



A Tradition of Stewardship
A Commitment to Service

Live Healthy Napa County Language Inclusion Listening Sessions Summary Report

May 2023

Introduction

In 2021, the data themes that emerged through a series of listening sessions conducted by Live Healthy Napa County (LHNC) partners were used to collaboratively design and launch the community health projects described below. These projects are based on iterative and consistent community engagement and are designed to be responsive to feedback cycles from the community. LHNC partners prioritized Language Inclusion as one of the four action items. Spanish-speaking families reported concerns about not knowing where to go to receive information about emergencies and available community resources. They also expressed concern about receiving information that was late or inaccurate. Both English-speaking and Spanish-speaking residents in Napa County described a noticeable division between Latine and non-Hispanic white communities in Napa County, naming language as a barrier to connection. The Language Inclusion action team developed a short presentation, including a group interview and a short survey to engage monolingual Spanish speakers in the county, with a focus on learning more about gaps in information and resource access. In 2022, LHNC held three sessions with 61 Spanish-speaking community members to gather information about their experiences with information and resource access. This report shares key findings from those sessions.

Summary of Findings

Group Interviews

A total of **61** people participated in group interviews centered on experiences accessing information and resources in Napa County.

Places to Access Information: Participants indicated they access information from online sources, such as social media platforms, community organizations, and physical spaces and places.

Accessing information: Overall, participants felt they were not receiving the information they needed due to barriers such as misinformation and language access. Participants who did express that they were receiving the information they needed credited trusted messengers in their community for providing the needed information.

Missing Resources and Services: Participants identified gaps in resources and services that include information regarding accessing social services and assistance in a centralized manner, mental health and wellness resources for families, information on emergency preparedness, and activities for youth.

Spanish Language Survey

23 responses were collected using a 10-question survey regarding information and resource access.

Translation Support from Child: 15 out of 23 respondents indicated they either sometimes or always rely on their child to translate for them.

Local Representative: Only five of 23 respondents indicated they knew the name of their local representative (city/county).

Decision-Making at Child's School: Nine respondents out of 22 indicated they sometimes feel included in decision-making processes at their child's school and nine respondents out of 22 indicated they feel always included in decision-making processes. Four out of 22 indicated never feeling included in decision-making processes at their children's school.

Locating Services: 15 out of 22 respondents indicated they sometimes knew where to access services when they were in need.

Accessing Services: 17 out of 22 respondents indicated they sometimes can access services in their language when they need them.

Methods

Data Collection

Participants were recruited with the help of partner organizations, including Parent University and Napa Valley Community Housing. The listening sessions and the survey were conducted in Spanish. Notes were taken at all sessions in Spanish and translated into English for reporting. No names of community members were recorded. The sessions were led by mono-lingual Spanish-speaking community leaders who have been trained in human centered design. Health and Human Services (HHSA) staff and LHNC team members provided notetaking and administrative support. Each listening session took approximately 40 minutes, with 10-15 minutes dedicated to each question. The questions posed to community members are listed below

- *¿Dónde obtiene información?*
[Where do you get information?]
- *¿Siente que siempre tiene acceso a la información que necesita?*
[Do you feel like you always have access to the information you need?]
- *¿Qué información y/o recursos le gustaría tener, pero no está recibiendo en este momento?*
[What information and/or resources would you like to have but are currently not receiving at this time?]

Community members were asked to fill out an optional 10-question survey (See Appendix) in Spanish about their experiences and thoughts on information and resource access at the end of each session. The survey was developed based on feedback and contributions from the members of the LHNC Language Inclusion team. A total of 23 surveys were completed across the 3 sessions. Demographic information, preferred language, age group, and neighborhood were collected. SOGI (Sexual Orientation and Gender Identity) was not collected in this survey. Three surveys were collected via a Survey Monkey link and the remaining 20 were completed on paper.

Analysis

Notes were taken in Spanish during each session to capture participants' feedback; notes were later translated into English during analysis. All names and personal identifiers were removed. The LHNC Language Inclusion team and members of the Napa County HHSA-Public Health Chronic Disease and Health Equity team reviewed community feedback from the listening sessions and categorized responses into relevant themes. Responses to the Spanish language surveys were collected and copied into an Excel sheet. Excel was used to analyze and create charts from survey responses.

Results

Group Interviews

Across three one-hour sessions in 2022, a total of 61 community members participated in group interviews. All participants were monolingual Spanish speakers within the City of Napa. One session was done virtually over Zoom with Parent University and 2 sessions were done in person at Napa Valley Community Housing sites. During each session, community leaders on the LHNC Language Inclusion team and members of the Napa County HHSA-Public Health Chronic Disease and Health Equity team would present a short 10-minute slide deck. The slide deck introduced Live Healthy Napa County and the goal of the Language Inclusion team to identify gaps in information and resource access for Spanish speakers in the county. The remainder of the session centered around three main questions posed to the group.

¿Dónde obtiene información? [Where do you get information?]

Across the three sessions, three information access points were identified by the participants: **Online, Community Organizations, and Physical Places/Spaces**. **Online** resources focused primarily on Social Media platforms. Participants reported the platforms they most often use to search for information were Facebook, followed by WhatsApp and YouTube. Facebook often has resources in Spanish mentioned by participants and can be easily searched in the user's primary language i.e., Spanish. WhatsApp is a popular instant messenger app that is available on all smartphones and serves as a common communication platform. It is an accessible means of information forwarding amongst community networks. YouTube was the platform least mentioned by participants but was identified to be an access point due to the ease of searching for information in Spanish. While the Internet was cited as a place for information, certain barriers were identified, such as the quality of English-to-Spanish translations. An interviewee described where they got information and the quality of the translations they see.

“La calidad de las traducciones es importante: está a veces [la información] traducida literalmente, pero no se entiende.

[The quality of translations is important – sometimes it [the information] is translated literally, but not understandable.]”

Community organizations were identified as a strength due to their ability to remove language barriers by having bilingual staff. The following organizations were identified by participants as sources of information: Parent University, NVUSD (especially parent liaisons), Puertas Abiertas, CRC, and Clínica Ole/Ole Health. These organizations often provide bilingual information, or information primarily in Spanish. **Physical Places and Spaces** are also important sources of information; places identified were Latin stores (known as mercados), laundromats, multi-unit housing complexes, Napa County Health and Human Services – Self Sufficiency (referred to commonly as the ‘Medical office’ by participants), the Salvation Army, and local bulletins where flyers are commonly placed. One participant shared,

“Cuando yo necesito algo voy a la oficina de los apartamentos porque yo sé que si ellos no me puedan ayudar, ellos saben dónde mandarme.

[When I need something, I go to the apartment office because I know that if they can't help me, they know where to send me.]”

This theme of trust echoed throughout the listening sessions. Participants feel comfortable accessing information from people and places that are familiar and trusted.

¿Siente que siempre tiene acceso a la información que necesita? [Do you feel like you always have access to the information you need?]

There were different reasons participants felt like they did, or did not, have access to the information they needed. The participants that felt like they had access to information when needed attributed this to having a **trusted messenger**; someone whom they believed delivers timely and accurate information and resources in their preferred language. Trusted messengers are key information disseminators, particularly in monolingual Spanish-speaking communities. Participants often mentioned specific names of staff members they trusted and whom they could go to if they were in need. By having a trusted source of information, some participants felt they could then provide information to others in their community.

"[Muchas veces la información que recibo aquí en los apartamentos (Napa Park Homes) yo se los doy a conocidos o familiares afuera de los apartamentos.

[Many times the information I receive here in the apartments (Napa Park Homes) I give to people I know or family members outside the apartments.]"

In all three sessions, community members who felt they did not have the information they need identified **barriers such as misinformation and language access**. A participant spoke to the lack of information, not due to the lack of resources but rather the misinformation and barriers that restrict the information.

"Hay muchas ayudas, pero desinformación, y barreras las restringen

[There is a lot of support, but misinformation and barriers restrict it.]"

Language access was identified across each session as an obstacle many community members in Napa face. As previously discussed, accurate and timely translations both, oral and written, are a priority area for participants. Community members who lack a trusted messenger and do not have adequate language access services become frustrated navigating systems of support in the county. A participant spoke out about their experience, expressing frustration when receiving differing information and resources and the inability to get a direct solution to their concern.

"No, diferentes personas me dan diferentes respuestas cuando necesito ayuda o recursos..."

[No, different people give me different answers when I need help or resources...]

A participant reflected that despite barriers in their community, individual connections with people were important in overcoming challenges.

"...las conexiones nos ayudan a superar nuestras dudas.

[...connections help us overcome our worries.]"

¿Qué información y/o recursos le gustaría tener, pero no está recibiendo en este momento? [What information and/or resources would you like to have but are currently not receiving at this time?]

When asked what information and resources participants would like but are not receiving, participants suggested specific resources and programs along with improved points of information access. The most common theme that arose across all three sessions is the **need for information regarding social services and assistance** and how to access them. Additionally, two of the three sessions expressed the need for a central point of information to be developed. For some participants, that would be a central office where they could speak to a person and help them navigate their concerns. Other participants wished to see a less hands-on approach, suggesting the creation of a central phone number that they could call and receive information regarding services and programs provided by Napa County. Although discussed at two separate sessions, both groups spoke to the desire for a **central information access point** they could navigate in Spanish. The participants that felt their needs were being met were often credited to their connection to a trusted messenger, such as a staff member at a community organization and/or an employee of Napa County.

*“Siento que recibo mi información porque conozco a personas que trabajan con el Condado
[I feel like I get my information because I know people who work with the County.]*

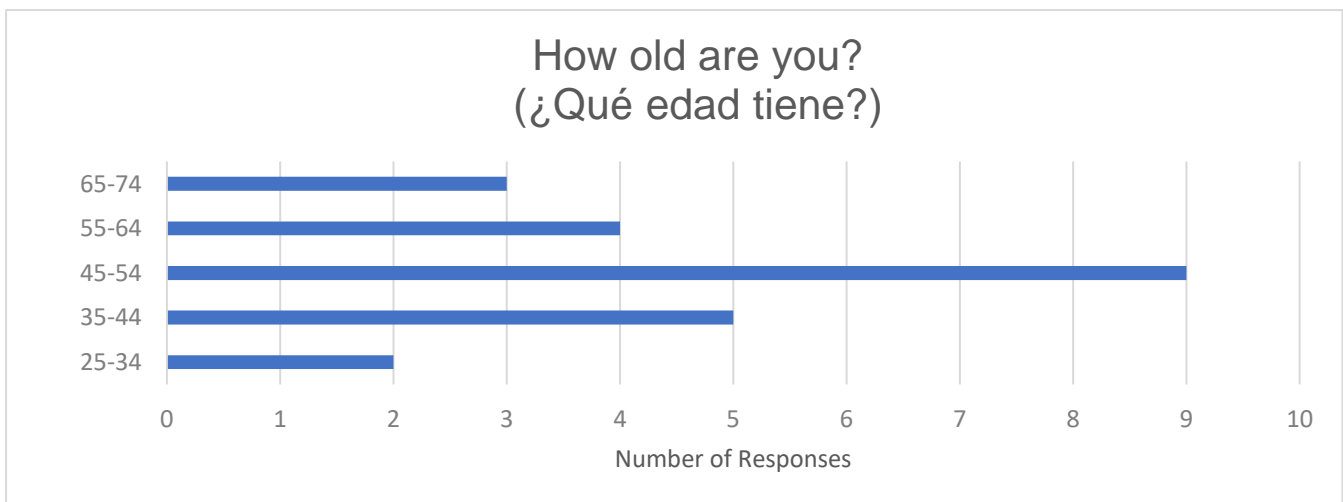
A theme that arose among parents for school-aged children was more **mental health and wellness resources** for their children as well as for themselves. Participants that self-identified as mothers stated that they recognized the impact the COVID-19 pandemic and generational trauma had on their children; they felt they lacked the tools and resources to adequately support their children in these areas. Additionally, those who identified themselves as parents lacked resources and services to support their own mental health and wellness. Parents in one session also identified the desire for **youth activities** (K-12) to engage their children; this included offering more activities as well as improving outreach to Spanish-speaking parents to increase awareness of current opportunities within Napa County.

Emergency preparedness was a concern for participants, particularly regarding fires, PSPS, and the pandemic response. Participants expressed that while recent communications from the County and partner agencies to the Spanish-speaking community have improved since the beginning of the COVID-19 pandemic, there is still a gap in both accurate and timely communications. Communications, such as Nixle alerts, are sent to Spanish subscribers, and participants in the sessions expressed feeling as though Spanish language alerts were sent later than the English alerts or translated in a manner that may have been confusing. A participant shared an experience where they were unable to access a survey due to the use of Spanish vocabulary; they expressed the desire for agencies and community organizations to modify Spanish messaging with a better understanding of the local Spanish-speaking community.

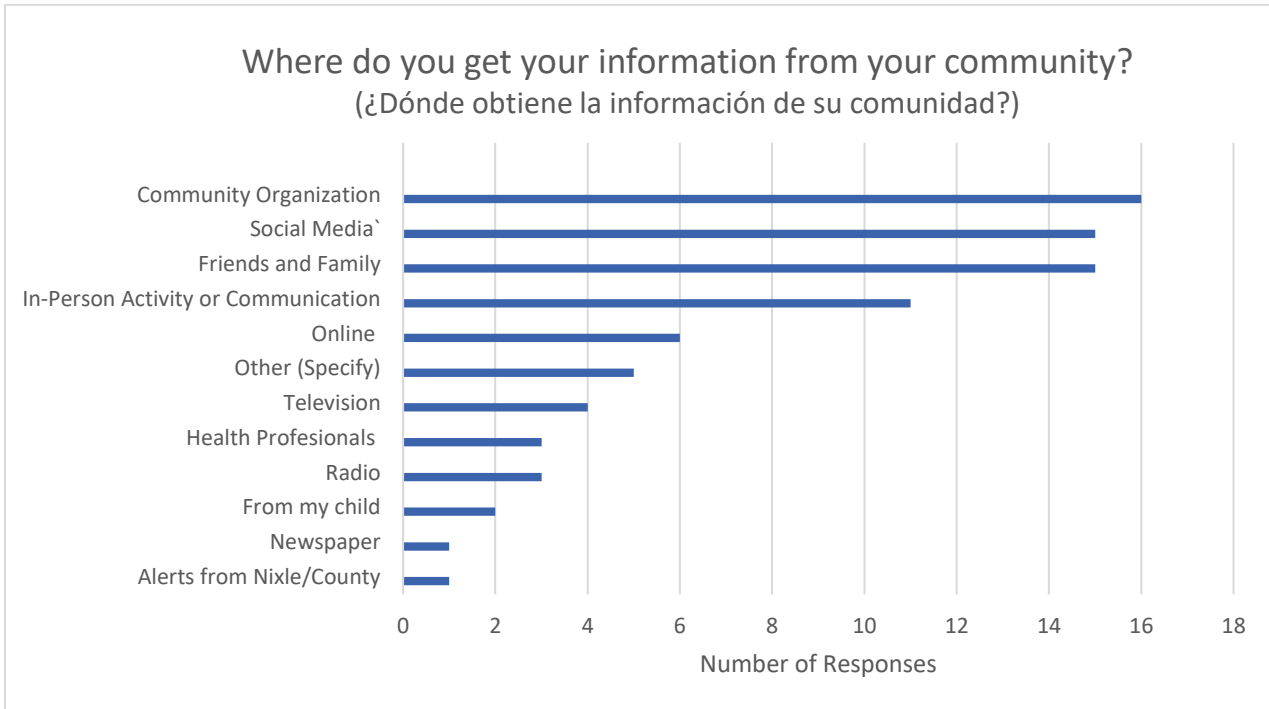
*“Usar el español en una manera que puedo leer y entender
[Use Spanish in a way that I can read and understand].”*

Spanish Language Survey

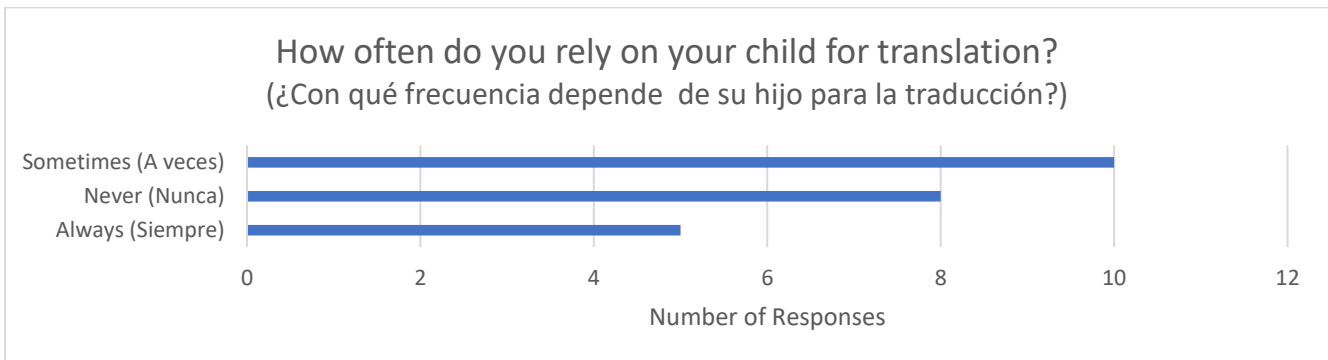
A total of 23 participants completed a 10-question Spanish-Language survey centered on information and resource access. The questions and responses have been translated into English for reporting purposes. All 23 participants identified Spanish as their primary language. The most represented age group of survey participants was 45-54 years old, with nine of 23 survey participants. Five out of 23 participants recorded their age as 35-44 and four out of 23 participants recorded their age as 55-65. All participants self-identified themselves as residents of the City of Napa; specific addresses have been omitted for privacy purposes.



Survey participants were asked to select all the methods they used to obtain information in their community. The top 3 methods were information from a Community Organization, Social Media, and Friends and Family. Information resources such as Nixle/County Alerts, Newspaper, through a child, and Radio fell to the bottom as the less selected methods of obtaining information. Social Media includes responses that selected any of the following platforms: Facebook, WhatsApp, Youtube, and Nextdoor. Ten of the total fifteen responses in the Social Media category selected Facebook. Five responses selected the Other category and all five participants entered the name of a trusted messenger. These trusted messengers were paid staff of Parent University or Napa Valley Community Housing; names have been omitted for privacy purposes. While the listening session participants were not asked to select a specific community organization, Parent University, Napa Valley Unified School District (Social Workers), Puertas Abiertas, CRC, and Clinica Ole (Ole Health) were mentioned by participants.

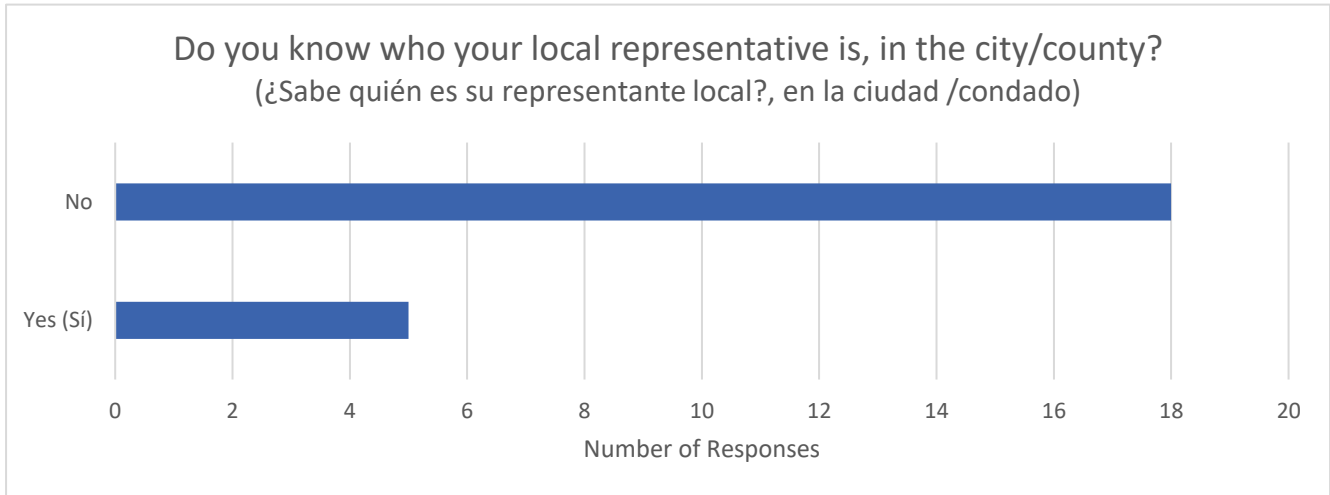


When asked how often they rely on their child for translation, ten out of 23 responded they sometimes do, followed by eight of 23 responding never and five of 23 responding always. The type of translation (written or oral) was not specified nor age of the child.

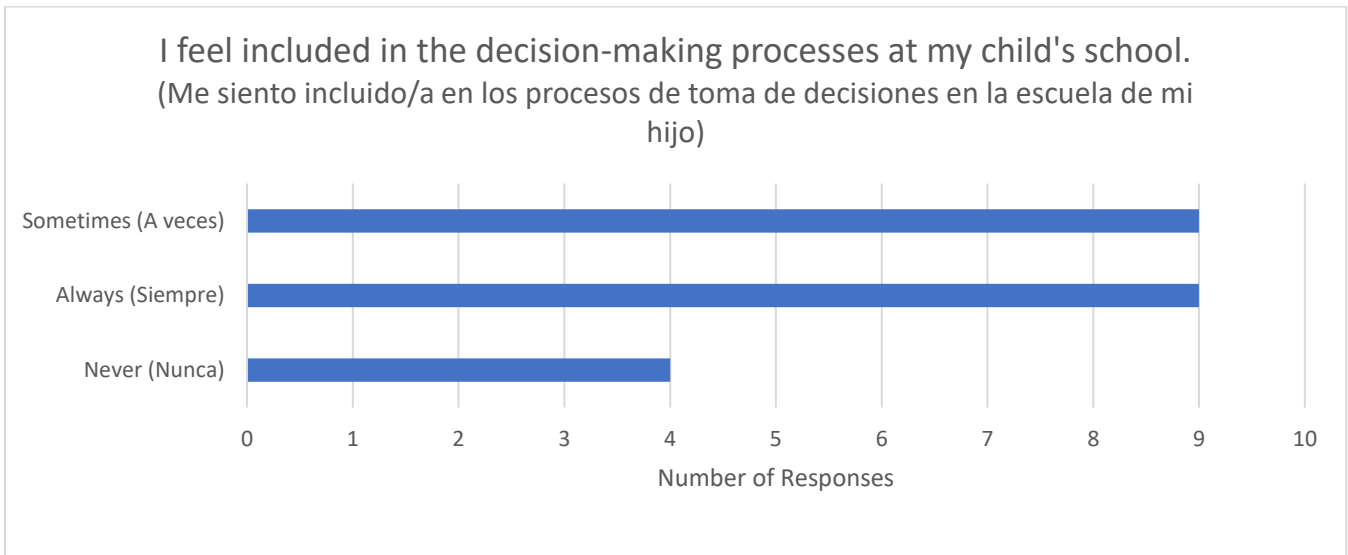


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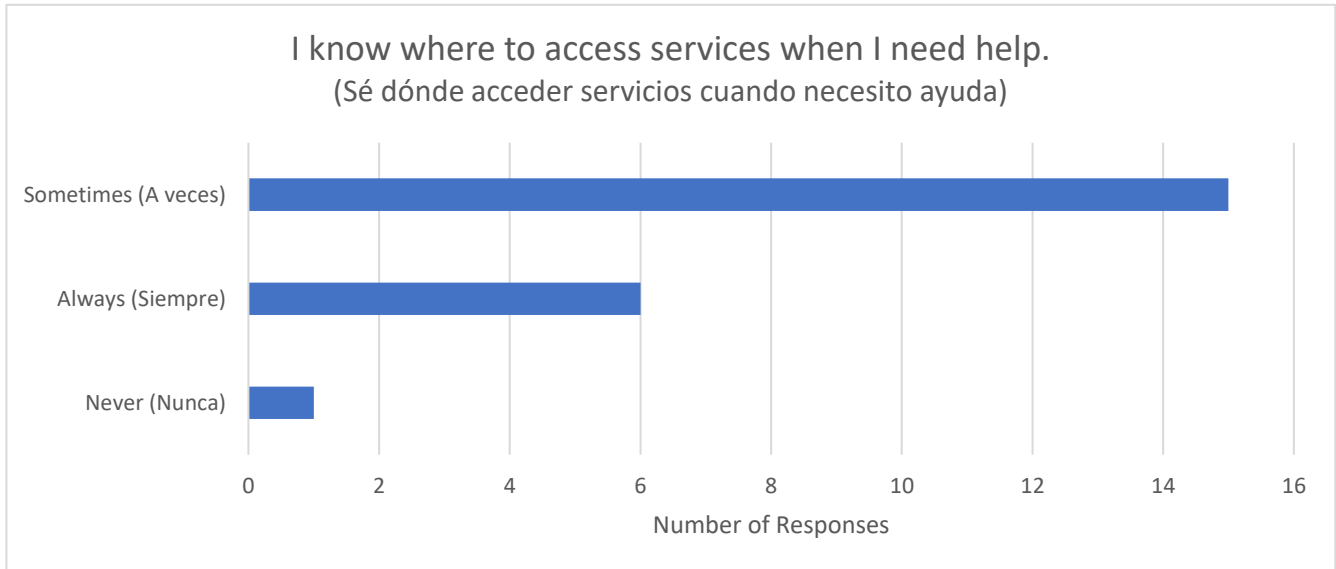
The majority of participants responded by saying they didn't know their local representative. Only 5 of 23 participants responded affirmatively to knowing who their local representative was. All participants indicated they lived within the City of Napa.



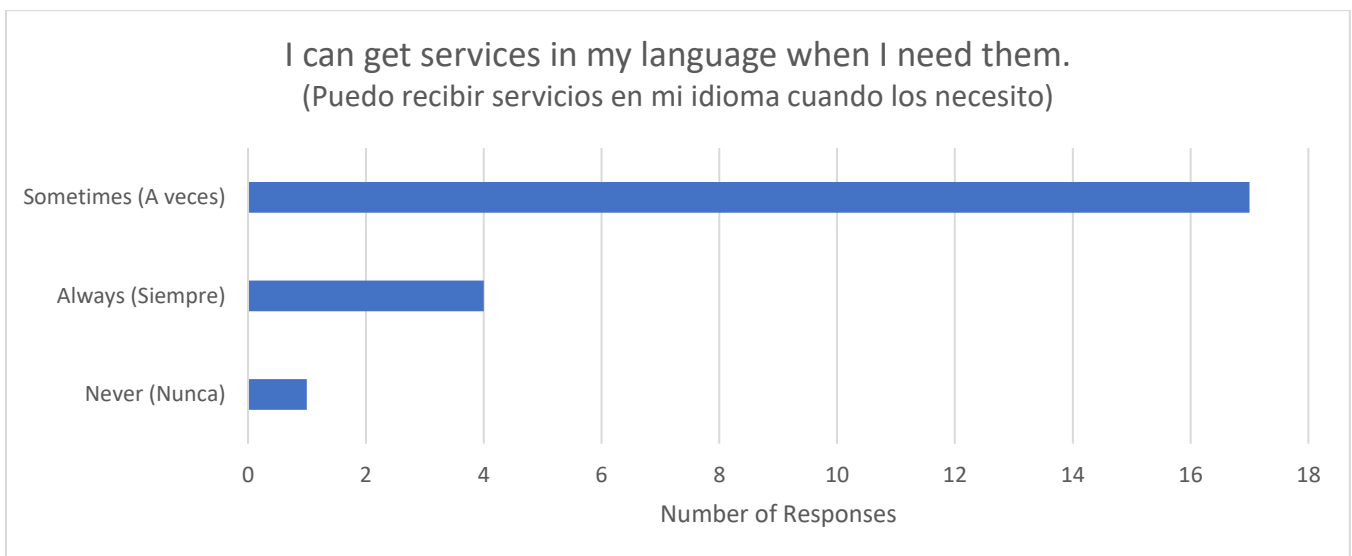
A total of 22 responses were recorded when participants were asked if they feel included in decision-making processes at their child's school. Nine participants out of 22 indicated they feel sometimes included in decision-making processes and nine participants out of 22 indicated they feel always included in decision-making processes at their child's school. Four participants out of 22 responded they never feel included.



22 responses were recorded when participants were asked if they knew where to access services when they need help. The majority of responses, 15 out of 22 responses, indicated they sometimes knew where to access services when they were in need. 6 out of 22 responses stated they always knew where to access services when they needed to. Only 1 out of 22 respondents stated they never felt they knew where to access services when they needed them.



When asked if they can get services in their language when they need them, the majority of respondents stated they sometimes did with 17 out of 22 respondents. 4 out of 23 respondents indicated they could always get services in their language when needed and 1 respondent indicated they could never get services in their language when needed.



The last question of the survey was an open format response asking, *¿Hay algo más que le gustaría compartir?* [Is there anything else you'd like to share]. 7 responses were recorded and 2 of those responses were 'no'. Of the remaining five responses, one participant wrote their desire to have one single access point for information about county services and programs, such as a phone number.

*“¿Por qué no existe en Napa, una sola organización que tenga todos los programas que el condado de Napa ofrece? Sería más fácil tanto como llamar al 211, pero un número en Napa.
[Why isn't there a single organization in Napa that has all the programs that the County of Napa has to offer? It would be easier a number like 211, but a number for Napa.]”*

Another participant spoke about the importance of schools as an information access point.

*“Las escuelas son aliados estratégicos para la difusión de la información.
[Schools are strategic allies for the dissemination of information.]”*

Conclusion

Live Healthy Napa County's Language Inclusion team aimed to partner with community organizations as well as community leaders to identify gaps in information and resource access. Using Human-Centered design principles, the team identified opportunities to engage the Spanish-speaking community of Napa through both group interviews and surveys, entirely in Spanish.

The gap in information and resource access for monolingual Spanish speakers impacts several sectors, LHNC partners, and most importantly, members of the Spanish-speaking community themselves. Across three sessions, community members expressed their methods of accessing information and resources as well as the barriers and challenges they face. Trusted messengers and less formal networks of information, such as word of mouth and physical places and spaces, are critical pillars of information access, particularly for those who are monolingual Spanish speakers. Challenges such as timely and accurate translations, and lack of central information access points are opportunities to leverage resources to improve information and resource access for many in the community.

One immediate outcome of this community engagement project has been the development of a [Canvassing Locations](#) document. Using the feedback from community members who participated in these interviews, the Language inclusion team compiled an extensive list of community organizations and physical places that can be used when outreaching to Spanish-speaking community members in Napa County. The goal of this document is to aid community partners in their efforts to provide accurate and timely information and outreach to Spanish-speaking communities across Napa County. By collectively documenting and utilizing informal information networks and physical spaces that have been identified as points of information access by the Spanish-speaking community, organizations can increase access to services and information for Spanish speakers in Napa County.

The themes of trusted messengers and less formal information networks were strongly emphasized during this Human Centered Design process, and this is an area of opportunity to further reduce language access disparities. The LHNC Language Inclusion team will continue to engage Spanish-speaking populations and partner agencies to identify ways to amplify trusted, informal information systems to better serve all community members in Napa County.

Appendix - Spanish Language Survey

Encuesta de acceso a la información para padres que hablan español

¡Estamos trabajando para mejorar los sistemas de información en el condado de Napa y necesitamos su opinión!

1. ¿Cuál es su idioma principal?

Mandarin

Inglés

Español

Filipino / Tagalo

Otra (especifique)

2. ¿Qué edad tiene?

Menor de 18 años

18-24

25-34

35-44

45-54

55-64

65-74

75+

3. ¿En qué vecindario vive?

4. ¿Dónde obtiene la información de su comunidad?

- Televisión
- Periódico
- Estación de radio
- Amigos y familia
- Organización de la comunidad
- Youtube
- Facebook
- What's App
- Instagram
- Nextdoor
- Sitio web del gobierno
- Funcionarios de salud locales
- Actualizaciones de Nixle / Condado
- Proveedor de atención primaria (su doctor)
- Comunicación o actividad en persona
- En línea
- De sus niños/as
- Otros (especifique)

5. ¿Con qué frecuencia depende de su hijo para la traducción?

- siempre
- nunca
- a veces

6. ¿Sabe quién es su representante local?, en la ciudad /condado

- Sí
- No

7. Me siento incluido/a en los procesos de toma de decisiones en la escuela de mi hijo

- Siempre
- Nunca
- A veces

8. Sé dónde acceder servicios cuando necesito ayuda

- Siempre
- Nunca
- A veces

9. Puedo recibir servicios en mi idioma cuando los necesito

- Siempre
- Nunca
- A veces

Encuesta de acceso a la información para padres que hablan español

¡Gracias por completar la encuesta!

La información que proporcionó en esta encuesta se utilizará para mejorar los sistemas de información en el condado de Napa.

10. ¿Hay algo más que le gustaría compartir?