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Community-Based Research in LaGrange, KY

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Community-Based Research in LaGrange, KY

A Capstone Experience/Thesis Project

Presented in Partial Fulfillment of the Requirements for

The Degree Bachelor of Arts with

Honors College Graduate Distinction at Western Kentucky University

By

Kathryn Crimm

Western Kentucky University

2011

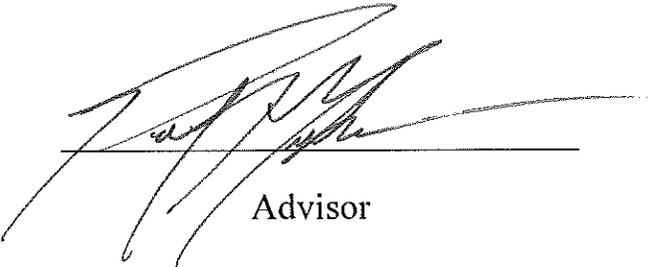
CE/T Committee:

Professor Paul Markham

Mr. Terry Shoemaker

Mrs. Lindsey Westerfield

Approved By

A handwritten signature in black ink, appearing to read 'Terry Shoemaker', is written over a horizontal line. The signature is stylized and cursive.

Advisor

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Citizenship and Social Responsibility

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ABSTRACT

This project focuses on the Hispanic community in LaGrange, KY. It is a community-based research project, which includes participants in as many steps of the project as possible. The Hypothesis was that the skills and knowledge-bases of the community can be used to alleviate the issues they face. An Asset-based survey was used to acquire a quantitative analysis of the skills that exist in Hispanic population of LaGrange. The asset-based survey asked participants to answer anonymous questions about their job experience, skills, and passions. An internship at Nuevo Amanacer Baptist Church aided in the research of this project. Working within the congregation provided a way to actively and consistently participate in the community. Community partners are crucial with this project. Partnerships were forged with LaGrange Elementary, Immaculate Conception Catholic Church, and Nuevo Amanacer Baptist Church. These institutions are involved with many different aspects of the Hispanic community. They work to meet holistic needs of the residents. Interviews with workers in these institutions were held to record issues that face the Hispanic population of Lagrange: language barriers, culture clash, teen pregnancy, high drop-out rate, illiteracy, and job loss. An understanding of the assets uncovered by the survey will be used to create sustainable programs by the community partners to alleviate issues that plague the Hispanic population of LaGrange, KY.

Keywords: Community-Based Research, Community Development, Asset-Based Research, Asset-Based Survey, Hispanic populations

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I would also like to thank the congregation of Nuevo Amanecer. Thank you for allowing me to be a part of your family. I enjoyed learning and growing with you, and wish you all the best. For translator of the survey: Your help went far beyond understanding the Spanish language, but helped me understand the culture. Thank you for allowing me to take part in your community's life. To the staff of LaGrange Elementary, thank you for letting me observe your policies and taking part in your fall 2010 open house. The service providers interviewed: Jon Young, Dr. John Finch, Jorje Corral, Monica Dominguez, and Frank Villalobos. Your openness and honesty made this possible.

And finally, thank you to the individuals surveyed: Your skills make all the difference in this project. Thank you for sharing them with me.

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I. Introduction

Conducting a research project for a community by participating in their day-to-day activities is not a new concept. Anthropologists conduct this type of research, known as participant-observation. There is a lot to be gained from this type of research, and it has an important role in understanding how a distinct group of people function. But, to impact a people group and aid in building a better community requires more than just being a part of the community for a time and then leaving. It requires the people themselves. Community-Based research (CBR) does just that. It engages members of the community to be a part of every step of the research process. This methodology results in understanding the interworking of a culture, of the issues they face, and incites change that can be sustained.

The Community-Based research method looks similar to other research methods. There is an initial question followed by research, hypothesis, testing, results, and dissemination. What makes Community-Based Research different is the intentional inclusion of members of the community in each step of the research process. In this project's case, that community is the Hispanic population of LaGrange, KY. The researcher had a weekly commitment to serve in the local Hispanic Southern Baptist Convention mission church, contacts in the local elementary school and Catholic Church, engaged in social and communal gatherings, and made personal connections in order to understand the interworking of said community. All of these factors aided in becoming a participant-observer, and served to generate trust so members of the population would feel comfortable in taking part in the research process.

Members of the Hispanic population were integrated into each step of the research. This project was conducted on a small scale for undergraduate research, but attempted to enact the

principles of CBR throughout the project. Listed below is the research method and how members of the Hispanic community of LaGrange were incorporated.

- Asking questions: Service providers in the community were interviewed. Relationships were made to understand the daily lives and struggles.
- Hypothesis: The skills, knowledgebase's, and concerns of the Hispanic people can be utilized to help alleviate the issues (see section III).
- Data Collection: A survey was assembled according to suggestions by community service-providers and distributed during community events and translated by members of the community.
- Analysis of the results: done by the researcher.
- Dissemination: Findings and suggestions were discussed with community leaders.

II. The Hispanic population of LaGrange

Interest in inciting sustainable change began this Community-Based research project in the Hispanic community of LaGrange, KY. A thorough understanding of the population LaGrange is essential to consider a change for the future. LaGrange is the county seat of Oldham County, about 20 minutes outside of downtown Louisville. It was founded in 1827, and in the 2009 census had a population of 6,553 people. Here is the location of LaGrange in the context of the Great Louisville metro area: [see figure 1.1]

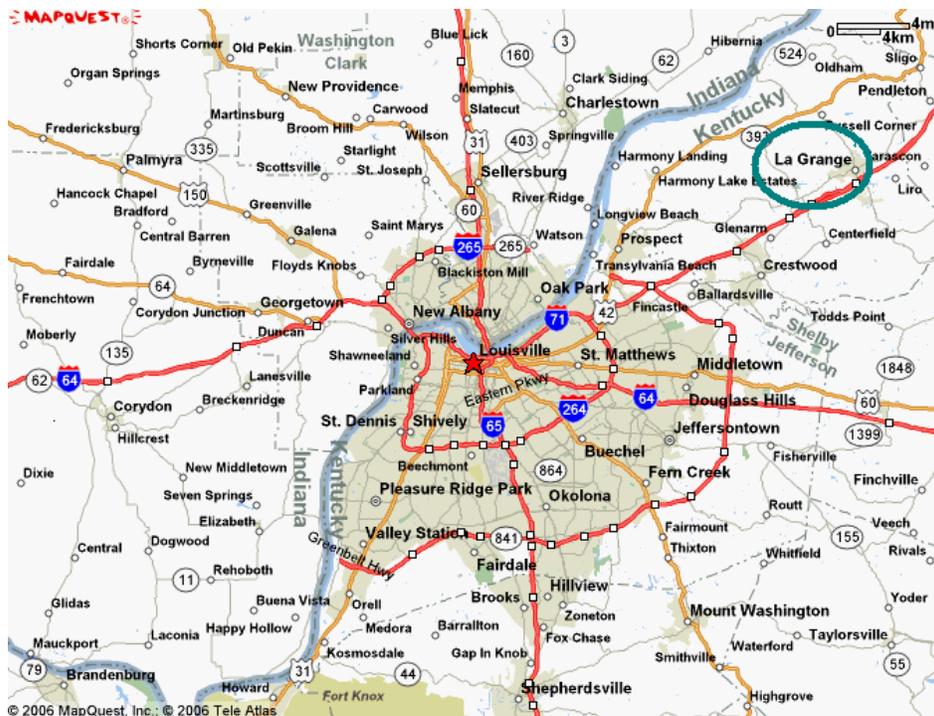


figure 1.1

The specific group of people that this research project is concerned with is the Hispanic population of the city. A major challenge to this project is the anonymous nature of the population. The political implications of claiming official residency, when many members of the populace are undocumented in the United States make statistics and numbers extremely difficult to come by. That, coupled with the culture clash, make a research project challenging.

Culture clash occurs in this community when an outsider unfamiliar with language and customs seeks to ingratiate themselves into lives of families. Misunderstandings of meanings and intentions occur on the side of the Hispanic community and the side of the outsider seeking entry into their established enclave. It takes time and patience to prove to families that they can trust an outsider with their personal information.

Interviews with not-for-profit service providers and personal interaction were relied upon heavily to gather data in light of the challenges conducting research that this community presents. The not-for-profit service providers interviewed are documented citizens of the United

States, and have worked with the Hispanic population for more than a year with no intention of leaving the community. Most importantly, they are involved in providing services to the Hispanic neighborhood, have been for many years, and will continue to do so.

The majority of the project's effort has been focused on is in the Copperstone Pointe trailer park. This is the main residential area of the Hispanic community. The local Elementary school, LaGrange Elementary, is about 2 miles away and serves most of the families that were surveyed. The school serves forty to forty-five families according to Jorje Corral, former ELL (English Second Language) Coordinator for the school.

Knowing the number of the families that live in LaGrange is crucial because the family unit is the most important component of the Hispanic Community. In the time spent within the society, the researcher did not encounter a single adult living on his/her own. The average household contained the nuclear family and, more often than not, cousins, aunts, uncles, and/or friends. This is because of the nature of immigration within the Hispanic community. Some members of a family unit are documented; some are undocumented. A tight-knit support system of family and friends developed to care for each other in circumstances concerning citizenship. A majority of the families are from Mexico and Guatemala, and as nuclear families settle extended family comes from these and other countries to start a new chapter of their lives in America.

In order to further understand LaGrange's unique population, a brief account of their history is needed. The Hispanic community of LaGrange has seen tremendous growth in the past twenty years. Frank Villalobos is the deacon at the archdiocese of Louisville in charge of Hispanic ministries. He began his ministry in LaGrange about ten years ago, and served the population as it has grown. According to Villalobos, the Hispanic population has experienced significant change in its demographics. Twenty years ago, the Hispanic population was made up of just

men, searching for job opportunities. As time passed, men began making enough money to support others. Villalobos describes this transition succinctly: “Demographics have changed; families come and set down roots.” Indeed families have made the journey to LaGrange. Some members came for a few months, years perhaps, and invited other members of their kinship groups to join. Family units are settled, with separate members coming in and out according to need.

The result from this growth is a strongly connected community, as it has needed to care for new members coming in and out. There is strong connection within the safeguards of the community. A product of this kind of inter-communal protection is a strong distrust of outside intervention. It is a defense mechanism, against the language and political barriers that are a perceived threat to families and livelihoods.

The settlement pattern of LaGrange corresponds to national patterns of Hispanic immigration. This project is not a study of Hispanic immigration, documented or undocumented, in the United States. However, it is important to understand this sociological topic gain further comprehension of the LaGrange Community. Immigration is instigated by a need for a strong economy and lucrative job market. The construction business in Oldham County boomed in the past twenty years, leading to more jobs. Employers hire Hispanic immigrants because they will work for less money and they bring strong work ethic, faith, and family values. Once Hispanic individuals (usually men) find the jobs in the area to be stable and the area suitable for settlement, families are invited to join their husband, fathers, uncles, and grandfathers. Immigration of all nationalities follows this pattern. Hispanic immigration in the United States in particular follows this pattern to a large degree because of geographical proximity and suffering economies in home countries. The numbers of Hispanic immigrants have surpassed numbers of

other immigrants in the United States. According to the 2010 census, the Hispanic population constitutes 16.3% of the United States population, up 43% from the 2000 census (United States Census 2010). Kentucky's Hispanic population makes up 3.1% of the total population, which is up 121.6% from the 2000 census (United States Census 2010). Hispanics may constitute up to 25% of the UNITED STATES population by 2050 (Huntington). This leads to Hispanic communities formed in cities all around the country. Enclaves are developed as families move into communities, and provide other Hispanic families with services.

This has occurred in the Hispanic community of LaGrange. Families have moved in and created a network to help and serve each other in the face of a new culture. An enclave has been established, where families look to each other for help with the issues they face as they adjust to life in the United States.

III. The Issues

Though the strong family ties of the Hispanic community serve to safeguard its members, it directly impacts the LaGrange community at large. There is a segment of the city that lives, works, and is educated within the city limits, but is separated by cultural, linguistic, and political barriers. There are very pointed issues that keep the Hispanic population in need. Six individuals from three different institutions were interviewed to understand the issues facing the Hispanic peoples of LaGrange.

-Monica Dominguez: Hispanic Ministries Coordinator at Immaculate Conception Catholic Church.

-Jorge Corall: former ELL Coordinator for LaGrange Elementary School

-Frank Villalobos: Deacon of Archdiocese of Louisville, Hispanic Ministries Coordinator

-Dr. John Finch: Principle LaGrange Elementary School

-Jon and Brooke Young: Senior minister and wife at Iglesia Batista Nuevo Amanacer (New Morning Baptist Church)

These community organizers and institutions were chosen for a number of reasons. All of them are well-established in the community. They have served for many years and have gained trust of the Hispanic population. They also serve holistic needs; material, physical, relational, educational, and spiritual in the case of the religious bodies. These institutions do not just give immediate need but search to grow sustainable progress in the community. This means that they search to provide education, develop skills, and in the case of Immaculate Conception and Nuevo Amanacer, spiritual health. These are institutions that do not seek to patch up issues and then ignore them; they seek to better people's lives in the most sustainable way possible. This meets a basic tenant of Community-Based Research and fit in with the intended result of this project: to help relieve the issues faced by the Hispanic community of LaGrange.

Service Providers were asked the same question: What are the main issues facing Hispanic families of LaGrange, KY? The full answers of the service providers are as follows:

1. Dr. Finch

-Language barrier, because the Hispanic community is very collectivist. New language skills are not necessary for survival. Communicating with anyone else outside the community is very difficult.

-Parents feel like they don't have skills to add to add to education of their children.

-Lack of computer skills with parents.

2. Monica Dominguez

-New immigrants face the issue of the language barrier. The new immigrants spend time getting accustomed to a new culture, playing catch-up to other immigrants that have been in the

community a longer time. Children are learning English faster than parents and the adults in the community fall behind. The parents strive to keep old culture alive and accept new American culture and English Language, creating a struggle to find common ground.

-Adults are eager to learn English. However availability of classes, money to pay for classes, and no free time to take classes are roadblocks.

-Transportation is an issue in general. Most families have one vehicle for job commutes. The rest of the family unit is left at home.

-Technology is an issue in general. Everybody has a cell phone, but few families have a computer.

-Support at home for children's education is an issue. Parents can't help their children because of the language barrier.

-Jobs are hard to find. Little to no development of marketable skills and lack of higher education creates difficulty in finding jobs.

3. Jorge Corall

-The main obstacle is the language barrier, especially for mothers. Doctors don't understand what they or their family needs. Men face this obstacle in their workplace, but can acquire English skills by osmosis. Women are starting to venture outside the home more and more, but are held back by lack of English language skills.

-The same issues that face non-Hispanic residents of LaGrange face the Hispanic community: It is difficult to find employment in the job market. Those who do have jobs take the vehicle to work, usually work late, and the rest of the family unit is stranded.

-Children do not receive educational reinforcement at home because parents do not have language skills to help with homework. By the time children reach second grade, they are

already behind in reading and comprehension skills. This is why there is a high drop-out rate in the Hispanic community.

4. Frank Villalobos

-For documented immigrants:

-What church should they go to, and do they offer services in Spanish?

-Difficulty with keeping culture and heritage alive in new American Culture

-For undocumented immigrants:

-Schooling for children

-Finding medical and social services

-Finding jobs

-Language for younger immigrants, because they are used for translation by older members of the community. Older people get by because they speak Spanish to each other.

5. Jon Young

- Language/cultural barrier for first generation Hispanics. Many first generation Hispanics don't learn English and don't immerse themselves in American culture. This leads to a wide disconnect with and much misunderstanding of what is going on in community life (i.e. police, school-system, community functions, etc.)

- Immigration reform: many in the Hispanic community are worried about what changes may occur if SB6 is passed

-Legality

- Educational barriers: Many come with little education and few work skills that are translatable to the American context, but many adapt well though and learn new job skills.

Many different issues were observed by the different service providers in their different roles. The issues communicated by the service providers can be distilled into three categories:

1. Language: Difficulty with the language barrier between Spanish and English.

Communication with employers, doctors, and teachers keep people struggling to make money, stay healthy, and grow in education.

2. Employment: The job market is difficult for everyone, especially for the Hispanic population that does not have the documentation or language skills to succeed.

3. Use of technology: lack of transportation, computers, and computer skill keeps the population marginalized.

Compiling the issues into three major categories make it easier to understand and tackle them. This does not mean that they are completely separate from each other. All of these issues are interconnected. They create many complications for Hispanic people to live comfortably, further themselves and their community, and integrate into the larger LaGrange community. The language barrier is one of the main issues as it affects every encounter with individuals who are not a part of the Hispanic enclave. It is perpetuated by consistent use of Spanish within the tight-knit community, creating a safe haven for the language to survive and thrive within a larger community that speaks only English (Huntington). LaGrange Elementary School has witnessed this phenomenon and attempts to meet the needs of the numbers of ELL (English Language Learner) students. LaGrange elementary has implemented ELL classrooms just within the past five years. Teachers have been encouraged to acquire specific licensing teach English as a second language. One program LaGrange teachers can participate in is ELLA (English Language Learners Academy) with the Ohio Valley Education Cooperative (OVEC). The elementary school intentionally clusters ELL Students with OVEC teachers and peers that do not speak

Spanish. It is difficult to attain statistics of proportions of LaGrange that speak both Spanish and English, one more than the other, some of both, or only one language. LaGrange Elementary programs centered on the Hispanic community and the expertise of all service providers interviewed attest to the overwhelming Spanish and English barrier.

What this means for the greater LaGrange community is a section of the city that is cut off from the rest. LaGrange is a city with dual languages and cultures that do not interact with each other (Huntington). This creates animosity and violence between the divided cultures. Racial stereotypes are encouraged. The economy is burdened by numbers of people that do not have the skills to contribute to jobs and shop at stores outside of their language barrier. The educational system is burdened with children that are striving but do not have the means to succeed. The medical system is burdened by citizens that need care but can't communicate what kind of care is needed. Economic, educational, and medical stresses stunt development of LaGrange. They also hinder Hispanic citizen's ability to thrive.

The Language barrier feeds into other issues mentioned by service providers. Education for children is hindered because homework assignments and parent/teacher relationships suffer from the inability to communicate in one language. This leads to Hispanic students falling behind their peers and leads to a high drop-out rate. During the nine month period of research, the researcher came across two youths that contemplated leaving school to find a job. An even greater number did not consider going on to higher education. Three youths were pursuing higher education, but were the only members of their families that even attempted to attend a college or university. This is a major concern for the future of Oldham County's workforce. A growing unskilled, uneducated portion of the population will strain Oldham County's job market.

Social implications of language barriers must not be over-looked. Youths are caught between their Spanish-speaking social groups and non-Spanish speaking social groups, and are often relied upon to bridge the two. Hispanic youth are by no means completely ostracized from their non-Hispanic peers. There is intermingling of the two social groups from years of schooling together. But by in large the language barrier separates students in classrooms from LaGrange Elementary, to peer groups in public middle and high schools, to separate youth groups in Spanish and non Spanish speaking congregations. It is clear that the lack of language skills in the adult population impede their family's well being. What must not be forgotten is the affect the Spanish-English gap has on young Hispanics and their identity. To speak English means incorporation into larger society, but not speaking Spanish rejects Hispanic roots.

Another factor hindering assimilation is the afore-mentioned constant turnover within the Hispanic population. Stephen P. Huntington notes this national phenomenon by stating "Spanish speakers are continually being replenished by newcomers faster than can be replenished" (Huntington). The LaGrange population is more sedentary than average communities according to Huntington. Popular jobs are not migrant-based (agriculture, equine care), which is what Huntington focused on. However, research observations did witness two family units and one individual move in a span of six months. These were established members the church Nuevo Amanecer. There was little warning and the transition happened quickly. Families in LaGrange may not move as Huntington observed, but there is a sense of disconnect from place. The main priority is job and family security for Hispanic parents. It was difficult for individuals to leave, but connection to the city did not stop them from moving on. Therefore, it is a possible hindrance that members of the community will not stay around for connection to the community.

Service providers also expressed that technological difficulties are an issue greatly affecting the researched population. Lack of computers and transportations was cited as keeping the Hispanic peoples from adequately finding educational and occupational opportunities. Oldham County's job market requires transportation and internet access. This in addition to a lack of job opportunities in the Oldham Country job market, lack of language skills and the consequential hindrance in education all combine together. Without these key tools, members of the Hispanic population are falling behind and will continue to fall behind the larger population.

IV. The Service Providers

Collaboration between researcher and community members is crucial in Community-Based Research. Including successful and trusted institutions promotes the ultimate goals of sustainable social change. The three main institutions and the representatives from those institutions were interviewed to understand their specific roles in the Hispanic community, and will be utilized in implementing the results of this research along with the other members of the community. These three institutions were chosen because of their recognized and trusted role in the lives of Hispanic peoples of LaGrange. The Hispanic population in LaGrange has obstacles that keep its members from surviving and thriving within the larger LaGrange society. Nuevo Amanecer, Immaculate Conception Catholic Church, and LaGrange Elementary School work to meet material, emotional, relational, and/or spiritual needs of a specific population. Meeting multiple needs of individuals is an important goal to seek in Community-Based Research because serving multiple needs has a deeper and more holistic understanding of the local issues. This can translate to implementing community development strategies that will create sustainable change in people's lives. As mentioned in the introduction, sustainable change is a major goal of community development.

The Process of Power Mapping was used to find individuals that would aid in this CBR project. Power Mapping is the process of locating individuals that play highly influential roles in the lives and services of the community. Including these powerful individuals and their perspective institutions can strengthen their capacity to analyze and implement the data found by CBR to strengthen their goal of social improvement for the people they serve (Strand). Utilizing these powerful members of the community fulfills the requirement of CBR include members of the community in every step of the research process. The power mapping process for this CBR project started with time spent volunteering in the Children's Ministry of Iglesia Bautista Nuevo Amanecer. Time spent with youth and their families revealed that pastor Jon Young and his wife Brooke play crucial roles in the lives of Hispanic families with the many services their ministry provides. Jon and Brooke Young were therefore interviewed and used as a source of critique throughout the project.

LaGrange Elementary was chosen because it is an extremely important institution in the Hispanic neighborhood. The geographic location alone makes it an important governmental institution. It is less than five miles from Copperstone Point (most densely populated Hispanic residential area). As mentioned in the chapter describing the Hispanic populations, the family unit is the most important component of Hispanic culture and it is therefore common for extended family to live together. This fact makes it likely that elementary-aged children reside in most households. Observation by the researcher further supports this claim. Therefore, an elementary school is a very important institution. Dr. John Finch is the Principle of LaGrange Elementary School. He was interviewed about his school's role in the Hispanic community, and this interview led to an additional interview with former LaGrange employee Mr. Jorge Corral, who was ELL supervisor for three years.

The interview with Mr. Corral led to the discovery of Immaculate Conception Catholic Church as an important institution in the community. Mrs. Monica Dominguez was contacted as the liaison between the parish and the community. Mrs. Dominguez's interview pointed out the importance of Deacon Frank Villalobos. Mr. Villalobos instigated Hispanic ministry in LaGrange ten years prior, and therefore had knowledge of the development of the demographic and needs change throughout the past decade.

The process of power mapping was rewarding for this CBR. Interviews with these individuals led to deep understanding of the Hispanic community of LaGrange, and the role service providers play in the community. LaGrange Elementary, Immaculate Conception Catholic Church, and Iglesia Bautista Nuevo Amanecer all seek to aid the Hispanic community with issues that have been discussed. Educational, physical, relational, and spiritual needs are all met between the three institutions. Though they are all unique organizations, they overlap somewhat in what they provide to the population. A profile of all three is required to understand what is happening in the community development life as of now.

Iglesia Bautista Nuevo Amanecer

Iglesia Bautista Nuevo Amanecer is a Hispanic mission church founded by the Kentucky Baptist Convention. One major difference that exists between Nuevo Amanecer and the other two service providers is this congregation serves only the Hispanic population of LaGrange. The main services provided by this congregation are not all spiritual in nature, but have the intention of leading people in the Christian faith. This would be the top priority of the congregation and its leaders. Senior Pastor Jon Young describes this as "Spiritual orientation for the displaced immigrants and established families alike (i.e. worship, Bible study, small groups in Spanish)." There are also many material and physical needs that are met by Nuevo Amanecer. This includes

a clothes closet sponsored by the Oldham Trimble Baptist Association which is used by all ethnicities. Members of the Hispanic population come to Nuevo Amanecer for translation/interpreting. According to Pastor Young, this can be “for anything from bills, to phone conversations, to courtroom appearances, hospital, immigration office...etc.”

For social and communal activities, they provide meals frequently with the intention to “have genuine fellowship and a real sense of community.” For children and youth a Spanish Vacation Bible School is provided in the summer, which is one of the only Spanish Vacation Bible Schools in Oldham County. Youth (*jovenes* as referred to in Spanish) can participate in basketball/sports for one week night. The youth group is generally extremely active with plenty of bible studies and social events to keep the youth busy. A service project is prioritized once a year. For example, free oil change in single mother's car, free car wash, or clean houses.

For educational needs, the church hosts a Hispanic parent night at Ballardsville Baptist church, the neighboring “American” church as it is referred to. This event includes school officials and parents converse over Hispanic school issues. Pastor Young includes that this is a very popular program offered by his church.

Immaculate Conception Catholic Church

Immaculate Conception is another religious organization, but quite differently from Nuevo Amanecer, it does not focus only on the Hispanic Community. The church provides a food pantry and finds electrical providers for its congregation. For the Spanish speaking community, it offers separate masses in Spanish. It also offers English classes at the parish and translation for important documents. Monica Dominguez, the parish’s liaison to the Hispanic community states that they “facilitate between schools, doctors, and government organizations.” Cooking classes are also available to foster community between Spanish and non-Spanish speaking communities.

Education and youth needs are met by providing leadership camps and classes for students to keep youth in school. Teaching English is a main priority, as Monica Dominguez states, “it is a greater disservice to hand everything out in Spanish.”

Spiritual needs are met by members of the Catholic Church hierarchy. Frank Villalobos was interviewed, and is a deacon at the Archdiocese of Louisville. He serves Hispanic peoples throughout the greater Louisville area. Villalobos’ experience includes beginning Hispanic ministries at Immaculate Conception Church. His services include facilitating the Catholic Church rites. He oversees marriage preparation, baptisms, funerals, and prayer services. He helps relational problems with parents, children, parents, and spouses. Lastly, his services include blessing homes.

LaGrange Elementary School

Dr. John Finch and Jorge Corral were interviewed for this project, both of whom work at LaGrange Elementary school. As the Principle, Dr. Finch expressed the importance of his schools commitment to serve the families as a whole, and attempting to integrate parents into the education of their children.

Jorge Corral was the ELL advisor to LaGrange Elementary at the time this research was conducted, and worked directly with the Hispanic families. This furthered Dr. Finch’s goal for the school to serve families. The ELL advisor is a liaison between the school and Hispanic families. However, many people from the community come to the ELL advisor even if they do not have a child enrolled in the school. The advising position helps families, staff, and teachers come together. Communication about field trips, regulations, request forms, volunteer opportunities, and report cards are main concerns of families that are discussed with the ELL advisor. Translation is also provided for parent-teacher conferences.

All of these organizations provide important services to meet the different needs of the Hispanic population. They are all an attempt to help solve the issues the members of the community face. All institutions provide some kind of language service, with intention of teaching English language skills. All institutions seek to provide some sort of material need, with food collections and clothes closets. The religious institutions focus on spiritual development and the elementary school focuses on spiritual development. Combined, all three institutions attempt to meet holistic list of needs in the community. The service providers live in LaGrange and are trusted members of the Hispanic community. One overall similarity is the leaders of these organizations seek to do this by using outside resources to accomplish goals. This project's research will support the thesis: needs could be met by using resources that already exist in the community.

IV. Data Collection and Asset Survey

Approaching issues differently

The established institutions of LaGrange give the community important services that provide relief from the issues. The talents of leaders in these institutions are utilized in many creative and practical ways. It is important to recognize the efforts that are already in place to help alleviate the issues Hispanic families face. There are resources in place that can provide food, clothing, and counseling if families are in need of these services because of the efforts of this project's community partners.

Community development challenges community organizers to look beyond what outside forces can provide a population. Outside influences can provide all the material resources possible, but what does that do for the capacities of the individuals in the population served? Community development dares ask the question, how does handing out services creating lasting,

sustainable improvement for individual's everyday life? This is a crucial question to ask for any institution that is in business to improve people's lives.

The ultimate goal of Community-Based Research is “social action and social change, for the purpose of social justice” (Strand). Reaching this goal requires instigating two tenants of successful community development: sustainability and capacity building (Marcini). To instigate sustainable and capacity-building change, one must look to what already exists within people and their community. This will encourage development of skills individuals already have.

Developing skills that already exist leads to capacity-building, a phenomenon that describes the process of individuals honing their talents and utilizing them in community-at-large. When a community is encouraged to build up their capacities for language, cooking, maintenance, etc., they can learn how to apply skills in larger contexts: the job market, civic duty, and physical and mental health. Individual's confidence is boosted, education becomes attainable (no matter the age or circumstance), and people recognize their talents and abilities can be applied to helping other members of the population live in better conditions.

Capacity Building leads to building Civic Agency. According to the American Democracy Project's website, civic agency is described as

“Civic agency involves the capacities of citizens to work collaboratively across differences like partisan ideology, faith traditions, income, geography and ethnicity to address common challenges, solve problems, and create common ground. Civic agency requires a set of individual skills, knowledge, and predispositions. Civic agency also involves questions of institutional design, particularly how to constitute groups and institutions for sustainable collective action. Civic agency can be seen from a cultural vantage as the practices, habits, norms, symbols, and ways of life that enhance or diminish capacities for collective action. This emerging body of knowledge and set of collective practices provide models for a major higher education initiative that will transform previous sources of civic decline into wellsprings of civic renewal and regeneration.” (Orphan).

In other words, a desired outcome of CBR is that people engaged by the research would

utilize their gifts to connect with others around them to enact change. Using CBR results to build civic agency requires tapping into the talents and gifts of the researched population; building up a population from the inside-out.

An asset-based survey is a practical tool which can be utilized to develop a community from the inside-out. The asset-based survey provides a qualitative and quantitative read-out of the knowledge bases, skills, and talents of a population. This information can be utilized to build programs, classes, and initiatives that are focused on the community from the inside-out. In other words, individuals will be called upon to use their own skills to instigate social change. Outside help and immediate aid, while it has its place, cannot possibly affect change in community's life like utilizing the people themselves. It is pragmatic way of helping people help themselves, focusing on development instead of betterment.

The asset-based survey used for this project was inspired by the Asset Based Community Development (ABCD) institute, a part of Northwestern University's school of education and social policy (appendix A). This group is committed to the idea of "Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future" (<http://www.abcdinstitute.org/>). The ABCD Institute's goal corresponds with the goal of this project, thus the Asset-based survey was the inspiration for this CBR project. This survey was the guide for Western Kentucky University's spring 2010 Service Learning class's project and was a familiar resource to the researcher. There were difficulties with implementing this resource in the Service-Learning Project, leading the researcher to further adapt the survey to fit the unique population of LaGrange, KY.

For this CBR project, the length and English language of the original survey were major obstacles to overcome. From participant-observation, it was learned that anything dealing with personal information would not be trusted. Previous experience in Western Kentucky University's Service Learning Class in the spring of 2009 revealed lengthy and detailed questions would be ignored by citizens being surveyed. Overcoming these obstacles required reliance on those individuals power-mapped as important figures in the lives of Hispanic families. These individuals were trusted authorities that would communicate to men and women that the survey would not require personal information and would be used to help institutions serve them better.

Further utilizing individuals from the community, as stipulated by CBR requirements, the individuals interviewed were also asked for input on what questions were crucial to their services. The ABCD survey was narrowed to its core components. The revised survey would help men and women in the community feel comfortable with the amount of questions, but the project would have adequate information to use toward building an asset-based community development plan.

The researcher then chose an outline to place the questions within a format that was conducive to the lives of busy people who would give their time to answer the questions. Thus, a multiple choice format was chosen. The researcher proceeded to write a personalized asset-based survey for the Hispanic community of LaGrange, KY. The survey was written originally in English (Appendix B). Translation was required, and as stipulated by Community-Based Research methodology, a member of the community translated a Spanish version of the asset-based survey (Appendix A). Developing the survey with the aid of community members

compliments the overarching goal of Community-Based Research to include the community in the research process.

The Western Kentucky University Human Subjects Research Board (HSRB) requirements shaped the survey process. In order to stay within the limits of HSRB requirements, the researcher completed CITI program training for using human subjects in research. Participants were informed this survey was not compulsory, and an announcement was attached to the front of every survey. The survey was administered to men and women aged 18 or older.

The survey process was carefully considered. The most beneficial method of communicating with members of the Hispanic community is face to face interaction. Trust is a major concern of men and women of this community, for fear of undocumented friends or family being discovered. Phone or email correspondence was found to be inconsistent and not trusted. Face to face was to be the method of surveying the population. This method was communicated to be the most important by researcher experience, advice from individuals in the community, and the power-mapped service providers that were interviewed.

Four separate locations were chosen to circulate the survey; Iglesia Bautista Nuevo Amanecer, Immaculate Conception Catholic Church, LaGrange Elementary School, and Copperstone Trailer Park. These were chosen because they are key locations and centers of social life for Hispanic families. Sunday services and masses provided the opportunity to survey individuals at the churches. Fall Open House was the day chosen for LaGrange Elementary school. Copperstone Trailer Park was surveyed as part of a Nuevo Amanecer youth group outing.

Administering the survey was another opportunity to implement the Community-Based Research goal of including members of the community in all parts of the research process. Members of the Nuevo Amanecer youth group were included in the survey process in

Copperstone Trailer Park. The members of the youth group were familiar with many individuals in the park, and were able to seek out Hispanic families and communicate with them in Spanish in order to survey the adult men and women. Face-to-face interaction is important in gaining trust, so every individual that was surveyed was done so face to face with an individual administering the survey.

Making sure individuals can trust the survey was paramount in the administration. If any individual felt they could not trust the survey, little to no useful data would be given.

Competence with the Spanish language was a crucial ingredient in gaining trust. Though members of the church youth group are all fluent, the researcher had major language barriers to overcome. However, it was noted that basic comprehension and attempt to speak Spanish first communicated much more than the basic words did. It showed that this project was intended to be a Hispanic-oriented project. It communicated that the Hispanic neighborhood was the key component in the development of research. Patience on both the researcher and those being researched was important.

Patience, understanding, and many Spanish tutorials led to results. Forty-four surveys were completed. The goal number of forty to forty surveys was influenced by Mr. Jorge Corral and Dr. John Finch's interviews. The culture of the Hispanic community shapes the way individuals think about themselves. Identity is formed in large part by position within the family unit. Dr. Finch's interview and researcher observation led to the conclusion that men and women would answer questions in terms of their individual knowledge basis as well as the skills other members in the family have. Mr. Corral added to the research that forty to forty-five are served by LaGrange Elementary School. Knowing that individuals will most likely answer survey questions on a family level, and knowing there are forty to forty-five families served by

LaGrange Elementary force the administering of the survey slightly more complicated. Too few surveys will not adequately cover the demographic, and too many will double-dip the information. A conclusion was reached that between forty and forty-five surveys were required for accurate information.

Forty Four surveys were acquired. These are the percentages of the population surveyed that have experience in the following areas:

Please circle what you have experience or knowledge with:

Caring for: Elderly 0% Mentally Ill 0% Disabled 9% Children 56%

Computer Skills: I have a computer 79% I do not have a computer 28%

I can use Microsoft Word 18% I can teach people to use a computer 28%

Construction and Repair: I can work with plumbing 9% I can work with carpentry 28%

I can work with metal 9% I can teach construction skills 0%

Food: I can prepare meals for large groups (20 or more people) 37%

I can prepare food for special events 35% I can teach people to prepare food 26%

I have experience driving a: Car 62% Van 0% Bus 7% Taxi 14% Tractor Trailer 5%

Commercial Truck 28%

Operating Equipment & Repairing Machinery: I can repair Radios 2%

I can repair TVs 2%

I can repair Heating and Air Conditioning systems 0%

I can repair Washers and Dryers 2% I can teach repairing skills 2%

Automobiles Repair: I can repair Cars 16% I can repair Trucks/Buses 0%

I can teach automotive skills 0%

Music: I can Sing 16% I can play an Instrument (Which one?) 5% (guitar)

I can teach music 2%

Business Activity: I can run my own business 2% I can handle money for a business 9%

The written answers to the survey are shared in bulleted form as they appeared on the survey.

Translations of the Spanish answers are in parentheses. They results are as follows:

Priority Skills (otros habilidades)

Are there any other skills you have?

- Por La Tarde
- Dog grooming
- Work with horses
- Carpenter
- ability to lay tile
- Carpineria (carpentry)
- Soy entermilla (unknown)
- Ayudar a las personas, se es esecuchar (to help people, it is to listen)
- knowledge of working with horses
- yardwork; mowing, weeding
- se tejer (I can weave)
- home construction
- jardinero (gardening)
- puedo trabajar solo o con alguien (I can work by myself or with people)
- land nauigation

Are there any specifics about the skills listed you would like us to know?

- Reperar computadoras (to repair comuters)
- Como Manejar la computadora (how to manage computers)
- use, repair, and instruct use of weapons from automatic to fully automatic.

Comments

What would you like to see happen in your community?

- tal ves no que camniara sino que empesaramos a cen mas cooperativas unas a otras (maybe we can't change unless we start cooperating with others)

- clase de niños (class for children)
- parques (parks)
- Muchas cosas (many things)
- Que no hubiere tanta diferencia se ayuda en las escuelas entre angloamericanos e hispanos (there is no difference in schools help between Americans and Hispanics)
- Cocinera tu primera (know you first)
- se de pintura y chirrock carpetavinal en teetura

V. Applying Assets to Solving Issues

There are many factors to consider when looking for solutions to complex issues. One is the family dynamic. There are no single households. All the people under one roof may not be the immediate family, but cousins from another state or Mexico, aunts, uncles, grandparents all are welcome to live with one another. It is hard to distinguish what one individual's assets are because assets are seen in a collective unit, not individual. Therefore it is important to keep the family unit essential to any and all initiatives. The community has shifted from individual-based to Community-Based in the past ten years. Many men have set up households within the past 10 years, so wives and children have come in and re-shaped the population. The growth in LaGrange Elementary School is a testament to this.

Stress between generations is apparent, and should be kept in mind when looking for solutions. Many children are trapped between Latino and American culture. This is evident in education. The kids who do well and progress feel like they are leaving behind their Latino roots. They are not following in mom and dad's footsteps. Education isn't a top priority for the parents, but many want kids to succeed. However, the language barrier prevents parents from engaging in their children's education. Many Hispanic children fall behind, and this leads to drop out rates that are alarming to many service providers. Kids want to integrate into to their new

homes, are genuinely hurt when they face racism and prejudice. Trying to please their parents, fellow *jóvenes*, and white peers is a constant tension for these students.

The older generations are concerned with helping each other in the community. Giving to each other and building relationships within the Hispanic community is first priority. They are welcoming to newcomers, but reserved. Fear of deportation is real, and discretion is essential in determining whether a newcomer can be trusted.

Solutions

This project will make suggestions about possible initiatives that can be implemented to help alleviate issues Hispanic people of LaGrange using their skills.

Language Barrier

One possible initiative would be ELL or bilingual staff members from LaGrange elementary can be used to help structure English classes led by bilingual members of the community. Staff peoples can empower bilingual adults to help teach other adults. Immaculate Conception and LaGrange elementary have facilities available to hold classes. Nuevo Amanecer has vans at its disposal. 62% of the population has experience with driving cars, and can drive fellow classmates to and from Copperstone Trailer park. Another possible location for classes is at the main office of Copperstone point. This would be beneficial in making the classes more accessible. Childcare is essential for this to work since parents of Hispanic families are the main group that need help with language. Using other members of the community would be ideal for this since 56% of the population surveyed have experience with childcare. Using Hispanic people to help teach classes and take care of the children would directly engage the community in the learning process and foster development over betterment.

A weekly or bi-weekly Conversational English meeting would help sustain language skills. This encourages English Language Learners to come together and discuss topics only in English, enhancing conversational skills that put classroom knowledge to practical use. The Youth are a possible resource to use in this venture. Though they were not surveyed, the researcher observed a number of young people that would be ideal in helping serve the community. Nuevo Amanecer and Immaculate Conception could help come up with discussion topics and facilitate conversation. Oldham County High School and South Oldham High School Spanish students could also take on this responsibility. Volunteers once a month could earn extra credit for their Spanish classes by organizing a week of Conversational English. Spanish speakers can help Spanish students practice for their class, and English speakers can help English students for their class. Both English language and Spanish language learners have skills they can give to one another, promoting reciprocity. This is an important component of community development. Reciprocity encourages all participants to give and take from each other. No one is a bystander, or just taking in what others are giving them. Everyone involved shares their skills, and are therefore personally engaged. When people are personally engaged, a program becomes so much more than an event. It becomes a personalized and integral part of people's lives.

The assets discovered by the survey can be used as well in helping practice English. 26% of the population surveyed can teach cooking, 28% can teach computer skills, and 2% can teach music. Practicing English while teaching these skills could provide new and exciting possibilities for language learning, as well as an opportunity for community members to impart their knowledge. Again, the important factor is that members of the community are directly engaged in their learning process. It must include them and build off of their skills to create sustainable learning and change. Using the resources of institutions to help people develop themselves is

going to directly involve people in solving their issues. 16% of the surveyed population answered they can sing. A community choir is another possible option to help with language, if songs are sung in Spanish and English. It would also bring generations together, it could help foster community identity, and invite outsiders in to share in the music. This option is outside the box, but music has the potential to break down barriers that could not happen in a classroom setting.

Employment

To equip people for the job market, training can take place within the community led by community members. All the training can be facilitated by an outside institution, but must have members of the community teaching their skills to their neighbors. Skills that were pointed out on the survey can be taught: Maintenance and repair, managerial skills, training in the childcare industry, and computer skills. Inviting students from University of Louisville to come to LaGrange and partner with Hispanic people would be a way to help facilitate studies of these skills. Business majors can help develop resumes and interview techniques. Individuals from the community can teach Spanish, cooking, maintenance, managerial experience, or any of the other skills listed on the survey. Building a reciprocal learning environment like this will encourage sustainable solutions to problems.

Technology

The results of the survey show a slight discrepancy in this area. 79% of those surveyed reported they have a computer, while 28% reported they didn't have one. This adds to be 107%. This confusing result was discussed with the service providers during the dissemination to understand the inconsistency. The conclusion of the dissemination was overlap in numbers can be explained by the communal identity shared by the Hispanic population. A family, neighbor, or

the public library computer may be marked by an individual as having their own, though the individual doesn't own a personal computer. The other numbers pertaining to technology on the survey warrant consideration despite the conflicting responses concerning ownership. 18% of those surveyed know how to use Microsoft Word, and 28% reported they can teach others how to use a computer. The results of the survey show there is substantial knowledge base in the population to start community-led technology classes. Teaching resources and computer labs in the Elementary school can be used.

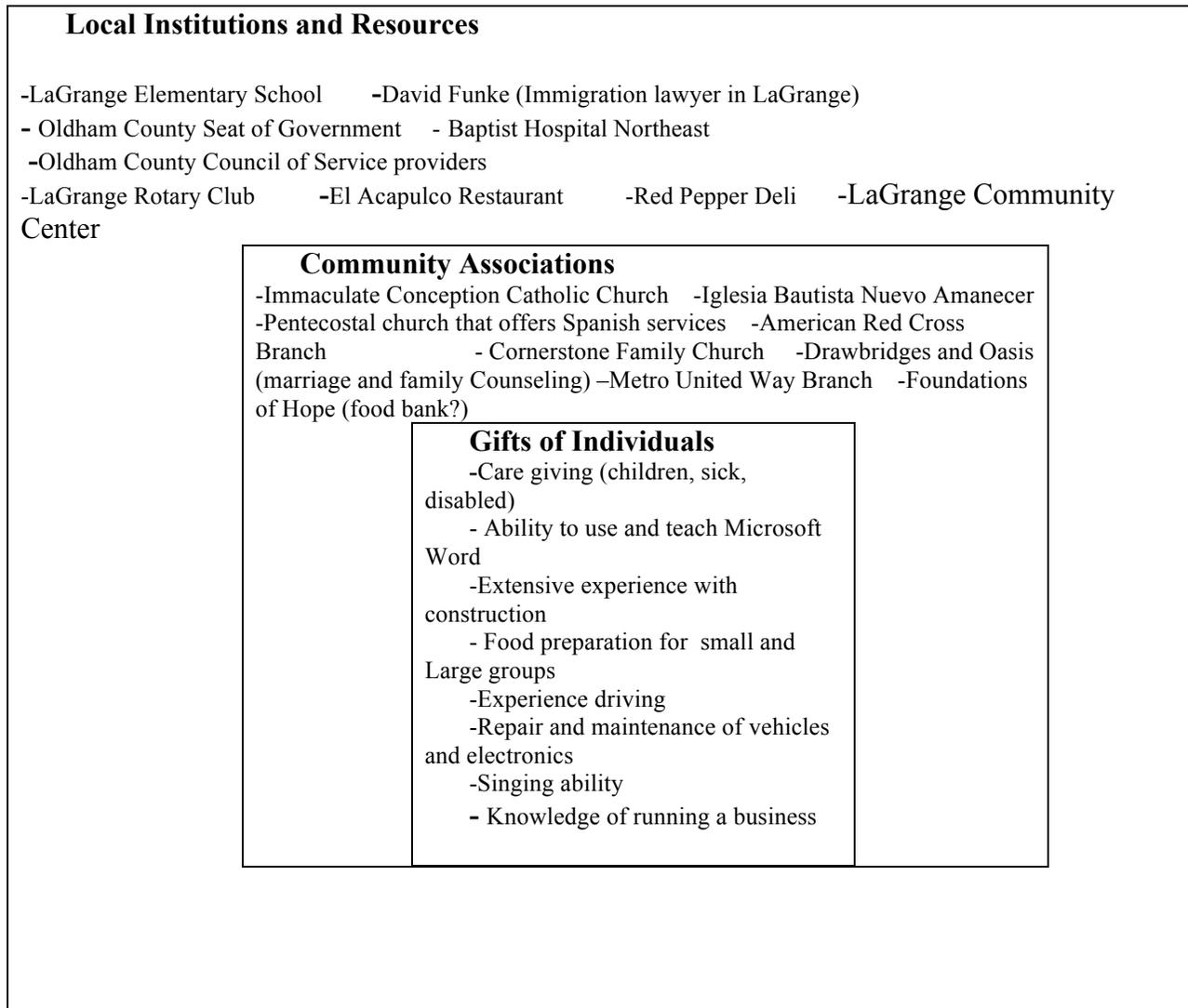
Working on technology skills could foster growth in the two other categories. Language programs on computers would facilitate learning and development the technology and language barrier categories. Employment and technology issues can also be addressed at the same time. A tutorial on searching and applying for jobs online could foster growth in computer literacy and will open up employment opportunities.

Not all of these suggestions can be started at once. Initiating these changes will take cooperation from institutions and community members. Basing them on the skills of the community will encourage the community itself to take on more responsibility as these initiatives grow. There will be setbacks, and it will be a difficult task to combine efforts from three (or more) institutions with the community. Coordinating all of these pieces will be difficult in the beginning. The LaGrange Community Center may be a good institution to include as an instigator that can meet the resources of LaGrange institutions with the skills of Hispanic citizens. It is a possible goal to start one or two of these in a calendar year. For funding, looking at the asset map (fig. 4.1) will show there are a number of businesses that are based in LaGrange and may be able to contribute to funding including the Rotary Club, local businesses, and churches.

Asset-based Map

The Asset-Map is a model to aid in visualizing assets that exist in the individuals, associations, and institutions of a community. It is organized in boxes that build on one another to show how abilities of the different levels incorporate each other. All the assets listed are trusted and researched resources that can be used for solving issues. The Asset-based map for the LaGrange community can be seen in figure 4.1:

Figure 4.1



Conclusion:

The research of this projects supports the hypothesis that the needs of the Hispanic community of LaGrange can be met by the skills that exist within the community. Implementing

the initiatives listed, and utilizing resources found in the Asset Map can help accomplish social justice goals.

Hindrances and Room to Grow

This project was an opportunity to gather information and use it to instigate social change within the Hispanic community. Important statistics were revealed in the survey process, and can be used for linguistic, occupational, and technological development. Starting a program or initiative was not included in this project, but to give the community the tools it needs to develop itself.

That being said, there were many hindrances that impeded the research process. The time of the researcher was limited to allow full participation in the community. Occupation and other commitments divided the researcher's attention. This kept the researcher from living and working in the community for a 24/7 schedule. The distance from LaGrange to the research's residence hindered time spent in the Hispanic community as well.

Resources were very difficult to come by as well. No outside funding was acquired, so all commuting, events, and time devoted to research was supplied by the researcher. Lack of experience was another hindering factor in this project. This was a new type of research for Western Kentucky University and the researcher. This factor made every decision trial and error. Western Kentucky University policy was a hindrance as well. The HSRB policies are important, but they did restrict the pool of possible subjects surveyed. The surveys were approved for men and women above the age of eighteen. Teenagers were not included in the surveys, though interviews and participation revealed this group to be a significant resource that warrants further research.

Future research projects can include intentional questioning of youth in the community. This project did not question people under the age of eighteen as previously mentioned. However, observations of the researcher conclude that this is a huge untapped resource of the community. It would be greatly beneficial to look at the second generation experience and how it could be useful to meeting needs of the community. Further research is also needed to look at implementation of the results of this project. Programs to develop the community, not just better the community can be started and studied

If this project were to be re-done or even continued, it would be best if the researcher could live in the community. This would give the researcher the best chance to be a participant observer. A longer amount of time, more than nine months would be beneficial to go further with this research. Research should go beyond this community alone, but in-depth comparison to other Hispanic communities and their development.

Segregation of the Hispanic population from the larger LaGrange community was an issue that surfaced during the research process. The current ESL coordinator of LaGrange Elementary, Mr. Leno Gonzales stated that the relationship between Hispanic citizens and law enforcement was strained by segregation issues. Youth of the Hispanic community expressed the burden they feel by being singled out because of their ethnicity. The separate Southern Baptist Convention mission church keeps the Hispanic population from regularly interacting with the other Baptist churches in LaGrange. Further investigation of this issue would be extremely beneficial in understanding how segregating feeds into the other issues that were discovered by this research project.

Appendix A

The Capacity Inventory

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Hello. I'm with (local organization's name). We're talking to local people about their skills. With this information, we hope to help people contribute to improving the neighborhood, find jobs or start businesses. May I ask you some questions about your skills and abilities?

Part I -- Skills Information

Now I'm going to read to you a list of skills. It's an extensive list, so I hope you'll bear with me. I'll

read the skills and you just say "yes" whenever we get to one you have. We are interested in all your skills and abilities. They may have been learned through experience in the home or with your family. They may be skills you've learned at church or in the community. They may also be skills you have learned on the job.

Health

Caring for the Elderly _____

Caring for the Mentally Ill _____

Caring for the Sick _____

Caring for the Physically Disabled or Developmentally Disabled _____

Now, I would like to know about the kind of care you provided.

Bathing _____

Feeding _____

Preparing Special Diets _____

Exercising and Escorting _____

Grooming _____

Dressing _____

Making the Person Feel at Ease _____

Office

Typing (words per minute) _____

Operating Adding Machine/Calculator _____

Filing Alphabetically/Numerically _____

Taking Phone Messages _____

Writing Business Letters (not typing) _____

Receiving Phone Orders _____

Operating Switchboard _____

Keeping Track of Supplies _____

Shorthand or Speedwriting _____

Bookkeeping _____

Entering Information into Computer _____

Word Processing _____

Construction and Repair

Painting _____

Porch Construction or Repair _____

Tearing Down Buildings _____
 Knocking Out Walls _____
 Wall Papering _____
 Furniture Repairs _____
 Repairing Locks _____
 Building Garages _____
 Bathroom Modernization _____
 Building Room Additions _____
 Tile Work _____
 Installing Drywall & Taping _____
 Plumbing Repairs _____
 Electrical Repairs _____
 Bricklaying & Masonry _____
 Cabinetmaking _____
 Kitchen Modernization _____
 Furniture Making _____
 Installing Insulation _____
 Plastering _____
 Soldering & Welding _____
 Concrete Work (sidewalks) _____
 Installing Floor Coverings _____
 Repairing Chimneys _____
 Heating/Cooling System Installation _____
 Putting on Siding _____
 Tuckpointing _____
 Cleaning Chimneys (chimney sweep) _____
 Installing Windows _____
 Building Swimming Pools _____
 Carpentry Skills _____
 Roofing Repair or Installation _____
Maintenance
 Window Washing _____
 Floor Waxing or Mopping _____
 Washing and Cleaning Carpets/Rugs _____
 Routing Clogged Drains _____
 Using a Handtruck in a Business _____
 Caulking _____
 General Household Cleaning _____
 Fixing Leaky Faucets _____
 Mowing Lawns _____
 Planting & Caring for Gardens _____
 Pruning Trees & Shrubbery _____
 Cleaning/Maintaining Swimming Pools _____
 Floor Sanding or Stripping _____
 Wood Stripping/Refinishing _____
Food

Catering _____
Serving Food to Large Numbers of People (over 10) _____
Preparing Meals for Large Numbers of People (over 10) _____
Clearing/Setting Tables for Large Numbers of People (over 10) _____
Washing Dishes for Large Numbers of People (over 10) _____
Operating Commercial Food Preparation Equipment _____
Bartending _____
Meatcutting _____
Baking _____

Child Care

Caring for Babies (under 1 year) _____
Caring for Children (1 to 6) _____
Caring for Children (7 to 13) _____
Taking Children on Field Trips _____

Transportation

Driving a Car _____
Driving a Van _____
Driving a Bus _____
Driving a Taxi _____
Driving a Tractor Trailer _____
Driving a Commercial Truck _____
Driving a Vehicle/Delivering Goods _____
Hauling _____
Operating Farm Equipment _____
Driving an Ambulance _____

Operating Equipment & Repairing Machinery

Repairing Radios, TVs, VCRs, Tape Recorders _____
Repairing Other Small Appliances _____
Repairing Automobiles _____
Repairing Trucks/Buses _____
Repairing Auto/Truck/Bus Bodies _____
Using a Forklift _____
Repairing Large Household Equipment (e.g., refrigerator) _____
Repairing Heating & Air Conditioning System _____
Operating a Dump Truck _____
Fixing Washers/Dryers _____
Repairing Elevators _____
Operating a Crane _____
Assembling Items _____

Supervision

Writing Reports _____
Filling out Forms _____
Planning Work for Other People _____
Directing the Work of Other People _____
Making a Budget _____
Keeping Records of All Your Activities _____

Interviewing People _____

Sales

Operating a Cash Register _____

Selling Products Wholesale or for Manufacturer (If yes, which products?) _____

Selling Products Retail (If yes, which products?) _____

Selling Services (If yes, which services?) _____

How have you sold these products or services? _____

Door to Door _____

Phone _____

Mail _____

Store _____

Home

Music

Singing _____

Play an Instrument (Which one?) _____

Security

Guarding Residential Property _____

Guarding Commercial Property _____

Guarding Industrial Property _____

Armed Guard _____

Crowd Control _____

Ushering at Major Events _____

Installing Alarms or Security Systems _____

Repairing Alarms or Security Systems _____

Firefighting

Other

Upholstering _____

Sewing _____

Dressmaking _____

Crocheting _____

Knitting _____

Tailoring _____

Moving Furniture or Equipment to Different Locations _____

Managing Property _____

Assisting in the Classroom _____

Hair Dressing _____

Hair Cutting _____

Phone Surveys _____

Jewelry or Watch Repair _____

Are there any other skills that you have which we haven't mentioned?

Priority Skills

When you think about your skills, what three things do you think you do best? Which of all your skills are good enough that other people would hire you to do them? Are there any skills you would like to teach? What skills would you most like to learn?

Part II -- Community Skills

Have you ever organized or participated in any of the following community activities?

Boy Scouts/Girl Scouts _____
Church Fundraisers _____
Bingo _____
School-Parent Associations _____
Sports Teams _____
Camp Trips for Kids _____
Field Trips _____
Political Campaigns _____
Block Clubs _____
Community Groups _____
Rummage Sales _____
Yard Sales _____
Church Suppers _____
Community Gardens _____
Neighborhood Organization _____
Other Groups or Community Work? _____

Let me read the list again. Tell me in which areas you would be willing to participate in the future.

Part III -- Enterprising Interests and Experience

Business Interest

Have you ever considered starting a business? Yes _____ No _____

If yes, what kind of business did you have in mind?

Did you plan to start it alone or with other people? Alone _____ Others _____

Did you plan to operate it out of your home? Yes _____ No _____

What obstacle kept you from starting the business?

Business Activity

Are you currently earning money on your own through the sale of services or products?

Yes _____ No _____

If yes, what are the services or products you sell? Whom do you sell to? How do you get customers? What would help you improve your business?

Part IV -- Personal Information

Name _____

Address _____

Phone _____

Age _____

Sex: F _____ M _____

Appendix B

SURVEY CONSENT DOCUMENT

Project Title: Community-Based Research in LaGrange KY

Investigator: Kathryn Crimm, WKU student, 502-457-3679

(include name, department and phone of contact person)

You are being asked to participate in a project conducted through Western Kentucky University (and -- if applicable -- any other cooperating institution). The University requires that you give your signed agreement to participate in this project.

The investigator will explain to you in detail the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. You may ask him/her any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation and discuss with the researcher any questions you may have.

If you then decide to participate in the project, please sign on the last page of this form in the presence of the person who explained the project to you. You should be given a copy of this form to keep.

1. **Nature and Purpose of the Project:**

This survey is intended to understand the resources that are in your community. It will be given to local churches, non-profits, and the Oldham County Board of Education to help them provide services for the community.

2. **Explanation of Procedures:**

You will anonymously answer the questions about your skills and knowledge.

3. **Discomfort and Risks:**

There are no physical or psychological risks involved. No one will obtain personal information about you from this survey.

4. **Benefits:**

The service providers of Oldham County will have a more complete understanding of your community's skills and resources. They can use this knowledge to continue providing services to the community.

5. **Confidentiality:**

No personal identification is needed. No one will be able to connect this information with you personally.

6. **Refusal/Withdrawal:**

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY HUMAN SUBJECTS REVIEW BOARD

Paul Mooney, Compliance Coordinator

TELEPHONE: (270) 745-4652

SURVEY

Hello! This survey is made to help the service providers of Oldham County to continue serving you in the best way possible.

NO PERSONAL INFORMATION IS REQUIRED.

We just want to know what skills exist in your community. Thank you for your participation!

Please circle what you have experience or knowledge with:

Caring for: Elderly Mentally Ill Disabled Children

Computer Skills: I have a computer I do not have a computer

I can use Microsoft Word

I can teach people to use a computer

Construction and Repair: I can work with plumbing

I can work with carpentry

I can work with metal

I can teach construction skills

Food: I can prepare meals for large groups (20 or more people)

I can prepare food for special events I can teach people to prepare food

I have experience driving a: Car Van Bus Taxi Tractor Trailer Commercial Truck

Operating Equipment & Repairing Machinery: I can repair Radios I can repair TVs

I can repair Heating and Air Conditioning systems

I can repair Washers and Dryers

I can teach repairing skills

Automobiles Repair: I can repair Cars

I can repair Trucks/Buses

I can teach

automotive skills

Music: I can Sing I can play an Instrument (Which one?) _____

I can teach music

Business Activity: I run my own business
manager

I can handle money for a business I am a

Priority Skills

Are there any other skills you have?

Are there any specifics about the skills listed you would like us to know?

Comments

What would you like to see happen in your community?

Appendix C

Documento de consentimiento de estudio.

Titulo del proyecto: Investigación basada en la comunidad de La Grange, KY.

Investigador(a): Kathryn Crimm, estudiante de la WKU, 502-457-3679

(Incluir nombre, departamento y teléfono de contacto de la persona)

Se le solicita participar en un proyecto dirigido por la Western Kentucky University (y --si es que aplica—cualquier otra institución cooperativa). La universidad requiere que usted provea su acuerdo de participación en este proyecto firmado.

El investigador le explicara en detalle el propósito del proyecto, los procedimientos, el los beneficios potenciales y posibles riesgos de participar. Usted podrá preguntar al investigador(a) cualquier pregunta que usted puede tener para entender el proyecto de una mejor manera. Una pequeña explicación del proyecto se encuentra en las líneas siguientes. Por favor lea esta explicación y discuta con el investigador cualquier pregunta que pueda tener.

Si usted decide participar en el proyecto, por favor firme la ultima pagina de esta forma en presencia de la persona que le explico el proyecto. Usted deberá recibir una copia de esta forma.

1. Naturaleza y propósito del proyecto:

Esta investigación intenta entender los recursos que hay en su comunidad. Será entregada a las iglesias locales, instituciones sin fines de lucro, y a la Junta de Educación del condado de Oldham para ayudarlos a proveer los servicios para la comunidad.

2. Explicación del procedimiento:

Usted responderá anónimamente las preguntas acerca de sus habilidades y conocimientos.

3. Riesgos:

No hay ningún tipo de riesgo físico o psicológico en este estudio. Nadie obtendrá información personal de su forma de investigación.

4. Beneficios:

Los proveedores de servicios en el condado de Oldham tendrán un entendimiento más amplio de las habilidades y recursos de la comunidad. Pueden usar este conocimiento para seguir proveyendo los servicios a la comunidad.

5. Confidencialidad:

No es necesaria una identificación personal. Nadie podrá relacionar esta información un usted personalmente.

6. Rehusarse a participar / retirarse en el proceso:

Rehusarse a participar en la investigación no tendrá efecto alguno en los servicios futuros a los que usted tenga derecho por parte de la Universidad. Cualquiera persona que acepte participar en la investigación puede abandonarla en el momento que decida sin ninguna represalia.

Usted entiende que no es posible identificar todos los riesgos en un procedimiento experimental, y cree que se han tomado medidas de seguridad suficientes para minimizar tanto los riesgos conocidos como los potenciales.

LA APROVACION FECHADA DEMUESTRA QUE ESTA INVESTIGACION HA SIDO REVISADA Y APROVADA POR LA JUNTA DE RECURSOS HUMANOS DE LA WESTERN KENTUCKY UNIVERSITY.

Paul Mooney, Coordinador de Conformidad.

Teléfono: 270-745-4652

CUESTIONARIO.

Hola! Este cuestionario está hecho para ayudar a los proveedores de servicios del condado de Oldham a seguir sirviéndole de la mejor manera posible.

NO SE REQUIERE INFORMACION PERSONAL.

Solo queremos saber las habilidades que existen en su comunidad. Gracias por su participación!

Por favor encierre en un círculo la experiencia o conocimiento que usted tiene:

Cuidado de: Personas de la Personas con discapacidad Niños 3ra edad.
Mental o física.

Habilidades en computación:

Tengo computadora No tengo computadora Se usar Microsoft Word

Puedo enseñar a alguien como usar una computadora

Construcción y reparación:

Se trabajar con plomería Se trabajar con carpintería Puedo trabajar el metal

Puedo enseñar a construir

Comida:

Puedo prepara comidas grandes (para 20 o más personas)

Puedo preparar comidas para ocasiones especiales

Puedo enseñar como preparar comidas

Tengo experiencia manejando: carro camioneta autobús taxi tractor tráiler camión comercial

Operación de equipo y reparación de maquinaria:

Se reparar radios Se reparar tv's Se reparar aires acondicionados

Se reparar lavadoras y secadores puedo enseñar como repara cosas

Reparación de autos:

Se reparar autos se reparar camionetas/ buses

Puedo enseñar a reparar autos

Misuca:

Se cantar puedo tocar un instrumento (cual) _____

Puedo enseñar música

Actividad comercial:

Dirijo mi propio negocio puedo llevar la contabilidad de un negocio

Soy el/ la manager

Otras habilidades:

Tiene usted alguna otra habilidad?

Hay alguna especificación de las habilidades en el cuestionario que a usted le gustaría saber?

Comentarios:

Que le gustaría que cambiara en su comunidad?

Key Terms

Asset-based Survey- A questionnaire that inquires about what people know, what people can do, and what they care about. P. 22, 23

Asset-based Map- A diagram that represents assets of a community on an individual, associational, and institutional level, and how they incorporate one another. P. 33

Capacity-Building: Structuring social justice initiatives to develop the skills, knowledge bases, and confidence in people. P. 20

Civic Agency- Applying people's skills, knowledge to enacting change in communities. Building civic agency requires crossing social boundaries and developing individual's skill sets. P. 20, 21

Community Development- A process of building a community up from the inside out, with intention of achieving social justice goals in a specific community. P. 14, 21

Community-Based Research- Integrating members of a community into each step of the research process in order to achieve social justice goals. P. 2, 3, 14, 20, 22, 23

Power-Mapping- Process of discovering who holds authority and power over certain aspects like religion and education in a community P. 16.

Reciprocity- Ability of all individuals or groups involved in an initiative to equally give and receive from each other. P. 30

Sustainability- Ability of a change to continue by itself after implementation. P. 20

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