

Chavis Heights Public Housing Community

Southeast Raleigh

Wake County, North Carolina

**Action-Oriented Community Diagnosis:**

**Findings and Next Steps of Action**

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## **Executive Summary**

During the 2002-2003 academic year, six students from the Department of Health Behavior and Health Education within the University of North Carolina at Chapel Hill School of Public Health, under the guidance of a preceptor from Wake County Human Services and faculty of the program, conducted an Action Oriented Community Diagnosis (AOCD) of the Chavis Heights public housing community in Southeast Raleigh, Wake County, North Carolina. The purpose of this document is to summarize the AOCD process, present findings, and suggest future action steps to improve life within the community.

The paper begins with an introduction to the AOCD process, a basic history of the Chavis Heights public housing community, and some demographic information about Chavis Heights residents. This is followed by a description of the qualitative methodology used by the student team to conduct the community diagnosis. Findings from the data collection process are reported on six prominent domains identified during the AOCD process; those domains include crime, sense of community, services, youth, health, and schools/education. Under each domain, emergent themes are discussed, including a presentation of insiders' and outsiders' perspectives, secondary data analysis, and participant observations. Conclusions are then drawn about how well the four sources of information about the Chavis Heights community match up. A description of the community meeting, the culminating event of the diagnosis, and potential action steps discussed at this event are also discussed. This is followed by conclusions and recommendations made by the student team at the end of the diagnosis.

While residents of Chavis Heights face many challenges, the AOCD shows that community members and service providers working in the area agree on which issues should receive priority attention. It is clear that the Chavis Heights residents have a number of

strengths, including a strong devotion to the many children who live within the community. The coordination of outside resources and community input would certainly enhance the lives of many community members. It is the student team's hope that with improved communication between service providers and community members, this document can serve as a useful resource for those working to make Chavis Heights a better place in the years to come.

## **Introduction**

Six graduate students from the Health Behavior and Health Education Department at the UNC Chapel Hill School of Public Health conducted an Action-Oriented Community Diagnosis (AOCD) of the Chavis Heights public housing community in Southeast Raleigh, North Carolina for six months. AOCD is a process designed to assess a community's conditions, evaluate its strengths and weaknesses, and increase the community's competence to collaborate towards change (Eng & Blanchard, 1991). At the end of the six months, the students organized a community meeting in which their information was shared with Chavis Heights residents and service providers. This community meeting also provided a time for participants to discuss the community identified issues.

This Chavis Heights Community Diagnosis document presents the information the students obtained through secondary data collection, interviews, focus groups, and personal interactions with service providers and the community. Following a brief description of the history and demographics of Chavis Heights, data collection methodology is described, and results are discussed. Finally, the community meeting and identified action steps are described, along with team conclusions and recommendations.

## ***History***

Chavis Heights is Raleigh's oldest public housing community, as well as one of the largest. It was built in 1938 as a result of both the Housing Act of 1937 and President Franklin Roosevelt's Works Progress Administration, which aimed to replace existing slums with suitable public housing (Ligon History Project, 1998). The barracks-style apartments were designed to be functional, affordable housing for Raleigh's African-American community; Halifax Court, Chavis Height's sister community, was built for the White community. When the 296 apartment

units were completed in 1941, their years of useful life was estimated to be 60 years (Council Minutes, 2002).

Chavis Heights was named after John Chavis, a prominent 18<sup>th</sup> century African-American figure, who established one of the first schools in the area. John Chavis was a preacher and a teacher who taught both African-American and White children (Delaney, 2001). The housing community was built on 14.6 acres near the original location of Chavis' school (Ligon History Project, 1998). It is situated between Martin Luther King Jr. Boulevard and East Lenoir Street in Southeast Raleigh near the downtown area (Appendix J). Shaw University, a historically African-American university, is within a few blocks distance.

Chavis Park, also named for John Chavis, is located across the street from the housing community. When the 37-acre park opened in 1938, it was the only African-American park in the Southeast United States. Because of this, it was visited from many African-Americans outside of the Raleigh area, some even traveled from other states. The park includes a picnic area, swimming pool, playground, and carousel and has been a popular gathering place for Chavis Heights residents for many years (Raleigh Parks and Recreation, personal communication, February 19, 2003).

Also adjacent to the housing community is Ligon Middle School. The school was built in 1953 to educate African-American children in Raleigh. In 1971 it was integrated and served as a junior high school in the Wake County Public School System. Finally, in 1982, Ligon changed to its current status of being a magnet middle school for the gifted and talented (Ligon History Project, 1998).

The Chavis Heights community has a strong African-American history. Miss Jessie Copeland, one of Chavis Heights leaders, has lived in the area since the development first



opened. Miss Copeland has been instrumental in many of the changes that have taken place during her time as a Chavis Heights resident. She served for many years as the Resident President and is recognized as a strong advocate for the community (Ligon History Project, 1998). In honor of Miss Copeland’s lifetime commitment to Chavis Heights, the community center was named after her.

***Demographics***

On the 14.6 acres of Chavis Heights, there are 296 units, of which 291 are available for occupancy. There are 206 two-bedroom apartments, 45 one-bedroom apartments and 45 three-bedroom apartments (Raleigh Housing Authority, personal communication, April 30, 2003). The community is very dense with many apartments in a relatively small area.

There are currently 629 residents in Chavis Heights, which creates a density of 43 residents per acre. Residents range in age from infants to the eldest resident of 95 years with seventy percent of the residents 29 years or younger. Furthermore, almost half of the residents are under the age of eighteen (Raleigh Housing Authority, personal communication, April 30, 2003). The age distribution of Chavis Heights residents is markedly different than that of Raleigh as a whole (Appendices F and G).

Table A: Chavis Heights Age Distribution

<b>Age</b>	<b>Under 18</b>	<b>18-19</b>	<b>20-29</b>	<b>30-39</b>	<b>40-49</b>	<b>50-54</b>	<b>55-61</b>	<b>Over 62</b>	<b>Total</b>
<b>Number of residents</b>	309	30	103	46	48	20	22	51	629

A large majority of the residents in Chavis Heights are females, many of which are young, single mothers (Raleigh Housing Authority, personal communication, April 30, 2003). In addition, 19 of the thirty 18- to 19- year olds living in Chavis Heights are heads of household

(Raleigh Housing Authority, personal communication, April 30, 2003). This data and team observations suggest that the young heads of household are predominantly young mothers.

Approximately 29% of the 320 adult residents are aged 50 years or older (Raleigh Housing Authority, personal communication, April 30, 2003). The high representation of older adults in the community made it an important demographic group to consider throughout the AOCD process.

Almost all of the current Chavis Heights residents are African-American, estimates being approximately 92 percent. The remaining residents are White, or of another ethnic background (Raleigh Housing Authority, personal communication, February 20, 2003).

The average income of Chavis Heights residents is estimated to be \$6800-7000 per year (Raleigh Housing Authority, personal communication, February 20, 2003). Ninety-two residents are employed (Raleigh Housing Authority, personal communication, April 30, 2003), likely in minimum-wage positions.

Because this is a public housing community, rent is based on each household's income. The average rent is \$137.43, with a range of \$0 to the highest rent of \$512. Of the 62 households with no rent, 11 have income exclusions (Raleigh Housing Authority, personal communication, April 30, 2003). According to Income Exclusion law, public housing authorities must keep rent the same for 18 months after a resident gets a job or increases their income. However, this is only for those residents who have participated in government-funded employment and training programs (The Earned Income Exclusion, 1999).

Chavis Heights' demographic data is similar to some of the close surrounding neighborhoods, but it is not highly represented in Wake County statistics. Due to the limited scope of this community, some demographic and other secondary data is limited.

## **Methodology**

### ***Defining the community of interest***

Southeast Raleigh was the initial focus of this AOCD. An early review of primary and secondary data revealed that Southeast Raleigh was an area that had been diagnosed by various groups in recent years, including the Southeast Raleigh Assembly which completed an assessment in 2002 (Raleigh City Planning Department, 2002). Through the various studies, several task forces and community groups were established to work on community issues that had been identified.

At the same time, the public housing community of Chavis Heights was often referred to in discussions and documents as a community within Southeast Raleigh with its own strengths and challenges. Our preceptor and other service providers observed that residents from this community do not have access to services, or do not use available services. Chavis Heights was also in the midst of a possible demolition and renovation initiative sponsored by the Raleigh Housing Authority (RHA). The initiative would have displaced Chavis Heights residents while work on the housing complex was completed, and therefore the RHA held a number of community discussions about the proposed initiative. An RHA employee who was actively involved with these discussions indicated that Chavis Heights residents were a cohesive group with a common sense of community. Since Chavis Heights is a confined area, with its own strengths and challenges, it was identified as the target population for this AOCD project.

### ***Overview of Primary Data Collection***

Primary data collection, or first-hand accounts of the events or circumstances studied, is essential to the AOCD process. Secondary data, or indirect evidence obtained from primary sources, often does not adequately describe what a community is and how it functions (Singleton

& Straits, 1999). The primary data collection methods used in this AOCD were participant observation, individual interviews and focus group interviews. The details of each of these methods, as well as the role they played in the AOCD process, will be addressed individually in the following sections.

### ***Participant Observations***

The team's involvement with the Southeast Raleigh area began in the fall of 2002. In November 2002, all six team members were led on a windshield tour of Southeast Raleigh by the team's preceptor, Lynda Muriera, and her husband, Alan Muriera, who is a health educator with Wake County Human Services. During the tour, the team had the opportunity to observe the physical condition of housing, schools, and other service buildings in the Southeast Raleigh area, as well as meet service providers that Lynda and Alan are acquainted with. All members of the team took individual field notes to record their observations and thoughts during this initial visit to Southeast Raleigh.

Team members made additional trips to Southeast Raleigh to familiarize themselves with the geographic layout of the area and to observe local events, businesses, and services located in Southeast Raleigh. A unique opportunity for participant observations occurred twice weekly when the Inter-Faith Food Shuttle visited Chavis Heights to distribute free produce and other perishable goods. Throughout the entire AOCD process, members of the group completed eight such participant observations, in addition to approximately thirty general visits. Team members wrote up field notes within 48 hours of visiting Southeast Raleigh to organize their thoughts and to provide a written record of what they had seen and done. Field notes were filed by date so details of visits could be easily referenced and also to provide a record of the team's thoughts, as outsiders to the community. There was no systematic process for analyzing these field notes.

However, all team members had the opportunity to become familiar with others' field notes, and they were an important source of data as the group began to compare the insiders' perspective to the outsiders' perspective.

### ***Overview of Qualitative Data Collection Methods***

In addition to conducting participant observations, the team collected information about the community from service providers who worked in the area and from local community members through individual interviews and focus group interviews. Individual interviews provided an opportunity for in-depth questioning of key informants who lived or worked within the community. Focus group interviews were conducted in addition to individual interviews in order to maximize the efficiency of the data collection process. Focus groups allowed the team to hear a number of different viewpoints in a relatively condensed time period (usually approximately 90 minutes). For some individuals the focus groups provided a more comfortable setting to discuss the strengths and challenges of living in Chavis Heights with their peers, rather than in a one-on-one interview. Finally, the focus group interview method was the only way that the team was able to hear the youth perspective as the Institutional Review Board would not approve individual interviews with those less than 18 years of age.

Qualitative data collected in these interviews were an important supplement to quantitative data usually analyzed at the zip code or county level. During the interviews, participants were asked a series of open-ended questions to elicit responses on topics deemed to be most important by the interviewees, and probes were used to ensure that interviewees spoke on a number of different topics. In order to ensure some uniformity in the conversation-like data collection process, interview guides were developed for team members' use.

### ***Development of Interview and Focus Group Guides***

Different interview guides were developed for individual and focus group interviews, using similar guides from previous community diagnoses projects as references. Guides were customized for each population they would be used with (service provider vs. community member, adult vs. adolescent), for a total of six different guides. The guides were pre-tested and revised to assure clear wording and appropriate ordering and transitioning between questions.

Because the team's preceptor was particularly interested in gaining new information about the views of youth and adolescents in Chavis Heights, youth-specific questions were developed to be included in the guides. Additional interview topics included the physical orientation of Chavis Heights, life in the community, problem solving and decision making, businesses and services, community assets, and community needs. The complete interview guides can be found in Appendix A. To ensure that no harm would come to individuals participating in this research project, the fact sheets, interview and focus group guides, and a recruitment protocol were reviewed and approved by the School of Public Health Institutional Review Board (IRB). The fact sheets provided to interviewees can be found in Appendix A, and the IRB approval letter is included in Appendix K.

### ***Recruitment of Interviewees***

The team sought to speak with as many Chavis Heights service providers and community members as possible. Service providers were either contacted by the preceptor or contacted directly by the team. At the end of each interview, every interviewee was asked to name service providers and/or community members whom s/he would recommend as important sources of information on Chavis Heights. The interviewee was then requested to contact those individuals and obtain permission for the team to contact them for an interview.

Adult community members were primarily recruited by Ms. Lelia Sanders, the president of the Chavis Heights Residents' Association. Additional community member interviews were conducted with individuals who volunteered to participate in the project when team members visited Chavis Heights during food distributions by the Inter-Faith Food Shuttle.

Service providers who work with adolescents in the greater Southeast Raleigh area recruited youth participants for focus groups. Parental consent forms were provided to these service providers for all participants in their programs. Those youth who returned a signed parental consent and provided their written assent to participate were included in focus groups. Any youth between the ages of 12 and 18 were eligible to participate in a youth focus group with other youth of their same age.

### ***Description of Interviews and Focus Groups***

Nineteen individual interviews were conducted. Twelve of these interviews were conducted with service providers working within Southeast Raleigh. The team interviewed seven community members, six of whom live in Chavis Heights. Individual interviews were scheduled at a convenient time and location for the interviewee, where s/he could be certain that any responses would remain confidential. Interviews averaged sixty minutes in length, while some interviews lasted up to two hours. Two team members were present at every interview. One team member served as the interviewer, while the other team member served as a note taker. After reviewing a fact sheet and answering questions about the community diagnosis process, the interviewer acquired verbal permission to tape record the session and then proceeded with guided questioning.

Two adult community member focus groups were performed, each including three Chavis Heights residents. Adult focus groups occurred on-site at the Copeland Center, a location

familiar to the residents of Chavis Heights. Two team members were present at each focus group. One team member facilitated the focus group, while the other team member took notes. One youth focus group was performed with eight middle school students hailing from various areas within Southeast Raleigh. The adolescents participating in the youth focus group all participated in an after-school program for at-risk youth, and the focus group occurred at the regular meeting place of the youth group. The focus groups lasted between sixty and ninety minutes. After reviewing the appropriate focus group fact sheet and answering any questions, the facilitator asked for verbal permission to tape record the focus group. All individuals participating in the focus group were required to agree that they would not reveal anything they learned about other participants or share any statements made during the focus groups.

#### ***Summarizing the Interviews and Focus Groups in Note Format***

Following each interview and focus group, participating team members completed a debriefing sheet to record any unusual circumstances that might have affected the interview or focus group, to summarize key topics raised by the interviewee(s), and to note topics or comments that should be followed up with in the future (Appendix A).

Each note taker typed his or her notes within four days of the interview or focus group. A team member who did not attend the interview/focus group reviewed the interview/focus group tape and notes, adding supplemental comments and taking note of conflicting interpretations. Any disagreements were resolved by consensus between the note taker and the reviewer. Each reviewer updated the electronic document that contained the note taker's original interview notes, printed a hard copy, and then filed the notes numerically in a binder. The tape recordings of interviews/focus groups were stored in a locked filing cabinet in the UNC School of Public



Health until the completion of the AOCD, at which time they were erased.

### ***Coding and Compiling Interview Data***

Two team members were designated as overall primary coders. At least one of the two was present for the coding of all interviews and focus groups. The remaining four team members were designated as secondary coders. The secondary coders assisted the primary coders on a rotating basis. Consequently, all team members participated in coding and coding consistency was maintained.

The team used the first six interviews to develop twenty-four domains for coding (Appendix B). A domain is defined as a broad category representing primary areas of interest. A Microsoft Access database was created to compile all coded data. The database allowed each unique comment to be catalogued within one or more domains and then be characterized as an asset or positive descriptor; a barrier or negative descriptor; or a neutral descriptor. All comments were linked to the demographic information of the individual who provided that comment. With such information entered into the database, the data management capabilities of the Access software allowed the team to easily sort coded data by the speakers (insider vs. outsider, as well as distinguishing individual interviewees), the topic of comments (the domain), and the tone of comments (positive, negative or neutral). Once the data were sorted in this manner, reports were printed for each domain, and data analysis began.

### ***Data Analysis***

For the purpose of analysis, insiders were defined as current residents of Chavis Heights, and outsiders were the remaining interviewees, including both service providers and residents of the greater Southeast Raleigh area. The data within each domain was sorted by insider/outsider status, and each group was considered independently during analysis. Themes emerged from

reading through the extracted text in each domain, which were illustrative of meaningful patterns in the data. For example, in the “services” domain, an early emergent theme was that “services are underutilized.”

The strength of individual themes was assessed based on the number of times the theme occurred in the interviews. The number of individuals who discussed the theme was tallied and the more individuals who discussed the theme, the stronger the theme. Strong domains were identified by tallying the number of strong themes within each domain. Those domains identified as the strongest during the analysis of the data from insiders and outsiders are presented in the text of this report.

To determine which themes would be discussed in the community meeting, the team assembled a list of the top ten themes that had emerged from interviews with community members and service providers (Appendix D2). Approximately ten community members were presented with this list and asked to choose the ones that they were most interested in talking about at the community meeting. The four themes selected most frequently in this informal survey were coded within the four strongest domains that insiders and outsiders had in common: Crime, Sense of Community, Services and Youth.

### ***Limitations of Primary Data Analysis***

There are several important limitations to the research design, though effort was taken to compensate for them when possible. A snowballing technique was used to identify important service providers and community members. Identifying potential participants through respondents could result in overrepresentation of particular perspectives. Every effort was taken to achieve maximum variation in perspectives by specifically recruiting individuals who might represent missing perspectives indicated through secondary data sources. Also, a number of

service providers and community members were repeatedly mentioned as possible interviewees through the recruitment process, therefore strengthening the image of these individuals as key informants.

Additionally, because all interviews were conducted with voluntary participation from respondents, response bias could have affected which voices emerged. There may have been differences in the opinions of those individuals who did and did not choose to be interviewed. Exact information on the number of individuals who were contacted, but never agreed to be interviewed was not recorded. Therefore, a refusal rate could not be calculated, but individual team members anecdotally reported that it was often difficult to recruit interviewees due to the time commitment necessary for completion of an interview. Although the team cannot systematically determine whether or not differences actually existed between people who did and did not agree to be interviewed, the community forum did offer an opportunity for other perspectives to be voiced.

Interviewer bias was another likely limitation. In order to encourage fluid, conversation-like interviews, interview guides were never followed verbatim, and the six team members were given the flexibility to emphasize or probe different questions, as appropriate. Personal interest could have dictated how likely an interviewer was to probe for additional information on any particular topic, and interviewers could have unintentionally influenced emergent discussion. There also could have been a discrepancy between the respondents' answers and the answers actually recorded by the note taker. To compensate for this limitation, a team member who did not attend the interview listened to each tape to inspect the recorded notes for any omissions or conflicting interpretations, and then s/he resolved any disagreements by consensus.

Finally, the methodology chosen for the coding process has both strengths and limitations. Because the community diagnosis provided an opportunity to learn more about the process of qualitative data analysis, every team member wished to participate in the coding of the interviews. At the same time, the team acknowledged that having many coders would result in less consistent coding. Therefore, the decision to use primary coders and secondary coders was seen as a sufficiently balanced tradeoff between allowing ample learning opportunities for all team members and assuring reliable data analysis.

### **Domains and Themes**

Insiders and outsiders agreed on their top four domains of interest: crime, sense of community, services and youth. However, the emergent themes within each domain often differed between insiders and outsiders. That is, their perspectives often diverged on the causes of problems associated with these domains, as well as the assets the community has to draw upon when conquering these challenges. A detailed discussion of each of the four common domains, as well as their associated themes, is located below. Two other domains, Health and Schools/Education emerged as prominent domains, though with less agreement on importance across insiders and outsiders. A discussion of each of these domains is included following the top four domains. Lastly, the team has included a discussion of other domains that, while not as prominent as preceding domains, do impact the quality of life of Chavis Heights residents and therefore deserve attention.

## ***Crime***

*“We used to have a substation here in Chavis Heights. [The police] don’t do anything now. People aren’t pushing them [for greater involvement]. They don’t want the police to know what they’re doing. Not everybody wishes the police were doing more, just senior citizens.”*

*-Community Member*

*“The way the [police department] is set up now, you are going to know who the police are. It is going to help relationships. People are going to feel more comfortable talking to [the police] and they are going to know us.”*

*-Service Provider*

During the interviews, a number of individuals voiced concerns about acts of violence, drug deals, and other crimes happening in and around Chavis Heights. A variety of additional comments were also made about how the Capital City Police have worked to prevent crimes in the area and how effectively they respond to calls about crimes as they are occurring. Therefore, many comments were coded within the crime domain.

## **Insider Perspective**

Chavis Heights community members generally acknowledged that police presence in the area helps to keep crime down and drugs out. However, many residents were concerned that there are not enough officers assigned to the area. Another prominent concern was that residents do not get to know the police working in and around Chavis Heights. This seemed to stem from a high rate of officer turnover in the area. One resident noted, “Police officers used to walk through Chavis Heights, but they don't anymore. All the cops are rookies now, and we don't know any of them.”

Other residents indicated that to get rid of the drugs, there needs to be more police officers patrolling the Chavis area. Indeed, many community members mentioned that there is a large drug problem in Chavis Heights. Some residents indicated that while many residents use

and abuse drugs, the real problems stem from residents' boyfriends and relatives, as well as others who do not actually live in Chavis Heights, frequently bringing drugs into the neighborhood. Regardless of the source of the drugs, almost every community member interviewed thought drug dealing and drug use were the cause of many interpersonal disputes and community problems, and several community members felt that crimes related to drugs and other violent crimes are worse now than they were in the past.

### Outsider Perspective

A number of service providers also discussed their concerns about Chavis Heights residents' safety and increases in area crime. Most of the service providers felt that problems with crime were generally worse than they were in the past, and the vast majority of service providers who were interviewed felt that Chavis Heights was not a safe place to raise children. A number of providers expressed concern that it was not safe for children to be alone outside anywhere within the housing complex.

Service providers were also concerned about the level of police involvement in the area. One community member who lives in Southeast Raleigh, but is not a Chavis Heights resident, explained that police officers have duties across Wake County so that area citizens see one officer for a month and then another officer the next month. Service providers were also concerned that Chavis Heights residents often do not intervene in others' disputes or call the police on their neighbors because they fear reprisal if they get the police involved in other residents' personal business. Several interviewees reported anecdotal stories about car windows being broken out or tires being cut when neighbors who called to complain to the police were identified.

## Secondary Data and Participant Observations

Discussion with a Raleigh Housing Authority staff member on RHA data indicated that crime rates within Chavis Heights were lower than those in the surrounding areas of Southeast Raleigh. Despite repeated attempts to collect crime data specific to the Chavis Heights area from the Capital City Police, the team was unable to get crime data for the 27601 zip code, which includes Chavis Heights. Therefore, it was difficult for the team to assess any quantitative data related to crime trends at the level appropriate for this community diagnosis. Perhaps the difficulty in obtaining crime data is indicative of the Capital City Police Force's concern about crime rates in the area or because they do not have the staffing resources to provide such data to the public, but such a conclusion is difficult to assess.

## Conclusion

Overall, community members and service providers voiced many of the same concerns about high crime levels and limited police presence in the Chavis Heights area. However, a representative of the Capital City Police and a few community members who had been urging the police to be more involved in the area were optimistic that a new precinct system would help officers get to know the areas they are patrolling better. Under this new system, the hope is that the police will know more residents, residents will more likely turn to them in times of need, and that the police force as a whole will then be able to address problems that they had not seen so clearly before. This would be an important step as the primary data discussed thus far shows the only real discrepancy between the insider and outsider perspectives is that only insiders saw the value of existing police presence in the area.

The team concluded that regardless of whether quantitative data might indicate that other areas of Raleigh have higher or lower crime rates, crime is one of the leading problems plaguing

the Chavis Heights community. Increased police presence seems to be one of the community's greatest needs, so residents feel safe walking within their community after dark, interpersonal conflicts can be resolved before problems escalate to acts of violence, and service providers will feel safe enough to bring needed services into Chavis Heights.

### ***Sense of Community***

*“You always have a core group who participate, who speak up, who have an opinion. The rest of them say, ‘Leave me alone. I’m going to work every day, I’m going to come home. I don’t want to go to meetings every night.’ They just want to live their lives.”*

*-Community Member*

*“There are some strong, beautiful black women [in Chavis Heights] that just need to shine. I think you’ve got a community of love. Once they can see their worth, they’re going to be OK. It’s a matter of them seeing their worth.”*

*-Service Provider*

The domain “Sense of Community” emerged as important to both insiders and outsiders of Chavis Heights. Any text that referred to how residents interact with one another, the general feeling they had about their community, or how residents organize together was coded into this domain.

### **Insider Perspective**

The insider perspective presented two strong positive as well as two strong negative themes. Many residents stated that they enjoy living in their neighborhood, and that “Chavis Heights is home to the people who live [there].” Residents also agreed that individuals who live close together in location, especially in the same building, tend to know one another well and provide support for each other. Those residents who expressed satisfaction with Chavis Heights said that they have peaceful, quiet, friendly neighbors.

Other interviewees contradicted this statement by saying that many residents do not know one another well and tend to keep to themselves. Interviewees stated that isolating themselves



from their neighbors avoids gossip and keeps people out of trouble. One resident summed this idea up by stating, “I’m trying to live my own life...I ain’t trying to get in nobody else’s business...as long as they leave me alone.”

It was also mentioned quite often that there is a lot of pedestrian traffic between Chavis Heights and the surrounding neighborhoods. Residents stated that they often do not know who lives in Chavis Heights and who does not, and one resident characterized Chavis Heights as a “freeway.” A commonly stated reason for why neighbors do not know each other is short tenancy. While there are a few long-term residents, interviewees stated that most people come and go.

#### Outsider Perspective

One positive and one negative theme emerged from analysis of the outsider perspective. Outsiders agreed that Chavis Heights is a stable community in which residents seem to depend on one another for support. Since residents are viewed as having had similar life experiences, they are viewed as close-knit compared to other Raleigh communities. Many service providers commented on the strong sense of history and culture which contribute to the Chavis Heights community. One service provider said, “there is a lot of love in the area; it is a community of love.” On the other hand, outsiders also commonly stated that sense of community may differ across age groups. Younger residents of Chavis Heights may not have the strong sense of community that older residents possess. Outsiders suggested that younger residents do not see themselves as permanent residents of Chavis Heights, and therefore lack a sense of investment in the community. Again, the issue of short tenancy was raised as a potential cause for the differing sense of community between older and younger residents.

### Secondary Data and Participant Observations

Since data is not normally collected on such topics as sense of community, secondary data sources did not emerge as important in helping understand this aspect of Chavis Heights. However, field notes containing participant observations of individual team members were heavily relied upon. Participant observations tended to reflect the responses obtained from interviews. While it was noted by individual team members that there seems to be a core group of people who come together for events and who knew one another well, it was also noted repeatedly that these individuals represented the older population of Chavis Heights. Team members also reflected in field notes on how difficult it was to generate interest in the AOCD process from the younger residents. Team members reflected that nearby neighbors often seem not to know one another, sometimes including children of the same age.

### Conclusion

Both outsiders and insiders, as well as team field notes, recognize that Chavis Heights residents enjoy and depend upon their community. There is also agreement that there is a need to unite the community further, particularly across the generation divide. The Chavis Heights community meeting provided an opportunity for dialogue that could potentially strengthen the sense of community within Chavis Heights, and the results of this discussion will be revisited in the section addressing the community meeting.

## *Services*

*“If you want anything good, you've got to push for it.”  
- Community Member*

*“Residents' most common complaint is of distrust of outside service providers. Many grants come through where people come in, do their program, and then leave when the money ends, leaving the residents on their own while their problems are still there.”  
- Service Provider*

Services are programs or resources within the community that are available to the residents of Chavis Heights. They include a broad spectrum of areas including health, food, recreation, and education. Often, there are three distinct age-ranges that service providers target their services toward: the youth, the adults, and the seniors. Community members in all three age categories have different needs, preferences, and abilities to access these services based on such factors as mobility and access to information.

### Insider Perspective

Community members acknowledged that there are many services available to youth, adults, and seniors. They cite numerous agencies or services that are either brought into Chavis Heights, like the Inter-Faith Food Shuttle and clothing donations, or are nearby, such as the Rex Senior Health Center or the Chavis Community Center. Chavis Heights' central location to many services is an asset. For the services that are not within walking distance, residents feel that the bus could take them to any location they would need to go to.

Despite the apparent availability of services, some residents feel that many community members either do not know about all of the services available to them or they choose not to take advantage of the ones they know are offered. They cited conflicting reasons for this lack of utilization including 1) residents are busy, 2) residents don't want to be bothered and are resistant to getting involved, and 3) some of the services offered are not the ones residents actually need

and/or want. The residents who do not utilize services tend to be difficult to reach for interviews in order to obtain their input. To this end, unfortunately, their voices remain unheard and the reasons for underutilization remain unknown.

While many community members feel that there are numerous services available to residents, some feel that more should be provided for the children and the seniors of Chavis Heights. Residents feel the services that are offered are not sustained or offered frequently enough. They cite several agencies or services that attempted to provide services to the community but disappeared rapidly because of disinterest or budgetary cuts.

### Outsider Perspective

Service providers feel that there are numerous services available to all the residents of Chavis Heights. Many times the Chavis Community Center, Inter-Faith Food Shuttle, Meals on Wheels, and area churches were cited as organizations that provide services to the Chavis Heights community. The food distribution provided by the Inter-Faith Food Shuttle is the most well-known and frequently cited service in Chavis Heights.

The service providers are frustrated by the lack of utilization of services and feel that many residents do not know of or take advantage of the services that are offered to them. Some service providers feel that there is little overlap between community-identified needs and the actual services provided. They feel that the services that are offered are not sustained or offered frequently enough because of a general lack of funding for programs and services in Chavis Heights.

Many service providers attribute the lack of utilization of services to a cycle of disappointment that they feel is common in the lives of Chavis Heights residents. They feel that the community members need to be empowered to find, create, and use services. The service

providers also feel that the residents lack incentive to utilize educational and job training services because finding a job or increasing their wages will lead to higher rent and loss of Medicaid or Medicare coverage.

### Secondary Data and Participant Observations

Participant observations suggest that numerous organizations in Southeast Raleigh provide services accessible by Chavis Heights residents. The team discovered services by talking to residents and service providers, collecting informational pamphlets, and performing Internet searches (Appendix C). Many of the service agencies the team learned about offered a variety of services at little or no cost to participants. If a resident does not have access to the Internet, he or she must rely on paper copies of resource guides, word of mouth, or posted flyers in public buildings, none of which are consistent or always easy to obtain.

### Conclusion

Community members and service providers recognize both the large quantity of services available to Chavis residents and that these services often are underutilized. The reasons for this, however, differ between the two groups. The community members suggest that residents are busy or not interested in the services offered while the service providers often attribute the lack of participation to apathy and lack of incentive for residents to improve their quality of life.

Community members proposed that the services offered to residents are not necessarily the services they need or want. Service providers recognize the potential for disconnect within the community between services offered and services needed but are frustrated because they have been unsuccessful in determining what services are desired that do not already exist. They feel that the community members do not make their voices heard in regard to services they need. Despite this lack of communication, when services are implemented both community members

and service providers are painfully aware that sustaining a program is difficult, especially with budget cuts and decreased spending for social programs.

The community members are looking to service providers to help them, particularly by providing more programs for the children of Chavis Heights. Interestingly, the service providers are looking to the churches to become more involved and offer services. They are seeking additional help and encouraging new and different approaches by faith-based organizations to improve service delivery to the community members.

In summary, service providers will benefit from actively making their services known to residents while residents will undoubtedly benefit from making their needs known to the service providers. Communication appears to be a significant factor in facilitating better-suited services and increased participation.

### ***Youth***

*“There need to be more activities for youth other than standing on the corners, getting drunk on a dare, and getting pregnant.”*

*-Community Member*

*“Every generation shares concerns and worries about the next generation being their downfall, and inevitably we rise, and we rise, and we rise.”*

*-Service Provider*

The youth of Chavis Heights play an important role in the lives of the community residents in many ways. The issues related to youth cut across many topics and themes presented throughout this document. While there are issues of crime, drugs, and lack of respect for elders, there is also a view that the youth of Chavis Heights represent vitality and a hope for the future. The following sections represent the perspective of those living both inside and outside of Chavis Heights with respect to these issues. Student team observations and secondary data and are also provided.

## Insider Perspective

Many community members believe that the youth of Chavis Heights are an asset to the community but also contribute to some of the problems that residents face. By emphasizing the assets and the potential for further improvement while addressing some of the negative issues related to youth, community members felt that the quality of life in Chavis Heights could improve.

Throughout the interview process, a few strong themes emerged with regard to the youth of Chavis Heights. In general, many residents felt that the children of Chavis Heights are happy, well-loved, and enjoy living there. They felt that there are many opportunities for interaction between children because so many of the residents are young. Many residents also felt that the programs that were offered, such as church activities, festivals, and athletic activities at the community recreation center, are well-utilized by the youth. It was thought that these programs allowed youth to have a sense of identity and purpose and would help to prevent some of the issues related to crime and violence.

While many community members view youth as an asset to the community, they also cite some issues that need to be addressed. Despite some services and programs being offered to youth such as those at the local YMCA and Boys and Girls Club, community members feel that more are needed. In particular, the need for more after-school programs was a frequent comment heard in interviews. As one resident said, “There are not enough programs for kids. If kids were in after-school activities there wouldn't be so much fighting.”

The lack of parental involvement in children's lives was also a theme that emerged throughout the interview process. There was the thought that a lack of supervision on the part of parents is partially responsible for vandalism, violence, and other youth-related crime that takes

place in Chavis Heights. Many older community members remembered a time in which friends and relatives helped to supervise the youth of Chavis Heights but they no longer see that happening. Many residents thought that it was not only an issue of supervision, but also one of involvement. “If you give a child some time, that's all they want and that's what you're supposed to do”, one resident said. Related to this was the thought of some residents that youth often do not show respect for elders. Older residents often cited incidents of vandalism and profanity directed at them from youth.

This idea of youth as both an asset to the community as well as a contributor to some of the issues facing Chavis Heights can perhaps best be summed by the following quote from a community member: “Children [of Chavis Heights] are sweet but can be mischievous too.”

#### Outsider Perspective

Like community members, many service providers shared the belief that youth are an asset and a challenge to improved quality of life for Chavis Heights residents. In general, service providers perceived the youth to be a close-knit community that helped to bring neighbors together. Some also thought that the children of Chavis Heights are well cared for by their parents despite the perceptions of the wider community. As one service provider noted, “Some people think that because Chavis Heights residents are low income that they don't love their children, but they do.” Along with this, service providers also expressed the opinion that youth in Chavis Heights are victims of circumstance and are often stereotyped as “being from the projects.” Many also noted the programs and services offered to youth such as those at the YMCA, the community recreation center, and Strengthening the Black Family, a local community-based organization.



While there are some services and programs available, many service providers expressed the opinion that many of the programs that are offered are not being utilized by youth and repeatedly expressed a need to understand why this is the case. They saw these programs as an opportunity to provide youth with guidance and leadership, but the value of the programs is limited by this underutilization. Like community members, service providers also saw a need for after-school programs to address the guidance issues. One service provider observed that “when they get home from school, kids are running all over the place. They don't have any guidance or leadership.” Some service providers thought that the lack of guidance is also due to a lack of parenting skills on the part of some residents. What is needed, they said, is greater parental involvement and family support as well as role models or mentoring programs.

#### Secondary Data and Participant Observations

Student team member observations support many of the assets and issues raised by community members and service providers regarding youth. It was readily apparent on team visits to Chavis Heights that youth play a large role in community life. The numerous on-site playgrounds, athletic facilities, and other recreational opportunities were indicative of the large youth population living in the community. However, it was also noted by team members that many programs or facilities were not being utilized. On various visits on weekends or during after-school hours, playgrounds were empty and youth-related activities were not well attended. These observations are consistent with some of the views expressed by both community members and service providers.

An examination of the secondary data supports interview data and team observations regarding the large presence of youth in Chavis Heights (RHA, personal communication, April 30, 2003). Data provided by the Raleigh Housing Authority show that 309 of the 629 residents

of Chavis Heights are less than 18 years of age. This percentage of 49% of the total population is much higher than the 21% of the total population living in the city of Raleigh who are under 18 years of age (Appendices F and G). In light of this, it is apparent that the youth of Chavis Heights play a significant role in the community.

### Conclusion

Both insiders and outsiders agreed that youth significantly affect the quality of life in Chavis Heights. Both thought that through increased services for youth, structure and guidance could be provided that would help alleviate some of the problems related to crime, violence, and lack of respect towards other residents. They also agreed that gaining parental involvement would help make these services sustained and beneficial for youth. However, service providers emphasized that programs which are available are not being used. It appears that there needs to be greater communication between community members and service providers to ensure that what is being offered for youth is also what is wanted.

### ***Health***

While sense of community, crime, services, and youth emerged as the dominant domains throughout the interview process, health and education also figured somewhat prominently in discussions. These domains cut across the other four domains but warrant individual attention when examining the quality of life in Chavis Heights. They serve to reinforce some of the issues previously discussed and bring to light others not addressed to this point.

Both community members and service providers agreed that common health concerns for residents of Chavis Heights include diabetes, teen pregnancy, and drug and alcohol problems. Service providers also mentioned that HIV/AIDS, asthma, and nutrition are concerns for residents and pointed out that crime and socio-economic issues also affect residents' health.

With that mind, both community members and service providers agreed that there are some health programs and facilities available to residents but like other services, they are not well utilized. Some said this is due to a disconnect between what is wanted by community members and what is offered by service providers. To better match needs to what is provided, some service providers acknowledged the importance of conducting a needs assessment before offering new programs to residents.

Like many of the other themes, health concerns are related to other issues that Chavis Heights residents face. Many of the drug and alcohol problems may be a result of a reduced police presence in the neighborhood, for example. And while residents often did not draw connections between housing conditions and health, it was apparent that they are concerned with issues related to heating and air conditioning as well as water/sewer and trash removal problems. These concerns serve to provide a broader context when examining the issues that residents of Chavis Heights face.

### ***Schools/Education***

Issues related to education emerged throughout the interview process on the part of both community members and service providers. This theme often included discussions on both education for the youth as well as educational programs for adult residents. Like many of the other themes, educational issues involve and affect many other aspects of resident's lives.

One of the most common opinions expressed by community members and service providers is that children in Chavis Heights are not allowed to attend school near their homes and, as a result, are often bussed many miles away. Ligon Middle School, located across the street from Chavis Heights, serves as a magnet school for students throughout Raleigh. While some Chavis Heights children attend Ligon, many attend a variety of schools spread throughout

the city such as Sanderson, Garfield, and Hunter. Residents pointed out that because of the lack of community schooling, children living in Chavis Heights often lack a social network and further speculated that some of the violence and crime may be a result.

The need for adult education programs was cited often by community members. While some residents acknowledged that programs such as computer classes exist, many mentioned that more are needed. While many service providers agreed, they also made mention of the lack of attendance at similar programs in the past. Service providers felt that GED classes, for example, are needed for Chavis Heights residents in order to secure employment, but that it is difficult to sustain the programs and keep residents involved to ensure completion of the classes. Similar programs that have been offered in the past have not been utilized and may contribute to the current lack of educational programs.

### ***Other Prominent Domains***

Early in the process, the student team became aware of the Hope VI grant program that the city of Raleigh had applied for the previous October. This federal program allocates funding to cities throughout the country in an attempt to “eradicate severely distressed public housing” (HUD website, 2003). Had Raleigh received this grant, Chavis Heights would have been demolished and rebuilt with all of the residents displaced throughout the city. This would have had significant implications for the student project and likely would have affected the themes that emerged throughout the process. The city was not awarded the grant and the future of federal support for the program is in question, therefore the Hope VI process played a smaller role in the community diagnosis than initially anticipated. However, it provides important context to the preceding themes.

Throughout the interview process, community members and service providers brought forth many other issues. While they do not constitute recurrent themes, they nonetheless deserve attention. Among these are issues related to housing, problem-solving, and religious organizations.

Many community members and service providers commented on the housing conditions that residents of Chavis Heights face. Multiple people mentioned water and sewer issues, heating and cooling, and pest control problems. Some service providers also questioned the fact that housing conditions in Chavis Heights were deemed unfit for occupation for purposes of the Hope VI grant application, but yet are deemed suitable for residents currently living there. There was also concern expressed regarding the ability of residents to file complaints with the Raleigh Housing Authority (RHA) without the fear of losing their lease. Related to this issue is the common opinion of community members that when problems arise between residents, they often look to RHA to solve the problem rather than working it out amongst themselves.

Some community members felt that while there are many churches in the area, they should be more involved in providing programs to residents. In the past, churches have provided such programs as bible study and youth activities, but residents see an opportunity for expansion of these and other programs, particularly those serving youth. They also emphasized the need for sustainable programs and long-term commitment on the part of church staff.

## **Community Meeting**

### ***Planning Committee***

A planning committee was created to ensure the equal input of community members and service provider in organizing the community meeting. The planning committee met at the Copeland Center, a building located on Chavis Heights property, each Thursday for four weeks prior to the community meeting at the Copeland Center. However, service provider involvement was low. Because of this, the committee consisted primarily of student team members and community members. The number of community members attending each meeting varied. The planning committee aided in the decisions on where to hold the meeting, the date and time, how to publicize and when, which flyers to use, themes, food and door prizes.

To determine which topics would best be discussed at the community meeting the students presented a list of ten themes to the planning committee for input (Appendix D2). The planning committee narrowed the list to four themes: community participation, crime, services and youth. The committee had decided on four groups to allow a member of the student team to facilitate each group and to have an adequate number of participants in each small group. The student team had a high estimate of 40 participants based on the fact that the most people that had attended a Chavis Heights community meeting in the past year were 52 for discussion of Hope VI and the possible demolition of the housing community. An attendance of 40 would allow 10 people per small group, a number deemed acceptable to have a lively but manageable discussion.

The planning committee proved to be extremely helpful in guiding the planning process and informing on what community members would find useful. Without their valuable advice

and suggestions community input would have been minimal reducing the effectiveness of the community meeting and the AOCD process as a whole.

### ***Overview of Community Meeting***

The Chavis Heights Community Meeting was held on Thursday, April 24, 2003 in the Copeland Center from 6:15 PM to 8:15 PM. Overall, there was strong community member participation, and low service provider attendance. There were 27 community members, of which the majority were elderly, and four service providers present. As participants arrived at the meeting they were signed in by a team member, asked to fill out a nametag, given a program (Appendix E7) and a raffle ticket for door prizes. The meeting began with an introduction of the student team members by Ms. Lelia Sanders, the Chavis Heights Resident President. There was then a presentation on the AOCD process and the purpose of the community meeting. Team members gave descriptions of the four different themes that would be discussed and asked participants to choose a topic that interested them for small group discussions.

The large group then broke into small groups based upon the four themes of community participation, police presence, services, and youth. Each small group was led by a team member who was prepared with SHOWED or ORID questions to facilitate the discussion (Appendices H and I). The small groups discussed their themes for approximately 45 minutes using one or two trigger quotes taken from interviews as well as the quotes written in the program (Appendices E8 and E7). A description of each small group discussion can be found below.

After 45 minutes, the participants were invited to eat dinner provided by generous donations of local restaurants and businesses. Once everyone had obtained a plate of food, the large group presentation began. A representative from each small group shared what they had discussed and which action steps had been created. Each participant was encouraged to follow-

up with any topic of interest at the Residents' Council meetings held the third Wednesday of every month at the Copeland Center, and those interested in issues related to crime and police presence were invited to attend an upcoming meeting on the Neighborhood Watch program.

To wrap-up the evening, door prizes were handed out in a raffle. These prizes were donated by local businesses and organizations in and around Chavis Heights. Every community member received a prize thanks to the generosity of these sponsors. The student team presented a peace lily to the Copeland Center in gratitude for the community's support and acceptance.

### ***Small Group Discussions***

#### **Community Participation**

The lack of community participation in events and activities was an important theme that emerged from the domain "Sense of Community." It was also a theme that community members thought would be important to discuss at the community meeting. Approximately ten community members, as well as a representative of the Raleigh Housing Authority attended the small group discussion on community participation.

In general, group members agreed that more participation was needed in Chavis Heights and that life would be better for residents if they knew one another better. Discussion within the group centered around the lack of participation in community events by younger community members in particular. The group brainstormed the reasons behind the lack of participation and agreed that events should be more tailored to the interests of younger people. It was proposed that a block party with a variety of musical performances would be a good way for young and old neighbors to get to know one another.

Smaller action steps were identified to precede the block party such as obtaining permission from Raleigh Housing Authority to hold fundraisers as well as the event itself,



holding a yard sale to raise money for the event, obtaining donations from community members and assigning an individual to manage the funds, assigning responsibility for collecting music and making food, and securing police presence at the block party to provide crowd control.

Since the goal set by the group required a high level of organization, the group decided that they would all attend the next Residents' Council meeting to discuss the individual action steps in more detail. Each group member signed their name to a contact sheet and agreed to hold one another accountable for attending their next scheduled meeting. The group invited the UNC team members to attend this meeting and asked for specific assistance in planning the fundraiser and generating fliers.

### Police Presence

The police presence group was the smallest group with three community members participating. It seemed that limited vision and low literacy levels reduced the effectiveness of the triggers, despite the fact that they were read aloud twice. Throughout most of the discussion, it was difficult to see a clear majority opinion with only three individuals participating in the group. However, three general ideas did emerge from the group.

First, the participants' greatest concern centered around the Capital City Police's decision to close the substation that had existed in Chavis Heights since the mid-eighties during the previous year. The group felt collective efforts were needed to pressure the Raleigh police to reopen the substation because they felt that crime is less likely to occur when the police are nearby. The group felt that the best way to achieve such collective action would be to send community residents to the Community Action Coalitions (CACs) so that the Raleigh City Council – a group that might be able to pressure the police to reopen the substation - might hear their concerns.

Another concern was that when police officers do not treat Chavis Heights residents humanely, those individuals being harassed by the police are more likely to commit an act of violence or some other crime. The small group had a difficult time deciding action steps that would effectively address this issue. Community members doubted whether talking to one police officer at a time would mobilize any significant changes within the force, but they felt attempts to discuss the issue in a letter to the entire Capital City police force would be dismissed.

Finally, when one community member expressed regret that these previous two problems could have been alleviated if Sheriff Baker had not been defeated in the last election, all three community members admitted that they had not voted in the fall of 2002 because they either did not know about the election, did not know who to vote for and/or did not have a way to get to the voting station. While voting issues do not affect police presence directly or exclusively, the group agreed that more substantial “get out the vote” efforts are needed within Chavis Heights.

When the police presence group reported back to the larger group, Ms. Lelia Sanders noted that those interested in police presence in Chavis Heights were welcome to attend an upcoming Neighborhood Watch meeting or the Residents’ Association meeting on May 21 to discuss the issue further.

### Services

The services small group had ten community members and one service provider present to discuss the theme. The trigger was read aloud to the group to compensate for any problems seeing or reading the quote. The topic of what services are available and provided to Chavis Heights residents was the main area discussed. Residents stated that there used to be a monthly calendar describing the meetings and programs available for the month that were delivered to their doors. Now most events are through word of mouth or flyers left on the doors.

Another concern brought up was the lack of volunteers to bring food from the weekly food truck to the homebound seniors. There are senior citizens that are unable to meet the truck and bring the food to their homes. At times friends will bring food by but community members felt it would be helpful if there were an organized group of volunteers to do it on a regular basis so that no one is left out. The service provider in the group stated she was working with local universities to start a program but it was difficult to get volunteers especially in the summer.

The group members also discussed the best ways for service providers to let residents know about their programs. Residents stated a flyer on each door as well as posters/flyers on the mailboxes are the most effective ways to reach every Chavis Heights resident. The monthly calendar was helpful but reminders closer to the day of the event brought a better response.

Small group members wanted service providers to know that coordinating efforts between agencies would also improve turnout. An example was given of health fairs in Chavis Heights and that there are often small health fairs provided to residents with few services available at each. If those agencies coordinating the health fairs worked together to have a large health fair with a variety of services offered it would better serve both residents and providers.

The group came up with three action steps taken on by community members to affect change. These were requesting a corkboard for use in the Copeland Center for upcoming services and activities, obtaining a program of events from Chavis Heights Community Center to be placed on the bulletin board, and creating a May calendar of events to also be placed upon the board. The members agreed to have all tasks completed by April 30, 2003 and to meet at the Residents' Council meeting to discuss issues further.

## Youth

Many themes emerged related to the youth of Chavis Heights that warranted a small group discussion on the topic. There were three community members and two service providers who took part in the discussion on youth. Many of the issues related to youth in Chavis Heights were also related to issues of community participation, police presence, and services.

Participants in the small group discussion expressed the need for more services and programs aimed at youth. It was also noted by some participants that services that are currently offered are not being fully utilized.

The conversation then turned to a discussion on issues related to parental involvement. Many group members thought that the key to successful and sustainable programs for youth was to secure the support and involvement of parents. A need for mentors was also expressed by some participants as a way to augment parental support. Group members felt that through more programs being offered and increased involvement on the part of parents and other adults in Chavis Heights, issues of crime, vandalism, and respect for elders could be addressed.

A few possible action steps came out of the discussion. One community member expressed the need for a resource list that could be provided to new residents of Chavis Heights that would include all youth-specific services and programs in the area. Another resident felt that establishing a mentoring program for youth in Chavis Heights would be a good first step in addressing some of the issues brought forth in the discussion. Finally, a service provider who is involved in the local 4-H chapter felt as though it would be very possible to establish a 4-H club within Chavis Heights to provide activities for youth and offered to give a presentation on the chapter to parents and other interested community members. Through these action steps, it was believed that issues related to youth living in Chavis Heights could begin to be addressed.

## **Conclusions and Recommendations**

From the beginning, the student team recognized the challenges inherent in the imposition of an academic schedule on the AOCD process. The team attempted to address this methodological limitation by spending as much time in the community as possible, not just collecting data, but also simply “hanging out.” The hope was that, by spending time in Chavis Heights, the team would form relationships with both community members and service providers that would create the comfortable atmosphere required for open discussion. While the team experienced a significant amount of success in this pursuit, it is important to recognize that limited time can result in limited data. Important perspectives, from both community members and service providers, could have been missing or misunderstood, simply because the team did not have enough time to identify these perspectives, nor gain the trust of important informants.

Despite these limitations, the Chavis Heights AOCD has clearly demonstrated that community members and service providers highlight similar challenges and strengths of the community. Both community members and service providers also share a strong commitment to improving the quality of life of Chavis Heights residents.

However, this AOCD also highlights the lack of communication between service providers and community members, a gap that is exemplified by low service provider participation in the community meeting planning committee as well as the meeting itself. The team feels strongly that, in order for community assets to be fully recognized and barriers to be addressed, there must be increased dialogue between residents and service providers.

Though the team had the opportunity to speak with service providers who interact directly with Chavis Heights residents, none of the service providers interviewed live in Chavis Heights, and very few live in the Southeast Raleigh area. Service providers are the bearers of

important resources and it is important for these individuals to be physically present in Chavis Heights. Their presence may help to facilitate an open discussion between the groups and could also help in familiarizing the service providers with what services residents are interested in. Greater presence in the community would also provide opportunities for residents to share feedback on how services are being received as well as make it possible for different service providers to coordinate their efforts and reduce redundancy in program delivery. It is the hope of the team that, regardless of the limitations noted above, the AOCD process facilitated the beginning of a much-needed dialogue between the residents of Chavis Heights and the people who provide services to this community.

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## Appendix A1: Adolescent Assent Form

Dear Youth:

We are graduate students in the UNC-Chapel Hill School of Public Health in the department of Health Behavior and Health Education. One of our assignments is to complete a community project in a team. Our project focuses on the Chavis Heights community. To get information about Chavis Heights and sections of Southeast Raleigh that surround it, we will be talking with people who provide help and activities to the community as well as other community members, and doing focus group interviews with young people, aged 12- 18 years, who live in Chavis Heights. We hope to use this information to understand the strengths and weaknesses of the community and to identify future goals for improving life for people who live in Chavis Heights. After we have talked to many people in the community, we will sum up all the information about the strengths and weaknesses of the community and share that information, in a talk with Southeast Raleigh community members as well as a written paper. We would like you to participate in our youth focus groups.

### *WHAT IS A FOCUS GROUP?*

A focus group consists of 8 to 10 people who share their ideas and opinions about certain issues. The purpose of the youth focus groups is to get specific ideas and opinions about what growing up in or around Chavis Heights is really like. We will ask about day-to-day issues that all adolescents face, including questions about family, neighborhood, school, health, and social activities.

### *ABOUT OUR FOCUS GROUPS*

The focus groups will be held at local schools, libraries, and other community settings in Southeast Raleigh, but will be in private rooms to assure privacy and prevent others not participating in the group from overhearing the discussion. With your and your parent or guardian's permission, we will take notes and use a tape recorder during the focus group. You have the right to refuse to answer any question or stop the audio tape at any time. This focus group should last 45-90 minutes. The notes will be destroyed and the tapes erased at the end of the spring semester in May 2003.

Everything you tell us in the focus group is private and your name will not be matched with any of your answers. We will ask that everyone in the focus group follow a "no gossip" rule, meaning that the issues and information talked about during the focus group will not be repeated to anyone. We do not think you will be taking any risks by helping us with this project.

### *AGREEING TO PARTICIPATE*

If we have your permission to include you in our focus group, please sign and date the statement below and return it to \_\_\_\_\_ by \_\_\_\_\_. The focus group will take place at \_\_\_\_\_ on \_\_\_\_\_. You will have the details explained to you before you start the focus group. You have the right to stop being part of the focus group at any time. We hope you will decide to talk with us, but you are not required to do so. The information you give could help people understand concerns of all young people in Chavis Heights and benefit the community as a whole.

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects, a board of researchers that makes sure study projects are honest and appropriate. If you have any questions or concerns about this project, please contact:

Lindsey Bickers, Graduate Student Contact (919) 966-5542  
or Eugenia Eng, Faculty Advisor (919) 966-3909  
UNC School of Public Health  
307 Rosenau Hall, CB #7400  
Chapel Hill, NC 27599-7400



**Adolescent Assent Form**

Thank you for your time and consideration. Please review this assent form and verbally agree to the statement below. This form is then yours to keep.

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*AGREEMENT STATEMENT*

I, (your name) \_\_\_\_\_ **DO** give my consent to participate in a focus group as part of the UNC-Chapel Hill School of Public Health's Community Diagnosis in Southeast Raleigh.

## Appendix A2: Middle School Student Assent Form

Dear student:

We are in college at UNC-Chapel Hill studying health. One of our school assignments is to complete a community project in a team. As part of the project, we want to learn more about what it's like to live in Chavis Heights. We are talking to your parents, teachers and other people in the community about the good and bad things that are a part of living in Chavis Heights. The idea of the project is to help figure out things that can be done in Chavis Heights to make life better there. To get a better idea of what it's like to be a kid growing up in Chavis Heights or in a nearby neighborhood, we would like you to participate in our youth focus groups.

### *WHAT IS A FOCUS GROUP?*

A focus group is just 8 to 10 people who come together to talk about their opinions on certain issues. The topic of our focus group will be what growing up in Southeast Raleigh is really like. We will ask about day-to-day issues that all middle school students face, including questions about your family, neighborhood, school, health, and social activities.

### *ABOUT OUR FOCUS GROUPS*

The focus groups will be held at places in Southeast Raleigh, like schools or churches. They will always be held in a private room, away from other kids and parents. This will assure your privacy and prevent others not participating in the group from overhearing the discussion. The whole discussion will last 45-90 minutes.

We will take notes and use a tape recorder during the focus group, if you and your parent(s) say that's okay. You can always chose not to answer a question we ask, and you can always ask us to turn off the tape recorder. After our project is done next May, we will destroy all of our notes and the tapes we record. Your name will never be recorded along with anything you say while you meet with us. We do not think you will be taking any risks by helping us with our project.

### *AGREEING TO PARTICIPATE*

We hope you will help us, but you do not have to. If you would like to be in the focus group, please sign and date the statement below and return it to \_\_\_\_\_ by \_\_\_\_\_.

The focus group will take place at \_\_\_\_\_ on \_\_\_\_\_. We will explain the exact details before we start the focus group.

We hope you will decide to talk with us, but even after you meet us for the focus group, you have the right to leave the discussion. However, the things you say will help us understand the things that kids in Southeast Raleigh think about life in Chavis Heights. We will write this information up in a report so that others in the community will know your thoughts better too.

Our project has been reviewed and approved by the Institutional Review Board at our school. They have made sure our project is honest and appropriate. If you have any questions or concerns about the project, please contact:

Lindsey Bickers, one of the students in our group	(919) 966-5542
Eugenia Eng, our advisor	(919) 966-3909

UNC School of Public Health, 307 Rosenau Hall, CB #7400, Chapel Hill, NC 27599-7400

### **Middle School Student Assent Form**

Thank you for your time and consideration. Please review this assent form and verbally agree to the statement below. This form is then yours to keep.

---

#### *AGREEMENT STATEMENT*

I, (your name) \_\_\_\_\_ **DO** give my consent to participate in a focus group as part of the UNC-Chapel Hill School of Public Health's Community Diagnosis in Southeast Raleigh.

## Appendix A3: Parental/Guardian Consent Form

Dear Parent or Guardian:

We are graduate students in the UNC-Chapel Hill School of Public Health. As part of our program, we have been given an assignment to learn about how the strengths and challenges of community life affect the health of those people who live in Chavis Heights. The idea of this project is to help identify future program directions for promoting health and well-being in Chavis Heights. To gather information, we are talking with service providers as well as adults and children who live in and around Chavis Heights. We would like to have your child participate in one of our youth focus groups. After conducting all of our interviews and focus groups, we will summarize our findings about the strengths and challenges encountered by those living in Chavis Heights, and present them, in writing and verbally, to the Southeast Raleigh community.

### *ABOUT THE FOCUS GROUP*

A focus group consists of 8 to 10 people who share their ideas and opinions about certain issues. The purpose of the youth focus groups is to get specific ideas and opinions about what growing up in and around Chavis Heights is really like. We will ask about day-to-day issues that all adolescents face, including questions about family, neighborhood, school, health, and social activities.

The focus groups will be conducted at local schools, libraries, and other community settings in Southeast Raleigh, but will be held in a private room to assure privacy and prevent others not participating in the group from overhearing the discussion. With your permission and theirs, we will take notes and use a tape recorder during the focus group. They have the right to refuse to answer any question or stop the audio tape at any time. This focus group should last 45-90 minutes. The notes will be destroyed and the tapes erased at the end of the spring semester in May 2003.

Everything your child says in the focus group is strictly confidential and his/her name will not be associated with any of his/her answers. We will request that the participants in the focus groups follow a "no gossip" rule, which means that the topics and information discussed during the focus group will not be discussed elsewhere by the participants. No risks of any nature are expected from this study.

### *GRANTING PERMISSION FOR YOUR CHILD TO PARTICIPATE*

To indicate your permission and that of your child, please sign and date the statement below and return it to \_\_\_\_\_ by \_\_\_\_\_. The focus group will take place at \_\_\_\_\_ on \_\_\_\_\_. Your child will have the full details of their participation explained to him/her prior to starting the focus group. We hope your child will decide to talk with us, but they are not required to do so. Your child has the right to refuse participation at any time during the focus group without repercussions, even if you give consent. The information they provide could help address concerns of all young people in Southeast Raleigh and benefit the community as a whole.

### **INSTITUTIONAL REVIEW BOARD APPROVAL**

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects, a board of researchers that makes sure study projects are honest and appropriate. If you have any questions or concerns about this project, please contact:

Lindsey Bickers, Graduate Student Contact (919) 966-5542  
or Eugenia Eng, Faculty Advisor (919) 966-3909  
UNC School of Public Health, 307 Rosenau Hall, CB #7400, Chapel Hill, NC 27599-7400

**Parental/Guardian Consent Form**

Thank you for your time and consideration. Please sign this consent form and return by the stated date. The extra copy of this consent form is for you to keep.

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I **DO** give my consent for (child's name) \_\_\_\_\_ to participate in a focus group as part of the UNC-Chapel Hill School of Public Health's Community Diagnosis in Southeast Raleigh.

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Appendix A4: Recruitment Consent Form

Thank you for sharing your thoughts and opinions about Chavis Heights with us. The information you have given us will help to inform the community meeting, where the strengths and challenges will be discussed. It is important that we speak with as many community members and service providers as possible to gain a wide perspective of the community. We need your help. If you would like to suggest the names of people that we should talk to, here is how you can help us contact them.

Please call or visit the person(s) you think we should speak with. Please explain why we want to talk with them. You may use the following:

- The Chavis Heights student team is a group of students from the School of Public Health at the University of North Carolina – Chapel Hill.
- They are talking with community members and service providers in and around Chavis Heights to find out about the strengths and challenges that face the community.
- They will share the information gathered at a community meeting and hope that it can be used to improve the health and lives of the people within the community.
- They will not describe you nor use your name with the information used in their report.
- May I give them your name and contact information so they can contact you with more information about their project and possibly set up a meeting with you?

People you speak with do not have to agree to participate in our project when you talk to them. We just need to get their approval before we contact them.

- For the individuals who agree to be contacted, we will get their names and phone numbers or addresses from you. Then we will talk to those people ourselves, give them some information about the project and arrange a time to meet if they wish.

If you have any questions about our project or would like to talk to us again, please feel free to call us. You can leave a message for any one of the research project team members at (919) 966-5542.

Thank you for your help!

## **Appendix A5: Focus Group Fact Sheet for Chavis Heights Community Members**

### *WHAT IS THIS STUDY ABOUT?*

You are invited to participate in a research project, designed to learn more about the relationship that exists between Chavis Heights and the greater Southeast Raleigh community. We are here to learn about strengths and challenges encountered by those living in Chavis Heights from the community directly. In the process, we hope to identify future program directions for promoting health and well-being in Chavis Heights. You are being asked to participate because we want to gain your perspective on Chavis Heights' strengths and weaknesses.

My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are both part of a six person team from the UNC School of Public Health that is conducting the study as part of a class requirement. If you have any questions, please contact Lindsey Bickers, our Graduate Student Contact or Eugenia Eng, our Faculty Advisor, whose contact information is included at the end of this form.

### *WHAT WILL I BE ASKED TO DO?*

You will be asked to participate in a focus group. A focus group is a discussion between all members of the group. I will serve as facilitator and ask questions that we want all members to have input on and discuss. There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. If you don't feel comfortable answering a question or don't have an opinion, just let us know. We are interested in your perspective as a community member in Southeast Raleigh, so please keep that role in mind during the discussion.

We estimate that this focus group will take about 60-90 minutes of your time. Your participation in this focus group will be one-time only.

During this discussion, we are going to take written notes to record what is said. If you have no objections, we will also tape record the discussion to make sure we do not miss any information. Only our six group members will listen to the tape. Afterwards, the tape will be erased. You can ask that the recorder be turned off at any time during the discussion. We ask that you talk in a voice at least as loud as mine.

### *WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?*

You are not likely to experience any risks by participating in this study. Everything you say in the focus group is strictly confidential and your name will not be associated with any of your answers. We will request that all participants in the focus group follow a "no gossip" rule, which means that the topics and information discussed during the focus group will not be discussed elsewhere by the participants. However, there is a risk that other participants will not honor the "no gossip" rule. Although you may not personally experience any benefits, your participation may be helpful to the improvement of the community. Whether or not you decide to participate in this study will not affect your relationship with UNC or any of its related organizations.

### *ARE THERE ANY COSTS?*

There are no costs to participating other than your time spent on the focus group.

### *WILL I BE PAID?*

You will not be paid for your participation in this focus group.

### *SUBJECT'S RIGHTS AND CONFIDENTIALITY*

If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You have the right to withdraw your consent or stop your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time.

To protect your privacy, your replies will remain anonymous. Your name will not be linked in any way with what you have said in the focus group. The only people who have access to the data are the community diagnosis team and faculty advisor.

Identifying information such as your age, ethnicity, sex, and number of years residing in or working in Southeast Raleigh may be obtained throughout the focus group. This information will only be used for summarizing data and will not be linked to any statement you have made.

The audiotapes will be stored in a secure file cabinet at the UNC School of Public Health. The tapes will be erased after the data has been summarized.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order. You will not be identified in any report or publication of this study or its results.

In focus groups, you do not need to reveal your name. You may use a fictitious name if you wish. You must agree not to repeat anything you learn about other subjects or other information you hear from the group discussions.

#### *SAMPLE QUESTIONS*

For your information, below are sample questions from the interview:

Describe life in your community.

What are some strong points or assets found in Chavis Heights?

What are some of the problems and needs faced by those living in Chavis Heights?

#### *CONTACT INFORMATION*

If you wish to withdraw from the study or have any questions, contact:

Lindsey Bickers, Graduate Student Contact (919) 966-5542

or Eugenia Eng, Faculty Advisor (919) 966-3909

UNC School of Public Health, 307 Rosenau Hall, CB #7400, Chapel Hill, NC 27599-7400

#### *INSTITUTIONAL REVIEW BOARD APPROVAL*

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects, a board of researchers that makes sure study projects are honest and appropriate. If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact—anononymously, if you wish—the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB #7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

#### *AGREEMENT STATEMENTS*

If you participate in this focus group, then it is understood that you consent to all of the above points unless you state otherwise.

The extra copy of this fact sheet is for you to keep.



## **Appendix A6: Interview Fact Sheet for Chavis Heights Community Members**

### *WHAT IS THIS STUDY ABOUT?*

You are invited to participate in a research study that we are conducting as students in the Carolina School of Public Health. As part of our program, we have been given an assignment to learn about how the strengths and challenges of community life affect the health of those people who live in Chavis Heights. The idea of this project is to help identify future program directions for promoting health and well-being in Chavis Heights. You are being asked to participate because we want to gain your perspective on the strengths and weaknesses of the Chavis Heights community.

My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are both part of a six person team from the Carolina School of Public Health. If you have any questions about any information on this fact sheet or anything that occurs today, please contact Lindsey Bickers, our Graduate Student Contact or Eugenia Eng, our Faculty Advisor, whose contact information is included at the end of this form.

### *WHAT WILL I BE ASKED TO DO?*

You will be asked a series of questions. There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. If you don't feel comfortable answering a question or don't have an opinion, just let us know. We are interested in your perspective as a community member in Chavis Heights, so please keep that position in mind during the discussion.

We estimate that it will take about 45 minutes to 1 hour of your time to complete the interview. Your participation in the interview will be one-time only.

During this interview, we are going to take written notes to record what is said. If you have no objections, we will also tape record the interview to make sure we do not miss any information. Only our six group members will listen to the tape. Afterwards, the tape will be erased. You can ask that the recorder be turned off at any time during the interview. We ask that you talk in a voice at least as loud as mine.

### *WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?*

You are not likely to experience any risks by participating in this study. Although you may not personally experience any benefits, your participation may be helpful to the improvement of the community. Whether or not you decide to participate in this study will not affect your relationship with UNC or any of its related organizations.

### *ARE THERE ANY COSTS?*

There are no costs to participating other than your time spent on the interview.

### *WILL I BE PAID?*

You will not be paid for your participation in this interview.

### *SUBJECT'S RIGHTS AND CONFIDENTIALITY*

If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You have the right to withdraw your consent or stop your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time.

To protect your privacy, your replies will remain anonymous. Your name will not be linked in any way with what you have said in this interview. The only people who have access to the data are the community diagnosis team and faculty advisor.

Identifying information such as your age, ethnicity, sex, and number of years residing in and/or working in Southeast Raleigh may be obtained throughout the interview. This information will only be used for summarizing data and will not be linked to any statement you have made.

The audiotapes will be stored in a secure file cabinet at the UNC School of Public Health. The tapes will be erased after the data has been summarized.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order. You will not be identified in any report or publication of this study or its results.

*SAMPLE QUESTIONS*

For your information, below are sample questions from the interview:

Describe life in your community.

What are some strong points or assets found in Chavis Heights?

What are some of the problems and needs faced by those living in Chavis Heights?

*CONTACT INFORMATION*

If you wish to withdraw from the study or have any questions, contact:

Lindsey Bickers, Graduate Student Contact

(919) 966-5542

*or*

Eugenia Eng, Faculty Advisor

(919) 966-3909

UNC School of Public Health

307 Rosenau Hall, CB #7400

Chapel Hill, NC 27599-7400

*INSTITUTIONAL REVIEW BOARD APPROVAL*

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects, a board of researchers that makes sure study projects are honest and appropriate. If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact—anonously, if you wish—the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB #7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

*AGREEMENT STATEMENTS*

If you complete the interview, then it is understood that you consent to all of the above points unless you state otherwise.

The extra copy of this fact sheet is for you to keep.

## **Appendix A7: Interview Fact Sheet for SE Raleigh Community Members**

### *WHAT IS THIS STUDY ABOUT?*

You are invited to participate in a research study that we are conducting as students in the Carolina School of Public Health. As part of our program, we have been given an assignment to learn about how the strengths and challenges of community life affect the health of those people who live in Chavis Heights. The idea of this project is to help identify future program directions for promoting health and well-being in Chavis Heights. You are being asked to participate because we want to gain your perspective on the strengths and weaknesses of the Chavis Heights community.

My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are both part of a six person team from the Carolina School of Public Health. If you have any questions about any information on this fact sheet or anything that occurs today, please contact Lindsey Bickers, our Graduate Student Contact or Eugenia Eng, our Faculty Advisor, whose contact information is included at the end of this form.

### *WHAT WILL I BE ASKED TO DO?*

You will be asked a series of questions. There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. If you don't feel comfortable answering a question or don't have an opinion, just let us know. We are interested in your perspective as a community member in Southeast Raleigh, so please keep that position in mind during the discussion.

We estimate that it will take about 45 minutes to 1 hour of your time to complete the interview. Your participation in the interview will be one-time only.

During this interview, we are going to take written notes to record what is said. If you have no objections, we will also tape record the interview to make sure we do not miss any information. Only our six group members will listen to the tape. Afterwards, the tape will be erased. You can ask that the recorder be turned off at any time during the interview. We ask that you talk in a voice at least as loud as mine.

### *WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?*

You are not likely to experience any risks by participating in this study. Although you may not personally experience any benefits, your participation may be helpful to the improvement of the community. Whether or not you decide to participate in this study will not affect your relationship with UNC or any of its related organizations.

### *ARE THERE ANY COSTS?*

There are no costs to participating other than your time spent on the interview.

### *WILL I BE PAID?*

You will not be paid for your participation in this interview.

### *SUBJECT'S RIGHTS AND CONFIDENTIALITY*

If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You have the right to end your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time.

To protect your privacy, your replies will remain anonymous. Your name will not be linked in any way with what you have said in this interview. The only people who have access to the data are the community diagnosis team and faculty advisor.

Identifying information such as your age, ethnicity, sex, and number of years residing in and/or working in Southeast Raleigh may be obtained throughout the interview. This information will only be used for summarizing data and will not be linked to any statement you have made.

The audiotapes will be stored in a secure file cabinet at the UNC School of Public Health. The tapes will be erased after the data has been summarized.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order. You will not be identified in any report or publication of this study or its results.

#### *SAMPLE QUESTIONS*

For your information, below are sample questions from the interview:

Describe how you interact with individuals from the Chavis Heights community.

What are some strong points or assets found in Chavis Heights?

What are some of the problems and needs faced by those living in Chavis Heights?

#### *CONTACT INFORMATION*

If you wish to withdraw from the study or have any questions, contact:

Lindsey Bickers, Graduate Student Contact (919) 966-5542

*or*

Eugenia Eng, Faculty Advisor (919) 966-3909

UNC School of Public Health

307 Rosenau Hall, CB #7400

Chapel Hill, NC 27599-7400

#### *INSTITUTIONAL REVIEW BOARD APPROVAL*

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects, a board of researchers that makes sure study projects are honest and appropriate. If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact—anonously, if you wish—the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB #7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

#### *AGREEMENT STATEMENTS*

If you complete the interview, then it is understood that you consent to all of the above points unless you state otherwise.

The extra copy of this fact sheet is for you to keep.

## **Appendix A8: Focus Group Fact Sheet for SE Raleigh Service Providers**

### *WHAT IS THIS STUDY ABOUT?*

You are invited to participate in a research project, designed to learn more about the relationship that exists between Chavis Heights and the greater Southeast Raleigh community. We are here to learn about strengths and challenges encountered by those living in Chavis Heights from the community directly. In the process, we hope to identify future program directions for promoting health and well-being in Chavis Heights. You are being asked to participate because we want to gain your perspective on Chavis Heights' strengths and weaknesses.

My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are both part of a six person team from the UNC School of Public Health that is conducting this study as part of a class requirement. If you have any questions, please contact Lindsey Bickers, our Graduate Student Contact or Eugenia Eng, our Faculty Advisor, whose contact information is included at the end of this form.

### *WHAT WILL I BE ASKED TO DO?*

You will be asked to participate in a focus group. A focus group is a discussion between all members of the group. I will serve as facilitator and ask questions that we want all members to have input on and discuss. There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. If you don't feel comfortable answering a question or don't have an opinion, just let us know. We are interested in your perspective as a service provider in Chavis Heights and the greater Southeast Raleigh area, so please keep that position in mind during the discussion.

We estimate that this focus group will take about 60-90 minutes of your time. Your participation in this focus group will be one-time only.

During this discussion, we are going to take written notes to record what is said. If you have no objections, we will also tape record the discussion to make sure we do not miss any information. Only our six group members will listen to the tape. Afterwards, the tape will be erased. You can ask that the recorder be turned off at any time during the discussion. We ask that you talk in a voice at least as loud as mine.

### *WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?*

You are not likely to experience any risks by participating in this study. Everything you say in the focus group is strictly confidential and your name will not be associated with any of your answers. We will request that all participants in the focus group follow a "no gossip" rule, which means that the topics and information discussed during the focus group will not be discussed elsewhere by the participants. However, there is a risk that other participants will not honor the "no gossip" rule. Although you may not personally experience any benefits, your participation may be helpful to the improvement of the community. Whether or not you decide to participate in this study will not affect your relationship with UNC or any of its related organizations.

### *ARE THERE ANY COSTS?*

There are no costs to participating other than your time spent on the focus group.

### *WILL I BE PAID?*

You will not be paid for your participation in this focus group.

### *SUBJECT'S RIGHTS AND CONFIDENTIALITY*

If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You have the right to withdraw your consent or stop your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time.

To protect your privacy, your replies will remain anonymous. Your name will not be linked in any way with what you have said in the focus group. The only people who have access to the data are the community diagnosis team and faculty advisor.

Identifying information such as your age, ethnicity, sex, and number of years residing in or working in Southeast Raleigh may be obtained throughout the focus group. This information will only be used for summarizing data and will not be linked to any statement you have made.

The audiotapes will be stored in a secure file cabinet at the UNC School of Public Health. The tapes will be erased after the data has been summarized.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order. You will not be identified in any report or publication of this study or its results.

In focus groups, you do not need to reveal your name. You may use a fictitious name if you wish. You must agree not to repeat anything you learn about other subjects or other information you hear from the group discussions.

#### *SAMPLE QUESTIONS*

For your information, below are sample questions from the interview:

Describe how you interact with individuals from the Chavis Heights community.

What are some strong points or assets found in Chavis Heights?

What are some of the problems and needs faced by those living in Chavis Heights?

#### *CONTACT INFORMATION*

If you wish to withdraw from the study or have any questions, contact:

Lindsey Bickers, Graduate Student Contact (919) 966-5542

or Eugenia Eng, Faculty Advisor (919) 966-3909

UNC School of Public Health, 307 Rosenau Hall, CB #7400, Chapel Hill, NC 27599-7400

#### *INSTITUTIONAL REVIEW BOARD APPROVAL*

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects, a board of researchers that makes sure study projects are honest and appropriate. If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact—anononymously, if you wish—the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB #7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

#### *AGREEMENT STATEMENT*

If you participate in this focus group, then it is understood that you consent to all of the above points unless you state otherwise.

The extra copy of this fact sheet is for you to keep.

## **Appendix A9: Interview Fact Sheet for SE Raleigh Service Providers**

### *WHAT IS THIS STUDY ABOUT?*

You are invited to participate in a research project, designed to learn more about the relationship that exists between Chavis Heights and the greater Southeast Raleigh community. We are here to learn about strengths and challenges encountered by those living in Chavis Heights from the community directly. In the process, we hope to identify future program directions for promoting health and well-being in Chavis Heights. You are being asked to participate because we want to gain your perspective on Chavis Heights' strengths and weaknesses.

My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are both part of a six person team from the UNC School of Public Health that is conducting the study as part of a class requirement. If you have any questions, please contact Lindsey Bickers, our Graduate Student Contact or Eugenia Eng, our Faculty Advisor, whose contact information is included at the end of this form.

### *WHAT WILL I BE ASKED TO DO?*

You will be asked a series of questions. There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. If you don't feel comfortable answering a question or don't have an opinion, just let us know. We are interested in your perspective as a service provider in Chavis Heights and the greater Southeast Raleigh area, so please keep that position in mind during the discussion.

We estimate that it will take about 45 minutes to 1 hour of your time to complete the interview. Your participation in the interview will be one-time only.

During this interview, we are going to take written notes to record what is said. If you have no objections, we will also tape record the interview to make sure we do not miss any information. Only our six group members will listen to the tape. Afterwards, the tape will be erased. You can ask that the recorder be turned off at any time during the interview. We ask that you talk in a voice at least as loud as mine.

### *WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?*

You are not likely to experience any risks by participating in this study. Although you may not personally experience any benefits, your participation may be helpful to the improvement of the community. Whether or not you decide to participate in this study will not affect your relationship with UNC or any of its related organizations.

### *ARE THERE ANY COSTS?*

There are no costs to participating other than your time spent on the interview.

### *WILL I BE PAID?*

You will not be paid for your participation in this interview.

### *SUBJECT'S RIGHTS AND CONFIDENTIALITY*

If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You have the right to withdraw your consent or stop your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time.

To protect your privacy, your replies will remain anonymous. Your name will not be linked in any way with what you have said in this interview. The only people who have access to the data are the community diagnosis team and faculty advisor.

Identifying information such as your age, ethnicity, sex, and number of years residing in and/or working in Southeast Raleigh may be obtained throughout the interview. This information will only be used for summarizing data and will not be linked to any statement you have made.

The audiotapes will be stored in a secure file cabinet at the UNC School of Public Health. The tapes will be erased after the data has been summarized.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order. You will not be identified in any report or publication of this study or its results.

*SAMPLE QUESTIONS*

For your information, below are sample questions from the interview:

Describe how you interact with individuals from the Chavis Heights community.

What are some strong points or assets found in Chavis Heights?

What are some of the problems and needs faced by those living in Chavis Heights?

*CONTACT INFORMATION*

If you wish to withdraw from the study or have any questions, contact:

Lindsey Bickers, Graduate Student Contact (919) 966-5542

*or*

Eugenia Eng, Faculty Advisor (919) 966-3909

UNC School of Public Health

307 Rosenau Hall, CB #7400

Chapel Hill, NC 27599-7400

*INSTITUTIONAL REVIEW BOARD APPROVAL*

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects, a board of researchers that makes sure study projects are honest and appropriate. If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact—anonously, if you wish—the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB #7400, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

*AGREEMENT STATEMENTS*

If you complete the interview, then it is understood that you consent to all of the above points unless you state otherwise.

The extra copy of this fact sheet is for you to keep.



## Appendix A10: Adolescent Focus Group Guide

Thanks for taking the time to meet with us. We appreciate you coming to talk with us today. The things you share with us will give us ideas about what makes you feel proud of your community and also what you feel could be improved about your community.

*Review fact sheet.*

*Turn on the audiotape.*

We have a lot to cover, but we need to clarify a few things before we start.

- We need to have your permission on record, please state your answer to the following question “do you agree to have this interview taped?” (*get verbal agreement*)
- Remember that we are interested in your opinions. If you don’t have an opinion or don’t want to answer a question, just let us know.
- You may be interrupted at some point so that we can keep moving to avoid running out of time.
- Please remember to talk in a voice at least as loud as mine.

Finally, to ensure confidentiality, you must agree not to reveal anything you learn about other participants or share any statements made during this discussion outside of this focus group. Does everyone here agree to this statement? (*Get verbal agreement.*)

Let’s begin.

### *WARM-UP*

- Please write down three words you would use to describe Chavis Heights. If you’d prefer, you can draw a picture instead of writing words. We will share them when you are finished.

### *GENERAL*

- If another child or teen were moving to Chavis Heights, what would you tell him or her about the community?  
(*Probe if needed: schools, community feeling, recreation and fun, things to do, churches, work, growth and development, etc.*)
- What are the best things about Chavis Heights?
- What are some of the problems or concerns facing people living in Chavis Heights?
- How do people in Chavis Heights and people in the rest of Southeast Raleigh interact?
- How do people get along inside Chavis Heights?  
(*Probe: race/ethnicity, age, newcomers, etc.*)
- What do you think Southeast Raleigh will be like in 5 years?
- If you were able to change Southeast Raleigh in any way right now, what would you do?

### *YOUTH SPECIFIC QUESTIONS*

- Are there any special concerns facing kids and teens in Chavis Heights?
- What positive things do kids and teens contribute to Chavis Heights? Southeast Raleigh?
- What does this community have to offer kids and teens?
  - Do you plan to stay in Southeast Raleigh after you're done with school? Why or why not?
  - Is there anything else you want to tell us about Chavis Heights?
  - Who else do you think we should talk to?

### *FORUM*

We will be conducting a community meeting this spring to share all of the information that we have gathered with people who live and work in and around Chavis Heights.

- Do you have any suggestions for how we could make our meeting a success?
- Do you have suggestions as to how to get kids and teenagers to attend? (Probe: place, time, where to advertise, etc.)

Please write down your ideas or talk to us about them.

Thank you for your participation!

## Appendix A11: Community Member Focus Group Guide

Thanks for taking the time to meet with us. We appreciate you coming to talk with us today. The things you share with us will give us ideas about what makes you feel proud of your community and also what you feel could be improved about your community.

*Review fact sheet.*

*Turn on the audiotape.*

We have a lot to cover, but we need to clarify a few things before we start.

- We need to have your permission on record, please state your answer to the following question “do you agree to have this interview taped?” (*Get verbal agreement*)
- Remember that we are interested in your opinions. If you don’t have an opinion or don’t want to answer a question, just let us know.
- You may be interrupted at some point so that we can keep moving to avoid running out of time.
- Please remember to talk in a voice at least as loud as mine.

Finally, to ensure confidentiality, you must agree not to reveal anything you learn about other participants or share any statements made during this discussion outside of this focus group. Does everyone here agree to this statement? (*Get verbal agreement.*)

Let’s begin.

### *INTRODUCTIONS/WARM-UP*

- We do not need to know your names but we would like to know how long you’ve lived in Chavis Heights and what you do, either for a living or a hobby or whatever you would like to share.

### *GENERAL*

- If someone were moving to Chavis Heights, what would you tell him or her about the community?  
(*Probe, if needed: work, schools, churches, housing, access to resources, health, recreation, community feeling, growth and development, local government, etc.*)
- What are the best things about Chavis Heights?
- What are some of the problems or concerns facing people who live in Chavis Heights?
- How do people in Chavis Heights and people in the rest of Southeast Raleigh interact?
- How do people get along inside Chavis Heights?  
(*Probe: race/ethnicity, age, newcomers, etc.*)
- What do you think Southeast Raleigh will be like in 5 years?
- How do you see the residents getting involved in this?
- How have people from Chavis Heights come to together to accomplish something in the past?
- If you were able to change Chavis Heights in any way right now, what would you do?

### *YOUTH SPECIFIC QUESTIONS*

- What is life like for children in Chavis Heights?
  - How do you think children contribute to the community?
  - What does this community have to offer children/teens?
- 
- Is there anything else you want to tell us about the Southeast Raleigh community?
  - Who else do you think we should talk to?

### *FORUM*

We will be conducting a community meeting this spring to share all of the information that we have gathered with people who live and work in and around Chavis Heights.

- Do you have any suggestions for how we could make our meeting a success?
- Would you or anyone else you know be interested in helping us plan the forum?
- Do you have any suggestions as to how to get people to attend?  
(Probe: *place, time, where to advertise, etc.*)

Please write down your ideas or talk to us about them.

Thank you for your participation!

## Appendix A12: Service Provider Focus Group Guide

Thank you for taking the time to meet with us. We realize that your time is valuable and we appreciate your participation in this meeting today. The information you share with us will give us insight into what you feel are points of pride and concerns for Chavis Heights community members.

*Review fact sheet.*

*Turn on the audiotape.*

We have a lot to cover, but we need to clarify a few things before we start.

- We need to have your permission on record, please state your answer to the following question “do you agree to have this interview taped?” (*Get verbal agreement*)
- Remember that we are interested in your opinions. If you don’t have an opinion or don’t want to answer a question, just let us know.
- You may be interrupted at some point so that we can keep moving to avoid running out of time.
- Please remember to talk in a voice at least as loud as mine.

Finally, to ensure confidentiality, you must agree not to reveal anything you learn about other participants or share any statements made during this discussion outside of this focus group. Does everyone here agree to this statement? (*Get verbal agreement.*)

Let’s begin.

### *INTRODUCTIONS*

- We do not need to know your real name, but please share with us a name you would like to be called today.

### *GENERAL*

- If someone were moving to Chavis Heights, what would you tell him or her about the community? (*Probe: work, schools, churches, housing, access to resources, health, recreation, community feeling, growth and development, local government, etc.*)
- What are the best things about Chavis Heights?
- What are some of the problems or concerns facing people living in Chavis Heights?
- How do people in Chavis Heights and people in the rest of Southeast Raleigh interact?
- How do people get along inside Chavis Heights? (*Probe: race/ethnicity, age, newcomers, etc.*)
- In what direction do you see Southeast Raleigh going over the next 5 years?
- How do you see the residents getting involved in this?
- How have people from Chavis Heights come to together to accomplish something in the past?

### *YOUTH SPECIFIC QUESTIONS*

- What is life like for children in Chavis Heights?
- How do you think children contribute to the community?
- What does this community have to offer children and teens?

### *SERVICES*

- What are the most popular services your agency provides to the residents of Chavis Heights?  
*(Probe: their role in the community)*
  - What services that your organization provides goes underutilized?
  - Who in the community has the most need for your agency's services?  
*(Probe: elderly, children, etc.)*
  - Tell us about community involvement in your agency's decision making?
  - What barriers does your agency face in trying to reach community residents?  
*(Probe: transportation, funding, etc.)*
- 
- Is there anything else you want to tell us about the Chavis Heights community?
  - Who else do you think we should talk to?

### *FORUM*

We will be conducting a community meeting this spring to share all of the information that we have gathered with people who live and work in and around Chavis Heights.

- Do you have any suggestions for how we could make our meeting a success?
- Would you or anyone else you know be interested in helping us plan the forum?
- Do you have any suggestions as to how to get people to attend?  
*(Probe: place, time, where to advertise, etc.)*

Please write down your ideas or talk to us about them.

Thank you for your participation!

## Appendix A13: Chavis Heights Community Member Interview Guide

Thank you for taking the time to meet with us. We realize that your time is valuable and appreciate your participation in this interview today. The information you share will give insight into what you feel are the strengths and challenges faced by Chavis Heights Community members.

*Review the Fact Sheet*  
*Turn on the audiotape.*

We have a lot to cover, but we need to clarify a few things before we start.

- We need to have your permission on record, please state your answer to the following question “do you agree to have this interview taped?” (*get verbal agreement*)
- Remember that we are interested in your opinions. If you don’t have an opinion or don’t want to answer a question, just let us know.
- You may be interrupted at some point so that we can keep moving to avoid running out of time
- Please remember to talk in a voice at least as loud as mine.

Let’s begin.

### 1. Physical Orientation of Chavis Heights:

- How would you define Chavis Heights geographically?
  - landmarks, streets
- What are the areas that surround Chavis Heights like?
  - how are they similar? Different?
- We’ve talked about Chavis Heights as a whole, how would you define your community?

### 2. Life in the Community:

- How long have you lived in Chavis Heights?
- What can you tell me about the history of Chavis Heights?
  - Significant events?
- Would you please share with me a typical day for you.
- What are the different racial and ethnic groups in Chavis Heights?
- How do the different racial and ethnic groups interact?
- How well would you say people know their neighbors?
  - Your community? Chavis Heights?
- What do people in Chavis Heights do for recreation?
- Where are the natural gathering places for residents of Chavis Heights?
- What can you tell me about the Community Center?
- What types of religions are practiced in Chavis Heights?
- What do residents of Chavis Heights do for a living?
- How about youth? What is life like for youth in Chavis Heights?
  - School? Recreation? Church? Etc.
- What schools do the youth that live in Chavis Heights attend?
- Are students bussed to school?

- If so, what issues does this bring up?
- What does Chavis Heights do to support its youth?
- How do you think children contribute to Chavis Heights?

Youth orgs? Youth groups?

**3. Assets:**

- What do you like best about living in Chavis Heights?
- Who do you identify as leaders in Chavis Heights?
- Who do people in Chavis Heights talk to when they have personal or family problems?

**4. Needs:**

- What common problems or issues do the residents of Chavis Heights face?  
What would you say are the most important problems/needs of the residents of Chavis Heights?
- What unique problems do racial or ethnic groups in Chavis Heights have?
- What health issues are important to the residents of Chavis Heights?  
General health? Social? Environmental? Safety?
- Which of these issues are more important than others?

**5. Problem-Solving and Decision-Making:**

- Who do residents of Chavis Heights go to when there is a community-wide problem?  
Example- ice storm- no power?
- Who makes decisions on how to solve those problems?  
City council? Mayor? Church leaders? Community leaders?

**6. Services and Businesses:**

- What services or businesses serve Chavis Heights?
- What services are specifically for the youth of Chavis Heights? Are they used?
- What services are specifically for families of Chavis Heights? Are they used?
- What services are specifically for women of Chavis Heights? Men? Are they used?
- What services are specifically for ethnic groups of Chavis Heights?
- What services or businesses are not being used by residents of Chavis Heights?
- What activities do service providers of Chavis Heights organize for the community?
- Do residents in Chavis Heights get involved in these activities? Do they go to these events?
- What services or businesses are needed in Chavis Heights?  
Health care? Employment? Recreational?

**7. Additional Information:**

- What else should we know about Chavis Heights?
- Who else do you think we should talk to? (referral form)



**8. Forum:**

We are planning on sharing the information that we gather at a community meeting in April/May.

- What suggestions do you have on where and when we might hold the forum?
- What suggestions do you have on how we might go about organizing the forum?
- What would be the best way to let the residents of Chavis Heights know about the forum?
- Would you be interested in being a part of the planning committee?

**9. Demographic Information:**

For our data collection we want to get as much information as possible while keeping you unidentified. The following questions are for that reason.

- Age?
- Sex?
- Racial/Ethnic group?
- Job/Occupation?

End tape

Thank you very much for your participation in this interview. We appreciate your time and the information you provided. As I mentioned, we are planning a community forum in which we will share the information we gather with Chavis Heights community members. We would like to get your contact information (name, address, phone number) so we can invite you to the forum. This information will not be connected to the answers you provided today, it will strictly be used to contact you about the forum. Also, we will be forming a committee to help us plan the forum. If you are interested in possibly being a part of this committee, please let us know.

## Appendix A14: Southeast Raleigh Community Member Interview Guide

Thank you for taking the time to meet with us. We realize that your time is valuable and appreciate your participation in this interview today. The information you share will give us insight into what you feel are the strengths and challenges faced by Chavis Heights Community members.

*Review the Fact Sheet*  
*Turn on the audiotape.*

We have a lot to cover, but we need to clarify a few things before we start.

- We need to have your permission on record, please state your answer to the following question “do you agree to have this interview taped?” (*get verbal agreement*)
- Remember that we are interested in your opinions. If you don’t have an opinion or don’t want to answer a question, just let us know.
- You may be interrupted at some point so that we can keep moving to avoid running out of time
- Please remember to talk in a voice at least as loud as mine.

Let’s begin.

### 1. Physical Orientation of Chavis Heights:

- How would you define Chavis Heights geographically?
  - landmarks, streets
- What are the areas that surround Chavis Heights like?
  - How are they similar? Different?
- Up until now, we’ve talked about Chavis Heights. How would you define your community?

### 2. Life in the Community:

- How long have you lived in Southeast Raleigh?
- Would you please share with me a typical day for you.
- What can you tell me about the history of Chavis Heights?
  - Significant events?
- What are the different racial and ethnic groups in Chavis Heights?
- How do the different racial and ethnic groups interact?
- How well would you say people know their neighbors in Chavis Heights?
- How well would you say that people in your community know people in Chavis Heights?
- What do people in Chavis Heights do for recreation?
- Where are the natural gathering places for residents of Chavis Heights?
- What can you tell me about the Community Center?
- What types of religions are practiced in Chavis Heights?
- What do residents of Chavis Heights do for a living?
- How about youth? What is life like for youth in Chavis Heights?
  - School? Recreation? Church? Etc.
- What do you think kids in your community think about kids from Chavis Heights?

- Do kids in your community go to school with youth that live in Chavis Heights?
- If so, what issues does this bring up?
- How do you think children contribute to Chavis Heights?  
Youth orgs? Youth groups?

**3. Assets:**

- What are the strengths of Chavis Heights and its community members?
- Who do you identify as leaders in Chavis Heights?
- Who do people in Chavis Heights talk to when they have personal or family problems?

**4. Needs:**

- What common problems or issues do the residents of Chavis Heights face?  
What would you say are the most important problems/needs of the residents of Chavis Heights?
- What unique problems do racial or ethnic groups in Chavis Heights have?
- What health issues are important to the residents of Chavis Heights?  
General health? Social? Environmental? Safety?
- Which of these issues are more important than others?

**5. Problem-Solving and Decision-Making:**

- Who do residents of Chavis Heights go to when there is a community-wide problem?  
Example- ice storm- no power?
- Who makes decisions on how to solve those problems?  
City council? Mayor? Church leaders? Community leaders?

**6. Services and Businesses:**

- What services or businesses serve Chavis Heights?
- What services are specifically for the youth of Chavis Heights? Are they used?
- What services are specifically for families of Chavis Heights? Are they used?
- What services are specifically for women of Chavis Heights? Men? Are they used?
- What services are specifically for ethnic groups of Chavis Heights?
- What services or businesses are not being used by residents of Chavis Heights?
- What activities do service providers of Chavis Heights organize for the community?
- Do residents in Chavis Heights get involved in these activities? Do they go to these events?
- What services or businesses are needed in Chavis Heights?  
Health care? Employment? Recreational?

**7. Additional Information:**

- What else should we know about Chavis Heights?
- Who else do you think we should talk to? (referral form)

**8. Forum:**

We are planning on sharing the information that we gather at a community meeting in April/May.

- What suggestions do you have on where and when we might hold the forum?
- What suggestions do you have on how we might go about organizing the forum?
- What would be the best way to let the residents of Chavis Heights know about the forum?
- Would you be interested in being a part of the planning committee?

**9. Demographic Information:**

For our data collection we want to get as much information as possible while keeping you unidentified. The following questions are for that reason.

- Age?
- Sex?
- Racial/Ethnic group?
- Job/Occupation?

End tape

Thank you very much for your participation in this interview. We appreciate your time and the information you provided. As I mentioned, we are planning a community forum in which we will share the information we gather with community members from Chavis Heights and the greater Southeast Raleigh area. We would like to get your contact information (name, address, phone number) so we can invite you to the forum. This information will not be connected to the answers you provided today, it will strictly be used to contact you about the forum.

## Appendix A15: Service Provider Interview Guide

Thank you for taking the time to meet with us. We realize that your time is valuable and appreciate your participation in this interview today. The information you share will give insight into what you feel are the strengths and challenges facing Chavis Heights Community members.

### Review the Fact Sheet

*Turn on the audiotape.*

We have a lot to cover, but we need to clarify a few things before we start.

- We need to have your permission on record, please state your answer to the following question “do you agree to have this interview taped?” (*get verbal agreement*)
- Remember that we are interested in your opinions. If you don’t have an opinion or don’t want to answer a question, just let us know.
- You may be interrupted at some point so that we can keep moving to avoid running out of time
- Please remember to talk in a voice at least as loud as mine.

Let’s begin.

### 1. Physical Orientation to Chavis Heights:

- How would you define Chavis Heights geographically?
  - landmarks, streets
- What are the areas that surround Chavis Heights like?
  - How are they similar? Different?

### 2. Life in the Community:

- What can you tell me about the history of Chavis Heights?
  - Significant events?
- What is the demographic make-up of Chavis Heights?
  - ages, races, ethnicities, religions
- How do the various groups interact?
- How would you describe Chavis Heights?
  - Neighborhood cohesion? Community involvement?
- What professions are Chavis Heights residents employed in?
- Where are the natural gathering places for residents of Chavis Heights?
- What do Chavis Heights residents do for recreation?
- What is life like for youth in Chavis Heights?
  - School? Recreation? Church? Etc.
- How does Chavis Heights support its youth?
- How do you think children contribute to Chavis Heights?
  - Youth orgs? Youth groups?

### 3. Assets:

- What do you see as the strengths of Chavis Heights?
- What do you like best about working with Chavis Heights?
- Who do you identify as leaders of Chavis Heights?

### 4. Needs:

- What common problems or issues do Chavis Heights residents face?
- What unique problems do specific groups in Chavis Heights face?
  - racial, ethnic, youth, seniors, middle-aged, etc.
- What health issues are important to Chavis Heights residents?
- Keeping in mind the concerns that were just discussed (related to common problems, unique problems, health issues), which need immediate attention?

### 5. Problem-Solving and Decision-Making:

- Who do residents of Chavis Heights go to when there is a community-wide problem?
  - Example – ice storm – no power?
- Who are the decision makers?
  - City Council, mayor, church leaders, community leaders?

### 6. Services and Businesses: *(The questions are specific to the service provider.)*

- What services do you provide to the residents of Chavis Heights?
  - Any services for a particular group? Gender, ethnicity, age, families, etc.
- What is most rewarding in working with these residents?
- Who else provides these services to Chavis Heights?
- Which service providers/agencies do you collaborate with?
- What challenges do you encounter while providing services to Chavis Heights residents?
- What activities does your agency organize for the community?

**Services and Businesses:** *(These questions are about services around Chavis Heights in general.)*

- What services or businesses serve Chavis Heights?
- What services are for specific groups in Chavis Heights? Are they used?
  - youth, families, women, men, ethnic groups
- What services or businesses are not being utilized by residents of Chavis Heights?
- What activities do service providers of Chavis Heights organize for the community?
- How involved are Chavis Heights residents in these activities?
- What services or businesses are needed in Chavis Heights?
  - Health care, employment, transportation, recreation?

**7. Additional Information:**

- What other information can you provide to help us better understand Chavis Heights?
- To gain a more complete understanding of Chavis Heights, it's important we speak with a variety of people. Who do you recommend we contact? (referral form)

**8. Forum:** We are planning on sharing the gathered information at a community meeting.

- What suggestions do you have on where and when we should hold the community meeting?
- What suggestions do you have on how we should go about organizing the community meeting?
- What would be the best way to inform the residents of Chavis Heights about the community meeting?
- Would you be interested in being a part of the planning committee?

**9. Demographic Information:**

For our data collection we want to get as much information as possible while keeping you unidentified. The following questions are for that reason.

- Age?
- Sex?
- Racial/Ethnic group?
- Job/Occupation?

End tape

Thank you very much for your participation in this interview. We appreciate your time and the information you provided. As I mentioned, we are planning a community meeting in which we will share the information we gather with community members and service providers. We would like to get your contact information (name, address, phone number) so we can invite you to the forum. This information will not be connected to the answers you provided today. It will strictly be used to contact you about the forum.

**Appendix A16: DEBRIEFING FORM**

Interview # \_\_\_\_\_

Date:            /        /

Start Time:            \_\_\_\_\_        End Time:            \_\_\_\_\_

Interviewer:            \_\_\_\_\_        Note Taker:            \_\_\_\_\_

Interview Location:            \_\_\_\_\_

Informant Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recruitment Method: \_\_\_\_\_

Did anything happen before the interview that affected the start time of the interview/focus group?

YES            NO

If yes, what? \_\_\_\_\_  
\_\_\_\_\_

How did the physical environment of the meeting space affect the interview? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did anything affect the length of the interview (interruptions, next appt., etc)? YES    NO

If yes, what? \_\_\_\_\_

What general topics were raised during the interview/focus group? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What topics could be followed up and with whom? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did the informant(s) say anything off the record/after the interview/focus group?

YES    NO    If yes, what? \_\_\_\_\_  
\_\_\_\_\_

Did the informant(s) have any concerns about the interview/focus group/CD process?

YES    NO    If yes, what? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **Appendix B: Domains Used During Data Coding Process**

Adults/Families  
Age Relations  
Crime  
Demographics  
Employment/Economy/Business  
Geographic Location/Orientation  
Government/Governing Bodies  
Health  
History  
Hope VI  
Housing  
Interaction with surrounding area  
Older Adults  
Problem Solving  
Recreation  
Religion  
Residents  
Schools/Education  
Sense of Community  
Services  
Transportation  
Youth

## Appendix C: Resources and Services Encountered by the Team

### **AALOT (African American Leaders of Tomorrow)**

St. Ambrose Episcopal Church

813 Darby Street

Raleigh, NC 27610

Phone: (919) 833-8055

Fax: (919) 833-9225

<http://www.stambrose-church.org>

### **Boys & Girls Clubs**

P.O. Box 14337

Raleigh, NC 27620

Phone: (919) 834-6282

Fax: (919) 821-2625

Contact: Mr. Ralph Capps, Executive Director

<http://serve.nc.state.nc.us/programs/boysgirlsclub/>

- Working to help youth of all backgrounds, with special concern for those from disadvantaged circumstances, develop the qualities needed to become responsible citizens and leaders

### **Chavis Community Center**

505 Martin Luther King Blvd.

Raleigh, NC 27601

Phone: (919) 831-6989

- Part of Raleigh Parks and Recreation
- Numerous sports and recreation opportunities for youth
- Programs for youth, adults, seniors

### **Chavis Community Learning Center**

Chavis Community Center

505 Martin Luther King Blvd.

Raleigh, NC 27601

Phone: (919) 836-8070

Contact: Aldostin Byrd

- Computers, color printer, and scanner
- Youth and adult learning opportunities

## Appendix C: Resources and Services Encountered by the Team

### **Food Bank of North Carolina**

Raleigh Administrative Office and Warehouse

3808 Tarheel Drive

Raleigh, NC 27609

Phone: (919) 875-0707

Fax: (919) 875-0801

<http://www.foodbanknc.org>

Business Office: Monday – Friday, 8:30 am to 5:00 pm

Warehouse: Monday – Friday, 7:00 am to 3:00 pm

### **Garner Road YMCA**

2235 Garner Road

Raleigh, NC 27610

(919) 833-1256

- Numerous services and activities for all ages

### **Goodwill Industries**

321 West Hargett Street

Raleigh, NC 27601

Phone: (919) 834-0504

- Services for adults and seniors including employment and education opportunities

### **The Healing Place of Wake County**

1251 Goode Avenue

Raleigh, NC 27603

Phone: (919) 838-9800

Fax: (919) 834-1473

<http://www.hpowc.org>

- A free alcohol and drug abuse treatment clinic centered on the teachings of Alcoholics Anonymous, for men only

### **Healthy Mothers Healthy Babies Coalition of Wake County**

10 Sunnybrook Road, Raleigh, NC

P. O. Box 14669

Raleigh, NC 27620

Phone: (919) 250-4623

Fax: (919) 250-1572

Executive Director: Laura Oberkircker

- Teenspirit Youth Program
- Information and referral services for pregnant and parenting families

## Appendix C: Resources and Services Encountered by the Team

### **Inter-Faith Food Shuttle**

1420 S. Wilmington Street  
Raleigh, NC 27609  
Phone: (919) 857-3761  
Contact: Jill Staton Bullard  
<http://www.foodshuttle.org>

- Delivers food to Chavis Heights on Tuesdays (Seniors) and Fridays (All Residents)

### **Meals on Wheels of Wake County**

707 West Jones Street  
Raleigh, NC 27603  
Phone: (919) 833-1749  
Fax: (919) 833-2785  
<http://www.wakemow.org>

### **Mission Raleigh**

Mt. Vernon Baptist Church  
7600 Falls of Neuse Road  
Raleigh, NC 27615  
Phone: (919) 847-0160  
Fax: (919) 847-0606  
<http://www.missionraleigh.org>

- Holds the Kids' Club in Chavis Heights – a summer day camp with teen volunteers from around the state
- Provides many faith-based services including furniture and food donations
- Geared primarily toward youth

### **OMEGA C.H.A.M.P.S. (Committed to Helping America's Young Men Pursue Success)**

Saint Augustine's College  
Project Coordinator: G. Ray Chance  
PO Box 14112  
Raleigh, NC 27620  
Phone: (919) 743-5433

- Provides positive role models and experiences for at-risk youth in grades four through eight
- Mentors tutor students and provide recreational activities and educational opportunities to youth who are risk to academic failure, drug abuse and poor life skills training

## Appendix C: Resources and Services Encountered by the Team

### **Project DIRECT: Diabetes Intervention Reaching and Educating Communities Together**

219 S. East Street

Raleigh, NC 27601

Phone: (919) 715-3355

Fax: (919) 733-0488

Contact: Joyce Page, MPH, MSPH

<http://www.cdc.gov/diabetes/projects/direct.htm>

- Health promotion, outreach, and diabetes care targeting the African-American community in southeast Raleigh, NC

### **Raleigh Nursery School**

601 Chavis Way

Raleigh, NC 27601

(919) 834-2136

- Provides childcare and other programming for parents and grandparents

### **Raleigh Rescue Mission**

314 East Hargett Street

PO Box 27391

Raleigh, NC 27611

Phone: (919) 828-9014

FAX: (919) 833-6162

<http://www.raleigh-rescue.org>

- Deliver food and prepared meals to the children and elderly at low-income housing sites, including Chavis Heights
- Safe lodging and nutritious meals for the homeless
- Spiritual, medical, family, financial, and job counseling
- Learning Center with computer lab

### **Resources for Seniors, Inc.**

1110 Navajo Drive

Suite 400

Raleigh, NC 27609

Phone: (919) 872-7933

<http://www.resourcesforseniors.com/>

- Helps link senior adults and their caregivers to services in Wake County

## Appendix C: Resources and Services Encountered by the Team

### **Rex Senior Health Center**

512 E. Davie Street and Chavis Way

Raleigh, NC 27601

Phone: (919) 832-2400

[www.rexhealth.com/centers/senior/index\\_senior\\_health.htm](http://www.rexhealth.com/centers/senior/index_senior_health.htm)

Hours: Monday – Friday, 8:30 am to 5:30 pm

- Provides care for chronic and acute medical conditions
- Preventative health screening and education

### **South Raleigh Branch Library**

Wake County Public Library System

1601-14 Crosslink Road

Raleigh, NC 27610

Phone: (919) 856-6598

<http://www.wakegov.com/county/libraries/default.htm>

Hours: Monday -Thursday 10:00am - 8:00pm, Friday 10:00am - 6:00pm,

Saturday 10:00am - 2:00pm

- Programming for children, teens, and adults

### **SouthLight**

19 West Hargett Street

Raleigh, NC 27601

Phone: (919) 828-4892

- Youth tutoring program
- Help for drug and alcohol addiction for all ages
- HIV/STD prevention and education

### **St. Mark's United Methodist Church**

4801 Six Forks Road

Raleigh, NC 27609

Phone: (919) 787-0544

<http://www.gb-gm-umc.org/stmarks-raleigh/>

- Provides donated clothing to Chavis Heights

### **Strengthening the Black Family, Inc.**

568 East Lenoir Street

Raleigh, NC 27601

Phone: (919) 856-5271

- Numerous programs and initiatives for youth, women, men, and families

## Appendix C: Resources and Services Encountered by the Team

### **Wake County Human Services**

10 Sunnybrook Road

PO Box 14049

Raleigh, NC 27620-4049

Phone: (919) 212-7000

Fax: (919) 250-3984

<http://www.wakegov.com>

- Multiple health and educational services for youth, adults, families, and seniors

### **YWCA Hargett Street Branch**

554 East Hargett Street

Raleigh, NC 27601

Phone: (919) 833-3883

- Multiple services and programs for youth, adults, families, and seniors
- Sponsors after-school program at Ligon Middle School



***Want to help make Chavis Heights a better place?***

Six students from the UNC School of Public Health have been working in Chavis Heights over the past few months to learn more about the neighborhood. Along the way, they have learned about many strengths and challenges that are part of life in Chavis Heights. Now they are planning a community meeting to discuss these issues along with people who live and work in Chavis Heights. They are looking for your help to plan an exciting and productive community meeting. Please come help!

***Mark these dates!***

**THURSDAY, APRIL 3  
THURSDAY, APRIL 10  
THURSDAY, APRIL 17**

**COPELAND CENTER  
6:30 – 7:30 P.M.**



***Refreshments  
will be served***

**Questions?**

Contact Lindsey and the Southeast Raleigh student team at **919-966-5542**



## Appendix D2: Top Ten Themes from Interviews with Community Members and Service Providers

1. **Community participation in neighborhood activities has decreased over the years.**  
*“I’m not sure whether residents don’t participate because they are busy, they don’t want to be bothered, or don’t want to get involved.”*
2. **There is not enough police presence in Chavis Heights.**
3. **There won’t be enough spaces for displaced residents to return to the new Chavis Heights if it is rebuilt with a Hope VI grant – those who move into the new Chavis Heights would be different than those currently living in Chavis Heights.**  
*“People need to understand that Hope VI is not something new...It is the same thing: displacement. Displacement began in mid-50’s in Smoky Hollow. Then it was done again in the early 60’s on the south side. The thing that has not changed over the years with these types of programs is displacement.”*
4. **There is a lack of funding for services and programs, so services that are offered aren’t sustained or offered frequently enough.**
5. **Many residents do not know of or take advantage of the services that are offered to them.**
6. **In order to provide the youth of CH with guidance and leadership, as well as something constructive to do, there is a need for more activities for youth.**  
*“If you give a child some time, that’s all they want, and that’s what you’re supposed to do.”*
7. **Single parents have limited resources, which makes providing good parenting difficult.**  
*“Mothers can’t be all places at all times, even though they are very strong women who the kids respect.”*
8. **Chavis Heights residents of different ages interact in different circles and have different perspectives on what it’s like to live in Chavis Heights. The communication and interaction between these groups could be improved, so that residents have greater tolerance and understanding of each other.**
9. **When residents have a problem, they go to the office and RHA with help fixing that problem, not to their neighbors.**
10. **There has been a history of strong leadership in Chavis Heights, but a lot of women in Chavis Heights don’t see their worth because they grew up with so many negatives.**  
*“There are some strong, beautiful black women in CH that just need to shine -- once the residents of CH see their worth, they’ll be okay.”*

*You are invited to...*

## *Celebrate! Chavis Heights*

*a community meeting to be held:*

*Thursday, April 24, 2003*

*6:30 - 8:30 p.m.*

*Chavis Community Center in Chavis Heights*



---

### *About the meeting:*

*Six students from the UNC School of Public Health have been working in Chavis Heights over the past few months to learn more about the neighborhood. Along the way, they have learned about many strengths and challenges that are a part of living in Chavis Heights. Now they are planning a community meeting to discuss these issues along with people who live and work in Chavis Heights. The meeting will include a community dinner, and childcare will be provided for all meeting participants.*



*Questions? Contact Lindsey and the Southeast Raleigh Student Team at 919-966-5542*

## Appendix E2: Community Meeting Save the Date Flyer

Six students from the UNC School of Public Health have been working in Chavis Heights over the past few months to learn more about the neighborhood. Along the way, they have learned about many strengths and challenges that are part of life in Chavis Heights. Now they are planning a community meeting to discuss these issues along with people who live and work in Chavis Heights. Come discuss how these issues affect you.

Let's talk about...

**SAVE THE DATE!**

**THURSDAY, APRIL 24**

**6:30–8:30 PM**

**COPELAND CENTER**

**Questions?**  
Contact Lindsey and the Southeast Raleigh student team at **919-966-5542**

- \* Youth Services
- \* Unemployment
- \* Community Problem-Solving
- \* Recreation
- \* Hope VI
- \* History of Chavis Heights
- \* Transportation
- \* Religion
- \* Schools
- \* Crime
- \* Health
- \* How we can help our neighbors
- How we can make Chavis Heights a better place

## Appendix E5: Donations Request Letter

Dear

Residents of Chavis Heights and local service providers are working along with a student team from the Carolina School of Public Health to organize a community meeting later this month. The meeting will be held on Thursday, April 24, 2003, from 6:30 – 8:30 p.m., in the Copeland Center within Chavis Heights. The community meeting is meant to give those who live and work in Chavis Heights a chance to discuss things that can be done to improve the current living situation in Chavis Heights. The students from UNC will speak a little bit about what they have learned from talking to community residents about the strengths and challenges associated with living in Chavis Heights. Those attending the meeting will also have the opportunity to talk in small groups about specific issues that interest them such as youth services.

In order to create an exciting and productive community meeting, we are looking for donations from area businesses. We are looking for donations of food to feed at least 50 people. Prepared food, such as fried chicken, and packaged food, such as cookies and beverages, are both equally welcomed. Additionally, we are looking for donations, however small or large, that could be provided as door prizes for meeting attendees. If your business would be able to donate \_\_\_\_\_, we would greatly appreciate it. Your donation is tax deductible (our tax ID# is 56-600-1393), and we will acknowledge all donations in a program to be distributed the night of the community meeting. A donation from you would provide you with an opportunity to advertise your establishment to residents and service providers in Southeast Raleigh.

We hope that your business will be able to support this important community development effort. If you have any questions about the community meeting, do not hesitate to contact Lindsey Bickers and the UNC Southeast Raleigh Student Team at 919-966-5542.

Sincerely,

Chavis Heights Community Meeting Planning Committee

## Appendix E6: Donations Thank You Letter

Dear

Residents of Chavis Heights and local service providers are working along with a student team from the Carolina School of Public Health to organize a community meeting later this month. The meeting will be held on Thursday, April 24, 2003, from 6:30 – 8:30 p.m., in the Copeland Center within Chavis Heights. The community meeting is meant to give those who live and work in Chavis Heights a chance to discuss things that can be done to improve the current living situation in Chavis Heights. The students from UNC will speak a little bit about what they have learned from talking to community residents about the strengths and challenges associated with living in Chavis Heights. Those attending the meeting will also have the opportunity to talk in small groups about specific issues that interest them such as youth services.

We would like to thank you for your donation of \_\_\_\_\_. Your donation will help to create an exciting and productive community meeting. Your donation is tax deductible (tax ID# 56-600-1393), and we will acknowledge all donation in a program to be distributed the night of the community meeting. Your donation also provides you with an opportunity to advertise your establishment to residents and service providers in Southeast Raleigh.

Thank you for your support of this important community development effort. If you have any questions about the community meeting, do not hesitate to contact Lindsey Bickers and the UNC Southeast Raleigh Student Team at 919-966-5542.

Sincerely,

Chavis Heights Community Meeting Planning Committee

# Celebrate! Chavis Heights



Chavis Heights Community Meeting  
Thursday, April 24<sup>th</sup>, 2003  
Copeland Center

## Appendix E7: Community Meeting Program

### Welcome!

Over the past couple of months, six students from UNC's School of Public Health have been working in Chavis Heights to try to learn about some of the strengths and challenges of the community. Over that time, we have had the opportunity to meet many community members and those serving Chavis Heights. Tonight's meeting is an opportunity to bring everyone together to discuss ways that life in Chavis Heights can be better.

Please take a moment to read the quotes on the following pages. We will be discussing these topics during the meeting. The goal is to take what is discussed and identify specific steps that can be taken to improve life in Chavis Heights. The success of the action steps will depend on cooperation between community members and service providers after tonight's meeting.

Thank you for your participation and your interest in improving Chavis Heights!

Your hosts for this evening's community meeting are:

UNC Student Team:

Lindsey Bickers • Rachel Blouin • Sean Hanley  
Kristin Lake • Felicia Noonis • Celia Potts

## Tonight's Activities

Chavis Heights Community Meeting

Thursday, April 24<sup>th</sup>, 2003

6:30pm-8:30pm

Copeland Center

1. Welcome and Introduction - 6:30pm-6:45pm

2. Introduction of Themes - 6:45pm-7:00pm

- Community Participation
- Involvement of Police in Chavis Heights
- Services Available
- Youth

3. Small Group Discussions - 7:00pm-7:45pm

4. Dinner Break - 7:45pm - 8:00pm

5. Large Group Discussion - 8:00pm - 8:15pm

6. Wrap-up & Evaluations - 8:15pm - 8:30pm

7. Prizes



## Community Participation

While there seem to be a variety of activities available to Chavis Heights residents, both community members and service providers said that residents don't often participate in these activities. Residents also mentioned that they often don't know their neighbors and if they did, there would be fewer conflicts and more chances for cooperation.

### Quotes About Community Participation:

"My biggest concern [about Chavis Heights] is getting the people out and getting them involved. I tell them, 'Let's get out of the house and take advantage of what we've got.' That would be my biggest concern - getting the residents out and getting them involved."

"You always have a core group who participate, who speak up, who have an opinion. The rest of them say, 'Leave me alone. I'm going to work every day, I'm going to come home. I don't want to go to meetings every night.' They just want to live their lives."

"I don't know a lot of people. I don't have a lot of friends, not these people. Maybe if I get to know them I'll find out it's different. I don't like to dislike people because I don't know them."

"There are some strong, beautiful black women [in Chavis Heights] that just need to shine. I think you've got a community of love. Once they can see their worth, they're going to be OK. It's a matter of them seeing their worth."

"Every now and then maybe we all can get together and contribute and maybe have something out there together and we can all get to know each other. Maybe our children will learn to get along better instead of all of this fighting and fussing and cussing and all this kind of disrespect."

## Police Presence

Many community members and service providers commented on crime in Chavis Heights. Violence and drug problems seem to be issues that many people are concerned about. Some people feel that there is not enough of a police presence in Chavis Heights, which may be due to the removal of the police substation and the end of 24-hour patrol.

### Quotes About Police Presence in Chavis Heights:

"Ya know, overall it's really not a bad place to live. There could be some changes made, but you can't stop everything because it's going to still continue. So the only thing you can do is live to the best of your knowledge. I believe in living one day at a time. Because I'm not promised tomorrow, not over here. There ain't nobody's name on no bullet."

"If there is a crime in progress, an officer is guaranteed to hit it hard and fast."

"We used to have a substation here in Chavis Heights. [The police] don't do anything now. People aren't pushing them [for greater involvement]. They don't want the police to know what they're doing. Not everybody wishes the police were doing more, just senior citizens."

"The way the [police department] is set up now, you are going to know who the police are. It is going to help relationships. People are going to feel more comfortable talking to [the police] and [the police] are going to know us."

## Services

Both community members and service providers mentioned that some residents are not aware of services available to them. Because of this, often the services that are available are not used. There may also be a gap between services available and services needed in Chavis Heights.

### Quotes About Services Available and Needed:

"I'm not sure whether residents don't participate because they are busy, they don't want to be bothered, or don't want to get involved."

"They really do have access to a lot of services. That's a real puzzlement to me. 'Why don't you take advantage of things that are right here at your door?'"

"There are a lot of services here, there are a lot of people who know about it. It is up to them whether or not they want to utilize them. You can lead a horse to water, but you can't make it drink."

"You have to be innovative to get community input."

"A lot of the residents don't know what we do. When they find out, we get a lot more people."

## Youth

Many community members thought that children in Chavis Heights needed programs available to them. They thought that if there were programs serving youth, some of the problems related to crime and drugs might disappear. Some people also thought there was a general lack of respect for older residents on the part of youth.

### Quotes About Issues Concerning Youth:

"We've got a lot of Bebe children around here. Some bad, bad children. They vandalize the stuff too much. They need to be in school. [When I was younger] we didn't skip no school - we knew better."

"If you give a child some time, that's all they want, and that's what you're supposed to do."

"Some people think that because Chavis Heights residents are low income that they don't love their children, but they do."

"When they get home from school, kids are running all over the place. They don't have any guidance or leadership."

"There are not enough programs for kids - if kids were in after-school activities there wouldn't be so much fighting."

Appendix E7: Community Meeting Program

We would like to thank the following sponsors for their support of this evening's meeting:

**Jack's Seafood**  
1516 New Bern Ave.

**Cooper's BBQ**  
109 E. Davie St.

**North American Video**  
Raleigh Mission



105 E. South St.



200 Crossroads Blvd., Cary



3926 Western Blvd.



500 Oberlin Rd.



2116 E. New Bern Ave



3209 Hillsborough St.



1401 New Bern Ave.



5244 Capital Blvd.



1601 MLK Jr. Blvd.



4325 Glenwood Ave.

## Appendix E8: Triggers Used in Small Group Discussions

The following quotes were taken from interviews and were used as triggers to initiate discussion around the four themes presented at the forum.

### Community Participation

“If it was easier for residents to come together to solve problems, we would get along better, I think. Then you would feel free to knock on a door and say, “I’m having a problem.”

“Everybody is not participating. It takes more people to participate. I guess they’re not feeling it. They are just happy to have a roof over their head, and they don’t want to go no further.”

### Police Presence

“Raleigh is a metropolitan, it is not a country town anymore, it is a big metropolitan city, and we need laws to go along with it.”

“Police officers used to walk through Chavis Heights, but they don’t anymore. All the cops are rookies, and we don’t know any of them.”

### Services

“Sometimes you stand there as an outsider and say, ‘You need this, you need that, and you need the other thing,’ but if that family doesn’t recognize that as a need, you’re wasting your time.”

### Youth

“There need to be more activities for youth other than standing on the corners, getting drunk on a dare, and getting pregnant.”

“Every generation shares concerns and worries about the next generations being their downfall, and inevitably we rise, and we rise, and we rise.”

## Appendix E9: Community Meeting Evaluation Form

# CHAVIS HEIGHTS

Community Meeting Evaluation



Please take a moment to fill out the evaluation form below. It will give us a chance to hear what you thought of tonight's meeting and ways future meetings could be improved. Thank you!

### Introduction/Presentation of Themes:

I thought the presentation of the themes was informative. (Please circle one.)

1                      2                      3                      4                      5  
Strongly disagree    Disagree            Don't know        Agree                Strongly agree

### Small Group Discussion:

The small group discussion that I attended was a good opportunity to talk about issues in Chavis Heights. (Please circle one.)

1                      2                      3                      4                      5  
Strongly disagree    Disagree            Don't know        Agree                Strongly agree

### Large Group Discussion:

The large group discussion was helpful for hearing about some of the other issues in Chavis Heights. (Please circle one.)

1                      2                      3                      4                      5  
Strongly disagree    Disagree            Don't know        Agree                Strongly agree

### Overall:

In general, tonight's community meeting was a good way to talk about how to improve life in Chavis Heights. (Please circle one.)

1                      2                      3                      4                      5  
Strongly disagree    Disagree            Don't know        Agree                Strongly agree

### Comments:

What other comments do you have about tonight's meeting?

**Appendix E10: Community Meeting Interest Form**

**CHAVIS HEIGHTS**  
Community Meeting  
Interest Form



Please take a moment to indicate which issues you would like to get involved with based on tonight’s discussions. Check all of the ones you are interested in.

- Community Participation
- Police Presence
- Services
- Youth
- Other: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone#: \_\_\_\_\_

Are you a resident of Chavis Heights?    YES    NO

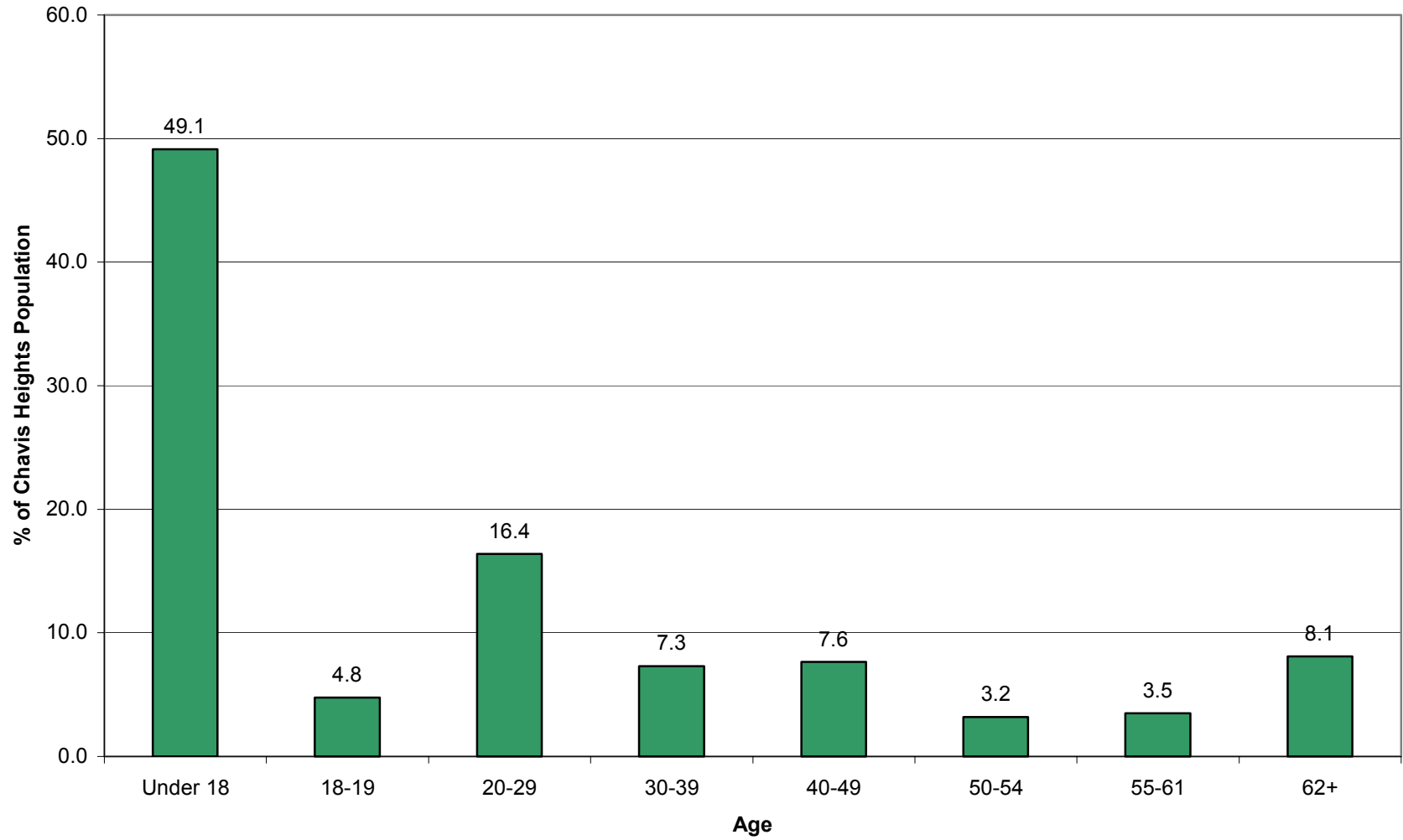
Are you a service provider?                    YES    NO

If yes, what agency or organization?  
\_\_\_\_\_



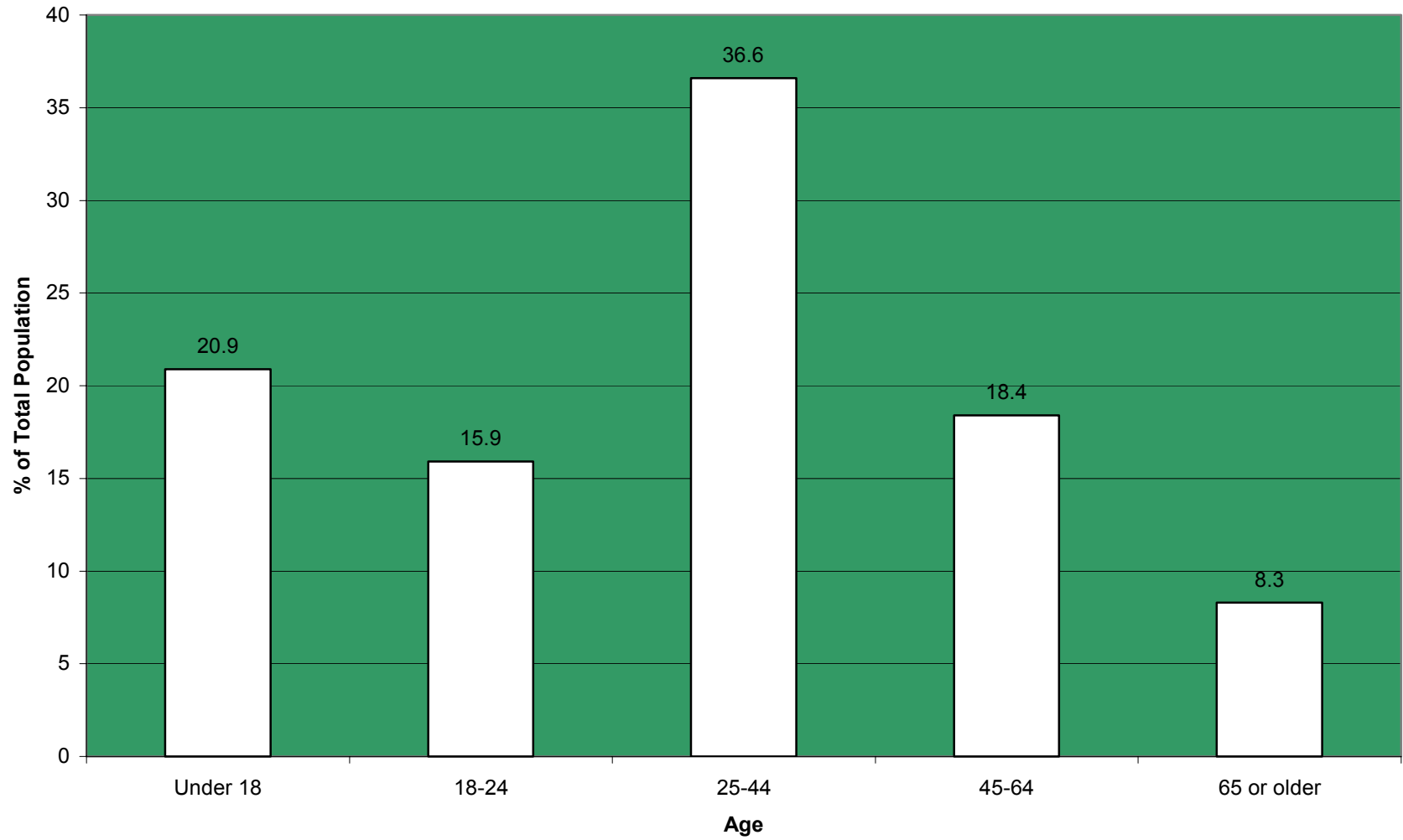
**Appendix F: Age of Chavis Heights Residents (2002)**

**Age of Chavis Heights Residents (2002)**



**Appendix G: Age of Raleigh Residents (2000)**

**Age of Raleigh Residents (2000)**



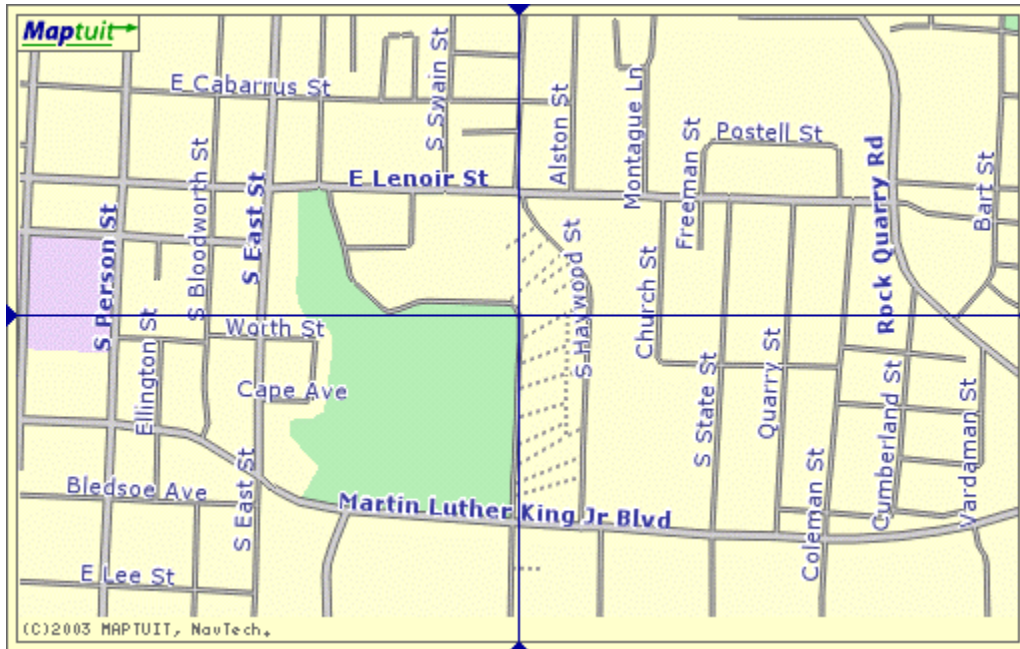
## ORID Discussion Method

- O Objective**  
(What - Getting the facts - see, hear, touch, smell, taste)
  
- R Reflective**  
(Gut - Emotions, feelings, associations)
  
- I Interpretive**  
(So what? - Values, meaning, purpose, significance people attach to subject)
  
- D Decisional**  
(Now what? - Future resolves)

# The SHOWED Model of Questioning

- S** What do you **SEE** here?  
(Description)
- H** What is **HAPPENING**? How do these characters feel?  
(First analysis)
- O** How does the story relate to **OUR** lives and how do we feel about it?  
(Related problems)
- W** **WHY** does this problem exist?  
(Root causes - who benefits? Who loses? Who is responsible for perpetuating the problem?)
- E** Explore how we can become **EMPOWERED** with our new social understanding.  
(Interpretation)
- D** What can we **DO** about these problems in our own lives?

## Appendix K: IRB Approval Letter



Map retrieved June 24, 2003, from <http://www.maps.com>

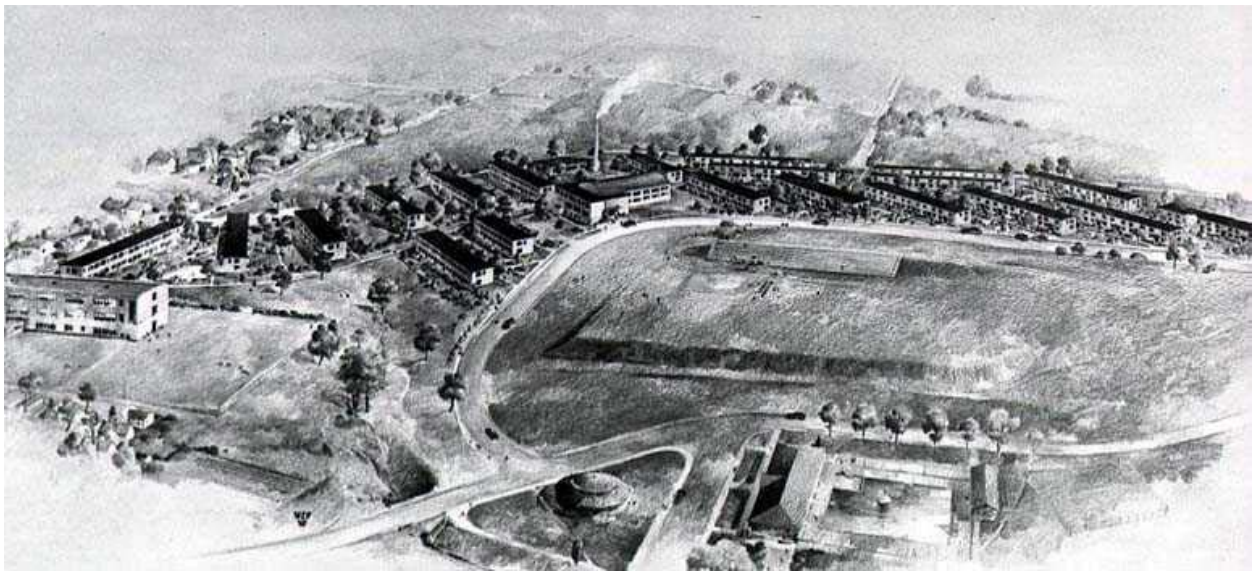


Illustration from *Ligon History Project*. (1998). Ligon High School. Retrieved May 1, 2003, from <http://www2.ncsc.edu/ncsu/cep/ligon/about/history/chavis.htm>

## **Appendix K: IRB Approval Letter**

Note: The IRB approval letter is not available in electronic format. Please see the IRB approval letters for AOCD teams on file at the Health Sciences Library at the University of North Carolina at Chapel Hill.