

**An Action-Oriented Community Diagnosis for West Liberty, North Carolina:
Findings and Next Steps of Action**

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**Siobhan Cooper
Mary Hoehn
Susan Slazas
Bhavna Talekar
Jimmy Wallace**

Preceptors:

**Reverend M. Philip McCleave, BS, MS, DD
Senior Pastor of Edwards Grove Missionary Baptist Church
&
MiMi Cooper, MPH
Health Director of the Randolph County Health Department**

Instructors:

**Geni Eng, DrPH
Karen Moore, MPH**

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

“My hope is that we will find more that unites us than divides us.

So goes West Liberty, so goes Liberty. You cannot be united and separate at the same time. Then we can do away with the connotations of Liberty and West Liberty; they need to be one.”

- Reverend M. P. McCleave

Acknowledgements

At the outset of this project, before a crowded congregation on a Sunday afternoon, Reverend McCleave introduced our group as “the UNC students who have come to help West Liberty.” At that point, I’m not sure a single one of us knew what we were supposed to do to help, but we knew we had this project to do, and so we went on with it.

Professors and other students got us started and gave us pointers along the way; preceptors kept us going with their expertise, the people of West Liberty invited us to sit down and talk; town officials answered our many questions, and a big group of people came together to talk about some very important issues, and how the community would proceed into the future. By the time it was all over, we students had done what we were supposed to do: we finished our project. If any help came out of it, it’s because of all the other folks who were there along the way.

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People throughout Liberty: school faculty, public servants, and town employees openly shared their thoughts and concerns and answered our questions with patience. Even those who

seemed wary of students from the outside lent us an ear, helped our research, and pledged the town's support for the future.

The community we came to know is not without reliable strengths, the greatest of which, are its leaders. Elvin Marley, Ethylene Headen, Dwight Cheek, Kathy Headen, Mary Matthews, Reverend Fortune, Reverend Barton [planning committee members] devoted a great deal of time to not only planning and hosting the West Liberty Community Meeting, but to showing and reminding us students how things are best done in Liberty.

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The man who was so certain we had come to serve West Liberty, Reverend Philip M. McCleave, ended up serving each of us without ceasing. His introductions carried so much weight, his insight so sincere, and his humility so charitable, that through his direction, any deed turns out good. Just as Reverend McCleave's guidance will serve Liberty for many years to come, his impact on us will last throughout our lives.

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Table of Contents

Section.....	Page
Executive Summary.....	<i>i</i>
Introduction.....	1-2
Methodology.....	2-6
Themes.....	6-37
Defining West Liberty.....	7-9
Services.....	9-13
Town Services	
Health Services	
Employment.....	13-16
Youth Employment	
Growth and Development.....	16-21
Business	
Population/Town Size	
Housing	
Crime and Drugs.....	21-24
Recreation.....	24-27
Community Organization and Decision-Making.....	27-31
Race Relations.....	31-34
Randolph High School.....	34-37
The West Liberty Community Meeting.....	37-42
Discussion, Conclusions and Recommendations.....	42-48
Appendices	

EXECUTIVE SUMMARY

This document is a report of the qualitative findings from an Action Oriented Community Diagnosis (AOCD) of West Liberty. In addition to being described as a community located on the western side of the town of Liberty, North Carolina, West Liberty is also known as "where the black people live." Five graduate students in the Department of Health Behavior and Health Education at the University of North Carolina (UNC) School of Public Health conducted this AOCD from November 2001 to April 2002. The two preceptors for the team, MiMi Cooper, Health Director of the Randolph County Health Department, and Reverend M. P. McCleave, Senior Pastor at Edwards Grove Missionary Baptist Church, introduced the team to community members and service providers in the community and helped the team gain entrée into the West Liberty community.

The AOCD team learned about life and issues deemed to be of importance in West Liberty through interviews and focus groups with community members and people who provide services in the town. The AOCD team members then analyzed all of the information pertaining to these themes and compiled them into a portion of this document. At the end of the AOCD process, community members and service providers came together at the West Liberty Community Meeting to discuss many of the important issues identified. From these discussions, attendees developed action steps to build on the community's strengths and address issues people wanted to change.

One of the issues discussed at the Community Meeting was lack of representation from West Liberty on the Liberty Town Council. To address this problem, West Liberty residents took action by deciding to organize a campaign to elect Reverend Elvin Marley to the Town Council. A lack of youth employment was another issue that frequently emerged during the

AOCD process. As a result, participants at the Community Meeting decided to advertise and garner interest among 9th and 10th graders about the Liberty Chamber of Commerce's career "shadowing" program. Others expressed concern over the lack of recreational opportunities available to West Liberty youth. Thus, community members designed action steps to work with the Parks and Recreation Department to organize a softball league and consider making improvements to West Liberty's Paul Henry Smith Park. In addition, discussions around health services revealed that many of the town and county services are unknown and therefore underutilized by community members. Attendees decided that a health resource person should be designated in each church as a way of informing community members of available services. Finally, a number of community members expressed the desire to reduce the crime and drug problems in West Liberty. Those at the Community Meeting decided to form a neighborhood watch program in West Liberty and agreed to seek involvement from the Liberty Police Department.

In addition to the themes and action steps discussed at the West Liberty Community Meeting, the AOCD team received information on other topics of interest and believes there are numerous strengths in the community that could address other challenges facing West Liberty. Underlying issues of community cohesiveness, town decision-making systems, and opportunities for growth and development have a tremendous impact on the health and well being of the West Liberty community and its place in the town of Liberty. Thus, increased participation in community-centered organizations, such as the Concerned Citizens of Liberty, would help unify the community and its strengths to drive improvements. In addition, increased collaboration between the West Liberty community and the town of Liberty, with consideration of social, political, economic, and historical factors, may better facilitate equality in decision-making.

Finally, establishing a community center would provide residents with more opportunities for personal growth and development in terms of education and recreation and may serve to increase cohesiveness within the community.

The action steps created during the West Liberty Community Meeting also demonstrate the strength of the community and their desire to bring about positive change in West Liberty, and the town as a whole. To further strengthen these efforts, the community may want to consider increasing their collaboration with the town government and other residents or groups from Liberty who have similar concerns. The community may also benefit from drawing on the experience of other communities that have overcome challenges similar to theirs.

INTRODUCTION

West Liberty is a small community of nearly 500 residents that lies on the western side of the town of Liberty, North Carolina. Rather than being defined by its geographical markers, the area is most commonly referred to as "where the black people live." This document describes an Action-Oriented Community Diagnosis (AOCD) done in West Liberty and is intended to foster an informed dialogue between community members and service providers through which sustainable change and development can occur.

An AOCD is a comprehensive and analytical approach to conducting community assessments. It is intended to provide community members and service providers with a foundation for sustainable development that will benefit the entire community (Eng and Blanchard, 1991). The goals of an AOCD are to: 1) identify the needs of a community as determined by the service agencies and consumers; 2) document and assess the circumstances that contribute to community competency and the barriers that perpetuate disease and illness; and 3) foster cooperation between communities and service agencies in defining and resolving needs (Eng and Blanchard, 1991). An AOCD functions within a paradigm that allows for multiple realities and documents the “insiders” perspectives (the perspectives of community members) and “outsiders” perspectives (the perspectives of members of the AOCD team, service providers, and people who do not identify themselves as West Liberty residents) to acknowledge these multiple realities.

In order to account for multiple realities, an AOCD utilizes both quantitative and qualitative data. Quantitative information is the measured and objective statistical data that has traditionally been used to make decisions regarding community needs and development. An AOCD identifies this data as one of many perspectives, and adopts a constructivist approach in

which qualitative inquiry is used to develop an understanding of the different points of view from both insiders and outsiders (Guba & Lincoln, p. 112). It not only allows for the fact that these perspectives may not always be the same, but it attempts to understand the variation in perspectives and identify the social, economic, and environmental factors that account for the variability.

This document presents the findings of the AOCD for West Liberty, which was completed by five graduate students in the Department of Health Behavior and Health Education at the University of North Carolina (UNC) at Chapel Hill School of Public Health. The AOCD process occurred between November 2001 and April 2002. The first two months of AOCD were spent developing the protocol for this process. The team applied for and received approval for this protocol from the Institutional Review Board (IRB) at UNC School of Public Health in January 2002 and began conducting interviews the following month (see Appendices A through V). Although the AOCD process utilizes both qualitative and quantitative data to inform and guide development, this document will focus on the qualitative data that was collected from February through April 2002 (Appendix W).

METHODOLOGY

Gaining entrée to the community and conducting a windshield tour were the first steps of this AOCD. The AOCD team was matched with two preceptors, Ms. MiMi Cooper, Health Director of the Randolph County Health Department and Reverend M. Philip McCleave, Senior Pastor at Edwards Grove Baptist Church in West Liberty. Their roles were to provide guidance as well as access to the West Liberty community. Reverend McCleave conducted a windshield tour with the team, which served as the team's first opportunity to visit West Liberty and make

initial note of the living conditions, resources available, and general impressions of the community.

Qualitative Methods

Interviews and focus groups were the primary modes of data collection. All interviews were done in person, which allowed the AOCD team members to clarify questions and answers and probe for in-depth information. Focus groups were used to obtain candid information, with answers often building upon those of others in the group, and allow for information that can only be extracted from informal conversations (Stewart and Shamdasani, p. 19).

Questionnaire development

The first step in the data collection process was the development of interview and focus group protocols, consent forms, and interview guides. Information gained from meetings with the team preceptors, and interview guides from past CD documents were used in developing open-ended questions for the interviews and focus groups. These open-ended questions were used to conduct semi-structured interviews and focus groups, which provided direction while retaining some flexibility for participants to explore their own issues and opinions (Patton, p 278). The AOCD team piloted each interview guide with one of its preceptors.

The team applied for, and gained approval for this project from the Institutional Review Board (IRB) at UNC School of Public Health. This board constitutes experts that go over every part of a study, including the interview guides to ensure that project participants (community members and service providers) will be treated fairly and protected from harm. No amendments were made to the protocols or interview guides after approval was given by the IRB.

Recruitment of participants

The AOCD team realized that it would have been difficult to gain entrée to West Liberty and to those who serve the community without assistance from the team's preceptors. Their invitations to community and town meetings, as well as church activities, were invaluable to the team. Their assistance enabled AOCD team members to meet people and develop a rapport with the community. These contacts were critical in developing an initial list of potential interview and focus group participants. After the initial interviews were conducted, participants were then recruited based on referrals from community members themselves. Local agencies that provide services to West Liberty and town officials were also contacted and interviewed.

Potential participants were contacted by phone to arrange a time to meet for a focus group or interview. The team was also sensitive to the ethical principles surrounding the protection of privacy and ensured that community members had expressed a willingness to participate before a team member contacted them by phone. Service providers and public officials were contacted at work after their area of service was determined to be relevant to the issues revealed by earlier information gathering. Prior to each interview or focus group, participants were given the opportunity to review a copy of the appropriate consent form and interview guide.

Youth participants

Lack of opportunities for youth employment, recreation and over-all growth, was a common concern expressed by community members in the initial phase of interviews. The team therefore felt a need to hear the perspective of youth in these matters. Since the team had previously gained permission from the IRB to interview adults only, a new application was filed (and permission was gained from the IRB) to conduct focus groups with youth. A special

recruitment protocol was used to ensure the protection of minors who would participate in the focus groups. The questions for the focus group focused on issues of youth employment, recreation and their experience of growing up in West Liberty.

Adult leaders of youth organizations contacted parents of youth whom they thought might want to participate and explained to them the AOCD process, including provisions for minors. The parents then asked their children if they would like to participate. For children who agreed to participate, parents gave signed informed consent prior to the focus group and youth gave verbal assent at the focus group.

Interview/Focus group protocol

Interviews and focus groups lasted between 45 minutes and 2 hours. For each interview or focus group, one AOCD team member served as the interviewer or facilitator while a second team member took notes. At the start of the interview or focus group, the interviewer or facilitator explained the AOCD process, received signed informed consent, assured participants that their responses were voluntary and confidential, and asked for permission to record the interview. Once permission was granted, the note-taker began recording. All participants, both youth and adults, had the right to ask that recording be stopped at any time. During the interviews, the interviewer asked questions and probed to gather detailed information on topics that the interviewee or previous participants considered most important. During the focus groups, the facilitator asked questions from a question guide, as in the interview, but posed questions in such a way that would foster conversation and permit the participants to engage in discussion rather than provide a direct response to each question. The note-taker recorded queues to responses from each participant and recorded non-verbal communication and gestures.

At the end of both focus groups and interviews, the note-taker stopped the audio recorder. The AOCD team members thanked the participants and asked them to contact any other community members who might be interested in speaking with the team. Participants were provided Participant Referral Forms for this purpose (see Appendix M). Team members also informally discussed the direction of the AOCD process and reminded participants that there would be a community meeting in April to discuss the findings of the diagnosis. Team members found that these post-interview conversations were often more informative than actual responses to interview questions; however, the information was only used to inform the direction of future interviews and reveal additional issues to consider.

Data Analysis

Analysis of qualitative data adhered to a standardized method in order to obtain a reliable and thorough analysis of the information. First, the note-taker from each interview or focus group transcribed the verbal answers and summarized the non-verbal exchanges during their interview or focus group. To retain confidentiality, notes from each interview or focus group were assigned a reference number and stored separately from any identifying information. Second, two AOCD team members reviewed the interviews and focus groups and coded the information according to topic and theme. These themes were written in the margins of the transcribed interviews and focus groups were stored in the group's file cabinet. Third, AOCD team members created folders for each theme and inserted passages that they had cut from coded interviews and focus groups and placed them in each corresponding folder. Passages that contained multiple issues were copied and cross-filed in each of the corresponding folders. Each passage was assigned a reference number to link it to the interview or focus group from which it originated and was also noted as being from either an insider or outsider interview. Finally,

contents of each folder were compiled into a written document describing the viewpoints and opinions that represented that folder's specific theme.

In addition, field notes from the team's windshield tour and numerous visits to the community, notes from various community and church events/meetings attended by team members, and information gained from informal conversations with community members and service providers were also used to fill gaps in the qualitative data.

Quantitative Data Collection Methods

The first part of the AOCD process (from November to December, 2001) was spent compiling quantitative data and other secondary sources to begin to gain an understanding of the history, health, economic, social, and political environments of West Liberty. The majority of data found described Randolph County as a whole, and to a lesser extent, the town of Liberty. Rigorous searches for quantitative data that specifically represented West Liberty yielded very few results. Once the qualitative data collection began, the AOCD team focused a majority of their efforts on collecting, analyzing, and synthesizing primary data. This document will focus primarily on the findings of the qualitative data collection.

THEMES

As discussed previously, the primary method of data collection involved interviews and focus groups with community members and service providers. This section contains the findings of those interviews and focus groups. The findings are grouped according to several main themes that emerged, including:

- Defining West Liberty
- Services (Town Services, Health Services)
- Employment (Including Youth Employment)

- Growth and Development (Business, Population/Town Size and Housing)
- Crime and Drugs
- Recreation (Including Youth Recreation)
- Community Organizing
- Race Relations
- Randolph High School

The following sections discuss each of these themes in detail. Clearly delineated within each section are the views and perspectives of both insiders (community members) and outsiders (members of the AOCD team, service providers, and people who do not identify themselves as West Liberty residents). Presentation of information in this manner permits a better understanding how the insiders' and outsiders' perceptions of life in West Liberty are both similar and different.

It is important to note that many of the themes that presented themselves are closely related and often cross cutting. One of the biggest cross cutting themes that emerged was a concern for youth, which manifested itself as a significant topic in several themes, including recreation, employment, and health issues. As such, the issue of youth is not listed as its own theme, despite the fact that it was an overwhelmingly important issue among both insiders and outsiders alike. Instead, it is discussed under the specific themes listed above.

Defining West Liberty

Insiders' Perspectives

While one community member did define West Liberty by the physical boundaries of the railway tracks going all the way through the center of town, most did not. Even when questioned about geographical boundaries of West Liberty, most residents felt less able to define it

geographically and instead returned to the community definition of “it’s where the black people live.” Some community members also defined West Liberty in historical terms of segregation; in that many commented that, years ago West Liberty was “where all the blacks used to live. They didn’t have any choice.”

When asked about feelings regarding the differentiation in name between West Liberty and Liberty, one community member commented, “I grew up with it, so it’s not a big deal. When I tell people where I am from, I just say, ‘Liberty.’” Some community members seemed to be struggling over whether the “West” should be taken out of “West Liberty,” seemingly so that the term “West Liberty” has fewer perceived negative connotations by the town. However, one community member disagreed and remarked that people in West Liberty need a change in attitude, not a change in the name of the place where they live. This same community member advised, “Instead of dropping the ‘West’ from West Liberty, people should instead change the way they view their own community.” Interestingly, several West Liberty youth stated they had never heard the term, “West Liberty.” Instead, they commented that they view West Liberty and Liberty as one and the same, and that if someone were to ask where they live, they would say, “In Liberty.”

Outsiders' Perspectives

When outsiders were asked to define West Liberty, the question was met with some hesitancy and was more often defined in geographical boundaries rather than racially or in terms of the community that lives there. For example, one service provider defined West Liberty as “the western section of town,” while another defined West Liberty as “that portion of town west of the railroad tracks, north and south of Swannanoa Avenue.” Interestingly, one service provider stated it is not clear what West Liberty is and that defining it “depends on who you ask and the reason why you are asking.” However, this same service provider then offered several, mostly geographical

ways of defining the area, including being “split by the train tracks,” by “Kirkman Street that runs north and south,” and “usually right over the train tracks and the residential area.”

Defining West Liberty by the “west side of town” or “west of the railroad tracks” was echoed by many other outsiders as well, although a few expanded the definition to include community. For example, one stated, “It’s not the other side of the train tracks, but it’s a community kind of on the other side. Everybody that’s African-American doesn’t live over there, but a majority of people who are, do.” Similar to a community member, one outsider we interviewed went beyond geography and community to define West Liberty in historical terms as well: “It’s an area where our black people have settled or maybe [been] allowed to settle. It’s where they live and it’s an area.”

Services

The services provided to West Liberty are generally considered the same as those provided to the town as a whole. Some services, such as police and fire protection, public works, parks and recreation, and access to the public library are provided directly through the town. However, a portion of West Liberty falls outside the city limits, and as a result, the people living in that area are ineligible for some of these town services. Several of these services will be discussed below, although it should be noted that recreation and police protection will be examined more extensively in other sections of the document. In addition to services provided by the town, this section will also discuss health services provided to West Liberty residents.

Town Services

Insiders' Perspectives

There were varying opinions among community members regarding the quality of the services they receive. Most of the concern came from residents who live outside the city limits and are therefore ineligible for some services. They often perceived this negatively: “I guess

we're not privileged to what the town has – sewage, street lights." Along these lines, there were also concerns expressed about the trash and aesthetics of West Liberty, but again, the issue of the "one-mile radius" and city ordinances not extending beyond that limit have left many residents frustrated. Some residents attributed such disparities in services to the power held by the town government. For example, some community members remarked that the quality of services provided to the western part of town is different than that provided to other parts of Liberty, and that one has to "fight to get things."

There was also a feeling that some of the differences in services are racially motivated: "It always goes back to who's in office, and the truth is that always the black side of town gets neglected." Community members expressed frustration about this and noted, "We can go up there and talk all we want to, but when the bottom line comes, they aren't going to do any more than they have to." One community member suggested, "We are going to have to make the changes and improvements first. Then they [will] bring the town benefits this way."

Another disparity noted is the lack of sidewalks in West Liberty: "They do not think of putting sidewalks here." In addition, insiders expressed concern about the lack of upkeep of the Ames Grove Cemetery, a cemetery that has traditionally been used by African-American residents of Liberty. Since this cemetery is "located outside the town, the town therefore does not support maintenance and it is up to the community to keep it up." While community members did not discuss water or other services extensively, one resident noted that she had "no problem with water. The town does it."

Outsiders' Perspectives

Service providers generally perceived the services provided to West Liberty as being of equal quality to those provided to the rest of Liberty. For example, there was general agreement

among outsiders that the well-water system in the community, which is monitored by state standards, provides the town with "good water quality." Although one concern was raised regarding aging buildings and problem with pipes, the Town Manager stated, "The problems West Liberty faces are the same as in the rest of town." In regard to police protection, the police chief acknowledged concerns felt by West Liberty residents living outside the city limits, but stated, "When you get to the city limits, my real job stops." In addition, while one service provider stated, "Our sidewalk system has been one of the nicest things that has happened to Liberty," she also went on to say that one of the needs of West Liberty is for "improved street sidewalks."

Health Services

Insiders' Perspectives

Insiders expressed varying perceptions regarding health services. One resident of West Liberty stated, "I try to do everything in West Liberty." However, when another resident was asked whether she is able to access health care, she responded, "[There are] only two doctors in town." She went on to say that the doctors are usually booked up well in advance and that there is no pediatrician in town.

Community members also generally agreed that the West Liberty community is in need of a health clinic. One resident stated, "What I would really like to see here is some type of community center that would house some type of medical facility." While community members did not address the specific health needs of different groups within the West Liberty community, one resident did discuss the issue of adolescent pregnancy: "What it is that the teens are looking for is something else to do. They think having a baby will give them something else." Other residents consistently expressed the sentiment of youth lacking opportunities in life as well.

Outsiders' Perspectives

There was no consistent agreement among outsiders regarding the quality of health services available in the community. While most providers estimated there are approximately two to three physicians and two dentists in Liberty, there was no clear agreement on whether these providers were adequate to meet the needs of West Liberty residents. Some outsiders reported that the providers in Liberty serve people of all financial standings, including people covered by Medicaid. However, others felt that there are “not enough physicians that take Medicaid.” According to a representative of the Randolph County Health Department, West Liberty residents have in the past requested that the health department provide health care services, as it was felt there are not enough physicians in the area. However, the AOCD team was informed that the health department couldn’t fill this gap because they are not primary care providers.

When asked what some of the needs of the community are, one service provider responded, “I suppose one thing that could be critical at night or on weekends [is that] sometimes if there’s sickness, they almost always have to go to the emergency room out of town or they have the EMS stationed here. They have a first responder, but they can only do so much.” However, he added that he didn’t “see that as something that can be cured anytime soon because of the population and the expense.” Providers also noted that people often have to go out of town for certain health care services, such as Mercy Hospital and the Randolph County Health Department in Asheboro. While transportation was mentioned as a barrier to accessing such services, a Women, Infants and Children (WIC) program, a flu clinic and a health fair are brought to Liberty on a regular basis to help address this problem. Several service providers suggested an additional need for a walk-in clinic and a clinic for urgent care.

Service providers also discussed some of the needs of specific groups within the community. For instance, one service provider noted that requirements for immunizations and screenings are more often unmet among low-income children. Several service providers also discussed a new program called Smart Start, which was developed in response to the town's realization that children were starting school with developmental delays. Other health needs of young people that were expressed by service providers included eye care, dental care, teen pregnancy and immunizations. However, one service provider stated that there are no specific health needs of kids; rather, "They just need general help." Service providers also discussed health needs of the elderly: "The aging population is always a situation." This provider went on to say that the town has several places for residential care, but that these places are very limited in the number of people they can handle. It was suggested that another facility be created to provide "some type of long-term care."

Employment

Liberty is a town once known for manufacturing fine office furniture, with Liberty Chair having been one of the largest employers. According to one service provider, Liberty employed between 1100-1500 people in the early 1970's. With a population of about 2500 people at that time, Liberty had more jobs than employable people. Liberty Chair has since closed, as have some hosiery mills and other furniture factories, many of which employed people from West Liberty. Today, the unemployment rate in Randolph County is estimated to be up from 2.5% to about 5%. While manufacturing is still the largest employer in Liberty and new industries such as Times Fiber have recently come to town, companies such as these do not have a large employment base.

Insiders' Perspectives

A majority of West Liberty community members stated that the town has little to offer by way of employment: “There’s not a lot of work in Liberty.” One area of concern is that new companies coming into Liberty “bring their own people, making it seem like companies hire out-of-town help before in-town [help].” As a result, many community members remarked that they are forced to commute outside of Liberty for work, even though they would prefer to work in town if there were higher paying jobs. Some community members also discussed the misconception that Latinos are moving in and taking all the jobs, while others felt that too many people are unwilling to start at the bottom and work their way up: “There are black people who say, ‘I am not going to work for minimum wage.’” Overall, however, most community members' concerns about employment revolved around lack of employment for youth.

Some community members felt that part of the solution to the problem of unemployment could include offering continuing education classes so that “young adults would be able to go and get some type of certificate for a particular field.” Still others felt a change in attitude regarding the unwillingness to start “at the bottom” is needed to combat unemployment.

Outsiders' Perspectives

One of the main concerns that emerged among service providers was loss of employment due to the closing of plants and factories, which has forced both West Liberty and Liberty residents to look for jobs elsewhere and work for minimum wage in the service industry. One outsider said that the closing of some of the furniture factories was a severe blow to the town, as some employed as many as 400 people. This outsider also remarked, “We have a lot of low-paying jobs around here.” Many service providers also echoed the misconception that the rising Hispanic population is taking up these jobs, “whereas in reality, they are taking the jobs that no one else is willing to do.” One service provider felt that one way to address unemployment could be to bring in more retail

establishments to increase employment in the area, while another felt the town could use another manufacturing plant to provide additional jobs.

Though a few service providers felt that employment is not a major issue in Liberty, many conceded that people have to commute to outlying cities, such as Asheboro, Greensboro and Burlington to find work. However, one outsider considered the commute “easy” and “convenient,” and another felt that working in other cities is acceptable: “[If] we can’t provide enough jobs, it’s fine if they work somewhere else and live here. We get the tax base.”

Youth Employment

Insiders' Perspectives

There was a consensus among community members that youth are in need of jobs and that they should be working: “You know, if they’re young, they should have a job. I don’t know what’s happening.” While some residents felt that family-owned businesses impede West Liberty youth from obtaining jobs, many were also concerned that the problem surrounding youth and lack of employment was racially-motivated. Some community members also felt youth have the expectation of starting out “on top” and are thus unwilling to start at minimum-wage jobs. Additionally, some residents expressed that youth, both in Liberty and elsewhere, lack the presentation skills and mannerisms necessary to get a job. It was thus felt that classes offering presentation skills should be provided to youth, in addition to improving family values within the home. In addition, one community member commented, “It seems like [youth] have no goal in life” and expressed the need for parents to teach their children to set goals for themselves. The issue of bringing in a fast food establishment also arose numerous times, as it was felt that this could provide youth with some part-time jobs. However, one community member felt that a fast food establishment would not survive in a small town like Liberty.

Outsiders' Perspectives

When asked why jobs are a problem for youth, many outsiders agreed with the sentiment expressed by community members, namely that since some businesses are family-owned, “they don’t send it out to others.” Others felt that youth lack “vision” and “exposure” to see beyond high school, and instead drop out of school to get what they consider to be high-paying jobs. Several service providers were also concerned that youth watch drug-dealers make a lot of money in a short amount of time, and thus have little interest in obtaining a minimum wage job.

Some solutions identified by service providers included opening fast-food establishments to provide jobs for youth. Although many remain opposed to this idea, believing that these establishments would prefer to employ older people, and therefore would not help youth gain employment. Others expressed a need for a mentor program; as well as for parents to become more involved and provide motivation and experiences outside of Liberty so that youth realize other opportunities exist. There was also a strong sentiment felt by one service provider that youth need to be taught that they are special and can make something in life: “Once a child is born into this world, it is up to these parents to nurture the child. Then you won’t have all these kids walking the streets at 16 years old.”

Growth and Development

Business

The Liberty Chamber of Commerce is one of four such Chambers of Commerce in Randolph County and cooperates with the Randolph County Economic Development Corporation to recruit businesses to local industrial sites. There are plans to develop land just west of Liberty that has recently been rezoned as industrial and commercial lots and that currently hosts speculative

properties. The town easement that will extend to this industrial zone will create an infrastructure corridor that may also serve West Liberty.

Insiders' Perspectives

In discussing business growth with West Liberty residents, many felt that not much has changed in West Liberty and Liberty as a whole in the past 35 years, and to one resident, things have “gone down a lot. It seems more dead to me.” Some community members fondly recalled growing up in a time where West Liberty was thriving, in which there was a grocery store, clubs, a beauty parlor and a game room, all on Carter Street. However, after a man was killed outside of one of the clubs, the area developed a bad reputation and the stores began closing. Since then, the area has been re-zoned and only houses can be built there, although the old abandoned buildings still remain. Many residents also remarked that there are no restaurants open later than 10pm in Liberty, a grocery store closed down, there are no fast food places, no shopping stores except for a dress shop that many find too expensive. While many expressed the desire to shop in Liberty, "there's nothing there." Instead, most of their shopping is done outside of Liberty.

While some community members felt the solution lies in creating more competition between businesses, others expressed a need for a wider variety of affordable retail establishments. Many community members also expressed support for bringing in a fast food establishment, partly because they feel it would provide youth with jobs as well as bring money to the community. Other community members felt creating more restaurants would provide better growth for Liberty.

Outsiders' Perspectives

Most service providers did not specifically discuss businesses and growth specific to West Liberty. When they did, it was in reference to the new fire station and existing post office, ABC store and Food Lion as places bringing people into the neighborhood. With respect to Liberty as a

whole, many service providers felt that while there has been some slowdown in the economy, it has not been a major problem and that the companies in the area are doing fairly well. Interestingly, one service provider indicated that the town's intent is to "purposely stay small" and have "controlled growth." As such, the town does not want employers to come into Liberty who employ 1,000 to 2,000 people because if the company failed, it would shut down the town. Along these lines, it was also mentioned that the town's groundwater supply cannot accommodate heavy water use and thus the town has to be careful in recruiting business. However, one service provider commented that slow, steady growth is what makes Liberty unique: "We don't *need* all that razzle-dazzle. You can drive out of town for it."

One service provider also referred to what is called "the Wal-Mart Syndrome," in which giant chains have played a key role in destroying the retail businesses of small towns. This in turn is what some feel precludes Liberty from being "a retail center." Along these lines, one service provider remarked on how at one time there was a big campaign to bring in a Food Lion grocery store. However, when this finally occurred, two other grocery stores were unable to compete and subsequently closed down.

There were also differing opinions among service providers regarding whether a fast-food establishment should be brought in to Liberty. Some service providers argued that opening a Hardees, which was attempted several years ago by community members, does not provide jobs that pay enough or are full-time positions, and it was also expressed that there are enough places to eat in town already. Other service providers remarked that traffic studies have made it difficult to obtain a Hardees in Liberty. However, a few service providers believe that bringing in fast food would help to increase the economy as well as provide jobs.

Overall, most service providers conceded that businesses have been closing and few remain. For example, one noted that while there is a Family Dollar, a Dollar General, and a dress shop for women in Liberty, people generally go out of town for clothing, shoes and other items. In addition, one outsider reflected, “Well, the business part of town – Main Street, if you will – is not as active as it was 40 years ago.”

Population/Town Size

Insiders' Perspectives

Some community members remarked on the increase of people moving into the Liberty area, especially young couples moving specifically into the West Liberty area. One resident remarked, “It amazes me to go to the grocery store and see people I don't know.” Some thought this influx was in part due to Liberty being like a “back door” to the surrounding larger cities of Greensboro and Asheboro. In particular, most community members noticed the increase in the Hispanic population into West Liberty, but it was felt that not much interaction occurs between Hispanics and African-Americans. However, other residents expressed that everyone who lives in West Liberty has been there for his/her whole life and that no one is moving out.

Outsiders' Perspectives

Most service providers defined the town of Liberty as a “bedroom community,” where professionals from surrounding cities move to in order to get away from the urban sprawl. They cite its small town feel, slower pace, and lack of congestion and traffic as some of the reasons people are moving in. However, it was felt by one service provider that Liberty has had a very slow growth rate because the town does not want new people moving in. It was estimated that the population within the city limits has only grown by about 500 people since 1964, while surrounding areas have grown much more than this. However, another service provider remarked that successful people

who are from Liberty tend to leave the area and "they don't come back." Finally, there was agreement by most service providers that there has been a dramatic increase in the Hispanic population, especially in the West Liberty area.

Housing

Insiders' Perspectives

Some community members felt that affordable and acceptable housing is not a large commodity in Liberty. Indeed, many residents expressed frustration in what they consider to be a "housing standstill." They note that there are no more facilities for blacks to move into and no new homes are being built. As a result, those who move into Liberty can only take the place of those that have left. Many community members also expressed that they would like to see apartments for people with disabilities. Other residents felt that building codes are often lower in West Liberty and allow for poor housing conditions. Some community members also expressed contrasting views regarding mobile homes; while one resident expressed disdain at what was referred to as "a double-wide mentality," in that people favor living in a large mobile home over a small house, others complained about not being able to put in mobile homes.

Outsiders' Perspectives

Some service providers view housing as not necessarily inexpensive, but less expensive than other areas. One service provider commented that the houses being built fall in the \$100,000 range, which is affordable for some, but too expensive for those who work at hourly-wage jobs. The Town Manager stated there was a need for more apartments and commented that West Liberty is the only area with zoning laws that would allow apartments. He also remarked that there are a lot of wooded areas in which to develop houses in West Liberty.

In terms of shifts and trends, one service provider noted that he has seen people from the West Liberty community moving into other areas of the town as new housing becomes available. This was a finding also agreed upon by another service provider, who noted that in contrast to 35 years ago, more African-American families are now moving into other neighborhoods of Liberty. However, it was also felt that housing is not as available for the Hispanic population: “Housing is difficult, especially for Hispanics.” On the positive side, one service provider noted some improvements in housing, especially on Kirkman Street, where individual lots have replaced apartments. This in turn has allowed people to have an investment in where they live: “People that invest in something take better care of it, and so that’s something that’s really improved.”

Crime and Drugs

Crime and drugs in West Liberty was a theme that ran throughout interviews with community members and service providers alike. There was a consensus that crime and drugs are two of the worst things about West Liberty and are huge burdens on the community. While West Liberty is an area with a history of small “joints” that served alcohol when Randolph County was dry and streets were known for their parties and gatherings, more recently it has become an area known for drug dealing, theft, and shootings. People recognized some of the root causes of the problem being the location of Liberty and the ease at which drugs are trafficked, the lack of employment opportunities and alternatives for residents, and the lack of law enforcement and community cohesiveness within the neighborhood.

Insiders' Perspectives

Throughout the interviews, community members openly acknowledged and discussed drugs and the crime that accompanies it as significant a problem facing the community. As one resident noted, “The availability of drugs, alcohol, and prostitution – expect to find it here if you

are set on moving to Liberty. If you expect to raise a family here be aware these things exist.”

Interviewees perceived the fencing-in of the Paul Henry Smith Park, the closing of the park bathrooms, and the shootings on Carter Street and at the basketball courts as drug-related problems that make the neighborhood an unsafe and unpleasant place to live. Many parents do not allow their children to play at the park after sunset because they believe it is unsafe.

The abandoned buildings on Carter Street, which used to be locally-owned businesses, was also raised as a concern in relation to crime and drugs in West Liberty. Many expressed that Carter Street “was a nice place to hang out. You really didn’t have any trouble inside the stores.” However, currently only one store, a game room, is open and is where some teenagers and younger kids still hang out. While young people expressed awareness of drug deals and some violence in the area, they still identify the game room as a place to congregate and socialize. When discussing drugs and crime with youth, some common responses were: “Drugs don’t scare me. I’ll just say, ‘No,’” and “I play sports so I’ll never do ‘em.” Yet, despite these confident responses, it seemed apparent that many youth are troubled by the issue of drugs and violence.

Another issue contributing to the current situation is lack of recreational opportunities and employment: “That’s what’s missing in this town -- a place where families can come together with their children. That’s why we have so much crime, because the young people get into trouble.” In addition, residents also felt that a stronger police presence may help prevent some of the drug activity and shootings. Several community members said they thought there was more law enforcement in the late 1990’s, but that now there does not seem to be much of an effort to change the situation.

Finally, the most significant and emotionally-charged root cause of the drug problem expressed by community members is the lack of community cohesiveness, which perpetuates the

problem and hinders the possibility of real solutions. There was agreement among residents that the community is responsible for itself and that the solution involves finding a way to deal with the fact that a majority of the people involved are friends, family and neighbors: “There are not efforts to fight the problem. Most parents know what their kids are doing and all they tell them is ‘You’ve got to get a job,’ but they are making a lot of money dealing drugs.”

Outsiders' Perspectives

Many of the service providers in Liberty interviewed were life-long residents of Liberty and were willing to discuss the outsider perspective of West Liberty. One topic often discussed was the old clubs on Carter Street. Some outsiders reflected how people used to come from several counties to West Liberty to have parties and hang out, but now come to buy the drugs coming in from Asheboro, Siler City, Burlington and Greensboro. The police chief affirmed, “Liberty has been called a ‘crossroads for drugs’ for a long time.” Since Liberty is located in the corner of the county, the police explained that this makes it easy for dealers to evade the law. While most outsiders expressed that West Liberty is trying to change the situation, hindering forces and a bad reputation work against that change.

Even though there has been discussion about the history of the community as it relates to crime and drugs, many of the service providers recognized that the issue has changed over the years. For example, one interviewee confessed that West Liberty used to be a neighborhood to stay away from, but that this has changed: “The area has opened up in the past few years and I can ride by and stop and talk.” However, this service provider also remarked, “There’s a younger group that is involved in drug sales on the street now.”

In addition, lack of employment and recreation was also a concern among service providers. The Police Chief recognized that there is a lack of opportunities in addition to the fact

that one can make a lot of money selling drugs: “The problem is of supply and demand... you’ve got folks right on the street asking for it.” Outsiders also felt that West Liberty is a higher crime area and several service providers expressed concerns about Paul Henry Smith Park being a place for prostitution, liquor, drugs, and violence for several years now. As such, “People don’t want to go over there [to Henry Smith Park] with their kids.”

Unfortunately, concrete solutions seem few and far between, although police have discussed increasing their patrol in West Liberty: “[Currently] there is less emphasis on community-oriented policing, getting out into neighborhoods, walking around, approaching people on the corner, talking to kids. Now they only go into neighborhoods for problems.” Yet, both community members and service providers agreed that more law enforcement is not necessarily the solution: “Arrest, arrest, arrest is not curing the problem.”

Recreation

The Parks and Recreation Department is responsible for providing and maintaining the recreational facilities for the town of Liberty. The department offers a variety of programs for boys and girls aged 5 to 14, including basketball, softball, football, and cheerleading, which are mostly held at locations such as Freedom Park, Liberty Elementary, and North East Middle School. Some practices are also held at St. Stephens Church and at the Paul Henry Smith Park in West Liberty. However, although the Parks and Recreation Department has 12 teams in all for basketball and softball, there are currently no programs available for older youth in the community.

Insiders’ Perspectives

Many community members agreed that churches in West Liberty were the main venue for socializing in the community, but expressed the need for more recreational facilities. Some

community members mentioned the need for a community center that could offer multiple services, such as educational and vocational training programs and health services. One community member stated, “If you had a YMCA, that would be a large enough meeting place for all of Liberty to come together. That’s what’s missing in this town, a place where families can come together with their children.” Community members also expressed that nothing is located on the west side of town. Many community members also felt that renovating the old high school in West Liberty that was closed by the county after desegregation in the 1960s and turning it into a community center would be a good idea.

Another major concern that recurred in interviews and casual conversations with community members was the lack of a structured recreational facility for young people in West Liberty. One community member, who also works for the Department of Parks and Recreation, emphasized, “A gym means a lot to a black kid. Many kids can’t go to gyms in other locations. An inside gym is a big deal.” Another community member remarked, “You say our kids are rebellious and undisciplined, but we don’t have anything for them to be channeled into, so they can’t grow out of this cycle.” A participant in one of the focus groups echoed this sentiment by explaining that most kids either wander the streets or watch television once they get out of school. Many also attributed crime in the community to the lack of a structured facility for youth recreation.

Issues specific to the Paul Henry Smith Park in West Liberty were raised as well in that many community members commented that the basketball nets in the park are torn most of the time, the bathrooms are locked, and they do not feel safe letting their children play in the park. Several community members also noted disparities between the two Liberty parks in that Freedom Park has more to offer in terms of baseball fields and tennis courts and is better

maintained than the West Liberty park: “Freedom Park has more things to do than the West Liberty Park.” Moreover, most children from West Liberty cannot go to Freedom Park unless they have their own transportation or have parents who are willing to drive them there.

Some West Liberty youth echoed concerns of there being no recreational facilities in the community. Some said they usually went to neighboring towns to skate or play basketball while others said they used the facilities in their middle school and high school. In addition, finding activities to do outside of Liberty was common: “I go out of town to do things. There’s nothing here.” When asked what they would like regarding recreation, most answered that they would like an indoor pool, tennis and basketball courts, locker rooms, and more swings in the park.

Outsiders’ Perspectives

The AOCD team found service providers’ opinions regarding the availability of recreational facilities in the town to be divided. Some felt that this was something the town could improve upon, whereas others felt that the available facilities were adequate. It was also learned that while there are two pools in Liberty, one is privately owned, and the other, referred to as a “Frog Pond,” is small and requires a fee to use. Some outsiders remarked, “It would be nice to have a pool that everyone could access.” Another provider commented that Boy Scouts and church youth groups were major organizations that youth participate in, but that older adults in the community have few recreational opportunities. It was also felt that turning the old high school into a community center would be a good idea for members of the community.

When asked what the barriers were to getting a recreational center, one service provider said, “Money, and finding the land for it. If we had the money, there are buildings that could be used to put something in. But, you would need a lot of money. The town doesn’t have enough money to buy anything.” Yet, when asked what it would take to fix up Paul Henry Smith Park,

one service provider responded, “At least one million dollars.” However, one service provider interviewed from the Parks and Recreation Department expressed frustration in trying to maintain the Paul Henry Smith Park: “[It] had basketball nets earlier in the year. They get torn down by people dunking baskets.”

In addition, many service providers expressed that a barrier to providing West Liberty with recreational facilities is not lack of desire on the town's part, but rather, the park's location and its relation to crime. An additional barrier identified was that despite wanting to provide more facilities for older kids, there are “not enough kids to combine the effort.” However, on a positive note, one service provider recalled many times where people in the community came together to raise funds for the children when there wasn’t enough money to pay for team uniforms.

Community Organization and Decision-Making

Historically, West Liberty has been a cohesive and organized community. The West Liberty Improvement Association, comprised of many community members, has been active in bringing change in West Liberty. The association was successful in getting the town government to put streetlights, sidewalks and mailboxes for residents on many streets in West Liberty. However, despite this organization and cohesion within the community, there has been very little representation and participation in town government. Community members of West Liberty, and residents throughout Liberty acknowledge that in the past, the neighborhood has been able to come together in support of an issue. Unfortunately, for the past several years, that interest and unity has decreased. However, there are new groups, such as the Garden Club and the Concerned Citizens that are attempting to revive the community and help initiate positive change. There is also agreement between community residents and many outsiders that in

addition to community cohesion, West Liberty is continuing to struggle against a legacy of distrust, racism, and politics.

Insiders' Perspectives

Prior to desegregation of public schools, West Liberty organized itself around the churches and the neighborhood school: “You know a long time ago, the church and the school were the community.” Since integration, many community members expressed that the churches have become the only unifying force: “Most all group activities are orchestrated through the church.” The team’s perception of West Liberty was similar in that when we asked how to get in touch with people who do not attend church, one insider responded, “If there’s a burning issue you’ll have to go door to door, but the majority of the people can be contacted through the church.”

The Liberty Association of Churches is a town-wide organization that connects a variety of parishes. St. Stephens, the Methodist church in West Liberty, is the only active West Liberty church in the organization, although Edwards Grove Baptist Church has participated in the organization over the years. In interviews with pastors, some expressed concern that not enough action was directed toward West Liberty from the Association, but also that there was not more participation from West Liberty churches in the Association

When the team asked about what the community is good at accomplishing, a common response was: “They haven’t done anything to accomplish. I think they’re working on it. Starting the Concerned Citizens will help it get better.” The Concerned Citizens of Liberty is a new organization (started with some members from the erstwhile West Liberty Improvement Association) whose mission is to help improve the quality of life for all of Liberty. For example, several members have expressed the desire to stop defining their neighborhood as West Liberty:

“We are Liberty, just Liberty.” The group is also looking to organize a “clean-up” of the West Liberty neighborhoods, although they don’t expect to receive help from the town: “I’d like to see the town picking up trash, but if that happened I’d fall down!” However, despite the commitment of these members, some residents expressed skepticism for future change and many felt it unlikely that groups such as this will stay together long enough to bring about real transformation.

Community members also expressed a deep frustration with their lack of power and participation in decision-making. Many residents stated they do not trust that the town government will ensure that their needs are met: “The powers downtown control everything and this part is basically ignored ‘til they have no choice.” Others complained about getting “the run around” from the city government. In speaking with residents, there was a general consensus that West Liberty struggles to unify and have their voices heard within the context of a town that does not want to hear them. Several members of the community agreed that they need to fight for what they want: “I always think people know just how much you can take...they give you just enough to keep you quiet and they know exactly how long it will take to keep something from happening. But really, as a group, the blacks have not come together to put pressure on the city to do something.”

Over the past several months, residents have become more interested in participating in town government, but “it all depends on the people. It is up to them to decide if Liberty is going to change. It has stayed the way it is for so long because we have made no effort to change it.” Currently, groups of people are trying to motivate neighbors to attend monthly town meetings and have their issues addressed. Unfortunately, one of the biggest barriers for those interested is

their work schedule, as residents expressed difficulty in attending evening meetings if they are rushing to get home or working the night shift.

Outsiders' Perspectives

According to service providers and other outsiders, the sense of community is by far the most powerful force in West Liberty. One service provider sincerely stated, “West Liberty’s biggest asset is the people.” Service providers and other residents of Liberty also concurred that the churches are the center of social life. “If there is anything anyone needs, the churches will come together.” In addition, it was expressed that the town government feels the community “speaks as a whole – it’s ‘us,’ not ‘me.’” However, many outsiders noted that the neighborhood has struggled to unify. One service provider stated, “People need to be more involved. You need the whole community.” Others recognized the peaks and valleys of community organization: “It seems like the groups come together, they’ve done some things, and then they kind of float, and they bind back together a little bit, and float again. They’re trying to work together now. Hopefully there can be something that can continue.” A third comment reflected another difficulty in getting the community to come together more consistently rather than only in times of struggle: “The only time you can get people to come together is when something is wrong. I have explained to people in West Liberty that they need to come out and see what is going on.”

Unfortunately, while there is an undeniable history of segregation and color barrier that appears to be in the process of being taken down, the power in town “depends on how much money you have and where you live.” Some also recognized that the loss of Randolph High School was a destructive force in the community, and that while desegregation was a powerful attempt at changing the status quo, the loss of the high school also meant loss of community pride. A few service providers and outsiders recognized the need to rebuild trust between West

Liberty and the rest of the town. These outsiders seemed to understand that it will take both sides to rebuild and success can only be achieved if West Liberty residents participate and have some control over decisions.

Along these lines, it was noted that a few members of the town government encouraged West Liberty residents to attend the monthly meetings, but recognized that residents feel intimidated by the town government. Another outsider acknowledged that he finds Town Hall intimidating and thus can imagine the intimidation felt by West Liberty residents. One service provider discussed problems faced by West Liberty residents living just outside the city limits: “Right now they can’t even vote for the mayor. Lots of people have their reservations. They feel they are in their own enclave and the town can’t do anything.”

In contrast to these perceptions, there are also several outsiders and service providers who do not see any differences between the representation of West Liberty compared to the rest of the town. It was also expressed that town representation is equal and that the decision-making and governmental system in town works for everyone: “They’ve been elected, certainly. So minorities who ran got some white vote because they were elected to the town board. I think there is a lot of consideration now given on both sides.”

Race Relations

Liberty appears to be a microcosm of the current state of race relations in the United States in that racism and race relations were significant issues discussed throughout the team’s interviews. The team came across a variety of responses and dichotomous perspectives on the topic. However, it is unlikely that the following section will truly capture the experience of the communities, black, white and Hispanic, that live and attempt to deal with the legacies of slavery, segregation, and institutionalized racism.

Insiders' Perspectives

When the AOCD team asked West Liberty residents what race relations were like in Liberty, most people responded by saying that there is the black community and the white community, and that for the most part, the groups coexist under a business relationship: "You can come up here and spend your money but don't ask me for anything" and "Take what I give you and be satisfied." Several residents discussed race relations in terms of differences in neighborhoods found across the country: "Basically, no matter where you go, you know when you get to a black neighborhood," the same being true in Liberty.

In general, while the topic of race relations generally referred to the relationship between the black and white communities, several residents brought up or responded to questions about the growing Hispanic community. One interviewee spoke honestly about the situation: "I could never understand how anyone could feel superior because of their color. But when Hispanics moved in, I realized that I could very easily start looking down upon them." Most people talked about how the Hispanic community tends to stick together. One woman said that they had tried to organize something between the churches, but that there was a "huge language barrier." Another resident said that some people in the community think that the Hispanic are using up all of the public services and taking all the jobs, but "the truth is they will work all the jobs that no one else will do." It was also expressed that the black community could learn from the collectivity of the Hispanic population: "They have a sense of community. If we acknowledge that, it will benefit our community."

Several interviewees were deeply affected by the issues of racism and discussed how the history of segregation continues to manifest itself in inequality and lack of trust for the town leaders and power holders. Some community members felt that there are still places in town that

are segregated, and that while segregation is not official, “you know when you are not wanted.” Several residents discussed the town pools as an example of the segregation in which “no black has ever been a member.” However, other members of the community and several youth did not look at the pool as a segregated place. Rather, some community members remarked that children are just too lazy to leave the neighborhood, while some youth stated they were not interested in going to the pool. The youth we interviewed also did not consider Liberty to be a racist town and stated they were comfortable in all areas of Liberty. They also commented that their friends come from school, where everyone is together, so it does not really matter where you live.

Most of the adult residents expressed optimism about race relations in the future, but are aware that it will take a concerted effort to change the current situation: “It’s us who got the issues. It’s not the children, it’s the grown-ups.”

Outsiders' Perspectives

In general, outsiders and service providers differed from community members in their responses to questions about diversity, segregation, and relationships. “I think Randolph County went through the desegregation far easier than any other community.” Many interviewees, particularly outsiders, also expressed that race relations in Liberty are good and prejudice is insignificant. Some members of town government expressed awareness that better services are provided for the rest of Liberty, but insisted that “a repair is not done any quicker in east Liberty than in north, south, or West Liberty.”

One long-time resident summed up the history of Liberty economics: “The blacks were dependent on the whites for jobs, and the whites were dependent on them for employees. So you had a codependency going on economically. But, they still stayed in their own neighborhood and we stayed over here. But that’s pretty much the story of the South.” Other service providers

appeared to feel that minorities use racism as a bargaining tool for getting what they want: “There are a lot of racial responses, ‘I’d be treated differently if I were another color.’ And the people who call up with the racial problems, all they want to hear is, ‘No, you don’t have to pay your bill.’” Another service provider concurred: “On the job, black people come to work wearing it on their shoulders. ‘You reprimanded me because I am black,’ that kind of thing.”

Other service providers were cognizant that the power and money in Liberty tends to fall along racial lines. One interviewee adamantly stated, “Some people in Liberty need to open their eyes and realize that the whole town would benefit from better relations.” There was also an awareness expressed that “the color barrier has to be broken down.” However, some service providers felt that there are several older people who have retained a separatist mentality. When the team asked if breaking down the color barrier would actually be possible, one person said, “I’ve talked to both sides. It’s going to be hard, but it could work.”

When service providers and other Liberty residents were asked about the Hispanic community, the response was similar to that of West Liberty residents. One interviewee discussed what they believe to be the general perception of the Hispanic community: “I’ve heard that their standing is third, and believe that’s true, you know. The new kid on the block probably gets treated that way.” Another service provider corroborated the misconception the Hispanic community is using up all of the medical services and taking all the jobs.

Randolph High School

Randolph High School, often referred to as the “Old School,” is located in West Liberty and has been an integral aspect of the community. When it was built, it was the newest school in the whole county, but was closed in the 1960’s when integration occurred. The school has been a sensitive and much discussed topic among community members, especially older members who

remember attending it as children and taking part in school dances. In the time since the school was closed, numerous unsuccessful attempts have been made, both by service providers and community members, to acquire the school, most recently from its current owner.

Currently, an overwhelming number of people, both insiders and outsiders, expressed that the school property could be turned into a community or recreational center. However, past efforts at utilizing the abandoned school included getting undergraduates from A & T University to carry out internships to work with youth in the community. There was also an attempt to get the Randolph County Social Services to open an office in the school so that people would not have to go to Asheboro. Sadly, all of these attempts failed.

A few years later, Reverend McCleave won a bid on the property when the county auctioned it. However, since he did not reside in West Liberty, yet wanted a community member to own the property, he requested the current owner to buy it. The owner has since moved to California, while the school building has continued to deteriorate and sit unused for years, with the exception of housing factory equipment. Efforts are currently underway by the Concerned Citizens of Liberty to buy back the school from its owner, and give its control to the West Liberty community.

Insiders' Perspectives

When discussing the old school with older community members, many reminisced about their childhood days. One community member said that closing the school “devastated the community.” Another resident said, “Even now when you drive past it, you feel sad.” Most residents feel that the school should be renovated into a community center that could possibly house numerous services and activities: a gym, a pool, a cafeteria, a banquet hall, general education classes and tutoring, educational programs and crafts for senior citizens, CNA

(Certified Nursing Assistant) training programs, computer classes, and other after school programs. However, although the school has been a much-discussed issue among older community members, young people in the community did not express the same level of concern surrounding the transformation of the school.

According to adult community members, acquiring the school property and renovating it into a community center would mean much more than just having a community center in West Liberty; it would help heal some of the old wounds like having the school taken away, which community members have been harboring for so long. To help facilitate these efforts, the Concerned Citizens group (apart from trying to buy the property) is also looking for grants that could possibly help renovate the property.

Outsiders' Perspectives

A service provider interviewed by the team agreed that the school could be turned into a recreation center, but that it would take the entire town to come together and do something about it: "The old school could be turned into something, if we could get the whole community to do it. In West Liberty, if people want to do something, they don't want to involve the town. People in West Liberty think that if the town helps, the town will take it (the school) away from them. But, the West Liberty community does not have enough money on its own to build something if they don't let the town help."

Service providers and other outsiders interviewed by the team commented on how West Liberty residents find it difficult to trust the town in general and the town government in particular because of their previous experience with respect to the county having ownership of the school. Yet, many found trust to be a necessary component: "There has to be trust. Not letting it happen all over again would be important. If the county and town help, the people don't

want it taken from them again. They (West Liberty residents) need to have some control.” This provider also emphasized that in the event that the town of Liberty obtained the property, it would be important to have people vote on what they would like and have clear papers drawn with a representative from West Liberty present.

Another service provider remarked that some town officials and community members had contacted the current owner roughly three years ago to see if he would be interested in either selling the building or donating it to the town, but never received an answer. At that time, town officials and community members were interested in getting funds to convert the building into a community center and start an after-school homework-study program. However, one service provider expressed, “I think it really needs to be done away with. It was stripped by the county. They took out everything that was usable over the years.”

The West Liberty Community Meeting

A major goal of the AOCD process was to promote action and foster beneficial change from within West Liberty. The AOCD team realized that it was important that the presentation of findings from the AOCD be delivered from the perspective of the West Liberty community. To facilitate such ownership, a planning committee comprised of community members was formed. The planning committee met weekly for five weeks to plan the final presentation of AOCD findings, hereafter referred to as the West Liberty Community Meeting.

Meeting introduction

The West Liberty Community Meeting was held on Friday, April 26th, 2002, at the Liberty Elementary School Cafeteria. The agenda for the Community Meeting is included in Appendix AA. The Community Meeting was advertised by posting flyers in local businesses, announcing the meeting in church and community functions, and canvassing the neighborhood.

AOCD team members mailed formal invitations to community members and service providers who had participated in interviews and focus groups (see Appendices Y and Z). From a list of themes provided by the AOCD team, the planning committee chose the following themes for discussion at the Community Meeting: Community Representation in Town Decision-Making, Youth Employment, Youth Recreation, Crime and Drugs, and Teen Pregnancy / Health Care Issues. The planning committee elected an emcee as well as individuals to deliver the invocation and closing prayer, and also contributed to and approved the meeting's format. Additionally, one planning committee member was appointed to sit in each theme's small group discussion during the Community Meeting to act as the "contact person" in the future.

After signing-in, attendees enjoyed refreshments and viewed quoted excerpts from interviews and focus groups posted on the walls of the cafeteria (see Appendix BB). Everyone was encouraged to be seated by 6:15pm. Elvin Marley invited Donovan Kimes to offer the invocation, after which he made welcoming remarks, introduced the planning committee, and presented one of the AOCD team's preceptors, Reverend M. Philip McCleave. Reverend McCleave explained that he had requested a student team from UNC to assist West Liberty residents in improving their community, described his role in the AOCD process, and introduced each AOCD team member. Susan Slazas then presented the AOCD findings on behalf of the team. Each team member then introduced and discussed the general findings of the theme he/she would be facilitating in the small groups. Attendees were then directed to view the quotes again for five minutes and to choose a group to work in so that action steps pertaining to that issue could be developed.

Small group discussions

Once in the small groups, the AOCD team member facilitating the small group presented more in-depth findings relevant to that theme. The group then defined the current conditions related to that theme and set a goal to achieve. Forces that either help or hinder the community's achievement of that goal were also discussed. From these forces, each group selected one on which to focus and develop action steps. A summary of proceedings from each group follows, while main points from the small group discussions are detailed in Appendix CC.

Community Representation in Town Government

This group set the goal of electing a member of the West Liberty community to Liberty Town Board. Individuals felt that the lack of community representation in town decision-making, the intimidation surrounding the Town Hall, and the feeling that there is no one who acts in West Liberty's favor would best be addressed if a community member were on the Town Council. From a number of helping and hindering forces related to this goal, community organization was chosen as the one most participants wanted to address. Elvin Marley, the emcee of the evening, accepted the charge to run for a position on the Town Council. Other community members agreed to chair a campaign committee, announce the candidacy in church and at organizational meetings, and communicate with the town government regarding election regulations. All agreed to convene a meeting of the campaign committee on the following Tuesday to make further plans.

Youth Employment

Community members discussed the current overall lack of values, responsibility, and work ethic among youth as the current situation. The participants set the goal to increase values among youth as well as promote responsibility and a work ethic in youth. From a number of

helping and hindering factors, participants chose to develop action steps based on the Chamber of Commerce's "shadowing" program. Action steps included finding out how many 9th and 10th graders attending Eastern Randolph High School would be interested in participating in such a program and determining if West Liberty parents would support the program and give consent for their child to participate. Participants agreed to obtain information from the Chamber of Commerce and create flyers to advertise the program in church bulletins. Additional action steps included inviting the Director of the Chamber of Commerce to speak about the program at Eastern Randolph High School and contacting him to match interested students to shadow Liberty professionals.

Youth Recreation

The group set the goal to organize a community baseball/softball league to address the lack of organized recreational activities for youth in the community. Community members volunteered to compile a list of children in the community who were currently not in any of the other church leagues, took responsibility to advertise the league through flyers and announcements in church, and volunteered to be responsible for taking care of all the equipment and supplies that the representative from the Parks and Recreation Department agreed to supply. In addition, one community member expressed interest in having a tennis court in the Paul Henry Smith Park. The Parks and Recreation representative department took responsibility to call the concerned participant to see if it would be feasible to convert a part of the basketball field into a tennis court; if so, the department would apply for a grant to fund it.

Crime and Drugs

Community members set the goal to decrease crime and drug activity in the West Liberty community by developing a Community Watch program. Residents and service providers

agreed that the current crime and drug situation in West Liberty creates an unsafe environment for the entire neighborhood. Participants also grappled with the issue that a majority of the drug dealers and those buying drugs are friends or family members, making it difficult to call the police. Trustworthy neighbors, the established Concerned Citizens group, and residents who have experience in participating in community organizing were identified as helping forces that could develop and implement the community watch program. Participants volunteered to invite the police chief to the Concerned Citizens meeting, talk to their neighbors about the neighborhood watch, and define what type of community watch program they would like to develop. All agreed to bring a friend to the next Concerned Citizens meeting.

Teen Pregnancy and Youth Health

This group set the goal to get West Liberty residents to know about the health services available to them. The group identified services available (such as Randolph County Area Transit Services (RCATS) and Meals on Wheels for seniors), but realized that many community members are not aware of these services. From a number of hindering and helping factors, participants decided to focus on getting a resource person in each of the churches and delegated steps needed to be taken in order to establish this resource person at each church. They also discussed some of the information the resource person could share with the community. One resident volunteered to speak with another community member who would be helpful in identifying which member from each church would be an appropriate person to serve as a resource person. A representative from the Randolph County Health Department volunteered to share a list of services from the Randolph County Senior Adult Association.

Summary of the large group discussion

Reverend Marley then reconvened the groups so that one community member from each small group had the opportunity to report to the large group the action steps decided upon. Reverend Marley then invited several attendees to speak in closing. Reverend McCleave graciously thanked the students for their work in assisting the West Liberty community. Jimmy Wallace, on behalf of the AOCD team, returned thanks to Reverend McCleave, the planning committee, and all in attendance for their dedication to recognizing the strengths of West Liberty and assembling to create improvements. Chad Howell, the Town Manager, spoke on behalf of the Mayor, the Town Council, and Town Hall and invited the community members to contact them regarding any needs or concerns. Pike Johnson, the Director of the Chamber of Commerce, expressed willingness to provide support to any community member or group. Finally, Virginia Staley, the Director of Parks and Recreation ensured everyone of the Department's willingness to provide support in the form of equipment or otherwise. Reverend Dwight Cheek closed the Community Meeting in prayer.

Approximately 45 people attended the West Liberty Community Meeting. Service providers that attended included the Town Manager, the Director of the Chamber of Commerce, the Director of Parks and Recreation, the Editor of the Liberty News, and a health educator from the Randolph County Health Department. The Randolph County Health Department provided the majority of refreshments, and Food Lion donated a gift certificate that allowed for the purchasing of additional refreshments. Ms. Cathy Headen lent serving trays, and Mr. John Baker and the Liberty Elementary School provided space in the school cafeteria, free-of-charge.

Based on community members' comments, follow-up discussions with planning committee members, and service providers' gratitude, the Community Meeting was a success.

Members of the West Liberty community assembled to discuss issues affecting their community that they indicated needed improvement. The results were substantial action steps that directly related to determinants of the problems. Community members not only suggested these action steps, but also took accountability for them and expressed enthusiasm in ensuring that their goals would be reached. Although few service providers were able to attend the Community Meeting, those present assured the attending community members of their willingness to work with the West Liberty community. In this light, and with West Liberty community members having initiated action to improve both their community and the town of Liberty, there will surely be no hesitation on the part of the town of Liberty to provide assistance in any way possible.

DISCUSSION, CONCLUSIONS & RECOMMENDATIONS

The perspectives documented in this report reveal the complexity of the issues facing the community of West Liberty. Rather than defining one true reality of West Liberty, the AOCD process has shown that a synthesis of diverse (and sometimes conflicting) perspectives combine to form a sophisticated understanding of community life. This section will discuss these multiple realities and apply them to a set of recommendations that suggest a community-based response to the AOCD project. It should be noted that such a response has already begun. At the West Liberty Community Meeting, community members and individuals from throughout Liberty met to address specific issues of concern in the community and town. The following recommendations include the action steps from the community meeting, as well as additional suggestions for the community to complement changes already taking place.

West Liberty is indeed a close-knit community of individuals that are concerned about the well being of each other, their community, and their town. They have a history of coming together in difficult times and using their community-based organizations – the churches, the

West Liberty Improvement Association, and now, the Concerned Citizens of Liberty –to overcome obstacles within their community.

The strengths, the AOCD team discovered, are not limited to the West Liberty community alone. Numerous individuals who provide services to the town of Liberty, ranging from local government officials to county health care providers, expressed an interest in collaborating with West Liberty community members to bring about change. Such interaction exists to a certain extent already through some employment positions and the Liberty Association of Churches, but opportunity exists for more cooperation.

From interviews, attendance at town and community meetings, experiences in the neighborhood, and new relationships with residents, the AOCD team understands that the most critical issues that people want to change in West Liberty revolve around the following underlying issues: first, that community cohesion within West Liberty could be increased to create a more unified force for social change; second, that the existing decision-making arrangements in the town of Liberty could be more inclusive of West Liberty's needs; and third, more opportunities for personal growth and development could be established. By affecting change in these three areas, the overall health of West Liberty will be improved.

While churches provide a strong foundation for community activity, there is not a central organization around which the community is organized. As a result, there is a lack of communication within the community, difficulty initiating internal improvements, and a struggle to represent its needs in outside affairs. Many individuals expressed that in the past, there were organizations like the West Liberty Improvement Association (that represented the community's voice, and brought many improvements into the community), and centers in the community such as the Randolph High School, which were a source of strength and pride. More recently, the

Concerned Citizens of Liberty is an organization made up of community leaders that is gaining momentum and is intent on improving conditions in West Liberty. With more involvement from West Liberty community members, this organization can speak for the whole of the community and unify people to bring changes to life in West Liberty.

Although West Liberty is a part of the town of Liberty, there are significant differences between the West Liberty community and the rest of the town that cannot be ignored. West Liberty is a low-income neighborhood, and most of the residents are African-American. The decision makers in town do not share these characteristics; as such, throughout the town's history, decisions that have been made at the town level are not the decisions West Liberty community members would make for themselves. As a result, there is distrust between the West Liberty community and the town government. West Liberty community members understand the need to be more involved in town decision-making. Their solution to organize a campaign to elect Elvin Marley to Town Council is one step they have taken to become more involved. Additionally, the Concerned Citizens of Liberty have decided to represent the West Liberty community at monthly town meetings. The support from the town government that was represented at the West Liberty Community Meeting will be essential if positive change is to occur.

A lack of opportunities for personal growth and development is a basic yet essential need of any community, but is lacking in West Liberty. While residents are aware of the recreational and continuing education opportunities the town of Liberty and Randolph County offer, a majority of these opportunities are not utilized or easily accessible to those who live in West Liberty. Furthermore, many residents remember when the neighborhood was a lively place with locally-owned businesses, school activities, and people who were concerned for each other.

Most residents believe there is an alternative to the current situation. Community members and outsiders agree that West Liberty would greatly benefit from a community center. The center would provide a place where children and adults could play, hold meetings, have continuing education classes, and give the neighborhood a sense of pride that has been missing since the Randolph High School was closed.

Addressing the issues above will have a positive impact on concerns that were addressed at the West Liberty Community Meeting and others that arise from future such community events. The following is a list of specific ways these issues can be addressed through community-based initiatives:

From the Community Meeting:

- A committee should be formed to support Elvin Marley and his campaign to win election to the Liberty Town Council. The committee should make church announcements and organize the community to register to vote and to vote for Elvin Marley in the upcoming elections. The committee should also raise support throughout the whole town of Liberty to elect Elvin Marley to the Town Council.
- Community members should collaborate with Pike Johnson and the Liberty Chamber of Commerce to enroll youth into the Chamber's shadowing program where youth can observe a local person conduct business. Students at Eastern Randolph High School and their parents should be contacted to raise awareness and interest for this program.
- Community members should work within churches and with the Liberty Department of Parks and Recreation to organize a baseball league to play at the Paul Henry Smith Park and should measure fields there to consider building a tennis court.

- Each church in West liberty should designate a health resource officer to learn about Liberty and Randolph County health services and educate their congregation on how to access these services. The Randolph County Health Department can provide a list of these services.
- Community members should create a Community Watch group to monitor and report crime and drug activity occurring in West Liberty. The Concerned Citizens of Liberty should invite Police Chief Benson Smith to a meeting to discuss working together on the Community Watch. The Community Watch group should hold monthly meetings to provide support and reinforcement for each other in reporting criminal activity.

From other AOCD observations:

- Community members should continue to increase attendance at monthly town meetings and express concerns representative of West Liberty. Community members should also interact with and support organizations with membership from both West Liberty and the town of Liberty (i.e., the Liberty Association of Churches). Community members should also invite town officials and service providers, especially the Town Manager, to meetings of churches and community-based organizations such as the Concerned Citizens of Liberty. At these meetings it is important that all members from all backgrounds think seriously about current and historical relationships between the people of West Liberty and the people of Liberty. Critical thought should be given to the establishment of social, economic, and political equality in both the community and in the town as a whole.
- The Concerned Citizens of Liberty should continue their efforts to obtain the Randolph High School from its current owner. In order to strengthen their efforts, they may want to consider involving people from the town government and other citizens or groups from

Liberty that are also interested in obtaining the school for the town's benefit. These groups may also benefit from using other communities, who have achieved success with situations similar to theirs, as resources to grants and monies for the project (i.e., Asheboro's Eastside Improvement Association).

Just as the information gathered from community members and people from Liberty guided the discussion and results in this document, their actions have guided these recommendations. The steps that are proposed here are not new and are not foreign concepts to any of the individuals who will read this document. Rather, these recommendations are an affirmation of a new direction that has already begun. The strength of the community lies in its people, and as has been demonstrated by their action steps, they are more than ready to face up to the challenge of making their community and the whole town a better place to live and grow.

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List of Appendices

- A. Community Member and Service Provider Institutional Review Board (IRB) Application Form
- B. Community Member and Service Provider Institutional Review Board (IRB) Approval Letter
- C. Research Protocol Information
- D. Community Member Interview Protocol
- E. Community Member Interview Question Guide
- F. Community Member Interview Consent Form/Fact sheet
- G. Community Member Focus Group Protocol
- H. Community Member Focus Group Question Guide
- I. Community Member Focus Group Consent Form/Fact sheet
- J. Service provider Interview Protocol
- K. Service Provider Interview Question Guide
- L. Service Provider Interview Consent Form/Fact sheet
- M. Participant Referral Form
- N. Youth Institutional Review Board (IRB) application form
- O. Youth Institutional Review Board (IRB) approval letter
- P. Research Protocol Information: West Liberty Youth
- Q. Youth Focus Group Protocol
- R. Youth Focus Group Question Guide
- S. Letter to Parent/ Guardian of Youth
- T. Parent/ Guardian Consent Form for Youth Focus Groups
- U. Youth Fact sheet for Focus Group Discussions
- V. Youth Focus Group Participant Referral Form

W. Description of Interview and Focus Group Participants

X. Flyers announcing the Community Meeting

Y. Invitation Card for the Community Meeting

Z. Invitation Letter for the Community Meeting

AA. Community Meeting Agenda and Insert

BB. Quotes from Interviews and Focus Group Discussions

CC. Summary of Small Group Discussions

Appendix A

ID# _____
(IRB use only) Version 11-21-01

School of Public Health
Institutional Review Board on Research Involving Human Subjects
APPLICATION FORM FOR NEW PROPOSALS
Mail to: School of Public Health IRB, CB # 7400, Chapel Hill, NC 27599-7400

Date of Application: January 24, 2002

Title of Project: Action-Oriented Community Diagnosis of West Liberty, North Carolina

Name of Principal Investigator: Susan Slazas

Name of co-investigators: Geni Eng
(If the principal investigator is a student, give the name of the faculty advisor).

Department: Health Behavior and Health Education CB #: 7440 Position: Student

Phone #: 966-5542 Fax #: 966-2921 Email Address: slazas@email.unc.edu
** Please provide your address for paper mail if not as above **

Funding source or sponsor:
___Federal ___State ___industry ___foundation ___UNC Xother (specify):

Name of funding source or sponsor: Not applicable, no funding source

Date of submission for funding: Not Applicable

Dates of proposed funding: Not Applicable

Research will be conducted: ___At UNC or a UNC-affiliated institution XOther site
Name/location of site: Homes, workplaces, and community settings in West Liberty, North Carolina

→ Skip to signature if application is for analysis of existing (secondary) data.

Are minors involved? [] yes [X] no

Does research use questionnaire(s)? [X] yes [] no

Questionnaire(s): ___Final version with application XDraft version with application
 _____To be submitted at later date

Signature of Principal Investigator _____

Signature of Advisor, if PI is a student. _____

Note: By signing, you are indicating that you have read and approved the attached application for IRB review, and that the student's research project has been reviewed and approved by yourself.

Appendix B



TO: Susan Slazas
DEPARTMENT: Health Behavior and Health Education
ADDRESS: CB # 7440
DATE: 01/29/2002
FROM: *Linda S. Adair*
Linda S. Adair, Chair
UNC School of Public Health Institutional Review Board
IRB NUMBER: 01-1525
APPROVAL PERIOD: 01/29/2002 through 01/28/2003
TITLE: Action-Oriented Community Diagnosis of West Liberty,
North Carolina
SUBJECT: Expedited Protocol Approval Notice--New Protocol

Your research project has been reviewed under an expedited procedure because it involves no more than minimal risk to human subjects. This project is approved for human subjects research, and is valid through the expiration date above.

NOTE:

(1) This Committee complies with the requirements found in Part 56 of the 21 Code of Federal regulations and Part 46 of the 45 Code of Federal regulations. Assurance Number: M-1390

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

Remote site involved ☐ Yes ☒ No

Appendix C

Research Protocol Information

A: Purpose:

The purpose of this research project is to record and identify the strengths and needs of the West Liberty community in Randolph County. The Action-Oriented Community Diagnosis (AOCD) team will conduct interviews, attend community functions and activities, and hold focus groups as a method of gathering information about the opinions and perceptions. We will collect information from community members and the service providers of West Liberty. The results of these interviews and observations will be summarized and made available to the university and the public. They will also be presented at a community forum in April 2002.

B: Description of Human Subjects:

Human subjects for this study include community members, community leaders, and service providers in the town of Liberty. Only people who are presently active in the community will be asked to participate. Only individuals 18 years of age and older who agree to participate will be interviewed.

C: Methods of Recruitment:

The AOCD team members, Siobhan Cooper, Mary Hoehn, Susan Slazas, Bhavna Talekar and Jimmy Wallace, will contact community members and service providers to request that they participate in interviews and focus groups. Initially, community members will be referred to AOCD team members by the AOCD team preceptor, who will first inform potential participants of the purpose and intent of the AOCD project. Once the preceptor determines that the potential participant is willing to participate in the AOCD project, he will notify the AOCD team and give the AOCD team that participant's name and contact information. The AOCD team will then contact the potential participant to schedule an interview or focus group. At that time, the AOCD team will send the participant a copy of the proper Consent Form and Question Guide to prepare for the interview or focus group. The AOCD team will also ask each participant to consider other potential participants for future interviews or focus groups.

After interviews or focus groups, the AOCD team will distribute the Participant Referral Form, which is included in this proposal. The Participant Referral Form requests that participants refer the AOCD team to other potential participants and instructs the participants to solicit permission of the potential participant to be contacted by the AOCD team *prior* to disclosing the potential participant's name and contact information to the AOCD team. The Participant Referral Form also suggests a script that the participant may use in soliciting permission to refer the potential participant to the AOCD team. At a later time, after the participant has contacted the potential participant and solicited permission, the AOCD team will contact the participant to receive contact information for the potential participant. Once the AOCD team receives this permission and contact information, they will contact the potential participant to schedule an interview or focus group meeting and distribute the proper Consent Form and Question Guidelines.

The AOCD team will identify service providers through public records and listings and will contact these individuals to schedule interviews and distribute the proper Consent Form and

Appendix C

Question Guidelines. After each interview, service providers will also be asked to consider potential community members for future interviews or focus groups. This will be done using the Participant Referral Forms, in a manner consistent with the one described in the previous paragraph.

It is estimated that 200 community members and a minimum of 15 service providers will participate.

D: Research Protocol:

Student members of the AOCD team will collect qualitative information from community members and service providers through interviews and focus groups. Community members and service providers will be asked similar but slightly different questions (see interview and focus group guides). Responses to all interviews and focus groups will be kept confidential in a secure file cabinet in the UNC School of Public Health. Identifiers such as age, gender, ethnicity, and years of residency will be securely stored separately from the interview and focus group responses, may be used when summarizing the results, and will only be linked to individuals if written consent is granted from that participant.

E: Compensation and Costs:

Interviewees will not be paid, nor will they be given incentives to participate. Participants will not pay to participate and the only costs will be the time spent in the interview/focus groups (approximately 60-90 minutes).

F: Risks to Subjects:

All physical, psychological, and social risks of participating in this diagnosis should be negligible. Interviews will address the strengths, weaknesses, and possible developments for the town of Liberty. These inquiries will reflect the opinions of the participants and are impartial to the opinions and missions of organizations and service providers. Risks specific to either focus groups or interviews, such as group confidentiality breaches after focus groups, are addressed in the Community Member Focus Group and Community Member and Service Provider Interview Consent Forms.

G: Confidentiality of Data:

Names and personal identifiers of the participants will be kept confidential. Demographic descriptors (see Focus Group and Interview Question Guide) may be used only to describe *groups* of participants in the final document. Only names of public officials may be used when using information from interviews in the final document.

Audio recording will be used for all interviews. Verbal consent will be obtained at the beginning of each interview and focus group prior to recording. Verbal consent will be obtained a second time once the tape recorder is turned on. The interviewer or focus group facilitator will remind participants that they may request that audio recording be stopped at any time. Tapes will be shared among the researchers and with the UNC Faculty Advisor. Tapes will be stored in a locked file cabinet in at the UNC School of Public Health and will be erased or destroyed after data analysis has been completed. Identifiers other than first name or pseudonym will not be used on the tape. Written records of interview and focus group responses will not include first names or any type of personal identifiers.

H: Benefits

The results of information given by interview and focus group participants will be compiled and reported in a written summary of the strengths, weaknesses, and possible

Appendix C

developments for the community of West Liberty. Resulting benefits may be recommendations of development strategies and community improvement within and around West Liberty, as well as strengthened community organization and use of existing resources.

I: Procedures for Obtaining Informed Consent:

The AOCD team will distribute the proper Consent Form to the interview or focus group participants, along with the proper Question Guide, prior to the date of the interview or focus group. The interviewer or focus group facilitator will read the proper Consent Form aloud to each participant at the beginning of each interview or focus group. The interviewer or facilitator will then ask participants if they have any questions about their participation and/or the use of the information they provide. Once researchers are certain that the participants understand what the interview/focus group entails and have obtained voluntary consent, the interview/focus group will begin. Permission for audio recording will be ensured prior to taping. The facilitator or interviewer will give each participant a copy of the proper Consent Form to keep in personal records.

J: Public release of data:

A summary of the information gained through this research will be included in a final AOCD document. This document will be made available to the public, the Randolph County Health Department, interested community members and service providers, and students and faculty at UNC through the Public Library and online at The UNC Health Sciences Library. This Document partially fulfills course requirements for HBHE 241: Action-Oriented Community Diagnosis.

Appendix D

Community Member Interview Protocol

I. Recruitment and Orientation of Subjects

Each potential interview participant will be recruited as previously described. The potential participant will be informed of the intent and procedure of the interview, the ways in which information that they provide will be used, the possible benefits and risks involved in their participation, and the methods that the investigators will use to ensure their confidentiality, as listed in the Community Member Interview Consent Form. Each potential participant will also receive a copy of our Community Member Interview Question Guide.

II. Interview Proceedings:

A student investigator of the West Liberty Action Oriented Community Diagnosis team will facilitate each interview. An additional member from this team will observe the interview, operate audio recorders, and take written notes on his or her observations.

The facilitator will welcome the interview participant, explain the purpose and proceedings of the interview, explain the use of the audio recorders and the role of the student observer, and answer preliminary questions and concerns from the participant regarding the interview protocol.

Regarding confidentiality, the interviewer will explain that the participant's consent must be obtained to use information given during the interview and that the participant's name and demographic information will not be disclosed or associated with any of the information resulting from the interview.

Additional questions will be answered by the interviewer and verbal consent to begin recording will be obtained as described previously.

III. Community Member Interview Question Guide:

1. Demographic Information

- Age
- Gender
- Race
- Ethnicity
- Country of Birth
- Primary Language
- Level of Education
- Range of Income

2. Self

- Where do you work and what do you do?
- What role do you play in the community?
- What activities or hobbies do you have?
- How long have you lived or worked in or been a part of West Liberty?

3. Family

- Who do you live with?
- Are there others nearby who you consider family?
- Are there special activities or things you do with your family?
- Are families strong in West Liberty?

4. Geography

- What are the specific boundaries or landmarks that define West Liberty?

Appendix D

- Has West Liberty always been defined by those boundaries?
 - Is West Liberty growing or shrinking?
 - Do some people think there are different boundaries to West Liberty?
5. Community
- What would you tell a newcomer about West Liberty? Consider schools, housing, recreation, resources, and services for residents, and what people think about West Liberty.
 - What are the best things about West Liberty?
 - What are some problems in West Liberty?
 - Do people have differences in West Liberty? (Question age, gender, race, ethnicity, religion)
6. Historical Change
- How has West Liberty changed over the past five years? Ten years? Fifteen?
 - Have these changes been good or bad?
 - Do you think West Liberty will change in the next five years?
 - What changes do you want to see in West Liberty in the next five years?
7. Spare Questions
- How do you keep up with what's going on in West Liberty?
 - If you want to get something done in West Liberty, how do you do it?
 - Are there things that West Liberty is good at getting done? Are there big accomplishments that the community has made together in the past?
8. Final Questions
- Is there anything else you would like to tell us about West Liberty?
 - Do you know of any one else that we should talk with about the strengths and weaknesses of West Liberty? If so, could you contact them, explain why we would like to talk to them and the purpose of our project, and ask if they would be willing to talk to us? Could we then call you to see if that person would be willing to talk to us? We would then contact that person and talk with them if they told you that it was all right. We will provide you with a Participant Referral Form to help you do this.
 - We are going to present some of this information to a large group of West Liberty community members. Can you suggest how we should do this?

IV. Closing

After all questions have been asked and voluntarily answered, the student observer will turn off the audio recorder. The interview participant will be asked to share any additional questions or concerns regarding the content and use of the information that they provided. The interview participant will be thanked for participating and will be invited to attend the final meeting and presentation of the AOCD results and may be asked to assist in planning this event.

The facilitator will give the participant a copy of the consent form that they signed to keep for their personal records. Additionally, the facilitator will give the participant a Participant Referral Form to use if they wish to refer another community member to the AOCD team. After transcribing the information from the audio recording of the interview the tapes will be erased. Personal identifier information will be locked and stored separately from information.

Appendix E

Community Member Interview Question Guide:

1. Demographic Information
 - Age
 - Gender
 - Race
 - Ethnicity
 - Country of Birth
 - Primary Language
 - Level of Education
 - Range of Income
2. Self
 - Where do you work and what do you do?
 - What role do you play in the community?
 - What activities or hobbies do you have?
 - How long have you lived or worked in or been a part of West Liberty?
3. Family
 - Who do you live with?
 - Are there others nearby who you consider family?
 - Are there special activities or things you do with your family?
 - Are families strong in West Liberty?
4. Geography
 - What are the specific boundaries or landmarks that define West Liberty?
 - Has West Liberty always been defined by those boundaries?
 - Is West Liberty growing or shrinking?
 - Do some people think there are different boundaries to West Liberty?
5. Community
 - What would you tell a newcomer about West Liberty? Consider schools, housing, recreation, resources, and services for residents, and what people think about West Liberty.
 - What are the best things about West Liberty?
 - What are some problems in West Liberty?
 - Do people have differences in West Liberty? (Question age, gender, race, ethnicity, religion)
6. Historical Change
 - How has West Liberty changed over the past five years? Ten years? Fifteen?
 - Have these changes been good or bad?
 - Do you think West Liberty will change in the next five years?
 - What changes do you want to see in West Liberty in the next five years?
7. Spare Questions
 - How do you keep up with what's going on in West Liberty?

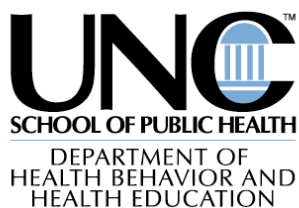
Appendix E

- If you want to get something done in West Liberty, how do you do it?
- Are there things that West Liberty is good at getting done? Are there big accomplishments that the community has made together in the past?

8. Final Questions

- Is there anything else you would like to tell us about West Liberty?
- Do you know of any one else that we should talk with about the strengths and weaknesses of West Liberty? If so, could you contact them, explain why we would like to talk to them and the purpose of our project, and ask if they would be willing to talk to us? Could we then call you to see if that person would be willing to talk to us? We would then contact that person and talk with them if they told you that it was all right. We will provide you with a Participant Referral Form to help you do this.
- We are going to present some of this information to a large group of West Liberty community members. Can you suggest how we should do this?

Appendix F



Community Member Interview Consent Form

What is this study about?

We are graduate students from the Department of Health Behavior and Health Education at the University of North Carolina at Chapel Hill. As part of our degree requirement, we will be working with West Liberty to conduct what is called a "Community Diagnosis." This means that we assist a community in identifying its assets, strengths and weaknesses. Identifying these strengths and weaknesses can then help in guiding various programs for promoting the health and well-being of people in that community.

In order to do this, we will be talking to different people in West Liberty over a period of three months. Towards the end of April, we will summarize the information we collect and share it with your community at a public forum that will be held in West Liberty. In addition, this information will also be made available in the form of a written document.

What will I be asked to do today?

The purpose of this interview is to learn of your thoughts and experiences of living and working in West Liberty and how you feel about being a part of this community. The information you provide is important to us. We would like to take notes and tape record this discussion so that we do not miss any of the details. We estimate that this interview will last for about an hour. A copy of our Interview Question Guide is attached to this Consent Form. You can decide not to answer any of the questions that we ask.

What are the risks and benefits of my participation?

All your comments during this interview will remain confidential. The risks associated with your participation are minimal, however, you may feel emotional distress related to the discussion of a sensitive topic.

The benefit that may reasonably be expected from this study is a documentation of the needs, assets and strengths of your community that may be used to potentially guide the development of programs to enhance the health and well-being of your community.

Are there any costs?

There will be no costs for participating.

Will I be paid?

You will not receive any payments, in cash or kind for your participation.

Appendix F

Subject's Rights and Confidentiality

If you agree to participate in this interview, please understand that your participation is voluntary (you do not have to do it). You have the right to withdraw your consent or stop your participation at anytime without any penalty. You have the right refuse any questions or request to turn off the tape recorder at anytime.

You do not have to reveal your name and may use a false name for the purpose of this discussion.

For the duration of this study, the tapes from this interview will be kept in a secure place (locked). The tapes will only be heard by a faculty member or student team members and will be either erased or destroyed after we have finished recording the information from them.

Every effort will be taken to protect the identity of all participants. However, there is no guarantee that this information cannot be obtained by legal process or court order.

You will not be identified by name or demographic information in any report or publication of this study or its results.

Finally, you should understand that the investigators are not prevented from taking steps, including reporting to authorities, to prevent serious harm to yourself or others.

If you have any concerns or questions about this study, please feel free to contact Dr. Geni Eng, Faculty Advisor, Department of Health Behavior and Health Education, UNC School of Public Health at (919) 966-3909. You may call collect. If you would like to contact any member of the Action Oriented Community Diagnosis student team, please call, toll-free, 1-866-610-8273.

The Institutional Review Board of the School of Public Health at the University of North Carolina at Chapel Hill has approved this study. This board consists of a panel of experts who look over every aspect of a study, including the questions we ask you. They give their approval only if they find that study participants will be treated fairly and protected from harm.

If you have any questions about your rights as a study participant, or are dissatisfied at anytime with any aspect of this discussion, you may contact, anonymously, if you wish, the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, Campus Box No. 7400, Chapel Hill, NC 27599-7400, or by phone at (919) 966-3012. You may call collect.

The extra copy of this consent form is for you to keep.

AGREEMENT STATEMENTS

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

Signature: _____ Date: _____

IRB Approval Date: _____ Expiration Date: _____

Appendix G

Community Member Focus Group Protocol

I. Recruitment and Orientation of Subjects

Each potential focus group participant will be recruited as previously described in Appendix C. The AOCD team member that contacts the potential participant will inform the potential participant of the intent and procedure of the focus group, the ways in which information that they provide will be used, the possible benefits and risks involved in their participation, and the methods that the investigators will use to ensure their confidentiality, as listed in the Community Member Focus Group Consent Form. Each potential participant will also receive a copy of our Focus Group Question Guide.

II. Focus Group Proceedings

A student investigator of the West Liberty Action Oriented Community Diagnosis (AOCD) team will facilitate each focus group. An additional member from this team will observe the focus group, operate audio recorders, and take written notes on his or her observations.

The facilitator will welcome focus group participants, assign a seating arrangement, explain the purpose and proceedings of the focus group, explain the use of the audio recorders and the role of the student observer, and field preliminary questions and concerns from each of the participants regarding the focus group protocol.

The facilitator will obtain written consent from each participant as previously described.

For the purpose of the focus group, the facilitator will establish the following Ground Rules:

Ground Rules:

In order to make this discussion as comfortable for everyone as possible, we would like everyone to follow certain guidelines.

- *Please speak one at a time.*
- *Please try to speak in a voice at least as loud as mine.*
- *Although you do not need to answer all questions, we would like to hear from all of you during this discussion.*
- *Please consider this focus group to be similar to a conversation you normally have with other community members. We are here to just point you in some directions.*
- *Please let us know if at anytime you do not feel comfortable with any of the questions or the direction of the conversation or if you would like to end the discussion.*
- *Please feel free to express your thoughts and opinions during this discussion. There are no right or wrong answers to anything.*
- *We may have to interrupt you during the discussion to make sure that we have understood you correctly or to make sure that we finish on time.*
- *Everything you say is confidential and will not be repeated by any of us to anyone outside of this group.*

Appendix G

After fielding questions and concerns from participants, the facilitator will ask for verbal consent to begin audio recording as previously described and remind participants that recording may be stopped at any time and that all answers are voluntary. The observing member of the AOCD team will start the audio recorder and the facilitator will begin asking questions according to the following guidelines:

III. Community Member Focus Group Question Guide:

1. Demographic Information

- Age
- Gender
- Race
- Ethnicity
- Country of Birth
- Primary Language

2. Self

- Where do you work and what do you do?
- What role do you play in the community?
- What activities or hobbies do you have?
- How long have you lived or worked in or been a part of West Liberty?

3. Family

- Who do you live with?
- Are there others nearby who you consider family?
- Are there special activities or things you do with your family?
- Are families strong in West Liberty?

4. Geography

- What are the specific boundaries or landmarks that define West Liberty?
- Has West Liberty always been defined by those boundaries?
- Is West Liberty growing or shrinking?
- Do some people think there are different boundaries to West Liberty?

5. Community

- What would you tell a newcomer about West Liberty? Consider schools, housing, recreation, resources, and services for residents, and what people think about West Liberty.
- What are the best things about West Liberty?
- What are some problems in West Liberty?
- Do people have differences in West Liberty? (Question age, gender, race, ethnicity, religion)

6. Historical Change

- How has West Liberty changed over the past five years? Ten years? Fifteen?
- Have these changes been good or bad?
- Do you think West Liberty will change in the next five years?
- What changes do you want to see in West Liberty in the next five years?

7. Spare Questions

- How do you keep up with what's going on in West Liberty?
- If you want to get something done in West Liberty, how do you do it?

Appendix G

- Are there things that West Liberty is good at getting done? Are there big accomplishments that the community has made together in the past?Final Questions
- Is there anything else you would like to tell us about West Liberty?
- Do you know of any one else that we should talk with about the strengths and weaknesses of West Liberty? If so, could you contact them, explain why we would like to talk to them and the purpose of our project, and ask if they would be willing to talk to us? Could we then call you to see if that person would be willing to talk to us? We would then contact that person and talk with them if they told you that it was all right. We will provide you with a Participant Referral Form to help you do this.
- We are going to present some of this information to a large group of West Liberty community members. Can you suggest how we should do this?

IV. Closing

After all questions have been asked and voluntarily answered, the student observer will turn off the audio recorder. Focus group participants will be asked to share any additional questions or concerns regarding the content and use of the information that they provided. The facilitator will remind participants not to discuss other members' responses after leaving the focus group. Focus groups will be thanked for participating and will be invited to attend the final meeting and presentation of the AOCD results and may be asked to assist in planning this event.

The facilitator will give each participant a copy of the consent form that they signed to keep in their personal records. Additionally, the facilitator will give each participant a Participant Referral Form to use if they wish to refer another community member to the AOCD team.

After transcribing the information from the audio recording of the focus group the tapes will be erased. Personal identifier information will be locked and stored separately from information from the focus group.

Appendix H

Community Member Focus Group Question Guide:

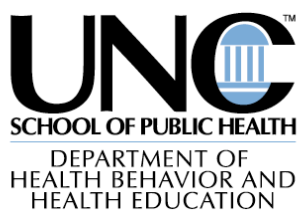
1. Demographic Information
 - Age
 - Gender
 - Race
 - Ethnicity
 - Country of Birth
 - Primary Language
 - Level of Education
 - Range of Income
2. Self
 - Where do you work and what do you do?
 - What role do you play in the community?
 - What activities or hobbies do you have?
 - How long have you lived or worked in or been a part of West Liberty?
3. Family
 - Who do you live with?
 - Are there others nearby who you consider family?
 - Are there special activities or things you do with your family?
 - Are families strong in West Liberty?
4. Geography
 - What are the specific boundaries or landmarks that define West Liberty?
 - Has West Liberty always been defined by those boundaries?
 - Is West Liberty growing or shrinking?
 - Do some people think there are different boundaries to West Liberty?
5. Community
 - What would you tell a newcomer about West Liberty? Consider schools, housing, recreation, resources, and services for residents, and what people think about West Liberty.
 - What are the best things about West Liberty?
 - What are some problems in West Liberty?
 - Do people have differences in West Liberty? (Question age, gender, race, ethnicity, religion)
6. Historical Change
 - How has West Liberty changed over the past five years? Ten years? Fifteen?
 - Have these changes been good or bad?
 - Do you think West Liberty will change in the next five years?
 - What changes do you want to see in West Liberty in the next five years?
7. Spare Questions
 - How do you keep up with what's going on in West Liberty?
 - If you want to get something done in West Liberty, how do you do it?
 - Are there things that West Liberty is good at getting done? Are there big accomplishments that the community has made together in the past?

Appendix H

8. Final Questions

- Is there anything else you would like to tell us about West Liberty?
- Do you know of any one else that we should talk with about the strengths and weaknesses of West Liberty? If so, could you contact them, explain why we would like to talk to them and the purpose of our project, and ask if they would be willing to talk to us? Could we then call you to see if that person would be willing to talk to us? We would then contact that person and talk with them if they told you that it was all right. We will provide you with a Participant Referral Form to help you do this.
- We are going to present some of this information to a large group of West Liberty community members. Can you suggest how we should do this?

Appendix I



Community Member Focus Group Consent Form

What is this study about?

We are graduate students from the Department of Health Behavior and Health Education at the University of North Carolina at Chapel Hill. As part of our degree requirement, we will be working with West Liberty to conduct what is called a "Community Diagnosis." This means that we assist the community in identifying its assets, strengths and weaknesses. Identifying these strengths and weaknesses can then help in guiding various programs for promoting the health and well-being of people in that community.

In order to do this, we will be talking to different people in West Liberty over a period of three months. Towards the end of April, we will summarize the information we have collected and share it with the community at a public forum that will be held in West Liberty. In addition, this information will also be made available in the form of a written document.

What will I be asked to do?

The purpose of this meeting or focus group discussion is to learn of your thoughts and experiences of living and working in West Liberty and how you feel about being a part of this community. The information you provide is important to us. We would like to take notes and tape record this discussion so that we do not miss any of the details. We estimate that this focus group discussion will last for about an hour. We would like everyone to be here until the end, if possible. A copy of our Focus Group Question Guide is attached to this Consent Form. You can decide not to answer any of the questions that we ask and are free to leave at any time.

What are the risks and benefits of my participation?

All your comments during this discussion will remain confidential. The risks associated with your participation are minimal; however, you may feel emotional distress related to the discussion of a sensitive topic. We ask that no one discuss the responses that other members give after this focus group is over, but we cannot guarantee that no one will talk to anyone else about what people said during this discussion.

The benefit that may reasonably be expected from this study is a documentation of the needs, assets and strengths of your community that may be used to potentially guide the development of programs to enhance the health and well-being of your community.

Are there any costs?

There will be no costs for participating.

Will I be paid?

You will not receive any payments, in cash or kind for your participation.

Appendix I

Subject's Rights and Confidentiality

If you agree to participate in this focus group discussion, please understand that your participation is voluntary (you do not have to do it). You have the right to withdraw your consent or stop your participation at anytime without any penalty. You have the right to refuse any questions or request to turn off the tape recorder at anytime.

You do not have to reveal your name and may use a false name for the purpose of this discussion.

You must agree not to reveal anything you learn about other participants to anyone else.

For the duration of this study, the tapes from this focus group discussion will be kept in a secure place (locked). The tapes will only be heard by a faculty member or student team members and will be either erased or destroyed after we have finished recording the information from them.

Every effort will be taken to protect the identity of all participants in this discussion. However, there is no guarantee that this information cannot be obtained by legal process or court order.

Your name and demographic information will not be used to identify you and link you to any response you provide in any report or publication of this study or its results.

Finally, you should understand that the investigators are not prevented from taking steps, including reporting to authorities, to prevent serious harm to yourself or others.

If you have any concerns or questions about this study, please feel free to contact Dr. Geni Eng, Faculty Advisor, Department of Health Behavior and Health Education, UNC School of Public Health at (919) 966-3909. You may call collect. If you would like to contact any member of the Action Oriented Community Diagnosis student team, please call, toll-free, 1-866-610-8273.

The Institutional Review Board of the School of Public Health at the University of North Carolina at Chapel Hill has approved this study. This board consists of a panel of experts who look over every aspect of a study, including the questions we ask you. They give their approval only if they find that study participants will be treated fairly and protected from harm.

If you have any questions about your rights as a study participant, or are dissatisfied at anytime with any aspect of this discussion, you may contact, anonymously, if you wish, the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, Campus Box No. 7400, Chapel Hill, NC, 27599-7400, or by phone at (919) 966-3012. You may call collect.

The extra copy of this consent form is for you to keep.

AGREEMENT STATEMENTS

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

Signature: _____ Date: _____

IRB Approval Date: _____ Expiration Date: _____

Appendix J

Service Provider Interview Protocol

I. Recruitment and Orientation of Subjects

Each potential interview participant will be recruited as previously described in Appendix C. The potential participant will be informed of the intent and procedure of the interview, the ways in which information that they provide will be used, the possible benefits and risks involved in their participation, and the methods that the investigators will use to ensure their confidentiality, as listed in the Service Provider Interview Consent Form. Each potential participant will also receive a copy of our Service Provider Interview Question Guide.

II. Interview Proceedings:

A student investigator of the West Liberty Action Oriented Community Diagnosis team will facilitate each interview. An additional member from this team will observe the interview, operate audio recorders, and take written notes on his or her observations.

The facilitator will welcome the interview participant, explain the purpose and proceedings of the interview, explain the use of the audio recorders and the role of the student observer, and answer preliminary questions and concerns from the participant regarding the interview protocol.

Regarding confidentiality, the interviewer will explain that the participant's consent must be obtained to use information given during the interview. If the interview participant is a public official, they will be informed that their name may be disclosed or associated with the information resulting from the interview.

Additional questions will be answered by the interviewer and verbal consent to begin recording will be obtained as described previously.

III. Service Provider Interview Question Guide:

1. Roles and Responsibilities of Service Providers

- What types of services does your organization provide to residents of Liberty?
What is your role in providing these services?
- How long have you worked in Liberty?
- Which groups of residents in Liberty do you serve? (e.g., by age, race/ethnicity, SES)
- Are there any criteria people must meet in order to be eligible for your services?
If so, what are they?
- Are there any cultural and language needs of the various groups who use your services? How does your agency meet these needs?
- How do community members know about your services?
- How do you track who uses services?
- What are the most popular services your agency provides to the residents of Liberty?
- What services that your organization provides go under-utilized?

Appendix J

- What barriers does your agency face in providing services? (e.g., transportation, funding)
 - What other organizations provide similar or complementary services to community residents?
 - How have your services to this community changed over the past five years?
 - What is your source of funding?
2. Physical Orientation to the Community
- How do you define Liberty? West Liberty?
 - What are the geographic boundaries of each? Could you draw the boundaries on this map.
 - How would you assess the environmental conditions in Liberty? (e.g., roads, transportation, traffic; housing; safety and hazards; air and water quality; food security)
 - Do you live in Liberty? (If yes, for how long?)
3. Life in the Community
- What do people in Liberty do for a living (Where are the jobs? Who has which ones? What is the rate of unemployment?)
 - What do people do for recreation?
 - What's the political climate like?
 - How do people of different races or ethnicities interact with one another in Liberty?
4. Strong Points or Assets
- What are some of the best things about Liberty? (physical, human, agencies, resources?)
 - Who are some of the individuals in the community who have useful skills and knowledge?
 - What are some of the groups or committees that have useful skills and knowledge?
 - Who are some individuals who are respected for giving good advice and helping others?
5. Problems and needs
- What do you think are some of the greatest needs of people in Liberty?
 - In general
 - Among ethnic groups
 - Women
 - Children and youth
 - Poor
 - What are the specific health problems of community members (and each of the above groups)?
 - Which needs do you feel are the most important for the community to address?
6. Problem-solving and Decision-making
- Is the community involved in your agency's decision-making? If so, how?
 - If you were going to try to solve some type of community problem, what would be the best way to get community members involved?
 - If we were going to try to solve some type of community problem, whom would you try to involve to ensure success?

Appendix J

7. Recommendations for Discussing Team's Findings at the Community Forum

- As you may recall, we plan to conduct a forum this spring to share all of the information we've gathered with members of the community. Do you have any suggestions for who should help with the planning?
- Do you have any suggestions as to how to get people to attend? (How to publicize?)
- Do you have suggestions for what would be the best: Location? Day of the week? Time of the day? Format?

8. Additional Questions

- Is there anything else that you think I/we should know about Liberty? West Liberty?
- Do you know of any one else that we should talk with about the strengths and weaknesses of West Liberty? If so, could you contact them, explain why we would like to talk to them and the purpose of our project, and ask if they would be willing to talk to us? Could we then call you to see if that person would be willing to talk to us? We would then contact that person and talk with them if they told you that it was all right. We will provide you with a Participant Referral Form to help you do this.
- Does your agency have any documents (e.g., annual reports, funding applications, brochures, etc.) that we can either look at or have copies of?
- Do you have any questions for me?

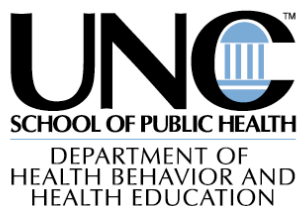
IV. Closing

After all questions have been asked and voluntarily answered, the student observer will turn off the audio recorder. The interview participant will be asked to share any additional questions or concerns regarding the content and use of the information that they provided. The interview participant will be thanked for participating and will be invited to attend the final meeting and presentation of the AOCD results and may be asked to assist in planning this event.

The facilitator will give the participant a copy of the consent form that they signed to keep for their personal records. Additionally, the facilitator will give the participant a Participant Referral Form to use if they wish to refer a community member to the AOCD team.

After transcribing the information from the audio recording of the interview the tapes will be erased. Personal identifier information will be locked and stored separately from information from the interview.

Appendix K



Service Provider Interview Question Guide:

1. Roles and Responsibilities of Service Providers

- What types of services does your organization provide to residents of Liberty? What is your role in providing these services?
- How long have you worked in Liberty?
- Which groups of residents in Liberty do you serve? (e.g., by age, race/ethnicity, SES)
- Are there any criteria people must meet in order to be eligible for your services? If so, what are they?
- Are there any cultural and language needs of the various groups who use your services? How does your agency meet these needs?
- How do community members know about your services?
- How do you track who uses services?
- What are the most popular services your agency provides to the residents of Liberty?
- What services that your organization provides go under-utilized?
- What barriers does your agency face in providing services? (e.g., transportation, funding)
- What other organizations provide similar or complementary services to community residents?
- How have your services to this community changed over the past five years?
- What is your source of funding?

2. Physical Orientation to the Community

- How do you define Liberty? West Liberty?
- What are the geographic boundaries of each? Could you draw the boundaries on this map.
- How would you assess the environmental conditions in Liberty? (e.g., roads, transportation, traffic; housing; safety and hazards; air and water quality; food security)
- Do you live in Liberty? (If yes, for how long?)

3. Life in the Community

- What do people in Liberty do for a living (Where are the jobs? Who has which ones? What is the rate of unemployment?)
- What do people do for recreation?
- What's the political climate like?
- How do people of different races or ethnicities interact with one another in Liberty?

Appendix K

4. Strong Points or Assets

- What are some of the best things about Liberty? (physical, human, agencies, resources?)
- Who are some of the individuals in the community who have useful skills and knowledge?
- What are some of the groups or committees that have useful skills and knowledge?
- Who are some individuals who are respected for giving good advice and helping others?

5. Problems and needs

- What do you think are some of the greatest needs of people in Liberty?
 - In general
 - Among ethnic groups
 - Women
 - Children and youth
 - Poor
- What are the specific health problems of community members (and each of the above groups)?
- Which needs do you feel are the most important for the community to address?

6. Problem-solving and Decision-making

- Is the community involved in your agency's decision-making? If so, how?
- If you were going to try to solve some type of community problem, what would be the best way to get community members involved?
- If we were going to try to solve some type of community problem, whom would you try to involve to ensure success?

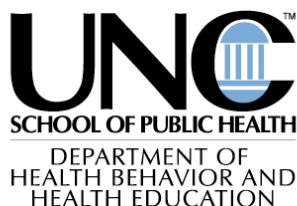
7. Recommendations for Discussing Team's Findings at the Community Forum

- As you may recall, we plan to conduct a forum this spring to share all of the information we've gathered with members of the community. Do you have any suggestions for who should help with the planning?
- Do you have any suggestions as to how to get people to attend? (How to publicize?)
- Do you have suggestions for what would be the best: Location? Day of the week? Time of the day? Format?

8. Additional Questions

- Is there anything else that you think I/we should know about West Liberty?
- Do you know of any one else that we should talk with about the strengths and weaknesses of West Liberty? If so, could you contact them, explain why we would like to talk to them and the purpose of our project, and ask if they would be willing to talk to us? Could we then call you to see if that person would be willing to talk to us? We would then contact that person and talk with them if they told you that it was all right. We will provide you with a Participant Referral Form to help you do this.
- Does your agency have any documents (e.g., annual reports, funding applications, brochures, etc.) that we can either look at or have copies of?
- Do you have any questions for me?

Appendix L



Service Provider Interview Consent Form

What is this study about?

We are graduate students from the Department of Health Behavior and Health Education at the University of North Carolina at Chapel Hill. As part of our degree requirement, we will be working with West Liberty to conduct what is called a "Community Diagnosis". This means that we assist a community in identifying its assets, needs, strengths and weaknesses. Identifying these strengths and weaknesses can then help in guiding various programs for promoting the health and well-being of the people in that community.

In order to do this, we will be talking to different people in West Liberty over a period of three months. Towards the end of April, we will summarize the information we collect and share it with the community at a public forum that will be held in West Liberty. In addition, this information will also be made available in the form of a written document.

What will I be asked to do today?

The purpose of this interview is to learn of your thoughts and experiences of working in West Liberty and how you feel about being a part of this community. The information you provide is important to us. We would like to take notes and tape record this discussion so that we may not miss any of the details. We estimate that this interview will last for about an hour. A copy of our Interview Question Guide is attached to this Consent Form. You can decide not to answer any question that we ask.

What are the risks and benefits of my participation?

All your comments during this discussion will remain confidential. The risks associated with your participation are minimal. However, you may feel emotional distress related to the discussion of a sensitive topic.

The benefit that may reasonably be expected from this study is a documentation of the needs, assets and strengths of the West Liberty community that may be used to potentially guide the development of programs to enhance the health and well being of the West Liberty community.

Are there any costs?

There will be no costs for participating.

Will I be paid?

You will not receive any payments, in cash or kind for your participation.

Appendix L

Subject's Rights and Confidentiality

If you agree to participate in this interview, please understand that your participation is voluntary (i.e., you do not have to do it). You have the right to withdraw your consent or stop your participation at anytime without any penalty. You have the right refuse any questions or request to turn off the tape recorder at anytime.

If you are not a public official, you do not have to reveal your name and may use a false name for the purpose of this discussion.

If you are a public official, your name may be used in conjunction with the information that you provide.

For the duration of this study, the tapes from this interview will be kept in a secure place (locked). The tapes will only be heard by a faculty member or by student team members and will be either erased or destroyed after we have finished recording the information.

Every effort will be taken to protect the identity of all participants. However, there is no guarantee that this information cannot be obtained by legal process or court order.

Finally, you should understand that, the investigators are not prevented from taking steps, including reporting to authorities, to prevent serious harm to yourself or others.

If you have any concerns or questions about this study, please feel free to contact Dr. Geni Eng, Faculty Advisor, Department of Health Behavior and Health Education, UNC School of Public Health at (919) 966-3909. You may call collect. If you would like to contact any member of the Action Oriented Community Diagnosis student team, please call, toll-free, 1-866-610-8273.

The Institutional Review Board of the School of Public Health at the University of North Carolina at Chapel Hill has approved this study. This board consists of a panel of experts who look over every aspect of a study, including the questions we ask you. They give their approval only if they find that study participants will be treated fairly and protected from harm.

If you have any questions about your rights as a study participant, or are dissatisfied at anytime with any aspect of this discussion, you may contact the Institutional Review Board, anonymously, if you wish, by mail at the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, Campus Box No. 7400, Chapel Hill, NC 27599-7400, or by phone at (919) 966-3012. You may call collect.

The extra copy of this consent form is for you to keep.

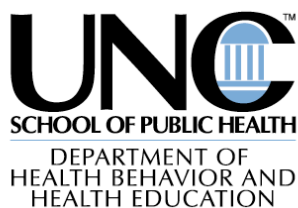
AGREEMENT STATEMENTS

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

Signature: _____ Date: _____

IRB Approval Date: _____ Expiration Date: _____

Appendix M



Participant Referral Form

Thank you for being a part of our Action-Oriented Community Diagnosis project with West Liberty! The information you have given us will help us to write a report about the strengths and weaknesses of West Liberty. We hope that this report will help members of West Liberty use its great strengths to improve weaknesses and make the community a better place for everyone to live in.

It might be helpful for us to talk with more people in the community just as we have talked with you. If you would like to suggest the names of people that we should talk to, here is how you can help us contact them:

1. Please call or visit the person or persons who you think we should talk with. Tell them why we want to talk with them. Please tell them:

The West Liberty Action Oriented Community Diagnosis Team is a group of Public Health students from the University of North Carolina at Chapel Hill. They are talking with community members and service providers in and around West Liberty to find out about the strengths and weaknesses of the community. They will report the information that people give them at a community meeting and hope that it can be used to improve the health and lives of the people in the community. After you talk with them, they will not use your name or describe you with the information that they use in their report.

Can I give them your name and contact information so they can set up a meeting with you?

2. We will call you or visit you to see if this person or persons would like to talk with us.
3. If so, we will get those people's names, phone numbers, or addresses from you. Then we will talk to those people ourselves, give them some information about the project, and arrange a time to meet.

If you would like to ever call us, please feel free to. This is our phone number at school, where you can leave a message for us: 1-866-610-8273.

Thank You!!!

Appendix N

ID #

(IRB use only) Version 11-26-01

School of Public Health Institutional Review Board on Research Involving Human Subjects

APPLICATION FORM FOR MODIFICATION OF APPROVED PROPOSALS

Date of last approval:

Date of this application: February 14, 2002

Title of Project: Community Diagnosis of West Liberty

Name of Principal Investigator: Susan Slazas

Names of co-investigators: Dr. Eugenia Eng

(If the principal investigator is a student, give the name of the faculty advisor).

Department: Health Behavior and Health Education CB #: 7440

(if this is not your mailing address, please provide that so we may send you the approval letter)

Position: Student

Phone #: 966-5542 Fax #: 966-2921 Email Address: slazas@email.unc.edu

Funding source or sponsor:

___ federal ___ state ___ industry ___ foundation ___ UNC X Other

(Specify): No funding source.

Are minors involved? [X] yes [] No

Signature of Principal Investigator: _____

Signature of Advisor, if PI is a student. _____

Note: By signing, you are indicating that you have read and approved the attached application for IRB review, and that the student's research project has been reviewed and approved by yourself.

Appendix O



TO: Susan Slazas
DEPARTMENT: Health Behavior and Health Education
ADDRESS: CB # 7440
DATE: 03/22/2002
FROM: *Linda S. Adair*
Linda S. Adair, Chair
UNC School of Public Health Institutional Review Board
IRB NUMBER: 01-1525
APPROVAL PERIOD: 03/22/2002 through 01/28/2003
TITLE: Action-Oriented Community Diagnosis of West Liberty,
North Carolina
SUBJECT: Full Review Approval Notice--Protocol Change

The IRB reviewed your responses to the clarifications and changes requested after the initial review of your proposal. You have satisfactorily addressed all of the Board's concerns and your project is approved for human subject research and is valid through the expiration date listed above.

NOTE:

(1) This Committee complies with the requirements found in Part 56 of the 21 Code of Federal regulations and Part 46 of the 45 Code of Federal regulations. Assurance Number: M-1380

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

Remote site involved ☐ Yes ☒ No

Appendix P

RESEARCH PROTOCOL INFORMATION: West Liberty Youth

Unless all contact with subjects has concluded, enclose current consents, fact sheets, and/or assents.

1. Please briefly describe currently approved protocol. *Provide a self-standing description with adequate detail for the IRB to understand the protocol without reference to past application material.*

The purpose of this research project (Community Diagnosis of West Liberty) is to assist the West Liberty community in Randolph County, NC in identifying and recording the strengths and needs of their community. Identifying these strengths and needs can then potentially help in guiding various programs for promoting the health and well-being of people in that community.

The Action-Oriented Community Diagnosis (AOCD) team will conduct interviews over a period of three months with community members and local service providers, attend community functions and activities, and hold focus groups as a method of gathering information about the opinions and perceptions of different people from the community. The results of these interviews and observations will be summarized and made available in the form of a written document to the university and the public. They will also be presented at a community forum/ meeting in West Liberty in April 2002.

2. Please provide a complete description of proposed modifications. Be sure to include information on how modifications will affect risk, benefits, and confidentiality to subjects. If questionnaires or other instruments have been revised, please highlight the changes on the instrument(s).

This application is being submitted for one modifications to the previously approved project-The addition of youth subjects to be included in focus groups.

Appendix P

I. The addition of youth subjects to be included in focus groups.

The previously submitted and approved application was for conducting interviews and focus group discussions with *adult* community members and service providers.

This application is being submitted to conduct focus group discussions with youth from the same community. Modifications involving participation of youth in the project are described below.

A. Description of human subjects:

The human subjects for this study range from 11-18 years of age. Because subjects include persons under the age of 18, informed consent will be obtained from a parent or legal guardian prior to their participation in the focus groups. Youth assent will also be obtained. It is the intention to obtain a representative sample of youth from the West Liberty community in Randolph County, NC. Every attempt will be made to include a stratified sample based on race, gender and socioeconomic status in recruiting subjects. It is anticipated that a total of about 20-30 youth will participate in the focus groups.

B. Methods of recruitment:

School staff, community leaders and service providers will identify and contact youth and their parents/ guardians and tell them about the project using the Participant Referral Form (see **Participant Referral Form**) provided to them by the AOCD team at the time that they were interviewed. Once the school staff, community leaders or service providers determine that the potential participant and his/ her parent/ guardian are willing to be contacted (by phone or in person) by the AOCD team, he/she will notify the AOCD team and give the AOCD team the potential participant's name and contact information. The AOCD team will then contact the potential participant and his/ her parent /guardian by phone or in person. Siobhan Cooper, Mary Hoehn, Susan Slazas, Bhavna Talekar and Jimmy Wallace will conduct subject recruitment and focus groups.

Appendix P

C. Research Protocol:

Youth subjects will be asked questions based on the attached Youth Focus Group Guide. The focus groups will be tape-recorded, however participants can request that a focus group not be taped or may request to stop the audio recorder at any time during the focus group.

Siobhan Cooper, Mary Hoehn, Susan Slazas, Bhavna Talekar and Jimmy Wallace will conduct the focus groups. The focus groups will range from 1-1 1/2 hours. Each subject will participate in one focus group with 8-10 participants per focus group. Responses will be kept confidential and for the purpose of the focus group, the participants will be given the option of using a different name from their own, if they so wish. However, general identifiers such as age, sex, and race may be used when summarizing data.

D. Procedures for obtaining informed consent and assent

The team will send (either by mail or in person) the **Youth Focus Group Fact Sheet**, the **Parent/ Guardian Fact Sheet for Youth Focus Groups** and the **Parent/ Guardian Consent Form for Youth Focus Groups**, describing the nature and purpose of the focus groups and will require the parent or guardian's signature before proceeding. The parent or legal guardian of the youth will also be provided with a stamped and addressed envelope to return the signed consent form. Alternatively, a team member may pick up the signed consent form from the parent/ guardian in person. Once the signed consent forms are returned, the team will contact the parents/guardians of the participants by mail or by phone to decide on a convenient date, time and location for the focus group.

All participants will receive a youth assent form describing the nature and purpose of the focus groups when they come for the focus group. The assent form will be read to them and they will be asked if they have any questions regarding the assent form. Any questions that the participants may have will be answered and then, their verbal assent will be recorded.

After making certain that all questions have been answered, researchers will document that informed parental consent and youth assent was obtained. All subjects and parents/guardians will have the details of the study explained to them prior to obtaining assent and consent and they will be able to refuse participation at any time.

Appendix P

E. Compensation and Costs

Focus group participants will not be paid, nor will they be given incentives to participate. Participants will not pay to participate and the only costs will be the time spent in the focus group (approximately 1-1 1/2 hours). However, there may be some costs that the parents/ guardians may incur on account of transportation for their child to the focus group location. Parents/ guardians will be informed of the same in the **Parent/ Guardian Fact Sheet for Youth Focus Groups**.

F. Risks to Subjects

Risks to youth for participating in the focus group discussions should be negligible. The questions in the focus group discussions will ask about youths' perceptions of their community and how they feel about growing up in West Liberty (see **Youth Focus Group Guide**). The questions will not be of a sensitive nature, i.e., participants will not be asked about drug use and illegal activities- their own and/or in and around their community or sexual issues etc. Risks such as group confidentiality breaches after focus groups are addressed in the **Parent/ Guardian Fact sheet for Youth Focus Groups** and the **Youth Focus Group Protocol**.

G. Confidentiality of Data

Names and personal identifiers of the participants will be kept confidential. Demographic descriptors (age, sex, race) may be used only to describe *groups* of participants in the final document. The results presented at the community forum will also present compiled information and not attempt to link any of the youth to their responses.

Audio recording will be used for all focus group discussions. The participants will be asked if it is all right to turn on the audio recorder before doing so. The focus group facilitator will remind participants that they may request that audio recording be stopped at any time. Tapes will be shared among the AOCD team members and with the UNC Faculty Advisor. Tapes will be stored in a locked file cabinet in the department of Health Behavior and Health Education at the UNC School of Public Health and will be erased or destroyed after data analysis has been completed. Written records of focus group responses will not include first names or any type of personal identifiers.

Appendix P

H. Benefits

The information given by youth will be combined with information gained from the adult community member and service provider interviews and focus groups. This compiled information will be reported as a written summary of the community's perceptions of its own strengths, needs and their suggestions for possible developments (health, recreation, housing etc) for West Liberty as a whole. This document could then potentially guide future community development programs in West Liberty.

J. Public release of data

A summary of the information gained through this research will be reported in a final AOCD document. This document will be made available to the public, the Randolph County Health Department, interested community members and service providers, and students and faculty at UNC through the Public Library and online at The UNC Health Sciences Library webpage. This Document partially fulfills course requirements for HBHE 241: Action-Oriented Community Diagnosis.

Appendix Q

Youth Focus Group Protocol

I. Recruitment and Orientation of Subjects

Each potential focus group participant will be recruited as previously described. The AOCD team member that contacts the potential participant and his/her parent/ guardian will inform them of the intent and procedure of the focus group, the ways in which information that they provide will be used, the possible benefits and risks involved in their participation, and the methods that the investigators will use to ensure their confidentiality, as listed in the Parent/ Guardian Focus Group Consent Form and the Youth Assent Form. Each potential participant will also receive a copy of our Youth Focus Group Question Guide.

II. Focus Group Proceedings

A student investigator of the West Liberty Action Oriented Community Diagnosis (AOCD) team will facilitate each focus group. An additional member from this team will observe the focus group, operate audio recorders, and take written notes on his or her observations. The facilitator will welcome focus group participants and assign a seating arrangement. He/ she will then explain the purpose and proceedings of the focus group, the use of the audio recorders and the role of the student observer using the Script for Obtaining Youth Assent to Participate in the Focus Group.

The facilitator will then proceed to obtain Youth Assent for the focus group from each of the participant using the following script,

Script for Obtaining Youth Assent to Participate in the Focus Group:

“Hello and welcome once again to this focus group discussion. A focus group consists of 8-10 people who share their ideas and opinions about certain issues. My name is _____, and I will be facilitating the discussion today. This is _____, and he/she will be taking notes during the discussion. As you may be aware, we are graduate students from the department of Health Behavior and Health Education in the School of Public Health at the University of North Carolina at Chapel Hill.

As part of our degree requirement, we will be spending the next three months in your community talking to different people about what they feel are some of the best things about West Liberty, and some of the things that can be improved. We will then write the findings from all these interviews and focus groups in a document that you all will be able to see. We

Appendix Q

will also present these findings at a community meeting that we will organize in West Liberty some time in April this year.

Young people form an important part of a community and today we would like to hear about how you feel growing up in West Liberty. Questions in today's focus group will ask about how you feel about growing up here, what activities you participate in, what you do in your spare time, and what types of people have an influence on your day to day activities. We are not interested in learning about a risky or illegal behavior that any of you may have engaged in, in the past and request you to not talk about it during the discussion today.

What you say is important to us, so apart from taking notes, we would like to tape record this discussion as well. But if you are not comfortable with that, please feel free to tell us to turn off the tape recorder at anytime during the discussion, and we will do so. We assure you that your name will not be told by us to anyone else after this discussion and we will not use your name at the community meeting or anywhere in the document that we will write. Also, the person who asked us to speak to you will not know whether you participated in this discussion with us or not. For today's discussion you can use a false name for yourself so that your real name is not revealed to anyone else in the group. We also request that you do not talk to anyone else after this focus group is over about what other people said during this discussion. The questions we ask you will revolve around life in West Liberty and we request that you do not talk about illegal/risky behaviors that you may be involved in presently or in the past. Your parents/ guardians have given us permission for your participation in the focus group today, but if you do not wish to take part you are free to say so.

Is there anyone here who does not want to take part in the focus group?

(If there is someone who does not wish to participate, the facilitator will request his/her parent to take the child home with the assurance that this incident will not be mentioned to anyone or in the written document. The facilitator will then proceed to record verbal assent of all participants)
So, do you all agree to participate in the focus group discussion today? Please say "Yes" if you agree.

Once all participants have indicated their readiness to participate by saying, "Yes", the facilitator will note that youth verbal assent (and parental/ guardian's consent) was received.

Appendix Q

Once youth assent has been obtained, the facilitator will field questions and concerns from each of the participants regarding the focus group.

For the purpose of the focus group, the facilitator will then proceed to establish the following Ground Rules:

Ground Rules:

In order to make this discussion as comfortable for everyone as possible, we would like everyone to follow certain guidelines.

- *Please speak one at a time.*
- *Please try to speak in a voice at least as loud as mine.*
- *Although you do not need to answer all questions, we would like to hear from all of you during this discussion.*
- *Please consider this focus group to be similar to a conversation you normally have with other community members. We are here to just point you in some directions.*
- *Please let us know if at anytime you do not feel comfortable with any of the questions or the direction of the conversation or if you would like to end the discussion.*
- *Please feel free to express your thoughts and opinions during this discussion. There are no right or wrong answers to anything.*
- *We may have to interrupt you during the discussion to make sure that we have understood you correctly or to make sure that we finish on time.*
- *Everything you say is confidential and will not be repeated by any of us to anyone outside of this group.*

Appendix Q

After fielding questions and concerns from participants, the facilitator will ask all participants if it is all right to begin audio recording as previously described and remind participants that recording may be stopped at any time and that all answers are voluntary. Once all participant agree to audio recording of the focus group, the observing member of the AOCD team will start the audio recorder and the facilitator will begin asking questions according to the following guidelines:

III. Youth Focus Group Question Guide:

School

1. Do you like going to school?
2. What do you think of your school?
3. If you had a really hard homework assignment that you couldn't figure out, what would you do?

Social Activities

4. Besides going to school, what are some of the things you do during the week? What about places you go often?
5. What are some activities you do on the weekends? With whom do you do them?

Community

6. Please tell us what you like about living in West Liberty?
7. Do you feel like you are a part of a community?
8. What do you see as strengths of the West Liberty community?
9. Who are some of the people who help the town the most? How do they help?
10. What do you see as some of the challenges the community of West Liberty faces?
11. If you could change one thing about West Liberty, what would it be?
12. How do you keep up with what's going on in West Liberty?
13. Is there anything else you would like to tell us about West Liberty?
14. We are going to present some of this information to a large group of West Liberty community members. Can you suggest how we should do this?

Appendix Q

IV. Closing

After all questions have been asked and voluntarily answered, the student observer will turn off the audio recorder. Focus group participants will be asked to share any additional questions or concerns regarding the content and use of the information that they provided. The facilitator will remind participants not to discuss other members' responses after leaving the focus group. All youth will be thanked for participating and will be invited to attend the final meeting and presentation of the AOCD results and may be asked to assist in planning this event.

After transcribing the information from the audio recording of the focus group the tapes will be erased. Personal identifier information will be locked and stored separately from information from the focus group.

Appendix R

Youth Focus Group Question Guide

School

1. Do you like going to school?
2. What do you think of your school?
3. If you had a really hard homework assignment that you couldn't figure out, what would you do?

Social Activities

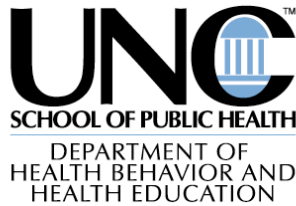
4. Besides going to school, what are some of the things you do during the week? What about places you go to often?
5. What are some activities you do on the weekends? With whom do you do them?

Community

6. Please tell us what you like about living in West Liberty?
7. Do you feel like you are a part of a community?
8. What do you see as strengths of the West Liberty community?
9. Who are some of the people who help the town the most? How do they help?
10. What do you see as some of the challenges the community of West Liberty faces?
11. If you could change one thing about West Liberty, what would it be?

Thank you for your time.

Appendix S



Date _____, 2002

Dear Parent/ Guardian,

This is with reference to our phone conversation/ meeting on _____, 2002 regarding your child's participation in a focus group discussion with us. Thank you for agreeing to allow your child to participate. In order to schedule a time, date and location for the focus group discussion, we first need for you to read and sign the attached Consent Form. The other set of papers are a Fact Sheet, which have the same information as the Consent Form. They are for you to keep as a record.

If you have doubts about anything that is written on the Consent Form/ Fact Sheet, please do not hesitate to contact the Action Oriented Community Diagnosis team at the phone number given below. After you are completely satisfied with what is written in the Consent Form/ Fact Sheet, please sign and date the Consent Form and mail it to us in the stamped pre-addressed envelope provided with the forms. Once we receive your signed Consent Form, we will contact you regarding a suitable date, time and location for the focus group.

Sincerely,

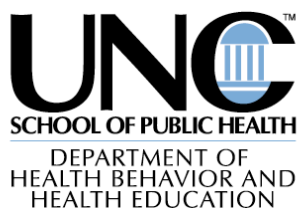
Susan Slazas, Mary Hoehn

Jimmy Wallace, Siobhan Cooper

Bhavna Talekar

Contact Number 1-866-610-8273 (Toll free)

Appendix T



Parent/ Guardian Consent Form for Youth Focus Groups

Dear Parent or Guardian,

What is this study about?

We are graduate students at the UNC Chapel Hill School of Public Health in the Department of Health Behavior and Health Education. As part of our degree requirement, we will be working in West Liberty to conduct what is called a "Community Diagnosis." This means that we assist the community in identifying its assets, strengths and weaknesses. Identifying these strengths and weaknesses can then help in guiding various programs for promoting the health and well-being of people in that community.

In order to do this, we will be talking to different people in West Liberty over a period of three months. Towards the end of April, we will summarize the information we have collected and share it with the community at a public forum that will be held in West Liberty. In addition, this information will also be made available in the form of a written document.

What will your child be asked to do?

Youth are an important part of a community and we would like to know what they think and feel about living in West Liberty. We would like to conduct a focus group discussion with them to collect this information.

A focus group consists of 8-10 people who share their ideas and opinions about certain issues. The purpose of these focus groups is to get specific ideas and opinions about what growing up in West Liberty is really like. Questions will be asked about day-to-day issues that youth face, such as how they feel about the community, what activities they participate in, and what types of people have an influence on their lives. The focus groups will be conducted at

Appendix T

local schools, libraries and other community settings in West Liberty and should take about 1 to 1 & 1/2 hours of your child's time.

What are the risks and benefits of your child's participation in this focus group discussion?

All of your child's comments during this discussion will remain confidential. The questions that will be discussed during the focus group will not be of a sensitive nature, i.e., participants will not be asked about drug use and illegal activities in and around the community or sexual issues, etc. The benefit that may reasonably be expected from this study is a documentation of the needs, assets and strengths of your community from the point of view of youth, which may be used to guide the development of programs to enhance the health and well-being of youth in your community.

Are there any costs?

There will be no costs for participating, although you will be asked to drive your child to the focus group location.

Will your child be paid?

Your child will not receive any payments, in cash or kind for participating.

What will your child's rights be as a study participant?

With your consent and your child's assent, we will take notes and use a tape recorder during the focus group discussion. Everything your child says in the focus group is strictly confidential and his/her name will not be associated with any of his/her answers. We will request that the participants in the focus groups follow a "no gossip" rule, which means that the topics and information discussed during the focus group will not be discussed elsewhere by the participants.

If you agree to allow your child to participate in this focus group discussion, please understand that his/her participation is voluntary (he/she does not have to do it). Your child also has the right to withdraw his/her assent or stop participating at any time without any penalty.

Appendix T

He/she also has the right to refuse any questions or request to turn off the tape recorder at any time.

Your child does not have to reveal his/her name and may use a false name for the purpose of this discussion.

For the duration of this study, the tapes from this focus group discussion will be kept in a secure place (locked). The tapes will only be heard by a faculty member or student team members and will be either erased or destroyed after we have finished recording the information from them.

Every effort will be taken to protect the identity of all participants in this discussion. Your child's name and background information will not be used to identify you or your child and will not be used to link him/her to any response they provide in any report or publication of this study or its results.

Finally, you should understand that while we will maintain all data as confidential, we are required by law to report to authorities if we find, during the course of the focus group discussion, that the child has been subjected to harm or abuse in the past.

If you have any concerns or questions about this study, please feel free to contact Dr. Geni Eng, Faculty Advisor, Department of Health Behavior and Health Education, UNC School of Public Health at (919) 966-3909. You may call collect. If you would like to contact any of the Action Oriented Community Diagnosis student team members (Susan Slazas, Mary Hoehn, Jimmy Wallace, Siobhan Cooper and Bhavna Talekar), please call, toll-free, 1-866-610-8273.

The Institutional Review Board of the School of Public Health at the University of North Carolina at Chapel Hill has approved this study. This board consists of a panel of experts who look over every aspect of a study, including the questions we ask you. They give their approval only if they find that study participants will be treated fairly and protected from harm. If you have any questions about your child's rights as a study participant, or are dissatisfied at anytime with any aspect of this discussion, you may contact, anonymously if you wish, the School of Public Health Institutional Review Board, the University of North Carolina at Chapel Hill, Campus Box No. 7400, Chapel Hill, NC, 27599-7400, or by phone at (919) 966-3012. You may call collect.

Appendix T

Once we receive your consent form, you will be contacted by one of the team members (by phone or in person) to schedule the focus group at a date, time and location convenient for most parents/guardians and their children who will participate in the discussion that day with your child.

We also ask that you make arrangements for transportation for your child. Once at the focus group location, we will read aloud the Youth Fact Sheet for Focus Group Discussions, describing the study to your child. Your child will then be asked if he/she is willing to participate in the focus group discussion. Even if you give your consent, your child has the right to refuse participation at any time during the focus group. The person from whom we obtained your child's name will not know whether or not your child participated in this study.

We hope you will allow your child to participate in the focus group with us. The information they provide could help address concerns of all young people in West Liberty and benefit the community as a whole.

If you give your permission for your child to participate in a focus group discussion, please sign and date the statement below and return it in the enclosed, stamped and pre-addressed envelope by _____, 2002.

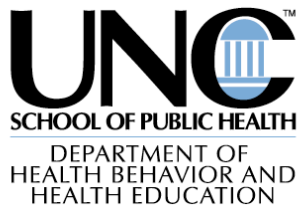
“I do give my consent for you to conduct a focus group that includes (child's name)_____ as part of the UNC-Chapel Hill School of Public Health's Community Diagnosis in West Liberty.”

Parent/ Guardian Signature_____

Date _____

Thank you for your time and consideration.

Appendix U



Youth Fact Sheet for Focus Group Discussions

What is this study about?

As you may be aware, we are graduate students from the Department of Health Behavior and Health Education in the School of Public Health at the University of North Carolina at Chapel Hill.

As part of our class requirement, we will be spending time in your community, and talking to different people about what they feel are some of the best things about West Liberty, and some of the things that can be improved. We will then write the findings from all these discussions in a document and will also present these findings at a community meeting.

What will you be asked to do?

Young people are an important part of a community and we would like to learn about how you feel growing up in West Liberty, what activities you take part in, what you do in your free time and what people have an influence on your day-to-day activities.

What are the risks and benefits of your participation in this focus group?

No one outside of the group will know your opinion. The information will be presented without names. Also, the person who asked us to speak to you will not know whether you participated in this discussion with us or not. You will be asked questions about what goes on in the neighborhood, but not exactly what *you* do in the neighborhood, and we will request that you do not talk about illegal/risky behaviors that you may be involved in presently or in the past. Your parents/guardians have given us permission for your participation in the focus group but if you do not wish to take part you are free to say so.

Appendix U

The benefit to participating is that your needs and opinions will be recorded as a part of the final presentation.

Are there any costs?

There is no cost for participating.

Will you be paid?

You will not receive any payment for participating.

What are your rights as a study participant?

Your name will not be associated with any answers that you give. We will ask that you follow a "no gossip" rule, which means that the discussion during the focus group will not be discussed outside the group.

Your participation is voluntary (you do not have to do it). You can leave the group or stop participating at anytime. What you say is important to us, so apart from taking notes, we would like to tape record this discussion as well. But if you are not comfortable with that, please feel free to tell us to turn off the tape recorder at anytime during the discussion, and we will do so. You do not have to reveal your name and may use a false name during the discussion.

During this study, the tapes from this discussion will be kept in a locked cabinet at UNC. University professors and other team members will only hear the tapes. After the study, the tapes will either be erased or destroyed.

We will do all we can to protect your identity and the identity of all participants in this discussion. Your name and background information will not be used to identify you or link you to any response you provide.

Finally, you should understand that while we will maintain all data as confidential, if during the course of the discussion we find that you have been subjected to harm or abuse, we are required by law to report this to the authorities.

If you have any concerns or questions about this study, please contact Dr. Geni Eng, Faculty Advisor, Department of Health Behavior and Health Education, UNC School of Public Health at (919) 966-3909. You may call collect. If you would like to contact any of the Action

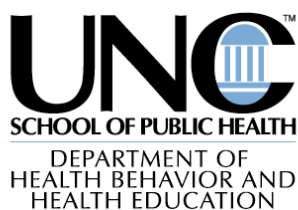
Appendix U

Oriented Community Diagnosis student team members (Susan Slazas, Mary Hoehn, Jimmy Wallace, Siobhan Cooper and Bhavna Talekar), please call, toll-free, 1-866-610-8273.

The Institutional Review Board of the School of Public Health at the University of North Carolina at Chapel Hill has approved this study. This board consists of a panel of experts who look over every aspect of a study, including the questions we ask you. They give their approval only if they find that participants will be treated fairly and protected from harm. If you have any questions about your rights as a study participant, or are dissatisfied with any aspect of this discussion, you may contact the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, Campus Box No. 7400, Chapel Hill, NC, 27599-7400, or by phone at (919) 966-3012. You may call collect.

If you are willing to participate, please say “Yes”

Appendix V



Youth Focus Group Participant Referral Form

Thank you for being a part of our Action-Oriented Community Diagnosis project in West Liberty! The information you have given us will help us to write a report about the strengths and needs of West Liberty. We hope that this report will help members of West Liberty use its great strengths to address the identified needs and make the community a better place for everyone to live in.

It might be helpful for us to talk with more people in the community just as we have talked with you. We are especially interested in talking with youth from your community to learn what they think about growing up in West Liberty. We would like to know if you can think of youth that we should talk to, but due ethical considerations we will not be able to contact them directly. But, you could help us in getting in touch with them. Here is how you can help:

4. Please call or visit the parent/ guardian of the youth and the youth you think we should talk with. Tell them why we want to talk with them. Please tell them:

“The West Liberty Action Oriented Community Diagnosis Team is a group of Public Health students from the University of North Carolina at Chapel Hill. They are talking with community members and service providers in and around West Liberty to find out about the strengths and needs of the community. They will report the information that people give them at a community meeting and hope that it can be used to improve the health and lives of the people in the community. They are especially interested in hearing what youth from West Liberty have to say about growing up here and what they feel are the needs of youth in the community. The students would like to conduct what is called a focus group discussion with youth from the community for this purpose. A focus group consists of 8-10 people who share

Appendix V

their ideas and opinions about certain issues. Questions in the focus group will ask about day-to-day issues that youth face, such as how they feel about the community, what activities they participate in, and what types of people have an influence on their lives. The questions that will be discussed during the focus group will not be of sensitive nature, i.e., participants will not be asked about drug use and illegal activities in and around the community or sexual issues etc The focus groups will be conducted at local schools, libraries and other community settings in West Liberty and should take about 1 to 1 & 1/2 hours of your child's time. All your child's comments during this discussion will remain confidential After you talk with them, they will not use your name or describe you with the information that they use in their report. Can I give them your name and contact information so they can contact you?"

5. We will call you or visit you to see if this person or persons would like to talk with us.
6. If so, we will get those people's names, phone numbers, or addresses from you. Then we will talk to those people ourselves, give them some information about the project, and arrange a time to meet.

If you would like to ever call us, please feel free to do so. This is our phone number at school, where you can leave a message for us: 1-866-610-8273.

Thank You!!!

Appendix W

Description of Interview and Focus Group Participants

The confidential nature of service provider and community member interviews, and community member and youth focus groups prevents the team from disclosing the names of people that were interviewed during the AOCD process. However, to provide a general idea of the people that were interviewed by the team, following is a brief description of the interviewees:

Service Providers:

The team interviewed a total of 13 service providers. Of these, six were females and seven were males, and all service providers with the exception of one, were white.

Community Members:

A total of 19 community members participated in six interviews and two focus group discussions. Of the six individual interviewees, four were black women, and two were black males. The five participants in one focus group were black women. Of the eight participants in the other focus group, six were black males, and two were black females.

Youth:

One focus group was conducted with five youth from West Liberty. Three participants were black girls and two were black boys. Two of the participants attend high school and the other three are in middle school.



COME TO THE..

**WEST LIBERTY
COMMUNITY MEETING**

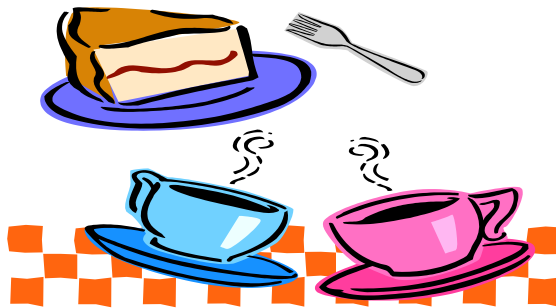
FRIDAY, APRIL 26TH
LIBERTY ELEMENTARY
CAFETERIA
6:00-8:00PM

**FREE FOOD, DRINKS &
CHILDCARE!!**

SPONSORED BY CONCERNED CITIZENS AND UNC-CH
SCHOOL OF PUBLIC HEALTH

FREE Food, Drinks & Childcare

West Liberty Community Meeting



**Where: Liberty Elementary
Cafeteria**

**When: Friday, April 26th
6:00 - 8:00pm**

West Liberty Residents!

Are you interested in your community?

Do you want West Liberty to be a nicer place to live?

Then let's come together as a community to:

The West Liberty Community Meeting

Friday, April 26th, 2002

6:00 - 8:00 pm

Liberty Elementary Cafeteria

We will talk about issues that affect all of us, including:



- Concern for youth
- Drug use in our community
- Old Randolph High School
- Town representation

We can't find solutions without you, so please come with your friends, families and neighbors!

*** Food, drinks and childcare will be offered ***

"The future depends on what we do in the present."

Mahatma Gandhi

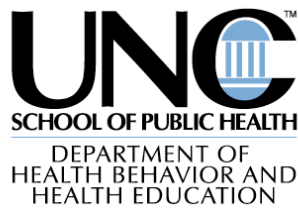
Hosted by Concerned Citizens of Liberty and UNC School of Public Health

Appendix Y

Invitation card for the community meeting is not available electronically



Appendix Z



Date: _____, 2002

Dear

First and foremost, we would like to thank you for participating in the 2002 West Liberty Community Diagnosis. Our team has been interviewing community members and service providers for several months, and this phase of the project is coming to an end. As we mentioned at the interview, the culmination of this project is a community meeting. The community meeting is a time for service providers and Liberty residents to come together and discuss some of the most significant concerns West Liberty faces today. Our team has been working closely with a Community Meeting Planning Committee, the Concerned Citizens of Liberty, the Randolph County Health Department, Reverend McCleave to prepare for this event, and would like to take this opportunity to cordially invite you to this exciting forum.

The Community Meeting will be held Friday, April 26 from 6:00 pm to 8:00 pm in the cafeteria of the Liberty Elementary School. At the meeting, members of the Planning Committee and the UNC Action Oriented Community Diagnosis (AOCD) Team will present selected themes from our interviews. Participants will then be able to choose their topic of interest and divide into smaller groups to discuss problems and possible solutions.

Food, drink and childcare will be provided. The Planning Committee asks that you RSVP (1-866-610-8273) by Thursday, April 25th. Additionally, if there is anyone you know who would be interested, please extend the invitation to them.

Again, thank you for your participation. We look forward to seeing you on April 26.

Sincerely,

Mary Hoehn, Bhavna Talekar,
Siobhan Cooper, Susan Slazas,
and Jimmy Wallace

West Liberty Community Meeting FAQ Sheet

What is the West Liberty Community Diagnosis Team?

Q: A team of five graduate students from the UNC-Chapel Hill School of Public Health. Reverend M. Philip McCleave of Edwards Grove Missionary Baptist Church and MiMi Cooper of the Randolph County Health Department are the preceptors for the group.

Q: What is a “Community Diagnosis”?

R: The process included interviews and focus groups with community members of West Liberty and service providers for all of Liberty. This is intended to reveal perceived strengths in the community, as well as areas people identify as needing improvement.

Q: How many interviews did the team do?

R: Service Providers: 14 total (all individual interviews): 5 males and 9 females
Adult Community Members: 19 total (including 2 focus groups and 6 individual interviews): 9 males and 10 females
Youth Community Members: 5 total (1 focus group): 2 males and 3 females

Q: What is the “West Liberty Community Meeting?”

R: This is where we hope to turn what we found from the community assessment into action. First, the team will present the “themes” that have emerged from their interviews. The audience of community members and service providers will then be broken into smaller groups. With the help of a student facilitator, these groups will work together to create “action steps” for change.

Q: When can we see all of the information from this process?

R: The team is writing a comprehensive document that will be both available to the public in early May, 2002 at the library and upon request.

Q: Who can I contact for more information?

R: The Concerned Citizens of Liberty, which meets the first Thursday after the first Sunday of every month.

Thank you for coming!

Appendix BB

General Quotes

- “The bond that exists between the family members in Liberty... and [in] the churches ... if we can hold onto that bond to benefit all people, blacks, whites, and Hispanics, this bond could move things.”
- “You know, a long time ago, the church and the school together was the community. Then, they closed the school down and it was a sad time.”
- “Hispanics will show the African-American community how to live and how to become cohesive. Hispanics don't have a lot of education, but they have a sense of community. If we will acknowledge that, [it could benefit our community].”
- “It (West Liberty) seems more dead to me. There is no restaurant open later than 10pm, a grocery store closed, no fast food places, no shopping stores...”
- “It all depends on the people. It is up to them to decide if Liberty is going to change. It has stayed the way it is because we have not made an effort to change it.”
- “Controlled growth. To me, that’s what makes this town unique and maybe a little bit better quality of life. We don’t *need* all that razzle-dazzle. You can drive out of town for it.”
- “Now you see kids, black and white, riding together. If the old folks stay out of it, the younger people can get along well.”
- “The parents are just raising their children different from the way I would like to see them raised. They never get too old for morals and self-respect and dignity. And to teach them that you are special and you can make something in life. You do not have to be on welfare, you do not have to stand in the soup line, you do not have to be beggars. You can be a giver instead of a beggar.”
- “I could never understand how anyone could feel superior because of their color. But when the Hispanics moved in, I realized that I could easily start looking down upon them.”
- “The children who are successful here have parents who are *willing* to do what it takes to make them successful. They are *willing* to make sure that they are in school. They are *willing* to know where their children are at 9 and 10 o’clock at night. They are *willing* to take their children out of Liberty to see other things.”
- “One of the biggest assets on that side of town are the people. You’ve got some *real* good people.”

Appendix BB

Quotes Used in Small Group Discussions

Community Representation in Town Decision-making

- “People in West Liberty feel intimidated by people on the town board and even feel intimidated by a voting ballot.”
- “People don't feel that there's going to be somebody who'll look out for them.”
- “Are there any Blacks on the town board? No sir, not to my knowledge.”
- “It all depends on the people. It is up to them to decide if Liberty is going to change. It has stayed the way it is because we have not made an effort to change it.”
- “Most people in West Liberty think that [town government] is going to do whatever they want to anyway. We can go up there and talk all we want to, but when the bottom line comes, they aren't going to do any more than they have to. We are going to have to make the changes and improvements first. Then they bring the town benefits this way.”
- “I can get a group of folks together and go out and pick up the trash. That does no good except for removing the trash. If I could get community involvement, we could let the people that throw the trash know that the community wants better than this.”
- “Obviously, the minorities who ran got some white vote because they were elected to the Town Board.”

Youth Recreation

- “You say our kids are rebellious and undisciplined, but we don't have anything for them to be channeled into, so they can't grow out of this cycle, if you will.”
- “This area has zero to offer to children except for them to come to church. The normal things that human beings would expect their children to enjoy are non-existent in this area.”
- “If you have a place that you could call your own and the kids can come to, off the street, and learn to work together, swim etc, that would be something to the city.”
- “What I would really like to see here is some type of community center that would house some type of medical facility, some type of educational programs that maybe senior citizens and young adults would be able to go and get some type of certificate for a particular field such as CNA programs.”
- “Freedom Park has more things to do than the West Liberty Park. The bathrooms won't work anymore and they are just locked up.”
- “I can see the recreation center being built and all cultures coming together.”
- “Well, I go out of town to do things. There's nothing here.”
- “A gym means a lot to a black kid. If we had a gym here, it would be better. Many kids can't go to gyms in other locations. An inside gym is a big deal.”

Appendix BB

Youth Employment

- “Many children lack the presentation skills and mannerisms that are necessary to get a job -- whether in Liberty or elsewhere.”
- “I was trying to get a Hardees on this side of the tracks, but someone out there didn’t want it at the suggested place and so it’s not there. You know it could have even given some young children some part-time jobs.”
- “My objection to the fast-food thing is that it does not provide jobs that pay enough, and they’re not full-time jobs, they’re part-time jobs. I do not look at that as an improvement to the community.”
- “There is a misconception that the Hispanics are taking up services like Medicare and Medicaid as well as jobs. And yet they’re doing the jobs that no one else wants.”
- “In reality, what’s hard is that you’re trying to convince a kid to do right, but in the big picture of things, they are going and hanging out in the street with people who do not work but seem to have everything. And then when we offer a job to a kid after school, we offer him minimum wage – that’s a problem we face nationwide.”
- “Places for young people to work is a problem. If not Food Lion or CVS or Subway, there’s nowhere to work. A lot of businesses are family-owned, so they don’t send it out to others.”
- “We could always use, I think, at least one more manufacturing plant to offer more jobs, so that we can keep more of these people in town.”

Crime and Drugs

- “I asked one of the guys, ‘What are you going to be doing in ten years?’ and he said ‘nothing,’ and he was a smart kid.”
- “We’ve all probably seen somebody staggering on the sidewalk and said, ‘Look at the drunk,’ but what have we done to stop it?”
- “Police force is not as effective as it used to be. There is not enough police presence. There is less emphasis on community-oriented policing, getting out into neighborhoods for more than just problems, walking around, approaching people on street corners, talking to kids. Now they only go into neighborhoods for problems.”
- “There are no efforts to fight the problem. Most parents know what their kids are doing and all they tell them is, ‘You’ve got to get a job.’ But they are making a lot of money dealing drugs.”
- “It’s amazing how we allow this to happen. The white part of town is always so clean.”
- “The challenge [is] of undesirables coming into Liberty and we face a challenge of unity, of unifying West Liberty.”
- “To me the black community is saying in a lot of ways, this is a way of life – selling drugs. It’s not, I will never accept it as a way of life.”

Appendix BB

Teen Pregnancy and Youth Health

- “Another concern is the need for a health clinic for kids.”
- “I think sometimes that it is perceived as a norm, sex at an early age.”
- “What it is the teens are really looking for is something else to do. They think having a baby will give them something else.”
- “I think our medical coverage is good. We have three physicians, we have three dentists, one PA. So those things are available.”
- “When you ask about the greatest needs of the people, I would just say health issues in general.”
- “Any kind of services they get, they have to drive to Asheboro. See, nothing is local.”
- “We need a hospital.”

Appendix CC

SUMMARY OF SMALL GROUP DISCUSSIONS

Representation in Town Decision-making

The Current Situation: No Representation by West Liberty on the Town Board

Goal: To elect a West Liberty resident onto the Town Board

Hindering Forces:

- Very few people are registered to vote
- Difficult for West Liberty to unify behind one candidate
- No one wants to run
- People don't have the time with work and other commitments

Helping Forces:

- Churches
- Ability to spread the word to gather support
- Advertising
- Organizing

Action Steps to Increase Community Support and Organization for a Candidate:

- Identify a candidate
- Register candidate with the town government
- Chair campaign committee
- Raise community support by making announcements at community meetings
- Raise support at churches through discussions with pastors
- Plan to watch the polls to ensure voting is fair

Youth Recreation

The Current Situation: Lack of recreational facilities in the community for teens

Goals: To convert a part of the Paul Henry Smith basketball court into a tennis court and organize a community softball/baseball league

Hindering forces:

- Lack of community cohesion around issues
- No one in the community likes to take responsibility for doing things
- Lack of money
- Security issues related to the Paul Henry Smith Park

Helping forces:

- Certain community members in West Liberty who want to do something for the youth in the community
- The churches
- Supportive people in the Parks and Recreation Department

Action Steps:

- To organize a community softball/baseball league
- To advertise about the league through flyers and announcements in church
- Parks & Recreation Department to supply baseball bats, t-shirts, shorts, etc. for the league
- One community member to be responsible for taking care of the sports equipment issued by the Parks and Recreation Department
- Bleachers to be reinstalled back in the Paul Henry Smith Park
- The Parks and Recreation department to request a participant to measure the existing basketball court in the Paul Henry Smith Park to see whether a section of it could be converted into a tennis court; if it is possible, the department will then apply for a grant

Appendix CC

Youth Employment

Current Situation: An overall lack of values, responsibility, and work ethic among youth

Goal: To increase values and promote responsibility and work ethic among youth

Hindering forces:

- Mindset of those against bringing fast-food to Liberty
- Lack of positive role models for youth
- Under-utilization of a “shadowing” program offered to youth in the community through Liberty’s Chamber of Commerce

Helping forces:

- Family involvement
- Church
- Job training

Action steps based on taking advantage of the Chamber of Commerce’s “shadowing” program:

- Finding out how many teens would be interested in participating
- Determining if West Liberty parents would support the program and give consent
- Gauging level of interest and getting the word out about the program through flyers in West Liberty church bulletins
- Information to include on the flyer about the program will be obtained from the Chamber of Commerce
- Inviting the Director of the Chamber of Commerce to speak about the program at Eastern Randolph High School
- Director of the Chamber of Commerce will be contacted to begin matching interested students with Liberty professionals to shadow

Crime and Drugs

Current Situation: Shootings, break-ins, and late-night noise related to the dealing of drugs

Goal: To decrease crime and drug activity in the West Liberty community by developing a community watch program

Hindering forces identified:

- Resident’s work schedules (working the night shift)
- Mistrust for law enforcement
- Too many dealers already in the neighborhood
- Resident’s apathy
- Friends or family members are selling or buying drugs

Helping forces identified:

- Trustworthy neighbors
- Concerned Citizens group
- Residents who have experience in community organizing

Action steps to developing a Neighborhood watch:

- Invite Police Chief to the next Concerned Citizens meeting
- Define what type of community watch program to implement
- Discuss the neighborhood watch program with neighbors
- Attend and bring a friend to the next Concerned Citizens meeting

Appendix CC

Teen Pregnancy/Health Care Issues

Current Situation: People don't know about or don't understand what health services are available to community members

Goal: To get West Liberty residents to know what health services are available

Hindering forces identified:

- People who need the information aren't getting it
- People don't read the newspaper (which is a source of some information about services)
- People don't go to the places, such as churches, where information is shared
- People are afraid of having to give up what they have (e.g., home and other assets) in order to get services

Helping forces identified:

- Services are listed in the newspaper
- Having a resource person, such as someone each of the churches
- Hospitals, which have services available, and hotlines for people to access information about the services
- Having a clinic
- Sharing information among people
- Having information available in the library

Action steps to establishing a resource person in each of the churches and getting West Liberty residents to know about health services:

- Identify a person in each church whom information regarding services could be shared with.
- Talk with another resident who would be helpful in identifying which church members would be an appropriate resource person
- A representative from the Randolph County Health Department will call John Butler of the Randolph County Senior Adult Association (RCSAA) to see about getting a CD they produce on available health services
- Information on the CD will be shared with one of the community residents participating in the group and given to each resource person
- The health department representative will also find out how people can get on the mailing list to get information from RCSAA