

**THE
PLANNING
GUIDE
FOR
MIGRANT
AND
SEASONAL
FARMWORKERS
OUTREACH
CAMPAIGNS**



**ARIZONA CENTER FOR MINORITY HEALTH
OFFICE OF LOCAL AND MINORITY HEALTH**







**THE
PLANNING
GUIDE
FOR
MIGRANT
AND
SEASONAL
FARMWORKERS
OUTREACH
CAMPAIGNS**

Although the information in this document has been funded by the United States Environmental Protection Agency under assistance agreement EQ999310-01-0 to the Arizona Department of Health Services, it may not necessarily reflect the views of the Agency and no official endorsement should be inferred.



Arizona Department of
Health Services
Office of Local and Minority Health



*The line drawings are from
the art of Rini Templeton*



TABLE OF CONTENTS

Introduction

Gathering Background Information on the Seasonal Farmworker Community

Factors Which Affect the Community	01
Historical Issues	01
Economic and Political Issues	02
Cultural Specific Issues	02
Medical Orientation	03
Diet	04
Religion	04
Library Search	05
Consult With "Experts"	06
Assess Your Own Organization	07

Community Outreach

Establishing Contacts and Developing Working Relationships	12
Identifying Community Contacts	13
Developing Working Relationships	14
Establishing Credibility	15
What You Can Give to the Community	17

Program Planning and Implementation

Program Planning Tasks Community Advisory Group	21
Community Needs and Concerns	23
Determining Priorities	23
Program Goals and Objectives	24
Program Strategies	25
Content and Strategies	26
Implementation	27
Evaluation	28
Determining Evaluation Questions	29

Putting It All Together - Arizona's EPA-Funded Project	33
Resources	35
Bibliography	37
Appendix	39



INTRODUCTION

In 1995 the Arizona Department of Health Services Center for Minority Health, Office of Local and Minority Health was awarded a "Pesticide Education Grant" from the Environmental Protection Agency (EPA), Region IX, for Yuma County. The project's first objective was to create an awareness among migrant and seasonal farmworkers concerning the health hazards related to the exposures to pesticides. The second objective was to educate farmworkers on precautions to take to alleviate pesticide provoked illnesses.

To achieve the objectives of the project, the Center for Minority Health in collaboration with the Community Advisory Committee, developed a community outreach campaign custom tailored for farmworkers in Yuma County, Arizona.

The outreach efforts campaign entitled "Espectaculo Publico" (public event) are ongoing. Selection of a logo for the project, producing a play (which was written and performed by community members), developing wallet size health information cards, providing water bottle holsters for farmworkers and adapting a novela to meet the needs of the community, are some of the highlights of the campaign.

This manual was written to describe approaches and strategies which were used in the development of the Yuma project. It gives basic guidelines that work and pitfalls to avoid. The approaches and examples cited can be duplicated in other migrant and seasonal farmworker communities.

At the end of each section of this guide, there is a checklist and space to write notes which outlines the major points of each chapter. You may want to copy this and include it in a notebook or journal that documents your specific outreach activities as well as any personal or professional reflections you have about your work with the community. Records of your experiences can be extremely interesting, enlightening and helpful to future community outreach efforts.

The above introduction was written in January, 1996. Since that time, due to the demand for performances of the play "El Corrido De Los Pesticidas" from public health professionals and educators, the play is now available on video cassette. The novelas are being disseminated in Yuma as well as around the state by lay health workers and are used by the Arizona Department of Agriculture in farmworker trainings. The campaign's logo was recently used by an HMO provider on brochures and by a grower on water bottle holsters for the farmworkers. The logo is also printed on T-shirts and caps used by the farmworkers.

Development of outreach campaigns designed to reach specific populations have become more important than ever. No wonder so many agencies, including my own, have begun to re-evaluate how to reach under-served communities.

**Alma S. Pena, Manager
Arizona Center for Minority Health**

Gathering Background Information on the Seasonal Farmworker Community

Gathering information about the community is an essential first step in community outreach efforts. It involves an assessment of the community along with its problems and needs. In addition, this information prepares you for later steps in the outreach process; specifically, approaching and establishing contacts with individuals who will help you make the project a success.

Factors Which Affect the Community

Factors which affect the community can be historical, economic, political and/or cultural in nature. In order to identify these factors better and understand their impact on your community outreach efforts, you will want to find answers to the following types of questions.

Historical Issues

- What name or names do the cultural group(s) use to refer to themselves?
 - What are the major differences between cultural groups in the migrant farmworker community, particularly across generational, educational, socioeconomic and geographical lines?
 - What are the major historical events which describe the migrant and seasonal farmworkers' experiences in the United States?
- What is the history of the community?



- *What have been and are now the major social, economic and political concerns of the target community, in particular, the effects of discrimination or barriers which prevent their access to employment, education, housing, health care and other vital human services?*

Economic and Political Issues

- *What are the different socioeconomic levels of groups within the farmworker community (i.e., are they upper, middle and/or lower income)? What accounts for the differences within each group?*
- *What is the political status of each group within the community (e.g. undocumented worker, legal immigrant, citizen, political party affiliation and/or membership, etc.)?*
- *What are the different literacy levels within groups? Are they literate/illiterate in their own language, English or both?*
- *What are the different educational levels within the groups?*

- *How is health status affected by their economic and political status? What are the predominate health problems?*
- *How often is medical care used by these different groups? What types of care?*

Cultural Specific Issues

- *What are the values of the different migrant and seasonal farmworkers within the community?*
- *How do various members of each cultural group define health and illness?*
- *What are the predominant family structures within the farmworker community?*



- *What are some of the traditional roles of different family members of migrant and seasonal farmworkers, particularly where health care is concerned?*
- *Who are the formal and informal leaders of the community, and what role do they have in the area of health education outreach?*
- *How many and which languages are spoken? Is there a common language understood by all?*
- *What are the formal and informal channels of communication within and between different groups?*
- *To what extent is there use of "Western" medicine? If it is used, where do migrant farmworkers seek such care (i.e. hospitals, clinics, private physicians, etc.)?*
- *In general, what have been the experiences of migrant and seasonal farmworkers when trying to access the health care system?*
- *To what extent is the use of traditional medicine or healers? If so, for whom is it popular? What types are used and for which health problems?*
- *Where do migrant and seasonal farmworkers in these different groups go for health information?*

Medical Orientation

- *What are the community's general beliefs about the cause, prevention, diagnosis and treatment of disease?*
- *Does the community have any theories that explain specific illness or health problems?*
- *What are the group's attitudes toward "Western" medicine?*



Diet

- *What are the traditional foods and what role do these different foods play in health, religion and social activities?*
- *How has the diet here in the United States changed over time as compared to that of the country of origin?*
- *Is there access to those foods that constitute the traditional diet? If so, are they affordable and accessible to this particular community?*

Religion

- *What are the different religions practiced within the migrant and seasonal farmworker community? Are they segregated from others of the same faith? Do any practice their religion in secret?*
- *How is their practice of a specific religion influenced by culture?*
- *What is the size of membership and who are they?*

- *Who are the religious leaders and what is their role in the larger community?*
- *Are there conflicts within or among the various religious groups?*
- *What involvement do various religious groups have in the area of health education/promotion?*
- *Do any of the religious beliefs or practices conflict with the philosophy of health education? Can these beliefs and practices somehow be incorporated into your program?*

The answers to these questions will not only give you more insight into the migrant farmworker community, they will also help identify the community contacts, plan and adapt your program to meet the community needs and generate support as well as participation from the community. You are now ready to begin your research.

Library Search

Although most of your time will be spent in the community, it is important to devote some time to library research so that your approach into the community is an informed one. This means finding out all you can about the cultural context of the community as well as the problem(s) you are addressing in that community. Don't be discouraged, however, if you cannot find much information about the problem that is specific to different racial, ethnic or cultural groups. These references simply may not exist or may require more in-depth search.

The following are the types of literature you will want to review:

- 1. Census data, maps and other government documents, reports and statistics. Such information identifies who or where the target community is, as well as what problems and needs exist in comparison to the general population.*
- 2. Medical and public health references, specifically*

epidemiological and health intervention articles related to the health problem(s) you want to address in a program. These provide the latest information on the scope of the problem, on trends in different populations, and on previous approaches taken to mediate the problem. This type of information can give you ideas on how you might approach the problem in your target community.

- 3. Behavioral and social science literature.*

Review intercultural and ethnic studies literature because this often includes a collection of psychological, sociological and anthropological references specific to different racial, ethnic and cultural groups. This information can be extremely useful in providing you with a general understanding of different cultures' values, beliefs, practices and historical experiences in the United States.

4. Local newspapers.

Both the major dailies and smaller neighborhood newspapers, including the various ethnic papers, are a good source of information about a target community. The local news and editorial sections often provide some specifics about a community's or group's controversies, i.e., their most pressing issues, concerns or problems.

Consult With "Experts"

In addition to doing preliminary library work, you will also want to consult "experts" who can provide you with a valuable, yet different perspective on the community. Be sure to talk to people from each of these categories:

1. Academicians.

These are the people in academic, research institutions or government agencies who have done research in your areas of interest or have personal, sociological or historical knowledge and experience with specific ethnic groups. They can

help you interpret and/or clarify the findings from your library search, or direct you to the most recent and relevant research.

2. *Health professionals or other persons working in similar communities or with similar problems such as the State Department of Health Services, county and city organizations (e.g., minority health organizations, or voluntary health agencies). These organizations often have accumulated relevant information based on their experiences with various diverse communities throughout the community itself and nationally.*



3. *Individuals and/or groups from the target community.*

These people are often the first contacts in the community such as school officials, social services, clergy, business owners, etc. Through them you will learn more about the culture(s) of your target community in a more direct way than just by reading or hearing about it. These people can also work with you as partners and consultants to create or adapt the program to the various cultural groups within the community.

Assess Your Own Organization

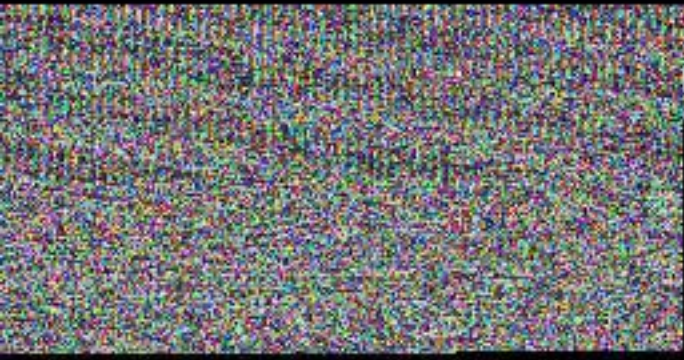
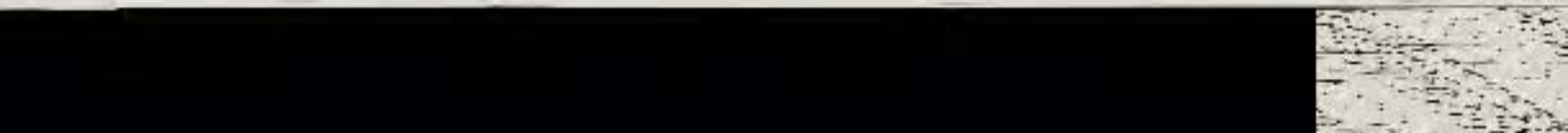
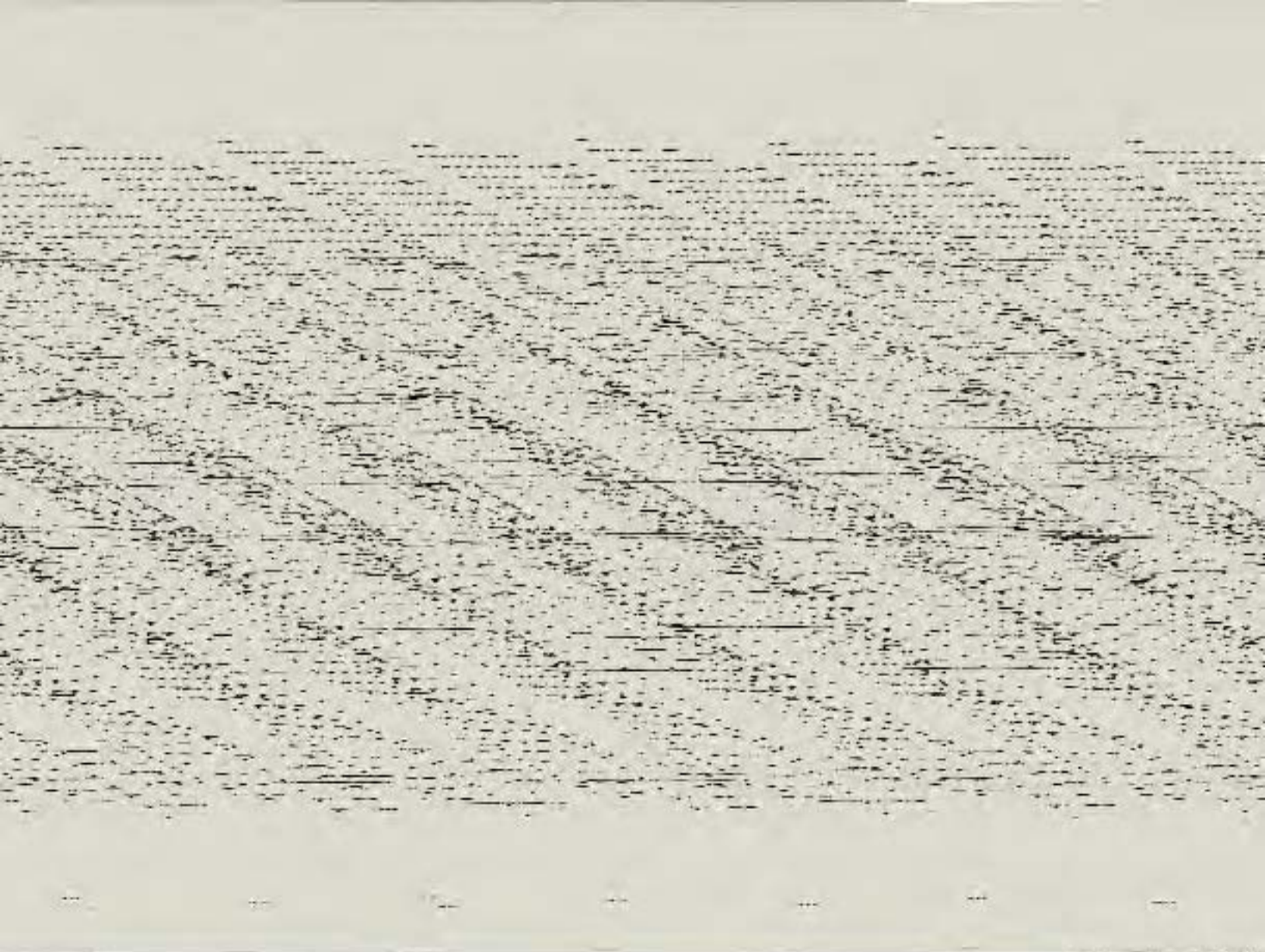
The last step of your information gathering (one that is important but often forgotten), is assessing your own organization and its ability to work with other agencies and individuals already established in a migrant farmworker community. To do this, you may want to consider the following:

1. *What is the range of cultural values and beliefs within your staff? How are they different from the target community's?*
2. *How do these beliefs influence your staff's attitudes about different cultural groups?*
3. *Have members of your staff had experience working with migrant and seasonal farmworkers?*
4. *What were those experiences like and how do they feel about working in and with this population?*
5. *How are different cultural groups likely to react to the cultural make-up of your staff?*

It will be important to know your staff's attitudes, beliefs and feelings about different ethnic groups and communities because it will eventually show through in words or actions that could be misunderstood by members of the community. If your staff is uncomfortable, uncertain or just

unprepared to begin working with the migrant & seasonal farmworker community, you will need to take steps to deal with these issues first, before approaching the community in order to avoid frustrations or conflicts which can jeopardize or interfere with developing good community relations.





Checklist

Check off the items on this list as you complete the important steps to your own satisfaction:

1. **Have you gathered information on and increased your understanding of the following:**

___ *The demographics of migrant & seasonal farmworkers in the community*

___ *The major historical issues of the community*

___ *The community's economic and political concerns*

___ *The major cultural beliefs, values and practices of migrant & seasonal farmworkers*

___ *The health problems associated with migrant families*

___ *Other questions you have chosen to explore*

2. **Have you also consulted the following sources:**

Library sources such as:

___ *Census data, government documents, reports and statistics*

___ *Public health literature*

___ *Behavioral and social science literature*

___ *Local newspapers*

Experts such as:

___ *Academicians with knowledge or experience working with specific ethnic or cultural groups*

___ *Health professionals working with migrant & seasonal farmworker problems/issues*

___ *Other professionals working in diverse communities or in the target community*

___ *Individuals from the migrant farmworker community*

3. ***Have you prepared your staff to work in the community through the following activities?***

___ *Discussed this information and included staff's support*

___ *Explored your staff's cultural attitudes and beliefs and how they might influence their behavior in the community*

___ *Assessed your staff's past experiences in working with migrant & seasonal farmworkers or diverse communities to determine who has the necessary skills*

___ *Planned for training and/or ongoing support for staff to help them resolve personal and professional issues as they arise in the community*

Community Outreach

Establishing Contacts and Developing Working Relationships

The success of the farmworker outreach project depends to a great extent upon the ability to identify and establish good working relationships with a variety of different people from the community. Without these ties to the community, it is unlikely that the program will gain the acceptance and support it needs to survive. Therefore, knowing whom to approach in the community, and how to do it, is of crucial importance.

Before you begin making contacts and asking questions in the community, it is important to know the answers to the following questions:

- Why do you and your organization want to work in this community?
- What exactly would you like to accomplish there?
- How consistent is this with what the community would like to accomplish?



These questions may be asked by people in the community as they attempt to determine your level of commitment to them. If you are able to explain your motivation clearly to members of the community, you are more likely to gain their cooperation and, with time, acceptance. If you are not clear, or your motivations seem suspect, you are likely to find resistance.

If your approach involves people from the community in the development of their own programs and resources, you will be more successful. This type of "community development" approach allows the community to identify and define its own problems, as well as to assume control and ownership over the programs and resources developed to address those problems.

Identifying Community Contacts

When identifying contacts, remember that you want to talk with as many people as possible in the time you have available. Therefore, try to find both the formal and informal community leaders - not only the highly visible ones, but also those who are not so visible. By seeking out several different people, you will get a variety of different

perspectives about community life and the problems faced by the community.

Ideally, these people should include the following types of contacts:

- 1. Local political figures and government officials who are knowledgeable about the community, its concerns and its available resources. You may want to start with these contacts first for they are often accustomed to talking with "outsiders" and may be easier to approach. Remember however, that these contacts may or may not have the entire community's support. Therefore, be careful when using them as references in talking with other members of the community.*
- 2. Community and health service workers are also good contacts to make. They include people from different service organizations, community centers, clergy, social workers and public health workers. These contacts will probably be your most helpful source of information about the local social and health concerns in the community, as well as about the*

difficulties and challenges you may meet in addressing the concerns of migrant and seasonal farmworkers. Try to learn from their experiences, their advice may help you avoid some of the frustrations and obstacles associated with community outreach. In addition, these contacts can often introduce you to clients and to other people, including the less visible, informal leaders of the community.

3. *Other professionals and business contacts in the community are also valuable sources of information.*

These people may also have resources, skills and financial support to contribute to the health education outreach effort. For example, they may be willing to provide some funding for program expenses, sponsor activities or help publicize the program in the community. In addition to lending their support, they can be helpful in introducing you to yet other useful contacts.

4. *The informal leaders of the community, often referred to as the "opinion leaders," are also*

important contacts. These are the people others turn to for advice and counsel. Every community has them and, although they are not highly visible, they carry with them a great deal of influence.

5. *Public schools open the door to many underserved minority youth in some communities. Many programs involve youth in some capacity, therefore, accessing the educational system in local communities is a natural vehicle for implementing youth and family related outreach strategies.*

Developing Working Relationships

Although you will want to talk with as many people from the community as possible, it will not be possible to develop close working relationships with each and every one of your contacts. So select key individuals with whom you wish to work on a continual basis. These people will become your resource and planning experts when it is time to develop the program.

Finding the right individuals is important and should take some time. People who are selected hastily or because of their visibility and

accessibility are not necessarily the best, in fact, they may even hurt your health promotion efforts in that community.

To avoid this, try to learn the motives of people who want to become closely involved. Make sure they are still socially and politically active within their respective cultural groups, as well as trusted and respected by the community. You can ensure this by first asking the opinion leaders to work with you. If they are reluctant and you need to find someone else, be sure to "check this person out" by asking others, especially the opinion leaders, what they know about the person and how he or she is accepted in the community. Remember, those people who are often the most accessible to a newcomer or outsider may actually relate better to outsiders than to those you are trying to reach within the community. Also, be sure to involve individuals who represent the migrant and seasonal farmworker community that you want to reach, including both formal and informal leaders.

Establishing Credibility

Here's some pointers that may help establish credibility and trust as you start meeting with the community :

- 1. Always start and end meetings on time.*
- 2. Have person responsible for taking minutes. Include in minutes points of discussion, actions taken, and task assignments for next meeting.*
- 3. If possible, schedule a meeting calendar.*
- 4. Who you are and what your organization does, what are your organization's goals.*
- 5. What you would like to offer the community and how you plan to provide it.*



6. *Explain your interest in the community, i.e., why and how much you and your organization are committed to working with the community.*
7. *Explain why this partnership is important to the outreach efforts.*
8. *How you would like to establish a partnership that utilizes the community's input and expertise in program planning and development so that the program is appropriate to the community's needs.*
9. *Your interest in working with the community to utilize and develop resources that will sustain the health promotion efforts.*

Your next step will be to establish trust and a working relationship with these contacts. Building trust in the community requires patience. Do not push yourself onto people. Remember, a community's past interactions with outsiders can affect your efforts. If previous encounters have not been successful or were handled poorly, it may take you a while to establish ties in that community. This will probably

mean answering the community's questions before asking any of your own, and passing small tests given by the community to determine your trustworthiness, and your acceptance of them. Here are a few simple rules to help you pass such tests:

- *Never make a promise you cannot keep.*
- *Never break engagements or miss appointments (even if people from the community do).*
- *Always try to share in different cultural customs (e.g. try to learn the language, even if only a few words and phrases). If offered food, eat it.*
- *If invited to a special event, go, even if it is not during your working hours.*



These gestures, small as they may seem, demonstrate your sincerity, interest and appreciation of the community's culture. They also help to build trust in that community.

Secondly, when you talk with different community contacts, ask if they would be willing to help and introduce you to other people in the community. Ask them to identify any special concerns or issues that you should be sensitive to when talking to other people.

Finally, ask if they would be willing to act as advisors or interpreters for you, showing you around the community and sharing with their personal knowledge and experience of the community. From these initial meetings, you will begin to develop a working rapport with different community members.



What You Can Give to the Community

One important way to establish trust and develop ties in the community is to reciprocate by giving back to the community as much as you take, or more. You can do this in a few simple ways:

1. *Keep all of your contacts informed of the progress at various stages of outreach as well as during the program's development.*
2. *In exchange for the community's time, effort and information, offer to help people with their needs.*
 - *Social and health service providers are often overworked and under-appreciated. Offer to help them in some way. Volunteer your time to work in the office or on a special community event. Ask to participate in the organization's program (for instance, on a committee) or offer to help train staff or*

give a talk to an agency's clients. Such offers will help foster goodwill and create a more balanced relationship with the community.

- *The Center for Minority Health's EPA Grant Committee developed a wallet size card (in English and Spanish) with emergency numbers for farmworkers on one side and pesticide illness messages on the reverse side.*
 - *The Arizona Department of Agriculture paid for the printing of 1,000 cards.*
3. *Always remember to give recognition and praise to those who help you. For example, the names of Arizona's EPA Pesticide Campaign committee members and volunteers were acknowledged in all printed materials and listed on the video production of the play.*

Conclusion

The outreach experience can be both enlightening and frustrating. However, you can avoid much of the frustration by following the steps that are discussed here and outlined on the checklist on the next page. These tips will not only help you to get started, but will also help you maintain ties established in the migrant & seasonal farmworker community. Networking is a continual process and the most important part of a community health education outreach effort. Your ability to get the community involved, even in small ways, will greatly aid the program's planning process and ensure the creation of culturally appropriate and sensitive programs.





Notes:

Checklist

1. **Have you assessed your own organization's level of commitment to the community in terms of the following?**

___ *Motivation*

___ *Resources*

2. **Have you identified the following community contacts?**

___ *Political figures and government officials*

___ *Community and health service workers*

___ *Other professional, school and business leaders*

___ *Informal community leaders*

3. **Have you sought out key individuals with whom you will work closely? If so, have you considered:**

___ *Their type of motivation*

___ *Their social and political status within the community*

___ *Their potential contribution*

4. **Are you prepared to approach all of your community contacts in a way that can help you win their trust?**

___ *Yes*

___ *No*

5. **Can you give back to the community as much as you take in the following areas?**

___ *By keeping your contacts informed of progress*

___ *By offering to help people in their own community work*

___ *By giving recognition to those who help you*

Program Planning and Implementation

Now you are faced with the exciting yet challenging task of applying what you have learned about the community and develop a successful health education outreach program. The cultural insights gained and the contacts established can now be incorporated into this phase of program planning and implementation.

In this section, the basic tasks of the planning process will be outlined emphasizing in more detail how to develop or adapt culturally appropriate program strategies. In addition, some specific tips are offered on ways to increase the acceptability of a program within a migrant & seasonal farmworker community.



Program Planning Tasks Community Advisory Group

The first step in the planning process is to establish a community advisory group or coalition to guide or oversee the outreach efforts that you plan to carry out. This group may be formed especially for the purpose of including several representatives from various segments of the target community, some of your staff, and other individuals already working with your organization. A representative group may include the following:

- Local Health Departments
- Community Health Centers
- Department of Agriculture
- Bilingual and/or bicultural professionals
- Farmworkers

Other influential people such as elected officials, school personnel, clergy, staff from community health centers, as well as representatives from the mayor's office, the Chamber of Commerce and the larger employers in the community should participate. Ideally, the majority of the advisory group should themselves be members of the same ethnic group as the target group. For example, if you are trying to develop a program for migrant and seasonal farmworkers, recruit farmworkers to participate on the committee.

To begin organizing this committee, ask your established network of community contacts for help in finding individuals who meet three or four of the following criteria:

- *Broad base of support in the community*
 - *Committed to health issues and to solving community problems.*
 - *Tolerate differences of opinion and work with diverse individuals.*

- *Understand and support a broad range of views about community problems.*
- *Clarify cultural issues.*

Endorse the work of the advisory committee in a way that encourages the community to accept it.

- *Keep the community informed of the committee's purpose, process and progress.*
- *Have the resources and/or skills to contribute to the committee such as the ability to help organize and facilitate meetings, train people, develop materials or complete other program related tasks.*

Finding the appropriate individuals may require several meetings with different agencies and/or groups from the community (e.g., schools, churches, service organizations, clubs, or community councils). Once established, the advisory committee can begin the actual planning process. It is the responsibility of the advisory members

to oversee the remaining tasks of community organization and program development. This includes identifying and prioritizing community needs and concerns, selecting goals and objectives to address migrant farmworker's concerns, developing program and implementation strategies which incorporate the family's cultural beliefs and practices, identifying community resources, and developing program evaluation methods.

Community Needs and Concerns

The Center for Minority Health's Advisory Committee facilitated a discussion of the following topics:

- 1. The purpose for the meeting and a sharing of each advisory member's background and interest in the community and the problem(s).*
- 2. A summary of the steps completed so far, including data or information already collected about the migrant and seasonal farmworkers.*
- 3. A description of the kinds of resources needed to address the community needs and an explanation*

about the importance of a community network to coordinate existing resources or develop new ones.

- 4. A discussion about what the community would like to see happen next, and how to proceed.*

Determining Priorities

After the community's concerns are identified, priorities must be established. The process of setting program priorities can also be done to some extent in an advisory meeting or in a public forum. At this stage, it is important to consider not only the health related concerns of migrant farmworkers but also other, broader social issues that will affect the success of the project. These issues may be related to the historical conditions (e.g., long-standing discrimination or segregation in the community), traditional practices (e.g., differences in language, religion, etc.), or the political or economic conditions of the community (e.g., legal status of different groups or dependency upon governmental programs). For example, migrant and seasonal farmworkers who are overworked and underpaid by their

employers probably do not have the time, energy, or interest to participate / volunteer in health education outreach activities. Additionally, families who are recent immigrants may not appear interested in health education outreach programs if they are struggling to learn English and adjust to a new country.

Program Goals and Objectives

Once the community priorities have been set, the Advisory Committee decides how to focus on the goals and objectives. This process involves not only developing program goals and objectives, but also evaluating the success of the program.

Goal statements should reflect what the organization wants to accomplish with regard to the problem in that community. For example:

- *The program will reduce the number of pesticide-related illness risks to school children.*

The objectives are more specific and measurable statements about how the program will accomplish broader goals. They also provide standards by which you can evaluate the program's progress. For example:

- *25 teens will be recruited and trained as peer health educators by (date).*
- *All Spanish language materials will be produced by (date).*

Objectives also provide standards by which you measure a program's effectiveness. For example:

- *As a result of the program, there was an increase in utilization of preventive health care services at the local community health center.*

- *As a result of the program there was a 15% decrease in emergency room visits due to respiratory failure.*

These goals and objectives are crucial to the program's planning process, for they help determine which strategies to use in order to achieve success.

Program Strategies

The next step is to develop a list of strategies that will help meet the program's objectives. There are many health related outreach strategies available, with activities ranging from major media campaigns to local community organizing efforts. The challenge is to determine which strategy is most appropriate for the migrant & seasonal farmworker community. Take a look at the different strategies that have been tried in the past in the community. Decide which strategies might work for your organization. Compile a list of these program ideas, both old and new, then evaluate the effectiveness and feasibility of each strategy. Consider the following:

- *Will there be enough resources, including personnel, time, money, facilities and materials to implement the strategy?*
- *Is it cost-effective; i.e., will the outcome achieved justify the resources spent and/or the difficulties of implementing the strategy?*
- *To what extent does the strategy duplicate those of existing programs in the community?*
- *How can this new program build upon the causes or avoid the failures of other programs?*
- *Is it adaptable, transferable or can it be duplicated in other communities.*

In choosing program strategies, begin with those that will help achieve some quick and positive results first. This will help to build community support as well as boost the confidence and morale of all involved. From these smaller successes you can move on and try more complex activities.

Content and Strategies

Once you have chosen strategies, tailor them to the needs of migrant and seasonal farmworkers by integrating the community's beliefs, values and traditions into both the program's content and process. To do this, utilize the knowledge and experience of the advisory group as well as other resources of culture-specific information, including relevant literature, expert consultants, and other community contacts.

Adapting a program's content to a specific culture involves more than just translating messages or information into different languages or dialects. It also involves the following:

- *Changing the actual health information into different, more specific or simpler terminology.*
- *Creating new descriptions or explanations that fit better with the migrant farmworkers understanding of certain concepts.*

- *Incorporating cultural beliefs and practices into the program's content and process.*

With the help of the advisory committee, choose different strategies that affect different levels of the problem so that the changes achieved are relevant to the community's health as well as to other aspects of community life. Multiplicity of efforts aimed at individual behavior change and effective community organization are essential for a successful community health program.



- **Use a multi-level approach**

Choose different strategies that affect different levels of the problem so that the changes achieved are relevant to the community's health as well as to other aspects of community life. Therefore, a multiplicity of efforts aimed at individual behavior change and effective community organization are essential for a successful community health promotion program.

Implementation

Once you have decided what the program should accomplish and how, the next task is to develop a written plan for implementation. This plan should outline the specific activities that need to be completed, by whom, and in what time period. It should also identify the resources needed; for example, how many volunteers or staff hours will be needed to complete a task? Which materials should be produced? How many? What will publicity cost? And so on. Finally, the plan should describe how the program will be monitored or

evaluated. First, list all the different tasks or activities necessary to carry out the program's strategies, person responsible, and deadlines.

If the program is dependent on other agencies for implementation (which is very likely, given the scarcity of resources), then work with these outside groups to develop letters of agreement that specify joint responsibilities for co-sponsored activities. By involving other community agencies and groups in program implementation, collaborative relationships can often be strengthened, as can support for the program. This will be beneficial when trying to maintain the program within the community later on.

After this plan has been written and approved by the Advisory Committee, you are ready to act. The effectiveness of implementation however, will depend not only on how well the program content has been adapted or the appropriate strategies selected, but also on how well relationships with key individuals and agencies in the migrant farmworker community have been established and maintained. Just as was the case when establishing community

contacts, program implementation requires that you, the staff and volunteers, develop sensitivity, patience, persistence, and commitment to the community. Therefore, when carrying out different activities, keep an open mind. Pay attention to people's reactions to the program. Try to be flexible and prepared to modify program activities along the way so they are more acceptable. Above all, be patient. It may take people a while to catch on, even if you have carefully planned your approach. In fact, it may take several attempts to get people interested and involved in the activities. Don't give up! It is often the ones who give up too soon, or lack the flexibility to try new and different strategies who fail at this point. The longer and harder you try, the more likely it is that people will come to know and trust you, your organization and the program. With this trust, the community's participation will increase. After trying different program activities, identify those that work best and build upon these to ensure success. Remember to continue to involve people from the community along the way. This will increase support for the program and can help generate future funding to maintain the program in the community.

Evaluation

Evaluation is also part of program planning and implementation -- process evaluation looks at the way the programs are working and outcome evaluation tells you how effective it was. Under process evaluation the kinds of questions you ask will be:

- *How many people came?*
 - *Which activities did people prefer?*
- *Number of public service announcements placed and aired.*
 - *Were activities implemented as planned?*
 - *How or where did people learn about the program?*
 - *Number of materials distributed*
 - *What did the program cost?*
 - *What types of resources were used?*

- *Were the materials developed appropriate?*
- *What were the volunteers' and community members' comments about the program?*

Outcome evaluation examines whether or not the program accomplished its goals and objectives. For example:

- *Did people start prevention activities against pesticides?*
- *Did participants have better health outcomes such as reduced respiration complications?*
- *Did people more or less utilize health care services?*
- *Was access to preventive care increased?*
- *Can the program be sustained in the community?*

If possible, it is best to do both process and outcome evaluations, the latter being especially important if you want to

maintain funding or are trying to attract new funding for the program. At the very least, your evaluation should include some monitoring of program activities on a regular basis.

Determining Evaluation Questions

When deciding questions to ask, find out who wants to know what and why? The "who" includes your advisory committee, community members, other agencies, your own organization and the funding organizations. These different people will all want to know many things about the program. To help you determine which are the most important things, ask why you or they need to know something? Then prioritize the answers. With the help of the advisory committee, you can choose the most important questions to ask. Try to limit these to about three to five areas for two reasons; you do not want your surveys or interviews to be so long that people will not complete them, nor do you want to collect more data than you will have the time or ability to analyze. Therefore, if possible, keep it short and simple. Also, choose an evaluation method that is appropriate to the target community, this includes selecting the best format

(e.g., survey, interview, focus group, etc.) as well as the right wording for the questions you want to ask. Arizona's EPA-funded project used graphic illustrations for the pre and post test to create a clear and simple questionnaire to reach people of all literacy levels. (See Appendix).

Conclusion

A successful health education outreach program does not just happen. It involves several tasks which require careful planning and the collaboration of a variety of people, including members of the community. Community involvement is imperative during all phases of the planning process in order for the program to be relevant and beneficial to the migrant and seasonal farmworker community. While the suggestions given in this guide were successful for Arizona's EPA-funded pesticide campaign, they may not guarantee your program's success. However, you will increase your chances for a successful program as well as open the communication dialog for a lasting working relationship with the community.





Notes:

Checklist

1. **Have you established a community advisory group with:**
 - Representation from migrant & seasonal farmworkers
 - The ability to provide valuable links with the community
 - Skills and resources that will be useful to the program
2. **Have you identified community needs and concerns by way of:**
 - Surveys/questionnaires
 - Focus groups
 - Public meetings or forums
3. **Have you determined the community's priorities, taking into account:**
 - Historical conditions
 - Traditional practices
 - Political and economic conditions
4. **Have you developed program goals and objectives?**
 - Yes No
5. **In order to implement your program, have you:**
 - Prepared a time line for program implementation
 - Listed people to be involved and resources needed
 - Developed linkages with other community agencies as appropriate
6. **Have you chosen appropriate methods and questions for:**
 - Process evaluation
 - Outcome evaluation

Arizona's Department of Health Services Center for Minority Health - Office of Local and Minority Health, developed a pesticide education pilot program in Somerton, Arizona. The project was created in collaboration with a community advisory committee which was formed by the Center. The advisory committee members included community representatives from the community health center, local health department, the community college, Western Area Health Education Center, the Arizona Department of Agriculture, a farmworkers' coalition, and farmworkers themselves.

The objective of the project was to motivate migrant and seasonal farmworkers in Southeastern Arizona to be more conscious of pesticide provoked illnesses by presenting a health educational play to over 500 migrant workers.

The play (*El Corrido De Los Pesticidas*) was written and performed around the activities of the Valley Health Center's 5th Annual Health Fair on October 14, 1995, in Somerton, Arizona. The play's producer and performers were all residents of Yuma, Somerton and San Luis, Arizona.

The enthusiasm of the community advisory committee resulted in the project's activities expanding from presenting a play to a community wide healthy environment campaign.

In order to make the campaign more visible, the committee developed a logo and message which were printed on all promotional items for the project. The campaign logo was very significant because it was the artwork of a former farmworker advocate. The campaign's message was "Vale mas prevenir que lamentar . . . Los Pesticidas pueden afectar su salud y la de su familia" (Better safe than sorry . . . pesticides can affect your health and the health of your family).



Educational and promotional items developed by the committee (printed in English and Spanish) included...

- **Wallet size emergency cards -** The committee felt farmworkers did not know what emergency numbers to call in case of illnesses. To eliminate this problem, cards with emergency numbers for farmworkers on one side, and pesticide illness prevention messages on the reverse side were developed.
- **Novelas on pesticide illness prevention -** The committee chose to adapt a popular novela from another state to meet the needs of Arizona's farmworkers. The novela is being distributed statewide at farmworkers trainings.
- **Water bottle holsters were given to farmworkers to promote carrying safe drinking water while in the fields.**
- **T-shirts and caps with the campaign's logo were given out at the health fair and trainings programs after the fair.**

Although the project was funded by an EPA grant, the committee was able to obtain additional funding to pay for items not covered by the grant. The sponsors made financial contributions, as well as in-kind donations. The project's sponsors included a health

plan, a water company, and the department of agriculture.

Since the health fair, the play has been performed at the Arizona Interagency Farmworkers Coalition conference, and at an Advisory Council on Minority Health meeting. There have also been requests for performances of the play from school districts and farmworker communities on both sides of the border in San Luis and Nogales, Mexico. Due to the popularity of the play, the performance has been put on video.

The logo continues to be used by the community on printed materials aimed at reaching farmworkers. A grower in the community has purchased additional water bottle holsters to be given to his workers.

The coordinators of the project felt they received invaluable support from the community. In addition, selecting students from the community college to perform the play added to the acceptance of the message by the farmworkers. The "Healthy Environment Campaign" took a great deal of coordination, but the benefits to the community are incalculable.

Contact:
Arizona Department of Health Services
Center for Minority Health
Office of Local and Minority Health
1740 W. Adams, Room 201
Phoenix, AZ 85007
(602) 542-2906
Fax (602) 542-2722

RESOURCES

ARIZONA

Arizona Department of Health Services

Office of Environmental Health

(602) 230-5830 (800) 367-6412 Fax (602) 230-5933

Investigates impact of environmental conditions such as lead, pesticides, and indoor air quality on public health. Provides epidemiological follow-up, facilitates community response, and directs impacted individuals to appropriate health care. Maintains statewide lead and pesticide poisoning registry.

Arizona Interagency Farmworkers Coalition (AIFC)

320 E. McDowell Rd., Ste. 225

Phoenix, AZ 85004

(602) 253-0090 Fax (602) 252-3620

AIFC, a non-profit community-based service organization, was founded in 1991. The Coalition was created in response to a need to coordinate fragmented services from multi-disciplinary agencies. It's mission is to best meet and serve the needs of the farmworker community through interagency cooperation, coordination and integration of services.

Arizona Department of Agriculture

Environmental Services Division

Phoenix, AZ 85007

(602) 542-0901

The purpose of the Environmental Services Division is to encourage the wise use of agricultural chemicals in a manner that sustains the productivity of the agricultural industry, preserves the purity of animal feeds and conserves the unique environmental and natural resources of the state.

Center for Toxicology

Southwest Environmental Health Sciences Center

University of Arizona

Tucson, AZ 85721

(520) 626-2433 Fax (520) 826-2466

The mission of the Center is to expand and strengthen education, research and services in toxicology and environmental health sciences. The Center's investigators work with local, state, and federal agencies, as well as with the public sector to predict and prevent problems associated with exposure to toxic chemicals that may be present in the home, workplace or environment.

Project PPEP

Portable Practical Education Preparation

Avondale, AZ 85323

(602) 932-3448 Fax (602) 932-3845

Serving the needs of farmworkers and other rural low-income families throughout the state, PPEP's holistic approach offers a comprehensive umbrella of social service programs including: education and job training, counseling and behavioral health, food and emergency services, affordable housing, microenterprise development, advocacy, technical assistance, networking and much more.

Arizona Migrant Head Start Program

205 W. 700 South, Suite #301

Salt Lake City, UT 84101

(801) 521-4473 Fax (801) 521-6242

Centro de la Familia de Utah

4450 N. 12th St., Suite #252

Phoenix, AZ 85014

(602) 265-7711 Fax (602) 265-6930

NATIONAL

National Pesticide Telecommunications Network (NPTN)

Oregon State University

333 Weniger

Corvallis, OR 97331-6502

(800) 858-7378

NPTN is a toll-free telephone service that provides pesticide information to any caller in the United States, Puerto Rico, and the Virgin Islands; a service that provides objective, science-based information about a wide variety of pesticide-related subjects, including: pesticide products, recognition and management of pesticide poisoning, toxicology, and environmental chemistry.

Rural Community Assistance Program (RCAP)

602 S. King St., Suite #402

Leesburg, VA 22075

(703) 771-8636

RCAP/MESA Newsletter

RCAP is the oldest non-profit organization in the United States providing training and on-site technical assistance on small community drinking water supply, wastewater treatment, resource protection, solid waste disposal and related environmental health and rural development issues. Its mission has been to empower and assist residents and elected officials in small, rural communities to improve their quality of life, especially those living in disadvantaged areas and communities with migrant and seasonal farmworkers, Native Americans and other minorities or underserved populations.

OCCUPATION SAFETY BRANCH

OFFICE OF PESTICIDE PROGRAMS

U.S. ENVIRONMENTAL PROTECTION AGENCY

MAIL CODE 7506C

401 "M" ST., SW

WASHINGTON, D.C. 20460

(703) 305-7666

BIBLIOGRAPHY

- Breitrose, P. (1988). *Focus Groups: When and How to Use Them - A Practical Guide*, Health Promotion Resource Center, Palo Alto, CA: Stanford Center for Research in Disease Prevention.
- Endres, J. (1990). *Teambuilding for Community Health Promotion*, Health Promotion Resource Center, Palo Alto, CA: Stanford Center for Research in Disease Prevention.
- Feighery, E. and Rogers, T. (1990). *Building and Maintaining Effective Coalitions*, Health Promotion Resource Center, Palo Alto, CA: Stanford Center for Research in Disease Prevention.
- Wagner, L. N. (1990). *Running Effective Meetings in Health Promotion Organizations*, Health Promotion Resource Center, Palo Alto, CA: Stanford Center for Research in Disease Prevention.
- Wagner, L. N. (1989). *Writing Effective Survey Questions*, Health Promotion Resource Center, Palo Alto, CA: Stanford Center for Research in Disease Prevention.
- Fitz-Gibbon, C. and Morris, L. (1987). *How To Design A Program Evaluation*, UCLA Center for the Study of Evaluation, Newbury Park, CA: Sage Publications.
- Green, L. W. and Lewis, F. (1986). *Measurement and Evaluation in Health Education and Health Promotion*, Palo Alto, CA: Mayfield Publishing Company.
- Hawkins, J. D. and Nederhood, B. (1987). *Handbook for Evaluating Drug and Alcohol Prevention Programs*, U.S.DHHS.ADAMHA., Rockville, MD: Office for Substance Abuse Prevention.
- Herman, J. and Morris, L. (1987). *Evaluator's Handbook*, UCLA Ctr. for the Study of Evaluation, Newbury Park, CA: Sage Publications.
- King, J. and Morris, L. (1987). *How To Assess Program Implementation*, UCLA Center for the Study of Evaluation., Newbury Park, CA: Sage Publications.
- Neuber, K., Atkins, W., Jacobson, J., and Reuterman, N. (1985). *Needs Assessment: A Model for Community Planning*, Beverly Hills, CA: Sage Publications.
- Rossi, P. and Freeman, H. (1985). *Evaluation: A Systematic Approach*, 3rd Edition. Beverly Hills, CA: Sage Publications.

APPENDIX

The following sample materials are included in this guide to provide you with ideas for migrant and seasonal farmworkers outreach campaigns in your community.

Sample materials.....40

Health Fair Poster

Wallet Emergency Cards

Play Bill

News Article

Farmworkers' Evaluation (Pre and Post-test)

Novela

HEALTH FAIR POSTERS

ENGLISH



Pesticides can affect
your health
and the health
of your family.

Valley Health Center's
ANNUAL HEALTH FAIR

SOMERTON MIDDLE SCHOOL
Somerton, Arizona

Saturday, October 14, 1995
10 A.M. - 2 P.M.

FREE

- Dental checks • Blood pressure checks • Influenza shots
- Hemoglobin and Glucose screenings

INFORMATION • ENTERTAINMENT • PRIZES
FREE FOOD & REFRESHMENT!!

FOR INFORMATION CALL: (520) 627-2051

Funded by EPA

SPANISH



Los pesticidas
pueden afectar
su salud y
la de su familia.

Valley Health Center anuncia
SU FERIA ANUAL DE SALUD

LUGAR: SOMERTON MIDDLE SCHOOL
en Somerton, Arizona

Sabado 14, de Octubre de 1995
de las 10 a.m. a las 2 p.m.

GRATIS

- Exámenes dentales • Exámenes de la presión • Exámenes de la anemia
- Exámenes de azúcar en la sangre • Exámenes de salud para niños

MUSICA • HOBRAS DE TEATRO • BAILABLES • RIFAS
COMIDA Y REFRESCOS GRATIS!!

*Además! Estarán participando varias agencias sociales y de la salud
dando información y regalos.*

NO FALTEN! LOS ESPERAMOS!!

INFORMACION: (520) 627-2051

Funded by EPA

WALLET CARDS

SPANISH

¡Peligro!

Los pesticidas pueden afectar su salud.

Lavese las manos con jabón antes y después de...

- *comer • fumar • beber*
- *ir al baño*

Nunca use los envases de los pesticidas en casa.

Para evitar la insolación tome mucha agua.

Si los pesticidas le salpican...

- *lavese inmediatamente con agua limpia*
- *bañese y lavese el pelo con shampoo*
- *cambiese de ropa*

Information compiled by ADHS Center for Minority Health EPA Grant Committee
Sponsored by Arizona Department of Agriculture

FRONT

Emergencia.....9-1-1
Centro Control de Envenenamiento.....1-800-362-0101
Linea de Ayuda para los Campecinas1-800-377-9968
Clinica Valley Health Center(520) 627-2051
El Hospital - Yuma Regional Medical Ctr.. (520) 344-2000
Departamento de Agricultura
Yuma.....(520) 343-1177
Phoenix.....(602) 542-0901
Departamento de Seguridad Economica
Yuma(520) 782-4343
Departamento de Salubridad de Yuma(520) 329-2220
Linea Directa de Violacion de las
Reglas de los Pesticidas.....1-800-423-8876

BACK

ENGLISH

Danger!

Pesticides can affect your health

Wash your hands before and after...

- *eating • drinking • smoking*
- *going to the bathroom*

Never use pesticide containers in your home.

Drink lots of water to avoid heat stress.

When pesticides get on you...

- *wash off as soon as possible*
- *bathe and shampoo hair*
- *change into clean clothes*

Information compiled by ADHS Center for Minority Health EPA Grant Committee
Sponsored by Arizona Department of Agriculture

FRONT

Emergency.....9-1-1
Poison Control Center1-800-362-0101
Migrant Help Line1-800-377-9968
Valley Health Center(520) 627-2051
Yuma Regional Medical Center(520) 344-2000
Department of Agriculture/ESD
Yuma(520) 343-1177
Phoenix(602) 542-0901
Department of Economic Security
Yuma(520) 782-4343
Yuma County Health Department(520) 329-2220
Pesticide Violation Hotline1-800-423-8876

BACK

PLAYBILL

Please contact
Arizona Department of Health Services
Center for Minority Health
(602) 542-2906
for more information on performances of

El Corrido De Los Pesticidas

Production Staff:

Artistic Director.....Homero Chávez
Assistant Director.....Lucy Saldaña
Scene Designer.....Oscar Valenzuela

Funded by EPA

Arizona Department of Health Services
Center for Minority Health
Proudly Presents

"EL CORRIDO DE LOS PESTICIDAS"

Written by Homero Chávez and Lucy Saldaña



El Arte de Rini-Templeton

Sponsored by (in alphabetical order):

Access Blue Connection

Arizona Department of Agriculture

Arizona Department of Health Services, Office
of Local and Minority Health

Center for Minority Health

RimRock Natural Water

U.S. Environmental Protection Agency

Valley Health Center - Somerton

Western Arizona Area Health Education Center

Yuma County Farmworkers

Los pesticidas
pueden afectar
su salud y
la de su familia.

EL CORRIDO DE LOS PESTICIDAS is a one act comedy about farm workers, growers and their involvement with pesticides in the modern day agricultural industry. The play is a day in the life of Pedro, a farm worker in his twenties who is starting a family with his wife Lupe. Lupe is a pregnant woman who is constantly making sure her husband Pedro is well protected from the pesticides, and while doing so shows her sharp wit and smart mouth adding "spice" to the otherwise dull stereotype of women. Another character that is very important to this day in the life of Pedro is El patron; the grower who takes it upon himself to make sure Pedro is well educated about pesticides and to fix any problems that should occur. Of course every story must have a villain. In this case the villain is not really a villain but a fictional character called "El Superpesticida". El Superpesticida is the Patron's sidekick, a humanized pesticide who is always giving the Patron bad advice. Luckily the Patron does not listen much to the Superpesticida. Doctor Rogers and Sofia are the two characters that represent our health system which is very important in this play. EL CORRIDO DE LOS PESTICIDAS is a very useful and relevant play that people will want to see more than once. This play serves two purposes: to entertain as well as educate our communities.

Cast in Order of Appearance:

Roy Aguayo.....Pedro el campesino
Liliana Lugo.....Lupe la esposa
Rogelio Camerillo.....Superpesticida
Oscar Valenzuela.....Patron
Homero Chávez.....Doctor Rogers
Lucy Saldaña.....Sofia

Arizona Western College

November 21, 1995

WESTERN VOICE



While at the hospital El Patron takes responsibility for failing to protect his workers and offers to pay the bill to Dr. Rogers (Homero Chavez.)



Patro and his wife Lupo(Liliana Lugo) celebrates the birth of their child along with El Patron and their good friend Sofia (Lucy Saldana.)

EPA hires bilingual actors

by Adriana Camarillo

Five AWC students and a counselor were hired by the EPA (Environmental Protection Agency.) But their job was not to be office workers, but to be actors.

The Students: Roy Agayo, Lilianna Lugo, Rogelio Camarillo and Oscar Valenzuela. Lucy Saldana and Homero Chavez, Program Coordinator. Student Support

Services, were also actors in the play as well as writers.

The name of the play is "El Corrido De Los Pesticidas" and its purpose, besides to entertain, is to educate farm workers about the dangers of pesticides, what rights they hold as farm workers, how to identify symptoms of pesticide poisoning, dehydration and what to do if they do get poisoned.



After Patro (Roy Agayo) fails to protect El Patron (Oscar Valenzuela) from a Superpesticide (Rogelio Camarillo) tries to talk him out of it.

The performance took place on November 15 at Arizona State University West. They performed for the Annual Arizona Interagency Farm Workers Coalition Conference. Most of the Agencies that attended the conference were also sponsors. They are: Access Blue Crocosection, Arizona Department of Agriculture, Arizona Department of Health Services, Office of Local and Minority Health, Center for Minority Health, RimRock Natural Water, U.S. Environmental Protection Agency, Valley Health Center-Somerton, Western Arizona Area Health

Education Center and Yuma County Farmworkers.

This was the second time the group of actors performed this play. The first time was in Somerton where they performed for the farm workers.

They are also looking into doing performances in the coming months.

EVALUATION

PRE-TEST

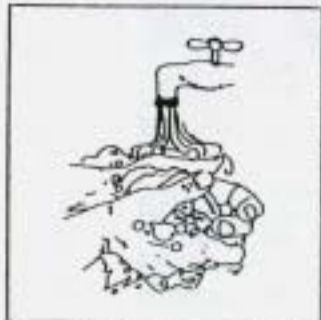
POST-TEST



Bueno(1) Malo(61)



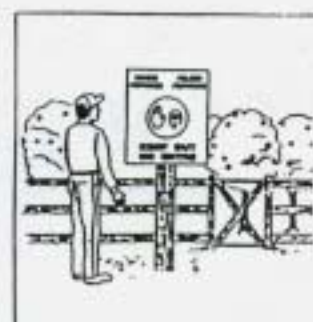
Bueno(56) Malo(4)



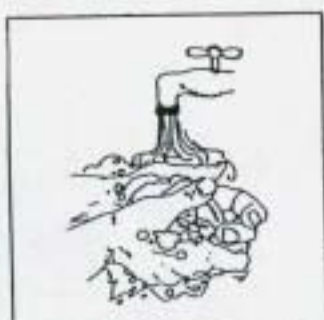
Bueno(57) Malo(5) Bueno(10) Malo(51)



Bueno(18) Malo(102)



Bueno(105) Malo(11)



Bueno(108) Malo(8)



Bueno(19) Malo(93)



Bueno(59) Malo(2) Bueno(3) Malo(59)



Bueno(108) Malo(4)



Bueno(11) Malo(105)

Evaluation questionnaire used with permission of
North Carolina Cooperative Extension Service

NOVELA – Spanish

Ud. tiene derecho a tener facilidades sanitarias en el fin donde trabaja.

¿ Se encuentran las siguientes facilidades sanitarias en el fin donde trabaja? **¿ Sí o No ?**

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

¿ Agua fría y fresca cerca del área de trabajo? **¿ Vasos desechables?** **¿ Sí o No ?**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

¿ Un letrina o un baño dentro de 1/4 de milla del área de trabajo? **¿ Sí o No ?**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

¿ Un lavaseos dentro de 1/4 de milla del área de trabajo? **¿ Jabón Y toallas desechables?** **¿ Sí o No ?**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Si alguna de estas respuestas es "no", Pasa a la página 8 para aprender como exigir sus derechos.

¡CUIDATE!

Mas vale prevenir que lamentar

NOVELA – English

You have the right to have sanitary facilities on the farm where you work.

Are there any of the following sanitary facilities on the farm where you work? **Yes or No ?**

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Clean and cold water near your work area? **¿ Yes or No ?**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Disposable cups? **¿ Yes or No ?**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

A restroom or toilet within 1/4 of a mile distance from your work area? **¿ Yes or No ?**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Water to wash your hands within 1/4 of a mile distance from your work area? **¿ Yes or No ?**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Snap and disposable paper towels? **¿ Yes or No ?**

If you answered No to any of these questions, go back to page 8 to learn how to demand your rights.

PROTECT YOURSELF!

THIS PUBLICATION WAS ADAPTED FOR ARIZONA WITH PERMISSION OF THE RURAL COMMUNITY ASSISTANCE PROGRAM.