



THE AFRICAN AMERICAN COMMUNITIES OF PRINCEVILLE AND TARBORO EDGECOMBE COUNTY, NC

An Action-Oriented Community Diagnosis: Findings and Next Steps of Action

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ACKNOWLEDGEMENTS

OUR DEEPEST APPRECIATION...

Since October 2006, we have been welcomed into the Princeville and Tarboro communities by a variety of people. We would like to take this opportunity to express our gratitude to the community members and service providers who have made our experience so incredible. Thank you to those who gave their time to speak with us: the 42 community members and service providers who shared their thoughts and experiences openly and honestly. Thank you, also, to the 27 people who took extra time out of their weekly schedules to serve on the Community Advisory Committee for the forum.

We would also like to thank our preceptors in this process, Melvin Muhammad and Taro Knight. As lifelong members of the community, they provided us with unique insights and perspectives, sharing their knowledge of Tarboro and Princeville. Throughout this project they have given invaluable feedback and advice, willingly taking time out of their schedules to introduce us to people in the community and show us around. We could not have asked for better guides.

Finally, we would like to extend our thanks to people outside the community, specifically the Action-Oriented Community Diagnosis (AOCD) teaching team at the University of North Carolina at Chapel Hill—Dr. Eugenia Eng, Ms. Kate Shirah, Dr. Dionne Smith, Dr. Jim Amell, Ms. Erin Stephens, and Ms. Michele Lanham—for their instruction throughout the community assessment process. Not to be forgotten are our classmates, friends, partners, and family members who have supported us this year. Their patience and tireless willingness to listen have been so important.

As we end our weekly trips to Tarboro and Princeville and shift this project into the hands of community members and leaders who are already working on the action steps generated at the forum, know that we will carry a little bit of Princeville and Tarboro with us as we move forward in our lives and our careers. We can only hope that we have offered some assistance in taking an important step toward an even brighter future for African Americans in Princeville and Tarboro. You have taught us so much. Thank you.



EXECUTIVE SUMMARY

INTRODUCTION

The following is a detailed report of an Action-Oriented Community Diagnosis (AOCD) of the African American communities of Princeville and Tarboro, North Carolina. The community assessment was conducted by a team of six graduate students in the Department of Health Behavior and Health Education at the University of North Carolina at Chapel Hill. The assessment took place between October 2006 and April 2007, and two community members guided the team.

WHY DID YOU DO THIS?

The purpose of an AOCD is to identify a community's strengths, resources, and challenges, and to develop creative ways to approach the challenges. Over the course of the team's seven months in Princeville and Tarboro, team members researched existing information about the communities, interviewed 42 community members and service providers, and volunteered at numerous events. The team worked to learn about the communities and to understand what life is like for African Americans in Princeville and Tarboro.

TOPICS OF INTEREST

HOW DID THE TEAM DETERMINE TOPICS?

The team analyzed the information collected and identified five primary strengths and six challenges for the communities. This information, along with an explanation of the AOCD process, was presented to the communities at a community forum—*Communities United for Collective Action*—on April 19, 2007. More than 135 community members and service providers from both Princeville and Tarboro attended the forum and took part in small group discussions about six challenges presented by the team. Participants in the discussions identified causes of the challenges and developed action steps to help the communities address these challenges.

WHAT WAS DISCUSSED AT THE FORUM?

The challenges discussed at the forum are on the following pages, along with a sample of the action steps developed for each.

EXECUTIVE SUMMARY, CONTINUED...

LACK OF JOB OPTIONS

People are concerned that with loss of industry, few well-paying jobs, and a lack of job skills training in Princeville and Tarboro, job opportunities for African Americans are limited. This leads to young adults not staying in the communities, not being attracted to move here, and pursuing illegal activities to supplement their income.

- Meet with local government leaders to discuss an African American small business incubator and apply for funding.
- Conduct an online search for funding for an African American small business incubator.
- Speak with local banks about low-interest loans for small businesses.

YOUTH VIOLENCE

Although the communities are currently working to prevent youth violence, people are concerned about violence increasing among African American youth and how it is affecting youth, their families, and their communities.

- Reduce the stigma of speaking to mental health professionals and raise awareness about the availability and accessibility of mental health services.
- Create an opportunity for youth in the communities to come together, tell their stories, and be heard.
- Perform one-on-one outreach to youth that would include being available during the days, evenings, and on weekends.

ATTITUDES TOWARD EDUCATION

While people feel that education is important for giving African American youth hope and expanding their future opportunities, there is a need for a collective effort to promote the value of education in the communities and to encourage youth to take advantage of their education.

- Offer instruction for educators in ways to identify the true potential of students and to help them achieve their potential.
- Provide empowerment courses for parents, teaching them to promote positive attitudes to their children and change existing negative attitudes.
- Recruit African Americans to be teachers in Princeville and Tarboro.

EXECUTIVE SUMMARY, CONTINUED...

QUALITY OF EDUCATION

While people identified education as an important way to improve the quality of life in their communities, they feel that the schools are not meeting all the needs of African American youth in Princeville and Tarboro.

- Encourage community participation in the Edgecombe County Public Schools' quarterly parent meeting.
- Increase community mentoring programs through sponsorship by churches and other community locations for Parent-Teacher Organization meetings or other school events.
- Develop a greater range of opportunities for community education.

TEENAGE PREGNANCY

Although programs currently work with teens to address teenage pregnancy, people continue to be concerned about its effects on the African American families and communities of Princeville and Tarboro.

- Contact the Board of Education to request a time slot on the next meeting agenda to discuss the possibility of getting comprehensive sex education and teenage pregnancy prevention taught in the schools.
- Write letters to the city council and county commissioners encouraging prioritization of teenage pregnancy prevention.
- Raise awareness of existing teenage pregnancy prevention programs.

CHRONIC DISEASE

People recognize the burden that diabetes, heart disease, stroke, and other chronic conditions place on the African American families and communities of Princeville and Tarboro. Both lifestyle habits and limited access to affordable healthcare and prescription drugs contribute to the problem.

- Contact the town managers of Princeville and Tarboro about the possibility of including health messages in utility bills.
- Coordinate the writing of health messages.
- Ask local doctors to write physician messages for inclusion in the mailings.

EXECUTIVE SUMMARY, CONTINUED...

CONCLUSION

Following the forum, the team prepared this report and drafted recommendations for the communities based on the team's experiences throughout the assessment process as well as outcomes from the forum. This document details the AOCD process and the full results of the assessment and is meant to serve as a resource for community members and service providers in Princeville and Tarboro. The document is divided into six sections: Introduction, Defining the Community, Findings, Community Forum, Methodology, and Conclusions and Recommendations. The team hopes the report will be useful in continuing the work that has already begun in Princeville and Tarboro.



CHAPTER 1 – INTRODUCTION

INTRODUCTION

This chapter provides the reader with a brief overview of the Action-Oriented Community Diagnosis process, explaining the background of the Princeville and Tarboro project as well as the project goals.

In this Chapter

- 1 Introduction
- 1 Background
- 2 AOCD Process
- 3 Summary

DEFINITIONS

Service Provider

A person, such as a doctor or a minister, who offers a service to people living in the community.

Community Member

A person who lives in Princeville or Tarboro.

Action Steps

Specific actions that can be taken to address the challenges discussed at the community forum.

Secondary Data

Published information, such as Web sites and documents, that describes important news and statistics about the towns and communities.

BACKGROUND

WHAT IS AOCD?

Action-Oriented Community Diagnosis (AOCD) is a community-based process designed to identify the strengths and resources of a community as well as its challenges; the goal is to help the community move forward with a united effort to address those challenges. The process brings together **service providers** and **community members**, gathering information from a wide variety of people and organizations. At the end of the process, the community is invited to come together to develop **action steps** that build upon community strengths and target specific challenges. From October 2006 to April 2007, a six-member graduate student team from the University of North Carolina at Chapel Hill, School of Public Health, Department of Health Behavior and Health Education, conducted an AOCD of the African American communities in Princeville and Tarboro, North Carolina.

WHY DID YOU DO THIS IN PRINCEVILLE & TARBORO?

The team was initially charged with conducting an assessment of "Edgecombe County African Americans," but it quickly became clear that a more specific definition of the community was needed in order to proceed. In the team's initial research, the African American communities of Tarboro and Princeville emerged as an area of focus, based partly on the towns' physical closeness and also on the familial and historical connections between the two places. **Secondary data** and initial service provider and community member interviews confirmed the sense that the African American communities of Princeville and Tarboro are often viewed as a distinct community within Edgecombe County.

BACKGROUND, CONTINUED...

DID YOU WORK WITH SOMEONE FROM TARBORO OR PRINCEVILLE?

The team was guided throughout the community assessment process by two community **preceptors** who work and live in Edgecombe County and by a six-person teaching team at the University of North Carolina (UNC). The team's preceptors, Mr. Melvin Muhammad and Mr. Taro Knight, are both lifelong residents of East Tarboro, a predominately African American part of Tarboro. Mr. Muhammad is a Community Outreach Specialist for **Project GRACE** (Growing, Reaching, Advocating for Change and Empowerment) and also works with Community Enrichment Organization in Princeville and Rocky Mount OIC, Inc. Mr. Knight is President of the East Tarboro-Princeville Community Development Corporation. Mr. Muhammad and Mr. Knight invited the team to conduct the AOCD and assisted the team over the course of the seven-month process, providing a tour of the community, introductions to community members and service providers, and their own reflections on life in Tarboro and Princeville.

AOCD PROCESS

WHAT DID THE AOCD INCLUDE?

The team began the assessment with a **windshield tour** of Princeville and Tarboro on October 9, 2006. After this introduction to the communities, the team spent a great deal of time in Tarboro and Princeville, attending events, volunteering at functions, and interacting with residents (see Appendix A for a list of events the team attended). These activities, among many others, connected the team with **key informants**, with town and county leaders, and with a diverse group of residents and service providers. From January to March 2007, the team conducted 42 individual interviews with service providers, African American community members, and white community members in Tarboro and Princeville. These interviews provided the team with a clear picture of what life is like for African Americans in Princeville and Tarboro. From the interviews, the team identified many strengths of the communities as well as many resources that are available for residents. The interviews provided an understanding of the various challenges African American community members face in these towns.

HOW DID THE PROCESS END?

The AOCD process concluded with a community forum—*Communities United for Collective Action*—on April 19, 2007. The forum was an opportunity for service providers and members of the African American communities in Princeville and Tarboro to learn about the team's work and to hear about the main topics that came up in the interviews and in the team's additional research. Small group discussions at the forum were an opportunity for attendees to begin thinking about action steps to address six specific challenges. This document provides information about these challenges as well as more details about the AOCD process that focused on the African American communities of Princeville and Tarboro, North Carolina.

DEFINITIONS

Preceptor

A person who knows the community well and introduces the team to people and places.

Project GRACE

A collaborative partnership between UNC and community-based organizations in Edgecombe and Nash Counties.

Windshield Tour

A driving tour of the communities, led by the preceptors, for the purpose of introducing the team to the geography of the towns and important places and people in the communities.

Key Informants

People who can speak about both their own perspective on the communities and also about the greater communities' perspectives.



Community Forum

AOCD PROCESS, CONTINUED...

INSIDERS AND OUTSIDERS

Throughout this document, the team uses the definitions of **insiders** and **outsiders** set forth by Eng, et al.¹ For purposes of this assessment, insiders are African American community members and service providers living in Tarboro or Princeville. Outsiders are white community members living in Tarboro, African Americans living outside of Tarboro and Princeville, service providers living outside of Tarboro or Princeville, and the six student team members.

Insiders have special knowledge as a result of being members in a particular group, culture, society, or community.

Outsiders are not members of the community.

SUMMARY

The AOCD for the African American communities of Princeville and Tarboro was informed by research, observations, and interviews conducted by the student team. The goals of the project were:

- To identify common strengths and challenges of the African American communities of Princeville and Tarboro.
- To provide this information to the communities—in a written report and at the community forum—for use as a resource to promote change.



CHAPTER 2 – DEFINING THE COMMUNITIES

INTRODUCTION

As the student team began to learn about Princeville and Tarboro, team members used existing information and their own observations to gain some knowledge about the communities. This chapter presents background information on Tarboro and Princeville as well as a summary of team observations.

In this Chapter

- 4 Introduction
- 4 History of Edgecombe County, Tarboro, & Princeville
- 6 The Flood
- 7 Demographics & Secondary Data
- 7 The Local Economy
- 8 Crime
- 8 Education
- 9 Family
- 9 Health
- 10 Overview of Field Observations
- 11 Summary

HISTORY OF EDGECOMBE COUNTY, TARBORO, & PRINCEVILLE

LOCATION

Edgecombe County is located in northeastern North Carolina on the western edge of the coastal plain (see Appendix B). It is 100 miles west of the Atlantic Ocean and roughly 75 miles east of Raleigh.² As one of the state's earliest settlements, Edgecombe County has a rich agricultural history that expanded into industry in the late 1800s as the region was rebuilding after the Civil War.² Tarboro, the county seat, is one of the ten oldest towns in North Carolina, chartered on November 30, 1760.² Its name comes from the Tar River, which flows through the area and divides Tarboro and Princeville, a predominately African American town founded by former slaves.

EDGECOMBE IN THE 1800s

In the 1800s, Edgecombe County became one of North Carolina's leading cotton producers, in part because slaves made up approximately half the county's population.² The Civil War and the following recovery brought about significant change in Edgecombe County with transitions in the economic, political, and educational landscapes.² Slaves outnumbered whites by nearly two to one, and with their freedom came a major shift in power.²

Beginning in 1865, freed slaves moved from their former owners' plantations to the low-lying land across from the Tar River where federal soldiers were stationed and able to provide protection and supplies.² The new community was named Freedom Hill in honor of the grassy knoll where Union soldiers confirmed that their victory translated to freedom for African Americans.³

HISTORY, CONTINUED...

THE 1800s, CONTINUED...

By 1880, Freedom Hill had a church, two grocery stores, and several school teachers. In 1885, residents of the town moved to incorporate it, naming the town Princeville after Turner Prince, a former slave, carpenter, and one of Freedom Hill's earliest residents.³ On February 20, 1885, through an act passed by the North Carolina General Assembly, Princeville became the first black incorporated town in the United States.³

EDGECOMBE IN THE 1900s

At the beginning of the 1900s, Edgecombe County's population was 26,500, with 2,500 people residing in Tarboro.² The first part of the twentieth century was characterized by notable growth in industry and population. Railroads transformed the economic structure, and factories supported the agricultural and textile industries.² Black churches grew steadily in the last few decades of the nineteenth century and the first decade of the twentieth century.² In 1940, the Edgecombe General Hospital was built in Tarboro, and the first floor was occupied by the Tarboro Clinic, which was established in 1928.² This hospital was replaced by Heritage Hospital in 1985.² The first county hospital to serve African Americans, the Quigless Clinic and Hospital, was built by Dr. Milton Quigless, the second African American physician in the area.²

By the end of the twentieth century, Princeville had 40 streets stretching across 1.3 square miles.³ The town hall was located in a renovated schoolhouse, and the town had three full-time police officers, two fire trucks, and an elementary school.³ Princeville was home to 37 businesses, including auto mechanic and body shops, beauty parlors, barber shops, a lawyer's office, truck stops, a restaurant, and car dealers.² Town officials were trying to secure a post office and bank as well as ownership of the town cemetery.⁴

In the mid 1990s, large outstanding debt and mismanagement of funds resulted in the state taking over management of Princeville.² Delia Perkins, Princeville's twentieth mayor and second female to hold the office, was elected in 1997, and she and her staff quickly repaired Princeville's finances.² Perkins' administration secured a \$7,000 grant from a historical society to promote tourism, and a National Park Service Heritage Trail was planned.² Additionally, the state contributed \$850,000 to improve Princeville's drainage and sewer system.² Unfortunately, these plans were derailed in 1999 by a natural disaster—a catastrophic flood following Hurricane Floyd.



Founded in 1885, Princeville is the first independently governed African American community in the U.S. (photo courtesy of SeeingBlack.com)

Many interviewees commented on the history of Princeville and Tarboro, noting, "[The towns] are historic places...with a proud heritage."

THE FLOOD

THE FLOOD FOLLOWING HURRICANE FLOYD

Because of Princeville's location downstream of the Tar River, it had flooded at least five times prior to 1999.^{2, 3} In 1965, the U.S. Army Corps of Engineers constructed the Princeville Dike, a three-and-a-half mile semicircle, rising nearly 40 feet above sea level.^{2, 3} The dike was constructed for a 300-year flood event, but just 30 years later on September 10, 1999, Hurricane Dennis hit North Carolina and was followed less than a week later by Hurricane Floyd on September 15.^{2, 3} The torrential rain, an already-at-capacity Tar River, and Princeville's poor drainage system caused the entire town to flood.³ Princeville was under water, and more than 40% of Tarboro was flooded as well.² The waters peaked at 43 feet above sea level and did not recede for 10 days—Princeville was declared a national disaster area.^{2, 3} While Princeville's entire population of 2,100 was left homeless, every resident survived;³ however, several interviewees mentioned declining health and early deaths among residents due to flood-related stress.

REBUILDING

Amidst national press and visits by prominent figures such as President Bill Clinton, Reverend Jesse Jackson, and Reverend Al Sharpton, Princeville was faced with the option to rebuild or to accept a buyout from the federal government.³ Accepting a buyout meant that homeowners would receive pre-flood market values for their homes but would never be able to rebuild on the land.³ For many residents, the concept of abandoning the land of their ancestors was unthinkable, and only 50 of the town's residents voted for the buyout.³ The final decision of the Princeville Commissioners was to rebuild the town in its original location.

Despite the fact that 6,500 Princeville and Tarboro residents were displaced, losing homes and possessions, residents received a great deal of support from volunteers in the aftermath of the flood as well as support from the federal and state governments.³ For nearly two years after the flood, volunteers assisted with gutting homes and other aspects of the rebuilding effort.² Today, more than seven years later, the majority of homes have been rebuilt. Long-term revitalization efforts continue, with plans in place to develop a museum in Princeville and to bring businesses back to the area.



*Flooding in Princeville (top) and in Tarboro (bottom)
(photos courtesy of John Jenkins)*



One interviewee commented, "The flood changed our souls."



*Rebuilding begins in Princeville
(photo courtesy of SeeingBlack.com)*

DEMOGRAPHICS & SECONDARY DATA

Edgecombe County is a largely rural county with a population of 54,129.^{5, 6} Tarboro, the county seat, has a population of 11,138 people, and the neighboring town of Princeville is home to 2,023 people.⁷ The population of Edgecombe County is predominantly black or African American.⁷ About 39% of the residents of Tarboro are black and 56% are white; the residents of Princeville are nearly 98% black.⁷ Many residents have lived in Princeville for generations, tracing their ancestry back to the town's founders.

THE LOCAL ECONOMY

WHAT IS THE ECONOMY LIKE IN PRINCEVILLE & TARBORO?

In recent decades, eastern North Carolina has struggled to transition from an agricultural economy focused on tobacco to a manufacturing economy. Additionally, Edgecombe County has suffered factory closings due to the overseas movement of industries, especially textile plants. Tarboro experienced this economic upheaval in the early 1990s when industries such as Black & Decker moved away.² However, from the late 1990s to the present, new companies have settled in the area, and Tarboro has managed to retain an industry presence with the jobs and tax base that result. Sara Lee and Keihin Carolina Systems Technology are two major area employers that are based in Tarboro.

An interviewee noted, "The economy has suffered due to job losses... One of the first jobs I had here was working in a factory, but now that factory is no longer there."

WHAT ARE THE DIFFERENCES BETWEEN TARBORO'S & PRINCEVILLE'S ECONOMIES?

Princeville and Tarboro's economies differ significantly despite the fact that the towns are separated only by a river. Princeville is much smaller than Tarboro, giving it less space for large industry. At different points in its history, Princeville has had a stronger local economy, but it currently hosts few businesses and no large industries. This may be due, in part, to the massive devastation of the town and its infrastructure after the flood in 1999. Because of the lack of businesses, Princeville residents rely on Tarboro and other nearby towns and cities (such as Rocky Mount) for goods, services, and jobs.

UNEMPLOYMENT

As of February 2007, the unemployment rate for Edgecombe County was 8.2%, one of the highest among North Carolina counties.⁸ The February unemployment rate for the state was 4.5% and 4.4% for the U.S.^{7, 9, 10} The median household income for Tarboro and Princeville is lower than that of the state and the nation, and more Princeville and Tarboro residents live below the poverty line.⁷

CRIME

IS THERE YOUTH CRIME IN TARBORO & PRINCEVILLE?

From 2004 to 2005, both violent crime and property crimes decreased in Edgecombe County, although the number of juveniles (under age 18) arrested for violent crimes increased.¹¹ In 2005, 33.2% of African American high school students surveyed in eastern North Carolina reported being in a physical fight in the last year compared to 26.3% of white students, with males being far more likely than females to be in a fight.¹² Speaking further to the issue of violence among young people, 5.4% of African American students in eastern North Carolina occasionally miss school because of feeling unsafe at school or when traveling to school; the percentage of white students feeling similarly was 3.3%.¹² Additionally, 4.8% of African American high school students have carried a weapon such as a gun, knife, or club on school property compared to 3.4% of white students.¹² In 2005 in Edgecombe County, nine of the ten youth development center commitments (which are reserved for serious and/or violent offenders in addition to repeat offenders) were among African American youth.¹³



*Edgecombe County Courthouse
(photo courtesy of
Efird Property Management)*

EDUCATION

HOW ARE YOUNG PEOPLE EDUCATED IN PRINCEVILLE & TARBORO?

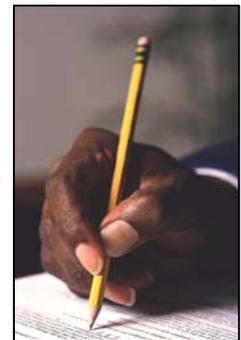
Until 1972, schools in Edgecombe County were segregated; Southwest High School opened as the first Edgecombe County integrated campus in 1972.² The Edgecombe County Public School System (ECPS) now serves 7,500 students, and 57% of the students are African American.¹⁴ ECPS has 16 public schools; eight of those schools are in Tarboro and one is in Princeville.¹⁴ The majority of African American students in Princeville and Tarboro attend Princeville Montessori, W.A. Pattillo A+ Elementary, and Tarboro High School (C. Witherspoon, personal communication, February 20, 2007).

ARE STUDENTS GRADUATING FROM HIGH SCHOOL?

The educational attainment level in Edgecombe County is lower than North Carolina and U.S. levels. In 2005-2006, the ECPS high school (grades 9-12) dropout rate was 7.3%, which was higher than the North Carolina rate of 5.0%.¹⁵ In Edgecombe County and statewide, African American students drop out more often than their white peers—of the students who dropped out of ECPS schools in 2005-2006, 60.8% were African American and only 34.8% were white.¹⁵

IS THE SCHOOL DISTRICT PERFORMING ADEQUATELY?

In addition to higher than average dropout rates, ECPS faces additional challenges. ECPS was recently given Title 1 District Improvement status. This classification indicates that the district failed to make **Adequate Yearly Progress (AYP)** in the same subgroup on the End of Grade/End of Course Assessments for two consecutive years.¹⁶ Edgecombe County did not make AYP in reading and math in three subgroups: African American students, economically disadvantaged students, and students with disabilities.¹⁶



Adequate Yearly Progress (AYP) tests the schools' ability to meet the reading, math, attendance, and graduation rates (for high schools) set by the federal No Child Left Behind Act.

EDUCATION, CONTINUED...

ARE THERE COLLEGES IN TARBORO & PRINCEVILLE?

Edgecombe Community College (ECC), located 2.5 miles south of Tarboro, offers opportunities for post-secondary education and vocational training in Tarboro and Princeville (as well as for greater Edgecombe County). ECC offers a wide range of degree and certificate programs and currently enrolls 9,500 students.¹⁷ ECC serves a majority African American population: 58.4% of the students enrolled in the 2005 fall semester were African American. In addition, 29.3% of ECC employees are African American.¹⁷



*Edgecombe Community College
(photo courtesy of ECC)*

FAMILY

ARE THERE FAMILY CONCERNS IN PRINCEVILLE & TARBORO?

Teenage pregnancy is a major concern within Edgecombe County, with a rate 1.7 times the state rate.¹⁸ Teenage pregnancy is especially concerning for African Americans since the rate is higher for non-white teenagers than for white teenagers.¹⁹ Related to teenage pregnancy, both the number of mothers who receive late or no prenatal care and the infant death rate in Edgecombe County are almost double those of North Carolina.^{18, 20} In 2000, 21.5% of households in Edgecombe County were female-headed.⁷ Statewide, 12.5% of North Carolina households were female-headed with no husband present.⁷ This is cause for concern because, nationwide, female-headed households accounted for half of all families in poverty in 2001²¹; likewise, in Edgecombe County, 36.8% of female-headed households were below the poverty level in 2000.⁷ Moreover, with respect to family type, the greatest increase in poverty between 1990 and 2000 occurred among female-headed households with no spouse present.²¹

HEALTH

WHAT ARE THE HEALTH CONCERNS IN TARBORO & PRINCEVILLE?

Many health conditions have a disproportionately high **prevalence** in Edgecombe County compared to North Carolina. Heart disease is the leading cause of death in Edgecombe County, followed by cancer and cerebrovascular diseases (such as stroke).¹⁹ Edgecombe County has significantly higher rates of breast, lung, and prostate cancer deaths than the rest of North Carolina, and while heart disease death rates have been declining in Edgecombe County, they continue to be higher than those statewide.¹⁸ The mortality rates from stroke and chronic liver disease are both 1.6 times the North Carolina rate, and the mortality rate from kidney disease—a marker for other chronic conditions such as diabetes—is 1.5 times the state rate.¹⁹

Prevalence is how many people are living with a health condition in a certain area.

HEALTH, CONTINUED...

WHAT ABOUT HIV/AIDS?

HIV/AIDS and sexually transmitted infections are major health concerns in Edgecombe County. From 2000-2004, Edgecombe County had the second highest rates of HIV/AIDS in the state, with 29.2 infections per 100,000 people.²⁰ Incidence rates for chlamydia and gonorrhea are also higher in Edgecombe County compared to the state.



ARE THERE ENOUGH HEALTHCARE PROVIDERS IN EDGECOMBE COUNTY?

While the residents of Edgecombe County experience higher rates of many diseases than others in North Carolina, the county has fewer healthcare providers available to serve its population.¹⁹ There are also a large number of uninsured people in Edgecombe County, with 19.2% of those under age 65 living without health insurance.¹⁹ Overwhelmingly, residents of Tarboro and Princeville rely on private automobiles for travel, especially travel to and from health-related visits and work.⁷

ARE MENTAL HEALTH SERVICES AVAILABLE IN EDGECOMBE COUNTY?

Mental health services in Edgecombe County are provided by Tar River Mental Health Association in Rocky Mount, Freedom Hill Community Health Center in Princeville, and Edgecombe-Nash Mental Health Services in Rocky Mount. The Edgecombe County Health Department provides very few services to people with cognitive disabilities, offering substance abuse treatment but no long-term care. Although mental health services are available in Edgecombe County, the types of services and the number of providers are limited.

OVERVIEW OF FIELD OBSERVATIONS

WHAT DID THE TEAM SEE IN PRINCEVILLE & TARBORO?

On several occasions during the team's time in Princeville and Tarboro, the team saw a historic marker in Princeville just south of the Tar River, which signifies the founding of Freedom Hill and later incorporation of Princeville as the first African American town in the United States. Team members commented that Princeville's rich history deserves more attention. The team was struck by the rural nature of Tarboro and Princeville, noting that the towns seem very spread out for their size and have few sidewalks. The team noticed a great deal of new construction in Princeville as well as a few houses and businesses that were destroyed in the flood and still have not been demolished or rebuilt. Homes are small and well-kept, and they sit on relatively large lots that have few trees.

Field observations are general impressions of student team members during the team's time in Princeville and Tarboro. These observations are part of the "outsider" perspective of the AOCD.

FIELD OBSERVATIONS, CONTINUED...

As the team first drove across the Tar River and continued on Main Street into Tarboro's historic district, team members noted a stark contrast in landscape between the primarily single-story homes in Princeville and the two-story Victorian homes near downtown Tarboro with historic markers. Farther down Main Street in Tarboro the team saw businesses and government buildings, many of which have been rebuilt since the flood, and Tarboro's Town Common, one of only two original town commons in the U.S. In East Tarboro, the team saw smaller, newer homes.

In both Princeville and Tarboro many homes have front porches. During visits to the towns, the team observed people congregating on the porches and in their yards, chatting with neighbors and anyone else driving by. People always waved to the team and were friendly whether or not they knew the team members.

The team noticed that healthcare facilities in Princeville are limited. Currently the Freedom Hill Community Health Center operates out of a small trailer in the parking lot next to Princeville's Town Hall. Heritage Hospital, located in Tarboro, is a larger healthcare facility, and it seems that Princeville residents have to travel to Tarboro to receive the majority of health services. The team learned that a larger facility is currently under construction in Princeville and will soon open as the new Freedom Hill Community Health Center.

The team also observed that there are few recreational options for young people in the communities, particularly in Princeville. Tarboro has several recreation centers that are part of the Tarboro Department of Parks and Recreation (E.L. Robinson Center, Braswell Center, and Ray Center), but Princeville does not have any such facilities at this time. The team learned that Princeville is working to develop recreational opportunities, and a new facility should open in the next year.



The team's first meal in Princeville.



Driving down Main Street in Tarboro during the team's windshield tour.

SUMMARY

The use of secondary data and observations provided team members with a picture of life for the African American communities of Princeville and Tarboro. These initial impressions were important as the team began to interview community members and service providers; the results of those interviews are discussed in the next chapter. (A full list of secondary data sources is available in Appendix C.)



CHAPTER 3 – FINDINGS

INTRODUCTION

This chapter presents results of the team’s interviews with community members and service providers, focusing on specific strengths and challenges of the African American communities in Princeville and Tarboro. The challenges are discussed in detail, presenting and comparing various perspectives.

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COMMUNITY STRENGTHS

Through interviews with community members and service providers, as well as through informal observation, the team learned of multiple strengths within the African American communities of Princeville and Tarboro. The top five strengths that emerged from the assessment (and were presented at the community forum) include heritage and shared history, community cohesion, religion, economics, and community leadership.

HERITAGE & SHARED HISTORY

The heritage and history of the African American communities in Princeville and Tarboro is a tremendous source of pride. Princeville’s status as the oldest town in the U.S. chartered by African Americans is of great importance, and there is a strong desire to build on the unique character of the town. Princeville is seen as a symbol of African Americans taking what was given to them—a swamp that no one else wanted—and turning it into a town of which people are proud. The communities have a desire to continue to move forward despite the barriers of racism and stigma that have hindered them in the past. While there is concern that young people in the communities are losing sight of this rich heritage, embracing the history and using it to grow is a priority. Although the historical significance of Tarboro and Princeville may be intangible, people see it as “a glue...that holds people together.”

“As an African American, the historical perspective of Princeville is a very positive thing. Over the years, people in this county and other counties have worked to make black history known. There is a lot of connectedness and pride.”

COMMUNITY STRENGTHS, CONTINUED...

COMMUNITY COHESION

The people of Tarboro and Princeville have familial roots that go back generations, contributing to a high level of investment in both the past and the future of these communities. People interviewed felt that Princeville and Tarboro are both stronger today than they were prior to the flood of 1999, and people see many opportunities for continued growth and improvement. During the team's visits to Princeville and Tarboro, the close-knit nature of the African American communities was apparent. Not only do people know each other, but they know about each other's lives and look out for one another, bringing food when someone is ill or providing a ride for an elderly neighbor. This cohesion also keeps people accountable to each other, making this an important strength to capitalize on as the towns move forward.

"[A major strength is that] there's good community unity and support ... There's cooperation to get things done."

RELIGION

During the team's windshield tour of Princeville and Tarboro, the number of churches and denominations was immediately apparent. Over the course of the community assessment, the team was fortunate to have five opportunities to attend services at Princeville and Tarboro churches and to meet several church leaders. This experience supported what was learned through interviews: Religion is of utmost importance in the African American communities of the two towns. The church is a great source of spiritual strength and physical support for people, and many people spoke of the need for increased collaboration between churches in the communities as a starting place for change.

"The church is the most important [strength] and is the cornerstone of the African American community."

ECONOMICS

While the local economy is also a challenge for the communities, there was a strong sense that African Americans have important opportunities for economic growth, rooted in existing strengths. Many interviewees spoke of the abundant labor force in Princeville and Tarboro, and others spoke of organizations working to bring jobs to the communities and to encourage the development of African American businesses. The entrepreneurial spirit of African Americans in Tarboro and Princeville was cited as a strength and an opportunity for the communities to continue developing. There is a sense that residents want to progress and improve their position in life, both through education and better jobs. The team learned of programs underway at Edgecombe Community College to promote job retraining as well as community-minded projects of the Edgecombe Entrepreneurial Organization, which is a membership-based group of African American business owners headed by Mr. Joe Dickens. These types of activities have the economies of Princeville and Tarboro positioned to play an important role in community action.

"There's the potential for a lot of economic growth within the African American community. [Some] direction is needed, but the desire is definitely there."

COMMUNITY STRENGTHS, CONTINUED...

COMMUNITY LEADERSHIP

The team quickly learned that African Americans in Princeville and Tarboro are active in leadership roles within the towns and within Edgecombe County. African Americans hold positions such as sheriff, county manager, and county clerk, and community members are involved in local and national politics, the Board of Education, and the Board of Elections. Additionally, Princeville's mayor, town manager, and town commissioners are all African American. People in Tarboro and Princeville are willing to step forward to make change, and this is an important strength of the community. Community members are very interested in encouraging the younger generation to take on some of the leadership roles in the communities, feeling that some people in these positions are overburdened and need the support of additional committed people.

"Leadership of the younger generation [is the most important strength]. When young adults come together, so does the black community. And that is wonderful at this point."

OVERVIEW OF CHALLENGES

In addition to the strengths and resources of the communities that were mentioned in the interviews and observed by team members, several challenges were mentioned by a majority of the community members and service providers interviewed. On the basis of importance to the community, changeability, and potential for action steps to address the challenge, the Community Advisory Committee chose six of the most frequently mentioned topics. These six challenges were the topics of the small group discussions held during the community forum: lack of job options, youth violence, attitudes toward education, quality of education, teenage pregnancy, and chronic disease. Secondary data concerning these topics was presented in Chapter 2, and the sections that follow offer the community member perspective, service provider perspective, team member perspective, and a comparison of the three perspectives.

SIX TOPICS SELECTED FOR DISCUSSION AT THE FORUM

Lack of Job Options
Youth Violence
Attitudes Toward Education
Quality of Education
Teenage Pregnancy
Chronic Disease

LACK OF JOB OPTIONS

WHAT WAS THE THEME STATEMENT?

People are concerned that with loss of industry, few well-paying jobs, and a lack of job skills training in Princeville and Tarboro, job opportunities for African Americans are limited. This leads to young adults not staying in the communities, not being attracted to move here, and pursuing illegal activities to supplement their income.

A theme statement is a summary of a specific challenge—it identifies the issue and raises the question of what can be done to address the challenge in the communities.

LACK OF JOB OPTIONS, CONTINUED...

WHAT DID COMMUNITY MEMBERS SAY?

Community members recognized the transition in types of jobs available in Tarboro and Princeville, commenting on the move from agriculture to industry, followed by the loss of factory jobs in recent years. People blamed this transition on a combination of local, national, and global factors, but there was a sense among community members that more can be done at a local level to support existing businesses and to provide incentives for new businesses to come to the area. Some interviewees noted the challenge of keeping young people in the communities, adding that those who get college degrees are reluctant to return to Tarboro and Princeville because there are few high-paying jobs available. There was a strong sense that the African American communities have a great deal of potential, including the desire for job retraining and an interest in starting small businesses.

“Those kids who leave and come back, you’ve got to have jobs for them. That’s the only reason why they’re going to come back, and if we continue to have the same type of jobs and job opportunities, then they’re not going to come back.”

WHAT DID SERVICE PROVIDERS SAY?

Service providers recognized Edgecombe County as one of the poorest counties in the state and unanimously agreed that economics and jobs are two of the main challenges for the African American communities in Princeville and Tarboro. While many agreed that the quality of available jobs has improved in recent years, there is still a need for additional jobs, particularly for residents with lower educational attainment. Another concern with regard to jobs was how Tarboro and Princeville will be able to encourage young people to stay in the area and contribute to the towns after they graduate. The available jobs were considered to be poor quality, not jobs that will keep young, educated people satisfied. There was concern from some people that businesses are unwilling to locate in Princeville and Tarboro because they will not make money due to limited economic growth in the area.

“People will have to get more education—use the community colleges—to get more skills, like computer literacy. The current workforce is geared toward working in the factories. So, if you’re heading toward a different type of development, you don’t have the folks to fill the jobs.”

Economic challenges were seen as playing a key role in health challenges and disparities for low wealth African Americans in Tarboro and Princeville. Several interviewees commented that access to healthcare and positive health outcomes are impacted when people must choose between buying food and filling prescriptions for medications. Economics and health are interrelated, with a poor economy influencing poor health. However, Princeville and Tarboro were repeatedly called “good places to live,” with a high quality of life and a low cost of living.

LACK OF JOB OPTIONS, CONTINUED...

WHAT DID THE STUDENT TEAM OBSERVE?

During the team's windshield tour of Princeville and Tarboro, the economic disparity between the two towns was striking. On the Princeville side of the river, Main Street has very few businesses, basically just a barbershop, a convenience store, and one restaurant; yet, just across the bridge in Tarboro, Main Street is lined with businesses and historic homes. After the historic district ends, chain stores, fast food restaurants, and a large grocery store finally appear (at a significant distance from Princeville). From these differences and from conversations with the preceptors, the team observed that Princeville residents must travel to Tarboro for jobs and to meet most of their daily needs.



Main Street in Tarboro, as seen during the windshield tour.

HOW DO THESE VIEWS COMPARE?

Community members, service providers, and team members agree that there is a great deal of potential for economic development and job creation in Princeville and Tarboro. There is an able workforce and a vast supply of land on which businesses can develop and grow. People agree that African Americans are eager to pursue different types of job options, but there may be a need for retraining and skill development. Community resources exist to support residents, but many people are not aware of them, and they are underutilized. Local government and county officials have been working to improve job opportunities, but wider efforts are needed as well. Both community members and service providers are concerned about the lack of jobs for young people, worrying that the towns have nothing to draw college-educated youth back to the area.

YOUTH VIOLENCE

WHAT WAS THE THEME STATEMENT?

Although the communities are currently working to prevent youth violence, people are concerned about violence increasing among African American youth and how it is affecting youth, their families, and their communities.

WHAT DID COMMUNITY MEMBERS SAY?

Some community members identified violence among youth as a challenge to the African American communities of Princeville and Tarboro. The types of violent activities mentioned included fighting, cutting, shooting, and also gang violence. The violence was described as occurring mainly between teenage boys from East Tarboro and Princeville and also between different neighborhoods within the two towns. Although community members noted a historical rivalry between the towns, they expressed growing concern over the escalation of violence.

"So right now our youth, and especially our boys, are not getting along. So, they care not to go into a hood they're not going to feel comfortable in or [a hood] in which they know they're going to fight."

YOUTH VIOLENCE, CONTINUED...

Community members mentioned a lack of recreation for teens and young adults, drug use, low quality of education, and the desire to feel a sense of belonging as factors contributing to the problem of youth violence. People also spoke of recent violence prevention efforts within the communities, including attempts to create more recreational opportunities for teenagers, violence prevention workshops, and a grant to support prevention of gang activities.

WHAT DID SERVICE PROVIDERS SAY?

Service providers expressed concern over rising youth violence, although not all consider violence to be a current issue for the communities. Service providers talked about youth violence in relation to old rivalries between Tarboro and Princeville. Other factors viewed as contributors to youth violence are lack of parental involvement, drug use, and lack of recreation. Service providers also reflected positively about current youth violence prevention efforts such as police presence in schools and presentations on gang violence, plans for expansion of recreational opportunities, and the receipt of a grant to support gang violence prevention. A few service providers mentioned that they have observed overt racism and classism within various neighborhoods, noting that many of the divisions between the youth in Princeville and Tarboro are directly related to the economic stability of the towns.

WHAT DID THE STUDENT TEAM OBSERVE?

The team heard conflicting reports about youth violence and gang activity in Princeville and Tarboro, although most people believe that gang activity is in its early stages and is an issue that requires preventive action. The team learned that Princeville, Tarboro, and Edgecombe County received grants to address gang activity in early 2007, and team members observed these grants in action with the mandatory removal of graffiti from buildings in Tarboro. In February, team members attended a meeting of local pastors and law enforcement officials at Princeville Town Hall. The meeting provided the opportunity for discussion of youth violence, specifically gang violence.

Team members observed that recreational opportunities for young people are limited; this was supported by sightings of youth in the streets on the weekends or after school, seemingly with nothing to do. While the team did not assume that these youth were involved in any illegal or violent activities, the lack of recreational opportunities or alternative activities was obvious.

"The youth problem is that young people really can't be walking the streets in the place [where they don't live]; it's a territory issue. It wasn't gang-related initially, but now there are wanna-be Bloods in Princeville and Tarboro. The fault for this belongs with people living in both towns."



February 2007 meeting to discuss gang violence at Princeville Town Hall. (photo courtesy of The Rocky Mount Telegram)

YOUTH VIOLENCE, CONTINUED...

HOW DO THESE VIEWS COMPARE?

Community members and service providers agree that the rivalry between Princeville and Tarboro is mainly between the youth; at different points in recent history, including today, this rivalry has become violent. A few of those interviewed indicated that the towns have opposing gangs, but the violence from the historical rivalry between the towns was not generally linked with current instances of gang activity. Both community members and service providers related gang activity, general youth violence, and other youth risk behaviors to a lack of recreation for youth, specifically teenagers. Not surprisingly, increasing recreational opportunities was suggested as the best way to stem youth violence. The views presented are limited because the team was not able to interview any youth; therefore, an important perspective on the causes and possible solutions of the problem of youth violence is not included.

ATTITUDES TOWARD EDUCATION

WHAT WAS THE THEME STATEMENT?

While people feel that education is important for giving African American youth hope and expanding their future opportunities, there is a need for a collective effort to promote the value of education in the communities and to encourage youth to take advantage of their education.

WHAT DID COMMUNITY MEMBERS SAY?

Community members commented that attitudes toward education in the African American communities of Princeville and Tarboro are impacted by children receiving insufficient encouragement in the schools. Additionally, people felt that parents and guardians need to take more responsibility to prepare their children for school and promote positive attitudes at home. Some community members felt that young people lack strong role models or choose role models unwisely. Others noted that there is a gap between generations. The older generation values education because it allowed them to care for their families and take on responsibilities; today many young people are not interested in higher education, preferring to make money more quickly by selling drugs or engaging in illegal activities. Community members noted that attitudes toward education, gang violence, and drug activity among youth are all interrelated.

"Our problem is breakdown of the family and lack of emphasis on education. If you don't have family support for education, it's a problem. That's what needs to be improved. We need to reach the young families [and] parents and emphasize that if they don't support the education system and emphasize the importance of education to [their] children, they'll never go beyond where their parents are. We all want our children to go on, to do better than we do."

ATTITUDES TOWARD EDUCATION, CONTINUED...

WHAT DID SERVICE PROVIDERS SAY?

Service providers commented that education is highly valued by the African American communities in Princeville and Tarboro, and they believe it is a key component for addressing many of the communities' challenges. Overall, service providers noted that African Americans have a strong desire to improve their station in life, moving beyond historical prejudice to better themselves through education. Service providers mentioned tutoring and after school programs through the Community Enrichment Organization and local churches as resources currently in place. Service providers unanimously felt that educational attainment in the African American communities must be improved, noting large numbers of uneducated and undereducated residents in Tarboro and Princeville.

At the same time, service providers suggested that poor attitudes toward education are a tremendous challenge for the African American communities in Princeville and Tarboro. Service providers believe that these attitudes can be changed, but it must happen with young children—it is harder to convince older children and teenagers of the importance of their education. Young people need to be shown that putting energy into learning will help them to get a job and to become a better person.

WHAT DID THE STUDENT TEAM OBSERVE?

Attending events and traveling around Tarboro and Princeville, the team observed that young people are an important part of the African American communities. Young people took an active role in many of the community events the team attended, volunteering at the Senior Unity Breakfast and participating in services at St. Luke's Church of Christ. The team had an opportunity to walk through two schools, and the students with whom the team interacted appeared comfortable in their school environment and were respectful toward adults that were present. The team had a similar experience during a meeting in a Tarboro recreation center, meeting a group of elementary students who came to the center after school. On occasion, the team also observed young people hanging out in various neighborhoods during school hours.

HOW DO THESE VIEWS COMPARE?

Both community members and service providers consistently indicated the need to promote positive attitudes toward education in the African American communities of Princeville and Tarboro. Service providers spoke in detail about the importance of education as a powerful tool for moving the communities forward, focusing on the attitudes of young people and existing evidence of poor attitudes at the community level. Community members concentrated on the impacts of attitudes toward education on the future of individual children and their families. They also noted that positive attitudes toward education could only be promoted through collective efforts involving parents and families as well as the school system.

"I keep on going back to education because once you get it, no one can take it from you. And nobody can say that you're not qualified."



A mural at C.B. Martin Middle School observed by the student team during a visit to Tarboro. (photo courtesy of Dr. Larry Auld)

QUALITY OF EDUCATION

WHAT WAS THE THEME STATEMENT?

While people identified education as an important way to improve the quality of life in their communities, they feel that the schools are not meeting all the needs of African American youth in Princeville and Tarboro.

WHAT DID COMMUNITY MEMBERS SAY?

Community members identified quality of education as a problem for Princeville and Tarboro. Comments focused on strained or non-existent relationships between parents, students, teachers, and school administrators. Multiple community members described situations in which white teachers were not able to connect with African American students, believing that a lack of cultural understanding causes this disconnect. Some community members mentioned that parents do not feel that they can talk to the teachers or administrators because they are not approachable and do not listen to the parent's perspective on the issues.

WHAT DID SERVICE PROVIDERS SAY?

Service providers identified the quality of education provided in Tarboro and Princeville as a significant challenge facing the African American communities. Overall, the concerns expressed did not focus on the physical quality of educational buildings or materials. Instead, service providers critiqued the curriculum and poor communication between African American parents, teachers, and school administrators. Edgecombe County's significant high school drop out rate and low SAT scores were cited as examples of lower quality education. Often, service providers named poor education as being the root cause of many of Princeville and Tarboro's challenges (such as lack of job options, youth violence, and teenage pregnancy).

However, other service providers mentioned positive aspects of the educational system in Princeville and Tarboro, including dedicated African American educators in the communities. Some service providers noted that the school district is moving in a positive direction, but others considered ECPS to be in need of vast reforms, recommending that it first meet state standards and then begin to offer Advanced Placement classes and other programs to make graduates competitive. Educational resources in Tarboro and Princeville are varied, and people pointed to Edgecombe Community College (ECC) and Princeville Montessori School as two that directly impact African Americans. ECC's "Early College" program encourages kids to stay in school, and service providers believe these types of efforts are effective.

"Once [kids] are educated, they know that they can go further beyond just being in Tarboro. There's nothing wrong with being in Tarboro, but I had to leave for a little while so that I could get my education and then come back and help in Tarboro. That's what you try to tell them: Get your education. If you love Tarboro, that's great...there are plenty of colleges around here. But get your education and then you can help other people."

"Presently our school district is in district-wide school improvement, which means that for three years our district has not made Adequate Yearly Progress (AYP)...One of the sub-groups that has not made AYP is African Americans. I don't think the school district is set up prejudicially where it is not trying to meet the needs of African American children, but it is not set up adequately to address the needs of African Americans."

QUALITY OF EDUCATION, CONTINUED...

WHAT DID THE STUDENT TEAM OBSERVE?

The student team found that the African American communities of Princeville and Tarboro are concerned and passionate about education. Even outside of interviews conducted by the team, education was a frequent topic of conversation. Additionally, the team noticed frequent articles in the local newspaper about educational challenges facing Edgecombe County and the school system's response to the challenges. The team also learned about efforts of ECPS administrators, as part of the Title 1 improvement plan, to strengthen community outreach.

During the team's windshield tour of Tarboro and Princeville, team members observed many public school facilities, several of which had been rebuilt since the 1999 flood. The team visited two public schools and found them to be well maintained; additionally, teachers, administrators, and students greeted the team warmly. Another educational strength the team learned about was the new auditorium on ECC's campus. Team members found that many people were proud of this new addition to ECC and the towns.



Princeville Montessori School

HOW DO THESE VIEWS COMPARE?

Interviews with service providers and community members as well as the team's observations confirmed that quality of education for African Americans is a concern in Princeville and Tarboro. Community members and service providers are not worried about the physical materials provided to students, but rather about insufficient educational opportunities and limited engagement with teachers. Community members tended to focus on poor interactions with teachers and administrators, whereas service providers mentioned the county educational statistics as cause for alarm.

TEENAGE PREGNANCY

WHAT WAS THE THEME STATEMENT?

Although programs currently work with teens to address teenage pregnancy, people continue to be concerned about its effects on the African American families and communities of Princeville and Tarboro.

WHAT DID COMMUNITY MEMBERS SAY?

Community members identified several issues of concern related to teenage pregnancy, including the difficulty that teenage pregnancy poses to the teen's education (both while pregnant and as a mother), the economic stress it places on both the parents of the teenage mother and the communities, and the ways in which teenage pregnancy reduces stability within families. Lack of education, lack of active parenting and a breakdown in families, and a lack of recreation for teenagers were viewed as factors contributing to the challenge of teenage pregnancy.

"Other than [church and sports], teens are standing on the streets, and they don't have anything to do. And that's why there are so many teenagers pregnant...at least that's the way I see it."

TEENAGE PREGNANCY, CONTINUED...

Community members mentioned several resources in the communities that are available to address teenage pregnancy, including the Health Department, the Talk Program (a pregnancy prevention program run by Community Enrichment Organization), and the family planning services offered through Medicaid. Several people noted that underutilization of these services is a barrier to reaching teenagers and their families. Suggestions for improving prevention services included increasing awareness of existing programs and services as well as active parenting.

WHAT DID SERVICE PROVIDERS SAY?

Service providers viewed teenage pregnancy as an important issue to address in the communities. Their concerns related to the impacts of teenage pregnancy on teen health as well as infant health and mortality. Service providers also mentioned concerns about teenagers not being prepared for parenthood, effects on their education, and the economic burden teenage pregnancy places on parents and grandparents. Some service providers suggested that teenage pregnancy is the result of a breakdown in families and lack of parental supervision (following the need of many parents to work long hours). Strategies suggested to address teenage pregnancy in the communities included pregnancy prevention through comprehensive sex education and encouraging pregnant teenagers to seek prenatal care.

“Teen pregnancy is a big problem. There are 13 and 14-year-olds that are getting pregnant, and they are ill-equipped to be mothers. A lot of the burden ultimately falls on their parents because they need to go back to school and finish their education.”

WHAT DID THE STUDENT TEAM OBSERVE?

Team members observed teenage pregnancy as an important issue facing the African American communities of Tarboro and Princeville, due in part to secondary data reviewed by the team and also through casual conversations with community members and service providers. The team also observed a number of teenage mothers during visits to the communities and spoke to several women who mentioned the challenges they faced as a result of having children when they themselves were teenagers. Team members recognize that teenage pregnancy can impact health, education, and economics among youth, families, and communities. The team learned of resources currently in place in the communities that can be strengthened to further teenage pregnancy prevention efforts.

HOW DO THESE VIEWS COMPARE?

Community members, service providers, and team members agree on the importance of addressing teenage pregnancy in the communities due to the various impacts it can have on youth, families, and the communities. Current statistics support the sense that teenage pregnancy is a challenge. Community members and service providers agree that improving recreational and educational opportunities for teens will play an important role in reducing the rate of teenage pregnancy in Princeville and Tarboro. It is widely agreed that the communities need additional teenage pregnancy prevention efforts.

CHRONIC DISEASE

WHAT WAS THE THEME STATEMENT?

People recognize the burden that diabetes, heart disease, stroke, and other chronic conditions place on the African American families and communities of Princeville and Tarboro. Both lifestyle habits and limited access to affordable healthcare and prescription drugs contribute to the problem.

WHAT DID COMMUNITY MEMBERS SAY?

Community members mentioned chronic disease as a challenge to the African American communities of Tarboro and Princeville, and many saw it as a challenge common to African Americans everywhere. Community members spoke about the causes of chronic disease in terms of lifestyle choices, particularly related to cultural food choices within the African American communities. Several community members raised access to healthcare as an important contributor to chronic disease, both in terms of transportation and the cost of care.

“Most of us have high blood pressure and cholesterol, which come from our foods.”

WHAT DID SERVICE PROVIDERS SAY?

Service providers regularly identified chronic disease as a challenge for African Americans in Princeville and Tarboro. They mentioned lifestyle factors and attitudes toward diseases (such as diabetes) as the main causes of the high rate of chronic disease in the communities. Service providers recognize that education and behavior change are important components of addressing these conditions, yet cite the difficulty of convincing people to change as one of the primary challenges facing the communities. Additionally, service providers identified access to healthcare as a challenge, noting that preventive care is not a priority for many people due to poverty and lack of health insurance. Heritage Hospital does not provide transportation for its patients, and service providers noted that this creates problems getting to appointments, especially for people with chronic disease.

“Some people want to change but don’t know how. When it’s a question of spending your limited money to go to the doctor, or pay rent, or eat, it’s a real issue for people who do want to go to a doctor. It’s about paying your heating bill in the winter instead of buying medications. The money is really a big deal—it takes money to eat healthy, even. It’s a lot cheaper to just buy a pound of bologna.”

According to service providers, the strengths related to health in Tarboro and Princeville center on the number and variety of services available. The Town of Princeville, Heritage Hospital, Tarboro’s Department of Parks and Recreation, and the Edgecombe County Health Department all provide health-related classes and other services designed to prevent and manage chronic disease.

CHRONIC DISEASE, CONTINUED...

WHAT DID THE STUDENT TEAM OBSERVE?

During the team's windshield tour, team members learned that there is a dialysis center in Tarboro. However, due to a high rate of kidney disease in the area, there is a waiting list for dialysis services. The team noticed a lack of health services in Princeville—which is changing with the opening of the Freedom Hill Community Health Center—and the remote location of the Edgecombe County Health Department, Tarboro Clinic, and Heritage Hospital on the edge of Tarboro. The team also observed a lack of public transportation in Princeville and Tarboro, although team members noticed Tar River Transit vans and learned of the important services this company provides.

The team heard concerns about chronic disease come up frequently, both in response to specific questions about health challenges and general challenges in the communities. The team volunteered at the NAACP Health Fair in October 2006, and this experience introduced team members to resources available to prevent chronic disease in Princeville and Tarboro, including screenings and educational materials.

HOW DO THESE VIEWS COMPARE?

Chronic disease was raised frequently by community members and service providers as the primary health challenge for the African American communities in Tarboro and Princeville, although it came up slightly more often in conversations with service providers. This awareness may be due, in part, to the fact that chronic disease is common in Edgecombe County and impacts a large number of people in Princeville and Tarboro. Community members, service providers, and team members understand the causes of chronic disease, including dietary choices, lack of physical activity, limited access to preventive care (due to poverty, lack of insurance, and transportation barriers), and negative attitudes toward doctor visits. These behaviors and structural factors are seen as changeable. The high potential for increasing health awareness among African Americans is a strength of the communities, both in terms of educating people about health challenges as well as about services that are available and currently underutilized.



*NAACP Health Fair
(October 2006)*



SUMMARY

The team gained a great deal of information from the interviews conducted as well as from team observations. In most cases, the perspectives of community members and service providers are quite similar, possibly due to the fact that a number of service providers are also community members. The comparison of perspectives revealed that there is a great deal of agreement about the causes of these specific challenges, and people seem ready to use the communities' strengths to address these challenges.



CHAPTER 4 – COMMUNITY FORUM

INTRODUCTION

One of the final events of the AOCD process was a community forum, which took place on April 19, 2007. The forum was planned with assistance from community members and service providers. Small group discussions at the forum addressed the six challenges presented in the previous chapter. Summaries of those discussions, and the action steps created during the discussions, are presented in this chapter.

In this Chapter

25	Introduction
25	Forum Planning
27	Overview of the Forum
27	Discussion Summaries & Action Steps
31	Conclusion of the Forum
31	Summary

FORUM PLANNING

HOW WAS THE FORUM PLANNED?

The forum planning process began in February 2007 with invitations for community members and service providers to participate in the Community Advisory Committee (CAC). At the end of each of the 42 interviews conducted by the student team, interviewees were informally invited to join the CAC. By early March, each interviewee who had expressed interest in participating in the CAC received a letter formally inviting them to join the committee (see Appendix D) followed by a phone call from a student team member. Additionally, some people did not participate in team interviews but were recruited to join the committee following the first CAC meeting. CAC members worked closely with the student team to ensure that Princeville and Tarboro residents and service providers were involved in every major programming and logistical aspect of the forum planning process. Decisions about the forum—ranging from the choice of the welcome speaker to selection of challenges that were presented at the forum—were made through a participatory process, with the CAC having the final say in all major forum planning decisions.

WHO SERVED ON THE CAC?

The CAC met five times prior to the forum, and two team members facilitated these meetings. Each of the five meetings lasted approximately an hour and a half. A total of 27 people—including 11 Princeville community members, 14 Tarboro community members (two of whom were the team's preceptors), and two service providers from Rocky Mount—were involved in the CAC. Ten of the community members on the committee are also service providers. Since many of the committee members had additional obligations, attendance at CAC meetings ranged from 10 to 17 people.

CAC Members

Dr. Florence Arnold Armstrong,
 Dr. Lawrence Auld, Ms. Irma
 DuBose, Chief Gary Foxx,
 Ms. Agnes Glass, Ms. Nancy Glass,
 Mr. Turner Harrell, Mrs. Joyce
 Hopkins, Rev. Tyrone Hopkins,
 Ms. Teresa Hyman, Mr. C. Rudolph
 Knight, Ms. Gwendolyn Knight,
 Mr. John Knight, Mr. Sam Knight,
 Mr. Taro Knight, Ms. Amy Marshall-
 Brown, Ms. Hilda Morris, Mr. Melvin
 Muhammad, Ms. Angela Murphy,
 Ms. Yvonne Murphy, Mr. Donald
 Parker, Ms. Delia Perkins, Ms. Doris
 Stith, Mrs. Mary Stroman,
 Rev. George Terry, Dr. Ada
 Williams-Wooten, Ms. Mysha Wynn

FORUM PLANNING, CONTINUED...

WHAT HAPPENED AT THE CAC MEETINGS?

The focus of the first meeting was to explain the purpose of the AOCD project with emphasis on the role of the CAC and the community forum, to discuss logistics for the forum, and to establish communication between the team and the committee. At the second meeting, the CAC approved the publicity flyer designs (see Appendix D) and publicity strategies and brainstormed speaker and entertainment choices. During the third meeting, the CAC discussed the goals of the forum, welcome remarks, and provided additional suggestions for publicity and fundraising. At the fourth meeting, the full student team presented the 13 specific challenges or topics that emerged from the interviews. The CAC selected six of these challenges on the basis of **importance and changeability** and heard a brief introduction of the purpose of the small group discussions. At the fifth and final meeting, the CAC gave input on the theme statements the student team drafted to describe the challenges and discussed forum logistics.

WHO PAID FOR THE FORUM?

With the support of the CAC, the student team solicited financial donations, food donations, door prizes, and **in-kind donations** to offset forum expenses (see Appendix D for a complete list of donors). The team raised \$470 to cover forum costs, collected door prizes from 17 businesses (which were raffled to forum attendees), and secured in-kind donations to cover the printing of publicity materials, handouts, and invitations, as well as to offset the cost of forum decorations. The dinner and dessert served during the forum was donated by Heritage Hospital, Domino's Pizza, Piggly Wiggly, Sara Lee, and Main Street Café.

HOW WAS THE FORUM PUBLICIZED?

To encourage attendance at the forum, personal invitations were mailed to interviewees, local government and elected officials, and religious leaders within the communities. The team posted flyers in both Princeville and Tarboro, and the forum was advertised in *The Daily Southerner*. Additional articles appeared in both *The Daily Southerner* and *The Rocky Mount Telegram*. The team also advertised the forum on two radio stations, WCPS and WRSV Soul 92.1, and called in for a 10-minute live segment on a Saturday morning WCPS program. Information about the forum was also distributed to Tarboro-Edgecombe Chamber of Commerce members through an electronic newsletter. CAC outreach and involvement throughout the forum planning process greatly contributed to the forum's success, with 135 Princeville and Tarboro community members and service providers in attendance. CAC members actively encouraged attendance at the forum through word-of-mouth and distribution of flyers.

Importance and changeability determine how important an issue is to the communities and how easy it is to make changes to address the issue.

An in-kind donation is a voluntary contribution of materials or services.



Members of the CAC

OVERVIEW OF THE FORUM

WHAT HAPPENED AT THE FORUM?

The forum, *Communities United for Collective Action*, was held on Thursday, April 19, 2007 at the Edgecombe County Administration Building Auditorium in Tarboro. The program began at 6:15 p.m. and concluded just after 9:00 p.m. Mr. Taro Knight served as the Master of Ceremonies, Mr. Lorenzo Carmon (Edgecombe County Manager) delivered welcome remarks, and the student team presented the results of the assessment process. The Tarboro High School Gospel Choir provided entertainment during dinner service by UNC student volunteers. Following dinner and entertainment, forum attendees participated in one of six small group discussions. In each of the six discussion groups, the student facilitator opened the discussion by presenting the theme statement, along with at least one quote from team interviews. Team members also reviewed available statistics related to the discussion topic.



Community Forum

*An **action step** is a specific action that can be taken to address the challenges discussed at the forum.*

DISCUSSION SUMMARIES & ACTION STEPS

LACK OF JOB OPTIONS SMALL GROUP DISCUSSION

Twelve people participated in the small group discussion about the lack of job options for African Americans in Princeville and Tarboro. Participants included community members, employees of Edgecombe County Government, local college students, and additional service providers. The group reflected on a picture of a closed factory, and the student facilitator initiated discussion using the SHOWED facilitation technique (see Appendix E).

The group discussed reactions to the picture, reflecting on both positive and negative implications for community members and relating the picture to experiences and situations within Princeville and Tarboro. The group identified several important local causes of a lack of job options for African Americans in Tarboro and Princeville, including local history, racism, limited concentration of power, unsound economic policy, and a lack of education.

The group developed a comprehensive list of potential action steps, including empowering youth through a mentoring program; developing an African American small business incubator to support local small businesses and increase job opportunities; taking personal responsibility to support African American businesses; and caring for others within the community by acting more justly. Participants ultimately decided to move forward with action steps for an African American small business incubator. The action steps are listed to the right.

LACK OF JOB OPTIONS ACTION STEPS

1. Meet with local government leaders to discuss an African American small business incubator and apply for funding. *(Note: This meeting took place on April 20, 2007, the morning after the community forum. As a result of the meeting, the Edgecombe County Government will be applying for a grant of \$150,000 to \$250,000 from the North Carolina Department of Commerce to help foster the start-up of new small businesses.)*
2. Conduct an online search for funding for an African American small business incubator.
3. Speak with local banks about low-interest loans for small businesses.
4. Contact Self Help Credit Union about making loan rates more affordable for African Americans interested in starting a business.
5. Write to state legislators emphasizing the need for jobs and small businesses and requesting assistance in obtaining lower interest rates.

DISCUSSION SUMMARIES & ACTION STEPS, CONTINUED...

YOUTH VIOLENCE SMALL GROUP DISCUSSION

Thirty forum attendees participated in the discussion about violence among African American youth in Princeville and Tarboro. Attendees included community members, Princeville town officials and employees, an Edgecombe County elected official, service providers, and students from Tarboro High School.

The student facilitator used the SHOWED technique to guide the group through discussion questions ranging from reactions to a picture of three African American young men, one of whom is carrying a bat (see Appendix E), to action steps to address youth violence within the communities. In relating the picture to experiences and situations within Tarboro and Princeville, members of the group noted that some causes of youth violence are limited future opportunities for young adults, youth being forced to grow up too quickly due to difficult home situations, the challenge of getting jobs, and youth looking for peers and support networks that provide mutual respect and love.

To address youth violence in the communities of Princeville and Tarboro, members of the group discussed the importance of adults relating to youth on a one-on-one basis and listening to the youth perspective on life within the communities. The group also talked about both adults and youth taking responsibility to say something if they see a young person who is turning toward violence. Action steps to address youth violence are to the right.

ATTITUDES TOWARD EDUCATION SMALL GROUP DISCUSSION

Twenty-three people attended the small group discussion on current attitudes toward education in the African American communities of Tarboro and Princeville. Participants included community members, teachers and administrators from Edgecombe County Public Schools (ECPS), and other service providers. Using the SHOWED technique, the student facilitator led the group through the discussion, using a picture of a mural at C.B. Martin Middle School (see Appendix E) as a starting point for the conversation.

Some participants believed that young people do not value education and are not interested in being educated. Others noted that having expectations for children is important, as they will accomplish more if expectations are high. Some members of the group pointed to the influence of teachers as well, suggesting that having few African American teachers in the schools may lead to cultural misunderstandings and the lack of a nurturing and encouraging environment for African American students. However, the group returned to the role of parents in developing positive attitudes, agreeing that parents need to take more responsibility before a child enters school.

The participants felt that all adults need to take responsibility for the children of the communities by encouraging collaboration and partnerships between parents and teachers so that everyone plays an active role in improving children's attitudes toward education. Action steps are listed at right.

YOUTH VIOLENCE

ACTION STEPS

1. Reduce the stigma of speaking to mental health professionals and raise awareness about the availability and accessibility of mental health services.
2. Create an opportunity for youth in the communities to come together, tell their stories, and be heard.
3. Perform one-on-one outreach to youth that would include being available during the days, evenings, and on weekends.
4. Develop youth groups that would offer a place for young people to come together, receive guidance from adults (beyond their own parents), and gain exposure to life outside of Edgecombe County.

ATTITUDES TOWARD EDUCATION

ACTION STEPS

1. Offer instruction for educators in ways to identify the true potential of students and help them to achieve their potential.
2. Provide empowerment courses for parents, teaching them to promote positive attitudes to their children and change existing negative attitudes.
3. Train teachers in methods to reach low aptitude students.
4. Recruit African Americans to be teachers in Princeville and Tarboro.
5. Foster cooperation between the school system and community groups.
6. Refocus and reinforce the value and importance of the Parent-Teacher Organization.
7. Monitor the quality of educational programs.
8. Invest time (parents and educators) in talking with kids about school.

DISCUSSION SUMMARIES & ACTION STEPS, CONTINUED...

QUALITY OF EDUCATION SMALL GROUP DISCUSSION

Twenty-eight people attended the small group discussion about quality of education for African American students in Princeville and Tarboro. The participants included community members, administrators and teachers from ECPS, and other service providers for youth. Participants were asked to reflect on a quote from an interview, and the student facilitator used the ORID method (see Appendix E) to lead the group through the discussion.

The group considered causes of lower quality education for African American students, including inadequate communication between parents, students, and teachers; some white teachers not being able to connect with or fully understand African American students; the lack of a long-term educational plan for each student; the limited finances of families; single parent households without male caregivers; and limited overall community involvement in children's lives. The group also discussed national-level factors that have a negative effect on quality of education.

The participants brainstormed a list of potential action steps: lobby for longer school days and smaller class sizes; create formal partnerships between schools and community organizations; develop ongoing assessment models; create place-based learning that focuses on local history and resources; increase GED classes for parents in community-accessible locations; and increase vocational training in the public schools. The group prioritized three of these, which are listed to the right.

TEENAGE PREGNANCY SMALL GROUP DISCUSSION

Five people participated in the discussion about the challenge of teenage pregnancy for the African American communities of Princeville and Tarboro. Participants were primarily service providers—including employees of teenage pregnancy programs and the Edgecombe County Health Department—and a former community member. The facilitator began the discussion by presenting a picture of a teenage girl looking at a pregnancy test and used the SHOWED technique (see Appendix E) to guide the conversation.

Members of the group identified multiple factors that contribute to teenage pregnancy in the African American communities of Princeville and Tarboro, including the lack of family support and supervision, schools providing abstinence-only education, a lack of recreation for teens, and the low utilization of after-school pregnancy prevention programs. The group also discussed the impacts of teenage pregnancy, which include increased school drop-out, dependence on social services, poor prenatal care, taking on adult responsibilities as teenagers, and feelings of fear and anxiety.

QUALITY OF EDUCATION ACTION STEPS

1. Encourage community participation in the Edgecombe County Public Schools' quarterly parent meeting.
2. Increase community mentoring programs through sponsorship by churches and other community locations for Parent-Teacher Organization meetings or other school events.
3. Develop a greater range of opportunities for community education.



Small group discussions at the forum.



DISCUSSION SUMMARIES & ACTION STEPS, CONTINUED...

TEENAGE PREGNANCY, CONTINUED...

The group suggested numerous strategies for addressing teenage pregnancy, including implementing developmentally appropriate, comprehensive sex education throughout ECPS beginning in elementary grades; providing opportunities for parents and youth to talk about safe sex and related issues; getting legislators and community leaders to prioritize teenage pregnancy prevention; raising awareness of existing teenage pregnancy prevention programs; and involving the communities in program development. Specific action steps are listed to the right.

CHRONIC DISEASE SMALL GROUP DISCUSSION

Six people participated in the small group discussion about high rates of chronic disease within the African American communities of Princeville and Tarboro, including three community members and three service providers representing Princeville, Tarboro, and another nearby town in Edgecombe County. The student facilitator guided the discussion using a modified version of the Force Field Analysis facilitation technique (see Appendix E).

The group identified a number of risk factors for chronic disease, including failure to eat nutritious food, lack of physical activity, inevitability of getting a disease ("since your grandmother and mother had diabetes, you will too"), and not seeking preventive care. Participants identified economic stress, the strain of being a single and/or working parent, and a flawed insurance system as contributors to these community risk factors for chronic disease. The group agreed that one of the main strategies for reducing chronic disease is encouraging healthy behaviors through education.

The main action step that emerged from the discussion was to include monthly health messages in residents' utility bills. The group felt that because every household receives a utility bill, this would be a good way to reach those who may not typically seek health information. The health messages will coincide with the health topic of the month, be written by a health educator from the Health Department, include a short message from a local doctor, and be sent out in Princeville and Tarboro residents' utility bills. The specific action steps that will be undertaken by participants are listed to the right.

TEENAGE PREGNANCY

ACTION STEPS

1. Contact the Board of Education to request a time slot on the next meeting agenda to discuss the possibility of getting comprehensive sex education and teenage pregnancy prevention taught in the schools.
2. Plan a community forum for parents and teens.
3. Write letters to the city councils and county commissioners encouraging prioritization of teenage pregnancy prevention.
4. Raise awareness of existing teenage pregnancy prevention programs.
5. Provide education about pregnancy prevention during interactions with youth.

CHRONIC DISEASE

ACTION STEPS

1. Contact the town managers of Princeville and Tarboro about the possibility of including health messages in utility bills.
2. Coordinate the writing of health messages.
3. Ask local doctors to write physician messages for inclusion in the mailings.

CONCLUSION OF THE FORUM

HOW DID THE FORUM END?

At the conclusion of the small group discussions, one participant from each group reported the action steps back to all forum attendees. The student team member that facilitated the discussion stood with the participant during the presentation. For all six groups, individuals from each agreed to take personal responsibility for moving forward with the action steps.

WHAT DID ATTENDEES THINK OF THE COMMUNITY FORUM?

Of the 56 forum attendees that completed evaluation forms, opinions about the forum were overwhelmingly positive. On each of the six scaled items, participants' responses averaged 4.4, with 5.0 being the most positive response (see Appendix F). In the open-ended responses to what participants saw as the best aspects of the forum, one attendee said, "People gathered together and discussed the community's problems and positive ways to solve some of the problems." *The Daily Southerner* reported on the forum's success in its April 20, 2007 edition (see Appendix G).



Participants in the Youth Violence small group reporting action steps.

SUMMARY

Planned with a great deal of assistance from the CAC, the community forum was a success. Six discussion groups developed action steps to address community challenges, and participants volunteered to begin completing these steps. Contact information for those leading the efforts of each small group can be found in Appendix G.



CHAPTER 5 – METHODOLOGY

INTRODUCTION

The methods described in this section informed the community assessment, guiding the team in evaluating the strengths and challenges of the African American communities in Princeville and Tarboro. Supplemental material is provided in the Appendices.

In this Chapter

- 32 Introduction
- 32 Gaining Entrée & Team Observations
- 33 Data Collection
- 34 The Interviewing Process
- 35 Data Analysis & Selection of Themes
- 36 Limitations & Challenges of Data Collection
- 37 Summary

GAINING ENTRÉE & TEAM OBSERVATIONS

HOW DID THE TEAM GAIN ENTRÉE?

The team took a number of steps to gain entrée within the Princeville and Tarboro communities. Much of the team's initial introduction to the communities was guided by the team's preceptors. The preceptors led a windshield tour in October 2006, during which the team and preceptors ate lunch in Princeville and then drove through Tarboro and Princeville to gain a sense of the towns and to meet some community members and local leaders. Throughout the fall and winter, the team volunteered at and participated in numerous community activities (see Appendix A). These activities facilitated the team's introduction to service providers and community members and also provided residents of Princeville and Tarboro with an introduction to the team and the community assessment project. Participation in these activities was an attempt to gain the trust of the communities and to demonstrate to community members that the team was invested in them.

TEAM OBSERVATIONS

Team members recorded observations and perceptions in field notes, which informed the **outsider perspective** on the communities.¹ Team meetings and time in transit between Chapel Hill and Tarboro and Princeville included discussions of observations and activities in the context of topics emerging from secondary data analysis and interviews.

*The **outsider perspective** is that of people who do not live in Princeville and Tarboro, such as members of the student team.*

DATA COLLECTION

SECONDARY DATA COLLECTION

Beginning in October 2006, team members collected **secondary data** on Princeville and Tarboro (as well as some data on Rocky Mount and greater Edgecombe County). Sources included documents on the history of the area, government Web sites, public records, and other popular media resources. (A complete list of resources is available in Appendix C.) Additionally, the team read two local newspapers, *The Daily Southerner* (Tarboro) and *The Rocky Mount Telegram*; each week, one team member would review and summarize all relevant articles for the team. Throughout the process, team members also requested secondary sources from all service providers interviewed; these were reviewed for additional information.

Secondary data is published information (records, Web sites, documents, etc.) that describes important news and statistics about the towns and communities.

PRIMARY DATA COLLECTION

In addition to reflecting on team observations during visits to Princeville and Tarboro, **primary data** collection consisted of semi-structured interviews with African American community members living in Tarboro and Princeville, white community members living in Tarboro, African Americans residing in Edgecombe County, and service providers for the two towns (many of whom were also community members). Team members also recorded observations in field notes, which served as another source of primary data.

Primary data is information gathered from speaking directly with people.

Prior to interviewing, the team prepared materials consistent with guidelines for **Institutional Review Board (IRB)** approval. All materials were submitted to the UNC teaching team for review as part of the IRB approval for the course. The IRB-related materials included the team's procedures for obtaining permission from interviewees as well as a consent form for use in individual interviews. Participant consent was obtained both verbally and in writing. (All IRB-related materials may be found in Appendix H.)

The Institutional Review Board (IRB) oversees all research involving humans to ensure that no one is harmed due to participation in a research project.

WHOM DID THE TEAM TRY TO INTERVIEW?

The team sought out **key informants** to interview. The team also brainstormed a list of potential service providers to be interviewed, employing a broad definition: representatives from government, health, education, religious, and law enforcement organizations were included. The preceptors provided the team with names of individuals and offered recommendations on others to consider. Initial contact with service providers was made through the community events described previously as well as through the preceptors. Contact with community members resulted from names provided in interviews, preceptor recommendations, and contacts at community events. Team members were introduced to community members through a specialized recruitment process consistent with IRB-approved team protocols (see Appendix H).

Key informants are people who can speak about both their own perspective and the greater perspective of the communities.

THE INTERVIEWING PROCESS

HOW WERE THE INTERVIEW GUIDES DEVELOPED?

The team created three **interview guides**, one each for service providers, African American community members, and white community members (available in Appendix H). The team drafted preliminary questions, which were revised to reflect the communities in Princeville and Tarboro. Secondary data also informed the interview guides, and the team included questions about the impact of the flood following Hurricane Floyd on the African American communities in Princeville and Tarboro.

The three interview guides were submitted to the UNC teaching team for initial review and were **pre-tested** in November 2006. The service provider guide was pre-tested with one of the team's preceptors, and the community member interview guides were pre-tested with acquaintances of the preceptors. Pre-testing the interview guides revealed challenges with transitions between questions and provided insight regarding problematic areas within questions. The three interview guides were revised and resubmitted to the teaching team for final approval. While the interview guides ensured continuity from one interview to the next, semi-structured interviewing allowed adaptations within each interview based on participant responses and the interviewer's use of follow up questions.

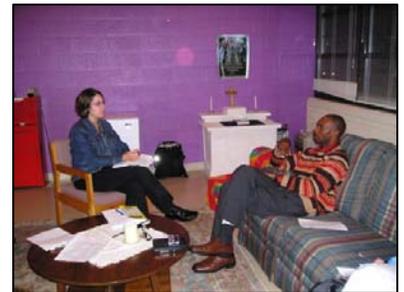
HOW DID THE TEAM CONDUCT INTERVIEWS?

The team conducted 42 interviews, including 18 service providers, 18 African American community members, two African Americans from outside of Princeville and Tarboro, and four white community members (see Appendix I for more information). The team determined whether to interview each person as a service provider or as a community member, generally using the service provider guide for all people not living in Tarboro or Princeville as well as for those working with organizations about which the team sought specific information. Eleven of the 18 service providers interviewed were also community members; the team continued using the service provider interview guide in these cases but considers the views expressed in the interviews to be those of **insiders** more than those of **outsiders**.¹ However, the service provider perspective is presented as distinct from the community member perspective.

The interviews lasted from 45 minutes to two hours. Each interview began with an overview of the project and the interviewing process, a review of the consent form, and verbal and written agreement to participate. The participant was given a copy of the consent form for her/his records as well as a business card of the team member conducting the interview. Two team members participated in each interview—one conducted the interview according to the interview guide and the other took notes and inserted follow up questions as necessary. With permission of each interviewee, the interviews were also tape recorded; verbal agreement to participate and to have the interview recorded was secured a second time after the tape recorder had been activated.

*An **interview guide** is a "plan" for an interview, including questions that should be asked of each interviewee.*

*A **pre-test** is used to make sure that the interview questions are understandable and answerable.*



Interview guide pre-test with team preceptor Taro Knight.

***Insiders and outsiders** often have very different perspectives, since service providers (usually thought of as outsiders) may live outside the community and have different opinions about the community than community members (insiders).*

DATA ANALYSIS & SELECTION OF THEMES

DATA TRANSCRIPTION, CODING, & ANALYSIS

Shortly after each interview, the note taker **transcribed** the interview. Based on the first 20 interviews, the team developed a **codebook** that listed common themes and ideas emerging from the interviews for future analysis. The codebook was pre-tested in order to determine its ability to accurately capture the information provided by the interviewees; it was then revised based on this pre-test. (The final codebook may be found in Appendix J.) Three team members then coded all service provider and community member interviews, using Microsoft Excel to organize the analysis.

SELECTION OF THEMES

In order to ensure that the small group discussions at the community forum focused on the communities’ most appropriate and important challenges, the team presented the Community Advisory Committee (CAC) with 13 specific challenges related to the seven most commonly-identified general challenges or topics.

Economics	Lack of Job Options
	Local Economy
Violence	Youth Violence
Education	Attitudes Toward Education
	Quality of Education
Family	Family Breakdown
	Teenage Pregnancy
Health	Chronic Disease
	HIV/AIDS & Sexually Transmitted Diseases
	Substance Abuse & Drug Use
Recreation	Accessibility & Utilization for Youth
	General Accessibility & Utilization
Community	Lack of Community Collaboration

From the 13 challenges presented, CAC members selected six. Two challenges related to education were selected, and the CAC felt this reflected the perception within the communities that concerns surrounding education are related to attitudes that perpetuate poor academic performance and structural issues within Edgecombe County Public Schools contributing to African American students not making Adequate Yearly Progress. The decision to select both education challenges was confirmed by a majority vote. The team then drafted theme statements for each of the six challenges.

Transcribing interviews is turning the audio recording of an interview into a written summary.

The team’s codebook is a document that lists the different codes (or categories of information) that were heard during interviews and helps the team to determine where each piece of information should be placed within those categories.

SIX TOPICS SELECTED FOR DISCUSSION AT THE FORUM

*Lack of Job Options
Youth Violence
Attitudes Toward Education
Quality of Education
Teenage Pregnancy
Chronic Disease*

LIMITATIONS & CHALLENGES OF DATA COLLECTION

SECONDARY DATA SOURCES

A number of **limitations** exist within the data collection process. The team had difficulty obtaining secondary sources other than historical documents, particularly for Princeville; there is not a great deal of information available electronically, and the 1999 flood destroyed many resources that previously existed in Princeville. Additionally, much information is available at the county level, but it was challenging to find town-specific data.

THE INTERVIEW POOL

Princeville and Tarboro are small communities, which made the scope of the assessment more manageable; however, working in this setting provided challenges, particularly in maintaining confidentiality. The team was a fairly recognizable presence in the communities, and anyone who saw the student team entering or leaving a business or residence might assume that someone there was being interviewed. Additionally, interviewees may have discussed their responses with each other, potentially influencing the responses of later interviewees. This became more evident through comments prospective interviewees made about the team's prior conversations with community members and service providers.

YOUTH INVOLVEMENT

The team had difficulty involving youth and young adults (in their 20s) in the assessment. The majority of the interviews were conducted with people age 30 and above, and these interviewees generally did not recommend others younger than themselves for future interviews. While the team was ultimately able to interview a few people in their 20s, efforts to conduct a focus group with teenagers and other young people were unsuccessful; therefore, the perspectives of these age groups are underrepresented.

INVOLVING PRINCEVILLE RESIDENTS

In addition to the difficulty of getting recommendations for young people, the team had some concern that the recommended interviewees might represent a very specific segment of the population in Princeville and Tarboro. It was challenging for the team to get recommendations for Princeville residents, and this may have resulted in weighing the perspective of Tarboro residents too heavily.

SERVICE PROVIDERS AS "INSIDERS"

A unique feature of the interview pool in Tarboro and Princeville is that many of the service providers in the communities are also community members. While the service provider perspective is often considered an **outsider** perspective, this is not always the case in Princeville and Tarboro; in fact, the majority of the service providers interviewed were also African American community members. While these service provider interviews give less data on outsider perspectives than anticipated, these data inform the **insider** perspective in a valuable way. White community members were interviewed as well, and these interviews helped to inform the outsider perspective.

*A **limitation** of the project is anything that may have affected the way the team gathered information or represented viewpoints.*

*The **interview pool** is the people available to be interviewed for the project—service providers and community members in Princeville and Tarboro.*

***Outsiders** are sometimes considered objective observers of a community, while **insiders** have knowledge that an outsider never can.*

LIMITATIONS & CHALLENGES, CONTINUED...

ONE COMMUNITY OR TWO?

While Princeville and Tarboro are two separate towns, there are many people who view them as inseparable, considering the towns to be one community. The same is true, possibly to a greater degree, of the African American communities within the towns—some consider the two as one community (due to shared history and families living in both towns), but others consider the African American communities in Tarboro and Princeville to be two distinct communities. This presented a unique challenge for the team in representing both perspectives.

BUDGET & TIME

The team was also limited by factors outside of the communities. The short time during which the project was conducted and the small project budget were tremendous obstacles. Although the team was working with the community for seven months, the limited time available for interviewing and recruiting interviewees resulted in the use of a **convenience sample**. Therefore, the results of this community assessment cannot be generalized to the entirety of the African American communities of Princeville and Tarboro.

TEAM AS OUTSIDERS

Finally, despite the team's extensive efforts to gain entrée into the communities, the team recognizes that an additional limitation to the assessment process was the fact that team members are not a part of the Tarboro and Princeville communities. This created a challenge for the team in becoming fully immersed in the communities and comprehending community members' and service providers' perspectives on life in Princeville and Tarboro.

A convenience sample means that the perspectives represented in the research are those of community members that were selected by the team, easily accessible, and within previous interviewees' social networks.

SUMMARY

This chapter has presented the various procedures and materials the team used to conduct a community assessment of the African American communities in Princeville and Tarboro. While the process was thorough, there were limitations that make it difficult to assume that the perspectives presented here are representative of all African Americans in Tarboro and Princeville.



CHAPTER 6 – CONCLUSIONS & RECOMMENDATIONS

INTRODUCTION

As the student team ends the assessment of the African American communities of Princeville and Tarboro, conclusions and recommendations are offered to encourage community members and service providers to continue using community strengths to achieve the action steps discussed at the forum.

In this Chapter

38	Introduction
38	Conclusions
39	Recommendations
40	Final Thoughts

CONCLUSIONS

WHAT WERE SOME OF THE STRENGTHS OF THE AOCD?

As mentioned previously, there were a number of limitations in the community assessment process; however, the team also feels that there were strengths that made the process successful and will ensure the forward progress of the communities.

Although it was impossible for the team to speak with every African American in Princeville and Tarboro, the interviewees represented a broad range of people within the communities, providing multiple perspectives that strengthened the team's findings. The same is true of the Community Advisory Committee, and the work of this committee was instrumental in bringing such a large and diverse crowd to the forum. Work within the community has already resulted in progress on the action steps developed during the small group discussions at the forum. Student team members have distributed summaries of the discussions and action steps to those in the sessions, providing each group with contact information of all who participated in the discussion.

WHAT WILL HAPPEN NOW?

Many community members and service providers expressed their readiness to continue the work that has begun in the communities, and one person sent a note to the team the morning after the forum, commenting, "[The team] did a magnificent job. We must have follow-up to see this thing through. I realize that the citizens of Princeville and East Tarboro must pick up the ball and run with it."



At the forum, community members report the action steps they developed.

RECOMMENDATIONS

The African American communities of Princeville and Tarboro have a vast number of resources and community strengths that can be used to address the challenges presented at the community forum. The communities' history of perseverance and resilience, as well as a large number of dedicated and motivated community members and service providers, bodes well for the future of these communities.

Based on team observations, interviews conducted, and action steps generated by participants at the community forum, the team offers the following recommendations for the African American communities of Princeville and Tarboro:

RECOMMENDATION #1

In addition to applying for funding for a small business incubator with the Edgecombe County Government, the team encourages community members and service providers to establish open communication and collaboration with the Small Business Center at Edgecombe Community College, Edgecombe Entrepreneurial Organization, Tarboro-Edgecombe Chamber of Commerce, and East Tarboro/Princeville Community Development Corporation. The team also recommends that the communities tap into the expertise of the Edgecombe Entrepreneurial Organization to make this a more recognized and utilized resource for African Americans interested in starting a small business.

RECOMMENDATION #2

The team encourages the development of a coalition of youth service organizations, in partnership with the Health Department, designed to bring teens and parents together to improve communication and understanding about topics related to teenage pregnancy. The team recommends that the coalition involve the communities in order to better inform what is being done and to better reach people. The team also recommends that this coalition move forward to promote comprehensive sex education within the Edgecombe County Public Schools by first meeting with the Edgecombe County Board of Education.

RECOMMENDATION #3

The team recommends that the school system, churches, and existing organizations work together to develop a more robust mentoring program for children of all ages. Youth need a safe space to meet and speak their perspective—community members and service providers should collaborate to help the youth find a place where they can discuss the things they have in common as well as their differences. Additionally, the team encourages the communities to help youth better understand the mental health and counseling services that are currently available to them.

RECOMMENDATION #4

To improve attitudes toward education among young African Americans, the team recommends that community leaders, Edgecombe County Public Schools, teachers, parents, and students all work together to promote positive attitudes and raise expectations. By building on unique educational opportunities such as those offered through churches, the Tarboro Department of Parks and Recreation, and Community Enrichment Organization, the schools can provide additional learning opportunities and motivate young people to strive for success.

RECOMMENDATIONS, CONTINUED...

RECOMMENDATION #5

The team recommends that Edgecombe County Public Schools actively recruit African American teachers and better train existing teachers to be culturally sensitive and to incorporate place-based learning. The team suggests investigating programs such as Teach for America, recruiting at local colleges and universities, and encouraging community members to reach out to their networks to bring additional qualified people into the community to better educate the youth.

RECOMMENDATION #6

Continuing the work of the Edgecombe County Public Schools to improve the quality of education, the team recommends that ECPS and community members strive to increase communication and develop strong connections between the communities and the educators through Parent-Teacher Organizations. To foster a greater sense of investment by the communities, ECPS should hold these meetings at community facilities, such as churches. Community members should be recruited to assist with advertising these meetings and ensuring that they are publicly accessible in order to improve the communities' access to school district administrators, staff, principals, and teachers.

RECOMMENDATION #7

The team recommends that the action step of mailing health messages with utility bills be implemented as quickly as possible. Additionally, the team encourages community leaders to consider the idea of health department and doctor-certified health messages—including educational messages about preventive care and proper nutrition—and use these messages to reach people in other places where they will be receptive, such as churches and schools. The team also recommends that agencies and organizations expand on skills-based education, such as the nutrition and cooking classes currently offered by the Agricultural Extension Agency.

FINAL THOUGHTS

The team is confident that the African American communities of Princeville and Tarboro will continue to work together to move forward as *Communities United for Collective Action*. As one interviewee shared with the team, "Any house will fall when it's divided, but if [the two communities] take these houses and put them together, it will be a strong house."



Team members and preceptors celebrating the completion of A OCD. (From left: Taro Knight, Ellie Morris, Arin Hanson, Katie Keating, Jiang Li, Anne Morris, Jenn Wieland, & Melvin Muhammad.



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APPENDICES

LIST OF APPENDICES

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- Appendix B – Map
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- Appendix F – Evaluation Results
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- Appendix J – Coding & Analysis

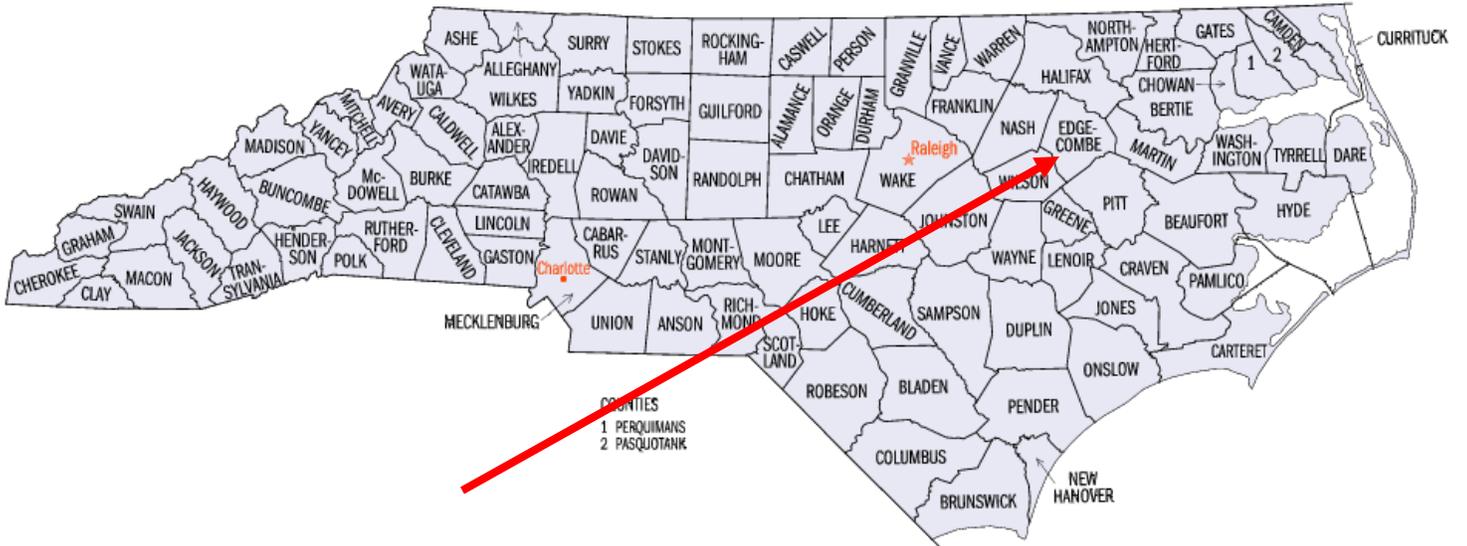
APPENDIX A – TEAM EVENTS

FIGURE A-1: LIST OF TEAM EVENTS

Date	Event	Location	Town	Team Members
October 13, 2006	Windshield Tour	started at Jones' BBQ	Princeville & Tarboro	6
October 28, 2006	Edgecombe County Health Fair	County Administration Building	Tarboro	6
November 16, 2006	Community Visits & Pre-Tests	C.B. Martin Middle School	Tarboro	6
November 29, 2006	Sherman James Lecture	UNC School of Public Health	Chapel Hill	4
December 12, 2006	Project GRACE Steering Committee Meeting	AHEC	Rocky Mount	5
December 12, 2006	Donation Sorting	Tar River Mental Health Association	Rocky Mount	5
February 11, 2007	Sunday Service	St. Paul Missionary Baptist Church	Tarboro	5
February 11, 2007	Sunday Service	St. Luke's Church of Christ	Princeville	5
February 15, 2007	Senior Unity Breakfast	County Administration Building	Tarboro	6
February 20, 2007	Gang Violence Meeting	Princeville Town Hall	Princeville	2
February 22, 2007	Soul Food Birthday Celebration	Princeville Town Hall	Princeville	4
March 8, 2007	Project GRACE Community Forum	Edgecombe Community College	Tarboro	6
April 15, 2007	Sunday Service	Eastern Star Baptist Church	Tarboro	4
April 15, 2007	Sunday Service	St. Luke's Church of Christ	Princeville	2
April 15, 2007	Sunday Service	Gateway to Heaven Church	Princeville	2
April 19, 2007	Senior Unity Breakfast	County Administration Building	Tarboro	2

APPENDIX B – MAPS

FIGURE B-1: NORTH CAROLINA



APPENDIX C – SECONDARY DATA

FIGURE C-1: LIST OF SECONDARY DATA SOURCES CONSULTED, BY CATEGORY

Access to Services

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FIGURE C-1: LIST OF SECONDARY DATA SOURCES, CONTINUED

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APPENDIX C, CONTINUED...

FIGURE C-1: LIST OF SECONDARY DATA SOURCES, CONTINUED

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APPENDIX C, CONTINUED...

FIGURE C-1: LIST OF SECONDARY DATA SOURCES, CONTINUED

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APPENDIX C, CONTINUED...

FIGURE C-1: LIST OF SECONDARY DATA SOURCES, CONTINUED

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APPENDIX D – COMMUNITY FORUM MATERIALS

FIGURE D-1: INVITATION TO JOIN THE COMMUNITY ADVISORY COMMITTEE

	<p>THE UNIVERSITY <i>of NORTH CAROLINA</i> at CHAPEL HILL</p>	<p>SCHOOL OF PUBLIC HEALTH</p>						
		<p>DEPARTMENT OF HEALTH BEHAVIOR AND HEALTH EDUCATION</p>						
		<table> <tr> <td>302 ROSENAU HALL</td> <td>T 919.966.3761</td> </tr> <tr> <td>CAMPUS BOX 7440</td> <td>F 919.966.2921</td> </tr> <tr> <td>CHAPEL HILL, NC 27599-7440</td> <td>www.sph.unc.edu/hbbe</td> </tr> </table>	302 ROSENAU HALL	T 919.966.3761	CAMPUS BOX 7440	F 919.966.2921	CHAPEL HILL, NC 27599-7440	www.sph.unc.edu/hbbe
302 ROSENAU HALL	T 919.966.3761							
CAMPUS BOX 7440	F 919.966.2921							
CHAPEL HILL, NC 27599-7440	www.sph.unc.edu/hbbe							

February 28, 2007

Dear Potential Community Advisory Committee member,

My name is Arin Ahlum Hanson, and I am a member of the University of North Carolina at Chapel Hill School of Public Health graduate student team that recently interviewed you about your experience with the African American communities of Tarboro and Princeville. As you may remember, we have been working with two community members – Melvin Muhammad and Taro Knight – to explore the social, economic, and health experiences of African Americans in Edgecombe County, focusing on Tarboro and Princeville residents.

At the end of your interview, you indicated that you might be interested in participating in the Community Advisory Committee to assist in planning the community forum. I am writing to invite you to serve on this committee, which we believe will be invaluable to making the forum a successful and rewarding community event. Your input as a well-respected service provider and your insights and perspective about the community will greatly enhance the Community Advisory Committee.

The community forum will be an opportunity to present our findings from the interviews and focus groups we have conducted with service providers and community members. The forum is designed to bring people in Tarboro and Princeville together to engage community stakeholders in a dialogue about community strengths, challenges, and areas for future growth. We hope this will be an opportunity for community members and service providers to come together, pool resources, and brainstorm possible solutions designed to initiate change to address the challenges that have been identified in our interviews and conversations with community members. The forum has tentatively been scheduled for the evening of Thursday, April 12 at the Edgecombe County Administration Building located at 201 St Andrew Street in Tarboro.

In order to plan a community forum that will truly address the concerns of the African American communities of Tarboro and Princeville, we hope to work with a Community Advisory Committee comprised of community members and service providers, like yourself. This Community Advisory Committee will assist in the planning of the community forum.

The Community Advisory Committee will meet several times prior to the forum. The date of the first meeting will be Thursday, March the 8th at 4:30pm at the

APPENDIX D, CONTINUED...

FIGURE D-1, CONTINUED: INVITATION TO JOIN THE CAC

Edgecombe Community College Library. The other meeting dates and times will be determined at the first meeting. The meetings will last approximately one hour.

Please let me know by Thursday, March 1, 2007, if you are interested in serving on this committee or have any questions about the committee or project. I can be contacted at our toll free number 1-866-610-8273 or directly at 215-868-6319. I may also be reached via email at: arin@email.unc.edu.

We hope that you can join the Community Advisory Committee and help us spread the word about what promises to be an exciting event!

I look forward to hearing from you.

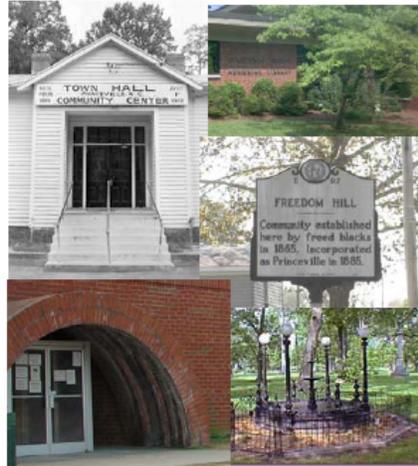
Sincerely,

Arin Ahlum Hanson
Co-Chair
Community Advisory Committee
Edgecombe County AOCD Team

APPENDIX D, CONTINUED...

FIGURE D-2: PUBLICITY FLYER

Princeville and Tarboro African Americans *Communities United for Collective Action*



Dinner, Entertainment, & Prizes Provided!!!

Date: Thursday, April 19, 2007

Time: 6:00pm-8:30pm, Including light Dinner

Forum Location: The Edgecombe County Administration Building Auditorium (201 Saint Andrew Street, Tarboro)

Purpose: To allow African American community members and service providers in Princeville and Tarboro the opportunity to come together, pool resources, and brainstorm possible solutions to address:

- Education,
- Economic Development,
- Recreation for Youth,
- Healthcare, and more!

This is an open meeting. To reserve your dinner or for questions about transportation, please call 1-866-610-8273 or send an email to:

princevilletarboro.forum@gmail.com.

APPENDIX D, CONTINUED...

FIGURE D-3: PUBLICITY HANDBILL



**Princeville and Tarboro African Americans
*Communities United for Collective Action***

African American community members and service providers in Princeville and Tarboro are invited to come brainstorm possible solutions to address:

- Education,
- Economic Development,
- Recreation for Youth,
- Healthcare, and more!

Date: Thursday, April 19, 2007

Time: 6:00pm-8:30pm, Including light Dinner

Forum Location: The Edgecombe County Administration Building Auditorium (201 Saint Andrew Street, Tarboro)

This is an open meeting. To reserve your dinner, or for questions about transportation, please call 1-866-610-8273 or send an email to:
princevilletarboro_forum@gmail.com.

APPENDIX D, CONTINUED...

FIGURE D-4: FORUM INVITATION

Shift+Drag to move horizontal ruler



You are cordially invited to attend a community forum for African Americans living in Princeville and Tarboro, "Communities United for Collective Action"

An opportunity for African American community members and service providers in Princeville and Tarboro to come together to discuss community strengths, challenges, and areas for future growth, and to brainstorm possible solutions to improve the quality of life for all African Americans in Princeville and Tarboro.

*Thursday, April 19, 2007
6:00pm-8:30pm, A light dinner will be served*

*The Edgecombe County Administration Building Auditorium
201 Saint Andrew Street
Tarboro, North Carolina 27886*

Community Advisory Committee

<i>Dr. Florence Armstrong</i>	<i>Dr. Lawrence Auld</i>	<i>Ms. Irma DuBose</i>
<i>Chief Gary Fox</i>	<i>Ms. Agnes Glass</i>	<i>Ms. Nancy Glass</i>
<i>Mr. Turner Harrell</i>	<i>Rev. and Mrs. Fyrone Hopkins</i>	<i>Ms. Teresa Hyman</i>
<i>Mr. C. Rudolph Knight</i>	<i>Mr. John Knight</i>	<i>Mr. Sam Knight</i>
<i>Mr. Taro Knight</i>	<i>Mrs. Amy Marshall-Brown</i>	<i>Ms. Hilda Morris</i>
<i>Mr. Melvin Muhammad</i>	<i>Ms. Angela Murphy</i>	<i>Ms. Yvonne Murphy</i>
<i>Ms. Doris Stith</i>	<i>Mrs. Mary Stroman</i>	<i>Rev. George Terry</i>
<i>Dr. Ada Wooten-Williams</i>		<i>Ms. Mysha Wynn</i>

*Ms. Arin Ahlum Hanson
Ms. Anne Morris
Committee Co Chairs*

*Department of Health Behavior and Health Education
The University of North Carolina at Chapel Hill School of Public Health*

This is an open meeting, but please call 1-866-610-8273 or send an email to: princevilletarboro.forum@gmail.com to reserve your dinner. Questions may also be directed to this number and email address.

APPENDIX D, CONTINUED...

FIGURE D-5: FINANCIAL DONATION LETTER

	THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL	SCHOOL OF PUBLIC HEALTH
		DEPARTMENT OF HEALTH BEHAVIOR AND HEALTH EDUCATION

302 ROSENAU HALL T 919.966.3761
 CAMPUS BOX 7440 F 919.966.2921
 CHAPEL HILL, NC 27599-7440 www.sph.unc.edu/hbbe

March 30, 2007

Dear Tarboro Business Owner,

My name is Anne Morris, and I am a member of the Edgecombe County Action-Oriented Community Diagnosis (AOCD) team, comprised of six graduate students in the School of Public Health at the University of North Carolina at Chapel Hill (UNC-CH). As part of an academic course, my team has been working with a North Carolina community, Edgecombe County, in partnership with two community preceptors to explore the social, economic, and health experiences of African Americans in Edgecombe County, focusing on Tarboro and Princeville residents.

Over the course of the last seven months, my team has had the privilege of attending community events, agency/organizational meetings, and worship services as well as interviewing over 40 local residents and service providers. A preliminary analysis of these semi-structured interviews has identified youth development, education, economic development, and access to healthcare as primary topics warranting the community's focus. Together with a recently formed Community Advisory Committee of 24 community members and service providers, we are planning a community forum entitled "Communities United for Collective Action."

At this forum, which will take place on Thursday, April 19, 2007, the team will present the results of our research to an expected audience of 100 to 150 community members and agencies. This forum will be an opportunity for service providers and community members to come together to discuss community strengths, challenges, and areas for future growth. This event will be held from 6:00-8:30pm at The Edgecombe County Administration Building Auditorium, and it is our hope that your business will be represented at the forum. With that said, we are asking for your business' support to make this event possible.

We are requesting a financial donation to offset the expenses of the forum, such as refreshments, door prizes, and decorations. We will formally recognize all donors through a listing in our program as well as a verbal acknowledgement at the conclusion of the forum. We believe that your participation in this important community event will undoubtedly generate even more goodwill in the community and publicity for your business.

Since we are affiliated with UNC-CH, your donation is eligible for a tax deduction. The Federal Tax ID number for UNC-CH is 56-600-1393. Should you have any questions, please do not hesitate to contact me directly at (301) 466-4175.

Thank you for your consideration of this request, and I look forward to speaking with you soon!

Warm regards,

Anne M. Morris
 Co-Chair
 Community Forum Planning Committee
mpanne@email.unc.edu
 (301) 466-4175

APPENDIX D, CONTINUED...

FIGURE D-5: FOOD DONATION LETTER



THE UNIVERSITY
of **NORTH CAROLINA**
at **CHAPEL HILL**

SCHOOL OF PUBLIC HEALTH

DEPARTMENT OF HEALTH BEHAVIOR
AND HEALTH EDUCATION

302 ROSENAU HALL T 919.966.3761
CAMPUS BOX 7440 F 919.966.2921
CHAPEL HILL, NC 27599-7440 www.sph.unc.edu/hbhe

March 30, 2007

Dear Tarboro Business Owner,

My name is Anne Morris, and I am a member of the Edgecombe County Action-Oriented Community Diagnosis (AOCD) team, comprised of six graduate students in the School of Public Health at the University of North Carolina at Chapel Hill (UNC-CH). As part of an academic course, my team has been working with a North Carolina community, Edgecombe County, in partnership with two community preceptors to explore the social, economic, and health experiences of African Americans in Edgecombe County, focusing on Tarboro and Princeville residents.

Over the course of the last seven months, my team has had the privilege of attending community events, agency/organizational meetings, and worship services as well as interviewing over 40 local residents and service providers. A preliminary analysis of these semi-structured interviews has identified youth development, education, economic development, and access to healthcare as primary topics warranting the community's focus. Together with a recently formed Community Advisory Committee of 24 community members and service providers, we are planning a community forum entitled "Communities United for Collective Action."

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We are requesting a food donation for 15 to 25 people from your business. We will formally recognize all donors through a listing in our program as well as a verbal acknowledgement at the conclusion of the forum. We believe that your participation in this important community event will undoubtedly generate even more goodwill in the community and publicity for your business.

Since we are affiliated with UNC-CH, your donation is eligible for a tax deduction. The Federal Tax ID number for UNC-CH is 56-600-1393. Should you have any questions, please do not hesitate to contact me directly at (301) 466-4175.

Thank you for your consideration of this request, and I look forward to speaking with you soon!

Warm regards,

Anne M. Morris
Co-Chair
Community Forum Planning Committee
mpanne@email.unc.edu
(301) 466-4175

APPENDIX D, CONTINUED...

FIGURE D-5: LIST OF SPONSORS (DISPLAYED AT FORUM)



Communities United for Collective Action

Thank you to our sponsors!

(As of April 12, 2007)

Abram's Restaurant
 All About Flowers
 Andy's Restaurant
 Bryan Drugs, Inc.
 Curves for Women
 Dollar General Store
 Domino's Pizza
 Down East Partnership for Children
 EMBARQ
 Food Lion
 Hemby-Willoughby Mortuary, Inc.
 Heritage Hospital
 The Honorable S. Clark Jenkins
 Lauren's
 Lesdoit Computer, Inc.
 Main Street Café
 Main Street Realty
 Walter & Cynthia Morris
 On the Square
 Phillips Printing & Office Supplies
 Piggly Wiggly
 Quigless Natural Health Center
 Radio Shack
 Rex Jewelers
 Roberson & Dupree Shoe Store
 Sara Lee Bakery
 Slack & Shirt Shop
 Think & Grow Childcare
 The Honorable Joe P. Tolson
 The UPS Store at Chapel Hill North
 Sheryl Zimmerman

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM

*Princeville and Tarboro African Americans
Communities United for Collective Action*



Thursday, April 19, 2007

6:00-8:30pm

Edgecombe County Administration Building Auditorium

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED

Acknowledgements

The University of North Carolina at Chapel Hill (UNC-CH) Graduate Student Team would like to extend sincere thanks to the individuals that helped make this process and forum a success:

The 42 community members and service providers who graciously took time out of their busy schedules to be interviewed.

The Community Forum Advisory Committee: Dr. Florence Armstrong, Dr. Lawrence Auld, Ms. Irma DuBose, Chief Gary Foxx, Ms. Agnes Glass, Ms. Nancy Glass, Mr. Turner Harrell, Rev. Tyrone & Mrs. Joyce Hopkins, Ms. Teresa Hyman, Mr. C. Rudolph Knight, Ms. Gwendolyn Knight, Mr. John Knight, Mr. Sam Knight, Mrs. Amy Marshall-Brown, Ms. Hilda Morris, Ms. Angela Murphy, Ms. Yvonne Murphy, Mr. Donald Parker, Ms. Delia Perkins, Ms. Doris Stith, Mrs. Mary Stroman, Rev. George Terry, Dr. Ada Williams-Wooten, & Ms. Mysha Wynn. Without their dedication, hard work, and input, this forum would not have been possible.

Our community preceptors: Melvin Muhammad and Taro Knight. Melvin and Taro's advice, guidance, and commitment to these communities has enabled us to complete this assessment.

Our faculty instructors and teaching assistants: Eugenia Eng, Kate Shirah, Dionne Smith, Jim Amell, Erin Stephens, and Michele Lanham.

Finally, the team would like to thank the following businesses and individuals for their generous donations (as of April 12, 2007):

Abram's Restaurant	Main Street Realty
All About Flowers	Walter & Cynthia Morris
Andy's Restaurant	On the Square
Bryan Drugs, Inc.	Phillips Printing & Office Supplies
Curves for Women	Piggly Wiggly
Dollar General Store	Quigless Natural Health Center
Domino's Pizza	Radio Shack
Down East Partnership for Children	Rex Jewelers
EMBARQ	Roberson & Dupree Shoe Store
Food Lion	Sara Lee Bakery
Hemby-Willoughby Mortuary, Inc.	Slack & Shirt Shop
Heritage Hospital	Think & Grow Childcare
The Honorable S. Clark Jenkins	The Honorable Joe P. Tolson
Lauren's	The UPS Store at Chapel Hill North
Lesdoit Computers Inc.	Sheryl Zimmerman
Main Street Café	

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED

	<p><i>Program</i></p>	
<p>6:15pm</p>	<p>Occasion Opening Prayer</p>	
<p>6:25pm</p>	<p>Welcome Remarks <i>Lorenzo Carmon,</i> <i>Edgecombe County Manager</i></p>	
<p>6:40pm</p>	<p>Presentation of Interview Findings <i>UNC-CH Graduate Student Team</i></p>	
<p>7:00pm</p>	<p>Dinner & Musical Selections <i>Tarboro High School Gospel Choir</i></p>	
<p>7:40pm</p>	<p>Small Group Breakout Sessions <i>Attitudes Toward Education</i> <i>Chronic Disease</i> <i>Lack of Job Options</i> <i>Quality of Education</i> <i>Teenage Pregnancy</i> <i>Youth Violence</i></p>	
<p>8:30pm</p>	<p>Breakout Session Report Back Closing Prayer</p>	
<p><i>Taro Knight, Master of Ceremonies</i></p>		

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED



The Community Assessment Process



What is a community assessment?
 As a team of six graduate students from the University of North Carolina at Chapel Hill (UNC-CH) School of Public Health, we have been conducting a community assessment since October 2006. This process has involved exploring the cultural, social, economic, and health experiences of African Americans living in Princeville and Tarboro.

Why are you doing an assessment of African Americans in Princeville and Tarboro?
 Throughout this process, the team has been guided by two community preceptors, Melvin Muhammad and Taro Knight. Mr. Muhammad and Mr. Knight requested a student team from UNC-CH for assistance in interviewing community members in order to learn about the strengths and challenges of the communities from a new perspective. As preceptors, Mr. Muhammad and Mr. Knight have shown the team around Princeville and Tarboro, introduced us to people living in the communities, and accompanied us to various events.

What events have you attended?
 Over the past seven months, the team has volunteered at the Edgecombe County Health Fair, the Senior Unity Breakfast, and the Tar River Mental Health Association. We have attended the Princeville Birthday Celebration, various church services, and several community meetings. Since January, we have spent at least one day a week in Princeville and Tarboro, speaking with people and enjoying the towns.

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED



The Community Assessment Process

(continued)



How did you get your information?
 We have conducted 42 interviews with community members and service providers. We analyzed the interview data, as well as secondary sources, to identify the most important strengths and challenges for the communities.

Whom did you interview?
 The names of our interviewees are confidential, but we have talked with people from a wide variety of backgrounds and ages. We have not been able to speak with everyone, but we were able to talk with people in many different positions within the communities.

What will happen at this forum?
 Working with the Community Advisory Committee, we have chosen six themes reflecting strengths and challenges of the communities to present tonight. Through small group discussions, the communities will decide what action steps can be taken to address challenges and opportunities for growth.

What will happen after the forum?
 This is the end of the team's formal work in Princeville and Tarboro. Under the guidance of Mr. Muhammad and Mr. Knight, the team hopes that individuals within the communities will take the lead in moving forward to address the six topics to be discussed in the breakout sessions.

The final report from the team's work in Princeville and Tarboro will be available by July 1, 2007 at: <http://www.hsl.unc.edu/PHpapers/phpapers.cfm>. A hard copy of this report may be requested by leaving a voicemail message for the "Edgecombe County Community Diagnosis Team" at 1-866-610-8273 or by sending an email to: princevilletarboro.forum@gmail.com.

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED



Participant Biographies



Lorenzo Carmon

Since August 2001, Mr. Carmon has been employed as the Edgecombe County Manager. Prior to that, he most recently served as Assistant Town Manager for the Town of Tarboro (1999-2001) and Planning and Economic Development Director for the Town of Tarboro (1997-1999). Within the community, Mr. Carmon has been involved with the Special Olympics and Tar River Wrestling Club. He is also a member of the Tarboro/Edgecombe Chamber of Commerce, Rocky Mount Chamber of Commerce, Carolinas Gateway Partnership Board of Directors, Braswell Memorial Library Board of Directors, Tarboro/Edgecombe Airport Board of Directors, Edgecombe County Juvenile Justice Council, City of Rocky Mount Downtown Renaissance Board of Directors, Edgecombe/Nash Mental Health Reform Team, Edgecombe County Home Care and Community Block Grant Advisory Committee, and Twin County Challenge Program Board of Directors. Mr. Carmon holds a Bachelor's degree in Science from Appalachian State University and a Master's degree in Public Administration from East Carolina University.

Tarboro High School Gospel Choir

The award-winning gospel choir includes freshmen, sophomores, juniors, and seniors from Tarboro and surrounding areas. The Choir's accolades include a first-place finish in the Open Division of the Pathmark Gospel Choir Competition (2007), hosted by NBC's Pat Battle, and a third-place finish at this competition in 2006. The choir is directed and managed by Christian Herring and Tony Suggs.

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED



Participant Biographies



Taro Knight

Mr. Knight, President of the East Tarboro-Princeville Community Development Corporation, has been involved in comprehensive (economic, educational, health, and social) community development for nine years. He also currently serves as a Community Preceptor for the community assessment process conducted by the UNC-CH graduate student team. Prior to working in the non-profit sector, Mr. Knight taught seventh and eighth grade Social Studies, served as Community Coordinator for Edgecombe County Schools, and worked with the Edgecombe County Department of Social Services as a Preventative Services Social Worker. He holds degrees in Social and Behavioral Sciences from Chowan University and History from North Carolina Central University. A lifelong resident of Tarboro, Mr. Knight is married to the former Kim Harrison Vines. Together they have three children: Zaneta, D'Andre, and Jordan.







APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED



Community Strengths



The top five strengths that emerged from the team's interviews with community members and service providers are:

Heritage and Shared History

"There is something intangible about the historical significance of the towns, and that seems to be a glue...something that holds members of the community together."

Community Cohesion

"[A major strength is that] there's good community unity and support from the community. There's cooperation to get things done."

Religion

"The church is the most important [strength] and is the cornerstone of the African American community."

Economics

"There's the potential for a lot of economic growth within the African American community. [Some] direction is needed, but the desire is definitely there."

Community Leadership

"Leadership of the younger generation [is the most important strength]. When young adults come together, so does the Black community. And that is wonderful at this point."

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED



Community Challenges



A number of challenging topics emerged from the team's interviews with community members and service providers. These were presented to the Community Advisory Committee and were prioritized according to importance to the community, changeability, and potential for action steps to address the challenge:

Attitudes Toward Education: While people feel that education is important for giving African American youth hope and expanding their future opportunities, there is a need for a collective effort to promote the value of education in the communities and to encourage youth to take advantage of their education.

Chronic Disease: People recognize the burden that diabetes, heart disease, stroke, and other chronic conditions place on the African American families and communities of Princeville and Tarboro. Both lifestyle habits and limited access to affordable healthcare and prescription drugs contribute to the problem.

Lack of Job Options: People are concerned that with loss of industry, few well-paying jobs, and a lack of job skills training in Princeville and Tarboro, job opportunities for African Americans are limited. This leads to young adults not staying in the communities, not being attracted to move here, and pursuing illegal activities to supplement their income.

Quality of Education: While people identified education as an important way to improve the quality of life in their communities, they feel that the schools are not meeting all the needs of African American youth in Princeville and Tarboro.

Teenage Pregnancy: Although programs currently work with teens to address teenage pregnancy, people continue to be concerned about its effects on the African American families and communities of Princeville and Tarboro.

Youth Violence: Although the communities are currently working to prevent youth violence, people are concerned about violence increasing among African American youth and the ways it is affecting youth, their families, and their communities.

APPENDIX D, CONTINUED...

FIGURE D-5: FORUM PROGRAM, CONTINUED



Community Assessment Contact Information



Community Preceptors: Melvin Muhammad & Taro Knight
 Melvin Muhammad
 252-904-0765
 melrmuh@yahoo.com

Taro Knight
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UNC-CH Graduate Student Team

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APPENDIX E – SMALL GROUP DISCUSSION MATERIALS

FIGURE E-1: FACILITATION TECHNIQUES

This appendix contains both a general description of the methods* used by team members to guide discussion during the small group sessions at the community forum and the specific methods used in each small group session. The three methods are: Force Field Analysis, SHOWED, and ORID.

Force Field Analysis

Force Field analysis is a method for facilitating a small group in the creation of action steps related to a proposed change. It involves the identification and evaluation of the forces that either help or hinder a proposed change, with a gradual narrowing of focus to specific hindering forces (barriers) that can be lessened or helping forces that can be strengthened to help create the change. Force Field analysis is a useful technique when small group participants already understand the issues being discussed and are ready to create action steps.

Steps:

1. Identify the current situation and decide on a goal to be achieved.
2. Write the current situation in a box in the center of the paper, and the goal on the far right.
3. Group members brainstorm all the helping forces and hindering forces (barriers) that affect the present situation, and/or the ability to move toward the goal. Helping forces are written on the left side of the current situation box, and hindering forces are written on the right.
4. Group members discuss the importance of each helping and hindering force.
5. Draw arrows connecting the forces and the current situation box; longer arrows indicate more important forces (Note, arrows for hindering forces are drawn to point away from the goal and arrows for helping forces point toward the goal).
6. Group members identify the helping or hindering force on which they want to focus. This becomes the current situation on a new piece of paper.
7. Repeat the process 1-2 times, until the group arrives at a goal specific enough for which concrete action steps can be created.
8. Group members brainstorm action steps and responsibility for each action step is assigned to a group member.

SHOWED

SHOWED is a small group discussion technique that is intended to begin with an understanding of the underlying causes of a situation and end in action steps. It is a useful technique when the topic of discussion has not been addressed by group members previously and when the root causes of the problem have not been articulated. SHOWED is an acronym whose letters stand for different steps in the process of guiding the discussion.

Steps:

1. Use a trigger to begin the discussion. A trigger might be a poem, a skit, a quote, a video clip, or a story that captures the essence of the situation the group is about to discuss.
2. Ask group members recommended SHOWED questions to guide the discussion from a common understanding of what is happening in the trigger, to why it is happening, and finally to what can be done about it.

* Source for the general description of methods: Boland, M., Isaacs, K., Kunkel, J., Mangum, A., Mersereau, D. & Myers, A. (2004). *An Action-Oriented Community Diagnosis for people living with disabilities in Raleigh, NC*. Retrieved October 25, 2004 from <http://www.hsl.unc.edu/PHpapers/RaleighDisabilities.pdf>

APPENDIX E, CONTINUED...

FIGURE E-1: FACILITATION TECHNIQUES, CONTINUED

Sample SHOWED Questions:

- S (SEE): What do you see in this picture?
- H (Happening): What is happening?
- O (Our): How does this relate to our lives?
- W (Why): What causes this?
- E (Evaluation): How are we part of the problem?
- D (Do): What can we do about this?

ORID

ORID is a small group discussion technique that is intended to begin with an understanding of a situation and end in action steps. It is similar to SHOWED in many ways, but focuses less on root causes of problems and has a simpler structure. ORID is also an acronym whose letters stand for different steps in the process of guiding the discussion.

Steps:

1. Use a trigger to begin the discussion. A trigger might be a poem, a skit, a quote, a video clip, or a story that captures the essence of the situation the group is about to discuss.
2. Ask group members recommended ORID questions to guide the discussion from a common understanding of what is happening in the trigger, to why it is happening, and finally to what can be done about it.

Sample ORID Questions:

- O (Objective): What do you see in this picture?
- R (Reflective): What was your first response?
- I (Interpretive): What is this poem (or other trigger) about?
- D (Decisional): What change is needed? What can we do about these issues?

APPENDIX E, CONTINUED...

FIGURE E-2: LACK OF JOB OPTIONS TRIGGER

Theme Statement:

People are concerned that with loss of industry, few well-paying jobs, and a lack of job skills training in Princeville and Tarboro, job opportunities for African Americans are limited. This leads to young adults not staying in the communities, not being attracted to move here, and pursuing illegal activities to supplement their income.

Quotes from Community Members & Service Providers:

"Most of the jobs here were factory jobs, and most of them are moving away."

"Those kids who leave and come back, you've got to have jobs for them. That's the only reason why they're going to come back, and if we continue to have the same type of jobs and job opportunities, then they're not going to come back."

"People will have to get more education—use the community colleges—to get more skills, like computer literacy. The current workforce is geared toward working in the factories. So, if you're heading toward a different type of development, you don't have the folks to fill the jobs."

Relevant Statistics:

In February 2007, the unemployment rate in Edgecombe County was 8.2%. (The unemployment rate for North Carolina is 4.5%, and the rate for the United States is 4.4%.)

In Princeville, 17.0% of the population lives below the poverty line, and in Tarboro, 15.3% of the population lives below the poverty line. (In North Carolina, 13.4% of the population lives below the poverty line, and 12.5% of the U.S. population lives below the poverty line.)

Sources: Bureau of Labor Statistics, U.S. Department of Labor; The Employment Security Commission of North Carolina; U.S. Census Bureau

Trigger:

APPENDIX E, CONTINUED...

FIGURE E-3: LACK OF JOB OPTIONS SHOWED QUESTIONS

- S** If you were to tell someone else about this picture, how would you describe it?

What do you see in the picture? Try to focus on what you see without interpreting it just yet.
- H** How does a person who used to work at this plant feel about the plant closing?

How do their families (or people they support) feel?
- O** How does this picture relate to something you've seen or heard about in Princeville or Tarboro?

How do you feel about this picture?
- W** How does the loss of job opportunities affect the African American communities of Princeville and Tarboro?

What are the local causes of a lack of job opportunities in the communities?
- D** What are some of the things we, as community members, can do to increase job opportunities in Princeville and Tarboro?

What can we do for the communities to help people rebound from the loss of a job?

What are some small steps we can take to improve job opportunities in Princeville and Tarboro? What can we do next week?

Who is actively working on job issues (options, training, etc.) in the communities?

APPENDIX E, CONTINUED...

FIGURE E-4: YOUTH VIOLENCE TRIGGER

Quote

“So right now our youth, and especially our boys, are not getting along. So, they care not to go into a hood they’re not going to feel comfortable in or [a hood] in which they know they’re going to fight.”

Statistics

- In 2005, 33.2% of Black high school students surveyed in North Carolina’s Eastern Region reported being in a physical fight in the last year compared to 26.3% of White students.
- 4.8% of Black high school students carried a weapon such as a gun, knife, or club on school property compared to 3.4% of White students.
- In 2005, of the 10 youth development center (YDC) commitments in Edgecombe County, nine or 90% were among Black youth. *Note: Since the Juvenile Justice Reform Act of 1998, commitment to a YDC is reserved for serious and/or violent offenders in addition to chronic offenders.*

Sources:

The North Carolina Youth Risk Behavior Survey (Retrieved from <http://www.nchealthyschools.org/data/yrbs/>)

The North Carolina Department of Juvenile Justice and Delinquency Prevention (Retrieved from <http://www.ncdjjdp.org/statistics/index.html>)

Trigger*Source:*

The Wire (Retrieved from, <http://www.hbo.com/thewire/episode/season1/episode13.shtml>)

APPENDIX E, CONTINUED...

FIGURE E-5: YOUTH VIOLENCE SHOWED QUESTIONS

S:

- What are you seeing in this picture? (Focus on what you see without interpreting it just yet.)
- How would you describe this picture to someone else?

H:

- How do you think the young men in this picture feel?
- [AS PROBE] Do you think there are differences in how each young man feels?

O:

- How does a scenario like this relate to what you've seen in your community?
- How do you feel about this happening in your community?
- How do you think young people feel about something like this happening?

W:

- Why do you think situations like this occur?
- How does this impact youth in the communities when this happens? What about families? And the communities?

E:

- How are we, as adults, part of the problem?
- [IF YOUTH PRESENT] How are we, as youth, part of the problem?
- [IF YOUTH NOT PRESENT] In light of our role as adults, how are youth part of the problem?

D:

- What are some things that we, as adults, in these communities can do differently?
- [IF YOUTH PRESENT] What are some of the things that we, as youth, in these communities can do differently?
- What are some small steps that can be taken to address youth violence in Princeville and Tarboro?
- [IF NEEDING TO GET MORE SPECIFIC] What could each of us do in the next week to begin to address youth violence in Princeville and Tarboro?

APPENDIX E, CONTINUED...

FIGURE E-6: ATTITUDES TOWARD EDUCATION TRIGGER

Theme Statement:

While people feel that education is important for giving African American youth hope and expanding their future opportunities, there is a need for a collective effort to promote the value of education in the communities and to encourage youth to take advantage of their education.

Quote:

“Our problem is breakdown of the family and lack of emphasis on education. If you don’t have family support for education, it’s a problem. That’s what needs to be improved on. We need to reach the young families [and] parents and emphasize that if they don’t support the education system and emphasize the importance of education to [their] children, they’ll never go beyond where their parents are. We all want our children to go on, to do better than we do.”

Trigger:

APPENDIX E, CONTINUED...

FIGURE E-7: ATTITUDES TOWARD EDUCATION SHOWED QUESTIONS

S:

What are you seeing in this mural?
How would you describe this mural to someone else?
What images stick out to you in the mural?

H:

What do you think they are thinking about?
How do you think the kids in the mural feel?

O:

How does this mural remind you of your experience in this community?
How does this mural relate to perspectives on education within the community?

W:

Why do you think people have these kinds of attitudes toward education?
How does this impact youth, families and the communities?

E:

What are some of the reasons that we as a community have these kinds of attitudes?
How are we, as adults, part of the problem?
[If youth present] How are we, as youth, part of the problem?

D:

How might we work to address these current attitudes within the African American communities in Tarboro and Princeville?
What are some small steps that can be taken to promote positive attitudes toward education in our community? (Probe: What could each of us do in the next week to begin to promote positive attitudes toward education?)

APPENDIX E, CONTINUED...

FIGURE E-8: QUALITY OF EDUCATION TRIGGER

Topic Description Statement:

While people identified education as an important way to improve the quality of life in their communities, they feel that the schools are not meeting all the needs of African American youth in Princeville and Tarboro.

Statistic:

During the 2005-2006 school year, the ECPS high school dropout rate was 7.30%, which was higher than the North Carolina rate of 5.04%. In Edgecombe County and statewide, African American students drop out far more than their white counterparts: Of the students who dropped out of ECPS schools in 2005-2006, 60.77% were African American and only 34.81% were white.

ECPS was recently given Title 1 District Improvement status. Edgecombe County did not make Adequate Yearly Progress (AYP) in reading and math in three subgroups: African American students, economically disadvantaged students, and students with disabilities. AYP tests the schools' ability to meet the reading, math, graduation rates (for high schools) and attendance rate levels set by the No Child Left Behind Act. If a district fails to make AYP for two consecutive years, that school district is given Title 1 District Improvement status and has to meet make certain improvements in educational services.

Sources: The Daily Southerner (2/16/07); Edgecombe County Public Schools website.

Trigger:

“...Presently our school district is in district-wide school improvement, which means that for three years our district has not made AYP, Adequate Yearly Progress...One of the sub-groups that has not made AYP is African Americans. I don't think the school district is set up prejudicially where it is not trying to meet the needs of African American children but it is not set up adequately to address the needs of African Americans...”

APPENDIX E, CONTINUED...

FIGURE E-9: QUALITY OF EDUCATION ORID QUESTIONS

Objective: What?

- What words stick out for you in this quote?

Reflective: gut-Emotions, feelings

- What are your first thoughts that came to mind when you read this quote?
- What emotions do you have after reading this quote?

Interpretive- So what? Values, meanings, purpose

- What is this really about?
- What are some of the things that are preventing process from being made in improving quality of education for African Americans here?
- What do you think the quote means when it says that the school district is not adequately set up?

Decisional: Now What? future resolves and action steps

- What can we do here about these issues?
- What are small steps that can be taken?
- What can we do tomorrow to address these issues? In Two months? In a year?
- Who are the people who are active in the community that we should make sure to involve in this process?

APPENDIX E, CONTINUED...

FIGURE E-10: TEENAGE PREGNANCY TRIGGER

Theme Statement

Although programs currently work with teens to address teenage pregnancy, people continue to be concerned about its effects on the African American families and communities of Princeville and Tarboro.

Quote

"Teen pregnancy-it's a big problem. There are 13-14 years olds that are getting pregnant, and they are ill-equipped to be mothers. A lot of the burden ultimately falls on their parents because they need to go back to school and finish their education."

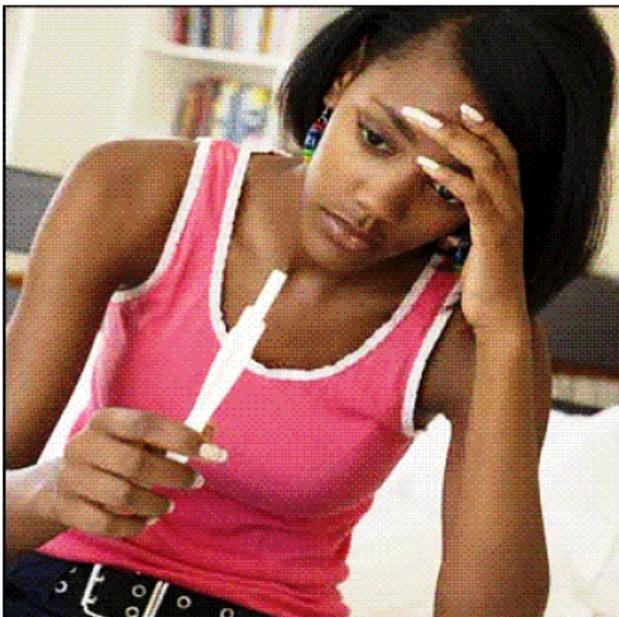
-Community Member

Statistic

The teen pregnancy rate in Edgecombe County is 1.7 times the state rate.

-Edgecombe County Community Health Assessment, 2006

Trigger



APPENDIX E, CONTINUED...

FIGURE E-11: TEENAGE PREGNANCY SHOWED QUESTIONS

S If you were to tell someone else about this picture, how would you describe it to them?

What do you see in this picture? (focus on what you see without interpreting it just yet).

H

What do you think the young girl in the picture is thinking about?

How do you think she feels?

O How does this picture remind you of situations you have seen or heard about in your own community?

Does this picture relate in any way to any of your experiences in the community?

W Why do you think teen pregnancy happens in the African American communities of Princeville and Tarboro?

How do you think teen pregnancy impacts the youth and families in the community?

E

What are some of the reasons we let this continue to happen in our community?

What insights does this [picture, discussion offer about how to work effectively with the youth and families in the community?

D How might we work to address/prevent teen pregnancy in the African American communities of Princeville and Tarboro?

What can we do about this issue?

APPENDIX E, CONTINUED...

FIGURE E-12: CHRONIC DISEASE HANDOUT

Chronic Disease

People recognize the burden that diabetes, heart disease, stroke, and other chronic conditions place on the African American families and communities of Princeville and Tarboro. Both lifestyle habits and limited access to affordable healthcare and prescription drugs contribute to the problem.

Quotes

“Most of us have high blood pressure and cholesterol which come from our foods.”

-Community Member

“Some people want to change but don’t know how. When it’s a question of spending your limited money to go to the doctor, or pay rent, or eat, it’s a real issue for people who do want to go to a doctor. It’s about paying your heating bill in the winter instead of buying medications. The money is really a big deal—it takes money to eat healthy, even. It’s a lot cheaper to just buy a pound of bologna.”

-Service Provider

Statistics

- The population of Edgecombe County has higher rates of chronic conditions like diabetes and heart disease than the overall state population.
- Heart disease is the leading cause of death in Edgecombe County.

-From the Edgecombe County Health Assessment, 2006, Edgecombe County Health Department

APPENDIX F – EVALUATION RESULTS

FIGURE F-1: FORUM EVALUATION



Please Provide Your Feedback!



The Princeville and Tarboro African American Community Assessment Team is interested in getting your feedback on the forum. Please fill out this short questionnaire and place it in the box by the exit. Thank you!

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The presentation by the student team was informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The small group discussions were a good way to encourage conversation, share ideas, and create action steps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The reports after the small group discussions were informative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel that this gathering has provided me with opportunities to become more involved in Princeville and Tarboro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel that my voice was represented here today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I plan to participate in following up on the action steps we created tonight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How did you hear about the forum? <input type="checkbox"/> Invitation from student team <input type="checkbox"/> Newspaper <input type="checkbox"/> Flyer <input type="checkbox"/> Radio <input type="checkbox"/> Friend/family/co-worker <input type="checkbox"/> Other: _____	8. Have you been to a community forum before? Yes No <input type="checkbox"/> <input type="checkbox"/> 9. Have you been interviewed by the student team? Yes No <input type="checkbox"/> <input type="checkbox"/>				
10. What were the best things about this forum? <i>(Please include additional comments on the back.)</i>					
11. What things could have made this forum better? <i>(Please include additional comments on the back.)</i>					
12. Other comments? <i>(Please include additional comments on the back.)</i>					

APPENDIX F, CONTINUED...

FIGURE F-2: FORUM EVALUATION RESULTS

Princeville and Tarboro African Americans Communities United for Collective Action Report on Forum Feedback		
Date: Thursday, April 19, 2007		
Time: 6:00pm-9:00pm		
Location: The Edgecombe County Administration Building Auditorium (201 Saint Andrew Street, Tarboro)		
Observations: 56 participants of the 134 registered attendees completed the evaluation forms (response rate=41.8%). Among those who responded, 59.3% said that they had been to a community forum before. 30.2% of them reported that they had been interviewed by the student team.		
I. Satisfaction with Forum		
1. Presentation		
The presentation by the student team was informative.		
	n	%
Strongly Agree	33	61.11%
Agree	18	33.33%
Neutral	3	5.56%
Disagree	0	0
Strongly Disagree	0	0
Total	54	100%
2. Break-out Sessions		
The small group discussions were a good way to encourage conversation, share ideas, and create action steps.		
	n	%
Strongly Agree	34	61.82%
Agree	21	38.18%
Neutral	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	55	100%

APPENDIX F, CONTINUED...

FIGURE F-2: FORUM EVALUATION RESULTS, CONTINUED

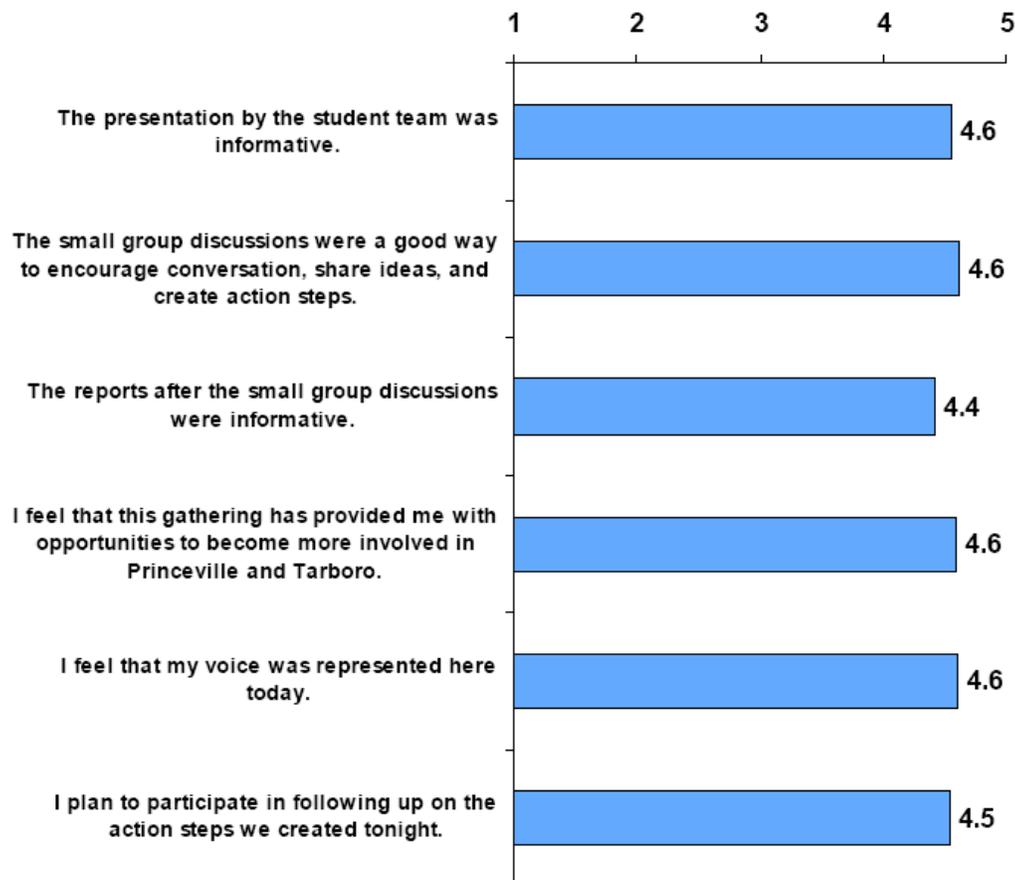
3.Report		
The reports after the small group discussions were informative.		
	n	%
Strongly Agree	24	45.28%
Agree	27	50.94%
Neutral	2	3.77%
Disagree	0	0
Strongly Disagree	0	0
Total	53	100%
4.Involvement		
I feel that this gathering has provided me with opportunities to become more involved in Princeville and Tarboro.		
	n	%
Strongly Agree	35	63.64%
Agree	18	32.73%
Neutral	2	3.64%
Disagree	0	0
Strongly Disagree	0	0
Total	55	100%
5.Representative		
I feel that my voice was represented here today.		
	n	%
Strongly Agree	34	66.67%
Agree	15	29.41%
Neutral	1	1.96%
Disagree	1	1.96%
Strongly Disagree	0	0
Total	51	100%
6.Follow-up		
I plan to participate in following up on the action steps we created tonight.		
	n	%
Strongly Agree	33	60.00%
Agree	19	34.55%
Neutral	3	5.45%
Disagree	0	0
Strongly Disagree	0	0
Total	55	100%

APPENDIX F, CONTINUED...

FIGURE F-2: FORUM EVALUATION RESULTS, CONTINUED

All measures use 5-point scale scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). The response categories are assigned numbers (scores) with the higher number (score) representing higher level of satisfaction.

	Mean scores
The presentation by the student team was informative.	4.6
The small group discussions were a good way to encourage conversation, share ideas, and create action steps.	4.6
The reports after the small group discussions were informative.	4.4
I feel that this gathering has provided me with opportunities to become more involved in Princeville and Tarboro.	4.6
I feel that my voice was represented here today.	4.6
I plan to participate in following up on the action steps we created tonight.	4.5



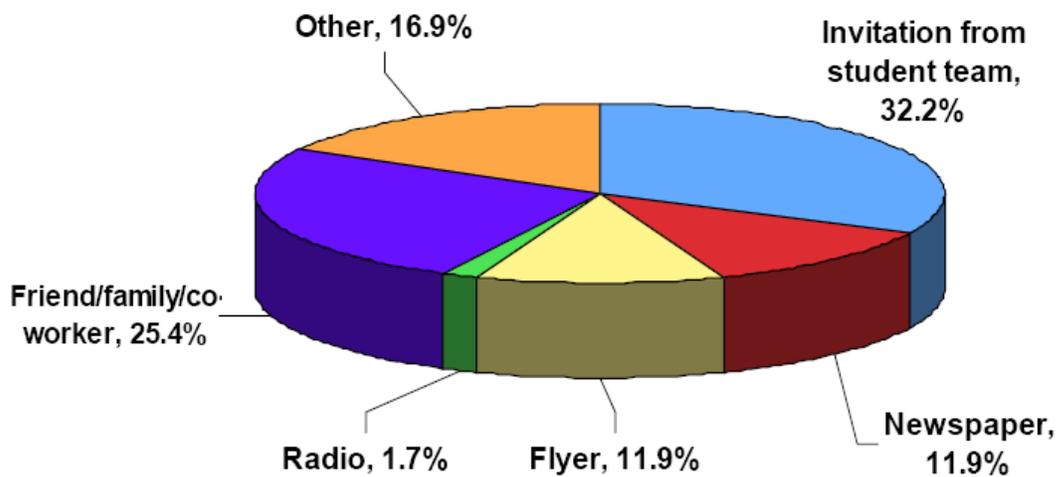
APPENDIX F, CONTINUED...

FIGURE F-2: FORUM EVALUATION RESULTS, CONTINUED

II. How did you hear about the forum?

Resource	N*	%
Invitation from student team	19	32.2%
Newspaper	7	11.9%
Flyer	7	11.9%
Radio	1	1.7%
Friend/family/co-worker	15	25.4%
Other	10	16.9%
Total	59	100%

* This was a multiple-choice question. The number indicated the number of times one option was chosen.



III. What were the best things about this forum? (Open-ended question)

- Small individual sessions
- Number of people in attendance
- Gathering
- Group discussion
- Communication and the action steps that were developed
- To express my concerns in my community
- Networking, community connects
- People coming together
- We had an opportunity to express how we felt about issues, and people listened
- Participation and openness to most everyone's contribution

APPENDIX F, CONTINUED...

FIGURE F-2: FORUM EVALUATION RESULTS, CONTINUED

- Lots of information
- Collaboration
- Student team information
- It inspired me by letting me know that a lot of work needs to be done
- Everything was good
- Breakout teams and focus on action steps
- Learning about the lack of jobs for young people
- Brainstorming
- Good to come together for a positive cause
- People coming together for a worthy cause
- People gathered together discussed the community's problems and positive ways to solve some of the problems
- Dialogue
- Solutions to the problems
- All topics
- Small group discussions
- Information
- Opportunity to participate in such a wide degree of information
- To hear comments from a different community population
- Feedback
- Brought people together to discuss the questions of African American empowerment
- Getting more educated about our community
- How well informed they were
- Everything was fine
- People coming together for a common cause
- I think the forum came at the right time
- UNC student involvement
- Small group discussion
- An attempt to build consensus among community members
- Organized! Commitment of student team
- The action steps
- Mentoring program

IV: What things could have made this forum better? (Open-ended question)

- Each session at a different time
- Prioritize
- Everything was great
- I think it was great
- Is there a vehicle for follow-up on the suggestions? It can't be centralized in some out-of-community entity (UNC or other)
- More time to brainstorm
- More time in small groups to connect

APPENDIX F, CONTINUED...

FIGURE F-2: FORUM EVALUATION RESULTS, CONTINUED

- Gathering of whites and blacks
- Put the information into our local newspaper
- Making it more in the forum about how there is a lack of jobs for young folks
- Two sessions
- Younger parents coming to the forum
- More time which breakout groups will get together at a later date
- More inclusion of entire community rather than a segregated event
- Follow up meeting
- Get more people involved
- Time
- More contact prior to the forum and preparation
- Young people should have the have the choice to participate in a forum of this type
- More participants
- More people from the community

V. Other comments? (Open-ended question)

- Thanks
- Everything that was good
- Great effort by the whole team
- Keep up the good work ladies
- Thanks for taking the time to come to our community
- I admonish the team to have more forums and community involvement sessions to express our sentiments on how our school and community is functioning
- Our communities need to know that we're no just being studied again-those who have power/resources need to respond as people empower themselves-students and faculty need to agitate/advocate for atonement not just apologies for past wrongs
- The teacher in the talk about lack of jobs
- Thanks for the opportunity
- Enjoyed
- We need to do this again
- Look forward to seeing more progress made in the area of education in our community
- Do not know whether this can succeed without a first a strong organization and vision
- Please publicize as much as possible for future forums
- Looking forward to things developing
- I hope there is a formal system for follow up to help guide the community organizing
- Get the teenagers involved "seeing young people in charge"

APPENDIX G – FORUM FOLLOW UP

FIGURE G-1: TEXT OF ARTICLE IN *THE DAILY SOUTHERNER*

Published April 20, 2007 11:38 am

Blacks discuss problems – and solutions at forum

JAMICÁ C. ASHLEY
STAFF WRITER

The open exchange of dialogue is the first step towards progress.

These words rang true at the Communities United for Collective Action forum Thursday night in the county Administration Building.

The forum brought together the African American communities in both Tarboro and Princeville to collectively discuss the problems facing both communities and figure out ways to alleviate them.

Communities United for Collective Action is a project spearheaded by six graduate students from the University of North Carolina at Chapel Hill who are earning their master's degree at the university's School of Public Health.

The group had been working with both towns since October 2006, attending various community activities including church services and health fairs and conducting interviews of community members to get a better idea of life in the county.

The team worked closely with an advisory committee comprised of stakeholders in both communities from diverse backgrounds.

"We as a team were very impressed with the turnout," said Anne Morris, member of the UNC-Chapel Hill graduate team. "We got a lot of positive feedback. We were very happy with the outcome."

Morris reported that approximately 135 people attended the forum.

Edgecombe County Manager Lorenzo Carmon welcomed everyone to the forum and believes that nothing but good can come from a meeting like this.

"It's very enlightening to look across this room and see so much diversity coming together to improve our county," he said. "I'm hoping that we're able to take all this information and do positive things with it. I encourage everyone here to have open dialogue, to tell each other how you feel and get things happening in this county."

The students reviewed the findings of their interviews and identified six strengths and weaknesses that need to be addressed.

After dinner and a performance from the Tarboro High School Gospel Choir, the participants broke up into groups and attended one of several break-out sessions. The graduate students led each session. After showing the audience a thought-provoking photo, the dialogue began.

The session on Youth Violence had over 20 participants, including Edgecombe County Sheriff James Knight and Princeville Police Chief Gary Foxx, and began its discussion on gangs.

APPENDIX G, CONTINUED...

FIGURE G-1: TEXT OF ARTICLE, CONTINUED

"I found out that with these young men that if you give them a certain amount of respect, they'll give you respect," said a Reverend from Princeville. "I've established a mutual respect with them."

Another participant said that some of the community's young men are angry with their failed educations, lack of employment opportunities and financial strain.

The discussion on the attitude towards education for students in Edgecombe County had just as many participants, including Board of Education Vice Chairwoman Ann Kent and member Dr. Florence Armstrong, THS principal Mike Lutz and W.A. Pattillo A+ School Principal Sylvia Cobb.

"Poverty has a big impact on everything we do," said Dr. Evelyn Johnson in response to a comment on the attitude towards education. "Poverty and illiteracy, they go hand in hand. They are who they are."

Armstrong referenced the county's racially divided past and its far reaching effects.

"There is no level playing field," she said. "We need to move education into the 21st century. And out thoughts. The parents didn't have a good (educational) experience when they were in school so why would they want to stir up bad memories? When the parents go to school, are they welcome?"

The session on the state of education in the county was attended by Edgecombe County Public Schools Superintendent Dr. Craig Witherspoon and Edgecombe Community College President Dr. Deborah Lamm and gave them insight on some of the true feelings of the communities they serve.

"Parents need to be at the school on the first day and be there through the whole year," said Tarboro Ebonette President Ernestine Smith. "They need to be active. If they don't hear from their child's teacher, they should call the teacher and ask how the child is doing."

"We're more concerned with the children passing the EOC (end-of-course tests) instead of preparing them to become productive citizens," another person added. "We've lost our value for education. Children don't go to school to learn any more."

"A lot of kids are raising themselves," another said. "Their parents are too busy trying to be teenagers themselves."

The forum marked the end of the graduate students' formal work in Princeville and Tarboro. Both communities are expected to use the information gathered and move forward under the guidance of Melvin Muhammad and Taro Knight.

APPENDIX G, CONTINUED...

FIGURE G-2: CONTACT INFORMATION FOR SMALL GROUPS

APPENDIX H – IRB MATERIALS & INTERVIEW GUIDES

FIGURE H-1: INTERVIEW RECRUITMENT SCRIPT

Recruitment Instructions & Script Edgecombe County A OCD

Recruitment Instructions

This form is a guide for you use when asking for permission to provide the name and contact information of potential interviewees and focus group participants to the Edgecombe County A OCD team. If an individual agrees to be contacted by the team, more information about the study will be provided to her/him, and the individual will have the opportunity to decide if s/he wishes to participate. You will not learn whether or not an individual ultimately decides to participate. In the case of individuals recruited through service providers, care will be taken to ensure that the individual is aware that services that s/he (and family members) may utilize will not be affected in any way. Participating individuals' names and contact information will be released to the six-member student team only and will be kept confidential.

You may use the following script when contacting potential interviewees.

Script

A team of six students from the UNC School of Public Health is conducting a study of the cultural, social, economic, and health experiences of African Americans in Edgecombe County, focusing on Princeville and Tarboro. They are interested in contacting you to participate in an interview or focus group for their study. If you agree to be contacted by the team, you will be given more information about the study and have the opportunity to decide if you wish to participate or not. I will not know whether you decide to participate, as this is part of the procedures used by the students to maintain the confidentiality of all participants in their study. If you have any questions about the study, you can contact the Edgecombe County A OCD student team or their faculty advisor, Eugenia Eng.

May I have permission to give your name and contact information to the student team?

Edgecombe County A OCD Team

UNC School of Public Health
Department of Health Behavior and Health Education
Campus Box 7440
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7440
Phone: 919-966-5542
Toll-Free Phone: 1-866-610-8273

Eugenia Eng, DrPH

UNC School of Public Health
Department of Health Behavior and Health Education
Campus Box 7440
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7440
Phone: 919-966-3909

APPENDIX H, CONTINUED...

FIGURE H-2: INTERVIEW CONSENT PROCEDURES

Edgecombe Community AOCD Team Consent Procedures

Interviews:

Our team will obtain written and oral consent from all interview participants. At the beginning of each interview, the interviewer will review the key points of the consent form with the participant and ask for her/his signature to indicate consent. For participants with low literacy, the interviewer's verbal explanation of the consent form will aid their understanding. We will then ask if the participant agrees to have the interview tape-recorded, emphasizing that the participant may ask to turn off the tape recorder at any time. We will also explain that we would like to tape their agreement to participate and to be recorded. If they agree, the note-taker will press record on the tape recorder. The interviewer will then ask the participant to orally state that s/he consents to the interview and to being tape-recorded.

The interviewer will bring two copies of the consent form to each interview and will give one copy to the participant for future reference. The interviewer will be responsible for putting the second signed copy in the Edgecombe AOCD locked file cabinet.

While explaining consent, the interviewer will emphasize that participation in this project is voluntary and the participant can end the interview at any point. The interviewer will not coerce the participant to continue with the interview if the participant asks to end the interview or withdraws their consent at any point during the interview. The interviewer will also remind the participant that s/he can ask to skip any questions they do not wish to answer.

At the end of each interview, the interviewer will ask if the participant would like to fill out a brief confidential demographic survey. At this point, the interviewer will again emphasize that providing demographic information is voluntary.

Security of Information:

The tapes of the interviews and notes will be kept in the Edgecombe AOCD locked file cabinet and will be destroyed after the project has ended. Participants will be assigned a Participant ID. This ID will be the only identifying information provided on interview transcripts and tapes. The document that connects the Participant ID to the participant's name will be stored in a secure location separate from the interview transcripts and tapes.

Participants' names or identifying information, such as titles or positions, will neither be used in any documents written about this project nor shared beyond the six-member Edgecombe County AOCD student team.

All electronic files will be maintained on the team's password-protected Yahoo Groups site, to which only the team members (not instructors or preceptors) have access. When files must be updated, the team member will download the file, update it, and upload it, immediately deleting the old and revised copies stored on the computer.

APPENDIX H, CONTINUED...

FIGURE H-3: INTERVIEW CONSENT FORM

INTERVIEW FACT SHEET / INFORMED CONSENT

University of North Carolina at Chapel Hill
“The African American Community in Tarboro and Princeville, NC”

Thank you for taking the time to meet with us. My name is _____, and this is _____ who will be taking notes and assisting me during our discussion. We recognize that your time is valuable, and we appreciate you talking with us.

What is the purpose of this study?

We are graduate students from the University of North Carolina at Chapel Hill School of Public Health, in the Department of Health Behavior and Health Education. One aspect of our training is to work with a community in North Carolina to conduct a community assessment. This means that we will work with the African American community in Tarboro and Princeville to identify its strengths, challenges, and future directions for promoting health and well-being. The information we gather will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a public forum that will be held in April. We will contact you in the future to invite you to participate in this forum. The goal of the written document and the forum is to provide possible future direction to address community concerns. By participating in this interview, you are contributing to this process.

What will you be asked to do?

You have been identified as someone who could represent or share information about the Tarboro/Princeville African American community. The purpose of this interview today is to discuss your thoughts and experiences of living, working, and/or being part of the community. The questions are designed to get your perspective on the physical surroundings, community life, strengths/assets, and challenges/areas for potential improvement for the African American community in Tarboro and Princeville. We are interested in your opinions; there are no right or wrong answers. We anticipate this interview will last about an hour.

We would like to take notes and tape record this interview because your input is important, and we want to make sure that we accurately record what you tell us. Because sharing information might be uncomfortable, you may refuse to answer any questions or request that we stop the tape recorder at any time. The tapes and notes will be kept in a secure location in the School of Public Health. After we are finished using the tapes and notes for this class, the cassettes and written documents will be destroyed.

What are your rights as a participant? How do we assure confidentiality?

Your participation in the project is completely voluntary, and you may withdraw at any time without penalty. Your decision to participate or not participate will not affect your relationship with UNC or any of its affiliated organizations. Every effort will be taken to protect your identity. No name or identifying characteristics will be matched with what you say today. In fact, you do not need to reveal your name today if you don't want to; you may use a made-up name if you wish. You will not be identified in any report or publication of this study or its results. Your comments will remain confidential. We will be reporting summaries of the comments made by community members, but we will not identify the names of the individuals we interview.

APPENDIX H, CONTINUED...

FIGURE H-3: INTERVIEW CONSENT FORM, CONTINUED

What are the risks and benefits of your participation?

There is very little risk to you from participating in this research. While we will do everything we can to keep your information private, there is a slight chance that some of your answers could become publicly known. However, all efforts will be made to maintain strict confidentiality.

While there are no direct benefits of participation, the indirect benefits may include providing information to accurately represent the strengths and needs of the African American community in Tarboro and Princeville, which may serve to help the community in the future.

Are there any costs? Will you be paid?

There is no cost for participating, except the time you will spend in the interview. You will not be reimbursed for your participation.

What if you have questions about this project or about your rights as a participant?

If you have any questions about this project, please feel free to contact the team members (Ellie Morris, Jennifer Wieland, Katie Keating, Jiang Li, Arin Hanson, and Anne Morris).

UNC School of Public Health-Department of Health Behavior and Health Education
Campus Box 7440
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7440
Phone: 919-966-5542
Toll-Free Phone: 1-866-610-8273

You may also contact our faculty advisor, Eugenia Eng, DrPH, by phone (you may call collect), email, or regular mail.

UNC School of Public Health -Department of Health Behavior and Health Education
Campus Box 7440
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7440
Phone: 919-966-3909
E-mail: eugenia_eng@unc.edu

Acknowledgement of Informed Consent

I, _____, understand my rights as a participant in this project. I agree to participate in the interview and to have the interview tape recorded.

Signature _____

Date _____

APPENDIX H, CONTINUED...

FIGURE H-4: SERVICE PROVIDER INTERVIEW GUIDE

EDGECOMBE COUNTY 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 an hour to talk to you about the role of your organization in the African American community of Tarboro and Princeville, and about your opinions concerning the strengths of the community and the challenges it faces. Because we're really interested in hearing your insights and opinions on these subjects, I'll ask broad questions to give you a chance to say what you think. There are no right or wrong answers, so I hope you will feel free to say whatever is on your mind. Remember, your responses are confidential, and you may choose not to answer any question. Do you have any questions for us before we begin?

As I mentioned before, the interview should take about an hour. I want to be respectful of your time... [Ask about their schedule and mention whether you have time constraints that may lead you to check the time and move questions along.]

Introduction to Service Provider & the Community

I understand that you work for _____ [NAME OF ORGANIZATION] and that your job title is _____ [JOB TITLE]. I'll ask you more specific questions about your organization later, but I wanted to be sure I am referring to them correctly.

1. How long have you worked in Tarboro or Princeville? And at _____ [NAME OF ORGANIZATION]?
2. Do you live in Tarboro or Princeville? [IF YES] How long have you lived here? [IF NO, skip to #4.]
3. Could you tell me a bit about _____ [TARBORO/PRINCEVILLE, depending on where they live]? (*How would you describe this town?*)
 - a. What would you say are some of the strengths of the town?
 - b. And some of the challenges for the town?
4. I understand that you don't live in _____ [TARBORO/PRINCEVILLE], but I'd like to ask for your impressions of the town. Could you tell me a bit about _____ [TARBORO/PRINCEVILLE]? (*How would you describe this town?*)
 - a. What would you say are some of the strengths of the town?
 - b. And some of the challenges for the town?
5. When you think about Tarboro and Princeville, do you think of the two towns as separate or as one? (*Do you see Tarboro and Princeville as distinct or similar places?*)
6. How do people of different cultures and ethnicities interact within Tarboro? And Princeville?
7. How familiar are you with the African American residents of Tarboro? And Princeville? (*What kind of contact do you have with African Americans living in Tarboro? And Princeville?*)

Assets & Needs of the Community

Now I would like to ask you to think specifically about the African American community in Tarboro and Princeville. I'd like to hear about your impressions of strengths and challenges facing the community.

APPENDIX H, CONTINUED...

FIGURE H-4: SERVICE PROVIDER GUIDE, CONTINUED

8. When you think about the African American community in Tarboro and Princeville, do you think of the two African American communities as separate or as one?
9. What are some of the strengths of the African American community in Tarboro? And Princeville?
10. Which of these strengths do you consider the most important?
 - a. How do you think this strength can be used or built upon within the community?
11. What, if any, challenges or problems do African Americans face in Tarboro? And Princeville?
12. Which of these challenges do you feel are most important for the community to address? Why?
 - a. What, if anything, is currently being done to address these problems?
 - b. Could you suggest some strategies for addressing these needs?
13. What, if any, are the health issues that the African American community in Tarboro faces? And in Princeville?
 - a. Which health issue do you think is most important to address?

Detail on Organization's Role in Community

Moving back to you and your place within the community, I'd like to hear more about the role of _____ [NAME OF ORGANIZATION] in Tarboro and Princeville.

14. Would you please describe your specific role within the organization?
15. Would you please describe the people within Tarboro and Princeville that you serve (or that your agency serves)? *(What groups/individuals do you serve the most? What special criteria must people meet to use your organization's services?)*
 - a. What responsibilities do you feel you have to residents of Tarboro and Princeville?
 - b. Describe some achievements of your organization in Tarboro and Princeville.
16. What kinds of services does _____ [NAME OF ORGANIZATION] provide to African Americans living in Tarboro and Princeville?
 - a. What services are most utilized?
 - b. What services are least utilized?
 - c. What segments of the African American population in Tarboro and Princeville use your services the most?
17. What, if any, barriers does your organization face in trying to reach African Americans in Tarboro and Princeville?
18. What other organizations provide services to African Americans living in Tarboro and Princeville?
 - a. What kind of services do they provide?
 - b. To what extent, if any, do you work with these organizations?
19. What could be done by your agency to improve health for African Americans in Tarboro and Princeville? *(What are future plans for health promotion in Tarboro and Princeville?)*

The Flood

Thank you for your cooperation so far. I really appreciate your openness, and have just a few more questions to ask you. This next question is about the flood, following Hurricane Floyd. I understand that this is a sensitive and emotional topic for many people, so I want to remind you

APPENDIX H, CONTINUED...

FIGURE H-4: SERVICE PROVIDER GUIDE, CONTINUED

that you do not have to answer any question that makes you uncomfortable. That said, if you choose to answer, I'd like to ask you to think about your response from the community level, focusing on impacts for Tarboro and Princeville as a whole, rather than impacts on you personally.

20. [IF APPLICABLE] Could you describe how the flood after Hurricane Floyd impacted Tarboro? And Princeville?
- Were there differences in the response to the flood between Tarboro and Princeville? Could you tell me more?
 - How have things changed since the flood?
 - Are there changes that have been specific to the African American community? Could you tell me more?
 - Is there anything else you would like to share about the flood or about that time in the life of the community?

Recommended Individuals to Interview

I want to thank you again for your willingness to sit down with us today to talk about your work in Tarboro and Princeville. We are hoping to interview more people like you who can give us their insights into the community. Thinking again about the African American community within these two towns, I'd like to ask a couple of questions about other folks who are active in the community.

- If you were going to try to solve a community problem, whom would you involve to ensure success? *(For example, which agencies? which individuals?)*
- Whom would you recommend that we talk to in order to understand the strengths and concerns of this community?
 - Why do you think their opinions and views would be helpful for us to hear?
 - Would you be willing to ask permission for our team to contact that person?

Recommendations for Community Forum

We are going to be conducting a community forum in April—to be planned with the help of a community advisory board—where we will share the information we have gathered with the community. The forum is designed to bring people in Tarboro and Princeville together to talk about issues for African Americans. We hope this will be an opportunity for community members and service providers to come together, pool resources, and brainstorm possible solutions to some of the challenges that have been shared.

- Would you be interested in being involved with this event?
 - [IF YES] Would you consider serving on the advisory board for the forum?
- Do you have any ideas regarding how to get people living in Tarboro and Princeville to attend? *(For example, time? place? publicity? door prizes? special activities that would attract people?)*
- Are there any other groups or individuals that have put on successful events in the community that you suggest we contact?

APPENDIX H, CONTINUED...

FIGURE H-4: SERVICE PROVIDER GUIDE, CONTINUED

Closing Questions

Again, thank you for your time today and your willingness to answer such a range of questions.

26. We are interested in learning more specific details about your organization and Tarboro and Princeville, generally. Does your organization have any documents—such as historical documents, annual reports, or organizational charts—that you would be willing to share with us?
27. Before we conclude the interview, is there anything else you would like to share?

Thank you again for your participation!

APPENDIX H, CONTINUED...

FIGURE H-4: AFRICAN AMERICAN COMMUNITY MEMBER INTERVIEW GUIDE

EDGECOMBE COUNTY AFRICAN AMERICAN 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'll be here about an hour to talk to you about life in Tarboro and Princeville, and particularly about the African American community in these two towns. We'd also like to hear your opinions concerning the strengths of the community and the challenges it faces. Because we're really interested in hearing your insights and opinions on these subjects, I'll ask broad questions to give you a chance to say what you think. We're interested in your perspective as a community member, so please try to keep that in mind as we move through the questions. There are no right or wrong answers, so I hope you will feel free to say whatever is on your mind. Remember, your responses are confidential, and you may choose not to answer any question. Do you have any questions for us before we begin?

As I mentioned before, the interview should take about an hour. I want to be respectful of your time... [Ask about their schedule and mention whether you have time constraints that may lead you to check the time and move questions along.]

Introduction to Community Member & the Community

1. How long have you lived in Tarboro or Princeville?
2. Do you also work in _____ [TARBORO/PRINCEVILLE]?
3. Could you tell me a bit about _____ [TARBORO/PRINCEVILLE, depending on where they live]? (*How would you describe this town?*)
 - a. What would you say are some of the strengths of the town?
 - b. And some of the challenges for the town?
4. I understand that you don't live in _____ [TARBORO/PRINCEVILLE], but I'd like to ask for your impressions of the town. Could you tell me a bit about _____ [TARBORO/PRINCEVILLE]? (*How would you describe this town?*)
 - a. What would you say are some of the strengths of the town?
 - b. And some of the challenges for the town?
5. When you think about Tarboro and Princeville, do you think of the two towns as separate or as one? (*Do you see Tarboro and Princeville as distinct or similar places?*)
6. How do people of different cultures and ethnicities interact within Tarboro? And Princeville?
7. When you think about the African American community in Tarboro and Princeville, do you think of the two African American communities as separate or as one?
8. What do African Americans living in Tarboro do for a living? And in Princeville? (*For example, where do they work? What organizations do they work for?*)
9. What do African Americans living in Tarboro do in their free time? And in Princeville?
 - a. What types of recreational activities are available in Tarboro? And in Princeville?
 - b. What activities are there for children?
 - c. What about for teens?
 - d. What about for families?
 - e. What about for the elderly?
10. Where do African Americans in Tarboro hang out? And in Princeville?
11. What is the role of the churches in the African American community in Tarboro? And Princeville?
12. How do African Americans get around in Tarboro? And Princeville? (*What kinds of transportation do people usually use?*)
13. Are African Americans involved in politics in Tarboro? And in Princeville? How so? (*For example, voting, attending political events, campaigning, running for office?*)

APPENDIX H, CONTINUED...

FIGURE H-4: AFRICAN AMERICAN COMMUNITY MEMBER GUIDE, CONTINUED

Assets & Needs of the Community

Continuing to think specifically about the African American community in Tarboro and Princeville, I'd like to hear about your impressions of strengths and challenges facing the community.

14. What are some of the strengths of the African American community in Tarboro? And Princeville?
15. Which of these strengths do you consider the most important?
 - a. How do you think this strength can be used or built upon within the community?
16. What, if any, challenges or problems do African Americans face in Tarboro? And Princeville?
17. Which of these challenges do you feel are most important for the community to address? Why?
 - a. What, if anything, is currently being done to address these problems?
 - b. Could you suggest some strategies for addressing these needs?
18. What, if any, are the health issues that the African American community in Tarboro faces? And in Princeville?
 - a. Which health issue do you think is most important to address?

Additional Information

Thank you for your cooperation so far. I really appreciate your openness, and have just a few more questions to ask you. This next question is about the flood following Hurricane Floyd. I understand that this is a sensitive and emotional topic for many people, so I want to remind you that you do not have to answer any question that makes you uncomfortable. That said, if you choose to answer, I'd like to ask you to think about your response from the community level, focusing on impacts for Tarboro and Princeville as a whole, rather than impacts on you personally.

19. [IF APPLICABLE] Could you describe how the flood after Hurricane Floyd impacted Tarboro? And Princeville?
 - a. Were there differences in the response to the flood between Tarboro and Princeville? Could you tell me more?
 - b. How have things changed since the flood?
 - c. Are there changes that have been specific to the African American community? Could you tell me more?
 - d. Is there anything else you would like to share about the flood or about that time in the life of the community?

Recommended Individuals to Interview

I want to thank you again for your willingness to sit down with us today to talk about life in Tarboro and Princeville. We are hoping to interview more people like you who can give us their insights into the community. Thinking again about the African American community within these two towns, I'd like to ask a couple of questions about other folks who are active in the community.

20. If you were going to try to solve a community problem, whom would you involve to ensure success? *(For example, which agencies? which individuals?)*
21. Whom would you recommend that we talk to in order to understand the strengths and concerns of this community?
 - a. Why do you think their opinions and views would be helpful for us to hear?
 - b. Would you be willing to ask permission for our team to contact that person?

Recommendations for Community Forum

We are going to be conducting a community forum in April where we will share the information we have gathered with the community. We will be working with a group of people from the community to

APPENDIX H, CONTINUED...

FIGURE H-4: AFRICAN AMERICAN COMMUNITY MEMBER GUIDE, CONTINUED

plan this event. The forum is designed to bring people in Tarboro and Princeville together to talk about issues for African Americans. We hope this will be an opportunity for community members and service providers to come together, pool resources, and brainstorm possible solutions to some of the challenges that have been shared.

22. Would you be interested in being involved with this event?

a. [IF YES] Would you consider serving on the advisory board for the forum?

b. [IF YES] May I contact you about the advisory board and forum?

23. Do you have any ideas regarding how to get people living in Tarboro and Princeville to attend? (*For example, time? place? publicity? door prizes? special activities that would attract people?*)

24. Are there any other groups or individuals that have put on successful events in the community that you suggest we contact?

Closing Questions

Again, thank you for your time today and your willingness to answer such a range of questions.

25. Before we conclude the interview, is there anything else you would like to share?

Thank you again for your participation!

APPENDIX H, CONTINUED...

FIGURE H-5: WHITE COMMUNITY MEMBER INTERVIEW GUIDE

EDGECOMBE COUNTY WHITE 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'll be here about an hour to talk to you about life in Tarboro and Princeville, and particularly about the African American community in these two towns. We'd also like to hear your opinions concerning the strengths of the community and the challenges it faces. Because we're really interested in hearing your insights and opinions on these subjects, I'll ask broad questions to give you a chance to say what you think. We're interested in your perspective as a community member, so please try to keep that in mind as we move through the questions. There are no right or wrong answers, so I hope you will feel free to say whatever is on your mind. Remember, your responses are confidential, and you may choose not to answer any question. Do you have any questions for us before we begin?

As I mentioned before, the interview should take about an hour. I want to be respectful of your time...[Ask about their schedule and mention whether you have time constraints that may lead you to check the time and move questions along.]

Introduction to Community Member & the Community

1. How long have you lived in Tarboro or Princeville?
2. Do you also work in _____ [TARBORO/PRINCEVILLE]?
3. Could you tell me a bit about _____ [TARBORO/PRINCEVILLE, depending on where they live]? (*How would you describe this town?*)
 - a. What would you say are some of the strengths of the town?
 - b. And some of the challenges for the town?
4. I understand that you don't live in [TARBORO/PRINCEVILLE], but I'd like to ask for your impressions of the town. Could you tell me a bit about [TARBORO/PRINCEVILLE]? (*How would you describe this town?*)
 - a. What would you say are some of the strengths of the town?
 - b. And some of the challenges for the town?
5. When you think about Tarboro and Princeville, do you think of the two towns as separate or as one? (*Do you see Tarboro and Princeville as distinct or similar places?*)
6. How do people of different races and ethnicities interact within Tarboro? And Princeville?
7. What kind of contact do you have with African Americans living in Tarboro? And Princeville? (*How familiar are you with the African American residents of Tarboro? And Princeville?*)

The African American Community

Thank you for sharing your perspective with us so far. As we move on to the next questions, I would like to ask you to think about your impressions and observations of the African American community in Tarboro and Princeville. Once again, we are interested in getting your perspective on the African American community; there are no right or wrong answers.

8. When you think about the African American community in Tarboro and Princeville, do you think of the two African American communities as separate or as one?
9. Based upon your own observation, what do African Americans residing in Tarboro do for a living? And in Princeville? (*For example, where do they work? What organizations do they work for?*)
10. What do African Americans residing in Tarboro do in their free time? And in Princeville?
 - a. What types of recreational activities are available in Tarboro? And in Princeville?
 - b. What activities are there for children?
 - c. What about for teens?
 - d. What about for families?
 - e. What about for the elderly?

APPENDIX H, CONTINUED...

FIGURE H-5: WHITE COMMUNITY MEMBER GUIDE, CONTINUED

11. Where do African Americans in Tarboro hang out? And in Princeville?
12. What is the role of the churches in the African American community in Tarboro? And Princeville?
13. How do African Americans get around in Tarboro? And Princeville? (*What kinds of transportation do people usually use?*)
14. Are African Americans involved in politics in Tarboro? And in Princeville? How so? (*For example, voting, attending political events, campaigning, running for office?*)

Assets & Needs of the Community

Continuing to think specifically about the African American community in Tarboro and Princeville, I'd like to hear about your impressions of strengths and challenges facing the community.

15. What are some of the strengths of the African American community in Tarboro? And Princeville?
16. Which of these strengths do you consider the most important?
 - a. How do you think this strength can be used or built upon within the community?
17. What, if any, challenges or problems do African Americans face in Tarboro? And Princeville?
18. Which of these challenges do you feel are most important for the community to address? Why?
 - a. What, if anything, is currently being done to address these problems?
 - b. Could you suggest some strategies for addressing these needs?
19. What, if any, are the health issues that the African American community in Tarboro faces? And in Princeville?
 - a. Which health issue do you think is the most important to address?

Additional Information

Thank you for your cooperation so far. I really appreciate your openness, and have just a few more questions to ask you. This next question is about the flood following Hurricane Floyd. I understand that this is a sensitive and emotional topic for many people, so I want to remind you that you do not have to answer any question that makes you uncomfortable. That said, if you choose to answer, I'd like to ask you to think about your response from the community level, focusing on impacts for Tarboro and Princeville as a whole, rather than impacts on you personally.

20. [IF APPLICABLE] Could you describe how the flood after Hurricane Floyd impacted Tarboro? And Princeville?
 - a. Were there differences in the response to the flood between Tarboro and Princeville? Could you tell me more?
 - b. How have things changed since the flood?
 - c. Are there changes that have been specific to the African American community? Could you tell me more?
 - d. Is there anything else you would like to share about the flood or about that time in the life of the community?

Recommended Individuals to Interview

I want to thank you again for your willingness to sit down with us today to talk about life in Tarboro and Princeville. We are hoping to interview more people like you who can give us their insights into the community. Thinking again about the African American community within these two towns, I'd like to ask a couple of questions about other folks who are active in the community.

21. Whom would you recommend that we talk to in order to understand the strengths and concerns of this community?
 - a. Why do you think their opinions and views would be helpful for us to hear?
 - b. Would you be willing to ask permission for our team to contact that person?

APPENDIX H, CONTINUED...

FIGURE H-5: WHITE COMMUNITY MEMBER GUIDE, CONTINUED

Recommendations for Community Forum

We are going to be conducting a community forum in April where we will share the information we have gathered with the community. We will be working with a group of people from the community to plan this event. The forum is designed to bring people in Tarboro and Princeville together to talk about issues for African Americans. We hope this will be an opportunity for community members and service providers to come together, pool resources, and brainstorm possible solutions to some of the challenges that have been shared.

22. Would you be interested in being involved with this event?
 - a. [IF YES] Would you consider serving on the advisory board for the forum?
 - b. [IF YES] May I contact you about the advisory board and forum?
23. Do you have any ideas regarding how to get people living in Tarboro and Princeville to attend? (*For example, time? place? publicity? door prizes? special activities that would attract people?*)
24. Are there any other groups or individuals that have put on successful events in the community that we should talk to?

Closing Questions

Again, thank you for your time today and your willingness to answer such a range of questions.

25. Before we conclude the interview, is there anything else you would like to share?

Thank you again for your participation!

APPENDIX H, CONTINUED...

FIGURE H-6: DEMOGRAPHIC QUESTIONNAIRE

1. What is your age?	<input type="text"/> <input type="text"/>
2. Are you...?	<input type="checkbox"/> Female <input type="checkbox"/> Male
3. Are you....?	<input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> Single <input type="checkbox"/> Living as married
4. How many years of education have you completed?	<input type="checkbox"/> 8th grade or less <input type="checkbox"/> Some high school <input type="checkbox"/> High school graduate or GED recipient <input type="checkbox"/> Associates/Vocational/Trade degree <input type="checkbox"/> Some college <input type="checkbox"/> College graduate <input type="checkbox"/> Some post-graduate study <input type="checkbox"/> Post-graduate degree
5. Which of the following describes your employment or work situation? (Check all that apply.)	<input type="checkbox"/> Employed full-time <input type="checkbox"/> Employed part-time <input type="checkbox"/> Student <input type="checkbox"/> Self-employed <input type="checkbox"/> Retired <input type="checkbox"/> Unemployed <input type="checkbox"/> Disabled and unable to work <input type="checkbox"/> Homemaker <input type="checkbox"/> Volunteer
6. How many people live in your household, including yourself?	<input type="text"/> <input type="text"/>
7. How many children do you have?	<input type="text"/> <input type="text"/>
8. Do you....?	<input type="checkbox"/> Rent an apartment <input type="checkbox"/> Rent a house <input type="checkbox"/> Rent a room in a hotel <input type="checkbox"/> Own an apartment/townhouse <input type="checkbox"/> Own a house <input type="checkbox"/> Own a mobile home Other: _____
9. How would you describe your race/ethnicity?	_____

APPENDIX I – DEMOGRAPHICS OF INTERVIEWEES

FIGURE I-1: SUMMARY OF DEMOGRAPHIC INFORMATION

	Community Members	Service Providers
<u>Total Number</u>	24	18
<u>Gender</u>		
Female	11	9
Male	13	9
<u>Age</u>		
21-30	2	0
31-40	2	2
41-50	4	4
51-60	4	8
61-70	4	3
71-80	1	0
81+	1	0
Unknown	6	1
Average Age	50.13	51.88
<u>Race</u>		
White	4	3
African American	20	15
<u>Town of Residence</u>		
Princeville	7	2
Tarboro	17	9
Other	0	7

APPENDIX J – CODING & DATA ANALYSIS

FIGURE J-1: CODEBOOK

EDGECOMBE COUNTY CODEBOOK
<p>INSTRUCTIONS</p> <p>This codebook is used as a reference throughout the coding process.</p> <p>Do not double code information within domain (for example in strengths and in the specific subcategory), unless it seems really important to put it into two subcategories.</p> <p>Do double code across all appropriate domains.</p> <p>African American community strengths and challenges will be coded into the specific domain it fits under and labeled AA. Those that do not fit into other categories go into community and strengths.</p> <p>We will code each piece of information separately in separate lines. For example, if someone says in one response that family and community cohesion are the strength of the community, put family and community cohesion on separate lines.</p> <p>Use the following abbreviations to specify what the information refers to:</p> <ul style="list-style-type: none"> AA-African American P-Princeville T-Tarboro B-both Tarboro and Princeville, unspecified, or the area in general or the county <p>To indicate line number, just record the line where the information starts.</p> <p>If you come across great quotes, copy and paste them into a Word document for now.</p> <p>DOMAINS & CODES</p> <p><u>(R) Race</u></p> <p>R1. Race relations—information about interactions between the black community and people of different races, cultures and/or ethnicities (including the types of interactions, places of interaction, extent of interaction, lack of interaction or segregation, and positive, negative or neutral interactions)</p> <p>R2. Identity—information about how race is related to identity</p> <p>R3. Racism—code comments on elements of structural racism like government actions, unequal availability of services, historical marginalization and interpersonal racism</p> <p>R4. Others</p> <p>R5. Flood—the effects the flood had on race relations/institutional racism</p>

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

R6. Strengths—comments where interviewee specified that race (race relations/racial identity) was a strength of the town or community

R7. Challenges—comments where interviewee specified that race (racism/race relations/ structural racism) was a challenge of the town or community

R8. Most Important Strengths—comments where interviewee specified that race (race relations/ racial identity) was the most important strength of the town or community

R9. Most Important Challenges—comments where interviewee specified that race (racism/race relations/structural racism) was the most important challenge to the town or community

R10. What is Currently Being Done—comments about what is being done about racism/race relations/structural racism

R11. Strategies—the interviewee's ideas on strategies to deal with racism/race relations/ structural racism

(EC) Economics

EC1. Employment—information about work or jobs

EC1A. Options—employment options, lack of employment options, or unemployment in the community, reason for lack of employment (jobs moving overseas/factories leaving), where people are employed (what locations do people work in?), do people work in their own community and outside of their community, what businesses or organizations are people employed at, what do people do for work, comments on the effects of transition from an agricultural economy on job options, types of jobs (low-wage/high-wage)

EC1B. Skills—job skills that are needed, job training that is available, comments on lack of skills in community

EC1C. Others—other information about work or job

EC2. Local economy—general comments about the local economy, businesses, the tax base, economic resources available to the town

EC3. Poverty—general comments about poverty or the poor community, INCLUDING HOMELESSNESS not related to the flood (information on housing, transportation and health insurance should be coded into other sections own codes)

EC4. Others

EC5. Flood—the effects the flood had on economics (the local economy, job options, unemployment); no temporary homelessness, code temporary homelessness under housing

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

EC6. Strengths—comments where interviewee specified that economics (job options, local economy) was a strength of the town or community

EC7. Challenges—comments where interviewee specified that economics (job options, unemployment, skills, poverty) was a challenge of the town or community

EC8. Most Important Strengths—comments where interviewee specified that economics (job options, local economy) was the most important strength of the town or community

EC9. Most Important Challenges—comments where interviewee specified that economics (job options, unemployment, skills, poverty) was the most important challenge to the town or community

EC10. What is Currently Being Done—comments about what is being done about economics (job options, unemployment, skills, poverty)

EC11. Strategies—the interviewee's ideas on strategies to deal with economics (job options, unemployment, skills, poverty)

(T) Transportation

T1. Transportation Options—vans, shuttles, buses, public transportation, private companies etc.; how people travel (do people walk, bike, drive, ride in vans etc.?); accessibility (information about the ability of the community, and different groups in the community, to access transportation); and identification of barriers to accessibility (including cost, timeliness, lack of options, location, etc.)

T2. Others

T3. Flood—the effects the flood had on transportation

T4. Strengths—comments where interviewee specified that transportation was a strength of the town or community

T5. Challenges—comments where interviewee specified that transportation was a challenge of the town or community

T6. Most Important Strengths—comments where interviewee specified that transportation was the most important strength of the town or community

T7. Most Important Challenges—comments where interviewee specified that transportation was the most important challenge to the town or community

T8. What is Currently Being Done—comments about what is being done about transportation

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

T9. Strategies—the interviewee's ideas on strategies to deal with transportation

(H) Health

H1. Health Conditions

H1A. Mental health—information about mental or emotional health (stress, depression)

H1B. Physical health—information about physical health, including dental health and health-related conditions (diseases, infections, illnesses, conditions, AIDS/HIV, diabetes, hypertension, STIs, prostate cancer, kidney disease)

H2. Information about health-related behavior—including substance abuse and drug use (smoking, unhealthy eating, etc.) or environmental conditions in the community (contaminated water, air pollution, etc.)

H3. Healthcare—information about local healthcare; access to/utilization of general care/primary care, mental health care, preventative care (screenings, etc.), dental care, specialty care (oncology, neurology etc.), medicine; access is defined as information about availability/affordability/location (including comments about insurance, etc.); utilization is defined as information about use of services. Be clear if you are referring to access or utilization in the coding process.

H4. Community Programs—access and availability of community health programs

H5. Others

H6. Flood—the effects the flood had on health

H7. Strengths—comments where interviewee specified that health (healthcare, community programs, health behaviors) was a strength of the town or community

H8. Challenges—comments where interviewee specified that health (healthcare, health conditions, health behaviors) was a challenge of the town or community

H9. Most Important Strengths—comments where interviewee specified that health (healthcare, community programs, health behaviors) was the most important strength of the town or community

H10. Most Important Challenges—comments where interviewee specified that health (healthcare, health conditions, health behaviors) was the most important challenge to the town or community

H11. What is Currently Being Done—comments about what is being done about health (healthcare, health conditions, health behaviors)

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

<p>H12. Strategies—the interviewee’s ideas on strategies to deal with health (healthcare, health conditions, health behaviors)</p>
<p>(RE) Religion</p>
<p>RE1. Role of religion/church/faith—what church means to community and members of the community, and involvement of church in community, and comments on how church might unify or segregate people</p>
<p>RE2. Others</p>
<p>RE3. Flood—the effects the flood had on religion</p>
<p>RE4. Strengths—comments where interviewee specified that religion (faith, church, church/pastor activity) was a strength of the town or community</p>
<p>RE5. Challenges—comments where interviewee specified that religion (faith, church) posed a challenge of the town or community</p>
<p>RE6. Most Important Strengths—comments where interviewee specified that religion (faith, church, church/pastor activity) was the most important strength of the town or community</p>
<p>RE7. Most Important Challenges—comments where interviewee specified that religion (faith, church) was the most important challenge to the town or community</p>
<p>RE8. What is Currently Being Done—comments about what is being done about the challenge posed by religion (faith, church) or through religion to deal with other challenges</p>
<p>RE9. Strategies—the interviewee’s ideas on strategies to deal with challenges posed by religion (faith, church)</p>
<p>(HO) Housing</p>
<p>HO1. Affordability—information about cost of housing, including public housing (projects, public-housing, low-income housing), and information about homeownership or lack of (barriers to homeownership, renting)</p>
<p>HO2. Quality of Housing—quality of houses/housing in the community, and general comments on rebuilding (<i>including related to flood</i>)</p>
<p>HO3. Others</p>
<p>HO4. Flood—the effects the flood had on housing</p>

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

<p>HO5. Strengths—comments where interviewee specified that housing (quality, affordability, homeownership) was a strength of the town or community</p> <p>HO6. Challenges—comments where interviewee specified that housing (quality, affordability, homeownership) posed a challenge of the town or community</p> <p>HO7. Most Important Strengths—comments where interviewee specified that housing (quality, affordability, homeownership) was the most important strength of the town or community</p> <p>HO8. Most Important Challenges—comments where interviewee specified that housing (quality, affordability, homeownership) was the most important challenge to the town or community</p> <p>HO9. What is Currently Being Done—comments about what is being done about housing (quality, affordability, homeownership)</p> <p>HO10. Strategies—the interviewee's ideas on strategies to deal with housing (quality, affordability, homeownership)</p> <p>(ED)Education</p> <p>ED1. Opportunities—information about availability/accessibility of education</p> <p style="padding-left: 20px;">ED1A. Preschool-High school—preschool programs, GED programs, Non-traditional education (job training, vocational training etc), alternative education, afterschool educational support (tutoring etc.)</p> <p style="padding-left: 20px;">ED1B. Higher Education—Community College, 4-year colleges, Job Training Programs</p> <p>ED2. Quality—information about the quality of local public education system (instruction, curriculum, teachers, space, class size, etc.)</p> <p>ED3. Attitudes toward education—youth, adults, families, teachers</p> <p>ED4. Others</p> <p>ED5. Flood—the effects that the flood had on education</p> <p>ED6. Strengths—comments where interviewee specified that education (quality, opportunities, attitudes) was a strength of the town or community</p> <p>ED7. Challenges—comments where interviewee specified that education (quality, opportunities, attitudes) posed a challenge of the town or community</p> <p>ED8. Most Important Strengths—comments where interviewee specified that education (quality, opportunities, attitudes) was the most important strength of the town or community</p>
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APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

ED9. Most Important Challenges—comments where interviewee specified that education (quality, opportunities, attitudes) was the most important challenge to the town or community

ED10. What is Currently Being Done—comments about what is being done about education (quality, opportunities, attitudes)

ED11. Strategies—the interviewee's ideas on strategies to deal with education (quality, opportunities, attitudes)

(REC) Recreation

Information about community recreational activities. Examples: school based non-academic extracurricular programs/activities, non-academic afterschool programs/activities, sports, programs, events, recreational space (fields, playgrounds, gyms, centers)

* Access is defined as information about availability/affordability/location etc.

* Utilization is defined as information about use of services

* Be clear about if you are referring to access or utilization in the coding process

REC1. Accessibility/Utilization for youth

REC2. Accessibility/Opportunities/Utilization for families

REC3. Accessibility/Opportunities/Utilization for elderly

REC4. General accessibility/opportunities/utilization—age group not specified

REC5. Others

REC6. Flood—the effects the flood had on recreation

REC7. Strengths—comments where interviewee specified that recreation (accessibility/opportunities/utilization any age group) was a strength of the town or community

REC8. Challenges—comments where interviewee specified that recreation (accessibility/opportunities/utilization any age group) posed a challenge of the town or community

REC9. Most Important Strengths—comments where interviewee specified that recreation (accessibility/opportunities/utilization any age group) was the most important strength of the town or community

REC10. Most Important Challenges—comments where interviewee specified that recreation (accessibility/opportunities/utilization any age group) was the most important challenge to the town or community

REC11. What is Currently Being Done—comments about what is being done about recreation (accessibility/opportunities/utilization any age group)

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

REC12. Strategies—the interviewee’s ideas on strategies to deal with recreation (accessibility/ opportunities/utilization any age group)

(F) Flood

F1. General comments about the flood

F2. Strengths—comments where interviewee specified that in general, the flood was a strength of the town or community (that does not fit in another domain)

F3. Challenges—comments where interviewee specified that in general, the flood posed a challenge of the town or community (that does not fit in another domain)

F4. Most Important Strengths—comments where interviewee specified that the flood was the most important strength of the town or community

F5. Most Important Challenges—comments where interviewee specified that the flood was the most important challenge to the town or community

(C) Community (African American Community)

Information about African American Community will be coded into the specific domain it fits under and labeled AA. Those that do not fit into other categories will be placed under community.

C1. Community Leadership—information about who takes active roles in the community; community advocacy

C2. Community Cohesion—information about the community working together, being tight-knit and supportive, knowing neighbors

C3. Community Tension—information about the community not working together, not able to come to agreement (examples: between churches, community organizations)

C4. Heritage and History—information about shared history or heritage in the community

C5. Family—information about families in the community and things that affect families in the community (example; teenage pregnancy, breakdown of families)

C6. Perseverance—information that describes the community as perseverant

C7. People—information that describes the people in the community

C8. Flood—the effects the flood had on community

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

C9. Strengths—comments where interviewee specified that community (e. cohesion/leadership/families) was a strength of the town or community

C10. Challenges—comments where interviewee specified that community (ex. cohesion/tension/ leadership/family issues) posed a challenge of the town or community

C11. Most Important Strengths—comments where interviewee specified that community (ex. cohesion/leadership/families) was the most important strength of the town or community

C12. Most Important Challenges—comments where interviewee specified that community (ex. cohesion/tension/leadership/family issues) was the most important challenge to the town or community

C13. What is Currently Being Done—comments about what is being done about community tension/building community cohesion/family issues

C14. Strategies—the interviewee's ideas on strategies to deal with community tension/build community cohesion/strengthen families

(V) Violence

V1. Violence—general information on violence (types of violence, whether it is present, where it is present, who is committing acts of violence)

V2. Flood—the effects the flood had on violence (was there violence at this time in the town)

V3. Strengths—comments where interviewee specified that violence prevention/lack of violence was a strength of the town or community

V4. Challenges—comments where interviewee specified that violence posed a challenge of the town or community

V5. Most Important Strengths—comments where interviewee specified that violence prevention/lack of violence was the most important strength of the town or community

V6. Most Important Challenges—comments where interviewee specified that violence was the most important challenge to the town or community

V7. What is Currently Being Done—comments about what is being done about violence

V8. Strategies—the interviewee's ideas on strategies to deal with violence (especially gangs)

(A) Aging of Community

A1. Aging—general comments about aging, senior citizens

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

<p>A2. Flood—the effects the flood had on seniors in the community</p> <p>A3. Strengths—comments where interviewee specified that aging/senior citizens were a strength of the town or community</p> <p>A4. Challenges—comments where interviewee specified that aging/number of senior citizens posed a challenge of the town or community</p> <p>A5. Most Important Strengths—comments where interviewee specified that aging/senior citizens were the most important strength of the town or community</p> <p>A6. Most Important Challenges—comments where interviewee specified that aging/number of senior citizens was the most important challenge to the town or community</p> <p>A7. What is Currently Being Done—comments about what is being done to cater to senior citizens</p> <p>A8. Strategies—the interviewee's ideas on strategies to cater to senior citizens</p> <p><u>(PD) Population Drain</u></p> <p>PD1. Causes—why people move away and don't come back</p> <p>PD2. Effects—what happens to town/community when people move away and don't come back</p> <p>PD3. Flood—the effects the flood had on population drain (cause of short term/long term?)</p> <p>PD4. Strengths—comments where interviewee specified that population drain was a strength of the town or community</p> <p>PD5. Challenges—comments where interviewee specified that population drain posed a challenge of the town or community</p> <p>PD6. Most Important Strengths—comments where interviewee specified that population drain was the most important strength of the town or community</p> <p>PD7. Most Important Challenges—comments where interviewee specified that population drain was the most important challenge to the town or community</p> <p>PD8. What is Currently Being Done—comments about what is being done to slow population drain</p> <p>PD9. Strategies—the interviewee's ideas on strategies to slow population drain</p> <p><u>(POL) Politics</u></p>

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

POL1. Political Involvement—African Americans' involvement in politics (voting, running for office, holding political positions)

POL2. Political Tension—for example between officials, towns, county, not agreeing/not working together

POL3. Flood—the effects the flood had on politics

POL4. Strengths—comments where interviewee specified that political involvement drain was a strength of the town or community

POL5. Challenges—comments where interviewee specified that political tension posed a challenge of the town or community

POL6. Most Important Strengths—comments where interviewee specified that political involvement was the most important strength of the town or community

POL7. Most Important Challenges—comments where interviewee specified that political tension was the most important challenge to the town or community

POL8. What is Currently Being Done—comments about what is being done to encourage political involvement/ease political tension

POL9. Strategies—the interviewee's ideas on strategies to encourage political involvement/ease political tension

(TOW) Description of Towns

Any strengths and challenges that are specific to the town and don't fit in other domains go here.

TOW1. Princeville

TOW1A. General—general comments about the town (it's nice)

TOW1B. History

TOW1C. Flood—the general effects the flood had on the town (not specific to housing, economics, etc.)

TOW1D. Strengths—comments where interviewee specified strengths of the town not covered in other domains

TOW1E. Challenges—comments where interviewee specified challenges of the town not covered in other domains

TOW1F. Most Important Strengths—comments where interviewee specified a most important strength of the town that is something not covered in another domain

TOW1G. Most Important Challenges—comments where interviewee specified a most important challenge that is not covered in another domain

TOW1H. What is Currently Being Done—comments about what is being done to deal with a challenge to the town

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

<p>TOW1I. Strategies—the interviewee's ideas on strategies to deal with a town challenge</p>
<p>TOW2. Tarboro</p>
<p>TOW2A. General—general comments about the town (it's nice)</p>
<p>TOW2B. History</p>
<p>TOW2C. Flood—the general effects the flood had on the town (not specific to housing, economics, etc.)</p>
<p>TOW2D. Strengths—comments where interviewee specified strengths of the town not covered in other domains</p>
<p>TOW2E. Challenges—comments where interviewee specified challenges of the town not covered in other domains</p>
<p>TOW2F. Most Important Strengths—comments where interviewee specified a most important strength of the town that is something not covered in another \domain</p>
<p>TOW2G. Most Important Challenges—comments where interviewee specified a most important challenge that is not covered in another domain</p>
<p>TOW2H. What is Currently Being Done—comments about what is being done to deal with a challenge to the town</p>
<p>TOW2I. Strategies—the interviewee's ideas on strategies to deal with a town challenge</p>
<p>TOW3. Both—if person says they view them as one, or if they say that it is general to both</p>
<p>TOW3A. General—general comments about the town (it's nice)</p>
<p>TOW3B. History</p>
<p>TOW3C. Flood—the general effects the flood had on the town (not specific to housing, economics, etc.)</p>
<p>TOW3D. Strengths—comments where interviewee specified strengths of the town not covered in other domains</p>
<p>TOW3E. Challenges—comments where interviewee specified challenges of the town not covered in other domains</p>
<p>TOW3F. Most Important Strengths—comments where interviewee specified a most important strength of the town that is something not covered in another \domain</p>
<p>TOW3G. Most Important Challenges—comments where interviewee specified a most important challenge that is not covered in another domain</p>
<p>TOW3H. What is Currently Being Done—comments about what is being done to deal with a challenge to the town</p>
<p>TOW3I. Strategies—the interviewee's ideas on strategies to deal with a town challenge</p>
<p>(SPS) Service Providers Section</p>
<p>SPS1. Organization—write name of organization)</p>
<p>SPS2. Services provided—pair service with group served (like-afterschool program FOR kids)</p>
<p>SPS2A. Services provided to general population</p>
<p>SPS2B. Services provided to African Americans</p>
<p>SPS2B1. Type of Services provided to African Americans</p>
<p>SPS2B2. What segments of the African American population in use services the most</p>

APPENDIX J, CONTINUED...

FIGURE J-1: CODEBOOK, CONTINUED

<p>SPS2B3. Services Most Utilized</p> <p>SPS2B4. Services least utilized</p>
<p>SPS3. Responsibility to community</p>
<p>SPS4. Achievements—some achievements of the organization</p>
<p>SPS5. Barriers reaching African American Community—code all barriers here and don't worry about putting them into the other sections-like challenges for now</p>
<p>SPS6. Other organizations that provide services to African Americans</p> <p> SPS6A. The names of the organizations</p> <p> SPS6B. Type of services they provide</p> <p> SPS6C. Work with these</p>
<p>SPS7. Future plans</p>
<p>SPS8. Others</p>