

Gilmore Terrace
Lee County, North Carolina



An Action-Oriented Community Diagnosis

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Dedication

The Gilmore Terrace Action-Oriented Community Diagnosis team would like to dedicate this document to the residents of Gilmore Terrace. Thank you for allowing us into your homes and your hearts.

Acknowledgements

The Gilmore Terrace Action-Oriented Community Diagnosis team would like to thank all those who helped to ensure this project's success. First and foremost, we want to thank the residents of Gilmore Terrace for welcoming us into your community. Your hospitality and enthusiasm made this experience rewarding and fruitful. We would also like to thank the Sanford Housing Authority (SHA); our preceptors, Ms. Sandra Petty and Ms. Vonda Rollins; our forum planning committee; the AOCD teaching team (Geni Eng, Kate Shirah, Allison Myers, and Colleen Svoboda); all of the service providers who allowed us to interview them; and our wonderful classmates, friends and family members who volunteered at our forum. We would also like to extend our gratitude to Matthew Graham for preparing maps and aerial photographs of the Gilmore Terrace community (Appendix E), as well as local businesses (listed in Appendix D8) whose generous donations were greatly appreciated.



Executive Summary

This document details the steps and results of the Action Oriented Community Diagnosis (AOCD) conducted in the Gilmore Terrace public housing community located in Sanford, North Carolina. The AOCD was performed between September 2004 and May 2005 by six students from the University of North Carolina at Chapel Hill, School of Public Health's Department of Health Behavior and Health Education in conjunction with residents and service providers of the Gilmore Terrace community.

The purpose of an AOCD is to explore a community through participant observation and qualitative interviewing and to engage residents in a discussion of strategies to improve quality of life in the community. The student team interviewed both residents of Gilmore Terrace (insiders) and individuals who provide services to residents (outsiders). The interviews were analyzed to identify key themes, or ideas that were repeated by many interviewees (see Appendix I for a complete list of themes).

The most important element of an AOCD is a community forum, where residents come together to discuss the themes and begin working towards solutions to issues facing the community. At the forum, the student team presented themes that were determined to be the most relevant and changeable (as determined by a planning committee of residents and service providers). These themes were: 1) there is a lack of established lines of communication between the residents of Gilmore Terrace and the Sanford Housing Authority (SHA); 2) Gilmore Terrace has higher rates of crime than other areas of Sanford, but much of that crime is attributed to nonresidents rather than residents; 3) residents of Gilmore Terrace do not have an official location to gather and hold community events since the neighborhood community center has been rented to the Boys and Girls Club and 4) community members and service providers are concerned that there is a lack of

childcare and after-school activities that are affordable and easily accessible to youth and their parents.

After the themes were presented to the community, forum participants divided into small groups to discuss what could be done to address these issues. First, a representative of Boys and Girls Club offered 50 summer scholarships to children living in Gilmore Terrace. Residents agreed to fill out applications and consider volunteering at the Club. Other action steps that came from small group discussions included: 1) forming a Resident Council to improve communication with the SHA; 2) working to have speed bumps installed in Gilmore Terrace and 3) converting a unit off-line to use for community events. (See Appendix D9 for complete list of action steps.)

It is the hope of the student team that the AOCD and enthusiasm generated by the community forum will only be the beginning to on-going collaborative relationship between residents and service organizations in Sanford to address issues in Gilmore Terrace.



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Introduction

An Action-Oriented Community Diagnosis (AOCD) is a process by which a team of health educators gains an understanding of a community by identifying, collecting and analyzing information pertaining to community assets, strengths, resources and needs. Information is gathered through observations, community member and service provider interviews and research of existing secondary data. A preceptor, often a community member or individual who provides services to the community, serves as a liaison between the team and the community. The process builds on the strengths of the community to ensure culmination in action steps that can be undertaken by members of the community.

Defining Community

Defining the Gilmore Terrace community was one of the team's first steps in the AOCD process. However, because there are people who do not live in Gilmore Terrace but spend time in the community and have strong ties with residents, this presented somewhat of a challenge. These individuals could be service providers, former residents, partners of residents, adult children of residents and others. The team decided that in order to best serve the community, Gilmore Terrace would be defined as those community members who were legal residents of the housing complex. Throughout this document, the term "community member" will be used to refer to a resident of the Gilmore Terrace housing facility.



Background Information

To explore the background of Gilmore Terrace, the team collected secondary data on Lee County, Housing and Urban Development (HUD), Sanford Housing Authority (SHA) and the history and current status of Gilmore Terrace (see Appendix A for a complete list of secondary data sources).

Lee County, named for General Robert E. Lee, was established in 1907 from parts of two other North Carolina counties in the geographic center of the state (Sanford Chamber of Commerce, 2004). With an area of only 257 square miles, the county is one of the smallest in the state and was home to just over 49,000 people in 2000 (State Library of North Carolina, 1998). The city of Sanford is the county seat of Lee County.

Lee County's economic development has expanded greatly in recent years, shifting from an agricultural base into a multi-product economy (Sanford Chamber of Commerce, 2004). Some of the products manufactured in the county include water pumps, hosiery, food products, automotive components and cosmetics. As the economy has grown, so has the population, including significant growth in the Latino population.

Housing and Urban Development

In the United States, government-assisted affordable housing was proposed in the first half of the 20th century to address concerns about the growth of slums in the nation's cities, where overcrowding and the deterioration of properties were becoming public health issues. In the 1930's, the Great Depression led to poorer living conditions in cities, with an increasing number of families living in makeshift shelters and tenements.

The U.S. government responded by initiating a public housing program to "alleviate unemployment and eliminate unsafe and unsanitary conditions" (San Diego Housing Commission,

2004). Construction of massive high-rise apartment buildings began in many cities, and soon many public housing “cities within cities” were built. As a result of the high concentration of low-income families residing in specific geographic areas where many of the buildings were not well kept, these neighborhoods became known as the “projects,” a word still used in modern vernacular.

Federally funded housing programs expanded in the late 1940s and 1950s in response to the needs of returning World War II and Korean War veterans (U.S. Department of Housing and Urban Development, 2004). To help make homeownership affordable to veterans and other middle class Americans, the government instituted two programs.

First, the Federal Housing Authority (FHA, established in 1934) created financing mechanisms to enable families to purchase homes over a 30-year period, making mortgage payments and homes affordable to tens of thousands of residents (U.S. Department of Housing and Urban Development, 2004). Second, the federal government created tax benefits for homebuyers by allowing mortgage interest deductions on federal personal income tax returns. Through these methods, the FHA helped to spark the production of millions of units of privately owned apartments for elderly, handicapped and lower income Americans in the 1950s, 1960s and 1970s (U.S. Department of Housing and Urban Development, 2004).

The US Department of Housing and Urban Development (HUD) was created in 1965 to oversee the FHA as well as several other agencies and programs. HUD’s primary focus, housing assistance programs for low-income households, was highly affected by the creation of President Nixon’s Section 8 Rental Assistance program in the 1970s. The rental assistance program was developed to offer struggling families affordable housing in locations of their choice, thus attempting to de-concentrate poverty and reduce the problems associated with large scale, high rise public housing in urban areas (U.S. Department of Housing and Urban Development, 2004).

Today, HUD's primary responsibilities include managing the FHA; developing and supporting affordable housing for low-income residents; overseeing public, subsidized and Section 8 housing; and providing homelessness assistance. HUD also oversees public housing authorities, the local agencies that administer HUD programs.

There are approximately 1.3 million people living in public housing in the United States (U.S. Department of Housing and Urban Development, 2004). Public housing may be obtained by people of low-income (based on gross income, disability, elderly, eligible citizenship or immigration status). Income limits depend on geography and are established by HUD (U.S. Department of Housing and Urban Development, 2004).

Sanford Housing Authority

The Sanford Housing Authority (SHA) was created in 1961 after local citizens circulated a petition expressing concern. Today, the SHA manages seven properties. The properties include 447 individual units, as well as 366 Section 8 units (U.S. Department of Housing and Urban Development, 2004). As of 2002, the SHA included about 20 employees in two Sanford offices, one for administrative procedures and the other for maintenance crews (Preston, 2002).

The SHA's mission statement is to "[provide] safe, sanitary and affordable housing to the low-income population of the City of Sanford and County of Lee through rental of dwellings owned by the Authority and through Section 8 housing" (Howells et al., 2004). To carry out this mission, the SHA co-sponsors community events including Night Out, Get Smart and tobacco education programs for its residents, and has partnered with other community services and community development corporations on projects to provide Section 8 housing to residents of Sanford (Howells et al., 2004).

The SHA, like all other housing authorities, is responsible for monitoring lease compliance, evaluating family income and rent cost, managing complexes for overcrowding and repair, terminating leases and maintaining SHA facilities (Preston, 2002).

In 2001, the SHA received a Section 8 grant for \$203,000. It intended to provide 56 rental assistance vouchers to low- and moderate-income families, in addition to the vouchers already issued to 310 city families (Thackeray, 2001). In the same year, the waiting period for a Section 8 grant was about one year (Thackeray, 2001).

Gilmore Terrace

Gilmore Terrace is a public housing neighborhood built and maintained by the SHA. The neighborhood includes approximately 70 housing units on Harrington, James and Walden Streets – about half of which are currently occupied – as well as a community center on Church Street. The structures of Gilmore Terrace date back to 1967, when they were built on the former site of a rock quarry.

The most specific demographic data available on Gilmore Terrace comes from two census blocks from the 2000 Census, which may be slightly inaccurate due to resident turnover rates and undeclared residents, as well as the inclusion of other homes within the blocks¹.

The 259 residents of the Gilmore Terrace area account for 1.12 percent of Sanford's population of 23,220 (U.S. Census Bureau, 2005). Racially, Gilmore Terrace area is about 34.7 percent white and 61.8 percent black or African American, in contrast to Sanford's 55.9 percent white and 29.2 percent black or African American population (U.S. Census Bureau, 2005). Additionally, the Latino population accounts for 7.7 percent of the Gilmore Terrace area and 19 percent of Sanford (U.S. Census Bureau, 2005).

¹ *Blocks 3022 and 3024, Block Group 3, Census Tract 303, Lee County, North Carolina*

Another demographic difference between the neighborhood and city is the sex distribution: while Gilmore Terrace is 37.8 percent male and 62.2 percent female, Sanford is 49.4 percent male and 50.6 percent female (U.S. Census Bureau, 2005).

Some information about Gilmore Terrace is available only on the larger block group level². This block group contains just over 1,000 Sanford residents. Of the block group's men age 25 years and older, 88.3 percent did not graduate high school, and 48.6 percent of women in the same age group did not graduate high school (U.S. Census Bureau, 2005). Overall, Lee County has one of the state's highest dropout rates with 7.28 percent of students in grades 9 through 12 not finishing high school (LeeCAN, 2003).

Of the 482 females 16 years and older in the block group, 135 are employed in the civilian labor force, and 54 are unemployed (U.S. Census Bureau, 2005). Of the 367 males in the same age and block groups, 152 are in the labor force, 147 of those are employed civilians and 5 are unemployed (U.S. Census Bureau, 2005).

Almost half of the total households in this block group have a total household income of less than \$10,000 (U.S. Census Bureau, 2005). The median household income in 1999 was \$12,614 (U.S. Census Bureau, 2005). 937 people in the 1039-person block group – 90.2 percent – live below the poverty level (U.S. Census Bureau, 2005).

Health and Crime Statistics

From 1999-2002, the leading causes of death in Lee County were heart disease (510 deaths), cancer (424), stroke (135), chronic obstructive pulmonary disease (100) and diabetes mellitus (68) (LeeCAN, 2003). Minority deaths are representative to their population in Lee County, with stroke and diabetes mellitus affecting minorities slightly more than whites (LeeCAN, 2003). Additionally, diseases of the kidneys are more likely to affect minorities than whites, who are more likely to suffer

² *Block Group 3, Census Tract 303, Lee County, North Carolina*

from chronic lower respiratory diseases and chronic obstructive pulmonary diseases (LeeCAN, 2003).

The infant mortality rate in Lee County has declined significantly in the last decade while the rate across the state has remained steady (LeeCAN, 2003). In 2002 the Lee County infant mortality rate was 4.9 per 1,000; North Carolina's overall rate was 8.2 (LeeCAN, 2003). Additionally, from 1998 to 2002, the teen pregnancy rate of 100.1 per 1,000 girls was considerably higher than the state rate of 73.7 (LeeCAN, 2003). Lee County's sexually transmitted infection rates are slightly lower than the overall rate in North Carolina (LeeCAN, 2003). From 1998 to 2002, there were 19 AIDS cases in Lee County with a rate of 7.8 cases per 100,000 people, compared to North Carolina's rate of 9.8 per 100,000 (LeeCAN, 2003).

Although Lee County's violent crime rate is roughly equivalent to that of North Carolina as a whole, the county has a significantly higher property crime rate (LeeCAN, 2003). Nevertheless, the county has fewer youths in the juvenile justice system than North Carolina on average, with a rate of 17 per 1,000 youths compared to 33 per 1,000 in 2002 (LeeCAN, 2003).

According to the Federal Bureau of Investigation Crime Reports, the city of Sanford had more overall crime per 100,000 people in 2002 than the national rate. Sanford's rates of murder, forcible rape, robbery, aggravated assault, burglary, larceny or theft and motor vehicle theft all exceeded the national rates (Area Connect, 2002).

Sanford police statistics show 21 domestic events in Gilmore Terrace from November 2003 to November 2004; in addition, there were 13 reported instances of breaking and entering, 14 disturbance events, 15 instances of property damage, 8 larceny reports and 22 warrants issued (Sanford Police Department).



Themes

In this section, the team has compiled themes that represent an analysis of both the insider (community member) and outsider (service provider and team) perceptions of Gilmore Terrace. The team compiled the following information from individual interviews with community members and service providers (see Appendix B for a list of interviewees), secondary data on the community and the team's field notes. The methodology will be discussed in detail following the presentation of themes and discussion of the community forum.

Theme 1 – The community demographics are heavily skewed to African-American women and young children, with a few elderly women who have been in the community for a long time.

“It’s the projects – nothing but women and children. It’s the same in all 50 states.” – Community Member
Team Observations:

The team's field notes establish a general perception that Gilmore Terrace is a majority African-American community composed of “women, small kids, very few men and a few teenagers.” A majority of residents the team encountered and interacted with in the community were African-American. However, the team observed several Caucasian and Latino residents walking around the neighborhood, and two white female residents attended the community forum.

Service Provider Data:

Service providers also established that mostly women live in Gilmore Terrace, with one service provider asserting: “90% of residents are female heads of households.” While other service providers did not confirm this percentage, the overall perception was that Gilmore Terrace is composed of female heads of households with multiple children, very few married couples, a few elderly residents and is predominantly African-American. Some service providers mentioned the

lack of male role models and the detrimental effect this deficiency has on the children of Gilmore Terrace.

Community Member Data:

Most residents of Gilmore Terrace agreed with the perception held by outsiders. They established that “there aren’t many different races” in Gilmore Terrace and it is composed of “mostly black women.” Interviewees mentioned a few elderly residents, but mainly talked about the neighborhood being made up of “mostly single moms with a lot of children.” As one resident put it, “it’s basically an all black community, women and their kids.”

On the contrary, there were some residents that told the team that they felt that Gilmore Terrace “has got all kinds of people.” These residents described the neighborhood as a mix of races, noting that the community included Mexicans, whites and blacks. One resident said of the community: “it’s a mix – young girls, women with children, older men, middle age – it’s just mixed.”

Conclusion:

Census data establishes that the Gilmore Terrace area is about 34.7 percent white and 61.8 percent black or African American (U.S. Census Bureau, 2005). SHA records show that, of the 151 total Gilmore Terrace residents, 93 are children, 46 are adult women, and only 11 are adult men. Thus, secondary data confirms the widely held perception that Gilmore Terrace is a predominantly African-American community composed primarily of single women and their children.

Theme 2 – Gilmore Terrace is one of the oldest public housing communities operated by the Sanford Housing Authority, but renovations have been recently undertaken to improve the conditions of the facilities.

“Before the renovations are completed – I’d have to say the buildings are not all that great. Once complete they will have central air and all the amenities.” – Service Provider

Team Observations:

The team’s field notes demonstrate an outsider perception that the physical environment of Gilmore Terrace is somewhat in need of attention. Several team members noted broken windows and doors, brick buildings with “S” on the side denoting that they were sinking into the sediment and numerous places where grass was not growing. Inside the homes, the team noted that the age of the homes was evident by spaces between the wall and the floorboards, as well as poor heat retention in the cold winter months.

Driving around Sanford, the team passed by some of the other SHA properties and noticed that they appeared to be better maintained. For example, the nearby Stewart Manor facilities seemed to be newer and the landscaping appeared as though it were more frequently tended to.

A few months after the team arrived in Gilmore Terrace to begin the AOCD process, they noticed maintenance trucks frequently parked on the side of the street. The team later learned that the SHA was renovating the facilities - replacing screens, windows and installing central air.

Service Provider Data:

The community’s service providers confirmed the team’s observations. Several service providers talked about how Gilmore Terrace is “one of the oldest housing communities” and that the “apartments are not in good shape.” However, the service providers – specifically those representing the SHA– were quick to point out that renovations were underway and that, upon completion, Gilmore Terrace would have all the amenities that the other facilities possessed.

Community Member Data:

Community members frequently spoke of the fact that “the buildings are old” and suggested that something needed to be done to improve their condition. While a few residents felt that the SHA should “tear down the apartments and build new ones,” most were very happy with the renovations and pleased that “they’re fixing up these apartments.” Residents frequently shared with the team the changes that were taking place, pointing out that the SHA had “put in new cabinets, new doors, new windows,” and that they received “central air and heat last summer.”

Conclusion:

Through the data collection process, the team learned that the housing structures of Gilmore Terrace date back to 1967, when they were built on the former site of a rock quarry. The team believes that the current renovations, which are the beginning of a larger process, are a good indication that positive changes are being initiated to improve the physical condition of Gilmore Terrace.

Theme 3 – There is a lack of established lines of communication between the residents of Gilmore Terrace and the Sanford Housing Authority.

“I think a way to get out info about programs is to go into the neighborhood.” – Service Provider

Team Observations:

The team was struck by the fact that residents were often unaware of SHA decisions that affected their lives. Many residents did not know that their community center would be rented out or the upcoming renovations until it came out in discussions with the team. During the team’s time in the community, they never saw any flyers or other means of distributing information to residents. However, the team noted occasionally seeing SHA representatives in the community.

Service Provider Data:

Service providers with the SHA acknowledged the lack of established means of communication with the residents of Gilmore Terrace. Interviewees noted that a number of residents call or stop by the office, and the SHA does send out mass mailings to the community, but there is no primary method of interactive communication. This was partially attributed to limited resources and the resulting overextended personnel. They spoke of the fact that “there is only one case manager” for Gilmore Terrace and that person oversees three other communities as well. One service provider mentioned that since the SHA “is short-staffed all the time, [they] cannot have community meetings and then residents get paperwork from HUD...that just is not understandable.” The communication gap was also attributed to the fact that Gilmore Terrace does not have a Resident Council, a governing board composed of residents that works in conjunction with the SHA. Service providers routinely noted that “every complex has the opportunity to have a resident council,” but it has been “hard to get involvement” from residents.

Community Member Data:

Most community members agreed that there were no established ways to communicate with the SHA. Residents frequently referred to the decision to rent out the neighborhood community center to the Boys and Girls Club as an example of the SHA not communicating with the community (the community center will be discussed more thoroughly in a subsequent theme). Some residents expressed frustration with the SHA and said “there is no relationship.” These residents mentioned policies they did not agree with and frequently questioned the motives of SHA. As one resident put it, “your motives behind doing something count for a lot, and it will change the whole situation once someone knows your motives behind it.”

Other residents said they felt SHA staff have come a long way in regards to communicating with residents. According to one resident: “they really do want to hear when something’s wrong.

They really do want you to come in or call and say ‘OK, what’s wrong, what are you unhappy with?’ However, these residents also expressed a desire for greater communication between the SHA and Gilmore Terrace.

Conclusion:

Previously, there was a Resident Services Coordinator who was available to spend time in the community, working to meet the needs of Gilmore Terrace residents. This SHA employee served as a liaison for the residents and was a primary means of communication. However, due to budget cuts, the position was eliminated. With this position gone, both residents and the SHA recognize the need to recreate established lines of communication to foster a better relationship. Formation of a Resident Council was frequently mentioned in the interviews and the team recognizes this as a possible solution.

Theme 4 – Both community members and service providers desire that residents have more opportunities to gain training and skills that could help them gain employment.

“Some work but not as many people are employed as in the other communities.” – Service Provider

Team Observations:

The team’s field notes reported observations from visits to the community that residents are often home during the day. While the team acknowledged that many of these people may work night shifts, it was the general perception from these observations and from conversations with residents and service providers that many people in Gilmore Terrace were unemployed.

The team also observed that there is a Wal-Mart, several fast food franchises, grocery stores and other smaller, locally owned businesses nearby. Several team members concluded that it appeared that there were opportunities for jobs in the community, though perhaps low-paying.

Service Provider Data:

One service provider told the team that there is a lot of unemployment in Sanford. Others mentioned that there are also a lot of employment opportunities, including several factories, restaurants and demands for Certified Nursing Assistants (CNAs). Service providers did agree that although some residents work, many others in Gilmore Terrace are unemployed. One service provider felt that number of unemployed in Gilmore Terrace is “too many.”

According to SHA officials, eight hours of community service per month is required of each unemployed resident. One service provider stressed about the service requirement – “not only is it a need for the community service, but to open up the door to help residents get a job. There are residents that would really like to work...they can but haven’t been given an opportunity.”

Other service providers referred not only to the need for opportunities, but for job training and education. Speaking of Gilmore Terrace residents, one service provider said that “they lack skill so they are not able to have jobs. [Once low paying jobs are gone] then there aren’t jobs for them. And without a higher income level, survival itself is difficult.”

Community Member Data:

Although it was service providers who more frequently expressed concern about the need for training and education to gain employment, there were residents who echoed this sentiment. Along with other limitations to gaining employment, such as a lack of transportation and child-care options (both of which are discussed in subsequent themes), community members frequently spoke of their desire to have the chance to take classes that would increase their skills and knowledge. They told the team that they were upset that the GED classes that the SHA had conducted were no longer available. Residents suggested that there should be “self-help classes [because] people don’t know how to get out of the projects,” and training on budgeting and how to go back to school.

Conclusion:

Since both service providers and residents identify a need for training and educational opportunities within the community, the team believes that this is an area where changes could be made.

Theme 5 – Gilmore Terrace and the surrounding areas have higher rates of crime than other areas of Sanford. The area’s crime is often attributed, not the residents themselves, but to nonresidents.

“It’s not the people in the neighborhood who want to do damage, it’s the ones who come into the neighborhood. They are the ones who do the damage.” – Community Member

Team Observations:

The team consistently reported that although the neighborhood feels fairly safe during daylight hours, crime and vandalism appear to be a problem. The conditions of the Gilmore Terrace facilities and the surrounding neighborhoods contributed to this view, as well as what the team was told by members of the community and service providers. As the team walked around Gilmore Terrace, one community member pointed towards the woods, saying: “two children had been shot there last year.” The team also learned that, one week before the community forum, there was another shooting in the area.

Service Provider Data:

While one service provider said of the crime in Gilmore Terrace: “there is crime everywhere, it’s about the same as other places,” the majority of the service providers agreed that crime is a significant problem in Gilmore Terrace and the surrounding area. The team heard from service providers that Gilmore Terrace is a tough neighborhood with a high rate of police calls.

In 1993 there was a program through HUD that funded two police officers to patrol public housing units in Sanford full-time. Service providers established that the joint public housing/police

program worked well to bring down crime and create a relationship between the organizations, but the program ceased due to a lack of funding. Today in Gilmore Terrace, the police still routinely patrol every hour and, according to one service provider, “it is a dangerous area if you all are walking around there. You have to be very careful because you can get ‘jacked-up’ or robbed. The ‘element’ is out there.”

Service providers who often work closely with the community were quick to establish that “outsiders” come in and cause problems. When the term “outsiders” was used in this context it refers simply to nonresidents who are not on the lease. Service providers told us that since the community is overwhelmingly female, there are men, often the boyfriends of community members, whom are frequently in the community. Because of the frequency of domestic disturbances in the community, service providers attributed much of the disorder in the community to these men.

Additionally, service providers often reported that other outsiders often come and hang out in the community simply because it is public housing. One service provider stated: “you have a flow of people who don’t really respect the neighborhood, people who feel that because it is public housing, they can roam free.” Another service provider pointed out that “people feel they can just walk into the community and stand in your yard. And if you ask them to move, you feel like you are being threatened.”

Community Member Data:

Residents were split in their perception of the crime level in Gilmore Terrace. Some residents said the violence and drugs are gone from the area, and it’s a good place to live. They talked about how the crime rate has gone down and the area is improving since the “police cleared it out.” On the other hand, some residents lamented the high rate of crime in their community. They spoke of fights in the night and a high frequency of police calls. One mother told the team, “I never

let [my son] go down to the little park. I don't want to walk down there myself." Another resident told the team about wanting "some kind of security system in the apartments or a guard center."

Regardless of their perception of the level of crime, many of the residents felt that problems were caused by nonresidents coming into the area. Although community members agreed that some residents were also responsible for the crime, the general perception was that "it's not the people in the neighborhood who want to do damage, it's the ones that come into the neighborhood."

Residents frequently brought up people speeding through the streets saying things such as, "people fly through here where kids are playing – these are just people passing through."

Conclusion:

Though perceptions of crime differed, issues regarding crime and safety were frequently mentioned in all interviews and this theme emerged as extremely important to the community. This stands as an area that deeply affects the well-being of the community and influences many aspects of life in Gilmore Terrace. Additionally, the high volume of police calls in Gilmore Terrace further supports suggests that improved crime as safety measures may be needed.

Theme 6 – Because the neighborhood community center has been rented out to the Boys and Girls Club, residents of Gilmore Terrace do not have an official location to gather and hold community events.

"We had a center. That is where we had things like a Halloween party and a Christmas party. But now that they sold it to Boys and Girls Club, there is not much to do." – Community Member

Team Observations:

All of the team's windshield tour field notes included mention of the community center located in Gilmore Terrace. The center was rented out to the Boys and Girls Club just as this AOCD was beginning. From speaking with residents, the team perceived that there was a lot of

animosity directed towards the SHA for not involving the community in the decision to rent the center to an outside organization.

Service Provider Data:

Service providers who were familiar with the issue acknowledged that some of the residents were upset about the community center being rented out. They said that the residents were upset about the fact that they did not learn about the deal being made until after the fact. There was disagreement as to whether or not the residents of Gilmore Terrace had been using the center, but service providers routinely agreed that the Boys and Girls Club would benefit the community. One service provider said that residents had decided “they weren’t sending their kids,” and urged residents not to “punish the kids” but to “let the children enjoy” the center. Service providers felt that “kids in the area need somewhere to go and be safe” and that the Boys and Girls Club was a good use of the space. The issue was brought up of residents not being able to afford the fees, and service providers spoke of reducing the costs and working with residents to make it accessible. Officials from the SHA told the team they would work on finding another space for community events.

Community Member Data:

Early on in the AOCD process, residents had just learned of the center being rented out and many residents expressed anger and frustration at the decision. Residents felt the center had been “taken” from them and the community and wanted the SHA to “give [them] something back.” One resident said, “to sell that center, to take it away from the community – that was wrong.” While some service providers felt the center wasn’t being used, many residents spoke of classes, parties and other events they held in the community center. As time progressed, residents became less angry about the Boys and Girls Club being in the center but still desired to have somewhere to meet as a

community. As one resident put it, “the Boys and Girls Club is a great catalyst for building minds and self esteem, but to take away the community center, that was not good.”

Conclusion:

There were two articles in the Sanford Herald about the Boys and Girl Club. Each article established that the program was a joint effort by the SHA and the Boys and Girl Club and that the Gilmore Terrace community center was previously “unused.” Unfortunately, many residents disagreed with the center being characterized as unused and directed their anger towards the Boys and Girls Club. As more residents have begun to perceive the Boys and Girls Club as a part of the community, residents have reached a place where they can look at the more central issue – the fact that they would like a place to gather and hold community events.

Theme 7 – There are concerns by both community members and service providers that there is a lack of childcare and after-school activities that are affordable and easily accessible to youth and their parents.

“We need to have more for the kids to do, have a better playground, have somewhere for them to go after school.” – Community Member

Team Observations:

As was established in the discussion of the demographics of Gilmore Terrace, the team observed that there were many young children living in the community. Until the Boys and Girls Club opened in December of 2004, there were few organized activities or programs in which the neighborhood kids could participate. Unfortunately, even after the Boys and Girls Club was up and running, many residents felt the fees were not affordable and still felt that there was a lack of activities for kids. The team felt that the lack of childcare or after-school activities seemed to play a

role in everything from the level of unemployment in the area to the physical condition of the community due to vandalism.

Service Provider Data:

Many service providers confirmed the team's perception that the lack of childcare and after-school activities had far-reaching effects on both parents and kids. They spoke of the difficulty of parents trying to job search without daycare. One service provider said "you just can't take a child with you when you go out looking for work." Other service providers told the team about the dangers of kids not having after school activities, reporting that statistics show that kids get in the most trouble between 3 and 6 pm. As one service provider put it, "whenever someone mentions at risk youth [I think] of someone that has more time than activities. If the kids are idle, then there are a lot of things they can get into."

Though service providers agreed on the importance of activities and childcare, they did not agree that these things are lacking in Sanford. While some service providers said that "childcare is always an issue" and that "daycare is a problem," others remarked that "there is a lot of childcare available." They also spoke of after-school programs like Get Smart and the Boys and Girls Club that are accessible to residents of Gilmore Terrace. These programs were praised for providing kids with structured afternoon activities. One service provider said that although residents were initially hesitant to enroll their kids in the Boys and Girls Club, "they're coming around to it more. We've got people coming in asking how to get their kids involved."

Community Member Data:

Community members tended to focus primarily on the effect that the lack of affordable and easily accessible after-school activities has on the lives of their children. Residents talked about a lack of space for children to play in Gilmore Terrace, saying "they play in the road" and "there

needs to be a better playing area for kids.” Like the service providers, community members were concerned about kids getting into trouble if not occupied by activities after school. One resident said, “They get kind of bored, reckless, they start thinking of all kinds of silly things to do when they don’t have anything to do.”

Some residents mentioned the Get Smart tutoring program and the Boys and Girls Club as options to serve as after-school activities. However, other residents said they were both too expensive and were not a viable option for their families.

Conclusion:

Both residents and service providers have the best interest of the community’s children in mind as they evaluate the lack of after-school activities that are affordable and accessible. Service providers also contemplated the effect a lack of childcare has on a resident’s ability to seek employment opportunities. Additionally, a review of the services available in Sanford confirms that there are affordable childcare and after-school opportunities, but they fill up quickly and many residents are unaware of them.

Theme 8 – While some residents feel that living at Gilmore Terrace is just a transition period in their lives, there are many residents that call Gilmore Terrace their home and desire a greater sense of community unity.

“We live in the same place, but we’re separated.” – Community Member

Team Observations:

Throughout the AOCD process, the team made efforts to get to know the residents of Gilmore Terrace. Although there were many residents that the team never met, the team was constantly surprised by the level of commitment some residents demonstrated to the community. For example, the team observed residents looking out for the elderly in the community, as well as

residents expressing genuine interest in becoming involved in community-wide social events. The team concluded that Gilmore Terrace was made up of some residents who kept to themselves and did not interact actively with the community, others who went out of their way to get to know their neighbors, and many others who fell somewhere in the middle.

Service Providers:

Although most service providers were not necessarily cognizant of the community's dynamics, there were a few service providers who commented on Gilmore Terrace community unity. Some of these service providers talked about the fact that many people in public housing do not want to be there, making it challenging to foster a sense of community. They felt that "people that live there are working hard and trying their best to get by" and do not really spend time trying to get to know their neighbors. These service providers talked about a general lack of involvement and one mentioned the fact that Gilmore Terrace does not have a Resident Council as an example of the lack of community.

On the other hand, many service providers talked about how great the residents are and that "if you make your need known, the community is more than willing to step up and help out." They talked specifically about the older residents that had been in the community for a while and commended them for the nurturing they provide to other residents.

Community Member Data:

As the theme suggests, community members were divided regarding desires for a greater sense of community in Gilmore Terrace. Many residents described Gilmore Terrace residents as a place where "everybody keeps to themselves." When asked about a sense of community, they would reply that they didn't hang out with other residents and expressed no desire to do so.

On the other hand, many residents told the team that they know a lot of the people in Gilmore Terrace and that the community does "stick together." These residents said that "people

walk around and everyone knows each other” and that the people make Gilmore Terrace a good place to be. They spoke of instances where neighbors helped each other out and mentioned the older residents as important members of the community. They also mentioned their desire for “more community interaction, not just coming together for the kids.”

Conclusion:

Many residents were specifically named in interviews as being great assets to the community. It was often these residents who became most involved in the AOCD process out of their desire to improve their community. And while it was apparent that many residents preferred to keep to themselves, the AOCD process uncovered a desire by many residents to come together as a community.

*** The following themes were mentioned in a few interviews but lack the consistent supporting data of the preceding themes. Therefore, while the team felt it important to include all of their findings, the following two themes can be regarded as secondary themes and are only briefly discussed.***

Theme 9 – Although cuts in funding have reduced the number of services available to residents, there are still many services available to the residents of Gilmore Terrace.

“We did not have the staff to administer the programs.” – Service Provider

Team Observations:

From interactions with both community members and service providers, the team learned of many services available to residents. Team members noted that the Health Department offers diverse services but mostly relies on word-of-mouth, and it does not seem as though a lot of community members in Gilmore Terrace utilize these services. Social Services also provides many programs that could benefit the lives of community members. The team’s field notes also included

mention of other service groups, including Young Women of Purpose and the Coalition to Improve the Quality of Life in Lee County. More services were discovered as the team researched for the Sanford Service Guide (Appendix C).

Service Provider Data:

Service providers routinely lamented that they lacked funding and were understaffed and thus, unable to provide all the services they would like. SHA representatives spoke of GED classes, youth tutoring and other services that were provided in the past when there was more funding. However, they also established that there are still services available within the community. Services that were mentioned by several service providers included Sister Love (an organization that works with residents helping women to be better mothers), Get Smart (a tutorial program), and the Haven (a battered women's center).

Community Member Data:

Community members also talked about services of the past that were no longer available. Frequently mentioned were the programs that the SHA had conducted in the community center – the GED classes, a summer program for kids and tutoring services. Although they were less knowledgeable about the breadth of services available, community members confirmed the opinion of service providers that many services remain. Residents mentioned a litany of services from Christmas Joy, which provides foods and gifts for the holiday, to WorkFirst and Social Security.

Theme 10 – There is a lack of transportation options in Sanford.

“Even if you think about the sports in schools, the kids are great athletes in these communities, but they don’t have transportation.” – Service Provider

Team Observations:

The team noted that nearby Gilmore Terrace are fast food restaurants, grocery stores, drug stores and a K-Mart, but transportation would be needed to get to most. In the visits to Sanford we

did not observe a public transportation system, but a Colts shuttle was observed in the neighborhood several times. Several team members felt that transportation may be an issue for the community because it seems as though many community members do not have cars (i.e., not a lot were seen in the neighborhood).

Service Provider Data:

Service providers confirmed that there is no public transportation system in Sanford but they disagreed as to how this affects the residents of Gilmore Terrace. One service provider felt that community members found a way to get where they wanted to go. Another service provider complained that the lack of transportation meant kids could not participate in after school activities. While there is no public transit, the SHA operates two vans to transport residents, and Colts offers low-priced rides around Lee County. Service providers also mentioned that community members use taxicabs as a means of transportation, although this is an expensive option.

Community Member Data:

Community members also felt that there were not enough transportation options in Sanford. This was often mentioned in conjunction with an inability to get to work and not being able to allow their children to participate in after-school activities without transportation. However, most residents seem to have found a way to work around the situation. Because Gilmore Terrace is situated convenient to downtown, many residents said they walk most places. Others reported that they had their own car, could call someone for a ride, or used Colts.

Community Forum

The most important element of an AOCD is the community forum, an event where a selection of the themes previously discussed are presented to those in attendance. Those themes are discussed in small groups with the goal of creating action steps to address the relevant issue. The Methods section details how the discussed themes were chosen.

What happened at the forum:

The Gilmore Terrace community forum was held from 1:00 to 4:00 p.m. on Saturday, April 23, 2005, in the Church Street location of the Boys and Girls Club, formerly the Gilmore Terrace Community Center (see Appendix D for community forum materials). Residents of Gilmore Terrace, other SHA communities, and local service providers were invited to come together at the forum to discuss the strengths and challenges facing the Gilmore Terrace community. About 30 community members and 17 service providers attended the forum with their children.

The team arrived in Sanford the morning of April 23rd to pick up supplies and arrange tables, chairs and other supplies in and around the Boys and Girls Club, with the help of volunteers and Boys and Girls Club staff. In addition to the community center, two vacant Gilmore Terrace apartments were set up to be used for childcare and breakout sessions. The team and its helpers erected street barricades, hung signs, inflated and arranged balloons and set up a welcome table on the front porch of the Boys and Girls Club. As community members and service providers arrived, they were greeted by members of the team and planning committee and were each given a nametag, folder of information (including the forum agenda, list of themes, resource guide, Resident Council interest form, Boys and Girls Club application, evaluation form, AOCD document order form and donor list) and entered in the raffle. As guests arrived and were seated in the main room, a PowerPoint presentation of photographs of Gilmore Terrace and its residents was projected in the front of the room. Children were escorted to the childcare suite.

A community member, who was also a planning committee member, introduced the team and gave opening remarks about the forum. The team emphasized the goal of the forum – the development of realistic action steps with the goal of improving of the community. The Director of the SHA then spoke to the guests about upcoming renovations in Gilmore Terrace and the process of starting a Resident Council. The team held the first raffle and described the AOCD process, then spoke about the positive aspects of the community that emerged from community member and service provider interviews, as well as the team’s observations. Next, the team described the themes that would be discussed in small groups, and guests picked their groups and were directed to their designated breakout session locations. Each small group was lead by a team member who used ORID and Force Field Analysis (empowerment education techniques) to facilitate discussion. (Please see Appendix D4 for a list of the discussion triggers and a description of ORID and Force Field Analysis.) Four of the five themes were discussed by small groups; one was eliminated due to lack of interest.

After an hour, the small groups reconvened in the main room and small group participants shared their actions steps with all the guests. The team presented some additional announcements, and guests were given time to fill out forum evaluation sheets (Appendix D5). The team thanked all its helpers and held the second raffle. Afterward, the guests moved outside to eat and socialize and had another opportunity to see the slideshow of photographs in the main room.

The evaluation forms were overwhelmingly positive, with all respondents strongly agreeing or agreeing that the meeting provided a chance to become more involved with community issues, concrete action steps were made, and they would participate in the activities related to the action steps. The evaluation form included three open-ended questions. When asked about the best things at the forum, guests wrote, “The residents getting together and being part of the plan to better the neighborhood,” “How we all came up with ideas to help our community,” “How the community

came together to solve problems,” and “Voicing our opinions publicly instead of complaining to family and friends and nothing being organized to get things building for a better community neighborhood,” among other answers. While most guests wrote nothing in the “Other Comments” section, one wrote, “Thank you for showing us we matter.”

Outcomes:

Breakout Session #1 – Lack of Established Lines of Communication

This group, comprised of a former service provider to the community, a resident of another SHA property and a member of the teaching team, discussed the fact that there currently are no established lines of communication between the SHA and residents. The action steps that the small group created more resembled goals, and due to the small number of group participants they were not asked to take individual responsibility for achieving these goals. Small group goals focused on giving SHA a vehicle to communicate with residents and allowing residents to share their concerns without the risk of retribution from their neighbors. The goals included: 1) developing a Resident Council to assist in the dissemination of information; 2) having a representative from the SHA to work directly with community members; 3) establishing an anonymous hotline for residents to report issues to the SHA and 4) creating a newsletter to be published by the SHA to help inform residents as to what changes are occurring in their neighborhood.

Breakout Session #2 - Lack of Space for Community Events

The group included one service provider, two community members and one former resident, and they discussed the lack of space in Gilmore Terrace to hold community events. The group generated two action steps directly related to this theme: 1) contacting the SHA to follow-up on the taking “off-line” one unit to be used for a potential community store and for community events such as a “Meet and Greet” to get to know fellow residents and decorating contests during holidays and 2) working with the SHA to start a Resident Council. The group developed three

additional action steps: 1) contacting the SHA to request trash cans to be placed around the community so people do not have to traipse through yards for a trash can nor do they have to throw trash on the ground; 2) holding a meeting to start a community watch program and 3) finding out the location, date and time of the Sanford City Council meetings and encouraging residents of Gilmore Terrace to learn how to have a voice in decisions that are made in Sanford.

Breakout Session #3 – Crime and Safety

The Crime and Safety group discussed three main issues that were perceived as safety concerns: failure of residents to report incidents, poor lighting in the neighborhood and cars speeding through streets where children often play. This was the largest group at the forum, including 13 community members and two service providers. The group felt that it was important for residents to be informed about where to call to report problems in Gilmore Terrace. Additionally, the group felt that broken streetlights in the neighborhood made it unsafe to walk outside at night. In response to these concerns, one service provider volunteered to share a phone number with the community where residents could report problems anonymously; this service provider also committed to placing a work order to have the streetlights repaired. Finally, the group decided to pursue lobbying for speed bumps in areas where children often play. The group generated three action steps related to this effort: 1) finding out who to contact about requesting the speed bumps; 2) organizing a letter-writing campaign to appeal to decision-makers and 3) creating a petition asking the city for speed bumps and, subsequently, obtaining signatures from other concerned community members. Several community members volunteered to spearhead efforts to improve safety in Gilmore Terrace, and contact information for these volunteers was collected to share with the larger community.

Breakout Session #4 – Youth Activities and Childcare

The group discussed the lack of childcare and after-school activities available to residents of Gilmore Terrace and involved four community members and one service provider. In order to build a network of residents that could help each other with childcare two action steps were formulated: 1) forming a committee of interested mothers to get to know each other and develop a schedule of different times people are available to watch kids and 2) involving other community residents by holding neighborhood meetings that are fun and where food would be served. A member of the breakout group worked for the Boys and Girls Club and told the group about available scholarships. Two action steps were developed in regards to the Boys and Girls Club: 1) filling out an application and applying for one of the scholarships and 2) volunteering at the Boys and Girls Club to make it a part of the community. Additionally the group discussed other childcare services in the area and came up with an action step: calling area services that provide free childcare and adding their name on the list. Three of the community members in the session volunteered to spearhead these efforts.



Methods

Windshield Tour & Gaining Entrée

An AOCD usually begins with a “windshield tour,” an informal drive or walk that introduces a team to the community. Because Gilmore Terrace is a small geographic community of three streets, the first introduction to Gilmore Terrace was a walking tour on a rainy, gray day in late September of 2004. The team briefly met the preceptor who energetically welcomed the team to Gilmore Terrace. Due to an emergency, the preceptor left after introducing the team to the designated community preceptors. The community preceptors lived in Gilmore Terrace, and the team’s preceptor felt that they would be of immense help to the student team in their efforts to gain entrée into the community. Unfortunately, one of the two community members left the community in October, and the team was left with only one community preceptor after this initial meeting.

The community preceptors walked the team members from the community center at the north end of James Street, past the playground on the southern end of the community and looped around on Walden Street and then Harrington Street (Appendix E). While the team and preceptors walked, the team asked numerous questions and generally observed the surroundings. The team also drove around downtown Sanford and the areas surrounding Gilmore Terrace to gain a better sense of the larger community.

The team initially hoped to attend community events as a way of gaining entrée in the community; however, the team quickly discovered that community events were rare and often planned at the last minute. As a result, entrée came through personal introductions to members of the social networks of both the preceptor and the community preceptor. The team’s windshield tour and entrée to Gilmore Terrace was documented in field notes and analysis of this material was included in the preceding themes section.

Secondary Data

Data Collection:

Although an AOCD is primarily concerned with qualitative data collected from members of the community, secondary data is a valuable supplement that provides relatively objective information on history, context and health indicators. Early in the AOCD process, the team identified important types of secondary data that should be collected. Each group member was responsible for collecting information on one of the following topics: history of Lee County, Sanford and Gilmore Terrace; the Department of Housing and Urban Development and the SHA; census data; health information; crime statistics in Sanford and Gilmore Terrace and maps of the Gilmore Terrace area. The sources used to collect this information included Lee County organizations (Lee County Health Department, Sanford Police Department, Sanford Area Chamber of Commerce, SHA), the United States Census Bureau web pages, the Sanford Herald newspaper archives and targeted Internet searches.

Data Analysis:

Each team member compiled a summary on the research they collected, and one team member assumed the responsibility of identifying important themes in secondary data. The background section of this document provides information on Lee County, the Department of Housing and Urban Development, the SHA, and the history and current status of Gilmore Terrace.

Primary Data

The most important element of an AOCD is collecting primary data regarding community member and service provider perceptions of the strengths and needs of the community through focus groups and individual interviews. This is the heart of the AOCD, and hence, considerable effort was made to insure that data collection and analysis was rigorous as well as ethical. The team interviewed 17 service providers and 10 community members. In addition to interviews, the team

recorded field notes on all experiences in Sanford and administered a confidential demographic survey of the Gilmore Terrace residents. While the team initially planned to conduct focus groups, they were deemed infeasible due to the lack of sufficient space, small number of residents and the difficulty of scheduling interviews for multiple community members. All materials and processes described in the section following were approved by the University of North Carolina Institutional Review Board (IRB) (see Appendix F for forms and Appendix G for approval letters).

Interviews:

Development of Interview and Focus Group Guides:

The interview and focus group guides were tailored from past AOCD materials to be appropriate for the Gilmore Terrace community. The community member guide focused on asking residents about their perceptions of the community's strengths and needs; the service provider guide focused on services provided by the organization as well as the perceived strengths and needs of Gilmore Terrace. The service provider guide was pre-tested with the community preceptor, a former SHA employee, and the community member guide was pre-tested with the team's community preceptor. Most questions were well received; however, the team noted verbal and nonverbal cues to problematic questions. Questions that were difficult to answer were revised. Both interviewees provided guidance on making certain questions more specific or general as well as offering suggestions on important missing topics.

Recruitment of Residents and Service Providers:

The preliminary round of community interviews were conducted with residents introduced to the team by the community preceptor. The community preceptor received permission for the team to contact neighbors, and interviews were then scheduled and conducted. At the end of each interview, the team asked the community member if they could recommend additional interviewees, and if yes, would they ask permission for the team to contact him or her. Almost all of these

individuals eagerly contacted friends in the neighborhood who agreed to be interviewed. At this point, the team realized that all of the community interviews were with residents residing on one street in Gilmore Terrace. The team's preceptor agreed to help the team contact individuals living on Walden Street, as she knew many residents from her past employment with the SHA. If the community member agreed to be interviewed, the team members introduced themselves and asked for a phone number to call back and schedule an interview.

Early in the process, the preceptor provided the team with a list of service providers who she felt would be helpful to the team in conducting the AOCD. Additionally, the team added to the list by brainstorming about organizations whose perspectives should be included. As the team began to conduct community interviews, individuals, organizations or services that were mentioned by Gilmore Terrace residents were also added to the interview list. One team member was given the task of calling service providers, explaining the AOCD process and scheduling interviews. As with community members, service providers were also asked to recommend other interviewees. If the individuals recommended were not publicly listed, the recommending service provider made initial contact to gain permission for the team to call to request an interview.

Data Collection:

Two team members were present at each interview. One team member was the designated interviewer, and the other was the note taker. To address varying levels of literacy, the consent form was reviewed orally with the participants, including the purpose of the AOCD process and the interview, the risks and benefits of being interviewed, the confidentiality of all information collected, and the interviewees right to stop the interview at any time. The interviewee was asked to review the consent form and sign if they agreed to participate (Appendix F). The team answered any questions related to consent and gave the participant a copy of the consent form. At this point, the interviewer asked for permission to tape the conversation to ensure accurate data collection.

The interview guides were the foundation of all interviews; however, team members included additional related probes to tailor the interview to particular community members or service providers (Appendix F). The interviews usually lasted less than one hour. Within a week of the interview, the interviewing pair sent a thank you note to the community member or service provider.

Analysis of Data:

After the interview, the data was transcribed, coded and analyzed. The team did not transcribe notes verbatim; however, the note taker typed the notes taken during the interview and listened to the tape recording, extracting notable quotes and ensuring that all main points were included accurately in the notes. A two-column Word document was used; one column contained interview statements and the other column was designated for codes. The interview tape was stored in a locked file cabinet at the School of Public Health to be erased at the culmination of the AOCD.

The team designated two Master Coders, one who coded all service provider interviews and one who coded all community member interviews. The Master Coders also created the initial code sheet based on the first four interviews conducted (see Appendix H for domains used during the coding process). As the interview process progressed, the Master Coders modified and added codes based on feedback from the team and data that emerged from the interviews.

Both the interviewer and one Master Coder independently coded each interview. The two Master Coders worked together to resolve discrepancies in coding, consulting the interviewer and note taker if necessary. Coded interview segments were transferred to an Excel spreadsheet, which was organized by coding category (each coding category had its own worksheet.) The Master Coders analyzed data by category to determine themes, identifying statements made by numerous interviewees (see Appendix I for a complete list of themes).

Participant Observation and Field Notes:

The team observed and recorded field notes on all experiences in the community. At the beginning of the AOCD process, the team visited Gilmore Terrace for a windshield tour, occasionally dropped by Gilmore Terrace to say hello to the community preceptor, visited the preceptor at her restaurant and stopped in at key service organizations. As mentioned earlier, the team had difficulty participating in community events because of a lack of knowledge about events occurring and because very few events were planned in the community. When the interviewing stage began, the team took field notes on interviews and general interactions when visiting the community. Each team member coded their own field notes and submitted that information to the Master Coders. The Master Coders reviewed all coding, transferred coded excerpts into Excel worksheets and identified themes based on repeated perceptions and thoughts.

Photo Project:

In addition to interviewing and observing, the team took photographs of Gilmore Terrace residents. One team member, who was principally responsible for this endeavor, found that taking photographs facilitated entrée into the community. The team member approached community members who were outside of their homes and ask if she could take their picture. If the individual agreed, the team member would explain the project and ask the individual to read the acknowledgement form and sign to indicate consent. If the team member wanted to take a photograph of a child, both the child and the parent/guardian were asked to provide consent (see Appendices F11, F12 & F13 for all IRB forms related to the photo project). The photographs were presented as a slideshow during the community forum.

Planning the Community Forum

The culmination of the AOCD process is a community forum, where the team presents the findings of their research and engages the community in a proactive discussion on strategies to

improve community well being. In order to ensure that the forum is an accurate reflection of community issues, community members as well as service providers are involved in the planning process. At the end of each interview, the team asked for suggestions on how to make the forum successful, including appropriate times and people to involve. The team also asked if the interviewee would be interested in helping to plan the forum or attend the event.

Four community members and seven service providers attended at least one of the three planning meetings held in the weeks prior to the April 23, 2005 community forum. Three community members as well as two representatives from the SHA, one representative from the Gilmore Terrace Boys and Girls Club and the team's preceptor were active members of the committee. The first meeting was concerned primarily with explaining the purpose of the forum, selecting the time and sharing advice on a variety of logistical issues (i.e. food, activities for children, invitations, etc). During the second meeting the committee reviewed the ten themes identified through the research and picked the five themes that would be discussed at the forum. Committee members were asked to consider importance and changeability of the issues described in each theme when making their decisions. After some discussion, the group chose to combine the theme "lack of after school activities" with "lack of affordable childcare options" and the theme of "the desire for more skills and training" with "the difficulty of finding opportunities for community service." In the final meeting, the group reviewed logistics and the responsibilities of individual members of the planning committee.

In order to promote the forum, a community member from the planning committee distributed fliers to every unit in Gilmore Terrace. This was completed one week before the forum as well as the day before the forum. A flyer was also posted at the central community mailbox. The team sent invitations to all service providers and other influential members of the community who

had expressed interest in the project. Team members made reminder phone calls to key service providers on the Monday preceding the forum.

Door prizes and a community meal were made possible by seeking donations from local businesses (see Appendix D8).

Limitations

The AOCD team identified several limitations of the process and resulting research. First, the team was only able to interview ten of the approximately 54 adult residents of Gilmore Terrace. As mentioned earlier, the team primarily gained entrée through introductions within the community preceptor's social network. Once these contacts were exhausted, the team struggled with engaging and finding other residents to interview. Additionally, some individuals refused to be interviewed and others did not show-up for their scheduled interview. In essence, the team was still gaining entrée and acceptance throughout the entire process.

The youth perspective is also largely missing from the research collected. Although the team interacted with children on visits to Gilmore Terrace, and adults certainly discussed the needs of youth, the team decided that interviews or focus groups with youth were not logistically feasible. In retrospect, the team realizes that more of an attempt should have been made to conduct a youth focus group. Because of the small number of residents interviewed and the lack of youth voices, the data is not likely representative of all who live in Gilmore Terrace.

Finally, because interviews were structured with an interview guide, the questions asked greatly determined the issues discussed and themes that emerged.



Recommendations and Conclusions

The residents of Gilmore Terrace are the community's most valuable assets. The forum facilitated bringing residents together for fellowship and progress. During interviews, numerous residents expressed frustration with the lack of community commitment on the part of many residents. However, the forum served as a vehicle for residents to discover that many individuals in Gilmore Terrace are motivated to build a stronger and safer community. At the forum, residents formed four groups to discuss an issue in-depth and create action steps to address this issue. A week and a half after the forum, the team distributed a list of these action steps to everyone in the community and included contact information for the individuals coordinating the specific action step (Appendix D9 & D10).

The most important and feasible action step proposed was to **create a Resident Council**. Two groups at the forum suggested this as an action step. The Resident Council was also regarded by the forum planning committee as a means to enhance communication between residents and the SHA and as a way to address other issues that arise in Gilmore Terrace. The support of the SHA is critical to the creation and sustainability of the residents' council. At the minimum, residents will need assistance to initiate the process.

In addition to the Resident Council, a **designated space for community events** would help to continue building unity and cohesion among residents of Gilmore Terrace. Taking a unit "off-line" to use for community events was identified as an action step at the forum, and the Executive Director of the SHA offered this option at a planning meeting. Residents have expressed interest in utilizing the unit as a gathering space and venue to house a "community store," selling snacks and other food items. The availability of such a space is essential to continuing the sense of community togetherness that was generated at the forum.

While the Boys and Girls Club's moving into the existing community center eliminated space for community events, it also offers a unique opportunity for the children of Gilmore Terrace. In response to community concerns that the center was not available to many children because of membership costs, the head of the Gilmore Terrace Boys and Girls Club secured an additional 50 summer scholarships (free tuition) for children living in the complex. It is important that residents take advantage of this offer by registering their children. Additionally, the team hopes that the **Boys and Girls Club will continue to develop strategies to make the center accessible to Gilmore Terrace children past the summer months.**

The community forum was a wonderful success for both the team and the residents of Gilmore Terrace. It is crucial that the enthusiasm of the event be carried forward by following through with the action steps created. The Resident Council offers the promise to foster community cohesion, communicate effectively with the SHA and respond to arising needs of the community. The team has high hopes that the residents of Gilmore Terrace and the Sanford Housing Authority collaborate to create a Resident Council that has the power and competency to address both current and future community needs.



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- U.S. Department of Housing and Urban Development. (2004). Homes & Communities. Retrieved October 16, 2004 from <http://www.hud.gov/>.

Appendix A: List of Secondary Data Sources

1. 2003 LeeCAN Report
2. Archived news articles from the Sanford Herald
3. Area Connect
4. Chamber of Commerce Fact Sheet
5. San Diego Housing Commission
6. State Library of North Carolina
7. U.S. Census, 2005
8. U.S. Department of Housing and Urban Development

Note: A full citation for each source can be found on the reference list.

Appendix B: List of Interviewees

Participant Identification Code	Sex	Role in the Community
CM01	Female	Community Member
CM02	Female	Community Member
CM03	Female	Community Member
CM04	Female	Community Member
CM05	Female	Community Member
CM06	Female	Community Member
CM07	Female	Community Member
CM08	Male	Community Member
CM09	Female	Community Member
CM10	Female	Community Member
SP01	Female	Service Provider
SP02	Male	Service Provider
SP03	Female	Service Provider
SP04	Female	Service Provider
SP05	Male	Service Provider
SP06	Male	Service Provider
SP07	Male	Service Provider
SP08	Female	Service Provider
SP09	Male	Service Provider
SP10	Male	Service Provider
SP11	Female	Service Provider
SP12	Female	Service Provider
SP13	Male	Service Provider
SP14	Female	Service Provider
SP15	Female	Service Provider
SP16	Male	Service Provider
SP17	Female	Service Provider

Appendix C: Resource Guide

	Name of Organization	Service Provided	Cost	Contact Info
Children / Youth	Brick City Child Care Resource and Referral	Free childcare referrals and resources on parenting issue	Free	776-7157 129 South Steele Street
	Johnston-Lee Headstart	Preschool for 3-4 year old kids. Transportation provided. Free breakfast; lunch and dental care. Apply early because classes fill up.	Free	776-6831 226 Linden Ave 717 Goldston Ave
	Lee County YMCA	Early arrival /after school program and summer day camp.	Sliding scale	777-9622 1518 S. Horner Blvd.
	UCP Stepping Stones Learning Center	Developmental day care for kids with and without special needs	Sliding scale	708-5599 1550 Kelly Drive
	Boy Scouts	Recreational and service activities for boys under age 21	\$7 per year	1-800-662-7102
	Girl Scouts	Recreational and service activities for girls age 5-17	\$7 per year	776-6519
	Boys and Girl Club	Childcare and activities for kids ages 6-18. Scholarships available	\$25 per year	776-3525
	Floyd L. Knight School	School for developmentally challenged students	Free	774-4634
	Parents as Teachers	Helps parents of children under age 3 add to their knowledge of child development	Free	774-9496 129 S. Steele St.
	Get Smart	Tutorial and personal development program for youth	Free	776-6119
	Hillcrest Youth Center	Temporary, emergency shelter for youth age 10-17 who are in crisis	No Fees	718-4650 112 Hillcrest Dr
	Lee County Parks and Rec	Youth (and adult) athletics	Fees vary by activity	775-2107 225 S. Steele St.
National Youth Sports Program	Activities for youth. Transportation provided. Free breakfast and lunch. Free medical exam	Free	718-7230 1105 Kelly Dr.	
Jobs / Educ	Employment Security Commission / Lee County Joblink Center	Career and employment information; job referral. Career resource center with computers, fax machines, and internet.	Free	775-2241 1909 Lee Ave
	Central Carolina Community College	Many educational programs. GED, continuing ed, etc. Financial aid available.	Varies	775-5401 1105 Kelly Dr.
	Lee County Industries, Inc	Helping with job opportunities for people with disabilities and other barriers to employment		775-3439 2711 Tramway Road

	Name of Organization	Service Provided	Cost	Contact Info
SHA	Brick City Capital Community Development Corporation	Housing counseling (budgeting / fixing credit) and Affordable housing		775-2300 403 West Makepeace St.
	Habitat for Humanity	Build homes for families who qualify	Monthly house payments	774-7779
	Sanford Housing Authority and Section 8	Public housing for low income, disabled, and elderly. Rental assistance.		Housing– 776-7655 Section 8 – 774-6212
Medical / Dental	Lee-Chatham Children’s Dental Clinic	Affordable community dental clinic for kids	Sliding scale	776-3133 133 S. Horner Blvd. Suite #2
	Lee County Public Health Dept.	Variety of health related services for the whole family (medical exams, dental clinic, immunizations, etc.)	Sliding scale	718-4640 106 Hillcrest Dr.
	NC Family Health Resource Line	Staff answers questions and provides info on health topics. Provide referrals	Free	1-800-367-2229 TTY – 1-800-976-1922
	Reach Out Crisis Pregnancy Center	Free pregnancy tests. Info on pregnancy, abortion, and adoption. Donations of maternity and baby clothes, baby supplies, and baby furniture.	Free	(919) 898-2923 1565 Gulf Rd. Suite B Gulf, NC
	Helping Hand Clinic	Medical care for those in need of immediate care and don’t have insurance	Free	776-4359 507 N. Steele St.
Seniors	Lee County Senior Services	Different services and activities for senior	Varies	776-0501 Enrichment Center – 1615 S. 3 rd St.
	Meals on Wheels	Hot meals delivered to homebound seniors	Varies	776-0501
	Social Security	Monthly benefits, Medicare, and SSI assistance	Free	775-1033 1013 Spring Lane
Alcohol	Al Anon	Self help group for all people who care about someone who abuses alcohol	Free	776-5522 319 N. Moore St.
	Alcoholics Anonymous	Self help groups for those who want to quit drinking or improve knowledge about disease of alcoholism.	Free	776-5522 319 N. Moore St.

Miscellaneous

	Name of Organization	Service Provided	Cost	Contact Info
	Bread Basket	Hot meal served Monday through Friday	Free	138 E. Chisolm St.
	Colts	Local transportation Monday-Friday	Varies	776-7201 1615 S. Third St.
	Haven of Lee County	24 hour crisis interventions, emergency shelter, support groups, court advocacy, etc.	Free	774-8923 310 N. Steele St
	Lee County Library	Check out books, videos, records, and cds	Free	774-6045 107 Hawkins Ave
	Lee County Department of Social Services	Workfirst – Temporary assistance for needy families Employment Services – Job training, education, placement Medicaid – Helps families with medical bills NC Health Choice – Health insurance for kids Food Stamps – Helps with purchasing of food Child Support Enforcement – helps collect payments Crisis Intervention – For heating or cooling emergency Energy Assistance – Helps cover cost of heating Child Services – Child care subsidies, foster care, etc. Adult Services – in-home aide, long term care Aid to Blind – Help get eye exams and glasses	Free (unless a mandated fee)	718-4690 530 Carthage Street

Appendix D1: Forum Flyer

Please Join Us ...

For a community **meeting + meal** at Gilmore Terrace
on Saturday, April 23 from 1 to 4.



**FOOD &
PRIZES**

The Gilmore Terrace student team from UNC-Chapel Hill will share the results of their research in the community and small group discussions will follow.

The meeting will take place on the lawn of the Gilmore Terrace Public Housing Complex (200 Church St.)

Childcare will be provided.

For more information or directions, please contact Emily at 919-360-7810 or ejohnson@unc.edu.



Appendix D2: Forum Agenda

Gilmore Terrace Community Forum Schedule

April 23, 2005
1:00-4:00pm

1:00 - 1:15 Welcome to the Gilmore Terrace Community Forum.
Please take some time to meet your neighbors!

1:15 - 1:20 Introduction
Takiyah Lovett, Gilmore Terrace Community Resident
Bianca Briola, UNC-Chapel Hill Student Team Member

1:20 - 1:30 Presentation about Resident's Council and
Renovations
Sanford Housing Authority

----- RAFFLE -----

1:35 - 1:45 What is an AOCD?
Emily Johnson, UNC-Chapel Hill Student Team Member

1:45 - 1:50 Community Strengths
Bithiah Lafontant, UNC-Chapel Hill Student Team Member

1:50 - 2:00 Presentation of Themes
Julie Bower, UNC-Chapel Hill Student Team Member
Tara Wilson, UNC-Chapel Hill Student Team Member

----- BREAK INTO SMALL GROUPS -----

2:00 - 3:00 Breakout Sessions

3:00 - 3:20 Regroup and Share Action Steps

3:20 - 3:30 Announcements
Laura Kruczynski, UNC-Chapel Hill Student Team Member

----- RAFFLE -----

3:30 - 4:00 Let's celebrate! (Food and Social Time)

Topics for Breakout Sessions

Gilmore Terrace Community Forum

April 23, 2005

1:00-4:00pm

1. Communication and Sharing of Information (between Housing Authority and Gilmore Terrace Residents)
2. Lack of Space for Community Events
3. Crime and Safety
4. Job Training and Community Service
5. Youth Activities and Childcare



Appendix D4: List of Triggers

Empowerment Education Techniques:

ORID: A discussion method that uses a series of questions to explore an issue by discussing the facts of the trigger (Objective), the participants' emotional responses (Reflective), the meaning and significance of what is occurring in the trigger (Interpretive) and what can be done to address the issue (Decisional).

Force Field Analysis: A method for listing, discussing and evaluating the various forces helping or hindering a proposed change within the community. This method is used to help clarify goals and develop feasible action steps.

Theme 1: There is a lack of established lines of communication between the residents of Gilmore Terrace and the Housing Authority.

Trigger:

“In the 30 years that I have been working for Housing we have never had a remodeling project this large. Now we will be able to fix up all of our units in the area. I think we are going to start with new heating and cooling, new kitchen cabinets and maybe even new windows and doors this month. I think that we are going to be able to do some great things for the neighborhood and I know that the residents are excited to have fancy upgrades.”

“I’ve been living in this neighborhood for 5 years now and nothing ever changes. I heard that other neighborhoods may be getting new doors, but I know that will never happen here. I have been wanting to complain...what does it take to get a new heater in this house? My electricity bills are so high because I have such an old furnace. Imagine how big those bills will be next winter.”

Discussion Technique: ORID and Force Field Analysis

Theme 2: Because the neighborhood community center has been rented out to the Boys and Girls club, residents of Gilmore Terrace do not have an official location to gather and hold community events.

Trigger:

“We had a center – now it is someone else’s. That is where we had things like Halloween and Christmas parties. Give us back our rec center and basketball court. Give us something back. To sell that center, to take it away from the community, that was wrong. Without the center there is nothing.”

“We were real upset about the Center and we weren’t going to send our kids to the Boys and Girls Club. Someone told us that is not how you overcome a problem. They said as long as someone is willing to open it up to utilize it, don’t punish the kids. Let them go to the Center – at least now it is open. They took another road to open it, but let the children enjoy it. Eventually we let the kids go and sign-up.”

Discussion Technique: ORID and Force Field Analysis

Theme 3: Gilmore Terrace and the surrounding areas have higher rates of crime than other areas of Sanford. The area's crime is often attributed, not the residents themselves, but to nonresidents.

Trigger:

“Gilmore Terrace is a tough neighborhood. To tell you the truth, it's been kind of bad at times. The problem is not the people within the circle, it's the ones on the outside of the circle that are causing some problems. The good news is though, it has been improving. The police cleared a lot of it out, but it could still be safer. I always tell people: ‘Don't let the outsiders take your community. This is your home.’”

Discussion Technique: ORID and Force Field Analysis

Theme 4: Both community members and service providers desire that residents have more opportunities to gain training and skills that could help them gain employment. Community members that need to fulfill community service requirements sometimes have a hard time finding opportunities to serve their community.

Trigger Questions:

1. What issue in this theme is most important to you?
2. What is the current situation?

Discussion Technique: Force Field Analysis

Theme 5: There are concerns by both community members and service providers that there is a lack of childcare and after-school activities that are affordable and easily accessible to youth and their parents.

Trigger Questions:

1. What is the issue being talked about in this theme?
2. How do you feel thinking about this issue?
3. How does this relate to your life?
4. Why is it important that there are affordable and accessible activities?
5. What changes are needed?

Discussion Technique: Force Field Analysis

Gilmore Terrace Forum Evaluation Form

1. I feel that this meeting has provided me with a chance to become more involved with issues that I am concerned with.

Strongly Agree Agree Disagree Strongly Disagree

2. I feel that concrete action steps have been made to make progress on issues that I am concerned with.

Strongly Agree Agree Disagree Strongly Disagree

3. In the future, I will participate in an activity or project to address one of the issues we discussed today.

Strongly Agree Agree Disagree Strongly Disagree

4. What were the best things about this forum?

5. How could the forum have been better?

6. Other Comments:

Thank You!

Appendix D6: Comments from Community Forum Evaluations

What were the best things about this forum?

“The residents getting together and being part of the plan to better the neighborhood.”

“Everything was good.”

“We all came up with different answers.”

“Meeting all the interested people in my community.”

“People speaking out about our community.”

“How the community came together to solve problems.”

“Voicing our opinions publicly, instead of complaining to family and friends and nothing being organized to get things building for a better community neighborhood.”

“Seeing the people care about where they live.”

“How we all came up with ideas to help our community.”

“Thank you for showing us we matter.”

Appendix D7: Solicitation Letter

March, 2005

Dear Friend,

On April 23, 2005, the Gilmore Terrace community will be holding a community forum and neighborhood celebration. With the assistance of a field team from the University of North Carolina at Chapel Hill School of Public Health and other community organizations, the Gilmore Terrace community has planned an exciting day for their residents and their service providers.

We are currently soliciting donations from local businesses to help make the forum a success. In the past, donations have been made in the form of cash, gift certificates, entertainment, food, and items that can be used as door prizes. The donated items will be used for the sole purpose of planning and conducting the community forum and neighborhood celebration.

We would greatly appreciate your assistance in our efforts to host a fun and exciting community event. Individuals and businesses that donate items will receive public recognition for their generosity at the forum. We will also furnish you with a letter thanking you for your donation, which will also serve as your receipt for tax purposes. Without your support, we would not be able to make the forum a great success, as it has been in other communities in North Carolina.

If you have any questions regarding these fundraising efforts, please do not hesitate to contact Bianca at (919) 491-1579 or Email: Gilmoreterrace_unc@yahoo.com. Thank you again for your interest and support. We appreciate your assistance in making the Gilmore Terrace Community Forum a great success.

Sincerely,

Bianca Briola
Julie Bower
Emily Johnson
Laura Kruczynski
Bithiah Lafontant
Tara Wilson

Gilmore Terrace Field Team

Items that are needed: * Monetary donations are appreciated to defray the cost of items that are not donated

Decorations	Child entertainment services (clown/balloon artist, etc)
Food	Tables (to borrow)
Door prizes (gift certificates, cash, toys, etc.)	Large Tent (to borrow)
Plates, Napkins, Cups, Plasticware	Grills (to borrow)
Newspaper/Television/Radio advertisement space/time	Speaker/amplification system (to borrow)
DJ services	

Appendix D8: Donor List

Special Thanks to Our Donors...



**COASTAL FEDERAL
CREDIT UNION**
SANFORD, NC

SANDRA'S BAKERY

Sanford, NC

Tree of Life Christian Book Store

Sanford, NC



Sanford, NC

Myrtles Tyrtles Candy Shoppe

Sanford, NC



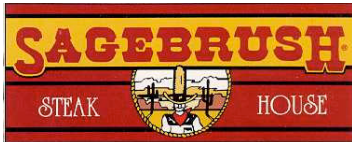
Sanford, NC



Sanford, NC

**Horton Funeral
Home**

Sanford, NC



Sanford, NC



**HAIR PROS BY
SHEILA RAY**

Sanford, NC

Sanford, NC



Sanford, NC



Sanford, NC



Sanford, NC

KERR DRUG

Raleigh, NC



**WICKER STREET
GALLERY**

Sanford, NC

Ellis Family Denistry

Chapel Hill, NC

**SPRING LANE
CINEMAS**

Sanford, NC

FOOD LION

Sanford, NC

Dr. Hathaway, DDS.

Sanford, NC



SONIC DRIVE-IN

Sanford, NC

Please patronize these generous businesses!

Appendix D9: Gilmore Terrace Community Forum Action Steps

Communication and Sharing of Information (between the SHA and Gilmore Terrace Residents)

- ↯ Residents Council
 - Encourage people to sign up
 - Ask SHA for formal training
 - Ask SHA to promote the council
- ↯ Representative to Community from SHA or from Gilmore Terrace
 - Call SHA to see if this is possible
 - Choose a representative that residents trust
- ↯ Establish an anonymous Hotline at SHA
 - Ask SHA if it is possible to establish
 - Encourage people to call SHA and leave a message
 - Start a petition for a hotline
- ↯ Newsletter from SHA
 - Make sure quarterly newsletter is going out
 - Get community input for newsletter
 - Organize meeting for newsletter staff to meet community

Lack of Space for Community Events

- ↯ Start a community watch program
 - A community member will set first meeting and call residents to attend
- ↯ Get a unit off-line for community to use for events
 - A community member will call SHA to talk about extra unit
 - Use unit for events and possible community store
 - Hold decorating competitions
 - Hold meet and greet activities to get to know neighbors
- ↯ Get trash cans for the community
 - A community member will call SHA to ask about more trash cans
- ↯ Start a Residents Council
 - A community member is willing to help with this
- ↯ Go to city council meetings
 - Find out when they are and where they are held

Crime and Safety

- ↯ Report people who speed through the neighborhood, nonresidents that are hanging around on your property or that you see causing trouble
 - A service provider will get the phone number to call
- ↯ Improve lighting
 - A service provider will have maintenance repair lights that are out
- ↯ Go through the city to get speed bumps installed
 - A community member will find out where to send letters and who to call
 - Residents will write letters and make phone calls to city
 - A petition will circulate in the community to lobby for speed bumps

Youth Activities and Childcare

- ↯ Interested parents will fill out applications for the Boys and Girls Club
- ↯ Parents can volunteer at Boys and Girls Club
- ↯ Call area services who provide free childcare
- ↯ More fun integrated into in meetings, activities, food
- ↯ Form a committee in the Residents Council to work on childcare and food

Appendix D10: Forum Follow-up Flyer

GET INVOLVED in GILMORE TERRACE!!!

**DO YOU WANT TO BE A PART OF THE GILMORE TERRACE
RESIDENT COUNCIL?**

If so, contact the **SANFORD HOUSING AUTHORITY** at 776-7655.

WHAT ELSE CAN YOU DO???

LOOK for more information about the first meeting!

TALK to your neighbors about getting involved!

IDEAS!!!!

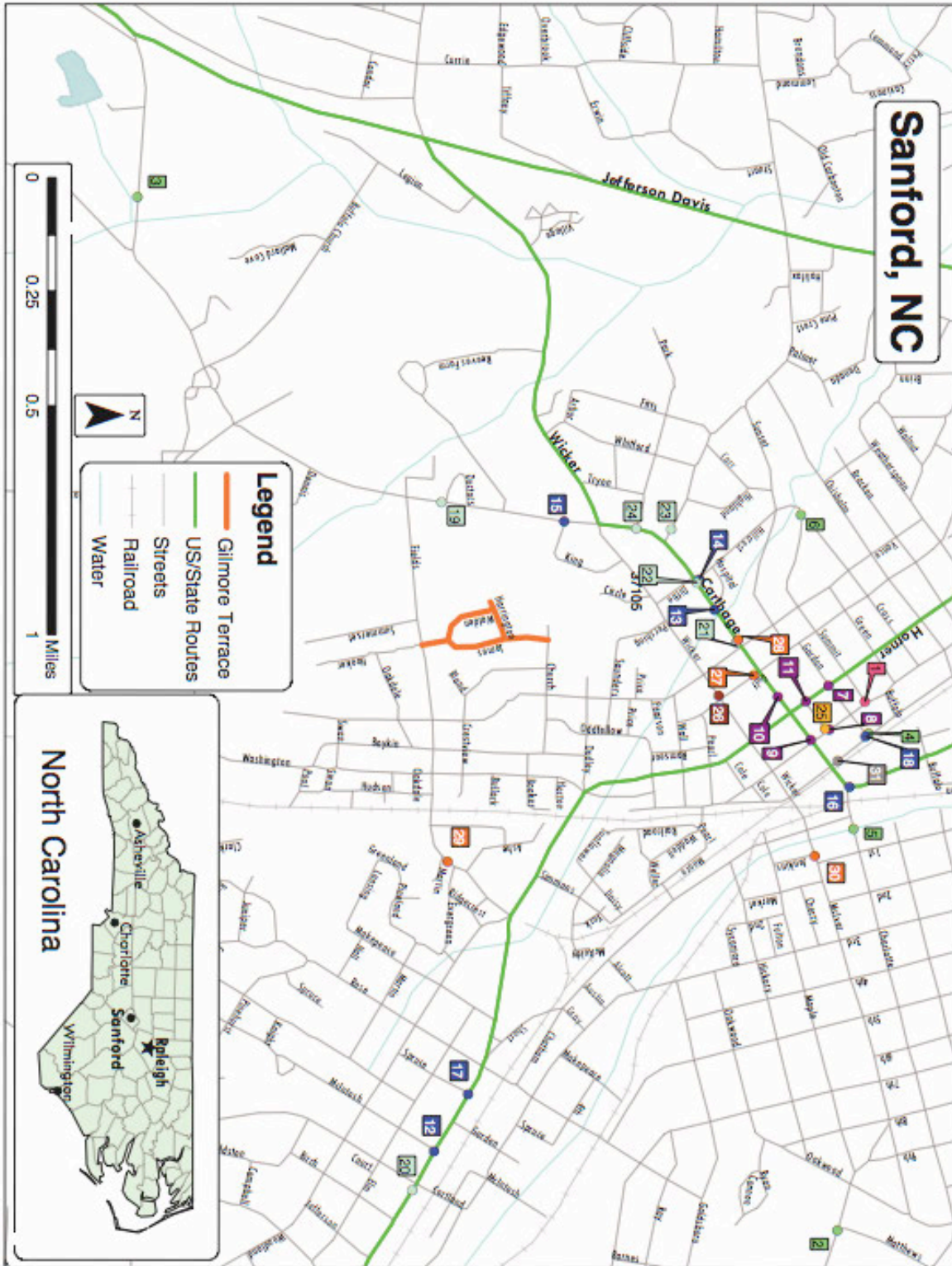
Here are **IDEAS** from the Community Forum held April 23rd, 2005:

- ☺ **TALK** with [REDACTED] about starting a **COMMUNITY WATCH PROGRAM!**
- ☺ **HELP** [REDACTED] and Housing to get a **unit off-line** for Gilmore Terrace events.
- ☺ **REPORT** people who speed through Gilmore Terrace or non-residents that are hanging around and causing trouble. The phone number for the Sanford Police Department is: 775-8268
- ☺ **TALK** with [REDACTED] about the **PETITION** to get speed bumps installed in Gilmore Terrace.
- ☺ **FILL-OUT** the scholarship application at the Boys and Girls Club.
Your child can go for **FREE** until September!
- ☺ **GO** to a **City Council** meeting the **FIRST** and **THIRD** Tuesdays of the month at 7pm in the Council Chambers at the Municipal Building on 225 E Weatherspoon St. **MAY meeting dates: 3rd and 17th.**
- ☺ **WORK** with [REDACTED] to get more **TRASH CANS** for Gilmore Terrace.

OTHER IDEAS...

- ☺ **SHA** will repair broken street lights.
- ☺ **CALL** area services about free childcare.
- ☺ **ESTABLISH** an anonymous hotline with SHA.
- ☺ **GET** Community member input for SHA Newsletter.
- ☺ **VOLUNTEER** at the Boys and Girls Club.

Appendix E1: Street Map of Gilmore Terrace and Surrounding Area



LEGEND

Churches

1 First Baptist Church

Education

2 Bragg Street Academy

3 Lee Christian School

4 Lee Co. Public Schools

5 Montessori School of Sanford

6 St Clair School

Financial Services

7 BB&T

8 Capital Bank

9 First Citizens Bank & Trust

10 RBC Centura Bank

11 Wachovia Bank of North Carolina

Government Services

12 Court Services

13 Social Services

14 Youth Services

15 Sanford Housing Authority

16 Lee Co Library

17 Sanford Post Office

18 Lee Co. Board of Elections

Health

19 Central Carolina Hospital

20 Community Home Care and Hospice

21 First Choice Health Care

22 Lee County Health Dept

23 Lee-Harnett Mental Health

24 Medicine Park Pharmacy

Other

25 The Sanford Herald

Retail

26 Piggly-Wiggly

Services

27 Mid-Carolina Temporary Services

28 Simpson and Simpson Real Estate

29 Emergency Food Pantry

30 Community Outreach Food Pantry

Utilities

31 ALLTEL

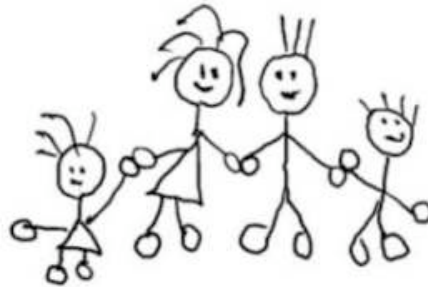
Appendix E2: Aerial View of Gilmore Terrace and Surrounding Area



Appendix F1: Community Member Interview Consent Form

Would you like to participate in an AOCD of your community?

Consent Form for Community Members of Gilmore Terrace



WHAT IS AOCD? AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social, economic, and health experiences of individuals who live in your community. The purpose is to better understand the experiences of members of your community.

WHY ARE YOU PARTICIPATING IN AOCD?

You are invited to participate because we want your ideas on your community's strengths and needs. Someone in your community identified you as a person who can talk about the views of your community as a whole.

WHAT WILL YOU BE ASKED TO DO?

You will be asked to participate in an individual interview with two team members from the UNC School of Public Health. The interview is made up of a series of questions about life in your community. An example of a general question is, "What is it like to live in your community?" There are no wrong answers or bad ideas, just different opinions. The interview will be one-time only and will take about 60 minutes of your time. If you agree to participate in the interview we will record your response on a piece of paper. Also, if you do not object, we would like to tape record the discussion to make we do not miss anything. Only members of our group will listen to the tapes. The tapes will be erased after our study is over. You can ask us to turn off the tape recorder at anytime.

If you decide to participate in this interview, you will be asked to sign an "informed consent" form. Signing the form means that you understand the purpose of the AOCD project and what you will be asked to do during the project. It also means that you understand that you can stop taking part in the project at any time you want to.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

You will have the opportunity to share your thoughts about the future of the Gilmore Terrace Community. You will not be paid to participate in this interview. There are no costs for participating in the study other than your time spent during this interview. The interview will last approximately 60 minutes.

WHAT WILL WE DO WITH THE INFORMATION THAT WE GATHER?

The team will summarize the information gathered from interviews and focus groups (small groups assembled to identify and discuss key issues in the community) and present it both written and verbally to your community.



YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL.

Any information that you provide will remain confidential. Though your name and address may be collected, it will not be used in any way in the research study or linked to your responses. It will only be used to invite you to attend the community forum.

To protect your privacy, all of the information you provide will be stored only with an identification number, not with your name. Every effort will be taken to protect the identity of the participants in this study. However, there is no guarantee that the information cannot be gotten by legal process or court order.

To ensure “confidentiality,” you can pick a made up name, if you wish, to use during the project so that nobody will see your real name connected with the study.

Information such as age and sex may be gathered during the interview. These descriptive characteristics are collected only to help summarize our data. When we report the data, all identifying information will be removed. Your responses and comments will not be linked to you. The only people with access to all data are the members of the student team and the faculty advisors. All notes and audiotapes containing your interview responses will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 when the study is over.

CAN YOU REFUSE OR STOP PARTICIPATION?

Yes. If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You are free to stop participating at any time. You can refuse to answer any questions. During the interview you may ask that the recording be stopped at any time.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?

There are minimal physical, psychological, or social risks associated with participating in this study. Although you may not experience any direct benefits, your participation may help to make things better in your community over time. Your decision to take part in this study will not influence any of the services you receive or might receive. You can say yes or no to our request.

The Public Health Institutional Review Board, Office of Human Research Ethics at the School of Public Health at UNC-Chapel-Hill has approved this project. They are a group of experts who have looked over everything the student team plans to do. This includes the questions we will ask you. Before they approved this project, they made sure that all people involved, including you, will be treated fairly and protected from harm.

WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?

This is a student project being conducted under the supervision of faculty advisor Dr. Eugenia Eng. The principal investigator is Julie Bower. The faculty advisor may be called, collect if you wish, at UNC-School of Public Health at (919)966-3909. If you would like to get in touch with Julie or any other member of the student team, please call (919)966-3919 or toll-free (866)610-8272.

If you wish to know more about the IRB process or you have questions about your rights, you can write the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics: School of Public Health, CB#7400, UNC Chapel Hill, Chapel Hill NC 27599-7400. Or call, collect if necessary, 919-966-3012.

If you are interested in participating in an interview, **please read the following agreement statement very carefully.** Then please sign and date this form and give it to one of the interviewers. You will get a copy of the form for your own records.

This project has been approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics.

Agreement Statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my interview information for the Action-Oriented Community Diagnosis.

(your signature and date)

(team member signature and date)

Thank you!



Appendix F2: Community Member Interview Guide

Introduction: Hello, my name is _____ I'm going to be leading our interview today. This is _____, who will be taking notes and helping me during our discussion. We will also be using a tape recorder to tape this interview so that we can be sure to accurately record what you are saying. We will be here about 60 minutes to talk to you about living in your community and your opinions concerning the strengths of your community and the challenges it faces. Your insights and opinions on these subjects are important, so please say what's on your mind and what you think. There are no right or wrong answers.

General Information about the Community

1. Please describe your role in Gilmore Terrace. (Probe: How long have you lived here?)
2. How did you come to live in Gilmore Terrace?
3. Describe Gilmore Terrace.
4. What are the characteristics of families living in Gilmore Terrace? (Probe: Single parent families? Older? Younger? Children? Family members living in difference units in Gilmore Terrace?)
5. How do people make money in Gilmore Terrace? (What is their source of income?)
6. How do people from Gilmore Terrace get around?
7. What do people do for fun? (Probe: What do you do for fun?)
8. Are you planning on voting or did you vote in the last election?
9. How do people of different backgrounds (ethnicities) interact within Gilmore Terrace?
10. How involved are churches in the lives of people in Gilmore Terrace? (attend church, participate in church groups) Do you go to church? If so, which one?

Assets and Needs of the Community

11. What are some of the best things about Gilmore Terrace? (resources, agencies, social gatherings/support, physical environment)
12. What do you think are the major issues/needs that Gilmore Terrace residents face? (children, income, elderly, safety, housing, disability, health, sanitation, pests)
13. Which needs do you feel are the most important for Gilmore Terrace to address?
14. What do you wish could happen for Gilmore Terrace in the next year?
15. What do you wish could happen for Gilmore Terrace in the next 5-10 years?

Problem-Solving and Decision-Making

16. What kinds of community projects have been started during your time here? How would you explain their success or lack of it?
17. If you were going to try to solve a community problem, whom would you try to involve to make it a success?
18. How do community members settle differences? (Probe: Please give me an example.)

Services and Businesses

19. What services/ programs do community members use? (Do those services come here or do residents go to them?)
20. What services/programs do community members need?
21. Where do people go to buy things like food, clothing, medicine, household items, etc?

22. Where do you go to buy things like food, clothing, medicine, household items, etc.? How do you get there?

Recommended Individuals to Interview

23. Is there anyone else whom we should speak with about the community? (service providers, residents) Are you willing to get permission for us to contact them?
- Describe the specific person or organization.
 - Why do you think their opinions and views would be helpful for us to hear?

Recommendations for Community Forum

24. We plan to conduct a forum this spring to share the information we have gathered with the Gilmore Terrace community. Would you be interested in helping us plan this event?
25. Do you have any ideas regarding how to get people to attend? (time, place, publicity)
26. Who else do you think should help us coordinate this forum?

Additional Information

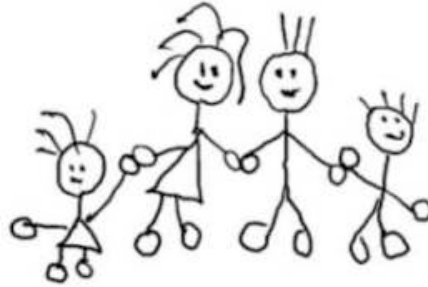
27. How long to residents typically stay in Gilmore Terrace? (Probe: Are there residents who have lived in Gilmore Terrace a long time?)
28. Is there anything else you would like to share about the community?

Thank you again for your participation.

Appendix F3: Community Member Focus Group Consent Form

Would you like to participate in an AOCD of your community?

Focus Group Fact Sheet for Gilmore Terrace Community Members



WHAT IS AOCD?

AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social, economic, and health experiences of individuals who live in your community.

WHAT WILL YOU BE ASKED TO DO?

If you decide to participate, you will be asked to participate in a 90-minute focus group, or discussion. We want to learn about your opinions and thoughts about the strengths and challenges of living in the Gilmore Terrace community. There are no wrong answers. Your participation is limited to this one focus group, and you will not be contacted for further sessions.

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

A written and verbal summary of the issues that are discussed in these focus groups and in individual interviews will be made available to community members, leaders and service providers who are interested. We hope that this information will help improve the health status of your community. You will not be paid to participate in this focus group. Refreshments may be provided to you during the focus group session.

WHAT WILL YOU RISK BY BEING IN THIS PROJECT?

The risk to you for participating is minimal. However, talking about life issues can sometimes be uncomfortable.

WILL THERE BE ANY COSTS TO YOU?

The only costs for participating in this focus group are the time and expense for traveling to and from the discussion group and the time spent during the discussion group. The focus group is expected to last approximately 90 minutes.



YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL

Participation is entirely voluntary, and you are not required to give your name or reveal any personal information. You may use a fictitious name if you wish. To respect your confidentiality and that of others, we will ask participants not to discuss the information shared in the focus group.

Information from this focus group discussion will remain anonymous because no names will be collected. Identifying information, such as age, sex, ethnicity, and number of years residing in your community, will only be used to describe the group and will not be linked to any particular thing that you or others say during the group discussion.

All notes and audiotapes containing your interview responses will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 at the conclusion of the study.

CAN YOU REFUSE OR STOP PARTICIPATION?

Taking part in this project is up to you. You can choose not to answer any question or stop taking part in the focus group at any time.

TAPE-RECORDING

It is important to accurately record the information shared during these discussions. With your permission, I will tape-record the focus group. You have the right to stop the tape-recording at any time. The tapes will be recycled or destroyed after their use for this project is complete.



WHO ARE THE PEOPLE RUNNING THIS PROJECT? HOW CAN I CALL THEM?

This is a student project being conducted under the supervision of faculty advisor Dr. Eugenia Eng. The principal investigator is Julie Bower. The faculty advisor may be called, collect if you wish, at UNC-School of Public Health at (919)966-3909. If you would like to get in touch with Julie or any other member of the student team, please call (919)966-3919 or toll-free (866)610-8272.

This study has been reviewed and approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics, a group that makes sure that study participants are treated fairly and protected from harm.

If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact -- anonymously, if you wish -- the Public Health Institutional Review Board, Office of Human Research Ethics: University of North Carolina at Chapel Hill, CB # 7400, Chapel Hill, NC 27599-7400, or by phone, collect if necessary, (919)966.3012.

AGREEMENT STATEMENT

By participating, you agree to:

- (1) keep everything that is shared in the focus group confidential and not share it with anyone outside of this focus group; AND
- (2) have the focus group tape recorded with the ability to stop the tape recording at any time.

(your signature and date)

(team member signature and date)

Thank you!



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Appendix F4: Community Member Focus Group Guide

Introduction:

Hello, my name is _____. I'm going to be leading our focus group today. This is _____, who will be taking notes and helping me during our discussion. We will also be using a tape recorder to tape this meeting so that we can be sure to accurately record what you are saying. We will be here about 90 minutes to talk with you about living in your community. We are interested in your opinions concerning the strengths of your community as well as the challenges it faces. Your insights and opinions on this subject are important, so please say what's on your mind and what you think.

Focus Group Ground Rules

Since we have a lot to cover today, we will all need to do a few things to get our jobs done:

1. Talk one at a time and in a voice at least as loud as mine.
2. We need to hear from every one of you during the discussion even though each person does not have to answer every question.
3. Feel free to respond to what has been said by talking to me or any other member of the group. It works best when we void side conversations.
4. Please keep in mind that there are no wrong answers, just difference opinions. We are looking for different points of view. So just say what is on your mind.
5. We do have a lot to cover, so you may be interrupted at some point in order to keep moving and to avoid running out of time.
6. We value your opinions, both positive and negative, and we hope you choose to express them during the discussion.
7. Everything you say in this group is to remain confidential. This means that we require that each one of you agree not to repeat anything talked about within this group to anyone outside of the group.

We ask that you do not discuss what you have heard in this room after the focus group is over. Please remember that you do not have to answer any questions that you are uncomfortable with and that there are no right or wrong answers. At this time, we will hand out a focus group confidentiality statement. If you agree with the statement, please sign the form.

1. *Start with icebreaker.*
2. What is it like living in Gilmore Terrace? *Probe: Housing, recreation activities, transportation, employment, schools, community services, access to resources and services*
3. What things do you like most about Gilmore Terrace?
4. What things do you dislike the most about Gilmore Terrace?
5. How do you think your community compares to other communities managed by the SHA (Stewart Manor, Garden Street, etc.)
6. What services and businesses do you use in and around the community? *Probe: Do you think they meet your needs?*
7. What services and businesses do you not use in and around the community? *Probe: Why don't you use these services?*

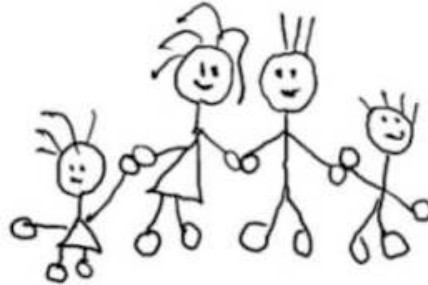
8. What are service providers like in the community? *Probe: attitude, behavior, how do they help you?*
9. What kinds of services do community members wish they had for everyone?
10. When there are problems in the community, how are they handled?
11. How do most decisions get made in Gilmore Terrace?
12. What would you tell a newcomer about Gilmore Terrace?
13. Is there anything else that you want to tell us about your community?
14. Are there people in the community who you think it is important for us to talk to about these issues?
15. We are going to be conducting a community meeting where we will present our findings and discuss them with the community. Do you have any suggestions? *Probe: place, day of the week, time of day, format, who to invite, how to publicize, who should serve on planning group.*

Thank you again for your participation.

Appendix F5: Service Provider Interview Consent Form

Would you like to participate in an AOCD of your community?

Consent Form for Gilmore Terrace Service Providers



WHAT IS AOCD? AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social, economic, and health experiences of individuals who live in your community. The purpose is to better understand the experiences of residents of Gilmore Terrace.

WHY ARE YOU PARTICIPATING IN AOCD?

You are invited to participate because we want your ideas on the strengths and needs of Gilmore Terrace. Someone in your community identified you as a person who can talk about serving the needs of Gilmore Terrace residents.

WHAT WILL YOU BE ASKED TO DO?

You will be asked to participate in an individual interview with two team members from the UNC School of Public Health. The interview is made up of a series of questions about life in Gilmore Terrace. An example of a general question is, “What are community perceptions of Gilmore Terrace?” There are no wrong answers or bad ideas, just different opinions. The interview will be one-time only and will take about 60 minutes of your time. If you agree to participate in the interview we will be recording your response on a piece of paper. Also, if you do not object we would like to tape record the discussion to make sure we do not miss anything. Only members of our group will listen to the tapes. The tapes will be erased after our study is over. You can ask us to turn off the tape recorder at any time.

If you decide to participate in this interview, you will be asked to sign an “informed consent” form. Signing the form means that you understand the purpose of the AOCD project and what you will be asked to do during the project. It also means that you understand that you can stop taking part in the project at any time you want to.



WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?

You will have the opportunity to share your thoughts about the future of the community that you serve. You will not be paid to participate in this interview. There are no costs for participating in the study other than your time spent during this interview.

WHAT WILL WE DO WITH THE INFORMATION THAT WE GATHER?

The team will summarize the information gathered from interviews and focus groups (small groups assembled to identify and discuss key issues in the community) and present it both written and verbally to the community.

YOUR PARTICIPATION IS VOLUNTARY AND CONFIDENTIAL.

To protect your privacy, any information you provide will remain confidential. All of the information you provide will be stored only with an identification number, not with your name. Though your name and address may be collected, it will not be used in any way in the research study or linked to your responses. It will only be used to invite you to attend the community forum.

Information such as age and sex may be gathered during the interview. When we report the data, all identifying information will be removed so your responses and comments will not be linked to you. The only people with access to all data are the members of the student team and the faculty advisors. All notes and audiotapes containing your interview responses will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2005 at the conclusion of the study.

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.

CAN YOU REFUSE OR STOP PARTICIPATION?

Yes. If you agree to participate in this study, please understand that your participation is voluntary (you do not have to do it). You are free to stop participating at any time. You can refuse to answer any questions. During the interview you may ask that the recording be stopped at any time.



WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?

There are minimal physical, psychological, or social risks associated with participating in this study. However one potential risk may be that if you say any bad things about the community or the services you provide in the community and that information is divulged, you may be at risk for losing your job. Such information could also affect any political career you may choose to have. We will do the best we can to protect you from this risk by keeping all data in a locked file cabinet at the School of Public Health. In addition, your name will never be attached to anything you say. Although you may not experience any direct benefits, your participation may be beneficial to community improvement efforts. Your participation will provide useful information that can be used by the community to plan and improve services available for its residents. After conducting these sessions, we will summarize our findings and present this summary both written and verbally to the community.

WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?

This is a student project being conducted under the supervision of faculty advisor Dr. Eugenia Eng.

The principal investigator is Julie Bower. The faculty advisor may be called, collect if you wish, at UNC-School of Public Health at (919)966-3909. If you would like to get in touch with Julie or any other member of the student team, please call (919)966-3919 or toll-free (866)610-8272.

If you wish to know more about the IRB process or you have questions about your rights, you can write the Public Health Institutional Review Board, Office of Human Research Ethics:
School of Public Health, CB#7400,
UNC Chapel Hill, Chapel Hill NC 27599-7400. Or call, collect if necessary, 919-966-3012.

If you are interested in participating in an interview, **please read the following agreement statement very carefully.** Then please sign and date this form and give it to one of the interviewers. You will get a copy of the form for your own records.

This project has been approved by the UNC-CH Public Health Institutional Review Board, Office of Human Research Ethics.

Agreement Statement:

By signing this consent form, I give permission to the University of North Carolina at Chapel Hill to use my interview information for the Action-Oriented Community Diagnosis.

(your signature and date)

(team member signature and date)

Thank you!



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Appendix F6: Service Provider Interview Guide

Introduction: Hello, my name is _____. I'm going to be leading our interview today. This is _____, who will be taking notes and helping me during our discussion. We'll be here about 60 minutes to talk to you about what role your group or organization has in Gilmore Terrace, and about your opinions concerning the strengths of the community and the challenges it faces. Your insights and opinions on this subject are important, so please say what's on your mind and what you think. There are no right or wrong answers.

Orientation to the Community

1. Do you live in Gilmore Terrace? If yes, for how long?
2. Do any members of your organization live in the community?
3. What are community perceptions of Gilmore Terrace?

Life in the Community

4. What do residents of Gilmore Terrace do for a living? (Where are the jobs?)
5. Is there much unemployment? What contributes to the unemployment?
6. What type of transportation is available for the community?
7. What do people do for fun?
8. How are people in the community involved in politics?
9. How do people of different races (backgrounds, cultures, ethnicities) interact within the community?
10. How would you describe the environmental conditions in Gilmore Terrace? (e.g. roads, transportation, traffic, housing, safety and hazards, air and water quality)

Assets Found in the Community

11. What are some of the best things about Gilmore Terrace (resources, agencies, human interactions, and physical environment)?
12. What are some useful skills/knowledge that individuals in Gilmore Terrace have?
13. What are some of the groups or committees that have useful skills and knowledge? What are these skills? What kind of knowledge?

Problems or Needs

14. What do you think are the major issues/problems community members face (low income, elderly, safety, housing, and health)?
15. Which problems do you feel are the most important for Gilmore Terrace to address?

Roles and Responsibilities of Service Providers

16. What types of services does your organization provide to the residents of Gilmore Terrace? (Probe: Which ones are most popular? Which are under utilized?)
17. How long has your organization been providing services to the residents of Gilmore Terrace?
18. Which groups of residents at Gilmore Terrace do you serve?
19. Are there any criteria that must be met in order to be eligible for your services? If so, what are they?
20. Who in the community is in the most need for your agency's services?

21. What barriers does your agency face in providing these services (e.g. transportation, funding)?
22. Which community needs are not met by your agency or other organizations in the community?
23. What is your source of funding?

Problem-Solving and Decision-Making

24. Is the community involved in your agency's decision making? If so, how?
25. What kinds of community projects have been undertaken during your time working with Gilmore Terrace residents? How would you explain their success or lack of it?
26. If you were going to try to solve some type of community problem, what would be the best way to get the community members involved?
27. If you were going to try to solve a community problem, whom would you try to involve to ensure success?

Recommendations for Community Forum

28. We plan to conduct a forum this spring to share the information we have gathered with the community. Would you be interested in helping us plan this event?
29. Do you have any ideas regarding how to get people to attend (time, place, and publicity)?
30. Can you think of anyone else who might be willing to help us with this event?

Additional Information

31. Is there anything else you feel that we should know about Gilmore Terrace?
32. Are there people or organizations with which you think we should speak that you would be willing to gain permission for our team to contact?

Thank you again for your participation.

Appendix F7: Youth Assent Form for Youth Focus Group



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What is this project about?

We are students from UNC-Chapel Hill School of Public Health in the Department of Health Behavior and Health Education. One of the things we learn is how to work with a community to identify its strengths, needs, and future directions for promoting health and well being. As part of our research project we would like to speak with you because we want to know how young people see Gilmore Terrace. What you think is important to this process. We want to learn about the things that go on in your daily life, the things you like about living in Gilmore Terrace and the things you would like to change.

The information we get will be put together and shared with the community in a written document. No names or information about the people in this focus group will be included. We will also present this information to the community at a public forum in the spring. We will get in touch with you in the spring to invite you to that forum. The goal of the written document and the public forum is to provide possible ideas of ways to address the concerns of the Gilmore Terrace community. Please know that whether or not you participate will not affect any services you or the community receives.

What is a focus group and what will I be asked to do?

A focus group is a discussion. It is a discussion that will take place in a group with other people your age and will be lead by a member of the student team. The focus group will last about 90 minutes. You will be asked about your thoughts, feelings and what it is like to live in the Gilmore Terrace community. Everything you share is very important to us. We would like to take notes and tape record the discussion so we do not miss anything. We want each person to participate in the discussion, but you can skip any questions you feel funny about answering. We would like everyone to be here until the end, but you are free to leave at any time.

Some things we might ask are:

- What are some of the things you like most about living in Gilmore Terrace?
- What are some of the hardest things that youth face living in Gilmore Terrace?
- What are some things you do for fun?

You can ask us to stop the tape recorder at any time. The tapes will be kept in a locked file cabinet in the School of Public Health. When we are done we will erase or destroy them.

What are the risks and benefits of my participation?

The risks of taking part in the interview are small, though you may feel upset by talking about a sensitive issue. If you do become upset and wish not to answer a question, you may choose not to respond. We will keep all the things you share with us during this discussion confidential. We ask that after this focus group is over, no one talks to anyone else about what other people said during this discussion. But, we cannot guarantee that will not happen.

The benefit you can expect from taking part in this group discussion is the document of Gilmore Terrace's strengths and needs. This might be used to help develop programs that could add to the health and well-being of the people of Gilmore Terrace.

Are there any costs? Will I be paid?

The only cost to you is the time (hour to an hour and a half) you spend in this focus group. You will not be paid for your participation. There will be light refreshments provided to the focus group participants.

Participant's Rights and Confidentiality

- You can tell us if you don't want to be in the study or that we cannot use what you say at any time and nothing will happen to you. You have the right to refuse to answer questions or to ask to turn off the tape recorder at any time.
- You have the right to not use your real name; you may use a false name for this discussion.
- You must agree not to tell anyone else anything you learn about other people in this discussion.
- We will do everything we can to protect the identity of everyone in this discussion.
- Your name and personal information will not be used to connect you to anything you say in any report of this project.
- The faculty members and student team are not prevented from taking steps to prevent serious harm to you or other people. This could include report to authorities.

During this project, the tapes from this focus group will be kept in a locked file cabinet. They will only be heard by the faculty advisor or the student team. After the project is over, the tapes will either be erased or destroyed. Any notes we write down, either during this discussion or from the tapes, will be kept in a locked cabinet and on a secure electronic server that is password protected. Only the faculty members and student team members will have access to them.

This is a student project being conducted under the supervision of faculty advisor Dr. Eugenia Eng. The principal investigator is Julie Bower. The faculty advisor may be called, collect if you wish, at UNC-School of Public Health at (919) 966-3909. If you would like to get in touch with any member of the student team (Julie Bower, Bianca Briola, Emily Johnson, Laura Kruczynski, Bithiah Lafontant, and Tara Wilson), please call (919) 966-3919 or toll-free (866) 610-8272.

The Public Health Institutional Review Board, Office of Human Research Ethics at UNC-Chapel Hill has approved this project. They are a group of experts who have looked over everything the student team plans to do. This includes the questions we will ask you. Before they approved this project, they made sure that all people involved, including you, will be treated fairly and protected from harm.

If you have any questions about your rights as a participant, or are unhappy at any time with any part of this discussion, you may contact the Public Health Institutional Review Board, Office of Human Research Ethics. You do not have to use your name. You may call them collect at (919) 966-3012 or write them at the following address:

Public Health Institutional Review Board, Office of Human Research Ethics

University of North Carolina at Chapel Hill
Campus Box No. 7400
Chapel Hill, NC 27599-7400.

AGREEMENT STATEMENT

I have read and understand the information presented here, and I freely give my consent to participate in this focus group research.

Signature: _____ Date _____

A copy of this fact sheet is for you to keep.

Appendix F8: Parent Consent Form for Youth Focus Group



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What is this project about?

We are a team of six graduate students from UNC-Chapel Hill School of Public Health in the Department of Health Behavior and Health Education. One of the things we learn is how to work with a community to identify its strengths, needs, and future direction for promoting health and well-being. As part of our research project we would like to speak with your son/daughter because we are especially interested in how young people see Gilmore Terrace. Young people's opinions are important to this process, and we want to learn about the things that go on in their daily life, the things they like about living in Gilmore Terrace, and the things they would like to change.

The information we get will be put together and shared with the community in a written document. No names or information about the people in this focus group will be included. We will also present this information to the community at a community forum in the spring. We will get in touch with you and your son/daughter in the spring to invite you to that forum. The goal of the written document and the community forum is to provide possible ideas of ways to address the concerns of the Gilmore Terrace community. Please know that whether or not your son/daughter participates will not affect any services the community receives.

What will my child be asked to do?

The focus group is a one-time meeting that will probably last an hour and a half. During that time, we would like to discuss your child's experiences with living in Gilmore Terrace. We hope that he/she will feel free to discuss what he/she values about your community as well as some of the things that he/she feels are difficult or needs improvement. We would like to hear from each person during the discussion, but each person does not have to answer every question.

Some things we might ask:

- What are some of the things you like most about living in Gilmore Terrace?
- What are some of the hardest things that youth face living in Gilmore Terrace?
- What some things you do for fun?

Please remember that your child can skip any questions he/she does not feel comfortable answering.

We would like to take notes and tape record this focus group because the youth input is important and we want to make sure that we accurately record everything that they tell us. Because sharing information with the rest of the group might be uncomfortable, they may refuse to answer questions or request that we stop the tape recorder at any time. The tapes will be kept in a secure location in the School of Public Health and only student team members and a faculty advisor will have access to them. After we are finished using the tapes for this class they will be erased or destroyed.

What will you do with what my child tells you?

The information we gather will be combined with information from other discussions and interviews. This information will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a community forum in the spring.

What are the risks and benefits of my child's participation?

There are minimal risks associated with your child's participation in this study. Everything that is said within this group will remain confidential, and group members must agree to maintain that confidentiality by not telling other people what is discussed. There is, of course, the chance that someone in the focus group might break the confidentiality agreement and repeat what your child says to another person in the community, but again, this behavior will be discouraged.

Some benefits to your child might include the opportunity to talk about what he/she likes and dislikes about Gilmore Terrace. Your child's participation will provide useful information that can be used by Gilmore Terrace to plan and improve community services available for its residents and particularly young people.

Are there any costs? Will my son/daughter be paid?

There is no cost for participating, except the time your child will spend in the focus group (an hour to and hour and a half). Your son/daughter will not be paid. There will be light refreshments provided to the focus group participants.

Participant's Rights and Confidentiality

If you agree to allow your child to participate in this study, please understand that you are doing so voluntarily (you do not have to do it). Whether your child participates or not will not affect services from UNC or within the Gilmore Terrace community.

- You have the right to withdraw your consent or stop your child's participation at any time without penalty. Your child also has this right.
- Your child has the right to refuse to answer particular questions.
- Your child may ask that tape recording be stopped at any time.

To protect your child's privacy, his/her replies will remain anonymous (we won't use his/her name). The only people who have access to the data are the student team and the faculty advisor.

Every effort will be taken to protect your child's identity as a participant in this study.

Your child must agree not to reveal anything they learn about other participants or share any statements made during this discussion with anyone outside of this group.

During this project, the tapes from this focus group will be kept in a locked file cabinet at the School of Public Health. They will only be heard by the student team or the faculty advisor. After the project is over, the tapes will either be erased or destroyed. Any notes we write down, either during this discussion or from the tapes, will be kept in a locked cabinet and on a secure electronic server that is password protected. Only the student team and the faculty advisor will have access to them.

What if you have questions about your rights and those of your child?

This is a student project being conducted under the supervision of faculty advisor Dr. Eugenia Eng. The principal investigator is Julie Bower. The faculty advisor may be called, collect if you wish, at UNC-School of Public Health at (919) 966-3909. If you would like to get in touch with any member of the student team, please call (919)966-3919 or toll-free (866)610-8272.

Student Team:

- Julie Bower – Principal Investigator
- Bianca Briola
- Emily Johnson
- Laura Kruczynski
- Bithiah Lafontant
- Tara Wilson

The Public Health Institutional Review Board, Office of Human Research Ethics at UNC-Chapel Hill has approved this project. They are a group of experts who have looked over everything the student team plans to do. This includes the questions we will ask your son/daughter. Before they approved this project, they made sure that all people involved, including your son/daughter, will be treated fairly and protected from harm.

If you have any questions about your child’s rights as a participant, or are unhappy with any part of the focus group, you may contact the Public Health Institutional Review Board, Office of Human Research Ethics. You do not have to use your name. You may call them collect at (919)966-3012 or write them at the following address:

Public Health Institutional Review Board, Office of Human Research Ethics
University of North Carolina at Chapel Hill
Campus Box #7400
Chapel Hill, NC 27599-7400.

AGREEMENT STATEMENT

I have read and understand the information presented here, and I freely give my consent for my son/daughter to participate in this focus group research.

Name of son/daughter: _____

Signature: _____ Date _____

A copy of this fact sheet is for you to keep.

Appendix F9: Youth Focus Group Guide

1. Warm-Up

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

2. Community

- If another teen was moving to Gilmore Terrace, what would you tell him or her? (probe: schools, neighborhood feeling, recreation and fun, things to do, churches, work, etc.)
- If someone were to ask you if Gilmore Terrace was a good place to grow up - what would you say?
- If you were in charge, what would you do to improve Gilmore Terrace?
- What do you think Gilmore Terrace will be like a year? Five years?
- What positive things do youth contribute to the community?
- What are some of the best things about Gilmore Terrace?
- What are some of the issues facing the youth in Gilmore Terrace?
- Can you tell us about any community activities?

3. Social

- What do you do for fun?
- Where do you hang out?
- What are the typical jobs for people your age?

4. Housing

- What do you think about your home? (probe: do you like what it looks like?)
- What would you change about your house?

5. School

- How would you describe your school?
- How do different people get along at your school?
- If you were in charge, what would you change about your school?

6. Forum

We are planning to conduct a meeting this spring to share the information we have collected with the Gilmore Terrace community.

- Would you be interested in helping us plan this event?
- Do you have any ideas as to how to get youth to attend?
- Who else do you think should help us with the meeting?

Appendix F10: Focus Group Confidentiality Agreement

**Action-Oriented Community Diagnosis
(AOCD)**

It is important for us to make sure that all of the information shared by each participant during this discussion is confidential.

By signing below, you are agreeing to keep everything that is said in this focus group discussion confidential and not share it with anyone outside of this focus group.

Signature

Date

Printed name

**Appendix F11:
Acknowledgment Form – For People Who May Appear in Photographs**



Action-Oriented Community Diagnosis Project

What I am being asked to do?

- * You are being asked to give me your permission to take your picture.

Why are you taking photographs?

I am taking pictures to complete a research project at the University of North Carolina at Chapel Hill School of Public Health. To do this, I am taking photographs that help me represent life in Gilmore Terrace including the people, buildings and area around the neighborhood. These pictures will be placed on display during a community meeting on April 23, 2005.

Who are the people running this project? How can I call them?

- * The principal investigator is Julie Bower. She can be reached at the UNC – School of Public Health at (866)610-8272. This is a toll-free number.
- * The faculty advisor for this project is Dr. Geni Eng. She can also be reached at the UNC-School of Public Health at (919)966-3909.
- * Both of these people can also be reached at the following address:
Department of Health Behavior and Health Education
302 Rosenau Hall
School of Public Health
University of North Carolina- Chapel Hill
Chapel Hill, NC 27599

How will you use my picture?

After I have taken a certain number of pictures, I will bring them back to my fellow researchers and we will discuss certain pictures and how they relate to displaying life in Gilmore Terrace. These discussions may be audio-taped. There is also the possibility that some of the photos I take will be included in a class presentation of this research project. These pictures will also be displayed during a community meeting on April 23, 2005.

Will people know that I had my picture taken for your project?

- * To ensure “confidentiality,” your name will *never* be mentioned during the discussions we have about our photos. Also, your name would never be revealed if your picture were included in any presentation. Still, there is always the chance that somebody may recognize you.

What will I get out of having my picture taken for your project?

- * All photographs that I take will be kept in a locked cabinet at the School of Public Health. If

you wish, I will send you a copy of the photograph I took of you. If you would like a copy, please write your name and address below.

Do I have to allow you to take my picture? Can I withdraw my consent to use my picture if I wish?

- * To ensure “confidentiality,” your name will *never* be mentioned during the discussions we have about our photos. Also, your name would never be revealed if your picture is included in the class presentation. Still, there is always the chance that somebody may recognize you.

Has this study been approved by an Institutional Review Board?

Yes. This study has been approved by the University of North Carolina at Chapel Hill (UNC-CH) - Public Health Institutional Review Board of the Office of Human Research Ethics. They are a group of experts who have looked over everything the student team plans to do. If you have any questions about your rights as a participant in this study, or are dissatisfied at any time with any aspect of this study, you may contact, anonymously, if you wish:

School of Public Health Institutional Review Board
University of North Carolina at Chapel Hill, CB#7400
Chapel Hill, NC 27599-7400
(919) 966-3012 (you may call collect).

What if I have any questions about the project or my participation?

- * If you ever have any questions about this study, please feel free to contact Bianca Briola or the principal investigator of this study, Julie Bower, at (866)610-8272.

If you are interested in having your picture taken, please read the statement below. Then, if you are still willing to give your consent to have your picture(s) taken please give your oral consent to me to have your picture taken. You may keep a copy of this form for yourself, in case you have any questions or concerns at a later date.

Agreement statement for Written Consent:

By signing this form, I agree to have my picture taken. I also understand and agree that unless otherwise notified in writing, the University of North Carolina assumes that permission is granted to use my photograph(s) for public presentations, inclusion in a manual, and/or other educational purposes.

Signature of photographed subject

Date

Description of Photograph(s) taken:

**Appendix F12:
Acknowledgment Form – For Youth Who May Appear in Photographs**



Action-Oriented Community Diagnosis Project

What I am being asked to do?

- * You are being asked to give me your permission to take your picture.

Why are you taking photographs?

I am taking pictures to complete a research project at the University of North Carolina at Chapel Hill School of Public Health. To do this, I am taking photographs that help me represent life in Gilmore Terrace including the people, buildings and area around the neighborhood. These pictures will be placed on display during a community meeting on April 23, 2005.

Who are the people running this project? How can I call them?

- * The principal investigator is Julie Bower. She can be reached at the UNC – School of Public Health at (866)610-8272. This is a toll-free number.
- * The faculty advisor for this project is Dr. Geni Eng. She can also be reached at the UNC-School of Public Health at (919)966-3909.
- * Both of these people can also be reached at the following address:
Department of Health Behavior and Health Education
302 Rosenau Hall
School of Public Health
University of North Carolina- Chapel Hill
Chapel Hill, NC 27599

How will you use my picture?

- * After I have taken a certain number of pictures, I will bring them back to my fellow researchers and we will discuss certain pictures and how they relate to displaying life in Gilmore Terrace. These discussions may be audio-taped. There is also the possibility that some of the photos I take will be included in a class presentation of this research project.

Will people know that I had my picture taken for your project?

- * To ensure “confidentiality,” your name will *never* be mentioned during the discussions we have about our photos. Also, your name would never be revealed if your picture is included in any presentations, exhibits, or the manual. Still, there is always the chance that somebody may recognize you.

What will I get out of having my picture taken for your project?

- * All photographs that I take will be kept in a secure place by the project and me. If you wish, I will send you a copy of the photograph I took of you. If you would like a copy, please write your name and address on the next sheet.

Do I have to allow you to take my picture? Can I withdraw my consent to use my picture if I wish?

- * You *do not* have to have your picture taken. Further, if you decide at a later date that you do not want your picture discussed or displayed anywhere, you may contact the principal investigator, Julie Bower at (866)610-8272 and she will immediately remove your picture from the collection. You do not have to give any reasons for withdrawing your consent. In order to ensure that your consent form is matched up with the photograph, I will write a brief description of what the photograph(s) looks like beneath the consent statement.

Has this study been approved by an Institutional Review Board?

Yes. This study has been approved by the University of North Carolina at Chapel Hill Public Health Institutional Review Board. They are a group of experts who have looked over everything the student team plans to do. This Board helps researchers like me make sure that all of your rights are considered in this research project. If you have any questions about your rights as a participant in this study, or are dissatisfied at any time with any aspect of this study, you may contact, anonymously, if you wish:

Public Health Institutional Review Board
University of North Carolina at Chapel Hill
CB#7400
Chapel Hill, NC 27599-7400
(919) 966-3012 (you may call collect).

What if I have any questions about the project or my participation?

- * If you ever have any questions about this study, please feel free to contact Bianca Briola or the principal investigator of this project, Julie Bower, at (866)610-8272.

If you are interested in having your picture taken, **please read the following agreement statement very carefully.** Then, if you are still willing to give your consent to have your picture(s) taken please sign and date this form and return it to me. You may keep a copy of the form for yourself, in case you have any questions or concerns at a later date.

Agreement statement:

By signing this assent form, I agree to have my picture taken. I also understand that the University of North Carolina is allowed to use my picture for other projects and presentations, unless they let me know in writing.

“Photographee” Signature:

_____ Date: _____

“Photographer” Signature:

_____ Date _____

Appendix F13: Acknowledgment Form – For Parents/Guardians of Children Who May Appear in Photographs



Action-Oriented Community Diagnosis Project

What I am being asked to do?

- * You are being asked to give me your permission to take your child's picture.

Why are you taking photographs?

I am taking pictures to complete a research project at the University of North Carolina at Chapel Hill School of Public Health. To do this, I am taking photographs that help me represent life in Gilmore Terrace including the people, buildings and area around the neighborhood. These pictures will be placed on display during a community meeting on April 23, 2005.

Who are the people running this project? How can I call them?

- * The principal investigator is Julie Bower. She can be reached at the UNC – School of Public Health at (866)610-8272. This is a toll-free number.
- * The faculty advisor for this project is Dr. Geni Eng. She can also be reached at the UNC-School of Public Health at (919)966-3909.
- * Both of these people can also be reached at the following address:
Department of Health Behavior and Health Education
302 Rosenau Hall
School of Public Health
University of North Carolina- Chapel Hill
Chapel Hill, NC 27599

How will you use my child's picture?

- * After I have taken a certain number of pictures, I will bring them back to my fellow researchers and we will discuss certain pictures and how they relate to displaying life in Gilmore Terrace. These discussions may be audio-taped. There is also the possibility that some of the photos I take will be included in a class presentation of this research project. These pictures will also be displayed during a community meeting on April 23, 2005.

Will people know that my child had their picture taken for your project?

- * To ensure "confidentiality," your child's name will *never* be mentioned during the discussions we have about our photos. Also, your child's name would never be revealed if your child's picture is included in the class presentation. Still, there is always the chance that somebody may recognize your child.

What will I get out of having my child's picture taken for your project?

- * All photographs that I take will be kept in a locked cabinet at the School of Public Health. If you wish, I will send you a copy of the photograph I took. If you would like a copy, please write your name and address on the next sheet.

Do I have to allow you to take my child’s picture? Can I withdraw my consent to use my child’s picture if I wish?

- * You *do not* have to have your child’s picture taken. Further, if you decide at a later date that you do not want your child’s picture discussed or displayed anywhere, you may contact the principal investigator, Julie Bower at (866)610-8272 and she will immediately remove your child’s picture from the collection. You do not have to give any reasons for withdrawing your consent. In order to ensure that your consent form is matched up with the photograph of your child, I will write a brief description of what the photograph(s) of your child look like beneath the consent statement.

Has this study been approved by an Institutional Review Board?

Yes. This study has been approved by the UNC Hill Public Health Institutional Review Board, Office of Human Research Ethics. They are a group of experts who have looked over everything the student team plans to do. If you have any questions about your rights as a participant in this study, or are dissatisfied at any time with any aspect of this study, you may contact, anonymously, if you wish:

Public Health Institutional Review Board
 University of North Carolina at Chapel Hill
 CB#7400
 Chapel Hill, NC 27599-7400
 (919) 966-3012 (you may call collect).

What if I have any questions about the project or my child’s participation?

- * If you ever have any questions about this study, please feel free to contact Bianca Briola or the principal investigator of this project, Julie Bower, at (866)610-8272.

If you are interested in having your child’s picture taken, **please read the following agreement statement very carefully.** Then, if you are still willing to give your consent to have your child’s picture(s) taken please sign and date this form and return it to me. You may keep a copy of the form for yourself, in case you have any questions or concerns at a later date.

Agreement statement:

By signing this consent form, I agree to have my child’s picture taken. I also understand and agree that unless otherwise notified in writing, the University of North Carolina at Chapel Hill assumes that permission is granted to use my child’s photograph(s) for public presentations, inclusion in a manual, and/or other educational purposes.

Parent of “Photographee” Signature: _____ Date: _____

“Photographer” Signature: _____ Date: _____

Description of Photograph(s) taken:

For the following question, please check the box that best applies:

Do you want me to send you a copy of your picture(s)? Yes No

If yes, please print your name and address (street number, street name, city, and zip code):

Appendix F14: Demographic Information Survey

Age: _____

Gender: _____

1. What is your marital status?
- Single, never married
 - Married
 - Divorced/separated
 - Widowed

2. # of children: _____
 # of children living at home: _____

3. What are your living arrangements? **Please check all that apply.**
- Living alone
 - Living with spouse or significant other
 - Living with children If so how many: _____
 - Living with parents If so how many: _____
 - Living with friend(s) If so how many: _____
 - Other Please Specify: _____

4. Please indicate your race/ethnicity (you can select more than one):
- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Native Hawaiian or Other Pacific Islander
 - White

5. What is the highest grade (or year) of regular school you have completed? (Check one.)
- | Elementary School | HIGH SCHOOL | College | Graduate School |
|-----------------------------|-----------------------------|-----------------------------|------------------------------|
| <input type="checkbox"/> 01 | <input type="checkbox"/> 09 | <input type="checkbox"/> 13 | <input type="checkbox"/> 17 |
| <input type="checkbox"/> 02 | <input type="checkbox"/> 10 | <input type="checkbox"/> 14 | <input type="checkbox"/> 18 |
| <input type="checkbox"/> 03 | <input type="checkbox"/> 11 | <input type="checkbox"/> 15 | <input type="checkbox"/> 19 |
| <input type="checkbox"/> 04 | <input type="checkbox"/> 12 | <input type="checkbox"/> 16 | <input type="checkbox"/> 20+ |
| <input type="checkbox"/> 05 | | | |
| <input type="checkbox"/> 06 | | | |
| <input type="checkbox"/> 07 | | | |
| <input type="checkbox"/> 08 | | | |

6. What schooling have you completed? **Please check all that apply.**

- Less than high school
- High school diploma or equivalency (GED)
- Technical Degree/Certification
- Associate degree (junior college)
- Bachelor's degree
- Master's degree
- Doctorate
- Professional (MD, JD, DDS, etc.)
- Other specify: _____

7. Which of the following best describes your current main daily activities and/or responsibilities?

- Working full time
- Working part-time
- Unemployed or laid off
- Unable to work/on disability
- Looking for work
- Keeping house or raising children full-time
- Retired

8. With regard to your current or most recent job activity:

a. In what kind of business or industry do (did) you work?

(For example: hospital, newspaper publishing, mail order house, auto engine manufacturing, breakfast cereal manufacturing.)

b. What kind of work do (did) you do? (Job Title)

(For example: registered nurse, personnel manager, supervisor of order department, gasoline engine assembler, grinder operator.)

9. How many people are currently living in your household, including yourself?

- _____ Number of people
- _____ Of these people, how many are children?
- _____ Of these people, how many are adults?
- _____ Of the adults, how many bring income into the household?

For each person in your household, other than yourself, please list his or her age, sex, and relationship to you.

Age	Sex (M or F)	Relationship to you

Appendix G1: Initial IRB Protocol Approval



TO: Julie Bower
DEPARTMENT: Health Behavior and Health Education
ADDRESS: CB# 7440
DATE: 11/17/2004
FROM: [REDACTED]

Andrea K. Biddle, PhD, Chair
Public Health IRB, Office of Human Research Ethics

IRB NUMBER: 04-2428
APPROVAL PERIOD: 11/17/2004 through 11/16/2005
TITLE: Action-Oriented Community Diagnosis
SUBJECT: Expedited Protocol Approval Notice--New Protocol

Your research project has been reviewed under an expedited procedure because it involves only minimal risk to human subjects. This project is approved for human subjects research, and is valid through the expiration date above.

NOTE:

(1) This Committee complies with the requirements found in Part 56 of the 21 Code of Federal regulations and Part 46 of the 45 Code of Federal regulations. Federalwide Assurance Number: FWA-4801, IRB No. IRB540.

(2) Re-review of this proposal is necessary if (a) any significant alterations or additions to the proposal are made, OR (b) you wish to continue research beyond the expiration date.

The University of North Carolina
at Chapel Hill
Campus Box 7400
Chapel Hill, NC 27599-7400
Phone: 919.966.7676
Fax: 919.966.6380
www.sph.unc.edu

Appendix G2: IRB Protocol Modification Approval – Photo Project



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF HUMAN
RESEARCH ETHICS

PUBLIC HEALTH INSTITUTIONAL
REVIEW BOARD (IRB)

501 ROSENAU HALL
CAMPUS BOX 7430
CHAPEL HILL, NC 27599-7430

T 919.966.9347
F 919.966.5380
<http://ohre.unc.edu>

TO: Julie Bower
DEPARTMENT: Health Behavior and Health Education
ADDRESS: CB# 7440
DATE: 04/01/2005
FROM: [REDACTED]
Andrea K. Biddle, PhD, Chair
Public Health IRB, Office of Human Research Ethics
IRB NUMBER: 04-2428
APPROVAL PERIOD: 04/01/2005 through 11/16/2005
TITLE: Action-Oriented Community Diagnosis
SUBJECT: Expedited Protocol Approval Notice--Protocol Change

The modification to take photographs of research subjects has been reviewed under an expedited procedure because it involves only a minor change to previously approved research. This project is approved for human subjects research, and is valid through the expiration date above.

NOTE:

(1) This Committee complies with the requirements found in Part 56 of the 21 Code of Federal regulations and Part 46 of the 45 Code of Federal regulations. Federalwide Assurance Number: FWA-4801, IRB No. IRB540.

(2) Re-review of this proposal is necessary if (a) any significant alterations or additions to the proposal are made, OR (b) you wish to continue research beyond the expiration date.

Appendix H: Domains Used During the Coding Process

Code	Description
Community - Assets	Resources within the community
Community - Descriptive	Any description of interaction between residents, general description/characteristics of the community, community events, race relations within the community, and leadership within the community
Community - Needs	Things identified that the community needs
Crime and Safety	Issues relating to frequency and nature of crimes, safety issues in and around the community
Demographics	Roles of people in the community, education, income, makeup of the community
Employment	Types of jobs, how people make money, unemployment
Family Structure	Makeup of households in the community
Forum	Notes and ideas relating to planning the community forum
Great Quote	Use this code to mark notable quotes
HUD/Sanford Housing Authority (SHA)	Issues pertaining to interaction between the community and SHA, as well as perceptions of HUD/SHA
Interaction with greater Sanford (outside community)	How the GT community influences and is influenced by the surrounding community, issues pertaining to interactions between the GT and greater Sanford, interactions with service providers
Interaction with Service Providers	Descriptions by community members or service providers about their interactions
Perceptions of the community – outsider view	How service providers perceive GT, or how GT residents feel outsiders perceive them
Physical Environment	Anything related to buildings, maintenance issues, physical layout, and other descriptions of the physical appearance and functioning of the community
Politics	Political issues that affect the community, political views of community members
Recreation	Forms of recreation, descriptions of recreation activities
Schools	Comments relating to schools in the area
Services	Content relating to community members accessing services outside of GT, available services (including social services)
Substance Use	Issues pertaining to substance use/abuse among community members, drug/alcohol related issues
Transportation	Transportation used by community members, needs and assets relating to transportation issues
Youth	Anything related to youth living in GT

Appendix I: Complete List of Themes

1. The community demographics are heavily skewed to African-American women and young children, with a few elderly women who have been in the community for a long time.
2. Gilmore Terrace is one of the oldest housing facilities operated by the Sanford Housing Authority but renovations have been recently undertaken to improve the conditions of the units.
3. There is a lack of established lines of communication between the residents of Gilmore Terrace and the SHA.
4. Both community members and service providers desire that residents have more opportunities to gain training and skills that could help them gain employment.
5. Gilmore Terrace and the surrounding areas have higher rates of crime than other areas of Sanford. The area's crime is often attributed, not the residents themselves, but to nonresidents.
6. Because the neighborhood community center has been rented out to the Boys and Girls club, residents of Gilmore Terrace do not have an official location to gather and hold community events.
7. There are concerns by both community members and service providers that there is a lack of childcare and after-school activities that are affordable and easily accessible to youth and their parents.
8. While some residents feel that living at Gilmore Terrace is just a transition period in their lives, there are many residents that call Gilmore Terrace their home and desire a greater sense of community unity.
9. Although cuts in funding have reduced the number of services available to Gilmore Terrace residents, there are still many services available to members of the community.
10. There is a lack of public transportation options in Sanford and this serves as a barrier to community members easily accessing services, getting to work, and taking their children to participate in after school activities.