

*Ethnographically Informed Community and Cultural Assessment Research
Systems (EICCARS)*

EICCARS Workbooks

**Guide for Recording Community Characteristics
and Resources**

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September 23, 2002.

Glossary

ACF	Additional Comment Forms
CAR	Community Assessment Research
CBI	Community Based Initiative
CEHC	Cultural Ecology of Health and Change
CSP	Cultural Systems Paradigm
CSPI	The CEHC System in Project Implementation
CuSAG	Cultural Systems Analysis Group
DCC	Data Collection Category
DCCF	Data Collection Category Form
EAES	Ethnographic Assessment & Evaluation Systems
EICCARS	Ethnographically Informed Community & Cultural Assessments Research Systems
KCCs	Key Community Consultant
KCCIs	Key Community Consultant Interviews
PDIP	The CEHC System in Project Design and Implementation Plan

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1. Background

1.1. Introduction

This workbook is a component of the Ethnographically Informed Community and Cultural Assessment Systems (the EICCARS), a subsystem of the Cultural Ecology of Health and Change (the CEHC) developed by Tony L. Whitehead. The CEHC is a system developed by Whitehead to facilitate the planning, implementation, and evaluation of community based initiatives (CBIs)¹. All the CEHC subsystems and programs have similar workbooks, and Program Technical Manuals (PTMs) that describe the specific subsystem in detail, and are to be used to complement the various workbooks. The present workbook *should be used with* two of the EICCARS Program Technical Manuals: “Introduction to Ethnographically Informed Community and Cultural Assessment Research Systems;” and (2) “Community Profile Indicators.”

The EICCARS is a research system that offers methods for conducting community assessment research (CAR), collecting data on the community’s characteristics and resources that are pertinent to the *successful* planning, implementation, and evaluation of CBIs (when necessary, please refer to glossary of acronyms)². The various methods used in carrying an EICCARS research effort are: (1) Selecting Community Profiles; (2) The Analysis of Pertinent Documents, Archives, Statistical, and other Secondary Data; (3) Windshield Tours³ and Descriptive Observations and Key Community Consultant Interviews (KCCIs); (4) Windshield Tours and Focused Observation and KCCIs; (5) Instrument Design for Primary Data Collection; (6) Walking Tours, Focused Observations, and Informal Interviews; (7) Photography, Audio tapes, and other Audio-Visual methods where possible; (8) Select Observations, Informant Selection, Key Informant, Semi-structured, In-Depth Structured Interviews; (9) Physical Mapping Using Geographical Informational Systems; (10) Focus and Other Groups Interviews; (11) Survey Research; (12) The Management and Analysis of EICCARS Data Sets; and (13) Training Community Members in Ethnographically Informed Community Assessment Research. Several of these methods are relevant to the use of the present workbook, as will be revealed in the following discussion. While the EICCARS, including the present workbook, was developed for carrying out community assessment research in the urban United States, the EICCARS methods and workbooks *can provide a foundation that with modifications can be used to carry out similar community assessment research activities in rural and non-U.S. settings.*

1.2. Introductory Workshops

In utilizing this workbook in a community setting, it should be introduced in a 1-2 day workshops, carried out by Dr. Whitehead, and/or⁴ one or more of his associates. In the one day workshops, participants are introduced to the workbook and related EICCARS materials, with some hands-on activity to help participants grasp the materials. The two day workshop adds a fieldwork component, in which participants are given one or more of the enclosed Data Collection Category Forms (DCCFs) and Additional Comment Forms (ACFs) provided in Appendices 1 and 2

¹ The other three subsystems of the CEHC are: (1) The CEHC System in Project Design and Implementation Plan (the PDIP); (2) The CEHC System in Project Implementation (the CSPI); and (4) the Ethnographic Assessment & Evaluation Systems (EAES). Similar to the present EICCARS working paper, there are similar working papers for the other three CEHC programs. There are also a number of Program Training Manuals (PTMs) used to train others in the CEHC methodologies. Moreover, whereas these CEHC programs, working papers, and PTMs are developed for use in geographical communities as the social unit of focus, similar CEHC programs and materials are being developed to focus on organizational, institutional, corporate, and bureaucratic cultures. For information on the other subsystems and programs resources, one might refer to the website (www.culturalsystemsanalysisgroup.umd.edu; or call Dr. Whitehead at 703-620-0515).

² While the present workbook focuses on the community that is targeted for a community based initiative, The EICCARS also has programs for assessing the characteristics and resources of the various organizations and groups who may be involved in the planning and implementation of a specific CBI.

³ “Windshield tours “are so named because in urban areas, they consist of riding around in a car, or some other type of vehicle, and through “the windshield,” getting acquainted with the study community’s characteristic and resources. The researchers may carry out this activity by themselves, and use their powers of observations while conducting such tours, or preferably with someone familiar with the study community (a resident, someone who has worked in the community for a long period of time), to whom informal interviews may be carried out. (There are several EICCARS Interview Guides to help with this process). These windshield tours are usually followed by “walking tours” of specific areas that have been selected as a consequence of the windshield tour, or because of a particular interest of the researchers, their sponsors, or the agency interested in having the community assessment research conducted. The windshield tour may not be necessary in smaller settings, such as rural villages, and the researcher(s) go straight to “walking tours” to serve for the same purpose.

⁴ The use of Associates is dependent on their familiarity with EICCARS methods and the present workbook.

respectively, and assigned to a city block (or rural equivalent) to practice filling out these forms, or parts of them. The selection of a workshop time is dependent on the client requesting the workshop.

2. Getting Started

2.1. Selecting Community Profiles for Conducting an EICCARS

This workbook is usually used *after* carrying out *one or more windshield tours*⁵ of the community, and selecting which of the EICCARS community profiles, or community profile(s) outside of the EICCARS list, are relevant to a specific research effort. There are sixteen EICCARS profiles. The EICCARS profiles are important because they provide the framework for storing and organizing various EICCARS data, regardless of the methods used in collecting this data. However, we don't have the space here to discuss these profiles at length, and refer the reader to another EICCARS Program Technical Manual, "EICCARS Community Profiles and Profile Indicators." We will, however, briefly mention the sixteen profiles, with very brief description because of their relevance to the present workbook, as will be noted in Table 1.

The number of profiles in EICCARS (16) emerged The sixteen EICCARS profiles are:

- (1) a geographic profile (an exact mapping of where that community is located);
- (2) a demographic profile (sex, age, ethnic, and other demographic characteristics);
- (3) an economic profile (employment opportunities, types of employment, income levels, unemployment, underemployment, etc.);
- (4) a historical profile (a brief description of the community's history);
- (5) an education profile (schools, and other formal educational resources, as well as informal ones, adult education and literacy levels, school dropout rates, etc);
- (6) a housing and human ecology profile (the availability and condition of housing, presence of trash, litter, and so on);
- (7) a health profile (data on leading causes of morbidity and mortality within the community, the availability and accessibility of hospitals, doctors, and other health providers, how health care paid for, etc.);
- (8) a technology and infrastructure profile (communication and other technology, transportation availability and use,
- (9) a political profile (community leaders, and systems of selecting leaders, systems of public decision making, articulation to larger political system, etc);
- (10) a crime, adjudication, and public safety profile (types and levels of crime, how crime and conflict addressed, presence of police, fire protection, and other forms of public safety);
- (11) a play, recreation and leisure profile (ways that community members meet needs of play, recreation, and leisure);
- (12) a human resource profile (organizations, agencies groups, and individuals involved in actions to solve problems and meet various human needs);
- (13) an ideational profile (systems of knowledge, attitudes, beliefs, values) profile;
- (14) a material culture profile (architecture, material development, and other human alterations in the natural environment or vistas);
- (15) an expressive culture profile (religion, cosmology, music, art, language, literature, etc);
- (16) a culture reproduction profile (ways that social and group rules and routines are produced and reproduced and integrated within the cognitive structures of community residents).

⁵ See Note 3.

Sixteen profiles were developed because of the need to establish materials for collecting a *holistic body of data* about a study community. However, attempting to collect data for all 16 profiles would take an inordinate amount of time and generate a tremendous amount of data. As such, *all EICCARS efforts should include the first four profiles (geographic--the community's precise location; demographic—who lives in the community; economic—income and employment levels, and history)* because they provide contextual data important to the interpretation of the data collected for the other profiles. However, beyond these four first four profiles, project staff should select the other profiles relevant to their specific project. While a holistic attempt to include all possibilities, it should be noted that EICCARS workbooks are presented as guides to get the research started, and as way of organizing community data. However, researchers and project staff using this workbook, might feel that the 16 EICCARS profiles, and their indicators, do not cover the entire range of project interests. As such, researchers, or project staff, *are encouraged to create other profiles* that they think better approximate their project interests.

The first profile established in the EICCARS is the *geographic*, in that the first task is to establish the study community's boundaries. Once these boundaries are established, *windshield tours* of the community are taken to get a visual and spatial sense of the community and where things are. Beyond the four contextual profiles (geographic, demographic, economic, and history), other profiles may be selected as a result of one or more community windshield tours, in that these windshield tours may prompt an interest in specific areas of the community that the researchers would like to study further.

2.2. Data Collection Categories of the Present Workbook and the EICCARS Profiles They Approximate

There are sixteen (16) data collection categories (DCCs) used in this workbook. However, because this workbook was developed to *facilitate the EICCARS approach to the physical mapping* of the various community resources and material culture, some of the data collection categories used in this workbook are titled somewhat differently than the community profiles. At the same time, because the community profiles are the primary methods of organizing the various types of the data collected for the communities, these seventeen DCC categories do approximate various profile categories, even though named differently.

The data collection categories of this workbook, and the community profile categories they approximate are provided in Table I. Of course, there are some instances in which the data collected for a particular category of the present workbook, will have relevance for more than a single profile category. This relationship between the two sets of categories can be seen in Table 1. For example, we see that in this workbook, data collected using Places of Worship category may yield data that may be appropriate for the Ideational, Expressive Culture, or Cultural Reproduction Profiles; data collected using the Voluntary Associations category may yield information that may be appropriate for the Human Resources, Expressive Culture, and Cultural Reproduction Profiles; data collected using the Potential Pollutants and Environmental Risks category may yield data that appropriate for the Housing and Human Ecology Profile, as well as the Health Profile; and data collected using the Community and Environmental Improvement category, may yield findings that may be appropriate for the Human Resources, as well as the Culture Reproduction Profile. Moreover following an ethnographic orientation of *discovery*, researchers may also find that data collected using a number of this workbook categories may yield data that can be organized in many other of the profile categories than just those combinations provided in Table 1.

2.3. Standard Data Collection Categories and Ethnographic Flexibility and Discovery

The EICCARS profiles are basic categories, with basic indicators. What this means is that for the study community's Health Profile, standard indicators are community morbidity and mortality rates, availability and accessibility of health care services, the quality of health care services, and so on. But a particular research interest may be disease specific, for example an interest in AIDS. In this case, a sub-profile is developed, that focus on major issues related to AIDS, may include modifications of the standard profile indicators (e, g., HIV related morbidity and mortality rates, as well as additional profile indicators (e.g., access to AIDS specific therapies).

Similarly, this workbook's seventeen community resources and characteristics data collection categories are also basic, with modifications possible as a consequence of specific research interests, or of relevant findings that may emerge during the data collection process. For example in a study of the nutritional quality of fast food outlets, one may start with one of the DCCFs in the present work book, such as the one on commercial outlets, but would need to create a new one related to the nutrition related questions of that specific question.

3. Using the Enclosed Data Collection Category Forms

Appendix 1 is comprised of *one page forms*, one provided for each of the 17 data collection categories. These are called "Data Collection Category Forms" (or DCCFs). At the top of each DCCF, the observers/data collectors should place the *name of the community*, and if relevant, the *name of the sub-community* being targeted for a specific data collection episode. Then the *name of who is recording the data* for a particular data collection episode, and the *date of the data recording* should be made. For each data collection episode, the name of the recorder is written in, and then the data in parenthesis.

3.1. Designating the Study Community and Its Sub-communities

A point of clarification may be needed regarding what is meant by community and sub-community in filling out the DCCF. In the EICCARS, community is that *geographical unit* targeted for study. A sub-community is a smaller geographical unit within that targeted community. For example a community can be a rural county, with its member towns, villages, or hamlets as sub-communities; or a community might be a larger metropolitan area, with its various municipalities or administrative units (e.g. Wards or Districts) being designated as sub-communities. Those administrative units themselves can be designated the study community (e.g. Ward 7 in Washington, D.C.), with its neighborhoods or even city blocks studied as its sub-communities. Sometimes what is dictated as the study community can be an area designated by a governmental task force, a contract, and so on⁶. And finally, a study community, and where relevant its sub-communities, can simply be based on an area of interest to the researcher(s)⁷, project staff, or project sponsor(s).

3.2. The Data Components of the DCCFs

The DCCFs elicit two general types of data:

- (1) The *Name* and *Location* (street address - block number and street name) of each community entry. Any given street in a residential area will have numerous houses next to one another. Thus, on the *House and Residential Area DCCF*, there is also space provided for *Street Name*, so that for the *Location* entry, the data collectors do not have to repeatedly write down the street name.
- (2) The *Kind* or *Type*, and *General Description* of each entry of a data form. These particular types of data are collected for *subcategorical analysis*, or in ethnographic terms, *structural analysis*.

These two types of data are recorded in columns provided in the DCCFs. The name and location data are recorded in the first column. The data collected in this column *are primarily for the mapping of community resources and characteristics*. As such, *if simply mapping the location of community resources and characteristics is the focus of a study*, then *this column is the only one* with which the observers/data collectors need to be concerned. The data that

⁶ An example here is one of the studies by the University of Maryland's Cultural Systems Analysis Group (CuSAG), wherein the study community defined by the research contract was based on seven postal zipcode areas found in Southwest Prince Georges County. The study community here included all seven of these zipcodes, and was given the name Southwest Prince Georges (PG) County. The sub-communities were the small municipalities found in that study community: Capitol Heights, Cheverly, Fairmont Heights, Glenarden, Kentland, Largo, and Seat Pleasant.

⁷ This workbook draws on both secondary and primary data sources. For example, like most approaches to community assessment research, the EICCARS also uses census tract data. In the analysis of EICCARS data based on profile indicators (e.g. mortality from AIDS in the Health Profile), comparisons are made where possible, between the statistics of the smallest the geographical unit in which we might be able to acquire census data (the sub-community) with larger geographical units, including the entire study community, the next largest geographical unit of which both are a part (e.g., the city or county), the next largest unit (e.g., the state of Maryland), and finally the nation. In order to make such comparisons, some attempt is made to parallel the boundaries of census tracts or census tract groups with the boundaries of the target community and its sub-communities. Frequently, these are not the same. As a consequence, in order to make such comparisons, new boundaries are sometimes created for communities and sub-communities by including the total of census tracts if at least 75% of that census tract is included within official or recognized boundaries. The concept of neighborhood is also subjective, as different persons may define the names or even the boundaries of a neighborhood differently. Thus, the distinction of neighborhoods will be based on reaching some consensus on names and boundaries as the data collection process continues. This development of the boundaries of communities and sub-communities are discussed in more detail in the EICCARS Workbook, "Establishing Community Profiles Using Statistical and Other Secondary Data).

go into this column can be *collected primarily through walking tours*. In the EICCARS approach, however, we are also interested in the types or kinds of resources and characteristics, and any other descriptive data about those resources and characteristics that might provide greater insight on their *meanings* and/or *functions* for community residents. Such descriptive data are recorded in the remaining DCCF columns. To facilitate the data collection for these columns, the type of data being elicited is recorded at the top of each column, and further description and examples of each data type are provided at the bottom of these one page forms. Following is a summary of some of the descriptive data sought in the exploration of types and kinds of resources and characteristics recorded on the DCCFs.

- (1) The first three DCCFs are titled “Residential and Housing.” The first one follows the geographical profile directives of establishing study area boundaries. The second suggests that within the study community or sub-community, if there are distinct neighborhoods, then these neighborhoods, and their exact locations should be established. As stated earlier, the researchers may adopt administratively designated neighborhoods, or explore the names of neighborhoods as designated by residents. The third elicits actual location (street addresses) of housing in the community/sub-community, and each dwelling’s structure (e.g., single family home vs apartment building), composition (construction material), occupancy status (occupied, unoccupied, livable, unlivable, condemned, boarded - specifying any that apply); and general condition (excellent condition, good condition; satisfactory condition; poor condition; or very poor condition).
- (2) With regards to “Commercial or Business Resources,” in addition to names and locations, we are interested in whether there are shopping centers or malls in the community, and the number, names, and kinds of businesses found in these centers or malls; we are also interested in the size and ownership status of both center/mall and non-center/mall businesses in the study community.
- (3) With regards to kinds and types of “Places of Worship,” we are interested in both, kinds of religious worship (e.g. Islamic, Christian, Jewish, Hindu), and the different subcategories (denominations, sects, and so on).
- (4) With regards to “Medical and Health Providers,” in addition to locations, names, and kinds of medical and health care providers, we are interested in the kinds of medical or health care services (e.g., hospitals, clinics, etc) offered by each provider, the size of the facility in which care is provided, and a brief description of the services offered.
- (5) With regards to “Social Services,” we are interested in many of the same issues that are of interest with regards to medical and health providers;
- (6) With regards to “Educational Resources,” we are interested in not only the name, location and kind, but also the condition of educational facilities, and whether there are certain environmental risks associated with such facilities, such as the presence of violence, weapons, drugs, etc.
- (7) With regards to “Resources for Recreation, Leisure and Play,” in addition to name and location, we are interested in the type of resources, its most frequent clientele (age categories), how often specific facilities are used, and the general (physical) condition of each facility.
- (8) With regards to “Resources for Public Safety,” in addition to name, location, and kind, we are interested in the extent of community presence of such resources, and in the case of police, relationship with residents.
- (9) With regards to “Potential Polluters,” in addition to location, name, and kinds of potential polluters, we are interested in the evidence of potential pollution and environmental risk (very high, high, some, little, very little).
- (10) With regards to “Community Improvement,” in addition to name, location, and kind, we are also interested in the progress of such efforts (were they completed, terminated, or are still in progress), and brief related comments regarding progress. (If not completed, why not? If completed, impact on community or neighborhood?).

- (11) With regards to “Employment Resources,” in addition to name, location, and kind, we are interested in the number of jobs (full and part time) which are offered by specific employment resources, the age range of employees, and so on.
- (12) With regards to “Street Scenes,” we are referring to relevant activities observed to be taking place in public spaces (e.g., places where people congregate, where children play, adolescents/young adults hang out, sex is marketed, drugs or illegal materials are sold/bought, drugs are used/shared, gang activity or violence is prevalent), or buildings used for such activities. In addition to the type and location of street scenes, we are interested in their descriptions, the description of the actors at these scenes, and a description of the activities in which actors are involved when the observation(s) take place.

Again, the bottom of each data category collection form should be studied carefully for these explanations of elicitation specificity before filling out the form. It should also be noted that once in the field, observers/data collectors should be aware that there will probably be more possibilities than those represented in the examples provided. For these possibilities, we have an "Other" category with the directive to "Specify", or write in these other possibilities.

3.3. Creating Multiple Copies of the DCCFs.

Those interested in using this workbook, or specific DCCFs based on the community profiles in which their community assessment will focus, may contact Dr. Whitehead by telephone (703-620-0515), email (twhitehe@anth.umd.edu), or regular mail (10807 Dayflower Ct, Reston, VA 20191-5109). Upon receiving these materials however, the user should understand that *he or she will need multiple copies of each DCCF* to be used, and should make at least 5 copies of each DCCF to with which to start this process. There are several reasons for multiple copies of each DCCF. First, if the study is of a community of multiple sub-communities, then separate DCCFs are used to record data for each sub-community. Moreover, most of the one page DCCFs only provide space for five (5) entries, and in some sub-communities, there may be more than five entries for certain data collection categories. For example, in the data collection category of “Places of Worship,” in most of the study communities in which the EICCARS has been applied, there were sub-communities with more than five such places. As such for each data collection category, the data collectors are reminded to use as many copies of the DCCFs as are necessary to complete the data collection for each Sub-community.

3.4. Integrating Secondary and Primary Data Sources

This workbook draws on both secondary and primary data sources. Researchers using this workbook should not expect that all of the data elicited by the DCCFs will be secured simply through walking tours and recording findings through simple observations. Some of the data elicited by the DCCFs might have already been collected and organized by other entities (e.g., resources that collect and organize housing data or size and volume of business of certain commercial resources). Other data may only be secured through interviews (e.g., for information on kinds of services for health or social service data categories, or information on type of membership for organizations and association categories), and thus observational walking tours should be followed up by some type of ethnographic interview (usually Key Informant Interviews). When interviews become necessary, some form of *interview guide or questionnaire has to be developed*. In the iterative orientation of ethnography, the research team should then use data that is already collected, and the type of data still needed to inform the structure of the interview instrument. Once in the field, researchers might find that other methods may be necessary, following the ethnographic attributes of *discovery and creativity*⁸.

⁸ Attributes of Ethnography are discussed in the EICCARS Program Technical Manual, “What is Ethnography? The Epistemological Attributes of Ethnography from an Applied Perspective.” For a discussion of the various EICCARS methods, see the EICCARS Program Technical Manual, “Introduction to Ethnographically Informed Community and Cultural Assessment Research Systems.”

3.5. Recording Data During Observations

In some instances, data collectors may find that it is not appropriate to record data while in the research setting. For example, in the case of the observation of certain “Street Scenes,” some of which might be illegal, observers/data collectors may come under suspicion, or may even encounter danger, if seen making recordings during observation/data collection. However, mental notes should be made, and the DCCF should be completed immediately after leaving the scene so that the key information is not forgotten.

3.6. Selection and Sequencing of Data Collection/Observations

As stated earlier, all studies using the EICCARS should employ the DCCFs that elicit data for the four contextual profiles (geographic, demographic; economic, and history), but the other DCCFs utilized will depend on whether they elicit data relevant to the profiles of interest to a specific project. The sequence in which the selected DCCFs are used will then depend on a number of factors. For example, although we have Street Scenes as the final DCCF in Appendix 1, the researchers might want to fill out a Street Scene DCCFs early on during windshield tours, and numerous times during the research process, in order to get information on changes in such scenes at different times during the day, week, month, or seasonally. The same may be true for other DCCFs. Data collectors might also want to begin their data collection process by focusing on one of the data collection categories (e.g. Housing and Residential Areas), and completing it before moving on to another; or they may want to take turns moving from one or the other before completing any, as a way of breaking the tedium of the data collection tasks. The DCCFs are separated into one page form, and workbook so as to encourage and facilitate such flexibility of use.

4. Additional Comment Forms

Appendix 2 is comprised of an “Additional Comments Forms” (ACF). These complement the DCCFs. The use of ACFs encourage the observers/data collectors to: (1) provide even more specific data regarding the entries on the DCCF; and (2) provide detailed information on, and relevant issues related to a specific data collection category, which might not have been foreseen in the creation of this workbook. The ACFs also help the data collectors to maintain some of the strengths of traditional ethnography, *exploration*, *discovery*, and the *subjective interpretations* of the individual data collector.

Table 1. Community Resources and Related Community Profile

Community Resources and Characteristics	Related Community Profile Categories
1. Housing and Residential Areas	1. Housing and Human Ecology
2. Commercial Resources or Businesses	2. Economic
3. Financial Resources	3. Economic
4. Employment Resources and Services	4. Economic
5. Places of Worship	5. Ideational and Expressive Culture
6. Medical and Health Providers	6. Health
7. Social Services	7. Health and Human Needs
8. Educational Resources and Services	8. Educational
9. Voluntary Organizations and Associations	9. Human Resources, Expressive Culture, Cultural Reproduction
10. Play, Recreation and Leisure Resources	10. Play, Recreation and Leisure
11. Public Safety Resources	11. Public Safety
12. Transportation Services	12. Technology and Infrastructure
13. Communication Services	13. Technology and Infrastructure
14. Water and Power Resources	14. Technology and Infrastructure
15. Potential Pollutants and Environmental Risks	15. Housing & Human Ecology, Health
16. Community and Environmental Improvement Efforts	16. Human Resources
17. "Street" Scenes	17. Expressive, Cultural Reproduction

Appendix 1: Data Collection Category Forms (DCCFs)

A. DATA COLLECTION CATEGORY 1: RESIDENTIAL AREAS AND HOUSING

Study Community: _____ Sub-community: _____

Recorder(s) & Date(s): _____

A1. Exact Location In this section, we want to first collect data on the major residential areas. For each of these major residential areas we want to first determine the borders of the area in terms of the street names, rivers, parks, or whatever). These borders may overlap neighborhoods or even sub-communities. Record residential area borders accurately, even if the border of a residential area extends beyond the currently defined census tract borders.

A2. Names of Neighborhoods Within the Targeted Residential Area. Provide names of all neighborhoods in targeted residential area and give exact location in terms of borders.

NAMES OF NEIGHBORHOODS

LOCATION OF EACH NEIGHBORHOOD

a.

a.

b.

b.

c.

c.

d.

d.

e.

e.

f.

f.

g.

g.

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES ON EACH MAJOR RESIDENTIAL AREA

Community Characteristics and Resources

A3. Exact Location (Street Address) of Residential Structures Within Each Sub-community, and the Type Composition (construction material), Occupancy Status, and General Condition of Each Structure. Use as many sheets necessary.

Study Community: _____ Sub-community: _____ Street Name: _____

Recorder(s) & Dates: _____

LOCATION (Exact Street Address)	TYPE OF RESI-DENTIAL STRUCTURE (See KEY Below. Write in as many as apply)	COMPOSITION (See KEY Below. Write in as many as apply)	OCCUPANCY STATUS (See KEY Below. Write in as many as apply)	GENERAL CONDITION (See KEY Below. Write in as many as apply)
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.

EXAMPLES OF STRUCTURE TYPES: Public Housing; Single Family; Apartment Building; Apartment Complex Duplex; Rowhouse; Townhouse; Condominium; Trailer; Double Trailer; One Story Structure; Two Story Structure; Low Rise of more than 2 but less than ten stories; High Rise or more than ten stories; Other (Specify).

EXAMPLES OF STRUCTURE COMPOSITION: Wood, Brick, Stone, Concrete, Masonite, Aluminum Siding, Other (Specify). *IF STRUCTURE HAS MORE THAN ONE TYPE OF MATERIAL, USE COMMENT SHEETS TO INDICATE ESTIMATES OF PERCENTAGE OF EACH TYPE OF MATERIAL.

OCCUPANCY STATUS KEY: Occupied; Unoccupied; Boarded; Condemned; Livable; Unlivable.

KEY FOR CONDITION: Excellent; Good; Satisfactory; Poor; Very Poor. IF POOR OR VERY POOR, USE COMMENT SHEETS TO DESCRIBE (I.E., PEELING PAINT, ROTTEN WOOD, ETC.).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES

Community Characteristics and Resources

B. DATA COLLECTION CATEGORY 2: COMMERCIAL RESOURCES

B1. Locations, Names, Kinds, and Sizes of All Shopping Centers/Malls in Each Sub-community and The Numbers, Names, and Kinds of Businesses in each Center/Mall. A shopping center is a structure housing a number of businesses. Use a different sheet for each Sub-community. Use as many as necessary).

Study Community _____

Sub-community: _____

Recorder(s) & Dates _____

NAME AND LOCATION (Exact Street Address) OF SHOPPING CENTERS/ MALLS	NAMES & KINDS OF BUSINESSES IN SHOPPING CENTER /MALLS (Place Kind of Store in Brackets [] Beside Name. See KEY Below)	# Of BUSINESSES IN EACH SHOPPING CENTER/MALL
1.Name: Loc.:	1.	1.
2.Name: Loc.:	2.	2.
3.Name: Loc.:	3.	3.
4.Name: Loc.:	4.	4.
5.Name: Loc.:	5.	5.

EXAMPLES OF KINDS OF BUSINESSES: Alcoholic Beverages; Food Store/Grocery/Markets (Specify); Clothing Store; Furniture Store; Liquor Store; Street Food Vendor; Street Clothing and Gift Vendor; Fast Food Restaurant; Carry Out Restaurant; Serve Self Restaurant; Service Restaurant; Dry Cleaner; Barbershop; Laundromat; Beauty Salon; Drug Store/Pharmacy; Convenience Store/Thrift Store; Street Food Vendor; Second Hand Goods (Specify); Hotel/Motel; Car Garage; Car Dealership; Bank; Service Provider (social service, physical fitness, postal service, etc.); Business Office; Industrial Material Vendor; Pawn Shops; Fishing; Boating; Agriculture/Forestry; Mining (Specify); Construction; Manufacturing Non-durable Goods; Manufacturing Durable Goods (Specify); Wholesale (Specify); Trade (Specify); Repair Service (Specify); Personal Service (Personal Service (Specify); Insurance (Specify); Real Estate; Other (Specify).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES

Community Characteristics and Resources

B2. Names, Kinds, Locations, and Sizes of All Businesses Within Each Sub-community. Record all businesses found in shopping centers and malls, as well as non-shopping center businesses. Use as many sheets necessary.

Study Community: _____

Name of Sub-community: _____

Recorders & Dates: _____

NAME & LOCATION OF BUSINESS (Exact Street Address)	KINDS OF BUSINESSES & OWNERSHIP STATUS (See KEY Below)	SIZE OF BUSINESS and ANNUAL VOLUME (See KEY Below) & COMMENT
1.Name: Loc:	1.Kind: Own:	1.Size: _____ Volume:
2.Name: Loc:	2.Kind: Own:	2.Size: _____ Volume:
3.Name: Loc:	3.Kind: Own:	3.Size: _____ Volume:
4.Name: Loc:	4.Kind: Own:	4.Size: _____ Volume:
5.Name: Loc:	5.Kind: Own:	5.Size: _____ Volume:

EXAMPLES OF KINDS OF BUSINESSES: Alcoholic Beverages; Food Store/Grocery/Markets (Specify); Clothing Store; Furniture Store; Liquor Store; Street Food Vendor; Street Clothing and Gift Vendor; Fast Food Restaurant; Carry Out Restaurant; Serve Self Restaurant; Service Restaurant; Dry Cleaner; Barbershop; Laundromat; Beauty Salon; Drug Store/Pharmacy; Convenience Store/Thrift Store; Street Food Vendor; Second Hand Goods (Specify); Hotel/Motel; Car Garage; Car Dealership; Bank; Service Provider (social service, physical fitness, postal service, etc.); Business Office; Industrial Material Vendor; Pawn Shops; Fishing; Boating; Agriculture/Forestry; Mining (Specify); Construction; Manufacturing Non-durable Goods; Manufacturing Durable Goods (Specify); Wholesale (Specify); Trade (Specify); Repair Service (Specify); Personal Service (Specify); Insurance (Specify); Real Estate; Other (Specify).

KEY FOR BUSINESS SIZE: Tiny (<200sq.ft.); Little (200-500sq.ft.); Small (Above 500 but less than 1000sq.ft.); Medium (1000-2000sq.ft.); Large (2000-3000sq.ft.); Big (3000-5000sq.ft.); Huge (> 5000sq.ft.)

OWNERSHIP STATUS: Sole Proprietorship, Individual; Sole Proprietorship, Family Business; Simple Partnership; Corporate Status with Investors.

KEY FOR VOLUME OF BUSINESS: [<\$5,000]; [\$5,000 - \$9,999]; [\$10,000 - \$24,999]; [\$25,000 - \$49,000]; [\$50,000 - \$99,999]; [\$100,000 - \$249,999]; [\$250,000 - \$499,999]; [\$500,000 - \$999,999]; [\$1,000,000 - \$5,000,000]; [> \$5,000,000].

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES ON EACH ENTRY.

Community Characteristics and Resources

C. DATA COLLECTION CATEGORY 3: FINANCIAL RESOURCES

C1. Location Names, and Kinds of All Financial Resources in each Sub-community. Use as many sheets necessary.

Study Community: _____

Name of Sub-community: _____

Recorders & Dates: _____

LOCATION (Exact Street Address) AND NAME	KINDS OF FINANCIAL RESOURCES (See KEY Below)
1.Loc.: Name:	1.
2.Loc.: Name:	2.
3.Loc.: Name:	3.
4.Loc.: Name:	4.
5.Loc.: Name:	5.
6.Loc.: Name:	6.
7.Loc.: Name:	7.

EXAMPLES OF KINDS OF FINANCIAL RESOURCE: Banks; Credit Unions; Finance Companies; ATMs; Pawn Shops; Check Cashing; Money Wiring (e.g., Western Union); Money Orders; Investment/Brokerage Companies; Other (Specify).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES

Community Characteristics and Resources

D. DATA COLLECTION CATEGORY 4: PLACES OF WORSHIP

D1. Location, Names, Kinds, and Sizes of All Places of Worship in each Sub-community. Use as many sheets necessary.

Community _____

Sub-community: _____

Recorder(s) & Dates _____

LOCATION (Exact Street Address) AND NAME	KIND OF RELIGION AND DENOMINATION (See KEY Below)	SIZE & BRIEF DESCRIPTION OF STRUCTURE (See KEY Below)
1. Loc.: Name:	1. Rel.: Denom:	1. Size _____ Desc.
2. Loc.: Name:	2. Rel.: Denom:	2. Size _____ Descr.
3. Loc.: Name:	3. Rel.: Denom:	3. Size _____ Descr.
4. Loc.: Name:	4. Rel.: Denom:	4. Size _____ Descr.
5. Loc.: Name:	5. Rel.: Denom:	5. Size: _____ Descr.

EXAMPLES OF KINDS OF RELIGIONS: Islamic, Christian, Jewish, Hindu, Buddhist, etc.

EXAMPLES OF DENOMINATIONS: The word Denomination is used for subcategories of Religious Groups. Examples: Christian=Baptist, Catholic, Methodist, etc; Jewish=Orthodox, Reform, Conservative, Hasidic, etc.; Islamic=Black Muslims, Shiites, Sunnites, etc.; Hindus=Shaivas, Vaishnavas, Shaktas, etc; Buddist=Amida, Zen, Mahayani, Hinayani, etc; Other (Specify)

EXAMPLES OF STRUCTURE SIZE: Tiny (<200sq.ft.); Little (200-500sq. ft.); Small (Above 500 but less than 1000sq.ft.); Medium (1000-2000sq.ft.); Large (2000-3000sq.ft.); Big (3000-5000sq.ft.); Huge (> 5000sq.ft.). May not be readily available through observation, and some follow-up interview necessary.

EXAMPLES OF STRUCTURE DESCRIPTION: "A small storefront brick church".

KEY FOR CONDITION: Excellent; Good; Satisfactory; Poor; Very Poor. IF POOR OR VERY POOR, USE COMMENT SHEETS TO DESCRIBE (I.E., PEELING PAINT, ROTTEN WOOD, ETC.).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES.

Community Characteristics and Resources

E. DATA COLLECTION CATEGORY 5: MEDICAL AND HEALTH PROVIDERS

E1. Location, Names, Kinds, and Sizes of Medical and Health Providers in each Sub-community. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

LOCATION (Exact Street Address) AND NAME	KINDS OF PROVIDERS & SERVICES OFFERED (See KEY Below. Write in as many as apply)	FACILITY SIZE & BRIEF DESCRIPTION OF SERVICES (See KEY Below. Write in as many as apply)
1. Loc.: Name:	1. Kind of Provider: Services:	1. Size: _____ Descr.: _____
2. Loc.: Name:	2. Kind of Provider: Services:	2. Size: _____ Descr.: _____
3. Loc.: Name:	3. Kind of Provider: Services:	3. Size: _____ Descr.: _____
4. Loc.: Name:	4. Kind of Provider: Services:	4. Size: _____ Descr.: _____
5. Loc.: Name:	5. Kind of Provider: Services:	5. Size: _____ Descr.: _____

EXAMPLES OF KINDS OF HEALTH PROVIDERS: Hospital; Clinic (Specify Kind, e.g., an STD clinic); Multi-service Health Department; Other Multi-service Health Center (Specify Kind); Doctor/Dental Office, Shared Practice; Doctor/Dental Office, Individual Practice; Mental Health Service Facility; Chiropractor; Pharmacist; Traditional Health (Faith Healer, Herbalist, Astrologer, Aromatherapist, Acupuncturist); Substance Abuse Treatment; Other (Specify)

EXAMPLES OF SERVICES OFFERED: Write in as many as apply. General Medical; Medical Specialty (Specify Kind); Traditional Medical; Dental; Nursing; Emergency; Mental Health/Counseling; Disease Specific (Specify Type, such as AIDS); Chiropractic; Medicines/Drugs; Other (Specify).

KEY FOR STRUCTURE SIZE: Tiny (<200sq.ft.); Little (200-500sq. ft.); Small (Above 500 but less than 1000sq.ft.); Medium (1000-2000sq.ft.); Large (2000-3000sq.ft.); Big (3000-5000sq.ft.); Huge (> 5000sq.ft.)

EXAMPLES OF FACILITY DESCRIPTION: Prompt vs. Not Prompt; Polite vs. Impolite; Professional vs. Unprofessional; Private vs. Non Private; Quiet vs. Noisy; Clean vs. Dirty; Neat vs Cluttered; Other (Specify)

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES

Community Characteristics and Resources

F. DATA COLLECTION CATEGORY 6: SOCIAL SERVICES

F1. Location Names, Kinds, and Description of Social Services in each Sub-community. Use as many sheets necessary.

Study Community _____ Sub-community: _____

Recorder(s) & Dates _____

LOCATION (Exact Street Address) AND NAME	KINDS OF SERVICES OFFERED (See KEY Below. Write in as many as apply)	BRIEF DESCRIPTION OF FACILITY (See KEY Below, Write in as many as apply)
1. Loc.: Name:	1.	1.
2. Loc.: Name:	2.	2.
3. Loc.: Name:	3.	3.
4. Loc.: Name:	4.	4.
5. Loc.: Name:	5.	5.

EXAMPLES OF KINDS OF SOCIAL SERVICES: AID to Families with Dependent Children (AFDC); Social Security; Social Security Supplemental Income; Health Care Assistance (e.g. Medicare or Medicaid; Home Health; Other, Specify); Family Support Services; Housing Assistance (Specify); Battered Women Shelters; Services for the Elderly (Specify); Homeless Shelters/Transitional Housing; Food Stamps; Food Assistance, (Specify); Soup Kitchen; Emergency Food Services; Day and other Child Care; Crisis/Emergency Services; Other (Specify).

EXAMPLES OF SERVICE DESCRIPTION: Prompt & Polite Service vs Impolite and Unprofessional; Private vs. Non-Private; Quiet vs. Noisy; Clean vs Dirty; Neat vs Cluttered; Other (Specify)

**USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES
REGARDING DESCRIPTION OR ANY OTHER CHARACTERISTICS.**

Community Characteristics and Resources

G. DATA COLLECTION CATEGORY 7: EDUCATIONAL RESOURCES

G1. Location Names, Kinds, and Description of Educational Resources in each Sub-community. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates _____

LOCATION (Exact Street Address) AND NAME	MODE OF SUPPORT & SERVICES OFFERED (See KEY Below. Write in as many as apply)	CONDITION OF FACILITY & ENVIRONMENTAL RISK (See KEY Below)
1. Loc.: Name:	1. Support: _____ Services:	1. Facil: _____ Environ:
2. Loc.: Name:	2. Support: _____ Services:	2. Facil: _____ Environ:
3. Loc.: Name:	3. Support: _____ Services:	3. Facil: _____ Environ:
4. Loc.: Name:	4. Support: _____ Services:	4. Facil: _____ Environ:
5. Loc.: Name:	5. Support: _____ Services:	5. Facil: _____ Environ:

MODE OF SUPPORT: Independent; Public; Parochial

EXAMPLES OF KINDS OF EDUCATIONAL SERVICES: Library; Kindergarten; Headstart Program; Elementary School; Junior High/Middle; Senior High; Community College; Professional/Technical (Specify Kind); 4 Year College/University; Literacy/GED Program; Job/Vocational Training Program; Other (Specify)

KEY FOR CONDITION OF FACILITY (BUILDING AND GROUNDS): Excellent; Very Good; Good; Poor; Very Poor.

EXAMPLES ENVIRONMENTAL RISK: Presence of Violence, Weapons Drugs, Etc.

**USE ACCOMPANYING "COMMENT" SHEETS FOR ADDITIONAL NOTES
REGARDING ENVIRONMENTAL RISKS AND OTHER CHARACTERISTICS OF EDUCATIONAL RESOURCES.**

Community Characteristics and Resources

H. DATA COLLECTION CATEGORY 8: ORGANIZATIONS AND ASSOCIATIONS

H1. Location Names, Kinds, Age, Gender, Ethnicity of Membership, & Mission of Organizations/Clubs. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

LOCATION (Exact Street Address) AND NAME	TYPE & MEMBERSHIP AGE/GENDER/ETHNICITY (See KEY Below).	SIZE OF MEMBERSHIP & BRIEF MISSION STATEMENT (See KEY Below).
1.Loc.: Name:	1. Type: _____ Age: _____ Gender: _____ Ethnicity _____	1.Mem Size: _____ Mission:
2.Loc.: Name:	2. Type: _____ Age: _____ Gender: _____ Ethnicity _____	2.Mem Size: _____ Mission:
3.Loc.: Name:	3. Type: _____ Age: _____ Gender: _____ Ethnicity _____	3.Mem Size: _____ Mission:
4.Loc.: Name:	4. Type: _____ Age: _____ Gender: _____ Ethnicity _____	4.Mem Size: _____ Mission:
5.Loc.: Name:	5. Type: _____ Age: _____ Gender: _____ Ethnicity _____	5.Mem Size: _____ Mission:

EXAMPLES OF TYPES OF ORGANIZATIONS/ASSOCIATIONS: Ethnic (Specify); Fraternal; Sororal; Work or Professionally Related (e.g., Union, Professional Association, etc. Specify); Religious (Specify Religion); Educational (Specify); Economic (e.g. shared investing or borrowing. Specify); Social (for coming together socially); Service (for providing a service. Specify); Intellectual Exchange (Reading Club, etc.); Sporting (e.g. Biking Club); Kinship Based; Other (Specify).

MEMBERSHIP AGE CATEGORIES: Pre-Adolescents Only; Adolescents Only; Adults Only; Seniors Citizens Only; All Ages or Any Combination of the Preceding Age Categories; Other (Specify).

MEMBERSHIP GENDER CATEGORIES: Males Only; Mostly Male; Female Only; Mostly Female; Homosexual Only; Mostly Homosexual; No Differentiation With Regards to Gender; Other (Specify).

ETHNICITY: Assess Major Ethnic Category (African American, EuroAmerican, Native American; Hispanic American, or Asian Pacific) or Preferably subcategory (e.g. Religious such as Moslem; or National such as Polish)

MISSION: What is the organization's primary purpose, goal, or activity.

USE ACCOMPANYING "COMMENT" SHEETS FOR ADDITIONAL NOTES .

Community Characteristics and Resources

I. DATA COLLECTION CATEGORY 9: RESOURCES FOR PLAY, RECREATION AND LEISURE

11. Location Names, Kinds, Age & Ethnic Categories of Most Frequent Clientele; and Description of Resources for Play, Recreation and Leisure in each Sub-community. Use as many sheets as necessary.

Study Community _____

Sub-community _____

Recorder(s) & Dates: _____

LOCATION (Exact Street Address) AND NAME	TYPE & CLIENTELE (See KEY Below)	USE & ENVIRONMENTAL CONDITION (See KEY Below)
1.Loc.: Name:	1.Kind: Clientele:	1.Use: _____ Environ:
2.Loc.: Name:	2.Kind: Clientele:	2.Use: _____ Environ:
3.Loc.: Name:	3. Kind: Clientele:	3.Use: _____ Environ:
4.Loc.: Name:	4.Kind: Clientele:	4.Use: _____ Environ:
5.Loc.: Name:	5. Kind: Clientele:	5.Use: _____ Environ:

EXAMPLES OF KINDS OF RECREATIONAL RESOURCES: Theater (for Plays); Movie Theater; Art Gallery; Museum; Park; Playground; Multipurpose Field; Basketball Court; Gymnasium; Neighborhood/Recreation Center; Swimming Pool; Pool Hall; Bowling Alley; Youth Center; Night Club; Bar; Health Club/Spa; Shooting Range; Arcade; Sports Arena; Sports Stadium; Tennis Court; Multi-Unit Facility; Golf Course; Driving Range; Hunting Area; Fishing Area; Boating Facility; Hockey Field; Baseball Diamond; Batting Cage; Soccer Field; Hand Ball Court; Volley Ball Court; Skating Facility (Ice, Roller, Blade, Board. Specify); Gambling Facility; Horse/Dog Racing; Car/Bike/Car Racing; Zoos/Animal Farms; Other (Specify).

CLIENTELE KEY, AGE: Preadolescents Only; Adolescents Only; Adults Only; Senior Citizens Only; All of the Preceding or Any Combination. (Write in as many as apply).

CLIENTELE KEY, ETHNICITY: Ethnic Categories and Subcategories

CLIENTELE KEY, GENDER: Males Only; Mostly Male; Female Only; Mostly Female; Homosexual Only; Mostly Homosexual; No Differentiation With Regards to Gender.

USE KEY: Always Crowded; Frequently Used; Periodically Usee; Infrequently Used; Almost Never Used; Never Used; Not Suitable for Use.

EXAMPLES OF ENVIRONMENTAL CONDITION: (Write in as many as apply). Clean Vs Dirty; Plenty of Space vs. Crowded; Dangerous vs. Safe; Drugs Present vs. Drug Free; Other (Specify).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES.

Community Characteristics and Resources

J. DATA COLLECTION CATEGORY 10: RESOURCES FOR PUBLIC SAFETY

J1. Location, Names, Kinds, and Description of Public Safety Resources in each Sub-community. Before Walking Streets to Collect Data, Should Pursue Possible Existing Data from Central Police, Fire, and Garbage Pickup Services. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

LOCATION (Exact Street or Block Number) AND NAME	KINDS OF SERVICES OFFERED (See KEY Below. Write in as many as apply)	BRIEF DESCRIPTION OF PRESENCE IN COMMUNITY (See KEY Below)
1. Loc.: Name:	1.	1.
2. Loc.: Name:	2.	2.
3. Loc.: Name:	3.	3.
4. Loc.: Name:	4.	4.
5. Loc.: Name:	5.	5.

EXAMPLES OF KINDS OF PUBLIC SAFETY RESOURCES: Garbage Pickup; Police Station; Beat Police; Street Lights; Traffic Lights; Speed Bumps; Fire Stations; Fire Hydrants; Other (Specify).

EXAMPLES OF DESCRIPTION COMMENTS: Descriptive Comments such as: (1) Garbage Pickup: Specify number of days per week and/or other relevant comment; (2) Police Station/Fire Station: Give estimate of size/ any evidence of nature of relationships with residents/and any other relevant comment; (3) Police Officers: Frequency of neighborhood drive through/relationship with residents/and any other relevant comment; Other (Specify).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES.

Community Characteristics and Resources

K. DATA COLLECTION CATEGORY 11: TRANSPORTATION RESOURCES

K1. Kinds, Location, Names, and Description of Transportation Resources in each Sub-community. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

KINDS OF SERVICES OFFERED (See KEY Below. Write in as many as apply)	LOCATION (Exact Street Address) AND NAME	BRIEF DESCRIPTION OF PRESENCE IN COMMUNITY (See KEY Below)
1.	1. Loc.: Name:	1.
2.	2. Loc.: Name:	2.
3.	3. Loc.: Name:	3.
4.	4. Loc.: Name:	4.
5.	5. Loc.: Name:	5.
6.	6. Loc.: Name:	6.

EXAMPLES OF KINDS OF TRANSPORTATION RESOURCES: Bus Stations; Bus Stops; Train (Including Subways) Stations; Train Stops; Taxi Stations; Taxi Stands; Gas Stations; Car Repair; Car Dealer (New or Used); Car Rental; Motor/Bicycle Stands; Bicycle/Walking Paths; Parking Lot; Other (Specify).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES.

Community Characteristics and Resources

L. DATA COLLECTION CATEGORY 12: COMMUNICATION RESOURCES

L1. Kinds, Location, Names, and Description of Transportation Resources in each Sub-community. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

KINDS OF SERVICES OFFERED (See KEY Below. Write in as many as apply)	LOCATION (Exact Street Address) AND NAME	BRIEF DESCRIPTION OF PRESENCE IN COMMUNITY (See KEY Below)
1.	1. Loc.: Name:	1.
2.	2. Loc.: Name:	2.
3.	3. Loc.: Name:	3.
4.	4. Loc.: Name:	4.
5.	5. Loc.: Name:	5.
6.	6. Loc.: Name:	6.

EXAMPLES OF KINDS OF COMMUNICATION RESOURCES: Public Telephone; Electronic (Television, Radio, Computer) Sales; Telephone Service; Electronic Service; U.S. Post Office; UPS; Federal Express; Mail Box Inc., Western Union; Newspaper Stand; Billboards; Other (Specify).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES

Community Characteristics and Resources

M. DATA COLLECTION CATEGORY 13: WATER AND POWER

M1. Kinds, Location, Names, and Description of Water and Power Facilities in each Sub-community. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

KINDS OF FACILITIES (See KEY Below)	LOCATION (Exact Street Address) AND NAME	BRIEF DESCRIPTION OF PRESENCE IN COMMUNITY
1.	1. Loc.: Name:	1.
2.	2. Loc.: Name:	2.
3.	3. Loc.: Name:	3.
4.	4. Loc.: Name:	4.
5.	5. Loc.: Name:	5.
6.	6. Loc.: Name:	6.

EXAMPLES OF KINDS OF WATER AND POWER FACILITIES: Communal Well or Pump; Water Treatment Facility; Water Power Facility; Dam; Electric Power Facility; Solar Power Facility; Wind Power Facility; River; Pond or Lake; Stream/Creek

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES.

Community Characteristics and Resources

N. DATA COLLECTION CATEGORY 16: POTENTIAL POLLUTERS AND ENVIRONMENTAL RISKS.

N1. Location, Names, Kinds, and Evidence of Potential Pollution in each Sub-community. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

KINDS OF POTENTIAL POLLUTERS (See KEY Below).	LOCATION (Exact Street Address) AND NAME	EVIDENCE OF POTENTIAL POLLUTION (See KEY Below)
1.	1. Loc.: Name:	1.
2.	2. Loc.: Name:	2.
3.	3. Loc.: Name:	3.
4.	4. Loc.: Name:	4.
5.	5. Loc.: Name:	5.

EXAMPLES OF KINDS OF POTENTIAL POLLUTANTS OR ENVIRONMENTAL RISKS: Piles of Garbage; Open Lots Cluttered with Trash, Garbage, Wine Bottles, Syringes, etc; Open Waste Dump; Natural Waste Area; Recycling Center; City Dumps; Land Fills; Toxic Waste Sites; Auto Salvage Dumps; Chemical Companies; Coal Operated Electric Plants; Oil Companies; Waste Water Treatment Plant; Landfill Areas; Other Air Polluting/Noise Polluting/Water Polluting Entities; Other (Specify)

KEY FOR EVIDENCE OF POTENTIAL POLLUTION OR ENVIRONMENTAL RISK: What is evidence of potential pollution or environmental risk?.

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES.

Community Characteristics and Resources

O. DATA COLLECTION CATEGORY 14: COMMUNITY IMPROVEMENT PROJECTS

O1. Kinds, Location, Names, Date Initiated (If Known) and Description of Community Improvement Efforts Community. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

KINDS OF COMMUNITY IMPROVEMENT PROJECTS (See KEY Below)	LOCATION (Street Addresses Involved) & NAME OF PROJECTS	BRIEF DESCRIPTION & WHEN INITIATED
1.	1. Loc.: Name:	1. Desc.: Initiated: _____
2.	2. Loc.: Name:	2. Desc.: Initiated: _____
3.	3. Loc.: Name:	3. Desc.: Initiated: _____
4.	4. Loc.: Name:	4. Desc.: Initiated: _____
5.	5. Loc.: Name:	5. Desc.: Initiated: _____
6.	6. Loc.: Name:	6. Desc.: Initiated: _____

EXAMPLES OF KINDS OF COMMUNITY IMPROVEMENT PROJECTS: Man Made Lakes or Other Water Resources; Creation of Areas with Natural Vegetation (Trees, Shrubbery, Tree lined Streets; etc.); Infrastructural Improvement (Streets, Lights, etc); Housing Development; Economic Development; Organizational Development; Human Service Delivery Improvement; Other (Specify)

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES.

Community Characteristics and Resources

P. DATA COLLECTION CATEGORY 15: EMPLOYMENT RESOURCES

P1. Location, Names, Kinds, and Sizes of All Entities Offering Employment in each Sub-community. The Kinds of Employment Resources will include many of the Kinds of Community Resources included in many of the preceding data categories, since many of these entities hire staff to operate. Thus one might begin filling in this category with the names and locations of many of names and locations in other Community Resource categories. Use as many sheets as necessary.

Study Community _____

Sub-community: _____

Recorder(s) & Dates: _____

LOCATION (Exact Street Address) AND NAME	KIND OF EMPLOYMENT OFFERED (See KEY Below. Write in all applicable)	NUMBER OF JOBS OFFERED, FULL & PART TIME, & Age Range
1. Loc.: Name:	1.	1. Full: _____ Age Range: _____ Part: _____ Age Range: _____
2. Loc.: Name:	2.	2. Full: _____ Age Range: _____ Part: _____ Age Range: _____
3. Loc.: Name:	3.	3. Full: _____ Age Range: _____ Part: _____ Age Range: _____
4. Loc.: Name:	4.	4. Full: _____ Age Range: _____ Part: _____ Age Range: _____
5. Loc.: Name:	5.	5. Full: _____ Age Range: _____ Part: _____ Age Range: _____

EXAMPLES OF KINDS OF JOBS OFFERED: (1) Executive, Administrative, and Managerial (Specify); (2) Professional Specialty (Specify); (3) Technicians and Related Support (Specify); (4) Sales (Specify); (5) Administrative Support, including Clerical (Specify); (6) Private Household (Specify); (6) Protective Service (Specify); (7) Service, except Protective and Household (Specify); (8) Farming, Forestry, and Fishing (Specify); (9) Precision Production, Craft, and Repair (Specify); (10) Machine Operators, Assemblers, and Inspectors (Specify); (11) Handlers, Equipment Cleaners, Helpers, and Laborers (Specify); (12) Employment Placement (Specify).

USE ACCOMPANYING COMMENT SHEETS FOR ADDITIONAL NOTES.

Community Characteristics and Resources

Q. DATA COLLECTION CATEGORY 17: "STREET SCENES"

Q1. Kinds, Location, Names, and Description of Scenes from "the Streets " in each Sub-community. One sheet is provided for each street scene.
Use as many sheets as necessary.

Study Community: _____

Sub-community: _____

Recorder(s), Dates and Time of Day: _____

TYPES, LOCATION (block # & street address) & BRIEF DESCRIPTION OF STREET SCENE(S). (See Key Below)	BRIEF DESCRIPTION OF ACTORS IN STREET SCENE (See KEY Below)	BRIEF DESCRIPTION OF ACTIVITIES IN STREET SCENE (See KEY Below)
1. Type: Loc. _____ Desc: _____	1.	1.
2. Type: Loc. _____ Desc: _____	2.	2.
3. Type: Loc. _____ Desc: _____	3.	3.
4. Type: Loc. _____ Desc: _____	4.	4.
5. Type: Loc. _____ Desc: _____	5.	5.

EXAMPLES OF KINDS OF STREET SCENES: *Note: More than one scene may be recorded at one location. Places Where People Congregate; Places Where Children Play; Places Where Adolescents/Young Adults Hang Out; Areas Where Sex is Sold/Bought; Open Air Food Markets; Drug Markets and Other Areas Where Black Market or Illegal Items are Sold/bought; Areas Where Illegal Drugs are Used and Shared (e.g., crack houses, shooting galleries, etc.); Area of Gang Activity; High Violence Area; etc.; Other (Specify)

EXAMPLES OF STREET SCENE DESCRIPTION: (Write in as many as apply). Clean Vs Dirty; Plenty of Space vs. Crowded; Dangerous vs. Safe; Drugs Present vs. Drug Free; Other (Specify).

EXAMPLES OF ACTOR DESCRIPTION: Ethnicity/Race; Age Range (Pre-Adolescent Children; Adolescent/Young Adult; (Mature Adult; Senior Citizen); Sex (Male/Female); Estimate of Height & Weight; Other Physical Characteristics (Specify); Appearance (Clean vs Dirty; Neat vs Disheveled; etc.).

ACTIVITIES DESCRIPTION: Begin Comments on activities with descriptors regarding actors carrying out activities.

USE ACCOMPANYING COMMENTS SHEETS FOR ADDITIONAL NOTES ON STREET SCENES

Appendix 2: Additional Comment Forms (ACFs)

A. Location Data. One of these pages should be used each time additional notes or comments beyond the information provided on the Data Collection Category Forms.

Recorder's Name: _____ Data Collection Category _____

Date _____ Study Community _____ Name of Data Item _____

Sub-Community _____

B. Comments. Before comments are recorded, the recorder should first note what particular characteristics of the data entry is being commented on. That is, before recording the comment, the recorder should first write: Name, Location, Type/Kind, Description, Size, or whatever the specific data entry's primary characteristic is, about which the comment is being made. If necessary, comments for a particular data entry may continue on the back of the form, and on as many comment forms as necessary. If more than one sheet is needed for comments, the recorder should enter sequential page numbers at the bottom of each sheet.
