We Heal Together Winston-Salem Initiative

Community Needs and Resource Assessment (CNRA)

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Who Conducted this Report and Why?

Purpose of this Report

This report is a community needs and resource assessment (CNRA). A CNRA is a study of programs or initiatives to understand the resources available and needs in the community. The We Heal Together initiative conducted this CNRA in collaboration with the People's Research Council (PRC) and community researchers. We Heal Together Winston-Salem (WHT-WS) is a partnership between Crossnore's Center for Trauma Resilient Communities, Action4Equity, and Forsyth Futures and will be described in more detail below. Researchers will share this CNRA with the community for their feedback. Once community feedback is received, We Heal Together program staff and community members will use this CNRA to inform a community directed strategic plan for We Heal Together.

ReCAST Grant Opportunity

We Heal Together Winston-Salem is a local partnership funded by the Substance Abuse and Mental Health Service Administration (SAMHSA). The partnership has received $4 million in funding over four years. The funding comes through a SAMHSA grant program called Resiliency in Communities After Stress and Trauma (ReCAST). SAMHSA expects funded programs to be "*guided by a community-based coalition of residents, non-profit organizations, and other entities*"[1].

SAMHSA describes its goals for the ReCAST program as follows[1]:
- *"Building a foundation to promote well-being, resiliency, and community healing and change through community-based, participatory approaches that promote community and youth engagement, leadership development, improved governance, and capacity building;*
- *"Creating more equitable access to trauma-informed community behavioral health resources;*
- *"Strengthening the integration of behavioral health services and other community systems to address the social determinants of health, recognizing that factors such as law enforcement practices, transportation, employment, and housing policies can contribute to health outcomes;*
- *"Ensuring that program services are culturally competent and responsive and developmentally appropriate."*

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We Heal Together-Winston Salem

We Heal Together Winston-Salem is the local partnership receiving ReCAST funding for work aligned with the ReCAST goals in the geography highlighted in the map below. Crossnore's Center for Trauma Resilient Communities, Action4Equity, and Forsyth Futures are the organizations in this partnership.

We Heal Together is dedicated to promoting resilience, equity, and trauma-informed approaches in communities. This collaborative work will assist youth and families through evidence-based violence prevention and community youth engagement programs. This work is being done alongside the People's Research Council (PRC) and eight future Backbone Agencies (BBAs) that will implement the Trauma Resilient Communities Model as a framework to achieve change throughout their organization.

The initiative begins with a CNRA, followed by a strategic planning phase. The project emphasizes community engagement, transparency, and concrete action steps to address challenges and ensure the sustainability of a trauma-informed East Winston-Salem Community.

Core Partners

Each core partner has a different role in the partnership. Each core partner has made initial suggestions for programs they will offer to SAMHSA. The community can weigh in on these suggested programs during the strategic planning process. The ReCAST funding for this work

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has specific requirements and limitations on how programs use it. We Heal Together can change its suggested programs in response to community feedback if the changes meet the ReCAST requirements and constraints.

Crossnore's Center for Trauma Resilient Communities

Crossnore Communities for Children is the grant recipient and the grant administrator for the We Heal Together initiative. Crossnore's Center for Trauma Resilient Communities (CTRC) creates healing ecosystems grounded in science, learned in collaboration, and measured by outcomes. CTRC supports individuals, organizations, and communities as they recognize the long-term wounds of adversity and trauma. Throughout the duration of the grant, CTRC will provide 8 backbone agencies (BBAs) the TRC framework which includes pre-engagement services, in-person multi-day training, workshops, coaching, consultation, and organizational implementation support. In addition, CTRC will deliver a TRC Champions program for ongoing sustainability; Youth Mental Health First Aid training and dissemination; S.E.L.F. Trauma-Informed Psychoeducational training and coaching for direct service personnel to implement, and community networking through communities of practice. Kickoff events, yearly wellness events, refreshers, and community events will also be provided by Crossnore's CTRC throughout the grant period.

Action4Equity

Action4Equity (A4E) is a transformative, community-driven organization dedicated to advancing equity in education and health for Black children and communities in Winston-Salem / Forsyth County. As a key partner in the SAMHSA grant project, our role is to leverage our expertise in advocacy, policy reform, and community engagement to ensure the initiative's success. We are committed to providing infrastructure and operational support to Full Circle Mentoring to create a holistic, trauma-informed approach that supports the well-being and empowerment of high-risk youth and families in our community. Through this partnership, Action4Equity aims to foster resilient, equitable communities where every individual has the opportunity to thrive.

Forsyth Futures

Forsyth Futures aims to provide an objective view of information regarding Forsyth County. Through data-based analyses and research studies, Forsyth Futures' team of experts seeks to understand topics such as the strength of our school system, the quality and equity of health care, and economic indicators like housing and transportation. Forsyth Futures exists to serve the people of Forsyth County by using data and research as tools, in alignment with ethical and equitable best practices, to benefit and improve the material conditions of people, specifically prioritizing those on the margins of power structures who experience the greatest negative impact of oppressive systems. Forsyth Future's role in the We Heal Together partnership is to support the CNRA and strategic planning process and evaluate the initiative's work to ensure it meets its goals in serving the community and improving residents' lives.

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Community Oversight of this Report

The People's Research Council and We Heal Together Project Board

The People's Research Council (PRC) oversees this report. The PRC is an emerging local research infrastructure for Forsyth County, North Carolina. The PRC's three primary goals are to:

1. Prevent harm through research
2. Expand who influences research, prioritizing those who have been traditionally marginalized
3. Align research with action to maximize community benefit and improve the material conditions of people

The PRC is in an early pilot stage, and We Heal Together is the first initiative to run through the PRC. Forsyth Futures and Action4Equity, two of the three organizations collaborating on the We Heal Together initiative, serve in the backbone role of the PRC.

The SAMHSA ReCAST grant requires that a community advisory board (CAB) guides the program, particularly the CNRA and community strategic plan (CSP)[1]. The We Heal Together Project Board of the PRC fills this role. This document uses the language of "Project Board" to describe the CAB function of the PRC to align with the language We Heal Together uses in the local community.

The We Heal Together Project Board informs and advises on how the CNRA and CSP are conducted and carried out, as well as other critical aspects of the initiative over four years. It includes cohorts of both Community Advisors and Institutional Advisors who sometimes meet together and sometimes meet separately.

- **Community Advisors:** a cohort of seven non-institutional people recruited from within and around the project geography. This cohort is in the primary decision-making position.
- **Institutional Advisors:** a cohort of fourteen organizational / institutional representatives who provide services directly or indirectly to people who live in and around the target geography.

A Provisional Governance Council (PGC) governs the PRC. It is a cohort of trusted community leaders with strong grassroots connectivity. It is not specific to the We Heal Together project, but it is the PRC's governance, community oversight, and accountability mechanism.

How was the Project Based Board Selected?

Community Advisors

Project Board (PB) recruitment activities in January and early February focused on strategies to build awareness, interest, and participation with people who live in and around the grant geography. Importantly, the demographics of the project geography for families with youth 12-17

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are effectively 50% Black and 50% Hispanic / Latinx, so this informed staff outreach and communication efforts.

Digital and in-person recruitment efforts directed interested residents to a We Heal Together landing page on the People's Research Council website. This landing page contained information about the WHT initiative as well as opportunities available for people to get involved. The website directed interested residents to complete a brief interest form.

Project staff prepared messaging and recruitment materials for distribution, both digitally and in-person, in English and Spanish.

Project staff allocated $400 for social media advertisements aimed at the grant geography, generating engagement on Facebook and Instagram. Cumulatively, the ad reached 34,010 people with 568 link clicks. A wide range of partners shared and co-posted the recruitment content. Action4Equity, Forsyth Futures, Kijiji Winston-Salem, KBR Charitable Trust, the Center for Trauma Resilient Communities, Partnership for Prosperity, the Cleveland Avenue Transformation Team, the Winston-Salem Foundation, Our Opportunity 2 Love + Heal Coalition, HandsOn WSNC, and the Black Philanthropy Initiative shared the Facebook posts. Forsyth Futures, OurKijiji, HandsOn WSNC, and the Center for Trauma Resilient Communities shared the stories on Instagram.

Cumulatively, across all of the initial recruitment efforts, 80 people completed the interest form. Despite efforts to make the requirement of living within the project geography clear in the communications, many of these 80 lived outside the grant geography. Additionally, these 80 responses were heavily skewed toward Black residents and underrepresented Hispanic / Latinx residents. Despite these challenges, this basis of interest provided an invaluable foundation of contracts to kick off the We Heal Together Project Board's work and accelerated the work of recruiting community researchers and focus group participants.

Through these awareness and recruitment activities, project staff advertised for people to complete an interest form if interested in serving on the Project Board, or in participating in the other research components of the project. By early February, a collective total of 80 community members had filled out the interest form.

Project staff used a multi-step process to select WHT Project Board Community Advisors:
1. Verified whether or not they live in, or immediately adjacent to, the project geography.
2. Made screening phone calls to confirm applicants' information and that they understood and felt able to meet the participation requirements
3. Compiled concise applicant overviews for eligible candidates and presented to the Provisional Governance Council of the Peoples' Research Council. The operational frame of the PRC stipulates that the PGC makes final decisions bout the people who are chosen to serve on a Project Board.
4. The PGC deliberated on candidates and voted to affirm the final selection of candidates.

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The staff and PGC worked to achieve as much representation of the background demographics of the project geography as possible with a cohort of seven members. To achieve this, the PGC considered factors such as age, gender, race / ethnicity, LGBTQIA+ status, access to transportation, primary language spoken at home, and educational attainment.

Institutional Advisors

The We Heal Together partners collaborated to draft an initial list of institutions to invite to the institutional table of the project board. WHT shared the list with the residents serving on the PGC of the PRC for their review. They added two seats specifically for organizations representing Hispanic / Latinx residents.

Next Steps from Research to Action

The partnership will share the report with the community to get feedback on the findings and ensure that researchers correctly interpreted the information gathered in the report. The data will then be used by community members and the We Heal Together partnership to cooperatively develop a strategic plan to guide the partnership's work.

Who Collected Information for this Report? What Did They Do?

Identification of Research Topics

Forsyth Futures staff reviewed SAMHSA's guidance and the We Heal Together grant proposal to identify key research questions the CNRA needed to address to meet the program's requirements. They presented these key questions to the PRC table for their review and feedback and to identify whether or not they should consider any additional questions.

Overview of How Researchers and Community Members Gathered Information

The table below summarizes how researchers and community members gathered information for this report. It describes the method used, the information collected from each technique, and the trauma-informed principles used in each data collection method. The following sections include detailed information on each method, including how and why researchers used trauma-informed principles.

Method Used	Information Obtained	Trauma-Informed Principles
Literature review of local	• Community-identified	• Empowerment, voice,

research	drivers of civil unrest, collective trauma, and community violence ● Risks and protective factors ● Community needs ● Community assets (both programs and informal assets) meeting needs and providing protective factors ● Impact of COVID-19 on needs and assets	and choice ● Trustworthiness and transparency
Resource directory review	● Community assets (both programs and informal assets) meeting needs and providing protective factors ● Partner agencies working towards goals and outcomes ● Duplicative services ● Problems not being addressed	● Empowerment, voice, and choice ● Trustworthiness and transparency
Organization interviews	● Risk and protective factors ● Community needs ● Partner agencies working towards goals and outcomes ● Duplicative services ● Problems not being addressed ● Limitations and challenges with resources ● Impact of COVID-19 on needs and assets ● Program funding and coordination ● How organizations are addressing disparities ● Strategic planning, implementation, and workforce development needs	● Empowerment, voice, and choice

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Community focus groups	- Community-identified drivers of civil unrest, collective trauma, and community violence - Risk and protective factors - Community needs - Community assets (both programs and informal assets) meeting needs and providing protective factors - Impact of COVID-19 on needs and assets - Partner agencies working towards goals and outcomes - Problems not being addressed - Limitations and challenges with resources - Families receiving trauma-informed services	- Safety - Collaboration and mutuality - Trustworthiness and transparency - Equity and cultural attunement - Empowerment, voice, and choice

Literature Review

Why a Literature Review?

Forsyth Futures and Action4Equity, the two partners responsible for conducting the CNRA, were aware of community concerns about too much research in East Winston, especially when organizations do nothing with the research that improves residents' lives. When the partners created a suggested initial plan for the CNRA for the PRC, they included a review of related local studies as one of the suggested ways of collecting information. This data-gathering strategy ensures that findings from these studies are used and reduces the burden on community members to share information they may have already shared in other contexts. The PRC approved this form of data collection.

Which Reports Did Researchers Review?

Researchers asked organizations they work with and PRC members what local reports they were familiar with. They then gathered any local reports that covered issues related to collective trauma, community violence, and civil unrest for review.

How Researchers Gathered Information

Researchers from Forsyth Futures identified research questions needed for the CNRA that they thought they could find in locally conducted studies. Then, a researcher from Forsyth Futures read the materials researchers collected, taking notes on the answers each study gave to the research questions. The researcher then synthesized the information in the Literature Review section of this report.

Trauma-Informed Principles Researchers Used

Researchers used the trauma-informed approaches of *empowerment, voice, and choice* and *trustworthiness and transparency* while conducting the literature review. Researchers used *empowerment, voice, and choice* by identifying a way of gathering information responsive to concerns community members have expressed about organizations over-researching their communities. Researchers also used *trustworthiness and transparency* by getting input and permission from the PRC on the process.

What the Literature Review Cannot Tell Us

Researchers based the literature review on local research in the city or county. All of this research had its own focus and research questions. The authors conducted some of these studies for specific purposes, such as assessing community readiness for a particular program. The specific purposes of the topics covered by these studies may be more reflective of the priorities of local organizations funding research than the concerns of community members. For example, the same organization funded several studies. This organization also provides funding around Adverse Childhood Experiences (ACEs), so ACEs and related needs and assets may be over-represented in the literature researchers reviewed.

Similarly, all the studies were about Forsyth County and Winston-Salem residents. Some of the studies included residents from a different geography than We Heal Together serves. Those communities' needs may differ from the needs of the project's geography. Some of the studies also focused on particular racial or ethnic groups. Of the 13 studies reviewed, three focused on Black residents, one on Hispanic / Latinx residents, and five on youth and young adults. Because only one study focused on Hispanic / Latinx residents, the literature review may not represent needs specific to that community as well as it does other communities.

Resource Directory Review

Why a Resource Directory Review?

Forsyth Futures and Action4Equity, the two partners responsible for conducting the CNRA, were aware of community concerns about too much research in East Winston, especially when organizations do nothing with the research that improves residents' lives. The local community has many nonprofit organizations, and asking community residents to identify all the resources they accessed in focus groups would have greatly burdened the participants. This information is also available in local resource directories. So, when researchers proposed a CNRA plan to the PRC, they suggested that the staff research team filter through local research directories so that focus group questions asked directly to community members could focus on the services and programs that community members found the most impactful. The PRC approved this plan.

How Researchers Reviewed The Resource Directories

To quantitatively examine the community resources present in the grant geography, research staff considered only the resources that exist in the grant geography currently being served (Forsyth County census tracts 5, 6, 7, 8.01, 8.02, 16.02, and 18). They utilized six directories (City of Winston-Salem Resource Directory [2], Forsyth County Community Resource Assistance Guide [3], Forsyth County Community Resources and Assets[4], NC 211[5], Second Harvest Food Bank Community Resources Guide[6], and The Shalom Project Community Resources[7]) to compile an inventory of resources located in the grant geography. Researchers added it to the inventory if a resource met at least one of the three grant-defined goals of building a foundation to promote well-being, resiliency, and community healing, providing community behavioral health assistance, or addressing social determinants of health.

Once researchers added a resource to the inventory, they found the following information about the resource: address, contact information, website, service type, services and programs related to the grant, description of grant-related services and programs, who is eligible for services, whether or not it serves youth, whether or not it serves families of youth, whether or not it offers bilingual services, what documentation programs require for service, latitude, and longitude. They compiled a list of 59 resources in the grant geography. These 59 resources covered behavioral care, career services, child care services, education services, faith-based services, financial services, food services, housing services, immigration services, legal services, medical services, minority support services, recreational services, senior services, and social services. If a resource fit into multiple categories, researchers included it in all those categories. Researchers identified services as bilingual if the resource directory or the resource's website explicitly communicated that services were available in English and Spanish or that translation services were available.

Researchers developed two interactive dashboard maps to show the locations of these resources within the city. The first map simply shows the locations of the resources, while the second map also includes the Winston-Salem Transit Authority (WSTA) bus stops and routes. Researchers also counted the number of programs offering each service and the number of programs advertised offering services in Spanish.

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The Trauma-Informed Principles Researchers Used

Researchers used the trauma-informed approaches of *empowerment, voice, and choice* and *trustworthiness and transparency* while conducting the resource directory review. Researchers used *empowerment, voice, and choice* by identifying a way of gathering information responsive to concerns community members have expressed about organizations over-researching their communities. Researchers also used *trustworthiness and transparency* by getting input and permission from the PRC on the process.

What the Resource Directory Review Cannot Tell Us

The resource directory review provides a high-level overview of services in the grant geography. Residents may also be accessing services outside of the grant geography. The resource directory only gathers some information about the service's accessibility. Researchers combined what they learned through this assessment with information collected from community members, other community reports, and organizations serving the community to make conclusions.

Interviews with Organizations

Why Researchers Interviewed Organizations

Program staff are creating this report to inform a project funded by SAMHSA. SAMHSA provided advice on the types of information that they wanted included in the report[8]. Some of this information was about how work at human service organizations was funded and conducted, which was not information researchers expected community members to have access to. So, the project staff suggested interviewing local organizational leaders to collect this data when they presented their proposed data collection plan to the PRC. The PRC approved this plan.

How Researchers and Community Members Identified Participating Organizations

The PRC community table members recommended organizations working in the grant geography they thought researchers should interview based on the grant's goals. Research staff reached out to these organizations to schedule interviews. They successfully scheduled interviews with six of the seven organizations the PRC recommended. Researchers added two organizations to the six initially suggested by the PRC community table. One organization specifically works with the youth the grant chose to focus on in the Disparity Impact Statement (DIS)[9], and one of the organizational interview participants strongly suggested the other.

How Researchers Gathered Information from Organizations

Staff researchers used the research topics approved by the PRC to develop an interview guide. Researchers then scheduled and conducted semi-structured interviews with leaders in local

organizations. The research team initially coded the interview transcripts using codes based on the research topics approved by the PRC. The research team then ran the full transcripts through their ChatGPT Enterprise application. ChatGPT Enterprise is a professional-grade version of ChatGPT that ensures data privacy and security. The information submitted to this version of ChatGPT is not shared with ChatGPT for its use in training its algorithms. The research staff prompted ChatGPT to write up major themes from the interview transcripts relating to the research topics approved by the PRC. Research staff then carefully reviewed these initial write-ups for accuracy and to ensure that the report did not exclude any details.

Researchers initially planned to code and analyze the transcripts by hand but needed to pivot to accommodate changes in the community focus group timelines. When initial recruitment rounds for the community focus groups did not produce an adequate representation of Hispanic / Latinx community members, the team dedicated additional staff support to recruitment and chose to leverage technology to complete the task so that they could spend more time and effort connecting with community members.

The Trauma-Informed Principles Researchers Used

Researchers used the trauma-informed approach of *Empowerment, Voice, and Choice* in conducting the organizational interviews because community members on the PRC table selected the organizations the research staff interviewed.

Community Focus Groups

Why Researchers and Community Members Conducted Focus Groups

Program staff are creating this report to inform a project funded by SAMHSA. SAMHSA provided advice on the types of information that they wanted included in the report[8]. The project staff suggested conducting focus groups with residents to collect this data when they presented their proposed data collection plan because residents have the expertise and experience needed to provide the information most critical to this report. The PRC approved this plan.

How Researchers and Community Members Invited Community Members to Participate in Focus Groups

In January and early February, project staff engaged in intensive recruitment activities to recruit community members to serve as community advisors, community researchers, and focus group and strategic planning participants.

Digital and in-person recruitment efforts directed interested residents to a We Heal Together landing page on the People's Research Council website. This landing page contained information about the WHT initiative and opportunities for people to get involved. The website directed interested residents to complete a brief interest form.

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Project staff prepared messaging and recruitment materials for distribution, both digitally and in-person, in English and Spanish.

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Cumulatively, across all of the initial recruitment efforts, 80 people completed the interest form. Despite efforts to make the requirement of living within the project geography clear in the communications, many of these 80 lived outside the grant geography. Additionally, these 80 responses were heavily skewed toward Black residents and underrepresented Hispanic / Latinx residents.

The staff's primary recruitment strategy was to work through partner networks with connectivity to people in the grant geography. They worked with partners to ensure they were grounded in the project and its purpose and goals, and they disseminated the recruitment messaging within their networks. Some of these partners were Action4Equity, Forsyth Futures, the Peoples' Research Council, Full Circle, Forsyth Family Power, the Black Philanthropy Initiative, The Parenting Path, Neighbors for Better Neighborhoods, Partnership for Prosperity, Triad Cultural Arts, Love Out Loud, 18 Springs Wellness Center, Housing Justice Now, Hate Out of Winston, the Triad Abolition Project, HandsOn WSNC, Second Harvest Food Bank, North Start LGBTQ+ Community Center, and the Southeast Neighborhood Association.

In addition, staff worked with local schools through connections with principals and guidance counselors and sent flyers out to students and families at seven schools in and around the project geography through the PeachJar flier distribution app. They worked to reach religious congregations through connections with pastors and other church leaders. They worked with specific community leaders and organizers and shared information at various events and gatherings.

To support this first phase of recruitment efforts, the project team engaged two canvassing teams. One focused on recruitment within the Black communities of the grant geography, and the other focused on recruitment within the Hispanic / Latinx communities. Canvassers were compensated at $25 per hour and worked 43 hours, totaling a $1,0175 canvassing investment.

A team of three Hispanic / Latinx organizers outreached specifically within the Hispanic/Latino community of the grant geography. Over three days, this team spent a total of 20 hours distributing flyers. They engaged directly with local small businesses, canvassing directly,

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helping people sign up, and posting fliers. The team distributed all of their fliers. They covered many locations, including Ego Store, Dollar General Store, La Perlita Restaurant, Open Arms, and many more. They generally canvassed around S Martin Luther King & Allen St., Waughtown, Longview, Marne St., Old Lexington Rd, and Sprague and Vargrave Streets.

A team of three Black organizers focused on engaging with Black residents within the project's designated area. Over four days, they dedicated a total of 23 hours to canvassing activities. Their work involved assisting individuals with sign-ups and distributing flyers, including 25th St., Indiana Ave, and Cleveland Ave between 11th and 23rd Streets, and the Castle Heights neighborhood, specifically along Atlee Street and Rosemary Street.

During an in-person recruitment opportunity at St. Steven's Food Pantry on January 25th, staff engaged with four groups of individuals. Sixteen people either completed applications on the spot or expressed their intent to apply later using the QR provided on the flier, and 33 individuals took flyers with them.

The teams distributed a total of 580 printed fliers through canvassing efforts (200 in English and 380 in Spanish).

Staff also prepared a press release and began disseminating it on January 23. They reached out persistently to 15 local news stations and publications to get the story picked up. Local media has featured We Heal Together four times in 2024, [one of them](#) during the focus group recruitment process. This Fox8 WGHP story did a lot to generate awareness and interest within the project's geography.

Staff designed the second phase of recruitment activities specifically to support participation in Focus Group events. These activities included printing promotional fliers and informational packets. Staff designed these materials to help potential focus group participants understand the WHT initiative, its goals, and how they could help ensure WHT activities aligned with community needs over the next four years by sharing their experiences and perspectives through focus groups. The materials communicated that researchers would compensate participants with a $25 gift card and that event staff would provide the following: a meal, child care (if needed), mental health support at the event, and transportation if requested. The materials encouraged interested participants to complete an interest form to begin the registration process for the event. Staff generated English and Spanish versions of all these materials as well as differentiated versions for adults and youth. These materials were first sent to everyone who signed up during the first recruitment phase.

As interested participants signed up, staff worked to immediately review their information, confirm that they lived within the grant geography, and then follow back up to confirm their registration and coordinate around dietary restrictions, transportation, and child care needs.

In addition to these general recruitment activities, there were additional engagement and canvassing efforts were specific to each focus group event.

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For the focus group event focused on Full Circle participants and their parents, project staff worked with Full Circle program staff to pre-register youth and their parents / caregivers, beginning about a week before the event. The project team was on hand around pick-up time to explain the opportunity, share the information and materials, answer questions, and complete the registration process.

For the focus group event focused on Black residents, the project staff engaged with one community organizer who canvassed in the project geography for about ten hours to recruit both youth and adults. Additionally, project staff worked with the church staff at the church, hosting the event to share the opportunity with members of their congregation and the Southeast Neighborhood Association, which operates within the project geography.

For the focus group focused on Hispanic / Latinx residents, project staff worked with three community organizers to canvas predominantly Hispanic / Latinx communities within the project geography, which totaled about 32 hours of canvassing time.

Who Participated in the Community Focus Groups

Staff and community researchers held a total of 10 focus groups across three focus group events on February 25, March 1, and March 2, 2024. There were a total of 26 youth and 22 adult participants.

Among youth participants, about 54% identified as boys and 46% as girls. Their average age was 15.3. 81% described themselves as Black and 19% as Hispanic / Latinx. This statistic means that Hispanic / Latinx youth were underrepresented in the focus groups compared to the grant geography[9]. Additional demographic data was missing for 19% of the youth participants. However, no participants reported speaking Spanish at home, compared to about half of youth 12 to 17 in the grant geography[9], so Spanish-speaking youth were also underrepresented. At least 12% of youth described themselves as LGBTQIA+. At least 23% of youth participants reported not having a car at home. This statistic aligns closely with the geography demographics and suggests that project staff adequately addressed transportation barriers to participation. At least 65% of youth participants have been suspended from school, and at least 13% reported missing 18 days of school or more in a year. **These statistics indicate that many of the youth participating in the focus groups meet the criteria of the youth the program is focusing on[9].** At least 65% of youth participants were enrolled in the Full Circle program provided through the We Heal Together initiative.

Among adult participants, about 36% identified as men, and 64% identified as women. This statistic indicates that men were underrepresented in the adult focus groups. The average age of adult participants was 37. About 68% described themselves as Black and 32% as Hispanic / Latinx. About half of households with youth 12 to 17 in the grant geography are Hispanic / Latinx[9], so these statistics suggest that Hispanic / Latinx adults were somewhat underrepresented in the focus groups. Similarly, 23% reported speaking Spanish at home, and

5% reported speaking Spanish and English, compared to about half of households with youth 12 to 17 in the grant geography[9]. About 59% of participants reported not having a car at home, a higher percentage than in the grant geography[9]. No adults described themselves as LGBTQIA+, indicating underrepresentation. About 60% were parents or primary caretakers of children 12 to 17, and 40% of all participants had a child currently enrolled in the Full Circle program. 23% of all adult participants reported having a child suspended from school, and 23% reported having a child who had missed 18 days or more of school in a year. **These statistics suggest high representation from parents of youth the WHT program has chosen to focus on[9].**

How Researchers and Community Members Gathered Information Through Focus Groups

Staff researchers contracted with BlackSEL, a research firm from Durham specializing in culturally-affirming research protocols, to develop community focus group protocols to gather information about the research topics approved by the PRC. Youth from the Full Circle program provided feedback on the youth protocols, and the PRC provided input on the adult protocols. This feedback, especially around music used in the prompts, was incorporated into the final protocols. The community researchers and local Latinx organizers also provided guidance and input on culturally appropriate music and images for the Latinx protocols. The adult Latinx protocols and consent forms (parent / guardian consent forms for youth) were also translated into Spanish so that some adult Latinx focus groups could be conducted in Spanish. Youth protocols and assent forms were not translated because Census Bureau data collected for the Disparity Impact Statement (DIS)[9] indicated that most youth in the grant geography spoke English at least very well, information that was confirmed by organizers and community researchers.

The research staff and community researchers designed the focus groups to take place during three focus group events, each incorporating multiple focus groups. Understanding cultural differences in recruitment and engagement needs between Black and Hispanic / Latinx communities, research staff and community researchers developed differentiated approaches for Black and Hispanic / Latinx participants. Community and staff researchers held a total of 10 focus groups across three focus group events on February 25, March 1, and March 2, 2024.

For each focus group event, staff reserved space at a local venue in the project geography to accommodate appropriate communal and separate spaces for each focus group. They arranged for food (either lunch or dinner, depending on the time of day) to be provided to all attendees using a vendor from the project geography. Staff arranged for a culturally appropriate and qualified mental health or counseling professional to be on hand to assist anyone who struggled with difficult emotions. Staff arranged for an appropriate number of childcare professionals to be on hand for any children in attendance younger than twelve who could not participate in the focus groups. Staff had gift cards on hand for each participant for $25 to compensate them for their time. Trained, culturally appropriate facilitators facilitated each focus group.

Community and staff researchers used the research topics approved by the PRC as codes to analyze the focus group transcripts qualitatively. Community and staff researchers applied the codes to all the transcripts and artifacts produced in the focus groups. Artifacts included things like drawings if not included in the transcripts. The research team then ran the coded excerpts through their ChatGPT Enterprise application. ChatGPT Enterprise is a professional-grade version of ChatGPT that ensures data privacy and security. The information submitted to this version of ChatGPT is not shared with ChatGPT for its use in training its algorithms. The research staff prompted ChatGPT to write up major themes from the coded excerpts relating to each research topic approved by the PRC. ChatGPT's outputs were then carefully reviewed by the staff and community researchers participating in the coding.

Researchers initially planned to code and analyze the transcripts by hand but needed to pivot to accommodate changes in the community focus group timelines. When initial recruitment rounds for the community focus groups did not produce an adequate representation of Hispanic / Latinx community members, the team dedicated additional staff support to recruitment and chose to leverage technology to complete the task so that they could spend more time and effort connecting with community members.

The Trauma-Informed Principles Researchers and Community Members Used

Staff and community researchers used the following trauma-informed approaches to conduct and analyze the community focus groups:
- Safety
- Collaboration and mutuality
- Trustworthiness and transparency
- Equity and cultural attunement
- Empowerment, voice, and choice

Staff and community researchers ensured participants felt physically, emotionally, socially and holistically safe in several ways. They worked with BlackSEL to develop culturally-affirming and developmentally appropriate interview protocols. The PRC reviewed the focus group protocols to prevent harm through research. Consent forms used at the focus group events clearly explained what would happen in the focus groups, participants' rights, and what researchers were doing to reduce the risk of harm to participants, and staff and community researchers provided and explained these forms in participants' preferred language. Lastly, culturally appropriate mental health providers were on sight to provide support if community members experienced distress during the focus groups.

The community focus groups used *collaboration and mutuality* through the community researchers and the PRC. Community researchers were residents from the grant geography who reflected the demographics of the grant geography. The PRC's GPC selected them. Community researchers participated in recruiting participants for focus groups, preparing the protocols and related materials, planning focus group events, conducting focus groups, and

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coding and analyzing the focus groups. PRC community members also reviewed research plans and the focus group protocols and provided feedback that was incorporated into the plan. They also approved the data collection approach.

Staff and community researchers practiced *trustworthiness and transparency* by sharing research plans and protocols with the PRC. They also practiced this by providing clear consent forms so that participants understood their rights and how the staff would use the information they provided. Staff and community researchers also provided participants with the opportunity to request updates on the project and how the information WHT used the information. This follow-up throughout the project will also offer *trustworthiness and transparency*.

Staff and community researchers used *equity and cultural attunement* in the community focus groups in several ways. Study staff recruited and hired community researchers who reflected the demographics of the grant geography. These researchers provided expertise and advice on research protocols and how to set up the focus group events in culturally responsive ways. The culturally affirming protocols developed by BlackSEL and adapted for race / ethnicity and age also reflected this principle.

The community focus groups practiced *empowerment, voice, and choice* by incorporating participants in the Full Circle program, hiring community researchers from the grant geography, and working with PRC members from the grant geography.

What Did Researchers and Community Members Learn Overall Through This Work?

This section provides a high-level overview of what researchers and community members learned through the CNRA process. The appendices include detailed findings from each source of information.

Risk Factors

Community members, service providers, and local reports identified the following as risk factors that contribute to collective trauma, community violence, and civil unrest for youth and their families in the grant geography:
- Structural, systemic, and institutional violence (including racism)
- Immigration-related stress (e.g., family separation, fear of deportation, DACA instability)
- Unaffordable and poor-quality housing
- Mental health challenges / difficulty with challenging emotions
- Violence
- Poverty / economic hardship / difficulty meeting basic needs
- Environmental injustice
- Lack of effective solutions from institutions
- Deterioration of social fabric / breakdown of values like respect and mutual support

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- Gang involvement
- Policing and law enforcement practices
- Access to weapons
- Negative peer influence

Community members, service providers, and local reports highlighted some of these factors as intensified or worsened by the COVID-19 pandemic. COVID-19 intensified the community's exposure to:
- Mental health challenges
- Poverty / economic hardship
- Policing and law enforcement practices - particularly over-policing / criminalizing small offenses

Protective Factors

Community members, service providers, and local reports identified protective factors that helped reduce the negative impact of risk factors and supported community thriving:
- Systems transformation and advocacy / activism
- Safe spaces
- Activities that engage youth
- Sports and hobbies
- Family and community support
- Community desire for positive change
- Community commitment to education, involvement, and helping others
- Cultural pride, history, and education
- Physical and mental health care
- Economic development / entrepreneurship and job support
- Support around basic needs
- Support around immigration challenges

Family and community support was the main protective factor these sources described as being impacted by COVID-19. COVID-19 put additional pressure and stress on families, which decreased family support in some settings. However, it also forced families to spend more time together, which strengthened family support in some cases. Similarly, the pandemic made it more difficult for community members to connect and interact, which decreased community support. However, it also forced the community to develop creative solutions to provide social support, strengthening community ties in some ways.

Local Resources

The resource directory analysis found 59 different resources offering services related to We Heal Together's goals in the grant geography alone. Community members may also be accessing resources outside of the grant geography. Community members, service providers,

local reports, and the resource directory analysis identified the following resources that provide the protective factors described above.

Systems Transformation and Advocacy

Both organizations and community members are conducting systems transformation and advocacy work. The CNRA's sources identified the following organizations as doing advocacy or activism work in or around the community:
- Neighbors for Better Neighborhoods
- Partnership for Prosperity
- Island CultureZ
- The 20
- School Justice Partnership

Community members also identified a need for more advocacy work as an unmet community need. The local literature review found that service-providing organizations have begun discussing racial equity, but some organizations face barriers around resources and buy-in. Service providers interviewed for the CNRA identified a need for the services system to address systemic problems to provide sustainable solutions to the community's challenges.

Safe Spaces

The same or similar programs offer safe spaces for community members and youth and activities for youth. Programs generally providing safe spaces for youth and adults included:
- Recreation centers and parks (provided by Winston-Salem and Forsyth County)
- Gyms
- Libraries
- Churches
- Block parties and other informal community events
- Black entrepreneurial spaces, like Other Suns

Despite these resources existing in the community, local studies identified geographic disparities in the locations of these resources, with historically Black and Latinx communities having fewer of these resources than historically White communities. Community focus group participants also described issues with local public spaces, like parks, not always being clean, safe, or well maintained, resulting in a shortage of safe spaces for community members to gather and relax. Some community members also mentioned the distance they needed to travel to reach a library as a particular barrier.

CNRA sources identified summer camps, afterschool programs, mentoring programs, and youth activities as safe spaces, particularly for youth. These spaces often provide benefits like constructive activities for youth and mentorship. One local study emphasized that it is important that these youth spaces are culturally affirming[10]. The CNRA sources identified constructive

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activities, like sports and hobbies, and mentorship as important protective factors for youth. Sources used for the CNRA identified the following programs as providing these resources:

- City of Winston-Salem recreation centers
- Full Circle
- Boys and Girls Club
- Open Arms
- Neighborhood Hands
- Potter's House
- Church youth groups
- Peace Builders & Justice
- Lead Girls
- Gap Girls
- Summer Camps
- Winston-Salem / Forsyth County Schools sports and music programs
- Nueva Vida, its boxing programming in particular
- Best Choice Center
- Honorable Youth
- Youth Collaborative Project X
- North Carolina Cooperative Extension, Forsyth County Center

While these resources exist in the community, the information gathered during the CNRA indicated that there were not enough youth programming and activities or spaces for youth to meet the community's needs. Community members identified recreational facilities and activities for youth as gaps in community resources. Community members also communicated that there were insufficient positive role models or safe spaces for youth.

Additionally, community members and local studies communicated a distrust in the local police, undermining their ability to serve as a community resource promoting safe spaces. Residents reported racial profiling, criminalization of minor offenses, and tension with the police as factors driving community violence.

Family and Community Support

Family and community support is a protective factor that comes primarily from community members themselves. The CNRA sources identified some formal resources that also help to support these protective factors, including programs that help connect residents to volunteer opportunities:

- Churches
- Community gatherings, like block parties
- The Parenting Path
- Love Out Loud

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Community members also identified additional opportunities for community building as a need that the current system is not meeting.

Education

Community members, local studies, and the resource directory analysis identified the following programs providing education services:
- Winston-Salem State University
- Winston-Salem / Forsyth County Schools
- Be Great program
- Crosby Scholars
- Tutoring programs / libraries
- Winston-Salem Freedmon Schools
- Boys and Girls Club
- Potter's House
- Best Choice Center
- Honorable Youth
- City of Winston-Salem Recreation Centers
- City Lights Ministry
- Canaan Baptist Church
- Open Arms Community
- Youth Collaborative Project X

Some community members noted that in addition to education, the Winston-Salem / Forsyth County School System provides some other protective assets like Social and Emotional Learning and school counselors. However, local studies found racial disparities throughout the education system in Forsyth County. They also found that residents do not perceive the school system as being culturally affirming for youth of color and that the community felt like the school board was not responsive to the needs of working-class families. Community members described educational resources available to youth as insufficient and identified that as a gap in meeting community needs.

Cultural Pride, History, and Education

Community members and local studies described community members as important cultural resources, especially for youth in the community. The review of local literature found that organizations offering popular education opportunities and Black entrepreneurial spaces also helped foster pride and noted an advocacy push in the community to incorporate a more culturally informing curriculum for Black youth in the local schools.

Organizations providing cultural opportunities included:
- Black entrepreneurial spaces like Other Suns
- Full Circle
- Island CultureZ

Local studies identified the school system as not being culturally responsive, and studies, community members, and service providers identified a lack of cultural competency among community resources as a barrier to community members receiving services.

Physical and Behavioral Health Care

Community members, service providers, local studies, and the resource directory review identified the following services providing physical health care or resources to promote physical health:

- CVS
- Nurse Family Partnership
- Health Department
- Nueva Vida
- Highland Avenue Primary Care
- American Heart Association
- DSS - Family and Children's Medicaid Program
- Cleveland Avenue Dental (FCDPH)
- Sunnyside Ministry
- A Hallmark Women's Clinic
- Be Smart Family Planning
- Eliza's Helping Hands
- DEAC Clinic
- Downtown Health Plaza
- Healthy Beginnings
- HealthCare Access
- Grace Clinic
- Southside Medical Clinic
- United Metropolitan Missionary Baptist Church
- Canaan Baptist Church
- Open Arms Community
- North Carolina Cooperative Extension, Forsyth County Center

They also identified the following services providing behavioral health care:

- Peer support specialist programs
- Trauma-based counseling in foster care
- Greentree
- Telehealth services
- Eliza's Helping Hands
- Community Alternatives, Inc
- Daymark Recovery Services
- Pregnancy Support
- Enrichment Center Day Program
- Behavioral Health Urgent Care
- New Light Baptist Church

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- Canaan Baptist Church
- Family Services of Forsyth County, NC
- Wolfe & Jackson Group Home
- Wilson's Constant Care

Community members identified stigma around behavioral health care, particularly for residents of color, in the focus groups conducted for the CNRA and other studies. Multiple sources identified mental health care as a gap in services. Some service providers described a need for behavioral health services to be handled more comprehensively at the community level. Service providers identified a lack of providers for children, particularly those in DSS custody or who need residential treatment, as a major unmet need in the community. Additionally, a local study of Hispanic / Latinx residents found that Hispanic / Latinx residents with symptoms of trauma were being underdiagnosed in the existing medical system, resulting in residents being underserved.

Economic Development / Entrepreneurship and Job Support

The CNRA sources identified the following resources related to economic development and job or entrepreneurial support:
- WS Hustle
- Goodwill Career Center
- New Light Baptist Church
- The DRIVE Program
- Banks
- Financially-centered nonprofits
- Financial Pathways

Multiple sources identified a need for job creation, employment support, and support for entrepreneurs in the community as a major gap. The current services do not meet the needs of the community. Service providers also identified a need for more awareness around and assistance navigating existing services.

Support Around Basic Needs

The CNRA sources identified the following resources related to meeting basic needs:
- Shelters
- Winston-Salem Affordable Housing Development Program
- The Choice Neighborhood Initiative
- Habitat for Humanity
- Meals on Wheels
- City Light Ministry
- Churches
- Food Banks
- WIC
- Grocery stores

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- Love Out Loud
- Salvation Army
- Winston-Salem / Forsyth County Schools free lunch programs
- HOPE of Winston-Salem
- Sunnyside Ministries
- Department of Social Services
- School supply and Christmas gift fairs / drives
- Community Mosque of Winston-Salem
- First Baptist of East Winston
- New Jerusalem Baptist Church
- Potter's House
- Christ Rescue Temple Apostolic Church
- Catholic Charities Food Pantry
- City Lights Ministry
- Neighborhood Hands
- Open Arms Community
- North Carolina Cooperative Extension, Forsyth County Center

While many programs are working to address basic needs in the grant geography, multiple sources identified the existing services as insufficient to meet the grant geography needs. The CNRA sources identified this shortage as a major gap in services, and community members identified it as a key driver of community violence. Some community members have also identified the Choice Neighborhood program, in particular, as controversial[10], and residents expressed concerns about the affordable housing being unsafe and poorly maintained. Similarly, residents expressed challenges around accessing healthy food options in particular.

Support Around Immigration Challenges

CNRA sources identified the following programs as supporting residents with challenges around immigration:
- Catholic Charities

Catholic Charities provides some legal support around immigration in the community. Community members did identify services to meet the specific needs of undocumented and mixed-status families as a gap in available services.

General Limitations of Local Resources

Researchers found some limitations of local resources that were systemic and not particular to a certain kind of resource. Community members generally described a lack of effective solutions to community problems from local organizations and institutions. CNRA sources noted that there tends to be less investment in resources, like parks and schools, that could provide protective factors in communities of color. Sources also identified a lack of culturally competent and linguistically accessible resources, lack of transportation, and hours of operation that did not meet community members' needs as barriers to some community members accessing

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resources. Service providers, in particular, also identified challenges around community awareness of available services and a need to support community members in navigating the available resources. Undocumented individuals also face some specific barriers to accessing services.

Policies for Addressing Disparities

The local service provision ecosystem is large and heterogeneous. When asked directly about written policies for addressing disparities, some providers were aware of some cases in which specific agencies may be doing this. However, they did not describe it as a particularly common or universal practice for organizations to have something as formal as a written policy.

Providers, however, did describe a community emphasis on trauma-informed care, which requires some consideration of equity and addressing disparities. Some organizations also explained the importance of community voice, conducting needs assessments, and measuring progress toward community-driven solutions. Also, providers described collaboration and resource sharing as being used to address particular disparities in the community. A local study[11] also found that service providers are beginning to discuss racial equity more, but a lack of buy-in and resources sometimes hinders those efforts. Providers also described variability in the community's ability to advance health equity initiatives consistently.

Duplication of Resources

The resource directory analysis and service provider interviews identified many instances of duplication of services. Even when focusing only on resources located within the grant geography itself, researchers identified more than 20 organizations offering the following services related to the goals of the ReCAST grant:
- Medical services
- Education services
- Behavioral care
- Food services
- Recreational services

Service providers described program duplication as a result of poor communication between service-providing agencies being unaware of each other's work, organizations pursuing funding, and attempts to meet unmet needs or provide community members with options. Throughout the CNRA, researchers found community members and service providers identifying community needs as un or insufficiently met even when multiple organizations were working to address those needs.

Service providers identified food pantries and counseling services as areas with significant duplication. Service providers reported that this duplication can provide options for community members but can also be confusing and that the lack of coordination can hamper the provision of services.

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When asked specifically about effective or ineffective services, service providers consistently identified programs that were culturally competent and easily accessible to community members as the most effective. They emphasized that this includes having staff and resources that reflect the community's diversity and working to eliminate barriers to access. They also identified programs that approach meeting community needs holistically as the most effective and described programs that stray outside their area of expertise only to pursue funding opportunities as less effective.

Coordination of Resources

Service providers described significant challenges around service silos, in which there is a lack of communication and coordination among providers. These silos limit the effectiveness of the services and result in gaps in services for residents. There are some collaborative meetings around specific issues, but the community does not coordinate around community members' complex needs. Service providers described systemic challenges like power dynamics, competing for funding, and insufficient funding for collaboration as barriers to more effective coordination. They also noted that in some cases, a lack of a shared database or information-sharing systems makes collaboration more difficult and makes seeking services more cumbersome for community members who have to share the same information repeatedly with different providers.

Service providers noted that the pandemic created a situation during which they could set aside their competition and financial motivations to coordinate to meet the community's needs. They felt that continuing to build and maintain those relationships was important and noted that the coordination they experienced required leadership. They also expressed that funders sometimes force collaboration between organizations through their funding requirements. Providers described the collaborative meetings as important and beneficial for coordinating services, sharing resources, referring clients, and avoiding duplication.

Blended Funding for Resources

Service providers reported that the pandemic forced service providers to become more flexible and collaborative. This flexibility included some blending of funding sources. Providers noted Highland Avenue Primary Care clinic as a specific example of blended funding. They also described another initiative, Bridges to Hope, as working towards a blended funding model but noted that it currently uses a colocation model. One service provider described sharing restitution funds across partnerships as blending funding. Another provider described complexities around funding restrictions as a barrier to blended funding but noted that if there were space for the conversation, local agencies would likely be open to it.

Needs and Assets of Youth WHT is Focusing On

We Heal Together has identified youth living in neighborhoods experiencing disinvestment (identified as high-poverty census tracts) who are experiencing suspension or chronic absenteeism as a particular group of youth to focus grant services on[9]. Local studies found that

youth with lower grades were more likely to have poor mental health outcomes and be exposed to or involved in violence. Middle school youth with lower grades who reported feeling sad or hopeless continuously were also less likely than youth with higher grades to report talking to an adult family member about how they were feeling[12]. Local service providers linked absenteeism, specifically, with other systemic barriers families face, like reliable transportation, housing instability, and financial hardships. These systemic barriers could limit their ability to access resources that provide protective factors.

The CNRA also identified neighborhood disinvestment and the associated poverty and housing quality challenges as drivers of collective violence, and youth in high-poverty neighborhoods that have experienced disinvestment are particularly exposed to these risk factors.

The Impact of COVID-19

With some exceptions, researchers generally found that COVID-19 intensified risk factors and undermined protective factors and resources, in some cases increasing community violence. COVID-19 increased stress and pressure on families and individuals, in some cases increasing mental health needs. At the same time, the pandemic made it more difficult to access behavioral health resources. The mental health effects of the pandemic also adversely affected service providers, potentially undermining their ability to provide care aligned with a trauma-informed model. The COVID-19 lockdowns also made connecting more difficult for community members, potentially undermining social support, an important protective factor.

The COVID-19 pandemic also hurt jobs and the local economy, making it more difficult for community members to meet their basic needs, another risk factor for violence identified by community members. It also disrupted education. Youth who lost learning during the pandemic may still be behind and struggling with their coursework because they did not gain the skills they needed to be successful during earlier grades.

Community members also expressed that the police became stricter during the pandemic, criminalizing minor offenses and increasing tensions between the community and the police. These interactions drove more community violence and undermined the police's ability to act as a resource for maintaining safe spaces.

Service providers described the pandemic as forcing them to collaborate instead of compete, including working on some initiatives with blended funding.

Trauma-Focused Services for Families at Risk

Some trauma-focused services are available in the community, and a study of local child-serving organizations[11] found that the practices and environments of these services were generally consistent with a trauma-informed model. The local Department of Social Services has also been working towards providing trauma-informed services for youth in their custody, and the local school system has provided social and emotional learning and some counseling

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opportunities. However, service providers identified a shortage of mental health providers in the community. The same barriers, like access to transportation and a shortage of culturally competent and linguistically accessible services that make it more challenging for community members in general to access resources, disproportionately affect the youth and families exposed to the most risk factors, potentially resulting in those resources underserving them. A study of Hispanic / Latinx residents[13] also identified that Hispanic / Latinx residents are being underdiagnosed with trauma symptoms and not having their trauma-related needs adequately met.

Unmet Needs and Gaps in Services

Local studies, service providers, and community members identified the following needs that were either being unaddressed or inadequately addressed by the existing service infrastructure:
- Youth role models
- Safe spaces for youth
- Safe and clean space for community gathering
- Recreational opportunities for youth
- Educational opportunities for youth, including libraries
- Job creation / employment opportunities
- Gun violence and gang activity
- Access to healthy food
- Assistance navigating complex systems
- Community building opportunities
- Advocacy and systems change work
- Legal assistance
- Support for undocumented and mixed-status families
- Assistance meeting basic needs
- Sustainable and effective solutions to systemic community needs
- Mental health resources, particularly residential care
- Culturally competent and linguistically accessible services

System-Level Needs

Researchers also identified several broader needs at the service-provider level. The first was a need for systems transformation. Community members and local studies identified a need for local institutions providing resources, including non-profits and government services, to address structural racism and acknowledge trauma and harm caused by these organizations. They called for culturally specific and trauma-informed practices that both acknowledge trauma and emphasize resilience. They identified a need for public accountability in how institutions use resources, and they also expressed frustration at the lack of effective solutions to community problems coming out of local institutions. Service providers also acknowledged a lack of community trust driven by this sentiment.

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Service providers also identified a need for more direct community voice in programs, more support of grassroots programs and services. They acknowledged that community engagement is seen as important but community members are rarely included in the planning and implementation stages of local work. Funding was described as a major barrier to this engagement on multiple levels. They described a lack of resources and funding with which to conduct community engagement work, and they described funders' hesitancy to fund grassroots projects and services because of a desire to only fund organizations with long track records. Providers described this as limiting innovation in addition to undermining trust, engagement, and the ability to build long-term relationships with community members and families.

Providers also described a need for more coordination between service providers to ensure that existing programs share resources and information. Providers noted that collaborative efforts have coordinated around specific needs during the COVID-19 pandemic but that there was not a current sustained effort to coordinate services to meet the complex needs of residents. They noted that this kind of collaboration would require both resources and leadership.

The CNRA sources also identified systems-level challenges around community barriers to access, particularly around culturally competent and linguistically accessible programs. Sources also identified transportation, hours of service, and limited or lower-quality services in communities of color as barriers to community members accessing resources that could provide protective factors against trauma.

Lastly, funding and staffing were identified as larger challenges for service providers. Sources described funding or lack of funding as something that could limit innovation, stifle community engagement, encourage competition instead of collaboration, and lead organizations dependent on specific funding streams to be slow to adapt to changing community needs. Staffing was particularly raised as a challenge for child protective services.

Appendices

Literature Review

Drivers of Civil Unrest, Collective Trauma, and Community Violence

Previous studies in Winston-Salem and Forsyth County identified the following as drivers of civil unrest, collective trauma, and community violence:
- Structural, systemic, and institutional violence (including racism)
- Substandard and unaffordable housing
- Immigration experiences
- Mental health
- Community violence

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Structural, Systemic, and Institutional Violence (Including Racism)

Participants in a community-based participatory study focusing on Black residents of Winston-Salem[10] identified structural, systemic, and institutional violence as factors that provoke and drive community and individual violence.

One of the ways that structural, systemic, and institutional violence results in civil unrest, collective trauma, and community violence are through the economic conditions created by neighborhood destruction and disinvestment, particularly in neighborhoods of color. Participants in the participatory report mentioned earlier[10] highlighted the destruction of Black neighborhoods by the construction of Highway 52 and disinvestment in Black Neighborhoods, especially the way that it creates trauma for Black youth who live in substandard housing. Youth in a different community listening session[14] described poverty as making them feel less safe. A local study examining Black residents' exposure to Adverse Childhood Experiences (ACEs)[15] found that Black residents in West Winston-Salem had better childhood and adult experiences than those in East and Central Winston, neighborhoods that have experienced destruction and disinvestment. The biggest difference in ACEs exposures between these two geographies was neighborhood violence. There were also significant differences in experiences of poverty, community disruption, neighborhood violence, and insecure housing.

Similarly, another study of Winston-Salem and Forsyth County residents[16] found that the majority of its research participants reported that they did not believe that everyone was treated fairly in Winston-Salem and Forsyth County. Participants also noted that segregation persists because of both historical and current practices. Participants in the same study reported unequal investments in community assets - like schools, parks, and libraries - that buffer residents against stress and trauma. The assets that primarily serve residents of color receive less investment.

Participants in various research studies also described experiences of interpersonal and systemic discrimination as drivers of trauma. A survey of child-serving organizations[11] found that 44% of all staff at child-serving organizations, regardless of race, had experienced some form of discrimination. Local research focusing specifically on Black residents[15] found that 70% of its participants had experienced discrimination. It also found that experiences of discrimination were not significantly different between Black residents living in neighborhoods experiencing disinvestment and those who were not. During another study focusing on Black residents[10], youth described challenges associated with being Black in Winston-Salem. The experiences they described include racism, being victimized by the police, and involvement with the justice system.

Local studies and reports also identified the immigration system as a driver of collective trauma. In a study that included a diverse group of city and county residents[16], residents identified the immigration system as a system that caused trauma to children and their families in addition to contributing to poverty, which itself can contribute to collective trauma for youth[14]. A study of ACEs among Hispanic / Latinx residents[13] identified worry about deportation as a common adverse experience in the Hispanic / Latinx community that stems directly from the immigration

system. However, other aspects of the immigration experience also contributed to collective trauma.

Substandard and Unaffordable Housing

Two local studies identified housing issues as drivers of collective trauma for Black residents specifically. Research participants described substandard housing as the pathway through which the destruction of and disinvestment in Black neighborhoods creates trauma for Black youth, and youth in the same study[10] identified trash not being picked up in their community as a community barrier. Another survey of ACEs among Black residents[15] found that housing insecurity was an adverse experience experienced more by residents living in East Winston, an area experiencing destruction and disinvestment, than in other geographies in the city.

Immigration Experiences

Local studies identified the immigration system as a driver of community trauma[13,16]. A study focusing on experiences of ACEs among Hispanic / Latinx residents[13] identified other aspects of the immigration experience that contribute to collective trauma among residents. This study found that 19% of Hispanic / Latinx research participants had one or more ACE-I indicators. ACE-I is an ACEs scale that measures adverse experiences related specifically to immigration. The most common experiences identified were fear of the journey on foot to reach the United States, worry that they or their family could be deported, and fear that they might get lost or die during their journey.

Mental Health

Local studies identified mental health as a cause of community violence. In one study of residents in Winston-Salem and Forsyth County[16], participants described the perception that mental health challenges contributed to community violence. They also noted that the pandemic intensified this by making access to mental health care more difficult. A community listening session with local youth[14] also identified mental health issues as a reason that they did not feel safe in their community.

Community Violence

The same study of residents in Winston-Salem and Forsyth County[16] identified community violence itself, gun violence in particular, as a significant source of stress to families and individuals. This connection suggests that community violence could be a factor contributing to collective trauma.

Community Risk Factors and Needs

Local reports and research identified the following needs and risk factors:
- Youth violence
- Youth mental health
- Youth spaces
- Poverty

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- Immigration-related trauma
- Care provider stress
- Environmental healing and justice
- Systems transformation

Youth Violence

During the last Health Department Community Health Assessment[17], the violent crime rate in Forsyth County was almost double the state's violent crime rate. This report identified violence-related behaviors as a health need and set youth violence as a health priority. When asked about community barriers, a group of Black youth identified crimes, violence, and gangs as barriers[10]. Similarly, the Youth Behavioral Risk Surveillance Surveys (YRBS) conducted at the middle and high school level[12, 18] show that many youth participate in or experience violence. For example, the 2017 middle school YRBS[12] found that 1 in 7 middle school students reported gang activity in their school, 46% had been in a physical fight, and 30% had carried a weapon, though this had decreased by 9% since the last survey. Similarly, the high school YRBS[18] found that from 2017 to 2019, there was an increase in the percentage of high school students who reported being in a physical fight and the percentage who had been threatened or injured with a weapon on school property. 25% had been in a physical fight in the past year, 15% had carried a weapon, and 12% had experienced sexual violence.

Youth Mental Health

The middle and high school Youth Risk Behavior Survey (YRBS)[12, 18] also identified significant mental health needs for youth in the community. In 2017, 24% of middle school students reported feeling sad or hopeless continuously for two weeks or more, 23% reported seriously considering attempting suicide, 15% made a suicide plan, and 13% reported attempting suicide[12]. There was a statistically significant increase in the percentage of middle school students reporting feeling sad or hopeless continuously and in the rate of students who seriously considered suicide, made a suicide plan, and attempted suicide between surveys. Similarly, in 2019, 35% of high school students reported feeling sad or hopeless continuously for two weeks or more, 20% reported seriously considering suicide, 15% made a suicide plan, 12% attempted suicide, and 4% reported a suicide attempt that required treatment by a nurse or doctor[18]. Between 2017 and 2019, there was an increase in the number of high school students feeling sad or hopeless continuously, seriously considering suicide, making a suicide plan, attempting suicide, and requiring medical treatment for a suicide attempt. And, more high school students in Forsyth County than the state on average reported considering suicide, attempting suicide, or requiring medical treatment for a suicide attempt.

Additionally, youth in listening sessions[14] identified mental health needs as a reason that they did not feel safe. A community study of Black young adult women also found that community and interpersonal violence intensified mental health needs[19].

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Youth Spaces

Youth identified a need for more places to hang out and feel safe during a community listening session[14]. Adult research participants in a study focusing on Black residents[10] also identified a need for assets-based and culturally affirming spaces that provide space for popular education and peer support that allow Black youth to participate in ways the youth themselves feel are meaningful.

Poverty

During a listening session[14], youth identified poverty as contributing to their not feeling safe. A local study of Forsyth County and Winston-Salem residents[16] found that for immigrants in particular, immigration status, transportation, education, and ability to make a living interacted synergistically.

Immigration-related Trauma

In addition to contributing to collective trauma, immigration-related trauma contributes negatively to the well-being of some residents individually, and the community needs resources to address this. A study of Hispanic / Latinx residents[13] found that 29% of participants had experienced one or more ACE-I indicators (a scale about immigration trauma), and 64% of participants reported one or more trauma symptoms. Despite the prevalence of these needs, this study found that Hispanic / Latinx residents were being underdiagnosed and underserved in the healthcare system. Participants in this study identified a need for services that target ACEs that specifically address immigrant children, such as documentation status, DACA instability, and family separation.

Service Provider Stress

One study of child-serving providers in the community[11] found that the ACEs of staff at child-serving organizations were similar to those generally reported by community members. This similarity means that staff are likely interacting with clients experiencing similar potentially traumatizing experiences to their own, which may be triggering for them. The same study found that scores on a scale measuring secondary traumatic stress were generally low but that some respondents did have high scores.

Environmental Healing and Justice

A community-based study of Black Winston-Salem residents[10] identified a need for environmental healing and justice, particularly in the context of the trauma residents experience from marginalization and oppression. Youth involved in the same study identified trash not being picked up as a community barrier.

Systems Transformation

Studies discussed a need for system transformation in a few different contexts. The first was to address structural inequality, particularly in the school system. The second was a need for

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organizational transparency and accountability. The third was the need for trauma-informed programming.

Participants in a community-based study of Black residents[10] reported that local systems must change to ensure better opportunities for Black residents to thrive. They emphasized the importance of acknowledging trauma and harm for communities and individuals to recover and that the community needed to heal both individually and collectively. Participants identified advocacy, in particular, as a pathway to addressing structural, systemic, and institutional violence. They particularly emphasized the need for the school system to provide culturally specific and trauma-informed education to Black students, making sure to emphasize resilience alongside hardships.

The same study[10] identified a need for transparency and accountability in how local organizations spend money and use their resources.

A separate study assessing the readiness of child-serving systems[11] found that child-serving organizations were not generally familiar with the trauma-informed model the study addressed, the Trauma Resilient Communities model. However, child-serving organizations typically had high scores on scales measuring the alignment of their organizations' practices and environment with the TRC model. There was significant variation in scores across organizations, indicating that some organizations needed more alignment.

The readiness study[11] also assessed the extent to which organizational leaders had a style of leadership that lent itself to transformational change. This study found that the leaders of child-serving organizations generally scored highly on this scale, which indicates that these organizations may have leadership assets that could help bring about systems-level change.

Needs of Grant Focus Youth

At the beginning of the We Heal Together grant, the funded programs collaborated to identify a particular population experiencing disparities in the grant outcomes for the grant work to focus on. The programs reviewed local data and identified youth living in neighborhoods experiencing disinvestment and chronic absenteeism or suspension at school as the population they would focus on.

Local studies identified the following as particular needs for these focus youth:
- Structural, systemic, and institutional violence / poverty
- Youth violence
- Mental health
- Substandard and unaffordable housing

Structural, Systemic, and Institutional Violence / Poverty

As was discussed in the section on drivers of civil unrest, collective trauma, and community violence, neighborhood destruction, disinvestment, and other manifestations of structural,

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systemic, and institutional violence have created conditions in neighborhoods that do not support the thriving of the youth that live there[10]. Residents in neighborhoods experiencing this destruction and disinvestment disproportionately experience poverty, community disruption, neighborhood violence, and insecure housing[15].

Substandard and Unaffordable Housing

As was also discussed in the section on drivers of civil unrest, collective trauma, and community violence, community members have identified substandard housing / neighborhood conditions and housing instability as pathways through which this destruction and disinvestment drive trauma[10, 15] .

Youth Violence

Local studies have found a statistically significant relationship between low grades and violence-related behaviors and experiences[17]. For example, middle school students making D's and F's are more likely than students making A's to have observed gang activity in school (26% vs. 11%), been in a physical fight (75% vs. 37%), and skipped school because they felt unsafe (13% vs. 2%)[12]. Similarly, high school students making D's and F's were more likely than students making mostly A's to have been in a physical fight (57% vs. 15%), skipped school because they felt unsafe (29% vs. 5%), have been threatened or injured with a weapon on school property (16% vs. 5%), carried a weapon themselves (32% vs. 9%), and carried a gun (16% vs. 5%)[18].

Mental Health

Local studies also found a similar relationship between low grades and poor mental health[17]. For example, middle school students who made mostly D's and F's were more likely than students making mostly A's to feel sad or hopeless continuously for two or more weeks (36% vs. 17%), consider suicide (40% vs. 17%), and attempt suicide (31% vs. 9%)[12]. Similarly, high school students who made mostly D's and F's were more likely than students making mostly A's to feel sad or hopeless continuously (61% vs. 28%), seriously consider suicide (36% vs. 16%), make a suicide plan (30% vs. 11%), attempt suicide (29% vs. 7%), and require medical treatment as a result of a suicide attempt (13% vs. 2%)[18].

COVID-19's Impact on Needs

Local studies described how COVID impacted the community's needs related to:
- Mental health
- Service-provider stress

Mental Health

A study of Winston-Salem and Forsyth County residents[16] found that school and childcare closures related to COVID-19 put additional stressors on families with children. This stress may have impacted their mental health. The same study also found that the pandemic made it more challenging for adults and children in the community to access mental health resources.

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Service-Provider Stress

A study of organizations providing services to children in Forsyth County[11] found that COVID-19 significantly impacted staff both personally and professionally, resulting in increased stress and trauma. The same study found that staff reporting less impact from COVID-19 had lower arousal scores on a secondary traumatic stress scale. This finding suggests that the pandemic increased pressure on staff at organizations serving children. This stress may have decreased their ability to respond appropriately to their clients and their needs, potentially decreasing the extent to which local families received trauma-informed services.

Community Assets

Local reports described a variety of informal and organizational assets that meet the needs of community members and provide protective factors against the impacts of collective trauma, community violence, and civil unrest.

Local reports identified the following assets:
- Family, friend, and community support
- Culture and history
- Sports and other activities
- Youth spaces
- Education services
- Social services
- Mental and physical health resources
- Economic development programs
- Affordable housing programs
- Police
- Advocacy organizations

Family, Friend, and Community Support

Support from family and friends and community cohesion are informal assets within the community. Several community reports identified them as important assets[10,13, 14, 16, 19]. A study of residents of both Forsyth County and Winston-Salem[16] found that Forsyth County and Winston-Salem have high community support and strong social ties. Participants reported relying on their community and specifically described immediate extended family, neighbors, childcare providers, and religious organizations as providing this asset. Young Black women living in East Winston identified supportive relationships with family, friends, and partners as critical to their well-being[19]. Youth who participated in a listening session[14] identified family, especially their presence at home, as something that helps them to feel safe. And 72% of Hispanic / Latinx survey participants identified a "supportive community made up of family and friends" as the main resource in healing from ACEs[13]. A survey of middle school students[12] found that 32% of middle school youth who felt sad or hopeless continuously for two or more weeks would most likely talk to their parents or another adult family member about how they were feeling. This finding was a 41% increase from the previous survey.

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While this support is important, some studies[10, 12, 13, 14, 17,18] identified situations where that support may be undermined, to the detriment of residents. During a local listening session[14], the youth described their perception of their parents not caring, which made them feel unsafe. Similarly, Black youth participants in another study[10] identified a lack of love and understanding as a community barrier. And while an increasing number of middle school students who felt sad or hopeless reported that they would talk to an adult family member about how they were feeling, middle school students in Forsyth County were less likely to do so than middle schoolers in other parts of North Carolina[17]. Between 2017 and 2019, there was also a decrease in the percentage of high school students who felt sad and hopeless and said they would talk to an adult family member about it. Immigration policy and the threat of family separation can also undermine this asset for families with undocumented members[16].

Culture and History

Participants in a community-based study of Black residents[10] in Winston-Salem described the importance of cultural affirmation and understanding of Black history, particularly for youth. Participants in this study identified the informal role of local griots who help preserve the history and cultural heritage of the Black community and support the community through their work and talents. They also identified places of worship and community, cultural, and neighborhood groups as playing this role. They highlighted the following formal organizations that fill this role in the community:

- Winston-Salem and Forsyth County's recreation centers
- Neighbors for Better Neighborhoods
- Action4Equity, particularly the Embedded Mentor Program (now Full Circle)
- The DRIVE Program
- Black entrepreneurial spaces, like Other Suns
- Community Development Financial Institutions
- Winston-Salem State University
- HUSTLE WS, the Western Headquarters of Black Wall Street Forward
- Winston-Salem / Forsyth County Schools

Sports and Other Activities

During a community listening session[14], youth shared that sports helped them feel safe. They also communicated a need for something constructive to do in the community and a safe place to spend time. Participants in a community-based study of Black residents[10] similarly identified Winston-Salem's and Forsyth County's recreation centers as an asset that helps promote Black thriving. In a survey about ACEs, Hispanic / Latinx residents identified gyms, safe parks, and community centers as healing assets[13]. 46% of participants in this survey identified sports, hobbies, and recreation as a primary source of healing.

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Safe Spaces

Youth and adult community members identified safe spaces as important for youth to feel safe and supported[10,14]. Hispanic / Latinx residents also identified the following assets to support healing from potentially traumatic experiences[13] :

- Parks (specifically safe parks)
- Gyms
- Community centers
- Shelters

Similarly, Black participants in a community-based project[10] identified the following as important community assets:

- Recreation centers
- Action4Equity's Embedded Mentor program (now Full Circle)
- Black spaces like Other Suns
- Freedom Schools

Education Services

Local studies identified several roles that education services play as community assets. A review of local literature conducted as a part of one study[11] identified racial inequality across multiple measures of well-being and reported that education was seen locally as a pathway toward increased economic opportunity. Hispanic / Latinx residents also identified local schools as a healing asset that helps community members recover from potentially traumatizing events[13]. In addition to supporting education, local organizations that provide education services often offer other services that meet community needs and buffer against collective trauma, community violence, and civil unrest. For example, the local school system provides student support programs that aim to reduce violence and bullying and has programs to help connect students to other services[17], and programs like Action4Equity's Embedded Mentor Program (now Full Circle) and Freedom Schools provide other services like safe spaces and cultural affirmation[10].

Education and education-related services are important to the community, but local studies have identified shortcomings in the local education system that undermine its ability to meet community needs effectively. The local literature review[11] that identified education as a way to improve economic outlooks also found significant racial disparities at all levels of the local education system. Similarly, Black research participants in another local study[10] reported that the Winston-Salem Forsyth County School Board listens to parent input and is often responsive to their most vocal constituents. However, because middle-class parents show up differently to school board meetings than working-class parents, the School Board does not end up meeting the needs of Black and Hispanic / Latinx students. Despite this shortcoming, participants in this study noted that some institutions were starting to move towards more restorative justice practices in schools, which they thought would benefit children.

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Local studies[10, 17] identified the following organizations as providing formal education support in the community:

- Action4Equity's Embedded Mentor Program (now Full Circle)
- Winston-Salem State University
- Winston-Salem / Forsyth County Schools
- Freedom Schools

Social Services

Black participants in a community-based study[10] identified nonprofits that promote the thriving of Black community members as an asset that helps support the community. The local school system also refers students and families to local services to help students stay in school[17]. A local assessment of child-serving organizations[11] also found that they generally had high scores on scales measuring how aligned their environments and staff practices were with the Trauma Resilient Communities model, a trauma-informed care model. This study also found that organizations were beginning to address structural violence, especially racial inequity, more in their organizations and that there was a greater sense of urgency for race-based work within the past few years.

Local studies have also noted limitations that make local social services less effective than they could be. The study assessing the trauma-informed practices of local child-serving organizations[11] found considerable variation across organizations, suggesting that some organizations may implement trauma-informed practices less than others. Some organizations reported barriers to racial equity work, including insufficient resources and needing more leadership and staff buy-in. Another study[16] also found that limited access to transportation, language, cultural competency, and service hours created barriers to residents accessing resources.

Despite these shortcomings, the study of child-serving organizations[11] also found that organizational leadership generally scored well on indicators of transformational leadership. Organizations could leverage this internal asset for systems change work.

Mental and Physical Health Resources

In a local survey of Hispanic / Latinx residents[13], 50% of respondents saw institutional support, which included mental health services as well as education, as important assets for healing from potentially traumatic experiences. Participants also described healthcare centers as an asset. Despite the importance of this asset, the study found that Hispanic / Latinx residents were being underdiagnosed with trauma, resulting in healthcare systems undeserving them. Another study[16] identified language barriers, cultural competency of providers, and hours of operation as barriers preventing people from accessing care. It noted that it can be particularly difficult for uninsured children and adults to access high-quality behavioral health resources. Local research participants also described the stigma around pursuing behavioral health care, particularly in communities of color, as a local barrier to accessing behavioral health services[16, 19].

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Economic Development Programs

Participants in a community-based study of Black residents[10] identified various organizations and resources that help support economic development in Black communities, helping to overcome economic barriers. The formal and informal resources they identified are listed below:

- The DRIVE Program
- Partnership for Prosperity
- Black entrepreneurs
- Community Development Financial Institutions
- Winston-Salem State University
- HUSTLE WS
- Nonprofits serving Black residents

Affordable Housing Programs

Participants in the same community-based study of Black residents[10] also identified various organizations working to address needs around affordable housing. They are listed below:

- The City of Winston-Salem, particularly the Affordable Housing Development Program
- Choice Neighborhood Initiative, a partnership between the City of Winston-Salem and the local housing authority
- Housing Justice Now, a local advocacy organization

Notably, these participants identified the Choice Neighborhood Initiative as controversial and communicated that it did not necessarily have the full community's support[10].

Police

A study of Winston-Salem and Forsyth County residents[16] found that some residents appreciated the role of the police in maintaining community safety and saw them as an asset. However, other participants in the same study described community distrust of the local police and expressed skepticism that police presence deters crime. This distrust was rooted in the perception of over-policing of traditionally Black and Hispanic / Latinx neighborhoods and past events, like the Darryl Hunt case. Participants expressed that this history undermined a trust the police had not yet restored. Black youth participants in another study[10] also described victimization by the police as a challenge associated with being Black in Winston-Salem.

Advocacy Organizations

Black research participants in a community-based study[10] identified the importance of advocacy work for addressing systems-change needs. While informal leaders complete some of this work, participants identified the following organizations involved in this work:

- Neighbors for Better Neighborhoods
- Island Culturez

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Assets for Grant Focus Youth

Family support was the only asset local studies described as different for the youth We Heal Together focuses on. A survey of middle school[12] students found that students who reported feeling sad and hopeless and were making mostly D's and F's were less likely than students making mostly A's who were also feeling sad and hopeless to talk to an adult family member about their feelings (24% vs 39%). This statistic suggests a lower level of access to family support for grant-focus youth. A similar study of high school students did not find a statistically significant relationship between grades and family support among high school students.

COVID-19 Impact on Assets

Local literature described three ways that COVID-19 impacted local assets. The study of child-serving organizations' staff[11] found that stress from COVID-19 affected staff both personally and professionally and that staff who experienced less of an impact from COVID-19 had lower arousal scores on a scale of secondary traumatic stress. This finding suggests that the pandemic may have decreased the ability of local social service assets to provide trauma-informed care to their clients.

Participants in a study of Forsyth County and Winston-Salem[16] also reported that COVID-19 undermined social connectedness in the community and cut families with children off from education and childcare resources. Being cut off from child care and education support increased stress on families. Participants also described support from friends, family, and community as an important buffer against the impact of collective trauma, community violence, and civil unrest in other local studies[10, 13, 14, 16, 19]. The pandemic may have adversely affected community members by weakening this asset.

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Resource Directory Review
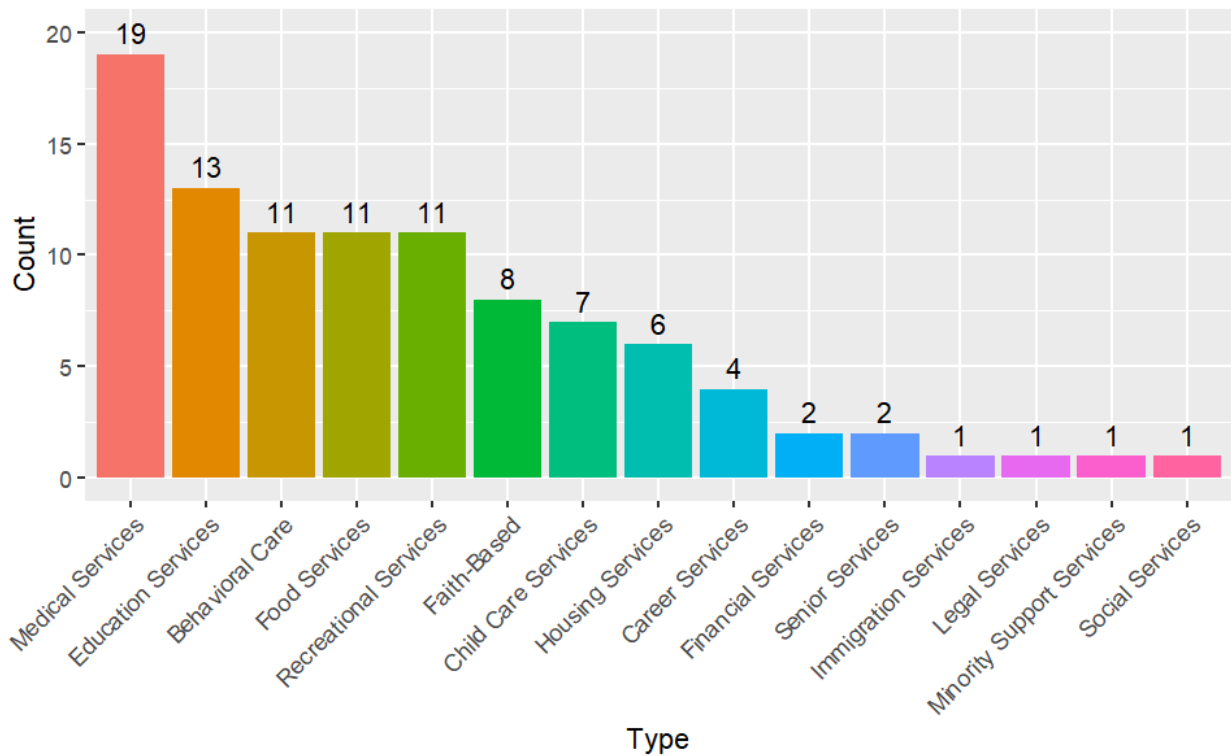
Figure 1. Types of services offered in the grant geography. Note that if a resource fit into multiple categories, researchers counted it in all those categories.

Figure 1 shows that the most common services provided in the grant geography are:
- Medical services
- Education services
- Behavioral care
- Food services
- Recreational services

More than ten programs provided these services in the grant geography.

A link to an interactive map of resources can be found here, and a link to an interactive map of resources and bus routes can be found here. These maps show that the distribution of resources is not even throughout the grant geography, and resources tend to be concentrated in particular areas. Most resources are located near bus routes, but some are not near a bus stop.

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Figure 2. Bilingual services offerings within the grant geography. Researchers identified services as offering bilingual services if the resources actively advertised them on their websites.
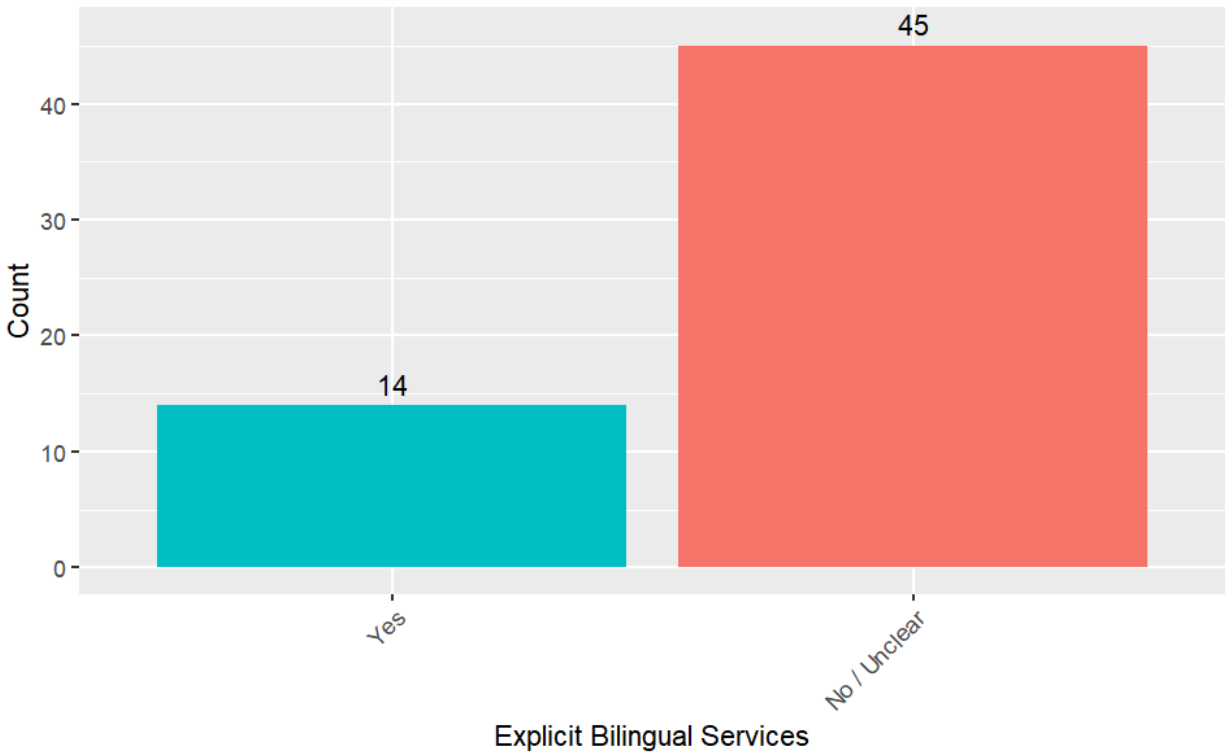
Figure 2 shows that only a minority of services provided in the grant geography indicate the availability of bilingual services on their websites. An analysis of the US Census Bureau's American Community Survey data[9] found that an estimated 46% of youth in the grant geography live in households that speak Spanish at home. It also found that 96% of youth in the grant geography speak only English or speak English very well. Around 93% of adults in the geography report that they speak only English or English very well, but about 7% speak Spanish and speak English less than very well. The small number of programs advertising bilingual services may provide a barrier to some services for the 7% of adults who do not speak English at least very well and their families, and other families with youth may not be able to access services in their preferred language. Not having access to services in a preferred language may be a particularly important barrier for physical or behavioral health care resources.

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Interviews with Organizations

Needs related to civil unrest, collective trauma, and community violence, and COVID-19

Needs related to civil unrest, collective trauma, and community violence

Based on the organizational interviews, several key themes emerge regarding the needs related to civil unrest, collective trauma, and community violence.

Mental Health and Trauma Support
- Widespread Need for Counseling: There's a recognized need for extensive mental health support and counseling services to address the impacts of civil unrest and collective trauma on both youth and their families. This includes addressing the trauma from witnessing or experiencing violence and the psychological effects of living in high-stress environments.
- Support for Navigating Systemic Challenges: Many families require assistance in navigating the juvenile or federal court systems, indicating a broader need for legal and systemic guidance alongside mental health support.

Youth and Family Safety
- Safe Spaces for Youth: The need for safe, accessible spaces where youth can engage in positive activities away from gang influences and violence is critical. This includes programs that can offer alternatives and divert youth from engaging in or being victims of violence.
- Housing Stability: Concerns about safe housing highlight the intersection of community violence with issues of homelessness and housing instability, exacerbating the trauma and stress experienced by families.

Educational Support and Engagement
- Challenges with School Absenteeism: There's a notable trend of absenteeism and tardiness among students, often linked to systemic barriers such as lack of reliable transportation, housing instability, and financial hardships. These educational disruptions are compounded by the broader context of civil unrest and community violence.
- Impact of COVID-19 on Education: The pandemic has further exacerbated educational challenges, particularly for students in grades affected by school closures and remote learning, highlighting a need for targeted educational support and resources.

Economic Stability and Job Security
- Job Security and Financial Stress: Families are grappling with job insecurity and financial stress, directly affecting their ability to provide for basic needs and contributing to a cycle of stress and instability that impacts both parents and children.

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- Food Insecurity: Access to adequate nutrition and food resources remains a significant concern, with programs providing food assistance being crucial for families struggling to meet basic nutritional needs.

Community Engagement and Support Systems
- Building Trust and Engagement: Effective programs are those that can engage with the community, build trust, and provide not just immediate support but also long-term resources and connections to help families navigate the challenges they face.
- Peer Support and Mentorship: The role of peer support, mentorship, and community organizations in offering guidance, support, and resources is emphasized as a means to help youth and families navigate and overcome the challenges related to civil unrest, collective trauma, and community violence.

These themes underscore the complex, interconnected needs of communities affected by civil unrest, collective trauma, and community violence.

Needs and resources related to COVID-19 pandemic response and recovery

The analysis of the organizational interviews regarding needs and resources related to COVID-19 pandemic response and recovery has elucidated several primary themes which are outlined below:

Impact on Youth Education and Development
- The pandemic significantly disrupted the education system, leading to challenges such as learning loss among students, particularly those in critical developmental grades. Organizations have observed that some students are performing below their current grade level due to missed foundational learning during school closures.
- There's a noted emphasis on supporting youth educationally through programs like computer labs and online schooling support, acknowledging the digital divide that affected access to educational resources during remote learning periods.

Economic Instability and Job Security
- Economic challenges have been exacerbated by the pandemic, with families facing job insecurity and financial stress, directly impacting their ability to meet basic needs and contributing to the stress and trauma experienced.
- Programs aiming to address economic stability and provide job support are crucial, yet the interviews reveal a gap in adequately addressing these issues at a scale sufficient to meet the community's needs.

Mental Health and Social Isolation
- The mental health impacts of the pandemic are significant, with both youth and adults struggling to understand and cope with the changes brought about by COVID-19. The isolation from peers and social support networks has particularly affected young children, highlighting the need for mental health support and interventions.

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- Responses to mental health challenges include integrating peer support specialists in community settings and leveraging telehealth services, although there's an acknowledgment that more needs to be done to address these issues comprehensively.

Access to Basic Needs and Services
- Access to basic needs, including food and stable housing, has been a prominent concern. The pandemic highlighted and, in some cases, worsened pre-existing disparities in access to these critical resources.
- Efforts to provide direct assistance, such as food boxes and support for accessing affordable housing, have been implemented, yet there remains a need for more systemic solutions to ensure sustainable access to basic needs.

Collaboration and Integration of Services
- The pandemic fostered some degree of collaboration and innovation in service delivery, with examples of organizations working together to provide comprehensive support. This includes adopting flexible service delivery methods such as telehealth.
- Despite these efforts, there's an acknowledgment that better coordination and integration of services are needed to effectively address the complex needs arising from the pandemic.

The themes highlight the ongoing challenges related to educational support, economic stability, mental health, access to basic needs, and the importance of collaborative approaches to enhance the resilience and well-being of communities affected by COVID-19.

Organizations and Funding

Programs, supports, and services that are designed to meet the needs related to civil unrest, collective trauma, and community violence

Based on the organizational interviews, themes related to "Programs, Supports, and Services Designed to Meet Needs Related to Civil Unrest, Collective Trauma, and Community Violence" have been organized into five categories:

Program Implementation and Services
- Diverse Support Services: Programs span from after-school care, summer camps, to trauma-informed practices training for organizations. Specific focus on reading and math proficiency in early education.
- Access to Basic Needs: Emphasis on providing scholarships, hot meals, transportation from schools, and assistance with housing and food through partnerships with local food banks and federal programs.
- Youth and Family Counseling: Recognizing the need for both children and parents to have access to counseling services to navigate challenges including gang influences, housing instability, and the legal system.

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Challenges and Barriers
- Transportation and Accessibility: A significant challenge for families, affecting children's punctuality and regular attendance at school, as well as access to the programs themselves.
- Financial and Housing Instability: Families face difficulties with job security, escalating rents, and finding safe, stable housing, impacting their ability to provide for children's basic needs.
- Educational Gaps Due to COVID-19: The pandemic has exacerbated educational disparities, particularly affecting students' foundational learning and contributing to mental health issues due to isolation and disruption of normal life.

Community Engagement and Support Networks
- Building Resilience through Mentoring: Programs focusing on mentoring high-risk youth to build trauma resilience and connect them to resources demonstrate a proactive approach to engagement.
- Parent and Community Involvement: Efforts to involve parents in their children's education and wellbeing, alongside creating opportunities for community members to participate in and contribute to support services.
- Utilizing Community Resources: Leveraging local partnerships and community resources to enhance the support network available to families, including food banks, healthcare services, and educational tools.

Future Directions and Innovation
- Expanding Digital Access and Learning: Recognizing the role of technology in providing educational support and bridging learning gaps, especially in the context of recovery from the pandemic's impact.
- Fostering Safe and Inclusive Spaces: The importance of creating environments where children and families feel safe, supported, and included, irrespective of their backgrounds or current circumstances.

Stakeholder Perspectives and Experiences
- Voices from the Community: Incorporating direct feedback from program participants and community members to inform service improvement and address specific local needs.
- Professional Insights: Utilizing the expertise of educators, social workers, and program administrators to adapt and evolve program offerings in line with emerging trends and challenges.

This analysis underscores the complex interplay between various factors contributing to the challenges faced by communities in addressing civil unrest, collective trauma, and violence. It highlights the critical role of tailored, accessible, and coordinated support services in fostering resilience and wellbeing among impacted populations.

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Organizations that are currently working with youth or working to help bring about the project's intended goals and outcomes

Organizations working on the goals and outcomes

Based on the excerpt provided, here is a list of organizations named for working on goals and outcomes:

- Faith communities
- DSS
- Highland Avenue primary care
- Crosby scholars
- School Justice Partnership

Themes related to organizations working on the goals and outcomes

Based on the concept of community partners working on goals for well-being, resiliency, and community healing and change, the following themes emerge from the organizational interviews regarding how this work is being done and how it can be expanded.

Collective Vision and Measurement of Progress

- Emphasis on having collective goals with measurable outcomes to determine success.
- Recognition of the importance of a shared vision that aligns with community-defined goals.
- Previous experiences with opioid settlement goals suggest a community desire to move from trauma to health with person-centric approaches.

Variability in Community Capacity and Engagement

- Acknowledgement of the varying degrees of advancement in health equity initiatives across different community groups.
- A spectrum of engagement, from established coalitions to new entities learning to incorporate health equity into policy.
- The necessity for all community partners to be on board, regardless of their current level of involvement or understanding.

Challenges in Behavioral Health Services

- The current state of disarray in child behavioral health service systems, with a particular focus on those in DSS custody.
- The negative impact of a lack of residential care providers on youth, leading to educational and nutritional deficits.

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- A call for urgent provision of resources to address the multifaceted needs of youth, as evidenced by surveys and community feedback.

Synergy and Collaboration during Crises

- Positive reflections on the community's ability to unite during COVID-19, setting aside competition and profit motives.
- The importance of building and maintaining relationships that were formed during times of crisis for ongoing community support.
- Recognition of the need for leadership to drive initiatives, as seen during the COVID-19 response.

Infrastructure and Community Connections

- Availability of resources such as transportation and facilities for community-based initiatives.
- The crucial role of existing community connections and the trust required to engage with those struggling.
- Highlighting the need for partnerships with organizations that are already integrated into and trusted by the community.

Integration of Services in Education and Addressing Stigmas

- Incorporation of mental health components in educational settings, with efforts to break down stigmas for service utilization.
- Awareness of existing programs that tackle issues like mentorship and food insecurity, though not all programs are well-known or accessible.

Each of these themes corresponds with a facet of the central concept and contributes to understanding how the community can work together to achieve their goals in promoting well-being, resiliency, and community healing.

Organizations working with youth

Below is a list of organizations named for working with youth:

- Greentree
- Lead Girls of NC
- American Heart Association
- Rec centers, Public Health, school systems
- JCPC
- Parenting Path
- Neighbors for Better Neighborhood
- School Justice Partnership
- Friendship Resource Center housed at Friendship Missionary Baptist Church

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- Best Choice Center
- Knockout for Change (program)
- Parent Teensolutions (program)

Themes related to organizations working with youth

The following major themes relating to how community partners are currently working with youth are outlined below:

Collaborative Efforts and Gaps

- Greentree's person-centric crisis definition and new focus on children.
- Involvement of diverse stakeholders (e.g., Rec centers, Public Health, school systems) in youth services.
- Identified gaps in connecting services and lack of community awareness on how to access available resources.
- Recognition of youth mentorship programs like The 20 and efforts to build collaborations for better neighborhood support.

Nutrition and Health Programs

- Public health-driven nutrition programs and their expansion into healthy garden initiatives.
- Mention of larger organizations like the American Heart Association contributing to healthy food options.
- A focus on social and emotional learning in schools funded by Esser, and trauma-based counseling in foster care.

Challenges in Service Delivery

- Issues with capacity and resource allocation to address crises faced by youth.
- The need for asset mapping to create a seamless service delivery model.
- A high vacancy rate in child protective services, indicating a critical staffing issue.
- Dependency on established, successful models for new program funding.

Community and Governmental Relations

- The importance of grassroots involvement in assessing and addressing community needs.
- The significance of established relationships between nonprofits and the community for effective service delivery.
- The problem of organizations straying from their core missions due to survival instincts.

Systemic Issues and Innovation

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- Observations of systemic challenges preventing general collaboration beyond immediate problems.
- The emergence of more collaboration possibly spurred by recent societal events and accountability demands from funders.
- Experiences with power dynamics and competition among organizations that can hinder genuine collaboration.

Organizational Strategies and Accomplishments

- JCPC organization's commitment to meeting and exceeding their goals.
- The success of the Friendship Resource Center and its replication of effective strategies in multiple neighborhoods.

Organizations that are providing protective factors for youth

The provided text discusses various organizations and their efforts in providing protective factors for youth.

Organizations named for providing protective factors for youth:

- Greentree
- Hope of Winston-Salem
- The Best Choice Center
- Lead Girls of NC
- Neighborhood Hands
- HOPE of Winston Salem
- Faith communities

Themes related to organizations providing protective factors

Here's an analysis of the major themes relating to how organizations are providing protective factors for youth and what can be done to increase efforts:

Programs Addressing Basic Needs and Crisis Intervention

- Initiatives like Greentree peer support and Hope of Winston Salem are focused on direct crisis intervention, person-centric definitions of crisis, and basic needs like food security, particularly for children.

Educational and Recreational Support

- The Best Choice Center and other similar organizations offer after-school and summer camp programs emphasizing education and providing scholarships for financial assistance.

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- Special programs aim to keep children challenged academically and engaged through recreational activities like cooking classes and neighborhood markets.

Community Outreach and Accessibility

- There is an emphasis on outreach to various communities, ensuring a wider reach of services, and providing food and resources directly to those in need.
- Efforts are made to connect parents and children with community resources, as well as educational materials to support well-being and school attendance.

Collaborative Efforts and Resource Sharing

- Discussion on the overlap of services such as food pantries, and the need for coordination to maximize resources and minimize duplication.

Transportation and Infrastructure

- Transportation is highlighted as a significant barrier to accessing services and resources, indicating the need for improved infrastructure to support families and children.

Financial and Operational Sustainability

- Funding is a recurrent theme, noted as essential for the continuation and expansion of services, especially for grassroots organizations.
- The discussion includes the challenges of maintaining programs without adequate funding and the necessity of financial support to provide stipends and hire assistance.

Gender-Specific and Inclusive Programs

- Some organizations, such as the one led by Tara Latelli, offer gender-specific programs focusing on leadership development within school systems and the community.
- There's an inclusive approach to programs that serve not just children but also adults and seniors in the community.

Holistic Development and Engagement

- A strong emphasis is placed on the holistic development of children, including their mental health, well-being, self-awareness, and leadership skills.
- Engagement strategies include connecting youth to their communities, building self-efficacy, and encouraging active participation in community development.

In summary, the text outlines a network of organizations dedicated to providing protective factors for youth, ranging from basic needs to complex developmental programs. These organizations work to create safe spaces, provide education and nutrition, ensure accessibility,

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promote collaborative resource sharing, seek sustainable funding, and focus on holistic development and community engagement.

Programs coordinating their efforts

Based on the organizational interviews, the central concept of programs coordinating their efforts can be organized into the following themes:

Resource and Needs Assessment
- A critical component of program coordination involves conducting thorough needs assessments to identify gaps in services and resources within the community.
- These assessments guide the development of action plans tailored to the specific needs of the community, ensuring that programs are responsive and relevant.
- Efforts are made to align program goals with identified community needs, ensuring that resources are allocated efficiently and effectively.

Barriers to Access and Participation
- Despite the collaborative efforts, challenges such as transportation, awareness of available programs, and the ability to engage with services are notable barriers.
- Programs are actively seeking solutions to these barriers, such as providing transportation services, conducting outreach to raise awareness, and offering flexible service hours to accommodate diverse schedules.

These themes highlight that coordination efforts are focused on improving service delivery, increasing access to necessary resources, and ensuring that programs are designed and implemented with direct input from those they aim to serve.

Documented policies and procedures for addressing disparities

Based on the organizational interviews, the analysis of documented policies and procedures for addressing disparities can be organized into the following themes:

Community Engagement and Support
- Partnerships and Collaborations: Mention of various organizations (like the YWCA, Crossnore, Action for Equity) working in tandem suggests a concerted effort towards addressing disparities through collaborative projects and resource sharing.
- Direct Community Involvement: Emphasis on engaging directly with community members to understand their needs, such as through focus groups and interviews, indicating a policy of community-driven solutions.

Access to Services
- Enhanced Accessibility Measures: Discussion about efforts to improve access, such as scholarships for programs, providing transportation, and food assistance, highlights policies aimed at removing barriers to service access.

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Trauma-Informed Approaches
- Emphasis on Trauma-Informed Care: Programs focus on building trauma resilience among high-risk youth and providing trauma-informed training to organizations, suggesting a policy framework that recognizes the importance of trauma-informed practices in addressing disparities.

Inclusive Policies
- Cultural and Linguistic Competence: The need for services that are culturally competent and responsive, especially for non-English speaking communities, suggests policies geared towards inclusivity and equity in service provision.
- Focus on Youth and Families: Special attention to the needs of youth and families living in high-poverty areas, indicating policies designed to support the most vulnerable populations specifically.

Systemic Challenges and Solutions
- Identification of Systemic Barriers: Acknowledgment of systemic issues such as job insecurity, mental health concerns, and food insecurities points towards a holistic understanding of disparities.
- Strategic Partnerships for Resource Optimization: Initiatives like the Parenting Path, joint JCPC programs, and specific mentions of programs catering to the target population suggest a strategic approach to leveraging partnerships for maximizing resource impact and addressing systemic challenges.

These themes reflect approaches towards addressing disparities, incorporating community engagement, improving access to services, employing trauma-informed practices, ensuring the provision of basic needs, fostering inclusivity, and tackling systemic barriers.

Duplicative services, programs, and supports attempting to address the same problem

The analysis of the organizational interviews concerning duplicative services, programs, and supports attempting to address the same problem reveals several critical themes.

Prevalence of Duplicative Services
- Overlap in Service Provision: Multiple organizations and programs offer similar services, such as food pantries and counseling, leading to redundancy. This duplication could sometimes benefit the community by providing options but also creates confusion and inefficiency.

Challenges in Coordination and Collaboration
- Silos and Lack of Communication: Despite the abundance of services, there's a gap in communication and coordination among different service providers. This lack of integration hampers the effectiveness of the services offered and often leaves the target populations underserved.

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- Efforts Toward Collaboration: Some initiatives aim to bring organizations together for regular discussions and coordination. These efforts are vital for sharing resources, referring clients to appropriate services, and avoiding service duplication.

Community Engagement
- Engaging the Community in Service Planning: There's an emphasis on the importance of engaging with the community directly to understand their needs better and tailor services accordingly. This approach can help in identifying gaps and redundancies in services from the community's perspective.

Funding and Resource Allocation
- Blending of Funding: While there are instances of organizations blending funding to maximize the impact of their services, it remains an area with room for improvement. Better coordination of funding sources could enhance the reach and efficiency of services.

These themes underscore the importance of strategic collaboration, effective communication, and community engagement in addressing the challenges of duplicative services.

Funding

Agencies or organizations that provide these resources and how is the work funded

Based on the organizational interviews, the following themes have been identified regarding the agencies or organizations that provide resources and the funding mechanisms for their work.

Funding and Support Mechanisms
- Donations and Partnerships: Donations from private entities, such as the case with Herbalife supporting the computer lab setup, play a crucial role. Partnerships with food banks and federal food programs help in providing meals, indicating a mix of community support and federal assistance.
- Program-Specific Funding: Certain programs have dedicated funding sources, such as the Place Matters grant from United Way, suggesting targeted funding approaches for specific community needs.

Blending of funding across these various programs and efforts

Based on the organizational interviews, the analysis reveals several key themes related to the blending of funding across various programs and efforts in supporting communities. These themes are organized into categories as follows:

Need for Further Coordination and Communication
- There's a call for better coordination and communication among organizations to avoid duplication of services and to ensure resources are utilized efficiently.

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- The potential for more strategic blending of funds and resources across programs is suggested as a way to enhance service delivery and impact.
- Engagement with local government and task forces is deemed necessary for a holistic approach to addressing community needs and ensuring sustainability of efforts.

These themes underscore the complexity of blending funding across various programs.

Limitations and challenges with available resources and major problems not being addressed

Limitations and challenges with available resources

Based on the organizational interviews, several themes emerge regarding limitations and challenges with available resources. These themes highlight the areas where organizations are encountering obstacles in their efforts to serve communities effectively. Below, the key themes are organized into categories:

Staffing and Human Resources
- Recruitment and Retention Difficulties: Organizations face challenges in recruiting and retaining staff, with some experiencing up to a 20% vacancy in critical departments like child protective services.
- Impact on Service Delivery: The scarcity of staff strains the capacity to maintain core functions, let alone expand services to meet emerging needs.

Funding and Financial Constraints
- Limited Funding for Innovation: There's a hesitance among funders to invest in untested initiatives, preferring instead to support programs with a proven track record of success.
- Dependence on Specific Funding Streams: Programs often find themselves constrained by the limitations of their funding sources, affecting their ability to adapt and respond to community needs effectively.

Collaboration and Coordination Challenges
- Overlap in Services: While some duplication of services (e.g., food pantries) can be beneficial, it can also lead to inefficiencies and confusion among service providers and recipients.
- Communication and Coordination Gaps: There's a noted lack of effective communication and coordination between different agencies and organizations, impacting the overall efficacy of service delivery.

Access to Services and Engagement
- Barriers to Access: Significant barriers, such as transportation and trust in service providers, hinder community members' ability to utilize available services.

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- Engagement with the Community: Building and maintaining trust with the community requires time and consistent effort, which can be challenging given resource constraints.

Technological and Infrastructure Needs
- Adoption of Technology: There's an opportunity to leverage technology to connect organizations and improve service delivery, but challenges remain in implementing these solutions effectively within the grant geography area.
- Infrastructure for Collaborative Work: The lack of shared databases or systems among health and human services organizations hampers their ability to provide cohesive support to the communities they serve.

These themes reflect a complex interplay of internal and external factors affecting organizations' ability to provide community services.

Major problems not being addressed by a service, program, or activity

Based on the organizational interviews, an analysis of the central concept of "Major problems not being addressed by a service, program, or activity" reveals the following themes:

Accessibility and Utilization of Services
- Lack of awareness and utilization: Despite the availability of programs aimed at supporting community needs, there's a notable gap in awareness among the target populations, leading to underutilization.
- Transportation barriers: Accessibility issues, especially transportation, are highlighted as significant obstacles preventing people from utilizing available services effectively.
- Cultural and language barriers: Services are not fully accessible to all community members due to cultural and language barriers, limiting their effectiveness for diverse populations.

Coordination and Communication Among Providers
- Siloed operations: There's a recurring theme of organizations and programs operating in silos without sufficient coordination or communication, leading to duplicated efforts and resources not being optimally utilized.
- Need for a shared vision: The interviews underscore the importance of a unified approach among service providers, suggesting that achieving collective goals requires a shared vision.

Addressing Basic Needs and Mental Health
- Basic needs and safety: The discussions often return to the need for addressing basic needs and ensuring safety as foundational before any significant progress can be made in other areas.
- Mental health services: There's an expressed need for more accessible mental health services, including early intervention, especially for youth and families experiencing trauma.

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Engagement and Trust in the Community
- Community engagement: Effective engagement with the community is seen as essential for the success of any program. However, current efforts are often insufficient in genuinely involving community members in the planning and implementation phases.
- Building trust: Trust between service providers and the community is crucial. There's a perceived gap in trust, partly due to a history of programs not fully addressing the community's needs or concerns.

Resource Allocation and Program Funding
- Funding utilization: The allocation and utilization of funding are mentioned as areas of concern, with some funds not being fully used or directed toward areas of greatest need.
- Need for strategic funding: There's a call for more strategic funding that aligns with identified community needs and prioritizes interventions that can address the root causes of issues rather than temporary fixes.

Systemic and Structural Issues
- Housing and economic security: Systemic issues like affordable housing and job security are identified as underlying factors contributing to poor outcomes for youth and families.
- Educational disparities: Challenges within the educational system, including chronic absenteeism and suspension, are recognized as both symptoms and causes of broader social issues.

These themes highlight the complex interplay of individual, organizational, and systemic factors that contribute to the major problems not being adequately addressed by existing services, programs, and activities.

Needs at a broader level to support strategic planning, implementation, and workforce development efforts

Based on the organizational interviews, several key themes emerged that relate to the concept of broader needs to support strategic planning, implementation, and workforce development efforts. These themes have been organized into the following categories:

Service Delivery and Program Success
- Culturally Competent and Accessible Programs: Programs that are culturally competent and easily accessible to the community were highlighted as more successful. This includes having staff and resources that reflect the community's diversity and eliminating barriers to access.
- Community Engagement and Trust: Successful programs often involve the community in their planning and implementation. Building trust with the community through consistent, genuine engagement is crucial for program success.

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- Integrated Services: Programs that offer a holistic approach to addressing needs, integrating services like health, education, and social support, were noted as particularly effective. This approach ensures that various aspects of a person's needs are addressed collectively.

Strategic Planning and Implementation
- Collaboration and Coordination: The importance of collaboration and coordination among various service providers was underscored. This includes sharing resources, aligning goals, and working together to address overlapping needs in the community.
- Data-Informed Decision Making: Utilizing data to inform strategic planning and implementation was discussed. This includes assessing community needs comprehensively, evaluating program effectiveness, and making data-driven adjustments to strategies.
- Workforce Development: The need for targeted workforce development efforts, especially in the fields of education, healthcare, and social services, was identified. This includes training and recruiting a workforce that is equipped to address the specific needs of the community.

Policy and Systemic Change
- Addressing Systemic Barriers: The need for systemic changes to address barriers in transportation, employment, healthcare access, and more was mentioned. Policies that tackle these systemic issues can significantly impact the community's ability to access necessary services and support.
- Sustainable Funding: Ensuring sustainable funding sources for critical programs and services was highlighted as essential for long-term success. This includes exploring innovative funding models and partnerships to support the community's needs effectively.

These themes capture the broader needs identified in the excerpts to support strategic planning, implementation, and workforce development efforts within the community. Each category reflects interconnected areas of focus that collectively contribute to the overall well-being and development of the community and its members.

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Community Focus Groups

Emotional Response to Civil Unrest, Collective Trauma, and Community Violence

Emotional Turmoil and Personal Impact
- Agitation and Anger: Many individuals express feelings of agitation and anger, stemming from witnessing or experiencing injustices, violence, and the lack of effective responses to these issues.
- Fear and Helplessness: Feelings of fear, helplessness, and insecurity are prevalent, often tied to concerns about safety for oneself and loved ones in the face of community violence and civil unrest.
- Sadness and Grief: There is a profound sense of sadness and grief, especially in relation to losses experienced due to violence, and the ongoing trauma affecting communities.
- Stress and Overwhelm: The stress and overwhelm from living in environments characterized by violence and unrest are highlighted, affecting mental and physical well-being.

Systemic Issues and Community Impact
- Lack of Solutions and Support: A recurring theme is the frustration with the absence of effective solutions and support from authorities, including the police and governmental organizations, leading to a sense of abandonment.
- Negative Impact on Youth: The excerpts underscore the detrimental effects of violence and unrest on young people, including exposure to violence, involvement in gangs, and the lack of positive outlets or role models.
- Deterioration of Social Fabric: There is a noted impact on the social fabric of communities, with increased violence, including against women, and a breakdown in values such as respect and mutual support.

Calls for Change and Community Action
- Desire for Unity and Positive Change: Despite the challenges, there is a strong desire for unity among community members to bring about positive change, highlighting the need for collective action and support.
- Empowerment through Engagement: Some individuals express a sense of empowerment when discussing collective trauma, emphasizing the importance of community engagement and activism as means to address issues.
- Role of Community Initiatives: The value of community initiatives, such as local nonprofits and programs aimed at youth engagement, is acknowledged as critical in providing alternatives to violence and fostering a sense of community.

Reflections on Identity and Racial Injustice

- Racial and Social Injustice: Many individuals express feelings of being targeted or unfairly treated due to racial identity, contributing to a deeper sense of collective trauma and anger.
- Awareness and Advocacy: There is an awareness of the need for advocacy and the fight for justice, particularly in the context of racial inequality and the broader implications for civil rights and societal change.

These themes reflect the complex interplay of emotions, systemic issues, and the human desire for dignity, safety, and community cohesion in the face of civil unrest, collective trauma, and community violence.

Differences Between Hispanic / Latinx and Black Excerpts

The Hispanic / Latinx excerpts primarily convey emotions related to community violence, civil unrest, and collective trauma, focusing on feelings such as fear, pain, sadness, disappointment, and stress. These narratives highlight a deep concern for the safety and well-being of family and community members, with specific worries about the impacts of violence on children. There is a sense of helplessness and sorrow over the loss of loved ones and frustration with the perceived inaction of authorities in addressing community violence and its repercussions. Additionally, there is a mention of the physical and emotional toll these experiences take on individuals, including sickness and stress, indicating the pervasive impact of violence and unrest on personal health and community cohesion.

The Black excerpts, meanwhile, articulate a range of emotional responses to community violence, civil unrest, and systemic issues, with a strong emphasis on feelings of anger, sadness, fear, and helplessness. Participants discuss the effects of violence, racial discrimination, and the lack of support from institutions, highlighting the cumulative burden of these experiences on mental health and community dynamics. There is a palpable sense of frustration with systemic inequities, the enduring impact of trauma, and a desire for change and unity within the community. Moreover, there are mentions of personal loss, the struggle with trust, and the challenge of navigating an environment perceived as unsafe and unjust.

The thematic differences between the two sets of excerpts lie in the specific emotional responses and contextual concerns expressed by each group. While both groups share feelings of fear, sadness, and frustration related to violence and systemic issues, the Hispanic / Latinx excerpts place a strong emphasis on the impact of violence on familial relationships and the broader community, along with concerns about migration status and its implications. The Black excerpts, on the other hand, focus more on the systemic nature of the challenges faced, including racial discrimination, policing, and the lack of community resources,as well as challenges of existing resources, alongside the personal and collective trauma resulting from these experiences.

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Differences Between Youth and Adults

The youth excerpts depict a range of emotional responses to concepts like civil unrest, community violence, and collective trauma, highlighting feelings of confusion, fear, disappointment, bravery, and a desire for forgiveness. The narratives express a complex interplay of emotions faced when considering the impacts of violence and unrest, suggesting a keen awareness of the societal and personal implications of such issues. The responses also indicate a sense of personal engagement with these issues, reflecting on how they affect their sense of safety, community involvement, and personal identity.

In contrast, the adult excerpts convey a more reflective and deeply felt response to similar themes, focusing on sadness, pain, fear, and a sense of responsibility or hopelessness regarding the violence and trauma experienced within their communities. The adults' narratives often stem from personal losses or direct experiences with violence, leading to a profound sense of grief and a longing for change. There is also an emphasis on the impact of community violence on family and children, and a critical view of systemic failures, particularly in law enforcement's response to violence and crime. Moreover, adults express a broader concern for the societal conditions that perpetuate violence and unrest, alongside a desire for peace and improved community relations.

The thematic difference between the two sets of excerpts lies in the directness of the emotional responses and the depth of personal experience reflected in them. Youth participants focus on immediate emotional reactions and the confusion and fear associated with violence and unrest. In contrast, adults reflect more on the long-term emotional and societal impacts of these issues, often drawing from personal experiences of loss and frustration with systemic issues. This difference underscores a generational perspective on handling and perceiving the effects of violence and social unrest within their communities.

Drivers and Needs of Civil Unrest, Collective Trauma, and Community Violence

Drivers of Civil Unrest, Collective Trauma, and Community Violence

Economic Hardship and Survival
- The need for money is frequently cited as a root cause of violence and criminal behavior, including spinning on blocks, robbing, and targeting for resources like food or cash.
- The economic desperation reflects a survivalist mentality, where individuals engage in violent or criminal acts out of necessity or perceived necessity for basic sustenance or financial stability.

Gang Involvement and Relations
- Gangs are explicitly mentioned as both a cause and a perpetuator of violence and community unrest, often tied to retaliation, territory disputes, or internal conflicts.

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- Gang affiliation or relations are also linked to increased risks of getting shot or involved in violent incidents, emphasizing the role of gang dynamics in community violence.

Policing and Law Enforcement Practices
- The excerpts point to heightened police strictness post-COVID as a factor in community tensions.
- Incidents involving police, including arrests and fatal encounters, contribute to the cycle of violence and community trauma, with implications of racial profiling and targeting black communities.

Access to Weapons
- Easy access to weapons, particularly for youth, is highlighted as a significant factor in escalating conflicts to violence.
- The availability of guns on the streets or at home, coupled with the low cost and lax regulations, facilitates the perpetuation of violence and shootings.

Socio-Emotional Factors and Influence of Peers
- Anger, frustration, and the influence of peers are identified as immediate catalysts for violent behavior, including the desire to assert dominance or maintain a certain reputation.
- The impact of friendships and peer pressure underscores the role of social networks in shaping individuals' behavior and choices towards violence or aggression.

Broader Socio-cultural and Systemic Issues
- The excerpts imply underlying systemic issues, such as socio-economic disparities and lack of resources, contributing to the cycle of violence.
- The need for societal role models and parental guidance is mentioned, indicating the importance of positive influences and interventions to counteract the drivers of violence and unrest.

These themes collectively point towards a complex interplay of economic, social, and systemic factors driving civil unrest, collective trauma, and community violence, necessitating multi-faceted approaches to address these challenges.

Differences Between Hispanic / Latinx and Black Excerpts

The Hispanic / Latinx excerpts focus on issues related to youth violence, highlighting anger, access to weapons, influence from peers, lack of parental time, and involvement in drugs and gangs as primary causes. The participants express concern over the ease of obtaining weapons and the influence of negative peer groups, suggesting that these factors contribute significantly to aggressive behaviors and violence among youth. The conversation points to a complex interplay of social and environmental factors, including a need for attention, that drive youth towards violent actions.

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Conversely, the Black excerpts concentrate on economic hardship, gang involvement, and systemic issues like policing as root causes of violence and risky behaviors. References to the need for money, involvement in gangs, and the impact of policing practices suggest a community grappling with economic insecurity, social disenfranchisement, and the consequences of systemic biases. These excerpts highlight a perception of violence and criminal behavior as being driven by necessity (such as the need for money or food) and systemic oppression, rather than solely individual choices or interpersonal disputes.

The thematic differences between the two sets of excerpts reveal distinct community perspectives on the causes of youth violence and risky behaviors. While the Hispanic / Latinx narratives focus on interpersonal relationships, emotional regulation, and the influence of accessible weapons and peer groups, the Black narratives emphasize economic desperation, gang dynamics, and the role of systemic factors like policing practices in shaping youth behavior.

Differences Between Youth and Adults

The youth excerpts focus on direct experiences and perceptions of violence, emphasizing economic necessity, gang relations, and systemic issues like policing as key factors. These narratives frequently mention the need for money or food as driving forces behind violent acts, such as robbery or involvement in gangs. There is also a significant focus on the impact of social media ("talking on the gram") and the consequences of being labeled as a snitch. Additionally, these excerpts highlight the emotional responses to these circumstances, including feelings of nervousness and the impact of witnessing violence or police actions in their communities.

The adult excerpts, in contrast, analyze the root causes of youth violence from a more reflective and analytical perspective. They discuss factors such as anger, access to weapons, influence from peers, and a lack of parental engagement as contributors to youth violence. The adults express concern over the ease with which youth can obtain weapons and the negative influences of peer groups. Furthermore, there is an emphasis on societal changes that have led to increased weapon use among youth and the role of parental visibility of weapons at home. The discussions also touch on broader societal issues like drug use and gangs but do so in a way that seeks to understand the underlying causes rather than just describe the effects.

In summary, the thematic difference between the two sets of excerpts lies in the perspective and depth of analysis regarding the causes of violence and risky behaviors. Youth narratives are more centered on immediate causes and personal experiences with violence, highlighting economic needs and systemic oppression, while adult excerpts offer a deeper analysis of the underlying issues, including societal and familial influences on youth behavior.

Needs related to civil unrest, collective trauma, and community violence

Emotional Support and Mental Health Resources

- Individuals coping with collective trauma and violence express a need for spaces to relax, feel love, and not be alone with their challenges. The significance of mental health support, including counseling and therapy, is highlighted as essential for healing.

Community Solidarity and Support
- The desire for unity and collective action within the community is evident, emphasizing the importance of standing together to support one another, especially during times of civil unrest. This calls for more effective communication and cooperation within communities to foster a sense of belonging and mutual care.

Safe and Secure Environments
- There is a pronounced need for individuals to feel safe in their neighborhoods, free from the anxiety associated with violence and unrest. Creating comfort zones where residents can relax and interact without fear is crucial for rebuilding trust and a sense of community well-being.

Educational and Job Training Programs
- The importance of providing opportunities for personal and professional development is noted, especially in the context of rebuilding lives affected by unrest and violence. Programs that offer job training, coaching, and educational support are seen as vital to fostering resilience and economic stability.

Accessible and Engaging Recreational Activities
- The lack of recreational facilities and programs is identified as a gap, with a particular emphasis on the need for sports, hobbies, and activities that promote physical health and social interaction. Such initiatives can play a significant role in diverting youth from violence and providing positive outlets for energy and creativity.

Civic Engagement and Social Justice
- The excerpts reflect a yearning for social change and justice, echoing calls for activism and civic engagement reminiscent of historical movements for civil rights. This highlights the ongoing struggle for equality and the need for platforms that empower individuals to advocate for their rights and the betterment of their communities.

Basic Needs and Community Services
- The narratives underscore the importance of meeting basic needs, such as food, shelter, and clothing, particularly for individuals directly affected by violence or displacement. Community centers, parks, and programs offering free resources and support emerge as critical components of a comprehensive response to community violence and unrest.

Overcoming Stigma and Promoting Healing
- There is an evident need to address the stigma associated with seeking help for trauma and mental health issues. Encouraging open discussions about these topics, coupled

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with accessible mental health services, can facilitate healing and support individuals in coping with the aftermath of violence and unrest.

In sum, the central concept of needs related to civil unrest, collective trauma, and community violence calls for a multifaceted approach that encompasses emotional support, safety, opportunities for growth, and community solidarity. Addressing these needs is essential for healing, resilience, and the restoration of peace and stability in affected communities.

Differences Between Hispanic / Latinx and Black Excerpts

The Hispanic / Latinx excerpts predominantly center around community violence, immigration, and the collective trauma stemming from such experiences. These narratives are deeply rooted in personal and familial concerns, emphasizing the fear of gun violence and the impacts of immigration policies on family unity and safety. The discussions also highlight a strong community orientation towards healing and support, identifying needs for resources, emotional therapy, and educational programs to mitigate the effects of violence and immigration challenges. The participants express a desire for more community engagement, better communication between parents and children, and access to resources that prevent family separation and support citizenship processes.

Conversely, the excerpts from the Black community discussions focus on individual and collective responses to trauma, community violence, and the need for safe spaces and mental health support. Participants talk about dealing with trauma alone, the lack of community resources, and the desire for economic opportunities, recreational facilities, and mentorship programs to divert youth from violence. There is a significant emphasis on the personal emotional toll of community violence, the impact of systemic issues like police inaction and incarceration, and a critical need for communal healing, support, and empowerment. Unlike the Hispanic / Latinx excerpts, these discussions lean more towards introspection, individual coping mechanisms, and a call for infrastructural change to support community well-being and safety.

Differences Between Youth and Adults

The youth excerpts are characterized by direct personal experiences and emotions related to violence, civil unrest, and collective trauma. The youth express feelings of fear, sadness, and frustration directly linked to specific incidents of violence and their impacts on their personal lives and immediate community. They discuss their experiences with community violence, the effects of civil unrest on their families, and their responses to collective trauma, often mentioning the desire for safer community spaces, mental health support, and social programs.

In contrast, the adults' excerpts revolve around the broader concepts of effective communication, social awareness, and community support mechanisms. They highlight the importance of dialogue in building healthy relationships and healing from various traumas. The discussions are more focused on systemic solutions such as the need for resources to prevent family separation due to deportation, emotional therapy, and community education to address violence. Adults emphasize the value of communal efforts to improve conditions, such as

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providing resources for newcomers and ensuring security, underscoring a collective approach to addressing community needs and trauma.

Needs and resources related to COVID-19 pandemic response and recovery

Health and Safety
- Access to Vaccines and Preventative Measures: The distribution of vaccines, masks, and basic hygiene supplies (such as hand sanitizer and toilet paper) was crucial in combating the spread of the virus.
- Information and Communication: Effective communication from authorities and community leaders about safety protocols, vaccination availability, and COVID-19 resources was essential for public health and safety.

Economic Impact and Support
- Employment Opportunities: The need for job creation, especially positions that could be performed remotely, to counteract the economic downturn and unemployment caused by the pandemic.
- Financial Assistance: Programs to provide financial aid and support to those who lost their jobs or faced economic hardship due to COVID-19, ensuring stability and recovery.

Education and Learning
- Online Learning Challenges: The transition to online education highlighted difficulties such as decreased engagement, learning barriers, and the decline in academic performance among students.
- Resources for Remote Education: The need for adequate technological resources (e.g., computers, internet access) and supportive educational materials to facilitate effective online learning.

Mental Health and Social Well-being
- Isolation and Depression: The significant impact of social distancing and isolation on mental health, leading to increased cases of depression and anxiety among individuals.
- Mental Health Resources: The demand for accessible mental health support services, including counseling and therapy, to address the emotional and psychological toll of the pandemic.

Community and Family Life
- Family and Community Bonding: While the pandemic brought challenges, it also offered opportunities for families to spend more time together, fostering closer relationships.
- Impact on Daily Life and Activities: Changes in routine activities, such as grocery shopping and healthcare appointments, required adjustments and adaptations to the new normal.

Personal Growth and Independence

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- Self-Reliance and Personal Development: For some, the pandemic was a period of personal growth, encouraging self-reliance, self-love, and a deeper understanding of oneself.

Adaptation and Change in Social Behavior
- Shift in Social Interactions: The pandemic led to a reevaluation of social relationships, with some individuals becoming more introspective and cautious about engaging in social activities.

These themes reflect the comprehensive impact of the COVID-19 pandemic on various aspects of life, emphasizing the critical needs and resources required for effective response and recovery. Addressing these areas is essential for supporting individuals and communities in navigating the challenges posed by the pandemic and building resilience for future crises.

Differences Between Hispanic / Latinx and Black Excerpts

The Hispanic / Latinx excerpts focus on the tangible and immediate impacts of COVID-19, highlighting the importance of basic supplies like masks, hand sanitizer, and toilet paper, as well as the need for access to vaccines and healthcare resources like oranges and brown sugar for home remedies. The discussion also touches on the social and economic effects, such as job loss, the need for work-from-home opportunities, and the overall sense of isolation and its psychological impacts, including depression and the loss of family members. The conversation reflects a community grappling with the practicalities of staying healthy and the deeper, more enduring challenges of economic stability and mental health during the pandemic.

The Black excerpts explore the broader social and emotional impacts of COVID-19, including the increase in police strictness, the decline in educational outcomes, and the shift in community dynamics and individual behaviors. There is a focus on the struggle with online learning and its negative impact on grades, highlighting a significant disruption in the educational trajectories of youth. Additionally, there is an emphasis on the personal growth and challenges experienced during the pandemic, such as increased family time, self-isolation, and the push towards self-independence and self-love. Mental health emerges as a critical theme, pointing to the widespread psychological toll of the pandemic. The excerpts reveal a community facing profound shifts in social interaction, education, and personal identity, alongside the broader issues of healthcare access and economic stability.

Both the Hispanic / Latinx and Black excerpts reveal communities deeply affected by COVID-19, with a strong emphasis on the immediate practical needs for health and safety, as well as significant social and economic challenges. However, the Hispanic / Latinx responses tend to focus more on the tangible resources needed to combat the virus and sustain life during lockdowns, such as vaccines and basic supplies, alongside the emotional impact of separation and loss. In contrast, the Black excerpts delve into the pandemic's broader social ramifications, including policing, education, and the profound changes in individual behavior and mental health. Both sets of excerpts underscore the pandemic's complex and multifaceted impact on minority communities, highlighting the urgent need for comprehensive support that addresses

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both material needs and the deeper, lasting effects on community cohesion and individual well-being.

Differences Between Youth and Adults

For the youth, the primary themes revolve around the immediate impact of the pandemic on their daily lives, education, and mental health. They discuss the significance of tangible resources like vaccines, masks, and basic supplies such as water, toilet paper, and hand sanitizer. The conversation also shifts to the broader social and emotional impacts, highlighting increased isolation, depression, difficulty in adapting to online learning, and the resultant decline in academic performance and social interactions. There is a strong emphasis on the negative effects of COVID-19 on their mental health, educational experiences, and a notable shift in their social behaviors and activities, including sports and school engagement. However, there is a mention of a positive outcome in terms of increased independence and self-love.

Adults, conversely, focus on broader community and familial impacts. The discussion points include financial pathways, the importance of effective communication within the community, and the emphasis on being better neighbors and supporting children and unions. The personal impacts shared by adults are more varied, encompassing both negative aspects such as widespread infection within families and restrictions on daily activities, and positive outcomes like increased family bonding time. Adults also mention the challenges of accessing medical services and the adaptations required for routine activities, including grocery shopping and attending medical appointments.

In summary, while both groups acknowledge the significant disruptions caused by COVID-19, youth discussions are deeply centered on the direct impact on their personal lives, education, and mental health. In contrast, adults tend to frame their experiences in the context of community, family, and navigating the practicalities of daily life under pandemic restrictions, highlighting a blend of personal, social, and systemic concerns.

Needs and resources related to COVID-19 pandemic response and recovery impact, inform, or intertwine with other community and system experiences of harm and healing

Social and Mental Health Impacts
- The pandemic led to significant social isolation, akin to incarceration for some, increasing feelings of loneliness and contributing to mental health issues like depression.
- Families found themselves confined together, which, while challenging, also presented opportunities for bonding and deeper connections.
- The pandemic highlighted the importance of community support structures, such as meals on wheels, habitat for humanity, and church initiatives, in providing both physical resources and a sense of belonging.

Economic and Employment Challenges

- Job loss was a significant impact, with many struggling to find work, especially during lockdowns. The stimulus checks and unemployment benefits provided temporary relief, but also led to debates about the long-term economic impact and dependency.
- The closure of schools and shift to remote learning created additional economic strains for families, as parents had to balance work with supporting their children's education from home.

Education Disruption
- Transitioning to online learning resulted in varied educational outcomes, with many students experiencing declines in academic performance due to a lack of engagement, resources, and suitable learning environments.
- The disruption of regular school activities, sports, and social interactions led to changes in student behavior, including increased absenteeism and decreased motivation.

Health and Wellness
- Access to healthcare became more complicated, with non-emergency appointments and procedures being delayed or moved to virtual formats, impacting overall health and preventative care.
- The focus on COVID-19 prevention, such as mask-wearing and social distancing, significantly altered daily routines and heightened awareness around health, leading to both cautious behaviors and increased anxiety about illness.

Community and Economic Adaptation
- The pandemic sparked innovations in community support, such as virtual gatherings, expanded food distribution programs, and the adaptation of public spaces to support social distancing.
- Economic impacts were felt differently across communities, with some benefiting from lower travel costs and stimulus payments, while others struggled with the high cost of necessities and limited access to financial resources.

Personal and Societal Reflection
- Experiences of loss, fear, and isolation prompted reflection on personal and societal values, highlighting disparities and sparking a reevaluation of priorities, such as the importance of health, family, and community resilience.
- The collective experience of the pandemic underscored the need for comprehensive health and social policies that address inequalities and support vulnerable populations during crises.

These themes illustrate the profound impact of the COVID-19 pandemic on various aspects of life, revealing both the challenges and the resilience of individuals and communities. The intertwined experiences of harm and healing emphasize the importance of responsive, inclusive, and adaptable support systems to navigate the ongoing recovery and address future crises.

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Differences Between Hispanic / Latinx and Black Excerpts

For the Hispanic / Latinx community, the narratives focus on the profound shift in social dynamics, highlighting a decrease in family and friend gatherings due to fear of COVID-19 transmission. This community also touches on the economic hardships exacerbated by the pandemic, mentioning increased prices and the lack of resources, particularly for undocumented individuals. Education's transition to online formats is noted as a significant challenge, affecting children's learning and social interactions. Additionally, there is a sense of ongoing concern for health, especially with the introduction of vaccines and the fear of contracting the virus again. The impact of political factors on resource distribution, especially during Donald Trump's administration, is mentioned, illustrating perceived inequalities in support received by citizens versus non-citizens or immigrants.

Conversely, the Black community narratives emphasize a sense of confinement and increased familial closeness as a result of lockdown measures. There is a poignant reflection on the challenges of managing children's education from home and the importance of community resources during these times. Economic and social support systems like meals on wheels, Habitat for Humanity, and church programs are highlighted, suggesting a reliance on and appreciation for community solidarity. The discussions also touch on broader systemic issues, including police strictness and educational declines during the pandemic. Notably, the Black narratives include personal and communal strategies to cope with the crisis, mentioning stimulus checks and the value of cheap travel opportunities during lockdowns as positives amidst the difficulties.

Both sets of excerpts showcase the multifaceted impacts of COVID-19, yet the Hispanic / Latinx narratives are particularly focused on the disruption of social norms and economic challenges, while the Black community stories emphasize resilience through community support and familial bonds. Despite these differences, both groups share concerns about health, the implications of COVID-19 on education, and the struggle to navigate a changed world.

Differences Between Youth and Adults

Youth narratives are deeply centered around the disruption of their educational experiences and social lives. They speak to the challenges of transitioning to online learning, which for many resulted in decreased academic performance and a loss of motivation towards schoolwork. This demographic highlights a significant alteration in their lifestyle, including increased isolation, changes in physical activity levels, and the psychological toll, with mentions of depression and even suicidal ideation. The enforced social distancing led to a longing for previous freedoms, like playing sports and physically attending school without health fears. Moreover, the youth voice a sense of lasting change in their behaviors and outlook, suggesting a prolonged impact on their motivation and social interactions.

Adults' narratives, on the other hand, underscore the broader social and economic repercussions of the pandemic. They reflect on the loss of physical closeness with family and friends due to health fears and the imposition of safety measures like mask-wearing. Economic concerns are prevalent, with adults discussing job losses, the inflation of goods prices, and the

strain on resources, especially for undocumented individuals within Hispanic communities. Health worries extend beyond the immediate threat of COVID-19, considering long-term effects on well-being and the uneven distribution of aid, such as stimulus payments. Adults also lament the alteration of community support structures and the increased difficulty in accessing essential services.

Both groups articulate a profound sense of loss—youth mourn the interruption of their developmental and social milestones, while adults are concerned with the broader social and economic stability of their families and communities. The pandemic has induced a reevaluation of priorities and a renewed appreciation for personal connections and community support systems. Despite these shared losses, the resilience in adapting to new circumstances and finding solace in strengthened familial bonds is a common thread. These narratives illustrate the multifaceted and enduring impacts of the pandemic, highlighting the nuanced ways in which different age groups perceive and adapt to these challenges.

Community Assets, Organizations, and Programs Supporting Focus Population

Community Assets that Provide Protective Factors

Community Programs and Activities
- Sports and Recreation: Mention of football teams, basketball tournaments, and boxing programs indicate the significance of sports as a community asset. These activities not only engage youth but also offer a constructive outlet for energy and potentially a diversion from negative influences.
- Educational and Support Programs: References to the "Be Great program," after-school sports, and school counseling highlight the role of educational initiatives and support services in fostering a safe and supportive environment for learning and personal development.
- Mentoring and Counseling: The mention of mentoring programs, therapy, and specific individuals like Mr. Herb and Ms. Shantae underscores the importance of mentorship and counseling. These provide guidance, emotional support, and practical advice to community members, especially the youth.

Community Centers and Safe Spaces
- Churches and Religious Organizations: Churches are repeatedly mentioned as sources of support, offering not just spiritual guidance but also practical help like food support, community gatherings, and counseling. The role of churches extends to being safe spaces where individuals can find refuge and community.
- Community Centers and Ministries: Names such as Full Circle, City Light Ministry, and the Boys and Girls Club highlight the presence of community centers and ministries that offer various programs, from soup kitchens to free lunches and mentoring, contributing to the well-being and support of community members.

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Individual and Collective Actions
- Individual Commitments: Excerpts reveal personal commitments to education ("Stay in school"), community involvement ("Stay around... Show your face"), and helping others ("Help out. Start giving to people"). These commitments reflect a sense of personal responsibility towards self-improvement and community betterment.
- Community Engagement: The community's collective efforts to organize events, like block parties and outreach programs, and to create and maintain safe places signify a communal approach to building protective factors against violence and negative influences.

Resource Distribution and Access
- Food and Material Support: References to food banks, WIC, and organizations providing backpacks with school supplies or Christmas gifts illustrate the role of resource distribution in meeting the immediate needs of community members and reducing hardships.

These themes collectively highlight the pivotal role of community assets like sports programs, educational initiatives, mentoring, churches, and community centers in providing protective factors. These assets foster safe environments, support personal and collective growth, and ensure the well-being of community members through direct support and engagement.

Differences Between Hispanic / Latinx and Black Excerpts

Hispanic / Latinx contributions frequently underscored the vital role that churches and community initiatives play in offering support and resources. However, these discussions also brought to light the tangible challenges that Hispanic / Latinx individuals encounter in engaging with these programs, such as work commitments and familial responsibilities. The proposed solution to these challenges often revolved around ensuring youth remain occupied with constructive activities, such as engagement in sports, as a means to deter engagement in negative behaviors.

The Black community's input centered more on the significant presence and influence of established community assets and individuals. This group placed a strong emphasis on the importance of individual mentors, specific programs, and the pivotal role of family and personal connections as support systems. The narratives shared by Black participants acknowledged similar challenges to those faced by the Hispanic / Latinx community but leaned towards utilizing existing community assets and personal influences as mechanisms for support and guidance.

In summary, both Hispanic / Latinx and Black participants recognize the critical importance of community programs, education, and robust support systems in fostering commitments within their communities. However, the Hispanic / Latinx group's discussions often revolved around broader engagement with community programs and the challenges therein, suggesting a need

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for activities to keep youth engaged positively. Meanwhile, the Black participants' responses highlighted the significant impact of specific individuals and programs, underscoring the crucial role of family and mentorship in providing support and guidance.

Differences Between Youth and Adult Themes

Youth excerpts emphasize the importance of sports programs (e.g., football teams, marching band prep), educational encouragement ("Stay in school"), and the influence of key community figures (coaches, family members, and program leaders like those from Full Circle). The presence of mentorship programs, free lunch initiatives, after-school sports, and therapy sessions were frequently mentioned, highlighting a focus on direct involvement and personal development opportunities. The mention of specific individuals (e.g., Coach Moore, Ms. Shantae) and programs (e.g., Full Circle, Boys and Girls Club) suggests that youth value accessible, relatable, and supportive community figures and structures that offer guidance, emotional support, and practical activities.

Adult excerpts, conversely, discuss the broader context of community engagement, highlighting the challenges of parental involvement due to work or family responsibilities and suggesting that keeping youth busy can prevent engagement in negative activities. Adults spoke about the value of support programs already in existence, such as soccer and boxing, that occupy and benefit youth. There is an emphasis on the role of churches and schools in providing support and resources, and the importance of building healthy relationships through effective communication. Adults also noted the community support through food banks, and programs offered by organizations like Love Out Loud and Open Arms, highlighting structured, external support systems to bolster community resilience.

The key distinction between youth and adult perspectives lies in the focus of their discussions; youth are more inclined towards direct participation in programs and activities, with a strong emphasis on individual mentors and specific, actionable support systems. They value personal connections and direct interventions. Adults, meanwhile, tend to view community assets from a broader perspective, considering the logistical and practical challenges of engagement and highlighting the need for supportive environments facilitated by organizations and institutions. This difference underscores the complementary roles that direct, hands-on programs and broader support networks play in fostering a resilient community ecosystem.

Programs, Supports, and Services to Meet the Needs

Basic Needs and Daily Essentials
- Food Banks and Meals on Wheels: Providing essential nourishment to those in need.
- Grocery Stores and Pharmacies (CVS): Ensuring access to food and medical supplies.
- Banks and financial centered non profits: Financial services for community economic activities.

Youth Engagement and Education
- After School Programs: Keeping children engaged and safe after school hours.

- Sports and Athletic Programs: Including football coaching, Carver football team, and marching band prep, which encourage physical activity and teamwork.
- Educational Supports: Programs like Crosby Scholar Program and tutoring services that promote academic success.

Community Building and Support
- Churches and Outreach Ministries: Offering spiritual support and community services.
- Open Arms and Big Brother Big Sister: Fostering connections and mentorship within the community.
- Public Libraries: Providing access to knowledge and a safe space for learning.

Specialized Services and Activities
- Therapeutic Programs: Offering unconventional therapy methods, such as animal care, to heal and empower.
- Financial Pathways: Financial education and support services.
- Be Great Program at Carver: A program designed to inspire greatness within the youth.
- Peace Builders and Justice, Lead Girls, and Gap Girls: Initiatives focused on peace-building, justice, and gender-specific support.

Recreation and Leisure
- Community Parks and Playgrounds: Offering spaces for play, relaxation, and socialization.
- Youth Sports Programs: Including soccer programs that are accessible based on income, promoting physical health and inclusivity.

Holistic and Family Support
- Family and Individual Support: Highlighting the importance of family and community figures like coaches and deacons in providing guidance and support.
- Homeless Shelters: Providing immediate shelter needs for the homeless population.

The range of programs, supports, and services available to meet community needs is vast and varied, addressing everything from basic needs to more complex emotional and social challenges. This ecosystem of support not only aids in immediate relief but also fosters long-term growth, resilience, and community cohesion. The emphasis on youth engagement, education, community building, specialized services, recreation, and holistic support underscores a comprehensive approach to community development and well-being.

Differences Between Hispanic / Latinx and Black Excerpts

The Hispanic / Latinx excerpts focus on a broad array of community and youth-oriented programs, including community parks, libraries, and specific initiatives like "Open Arms" and the "Crosby Scholar Program." These discussions often revolve around accessibility and the importance of keeping youth engaged through activities, acknowledging barriers such as parental availability and financial constraints. This perspective emphasizes the role of structured

programs in providing safe, constructive environments for young people and highlights a community-centric approach to youth engagement and support.

In contrast, the Black community's discourse centers on a diverse mix of resources that span from youth programs to broader community services, including outreach ministries, financial pathways, healthcare (e.g., Meals on Wheels), and educational support (e.g., funding for school athletics and arts). There is a notable emphasis on the importance of community role models (e.g., coaches, deacons) and family in providing support, alongside formal programs like "Full Circle," "Be Great at Carver," and various sports and health initiatives. This multifaceted approach underscores a comprehensive view of community support that integrates formal programs with informal networks and resources, highlighting the importance of community and familial ties in fostering a supportive environment for all ages.

Overall, while both communities recognize the value of engaging youth and providing supportive networks, the Hispanic / Latinx excerpts tend to focus more on formal programs aimed at youth engagement and development. In contrast, the Black community's discussions reflect a broader approach that incorporates a blend of formal programs, community resources, and the significant role of personal relationships and role models in community support and development.

Differences Between Youth and Adults

Youth voices primarily emphasize established programs and activities that offer direct engagement and development opportunities, such as "Open Arms," public libraries, sports programs, and school-based initiatives like the "Crosby Scholar Program" and "Be Great at Carver." These mentions suggest a focus on structured environments that foster educational growth, physical activity, and social interaction, reflecting a desire for spaces that support personal and collective development.

Adult contributions, by contrast, reflect a broader concern for the community's overall wellbeing, addressing logistical challenges and the need for supportive services that extend beyond youth engagement. Adults discuss the importance of keeping youth occupied and out of trouble, but they also touch on systemic issues, such as the necessity for programs that accommodate families' diverse schedules and financial situations. The adult perspective encompasses a range of community resources, including outreach ministries, financial assistance, health services, and informal support networks like family and church communities. This discourse reveals an awareness of the multifaceted nature of community support, acknowledging both the practical and emotional needs of community members.

Moreover, adults hint at innovative solutions to community challenges, such as therapeutic programs that do not explicitly label themselves as therapy, suggesting a nuanced understanding of support that includes mental health and wellbeing in indirect ways. This indicates a recognition of the stigma that can be associated with traditional forms of mental health support and an interest in creative, accessible solutions.

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The excerpts highlight a variety of organizations and programs that serve as protective factors. These organizations provide crucial support, resources, and positive outlets that contribute to individual and community resilience. The central themes and roles of these organizations can be summarized as follows:

Protective Organizations and Their Roles:

- Full Circle and City Lights Ministry: These organizations are frequently mentioned for their impactful community programs, including mentoring, after-school sports, and support for individuals navigating personal challenges. They offer a safe space for youth and adults alike, fostering a sense of belonging and support.
- Nueva Vida: Highlighted for its boxing program, this organization provides an approach to empowerment, discipline, and self-defense, teaching valuable life skills and providing a constructive outlet for energy and frustration.
- Open Arms: This organization is noted for its inclusive community activities, such as trips and educational talks, which offer relief from household isolation and exposure to broader experiences and learning opportunities.
- Church Programs: Various churches and faith-based initiatives provide essential support services, including food distribution, youth groups, and emotional support, playing a key role in the fabric of community support networks.
- Educational and Sports Programs: Crosby Scholar Program, soccer leagues, and school counseling services are mentioned as vital resources for educational support, physical activity, and emotional counseling, contributing to the holistic development of youth.
- Boys and Girls Club and Peace Builders: These organizations offer recreational and developmental programs that keep children and adolescents engaged in positive activities, away from the streets and potential violence.
- Food and Necessity Distribution: Organizations such as Love Out Loud and various local churches and food banks provide critical supplies and support to families in need, from backpacks with school supplies to food and clothing, addressing immediate material needs.
- Volunteer and Community Service Opportunities: Programs that encourage community service and volunteering, such as those offered by Love Out Loud and other church initiatives, foster a sense of community responsibility and engagement, allowing individuals to contribute positively to their communities.
- Salvation Army and WIC: Recognized for their long-standing commitment to assisting those in need, these organizations offer a range of services from food assistance to holiday gifts, supporting families through various challenges.

These organizations and programs embody a diverse ecosystem of support, addressing a wide range of needs from basic necessities to emotional and physical well-being. They play a critical role in building and maintaining resilient communities, particularly in the face of civil unrest, collective trauma, and community violence. By offering protective factors through their services,

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these organizations help mitigate the impact of negative experiences and foster a positive environment for growth, healing, and community cohesion.

Differences Between Hispanic / Latinx and Black Excerpts

The excerpts from Hispanic / Latinx participants focus on a variety of community programs aimed at supporting youth through engagement in sports, educational programs, and social outings, with a strong emphasis on safety, skill development, and community building. Programs like Nueva Vida, Open Arms, and various church youth groups are highlighted for their roles in creating safe spaces, offering emotional support, and providing practical skills, such as self-defense through boxing. The mention of trips and talks about violence and abuse indicates a holistic approach to youth development, emphasizing physical safety, emotional well-being, and social education.

Conversely, the excerpts from Black participants concentrate more on mentoring, support networks, and direct assistance programs, such as Full Circle, City Lights Ministry, and food support services. These programs are noted for their roles in providing direct support to individuals, including mentoring, meals, and educational support, with a significant focus on personal development and overcoming challenges. Mentors and community leaders like Ms. Shantae are specifically recognized for their influential roles in participants' lives, suggesting a more individual-focused approach to community support, compared to the broader social engagement strategies seen in the Hispanic / Latinx excerpts.

Differences Between Youth and Adults

Youth discussions are characterized by a direct engagement with and personal benefit from community programs, highlighting specific programs such as Nueva Vida,Open Arms, Crosby Scholar Program, and sports and mentoring programs. These mentions are accompanied by expressions of how these programs contribute to their feelings of safety, happiness, and protection, as well as how they offer practical skills, like self-defense, and opportunities for social outings and personal development.

Adults, on the other hand, tend to discuss community programs with a broader perspective, focusing on the overall availability and utility of such initiatives for community support. They mention programs sponsored by local businesses, churches, and schools, emphasizing the role of these institutions in providing food, educational support, and other resources. Adults also talk about their volunteer roles and the importance of such programs in supporting community needs, such as food insecurity and educational opportunities, rather than direct personal gain or development.

Community partners currently working with the DIS population or working to help bring about project intended goals and outcomes

Community Resources and Support Services

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- Food and Nutrition Programs: Mentioned initiatives include Meals on Wheels, food banks, free lunch programs, and food trucks. Specific mentions of organizations like Sunnyside providing support with food and gift cards.
- Housing and Construction Assistance: Habitat for Humanity is noted for offering discounts and assistance in building homes.

Educational and Recreational Programs
- Youth and Adult Education: Mentions of programs like Full Circle, which offers a broad spectrum of services including mentoring, after-school sports, and distractions from violence. Additionally, the Boys and Girls Club is recognized for its contribution to youth development.
- Community Engagement: Initiatives like Kimberly Park's garden project emphasize the importance of community involvement and environmental education.

Health and Wellbeing
- Mental and Physical Health Services: References to the Nurse-Family Partnership, health departments providing free vaccines, and support groups like B.U.B.H. and Nueva Vida focusing on physical activity and mental health.
- Social Services: Social Security services and WIC (Women, Infants, and Children) are mentioned as crucial support systems for the community.

Faith-based and Volunteer Organizations
- Church Support: Numerous churches are highlighted for their role in providing food, monetary support, and general aid to the community. Open Arms and other faith-based initiatives are recognized for their outreach and support efforts.
- Volunteerism and Leadership: Love Out Loud and individuals volunteering in various capacities, including sports leagues and training programs, illustrate the community's involvement in self-help and leadership development.

Personal Stories and Testimonials
- Individuals share personal experiences with specific organizations and people, such as the mentorship and support received from Ms. Shantae at Full Circle, indicating the profound impact these community partners have on individuals' lives.

Cultural Representation:
- The mention of Maya Angelou's cousin and others involved in cultural representation underscores the community's rich cultural heritage and the role of arts in community engagement.

Differences Between Hispanic / Latinx and Black Excerpts

The Hispanic / Latin(x) excerpts emphasize a wide variety of community and religious organizations actively engaged in providing tangible assistance, such as food, school supplies, and Christmas gifts. Notable is the frequent mention of churches and specific programs like Open Arms and the involvement of volunteers, indicating a strong community spirit centered

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around religious and local groups offering direct support to individuals and families. These excerpts also highlight the personal involvement of individuals in these efforts, including volunteer work and leading community projects, demonstrating a personal commitment to communal welfare.

In contrast, the Black excerpts focus more on grassroots and community-based resources, with a strong emphasis on personal relationships and mentoring. There is a recurring theme of community gardening, mentorship programs (such as Full Circle and Boys and Girls Club), and local initiatives like Meals on Wheels and Habitat for Humanity. The personal stories and connections, including references to influential community members and family, suggest a close-knit community fabric where personal involvement and mentorship play crucial roles in support and development. The excerpts also reflect a reliance on local businesses and community centers as key resources for social and practical support.

Overall, the main thematic difference lies in the Hispanic / Latin(x) excerpts' focus on organized religious and community aid, contrasting with the Black excerpts' emphasis on mentorship, personal relationships, and local grassroots initiatives.

Differences Between Youth and Adults

The youth excerpts primarily highlight personal experiences with community support programs, emphasizing emotional and social development aspects. Mentions of the "Full Circle" program, mentoring, sports activities (such as basketball teams and boxing programs), and support from individuals like Ms. Shantae and family members underscore a focus on personal growth, mentorship, and community engagement. The youth narratives often reflect a sense of personal connection to the programs and individuals mentioned, indicating a direct impact on their lives and well-being.

In contrast, the adult excerpts showcase a broader range of community support initiatives, including food distribution, educational support (like backpacks with school supplies), and financial assistance. Organizations such as "Love Out Loud," "Open Arms," and the Salvation Army are mentioned alongside initiatives like soccer leagues, food banks, and Habitat for Humanity projects. The adult narratives tend to emphasize organizational involvement, volunteer work, and the logistical aspects of community support, including the distribution of goods and services to meet physical needs. Additionally, adults mention involvement in diverse activities such as gardening projects and coffee shops, highlighting a community-building aspect beyond direct support services.

The major thematic difference between the two sets of excerpts lies in the youth's focus on personal development and mentorship within a narrower scope of programs and the adults' emphasis on a broader range of community support services, highlighting organizational roles and the provision of physical needs.

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Limitations and Challenges with Resources and Unmet Needs

Limitations and Challenges with Resources

Systemic Barriers and Inequities
- Access to Resources: Challenges in accessing essential services, such as healthcare, legal aid, and social support, especially for marginalized or undocumented individuals.
- Economic Hardship: The struggle with low wages, high costs of living, and inadequate support for those in need, impacting the ability to sustain basic needs.
- Housing and Infrastructure: Limited access to affordable housing and poorly maintained public facilities, contributing to unsafe living conditions and a lack of community spaces.

Community Safety and Policing
- Police Interaction: Negative experiences with law enforcement, including excessive force and the criminalization of minor offenses, leading to community mistrust.
- Violence and Safety Concerns: The prevalence of gun violence, gang activity, and general safety concerns within communities, affecting the well-being of residents.

Educational and Recreational Opportunities
- Lack of Youth Engagement: Insufficient recreational and educational programs for young people, leading to a higher risk of involvement in negative activities.
- Educational Support: The need for more personalized support for students struggling with school subjects and for parents seeking to aid their children's education.

Health and Wellness
- Mental Health Stigma: Cultural and social stigmas around seeking mental health support, especially within immigrant and minority communities.
- Access to Healthy Options: Challenges in accessing healthy food options and wellness resources, contributing to health disparities.

Community Support and Empowerment
- Desire for Direct Support: The need for more hands-on assistance in navigating systems and accessing resources, including job preparation, legal aid, and family support.
- Community Building: The importance of strengthening community bonds through open communication, shared experiences, and collective action to address common challenges.

Immigration and Legal Concerns
- Challenges for Undocumented Individuals: Specific obstacles faced by undocumented individuals, including fear of deportation, limited access to services, and legal vulnerabilities.
- Advocacy and Legal Aid: The need for more robust advocacy and legal support systems to protect the rights and well-being of all community members, regardless of legal status.

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These themes highlight the multifaceted challenges communities face regarding resource limitations and underscore the need for comprehensive, inclusive approaches to address systemic barriers, improve safety and wellness, and empower individuals and communities toward resilience and self-sufficiency.

Differences Between Hispanic / Latinx and Black Excerpts

The Hispanic / Latinx excerpts focus on community engagement, the challenges of parental involvement due to work obligations, the importance of activities for youth, and the broader context of accessing community resources. These narratives express concerns about the availability of engaging and safe spaces for youth outside of school and family environments, the significance of communication and social awareness in building healthy relationships, and the impact of systemic barriers on accessing necessary resources, such as documentation status. Additionally, they highlight fears related to the lack of trust in rehabilitation services, challenges in accessing mental health support due to childcare needs, ID requirements, and the stigma associated with seeking help within the community.

The Black excerpts discuss systemic issues, including policing practices, the need for comprehensive support services, the impact of low wages, and the lack of healthy food options. There is a strong emphasis on the desire for improved community policing, equitable access to support services, and the challenges faced due to criminal records and socioeconomic barriers. These narratives also reflect on the impact of gun violence, gang activity, and the need for supportive interventions that consider the holistic needs of individuals and communities. Furthermore, they touch on the racial and economic factors that exacerbate community violence and limit opportunities for positive engagement and support.

The thematic differences between these sets of excerpts lie in their focus areas and perceived solutions to community challenges. The Hispanic / Latinx community emphasizes the importance of engagement and support for youth, the challenges of navigating systemic barriers to access resources such as documentation status, and the need for trust and safety in support services. In contrast, the Black community narratives focus more on systemic injustices, the immediate impact of policing and criminal justice policies, and the need for community-based solutions that address the root causes of violence and socioeconomic disparities. Both sets of excerpts, however, underscore the importance of community support, the challenges of systemic barriers, and the desire for safer, more supportive environments for youth and families.

Differences Between Youth and Adults

The excerpts from both the youth and adults highlight several themes related to systemic challenges, community needs, and personal experiences with violence and systemic neglect. Both groups express concerns about the lack of investment in community infrastructure and support services, the impact of violence and policing on their daily lives, and the need for more supportive and understanding approaches to community assistance and rehabilitation.

Youth narratives focus on the desire for more funding in schools and athletic programs, better transportation, and addressing gun violence through community and structural interventions.

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They also discuss broader societal issues, such as racism, sexism, and homelessness, and the need for anger management and conflict resolution spaces, symbolized by a boxing ring. The youth identify root causes of gun violence as gang involvement, and lack of positive outlets for emotions and energy. Their narratives suggest a holistic approach to addressing these issues, emphasizing education, community support, and the provision of resources to prevent violence.

Adults discuss the challenges of engaging with police and systemic barriers to accessing help, emphasizing the need for more humanized and accessible support services. They express frustration with the bureaucratic obstacles to receiving aid and the criminal justice system's impact on community dynamics. Adults also touch on economic challenges, such as wage insufficiency and housing affordability, and the negative effects of processed foods on health. There is a call for community-based solutions to prevent youth from engaging in violence and to support families more effectively.

While both groups articulate a need for systemic change and community support, youth excerpts tend to focus more on immediate solutions to violence and the importance of educational and recreational resources. In contrast, adult narratives delve deeper into systemic injustices and practical barriers to accessing support, highlighting a broader perspective on the root causes of community challenges. Both perspectives underscore the importance of investment in community infrastructure, supportive services, and a more compassionate and comprehensive approach to addressing the complex needs of marginalized communities.

Problems and needs of families and youth going unmet

Economic and Financial Support
- Employment Opportunities: Requests for more jobs, especially those involving physical activities and community engagement, highlight a need for employment that supports both economic stability and social interaction.
- Financial Assistance: Descriptions of financial strain, such as the inability to afford basic needs like housing and water, emphasize the community's need for direct financial support and affordable living conditions.

Education and Youth Engagement
- School and After-School Programs: There is a strong desire for investment in educational programs, including after-school activities, to keep youth engaged and supported outside of standard classroom hours.
- Access to Resources: The lack of nearby libraries and educational materials represents a barrier to literacy and continuous learning, stressing the need for more accessible educational resources.

Community and Recreational Spaces
- Recreational Facilities and Programs: The community expresses a need for more recreational options, such as sports programs, parks, and community centers, to provide safe and constructive outlets for youth.

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- Safe and Clean Environments: Concerns over unsafe and unclean public spaces, such as parks filled with glass or lacking maintenance, underline the importance of clean, safe, and well-equipped community spaces.

Health and Social Services
- Mental Health and Therapeutic Services: There is an acknowledged need for mental health support that is not explicitly labeled as therapy but offers a therapeutic benefit, underscoring a cultural and social openness to mental health that respects community norms.
- Substance Abuse and Addiction: The mention of keeping liquor stores open to prevent hospital overcrowding during COVID-19 highlights broader issues of substance abuse and the need for comprehensive addiction services.

Violence and Safety
- Community Violence and Safety Concerns: Frequent references to gun violence, gangs, and safety concerns indicate a pressing need for interventions aimed at reducing violence and improving community safety.
- Police and Community Relations: Experiences with police, ranging from concerns over racism to dissatisfaction with responses to crime, point to a critical need for improved police-community relations and accountability.

Social Cohesion and Support
- Parental and Community Involvement: The excerpts call for greater parental involvement in children's lives and community actions to address collective challenges, suggesting a broader need for programs that foster community cohesion and mutual support.
- Support for Marginalized Populations: Specific references to the needs of undocumented immigrants and racial minorities reflect a demand for services and support systems tailored to the unique challenges these groups face.

These themes highlight a community in search of multifaceted support across economic, educational, recreational, health, safety, and social domains, aiming to address both the symptoms and root causes of their unmet needs.

Differences Between Hispanic / Latinx and Black Excerpts

The Hispanic / Latinx excerpts predominantly express concerns related to community safety, police inefficacy, and a desire for more robust community support and resources, reflecting a collective experience of trauma, dissatisfaction with law enforcement response, and a longing for a safer, more supportive community environment. This sentiment is underscored by personal experiences with crime and a perception of negligence on the part of authorities, which fuels a sense of injustice and a lack of protection. Additionally, there is a clear call for increased access to community programs, jobs, and services that cater to the well-being and advancement of community members, indicating a strong desire for empowerment and support mechanisms that address the root causes of community challenges.

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Conversely, the Black community excerpts focus significantly on the tangible needs within the community such as employment, housing, and access to basic resources, alongside a strong emphasis on combating community violence through engagement in constructive activities and addressing systemic issues like police brutality and racial discrimination. These narratives reflect a pragmatic approach to community improvement, prioritizing physical and economic security, and the establishment of a supportive infrastructure to mitigate violence and promote wellbeing. The focus is more on structural changes, such as the need for better housing, job opportunities, and safe recreational spaces, highlighting a community effort to address both immediate and systemic challenges to foster a healthier, more equitable living environment.

Differences Between Youth and Adult Excerpts

Youth excerpts highlight a desire for diverse recreational and support programs, such as sports, gaming, substance abuse assistance, tutoring, and mental health services. This diversity reflects a nuanced understanding of the various interests and challenges faced by young people, emphasizing the importance of engagement, education, and emotional well-being. The focus is on creating an inclusive community space that caters to a wide range of needs and interests, encouraging positive activities and support networks for personal development and diversion from negative influences.

Adult excerpts, conversely, delve into deeper systemic and social issues, including police inefficiency, community safety, employment, housing, and the need for comprehensive community support services. These narratives express frustration with the lack of effective law enforcement response, economic opportunities, and accessible resources for dealing with trauma, violence, and the broader implications of immigration and family dynamics. Adults express a critical need for systemic change, emphasizing safety, economic stability, and support services as foundational for community improvement. They advocate for actionable solutions to address the root causes of community challenges, such as crime prevention, economic support, and enhanced communication and support networks, indicating a broader perspective on community resilience and sustainability.

Overall, the thematic divergence underscores a generational perspective on community needs, with youth focusing on immediate, tangible programs that foster personal growth and safety, while adults emphasize structural changes and support systems addressing broader social issues.

Commitments

Community Engagement and Advocacy:
- Participants commit to engaging in community events, advocating for social justice, and providing resources for youth and families.
- A focus on protesting for community issues, standing up for family and friends, and promoting peaceful ways to address civil unrest and community violence.

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Family and Personal Development:
- Commitments to improve communication within families, paying more attention to children, and ensuring a respectful and consistent parenting approach.
- Personal commitments include focusing on education, taking life seriously, and striving for success to support one's family and community.

Violence Prevention and Community Safety:
- Emphasis on addressing the root causes of community violence through better communication, counseling, and removing weapons from communities.
- Participants express a desire to help the community heal from trauma and violence, suggesting education, economic, health, and food support as means to assist those in need.

Educational and Youth Support:
- Commitments to keeping youth in school, teaching them about important social issues, and engaging with them to discuss violence and how to act in challenging situations.
- The importance of education is highlighted as a pathway to future success and as a tool to empower youth within the community.

These themes reflect a collective commitment towards improving community well-being, enhancing family and personal development, preventing violence, and supporting educational and youth initiatives.

Differences Between Hispanic / Latinx and Black Excerpts

Hispanic / Latinx excerpts tend to emphasize direct action within the community and family unit, including protesting and standing up for others amidst broader societal issues. There is a notable focus on improving family communication as a tool against community violence and advocating for systemic changes to support community well-being.

Black excerpts highlight the importance of education and awareness, both for individuals and within the community context, as a means to address social injustices and community violence. The emphasis is more on community involvement and presence, sharing experiences, and advocating for peaceful resolutions and empowerment through personal development and education.

The Hispanic / Latinx commitments lean towards immediate family and community protective actions and structural advocacy, while Black commitments are centered around education, personal and community empowerment, and active involvement in community betterment.

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Differences Between Youth and Adult Themes

Youth are more focused on active participation and self-empowerment, with an emphasis on protesting, education, and personal responsibility. They show a keen interest in being involved in social justice movements and educating themselves and others to bring about change.

Adults concentrate on family dynamics and community support, emphasizing the importance of communication within the family and broader community support systems to address trauma and violence. They also advocate for structural changes to tackle community violence more effectively.

In summary, youth are geared towards activism, education, and personal empowerment, whereas adults prioritize family communication, community healing, and advocating for systemic changes to create a safer environment.

Risk and protective factor for ReCAST Goals

Risk Factors
- Exposure to Violence: Direct experiences or hearing about violent incidents within the community, such as rape or gun violence, contribute to feelings of fear, anger, and helplessness.
- Collective Trauma: Shared experiences of trauma within the community, leading to widespread feelings of loss, fear, damage, and exhaustion.
- Systemic Barriers: Lack of access to essential services due to systemic issues like lack of insurance, contributing to delayed care and exacerbating health disparities.
- Stigmatization: Cultural stigmas around seeking help for mental health issues, particularly within communities of color, hindering the pursuit of emotional therapy and support.

Protective Factors
- Community Solidarity: The desire for unity and collective healing among community members, emphasizing the need to come together and support each other despite differences.
- Awareness and Advocacy: Recognizing the impact of violence and trauma on the community and advocating for resources and programs that address these issues.
- Access to Emotional Therapy: Acknowledgment of the need for emotional support and therapy as a means to cope with and recover from trauma, indicating a shift towards recognizing mental health as a critical component of community resilience.
- Building Support Networks: Efforts to create safe spaces and support networks within the community, where individuals can share their experiences, receive support, and work towards healing together.

Addressing the risk factors while strengthening the protective factors is essential for achieving ReCast goals. This involves not only providing immediate support and resources to those

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affected by violence and trauma but also working towards systemic changes that reduce barriers to accessing care and support. Furthermore, destigmatizing mental health support and fostering a culture of community solidarity and mutual aid are vital steps towards building resilient communities capable of overcoming collective trauma and violence.

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Institutional Interview Guide

Thanks for taking the time to speak with me today. I'm working with We Heal Together, a local initiative working to address trauma and community violence particularly among youth 12-17 and their families. We are currently conducting a Community Needs and Resource Assessment to inform our strategic plan. There are several different ways we are collecting information for this assessment. In these interviews, we are asking organizations and community leaders for information about the needs and assets in the area this program serves. **[Share map]** We are also having separate conversations with community members, reviewing other reports, and studying resource directories.

Do you have any questions for me? If not, let's get started.

1. How would you describe your organization and it's role in the community?
2. Based on your experience working in this community, what needs do youth and their families in this area have related to civil unrest, collective trauma, and community violence?
   - Our program is particularly focused on youth living in higher-poverty neighborhoods who have been chronically absent or experienced suspension from school. How are the needs of these youth and their families in particular similar or different from the needs you just described?
   - What about needs relating to COVID-19? How are they related to other needs?
3. What would you generally describe as leading to poor outcomes for youth and their families in this community?
   - With the youth we are focusing on?
4. What is helping youth and their families thrive and overcome challenges?
5. Here is a list of our program goals for you to reference in the next question. **[Share and read program goals]** What programs, support, and services in the community are working to promote these goals?
   - For the youth we are focusing on in particular?
   - To meet the needs you described earlier?
6. How successful are those programs in their work?
   - In cases where some programs are providing the same services, which are more successful?
   - What are the challenges and limitations of their work?
   - To what extent do programs document their policies and procedures for addressing disparities?
   - What's working well?
   - What problems are not being addressed?
7. How are those programs working together?
   - How and to what extent are organizations coordinating their work?
   - To what extent is funding being blended?
8. What do you feel is needed at a broader level (e.g., from local government, community agencies, task forces, etc.) to meet the goals of this program for this community?

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- ○ What is needed to support strategic planning, implementation, and workforce development efforts in the human service sector?
9. Is there anything else that you think I should know?
10. Which of the following stores would you prefer to have a giftcard from: Target, Walmart, or Amazon?
11. Would you like to be contacted with follow up information about the study and how it's being used?

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Focus Group Protocol - Hispanic / Latinx Adults

(Was also available in Spanish)

Focus Group Protocol/Facilitation Plan

Hispanic/Latin/x/e - Adults - ENGLISH

About this Focus Group

This focus group is a Community Needs Resource Assessment with the following goals:

- Identify drivers of civil unrest and collective trauma in geography.
- Assess what assets already exist in the community
- How well are they working
- What are the gaps in the community
- Unmet needs

All of this will inform the strategic plan — which looks at the assets that are available and how we will meet those needs.

To Prepare to facilitate this focus group:
1. Familiarize yourself with the facilitator's notes ahead of the training conducted by Black SEL. *It is highly suggested that all facilitators complete the notes as the participants before guiding participants through this course. Your reflections will be valuable in the discourse this focus group encourages.
2. Black SEL promotes Social-Emotional well-being and to truly model this within your focus groups, you will need to be the example.
3. Make sure that you have a device to play the focus group songs/videos, that it is charged, and that you have successfully connected to the internet before the focus group begins.
4. **Please remember to collect all photos, chart paper, activities etc. at the end of the focus group. Please do your best to keep all of the materials clearly organized by focus group and activity as a courtesy to the analysis team and to protect the integrity of the research process.**

Research Questions

- What do community members identify as drivers of civil unrest, collective trauma, and community violence?
- What needs to be the priority to disadvantaged populations related to civil unrest, collective trauma, and community violence?
- What community assets provide factors for the priority and disadvantaged populations?
- What available programs, supports, and services are designed to meet the needs?
- What organizations are providing protective factors that are available to the population(s) of focus
- What are the limitations and challenges of the available resources?
- What needs of families and youth in the priority population are going unmet?
- Are there any major problems not being addressed by a service, program, or activity?
- How might the needs and resources related to the COVID-19 pandemic response and recovery impact, inform, or intertwine with other community and system experiences of harm and healing?

Possible Probes (For INTERNAL USE ONLY)
- Tell me what you mean by that
- Tell me more about that
- Can you elaborate
- When you say _____, what do you mean?
- So are you saying [rephrase what they said]
- Can you give me an example
- Is there anything else you would like to add?

Preamble:

Hello, my name is XXX, and I represent XXX. Today, we aim to discuss your thoughts and perspectives on Black and Brown youth amidst the backdrop of civil unrest, collective trauma, and community violence. This discussion will be presented to you in culturally affirming and responsive ways to speak to your social and emotional well-being and lived experiences. To do this, we have placed several items and created activities around the room that will speak to the various learning modalities that may exist in this space.

Let's start by identifying some definitions. On the wall to the XXX (I.e., Right, left, straight ahead..etc) you will see photos with the definitions of Civil Unrest, Collective Trauma, and Social-Emotional Learning.

Civil Unrest: refers to public disturbance, disorder, or agitation within a community, often characterized by protests, demonstrations, strikes, or other forms of collective action.

<<SHOW PRINTED DEFINITION OF _CIVIL UNREST_ AND RELATED PHOTOS>>

Collective trauma: refers to the psychological and emotional impact experienced by a group or community as a result of a shared traumatic event or series of events.

<<SHOW PRINTED DEFINITION OF _COLLECTIVE TRAUM_A AND RELATED PHOTOS>>

Community Violence: refers to acts of violence within a community or neighborhood, impacting individuals and groups residing in that area. This type of violence can take various forms, including physical assaults, homicides, sexual violence, robbery, gang-related violence, and shootings.

<<SHOW PRINTED DEFINITION OF _COMMUNITY VIOLENCE_ AND RELATED PHOTOS>>

Social-Emotional Learning (SEL): refers to the process by which individuals acquire and apply the knowledge, skills, and attitudes necessary to understand and manage emotions, establish and maintain positive relationships, set and achieve positive goals, demonstrate empathy for others, and make responsible decisions.

<<SHOW PRINTED DEFINITION OF _SOCIAL EMOTIONAL LEARNING_ AND RELATED PHOTOS>>

The reason why we are mentioning social-emotional learning is because everything you will be doing today is practicing the skills of SEL. You will be exploring your identity and identifying your emotions, having empathy and perspective-taking with your peers, managing emotions, sharing how you make decisions, and reflecting on your relationships and community. Social-emotional learning is an integral part of education and human development.

Our discussion will last no more than two hours, with scheduled breaks to stretch, pause, and tend to personal needs.

I will pose questions during our conversation, encouraging everyone to contribute openly. I'll be recording our dialogue to ensure accuracy, though rest assured, that your anonymity will be preserved in all reports disseminated to others. We will be taking photos or recording as artifacts of this study. We will be sure when doing so to respect everyone's confidentiality. Before we begin, does anyone have any questions or concerns they'd like to address?

Ok, I will start the recording now.

<<START RECORDING>>

Introduction	1. I want to start by having everyone say the name you would like to be referred to in this study and write it on the name tag. Whoever I start with the next person will be the person to their right and so on. I will start with you (point).
Suggest Pacing: 3 minutes	
Materials Needed: Set chairs up in a circle. A couch can be a part of a circle or floor pillows. Give people the option of which one they would	

like to sit in. Blank name tags should be in each space. ***This should be already set up when participants arrive.***	2. Well, It's great to meet you all and we value your lived experiences. We are excited to dive in and let your voice be heard.

<u>**Activity 1**</u>
 	
What's in your invisible backpack?
(Total Activity time: 15 minutes)
 	
Materials Needed:
    ● Clear backpack
    ● Rocks
    ● Tape
    ● Paper
    ● Stopwatch or phone timer
 	
Possible Probes
 	
1. Tell me what you mean by that.
2. Why do you believe you feel this way?
	1. Our first activity is called "What's in Your Invisible Backpack"? There is a clear backpack in the XXX corner, please identify it.
	2. I want you all to write down 2 emotions that you feel towards civil unrest, 2 emotions that you feel towards collective trauma, and 2 emotions you feel around community violence. We will set a timer for 2 minutes.
	3. Once the timer goes off, I want each person to go over to the backpack one at a time, state each emotion out loud, and then grab a piece of tape and tape each emotion on a rock. You will place the rock/emotion in the backpack and state the next emotion. We want you to be as transparent as possible as your voice can help the trajectory of our community.
	
	For Example:
	    ● "I carry Fear in my backpack when I think of Civil Unrest"
	    ● "I carry courage in my backpack when I think of Civil Unrest"
	    ● "I carry love in my backpack for Collective Trauma"
	    ● "I carry hate in my backpack for Community Violence"
	    ● Please feel free to have them elaborate on each but state that it should be 15 seconds.

Activity 3 **"A Whole New World"** *(Total Activity time: 15 minutes)* *Play this song as a creative opening:* **"Pintame el mundo" Alex Campos 0:30-1:30** [Pinta El Mundo - Alex Campos | Lyric Video 2021 (youtube.com)](youtube.com) ***Please have this song pulled up in your browser to the correct time and ready to play before the focus group begins*** **Materials Needed:** ● Projector/laptop w/ speakers ● Stopwatch/ phone timer ● Chart Paper ● Markers	1. Be Alright is about finding hope and reassurance in God during difficult times, encouraging listeners to trust in God's plan and believe that everything will ultimately be okay. Are there support programs in the community that also offer people hope or reassurance in difficult times? 2. We are going to break out into XXX groups (Determining the size it should be 2-3 people in each group). 3. Take a piece of chart board paper and find a space that is your own. Identify who will be the person in charge of writing/drawing. Put a line down the middle of your paper. 4. Then I want you to draw a quick picture of the programs and support that you see in your community and on the other side of the line I want you to imagine what support and programs you would like to see in your community. **Examples:** ● A community park with more resources ● A new library ● A community violence prevention center ● Free therapy sessions 5. We want you to be as creative as you can and dream around the possibilities. Money and artistic ability should not be a limitation in your artwork. 6. **10-minute mark:** Each group will find a spokesperson and or representative to speak about the drawing in less than 2 minutes. Remember it's important to distinguish between the community you see and the community you envision.

---

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

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<u>Activity 4</u> **<u>A Roadmap to Resilience</u>** *(Total Activity time: 15 minutes)* **Materials Needed:** ● Sticky Notes ● Pencils/Pens	Our next activity is called A Roadmap to Resilience. Let's first start by defining Resilience. **Resilience**: the ability of an individual, community, or system to withstand, adapt to, and recover from adversity, challenges, or difficult circumstances. 1. Truth-telling within the Black and Brown community is often seen as a form of resistance, empowerment, and liberation. 2. I would like you to draw a picture and write a word that would best illustrate your experience of either collective trauma, community violence, or civil unrest. I would like you to draw roots under your experience depicting what you see are the sources or deep causes of their experience. 3. **5-minute mark:** Let's share our photos, please take turns sharing what your pictures mean to you with the group. 4. Thank you for these illustrations and elaborating with us all today. You demonstrated building healthy relationships with effective communication as well as social awareness while listening and perspective-taking of others. Remember our stories are powerful and this is where healing starts.

Activity 5

Walk it Like I Talk It
(Total Activity time: 25 minutes)

Each word should have a synonym underneath the word:

- Civil Unrest: Public disorder
- Community Violence: Neighborhood aggression
- Collective Trauma: Mass suffering

Materials Needed:
- Sticky paper with topics written ahead of time (One topic on each sticky note- Civil unrest, collective trauma, and community violence)
- Hat or bucket for one rep from each group to grab a topic
- Paper
- Pens/pencils

1. This next activity is called "Walk it like I talk it". We are going to break into groups of 2 and I will count you all off. There are XXX pieces of paper and every group grabs one piece of paper.
2. Each paper has the words collective trauma, community violence, or civil unrest. I want you all to take **ten minutes** to create a 2-minute play describing a need, challenge, or barrier in the community based on the topic provided.
3. Please ensure that your play illustrates an unaddressed need in the community or limited resources impacting your assigned group topic within your community.
4. **10-minute mark**: Let's start with group #1 and the next group # should be prepared to follow along. Let's have fun with this, but also you should feel it - make it real for us!

And ACTION!

5. After participating and watching each play I now want you to think about the top three challenges, barriers and needs you experience in your community. I will give everyone 2 minutes to think about this and write your top 3 items on your sheet of paper. We will then go around the room and each participant will be asked to share what they have written down.

Possible Probes
- Tell me more about that
- Can you elaborate on this
- When you say _____, what do you mean?
- So are you saying [rephrase what they said]

---

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

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Activity 6 **STANDING ON BUSINESS.....** *(Total Activity time: 15 minutes)* ***Please note: These are just creative titles, they are not songs to play.*** **Materials Needed:** ● Notebook ● Pens/Pencil	1. This next activity is called "Standing on Business". We are going to practice truth-telling and I want you to think of how your life was before COVID-19 and how it is now. 2. I will give you 5 minutes to journal regarding your reflections. COVID-19 has impacted people in dramatic ways whether good or bad. As you reflect I would like you to think about what experience of harm or healing have you encountered from COVID-19. Also, think of resources that may have helped or were needed during this time. 3. Once 5 minutes is up we will go around and have everyone share at least one thought from their reflection. We will allow 1 minute to share per person. **Possible Probes** ● Tell me more about that ● Can you elaborate on this ● When you say _____, what do you mean? ● So are you saying [rephrase what they said] ● Can you give me an example ● How do you feel that situation impacted your everyday life? ● Is there anything else you would like to add?

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

Activity 9 **"Yo Sere tu Sol" by redimi2** **0:10-0:55** *(Total Activity time: 10 minutes)* https://www.youtube.com/watch?v=z6O BhLCqjKA ***Please have the song pulled up in your browser ready to play before the focus group begins.*** **Materials Needed:** ● Paper ● Pens/Pencils	1. "Yo Seré tu Sol" by Redimi2 is about offering unwavering support, love, and companionship to someone in their darkest moments, promising to be their guiding light and source of strength. I want you to think of how that song makes you feel and then think about how organizations that you feel support you in your community, make you feel happy, safe and protected to live life to the fullest. 2. I would like you to number your paper 1-3 and take the next 3 minutes to think of the top three organizations that you feel help you overcome negative risk factors within your community. 3. After three minutes I will ask each of you to share your response.

Activity 10

Commitment Circle
(Total Activity time: 15 minutes)

Materials Needed:
- Chart paper with the following prompt on the wall. "*In light of our discussion today, what commitments am I making to myself and my community to address civil unrest, community violence, and collective trauma?*"

1. This is the last activity for our focus group. Take a moment to reflect silently on the following prompt on the wall.

   "*In light of our discussion today, what commitments am I making to myself and my community to address civil unrest, community violence, and collective trauma?*"

2. I want you to write down your commitments on a piece of paper. Be specific, actionable, and heartfelt in these commitments.
3. Please take a moment to share your commitments with the group. As you share these commitments remember these are affirmations to yourself always to speak up and speak out for your community.
4. While your peers are speaking, reflect on the common themes or shared values that emerged from the commitments shared.

Closing **Materials Needed:** ● Printed paper survey	1. Before we end our focus group, are there comments, questions or concerns around today's session. 2. I would also like to give you a brief 5 question survey to make sure we understand all of your concerns and get your feedback." Everyone who completes this survey will receive an additional $10 gift card. ***This will not be a part of the Full Circle focus groups. Please skip #2 for Full Circle focus groups.*** 3. I would like to thank you all for your openness, honesty, and commitment to yourself and your community. Today you practice many SEL skills and I encourage you to practice these skills every day. I encourage you to carry your commitments forward and take action to create positive change in the face of civil unrest, community violence, and collective trauma." ** Stop Recording**

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Focus Group Protocol/Facilitation Plan

Black - Adults

About this Focus Group

This focus group is a Community Needs Resource Assessment with the following goals:

- Identify drivers of civil unrest and collective trauma in geography.
- Assess what assets already exist in the community
- How well are they working
- What are the gaps in the community
- Unmet needs

All of this will inform the strategic plan — which looks at the assets that are available and how we will meet those needs.

To Prepare to facilitate this focus group:
1. Familiarize yourself with the facilitator's notes ahead of the training conducted by Black SEL. *It is highly suggested that all facilitators complete the notes as the participants before guiding participants through this course. Your reflections will be valuable in the discourse this focus group encourages.
2. Black SEL promotes Social-Emotional well-being and to truly model this within your focus groups, you will need to be the example.
3. Make sure that you have a device to play the focus group songs/videos, that it is charged, and that you have successfully connected to the internet before the focus group begins.
4. **Please remember to collect all photos, chart paper, activities etc. at the end of the focus group. Please do your best to keep all of the materials clearly organized by focus group and activity as a courtesy to the analysis team and to protect the integrity of the research process.**

Research Questions

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- What do community members identify as drivers of civil unrest, collective trauma, and community violence?
- What needs to be the priority to disparate populations related to civil unrest, collective trauma, and community violence?
- What community assets provide factors for the priority and disparate populations?
- What available programs, supports, and services are designed to meet the needs?
- What organizations are providing protective factors that are available to the population(s) of focus
- What are the limitations and challenges of the available resources?
- What needs of families and youth in the priority population are going unmet?
- Are there any major problems not being addressed by a service, program, or activity?
- How might the needs and resources related to the COVID-19 pandemic response and recovery impact, inform, or intertwine with other community and system experiences of harm and healing?

Possible Probes (For INTERNAL USE ONLY)
- Tell me what you mean by that
- Tell me more about that
- Can you elaborate
- When you say _____, what do you mean?
- So are you saying [rephrase what they said]
- Can you give me an example
- Is there anything else you would like to add?

Preamble:

Hello, my name is XXX, and I represent XXX. Today, we aim to discuss your thoughts and perspectives on Black and Brown youth amidst the backdrop of civil unrest, collective trauma, and community violence. This discussion will be presented to you in culturally affirming and responsive ways to speak to your social and emotional well-being and lived experiences. To do this, we have placed several items and created activities around the room that will speak to the various learning modalities that may exist in this space.

Let's start by identifying some definitions. On the wall to the XXX (I.e., Right, left, straight ahead..etc) you will see photos with the definitions of Civil Unrest, Collective Trauma, and Social-Emotional Learning.

Civil Unrest: refers to public disturbance, disorder, or agitation within a community, often characterized by protests, demonstrations, strikes, or other forms of collective action.

<<SHOW PRINTED DEFINITION OF _CIVIL UNREST_ AND RELATED PHOTOS>>

Collective trauma: refers to the psychological and emotional impact experienced by a group or community as a result of a shared traumatic event or series of events.

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<<SHOW PRINTED DEFINITION OF _COLLECTIVE TRAUM_A AND RELATED PHOTOS>>

Community Violence: refers to acts of violence within a community or neighborhood, impacting individuals and groups residing in that area. This type of violence can take various forms, including physical assaults, homicides, sexual violence, robbery, gang-related violence, and shootings.

<<SHOW PRINTED DEFINITION OF _COMMUNITY VIOLENCE_ AND RELATED PHOTOS>>

Social-Emotional Learning (SEL): refers to the process by which individuals acquire and apply the knowledge, skills, and attitudes necessary to understand and manage emotions, establish and maintain positive relationships, set and achieve positive goals, demonstrate empathy for others, and make responsible decisions.

<<SHOW PRINTED DEFINITION OF _SOCIAL EMOTIONAL LEARNING_ AND RELATED PHOTOS>>

The reason why we are mentioning social-emotional learning is because everything you will be doing today is practicing the skills of SEL. You will be exploring your identity and identifying your emotions, having empathy and perspective-taking with your peers, managing emotions, sharing how you make decisions, and reflecting on your relationships and community. Social-emotional learning is an integral part of education and human development.

Our discussion will last no more than two hours, with scheduled breaks to stretch, pause, and tend to personal needs.

I will pose questions during our conversation, encouraging everyone to contribute openly. I'll be recording our dialogue to ensure accuracy, though rest assured, that your anonymity will be preserved in all reports disseminated to others. We will be taking photos or recording as artifacts of this study. We will be sure when doing so to respect everyone's confidentiality. Before we begin, does anyone have any questions or concerns they'd like to address?

Ok, I will start the recording now.

<<START RECORDING>>

Introduction	1. I want to start by having everyone say the name you would like to be referred to in this study and write it on the name tag. Whoever I start with the next person will be the person to their right and so on. I will start with you (point).
Suggest Pacing: 3 minutes	
Materials Needed: Set chairs up in a circle. A couch can be a part of a circle or floor pillows. Give people the option of which one they would	

like to sit in. Blank name tags should be in each space. ***This should be already set up when participants arrive.***	2. Well, It's great to meet you all and we value your lived experiences. We are excited to dive in and let your voice be heard.

Activity 1 **What's in your invisible backpack?** *(Total Activity time: 15 minutes)* Materials Needed: ● Clear backpack ● Rocks ● Tape ● Paper ● Stopwatch or phone timer Possible Probes 1. Tell me what you mean by that. 2. Why do you believe you feel this way?	1. Our first activity is called "What's in Your Invisible Backpack"? There is a clear backpack in the XXX corner, please identify it. 2. I want you all to write down 2 emotions that you feel towards civil unrest, 2 emotions that you feel towards collective trauma, and 2 emotions you feel around community violence. We will set a timer for 2 minutes. 3. Once the timer goes off, I want each person to go over to the backpack one at a time, state each emotion out loud, and then grab a piece of tape and tape each emotion on a rock. You will place the rock/emotion in the backpack and state the next emotion. We want you to be as transparent as possible as your voice can help the trajectory of our community. **For Example:** ● "I carry Fear in my backpack when I think of Civil Unrest" ● "I carry courage in my backpack when I think of Civil Unrest" ● "I carry love in my backpack for Collective Trauma" ● "I carry hate in my backpack for Community Violence" ● Please feel free to have them elaborate on each but state that it should be 15 seconds.

Activity 3

"A Whole New World"
(Total Activity time: 15 minutes)

Play this song as a creative opening:
What's the 411 — Mary J. Blige
https://www.youtube.com/watch?v=4t3ilsGhXkE

(Start at :08 due to profanity at the beginning)

Please have this song pulled up in your browser to the correct time and ready to play before the focus group begins

Materials Needed:
- Projector/laptop w/ speakers
- Stopwatch/ phone timer
- Chart Paper
- Markers

1. We are going to play a few seconds of a song called "What's the 411" by Mary J. Blige. The central message of the song is about empowerment, resilience, and self-worth, particularly in the context of relationships and personal growth. Blige's lyrics often explore themes of overcoming obstacles, staying true to oneself, and finding strength through adversity.Think about how we can work to change this and what our community could look like.
2. We are going to break out into XXX groups (Determining the size it should be 2-3 people in each group).
3. Take a piece of chart board paper and find a space that is your own. Identify who will be the person in charge of writing/ drawing. Put a line down the middle of your paper.
4. Then I want you to draw a quick picture of the programs and support that you see in your community and on the other side of the line I want you to imagine what support and programs you would like to see in your community.

Examples:
- A community park with more resources
- A new library
- A community violence prevention center
- Free therapy sessions

5. We want you to be as creative as you can and dream around the possibilities. Money and artistic ability should not be a limitation in your artwork.
6. **10-minute mark:** Each group will find a spokesperson and or representative to speak about the drawing in less than 2 minutes. Remember it's important to distinguish between the community you see and the community you envision.

---

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

<u>Activity 4</u> **<u>A Roadmap to Resilience</u>** *(Total Activity time: 15 minutes)* **Materials Needed:** ● Sticky Notes ● Pencils/Pens	Our next activity is called A Roadmap to Resilience. Let's first start by defining Resilience. **Resilience**: the ability of an individual, community, or system to withstand, adapt to, and recover from adversity, challenges, or difficult circumstances. 1. Truth-telling within the Black and Brown community is often seen as a form of resistance, empowerment, and liberation. 2. I would like you to draw a picture and write a word that would best illustrate your experience of either collective trauma, community violence, or civil unrest. I would like you to draw roots under your experience depicting what you see are the sources or deep causes of their experience. 3. **5-minute mark:** Let's share our photos, please take turns sharing what your pictures mean to you with the group. 4. Thank you for these illustrations and elaborating with us all today. You demonstrated building healthy relationships with effective communication as well as social awareness while listening and perspective-taking of others. Remember our stories are powerful and this is where healing starts.

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Activity 5

Walk it Like I Talk It
(Total Activity time: 25 minutes)

Each word should have a synonym underneath the word:

- Civil Unrest: Public disorder
- Community Violence: Neighborhood aggression
- Collective Trauma: Mass suffering

Materials Needed:
- Sticky paper with topics written ahead of time (One topic on each sticky note- Civil unrest, collective trauma, and community violence)
- Hat or bucket for one rep from each group to grab a topic
- Paper
- Pens/pencils

1. This next activity is called "Walk it like I talk it". We are going to break into groups of 2 and I will count you all off. There are XXX pieces of paper and every group grabs one piece of paper.
2. Each paper has the words collective trauma, community violence, or civil unrest. I want you all to take **ten minutes** to create a 2-minute play describing a need, challenge, or barrier in the community based on the topic provided.
3. Please ensure that your play illustrates an unaddressed need in the community or limited resources impacting your assigned group topic within your community.
4. **10-minute mark**: Let's start with group #1 and the next group # should be prepared to follow along. Let's have fun with this, but also you should feel it - make it real for us!

And ACTION!

5. After participating and watching each play I now want you to think about the top three challenges, barriers and needs you experience in your community. I will give everyone 2 minutes to think about this and write your top 3 items on your sheet of paper. We will then go around the room and each participant will be asked to share what they have written down.

Possible Probes
- Tell me more about that
- Can you elaborate on this
- When you say _____, what do you mean?
- So are you saying [rephrase what they said]

---

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

Activity 6 **STANDING ON BUSINESS.....** *(Total Activity time: 15 minutes)* ***Please note: These are just creative titles, they are not songs to play.*** **Materials Needed:** ● Notebook ● Pens/Pencil	1. This next activity is called "Standing on Business". We are going to practice truth-telling and I want you to think of how your life was before COVID-19 and how it is now. 2. I will give you 5 minutes to journal regarding your reflections. COVID-19 has impacted people in dramatic ways whether good or bad. As you reflect I would like you to think about what experience of harm or healing have you encountered from COVID-19. Also, think of resources that may have helped or were needed during this time. 3. Once 5 minutes is up we will go around and have everyone share at least one thought from their reflection. We will allow 1 minute to share per person. **Possible Probes** ● Tell me more about that ● Can you elaborate on this ● When you say _____, what do you mean? ● So are you saying [rephrase what they said] ● Can you give me an example ● How do you feel that situation impacted your everyday life? ● Is there anything else you would like to add?

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

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Activity 9

Who Can I Run To by Xcape
(Total Activity time: 10 minutes)

https://www.youtube.com/watch?v=xLjyPBQk_Os

Please have the song pulled up in you browser ready to play before the focus group begins.

Materials Needed:
- Paper
- Pens/Pencils

1. This next activity is called Who Can I Run To. The central message of "Who Can I Run To" by Xscape revolves around seeking comfort and support in times of need, particularly in the context of love and relationships. The song expresses vulnerability and the longing for someone trustworthy to rely on during challenging times. This song was about love and trust but I want you to position the **organizations** around you as love — who do you feel you can run to? If you feel like there are none, then you can mention a family member or community leader.
2. I would like you to number your paper 1-3 and take the next 3 minutes to think of the top three organizations that you feel help you overcome negative risk factors within your community.
3. After three minutes I will ask each of you to share your response.

Activity 10

Commitment Circle
(Total Activity time: 15 minutes)

Materials Needed:
- Chart paper with the following prompt on the wall. "*In light of our discussion today, what commitments am I making to myself and my community to address civil unrest, community violence, and collective trauma?*"

1. This is the last activity for our focus group. Take a moment to reflect silently on the following prompt on the wall.

   "*In light of our discussion today, what commitments am I making to myself and my community to address civil unrest, community violence, and collective trauma?*"

2. I want you to write down your commitments on a piece of paper. Be specific, actionable, and heartfelt in these commitments.
3. Please take a moment to share your commitments with the group. As you share these commitments remember these are affirmations to yourself always to speak up and speak out for your community.
4. While your peers are speaking, reflect on the common themes or shared values that emerged from the commitments shared.

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Closing **Materials Needed:** • Printed paper survey	1. Before we end our focus group, are there comments, questions or concerns around today's session. 2. I would also like to give you a brief 5 question survey to make sure we understand all of your concerns and get your feedback." Everyone who completes this survey will receive an additional $10 gift card. ***This will not be a part of the Full Circle focus groups. Please skip #2 for Full Circle focus groups.*** 3. I would like to thank you all for your openness, honesty, and commitment to yourself and your community. Today you practice many SEL skills and I encourage you to practice these skills every day. I encourage you to carry your commitments forward and take action to create positive change in the face of civil unrest, community violence, and collective trauma." ** Stop Recording**

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Focus Group Protocol/Facilitation Plan

Hispanic/Latin(x) - Youth

About this Focus Group

This focus group is a Community Needs Resource Assessment with the following goals:

- Identify drivers of civil unrest and collective trauma in geography.
- Assess what assets already exist in the community
- How well are they working
- What are the gaps in the community
- Unmet needs

All of this will inform the strategic plan — which looks at the assets that are available and how we will meet those needs.

To Prepare to facilitate this focus group:

1. Familiarize yourself with the facilitator's notes ahead of the training conducted by Black SEL. *It is highly suggested that all facilitators complete the notes as the participants before guiding participants through this course. Your reflections will be valuable in the discourse this focus group encourages.
2. Black SEL promotes Social-Emotional well-being and to truly model this within your focus groups, you will need to be the example.
3. Make sure that you have a device to play the focus group songs/videos, that it is charged, and that you have successfully connected to the internet before the focus group begins.
4. **Please remember to collect all photos, chart paper, activities etc. at the end of the focus group. Please do your best to keep all of the materials clearly organized by focus group and activity as a courtesy to the analysis team and to protect the integrity of the research process.**

Research Questions

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- What do community members identify as drivers of civil unrest, collective trauma, and community violence?
- What needs to be the priority to disparate populations related to civil unrest, collective trauma, and community violence?
- What community assets provide factors for the priority and disparate populations?
- What available programs, supports, and services are designed to meet the needs?
- What organizations are providing protective factors that are available to the population(s) of focus
- What are the limitations and challenges of the available resources?
- What needs of families and youth in the priority population are going unmet?
- Are there any major problems not being addressed by a service, program, or activity?
- How might the needs and resources related to the COVID-19 pandemic response and recovery impact, inform, or intertwine with other community and system experiences of harm and healing?

Possible Probes (For INTERNAL USE ONLY)
- Tell me what you mean by that
- Tell me more about that
- Can you elaborate
- When you say _____, what do you mean?
- So are you saying [rephrase what they said]
- Can you give me an example
- Is there anything else you would like to add?

Preamble:

Hello, my name is XXX, and I represent XXX. Today, we aim to discuss your thoughts and perspectives on Black and Brown youth amidst the backdrop of civil unrest, collective trauma, and community violence. This discussion will be presented to you in culturally affirming and responsive ways to speak to your social and emotional well-being and lived experiences. To do this, we have placed several items and created activities around the room that will speak to the various learning modalities that may exist in this space.

Let's start by identifying some definitions. On the wall to the XXX (I.e., Right, left, straight ahead..etc) you will see photos with the definitions of Civil Unrest, Collective Trauma, and Social-Emotional Learning.

Civil Unrest: refers to public disturbance, disorder, or agitation within a community, often characterized by protests, demonstrations, strikes, or other forms of collective action.

<<**SHOW PRINTED DEFINITION OF _CIVIL UNREST_ AND RELATED PHOTOS**>>

Collective trauma: refers to the psychological and emotional impact experienced by a group or community as a result of a shared traumatic event or series of events.

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<<SHOW PRINTED DEFINITION OF _COLLECTIVE TRAUM_A AND RELATED PHOTOS>>

Community Violence: refers to acts of violence within a community or neighborhood, impacting individuals and groups residing in that area. This type of violence can take various forms, including physical assaults, homicides, sexual violence, robbery, gang-related violence, and shootings.

<<SHOW PRINTED DEFINITION OF _COMMUNITY VIOLENCE_ AND RELATED PHOTOS>>

Social-Emotional Learning (SEL): refers to the process by which individuals acquire and apply the knowledge, skills, and attitudes necessary to understand and manage emotions, establish and maintain positive relationships, set and achieve positive goals, demonstrate empathy for others, and make responsible decisions.

<<SHOW PRINTED DEFINITION OF _SOCIAL EMOTIONAL LEARNING_ AND RELATED PHOTOS>>

The reason why we are mentioning social-emotional learning is because everything you will be doing today is practicing the skills of SEL. You will be exploring your identity and identifying your emotions, having empathy and perspective-taking with your peers, managing emotions, sharing how you make decisions, and reflecting on your relationships and community. Social-emotional learning is an integral part of education and human development.

Our discussion will last no more than two hours, with scheduled breaks to stretch, pause, and tend to personal needs.

I will pose questions during our conversation, encouraging everyone to contribute openly. I'll be recording our dialogue to ensure accuracy, though rest assured, that your anonymity will be preserved in all reports disseminated to others. We will be taking photos or recording as artifacts of this study. We will be sure when doing so to respect everyone's confidentiality. Before we begin, does anyone have any questions or concerns they'd like to address?

Ok, I will start the recording now.

<<START RECORDING>>

Introduction	1. I want to start by having everyone say the name you would like to be referred to in this study and write it on the name tag. Whoever I start with the next person will be the person to their right and so on. I will start with you (point).
Suggest Pacing: 3 minutes	
Materials Needed: Set chairs up in a circle. A couch can be a part of a circle or floor pillows. Give people the option of which one they would	

like to sit in. Blank name tags should be in each space. ***This should be already set up when participants arrive.***	2. Well, It's great to meet you all and we value your lived experiences. We are excited to dive in and let your voice be heard.

<u>**Activity 1**</u>
 	
What's in your invisible backpack?
(Total Activity time: 15 minutes)
 	
Materials Needed:
    ● Clear backpack
    ● Rocks
    ● Tape
    ● Paper
    ● Stopwatch or phone timer
 	
Possible Probes
 	
1. Tell me what you mean by that.
2. Why do you believe you feel this way?
	1. Our first activity is called "What's in Your Invisible Backpack"? There is a clear backpack in the XXX corner, please identify it.
	2. I want you all to write down 2 emotions that you feel towards civil unrest, 2 emotions that you feel towards collective trauma, and 2 emotions you feel around community violence. We will set a timer for 2 minutes.
	3. Once the timer goes off, I want each person to go over to the backpack one at a time, state each emotion out loud, and then grab a piece of tape and tape each emotion on a rock. You will place the rock/emotion in the backpack and state the next emotion. We want you to be as transparent as possible as your voice can help the trajectory of our community.
	
	For Example:
	    ● "I carry Fear in my backpack when I think of Civil Unrest"
	    ● "I carry courage in my backpack when I think of Civil Unrest"
	    ● "I carry love in my backpack for Collective Trauma"
	    ● "I carry hate in my backpack for Community Violence"
	    ● Please feel free to have them elaborate on each but state that it should be 15 seconds.

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Activity 3

"A Whole New World"
(Total Activity time: 15 minutes)

Play this song as a creative opening:
"Pinta el Mundo" Alex Campos
0:30- 1:30
https://www.youtube.com/watch?v=h-WrZUTRXjY

Please have this song pulled up in your browser to the correct time and ready to play before the focus group begins

Materials Needed:
- Projector/laptop w/ speakers
- Stopwatch/ phone timer
- Chart Paper
- Markers

1. Pinta el Mundo by Alex Campos is about spreading positivity, love, and hope to the world, encouraging people to make a difference through their actions and to brighten the world with kindness and compassion. Think about the world you want to see within your own community.
2. We are going to break out into XXX groups (Determining the size it should be 2-3 people in each group).
3. Take a piece of chart board paper and find a space that is your own. Identify who will be the person in charge of writing/ drawing. Put a line down the middle of your paper.
4. Then I want you to draw a quick picture of the programs and support that you see in your community and on the other side of the line I want you to imagine what support and programs you would like to see in your community.

Examples:
- A community park with more resources
- A new library
- A community violence prevention center
- Free therapy sessions

5. We want you to be as creative as you can and dream around the possibilities. Money and artistic ability should not be a limitation in your artwork.
6. **10-minute mark:** Each group will find a spokesperson and or representative to speak about the drawing in less than 2 minutes. Remember it's important to distinguish between the community you see and the community you envision.

---

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

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Activity 4 **A Roadmap to Resilience** *(Total Activity time: 15 minutes)* **Materials Needed:** ● Sticky Notes ● Pencils/Pens	Our next activity is called A Roadmap to Resilience. Let's first start by defining Resilience. 1. Truth-telling within the Black and Brown community is often seen as a form of resistance, empowerment, and liberation. 2. I would like you to draw a picture and write a word that would best illustrate your experience of either collective trauma, community violence, or civil unrest. I would like you to draw roots under your experience depicting what you see are the sources or deep causes of their experience. 3. **5-minute mark:** Let's share our photos, please take turns sharing what your pictures mean to you with the group. 4. Thank you for these illustrations and elaborating with us all today. You demonstrated building healthy relationships with effective communication as well as social awareness while listening and perspective-taking of others. Remember our stories are powerful and this is where healing starts.

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Activity 5

Walk it Like I Talk It
(Total Activity time: 25 minutes)

Each word should have a synonym underneath the word:

- Civil Unrest: Public disorder
- Community Violence: Neighborhood aggression
- Collective Trauma: Mass suffering

Materials Needed:
- Sticky paper with topics written ahead of time (One topic on each sticky note- Civil unrest, collective trauma, and community violence)
- Hat or bucket for one rep from each group to grab a topic
- Paper
- Pens/pencils

1. This next activity is called "Walk it like I talk it". We are going to break into groups of 2 and I will count you all off. There are XXX pieces of paper and every group grabs one piece of paper.
2. Each paper has the words collective trauma, community violence, or civil unrest. I want you all to take **ten minutes** to create a 2-minute play describing a need, challenge, or barrier in the community based on the topic provided.
3. Please ensure that your play illustrates an unaddressed need in the community or limited resources impacting your assigned group topic within your community.
4. **10-minute mark**: Let's start with group #1 and the next group # should be prepared to follow along. Let's have fun with this, but also you should feel it - make it real for us!

And ACTION!

5. After participating and watching each play I now want you to think about the top three challenges, barriers and needs you experience in your community. I will give everyone 2 minutes to think about this and write your top 3 items on your sheet of paper. We will then go around the room and each participant will be asked to share what they have written down.

Possible Probes
- Tell me more about that
- Can you elaborate on this
- When you say _____, what do you mean?
- So are you saying [rephrase what they said]

---

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

Activity 6 **STANDING ON BUSINESS.....** *(Total Activity time: 15 minutes)* ***Please note: These are just creative titles, they are not songs to play.*** **Materials Needed:** ● Notebook ● Pens/Pencil	1. This next activity is called "Standing on Business". We are going to practice truth-telling and I want you to think of how your life was before COVID-19 and how it is now. 2. I will give you 5 minutes to journal regarding your reflections. COVID-19 has impacted people in dramatic ways whether good or bad. As you reflect I would like you to think about what experience of harm or healing have you encountered from COVID-19. Also, think of resources that may have helped or were needed during this time. 3. Once 5 minutes is up we will go around and have everyone share at least one thought from their reflection. We will allow 1 minute to share per person. **Possible Probes** ● Tell me more about that ● Can you elaborate on this ● When you say _____, what do you mean? ● So are you saying [rephrase what they said] ● Can you give me an example ● How do you feel that situation impacted your everyday life? ● Is there anything else you would like to add?

---

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

Activity 9	1. Count on Me by Bruno Mars is about friendship and loyalty, emphasizing the importance of being there for each other through thick and thin, and promising unwavering support and encouragement. I want you to think of how that song makes you feel and then think about how organizations that you feel support you in your community, make you feel happy, safe and protected to live life to the fullest.
Count On Me- Bruno Mars **(0:05-0:30)** *(Total Activity time: 10 minutes)* https://www.youtube.com/watch?v=6k8cpUkKK4c ***Please have the song pulled up in you browser ready to play before the focus group begins.*** **Materials Needed:** ● Paper ● Pens/Pencils	2. I would like you to number your paper 1-3 and take the next 3 minutes to think of the top three organizations that you feel help you overcome negative risk factors within your community. 3. After three minutes I will ask each of you to share your response.

Activity 10

Commitment Circle
(Total Activity time: 15 minutes)

Materials Needed:
- Chart paper with the following prompt on the wall. "*In light of our discussion today, what commitments am I making to myself and my community to address civil unrest, community violence, and collective trauma?*"

1. This is the last activity for our focus group. Take a moment to reflect silently on the following prompt on the wall.

   "*In light of our discussion today, what commitments am I making to myself and my community to address civil unrest, community violence, and collective trauma?*"

2. I want you to write down your commitments on a piece of paper. Be specific, actionable, and heartfelt in these commitments.
3. Please take a moment to share your commitments with the group. As you share these commitments remember these are affirmations to yourself always to speak up and speak out for your community.
4. While your peers are speaking, reflect on the common themes or shared values that emerged from the commitments shared.

Closing	
Materials Needed: • Printed paper survey	1. Before we end our focus group, are there comments, questions or concerns around today's session. 2. I would also like to give you a brief 5 question survey to make sure we understand all of your concerns and get your feedback." Everyone who completes this survey will receive an additional $10 gift card. ***This will not be a part of the Full Circle focus groups. Please skip #2 for Full Circle focus groups.*** 3. I would like to thank you all for your openness, honesty, and commitment to yourself and your community. Today you practice many SEL skills and I encourage you to practice these skills every day. I encourage you to carry your commitments forward and take action to create positive change in the face of civil unrest, community violence, and collective trauma." ** Stop Recording**

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Focus Group Protocol/Facilitation Plan

Black - Youth

About this Focus Group

This focus group is a Community Needs Resource Assessment with the following goals:

- Identify drivers of civil unrest and collective trauma in geography.
- Assess what assets already exist in the community
- How well are they working
- What are the gaps in the community
- Unmet needs

All of this will inform the strategic plan — which looks at the assets that are available and how we will meet those needs.

To Prepare to facilitate this focus group:

1. Familiarize yourself with the facilitator's notes ahead of the training conducted by Black SEL. *It is highly suggested that all facilitators complete the notes as the participants before guiding participants through this course. Your reflections will be valuable in the discourse this focus group encourages.
2. Black SEL promotes Social-Emotional well-being and to truly model this within your focus groups, you will need to be the example.
3. Make sure that you have a device to play the focus group songs/videos, that it is charged, and that you have successfully connected to the internet before the focus group begins.
4. **Please remember to collect all photos, chart paper, activities etc. at the end of the focus group. Please do your best to keep all of the materials clearly organized by focus group and activity as a courtesy to the analysis team and to protect the integrity of the research process.**

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Research Questions

- What do community members identify as drivers of civil unrest, collective trauma, and community violence?
- What needs to be the priority to disparate populations related to civil unrest, collective trauma, and community violence?
- What community assets provide factors for the priority and disparate populations?
- What available programs, supports, and services are designed to meet the needs?
- What organizations are providing protective factors that are available to the population(s) of focus
- What are the limitations and challenges of the available resources?
- What needs of families and youth in the priority population are going unmet?
- Are there any major problems not being addressed by a service, program, or activity?
- How might the needs and resources related to the COVID-19 pandemic response and recovery impact, inform, or intertwine with other community and system experiences of harm and healing?

Possible Probes (For INTERNAL USE ONLY)

- Tell me what you mean by that
- Tell me more about that
- Can you elaborate
- When you say _____, what do you mean?
- So are you saying [rephrase what they said]
- Can you give me an example
- Is there anything else you would like to add?

Preamble:

Hello, my name is XXX, and I represent XXX. Today, we aim to discuss your thoughts and perspectives on Black and Brown youth amidst the backdrop of civil unrest, collective trauma, and community violence. This discussion will be presented to you in culturally affirming and responsive ways to speak to your social and emotional well-being and lived experiences. To do this, we have placed several items and created activities around the room that will speak to the various learning modalities that may exist in this space.

Let's start by identifying some definitions. On the wall to the XXX (I.e., Right, left, straight ahead..etc) you will see photos with the definitions of Civil Unrest, Collective Trauma, and Social-Emotional Learning.

Civil Unrest: refers to public disturbance, disorder, or agitation within a community, often characterized by protests, demonstrations, strikes, or other forms of collective action.

<<**SHOW PRINTED DEFINITION OF _CIVIL UNREST_ AND RELATED PHOTOS**>>

Collective trauma: refers to the psychological and emotional impact experienced by a group or

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community as a result of a shared traumatic event or series of events.

<<SHOW PRINTED DEFINITION OF _COLLECTIVE TRAUM_A AND RELATED PHOTOS>>

Community Violence: refers to acts of violence within a community or neighborhood, impacting individuals and groups residing in that area. This type of violence can take various forms, including physical assaults, homicides, sexual violence, robbery, gang-related violence, and shootings.

<<SHOW PRINTED DEFINITION OF _COMMUNITY VIOLENCE_ AND RELATED PHOTOS>>

Social-Emotional Learning (SEL): refers to the process by which individuals acquire and apply the knowledge, skills, and attitudes necessary to understand and manage emotions, establish and maintain positive relationships, set and achieve positive goals, demonstrate empathy for others, and make responsible decisions.

<<SHOW PRINTED DEFINITION OF _SOCIAL EMOTIONAL LEARNING_ AND RELATED PHOTOS>>

The reason why we are mentioning social-emotional learning is because everything you will be doing today is practicing the skills of SEL. You will be exploring your identity and identifying your emotions, having empathy and perspective-taking with your peers, managing emotions, sharing how you make decisions, and reflecting on your relationships and community. Social-emotional learning is an integral part of education and human development.

Our discussion will last no more than two hours, with scheduled breaks to stretch, pause, and tend to personal needs.

I will pose questions during our conversation, encouraging everyone to contribute openly. I'll be recording our dialogue to ensure accuracy, though rest assured, that your anonymity will be preserved in all reports disseminated to others. We will be taking photos or recording as artifacts of this study. We will be sure when doing so to respect everyone's confidentiality. Before we begin, does anyone have any questions or concerns they'd like to address?

Ok, I will start the recording now.

<<START RECORDING>>

Introduction	1. I want to start by having everyone say the name you would like to be referred to in this study and write it on the name tag. Whoever I start with the next person will be the person to their right and so on. I will start with you (point).
Suggest Pacing: 3 minutes Materials Needed: Set chairs up in a circle. A couch can be a part of a circle or floor pillows.	

Give people the option of which one they would like to sit in. Blank name tags should be in each space. ***This should be already set up when participants arrive.***	2. Well, It's great to meet you all and we value your lived experiences. We are excited to dive in and let your voice be heard.

<u>**Activity 1**</u> **What's in your invisible backpack?** *(Total Activity time: 15 minutes)* Materials Needed: ● Clear backpack ● Rocks ● Tape ● Paper ● Stopwatch or phone timer Possible Probes 1. Tell me what you mean by that. 2. Why do you believe you feel this way?	1. Our first activity is called "What's in Your Invisible Backpack"? There is a clear backpack in the XXX corner, please identify it. 2. I want you all to write down 2 emotions that you feel towards civil unrest, 2 emotions that you feel towards collective trauma, and 2 emotions you feel around community violence. We will set a timer for 2 minutes. 3. Once the timer goes off, I want each person to go over to the backpack one at a time, state each emotion out loud, and then grab a piece of tape and tape each emotion on a rock. You will place the rock/ emotion in the backpack and state the next emotion. We want you to be as transparent as possible as your voice can help the trajectory of our community. **For Example:** ● "I carry Fear in my backpack when I think of Civil Unrest" ● "I carry courage in my backpack when I think of Civil Unrest" ● "I carry love in my backpack for Collective Trauma" ● "I carry hate in my backpack for Community Violence" ● Please feel free to have them elaborate on each but state that it should be 15 seconds.

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| **Activity 3**

"A Whole New World"
(Total Activity time: 15 minutes)

Play this song as a creative opening:
"Heart on Ice"- Rod Wave
https://www.youtube.com/watch?v=de
MLg4FPFhQ
(Start at :08 due to profanity at the beginning)

Please have this song pulled up in your browser to the correct time and ready to play before the focus group begins

Materials Needed:
● Projector/laptop w/ speakers
● Stopwatch/ phone timer
● Chart Paper
● Markers | 1. We are going to play a few seconds of a song called "Heart on Ice" by Rod Wave. In this activity, I'm encouraging you to imagine a whole new world. Close your eyes and listen to this song as he works to convince himself not to show emotion because of the stereotypes placed in his community. Think about how we can work to change this and what our community could look like.
2. We are going to break out into XXX groups (Determining the size it should be 2-3 people in each group).
3. Take a piece of chart board paper and find a space that is your own. Identify who will be the person in charge of writing/ drawing. Put a line down the middle of your paper.
4. Then I want you to draw a quick picture of the programs and support that you see in your community and on the other side of the line I want you to imagine what support and programs you would like to see in your community.

Examples:
● A community park with more resources
● A new library
● A community violence prevention center
● Free therapy sessions

5. We want you to be as creative as you can and dream around the possibilities. Money and artistic ability should not be a limitation in your artwork.
6. **10-minute mark:** Each group will find a spokesperson and or representative to speak about the drawing in less than 2 minutes. Remember it's important to distinguish between the community you see and the community you envision. |

---

2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

Activity 4 **A Roadmap to Resilience** *(Total Activity time: 15 minutes)* **Materials Needed:** ● Sticky Notes ● Pencils/Pens	Our next activity is called A Roadmap to Resilience. Let's first start by defining Resilience. **Resilience**: the ability of an individual, community, or system to withstand, adapt to, and recover from adversity, challenges, or difficult circumstances. 1. Truth-telling within the Black and Brown community is often seen as a form of resistance, empowerment, and liberation. 2. I would like you to draw a picture and write a word that would best illustrate your experience of either collective trauma, community violence, or civil unrest. I would like you to draw roots under your experience depicting what you see are the sources or deep causes of their experience. 3. **5-minute mark:** Let's share our photos, please take turns sharing what your pictures mean to you with the group. 4. Thank you for these illustrations and elaborating with us all today. You demonstrated building healthy relationships with effective communication as well as social awareness while listening and perspective-taking of others. Remember our stories are powerful and this is where healing starts.

Activity 5

Walk it Like I Talk It
(Total Activity time: 25 minutes)

Each word should have a synonym underneath the word:

- Civil Unrest: Public disorder
- Community Violence: Neighborhood aggression
- Collective Trauma: Mass suffering

Materials Needed:
- Sticky paper with topics written ahead of time (One topic on each sticky note- Civil unrest, collective trauma, and community violence)
- Hat or bucket for one rep from each group to grab a topic
- Paper
- Pens/pencils

1. This next activity is called "Walk it like I talk it". We are going to break into groups of 2 and I will count you all off. There are XXX pieces of paper and every group grabs one piece of paper.
2. Each paper has the words collective trauma, community violence, or civil unrest. I want you all to take **ten minutes** to create a 2-minute play describing a need, challenge, or barrier in the community based on the topic provided.
3. Please ensure that your play illustrates an unaddressed need in the community or limited resources impacting your assigned group topic within your community.
4. **10-minute mark**: Let's start with group #1 and the next group # should be prepared to follow along. Let's have fun with this, but also you should feel it - make it real for us!

And ACTION!

5. After participating and watching each play I now want you to think about the top three challenges, barriers and needs you experience in your community. I will give everyone 2 minutes to think about this and write your top 3 items on your sheet of paper. We will then go around the room and each participant will be asked to share what they have written down.

Possible Probes
- Tell me more about that
- Can you elaborate on this
- When you say _____, what do you mean?
- So are you saying [rephrase what they said]

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2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

Activity 6 **STANDING ON BUSINESS.....** *(Total Activity time: 15 minutes)* ***Please note: These are just creative titles, they are not songs to play.*** **Materials Needed:** ● Notebook ● Pens/Pencil	1. This next activity is called "Standing on Business". We are going to practice truth-telling and I want you to think of how your life was before COVID-19 and how it is now. 2. I will give you 5 minutes to journal regarding your reflections. COVID-19 has impacted people in dramatic ways whether good or bad. As you reflect I would like you to think about what experience of harm or healing have you encountered from COVID-19. Also, think of resources that may have helped or were needed during this time. 3. Once 5 minutes is up we will go around and have everyone share at least one thought from their reflection. We will allow 1 minute to share per person. **Possible Probes** ● Tell me more about that ● Can you elaborate on this ● When you say _____, what do you mean? ● So are you saying [rephrase what they said] ● Can you give me an example ● How do you feel that situation impacted your everyday life? ● Is there anything else you would like to add?

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2 Minute BREAK
We encourage you to stretch, and grab some water or a snack!

Activity 9	1. This next activity is called "SNOOZE". We are going to watch a quick clip of a song snooze by SZA. This song was about love but I want you to position the organizations around you as love. Understanding that you can't snooze on the relationship and you are better with them. If you feel like there are none, then you can mention a family member or community leader.
Snooze by SZA	
(Total Activity time: 10 minutes)	
https://www.youtube.com/watch?v=LDY_XyxBu8A	
	2. I would like you to number your paper 1-3 and take the next 3 minutes to think of the top three organizations that you feel help you overcome negative risk factors within your community.
Please have the song pulled up in you browser ready to play before the focus group begins.	
	3. After three minutes I will ask each of you to share your response.
Materials Needed:	
• Paper	
• Pens/Pencils	

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Activity 10

Commitment Circle
(Total Activity time: 15 minutes)

Materials Needed:
- Chart paper with the following prompt on the wall. "*In light of our discussion today, what commitments am I making to myself and my community to address civil unrest, community violence, and collective trauma?*"

1. This is the last activity for our focus group. Take a moment to reflect silently on the following prompt on the wall.

   "*In light of our discussion today, what commitments am I making to myself and my community to address civil unrest, community violence, and collective trauma?*"

2. I want you to write down your commitments on a piece of paper. Be specific, actionable, and heartfelt in these commitments.
3. Please take a moment to share your commitments with the group. As you share these commitments remember these are affirmations to yourself always to speak up and speak out for your community.
4. While your peers are speaking, reflect on the common themes or shared values that emerged from the commitments shared.

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We

Closing **Materials Needed:** ● Printed paper survey	1. Before we end our focus group, are there comments, questions or concerns around today's session. 2. I would also like to give you a brief 5 question survey to make sure we understand all of your concerns and get your feedback." Everyone who completes this survey will receive an additional $10 gift card. ***This will not be a part of the Full Circle focus groups. Please skip #2 for Full Circle focus groups.*** 3. I would like to thank you all for your openness, honesty, and commitment to yourself and your community. Today you practice many SEL skills and I encourage you to practice these skills every day. I encourage you to carry your commitments forward and take action to create positive change in the face of civil unrest, community violence, and collective trauma." ** Stop Recording**

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