

UNITED STATES OF AMERICA

NATIONAL TRANSPORTATION SAFETY BOARD

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NTSB WEBINAR: *
*
COMMUNICATING AND CONNECTING SAFETY *
MESSAGES TO HISPANIC COMMUNITIES *
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via videoconference

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APPEARANCES:

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W E B I N A R

(1:00 p.m.)

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3 MR. WORRELL: Good afternoon, everyone, and thank you for
4 joining today's webinar, "Communicating and Connecting Safety
5 Messages to Hispanic Communities," part of a long overdue
6 conversation on reaching underserved communities to improve
7 transportation safety. Today's webinar is hosted by the National
8 Transportation Safety Board and will last approximately 1 hour and
9 a half. My name is Nicholas Worrell, I'm the NTSB Chief of Safety
10 Advocacy.

11 As I said in our webinar in April, we have to intentionally
12 include underserved communities in order not to unintentionally
13 exclude them. Today's webinar is about reaching Hispanic
14 communities specifically, and we have opened this learning
15 opportunity to other advocacy groups who want to learn and grow
16 with us.

17 Back in April I talked about the need to talk with people
18 without sounding like bureaucrats in Washington talking about
19 them. For NTSB, this concern always includes finding partners
20 with expertise in connecting with communities. With only a
21 handful of safety advocacy staff out of a total staff of about 400
22 NTSB employees, NTSB does advocate by collaborating with groups
23 aligned with our safety issues. To paint a picture, a broad
24 picture, Hispanics are especially vulnerable as pedestrians and
25 bicyclists. While they're within a vehicle, their risk is closer

1 than that of non-Hispanic whites. Why that is, is not the problem
2 we are solving today, although it is a topic deserving of a study.
3 No, today we are asking how to reach these communities with the
4 best safety messages and practices, how to identify and energize
5 Hispanic transportation safety advocates to spread the best safety
6 practices and messages through grassroots. You see, reaching
7 Hispanics means reaching everyone, from a Puerto Rican mom living
8 in New York, to a retired Cuban in Miami, to a young worker with
9 Mexican roots in rural Texas, and many others.

10 So that raises the question: Who knows each of these
11 communities best? How do we identify and build bridges with
12 people who know the community best?

13 The administration recognized that, as the overall ratio in
14 ethnic diversity of the country continues to increase, gaps in
15 racial and ethnic equality persists. Meanwhile, each gap becomes
16 more important as each population increases. Recent executive
17 orders have sought to address these disparities.

18 Today our four panelists will help us better understand what
19 it takes to communicate and connect with them. Thanks to all our
20 panelists for taking the time out of their busy schedules today to
21 share and add value with us today. I will briefly introduce our
22 panelists now, but we'll put their bios in the chat and on the
23 event page at [nts.gov](https://www.nts.gov) if you want to learn more about them.

24 First, we will hear from Alfonso Pernia, a bilingual
25 multicultural healthcare communications expert focusing primarily

1 on the Hispanic and Latino communities. Alfonso has led
2 initiatives with federal clients such as Centers for Disease
3 Control and Prevention and the National Institutes of Health and
4 U.S. Health and Human Services' Office of Infectious Disease's HIV
5 and AIDS policy and others.

6 We will then hear from Violet Marrero, a consultant with
7 extensive insurance sector experience and a National Safety
8 Council Marion Martin Award winner.

9 Then we'll hear from José Alberto Uclés, a public affairs
10 spokesperson for the National Highway Traffic Safety
11 Administration, where he has worked for the past 22 years. Among
12 other accomplishments, José has created NHTSA's first Spanish
13 language website.

14 And our final presenter will be Jennifer Mayo, Acting Chief
15 of Consolidated Resources Branch, Public Assistance Division,
16 Federal Emergency Management Agency. Jennifer was also previously
17 chief of talent development for the Federal Highway
18 Administration.

19 And to make sure that we're connecting with you, if you have
20 questions, please enter them in the chat box. Once our panelists
21 have presented, we will take as many of your submitted questions
22 as we can.

23 So without further ado, let me turn it over to our first
24 panelist, Alfonso Pernia. Alfonso.

25 MR. PERNIA: Hello, Nicholas and good afternoon, everyone.

1 Buenas tardes. Let me go ahead and share my screen.

2 (Pause.)

3 MR. PERNIA: Okay. So I'm very excited to be here. Good
4 afternoon again, buenas tardes. And thank you, Nicholas, for
5 giving me the opportunity to be part of this webinar.

6 My name, as you mentioned, is Alfonso Pernia and I am
7 originally from Columbia, and I am a multicultural communications
8 manager at ICF Next. ICF is a global government consulting
9 technology and innovation firm based out of Reston, Virginia, and
10 I bring over 15 years of experience in multicultural
11 communications working with federal agencies, as well as state and
12 local government clients. I'm fully bilingual and I love soccer.
13 That's who I am. Very excited. I live in South Florida, so I'm
14 excited that Messi is coming down to these latitudes.

15 So let's start. I'm going to go ahead and talk about -- give
16 a little bit of an overview of the Hispanic stats so we can
17 understand better our people, my people. Then I'm going to talk
18 about the differences between translation and adaptation and
19 transcreation, to move forward into message versus messenger,
20 something that Nicholas was mentioning before. Tone and image
21 use, media consumption habits, and finally, I'm going to give some
22 takeaways for everyone here.

23 So to start, let's go over some overall information on the
24 U.S. Hispanic population. According to the census, we now
25 represent about 20 percent of the Hispanic total population -- of

1 the U.S. total population, I'm sorry. But unfortunately, we face
2 some additional issues and challenges that put us in a vulnerable
3 situation compared to other ethnic groups. We are a very complex
4 group and we also are very diverse within. Regardless of all
5 speaking the same language, at least here in the U.S., 72 percent
6 of Hispanics speak Spanish at home.

7 We're very different. We use different terminologies to
8 communicate with each other. You actually will be surprised if
9 you speak Spanish and you'll be surprised about all the different
10 meanings that just one simple word can have and it varies from
11 country to country and even within the same country, just one word
12 can be or have a very different meaning. So the more we know
13 about the audience, the better.

14 Here's some of the states that -- or these are the top 10
15 states where we have a major presence in the population and in
16 each of those cities in those states, there are many stories on
17 how each one of us made it to this amazing country. Each one of
18 us is a different story and because of this, we, the people that
19 are here in this webinar, we have a huge responsibility to be
20 aware of how diverse we are. So if we want to effectively reach
21 Hispanics, the more we know about each of those specific
22 audiences, the better.

23 What are some of the things we need to take into
24 consideration when reaching Hispanics? The first and most
25 important is that the audience must be included in the process of

1 message development. Always, the main goal of our communication
2 will be to think as the audience, keep them involved in the
3 process, learn directly from them, so they actually can feel
4 respected and appreciated and identify with the end result. Plus,
5 if we listen from them, we're going to be able to get information
6 directly from the intended audience. And remember, just because
7 we speak the same language, it doesn't mean that we are the same.

8 Another thing we have to do is to identify and understand who
9 are the key messengers for each community. It is not the same if
10 we are trying to reach U.S. Hispanic in general than if we are
11 trying to reach, for example, a rural Hispanic population. Or
12 even youth, right, depending on the generation, first, second or
13 third generation. We need to know the more we know about the
14 audience, the better we will be able to connect with them.

15 Generating messages, documents, campaigns that actually sound
16 real and emotional and that actually create emotional connections.
17 We all have heard about it, create an emotional connection is
18 important. But the only way to create a real emotional connection
19 is to project ourselves with the audience. And the best way to do
20 that is to be real.

21 Okay. Once we make that connection, let's make sure that we
22 actually keep it and grow it. This is not only that hey, it's
23 Hispanic Heritage Month, let's do something for the Latinos and
24 then what about the other 11 months of the year? What are we
25 going to do? So if we intended, if we are real on our intentions,

1 let's be consistent throughout. And not only for Hispanics, this
2 also applies for all different groups. So if we create that
3 trust, that relationship, and if we start developing it, then
4 eventually we will become a trusted messenger, a trusted source of
5 information. And we can even drive change later on.

6 So our approach to effectively reach Hispanics is based on
7 audience knowledge, putting always the audience first. This
8 approach allows us to make multiple -- or to take multiple
9 characteristics into consideration.

10 For example, gender roles. In our culture, abuelas or
11 grandmothers are considered a great source of information and are
12 well respected. They keep families together and they help to pass
13 on values from one generation to another. They're decision makers
14 and they're also influencers in their family. So for example, for
15 healthy messages, they played a big role or they always play a big
16 role trying to influence their family, for example, to get
17 vaccinated for safety features or keeping the family together.

18 Attitude towards authority and government. Understand where
19 are they coming from. Did they actually escape their country?
20 What are the reasons your intended audience left their country?
21 Poverty, persecution, security issues, whatever the case is, the
22 more we know, the better. Why do they leave, when do they leave?
23 If there's no trust toward the government, then we need to find
24 out how to deliver the message and who will be the most effective
25 messenger.

1 What about acculturation level? Are we reaching first,
2 second, or third generation Hispanics? This will dictate, for
3 example, the language that we will use or the language preference.
4 Third, fourth generation of Hispanics, they probably feel more
5 comfortable speaking English, so regardless of being Hispanic, do
6 we need to create messages in Spanish if we are reaching a
7 population that is fully bilingual and that probably feels more
8 comfortable speaking English without stepping away from their
9 roots?

10 Social norms and habits. For example, unfortunately, in
11 South America, as I mentioned before, I'm from Columbia, and there
12 are no very strict child safety regulations and when we come here
13 to the States, we bring a lot of baggage, okay, and beliefs and
14 misconceptions related to safety. And again, child safety,
15 specifically. It's sad to see that kids in Columbia don't wear a
16 seat belt, they're not put in a safety seat, they drive in the
17 front seat, but it's normal for us.

18 Okay. So we have a huge responsibility to start changing
19 people's behaviors and beliefs and we cannot force it. We should
20 develop and grow this relationship, as I mentioned before, select
21 the right messenger, select the right tone, so the message can
22 actually be heard and processed by the audience.

23 Knowing this is that -- I'm sorry, before I move forward, one
24 thing that I want to emphasize is that language is not people.
25 Only because there is a need for communication to happen in

1 Spanish, as I mentioned before, that doesn't mean that it will
2 work. Not one size fits all for the Hispanic community. And now
3 we can actually go into translation, adaptation, and
4 transcreation, knowing a little bit about the importance of
5 selecting the message, selecting who is going to deliver that
6 message.

7 This is a simple chart of the process that we follow at ICF
8 and the ideal situation is that the message can be drafted or
9 created in Spanish, so it is adapted to meet the audience needs.

10 Adaptation takes into consideration tone and audience
11 characteristics.

12 Transcreation, on the other hand, takes the original concept
13 and recreates it, but it maintains the original intent, style, and
14 tone.

15 And then translation, which unfortunately, that's what
16 usually happens on a daily basis, it's done word by word and it
17 really doesn't reflect the audience nor the culture. It lacks a
18 lot of meat. It's just straight-up translation with no depth,
19 with no cultural information. Okay. And again, unfortunately, we
20 see that a lot. We strongly recommend adapting or transcreating
21 and of course, selecting the right messenger for this.

22 Message versus messenger. Choosing the right messenger is
23 the most important thing. Okay, we can have an amazing campaign,
24 we can have a very effective message with a simple call to action,
25 but if we -- if the message is not delivered through the right

1 channels, then we're going to be -- we're not going to be
2 effective and we're not going to be taken as a trusted source or
3 as a person with a lot of knowledge.

4 So who are the trusted sources of information for the
5 Hispanic community? We have the promotoras and community health
6 workers that actually go -- they do an amazing job and they go and
7 have a direct contact with the community. They know the
8 community, they're trusted by the community, they're respected,
9 and what they do is that they build connections, they build
10 relationships, they grow them and then they sustain them.

11 Friends and family are also trusted sources of information.
12 Churches and faith leaders. Some of the community's
13 organizations. Some public figures. It's amazing now the role
14 that social media plays in our life and there's some public
15 figures, some athletes, some reporters, some community members,
16 athletes, that can actually get to influence our actions.
17 Community-based organizations and public figures, okay.

18 So again, important to know who we are selecting as a trusted
19 source of information so our message is delivered directly to the
20 source.

21 I wanted to share with you an example of an amazing campaign
22 that we developed for the Morehouse School of Medicine last year,
23 and being able to have an accurate representation of your intended
24 audience is crucial. As I mentioned before, the more we know
25 about the audience, the better. And this is why I wanted to share

1 some examples of the materials that we developed, again, for the
2 Morehouse School of Medicine. We developed audience-focused
3 campaigns for promoting COVID-19 vaccination among nine diverse
4 communities: African Americans, Hispanic/Latinos, Spanish-
5 speaking migrant workers, Alaska native, American Indians,
6 Filipino Americans, native Hawaiians, Asian, and African American
7 young adults with intellectual disabilities. Very diverse. Very
8 complex, as well.

9 But during the project's first two years, ICF Next conducted
10 formative research to capture unique insights about each one of
11 the different communities to inform the development of each of the
12 campaigns. Formative research included environmental scans of
13 them accessing materials, media, messages, and content audits and
14 over 80 in-depth interviews with staff from the School of
15 Medicine, partner organizations, and other community-based
16 organizations who serve members of our priority audiences. We
17 also did over 20 focus groups with memberships of this audience.
18 And we also did secondary research that included demographic,
19 economic, and other data about each of the priority audiences.

20 We used all of this information collected during research and
21 development, and developed personas. So a persona is like an
22 audience profile, a very specific audience profile for each
23 audience. And ultimately, all the materials also implemented
24 plain language that will allow us to communicate easier with the
25 intended audience. When we tested the materials with each

1 audience, it was just fascinating to see their reactions and
2 feedback. They were part of the process, as I mentioned before,
3 and they were proud of it. They were so proud to see a reflection
4 of who they truly are in those end materials.

5 So it's complicated, it's long, but it really means a lot and
6 it really makes a big difference in an impact. The more we know
7 about the audience, the better. So the next time you hear we need
8 to only translate a document of marketing materials or just do
9 marketing materials in Spanish, I hope you remember this and try
10 to go beyond just a simple translation.

11 Some of the media consumption habits I'm going to present
12 here, but I know that Violet will go much more into detail during
13 her presentation later on. It is so considered for most Hispanics
14 that traditional TV and radio are their preferred media. Plus, we
15 are well connected to the Internet with 92 percent of U.S.
16 Hispanic households with access to the Internet.

17 Also what plays a big role in our lives is important, so
18 family. We cannot forget how to integrate our likes and
19 preferences with how we consume media. Social media plays a big
20 role in our lives and we also -- it would be great if we can find
21 out language preferences to see if there's truly any for bilingual
22 messages. We love music. Connect to us through music. Okay.
23 It's not always the case that, again, if we are developing a
24 message for this Hispanic audience, that it's mandatory that it is
25 something in Spanish.

1 With that, I would like to give you five takeaways. The
2 first one: Understand the audience's unique history. One size
3 does not fit all. We're not all Mexicans or Cubans or Columbians.
4 We are very unique and we all have our unique process of
5 information of how we communicate. So take that into
6 consideration. Value it.

7 Language is not people. It doesn't mean that if you are
8 tasked to do something in Spanish, you're going to get everyone's
9 attention. Okay, we might speak the same language, but that
10 doesn't mean that we all can read, understand, and receive
11 information the same way.

12 Number 3: There is a complex diversity within the
13 Hispanic/Latino audience. Again, I'm from Columbia and my friend
14 is from Venezuela, from Ecuador or from Peru, from the Caribbean,
15 from Mexico. We can all get together, we can speak Spanish, but
16 man, we're different. Okay, we're so complex and even within each
17 country, the complexity and the diversity is just amazing, it's
18 fascinating, so take that into consideration. Don't take it for
19 granted. Again, the more we know about the audience, the better.

20 Messenger can often be more important than the message
21 itself. Understand that we can have strong messages, but if we
22 don't have or we don't know the -- we don't use the correct
23 channels or messenger, chances are your intended audience will not
24 get nor understand the message.

25 And last, but not least, be authentic. Really mean it. If

1 you are putting out a message or if you're sharing a message, a
2 report, marketing materials, or anything with the Hispanic
3 community, explain the benefits or how it affects their life, how
4 this information impacts their life and their family. Think about
5 what drives us and how we want to protect that, especially our
6 family.

7 Okay. So if you want to take Hispanics into consideration
8 throughout the year, not only do it for specific dates, do it
9 throughout, do it all the time and sound realistic. Sound like
10 you really care or sound like if you are putting this report, if
11 you're putting this campaign, if you're letting them know that you
12 need to use the seat belt, that you need to be careful when
13 driving your bicycle, let them know why and let them know that
14 even though, for example, the message is coming from a
15 governmental agency, it is not mandated, it is not because we are
16 telling you what to do. It is because we care about you and your
17 family.

18 So I hope that you learned and enjoyed a little bit of this
19 little conversation and again, I want to thank everybody for your
20 time. And Nicholas, for the opportunity of having me here today.

21 MR. WORRELL: Thank you. Thank you, José (sic), I really
22 appreciate that presentation and reminding us that you have to
23 meet people where they're at. It is often said that people don't
24 care how much you know until they know how much you care and I'll
25 be looking forward for some Q&A and some questions and again, as I

1 said earlier, if you have questions, please drop them in the chat
2 box and we'll queue them once all the panelists have done.

3 Next up is Violet. Violet, please take it away, thank you
4 very much.

5 MS. MARRERO: Thank you, Nicholas. All right, I'm just going
6 to -- Nicholas, it looks like the screen share is disabled.

7 MR. WORRELL: Go ahead, Violet.

8 MS. MARRERO: Thank you, thank you. Okay. So first and
9 foremost again, I really want to thank the National Transportation
10 Safety Board for providing a platform for us to support highway
11 safety professionals serving the Latino community, I really
12 appreciate your service and I hope that this is just the beginning
13 of many conversations that we have with safety professionals about
14 how to effectively reach the community.

15 I'm going to focus on effectively communicating and
16 connecting safety messages with the Latino community from a
17 program development perspective. I've been a program developer
18 for quite some time in the area of traffic safety. I began my
19 career, actually, within the Latino community. So I worked in a
20 number of nonprofits where I served supporting families in getting
21 new homes and repairing their homes. I went on to work for a bank
22 and serving our community, as well. I also worked with Telemundo
23 in the city of Philadelphia where I served my community, and then
24 I began working in New Jersey with the Division of Highway Traffic
25 Safety, so I have that governmental experience and perspective,

1 where I spent over a year -- over a decade of my career. And
2 lastly, I worked actually in banking and in insurance, my last
3 position was with the insurance industry, looking at it from the
4 perspective of safety for policyholders. So I feel like I have,
5 you know, a rich perspective from all of those different fields
6 and I'm really excited to be able to share what it is that I've
7 learned in hopes that that will support you in effectively
8 reaching the community, delivering your message, and really
9 shifting behaviors because at the end of the day, that's what this
10 is all about, right? Okay, so let's get started.

11 So empowering decisions. You know, there's a three-pronged
12 approach you can take to empowering the community with what they
13 need to shift their perceptions and behaviors around safety.

14 First and foremost, we need to educate the community is to
15 help them understand that safety -- why safety matters, right, why
16 is this important to them. And Alfonso touched on a lot of things
17 that I'm going to talk about, as well, which is amazing, you know.
18 And we need to do this on a personal level without employing scare
19 tactics, which is something that I feel like that our field is
20 moving away from because we recognize that it's not effective. I
21 think, in particular, it's not effective for the Latino community.

22 The engagement piece of this is really important because we
23 are most effective in empowering decisions when we use a
24 multifaceted approach to communicating with the community. If we
25 want to be successful, we need to establish a presence in the

1 community and make a long-term commitment to serve them. This is
2 a community that has been neglected and often abandoned when it
3 comes to services, so we want to make sure that they understand
4 that we're here, we're here to help and we're going to stay until
5 that's done.

6 When we're engaging the community, it's also important that
7 we support them with what they need to carry the message forward,
8 and Alfonso talked about this, right, we want them to take this
9 back to their family and their friends and we want them to tell
10 them why this is important, what it is that they've learned. And
11 so by sharing, you know, resources with them to do that, they can
12 carry that message forward effectively.

13 Message and messenger. And again, Alfonso touched on this
14 and I want to get into it in terms of program development. You
15 know, we do really need to see ourselves and relate to both the
16 message and the messenger. If I don't see myself in a message,
17 it's not about me. If I don't see myself in a campaign, it's not
18 talking to me. And so it's really important that we look at it
19 from the perspective, whether it's developing a marketing
20 campaign, a communications campaign, or an actual program that
21 we're going to be delivering directly to the community itself, you
22 know.

23 And then there needs to be that emotional connection. Again,
24 we've talked about it, right? If we're going to be effective in
25 compelling people to change their behavior, we have to make that

1 connection. And as a community, you know, we're very family
2 oriented, right, and our values are closely tied to those roles.
3 So helping us to understand how a crash directly can affect our
4 ability to fulfill those roles and provide for our families is
5 really, really important. And I'm sharing that from both a
6 professional and personal perspective.

7 You know, I grew up in North Philadelphia in the badlands
8 and, you know, I'm Puerto Rican and I had, you know, a big family,
9 the community there was Puerto Rican and we didn't use seat belts.
10 As a matter of fact, I didn't even realize that they were
11 important, I didn't understand why they were, a lot of people
12 around me were not using them, so that message didn't really
13 become clear to me, or the importance of it didn't become clear to
14 me until I was a young mother and I made that "aha" or had that
15 "aha" moment where I made the connection between, you know, oh my
16 goodness, if something happens and I'm in a crash, how am I
17 supposed to help my children if I'm not in the car any more.

18 You know, so I think that's an example of how powerful that
19 emotional connection is, once we've made that connection, you
20 know, and we need help in order to do that because we're not
21 aware, and I can honestly say that that's what it was, it was a
22 lack of awareness, a lack of understanding, and in those messages,
23 they weren't directed to me, if that makes sense.

24 We also really need to have advocates that support us in
25 making that emotional connection. You know, we are convinced and

1 compelled by facts and testimonials to support our perceptions and
2 our behavior. So, you know, the most effective way of making that
3 emotional connection is to see and hear from someone like us that
4 has been affected. And I think, you know, affected family members
5 play a crucial role in connecting with communities.

6 You know, for many years I've had the privilege of working
7 with this wonderful family, this couple that lost their daughter
8 tragically only hours after her graduation on graduation night and
9 it was due to the actions of a reckless young driver. And so they
10 immediately developed this foundation and have been, you know,
11 dedicated to empowering young people for over 15 years, hosting
12 symposiums each year, going out to schools, their symposiums host
13 like up to a thousand students and I've been, you know, really
14 privileged to have the opportunity to participate in those events.

15 They share their story and they provide a platform for safety
16 professionals to also share their message, you know, to help young
17 people, young drivers, in particular, recognize that how we drive
18 is a decision that we're making and that we are all accountable
19 for those decisions. You know, you can see their immediate
20 connection with the message when you're there in person with these
21 students and, you know, this is a young woman, their daughter,
22 that looks like them, that comes from the same community, that
23 went to a school that they know of, you know, and so that on-the-
24 ground, really close connection with families that have been
25 affected, being able to help, to enlist their support in helping

1 you promote your messages, I think, is invaluable. So all I would
2 say is really look into those opportunities when they're offered.
3 Obviously, it needs to be the right person in the right position
4 to be able to really carry the message forward and yet I think,
5 you know, I've been blessed to find those people, you know, in my
6 traffic safety journey.

7 And then there really needs to be a clear call to action, you
8 know, we want people to be clear on what that is, what we're
9 asking them to change, how to change it and why. And the fact
10 that we are underrepresented -- overrepresented, rather, in
11 crashes, injuries, and deaths is something that, you know, we're
12 not aware of as a community and I think it's a super powerful
13 "why" and I'll share a specific example in a little bit.

14 You know, so let's talk about connecting creative. If you
15 don't have the internal resources to connect with the community
16 directly, engage others to help you. I think it's really
17 important for us to recognize that, you know, we're not all going
18 to be able to do this and we certainly can't do it alone. A great
19 way to start is with a firm, like Alfonso's, that specializes in
20 engaging diverse communities. You can also work with Spanish
21 language media and organizations that serve the community. You
22 know, media outlets invest millions of dollars every single year
23 in market research to understand these diverse audiences and so
24 you can tap into that when you're developing your program,
25 leveraging it in creating your programs and your campaigns.

1 When it comes to language, I just want to touch briefly on a
2 couple things because Alfonso did a really wonderful job in really
3 talking about this in depth.

4 So as a program developer, I think it's incredibly important
5 that we use "we" instead of "you" when we're delivering and
6 sharing messages. You know, I would say I think it's important,
7 really important to be inclusive from that perspective and that we
8 are all sharing the same roads. So regardless of whether or not
9 you are a representation of the community when you're
10 communicating to the community, you can still use that language
11 because we're in this together and we're stronger together when
12 we're all on the same page.

13 In my experience over the years working with the community
14 and coming at it from different perspectives, people seem to be
15 really intimidated by the language piece of it because there's an
16 awareness that, as Alfonso talked about, there can be words that
17 are -- would be incredibly inappropriate to say from one dialect
18 to the other, right, from one country of origin to the other.
19 But, you know, thinking of it as like okay, this is -- you know,
20 this is something that should prevent us from communicating, well,
21 we have to create 10 different messages, you know, that's a myth.

22 When I worked at Telemundo, we had a festival, I want to say,
23 for every single country of origin and we had a booth as, you
24 know, a TV station and every single one of them, because they were
25 all watching Telemundo or Univision, they were all watching their

1 novelas and noticias and that's the news or the novelas. And if
2 you have not ever watched a telenovela, I would say it's worth
3 giving a little bit of time to, they're wildly entertaining.

4 My point is that the language we share is broadcast language
5 and so it's important to look at it from that perspective, to try
6 that on, to see if there is a way for you to work with
7 broadcasters, to work with firms, in order to come to that common
8 place. It's not to say that you're not going to need to tailor
9 things to specific communities where there are specific problems,
10 but it does help you create an overarching message if you want to
11 reach an entire state or, you know, if you're doing something on a
12 national level, it could be helpful.

13 And then normalizing safe behavior. You know, we need to
14 help all communities shift their perception around -- of a crash
15 being like lightning striking, as opposed to one of accountability
16 for a decision that's been made. And I think it's really helpful
17 to also engage broadcasters and firms and everyone to make them
18 aware of the fact that we need to educate them so that they
19 understand why it's so important to move away from using the word
20 "accident" to using the word "crash" so that we can again, you
21 know, create that sense of accountability for a decision that's
22 made. This isn't something that just happens to people, there are
23 decisions that are made.

24 And then when it comes to imagery, you know, I would say one
25 of my biggest challenges, you know, that I've encountered in this

1 work has been finding images that depict Latinos doing the right
2 thing when it comes to traffic safety. I began my career in
3 traffic safety about 20 years ago with the Division of Highway
4 Traffic Safety and early on, we were putting together a brochure
5 for child passenger safety and I couldn't find any images of
6 children in car seats that were properly fitted.

7 And so, you know, sadly that's still the case, as you can see
8 in this image here, right? For all of those trained eyes who are
9 child passenger safety technicians, you will see exactly what's
10 wrong in that photograph. So I had to take my own. You know,
11 thankfully, my nephew was in a car seat at the time, so it worked
12 out, but not everyone has a nephew and it's very challenging, even
13 today, to find stock images that work.

14 So depicting safety behaviors, what you'll end up finding are
15 a lot of images that are depicting unsafe behaviors, which we
16 don't want to use. We want to show people what we want them to
17 do, we don't necessarily need to depict what we don't want them to
18 do because they get it, right?

19 This is a picture, this picture really is closest as I could
20 get to a child fitting in a proper seat when I was looking at
21 stock imagery. So, you know, it can be very frustrating because
22 it's important that we normalize safety and to do that, people
23 have to see themselves in those images to connect with what we're
24 communicating. And, you know, I would highly recommend that if
25 you put together a campaign or a program, that you really allocate

1 money in your budget, that you allocate the resources that are
2 needed in order to produce these types of images so that we can
3 see ourselves in them. It's really the only way to make that
4 emotional connection for the audience, which is really essential
5 again in shifting their behaviors.

6 Influencing change. So again, this is a program, these are
7 all program development things that I think are really important
8 to have an understanding of, you know. In order for us to
9 influence change, we have to address what people know, how they
10 feel, what their willingness and ability is to change. And, you
11 know, I would use the example of bicycle safety helmets.

12 So if I'm developing a program and I'm speaking to an
13 audience of Latinos and I'm thinking about, you know, how I'm
14 going to present this, I want to know how much do Latino parents
15 know about bicycle safety, the laws, the risks, you know, how do
16 they feel and what do they believe about helmets. Maybe they grew
17 up without using them, so they don't realize that this is
18 something important, they don't have any understanding of, you
19 know, how important it is for them to actually be properly fitted
20 on their child's head in order to be effective and, you know, are
21 they able and willing to change.

22 So when you're developing a campaign or a program, you know,
23 you can survey people, but there's no way to really know how
24 everyone feels and what they believe, what their willingness and
25 ability is to change. But we do have data. We know that the bike

1 safety helmets, so yes, bike helmet usage is significantly lower
2 for neighborhoods, for Hispanic communities, Hispanic children, in
3 particular, especially those that are from neighborhoods with
4 greater socioeconomic disadvantage, which points to the fact that
5 they are unlikely aware and unequipped to do this.

6 So we have to consider also that the feelings and beliefs
7 about traffic safety for this community can be very different from
8 other populations. And Alfonso touched on some of those pieces.
9 But I believe, in general, that this is due to a lack of awareness
10 and incorporation of these practices into the culture itself. You
11 know, again, it depends on how many generations we've been here
12 and that could vary very greatly from one community to the next.

13 Now, we really want to support people in shifting their
14 behaviors with practical guidance and support, along with why they
15 should change their behaviors. The way I approach program
16 development is to assume that my audience is unwilling and unable
17 to change and that they don't feel or believe that it's necessary
18 to do so. And I do that because from that perspective, I'm
19 creating something that addresses the need holistically, everyone
20 from the person who's not at all equipped or able, willing, has no
21 knowledge or beliefs, to the person who does have all of those
22 things. You can capture them all under the same umbrella
23 regardless of their level and ability to do these things.

24 And so I'm going to tie this back into empowering decisions.
25 So the first piece of it that we're going to look at is educating.

1 So we want to share information, data, testimonials, this is an
2 excellent place for us to include, if we have the ability to do
3 so, a victims advocate, perhaps a video of them, I've seen that
4 done in some incredible programs like impacting drivers.

5 And then we want to engage people, we want to allow them to
6 try on the behaviors that we're asking them to adopt through
7 interaction. And, you know, we have bike rodeos, right, community
8 events, festivals that we can have booths in, things of that
9 nature.

10 And then we really want to support people by providing the
11 tools and the resources that they need in order to continue
12 practicing those behaviors and in this case, that would be, you
13 know, for an underserved community, this could be free helmets,
14 bicycle helmet fitting stations, you know.

15 And I would say I know that the Brain Injury Alliance, in
16 particular, here in New Jersey, these are the ones that I'm most
17 familiar with, they've done an incredible job with this because
18 they understand the importance of engaging the community on
19 multiple levels, not just through a campaign or a program, but
20 really meeting them where they're at in their own communities and
21 so -- and again, preferably with representation of their community
22 to deliver that message.

23 I want to share with you a model that I love. So when it
24 comes to influencing change, there's this wonderful six-step
25 practice model that was created by Dr. Flaura Winston from

1 Children's Hospital of Philadelphia and she's a world-renown
2 researcher, she's incredibly brilliant and does a really
3 phenomenal job with this. I have used this in program development
4 and found it to be incredibly successful in terms of shifting
5 behavior. You know, this is an approach that could be used
6 holistically and the brilliance of it is that it recognizes the
7 need for us to evolve.

8 You know, when we're developing initiatives or campaigns,
9 whether they be programs, messages, et cetera, we can reach this
10 point where we believe we're finished and, you know, with this
11 approach, we go into it much differently because, you know, we're
12 okay with building something that can change so that we're open to
13 being wrong. And the point is that, you know, we're not going to
14 get it perfect, probably really not going to do so on the first
15 try, but we can evolve the program and it allows us to adapt
16 quickly to change what we need to in order to continue to move
17 that needle in terms of behavior. So I'm going to walk you
18 through the steps.

19 The first is to identify what our long-term vision is, what
20 is our goal? So, you know, whether that is to increase the number
21 of children who are using bicycle helmets or the percentage of
22 children who are properly seated, reduce the number of injuries,
23 crashes, fatalities, this is our long-term goal.

24 And then it's to identify the behavior linked to that key
25 outcome, what is it specifically that we need people to do in

1 order to reach that long-term vision?

2 Then we identify constructs that are related to that. So
3 these are the things that influence the adoption of behavior and
4 they would be knowledge, feelings, beliefs, ability and willing to
5 change. Willingness to change.

6 And then we develop the content, and so the content is based
7 on all of those things that we've talked about, we want to make
8 sure that we address their knowledge, their beliefs, their ability
9 and their willingness to change.

10 And then we measure the program. We want to measure it
11 because -- and I would really highly recommend doing three post-
12 and follow-up surveys, if at all possible, because we want to know
13 where people are when they get to us, we want to know where
14 they're at immediately after, and then we want to know what the
15 long-term impact is of the intervention that we have created.

16 And finally, we refine it. We use this data in order to tell
17 us what's working, what's not working, what we need to refine,
18 what we need to improve, what we may need to add, what we may need
19 to take out. It's incredibly important to gather that
20 information.

21 And I also think it's helpful, especially if you're doing
22 something in person, to gather that feedback from your audience
23 and I have found, you know, in my experience, people, when they're
24 receiving a service like this, especially the Latino community,
25 they're going want to talk to you afterwards and they're going to

1 share things with you that will really help you make improvements
2 and refine your programs so that you can be as effective as
3 possible and again reaching those goals, moving the needle,
4 supporting the community.

5 And, you know, lastly, this is something that Alfonso also
6 talked about, it's about engaging the community. As I shared, I
7 worked in community-based organizations, you know, definitely with
8 community-based organizations for my entire career and, you know,
9 I've worked with a lot of them to provide services including
10 housing, like I shared. They all share the mission to serve the
11 community and they really embrace, you know, agencies and
12 organizations that share that mission provided that they are
13 sincere and genuinely committed to doing so.

14 And I would say that the same stands true for faith-based
15 organizations. You know, I've worked with a lot of those, as
16 well, over my career and I have found that, you know, they have
17 the same goals that we do, they want to see, you know, their
18 communities flourish, they want to see that people are safe, they
19 don't want to lose members of their community, so you get an
20 immediate buy-in with these groups.

21 And then I would say, you know, it would be advantageous to
22 use cultural events like we talked about with festivals, fairs,
23 whatever it is that you can do in order to have an actual presence
24 in the community and a place where they're already present is
25 going to be advantageous to you in forwarding your message and

1 accomplishing you goals.

2 And lastly, I think athletic clubs are something that kind of
3 like get left out a lot of times, but they're a great resource in
4 that if you can connect yourself with clubs and be able to
5 disseminate your message, get coaches involved, then they can
6 share these messages with their parents that are participating and
7 the students that are participating. In particular, when it comes
8 to passenger safety, I think this is something that we really need
9 to tap into.

10 And so I'm going to talk you through our takeaways. Let's
11 empower decisions and influence change. You know, don't tell us
12 what we need to, have to or should do. Give us the why and the
13 how and the resources to do so.

14 Make sure that we see ourselves in your message and make sure
15 you make an emotional connection with us.

16 Apply best practices to develop your campaign or program and
17 measure your results.

18 And engage partners. Whether they be specialized
19 communications firms, nonprofits, faith-based organizations in the
20 community or the media, engage others to support you and really
21 further aim this message and this cause.

22 Thank you.

23 MR. WORRELL: Thank you. Thank you, Violet. I appreciate it
24 and appreciate your time, very good presentation, looking forward
25 to questions.

1 Again, if you have questions, please submit them into the
2 chat and we will get them queued up once the panelists have
3 finalized their presentations.

4 Next up is José. José, take it away, sir.

5 MR. UCLÉS: Hello, everyone. It is indeed a pleasure to be
6 part of this webinar, and I must say that both Alfonso and Violet
7 made my life easier because a lot of the ideals and the right way
8 to do things that you brought up is stuff that we at the National
9 Highway Traffic Safety Administration -- NHTSA, for short -- have
10 been using through the many years.

11 My name is José Alberto Uclés, I'm originally from Honduras
12 in Central America. Obviously, Spanish is my first language. And
13 what I have found is that after being with NHTSA for over 22
14 years, it is still a job that fills my heart with joy to be able,
15 when I'm on a highway, on the road, or driving around the city, to
16 know that we, NHTSA, touches and helps save so many lives out
17 there. Everyone in a car, everyone driving a motorcycle, riding a
18 motorcycle, riding a bicycle, walking, I mean, we affect all those
19 lives in so many different ways.

20 Through the years I have wanted the dream that came true,
21 finally, in 2021 when -- in 2020, sorry, when the NHTSA website
22 was unveiled, NHTSA en Español. My background is basically on
23 communications, public relations, and I am the Spanish
24 spokesperson for NHTSA. So when it comes to interviews and trying
25 to reach the Hispanic population, it is my pleasure to be able to

1 deliver those safety messages that are so important to me.
2 Especially, like some people mentioned before, from the countries
3 that we come from, traffic safety is not viewed in the same way,
4 like in Honduras and other countries where many friends come, it
5 is not obligatory to wear a seat belt, or to put children in an
6 appropriate car seat in the backseat, or the views of machismo are
7 greater when it comes to oh, I can drive with a few beers or if
8 you drink some or yeah, marijuana won't affect my driving.

9 So obviously, there is a lot of misconceptions we need to
10 work on and that's what I'm here to talk about, what we have done
11 at NHTSA. To us and to me, and I think definitely Nicholas and
12 his wonderful team at NTSB, is for doing this webinar that helps
13 us all communicate, connect, engage, and educate other people on
14 how to best reach our Hispanic population and Hispanic community,
15 which, as we all know, is very diverse, we don't fit in one little
16 box, we come from many, many different countries.

17 I'm not sure how familiar you all are with the mission of
18 NHTSA, but we are really a small agency with a gigantic task to
19 help save lives, like I said before, maybe on the road, maybe
20 somebody bicycling, somebody walking. What we are involved in,
21 and you might have heard some of our campaigns, is, for example,
22 Click It or Ticket, which is our safety belt campaign that you see
23 the PSAs and ads all over the place and even in station, in bus
24 station hubs or on the roadways or, you know, You Drink. You
25 Drive. There's many, many things that we do and I think sometimes

1 the public forgets that we do other things besides the drunk
2 driving campaigns, the distracted driving, anti-distracted driving
3 campaigns, we also are -- something that is very near to us is
4 also being able, as enacted by Congress, to do the federal
5 standard for automobiles and -- that are manufactured in this
6 country or admitted into this country.

7 And another thing that is very important to us is the fact
8 that manufacturers are held accountable when it comes to recalls.
9 If there is a safety defect, we are the agency that helps to make
10 sure that all your vehicles are repaired properly.

11 And it was an interesting thing because back in 2000 when
12 NHTSA was at the top of its game with the famous tire issue, I was
13 hired. So to me, it was a great pleasure to be able to come and
14 help with the Firestone tire recall that needed to have outreach
15 to the Hispanic community, that was -- at that time, the Firestone
16 tire recall was very big.

17 As you have seen now through the last few years, we have the
18 big recall also of Takata airbags. So that is something that we
19 have been very involved in so many different levels, and the same
20 -- on the same token as with Firestone, we or my obligation, my
21 pleasure is to try to let our Hispanic community know that those
22 Takata airbags need to be replaced.

23 So let me walk you through -- I'm not going to go into all
24 the details because I think, between Frank and Violent, they did a
25 great job at the nuances of reaching the right Hispanic consumer

1 and how to do it. But to us, I want to talk about the commitment
2 of my agency. Obviously, my dream when I was hired was that there
3 would be a Spanish version of nhtsa.gov, that now we finally have,
4 which is NHTSA en Español.

5 Just a reminder to everyone, Rome and the world wasn't built
6 in one day and, you know, we all need to learn how to grow, then
7 walk and run and then to maintain that speed while we're doing it.
8 So it might have taken some time, but we are glad we're here.

9 And one of the important things about NHTSA, when I first was
10 hired, was the engagement that we started doing with both
11 stakeholders, partners across the country, NHTSA has 10 regional
12 offices, which also has Hispanic outreach components, so we are
13 able to disseminate our materials to them at that point, through
14 the years, was through our NHTSA traffic safety marketing
15 materials that had to deal with the campaigns that we do year
16 round, campaigns on drunk driving, distracted driving, speeding
17 campaign, children fatalities in hot cars, hypothermia.

18 There's so many campaigns that we do across the year, I mean,
19 on top of our annual holiday "don't drink and drive" campaign or
20 for Thanksgiving, "buckle up" or, you know, there's so many, so
21 many things that we do that we make, the management, my
22 leadership, makes sure that we have a Spanish component involved
23 in that. And for that aspect, we have hired, and we have
24 currently, a Spanish marketing firm that helps us with focus
25 groups that we have been doing all along, which I think Frank

1 mentioned, is something very important to be able to educate
2 ourselves with how does this younger group of men in Texas or
3 California or New York, in a focus group, feel about certain
4 terminology and words that we will be using in those PSAs, in
5 those ads that we put out, that we make available to our partners,
6 it is very important to have their buy-in, also, and know that we
7 have.

8 And then we went one step above, we created what is a very
9 NHTSA-centric English/Spanish glossary. And again, like Frank
10 said and Violet said, it's not about just translating, it's about
11 adapting, it's about using terminology that everybody can
12 understand.

13 Like it's been said before, one of my favorite lines when I
14 first came to NHTSA is that is our Spanish has to be like a
15 Telemundo, Univision newscast, like what the news reporters use,
16 because no matter what differences there might be in language, we
17 can all understand what the news are telling us in Univision and
18 Telemundo. Now, like somebody said, telenovelas, that's a
19 different thing, that's a lot of different dialects and idioms
20 that they use.

21 But one of the main things with traffic safety marketing was
22 that it gave us an idea of what a big need we had, that our
23 website should also reflect the Spanish content. And let me not
24 get ahead of myself, but we also -- part of my path is that as I
25 was hired, was also to make sure that we were able to put out

1 press releases, consumer alerts for our Hispanic audience that
2 would warn them about campaigns that we were doing or if there was
3 some mega recall because cars were catching on fire. So it's very
4 dynamic, evolving, we have to be ready for action if something
5 happens with cars whose batteries are burning, many different
6 issues that occur in the traffic safety world that we live in.

7 So that was one of the first steps, and that glossary helped
8 us keep that language standard for NHTSA so we could be able to
9 share it with our partners, our advertisers, and help create
10 something that was a solid message.

11 On top of that, we also developed a style guide for our
12 internal use, which makes us, whether we are working on the
13 website, we're putting a press release, or we're doing something
14 in traffic safety marketing in all the multiple areas, we have our
15 campaign names solid and we have the way that we're doing our
16 leadership.

17 Now, one thing that is very important, as you're aware, NHTSA
18 is the agency that maintains the data of traffic fatalities and
19 our latest fatalities in 2022, there were 42,795 Americans who
20 were -- who died in traffic crashes and millions more were
21 injured. So those are big, big numbers when we're talking about
22 fatalities and as you would understand, obviously, our Hispanic
23 community is highly or overly represented in those fatalities.

24 I'm going to give you a 5-year framework from 2016 through
25 2020, 65 percent of Hispanics that were killed in traffic crashes

1 were obviously riding in a vehicle. Something that is very sad to
2 me even to this day is that almost half, 47 percent of those
3 Hispanic passengers that were killed in those vehicles were not
4 wearing a safety belt and that is sad to me. But even sadder to
5 me, and it is something that still grinds in me, is that 44
6 percent of Hispanic children who are 14 and younger who died in
7 those traffic crashes were not in the appropriate, in the correct
8 car seat for their age and weight, in the back seat.

9 And one of the things that we still see a lot in this country
10 for Hispanic is that over 34 percent of Hispanics that die in
11 traffic fatalities, sadly, have a .8 and above blood alcohol
12 content and in these stats, in this data, we also find that the
13 younger generation of Hispanics between the ages of 21 and 34 are
14 highly represented in the fatalities and also, we find out that a
15 higher majority of them are males in that age group.

16 So obviously, when we get campaigns under way, we try to make
17 sure that we are reaching this community, these groups, when it
18 comes to trying to help them, educate them, to save their life.
19 And a lot of people would say but in our country, it's not our
20 habit to buckle up, it's not our -- we can drive impaired.

21 But I think, slowly and surely, as we saw before the
22 pandemic, numbers were going down. Sadly, during the pandemic and
23 after the pandemic, there was this rash of higher fatalities
24 because people were driving a little more erratic, people were
25 speeding, people were driving more aggressively. But thank God,

1 we're starting to see a return to lower numbers. So that, to me,
2 is important that we all keep in mind when reaching to this
3 community.

4 And like I said, in actually 2019, my agency, my leadership,
5 which I'm very thankful for, did a commitment that we would create
6 a -- I call it a mirror, but it is a complementary website to
7 NHTSA in English, our website, and it will be called NHTSA en
8 Español. And so then we went on the task of working on that and
9 that doesn't happen overnight, there's so many things in play and
10 I must say that on September 15 of 2021, during Hispanic Heritage
11 Month, we were able to unveil the first-ever Spanish language
12 website, NHTSA en Español.

13 I must say that I got inspiration and got encouraged when I
14 saw the Spanish websites of the National Institutes of Health,
15 when I saw FEMA's Spanish website, the IRS, immigration, that did
16 inspire the education that followed for me and the team that is
17 behind NHTSA en Español, it has been great and we are evolving.

18 And the one thing you have to understand if you want to take
19 on an endeavor like this, is that it takes time and it takes
20 commitment and it takes involvement of a big team. We're lucky
21 and blessed to have the support of the entire NHTSA leadership in
22 doing this and the money behind to do it and also, both in the
23 marketing aspect, a couple of other translators that work with me,
24 we have even a Spanish digital team member that actually is
25 helping make even our website more dynamic because things change

1 every day, and also that we have an amazing in-house digital team
2 that helps us with that in the marketing team. Now, one thing is
3 how did we get there and that's -- there were some difficult
4 questions that we needed to answer and, as everybody has said
5 about best practices, when doing NHTSA en Español, we had to bring
6 the best practices that we had done for our English website, and
7 that meant a few tough questions. The first question was
8 software.

9 At the point that we started this back in 2019, there was
10 Drupal 7, which is a platform that could handle some of the
11 language. But we decided that if we waited a little bit longer,
12 that there would be Drupal 8, which would be a little better at
13 doing a more consumer-friendly and easier-to-navigate website.

14 And in between that year, we were able to go page by page in
15 the subject areas, as you will see from the shares like in the
16 comment box, that we created a NHTSA en Español that has all the
17 topics that are of high interest, that are in our English website,
18 that are in Spanish. Obviously, it's an adaptation. We tried the
19 imageries important to us, like both Violet and Frank said, so we
20 tried to make sure that we, as Hispanics, are represented in that,
21 in our Spanish website.

22 Now, as you all know, and if you look at the English website,
23 the English content is humungous. So as everybody would say, you
24 know, we cannot do everything and we cannot be everything to
25 everyone, so some tough decisions had to be made as to do we

1 translate everything. Obviously, the answer was no. We need to
2 do content that is important to the health, to the benefit, to the
3 survival of our Hispanic communities. So that would be seat belt
4 use, child passenger safety, not drinking and driving, and the
5 distracted driving. Obviously, the recall is something important
6 that we needed to educate our Hispanic community as to that there
7 are resources for them to look up their VIN number of their
8 vehicle and see if there is an actual recall going on and that
9 they have the right to have a free repair.

10 On top of that, our NHTSA en Español has a very prominent
11 section where the Hispanic community or Spanish-speaking public
12 can actually call up for free our hotline and be able to talk to a
13 Spanish-speaking operator; and on top of that, through the
14 computer to be able to also do an online communication asking
15 questions, having them look up if they have any recall and to be
16 in contact. They're able also to sign online to be able to
17 receive information about recalls on their respective vehicles.
18 So that is something that I think NHTSA has done right, is making
19 communication and being able to be in touch with the Hispanic
20 community.

21 Another question which I think talked in many different ways
22 today is language. We are totally in agreement with what Frank
23 and Violet said and it has to be a Spanish that we all can
24 understand, so I won't dwell on that too much. The one thing I
25 would mention, which I think they also did mention, is that we

1 highly do not recommend using translation software. You have to
2 have an actual Spanish-speaking person be involved so they have
3 the nuances of what we're saying. Again, the way we do the use of
4 language is important. We try not to be Uncle Sam telling José
5 and Maria Pueblo, "usted tienes que hacer esto," you have to do
6 this. No. We are here to engage, we're here to educate, we're
7 here to save your life. So the use of a friendlier approach is
8 very important.

9 Also, respecting the culture and values of our Hispanic
10 community. As everybody has said to me and to all of us, family
11 is -- "familia es lo primero." So it's about making sure that we
12 save their lives and we save our life so we can see them grow and
13 we can all live a long, healthy existence.

14 So those are some of the aspects that are important to us.
15 We also did find that 72 percent of Hispanics in this country
16 obviously speak Spanish at home. Obviously, for teenagers or
17 people within the 21 to 34 age group, their consumption of media
18 might be in English, so we make sure that they are represented in
19 our PSAs, in other words, that they're Hispanic and again, there's
20 a variety of races within us Hispanics. So we try to make sure
21 that that is represented.

22 But our Spanish website is also for the older generations who
23 might not speak a fluent English and they can come and learn more.
24 They have become very useful because in every press release, in
25 every consumer alert, we make sure that we put a link to our NHTSA

1 en Español so both the media and the public can learn more about
2 the issues that they're interested. So that, to me, is a very
3 valuable aspect of NHTSA en Español. Now the one question you all
4 might ask, and everybody has different capabilities, we're blessed
5 at NHTSA Office of Consumer Communications, Consumer Information
6 and Communications, that we have a robust team and we're building
7 a robust team in Spanish.

8 So the next big question was, "Do we do this in house or hire
9 a contractor?" We decided that between my 20-some years of
10 experience, a couple of other Spanish speakers who work in
11 adaptation of language and marketing, and then my boss, who is a
12 fluent Spanish speaker, that we would do it internally. And even
13 our digital team was very patient of working with me almost daily
14 in making sure all those pages were done with the important
15 information. And by that, I mean that we created the safety
16 messages, the background information on each of the issues.

17 Obviously, we cannot translate every report, every research
18 or every data, traffic safety facts that we put out a year because
19 we don't have the bandwidth or the personnel. But when they are
20 mentioned in the Spanish website, there is a little bracket that
21 says "en English" so like that, people are aware. So that's
22 something important to take in account when you're doing this.

23 And again, I underscore that we did it internally and we are
24 a team that is always on top of those subject matters, which makes
25 it easier for us to adapt and change something in a blink of an

1 eye. So it is very important that you have an internal team that
2 is committed both to the mission of the agency and to saving lives
3 and working and going the extra mile. Now, one thing that we made
4 sure we do in NHTSA en Español is that it would be an easy access.
5 In other words, you would be able to just add NHTSA en Español and
6 the website would pop up, or you could go to nhtsa.gov in English
7 and then on the right side you can see the change of language,
8 English/Spanish. So that's something that we made it accessible
9 and it's a consumer-friendly and easy-to-navigate website. So
10 let's keep that in mind. So good news is that about a year later,
11 in 2022, we had over a million hits at our NHTSA en Español
12 website, so needless to say, we are very proud of it.

13 I'm going to give you a brief synopsis of what we have, which
14 would be the -- sorry -- our main resources that we have. The
15 educational and public service campaigns would be in NHTSA's
16 traffic safety marketing site.

17 Obviously, we also have the media outreach that we do when it
18 comes to press releases and consumer alerts on subjects that are
19 happening. The social media outreach that we do, we do it for our
20 campaign, so we do target specific ads in Spanish to Spanish-
21 speaking groups of audience or in English, also. We also have
22 found that this is very successful because of striking
23 capabilities that we get offered through paid platforms that we
24 use. And we are constantly looking at ways to improve our social
25 media outreach.

1 Obviously, the NHTSA safety hotline, which is 1-888-327-4236,
2 is a good source for Spanish-speaking people who want to learn if
3 their cars have a recall or where to find information. Also, the
4 light (ph.) feature in Spanish that is available on NHTSA en
5 Español and all this information would be on the chat at the end
6 of this conversation. And again, NHTSA en Español is a great
7 source for traffic safety information.

8 Now, challenges, people talk about challenges, money
9 commitment, technical platform options, Spanish-speaking team that
10 will make it a reality, and then the time and commitment that it
11 does.

12 Now, key takeaways. These, to me, are interesting and I
13 thought it would be three or four. You have to believe the
14 importance of your lifesaving mission, to start. Know the
15 information and content that you have to offer. Know your
16 audience, their culture, their values. Use plain broadcast
17 language. Make it accessible and easy to navigate.

18 (6) Know your tools, website, maybe press releases, social
19 media, hotline. And then you need to get buy-in and support from
20 your management leadership and the team that you work. And once
21 you do it, you have to commit to it, evolve with the times and
22 continually maintain and sustain it. More importantly, be
23 authentic and credible and engaging when you are communicating and
24 trying to continue to saving lives of our Hispanic community.

25 Thank you very much. Thank you, Nicholas.

1 MR. WORRELL: Thank you very much, José, we really appreciate
2 that wealth of information. We're getting a lot of questions
3 about where they can find this information, so what we'll do is
4 drop the website in the chat, you provided that so folks can
5 access that, as well. And we're also getting some questions from
6 the panelists about the presentations. Hopefully, I'll get all
7 the presentations from the panelists and I'll drop those on our
8 event page on our website.

9 Without further ado, let's turn it over to Jennifer so she
10 can wrap us up, wrap it up and bring us home. Thank you.

11 (Pause.)

12 MR. WORRELL: Jennifer, I can see your slides but can't hear
13 your voice, you might be still on mute.

14 (Pause.)

15 MR. WORRELL: Still can't hear you yet, Jennifer. I can see
16 your slides, you're good to go. Say something.

17 (Pause.)

18 MS. MAYO: Can you hear me now?

19 MR. WORRELL: Yes, yes, I can hear you.

20 MS. MAYO: Okay. Sorry about that.

21 MR. WORRELL: No problem, no problem.

22 MS. MAYO: I was sharing my screen and I could not share
23 anything else.

24 MR. WORRELL: Okay.

25 MS. MAYO: All right. Well, thank you, everyone and thank

1 you, NTSB, for the opportunity to present today. This is a tough
2 act to follow, after having such great panelists today.

3 A bit about me. So I have a very diverse background, I have
4 a -- so I started my career out in public relations and
5 advertising. Then after that, I became an attorney and then
6 recently I got my master's in industrial and organizational
7 psychology.

8 So with that, I have had a very long and interesting and
9 diverse career, as well. I have worked in -- I have private
10 sector experience, I have worked in advertising and public
11 relations as a creative director, as an attorney. I'm also a
12 professional coach, I've worked in human resources, and I have
13 public sector experience specifically in Puerto Rico and born -- I
14 was born in Puerto Rico, so I am Puerto Rican, so I have a lot of
15 public sector experience as a chief counsel in planning, in
16 environmental issues. I was also inspector general for a while
17 there.

18 And then I also have federal government experience with the
19 Department of Transportation, I was the assistant chief counsel
20 for the Federal Highway Administration. My colleagues at DOT, I
21 miss them very much. I was also the chief of talent development
22 for the Federal Highway Administration. I worked a little bit
23 with FAA and I am currently with the Department of Homeland
24 Security, specifically with FEMA. So all that to say it was very
25 interesting to me when I got invited to be part of the forum today

1 because I feel I not only have worked in transportation, but I
2 have seen -- I have worked a lot with Hispanic and Latina and
3 Latino communities, both in Puerto Rico and in the mainland.

4 So a bit of a disclaimer. I think the information that I
5 have for you today is a little bit oversimplified in the sense
6 that connecting with Hispanic populations, Hispanic and Latinos,
7 which are not the same, is obviously a very complex proposition
8 which requires careful study, ongoing engagement and authenticity,
9 above all.

10 Another thing that I think we need to focus on that I'm not
11 going to talk about today, but it is generational differences or
12 even cultural differences within our communities. So, like I
13 think it was Violet who said -- mentioned, you know, we have
14 different generations of Hispanics and Latinos in the United
15 States, so we have -- we might have first generation, second
16 generation, third generation, some speak Spanish, some are much
17 more comfortable in English. So I have grown up with different
18 expectations and different information. So I think that it's very
19 important to also keep in mind when we're trying to connect with
20 our Hispanic communities.

21 Y por qué, por qué, why? The question of "por qué queremos,"
22 engage the Hispanic community in transportation safety initiatives
23 and other initiatives.

24 So first of all, as others have mentioned, the Hispanic
25 community in the United States is a very diverse and growing

1 population. They represent, we represent a significant and
2 rapidly growing demographic in many regions. By 2020, Hispanics
3 accounted for approximately 20 percent of the U.S. population and
4 the numbers continue to rise every year. And in fact, I always
5 like to say this, there's an entire U.S. territory with over three
6 million individuals that is sometimes forgotten from the
7 statistics and that is Puerto Rico. We're a U.S. territory and
8 most of the people that live and work here, their main language is
9 Spanish. So it's something that we have to keep in mind when we
10 are -- especially within the federal government, when we're
11 working with Puerto Rico, we have to understand, we have to keep
12 that in mind in order to be able to engage and communicate
13 effectively.

14 For example, when I was assistant chief counsel at the
15 Federal Highway Administration, I had to remind -- so we were
16 working on very complex regulations that even for English
17 speakers, English-speaking governments, state governments and
18 local governments, it was difficult for them to understand our
19 regulations and what they needed to do.

20 So now imagine having a territory like Puerto Rico where
21 they're getting the regulations that they need to follow from the
22 Federal Highway Administration and they're all in English and they
23 have that barrier, they have a language barrier, they have to
24 navigate those waters.

25 So it was really interesting for me, as assistant chief

1 counsel, I was usually reminding my colleagues like, you know, if
2 we're going to do a webinar, if we're going to put out like a one-
3 pager or some sort of guidance on how to follow these regulations,
4 it's just really, really important that we have something in
5 Spanish and that we sit down and understand what that means for
6 Spanish-speaking communities.

7 Now at FEMA, even more, right? So we're working with
8 disadvantaged communities right after a disaster strikes, so we
9 have to communicate very clearly what it is that they need to do,
10 what steps they need to take to be able to get the assistance that
11 they need and even prepare for disasters, how to prepare for
12 disasters. So I think we're very lucky that FEMA has acknowledged
13 that and we have a lot of -- we have a website and we have a lot
14 of materials in Spanish that help us do that. But yeah, all in
15 all, engaging the population ensures that these initiatives,
16 government initiatives, reach a large and diverse group of people.

17 The second reason that por qué or the "why" is the
18 disproportionate impact. Hispanic communities often face higher
19 transportation safety risks due to various factors that have been
20 talked about today, including language barriers, limited access to
21 resources, unfamiliarity with local traffic laws, all sorts of
22 reasons. So engaging these communities directly addresses the
23 disparities and promotes safer transportation practices that, in
24 the end, benefits us all.

25 Cultural relevance. Hispanic communities have different

1 cultural values and norms that influence behaviors and perceptions
2 of safety. So by understanding and incorporating these elements
3 into transportation safety messages or any other message, really,
4 it becomes more likely that the messages and interventions will
5 resonate with the target audience, leading to an increased
6 compliance and awareness and again, not just for safety, not just
7 for transportation safety, but also when it comes to compliance of
8 different rules and regulations.

9 Trust and collaboration. We live in a society, we live
10 together, we have to trust and collaborate with each other, so
11 building the trust of Hispanic communities is essential for
12 overall good communication by actively involving community
13 leaders, organizations, influencers, there's lots of influencers
14 in Spanish nowadays, now that we have TikTok and Instagram and all
15 those things, let's seek out those influencers that speak to the
16 Spanish community and engage them and incorporate some of our
17 messages into their messages. Transportation safety initiatives
18 can benefit from the expertise, the local knowledge, the network
19 that these groups and individuals have within the Hispanic
20 community. Collaborative efforts enhance the credibility and
21 effectiveness of safety messages overall.

22 The other "why" of positive public health impact. Again,
23 these messages directly impact public health outcomes and
24 Hispanics are a huge part of the population, so engaging these
25 communities helps reduce fatalities, injuries, and it contributes

1 to the overall improvement in public health and wellbeing. And it
2 also gives them -- and this has been mentioned before today, it
3 empowers these communities to take part in these initiatives and
4 promote safety for all community members.

5 And lastly, economic considerations. Safer transportation
6 practices lead to reduced healthcare costs associated with
7 injuries and fatalities, and promoting safe transportation can
8 enhance access to education, employment, and other opportunities
9 for these marginalized communities, which contributes to the
10 overall economic growth and development of our society.

11 So I think, again, this is a very short list of the "whys,"
12 why should we care and why are we doing this, and this is why I'm
13 so happy that NTSB is actually promoting initiatives and webinars
14 like these, because it goes to the "why," it goes to the "why is
15 this important."

16 So the three real quick takeaways that I think I would end
17 it, again, some of this has already been said today, but I think
18 it's really important, when you're trying to reach the Hispanic
19 and Latino communities, that you are -- that you understand the
20 values related to Hispanic and Latino communities, that we make an
21 actual authentic effort to overcome language barriers, and that we
22 implement engagement strategies like the ones that have been
23 discussed today to make sure that we are being inclusive.

24 In terms of the cultural values -- and again, some of this
25 has been said already today, but traditionally, Hispanic and

1 Latino communities have a collectivist orientation as opposed to
2 individualistic orientation, so families are very important,
3 community is very important and your identity is very important,
4 that's why you see all this like Puerto Rico barrah (ph.), Puerto
5 Rico vacenya (ph.) and the Puerto Rican parade and you see our
6 flags everywhere displayed because community and group identity is
7 just really important to us. But the family unit is highly
8 valued, decisions are made and actions are made with
9 considerations for the wellbeing, not of the individuals, but of
10 the entire family unit.

11 Community connections are just really, really important,
12 especially for those people that have come from other countries
13 into the United States and they form these close-knit communities
14 because they help each other, they help make sense of the world
15 around them. So these connections are really, really important,
16 so communicating with them, giving them that sense of belonging,
17 that they are part of the solution, that they can be part of the
18 solution to transportation safety and other societal issues that
19 they're dealing with, it's just really, really important.

20 And this group identity plays a crucial role in shaping their
21 behaviors, their attitudes, decision-making processes, so -- and
22 then to how do we do this, how do we engage, we talk about
23 communities, but how do we engage and how do we recognize them,
24 how do we respect and honor the significance of family and
25 community? It can be done in various ways that have been

1 mentioned before today, but it can involve incorporated family-
2 oriented messages and activities that emphasize safety and
3 wellbeing of loved ones, and I'm going to give an example at the
4 end of my presentation, from Puerto Rico, actually, engaging
5 community leaders and influencers, like I mentioned before.
6 Religious organizations are sometimes very important to some
7 Hispanic communities. So engaging the community in the planning
8 process and in the implementation of initiatives and explaining
9 compliance issues is also very, very important.

10 Authority, we have mentioned -- I think it was mentioned
11 before, the respect for authority. Authority figures such as
12 elders, community leaders, and maybe sometimes people in positions
13 of power. I know, for example, in Puerto Rico, people -- it's
14 like a love-hate relationship, they say they don't like the
15 government but at the same time there's a sense of the government
16 needs to provide and help and they're seen as thought leaders.

17 So respect and influence are very big with Hispanic and
18 Latino communities. When a figure or someone is seen as an
19 authority in something, they become a trusted source of
20 information, guidance, leadership, and their recommendations carry
21 weight in the community. So again, engaging these leaders is just
22 really vital to making sure that the message gets across.

23 Cultural celebrations and traditions. This is a tricky one
24 and I'm going to tell you why. I don't think I've seen anything
25 worse than having a -- looking at a campaign or an ad or

1 materials, whatever, training materials, even, and seeing like a
2 couple of maracas with a Mexican hat or whatever. I mean, that --
3 when you are talking about cultural celebrations and traditions,
4 it's really important to understand what they are, the
5 significance, the importance and the solemnity that they hold in
6 Hispanic and Latino communities. If done right, it can be a huge
7 asset. If done wrong, it can be a disaster. But incorporating
8 messages, the right messaging into the right event provides
9 additional opportunities to connect, to celebrate the culture and
10 maintain that identity.

11 Festivals, like I said, I mentioned the Puerto Rican parade,
12 religious events, having safety booths or displays at cultural
13 events and provide educational materials, interactive activities,
14 those are the sort of things that, if done correctly, I think
15 they're very, very effective.

16 I used to live in Wheaton, Maryland, if anybody knows the
17 area, it's very -- it's a very Hispanic area and very Hispanic
18 centric. So they used to have -- it was a food festival called
19 the "Taste of Wheaton" and I remember that they used to have
20 booths where different organizations, government organizations,
21 were promoting some of their initiatives, some of their programs,
22 and it was really interesting because they had people from the
23 community sort of engaging and giving their stamp of approval to
24 these initiatives, which was really, really, really helpful and it
25 became part of the celebration and the tradition every year.

1 And like I said before, it also provides a sense of ownership
2 and pride in practicing, for example, safe transportation habits,
3 because then they make the connection between that and the respect
4 for their traditions and celebrations.

5 And then the second takeaway, which has been talked about
6 today, as well, is language barriers and overcoming language
7 barriers, I see three things that I think are important takeaways,
8 they have to do with translation, interpretation, visual
9 communication, and leveraging digital platforms, all of which have
10 been mentioned before today, but translation and interpretation,
11 obviously, Hispanic and Latino communities are mostly comfortable
12 with Spanish and some have very limited English proficiency. So
13 accurate translation and interpretation in services are crucial
14 and again, if done right, it's great. If done wrong, it's a
15 disaster.

16 I saw something the other day and it made my skin crawl, it
17 was an attempt at translating something, I guess somebody in an
18 agency had to use Google Translate and it was just really, really,
19 really bad. And that just takes away from the message, right?
20 Like, if you're Hispanic or Latino, if your first language is
21 Spanish and then you read something that makes absolutely no
22 sense, then the whole message is lost.

23 So accurate translation is really important and this can
24 involve hiring bilingual staff, like in NHTSA, they have their own
25 staff that do it or you can have professional translation services

1 and consultants to make sure that you're conveying the right
2 message. Bilingual staff also serve an important component within
3 the organization. Like I said, when I was at Federal Highway, it
4 wasn't my job to translate things, but I always was cognizant of
5 that and I always helped in facilitating those communications. If
6 I saw that nobody was doing it, if we had to communicate with
7 Puerto Rico and nobody really had thought about how to communicate
8 during the meeting or a workshop or a training, I made sure that I
9 was taking on that role to effectively communicate the message.

10 Also at Federal Highway, when I was in human resources, I
11 made it a mission to hire bilingual staff and I was very
12 intentional about it, both in the internship program, the recent
13 graduate programs, because sometimes these younger Hispanic and
14 Latino staff members were the first to go to college from their --
15 within their household.

16 So remember I said before, like elders and leaders,
17 sometimes, you know, they're really respected within the
18 community, but it's also really important when you have a younger
19 person graduate college and it's the first person in that
20 household that graduated from college, it carries a lot of weight
21 and if you are hiring, if you're making intentional decisions to
22 have a diverse workforce, to have a workforce that represents
23 everyone in the United States, then it becomes -- they become
24 ambassadors for your messaging and for your agency. So that's
25 also really, really important and I was very intentional in doing

1 that together with our DEI initiative that we had at Highway.

2 Executives in the federal government, that's another issue in
3 terms of Hispanics and Latinos, we need more Hispanics and Latinos
4 in executive SES roles within the government. I am very lucky at
5 FEMA that my director is of Puerto Rican heritage, so she
6 understands, she understands very well, and she has been very
7 intentional in making sure that we have our trainings, our
8 workshops, when we do -- when we have new guidance, that we make
9 sure that we are translating those and offering opportunities for
10 Hispanics and Latinos to understand what it is that we're trying
11 to communicate. So that has been a very good experience at FEMA.
12 And again, this approach of making sure that you are using
13 inclusive language, that you are being inclusive in your hiring,
14 demonstrates that respect for the Hispanic and Latino community.

15 The other two things in terms of language are using visual
16 communications. Visual communication is so important because it
17 transcends language, right? So if you have good visuals that help
18 Hispanics and Latinos understand and interpret what you're trying
19 to say, family-oriented visuals are great, cultural representation
20 and clear instructional visuals that explain the things very
21 clearly in a visual way, those are really, really important.

22 When I was at Highway, I remember working with a team that
23 was putting together or was working on the manual on uniform
24 traffic control devices, MUTCD, and MUTCD was really interesting
25 because the first time I saw it, coming from Puerto Rico, working

1 in D.C., I was like wait, in Puerto Rico we have all these signs
2 but we have them in Spanish and it was a really interesting
3 conversation with the MUTCD folks on, you know, how do we make
4 sure that the signs, the visuals that we're using, transcend
5 language and they're easily understandable to anybody, really.

6 And then leveraging digital platforms, that has been talked
7 about before here today, but you know, you can have a really wide
8 reach, language, accessibility, interactive engagement, and those
9 ambassadors, those influencers can also share our safety messages
10 with their social networks, with their friends, with their
11 families, with their communities. So digital platforms have
12 become a really, really, really important way of interacting and
13 making sure that the message can be heard and read in different
14 languages.

15 The third and last takeaway is how to implement the
16 engagement strategies and again, this is something that has been
17 talked about before, the community outreach, having culturally
18 appropriate messaging and education and training programs.

19 And being intentional and authentic, to me, needs to be at
20 the center of the strategy. Like Maya Angelou said, "People will
21 forget what you said, people will forget what you did, but people
22 will never forget how you made them feel." So make them feel part
23 of the decision-making process, make them feel that this is
24 something that they want to do by explaining the "why."

25 Actively engage with local community organizations,

1 collaborate with the Hispanic-focused associations or advocacy
2 groups. I have worked a lot with LULAC, for example, when I was
3 at Highway I worked with LULAC for some of our messaging, so I
4 encourage everyone to go out there and look for those
5 organizations and for those groups and partner with them to truly
6 connect, because they do have a deep understanding of the needs,
7 the cultural values, the communication preferences, the "why
8 reinvent the wheel." If you partner with the right groups, you
9 can tap into those resources very, very easily.

10 And then the second thing is the culturally appropriate
11 messaging, tailoring the message to the context, obviously,
12 enhances the effectiveness and relevance of the campaigns,
13 recognizing the cultural values and language, tone, visual
14 representations, some of the things that we've talked about,
15 incorporating cultural symbols in an appropriate way.

16 And storytelling. Storytelling and personal narratives, I
17 think, are really, really important in the Hispanic and Latino
18 communities. I think that's why the telenovelas are so famous and
19 everybody watches them just because everybody loves a good story.
20 So utilizing storytelling techniques and personal narratives from
21 these community members so you can convey transportation safety
22 messages, I think, is a really, really, really strong way to
23 connect with the Hispanic and Latino community, sharing real-life
24 experiences and testimonials. And again, I will talk a little bit
25 at the end about a campaign in Puerto Rico that I think is genius

1 because it incorporates all of these things that we're talking
2 about.

3 And education and training programs, bilingual education
4 materials, workshops and training programs. Culturally sensitive
5 training for transportation professionals, so we have bus drivers,
6 taxi drivers, transportation agency staff, let's give them
7 culturally sensitive training so that they know when they
8 encounter Hispanic and Latino customers, so that they know what to
9 expect and how to appropriately communicate with this group.

10 What else? Interactive and engaging approach, again, having
11 interactive activities, group discussions, real-life scenarios,
12 are a really good way to tell the story and in a very impactful
13 way. So those are three main takeaways.

14 And I wanted to give you an example of a campaign that I
15 think is genius. It's from Metropistas in Puerto Rico.
16 Metropistas is the company that manages -- it's a private company
17 that manages our highways and they have this campaign because
18 motorcycle accidents have been on the rise and they're one of the
19 biggest problems that we have in terms of fatalities and injuries
20 in Puerto Rico, and people don't wear their helmets.

21 So the campaign is called "Dale Casco," which is genius and
22 I'll tell you why in a minute, but the lady that you see here in
23 the picture, she's a real mother and she lost her son to a
24 motorcycle accident. So you see the slogan, you see her saying
25 how the helmet could've saved her son's life, you can see the pain

1 in her face, I mean, it's a very impactful message. And then you
2 have a very simple graphical representation, which is like
3 motorcycle minus helmet equals suicide. So again, I think very
4 simple, impactful, and the reason why I chose this campaign as a
5 really good example, it's based on a real-life story, it has the
6 storytelling, it has the family component, which is one of the
7 most powerful symbols in our community, the spokesperson is a
8 mother making a plea, saying don't let your passion become my
9 pain. So it's like a mother in pain telling her family, you know,
10 what you do has consequences in this family.

11 It is very culturally relevant language, play on words, for
12 Puerto Rico, I mean. So "dale casco" means "think about it," it's
13 slang for "think about it," but casco means helmet, as well. This
14 is a very good play on words, very simple to understand,
15 compelling visuals, like I said, the motorcycle minus helmet
16 equals suicide.

17 And then they leveraged digital platforms, they have a whole
18 augmented reality campaign around this, where people go to the gas
19 stations and there's a QR code and everyone in Puerto Rico has
20 like three phones, so you scan the QR code and then you get
21 augmented reality, so a lot of people are engaging with the
22 campaign and talking about it.

23 So again, I think it was very successful because it hit on
24 all of those things that we talked about today regarding engaging
25 the Hispanic and Latino community.

1 Gracias. Muchas que mas gracias por permitirme presentar
2 hoy. Thank you. I have learned so much today from everyone, I
3 hope you learned a little bit from me and that's all that I have
4 today.

5 MR. WORRELL: Thank you very much, Jennifer, and thanks to
6 all the panelists. Will the panelists please bring up their
7 cameras for me? We are out of time and I want to apologize for
8 going over, this was supposed to end at 1:45. I know I have a few
9 questions from some of the participants. We're not going to be
10 able to get to them, but if you e-mail me, I will be happy to
11 basically -- at nicholas.worrell@ntsb.gov, I'll be happy to direct
12 those questions to the panelists and we can certainly answer them
13 for you.

14 The one question that I saw came in a couple times and I will
15 ask before we close out here quickly, is what is the difference
16 between Latinos and Hispanics? That came in a few times, so --

17 MS. MAYO: I can answer that question.

18 MR. WORRELL: Go ahead.

19 MS. MAYO: So Hispanics generally, we're talking about -- and
20 very broadly, obviously. When we're talking about Hispanics,
21 we're talking about people who speak Spanish. That's Hispanic.
22 Or we have a common language. Or Portugal, it includes
23 Portuguese, as well. So Spanish, Portuguese, those are Hispanic.
24 And then when we're talking about Latinos, we're talking about
25 Latin American, Caribbean, so that's -- they're very similar but

1 not exactly the same. So people from Spain are considered
2 Hispanos, hispanohablantes, but they're not Latinos.

3 MR. WORRELL: Okay.

4 MS. MAYO: I hope that helped.

5 MR. WORRELL: Yeah, definitely. Anyone else want to weigh
6 in? Go ahead. Go ahead, José.

7 MR. UCLÉS: Sorry, I agree with Jennifer.

8 MR. WORRELL: Awesome, awesome. All right, anyone else? Any
9 last thoughts by the panelists? Like I say again, we're going to
10 -- we have the recording, we'll post it out around next week, you
11 can follow us at NTSB or various social media channels for
12 information on it, but I'll put it out there and make sure
13 everyone that signed up will have it, as well. And like I say,
14 you can e-mail me and I hate not to answer questions, so please
15 e-mail me, nicholas.worrell@ntsb.gov and I'll be happy then to
16 funnel those questions to the panelists so that you can get a
17 correct answer for your questions.

18 Any last thoughts by the panelists before we go, any last,
19 you know -- Alfonso, let's start with you, any last thoughts?

20 MR. PERNIA: Sorry. No, just wanted to thank NTSB and you,
21 Nicholas, and please, please, everyone, we're very diverse. So
22 we're not only one, one size does not fit all for Hispanics, so
23 please take that into consideration. That will be my biggest
24 takeout.

25 MR. WORRELL: Violet.

1 MS. MARRERO: There's some really great resources that have
2 been shared here and information and I hope that you tap into the
3 people that are here so that you can further your mission to reach
4 our community effectively and to change behaviors and save lives.
5 And thank you all for your service to our community and thank you
6 for being here and thank you so much, Nicholas, for putting this
7 together and creating a platform for all of us to share this
8 information.

9 MR. WORRELL: Jennifer.

10 MS. MAYO: Thank you so much for the invitation, this has
11 been great, I learned a lot, so -- and I'm at your service at FEMA
12 if you ever need anything.

13 MR. WORRELL: Thank you, thank you.

14 José.

15 MR. UCLÉS: I just want to echo what the other three
16 distinguished panelists have said, this was an incredible
17 experience. You never know what this will be when you walk in and
18 you have an amazing big audience, so we appreciate you including
19 us.

20 One question that I saw that came, I guess, indirectly to me
21 because of government work, is the difference between an
22 enforcement and a social norming campaign. At NHTSA, we do both
23 because we want to make sure that our Hispanic community does
24 listen and get word ahead of time of the campaigns where there
25 will be enforcement involved to keep everyone safe.

1 So for example, one quick one will be distracted driving. "U
2 Drive. U Text. U Pay." Obviously, this, in Spanish, they're a
3 little bit different because we make it culturally relevant. But
4 like in the social aspect of or social norming would be one call,
5 one text can wreck your life. So that's one way we have, as
6 obligatory and the money that Congress gives us, we have to do the
7 work and put out the materials and the campaign and the PSAs for
8 both aspects so we are sure that all of you, our Hispanic
9 community, is safe and everybody in the country. Thank you.

10 MR. WORRELL: All right. Again, thank you all, a round of
11 applause to the panelists, we really appreciate you all taking the
12 time, and I hope that this is one of many conversations to reach
13 the underserved communities, the Hispanic community, one of many,
14 you know, to come and that we might more intentionally and
15 authentically engage with these audiences because they're a part
16 of us. So again, thank you and you all have a blessed day and I
17 apologize again for going over my time. Thank you, all.

18 (Whereupon, at 2:55 p.m., the webinar concluded.)
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CERTIFICATE

This is to certify that the attached proceeding before the

NATIONAL TRANSPORTATION SAFETY BOARD

IN THE MATTER OF: NTSB WEBINAR: COMMUNICATING AND
CONNECTING SAFETY MESSAGES TO
HISPANIC COMMUNITIES

PLACE: via videoconference

DATE: June 8, 2023

was held according to the record, and that this is the original,
complete, true and accurate transcript which has been transcribed
to the best of my skill and ability.



David A. Martini
Transcriber