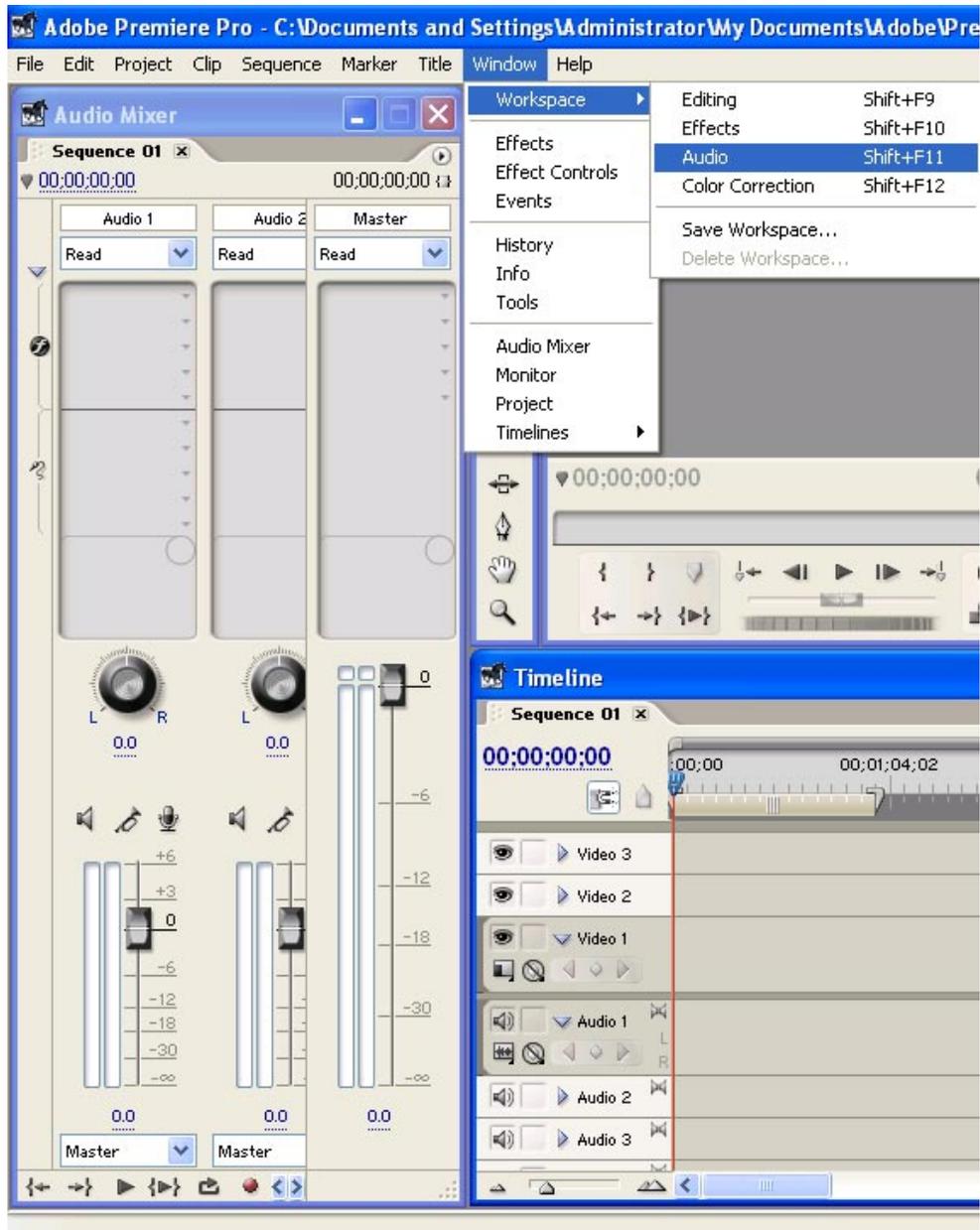


Figure 14: "Audio Mixer" window and "Master Gain" control

After completing the audio and video work, the timeline will be ready for exporting.

Exporting the Video

In order for the video work to be viewed on either a computer or a DVD player, the project must be exported to an appropriate format. Exporting to a DVD is a slightly

different process than exporting to a multimedia file format. Exporting to DVD is the simpler of the two.

Exporting to DVD

By exporting directly to DVD, the video will be able to be viewed by any standard DVD player, or computer capable of playing DVD video. To export to DVD, select the “Export to DVD” option shown in Figure 15.

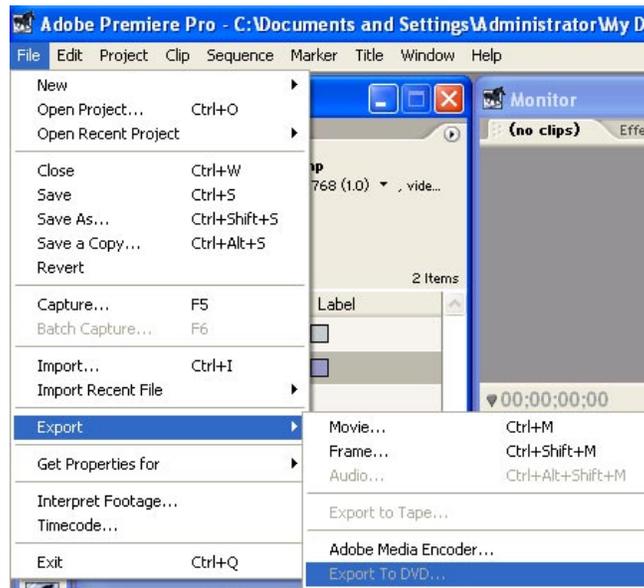


Figure 15: "Export to DVD" option

After selecting this option, a window will open, allowing the user to change DVD recorder settings (if necessary), and name the DVD. The preset settings should be satisfactory for the uses of this video. Following naming the disc, the user should continue to record the DVD. After continuing to record the DVD, a progress window will open. This window will show the steps of creating the disc. The first step will be the “Transcoding;” this is the most time consuming of the three steps. The transcoding will take approximately one hour for every twenty minutes of project video. Following the transcoding will be the “Assembling.” The “Assembling” step is relatively short in comparison to the “Transcoding” step. The final step is writing the DVD. The time for this last step will depend on the speed at which the DVD recorder is capable of recording.

After the DVD writing is complete, the video will be ready to watch in any standard DVD player.

Multimedia Formatting

The other option for exporting the project video is exporting to a multimedia format. Exporting to this format will allow the video to be opened in computer multimedia players. Unless opening video as a multimedia file is absolutely necessary, the user should avoid this option. The compatibility of an exported multimedia file varies from computer to computer. Thus the reliability of video playback is less than that of the DVD playback discussed earlier. In addition to having less compatibility, the multimedia formatting require even more hard drive space and significantly more time for exporting. Figures 16 and 17 show where the option is located in the file menu, and what format options there are, respectively. The settings and formatting for the videos can be changed by clicking the “Settings” button, seen in the bottom right corner of Figure 17.

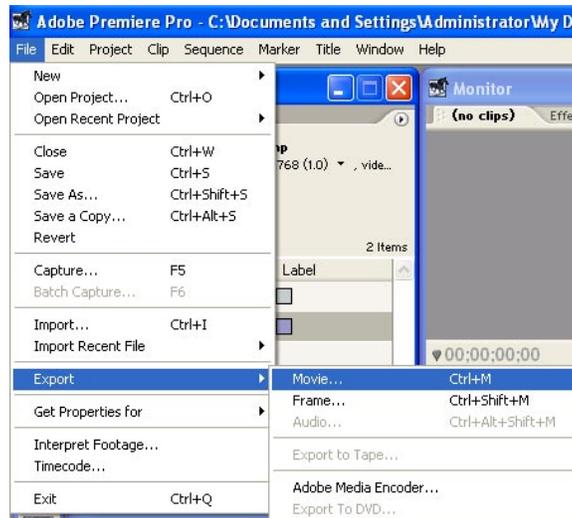


Figure 16: Location of exporting to movie option

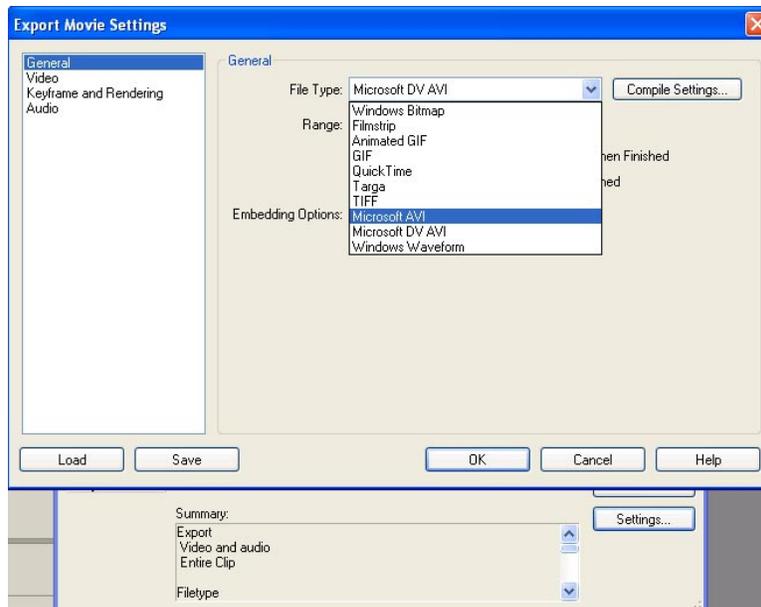


Figure 17: "Export Movie Settings" window

Focus Group

The focus group is the second stage of data collection, in which the interview is used as a tool to create feedback from members of the community. It is a special type of group in terms of its size, purpose, structure, and methods. The purpose of the focus group is to gather information and receive feedback on a particular subject. The participants in the discussion are there because they have some connection to the subject material where they can make an important contribution to the needs of the discussion. This study is carefully planned in order to acquire community perceptions on a defined area of interest in a manner that is relaxed and open. For further reading on focus groups refer to Krueger³.

Sometimes these focus groups are organized solely due the convenience of when and where they can meet. Other times these meetings are designed around a particular topic, where specific individuals take part. For example, a focus group consisting of elderly might be considered a convenience group because they meet on a weekly basis. On the other hand, an example of an issue-oriented focus group would be a discussion targeting community policing, where members of the community and police department participate.

³ Krueger, Richard A., Focus Groups, Sage Publications Inc., Thousand Oaks, CA 2000

We recommend experimenting with the composition of these focus groups, but we provide a model of one approach. This approach is adapted from Winston. This approach is good for the purposes of conducting a general focus group, not specific to individual issues. This model could easily be adapted to accommodate an issue-oriented focus group.

Desired Accomplishments¹

When organizing a focus group, formulate goals that should be accomplished in order to give the meeting structure and a direction. The initial steps in the preparation stage should begin with the researchers asking a series of questions about the subject matter and the purpose of the focus group. It may also be useful to ask why the information is needed in several different ways. This will give a clearer understanding towards the similarities and differences that might occur between the researchers and the sponsors of the project. If they are not in complete agreement, then there is a great chance that someone will be dissatisfied with the results.

With structure and direction, the discussions will stay on topic and use time efficiently. The researchers/leaders should take into account any setbacks that might arise during the discussions and be ready to address them if necessary, such as an argument, or people speaking out of turn.

Planning

All aspects of the focus group should be planned out to ensure that everything runs smoothly and the participants are comfortable to speak freely on the matter. Bringing together 5-15 people creates many scheduling conflicts, so that the group might not have many chances to all meet. Settle on a date that allows the participants with enough ample time to guarantee that they all can make it. Prior planning also gives the organization more confidence going into the focus group and that will convey to the participants that this is a serious meeting. Once the participants realize the seriousness of the matter, they can get down to business and provide useful input. Although the group is

¹ Some title headings taken from Winston

intended to be serious, it should be relaxed enough so that the participants feel as though they are taking part in a conversation where they are not pressured to give perfect answers.

Focus Groups: How many? How Long?

Most of these questions have to do with the time constraints that the researchers are dealing with in the specific projects. However, it is necessary to conduct several focus groups if the researchers want to have sufficient, rich data to work with. This way the researchers will be able to identify or patterns that arise during the focus groups. A wide range of participants will also ensure that the whole community is represented and no key components are left out. The general consensus is that, when investigating a particular issue, about four focus groups will give the researchers enough data to work on without reaching a saturation point. “Saturation is a term used to describe the point when you have heard the range of ideas and aren’t getting new information” (Krueger 26). If you were still receiving different information on the third or fourth focus group, you would conduct more groups.

The actual time in which focus groups take place is really dependent on the researchers and the participants. The researchers should lay out a loose schedule on the goals of how long each subject of the discussion will take place. A focus group that takes too long might cause some of the participants to lose interest for that day or even for the whole project. Also, some participants may only be involved for one session. From this, the researchers should recognize that two hours is around the maximum length a focus group of this nature will take place.

Selecting Participants

Another aspect of the planning process is determining the type of people that you want to give their input on this subject matter. The first step is to find the resources available for finding participants for the focus groups. This involves dealing with the non-profit organizations, the United Way, or the actual subjects who conducted the interviews in the first place. These resources are the best way to find collections of

people with varying interests and opinions. Bringing together participants who have opposing views will offer a broader perspective for data collection. This has the potential to create an environment where not all participants feel comfortable saying what they feel or think. If there is a chance of arguments, then there may be people who choose to avoid confrontation, and remain quiet.

Choosing the target audience isn't about the individuals, but more towards settling on characteristics that they should have. People who are willing to listen to others ideas and create a friendly environment among the participants are of great importance. However, you do not want people who are completely similar in their beliefs to allow for a varying range of input. The differences in beliefs can sometimes create animosity within the focus group. It is one of the roles of the leader to make sure that the differences of opinions remain under control in a constructive environment.

One of the most critical participants in the focus group is one filling the role of the leader or moderator. The leader guides the direction in which the focus group follows. It is their task to make sure the participants stay on track in the discussions. Minimizing arguments and maximizing involvement is one of the leader's most important jobs. They need to prompt the group to move toward the focus group goals. They also need to remain impartial to the subject matter without playing favorites. The leader must be well prepared on the subject matter to ask the focus group appropriate questions.

The dialogue leader's role is an important one that requires especially good listening skills and knowledge of when not to talk. Their basic responsibility is to the group as a whole, while considering each person's individuality and level of comfort. While the leader of the dialogue does not need to be an "expert" or even the most knowledgeable person in the group, they should be the best prepared for the discussion. It is up to the dialogue leader to keep the group moving forward, using phrases that enhance conversations and encourage discussion. To tackle the subject better, the leader should have a complete understanding of the goals and think in advance about the directions in which the discussion might go.

As the dialogue leader, he or she has several roles to fill throughout the whole process of the focus group. During the whole discussion, the leader needs to stay neutral on the subject matter because they are there to serve the discussion and not to join it.

They also should keep track of who is contributing and who is not. A dialogue leader must constantly weigh group needs against the requirements of individual members.

Environment

The location of the focus group plays an important role in its success. The location that is chosen needs to be sufficient in size to accommodate a meeting of 10-20 people. It also needs to be conveniently located to maximize attendance. The area designated for the meeting needs to have sufficient audio/video support if necessary.

The layout of the room should include the participants arranged in a semi-circle or a round table facing the leader. This will optimize direct communication among participants in the focus groups. The leader should also have an easel pad available to take group notes by the participants. These group notes will clarify the course of discussion. Providing snacks and drinks, if the budget allows, will make the environment more comfortable.

Communication

In working with groups of people who could possibly be from different backgrounds, translation services may be needed. The translators will allow participants to communicate across language barriers. Some of the groups might be more comfortable talking in their native languages. Translation services can be found through non-profit organizations such as United Way, Centro Las Americas, or even the Yellow pages in the phonebook.

The simple application of things such as nametags can improve the communication between participants. In addition to nametags, having everyone introduce themselves will help familiarize everyone with each other. Familiarity also adds to the comfort level within the group.

Conducting the Dialogue¹

The dialogue is one of the most interesting aspects of this research process. The interaction of the participants through the dialogue is where members of the community

voice their opinion and reaction to issues seen in the video life stories. The dialogue will be directed by the designated leader.

Welcome, Intro, Overview ¹

This is a very important phase where the researchers break the ice with the participants in hopes of creating a comfort level between the leaders and the group. Here the leader will explain the purpose of the dialogue and the several phases involved in the focus group. This shows to the participants what the researchers specifically want of them and they will provide input more useful for the project.

Prior to the discussion, the leader should discuss, clarify and set the ground rules of the focus group. These rules ensure that the dialogue will not get out of hand and stay on track with the purpose and goals set. Some rules would be to respect the confidentiality and to share the time equally to make certain the participation of all. The participants should also promise to listen carefully and not interrupt in order for the discussion to run smoothly. Another rule should be that everyone will not be disrespectful of the speaker even when they do not respect the views.

Before completely jumping right into the specific issues and concerns, the leader should let the participants introduce themselves. We suggested introducing themselves by saying who they are, what organization they are involved with, and why they are interested in taking part in the focus group. Also the participants will be able to get to know each other as individuals and find out what they have in common. Once they can relate to each other, they will find it easier to speak freely since they will be more familiar with each other.

Starting the Dialogue

Once the participants have become familiar with each other, then the next step is starting the discussion on the particular topic. Starting the dialogue is usually a stumbling block in many focus groups so it is important to have some sort of presentation at the beginning to get the participants talking.

Showing a video of other members of the community talking about their life story will incite others to share their personal experiences too while inspiring the group to give useful input. The video presentation to the group should be short so that the participants do not spend the whole time watching what other community members have to say. The intention is to give the participants something to start with where they can build off of the individuals in the video and maybe spark new ideas. The video should be shown on a large television or projector so that all the community members can completely see the person on tape. External speakers should also be used to make sure all can hear everything clearly.

Catering to Group Size

Some instances might occur when there are too many people there that prevent everyone from giving the amount of input that they want to. If this is the case, then breaking the participants into subgroups might be necessary. The smaller groups should be of 3-8 people where they go meet separately for a while then come back to present their ideas and suggestion that they came up with. This gives a chance for the quieter people to relay their opinions on the issues without the louder people dominating the discussion.

Review Meeting and Dialogue

When most of the meeting is complete, the leader should next debrief the participants about the input that he or she was able to collect from the focus group. This serves as a review to the group regarding issues that were discussed during the dialogue. The best way for the leader to review the work is by using a “big paper” approach. This approach consists of writing down key issues, resources, and solutions discussed, on easel paper, for the group to see. The review will put their discussions into perspective and give them some sense of accomplishment. It also can be seen as a safety net where the participants listen to make sure that the leader had not missed any key points.

End and Summarize Meeting

Once the discussion has ended, it is essential for the dialogue leader to summarize the key points and ideas brought during the meeting. It might be helpful for the participants to share any new ideas or thoughts they've had as a result of the discussion. Also ask them to think about what worked and what didn't. Even a written evaluation that the participants fill out would help the researchers to determine if any changes needed to take place for future focus groups. Remember to thank everyone for their participation.

Appendix B: “Thank You” Note for Interview Participants

Clara Savage
54 Elm Street
Worcester, MA 1609

Dear Clara,

We would like to thank you for your time and effort in taking part in our project. We consider you and your life story to be a valuable asset to your community. Through telling your life story, you have enabled us to have discussions throughout the community. Using your story as a conversation piece, participants in the discussions talked about community issues important to them. Included with this note is a copy of your video interview. The video can be played in any DVD player. If you have any questions about the video or the project, please contact Orlando Rodriguez at Centro Las Americas. Again we would like to thank you for your time and effort.

Sincerely,

Brian Twomey
Andrew McIsaac
Worcester Polytechnic Institute

Appendix C: Project Description

Worcester Latino Community Video Life Stories

The Worcester Latino Roundtable Committee has organized to identify and prioritize the issues and struggles facing the Latino community in Worcester, and to take steps to address these issues. The WLRtC is collaborating with Worcester Polytechnic Institute to build a research team of students to assist in this process. The method in which the research team has decided to satisfy the committee's goals is by collecting video life stories of members of the Latino community in hopes to depict the sentiment and feelings of the community. Following the collection of these life stories, leaders of the Latino Roundtable Committee will then meet with community groups to view these stories and discuss issues facing Latinos.

Video life stories are a compelling way for people to portray their own story, in their own words. Viewing these life stories in community meetings will bring community members together to take part in rich, involved conversations on important issues. Participants in the conversations will be able to discuss common or divergent experiences seen in the stories, and further discuss causes and solutions for some of these problems. These stories will be organized in a video library or archive to be built upon in the future to try to create a sustainable process.

This project is currently in its early stages and the research team along with the Worcester Latino Roundtable Committee is looking for organizations and individuals interested in participating in this process. The assistance and participation from others will greatly increase the likelihood of success of this project. These early steps are crucial in getting the ball rolling. For anyone who is interested in taking part in any aspect of this process (video taping, translating, discussion participation, etc.) please contact:

Students: Brian Twomey and/or Andrew McIsaac

Email: roundtable04@wpi.edu

Worcester Latino Roundtable Committee: Orlando Rodriguez

Email: orod@centrolasamericas.org

Telephone: 508-798-1900 ext. 225

Liaison: Clara Savage

Email: savageclara@yahoo.com

Appendix D: A Letter from Juan Gomez



JUAN A. GOMEZ
VICE CHAIRMAN
COUNCILLOR - AT - LARGE

454 Mower Street
Worcester, MA 01602
Telephone:
Home: (508) 755-3762
Office: (508) 799-1049
Fax: (508) 799-1015
E-mail:
council@ci.worcester.ma.us

April 14, 2004

Dear *Enph. Wiro?*

I am writing to confirm your willingness to participate in the Worcester County 2004 Latino Issues Roundtable. This event will take place in September, and will serve as a sounding board for the Latino Community in Worcester County. Participants will be invited to voice their concerns, and identify the issues of greatest importance to them. An action plan to address these issues will be worked on for the next three years.

The first step in this process will be the background work, and planning for the event that will be performed by the coordinating committee. Upon conclusion of the conference, the coordinating committee will meet at least one more time to compile and condense the comments made by the participants at the conference, and prepare a report of those. This report will then be presented at a subsequent meeting convened in October of 2004, to select priorities, and identify working groups charged with implementing the recommendations made at the conference for the next three years.

Among the organizations that have agreed to participate in this event to date, are: the Dominican Consulate in Boston, the Western Mass office of the Puerto Rican Federal Affairs Administration, U-Mass Boston's Gaston Institute, the Dominican Development Center of Central Mass, Centro Las Americas, Radio Caribe, Vocero Hispano, Quinsigamond Community College, Real Estate developer David Rodriguez Pinzon, Hispanic Chamber of Commerce of Central Mass, Worcester Youth Center, Worcester Community Cable Access, WCUW, the United Way of Central Mass, the YMCA of Central Mass, and the Worcester Regional Chamber of Commerce. Other organizations are expected to join us, as we get closer to the date of the event. Your participation is extremely important, and highly appreciated. We would like to schedule the first meeting of the coordinating committee as soon as possible. Please call with your preference:

Tuesday April 27, 12:00PM. Friday April 30, 12:00PM or 3:30PM.

We will attempt to accommodate as many people as possible. I can be reached via my cell phone: 774-696-7123, or via e-mail at . I look forward to working with you on this important initiative. Thank you in advance.

Sincerely,

Juan A. Gomez
Juan A. Gomez

57

Appendix E.1: Outside of Centro Las Americas Brochure

Our Mission

Established in 1977, Centro Las Americas is a multi-service, non-profit Latino organization whose purpose is to serve, empower and advocate in the Greater Worcester community.

Nuestra Misión

Centro Las Americas es una organización Latina de servicios múltiples sin fines de lucro, establecida en 1977, cuyo propósito principal es servir, fortalecer y abogar para la comunidad de Worcester y pueblos vecinos.

*With Assistance From/
Con Asistencia De:*

- City of Worcester
- Greater Worcester Community Foundation
- Mass. Cultural Council
- Mass. Department of Social Services
- Mass. Department of Mental Retardation
- United Way of Central Massachusetts

How to Reach Us / Cómo encontramos

11 Sycamore Street
Worcester, MA 01608
Tel: 508-798-1900 • Fax: 508-798-1908
e-mail info@centrolasamericas.org
www.centrolasamericas.org

11 Sycamore St.
Worcester, MA 01608



Appendix E.2: Inside of Centro Las Americas Brochure

Community Service & Economic Development

Directs the power in our community to enrich the lives of families and individuals.



Servicio Comunitario & Desarrollo Económico

Ofrece servicios a la comunidad y trabaja para mejorar la calidad de vida de familias e individuos.



Arts & Culture

Promotes and celebrates Latin American artistic and cultural expression



Arte & Cultura

Celebra y promueve la cultura y expresión artística Latino Americana

Sirviendo / Serving

- Business assistance program
- Information and referral services
- Workforce development program
- Food & Clothing Bank
- Practical assistance:
 - Immigration/citizenship services
 - Translation services
 - Advocacy

Fortaleciendo / Empowering

- Programa de Asistencia para Negocios
- Servicios de Información y Referidos
- Programa para el Desarrollo de Trabajo
- Banco de Ropa y Comida
- Asistencia Práctica
 - Inmigración/ Ciudadanía
 - Traducciones
 - Abogacía

Clinical Services

Serves the Hispanic community through referrals from state departments of Social Services and Mental Retardation.



Servicios Clínicos

Sirve a la comunidad por referidos del Departamento de Servicios Sociales y el Departamento de Retardación Mental.



Abogando / Advocating

- Family & Individual Support Program (DMR)
 - Helps clients participate fully and contribute to their community, according to their capabilities in the midst of society.
- Intensive Adolescent Program & Family Group Care Reintegration Services (DSS)
 - Dedicated to the safety, permanency and well-being of children, while helping parents meet their responsibilities.

Abogando / Advocating

- Programa de Apoyo a la Familia y al Individuo (DMR): Ayuda a los clientes a participar y contribuir en la comunidad, de acuerdo a su capacidad en medio de la sociedad.
- Programa Intensivo Para Adolecentes y Servicios de Grupo Para la Reintegración Familiar (DSS): Dedicado a la seguridad, la estabilidad y el bienestar de los niños, mientras se le ayuda a los padres a cumplir con sus responsabilidades.

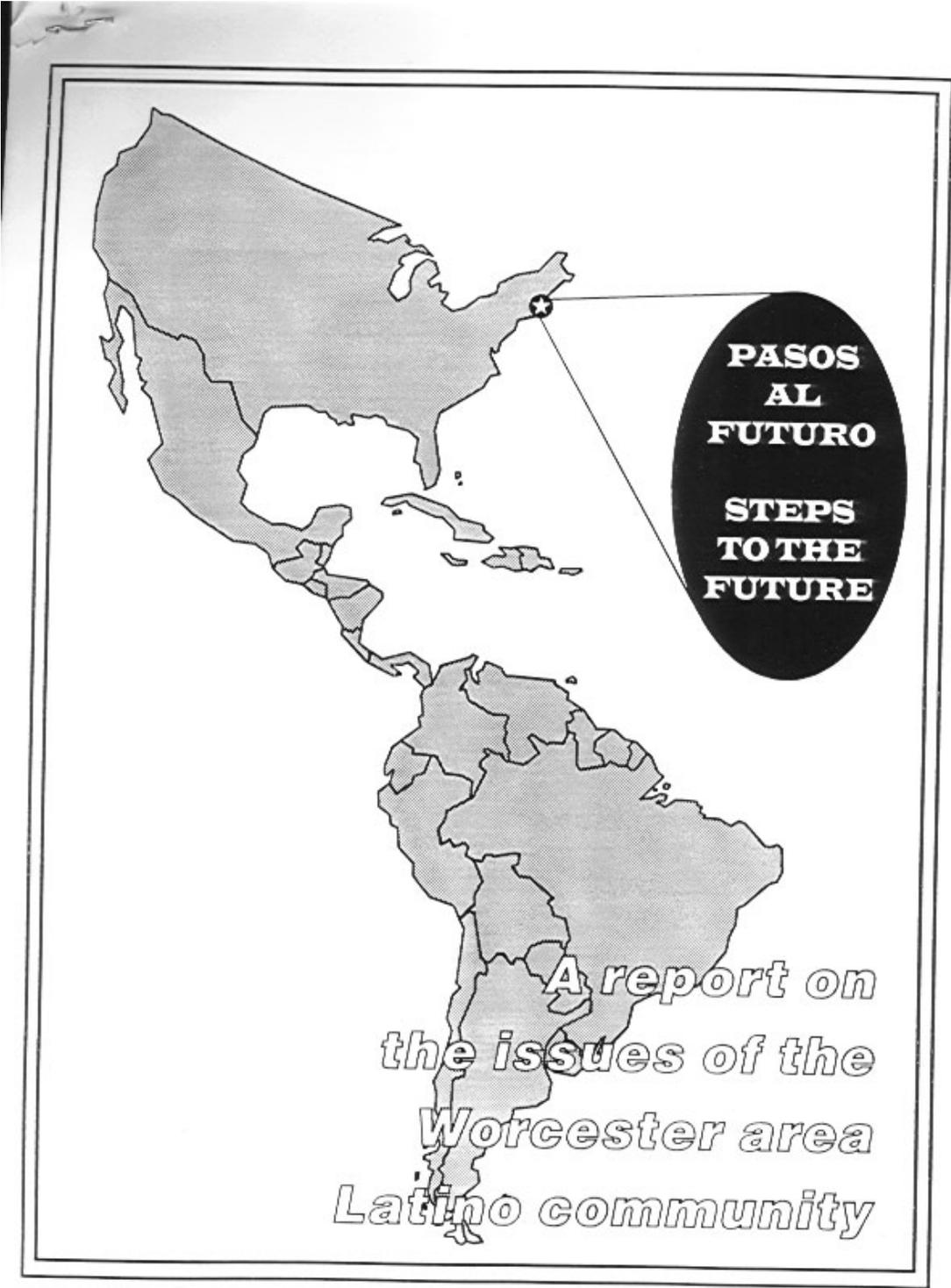
Abogando / Advocating

- Latin American Festival (annual)
- Latino Film Festival (annual)
- Viva el Arte exhibition
- Art Smart youth art instruction

Abogando / Advocating

- Festival Latino Americano (anual)
- Festival de Cine Latino (anual)
- Exhibición "Viva el Arte"
- Programa Juvenil - Art Smart

Appendix F: Cover of Pasos Al Futuro, Report Conducted by United Way of Central Massachusetts



Appendix G: Community Policing Document Provided by Community Relations Services of the Department of Justice

Traditional Policing versus Community-Oriented Policing

Traditional Policing

- Police are a government agency responsible for law enforcement
- Conflicting priorities
- Focus on solving crimes
- Efficiency is measured by detection and arrest rates
- Highest priority is on crimes of high value (e.g. bank robberies) and those that involve violence
- Police deal with incidents
- Police effectiveness is determined by response time
- Police take service calls only if nothing else is happening
- Police professionalism is measured by swift effective response to serious crime
- Crime intelligence (study of particular crimes or series of crimes) is the best intelligence
- Police accountability is legalistic and bureaucratic
- PD headquarters role is to provide necessary rules and policy directives
- Press role is primarily to keep the "heat off"
- Prosecutions are regarded as an important goal

Community-Oriented Policing

- Police are the public and the public are the police
- Improving the quality of life
- Focus on broad problem-solving approach
- Efficiency is measured by absence of crime and disorder
- Highest priority is on the problems that disturb the community the most
- Police deal with citizen's problems and concerns
- Police effectiveness is determined by public cooperation
- Service calls are considered a vital function and a great opportunity
- Police professionalism is keeping close to the community
- Criminal intelligence (information about the activities of individuals or groups) is the best intelligence
- Police accountability emphasizes local accountability to meet community needs
- Police headquarters role is to support and legitimize organizational values
- Press role is to facilitate communication with the community
- Prosecutions are regarded as but one tool among many

Adapted from Malcolm K. Sparrow, "Implementing Community Policing," *Perspectives in Policing*, No. 9 (November 1988), National Institute of Justice, U.S. Department of Justice.

Appendix H.1: Telegram and Gazette Article on Police Chief Gemme and "Community Policing"



T&G Staff/JIM COLLINS

Gary J. Gemme, right, named acting chief of the Worcester Police Department, is congratulated yesterday by longtime friend Arthur Korb, who works for the city Water Department, and Lt. Robert Lotsborn, president of the police officers union, Local 504.

A new approach to policing

By Milton J. Valencia
TELEGRAM & GAZETTE STAFF

Gemme appointed acting chief

WORCESTER — With repeated talk of new attitude and new vision, police Capt. Gary J. Gemme accepted his appointment as acting police chief yesterday in a celebratory news conference attended by family members, dozens of police officers and city officials.

Chief Gemme will serve in an acting role until Dec. 5, when outgoing Chief Gerald

J. Vizzo formally retires. He will officially be sworn in at that time.

Yesterday's event was filled with promises of change and a new direction, as Chief Gemme outlined strategies to engage the Police Department with the community it serves.

"I'm going to come up with a plan, a plan of the commu-

nity, of the Police Department, that's going to move this department forward," Chief Gemme said, surrounded by his wife, Donna, his sister Mary Gemme, and his brother Alan, who also is a Worcester police officer.

Chief Gemme said his first task is the reorganization of the community services divi-

sion with a new name — community impact division — which the chief said will reflect a new emphasis on grass-roots style police walks, where officers interact with residents. He plans to increase police foot patrols, he said, and the division will also have its first captain — Lt. Roger L. Steele of the

Turn to **Chiefs**/Back Page

Appendix H.2: Telegram and Gazette Article Continued

City cheers new chief's approach

Chief's/From Page One

detective bureau — who will be promoted as part of the reorganization.

The chief said the reorganization of the department reflects his priority to engage in community policing.

"Everybody has heard the term, and everybody thinks they know what (community policing) is," Chief Gemme said. But he offered his own definition: "I believe it starts with service, service to the community. People don't join the Police Department for anything else but service."

The chief said he would also like to see community agencies and neighborhood watch groups have more of a say in the department's policies, and he announced he will form a city-wide neighborhood watch cabinet.

"You need to go out to the community, get ideas and concepts," Chief Gemme said, "so that when you come back to the table with a plan it's not the chief's plan, it's not the captain's plan, but it's the community's plan."

The chief's comments resonated with city officials, who have called for a new vision in a department they said has been dogged by a lack of reform. That lack of reform, officials said, resulted in unrest and low morale.

Chief Gemme had been demoted to captain last year, upon his request, after serving as deputy chief. Recently, Depu-



T&G Staff/JIM COLLINS

Acting Police Chief Gary J. Gemme addresses yesterday's news conference with his wife, Donna, far left, and his brother, Worcester Police Officer Alan Gemme, background, in attendance.

ty Chief Mark Roche also asked to be demoted to captain after only 10 months on the new job, but he could stay on as deputy chief under the new leadership.

Chief Vizzo, who announced his retirement Oct. 1, had been on the job for only 10 months, but community leaders and city officials had complained of a lack of vision. They were disappointed with a five-year strategic plan Chief Vizzo unveiled in the spring that they said had no new plans to combat crime.

Meanwhile, Worcester has seen a surge in crime, with 10 slayings this year, the highest number in recent years.

Yesterday, Mayor Timothy P. Murray, who previously called the police hierarchy "dysfunction junction," said Chief Gemme's appointment gave the city new promise.

"We know we have somebody who has vision for the Worcester Police Department and the

ways to achieve and attain that goal," the chief said.

City Manager Michael V. O'Brien noted that Chief Gemme's appointment comes during the biggest reorganization of city government in decades, with the formation of cabinets covering departments. Calling public safety a priority in his administration, Mr. O'Brien said Chief Gemme was the choice to lead the Police Department as part of the city-wide transition.

Police Lt. Robert R. Lotsbom, president of the police officers union that represents sergeants, lieutenants and captains, said his membership welcomed a chief who has served as their president in his tenure in the Police Department.

Lt. Lotsbom said Chief Gemme has realized the talent in the department and the "wisdom" of promoting within the department while assigning a

new leadership team. "He has our complete support," Lt. Lotsbom said.

Besides the community impact division, Chief Gemme will assign a new administration reflecting his plans for the department. He has not revealed any new appointments, but said yesterday he will consider merging duties that may be interrelated among different departments.

Officer Anthony M. Petrone, vice president of the local International Brotherhood of Police Officers Union (which also saw Chief Gemme serve as its president), said the membership welcomes the challenges Chief Gemme will present in his reorganization.

He noted that Chief Gemme has worked in every division in his 25 years in the Police Department, most recently as commander of the gang unit and vice squad.

Appendix H.3: Telegram and Gazette Article on Police Chief Gemme and "Community Policing"

Officials say Gemme's policing vision empowering

By Milton J. Valencia
TELEGRAM & GAZETTE STAFF

WORCESTER — City Councilor Barbara G. Haller joked that she thought music was playing when acting Police Chief Gary J. Gemme spoke yesterday of his plans to reform the Police Department's community-policing programs, and told how he'd like to see neighborhood leaders have more of a say in the department's policies.

"Because it was music to my ears," she said.

Councilor Joseph M. Petty, chairman of the Public Safety Committee, noted, "What great words I heard in just two minutes," after Chief Gemme spoke.

"I know the people of Worcester have been waiting for those words," he said.

City officials and community leaders said yesterday they've been waiting for the Police Department to enact a proactive form of community policing, a grass-roots style of police work that has officers interacting with residents. They embraced the chief's reform plans yesterday at an event

announcing his appointment.

Chief Gemme will kick off his community policing reforms at an Oct. 27 citywide neighborhood crime watch meeting organized by the Police Department. The chief said yesterday that such neighborhood crime watch programs are the crux of the community policing programs he'd like to enact. He will attend the event at 7 p.m. at the police station with his reformed community impact division.

"The neighborhoods are ready and willing to be able to work with community policing to make our city safer," Ms. Haller said.

The Oct. 27 event had been scheduled before Chief Gemme's appointment was announced. Police Sgt. Gregory T. Ryan of the community services division (to be renamed the community impact division under the new administration) said the division typically holds two such events a year to bring together community groups that meet each month.

"The big point is to get everyone together," Sgt. Ryan said recently, "to see what good

things have come out of these (monthly) meetings and see what we need to do and the city needs to do."

In the past, the event has offered special speakers. This time, the special speaker will be the new chief, who will outline his community policing reforms to an interested audience.

"What we can't afford to do is step back from the community policing efforts," said Lenny Ciuffredo, chairman of the Brown Square Crime Watch group. "There's nothing that deters crime like active participants, active neighbors and an active police force."

Mary Keefe, head of the Pleasant Street Neighborhood Network Center, said she was pleased to hear Chief Gemme had been appointed, as he has shared his visions for community policing before, she said.

"We've been hoping he'd be chief — actually for several years now," said Ms. Keefe, who was instrumental in helping the Pleasant Street area secure a federal "Weed and Seed" grant that has police and residents working together.

She said she has spoken to Chief Gemme before about his community policing plans, but he could never institute them because he wasn't chief, and because of a lack in funding.

She said she sees hope in his plans now.

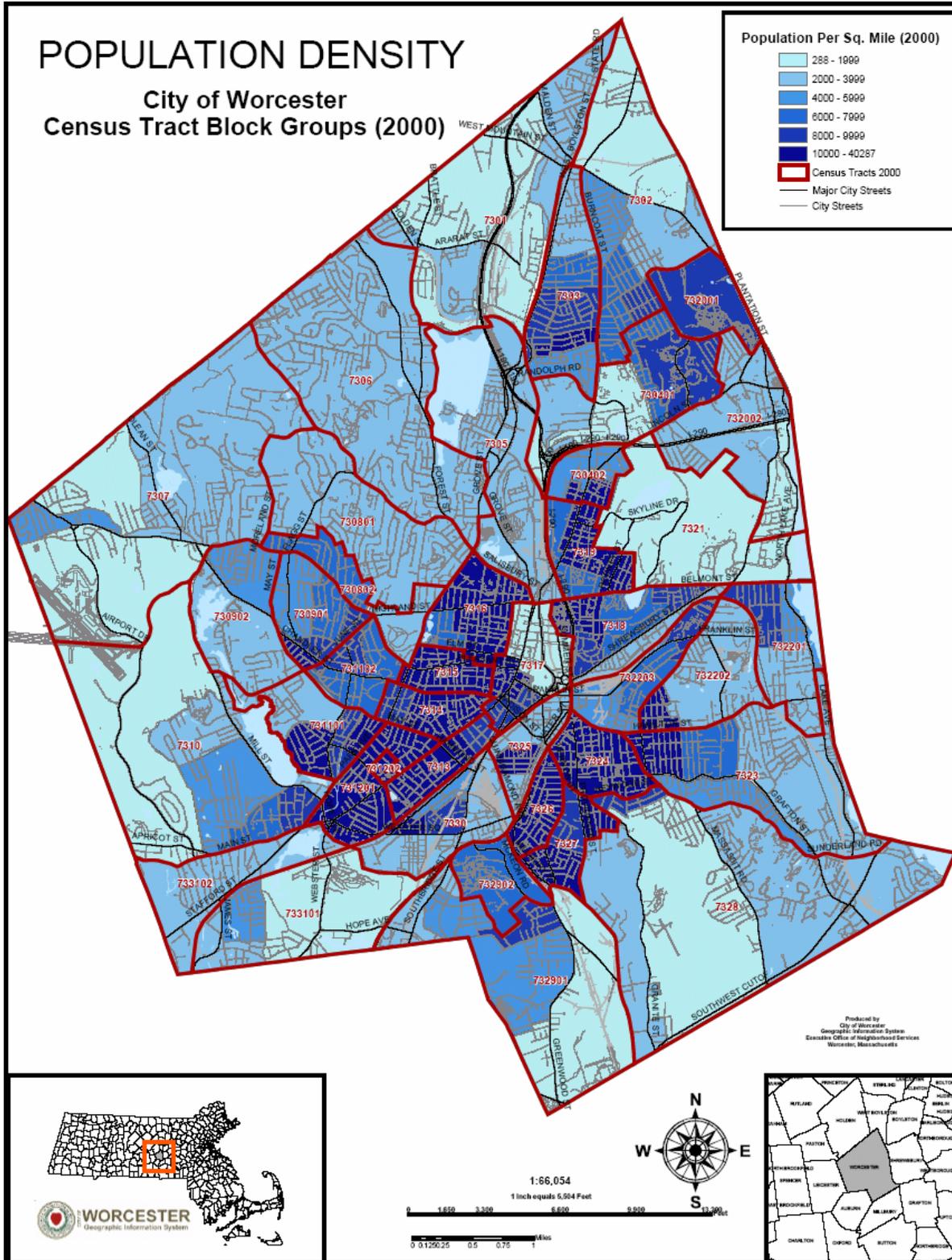
"It's going to make for really positive change in our city," she said. "I think (Chief) Gemme understands the neighborhoods and is committed to community policing."

Kevin Ksen, a community activist with Worcester Common Ground, said he was impressed with the chief's plans, but also with city officials' promises that Worcester will see change with a reorganization of city government and the transition in the Police Department.

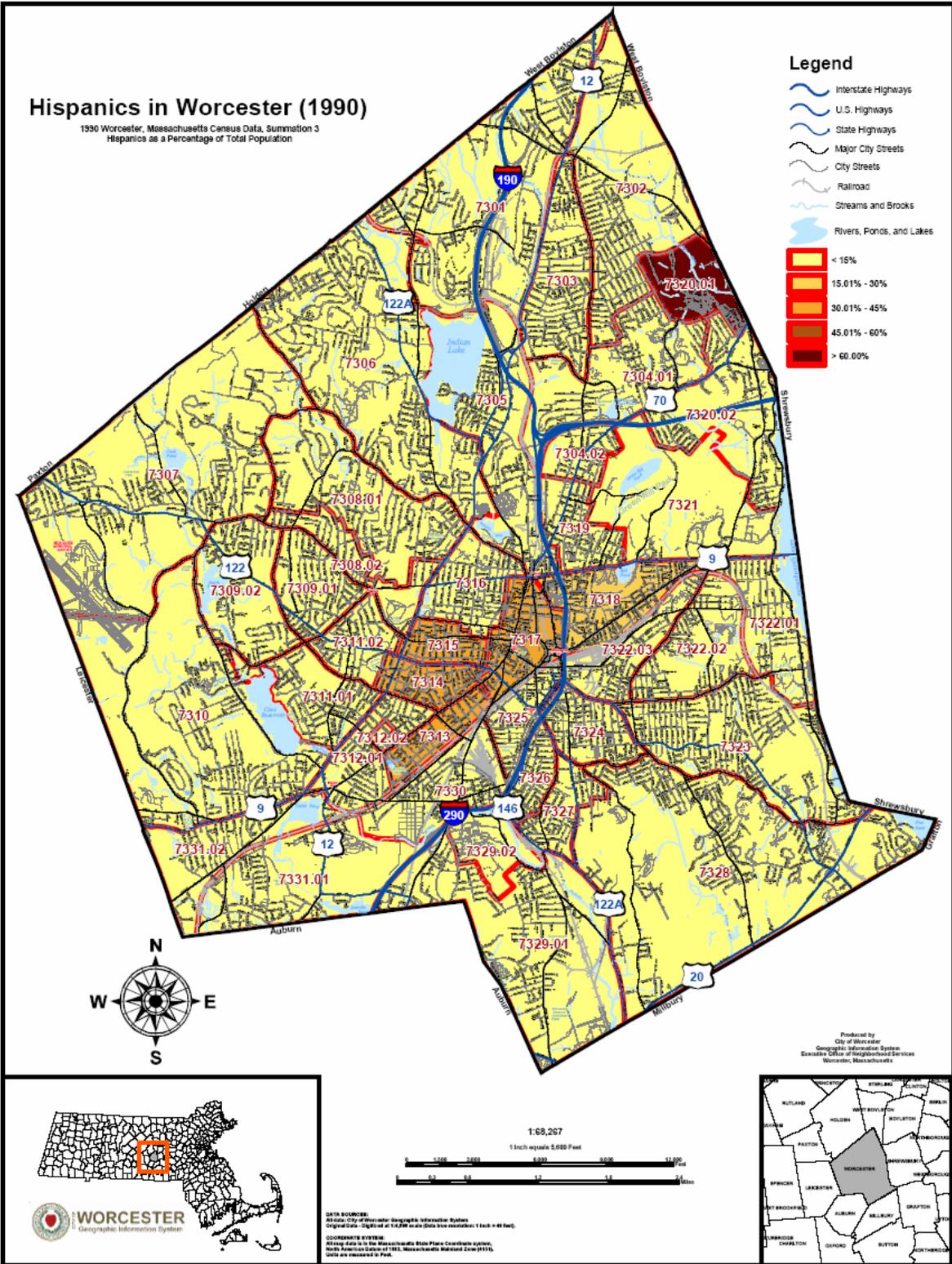
"It's been a long time coming; it seems city councilors are ready to let the chief do what he needs to do," said Mr. Ksen, who has been critical of the Police Department's lack of reforms before.

"Everyone's saying the same thing, and it's been a long time since everyone's been saying the same thing," he said. "I believe it this time."

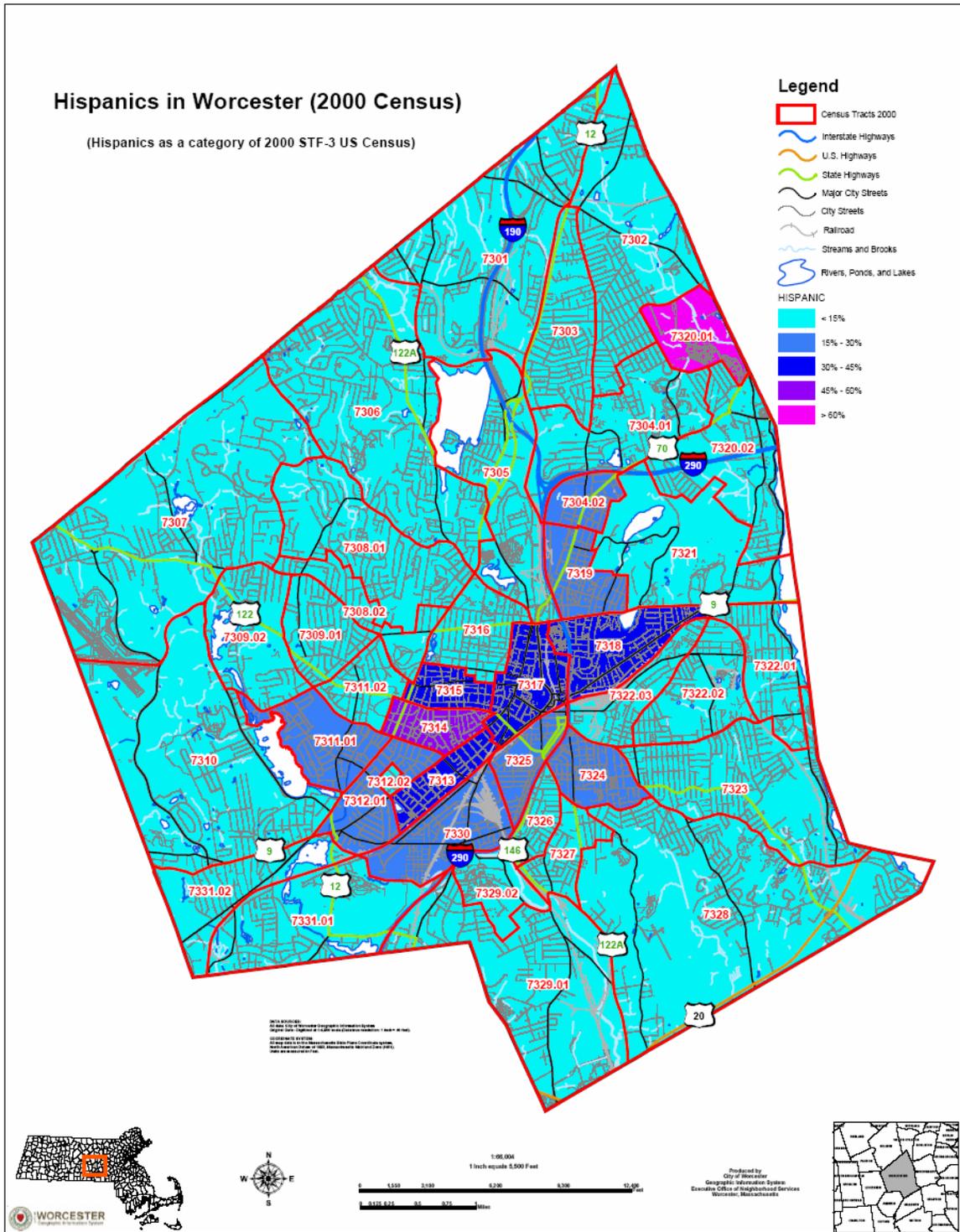
Appendix I.1: Worcester Population Density Map 2000 Provided by The Executive Offices of Neighborhood Services



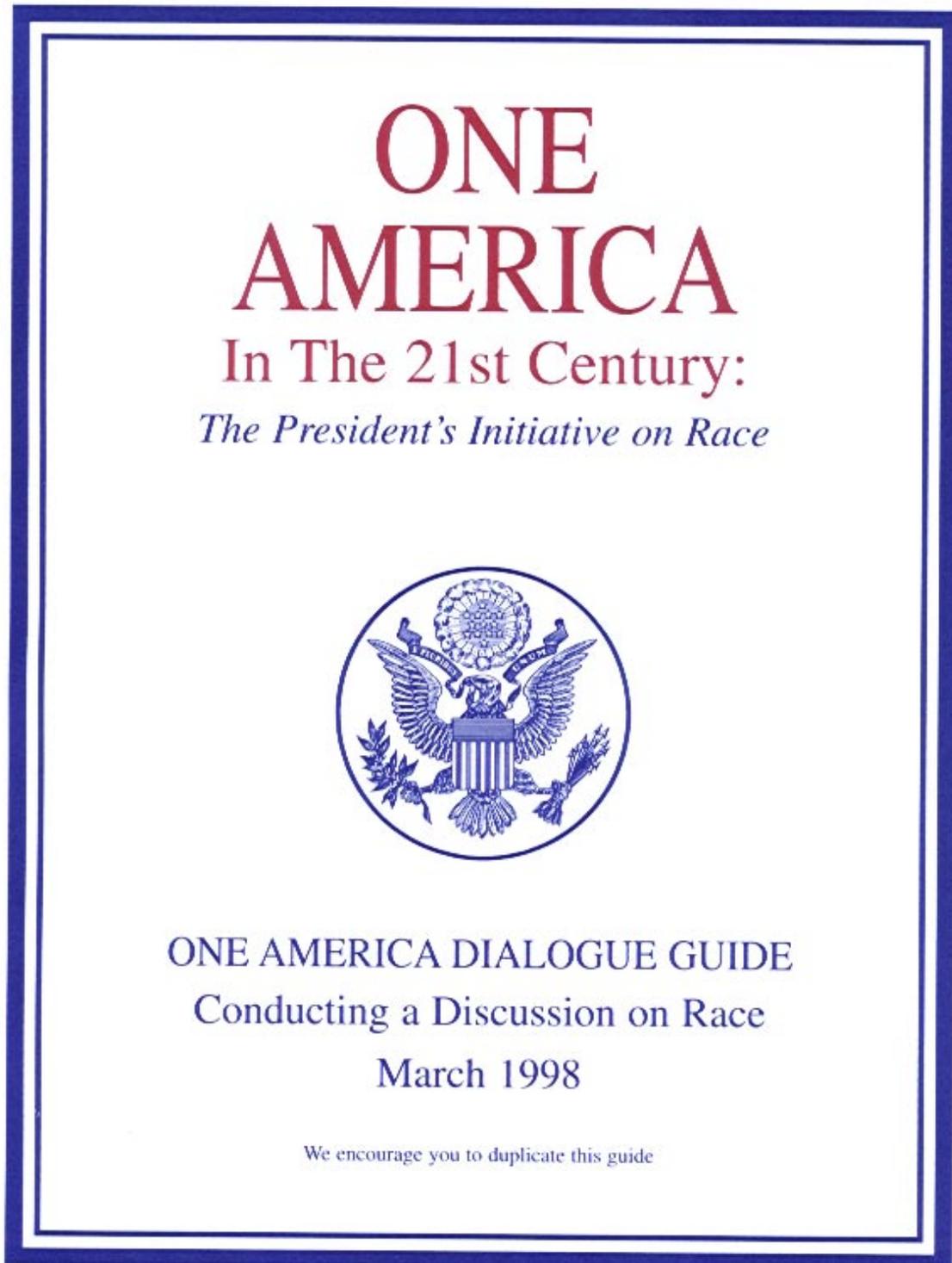
Appendix I.2: Worcester Latino Population Density Map 1990 Provided by The Executive Offices of Neighborhood Services



Appendix I.3: Worcester Latino Population Density Map 2000, Provided by The Executive Offices of Neighborhood Services



Appendix J.1: Cover of One America In the 21st Century: Presidential Initiative on Race



Appendix J.2: Introduction to One America by President Bill Clinton

THE WHITE HOUSE
WASHINGTON

March 13, 1998

Dear Friend:

Our nation was founded on the principle that we are all created equal. We haven't always lived up to that ideal, but it has guided our way for more than two centuries. As we enter the 21st century, we know that one of the greatest challenges we still face is learning how we can come together as One America.

Over the coming decades, our country's ethnic and racial diversity will continue to expand dramatically. Will those differences divide us, or will they be our greatest strength? The answer depends upon what we are willing to do together. While we confront our differences in honest dialogue, we must also talk about the common dreams and the values we share. We must fight discrimination in our communities and in our hearts. And we must close the opportunity gaps that deprive too many Americans of the chance to realize their full potential.

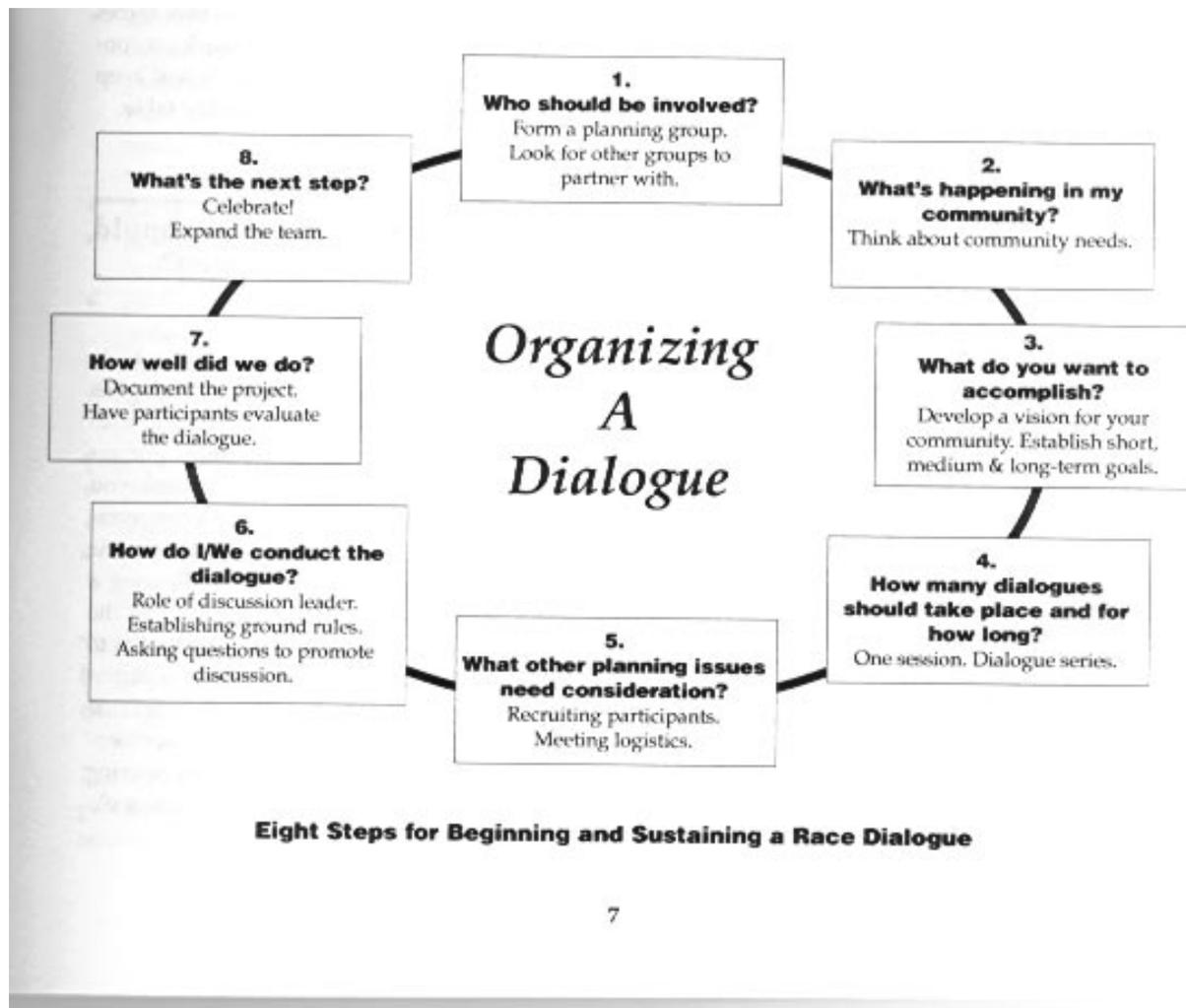
I hope that you find the information contained in this kit helpful for conducting dialogues in your neighborhoods, your schools, and your places of worship. Your views and ideas are very important to me, and I urge you to help me continue the national dialogue on race by taking a leadership role in your community. Together, we can build a stronger America for the 21st century.

Thank you for helping us to meet this most important challenge.

Sincerely,



Appendix J.3: Diagram from *One America* Describing Steps of “Organizing a Dialogue”



Appendix K.1: WCCA TV13 Mission Statement, History, and Services

WCCA TV13

Mission Statement: To ensure people have access to the use of a public forum through various channels of communication including technology and media with education and training resources.

History: WCCA TV13 has an illustrious history of innovation and achievement. WCCA has offered hands on television production classes and workshops since it was founded in 1986. The station hired Mauro DePasquale in 1990 and has since developed 3,000 individual and organizational members, expanded its holdings to include state of the art digital production equipment and studios and ownership of over 10,000 square feet at 415 Main Street, Worcester, MA. Kids Show, a WCCA TV production won a Central New England Video competition award in 1993, Music Fest won a national Telly Award in 2001, Worcester Informativo and Video Jam both placed 2nd and 3rd place in the ACM-NE Regional Video Competition Awards, Fisherman's Story finished 10th place out of hundreds in the North Hampton Film Festival 2003. WCCA TV has received the key to the city of Worcester and two proclamations of achievement from Mayors Raymond Mariano and Timothy Murray.

Services:

WCCA Community Produced Television: The station presents an average of 777 hours of first run non-repeated local originated programming each quarter. It has also initiated a number of targeted membership components which include KidsNet/Youth Channel, SeniorSpeak, a Regional Medical Society Series and Veteran programs. Programming also includes local news, educational, religious and a host of public informational and cultural presentations.

Technology Learning & Training Center: Technology training classes are currently offered in Basic Television Production, Basic Field Production, Adobe Premiere (digital editing), Web Browsing Basics along with periodic advanced workshops and seminars. In addition, the station offers comprehensive internships.

Community Computer Lab: The WCCA Community Computer Lab opened in May of 2004. There are four computers available for the public 27 hours a week. The lab computers are Pentium 4 systems each with 512 RAM and fast graphics cards. All of the computers are on the Internet through our high-speed connection. Each computer is loaded with the Microsoft Office suite, image-editing programs, 3D modeling applications, HTML editors, games and much more. The lab also has a scanner and shared printer. Use of the lab is always free, though prints are 25 cents per page.

KidsNet/Youth Channel: A year round youth program that offers television and multi-media production with project based hands-on learning in a real television studio. The program offers experience with field and studio cameras, production techniques, audio and lighting techniques, control room experience, digital and analog editing, script and storyboard techniques, on air talent experience, video and computer graphics, interviewing techniques, peer mentoring, career training and experience, individual and group projects along with field trips.

Revolution Worcester – documentary series: Each episode of Revolution Worcester will present a dramatic depiction of revolutionary events or concepts that found their birthplace in what is now known as the city of Worcester, Massachusetts. The concept for this series evolved from a community focus group collaborative, called "Conversations". Some of these events or concepts include the bloodless acts of revolt implemented by the colonists in Worcester on September 6, 1774, Robert Goddard's revolutionary work that gave birth to space exploration, the early industrial revolution, the sexual revolution and others. The first episode "Revolution Worcester: 1774" focuses on the day to day lives and experiences that inspired a collective revolt in Worcester, which ultimately culminated in the battles of Lexington and Concord.

Additionally, the station offers meeting space, video conferencing, a Main Street Art Gallery to support local artists, community events and distance learning.

Appendix K.2: WCCA TV13 Services Brochure

Memberships, Classes, Computer Lab, Meeting Space & More!

Your Story... Your Vision...

WCCA TV13 is television produced by the people, for the people and of the people of Worcester. The people are the heart and fiber of any city. WCCA is your window into Worcester's diverse community.

Memberships Available

- Individual Membership
- Community Producer
- Non-Profit Memberships
- Business Memberships

Call for benefits and rate schedule.
(508) 755-1880

Community Building Block

WCCA is a place where people come together to do more than create television programs. Through regularly scheduled community forums and program initiatives, WCCA brings people together to share, learn and work together to build a strong and vibrant city.

Classes & Workshops

- Basic Television Production
- Basic Field Production
- Adobe Premiere
- Web Browsing Basics
- Advanced Workshops/Seminars

Learn to produce your own show on state of the art analog and digital equipment. Hands on training with experienced professionals. Share your story, cultural experience or educate the public about the services, names and places that make our city great!

KidsNet/Youth Channel

- Year Round Programming
 - Experiential Project Based Learning
 - Positive Forum for Self-Expression
- Ages: 12-18

Participants gain "hands-on" experience in a real television studio, learn critical analysis, studio and field production, control room techniques, and editing as well as "on air" talent skills.



415 Main Street, Worcester, MA 01608

Computer Lab

Members and the general public are invited to use our new Windows PC's and 17" monitors with high speed net and access to a shared printer.

Whether you want to check your email, work on your resume or just let of steam with 3D gaming, WCCA's computer lab is here for you.

Internships

Build career skills through one of our comprehensive non-paid internships. Flexible hours. Scheduled assignments as needed by WCCA.

Potential assignments can include production assistance for assigned studio, field and post production projects as well as text applications, computer graphic design and web applications.

Additional Opportunities:

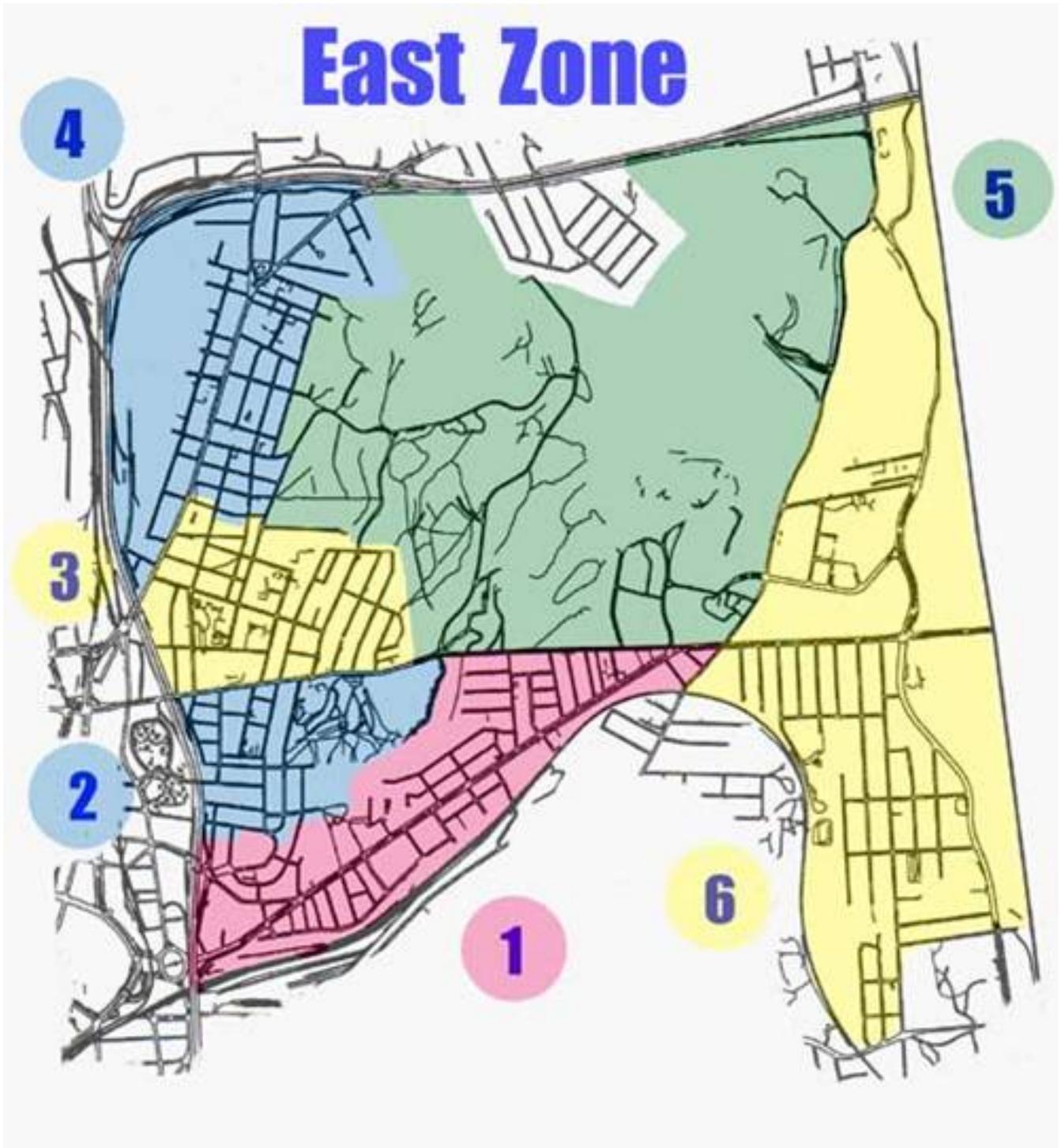
- Meeting Space
- Video Conferencing
- Art Gallery & Community Events
- Distance Learning

For More Information, Call (508) 755-1880 or visit our web site at www.wccatv.org

Appendix L.1: Worcester Police Department City Zone Map



Appendix L.2: Worcester Police Department East Zone Map



Appendix L.3: Worcester Police Department East Zone: Area 1 Incident Statistics

Police Incident Statistics

East Zone: Area 1

July 1, 2004 through September 30, 2004 Worcester

Police

Department

Gary J. Gemme
Acting Chief

	INCIDENT COUNT	SOURCES OF INCIDENTS		TIME OF I	
Total Police Incidents	673	Dispatched Calls	515	9 am-12 noon	82
Average Daily Incidents	7.3	Walk-in Reports	0	Noon- 3 pm	89
		Tel. Records Bureau	8	3 pm- 6 pm	92
		Patrol-initiated	150	6 pm- 9 pm	90
Number of Arrests	30	Other WPD-generated	0	9 pm-12 mid	117
				Mid - 3 am	106
				3 am- 9 am	97

Summary of Offenses

INCIDENTS BY DAY OF THE WEEK

Sun	Mon	Tue	Wed	Thu	Fri	Sat
87	93	89	80	90	107	127

CRIMES AND OTHER POLICE INCIDENTS BY CATEGORY

<u>Assault and Related</u>		<u>Breaking and Entering</u>	16
Murder	0	Residential	14
Aggravated Assault	5	Commercial/other	2
Simple Assault	9		
Threatening	3	<u>Larceny</u>	30

Appendix L.4: Worcester Police Department 2003 Latino Crime Statistics

Worcester Police Department, Crime Analysis Unit

Summary of Arrests

Calendar Year 2003

Total Arrests by Worcester Police		2,273		
Out-of-town arrests:	38			
Total Arrests Processed by Services Division:	2,311		Days	822 36.2%
			First-half	929 40.9%
			Last-half	522 23.0%
			Unknown	0
Different Persons Arrested:	1,719			
Repeaters:			<u>Ages of Arrestees</u>	
Arrested 2 times	252		Under 17	249 11.0%
Arrested 3 times	79		17 - 19	292 12.8%
Arrested 4 times	23		20 - 24	545 24.0%
Arrested 5 or more times	16		25 - 34	723 31.8%
			35 - 44	349 15.4%
			45 & over	115 5.1%
			Unspecified	0
<u>Gender</u>				
Male	1,928	84.8%		
Female	327	14.4%		
<u>Race / Ethnicity</u>				
White	0	0.0%		
Black	0	0.0%		
Hispanic	2273	100.0%		
Asian	0	0.0%		
Amer Indian	0	0.0%		
Unspecified	0	0.0%		

Arrests and Charges Filed

(In Categories of M.G.L. Violations)

	<u>Arrests with This Charge</u>			<u>Total Charges</u>
	<u>Total</u>	<u>Female</u>	<u>Juvenile</u>	
Murder, manslaughter, attempted murder	11	1	2	13
Assault & battery/aggravated assault	421	53	30	490
Simple assault, harrassment, threatening	3	0	1	4
Violation of restraining order	15	1	0	21
Sexual assault, including rape	8	0	0	11
Armed robbery	26	2	2	30
Unarmed robbery	2	0	0	2
Home inv., burglary/assault, carjacking	6	0	0	7
Elder abuse & related	0	0	0	0
Breaking & entering	76	5	11	84
Larceny, except motor vehicle, n.e.c.	67	9	9	84
Shoplifting	113	28	18	128
Fraud, bad checks, counterfeiting	7	1	0	7
Motor vehicle theft	33	2	2	40
Vandalism, malic. destruction of property	77	6	12	93
Arson	0	0	0	0

Appendix L.5: Worcester Police Department 2003 City Crime Statistics

Summary of Arrests

Calendar Year 2003

Total Arrests by Worcester Police	6,482		
		<u>Gender</u>	
		Male	5,127 79.1%
		Female	1,304 20.1%
Different Persons Arrested:	5,154		
Repeaters:		<u>Ages</u>	
Arrested 2 times	599	Under 17	568 8.8%
Arrested 3 times	190	17 - 19	717 11.1%
Arrested 4 times	67	20 - 24	1,407 21.7%
Arrested 5 or more times	30	25 - 34	1,838 28.4%
		35 - 44	1,368 21.1%
		45 & over	580 8.9%
		Unspecified	4

Arrests and Charges Filed

(In Categories of M.G.L. Violations)

	<u>Arrests with This Charge</u>		
	Total	Female	Juvenile
Total			
Charges			
Murder, manslaughter, attempted murder	24	2	4
30			
Assault & battery/aggravated assault	1,446	207	100
1,634			
Simple assault, harassment, threatening	20	3	2
Violation of restraining order	58	3	0
74			
Sexual assault, including rape	23	0	0
35			
Armed robbery	73	6	6
89			
Unarmed robbery	2	0	0
2			
Home inv., burglary/assault, carjacking	13	0	2
16			
Elder abuse & related	0	0	0
0			
Breaking & entering	194	13	28
218			
Larceny, except motor vehicle, n.e.c.	220	30	25
263			

Appendix M: Template for Video Collection Index

LOPEZ, DARYSABEL

Date: 11/09/2004

Age: 20-30

Nationality/Origin: Puerto Rican Born

Sex: Female

Video Duration: 45 minutes

Notes:

Education: 2:00— 12:00 min, 20:10—26:50

Discrimination: 12:55— 15:00 min

Law Enforcement: 23:30— 24:20 min, 34:00— 36:10 min

Suggestions and General comments: 25:40— 29:15 min, 33:00— End

Appendix M: Contacts List

NAME	EMAIL	TELEPHONE	ORGANIZATION	POSITION
Jorge Luis Sulsona		508-453-4717	First Class Language Services	Translator/Marketing
Kathy Hunter				
Kerri Sandberg	ksandberg@unitedwayem.org	508-757-5631	United Way of Central Massachusetts	Director of Volunteers
Lori Kruschski				
Lori Ross	ross@clark.edu		Clark University	Professor
Luis Ojeda	lojedear@yahoo.com	508-753-3377	Boys and Girls Club	Teen Director
Maria Boone				
Maria Del Ryo			Worcester State College	Latino Educational Institute
Mauro DePasquale	mauro@sevenangelsmedia.com	508-755-1880	TWCCA 13	Executive Director
Michelle Booth			United Way	
Monica Escobar Lowell	lowellm@umhc.org	508-334-7640	Umass Memorial	Community Relations, V.P.
Olga Roche			DSS	Area Director
Orlando Rodriguez	Orod@centrolasamericas.org	508-798-1900 ext. 225	Centro Las Americas	Executive Director
Patsy Lewis			Worcester Community Action Council	Director
Paul LaCava			City (No longer)	
Rachel Shea			Clark University	Reference Librarian
Randy Feldman		508-792-1202	Attorney At Law	Immigration Lawyer
Ray Mestre				
Robertta Schaeffer			City Research Bureau	Research Contact
Ron Hadom			Boys and Girls Club	Executive Director
Rosa Abraham		774-239-5226	Center de Immigrante	Social Service Provider
Sara Trillo Adams		508-756-6676	Central Mass Altec	Project Director
Sarah Michaels			Clark University	
Tony Miloski		508-799-1400	Department of Neighborhood Services	
Wilson Cleivy			Pan American Institute	
Zolla Torres-Feldman			Great Brook Valley Health Center	Director

6 Bibliography

- Beem, C., The Necessity of Politics: Reclaiming American Public Life, University of Chicago Press, Chicago, 1999. As cited in Smith, Mark K., "Social Capital," The Encyclopedia of Informal Education, 2001.
< www.infed.org/biblio/social_capital.htm >
- Bickman, Leonard, and Debra J. Rog, Handbook of Applied Social Research Methods, Sage Publications Inc, Thousand Oaks, CA, 1998.
- Holstein, James A., and Jaber F. Gubrium, The Active Interview, Sage Publications, Inc., Thousand Oaks, CA, 1995.
- Krueger, Richard A., Focus Groups, Sage Publications Inc., Thousand Oaks, CA 2000
- Kvale, Steinar. Interviews, Sage Publications, Inc. Thousand Oaks, CA, 1996.
- "Latino Population: Demographic Information" Latino Cardiovascular Health Resources.
< http://www.nhlbi.nih.gov/health/prof/heart/latino/lat_pop.htm> (October 10, 2004)
- "MassStats," (all data from US Census Bureau), < <http://www.massstats.com/>> (26 September 2004).
- Montañez, Ricky C. Bro. "Tracing my Assumptionist Roots" March 10, 2004,
<<http://www.assumption.us/headlines/RickyProf/article.htm>> (October 6, 2004).
- Putnam, Robert D., Bowling Alone: The Collapse and Revival of American Community, Simon & Schuster, New York, 2000.
- Southwick, Albert B, Once Told Tales of Worcester County, Worcester MA: DataBooks, 1994.
- "The Mauricio Gastón Institute for Latino Community Development and Public Policy"
<<http://www.gaston.umb.edu/about/about.html>> (September 29, 2004).
- "Top 10 Cities for Hispanics to Live In," (online magazine, July/August 2003), <
http://www.hispaniconline.com/magazine/2003/july_aug/Features/top10-2.html>
(26 September 2004).
- "Top 10 Cities for Hispanics to Live In," (online magazine, July/August 2004), <
http://www.hispaniconline.com/magazine/2004/jul_aug/Features/top10-1.html>
(26 September 2004).

Torres, Andres and Lisa Chavez. "Latinos in Massachusetts: An Update," (listed under "Publications List" November 1998, < <http://www.gaston.umb.edu/publications/>> (26 September 2004).

Torres, Roberto E., (Ph.D.) Chartbook on Health of Latinos in the Midwest, JSRI Research Report #3, The Julian Samora Research Institute, Michigan State University, East Lansing, Michigan, 1990.

United States Census Bureau, "Hispanic and Asian Americans Increasing Faster Than Overall Population," June 14, 2004, < <http://www.census.gov/Press-Release/www/releases/archives/race/001839.html>> (15 September 2004).

Uriarte, Miren. Latinos in Boston : Confronting Poverty, Building Community. Boston: Boston Persistent Poverty Project, Boston Foundation, 1993.

Winston, Judith A., One America In The 21st Century: The President's Initiative on Race, Community Relations Services, Department of Justice, ©1998.

"Worcester Latino Coalition," Office of Community Programs
<<http://www.umassmed.edu/ocp/wlc/>> (October 6, 2004).