African American Community
Rockingham County

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

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Executive Summary

In October 2007, a team of five graduate students from the University of North Carolina at Chapel Hill School of Public Health began an Action-Oriented Community Diagnosis (AOCD) with the African American community in Rockingham County. An AOCD is a community-based process by which the resources, strengths, needs, and challenges of a community are identified. After identification, the process transitions to generating dialogue and creating action steps to build on community strengths and address challenges. Guided by preceptors Debbie Mason of Rockingham County Healthy Carolinians and Katrina White of the Rockingham County Department of Public Health, the student team spent the next seven months attending community events, examining data about Rockingham County from websites and government documents, and conducting interviews and focus groups with both service providers and community members regarding community strengths and community challenges. After analyzing the responses, the team identified thirteen common themes.

With the help of a community advisory committee (CAC), the team planned and held a public forum, "Community Dialogue for Change," on April 14, 2008. The CAC selected five of the original thirteen themes for focused discussion at the forum based on their importance to the community and how easily they could be addressed. Five themes were chosen so that the five student team members could each lead a discussion group on one theme..At the forum, the team highlighted the community's strengths such as churches and spirituality, caring people, and leadership capacity as well as challenges related to the five themes chosen for discussion. The approximately 70 people in attendance broke into smaller discussion groups and generated action steps to address each theme. The following challenges and action steps were presented at the forum:

Employment- The lack of job opportunities for African Americans within the county is a concern. This affects both adults who have lost jobs and youth seeking jobs.

- Develop a mentoring program that would place youth in government, corporate, and small business environments.
- Survey students to determine their career interests so that job fairs and career programs would be more appealing.
- Create a resource listing of employers willing to hire ex-offenders.

Attitudes Towards Education- There is concern that education is not a priority in the county, as seen by high drop-out rates and not enough students going to college.

- Approach the school board about offering diversity training to teachers and other employees.
- Approach local colleges that train teachers about offering diversity training in their curricula

Guidance for Youth- Too many African American youth, especially young men, lack positive guidance for their futures.

- Set up a forum for youth-adult conversation as a starting point for better understanding.
- Use the media, church newsletters, and organizations to spread the word about the need to come together for better guidance for youth.
- Find out what mentoring programs churches currently have in place, and increase the number and quality of these programs.
- Include volunteering for school mentoring programs in regular church service projects, with an emphasis on *peer* mentors.
- Establish programs to re-train parents and include professionals in the community with different skill sets for parenting.

Racial Discrimination- Community members noted various ways in which racial discrimination happens in the county, such as differences in pay, ability to get loans, and treatment of students.

- Create a forum to increase dialogue between parents of school children to address issues such as racial discrimination in schools.
- Increase parental and community involvement in volunteer opportunities in schools.
- Create guidelines for fair treatment of students for use by teachers and administrators.

Preventive Health Care- Low use of preventive health care services for conditions such as diabetes and high blood pressure leads to an increased need for treatment and poor health.

- Form a group in charge of developing educational flyers with health messages to be placed in grocery stores, doctors' offices, daycares, churches, schools, and recreational facilities. This education campaign would also incorporate the use of nutritionists to develop health messages for church newsletters.
- Form a "take a friend to the doctor" program to assist those without their own personal transportation in getting to preventive health care appointments. This would build upon existing resources available in the community such as Caregivers of Rockingham County and Pelham Transportation in order to make transportation to medical appointments more convenient for community members.

The purpose of this final report is to give the African American community of Rockingham County and other concerned individuals a tangible resource that presents the findings of the community assessment as well as a report of the discussions and action steps which emerged at the community forum. It is divided into six sections: Introduction; Background on Rockingham County; Primary Data Findings; Methods; The Forum; and Recommendations and Conclusions. This document should be a tool which all community members can continuously refer to as they address various challenges and work towards progress.

Glossary

Action-Oriented Community Diagnosis (AOCD) – an assessment process by which community outsiders work with community members to identify the resources, strengths, needs, and challenges of a community. The process includes generating dialogue and creating action steps to build on community strengths and address challenges.

Code – a term created to represent an idea that comes up in primary data sources such as interviews and focus groups.

Community – a group of people sharing some common characteristic(s). For the purposes of this project, the community consisted of African Americans living in Rockingham County.

Community insider – a person with a special knowledge of a community as a result of being a member.

Community outsider – a person who is not a member of a given community.

Community member – an individual belonging to a community of interest. For the purposes of this project, a community member was an individual residing in Rockingham County who identified himself or herself as African American.

Consent form – a written document that explains a participant's involvement in the project. A person reviews this document prior to answering questions. The participant then signs the document (in the case of a written consent form) or gives oral consent (in the case of an oral consent form) to signify that he/she understands what is being asked of him/her and agrees to participate.

Fact sheet – a written document containing information about the project (including what will happen to the data collected) and contact information for the student team and course instructors that is given to interviewees and focus group participants so they can make an informed decision about participating.

Field observation – a mental or written note taken by a team member while in the community (while attending events, traveling, etc.).

Focus group – a discussion in which participants selected to represent various groups answer questions asked by a facilitator. For the two focus groups for this project one team member served as facilitator and a second team member served as note-taker.

Focus group guide – a written document containing questions and background information to be read aloud to focus group participants.

Forum – a public event at which information on selected issues is presented and people discuss those issues and develop first steps toward creating solutions.

Interview – a one-on-one question and answer session conducted in person. For this project most interviews lasted 1 to 1½ hours and were recorded in digital audio, with one team member serving as interviewer and a second team member serving as note-taker.

Interview guide – a written document containing questions and background information to be read aloud to interviewees.

Key informant – a knowledgeable person who is thought to be able to provide an insightful personal perspective on the community as well as a broad and accurate general community perspective.

Preceptor – a type of mentor who acts as a contact person and guide to the community for the student team while helping to oversee the AOCD process.

Primary data – information collected directly from sources. Interviews, focus groups, and field observations are examples of sources of primary data.

Secondary data – information collected from published sources such as websites, books, and newspapers.

Service provider – an individual who works in any organization that provides services to a specific community or the general public. For the purposes of this project, service providers included (but were not limited to) people working in educational, health care, and government settings.

Trigger – an item, such as a photograph or quotation, which serves as a starting point for a group discussion.

Chapter 1: Introduction

The following document outlines the collaborative work of the five-member student team from the University of North Carolina at Chapel Hill (UNC Chapel Hill) School of Public Health in its community-based participatory assessment of the African American community in Rockingham County, North Carolina. This chapter provides a history and overview of **Action-Oriented Community Diagnosis**[1] (AOCD) and describes the scope of the project.

What Is an AOCD?

An AOCD is a community-based process by which the resources, strengths, needs, and challenges of a **community** are identified. Its goal is to support community efforts in addressing challenges and building on community strengths. As a collaboration between communities and UNC Chapel Hill School of Public Health, an AOCD incorporates findings from **secondary data**, **field observations, key informant interviews**, and **focus groups** to generate community dialogue and the creation of action steps important in addressing community needs (1). The AOCD process culminates in a community **forum** where findings from the student team's work are transferred to community members and other concerned individuals such as service providers. The forum provides an opportunity for community members to develop action steps, in order to continue to improve the quality of life in the community long after the AOCD has concluded (1).

Beginning the Process

In mid-September 2007, the team of five graduate students learned that they would have the opportunity to work with the African American community in Rockingham County for the next

[1] Important bold-faced words throughout the document are included in a glossary.

seven to eight months. They met the two **preceptors** (Debbie Mason from Rockingham County Healthy Carolinians and Katrina White from the Rockingham County Department of Public Health) who would be assisting them during the process. In early October the team took a driving tour of Rockingham County, guided by the preceptors, in which they learned more about the basic layout of the county as well as multiple landmarks such as schools, churches, government buildings, and recreation facilities. Throughout the fall and spring the team members attended community events in order to further familiarize themselves with the community. Appendix A1 includes a list of community events attended. Team members also reviewed secondary data from government and newspaper websites and census data to provide them with a better sense of the county's background. See Appendix B1 for a list of secondary data sources consulted. **Primary data** was collected through interviews and focus groups with **service providers** and **community members**. This process is described more in Chapter Four.

Defining the Community

The AOCD process in Rockingham County emerged from a partnership between Rockingham County Healthy Carolinians, Rockingham County Department of Public Health, and UNC Chapel Hill School of Public Health. The Healthy Carolinians program requested a student team to gather information regarding the health of African Americans in Rockingham County which would be included in a broader county health assessment.

The community of focus for this project was defined as individuals living in Rockingham County who self-identify as African American. For the remainder of this paper, the term "**community member**" refers to this definition. These individuals are **community insiders**, people with a special knowledge of a community as a result of being a member of it (2).

In addition to community members, the team's assessment also included service providers who serve African Americans in Rockingham County. The term "**service provider**" refers to individuals in organizations that provide services to African American residents of Rockingham County, while recognizing that most agencies do not cater exclusively to African Americans. Service providers who self-identify as African American and live within the county are also considered insiders (2).

All other participants in the AOCD process are considered to be **community outsiders**, people who are not members of a given community (2). This includes the student team, those who live outside the county, and/or those who do not self-identify as African American. Unless otherwise specified, usage of "community" throughout this document refers to the African American community in Rockingham County.

The remainder of this document builds upon this general overview of the AOCD process. It presents relevant secondary data about Rockingham County, observations made by student team members while in the county, results of interviews and focus groups with service providers and community members, action steps generated at the community forum, more detailed information about the process, and recommendations for the community from the student team.

Chapter 2: Background on Rockingham County

The following chapter presents the findings of the secondary data that the student team examined to learn about the background of Rockingham County. Major areas include geography, history, demographics, economy, education, health, and leisure activities.

Geography:

Rockingham County lies in the northern central region of North Carolina with a land area of 566 square miles (3) (Appendix B2). It is bordered by Guilford County to the south, Caswell County to the east, Stokes County to the west, and the state of Virginia to the north (3). Eden, Reidsville, Madison, Mayodan, Stoneville, and Wentworth (the county seat), are the six municipalities in the county (3). Additional townships include Huntsville, Leaksville, New Bethel, Price, Ruffin, Simpsonville, and Williamsburg (3).

History:

Rockingham County, founded on December 29, 1785, was named after Charles Watson-Wentworth, the second marquis of Rockingham (4). In the early days most residents were small farmers who owned their own land (4). In 1790, approximately one-fourth of Rockingham County residents owned slaves (4). The multiple bodies of water within the county initially attracted many settlers and industries to Rockingham County (5). The Dan River is the only place in the United States to still possess working bateau systems, which facilitated commercial river transportation in the 19th century (6). For more information about the history of individual townships in Rockingham County, see Appendix B3.

Demographics:

Rockingham County's population was estimated at 93,063 in 2006 (7). The 2006 data also showed that 19.3% of county residents identified as black and 79.2% as white (7). In 2000, 68.9% of residents reported having completed high school, whereas only 10.8% reported having a bachelor's degree from a college or university (7). The median household income in Rockingham County in 2004 was $35,539, considerably lower than the state-wide median of $40,863 (7).

Statistics from 2004 indicate that 13.5% of people live below the poverty line, which was similar to the poverty level of North Carolina as a whole (7). See Appendix B4 for historical population trends in Rockingham County and North Carolina.

Economy:

Industry closings and unemployment

Rockingham County has an economy in recovery after the loss of many jobs in the manufacturing sector during the late 1990s and early 2000s due to plant closings and downsizing of major employers. During the 10-year period between 1997 and 2007 the North Carolina Security Commission reported 45 closings of businesses within the county and 23 permanent layoff events (8). See Appendix B5 for a historical list of business closings. The greatest loss of jobs occurred between 2001 and 2003, during which almost 2,100 jobs were lost through closings or layoffs (8). For instance, the 2003 closing of the Pillowtex mill alone resulted in the loss of 450 jobs (9). Unemployment has been an inevitable consequence of these closings. In 2007, the seasonally adjusted unemployment rate within the county was 6%, compared to a state average of only 4.65% (10).

What's being done to improve the economy?

The Rockingham County Partnership for Economic and Tourism Development has been working to bolster the economy by creating and expanding job opportunities for Rockingham County citizens (11). The year 2006 saw the creation of 195 new full-time jobs in the county and the securing of $32 million in new investments (11). Global Textile Alliance has located a new plant in Reidsville, and the existing businesses Innofa USA and Plastic Revolutions have expanded (11). Furthermore, the tourism industry is growing, aided by recent events such as the reopening of

Chinqua Penn plantation and hiring of staff at the Mayo River State Park (11). There has also been a 3.8% increase in occupancy tax revenues (11).

Top employers in Rockingham County

In 2006 five of the top ten employers within the county were manufacturers including Unifi Manufacturing (textiles), Mohawk ESV Inc. (textiles), Miller Brewing Company, National Textiles, and Frontier Spinning Mills. Each of these manufacturers employs at least 500 workers, with Unifi employing more than 1000 workers (12). Other major employers include state and county government and health care institutions including the county's two hospitals (Appendix B6).

Education:

How are youth educated in Rockingham County?

The Rockingham County School District serves 14,416 students through twenty-five schools: 4 high schools, 4 middle schools, 16 elementary schools, and one alternative school serving students in kindergarten through high school (the S.C.O.R.E. Center) (13). Organized in 1993, the Rockingham County School District combined what had previously been four separate school systems into one (13). Two of the schools in the system have been awarded the title of Schools of Distinction, and 12 of the schools made Adequate Yearly Progress (AYP) in the 2006-2007 school year. Throughout the system, 49.14% of the students receive free or reduced lunch, indicating significant financial need of students and families throughout the county (14). Both the number of students taking the Scholastic Aptitude Test (SAT) and their scores are slightly lower than those at the state and national levels (13). Four of the twenty-five schools in the Rockingham County District report serving a majority of African American students: Reidsville High School - 51%,

Reidsville Middle School - 50%, Lawsonville Avenue School - 57%, and Moss Street School - 70% (13). See Appendix B7 for demographic and achievement profiles of the county's 25 schools.

Do youth remain in school?

During the 2006-2007 school year 280 students dropped out of school in Rockingham County. This was an improvement from 304 who left during the 2005-2006 school year. This reduction brought the dropout rate from 6.46 in 2005-2006 to 6.01 in 2006-2007 (15). Though this reduction is good news, the rate for Rockingham County was still higher than the total rate for North Carolina, which was 5.24 in 2006-2007. Seventy-two of the 280 students who dropped out during the 2006-2007 school year were African American, accounting for 25.71% of all dropouts (15) compared to about 24.4% of all students (13). Rockingham County Schools has hired dropout prevention coordinators and has created programs such as the S.C.O.R.E. Center (an alternative school offering instruction in academic disciplines and social skills to at-risk students including those who have received out-of-school suspensions) in an effort to combat this problem (13).

What opportunities for higher education exist in Rockingham County?

Centrally located in the city of Wentworth is Rockingham Community College (RCC). RCC offers a wide variety of degrees and certificates, as well as a college transfer program which facilitates transition to a four-year college or university. Financial aid is available from federal and state sources, as well as scholarships. As of fall 2007 there were 2108 students enrolled at RCC, and 393 of these were African American (16). In August 2008 Rockingham Early College High School (a partnership with Rockingham County Schools) will open, giving students the opportunity to earn a high school diploma and associate degree within four to five years (17).

Health:

What health problems exist?

The 2004 Community Health Assessment by Rockingham County Healthy Carolinians identified access to health care, lack of preventive health measures, unemployment, overweight and obesity, and the ability to attain basic needs as the five priority health issues (11). The leading causes of death in the county from 2001 to 2005 were heart disease, cancer, cerebrovascular disease, and diabetes (11). For key county health trends see Appendix B8. The region containing Rockingham County ranks fifth in the state with respect to overweight and obesity. In the county, 60-75% of residents are either overweight or obese, and 36% of children ages 2-20 years are either overweight or at risk of becoming overweight (11).

The teen pregnancy rate in Rockingham County (39 per 1000) was slightly higher than the overall teen pregnancy rate in North Carolina (36 per 1000) during 2005 (18). In 2004, 13% of minority infants in Rockingham County were low birth weight (less than 5.5 pounds), compared to 9% of white infants (18). The most recent data available also show that the county has a higher percentage of children enrolled in Medicaid (38%) than North Carolina as a whole (33%) (18). In addition, the latest figures available indicate that 12% of children in Rockingham County are without any health insurance, compared to 11% in the entire state of North Carolina (18).

What resources are available?

A variety of resources and services are available to help address some of the health needs of Rockingham County residents. Two hospitals are located in the county: Morehead Memorial Hospital in Eden and Annie Penn Hospital in Reidsville. The Rockingham County Department of Public Health (RCDPH) provides low- and no-cost health services in the areas of disease screening and management, nutritional guidance, and dental health (19). The Free Clinic of Rockingham

County provides health services to working individuals without health insurance (11). The Rockingham County Mental Health Center provides services in mental health and substance abuse (19). Health promotion programs offered by RCDPH include walking groups; Winner's Circle, which assists customers in making healthy dining choices in local restaurants; and Wellness Works, which trains local employers on how to develop and initiate an employee wellness program (19).

Many services are also available for youth. Student health centers exist in each of the county's public high schools, enabling students to access free education, prevention, treatment, and referral services by a multidisciplinary team of providers (19). The Adolescent Pregnancy Prevention Coalition of Rockingham County and Rockingham County Youth Services partner with RCDPH to offer a teen pregnancy prevention program (19). In addition, the 100% Tobacco Free Schools initiative promotes the tobacco free schools policy in the county (19).

Other health promotion programs to address overweight and obesity include the African American Churches Eat Smart Move More program, efforts to place vegetable gardens in some of the schools, and the Color Me Healthy program for preschoolers (11).

Recreation, Leisure, and Cultural Activities:

Seventeen public parks with a variety of amenities exist in the county and both the Mayo River and Dan River provide opportunities for canoeing, kayaking, and whitewater rafting (6). Belews Lake and Lake Reidsville also provide residents with an outlet for water recreation (6). The Madison and Mayodan recreation department sponsors a variety of athletic programs for children and adults, in addition to a fitness room, a free indoor walking facility, and exercise classes (20). In addition, Eden, Reidsville, and Mayodan each have a YMCA (21). In the fall of 2007 the Reidsville Teen Center moved to a new expanded location (22). Several walking trails exist within the county,

and the city of Eden is developing a Greenway Master Plan, which is a trail system that will eventually cover 43 miles (11).

Numerous clubs and organizations for civic and philanthropic involvement of residents exist in the county, including: Girl Scouts and Boy Scouts, 4-H, Humane Society, Habitat for Humanity, United Way, Daughters of the American Revolution, Lion's Club, Jaycees, Kiwanis, and the Salvation Army (23). County residents can also choose to worship and be involved at many different churches of various denominations (24). The Eden Drive-In provides a unique entertainment venue for Rockingham County in that it is one of the few remaining drive-in theaters in the United States (6). County residents can also enjoy new movies at the Rockingham Theater in Reidsville (6). The Rockingham County Theater Guild stages several productions each year and offers county residents the opportunity to be both performers and spectators of live theatre (25).

Summary:

This section reviewed information available from multiple sources in order to provide background on various aspects of life in Rockingham County. This information serves as a context for the primary data findings that follow.

Chapter 3: Primary Data Findings

The following chapter describes the results of the interviews and focus groups conducted by the student team, providing information specific to the African American community to build upon the general information gained through secondary data analysis. Community strengths are followed by challenges, arranged by the five themes that were presented at the community forum. Each theme section includes a service provider perspective, community member perspective, the student

team's observations in the community, summary, and a report of the small group discussion at the forum. Eight additional themes, which were not presented at the forum, also emerged in the team's data analysis. For information about these additional themes, see Appendix G1. For a complete list of the thirteen theme statements, see Appendix G2.

Strengths of the Community

"I think African Americans have a rich history here. I think that that's… a strength. You have things from the past that… determine or project things for your future."

Service providers and community members noted various strengths of the African American community in Rockingham County, including churches and spirituality, closeness and caring, a strong sense of family, and leadership capacity.

Churches and Spirituality

"I think religion is very important in the lives of African Americans. Well, I think it's just because, again, I think that faith will get you through. All of the rough times, the whatever times. I think we reach down, and we use our faith to do that."

Many people mentioned churches and spirituality as one of the community's most significant strengths. Interviewees said that the majority of the African American community could be found in church on Sunday morning and that the church provided support as well as various resources and programs. In addition to being a center for spirituality, the churches also provide positive activities for youth such as tutoring, choir, and recreational activities. Furthermore, they are also being utilized to deliver health promotion programs and to help those in need when other resources are lacking- for example, by distributing food and providing financial assistance.

People

"We seem to have a group of people in that area who [are] very compassionate. They are willing to help people."

"We have some elderly seniors, and we respect them very much. And they are very strong, strong people. And they let us know when we are wrong and when we are right. And we respect that. And we love each other. We love each other."

People noted that community members are generally very supportive of one another, concerned with one another's well-being, and willing to help others in need. In addition, interviewees expressed that the African American community possesses the ability to rally around causes. Numerous people mentioned that supporting school athletic teams brings African Americans together and gives them a sense of community. That the community is close-knit and has strong family ties was another strength that frequently emerged in interviews.

Leadership

"We have many African Americans that serve as elected officials. They have representation on the Board of Commissioners, School Board, and city municipalities."

Several pointed out that in recent years African Americans have had greater opportunity to serve in leadership positions as elected officials. Other individuals have taken up informal leadership roles, such as forming organizations like political action committees and various clubs to bring community members together to address social issues affecting African Americans.

Summary

Some additional strengths that emerged were the ability to rally around causes, a desire to improve living situation, and a school system striving to improve service to students. These strengths are valuable tools for addressing the challenges facing the community.

Challenges Facing the Community

The following sections describe the major themes that emerged when interviewees were asked about challenges facing the African American community in Rockingham County. Each of these themes was used to promote dialogue and to generate action steps at the community forum, which are also described in this section.

Employment

Theme: The lack of job opportunities for African Americans within the county is a concern. This affects both adults who have lost jobs and youth seeking jobs.

Service provider perspective:

"It's very difficult when your highest level of education is 11th grade, because we know in society now that if you don't have an education you're not going to be able to do much. And with all of our textile industries in Rockingham County either closing down or leaving, a lot of the African American community is either unemployed or working part-time jobs or having to commute elsewhere to find employment."

All service providers stressed the lack of jobs within Rockingham County and the resulting unemployment as a significant concern for the African American community. The closing of factories and associated layoffs has particularly impacted the older generation of workers. These workers often have a high school education or less and lack skills that are transferable to jobs outside of manufacturing. Many providers noted that laid-off workers go through a long process of trying to find new work, which creates significant financial difficulty for their families. Some have taken advantage of educational opportunities in order to become qualified for jobs outside of manufacturing. Service providers also stated that many African Americans travel to nearby Greensboro or to Danville, Virginia, where more employment opportunities in manufacturing exist. Additionally, they frequently mentioned that youth who do not attend college have few job opportunities paying above minimum wage. On the other hand, retaining students who do leave the

county for college was also seen as a problem, as too few job opportunities exist in the county for those with a college degree.

Community member perspective:

"Economy-wise, yeah, they need to get some jobs in here that people can do…, that are going to have a fair wage, not the minimum wage because you just can't make it on that. [T]ry to get some training in here that can help people who don't have an education to be prepared to get these jobs. And starting with the middle school through high school, get them educated. So if they don't go to college, at least they can be prepared with good work ethics."

Community members repeatedly noted the impact of the loss of large manufacturing plants in the county, not just on people's financial resources but also on their personal and family lives. Unemployment was seen as hurting people's pride and emotional well-being, while traveling outside the county for work was viewed as leaving less time for family life. Many community members noted the abundance of minimum wage jobs in fast food and service industries and cited the need for living wage jobs that would support families. Community members repeatedly expressed employment-related concerns about youth, mainly that undereducated youth (those with a high school diploma or less) would not find job opportunities in the county that paid above minimum wage and that more educated youth (those with some college education) would not return to the county because of the lack of job opportunities that match their skill levels and pay competitive wages. Several community members noted barriers to employment facing African Americans, mainly perceived instances of racial discrimination in hiring and felony convictions that prevent ex-offenders from securing work and turning their lives around.

Team observations:

During the team's visits to Rockingham County, the impact of industry was evident. Prominent industrial park areas outside Reidsville and Eden with wide expanses of employee

parking stood in stark contrast to large factory complexes throughout the county with chained gates and buildings showing signs of abandonment. Two team members attended a church service in which the minister commented on the "down but not out" mentality of the congregation, suggesting an economically depressed, but not hopeless, situation in the county.

Summary:

Service providers and community members agreed on the causes of unemployment for African Americans in Rockingham County – the loss of manufacturing jobs and a workforce that often lacked skills that could be transferred to non-manufacturing jobs or the necessary education to qualify for job training programs. Service providers tended to focus more on unemployed adults and existing job re-training programs, while community members spoke more often about youth.

At the forum:

At the community forum 10 people attended the discussion on employment. The ten were a diverse group – five men and five women, two whites and eight African Americans. There were retired, self-employed, and underemployed people, as well as those working in government and in the private sector.

The student facilitator used force field analysis (see Appendix E1 for description) to generate group discussion. In talking about barriers to increasing job opportunities in the county, participants listed lack of accessible transportation routes (highways), insufficient incentives to attract new industry, an over-reliance on industry with too little attention to trade and entrepreneurial skills, and a workforce with insufficient education and skills to succeed in the present economy. Participants were principally concerned with preparing young people for future employment and decided to

focus on working with the school system to develop non-traditional career programs that would interest more youth.

Three action steps, to be initiated by three community member volunteers, came out of the discussion:

- Develop a mentoring program that would place youth in government, corporate, and small business environments.
- Survey students to determine their career interests so that job fairs and career programs would be more appealing.
- Create a resource listing of employers willing to hire ex-offenders.

Attitudes Towards Education

Theme: There is concern that education is not a priority in the county, as seen by high drop-out rates and not enough students going to college.

Service provider perspective:

"…[T]here's a large dropout rate here in Rockingham County, so there's problems with education, problems with people with limited education as well so that they can't work for companies that demand high skills."

Service providers throughout Rockingham County reported that African American youth tend not to see education as a priority, indicated by the high drop-out rate for teens in the county and the low utilization of educational services such as tutoring programs. Service providers also commented that among youth who do complete high school, only a small percentage continue on to colleges or universities. Of those who do pursue higher education, few come back to work and live in Rockingham County. Service providers strongly feel that education is a way for African Americans to improve their financial situation and employment opportunities. A better educated workforce could even lead to economic growth for the county as a whole by attracting industries and companies that require skilled laborers. Furthermore, service providers expressed concern that

some parents have difficulty providing the type of involvement, support, guidance, and supervision that would help instill a sense of importance about education in youth.

Community member perspective:

"Some people just give up on themselves. A friend told me he's going to drop out. So I told him, 'I can't tell you what to do; I'm not your parent. But if you're going to do that, at least get your GED and make something of yourself 'cause there's nothing out here for you if you don't have a high school education or higher."

Community members also expressed that many African American youth throughout Rockingham County do not see education as a priority. The lack of African American educators in the county was sometimes mentioned as a barrier to forming positive relationships between students and teachers, and even between parents and teachers. Some community members noted that the absence of vocational training in schools may limit the options for success that youth have. Additionally, many community members noted that education is a necessity for youth to overcome many of the other challenges that face the African American community. Therefore, the idea that education is not prioritized is very troubling to many in the community.

Youth, in particular, expressed feelings that many adults in the community, even those employed by the school system, do not expect African American youth to succeed in school. Youth and adult community members alike reported that the predominantly African American schools in the county are often overlooked in terms of renovation and distribution of resources. Youth stated that the attitudes that exist towards education are, in part, a reflection of these low expectations and low levels of investment that are seen in the larger community.

Team observations:

During the team's trips to Rockingham County, team members noted pronounced differences in the overall upkeep and condition of school facilities within the county. The team also noted that school events, particularly sports, were often named as popular recreational activities and a general strength within the community. There were also occasions during which team members spotted youth, who appeared to be school aged, loitering on porches and in neighborhoods during school hours.

Summary:

Both service providers and community members felt that not prioritizing education was a concern for youth and for the future of the African American community as a whole. There was consensus that families and other adults need to take responsibility for conveying to youth the importance of education on a consistent basis.

At the forum:

Approximately 25 participants attended the Attitudes Towards Education discussion section at the community forum. These included several educators, administrators, parents, and students involved in the Rockingham County school system. The student facilitator began by reading a quotation taken from a community member during the primary data collection process (see Appendix E2) and then used the SHOWED technique (see Appendix E1) to move through the discussion.

The group discussed possible causes of the existing attitudes towards education. The causes named included: youth not seeing the relevance of education, current educational strategies unable to effectively reach students, a lack of vocational training in schools, a lack of parental involvement

in children's education, youth lacking hope, youth lacking knowledge and skills used to achieve goals, and youth not having mastered the basic skills on which to build upon throughout their education. These causes were then organized into three categories: causes associated directly with youth, causes associated with parents, and causes associated with teachers and the school system. The participants then voted for the category on which they would like to focus based on its importance and also how easily it could be changed. Factors associated with teachers and the school system received the most votes.

The discussion then moved to reasons for teachers not being able to effectively reach students. It was suggested that the lack of African American teachers in the schools may contribute to this problem. This was refuted, however, by a youth in the group who claimed that the race or ethnicity of a teacher was irrelevant but that a teacher's attitude towards their students could make all the difference.

Two action steps, to be initiated by four/five volunteers, were formulated by the group:

- Approach the school board about offering diversity training to teachers and other employees.
- Approach local colleges that train teachers about offering diversity training in their curricula.

Guidance for Youth

Theme: Too many African American youth, especially young men, lack positive guidance for their futures.

Service provider perspective:

"I think from what I've seen in the African American community, the majority of the young people are struggling; they do not have the guidance at home to go in the right direction."

When discussing the lack of guidance for youth, service providers mainly expressed opinions about causes. Many mentioned a lack of positive guidance at home, with a few suggesting a need for programs that re-train parents on parenting skills. Several mentioned the absence of fathers in the home as a major concern. Others noted that parents are busy with work all the time, and are not at home to spend time with their children. Many service providers stressed the need for more role models, especially for males. One person felt that community leaders are important role models. Service providers also mentioned various programs that are available for youth, but that the offerings need to be expanded to reach more young people.

Community member perspective:

"I think we all have to share the responsibility in the community. It's just not the children going astray, it's the adults allowing the children to go astray. Because most of them want the same thing that everybody else wants – and that's to know that they're loved."

Many community members emphasized the need for positive role models for youth. A few mentioned that adults are scared to confront youth, especially young men, about negative behaviors because of their fear of violence. Others noted the need for adults to have honest conversations with young people about tough issues like drugs, alcohol, violence, and sex. Many also mentioned the need for close attention to how youth are doing, helping them with problems, and staying positive. A few community members believed that the church is important for guiding youth in the right direction.

The focus group held with youth provided many insights from youth themselves. Participants felt that there is a lack of activities and job opportunities for youth in the county. They believe that the main problems faced by youth are gang activity, teen pregnancy, high numbers of school drop-outs, and lack of transportation to get to activities. They mentioned that adults tend to think that they are all bad, have given up on them, and have stopped giving them advice. This leads

youth to turn mainly to their peers for support. When asked who their role models are, all participants mentioned older family members. Such people were seen as role models because they provided encouragement, listened, did not judge, showed personal strength, and succeeded in school and in their career.

Team observations:

Team members saw many African American youth participating in the Draper Christmas parade and observed many friendly interactions between youth and adults. The team also noted that youth were present at all church services they attended, and many services included advice aimed at youth. At one church service, the pastor congratulated members of the Reidsville High School football team for their state championship victory.

Summary:

Both service providers and community members noted many difficulties faced by youth trying to succeed in Rockingham County. Service providers tended to focus more on the causes of lack of guidance for youth while community members focused more on the effects such as school drop-outs, crime, drugs, and teen pregnancy. Both service providers and community members mentioned that various organizations provide positive guidance for youth, but these organizations are not reaching enough young people.

At the forum:

A total of 22 community members and service providers attended the Guidance for Youth discussion group. All were African American adults, and the majority were women. A member of the student team facilitated the discussion using the ORID facilitation technique (see Appendix E1).

The student used a quotation from a community member interview to trigger the conversation (see Appendix E3).

Group members felt that it is crucial that the community take collective responsibility for guiding youth, with one woman mentioning that if a child is struggling, it should be everyone's responsibility (not just the child's parents or teachers) to help that child. Several people said that lack of cohesion and divisiveness in the community contribute to this lack of collective responsibility. Several participants mentioned the loss of the parent-child relationship, particularly the lack of involvement of fathers. They also discussed the difficulties faced by single mothers who have to work long hours. Others noted that adults, including teachers, are afraid to confront youth because of changing social norms – while it used to be that any adult could discipline or advise a child, now doing so is considered inappropriate. Group members agreed about the need for positive role models, with a number of group members emphasizing the need for positive *peer* role models, not just adult role models.

Five action steps, to be initiated by six volunteers, were decided on by the group:

- Set up a forum for youth-adult conversation as a starting point for better understanding.
- Use the media, church newsletters, and organizations to spread the word about the need to come together for better guidance for youth.
- Find out what mentoring programs churches currently have in place, and increase the number and quality of these programs.
- Include volunteering for school mentoring programs in regular church service projects, with an emphasis on *peer* mentors.
- Establish programs to re-train parents and include professionals in the community with different skill sets for parenting.

Racial Discrimination

Theme: Community members noted various ways in which racial discrimination happens in the county, such as differences in pay, ability to get loans, and treatment of students.

Service provider perspective:

""A lot of our kids …would say so-and-so's racist, so-and-so's prejudiced. I've not seen a whole lot of that this year. It really goes back to our teachers really making an effort to understand the students they're serving. Because you can't serve them if you don't understand them."

Many service providers, most of whom were African American, stated that interaction between racial groups within the county has improved over time. Parts of the county with more of a balance between African Americans and whites were stated to have more positive racial interactions. Few service providers discussed open cases of racial discrimination, but some noted cases of subtle discrimination by race, as well as self-segregation. Additionally, different service providers addressed discrimination within schools. One interviewee noted that African American students are more likely to be disciplined. On the other hand, another service provider mentioned that incidents of poor race relations in the high schools have decreased in recent years.

Community member perspective:

"I see a lot of things that's not fair…jobs, when you go out into the place of business, when you look around we are very few. And I mean, very few. And when you go to apply, they're not hiring. And when you go back to check on your application you see new people, but not people that look like me."

Community members generally said that race relations in the county have improved over time. Yet they also discussed a variety of recent cases of racial discrimination within the county. Many noted buying a home as a common area of discrimination. Community members had difficulty obtaining mortgages for which they were qualified. Most would eventually purchase their home but only after facing difficulty and applying to various banks. The employment sector was

another area in which discrimination was commonly raised. Some noted that African Americans were sometimes denied the opportunity to apply for jobs for which they were qualified. Others mentioned that African Americans were sometimes paid less than white employees whom they supervised. Community members of all ages (including youth) raised concern about issues of discrimination in school settings. They noted that discrimination against African American students by both teachers and administrators creates a negative learning environment for students. Community members also believed that a number of schools of predominantly African American enrollment have been passed over for renovations or upgrades.

Team observations:

Through informal conversations with community members the team heard different opinions regarding an outdoor mural in Eden. Some felt the mural depicted slavery instead of African Americans' positive contributions to building Rockingham County that they had expected while others looked at the mural as an attractive piece of art and felt that complaints were unwarranted. Among the people who regarded the presentation of African Americans in the piece to be objectionable, some felt public protests were required while others believed that public protests were inappropriate. This illuminates the complications that may occur when addressing racial discrimination.

Summary:

Community members spoke of racial discrimination far more often than service providers, both white and African American. They were easily able to outline details of cases of perceived discrimination they had faced personally or that others within the community experienced.

However, both service providers and community members described racial discrimination in education settings.

At the forum:

Twelve individuals attended the racial discrimination discussion group at the community forum. All but one participant was African American, and two were young people. The group included some key leaders from government and law enforcement, in addition to recognized leaders within the African American community. The student facilitator used the ORID method to guide the discussion group (see Appendix E1) and opened the discussion with a quotation from a community member (see Appendix E4).

The three principal areas in which racial discrimination occurs in the county were presented in the theme statement at the start of the discussion group, and participants were asked to select one area on which to focus during the short discussion time. The group voted to focus on racial discrimination in educational settings in part because participants said that educational settings lacked well-established methods to address discrimination compared to laws regarding employment or lending practices. After racial discrimination in educational settings was selected, the group then discussed action steps that were important and doable. Nine action steps were generated by discussion group participants. The following three, for each of which at least one community member volunteered to lead follow-up, were prioritized :

- Create a forum to increase dialogue between parents of school children to address issues such as racial discrimination in schools.
- Increase parental and community involvement in volunteer opportunities in schools.
- Create guidelines for fair treatment of students for use by teachers and administrators.

Preventive Health Care

Theme: Low use of preventive health care services for conditions such as diabetes and high blood pressure leads to an increased need for treatment and poor health.

Service provider perspective:

"What's frustrating me as a professional and just as a citizen is that we have people coming in with debilitating illness and disability because they had a very treatable problem that was not treated because they didn't have access to health care."

Service providers whom the team interviewed noted several barriers which hinder African Americans in Rockingham County from using preventive health services. Lack of health insurance was a major issue that arose. Service providers mentioned that services to try and combat chronic diseases are available at the Rockingham County Department of Public Health for those who lack insurance. However, there are high numbers of uninsured people throughout the county, resulting in overcrowding and overburdened subsidized health services. Difficulty getting to places that offer preventive health services, particularly due to a lack of transportation, was another common barrier that arose in interviews. Service providers indicated that lack of awareness of preventive health services offered prevents some people from taking advantage of them, and they noted efforts currently being made to inform African Americans of the different preventive health services available. Finally, service providers also suggested that sometimes African Americans don't realize the importance of taking certain preventive health measures even if they feel well and that too many wait until they feel sick before going to the doctor.

Community member perspective:

"[T]here's not a lot of preventive maintenance for most. On a whole, we don't exercise, we don't go to the gym. These initiatives are out there, but is it too little, too late? You know, should we have started earlier?"

Community members offered various reasons why African Americans in Rockingham County do not adequately use preventive health services. One of the major topics that arose in interviews was that many African Americans fail to go to the doctor primarily because they don't like to go. This is part of the culture and can be due to a fear of what they might find out. Communication barriers such as medical professionals not speaking in laymen's terms is another frustration that one interviewee mentioned. Community members also pointed out that people just aren't aware of what preventive health services are available and don't recognize the severity of the consequences of receiving inadequate preventive care. Some mentioned the need for increased awareness about preventive health care and the need for information to be distributed.

Team observations:

During trips to the county, team members noted a variety of agencies that provide preventive health services. These included the Rockingham County Department of Public Health in Wentworth, Annie Penn Hospital in Reidsville, and Morehead Memorial Hospital in Eden. On some occasions when visiting the health department, team members observed that it was overcrowded. There were long lines, and employees were constantly interrupted to attend to various demands.

Summary:

Both service providers and community members noted several barriers that may hinder African Americans from using the preventive health services offered in Rockingham County. Both groups pointed out lack of transportation to get to services, as well as lack of awareness about both preventive health services available and about the severity of chronic disease if left undetected or

untreated. However, community members also tended to emphasize cultural factors that prevent African Americans from going to the doctor, such as a general fear or dislike.

At the forum:

Nine people attended the discussion group on preventive health services. It was a mixture of both service providers and community members, including several current and former workers in the health field. All but one participant were African American, and all but one were women. The student facilitator used a quotation from one of the interviews as a trigger to start the discussion (see Appendix E5), and used the ORID facilitation technique (see Appendix E1) to guide the discussion.

Discussion group participants brainstormed several possible reasons African Americans in Rockingham County do not use preventive health services enough. Lack of time, money, and transportation were mentioned. One participant said that African Americans might not want to go to the doctor if they don't have someone to go with them for support. Lack of knowledge about diseases and ways to care for them emerged as another explanation for low use, as well as cultural factors such as a general dislike of going to the doctor.

The group then moved on to generate action steps to increase the use of preventive health care services by African Americans in Rockingham County. After considering which action steps were most important and most feasible, the following two action steps, to be initiated by two volunteers, were prioritized:

- Form a group in charge of developing educational flyers with health messages to be placed in grocery stores, doctor offices, daycares, churches, schools, and recreational facilities. This education campaign would also incorporate the use of nutritionists to develop health messages for church newsletters.
- Form a "take a friend to the doctor" program to assist those without their own personal transportation in getting to preventive health care appointments. This would build upon existing resources available in the community such as Caregivers of Rockingham County and Pelham Transportation in order to make transportation to medical appointments more convenient for community members.

Summary:

The student team interviewed a variety of community members and service providers to learn about the strengths and challenges of the African American community in Rockingham County. Five of the main challenges they found were developed into themes which served as the basis for discussion groups to generate action steps at the community forum. The next chapter contains a more detailed description of the process the student team used to arrive at theme statements.

Chapter 4: Methods

The following chapter describes in greater detail the process that the student team used to learn about the strengths and challenges of the African American community in Rockingham County and to arrive at the previously mentioned themes that were presented at the community forum.

Development of Interview Guides

The team developed separate **interview guides** for service providers (Appendix C1) and community members (Appendix C2). Interview guides were modeled on guides used for past AOCD projects[2] and adapted to the African American community of Rockingham County. Modifications both to the language of questions and organization of sections occurred after pre-testing the interview guides with one preceptor and one community member and again based on recommendations received after the initial methods review by instructors. Materials were further updated based on community member feedback from early interviews

[2] Specifically the *Rockingham County Senior Community Assessment* (2007) and the *Riley Hill, Wake County* (2002) documents were consulted for service provider and community member interview guides respectively (see Appendices C1 and C2). The *African American Communities of Princeville and Tarboro, Edgecombe County, North Carolina* (2007) and *African-American Men Community, Moore County* (2007) were consulted in drafting both interview guides.

The Interview Process

After receiving approval from their course instructors, the student team conducted key informant interviews with 12 service providers and 12 community members from January to March 2008. Interviews were done face-to-face and recorded in digital audio. Prior to beginning the interview each participant was given an oral **consent form** and **fact sheet** (Appendices C5 and C6) that outlined the basics of the AOCD process and provided the student team's contact information. Interviewees gave oral consent for the interview to be recorded and for the interview to continue after the recorder was turned on. Although the interview guide provided consistency of content, interviewers used discretion in modifying or omitting questions and inserting others to suit the particular interview.

To find key informants, the student team contacted persons on a list prepared by the preceptors. Additional participants were recruited by asking interviewees to recommend other individuals. A Permission to Contact form (Appendix C9) was then given to the interviewee to aid them in describing the project to the individuals they wished to recommend. The student team only contacted these individuals after they gave permission to the person who was initially interviewed. Interviewees were also asked to complete a demographic information sheet (see Appendix C10 for form and Appendix A2 for results).

Development of Focus Group Guides

After conducting multiple interviews with service providers and community members, the team decided to conduct one focus group to obtain additional health service provider perspectives and another to give youth more of a voice in the AOCD process. The health service provider **focus group guide** (Appendix C3) was constructed in part from the team's service provider interview guide. Additional questions were developed to elicit more information on health issues and health

services. The youth focus group guide (Appendix C4) was adapted in part from the team's community member interview guide. Modifications to both focus group guides were made based on recommendations received after instructor review.

The Focus Group Process

For the health service provider focus group, the student team invited representatives from various organizations providing services to Rockingham County residents with physical and/or mental health problems to attend. Prior to beginning the discussion, each of four providers who participated signed a fact sheet/consent form (Appendix C7).

The five participants who attended the youth focus group were recruited by a community member who had been interviewed by the student team. Signed consent was obtained from each participant through a written fact sheet/consent form (Appendix C8).

Both focus groups were held in March 2008 and recorded in digital audio.

Data Analysis

After completing each interview and focus group, a student team member transcribed it word for word. Two members of the student team were responsible for reading through all of the transcripts and developing a **code** list corresponding to the main ideas mentioned.

Using a computer software program called Atlas.ti, (see Appendix F1), the two students carefully assigned one or more codes to sections of each transcript. When finished, a list of the code frequencies was created in order to help the team identify which ideas were mentioned most frequently. For a complete list of codes and frequencies, see Appendix F2. Team members then reviewed print outs of all quotations for each of the most frequent codes. Thirteen main themes emerged from the team discussions that followed this review (see Appendix G2). Finally, for each

theme, one team member reviewed quotations for all relevant codes in order to finalize the theme statement and accurately describe service provider and community member perspectives.

Limitations

The student team faced various challenges throughout the AOCD process that may have influenced the results. Rockingham County is a 1½ hour drive from Chapel Hill, and the major townships are spread throughout the 566 square-mile county. Therefore travel time limited time directly spent completing assessment work.

In addition to increasing travel time, the expanse of the county presented challenges to creating the interview guides. The team debated whether community members could best provide insights about the community with respect to the entire county or to their particular township. It was decided to address questions towards the township in which community members lived and to summarize findings across township areas to arrive at common themes at a county level.

As outsiders, the student team relied on referrals to recruit individuals for interviews and focus groups. This referral process resulted in participants who may not have been fully representative of the community. Ideally, the team would have obtained a balanced number of interviewees from each area of the county. Instead, a majority of participants were from the Reidsville area.

In addition, while the student team was able to interview certain leaders in the African American community, they encountered more difficulty in finding less well-known community members. The team attempted to schedule a focus group with community members that could have provided additional perspectives, but were unable to do so. Also, early recruitment of numerous service providers within the school system resulted in greater representation of educational professionals' views compared to those of other types of service providers.

The conclusions from the AOCD process were likely influenced by student decisions based on class requirements, best judgment in addressing community needs, and individual characteristics of team members. To address this, community input was obtained to inform important decisions during the AOCD process.

Summary:

After conducting multiple interviews and focus groups with service providers and community members followed by transcribing and analyzing data, the student team was then prepared to use their discoveries to plan and host a community forum to present these findings to the community.

Chapter 5: The Forum

The next step in the AOCD process after conducting interviews and focus groups and analyzing data was to plan and host a community forum. The purpose of the forum was to give the student team the opportunity to present their findings back to the community and to facilitate discussion groups about the challenges that had been identified through the community assessment. The forum also served as a chance for the community to come together, discuss the challenges identified, and formulate action steps (discussed in Chapter 3) that could be taken to address these challenges. The following chapter describes the process of planning, publicizing, and implementing the community forum called "Community Dialogue for Change," which was held at Zion Baptist Church in Reidsville on April 14, 2008.

Forum Planning

During late March, a Community Advisory Committee (CAC) was formed to help with the planning of the community forum. Two of the student team members were in charge of organizing and collaborating with the CAC, which was comprised of seven community members and service providers who had previously expressed interest in helping to plan the forum during the interview process. The student team recognized the importance of having representation on the CAC from various parts of Rockingham County. Therefore, one member was from Eden, two were from Ruffin, one was from western Rockingham County, and two were from Reidsville. The final member of the CAC was one of the team's preceptors who did not reside in Rockingham County, but has worked for several years as a service provider in Wentworth. Many of the CAC members had other involvements and schedule demands that prevented them from attending every meeting. For this reason, attendance at each meeting varied from three to six members.

The main role of the CAC was to provide guidance and feedback to the student team during the forum planning process. Six CAC meetings were held in the three weeks leading up to the event. At the first meeting, the two facilitators from the student team gave an overview of the AOCD process and purpose of the community forum to help familiarize the committee members with its goals. During the remainder of the first, and throughout the second and third meetings, the CAC helped decide on the name for the forum: "Community Dialogue for Change;" design the flyer used for publicity; and brainstorm ideas for entertainment, food, an effective key speaker, and local businesses that might be willing to provide donations for food and door prizes (see Appendix D4 for fundraising letter).

At the fourth meeting, the student facilitators presented the CAC with the thirteen themes that the student team had developed from the data analysis process. Through an informal discussion, the CAC chose five of the themes to be the subject of a discussion at the forum led by

each of the five students. The five themes were chosen based on their importance to the community and how easily they could be addressed. The CAC also made suggestions about revising the language in the chosen theme statements.

During the fifth meeting, the student facilitators presented options of either quotations or pictures that would serve as **triggers** to begin the discussions about each of the five selected themes during the break-out sessions at the forum. The CAC gave feedback about each option and selected those that were to be used at the forum. During the sixth meeting – a conference call held on the last business day before the forum – the student facilitators and the CAC members talked through a detailed schedule of what was to take place at the forum and what roles and responsibilities various members of the CAC would have during the event.

Forum Publicity

Both the student team and the CAC were committed to publicizing and promoting the planned forum throughout Rockingham County. The CAC gave significant input into the creation of various publicity materials, including: a press release, letters to interviewees, and letters to the more than forty African American churches in the county (see Appendices D3, D5, and D6 respectively). The CAC also compiled a list of additional key people throughout Rockingham County that they felt should be invited to the event. This list included local political and community leaders as well as other active and well-known community members. Everyone on this list was personally invited by a member of the student team.

The student team and CAC members then distributed flyers (see Appendix D1) in person and via email listservs. Flyers were also mailed to those who requested them. Press releases were sent to local newspapers and to the two most popular radio stations broadcast from nearby Greensboro. One committee member presented information about the forum on her local radio

show. The diversity of individuals at the forum was evidence of information being spread through many means to reach a wide range of community members from the county.

Forum Overview

After weeks of planning and publicity, the forum "Community Dialogue for Change" was held on April 14, 2008, and attended by approximately 70 people. Registration for the event began at 6:00 pm, and the program began at 6:20 pm. The forum program is included in Appendix D2. Introductions of the student team, preceptors, and CAC were made followed by a welcome and blessing by Reverend Michael Long. Dinner was served while the Purcell Family of Eden and Ms. Rochelle Tucker provided musical entertainment. After the student team presented the results of their community assessment, Ms. Nicole Crews Penn gave a motivating speech encouraging the participants to utilize the forum as an opportunity to take positive action. Participants then moved to the break-out discussion session of their choosing. One discussion group was held on each of the five themes selected by the CAC. A member of the student team facilitated each break-out session, during which action steps to address the challenge being discussed were formulated. Individuals who volunteered for specific action steps were invited to a follow-up meeting. At the conclusion of the forum, a participant from each break-out group presented the action steps that had been developed back to the whole group during dessert. Mr. Perry Graves made brief closing remarks, and the event concluded around 8:45 pm.

Forum Evaluation

Sixty-six people who attended the forum completed and returned the evaluation form prepared by the team (Appendix D7). Their views of the event were generally very positive – over 98% were glad they had attended. See Appendix D8 for detailed evaluation results.

Summary:

Nearly three months of interviewing, analyzing data, and planning culminated with the community forum in mid-April. This event encouraged positive dialogue among service providers and African American community members to develop action steps in order to move forward and address some of the challenges at hand. The forum also represented a turning point in which the student team, in preparation for exiting the community, handed over their findings to the community. By handing over their findings and facilitating the discussion of action steps at the forum, the student team encouraged the community to take ownership of these issues and address them in the coming weeks and months.

Chapter 6: Recommendations and Conclusion

After gathering primary and secondary data and hosting the community forum to report their findings and generate action steps, the student team reflected on the AOCD. The following sections describe the strengths of this particular AOCD, as well as recommendations to the community as they move forward after the student team has left.

Strengths of This AOCD

The integral role of community leaders who embraced the work of bringing together community members for positive change was what made this AOCD successful. As insiders, these leaders were able to advise the student team throughout the process- from effective recruitment strategies to appropriately considering important themes arrived at through the team's data analysis. Also, community members' possessed the ability to build on existing programs and initiatives to consider concrete action steps to address community concerns. Their knowledge of effective efforts already in place and of deficiencies in strategies was critical in moving towards realistic and

manageable action steps. Finally, the enthusiasm of community members and their willingness to volunteer to lead implementation of action steps was an important strength in this AOCD process, which sought to promote collective community action.

Recommendations

Based upon their work in the community over the past several months and the action steps generated at the community forum, the student team has the following recommendations for the African American community in Rockingham County as they move forward to initiate positive change.

Because numerous action steps generated at the forum deal with issues related to youth, the student team has the following overarching recommendation:

> Form a coalition of groups working on youth issues in order to help ensure that initiatives related to education, employment, and guidance will be well-coordinated.

The team has additional recommendations specific to turning the action steps generated at the forum into reality. Some of these recommendations are intended to clarify the action steps and make them more specific and doable while others are intended to provide strategic guidance on how to pursue action steps. The team's recommendations are organized by theme and follow below:

Employment:

The team recommends developing a comprehensive survey or other assessment tools to identify students' interest in careers, job fairs, and mentoring programs. They also advise the community to look nationally for models of successful job mentoring programs and consider how they could be replicated in Rockingham County. The team suggests that the community similarly explore programs that have successfully helped ex-offenders obtain and maintain gainful

employment. They should also explore the possibility of partnering with existing efforts that address other issues related to ex-offenders transitioning back into society such as substance abuse or housing.

Attitudes Towards Education:

The team recommends that the community research the type of diversity training that they would most like to have offered to both current school employees and to those who may be enrolled in teacher training programs. Once there is a clear idea of what type of training would be needed and what it would entail, then community members should rally for support through existing organizations such as Parent Teacher Student Organizations (PTSO). Working to strengthen these organizations and particularly to boost African American participation in them will serve as an effective tool not only to have support in approaching the School Board, but also to continue working on other causes of the existing attitudes towards education identified during the discussion group at the forum.

Guidance for Youth:

The team recommends holding a forum for discussion between youth and adults as an important first step to improve understanding and to find out about youth needs. In addition, the team recommends that the community develop a clear picture of what resources are currently available for youth before planning activities to increase guidance for youth. This will make it easier to see which resources are available but underutilized, which programs could be expanded, and what gaps in services exist. The team also suggests that peer mentoring be considered an important addition to mentoring by adults.

Racial Discrimination:

The team recommends efforts to increase parental and community involvement in schools as volunteers as a key step in addressing discrimination in schools. This will better create a culture of inclusion and support. A useful first step towards this goal would be to organize a parent meeting to create a strategy to reach parents and community members with a variety of scheduling needs and interests. This may be best accomplished by building upon current school initiatives related to volunteer opportunities and partnering with already established parent teacher organizations affiliated with the schools.

Preventive Health Care:

The team recommends that the community form a group which leads an educational campaign of placing flyers with health messages in prominent gathering places. To better inform their efforts, the group should explore successful aspects of existing health promotion programs. This group should continue to collaborate with the churches as an outlet for promoting healthy behaviors and emphasizing the importance of using preventive health services. Community members involved with the health education campaign should also consider health messages relevant to a variety of ages, from youth to the elderly. The team suggests that those in charge of starting the "Take a Friend to the Doctor" program find out what the community likes and dislikes about existing transportation services in order to provide the most efficient and comprehensive program.

Concluding Thoughts

As they exit the community, the student team hopes that the African American community of Rockingham County will continue to earnestly pursue the action steps proposed at the forum.

Furthermore, they believe the community can use their unique strengths, such as a close-knit community with the ability to rally around a cause, to address the challenges the team identified throughout the AOCD process and presented at the forum. It is the team's wish that the dialogue generated through this process grows and translates into positive action.

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(15) Annual Report on Dropout Events and Rates. 2007; Available at: http://www.dpi.state.nc.us/docs/research/dropout/reports/200607dropout.pdf. Accessed March 1, 2008.

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(21) Rockingham County Physical Fitness Council. Recreational Activity Directory. Available at: http://www.co.rockingham.nc.us/recdr.htm. Accessed March 2, 2008.

(22) Reidsville Teen Center. Available at: http://reidsvillenc.accountsupport.com/TeenCenter.htm. Accessed April 28, 2008.

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Appendix A1: List of Community Events Attended

DATE	EVENT	LOCATION	TOWN	# TEAM MEMBERS ATTENDING
10/8/07	Driving tour	All 5 main townships	Eden, Wentworth, Madison, Mayodan, Reidsville	4
10/27/07	Brunswick Stew Cook-off	Farmer's Market	Reidsville	3
10/27/07	Artists on the Sidewalks	Main Intersection	Madison	3
11/11/07	Church service	Reidsville Baptist Church	Reidsville	2
12/1/07	Annual Children's Christmas Parade	Draper Village area	Eden	2
12/2/07	4H Luncheon	Café 99	Reidsville	1
1/21/08	Martin Luther King Jr. Day Events	Reidsville City Hall, First Baptist Church	Reidsville	2
2/24/08	Black History Month service	West End Baptist Church	Reidsville	1
3/25/08	Political action committee meeting	Perkins Professional Day Care	Eden	2
4/4/08	Community action planning meeting	Mayflower Restaurant	Reidsville	1
4/6/08	Church service	Zion Baptist Church	Reidsville	4
4/13/08	Church service	Zion Baptist Church	Reidsville	2
4/13/08	Church service	First Baptist Church	Reidsville	1

Appendix A2: Participant Characteristics

Community Members

Number interviewed: 17

Gender:
9 Male (53%)
8 Female (47%)

Town of Residence:
3 Eden (17.6%)
12 Reidsville (70.6%)
2 Other (11.8%)

Service Providers

Number interviewed: 17

Race / Ethnicity:
9 African American (53%)
8 Caucasian (47%)

Gender:
5 Male (29.4%)
12 Female (70.6%)

Place of residence:
11 Within Rockingham County (64.7%)
6 Outside Rockingham County (35.3%)

Service area
6 Education (35.3%)
6 Health (35.3%)
1 Government (5.9%)
4 Other (23.5%)

Appendix B1: List of Secondary Data Sources

Geography:

Rockingham County: County Facts
http://www.co.rockingham.nc.us/cofacts.htm

Demographics:

US Census Bureau: State and County Quick Facts
http://quickfacts.census.gov/qfd/states/37/37157.html

US Census Bureau: 1990 Data Sets
http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_tabId=DEC2&_submenuId=datasets_1&_lang=en&_ts=227965419578

US Census Bureau: 2000 Data Sets
http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_tabId=DEC1&_submenuId=datasets_1&_lang=en&_ts=227965901875

Historical Census Browser
http://fisher.lib.virginia.edu/collections/stats/histcensus/

2000 Census Data
North Carolina, 2000. Summary population and housing characteristics : 2000 census of population and housing.
North Carolina, 2000. Summary social, economic, and housing characteristics : 2000 census of population and housing.

1990 Census Data
1990 census of population. General population characteristics. North Carolina.
1990 census of population. Social and economic characteristics. North Carolina.

1980 Census Data
1980 census of population. Volume 1. Characteristics of the population. Chapter B. General population characteristics. Part 35. North Carolina.
1980 census of population. Volume 1, Characteristics of the population. Chapter C, General social and economic characteristics. Part 35, North Carolina.

1970 Census Data
1970 census of population. v.1:pt.35 North Carolina

General/News:

Go Dan River website
http://www.godanriver.com/

History:

Rockingham County Historical Society Website
http://www.rockinghamcountyhistory.com/

Rockingham County, North Carolina's North Star Website
http://www.ncnorthstar.com/tourism/history.html

City of Eden History website
http://www.ci.eden.nc.us/coe-history.html

City of Reidsville Community History website
http://reidsvillenc.accountsupport.com/history.htm

Town of Madison, NC History website
http://www.townofmadison.org/history

Town History of Mayodan website
http://www.townofmayodan.com/id21.htm

Economy:

Listing of Announced Business Closings and Layoffs
http://eslmi23.esc.state.nc.us.libproxy.lib.unc.edu/masslayoff/export2.asp

2007 Civilian Labor Force Estimates:
http://eslmi40.esc.state.nc.us.libproxy.lib.unc.edu/ThematicLAUS/clfasp/CLFSAAYResults.asp

List of Top 25 Employers by County:
http://jobs.esc.state.nc.us/lmi/largest/largest.pdf

Education:

Rockingham County Schools website
http://www.rock.k12.nc.us/

Public Schools of North Carolina Data and Reports
http://www.dpi.state.nc.us/fbs/resources/data/

Annual Report on Dropout Events and Rates
http://www.dpi.state.nc.us/docs/research/dropout/reports/200607dropout.pdf

Rockingham Community College Website
http://www.rockinghamcc.edu/

Rockingham County School Zone Information
http://www.rock.k12.nc.us/Schools/schools.htm

North Carolina Report Cards.org search for Rockingham County Schools
http://www.ncreportcards.org/src/search.jsp?pYear=2006-2007&pList=1&pListVal=790%3ARockingham+County+Schools+++++&GO2=GO

Health:

North Carolina State Center for Health Statistics – information by county
http://www.schs.state.nc.us/SCHS/data/county.cfm

Rockingham County State of the County Health Report
http://www.co.rockingham.nc.us/2007%20SOTCHfinal.pdf

The Annie E. Casey Foundation Community Level Information on Kids website
http://www.kidscount.org/cgi-bin/cliks.cgi?action=profile_results&subset=NC&areaid=80

Rockingham County Department of Public Health website
http://www.co.rockingham.nc.us/Publichealth/edu.htm

Rockingham County Healthy Carolinians
http://www.co.rockingham.nc.us/rchc

Rockingham County Mental Health Center
http://www.co.rockingham.nc.us/mentalhealth/index.htm

Culture and Leisure:

Rockingham County-North Carolina's North Star website
http://www.ncnorthstar.com/

Madison-Mayodan Recreation Department website
http://www.mmrecdepartment.org/

Rockingham County Physical Fitness Council. Recreational Activity Directory
http://www.co.rockingham.nc.us/recdr.htm

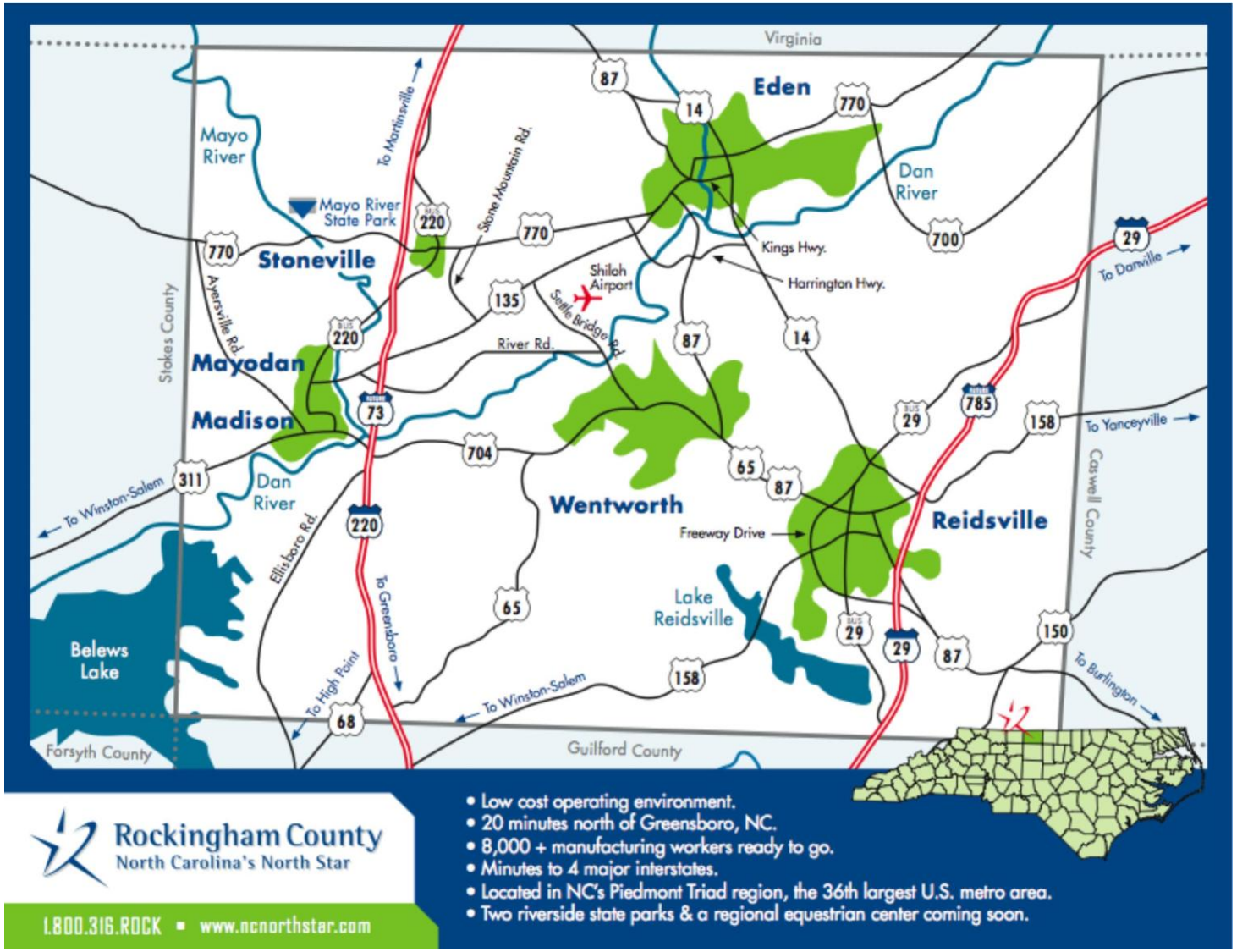
Reidsville Teen Center website
http://reidsvillenc.accountsupport.com/TeenCenter.htm

Clubs and Organizations Directory
http://www.shoprockinghamcounty.com/id91.htm

Directory of Rural Churches
http://www.shoprockinghamcounty.com/id84.htm

Theatre Guild of Rockingham County Website
http://www.tgrc-nc.com/

Appendix B2: Map of Rockingham County



Appendix B3: County History - Individual Townships

Eden

William Byrd discovered the area that encompasses present-day Eden in 1728 and nicknamed it the "Land of Eden." However, it wasn't until 1967 that efforts to consolidate the towns of Leaksville, Spray, and Draper became successful, and a popular vote decided Eden as the name of the newly merged towns. Although water formed a big part of Eden's economic history, the textile mills were also influential. However, beginning in 1971, these textile mills gradually began to close, which continued throughout the latter part of the 20th century and into the 21st century (see list of business closings, Appendix B5). This decline of the textile industry has fostered an increased focus on the historic downtown area and the rivers in order to enhance tourism and the quality of life for citizens. Other noteworthy events in the history of Eden include the naming of the first African American police officers in 1968 and the beginning of the construction of the Miller Brewing Company in 1976.

Source: City of Eden History website
http://www.ci.eden.nc.us/coe-history.html

Reidsville

The city of Reidsville was incorporated in 1873 by the state legislature. Wright's Cross Roads, a tavern and store owned by William Wright, was the earliest settlement in the present-day city. The Reid family provided the impetus for the naming of Reidsville. Reuben Reid moved to the area in 1814 and was a successful farmer, ran a store and a public inn, and was a county constable and justice of the peace. In 1829 the Reid family acquired a post office, and Reuben's son David was its first postmaster. David Reid went on to become a state senator, governor, US congressman, and US senator. The overall history of Reidsville is also closely intertwined with the American Tobacco Company, the major employer in the county for many years.

Source: City of Reidsville Community History website
http://reidsvillenc.accountsupport.com/history.htm

Madison

The town of Madison, named for the fourth US president James Madison, was incorporated in 1873. Madison was originally built for river trade, and ferries were used before bridges could be constructed. Once bridges were built they had to be constructed several times throughout history due to floods. In the mid-1800s academies, schools, and churches began to come to Madison. From the mid- to late 1800s tobacco was a huge part of the town's economy, and at one point there were as many as 44 tobacco factories. In 1888 the beginning of rail travel began to create growth, prompting the construction of hotels. Following World War II Madison transitioned from a tobacco town to a textile town, with the opening of Madison Throwing Company in 1947. Madison contains a historic district that is on the National Register as well as the first federally certified local historic district in North Carolina. Many original homes from the early 1800s in various architectural styles still stand today.

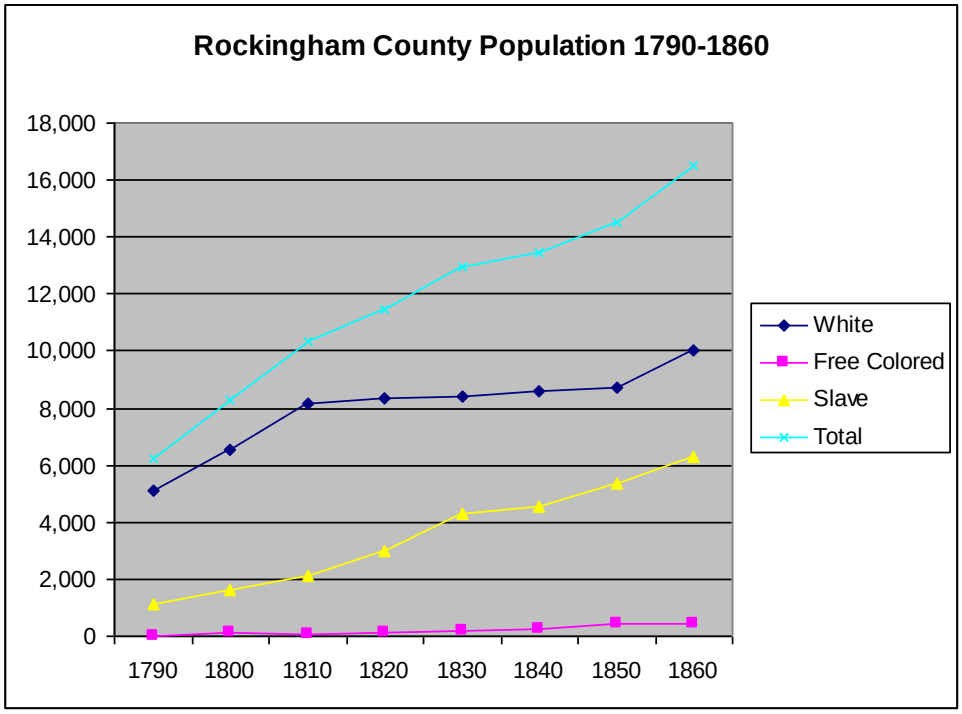
Source: Town of Madison, NC History website
http://www.townofmadison.org/history

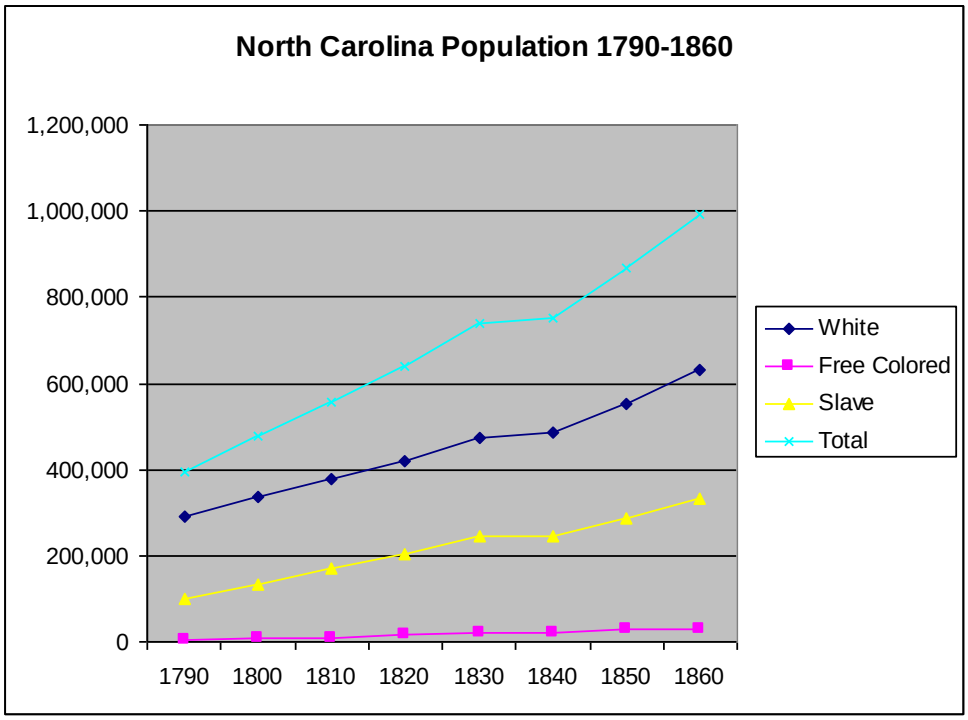
Mayodan

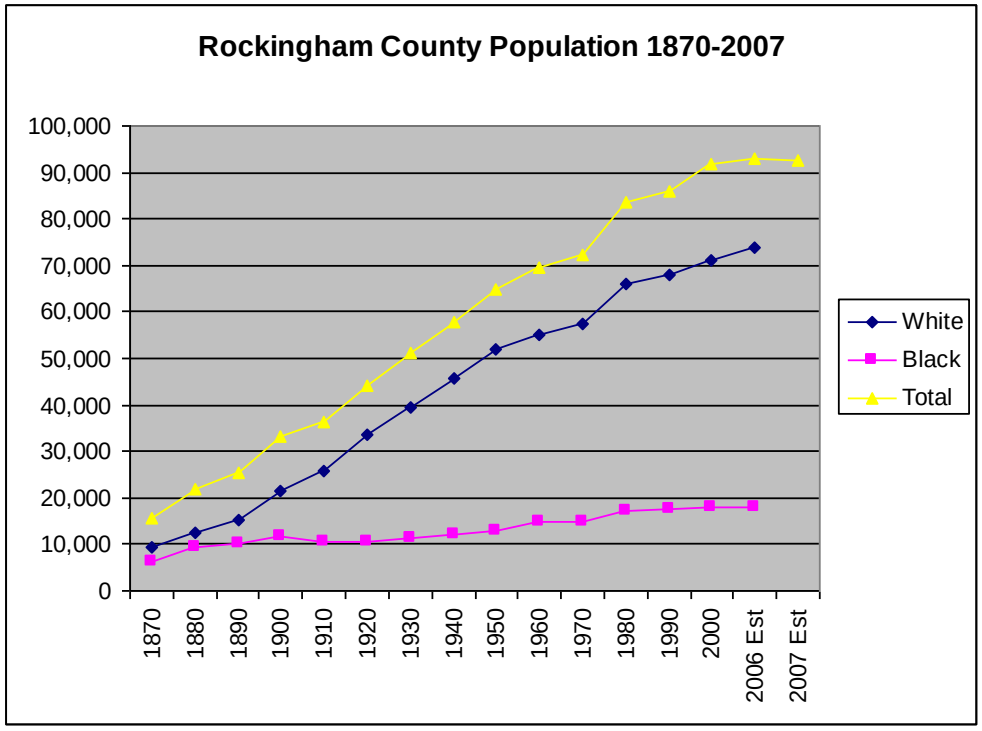
Colonel Francis Henry Fries, who directed the construction of a railroad from Salem, North Carolina, to Roanoke, Virginia, was a huge player in the development of the town of Mayodan. Fries had been intrigued by geography along the Mayo and Dan rivers and thought the Mayo River falls would be good for manufacturing. In 1892 Fries and others built a cotton mill along the railroad bed. Mayo Mills, making uncolored yarn, opened in 1896, and the town of Mayodan was incorporated on February 16, 1899. Mayodan, North Carolina, is currently the only town in the world with this name.

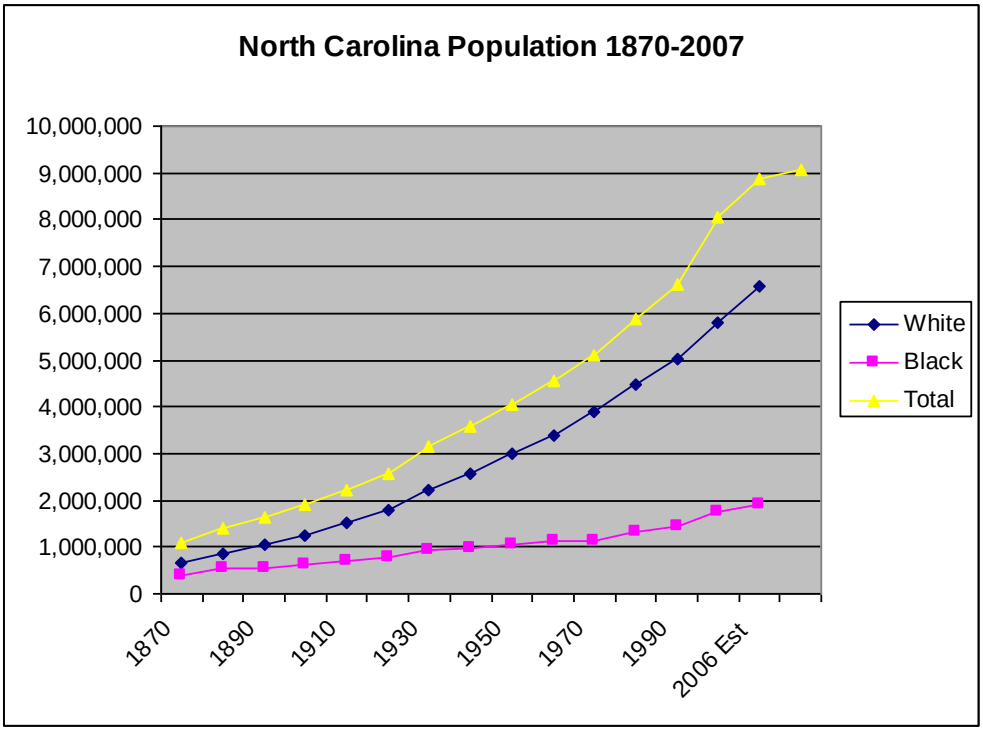
Source: Town History of Mayodan website
http://www.townofmayodan.com/id21.htm

Appendix B4: Historical Population Trends in Rockingham County and North Carolina

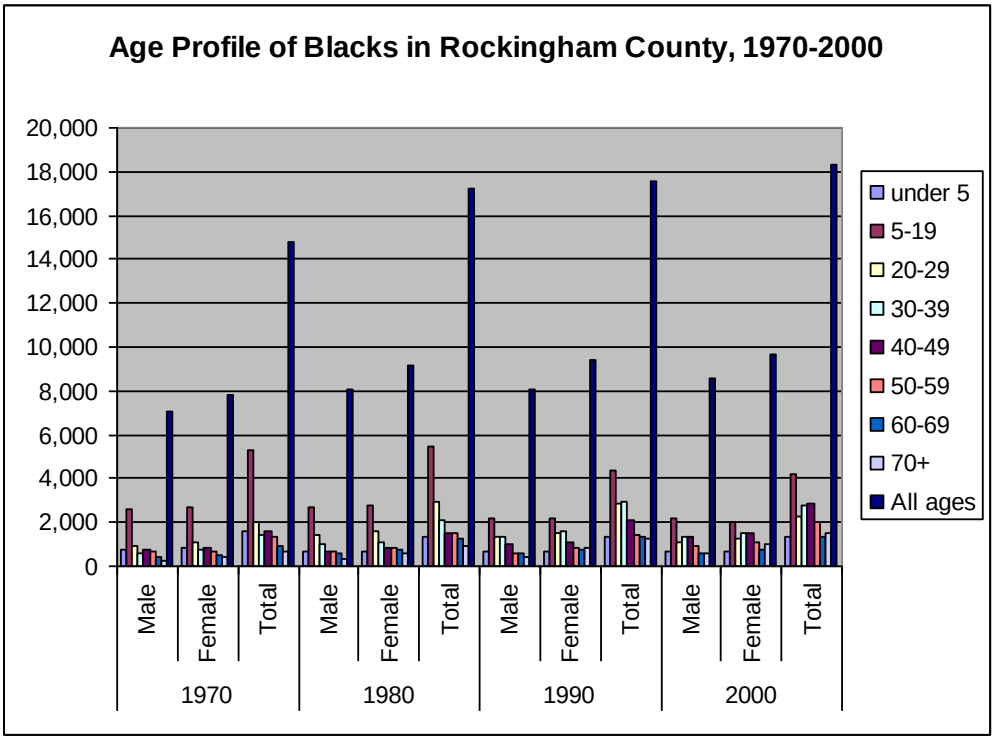


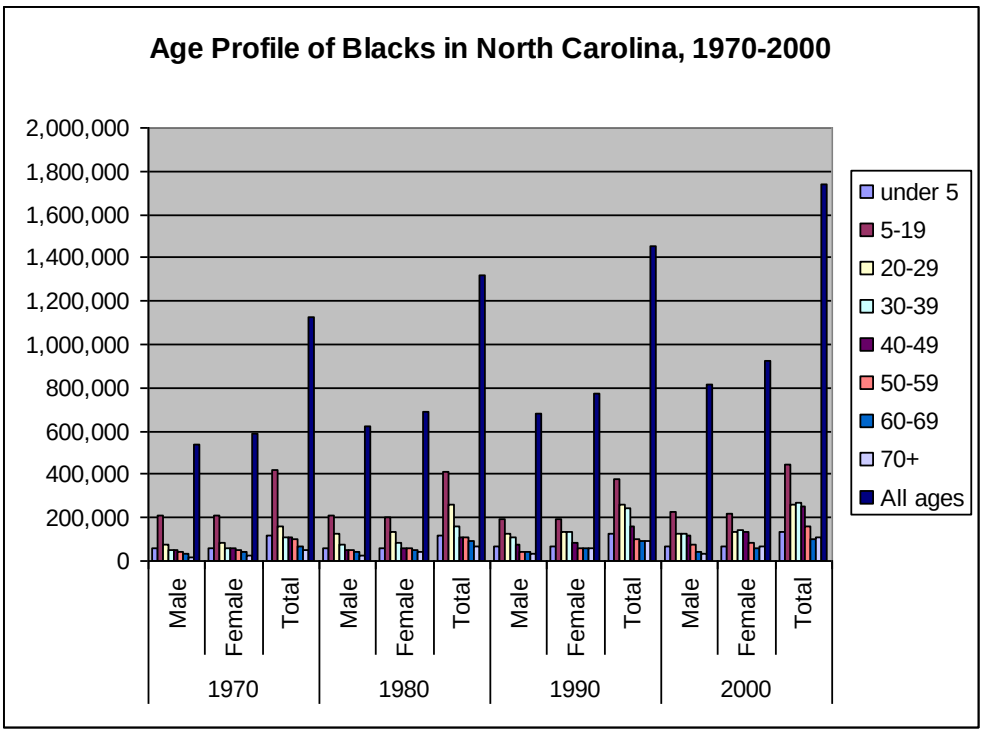


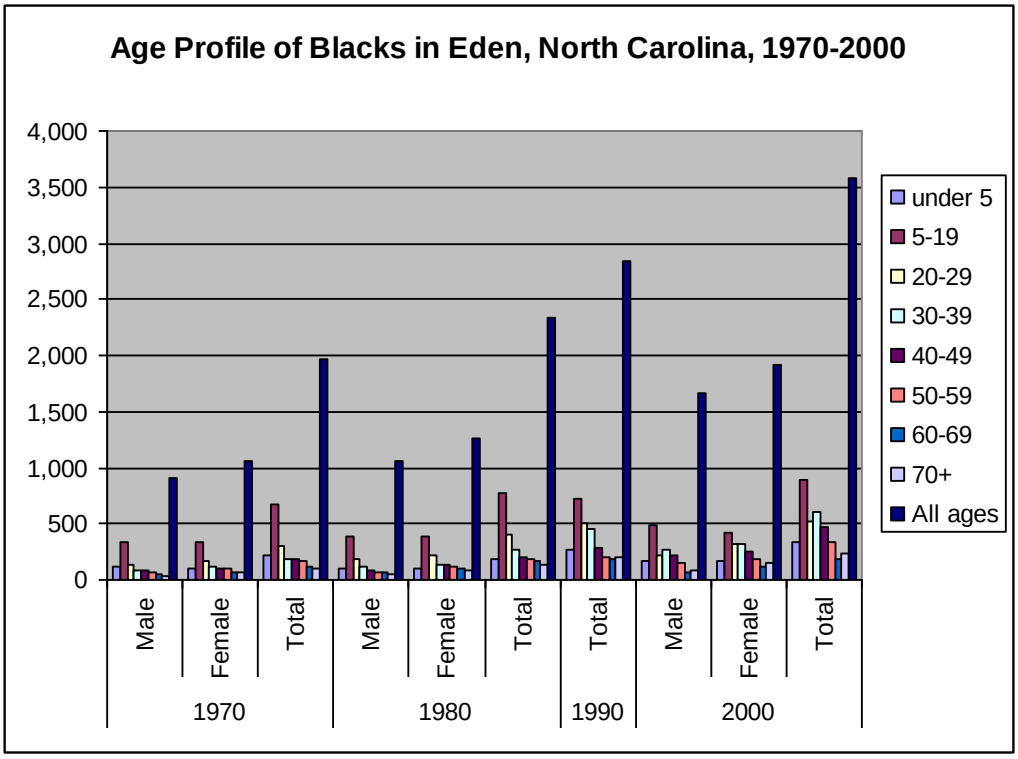


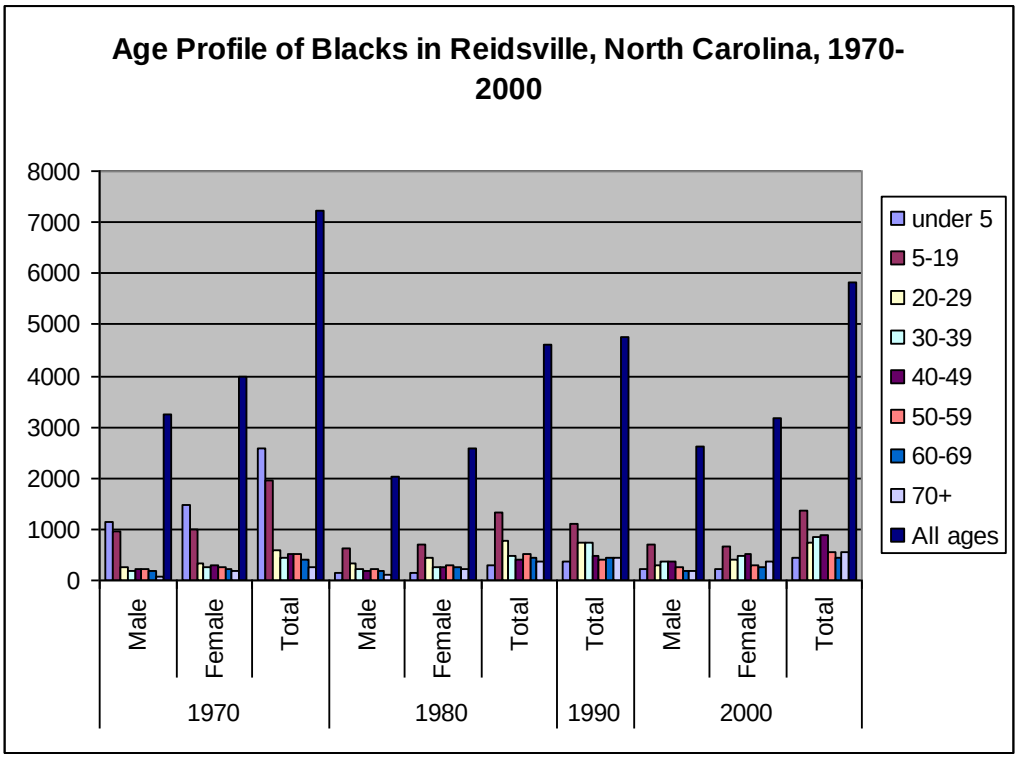


Sources: Historical Census Browser http://fisher.lib.virginia.edu/collections/stats/histcensus/; 1970 census of population. v.1:pt.35 North Carolina; 1980 census of population. Volume 1. Characteristics of the population. Chapter B. General population characteristics. Part 35. North Carolina.; 1990 census of population. General population characteristics. North Carolina.; North Carolina, 2000. Summary population and housing characteristics : 2000 census of population and housing.

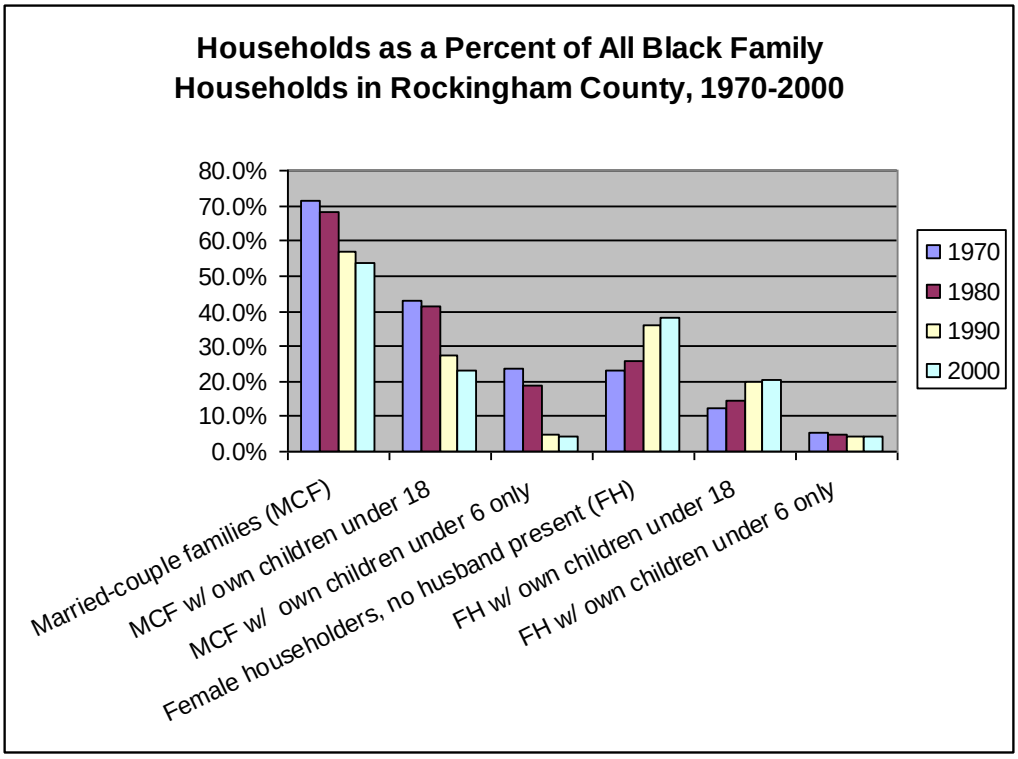

Age Profile of Blacks in Rockingham County, 1970-2000
20,000
18,000
16,000
14,000
12,000
10,000
8,000
6,000
4,000
2,000
0
Male
Female
Total
1970
1980
1990
2000
under 5
5-19
20-29
30-39
40-49
50-59
60-69
70+
All ages

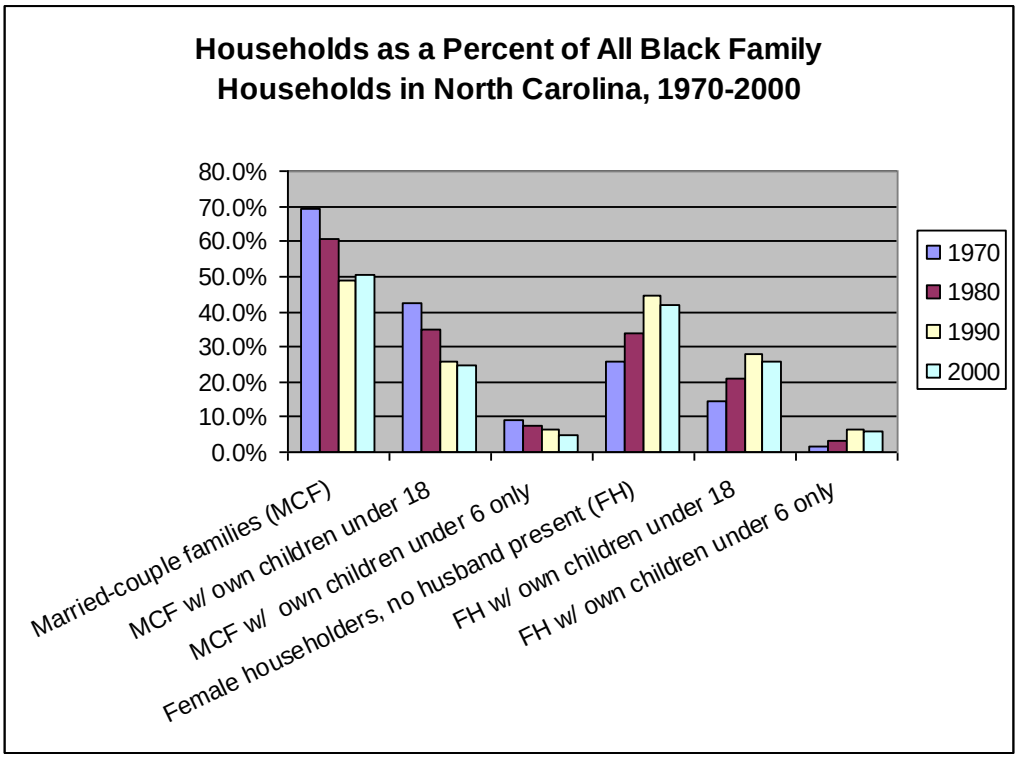

Age Profile of Blacks in North Carolina, 1970-2000
2,000,000
1,800,000
1,600,000
1,400,000
1,200,000
1,000,000
800,000
600,000
400,000
200,000
0
Male
Female
Total
1970
1980
1990
2000
under 5
5-19
20-29
30-39
40-49
50-59
60-69
70+
All ages

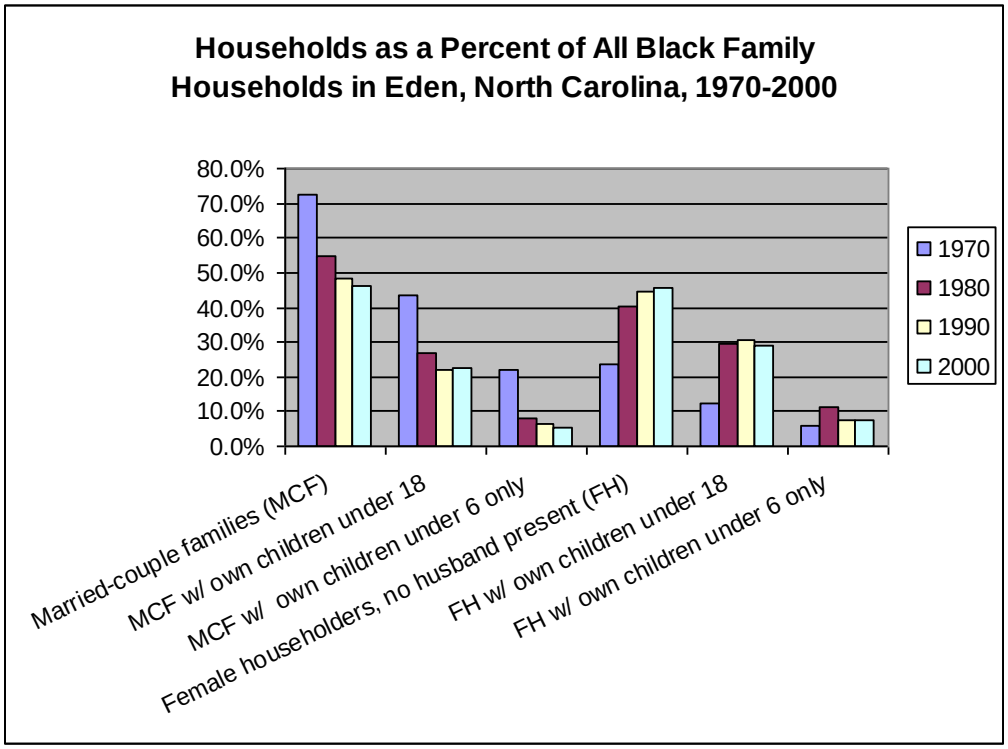


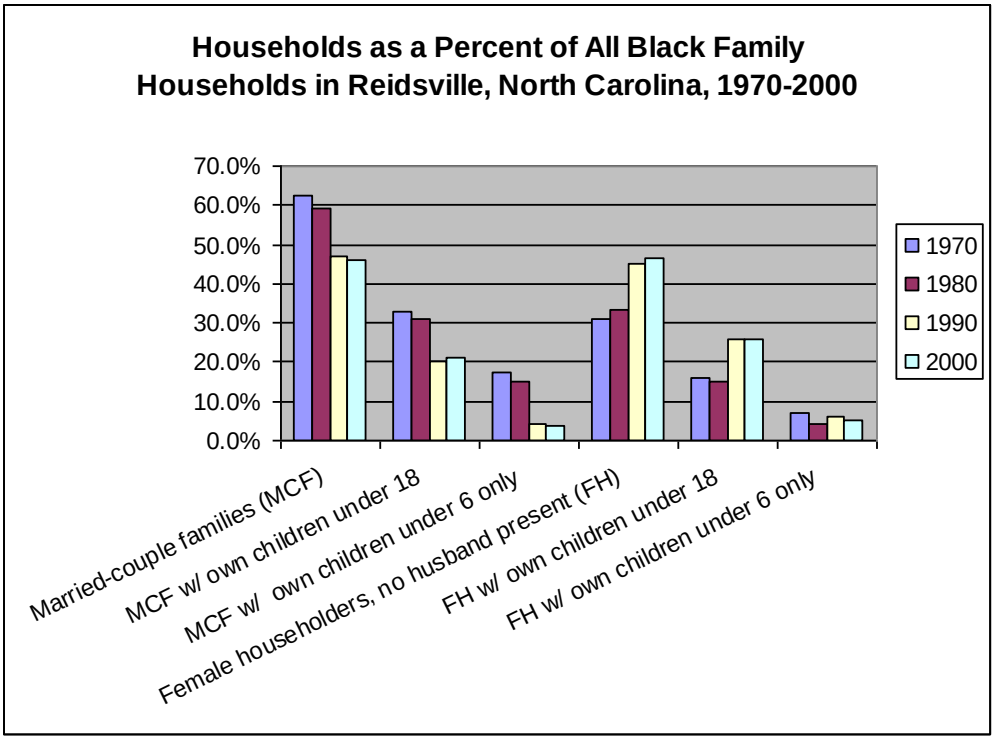


Sources: 1970 census of population. v.1:pt.35 North Carolina; 1980 census of population. Volume 1. Characteristics of the population. Chapter B. General population characteristics. Part 35. North Carolina.; 1990 census of population. General population characteristics. North Carolina.; North Carolina, 2000. Summary population and housing characteristics : 2000 census of population and housing.


Households as a Percent of All Black Family Households in Rockingham County, 1970-2000
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
1970
1980
1990
2000
Married-couple families (MCF)
MCF w/ own children under 18
MCF w/ own children under 6 only
Female householders, no husband present (FH)
FH w/ own children under 18
FH w/ own children under 6 only


Households as a Percent of All Black Family Households in North Carolina, 1970-2000
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
1970
1980
1990
2000
Married-couple families (MCF)
MCF w/ own children under 18
MCF w/ own children under 6 only
Female householders, no husband present (FH)
FH w/ own children under 18
FH w/ own children under 6 only





Sources: 1970 census of population. v.1:pt.35 North Carolina; 1980 census of population. Volume 1. Characteristics of the population. Chapter B. General population characteristics. Part 35. North Carolina.; 1990 census of population. General population characteristics. North Carolina.; North Carolina, 2000. Summary population and housing characteristics : 2000 census of population and housing.

Appendix B5: Major Business Closings in Rockingham County, 1990-2007

Date	Company	City	Product	Affected	Reason
4/1/1990	Spring City Knitting Co.	Reidsville	Knitting Mill	90	Streamline operations
1/1/1991	Tultex Corporation	Mayodan	Knitting/greige cloth	114	Outdated equipment
2/1/1993	Golden Belt Mfg. Co.	Reidsville	Printing facility	69	Restructuring
8/1/1993	Union Camp's Chase Pkg.	Reidsville	Apparel	117	Economic
2/1/1994	American Tobacco Co.	Reidsville	Cigarette manufacturing	90	Price war
8/1/1994	Rose's Stores, Inc.	Eden	Discount store	60	Bankruptcy reorganization
10/1/1994	Reynolds Metals Co.	Reidsville	Aluminum beverage cans	215	Worker strike
12/1/1994	Kmart Corporation	Eden	Discount store		Restructuring
6/1/1995	American Tobacco Co.	Reidsville	Tobacco	200	Reorganization
8/1/1995	Brown & Williamson Tobacco Corp.	Reidsville	Cigarettes	840	Corporate restructuring
2/1/1996	Vanier Graphics	Eden	Business forms	82	Shrinking demand
7/1/1996	Brown & Williamson Tobacco Corporation	Reidsville	Cigarettes	52	Shutdown
12/1/1996	Fieldcrest Cannon, Inc.	Eden	Blankets	750	Division sold
4/1/1997	Miller Brewing Co.	Eden	Malt beverages	93	Cost cuts
5/1/1997	Velcon Filters, Inc.	Reidsville	Aviation fuel filters	16	Restructuring
12/1/1997	Beacon Manufacturing Co.	Eden	Blankets	55	Buyout
5/1/1998	Bassett-Walker, Inc.	Stoneville	Sweatshirts	168	Cost cuts
8/1/1998	Unifi, Inc.	Mayodan	Polyester texturing	350	Consolidation
10/1/1998	Pluma, Inc.	Eden	Fleece activewear	100	Reduction of labor costs
12/1/1998	Duke Power (Merchandise. Outlets) (2 locations)	Eden/Madison	Appliances		Lack of sales
3/1/1999	Tultex Corporation	Mayodan	Active wear	145	Declining demand
9/1/1999	Pluma, Inc.	Eden	Fleecewear	466	Import competition
9/1/1999	Lowes Food Stores, Inc.	Eden	Grocery store		Insufficient facility
12/1/1999	Tultex Corp.	Mayodan	Yarn	155	Filed for bankruptcy
5/1/2000	Lerio Corp.	Reidsville	Plastics	83	Not stated
6/1/2000	Spray Cotton Mills (Nova Yarns)	Eden	Textiles	70	Consolidation
9/1/2000	Creighton Inc.	Reidsville	Uniforms	59	Eliminating sewing division
11/1/2000	Spray Cotton Mills	Eden	Cotton yarn	50	Import competition
1/1/2001	Unifi, Inc.	Stoneville	Textured yarns	180	Consolidation

1/1/2001	Chinqua-Penn Plantation	Reidsville	Tourist home	2	Financial difficulty
1/1/2001	J.C. Penney Co.	Reidsville	Department store	30	Maximize profits
2/1/2001	Spray Cotton Mills	Eden	Yarn spinning	215	Foreign competition
3/1/2001	Unifi Inc. (2 loc.)	Reidsville/Madison/Mayodan	Textured yarns	290	Foreign competition/consolidation
3/1/2001	Heilig-Meyers	Madison	Furniture store	12	Bankruptcy
7/1/2001	Sam Robertson Co.	Madison	Clothing store	5	Competition
8/1/2001	Gildan Activewear Inc.	Eden	T-shirts and golf shirts	40	Consolidating manufacturing to Honduras
8/1/2001	Heilig-Meyers	Eden	Furniture store	8	Bankruptcy
8/1/2001	Sonic Drive-In	Reidsville	Restaurant	20	Underperformance
8/1/2001	Hardee's (Scales Street)	Reidsville	Restaurant	29	Underperformance
9/1/2001	Chinqua-Penn Plantation	Reidsville	Tourist attraction	1	Budget cuts
9/1/2001	Rolane Factory Outlet	Eden	Clothing store		Underperformance
10/1/2001	Karastan	Eden	Oriental rugs/carpet	70	Sales decline
2/1/2002	Chinqua-Penn Plantation	Reidsville	Tourist attraction	8	Financial difficulty
3/1/2002	New Images, Inc.	Reidsville	Screen printing	12	Foreign competition
8/1/2002	Chinqua-Penn Plantation	Reidsville	Tourist attraction	4	Financial difficulty
9/1/2002	Wayne's Landscaping, Inc.	Eden	Landscaping services	16	Decline in business/drought
12/1/2002	Burlington Industries, Inc.	Reidsville	Drapery fabric	140	Bankruptcy/Acquisition
2/1/2003	Unifi Inc. (Plant 5)	Mayodan	Textured yarns	33	Consolidation
3/1/2003	Karastan (Mohawk Industries)	Eden	Oriental rugs	45	Import competition
4/1/2003	Unifi, Inc.	Madison	Yarn texturizing	150	Restructuring
4/1/2003	Unifi, Inc.	Reidsville	Yarn texturizing	90	Restructuring
4/1/2003	Unifi, Inc.	Stoneville	Yarn texturizing	1	Restructuring
6/1/2003	Stoneville Furniture Co.	Stoneville	Casual-dining furniture	200	Financial difficulty
7/1/2003	Pillowtex Corp.	Eden	House furnishings	450	Bankruptcy
8/1/2003	Miller Brewing Co.	Eden	Brewery	2	Restructuring
9/1/2003	Unifi, Inc.	Mayodan	Texturized yarn	107	Restructuring
10/1/2003	Fieldcrest Cannon, Inc. (Pillowtex)	Eden	Home furnishings	25	Bankruptcy
2/1/2005	Texturing Services, Inc.	Reidsville	Yarn texturing	148	Relocation to Virginia
3/1/2005	A & H Wayside Furniture	Reidsville	Furniture store	35	Consolidation
9/1/2005	Winn-Dixie Stores, Inc. (2	Eden	Grocery store	140	Restructuring

	locations)				
9/1/2005	Winn-Dixie Stores, Inc.	Madison	Grocery store	70	Restructuring
10/1/2005	Unifi, Inc.	Reidsville	Polyester texturing	150	Relocation to Yadkinville
10/1/2005	International Textile Group	Reidsville	Fabric	40	Not stated
10/1/2005	AMI Doduco	Reidsville	Electrical parts	128	Declining demand
12/1/2005	Unifi, Inc.	Mayodan	Polyester yarn	19	Consolidation
3/1/2006	Unifi, Inc. (Plant 1)	Mayodan	Nylon yarn	30	Relocation to Madison
3/1/2006	Unifi, Inc.	Madison	Polyester yarn	30	Consolidation
3/1/2006	Natural Care Labs, Inc.	Eden	Personal care products	33	Lost contract
5/1/2006	Sara Lee Branded Apparel	Eden	Yarn	178	Overcapacity
8/1/2006	Southern Family Market	Eden	Grocery store	56	Competition
10/1/2006	Reidsville Weaving Plant	Reidsville	Yarn weaving	150	Relocation to Caswell County
11/1/2006	Parkdale America, LLC	Eden	Yarn	72	Import competition
2/1/2007	Carolina Camping & Marina, Inc.	Stokesdale	Marina	20	Fire
4/1/2007	Two Rivers	Eden	Gas station		Fire
4/1/2007	Priddy's Restaurant	Mayodan	Restaurant	2	Owner's decision
6/1/2007	Unifi, Inc.	Mayodan	Yarn dying		Consolidation
7/31/2007	Liberty Textiles	Eden	Textiles	155	Import competition
8/25/2007	Karastan (Mohawk Industries)	Eden	Carpet	47	Import competition
9/1/2007	Division of Motor Vehicles	Reidsville	Driver's license office		Consolidation
9/1/2007	Division of Motor Vehicles	Eden	Driver's license office		Consolidation
9/1/2007	Division of Motor Vehicles	Mayodan	Driver's license office		Consolidation

Appendix B6: Top Ten Employers in Rockingham County

Rockingham County
4th Quarter 2007

County Profile Contact (919) 715-6374

Commerce Economic Development Contact (919) 733-4977

Top Employers

Top Manufacturers (2nd Quarter 2007)	Employment Range
UNIFI MANUFACTURING INC	500-999
MOHAWK ESV INC	500-999
MILLER BREWING CO	500-999
HANESBRANDS, INC	500-999
FRONTIER SPINNING MILLS INC	500-999
EQUITY GROUP, NC DIV.	250-499
BTR SEALING SYSTEMS NC INC	250-499
PINE HALL BRICK CO INC	250-499
COMMONWEALTH BRANDS INC	100-249
THE MARLEY WYLAIN COMPANY INC	100-249

Top Non-Manufacturers (2nd Quarter 2007)	Employment Range	Industry
ROCKINGHAM COUNTY SCHOOLS	1,000+	Education and Health Services
MOREHEAD MEMORIAL HOSPITAL	500-999	Education and Health Services
WAL-MART ASSOCIATES INC	500-999	Trade, Transportation, and Utilities
ROCKINGHAM COUNTY FINANCE OFFICE	500-999	Public Administration
MOSES H CONE MEMORIAL HOSPITAL	500-999	Education and Health Services
DEBBIES STAFFING SERVICES	250-499	Professional and Business Services
ROCKINGHAM COMMUNITY COLLEGE	250-499	Education and Health Services
FOOD LION LLC	250-499	Trade, Transportation, and Utilities
ROCKINGHAM COUNTY COUNCIL ON AGING	250-499	Education and Health Services
GILDAN ACTIVEWEAR (EDEN) INC	100-249	Trade, Transportation, and Utilities

Source: NC Employment Security Commission, Labor Market Information, Top 10 Manufacturing and Nonmanufacturing Employers for each NC county.

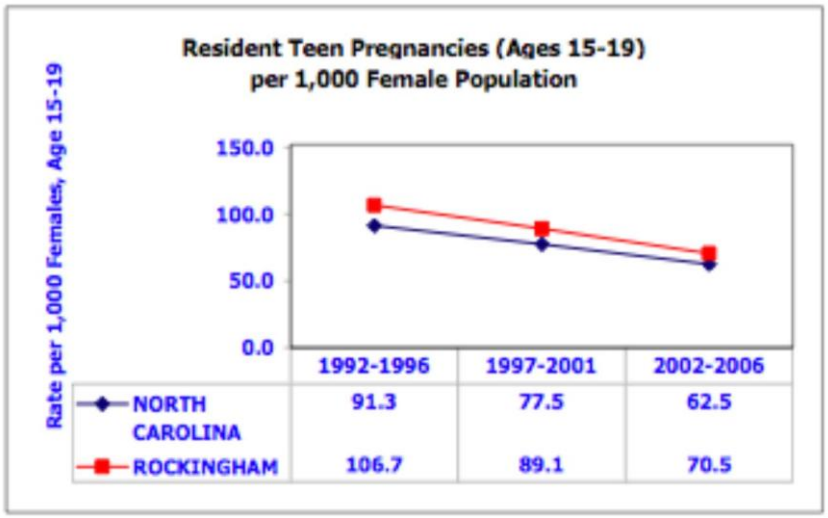
Appendix B7: Rockingham County Schools Demographic and Achievement Profiles, 2006-07 School Year

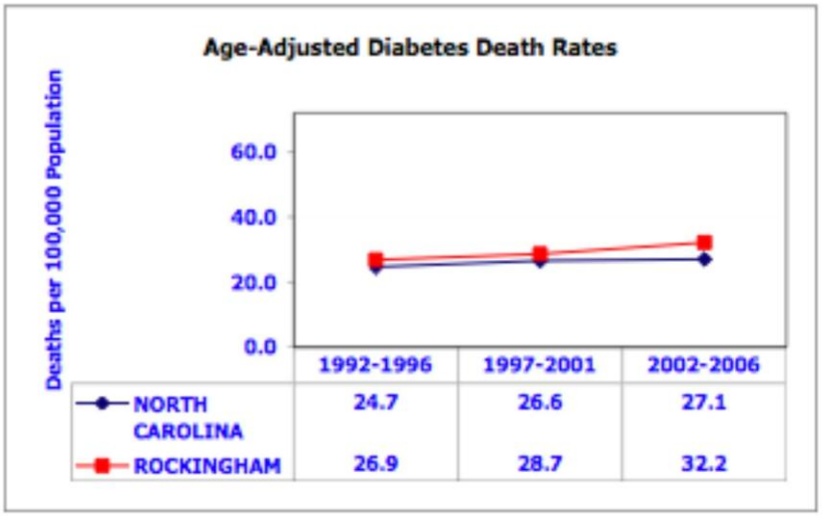
	School	Location	Zone	# Students	Racial Makeup	% Students on Free / Reduced Lunch	Adequate Yearly Progress Met	% Passing Scores on Reading & Math End-of-Course Tests	
								White	Black
Elementary	Bethany	Reidsville	Rockingham	442	91.7% White, 2.25% Black	36.2	Yes; met 13 of 13 target goals	75.1	83.3
	Central	Eden	Morehead	509	65.5% White, 30.1% Black	48	No; met 16 (94.1%) of 17 target goals	71.1	55.2
	Dillard	Madison	McMichael	475	68.5% White, 17.2% Black, 7.1% Hispanic	65	Yes; met 17 of 17 target goals	70.1	51.1
	Douglass	Eden	Morehead	473	65.0% White, 22.1% Black, 6.3% Hispanic	NA	No; met 17 (89.5%) of 19 target goals	63.2	46.8
	Draper	Eden	Morehead	323	53% White, 33% Black	72	No; met 14 (82.4%) of 17 target goals	59.8	38
	Huntsville	Madison	McMichael	509	84% White, 7% Black	52	Yes; met 13 of 13 target goals	70.5	42.1
	Lawsonville Avenue	Reidsville	Reidsville	243	28.3% White, 57% Black	85.54	No; met 9 (69.2%) of 13 target goals	65	38.7
	Leaksville-Spray	Eden	Morehead	494	58% White, 27% Black	71	No; met 16 (94.1%) of 17 target goals	54.8	37.7
	Lincoln	Ruffin	Rockingham	373	72.8% White, 18.9% Black, 3.9% Hispanic	51	No; met 12 (92.3%) of 13 target goals	64.7	46.4
	Monroeton	Reidsville	Rockingham	506	71% White, 17% Black	NA	Yes; met 15 of 15 target goals	71.3	48.8
	Moss Street	Reidsville	Reidsville	364	18.09% White, 70.07% Black	87.21	No; met 11 (64.7%) of 17 target goals	37.5	22.1
	New Vision School of Math, Science, and Technology	Madison	McMichael	268	86% White, 6.7% Black	28	Yes; met 13 of 13 target goals	79.2	45.5
	South End School	Reidsville	Reidsville	291	50.2% White, 36.6% Black	54	Yes; met 17 of 17 target goals	86.7	58
	Stoneville	Stoneville	McMichael	413	63.77% White, 10.14% Black, 21.26% Hispanic	65.92	Yes; met 13 of 13 target goals	57.9	41.2
	Wentworth	Reidsville	Rockingham	513	82% White, 10% Black	39	Yes; met 13 of 13 target goals	70.1	58.3
	Williamsburg	Reidsville	Reidsville	474	47.5% White, 26.6% Black, 17.9% Hispanic	71	Yes; met 17 of 17 target goals	64.9	45.2

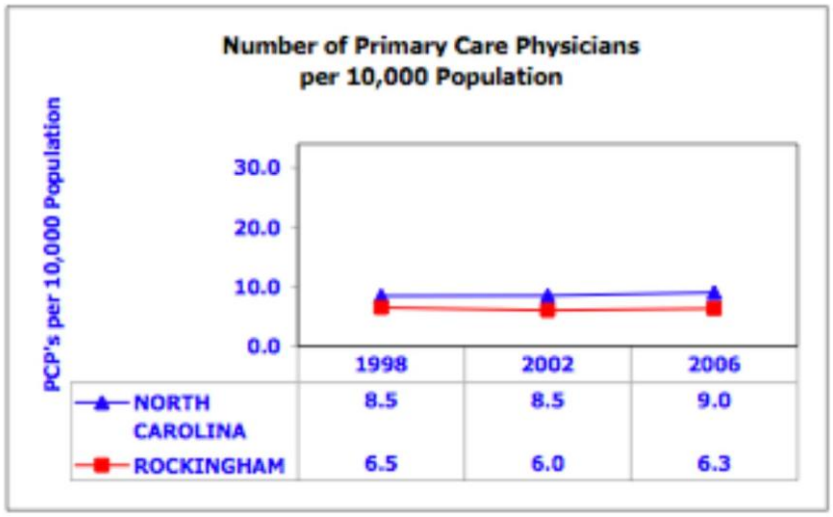
	District Average: White: 64.5 Black: 38.5 State Average: White: 75.9 Black: 43.5								
Middle	Holmes	Eden	Morehead	910	65% White, 26.3% Black	56.4	No; met 16 (69.6%) of 23 target goals	59.8	35.3
	Reidsville	Reidsville	Reidsville	769	36% White, 50% Black, 10% Hispanic	67	No; met 19 (70.4%) of 27 target goals	52.6	30.1
	Rockingham County	Reidsville	Rockingham	878	81.8% White, 13.3% Black	38	No; met 17 (81.0%) of 21 target goals	66	41.9
	Western Rockingham	Madison	McMichael	808	76.4% White, 15.7% Black	42.3	No; met 21 (84.0%) of 25 target goals	62	50.4
	District Average: White: 64.5 Black: 38.5 State Average: White: 75.9 Black: 43.5								
High	McMichael	Mayodan	McMichael	1022	74.4% White, 18.2% Black	12	No; met 14 (93.3%) of 15 target goals	61.7	37.9
	Morehead	Eden	Morehead	1099	69% White, 27% Black	39	Yes; met 17 of 17 target goals	62.8	33
	Reidsville	Reidsville	Reidsville	866	36% White, 51% Black	50.58	No; met 15 (88.2%) of 17 target goals	57	37.7
	Rockingham	Reidsville	Rockingham	1128	82.4% White, 12.3% Black	26.4	Yes; met 13 of 13 target goals	80.4	59.8
	District Average: White: 68.6 Black: 39.9 State Average: White: 77.0 Black: 45.7								

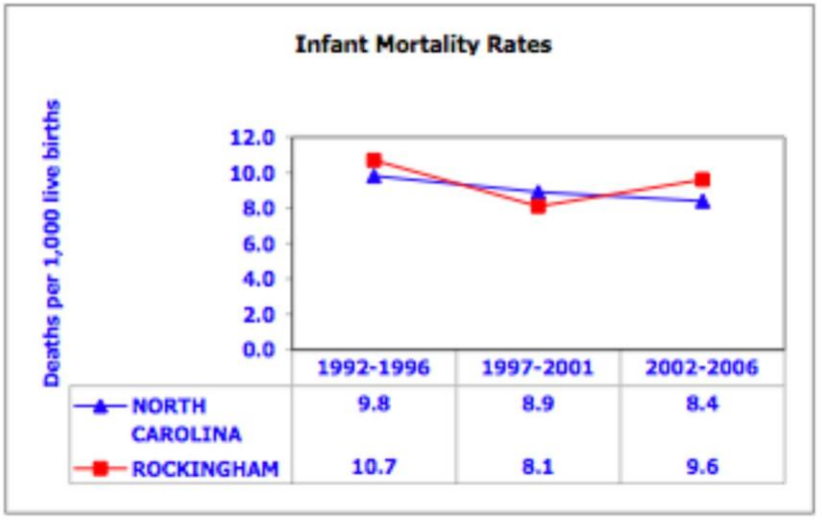
Source: http://www.rock.k12.nc.us/Schools/schools.htm, http://www.ncreportcards.org/src/search.jsp?pYear=2006-2007&pList=1&pListVal=790%3A Rockingham+County+Schools+++++&GO2=GO

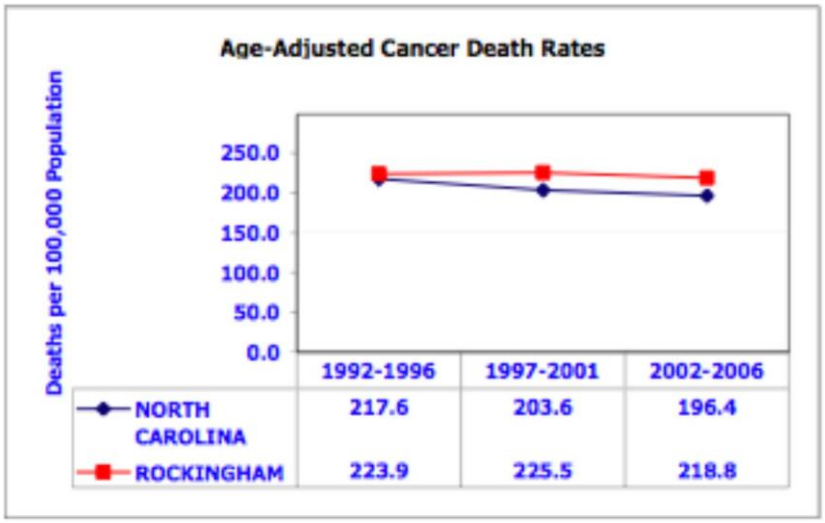
Appendix B8: Selected Key Health Trends in Rockingham County

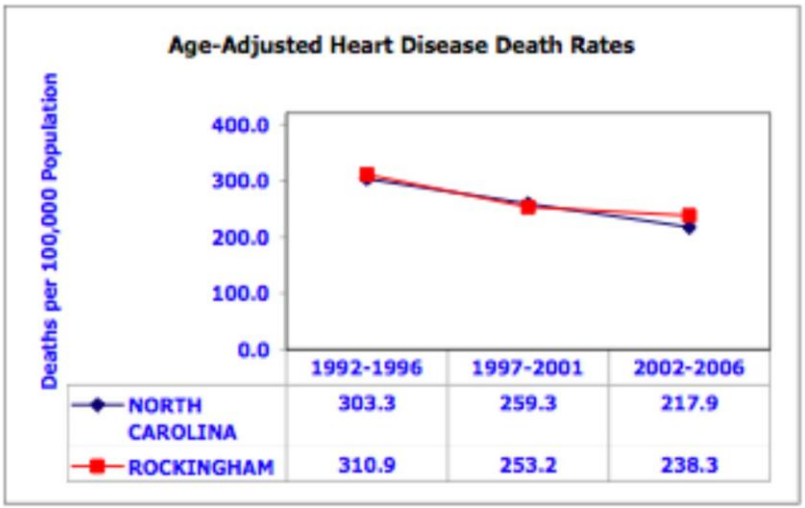












Source: North Carolina County Trends Reports, North Carolina Department of Health and Human Services, Division of Public Health, State Center for Health Statistics

Appendix C1: Service Provider Interview Guide

Service Provider Interview Guide

Introduction
Hello, my name is _____. I'm going to be leading our interview today. This is _____, who will be taking notes and helping me during our discussion. Thank you for taking the time to meet with us today. We'll be here for about 1 to 1½ hours to talk to you about the African American community in Rockingham County.

We are part of a team of five graduate students at the UNC School of Public Health working on a project to learn about the history and strengths of African American residents of Rockingham County, the challenges they face, and the needs they can address in partnership with local agencies. To obtain this information during the upcoming months, we will be compiling available statistics, participating in local meetings and events, and interviewing service providers and community members.

Here is a fact sheet that describes this project and what we are asking you to do. **[Hand out fact sheet.]** To summarize: Your participation is voluntary. You may choose to not answer any question or to end the interview at any time. Your participation is also confidential. Your name or any other identifying factors (like your race/ethnicity or sex) will not be directly linked with your responses, and we will not share your name or identity with anyone outside of our team (there are ___ additional team members who are not here right now).

We will take notes and use a recorder during this interview. The recording will be used solely for the purpose of recalling and collecting information. After we have finished using the audio file for the requirements of our class, it will be destroyed.

Ground Rules
If you feel uncomfortable answering any questions, please let me know. If at any time you would like to end the interview, please let me know. Again, we appreciate your time.

Interview
I'd first like to share a few pointers to keep in mind throughout the interview:
1. Please speak in a voice as loud as mine (due to the recorder).
2. We're interested in your perspective as a service provider, so please try to keep that in mind as we move through the questions.
3. There are no wrong answers, just different opinions.
4. Everything said is confidential and will not be linked to you in any way.

5. If you have any concerns about this project, or your rights as a participant in this project, do not hesitate to contact us. Our contact information is provided on the fact sheet and here is our business card.

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

Questions?
Do you have any questions about anything I've said?
Do I have your permission to record this interview? [**Turn on recorder**.]
Do I have your permission to continue with this interview?

Introductory Questions

1. How long have you worked in Rockingham County? And at _____ (NAME OF ORGANIZATION)?
    a. What is your job title?
    b. Please describe your specific role within the organization.
    c. How would you describe your duties and responsibilities?
    d. Why did you choose to work here?

2. Please tell me a bit about Rockingham County? (How would you describe life in the county?)
    a. What would you say are some of the strengths of the county?
    b. And some of the challenges for the county?

3. Please describe the people within Rockingham County who access your services. (What groups/individuals do you serve the most?)
    a. What responsibilities do you feel you have to Rockingham County residents?
    b. How familiar are you with the African American residents of Rockingham County? (What kind of contact do you have with African American residents of Rockingham County?)

4. Please describe some achievements of your organization within Rockingham County.

Assets & Needs of the Community

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

5. How would you describe the African American community in Rockingham County?
    a. How does the economy of Rockingham County affect the African American community?
        i. What do African Americans in the county do for a living?
        ii. Is there much unemployment? What contributes to this unemployment?
    b. Are there any community organizations (other than service providers) with which the African American population is actively involved?
    c. What activities do African American community members participate in? (Recreational, volunteer, etc.)
        i. Are there any barriers to participation in these activities? If so, what?
    d. What kinds of leadership roles do African Americans have in the county?

e. How are African Americans in Rockingham County involved in politics?

6. How do people of different cultures, races, and/or ethnicities interact within Rockingham County?

7. How do you feel that life for the African American population in Rockingham County has changed over the past five to ten years?

8. What are some of the strengths of the African American community in Rockingham County? (Probe about specific towns: Reidsville, Eden, etc.)

9. Which of these strengths do you consider to be the most important?
   a. How do you think this strength can be used or built upon?

10. What, if any, challenges or problems do African Americans face in Rockingham County? (Probe about specific towns: Reidsville, Eden, etc.)

11. Which of these challenges do you feel are most important for the community to address? Why?
   a. What, if anything, is currently being done to address these problems?
   b. Could you suggest some strategies for addressing these needs?

12. What are some of the health-related issues facing the African American community in Rockingham County? (Probes: physical, mental health)
   a. Which health issue do you think is most important to address?
   b. What, if anything, is currently being done to address these problems?
   c. Could you suggest some strategies for addressing these needs?

13. What would make life easier for African Americans in Rockingham County?

<u>Detail on Organization's Role in Community</u>
Moving back to you and your place within the community, I'd like to hear more about your organization's relationship with the African American community in Rockingham County.

14. What kinds of services does _____ (NAME OF ORGANIZATION) provide to African American residents of Rockingham County?
   a. What services are most utilized?
   b. What services are least utilized?
   c. What segments of the county's African American population use your services the most?
   d. In what ways do you feel that your agency is successfully connecting with the African American population?
      i. What facilitates these connections?
   e. In what ways do you feel as though you are not successfully connecting with the African American population?

15. What, if any, barriers does your organization face in trying to reach African Americans in Rockingham County? (Any barriers in their trying to reach you?)
   a. How have you attempted to overcome these barriers?

16. What is being done or could be done by your agency to improve the quality of life of African Americans in Rockingham County? (What are future plans for health promotion in Rockingham County?)

17. What other organizations provide services to African Americans in Rockingham County?
    a. How would you describe the utilization of those services? (under- or over-utilized?)
    b. How affordable are these services?
    c. To what extent, if any, do you work with these organizations?

18. Do you feel that there are any community needs that are not being met by any organizations in Rockingham County?

Recommended Individuals to Interview

I want to thank you again for your willingness to sit down with us today to talk about your work in Rockingham County. We are hoping to interview more people like you who can give us their insights into the community. Thinking again about African American residents of the county, I'd like to ask a couple of questions about other people who are active in the community.

19. If you were trying to solve a problem or deal with an issue affecting the African American community, whom would you involve? (For example, which agencies or individuals?)

20. Whom would you recommend that we talk to in order to gain an even better understanding of the strengths and concerns of the African American community?
    a. How would their opinions and/or views be helpful for us to hear?
    b. Would you be willing to ask permission for our team to contact that person? (**Give and explain Permission to Contact form**)

Recommendations for Community Forum

We will host a community forum in April 2008 where we will share the information we have gathered during the community assessment. This forum will be planned with the help of a community advisory board. It is designed to bring people in Rockingham County together (community members and service providers alike) to discuss the issues that are important to African American citizens. We hope this event will result in the pooling of resources and be a step towards finding solutions to some of the challenges that have been shared.

21. Would you be interested in participating in this event?
    [IF YES] May we contact you later with additional information about the forum?
    a. What is the best way for us to reach you? **[Get contact info]**

22. What do you think we could do to attract the most people to the forum? (Probe about time, place, publicity, door prizes, special activities.)

23. Can you recommend any groups or individuals who have planned successful events in the past for us to contact?

Closing Questions

24. We are interested in learning more specific details about your organization and Rockingham County in general. Does your organization have any documents (such as historical documents, annual reports, or organizational charts) that you would be willing to share with us?

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

26. May we contact you in the future if we have any further questions?

Again, thank you for your time today and your willingness to share your thoughts.

Appendix C2: Community Member Interview Guide

Community Member Interview Guide

Introduction: *Hello Mr./Mrs./Ms. _____. Thank you for agreeing to participate in this interview. My name is _____ and as you may know we are with the AOCD (Action Oriented Community Diagnosis) team. This is _____, who will be taking notes and helping me during our discussion. We'll be here for about 1 to 1½ hours to talk to you about life in the African American community in _____ (Their Town/City) and Rockingham County.*

We are part of a team of five graduate students at the UNC School of Public Health working on a project to learn about the history and strengths of African American residents of Rockingham County, the challenges they face, and the needs they can address in partnership with local agencies. To obtain this information during the upcoming months, we will be compiling available statistics, participating in local meetings and events, and interviewing service providers and community members.

Here is a fact sheet that describes this project and what we are asking you to do **[Hand out fact sheet.]** To summarize: Your participation is voluntary. You may choose to not answer any question or to end the interview at any time. Your participation is also confidential. Your name or any other identifying factors (like your race/ethnicity or sex) will not be directly linked with your responses, and we will not share your name or identity with anyone outside of our team (there are ___ additional team members who are not here right now).

We will take notes and use a recorder during this interview. The recording will be used solely for the purpose of recalling and collecting information. After we have finished using the audio file for the requirements of our class, it will be destroyed.

Ground Rules
If you feel uncomfortable answering any questions, please let me know. If at any time you would like to end the interview, please let me know. Again, we appreciate your time.

Interview
I'd first like to share a few things to keep in mind throughout the interview:
1. Please speak in a voice as loud as mine (due to the recorder).
2. There are no wrong answers, just different opinions.
3. Everything said is confidential and will not be linked to you in any way.
4. If you have any concerns about this project, or your rights as a participant in this project, do not hesitate to contact us. Our contact information is provided on the fact sheet and here is our business card.

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

We would also like to ask you to fill out a brief demographic survey. [**Hand out survey**.]

Questions?
Do you have any questions about anything I've said?
Do I have your permission to record this interview? **[Turn on recorder.]**
Do I have your permission to continue with this interview?

Neighborhood and Community

First, we would like to hear your opinion about life in _____ (Their Town/City).

1. What is it like to live in _____ (Their Town/City)? (Probes: What is the quality of life like? The pace of life? Good place raise family?)

2. How has _____ (Their Town/City) changed during the time that you've lived there? What about over the last five years?

3. How do you think other residents would describe _____ (Their Town/City)? (Probes: nice place, struggling community, etc.?)

4. For the issues we have discussed above, do you see differences between _____ (Their Town/City) and Rockingham County in general?

Now, we'd like to hear your opinion about life in _____ (Their Town/City) for African Americans.

5. Do African Americans in Rockingham County generally identify at a township or county level?

6. How would you describe the African American community in _____ (Their Town/City)? Rockingham County?

7. Do you think of yourself as a resident of _____ (Their Town/City) or in Rockingham County as a whole?

8. Within the African American community of _____ (Their Town/City) what are the groupings that exist? (Probes: religious, cultural, socioeconomic, etc.)

9. How do people of different cultures and ethnicities interact within _____ (Their Town/City)?
   a. How do African Americans interact with Whites? Hispanics? and other races?
   b. In what places and in what ways do they interact?
   c. Is there racial tension between groups?

10. What do African Americans in _____ (Their Town/City) do for a living?
   a. Is there much unemployment? What has caused this unemployment?
   b. How does the economy of Rockingham County affect the African American community?

11. What do African Americans in _____ (Their Town/City) do in their free time? (Probes: recreation, volunteer, social interactions, church)
   a. What activities are there for children?
   b. What about teens?
   c. What about for families?

d. What about for the elderly?

12. What community organizations are African American citizens actively involved in?

13. What types of organizations do African Americans turn to when they are in need of help? (Probes: unemployment, day care, health care, economic issues, homelessness)

14. How are African Americans in _____ (Their Town/City) involved in politics? In Rockingham County? (Probes: voting, attending political events, running for office)

15. How does religion influence the lives of African Americans in your community?
a. What services do churches in the area provide?

16. How do the questions about the African American community we've discussed for _____ (Their Town/City) compare to other towns in Rockingham County? How do they compare to Rockingham County in general?

Assets and Needs of the Community

Continuing to think about the African American community in _____ (Their Town/City), I'm interested to hear about your impressions of the strengths and challenges facing the community.

17. What are some of the strengths of the African American community in _____ (Their Town/City)? Which of these strengths is most important and why?

18. Which of these previous strengths can the African American community in _____ (Their Town/City) use to help address community challenges?

19. What, if any, challenges or problems do African Americans face in _____ (Their Town/City)? Which of these challenges is most important for the community to address and why? (Probes: growth, development, racism)
a. What, if anything, is currently being done to address each of these problems?
b. Could you suggest some other strategies for addressing these needs?

20. What kinds of health problems do you commonly see in the African American community in _____ (Their Town/City)? (Probes: problems they see in their family, friends, neighbors; physical health, mental health) What kinds of barriers to accessing care do you see?
a. Which health issue do you think is most important to address? Why?
b. What, if anything, is currently being done to address these problems?
c. Could you suggest some other strategies for addressing these needs?

21. What policy changes could be made to benefit African American citizens in _____ (Their Town/City)? In Rockingham County?

22. How do the questions about strengths and challenges in the African American community that we've discussed for _____ (Their Town/City) compare to other towns in Rockingham County? How do they compare to Rockingham County in general?

The Community Long-term

Thank you for that information. I just have a few more questions for you about _____ (Their Town/City).

23. What do you think _____ (Their Town/City) will be like in five to ten years?

24. What would you want _____ (Their Town/City) to be like in five to ten years?

Recommended Individuals to Interview

I want to thank you again for your willingness to talk about life in _____ (Their Town/City). We are hoping to interview more people like you who can give us insights into the community. Thinking again about the African American residents in _____ (Their Town/City) and Rockingham County in general, I'd like to ask a couple of questions about other folks who are active in the community.

25. If you were trying to solve a problem or deal with an issue affecting the African American community, whom would you involve? (Probes: agencies; individuals)

26. Who else would you recommend that we talk to in order to understand the strengths and concerns of the African American community?

a. Why do you think their opinions and views would be helpful for us to hear?

b. Would you be willing to ask permission for our team to contact that person? [**Give and explain permission to contact form**.]

Recommendations for Community Forum

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

27. Would you be interested in participating in this event?

[IF YES] May we contact you later with additional information about the forum?

a. What is the best way for us to reach you? [**Get contact info]**

28. Do you have any ideas regarding how to get people living in Rockingham County to attend? (For example, time? Place? Advertising? Door prizes? Special activities that would attract people?)

29. Can you recommend any groups or individuals who have planned a successful event in the community for us to contact?

Additional Thoughts

30. Before we conclude the interview, is there anything else that you would like to add?

Again, thank you for your time today and your willingness to share your thoughts.

Appendix C3: Focus Group Guide - Health Service Providers

Focus Group Guide: Health Service Providers

Introduction:
Hello, my name is _____, and I will be leading our focus group today. This is _____, who will be taking notes and assisting me. First, we would like to thank you for agreeing to participate in the discussion today. Your perspectives are important to us, and we appreciate your taking the time to join us. We will be here for about an hour to discuss your perspectives on health services for African Americans in Rockingham County. We are part of a team of five graduate students at the UNC School of Public Health working on a project to learn about the history and strengths of African American residents of Rockingham County, the challenges they face, and the needs they can address in partnership with local agencies. The information that we gather will be presented in April at a community forum in the hopes that it will be used to improve the health and lives of African Americans in the community.

Before we begin, I'd like to go over our consent procedures with you. *(go to consent form)*

We'd like to remind you of a few things before we get started:
• Please speak in a voice as loud as mine so that the audio recorder will pick it up.
• For clarification, throughout the session, when we say Rockingham or Rockingham County, we are referring to the entire county of Rockingham.
• Please speak both from the perspective of a service provider in your agency as well as from your knowledge of health services available in the county.
• We understand that you may not consider yourself an expert on issues related to African Americans but we simply want your perspective based on your experience as a service provider for issues that may specifically impact African Americans Rockingham County, the group our research focuses on.
• Do you have any questions before we begin?

Do I have your consent to continue with the focus group?

Do I have your consent to tape record this focus group? *(turn on recorder and wait for "yes" to be recorded)*

1. (s) Let's start by getting to know each other a little. So, please share with us your first name, the town in which you live, and the name of your favorite TV show.

2. (s) What services does your organization currently provide to African Americans in Rockingham County?

3. (s) How well are African Americans utilizing your services?

USING FLIPCHART:
4. (s) What do you think are the main health issues affecting African Americans in Rockingham County? [List all ideas generated on flipchart][When finished, if the following key health issues didn't come up, bring them up and ask if they should be included on the list: mental health, diabetes, hypertension, heart disease, obesity, dental care, teen pregnancies, substance abuse, AIDS, infant mortality/low birth weight]

5. (l) What are the health needs among African Americans in Rockingham County that are not currently being met by the services available? [List all ideas generated on flipchart] (Probes: mental health, general preventive services, adolescent repro health, pediatrics, obstetrics, geriatrics, chronic diseases, dental care, substance abuse, domestic violence)
Now we're going to vote on the top 3 unmet health needs from the list we've generated. We'll be talking in more depth about 3 of these things for the rest of this discussion. Let's prioritize which you'd like to discuss today. [Vote on top 3]

FOR EACH OF THE 3 MAIN UNMET HEALTH NEEDS IDENTIFIED:
6. (l) What is causing this unmet health need?

FOR EACH OF THE 3 MAIN UNMET HEALTH NEEDS IDENTIFIED:
7. (l) What are some strategies for addressing these causes?

8. [Only ask this question if policy issues weren't included in previous suggestions]
(l) Can you suggest any policy changes at the county or city level that would help address any of these unmet health needs?

As we wrap up, I'd just like to you remind you one more time that everyone's answers are confidential, so we would appreciate it if you would not discuss what has been shared with others outside of the focus group. If you think of anything else you feel we should know, please feel free to contact us. Our contact information is on the consent sheets we provided. And finally, thank you for your participation – we really appreciate everything you have shared with us today.

Appendix C4: Focus Group Guide - Youth

Focus Group Guide: Youth

Introduction:
Hello, my name is _____, and I will be leading our focus group today. This is _____, who will be taking notes and assisting me. We first would like to offer a big thank you for agreeing to participate in the discussion today. Your views are important to us, and we appreciate your taking the time to join us. We will be here for about an hour to discuss what it's like for you and other African Americans living in Rockingham County and on Rockingham County in general. We are part of a team of five graduate students at the UNC School of Public Health, and we are conducting a project in Rockingham County to learn about the general quality of life of the African American community. The information that we gather will be presented in April at a community meeting in the hopes that it will be used to improve the health and lives of African Americans in the community.

Before we begin, I'd like to go over our consent procedures with you. *(go to consent form)*
Do I have your consent to continue with the focus group? *(turn on recorder and wait for "yes" to be recorded)*

We'd like to remind you of a few things before we get started:
- We are interested in information you give us about yourself, but would also like to hear your perspective on the community as a whole.
- For clarification, throughout the session, when we say Rockingham or Rockingham County, we are referring to the entire county of Rockingham.
- Please speak one at a time so we can clearly record everything that's said.
- Remember there is no such thing as a right or wrong answer. Everything you have to say is important.

Do you have any questions before we begin?

First, please share with us your first name or nickname, the town where you live, and the name of your favorite breakfast cereal.

1. (s) Other than doing schoolwork, how do young people like you spend time outside of school? (Probes: clubs at school, sports, hobbies, hanging out at ____, etc.)

2. (s) What activities would you say that young folks want to be involved in that are not available right now in Rockingham County? (Probes: activities outside of school, activities in school)

3. (l) What do you believe is the biggest challenge that African American young people in Rockingham County face?

4. (l) How do you think African American young people in Rockingham County are viewed by the older generation in Rockingham County?

5. (s) Who do you view as your role model within your family or within the African American community in Rockingham County? (Probes: someone who has been successful, you admire, learn from, etc.)

6. (s) If you were having some sort of problem, who would you feel comfortable going to for help or advice? (Probes: with school, problem at home, health problem, problem with a friend)

7. (s) What are your long-term career interests? Do you plan to pursue these interests in Rockingham County?

8. (l) Out of the following options, who do you believe has the largest influence on what you do in school to take you closer to your career plans? – yourself, friends, family, someone else?

As we wrap up, I'd just like to you remind you one more time that everyone's answers are confidential, so we would appreciate it if you would not discuss what has been shared with others outside of the focus group. If you think of anything else you feel we should know, please feel free to contact us. Our contact information is on the consent sheets we provided. And finally, sincere thanks for your participation – we really appreciate everything you have shared with us today.

Appendix C5: Service Provider Fact Sheet/Oral Consent Form

Action-Oriented Community Diagnosis Interview Fact Sheet and Oral Consent Guide: Service Provider

WHAT IS THIS PROJECT ABOUT?

We are part of a five person graduate student team from the UNC School of Public Health conducting an Action-Oriented Community Diagnosis (AOCD) as part of our class requirement. The purpose of our AOCD project is to better understand the lives of the African American community in Rockingham County. You are being asked to participate because we want to gain your perspective on the community's strengths and challenges. This is one of many interviews we will be conducting from January to March 2008. The findings from these interviews will be shared at a community forum to be held here in Rockingham County in April. The results will also be used by the Health Department in their community health assessment. If you have any questions, please contact our graduate student team, toll free at 1-866-610-8272, or by e-mail (Rockingham08@gmail.com). You may also contact our instructor, Kate Shirah, by calling, collect if you wish, (919) 966-0057 with questions.

WHAT WILL I BE ASKED TO DO?

You will be asked a series of questions. There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. If you don't feel comfortable answering a question or don't have an opinion, just let us know. We are interested in your perspective as a service provider in Rockingham County, so please keep that perspective in mind during the discussion.

We estimate that it will take about 1 to 1 1/2 hours of your time to complete the interview. Your participation in the interview will be one-time only. During this discussion we will take notes on paper. If you have no objections, we will also record the discussion to make sure we do not miss anything. Only our five group members will listen to the audio file. Afterwards, the file will be erased. You can

ask for the recorder to be turned off at any time during the discussion. We ask that you talk in a voice at least as loud as mine.

WHAT ARE THE RISKS OF MY PARTICIPATION?
You are not likely to experience any risks by participating in this study, as we will be asking you general questions about life in Rockingham County. However, some questions, such as those about problems or needs in the community, may cause you to feel uncomfortable. Therefore, you can skip over any questions which you do not wish to answer. We also understand that some of your answers could impact your employment or standing within the community. Therefore, we will keep your answers confidential.

ARE THERE ANY COSTS?
There will be no costs to you for participating, except for time spent in the interview.

WHAT ARE THE BENEFITS OF PARTICIPATING?
You will not be paid for your participation in this interview. However, your opinions will contribute to a better understanding of life for African Americans in Rockingham County. Although you may not experience any direct benefits, your participation may be beneficial to community improvement efforts. Your decision whether or not to participate in this project will not affect your relationship with UNC or any of its affiliates.

YOUR RIGHTS AND CONFIDENTIALITY
Your participation is voluntary, which means that you do not have to participate if you don't want to. You have the right to withdraw your consent or stop your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time. To protect your privacy, your replies will remain confidential. That is, your name will not be linked in any way with what you have said in this interview. The only people who have access to the data are members of the student team. Other identifying information such as your ethnicity, sex, and number of years residing in or working in Rockingham County may be obtained throughout the interview. This information will only be used for summarizing data and will not be linked to any statements you have made.

The audio file will be stored on a secure, password-protected server at the UNC School of Public Health. The file will be erased after data has been summarized (no later than June 1, 2008).

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

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

If you wish to withdraw from the project or have any questions, contact:
Rockingham County Student Team
c/o Alrick Edwards
UNC School of Public Health
Department of Health Behavior and Health Education
Campus Box 7440
Chapel Hill, NC 27599-7440
Rockingham08@gmail.com
Toll free: 1-866-610-8272

AGREEMENT STATEMENTS

Do we have your permission to audio record the interview?
Do we have your permission to continue with the interview?

Appendix C6: Community Member Fact Sheet/Oral Consent Form

Action-Oriented Community Diagnosis Interview Fact Sheet and Oral Consent Guide: Community Member

WHAT IS THIS PROJECT ABOUT?

We are part of a five person graduate student team from the UNC School of Public Health conducting an Action-Oriented Community Diagnosis (AOCD) as part of our class requirement. The purpose of our AOCD project is to better understand the lives of the African American community in Rockingham County. You are being asked to participate because we want to gain your perspective on the community's strengths and challenges. This is one of many interviews we will be conducting from January to March 2008. The findings from these interviews will be shared at a community forum to be held here in Rockingham County in April. The results will also be used by the Health Department in their community health assessment. If you have any questions, please contact our graduate student team, toll free at 1-866-610-8272, or by e-mail (Rockingham08@gmail.com). You may also contact our instructor, Kate Shirah, by calling, collect if you wish, (919) 966-0057 with questions.

WHAT WILL I BE ASKED TO DO?

You will be asked a series of questions. There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. If you don't feel comfortable answering a question or don't have an opinion, just let us know. We are interested in your perspective as a community member in Rockingham County, so please keep that perspective in mind during the discussion.

We estimate that it will take about 1 to 1 ½ hours of your time to complete the interview. Your participation in the interview will be one-time only. During this discussion we will take notes on paper. If you have no objections, we will also record the discussion to make sure we do not miss anything. Only our five group members will listen to the audio file. Afterwards, the file will be erased. You can

ask for the recorder to be turned off at any time during the discussion. We ask that you talk in a voice at least as loud as mine.

WHAT ARE THE RISKS OF MY PARTICIPATION?
You are not likely to experience any risks by participating in this study, as we will be asking you general questions about life in Rockingham County. However, some questions, such as those about problems or needs in your community, may cause you to feel uncomfortable. Therefore, you can skip over any questions which you do not wish to answer. We also understand that some of your answers could impact your standing within the community. Therefore, we will keep your answers confidential.

ARE THERE ANY COSTS?
There will be no costs to you for participating, except for time spent in the interview.

WHAT ARE THE BENEFITS OF PARTICIPATING?
You will not be paid for your participation in this interview. However, your opinions will contribute to a better understanding of life for African Americans in Rockingham County. Although you may not experience any direct benefits, your participation may be beneficial to community improvement efforts. Your decision whether or not to participate in this project will not affect any services rendered to you in the community or your relationship with UNC or any of its affiliates.

YOUR RIGHTS AND CONFIDENTIALITY
You participation is voluntary, which means you do not have to participate if you don't want to. You have the right to withdraw your consent or stop your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time. To protect your privacy, your replies will remain confidential. That is, your name will not be linked in any way with what you have said in this interview. The only people who have access to the data are the members of the student team. Any identifying information such as your age, ethnicity, sex, and number of years residing in Rockingham County may be obtained throughout the interview. This information will only be used for summarizing data and will not be linked to any statements you have made.

The audio file will be stored on a secure, password-protected server at the UNC School of Public Health. The file will be erased after data has been summarized (no later than June 1, 2008).

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

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

If you wish to withdraw from the study or have any questions, contact:
Rockingham County Student Team
c/o Alrick Edwards
UNC School of Public Health
Department of Health Behavior and Health Education
Campus Box 7440
Chapel Hill, NC 27599-7440
Rockingham08@gmail.com
Toll free: 1-866-610-8272

AGREEMENT STATEMENTS

Do we have your permission to audio record the interview?
Do we have your permission to continue with the interview?

Appendix C7: Health Service Provider Focus Group Fact Sheet/Written Consent Form

WHAT IS AOCD? AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social, economic, and health experiences of individuals who live in your community. The purpose is to better understand existing needs and services available to African American residents of Rockingham County.

WHAT IS A FOCUS GROUP?
A focus group is a one-time meeting of 6-8 service providers like you who will share their ideas and opinions about the Rockingham County community. You are invited to participate in a focus group because we want your ideas, experiences, and opinions about providing services in Rockingham County, and to learn about issues African American residents face.

Some example questions include:

- What services does your organization currently provide to African Americans in Rockingham County?
- What do you think are the main health issues affecting African Americans in Rockingham County?
- What are the health needs among African Americans in Rockingham County that are not currently being met by the services available?

WHAT WILL YOU BE ASKED TO DO?
You are asked to take part in an AOCD Health Service Providers focus group. If you choose to take part, you and other providers will participate in groups of 6-8 for 60 minutes with student moderators from the UNC School of Public Health. In a focus group, you will have an opportunity to give your perspective of services available in Rockingham County.

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

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?
You will have an opportunity to share your thoughts about your experiences in the Rockingham County community. You will not be paid for participating in the focus group, but refreshments will be provided during the session. There are no costs for participating in the study other than your time spent during the focus group. Participation is completely voluntary.

WHAT WILL WE DO WITH THE FOCUS GROUP INFORMATION?
The focus groups will be held at local a school, library, or other community setting in Rockingham County, but will be in private rooms to assure privacy and prevent others not participating in the group from overhearing the discussion. With your permission, we will take notes and use a tape recorder during the focus group. Only members of our group will moderate the focus group and listen to tapes.

You have the right to refuse to answer any question or stop the audio tape at any time. The notes and audiotapes will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2008 at the conclusion of the study.

Our team will summarize information that we have gathered from all focus groups as well as interviews throughout the community, and present our findings to the community both in writing and through a community forum. All members of the Rockingham County African-American community will be invited to attend.

WILL OTHER PEOPLE KNOW THAT I TOOK PART IN THE AOCD FOCUS GROUP?
No. Your name will never be used in connection with your comments made in the focus group. Everything said in the group will remain confidential, and you must agree to maintain that confidentiality by not repeating to other people what we talked about or who participated in the group.

DO I HAVE TO TAKE PART IN THE AOCD FOCUS GROUP?
No. You do not have to take part if you do not want to. Also, you do not have to answer any of the questions asked during the focus group. You can stop taking part in the focus group whenever you want to.

Whether or not you participate in the focus group will have no effect on services obtained in the community or any relationship with the University of North Carolina at Chapel Hill.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?
There are few known risks of participating in this project. You may feel uncomfortable talking about what it is like as a service provider in this community. You will be reminded several times that you are not required to discuss any issues that make you feel uncomfortable.

WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?
This is a student project conducted under the supervision of our instructor Kate Shirah. If you ever have questions about this project, please call our team toll-free at 1-866-610-8272. You can also contact Kate at her office at the UNC – School of Public Health. The number is (919) 966-0057. You can also call collect if necessary.

Agreement Statement:
If you agree to participate in this focus group, please sign and date this form and return it to _____by _____.

By signing this consent form, I give my permission to participate in a focus group that is a part of UNC-Chapel Hill School of Public Health's Action-Oriented Community Diagnosis (AOCD) in Rockingham County. I have read and understand the information presented in this consent form explaining the Rockingham County AOCD and the focus group portion of this project. If I decide not to have my information used, I will tell you in writing.

_____
(Your name, please print)

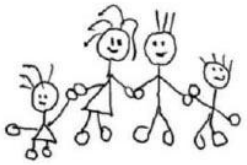
_____
(Your signature and date)

Thank you!
This focus group will take place at _____ on the date _____

UNC SCHOOL OF PUBLIC HEALTH

Would you like to participate in an AOCD Focus Group?

Consent Form for:
Health Service Providers who participate in an AOCD Focus Group



Appendix C8: Youth Focus Group Fact Sheet/Written Consent Form

WHAT IS AOCD? AOCD means Action-Oriented Community Diagnosis. AOCD is a research assessment designed to understand the cultural, social, economic, and health experiences of individuals who live in your community. The purpose is to better understand existing needs and services available to African American residents of Rockingham County.

WHAT IS A FOCUS GROUP?
A focus group is a one-time meeting of 6-8 service providers like you who will share their ideas and opinions about the Rockingham County community. You are invited to participate in a focus group because we want your ideas, experiences, and opinions about providing services in Rockingham County, and to learn about issues African American residents face.

Some example questions include:

- What services does your organization currently provide to African Americans in Rockingham County?
- What do you think are the main health issues affecting African Americans in Rockingham County?
- What are the health needs among African Americans in Rockingham County that are not currently being met by the services available?

WHAT WILL YOU BE ASKED TO DO?
You are asked to take part in an AOCD Health Service Providers focus group. If you choose to take part, you and other providers will participate in groups of 6-8 for 60 minutes with student moderators from the UNC School of Public Health. In a focus group, you will have an opportunity to give your perspective of services available in Rockingham County.

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

WHAT WILL YOU GET OUT OF BEING IN THIS PROJECT?
You will have an opportunity to share your thoughts about your experiences in the Rockingham County community. You will not be paid for participating in the focus group, but refreshments will be provided during the session. There are no costs for participating in the study other than your time spent during the focus group. Participation is completely voluntary.

WHAT WILL WE DO WITH THE FOCUS GROUP INFORMATION?
The focus groups will be held at local a school, library, or other community setting in Rockingham County, but will be in private rooms to assure privacy and prevent others not participating in the group from overhearing the discussion. With your permission, we will take notes and use a tape recorder during the focus group. Only members of our group will moderate the focus group and listen to tapes.

You have the right to refuse to answer any question or stop the audio tape at any time. The notes and audiotapes will be stored in a locked cabinet at the School of Public Health and will be destroyed in May 2008 at the conclusion of the study.

Our team will summarize information that we have gathered from all focus groups as well as interviews throughout the community, and present our findings to the community both in writing and through a community forum. All members of the Rockingham County African-American community will be invited to attend.

WILL OTHER PEOPLE KNOW THAT I TOOK PART IN THE AOCD FOCUS GROUP?
No. Your name will never be used in connection with your comments made in the focus group. Everything said in the group will remain confidential, and you must agree to maintain that confidentiality by not repeating to other people what we talked about or who participated in the group.

DO I HAVE TO TAKE PART IN THE AOCD FOCUS GROUP?
No. You do not have to take part if you do not want to. Also, you do not have to answer any of the questions asked during the focus group. You can stop taking part in the focus group whenever you want to.

relationship with the University of North Carolina at Chapel Hill.

WHAT ARE THE RISKS OF TAKING PART IN THIS PROJECT?
There are few known risks of participating in this project. You may feel uncomfortable talking about what it is like to be an adolescent in this community. You will be reminded several times that you are not required to discuss any issues that make you feel uncomfortable.

WHO IS IN CHARGE OF THIS PROJECT? HOW CAN I CALL THEM?
This is a student project conducted under the supervision of faculty advisor Kate Shirah. If you ever have questions about this project, please call Kate at her office at the UNC School of Public Health. The number is (919) 966-0057. You can also call collect if necessary. If you have any particular questions to the student team you can call us toll-free at 1-886-610-8272.

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

If you are interested in participating in the AOCD Youth Focus Group, **please read the following agreement statement very carefully.** Then please sign and date this form and bring it to an AOCD Coordinator. You will get a copy of the form for your own records.

This project has been approved by the UNC-CH School of Public Health Institutional Review Board (IRB).

Agreement Statement:
If you agree to participate in our youth focus group, please sign and date this form and return it to
_____by _____.

By signing this consent form, I give my permission to participate in a youth focus group that is a part of UNC-Chapel Hill School of Public Health's Action-Oriented Community Diagnosis (AOCD) in Rockingham County. I have read and understand the information presented in this consent form explaining the Rockingham County ACOD and the youth focus group portion of this project. If I decide not to have my information used, I will tell you in writing.

_____
(Your name, please print)

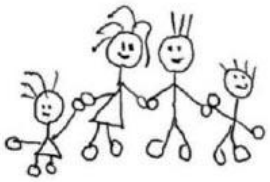
_____
(Your signature and date)

Thank you!
This focus group will take place at _____ on the date _____

UNC SCHOOL OF PUBLIC HEALTH

Would you like to participate in an AOCD Youth Focus Group?

Assent Form for:
Youth who participate in an AOCD Focus Group



Appendix C9: Permission to Contact Form

Permission to Contact Form

Thank you for being a part of our Action-Oriented Community Diagnosis project with the African American community in Rockingham County! The information you have given us will help us write a report about the strengths and challenges of the African American community in Rockingham County. We hope that the report will help Rockingham County use its great strengths to address its challenges and to make the community a better place for African Americans to live.

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

1. Please contact the person or persons whom you think we should interview. Tell them why we want to talk with them. Please tell them:

"A team of five graduate students from the UNC School of Public Health is conducting a project to better understand the African American community in Rockingham County including: its members, community health, and general quality of life.

The students are interested in contacting people to participate in an interview for their project and would be interested in learning from your knowledge of the African American community in Rockingham County.

They will report the information that people give them at a community forum and hope that it will be used to improve the health and the quality of life of African Americans in Rockingham County. After you talk with the student team, they will not use your name or connect you with the information included in the report.

Additionally, if you agree to be contacted by the student team, you will receive further information about the project and will have the opportunity to decide whether or not you wish to participate. Once the student team contacts you, I will not know whether or not you decide to participate. May I have your permission to give your name and contact information to them, and if so, what is the best way for them to get in touch 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 ever like to call us, please feel free to call our toll free phone number at school and leave us a message. The number is 1-866-610-8272. Thank You!

Appendix C10: Demographic Information Form

ID#_____

Demographic Information

To ensure that we hear from a variety of perspectives, we would like to gather data on the people we interview. The following questions are for this purpose. Please note that you are not required to answer these questions.

1) Sex
- ☐ male
- ☐ female

2) Age
- ☐ under 18
- ☐ 18-24
- ☐ 25-34
- ☐ 35-44
- ☐ 45-54
- ☐ 55-65
- ☐ Over 65

3) Current Marital/Partnership Status
- ☐ single
- ☐ married or living with significant other
- ☐ divorced or separated
- ☐ widowed

4) Do you have family living in Rockingham County? Please check all that apply:
- ☐ children
- ☐ parent(s)
- ☐ grandparent(s)
- ☐ other

5) What is the highest level of education you have completed?
- ☐ grammar school
- ☐ high school diploma or GED
- ☐ some college
- ☐ bachelor's degree
- ☐ graduate degree

6) Are you currently employed?
- ☐ yes
- ☐ no

7) Town/City of Residence _____

8) How long have you lived in your town? _____ in Rockingham County? _____

9) How would you describe your race/ethnicity? _____

Appendix D1: Forum Publicity Flyer

Community Dialogue for Change

Rockingham County African Americans

When: Monday April 14, 2008 at 6pm

Where: Zion Baptist Church
807 Piedmont Street
Reidsville, NC 27320

Purpose: To come together, pool resources, and brainstorm possible solutions to issues concerning the African American community, such as:

Education
Economic Development
Youth Opportunities
Access to Health Care

ALL CONCERNED CITIZENS ARE INVITED

Light Dinner, Entertainment & Prizes!

Childcare provided for attendees.

To RSVP, call toll free (866) 610-8273 or (336) 342-8445

ROCKINGHAM COUNTY HEALTHY CAROLINIANS

UNC SCHOOL OF PUBLIC HEALTH

Appendix D2: Forum Program

Community Dialogue for Change

Rockingham County African Americans

Monday April 14, 2008
6:00 - 8:30 pm

Zion Baptist Church
807 Piedmont Street
Reidsville, NC 27320

SCHEDULE OF EVENTS

6:00 Registration Begins

6:15 Welcome and Introductions
- Carrie Meier, JoAnn Whetsell

6:20 Blessing of the Food & Dinner
- Reverend Michael Long

6:25 Entertainment - Purcell family & Rochelle Tucker
First Raffle Drawings

6:35 Presentation of the Findings - Student Team

6:50 Community Member Remarks
- Nicole Crews Penn

6:55 Transition to breakout sessions

7:00-8:00 Break-out Sessions

8:00 Dessert & Presentation of Action Steps

8:15 Final Raffle Drawings

8:20 Recognition of Community Advisory Committee & Preceptors - Student Team

8:25 Acknowledgements & Closing Remarks
- Debbie Mason & Perry Graves

GREETINGS!

Welcome to "Community Dialogue for Change." We are a team of five graduate students from the UNC Chapel Hill School of Public Health. We have been working with the African American community in Rockingham County for the past six months in order to better understand the lives of African Americans in the county. Our project is called an "Action-Oriented Community Diagnosis" (AOCD).

Thirty-three people participated in our research. Through these interviews and focus groups with community members and service providers we have learned about the strengths and challenges facing the African American community. We will be talking about five of the themes we identified today.

We are excited that you are here today. We hope that you will use this opportunity to talk about solutions in order to make positive changes in your community.

Sincerely,

Alrick Edwards, Ann Gottert, Carrie Meier, Elizabeth Stoioff, JoAnn Whetsell

ROCKINGHAM COUNTY HEALTHY CAROLINIANS

UNC SCHOOL OF PUBLIC HEALTH

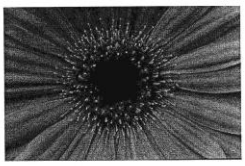
ABOUT AOCD

What is an Action-Oriented Community Diagnosis (AOCD)?
An AOCD is a process through which a team works with community members and service providers to identify community strengths and challenges. Information is gathered from interviews, focus groups, and background data to better understand a community.

What is a community forum?
A community forum is a meeting where people come together to celebrate their shared strengths and to create action steps to address challenges that were identified during the AOCD process.

Why action steps?
Action steps are specific and realistic changes that can be made to achieve a goal the community has set. Creating action steps is the first phase of community change. It involves the community coming together to discuss common topics of concern and identify possible solutions.

COMMUNITY STRENGTHS



- Churches, the faith community, and spirituality
- Representation in local government and strong leadership capacity
- Friendly people and close-knit community who help one another
- Ability to rally around causes
- Strong sense of family
- Desire to improve living situation
- Variety of services available to help those in need
- School system dedicated to improving its service to children

DISCUSSION GROUPS

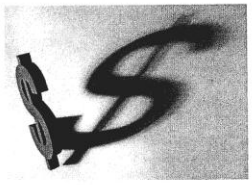
We will divide into five different discussion groups to talk more about specific topics. The purpose of these groups is to develop action steps that will allow the community to move forward on important issues.

1. Employment
2. Attitudes Towards Education
3. Guidance for Youth
4. Racial Discrimination
5. Preventive Health Care

Employment

"Most African Americans have had to work outside the county because of layoffs in tobacco and textile, which were prominent industries 15 years ago. The unemployment rate in Rockingham County is lower than several years ago, but we always need more industry to help our tax base so we can have better schools, resources, amenities, health care, and just an overall better county." ~ *Service provider*

"Economy-wise, they need to get some jobs in here that people can do...that's going to have a fair wage, not the minimum wage. Cause you just can't make it on that. You know, they're the working poor...how are you gonna try to keep your head above the water? Cause the water's already at your chin." ~ *Community member*



Theme: **The lack of job opportunities for African Americans within the county is a concern. This affects both adults who have lost jobs and youth seeking jobs.**

Attitudes Towards Education

"There's no such thing as a standardized curriculum because there's no such thing as a standardized child. Every child is different, every child brings something special to the table. We just have to be smart enough to recognize it and I think we need to start doing that a lot more here and everywhere else. " ~ *Service provider*

"They just think we're really bad kids. That's what I feel like. A lot of people just seem to give up on us. 'Cause at other high schools, it seems like teachers and parents seem excited about their school. But when it comes to [our school], nobody really seems to care."
~ *Young person*

Theme: **There is concern that education is not a priority in the county, as seen by high drop out rates and not enough students going to college.**

Guidance for Youth

"I think from what I've seen in the African American community, the majority of the young people are struggling; they do not have the guidance at home to go in the right direction." ~ *Service provider*

"I think we all have to share the responsibility in the community. It's just not the children going astray, it's the adults allowing the children to go astray. Because most of 'em want the same thing that everybody else wants - and that's to know that they're loved." ~ *Community member*

Theme**: Too many African American youth, especially young men, lack positive guidance for their futures.**

Racial Discrimination

"I see a lot of things that's not fair...jobs, when you go out into the place of business, when you look around we are very few. And I mean, very few. And when you go to apply, they're not hiring. And when you go back to check on your application you see new people, but not people that look like me. ~ *Community member*

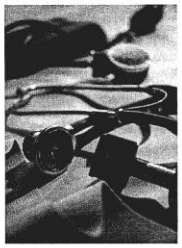
"To this day, we still have problems borrowing money. And I don't think the system should just give us this and that. [But when] you go to borrow money, it looks like it takes them so long to loan you any money. As an African American, it's 'oh you've got good credit, your credit score is almost 800...' 'Well, give me the money.' 'Well, we're still working on this and doing this and this.' When they get through it you're just almost ready to give up."
~ *Community member*

Theme: **Community members noted various ways in which racial discrimination happens in the county, such as differences in pay, ability to get loans, and treatment of students.**

Preventive Health Care

"We don't follow wellness checkups - we don't do that as much as we should. Most of the time Black Americans don't go to the doctors unless they're sick. It's preached out there but they aren't using that as much." ~ *Service provider*

"What's frustrating me as a professional and just as a citizen is that we have people coming in with debilitating illness and disability because they had a very treatable problem that was not treated because they didn't have access to health care." ~ *Service provider*



Theme: **Low use of preventive health care services for conditions such as diabetes and high blood pressure leads to an increased need for treatment and poor health.**

ABOUT OUR COLLABORATORS

Rockingham County Healthy Carolinians

Rockingham County Healthy Carolinians is a community-based partnership to improve the health of Rockingham County residents. The partnership brings together community members, leaders and organizations to address priority health issues.

Contact: Debbie Mason, (336) 342-8445, dmason@co.rockingham.nc.us, www.co.rockingham.nc.us/rchc

Rockingham County Department of Public Health

The mission of the Rockingham County Board of Health is to build foundations for good health in the community by the adoption and enforcement of policies and regulations necessary to protect and promote the health and wellbeing of the citizens of Rockingham County.

Contact: (336) 342-8180, www.co.rockingham.nc.us/Publichealth

UNC Chapel Hill School of Public Health, Department of Health Behavior and Health Education

The Department of Health Behavior and Health Education aims to understand the social and behavioral determinants of health problems through its work in health communication, interpersonal and social processes, and community engagement.

Contact: (919) 966-3761, www.sph.unc.edu/hbhe

THANK YOU TO ALL OF OUR CONTRIBUTORS!

All About Flowers & Gifts
Carolina Apothecary
County Line Auto Sales & Service
Domino's Pizza
Golden Corral
Home Savings Bank
Lowes Foods
Mayflower Restaurant
OK Cleaners
Pelham Transportation Corporation
Perkins Professional Daycare
Perry Graves
Portia Parrish
Reidsville Florist
Reidsville Lanes
Rockingham Community College
Sagebrush Steakhouse

THANK YOU!

We would like to thank all the members of our Community Advisory Committee for their dedication and hard work that helped make this forum possible.

Perry Graves **Ruth Mitchell** **Leanna Lawson**
Portia Parrish **Debbie Mason** **Elretha Perkins**

Thank you to **Pastor Michael Long** and Zion Baptist Church for hosting the Community Dialogue for Change forum.

Thank you to **Nicole Crews Penn** for her thoughtful contribution to this project.

Many, many thanks to the **service providers and community members** who were kind enough to take the time to share their thoughts and perspectives for this project.

CONTACT INFORMATION

Instructor, UNC-Chapel Hill School of Public Health
Kate Shirah, MPH (919) 966-0057, Kate_Shirah@unc.edu

Preceptors
Debbie Mason, Rockingham County Healthy Carolinians
Katrina White, Rockingham County Dept. of Public Health

Graduate Student Team, UNC School of Public Health
Alrick Edwards, Ann Gottert, Carrie Meier,
Elizabeth Stoioff, JoAnn Whetsell
Rockingham08@gmail.com

Full report will be available online in July at:
http://www.hsl.unc.edu/phpapers/phpapers.cfm

Appendix D3: Forum Press Release

UNC SCHOOL OF PUBLIC HEALTH

ROCKINGHAM COUNTY HEALTHY CAROLINIANS

Press Release - Rockingham County African American Community's "Community Dialogue for Change" Event

Wentworth, North Carolina – A team of five graduate students from the University of North Carolina – Chapel Hill School of Public Health, in partnership with the Rockingham County Healthy Carolinians Initiative, is conducting a community assessment of life for African Americans in Rockingham County. Since October 2007, the team has attended various community events in order to gain a better understanding of life in Rockingham County.

Debbie Mason and Katrina White of Rockingham County Healthy Carolinians are serving as the team's preceptors. These individuals provide the team with guidance and advice as the team's community assessment progresses. Community members Perry Graves, Leanna Lawson, Ruth Mitchell, and Elretha Perkins also advise the team.

The student team has interviewed over 25 service providers and community members in order to gain a better understanding of the African American community in Rockingham County. The team has discovered numerous community strengths, as well as common areas of concern such as education, economic development, youth opportunities, and access to affordable health care. According to community members and service providers, addressing these issues could help to improve the quality of life for members of this community.

On Monday, April 14, 2008 from 6:00 – 8:30 p.m., the students will host a community forum entitled "Community Dialogue for Change" at the Zion Baptist Church Fellowship Hall (807 Piedmont St. in Reidsville). This event is a community event open to all concerned citizens where light dinner will be and prizes will be awarded. It will be an opportunity for service providers and community members to come together, pool resources, and brainstorm possible solutions to the concerns identified through the process. The Rockingham County Healthy Carolinians Initiative is proud to be a part of this project and believes that the forum is an important step in increasing dialogue around important issues affecting African Americans in the county.

Appendix D4: Fundraising Letter

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

SCHOOL OF PUBLIC HEALTH

DEPARTMENT OF HEALTH BEHAVIOR
AND HEALTH EDUCATION

302 ROSENAU HALL
CAMPUS BOX 7440
CHAPEL HILL, NC 27599-7440

T 919.966.3761
F 919.966.2921
www.sph.unc.edu/hbhe

March 24, 2008

Dear Rockingham County Business Owner,

Greetings from the University of North Carolina – Chapel Hill! We are a team of 5 graduate students in the School of Public Health working in partnership with the Rockingham County Healthy Carolinians to highlight some of the strengths and challenges of Rockingham County African Americans. We are fortunate enough to have spent some time attending Rockingham County events, interviewing local community members and service providers, and visiting local restaurants, and stores.

On Monday, April 14, 2008 from 6-8:30 p.m. we will be presenting the results of our assessment at a community forum hosted at the Zion Baptist Church in Reidsville. We will be inviting local businesses such as yours, African American community, service providers, and the general community.

We hope that you will support us in our efforts through a contribution of your choosing.

We are requesting a donation (in-kind or monetary) from your business. Our team is using donations to host the community forum. For example, we hope our donations assist us with advertisement, event programs, decorations, and door prizes for local residents attending the event. We will also have a list of donors present at the forum to give you recognition. This undoubtedly will generate even more goodwill in your community and publicly credit your organization as a generous one.

Your donation is eligible for a tax deduction. The Federal Tax ID number for UNC-Chapel Hill is 56-600-1393. Should you have any questions, please do not hesitate to leave us a message by calling (919) 966-3919 or toll-free at (866) 610-8272. Please select option 3 (Rockingham County) when calling our team number.

We thank you for your donation, and hope you can join us on April 14!

Most Sincerely,

Carrie Meier & Alrick S Edwards
Community Forum Planning Committee, Co-Chairs

Appendix D5: Invitation Letter

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

SCHOOL OF PUBLIC HEALTH

DEPARTMENT OF HEALTH BEHAVIOR
AND HEALTH EDUCATION

302 ROSENAU HALL
CAMPUS BOX 7440
CHAPEL HILL, NC 27599-7440

T 919.966.3761
F 919.966.2921
www.sph.unc.edu/hbhe

April 7, 2008

Dear Rockingham County Project Participant,

Greetings from the University of North Carolina – Chapel Hill! As you know, our team of 5 graduate students in the School of Public Health has been working in partnership with the Rockingham County Healthy Carolinians to highlight some of the strengths and challenges of Rockingham County African Americans. We are fortunate enough to have spent some time attending events in the county and interviewing local service providers and community members such as you.

On Monday, April 14th from 6-8:30 p.m. we will be presenting the results of our assessment at a community forum hosted at Zion Baptist Church in Reidsville. Service providers, African American community members, and the general community are invited. We hope you will come and continue being part of the dialogue.

Please see the enclosed flyer for more information about the forum. Should you have any questions, please do not hesitate to leave us a message by calling (919) 966-3919 or toll-free at (866) 610-8272. Please select option 3 (Rockingham County) when calling our team number.

Thank you again for your past participation in our project. We hope you can join us on April 14!

Most sincerely,
Carrie Meier & Alrick S. Edwards
Community Forum Planning Committee, Co-Chairs

Appendix D6: Church Invitation Letter

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

SCHOOL OF PUBLIC HEALTH

DEPARTMENT OF HEALTH BEHAVIOR
AND HEALTH EDUCATION

302 ROSENAU HALL
CAMPUS BOX 7440
CHAPEL HILL, NC 27599-7440

T 919.966.3761
F 919.966.2921
www.sph.unc.edu/hbhe

April 2, 2008

Dear Rockingham County Congregation,

Greetings from the University of North Carolina – Chapel Hill! We are a team of 5 graduate students in the School of Public Health working in partnership with the Rockingham County Department of Public Health and Healthy Carolinians to highlight some of the strengths and challenges of Rockingham County African Americans.

We have interviewed over 25 service providers and community members in order to gain a better understanding of the African American community in Rockingham County. The team has discovered numerous community strengths, as well as common areas of concern such as education, economic development, youth opportunities, and access to affordable health care. According to community members and service providers, addressing these issues could help to improve the quality of life for members of this community.

On Monday, April 14, 2008 from 6-8:30 p.m. we will be presenting and discussing the results of our assessment at a community forum hosted by Zion Baptist Church in Reidsville. We will be inviting local churches such as yours, African American community members, service providers, and the general community.

We hope that you will support us in our efforts by:

- **attending the forum**
- **announcing the event in your bulletin or service**
- **contributing food to be served at the event**

We are requesting a donation from your church to supplement other food donations from local businesses and community organizations. All organizations who provide donations will receive recognition at the event.

Should you have any questions, please do not hesitate to leave us a message by calling (919) 966-3919 or toll-free at (866) 610-8272. Please select option 3 (Rockingham County) when calling our team numbers.

We thank you for your donation and hope that you can join us on April 14!

Most Sincerely,
Carrie Meier & Alrick S Edwards
Community Forum Planning Committee, Co-Chairs

Appendix D7: Forum Evaluation Form

Please Provide Your Feedback!

We are interested in getting your feedback on the forum. Please fill out this brief questionnaire and return it to the marked box on the registration table. Thank you!!!

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. The presentation by the student team was informative.	☐	☐	☐	☐	☐
2. It was useful to hear the action steps from each of the small group discussions.	☐	☐	☐	☐	☐
3. At the community forum, I developed personal and/or professional connections with other people (service providers and/or community members).	☐	☐	☐	☐	☐
4. I feel the forum appropriately presented the issues facing African Americans in Rockingham County.	☐	☐	☐	☐	☐
5. After the community forum, I have a better understanding of the strengths and challenges facing African Americans in Rockingham County.	☐	☐	☐	☐	☐
6. After the community forum, I feel empowered to actively improve the quality of life for African Americans in Rockingham County.	☐	☐	☐	☐	☐
7. I feel that this gathering has provided me with opportunities to become more involved in Rockingham County.	☐	☐	☐	☐	☐
8. I feel that my voice was represented here today.	☐	☐	☐	☐	☐
9. I am glad I attended this community forum.	☐	☐	☐	☐	☐

10. Which small group did you participate in today? (please check one) □ Employment □ Attitudes Towards Education □ Guidance for Youth □ Racial Discrimination □ Preventive Health Care	11. Do you plan to participate in following up on the action steps we created tonight? Yes ☐ No ☐ 12. Did you participate in an interview or focus group with the student team? Yes ☐ No ☐
13. What were the best things about the forum? (Please continue on back)	
14. What could have made the forum better? (Please continue on back)	
15. Other comments? (Please continue on back)	

Appendix D8: Forum Evaluation Results

"This was good… Hope that the energy/dream won't die!" ~ Forum attendee

Data from the sixty-six forum attendees who completed and returned the evaluation form were analyzed in the statistical analysis software program SAS 9.1. The data showed that views of the event were generally very positive – 98% were glad they had attended. Eight-six percent (86%) agreed that after the forum they had a better understanding of the strengths and challenges facing African Americans in Rockingham County; 91% felt empowered to actively improve life for African Americans in the county. Eighty-eight (88%) said the forum had given them opportunities to become more involved in Rockingham County, and the same number (88%) planned to participate in following up on the action steps generated.

The majority of respondents (77%) answered at least one of the evaluation's three open-ended questions. Participation (the community coming together to discuss issues) and dialogue (hearing other people's ideas and opinions) were most commonly cited as the best thing about the forum. Several people indicated information as the best thing. Additional time was by far the most commonly named thing that could have made the forum better. Several people felt the forum could have been better publicized. Still others would have liked more participation, specifically from leaders, teachers, parents, youth, and the Black community.

Frequencies of the responses to the twelve multiple choice questions in the evaluation form follow below.

1. The presentation by the student team was informative.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	38	57.58	38	57.58
Agree	27	40.91	65	98.48
Did not respond	1	1.52	66	100.00

2. It was useful to hear the action steps from each of the small group discussions.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	32	48.48	32	48.48
Agree	30	45.45	62	93.94
Neither agree nor disagree	2	3.03	64	96.97
Did not respond	2	3.03	66	100.00

3. At the community forum, I developed personal and/or professional connections with other people (service providers and/or community members).

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	24	36.36	24	36.36
Agree	31	46.97	55	83.33
Neither agree nor disagree	3	4.55	58	87.88
Disagree	4	6.06	62	93.94
Did not respond	4	6.06	66	100.00

4. I feel the forum appropriately presented the issues facing African Americans in Rockingham County.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	31	46.97	31	46.97
Agree	27	40.91	58	87.88
Neither agree nor disagree	5	7.58	63	95.45
Disagree	1	1.52	64	96.97
Strongly Disagree	1	1.52	65	98.48
Did not respond	1	1.52	66	100.00

5. After the community forum, I have a better understanding of the strengths and challenges facing African Americans in Rockingham County.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	25	37.88	25	37.88
Agree	32	48.48	57	86.36
Neither agree nor disagree	6	9.09	63	95.45
Disagree	1	1.52	64	96.97
Did not respond	2	3.03	66	100.00

6. After the community forum, I feel empowered to actively improve the quality of life for African Americans in Rockingham County.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	26	39.39	26	39.39
Agree	34	51.52	60	90.91
Neither agree nor disagree	4	6.06	64	96.97
Strongly Disagree	1	1.52	65	98.48
Did not respond	1	1.52	66	100.00

7. I feel that this gathering has provided me with opportunities to become more involved in Rockingham County.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	31	46.97	31	46.97
Agree	27	40.91	58	87.88
Neither agree nor disagree	4	6.06	62	93.94
Disagree	1	1.52	63	95.45
Strongly Disagree*	2	3.03	65	98.48
Did not respond	1	1.52	66	100.00

*One of the people who marked “strongly disagree” wrote “Already involved” next to the box.

8. I feel that my voice was represented here today.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	29	43.94	29	43.94
Agree	28	42.42	57	86.36
Neither agree nor disagree	5	7.58	62	93.94
Disagree	1	1.52	63	95.45
Did not respond	3	4.55	66	100.00

9. I am glad I attended this community forum.

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Strongly agree	47	71.21	47	71.21
Agree	18	27.27	65	98.48
Neither agree nor disagree	1	1.52	66	100.00

10. Which small group did you participate in today?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Employment	7	10.61	7	10.61
Attitudes towards education	20	30.30	27	40.91
Guidance for youth	15	22.73	42	63.64
Racial discrimination	11	16.67	53	80.30
Preventive health care	8	12.12	61	92.42
Did not respond	5	7.58	66	100.00

11. Do you plan to participate in following up on the action steps we created tonight?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	58	87.88	58	87.88
No	3	4.55	61	92.42
Did not respond	5	7.58	66	100.00

12. Did you participate in an interview or focus group with the student team?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	32	48.48	32	48.48
No	26	39.39	58	87.88
Did not respond	8	12.12	66	100.00

Appendix E1: Description of ORID, SHOWED and Force Field Analysis Facilitation Techniques

ORID Facilitation Technique

ORID is an acronym, with each letter standing for a type of question. Using a trigger (picture, quote, poem) as a starting point for discussion, the questions progress from observations to reflection, interpretation, and finally to decision-making. The ultimate goal of ORID facilitation is to encourage participants to generate action steps to address an issue in the community.

Observation:
-What did you see/hear in this picture/quote?

Reflection:
-How did you feel when you saw/heard the picture/quote?

Interpretive:
-What issues does the picture/quote bring up?

Decision making/Action:
-What can we do about these issues?

Source: AOCD class handout; March 4, 2008; Betsy Randall-David

SHOWED Facilitation Technique

SHOWED is an acronym, with each letter standing for a particular type of question. Using a trigger (poem, picture, quote) to start off the conversation, the nature of SHOWED questions progresses from concrete to personalizing, analytic, problem-posing, and finally to problem-solving. The goal of SHOWED facilitation is to encourage participants to generate action steps to address the issue at hand.

Concrete Questions:

See:
-Literally, what do you see/hear in this picture/quote?

Happening:
-What is happening to the people in this picture/quote? How do you think they feel about it?

Personalizing Questions:

Our:

-How does this relate to our lives? How do we feel about it?

Analytic Questions:

Why:

-Why does this exist/happen? What are the root causes (natural, cultural, social, political, racial)?

Problem-posing Process Questions:

Evaluation/Empowerment:

-How are we part of the problem? How can we be part of the solution?

Problem-Solving Questions:

Do:

What can we do about these problems in our lives?

Source: AOCD class handouts; March 4, 2008; Betsy Randall-David

Force Field Analysis Facilitation Technique

Force Field analysis encourages participants to examine the big picture and consider both the helping and hindering forces present when trying to move toward a particular goal. The ultimate purpose of Force Field analysis is to encourage participants to create action steps for addressing the goal they have identified.

Steps in Force Field Analysis:

-Remind participants of the theme or issue at hand.

-Ask participants to come up with a goal they would like to achieve regarding the issue. Write this goal on the far right side of a sheet of paper.

-Write the current situation in the middle of the sheet of paper

-On the left side of the current situation ask participants to brainstorm helping forces that would aid the community in moving towards their goal

-On the right side of the current situation ask participants to brainstorm hindering forces that would prevent the community from moving towards their goal

-Inform the group that they can move towards their goal by either increasing helping forces or decreasing hindering forces.

-For each of the helping forces, draw an arrow pointed towards the goal. Length of the arrow depends on how strong the force is.

-For each of the hindering forces, draw an arrow pointed away from the goal. Length of the arrow depends on how strong the force is.

-Ask the group to come to a consensus on either a helping force they would like to strengthen or a hindering force they would like to weaken. Urge participants to select the force they see as most important and most changeable.

-Using the prioritized force as the new current situation, create a related new goal and come up with a new list of helping and hindering forces. Continue this process until you come up with a realistic, concrete goal. This usually takes 2-3 rounds.

-Once the group has established a goal, ask participants to brainstorm concrete and doable action steps to help accomplish the goal. Ask for a volunteer to take charge of each prioritized action step.

Appendix E2: Attitudes Towards Education Group Trigger and Questions

Breakout Group: Attitudes Towards Education

Theme

There is concern that education is not a priority in the county, as seen by high drop-out rates and not enough students going to college.

Trigger

"Some people just give up on themselves. A friend told me he's going to drop out. So I told him, 'I can't tell you what to do; I'm not your parent. But if you're going to do that, at least get your GED and make something of yourself 'cause there's nothing out here for you if you don't have a high school education or higher.'" ~ Young person

SHOWED Questions

S – What words or phrases jump out at you from this quote?
S – What images come to mind as you read the quote?

H – How do you think this person felt when they said this?
H – How do you think this person felt about their friend who was dropping out?
H – How do you think the friend felt about school?

O – How does this remind you of situations you have been in or heard of?

W – Why is it that some youth think dropping out is okay?
W – What is different about the two youth in this quote?

E – What can we learn about our own lives from this quote?
E – What are we doing (as a society, as parents, as teachers, as friends… whatever your role may be) that contributes to this attitude towards education?

D - What can we do to change these attitudes?
D – How can we help be part of the solution?

Appendix E3: Guidance for Youth Group Trigger and Questions

Breakout Group: Guidance for Youth

Theme
Too many African American youth, especially young men, lack positive guidance for their futures.

Trigger
"I feel as a resident that I can help people…tell them don't make the same mistakes you see others making. Also help guide them because a lot of times they don't have anybody to look up to…[We need to] try to encourage parents to help their kids, not just to say 'go do your homework' but to sit down and help them and encourage them and say 'let's try this again.' This is important. They are important."

ORID Questions

Observation:
1. What words or phrases stand out to you in the quote?

Reflection:
2. How does this quote make you feel? (What about it makes you feel this way?)

Interpretive:
3. What experiences have you had that relate to this quote?
4. What issues does this bring up for you?
5. Why are these issues important for the African American community?

Decisional:
6. What is being done to address these issues? (Are these things working?)
7. What actions can we take to increase positive guidance for youth in this county?
8. Which of these actions do you think are most important, and which are the most changeable?

Appendix E4: Racial Discrimination Group Trigger and Questions

Breakout Group: Racial Discrimination

Theme
Community members noted various ways in which racial discrimination happens in the county, such as differences in pay, ability to get loans, and treatment of students.

Trigger
"I would like for us to be like Martin Luther King said, one day that we will all be able to come together and not look at me for the color of my skin. And I don't look at them for the color of their skin. And we'd be able to come on one accord. That's what I would like for it to be. But I don't think it's going to be like that. We're still going to be pushing."

ORID Questions

Observation:
1. What words or phrases stand out to you in the quote?

2. What images come to mind when you hear this quote?

Reflection:
3. How does this quote make you feel? (What about it makes you feel this way?)

Interpretive:
4. How do your views compare with the views expressed in this quote? Do you agree with this statement?

5. How does this quote relate to what it's like in Rockingham County right now for African Americans?

Decisional:
6. Looking back at the theme statement, which issue is most important to address right now? (We're going to take a vote)

7. What is being done to address this issue? (Are these things working?)

8. What actions can we take to reduce discrimination related to **** in this county?

9. Which of these actions do you think are most important, and which are the most changeable?

10. Do you think these issues relate to other issues that we didn't discuss?

Appendix E5: Preventive Health Care Group Trigger and Questions

Breakout Group: Preventive Health Care

Theme
Low use of preventive health care services for conditions such as diabetes and high blood pressure leads to an increased need for treatment and poor health.

Trigger
"It never fails that most of the patients that I refer to that service (nutrition) don't show up. They don't think that's real important. So, the nutritional component, the wellness component, I would say, is where our population really just says, 'Oh I gotta go eat this hamburger and the pizza. I don't want to eat broccoli.' That service to me is underutilized."

ORID Questions

Observation:
1. What word or phrase stuck out to you the most in this quote?

2. What other images come to mind as you listen to this quote?

Reflection:
3. What was your initial reaction as you heard this quote?

4. How does this quote make you feel?

Interpretive:
5. Why do you think members of the African American community choose not to use preventive health services?

6. What experiences have you had related to this quote?

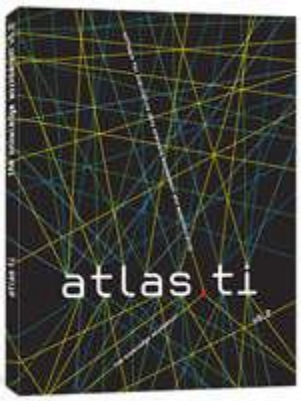
Decisional:
7. Looking at these issues, what can we do to increase the use of preventive health services by African Americans?

8. What are some realistic doable action steps that can help accomplish these goals?

9. Out of these action steps, which are most important and which are most changeable?

Appendix F1: Description of Atlas.ti Software

ATLAS.ti is used predominantly by researchers and practitioners in the social sciences. The program allows users to locate, code, and annotate findings in primary qualitative data, evaluate their importance, and visualize complex relationships between them. ATLAS.ti is useful in organizing documents and related notes, codes and memos.



Source: http://www.atlasti.com

Appendix F2: Code List with Frequencies

	Total # of times mentioned	**Service providers** (Number who mentioned code at least once)	**Community members** (Number who mentioned code at least once)
GENERAL			
Strengths	62	11	9
Challenges	64	11	7
Demographics	21	7	3
Quality of life	36	10	11
LIFESTYLE			
Activities	76	10	17
Service/Volunteer	18	8	4
Athletics	23	8	11
Social	17	4	13
Youth	19	3	15
Senior citizens	10	1	5
Church	18	6	9
Barriers to participation in activities	14	8	5
Transportation	26	9	9
Religion	46	8	11
Family life	37	9	11
Housing	16	5	5
YOUTH			
Education	101	10	14
Mentality – education	19	8	2
Guidance	23	5	11
School programs	33	7	2
Teen pregnancy	12	5	4
Youth	52	9	14
SOCIAL			
Community unity	19	2	7
Social class	25	6	9
Political involvement	44	11	8
Mentality – Political involvement	4	1	2
Racial interaction	68	12	12
Racial discrimination	34	4	14
Voting	17	6	8

ECONOMY			
Economy	72	11	12
Factory closures	24	9	6
Mentality – employment	7	1	5
Job training	15	4	2
Industry recruitment	12	4	4
Employment	93	12	12
HEALTH & SOCIAL SERVICES			
Health services	70	10	10
Health issues	41	14	8
Diabetes	16	9	7
Hypertension	15	9	6
Heart disease	6	4	2
Obesity	5	3	2
STIs	5	2	3
Dental health	4	4	3
Substance abuse	21	7	12
Kidney disease	3	2	1
Mental health	13	4	3
Teen pregnancy	3	2	1
Stroke	2	2	
Back problems	2	1	1
Breast cancer	2	1	1
Colon cancer	2	1	1
Prostate cancer	1		1
Lung cancer	1		1
Alzheimer's	1	1	
Arthritis	1		1
Asthma	1		1
Multiple sclerosis	1		1
Infant mortality	1	1	
Social services	81	11	12
CRIME			
Domestic violence	6	3	0
Gangs	9	3	9
Crime	21	5	5

Appendix G1: Additional Themes

Transportation

Theme: Lack of public and/or low-cost private transportation limits opportunities for employment, access to social services, and participation in social and recreational activities.

"We don't have a public transportation system aside from a taxi, so nothing really affordable. So parents can't get back and forth to jobs they may be able to get outside of the community, so they continue not to be able to make the money that they need to make. They can't get to schools and different appointments that they need to because of transportation."

Community members and service providers routinely spoke about the lack of public transportation in the county as a barrier that affects multiple aspects of people's lives. Transportation was also seen as deeply intertwined with the issues of employment and the economy. For instance, the lack of transportation creates barriers to accessing social services. Some service providers noted that the spread-out geographical nature of the county and consolidation of government services in Wentworth may present a difficulty for people trying to access the services from different areas of the county. In addition, lack of transportation creates barriers to participation in social and recreational activities for people of all ages. This limits children's involvement in programs offered outside of school or after school. One service provider noted that this hinders the ability of organizations to reach children that they might be able to reach otherwise. For seniors, barriers to participation in activities include unavailability of working family members to take them places, lack of money, and the inconvenience of organizations that do provide transportation.

Activities for Youth

Theme: Many community members and service providers agree that there is a lack of constructive activities outside of school that are attractive and accessible for teenagers in Rockingham County.

"I'd like to just see some other things and especially for the youth 'cause we hear this all the time that kids have nothing to do, kids have nothing to do…"

Both service providers and community members throughout Rockingham County named school athletics as the main activity that local youth are involved in. Most people, however, struggled to name activities available to youth outside of school. Local bowling establishments and small movie theaters were sometimes named as possibilities, in addition to church activities, but it was commonly noted that most youth who are able to leave the county in search of recreational opportunities. For youth without transportation or financial means to leave the county, the options are very limited. People often referred to the Reidsville Teen Center, but it was noted that this program is primarily utilized by the middle school age group and is not attractive to high school students or older teens. A connection was often made between the lack of activities for youth and several other issues that exist within Rockingham County. For example, it is plausible that the lack of activities contributes to the existence of youth crime and gang activity or the phenomenon of youth flight from the county upon high school graduation.

Gang Activity

Theme: Many community members and service providers are concerned about the recent increase in gang activity among youth in Rockingham County.

"In this city like in other smaller towns, gang infiltration is on an upsurge. They're leaving some of the larger places, they're moving into some of the smaller places because the police resources aren't there. And… they are able to do more damage in a wider area. And then even do some things undetected. So, to answer your question, yes there is increased gang activity in this area. It has been identified by the authorities."

Service providers and especially community members noted an increase in the number and severity of gang activity in recent years. Although most people were not specific about their concerns, numerous references in interviews and focus groups, especially by youth, as well as ongoing law enforcement efforts targeting gang reduction lead to the conclusion that gang activity is a real and growing problem. Concerns about gang activity were centered on increased crime and drug activity. Several people noted fear and mistrust of youth as one of the negative consequences of gang activity. Many people believed the origins of the problem are both inside and outside of Rockingham County, particularly Greensboro. Community members related causes of the problem to other themes that emerged – namely youth dropping out of school and lacking guidance and support.

Substance Abuse

Theme: Many community members and service providers are concerned about drug abuse and drug-related crimes in Rockingham County.

"[W]e've got to do something about the drugs because when you start talking about drugs you start talking about high crime, because people are going to do what's necessary to do to get the drugs."

Roughly equal numbers of service providers and community members expressed concerns about drug abuse. Both groups linked drug abuse to increased crime and gang activity in the county. Most people spoke about drug abuse among youth in their high school years, though drug use among younger (middle school students) and older people (those in their 20s and even parents) was also discussed. A few students in the youth focus group felt that their high school no longer reprimanded people for bringing drugs to school. Positive prevention measures such as the DARE program were mentioned, but people stressed the need for adults to talk to youth and help them remain drug-free. The need for substance abuse treatment, and the difficulties in obtaining such treatment due to inadequate mental health services, was also recognized.

Access to Affordable Health Care

***Theme*:** Many subsidized health services in the county are overburdened, resulting in unmet health needs for low-income, uninsured, and underinsured residents.

"Simple procedures that can cure a lot of ailments a lot of black people don't have access to because of the lack of health insurance. Or sometimes they have health insurance but it's not enough health insurance."

Both service providers and community members noted that lack of insurance prevents people from accessing health care in the county. They see health department services as very important for offering certain medical services, some of which are free to low-income residents. However, concern was raised that low-income residents are still hard-pressed to afford specialty care and prescriptions. A few mentioned that health department services are overburdened. The Free Clinic of Rockingham County, which provides medical care on a sliding scale to the working uninsured, was also perceived by a few interviewees to be overburdened with clients. In addition, several service providers believe that providers are reluctant to accept Medicaid patients. They identified multiple causes of this on the part of providers: fear of liability (Medicaid clients are at higher risk for poorer outcomes), low Medicaid reimbursement rates, and no-shows not being reimbursed by Medicaid.

Access to Mental Health Services

***Theme*:** Currently there is limited access to mental health services for low-income residents of Rockingham County, which service providers believe is due to overburdened subsidized services and a lack of mental health providers accepting Medicaid.

"Right now we're in the middle of mental health reform, and there are limited providers of mental health services in this county… [and] as far as having providers to provide services Medicaid-specific, we're very limited…"

Both service providers and community members mentioned that the mental health system is not meeting the needs of residents. They attribute this mainly to the mental health system reform underway at the county and state levels, which is leading to difficulty getting appointments and client confusion about where to go for services. Statewide mental health reform began in 2001, in which county mental health agencies were to stop providing most services and instead contract work out to private providers. According to interviewees, the Rockingham County Mental Health Center, located in Wentworth, now primarily refers clients to private providers in other counties, which most low-income people can't afford and/or lack transportation to get to. Service providers also mentioned that there are a limited number of mental health providers accepting Medicaid in the county.

Political Involvement

Theme: There is a concern that African Americans are not consistently involved in the local political process as evidenced by low voter turnout for local elections and low attendance at local government meetings.

"The representation of the African American community is vital if all ethnic groups are to live harmoniously."

"They should be concerned about the whole county, but they're more concerned with their area. Like if I live in Reidsville, I'm more concerned with who's going to be on the City Council and who's going to be dealing with Reidsville versus Wentworth."

Many service providers and community members noted African American leadership in city councils, school boards, and in county government, especially in Reidsville. Several people mentioned that the average community member is not as involved in local politics as he/she should be, citing both low voter turnout and infrequent attendance at events such as town hall meetings. Interviewees also talked about the national election having a positive impact on local political involvement. They also describe an increase in African Americans running for office in parts of the county without much representation, such as Eden. Certain community members also raised concerns, however, about difficulty electing African Americans because of the way voting districts are zoned throughout the county.

Community Unity

Theme: Many community members express concern about a lack of consistent and collaborative participation to affect needed change.

"We don't come together just because we only step out when there's something that affects us personally. And we've got to help people understand that economic issues affect each of us personally."

Both community members and service providers discussed disunity within the African American community, which they believe prevents the community from addressing important social concerns. Community members believe a main factor for disunity is geographic divisions. They have stronger ties to the African American community within their own town than to the African American community across the county. Within townships, some described divisions between the churches, while others see churches as institutions that are working to bring the community together. Some community members felt people often lack interest in social issues that do not affect them personally. Two service providers discussed disunity in addressing social issues within the African American community. One mentioned the average community member's lack of knowledge of social issues affecting the African American community as a key reason for the disunity. The other stressed diversity in the African American community as a main reason for the disunity.

Appendix G2: Complete List of Theme Statements

Themes Chosen by CAC for discussion at Forum

Employment
The lack of job opportunities for African Americans within the county is a concern. This affects both adults who have lost jobs and youth seeking jobs.

Attitudes Towards Education
There is concern that education is not a priority in the county, as seen by high drop-out rates and not enough students going to college.

Guidance for Youth
Too many African American youth, especially young men, lack positive guidance for their futures.

Racial Discrimination
Community members noted various ways in which racial discrimination happens in the county, such as differences in pay, ability to get loans, and treatment of students.

Preventive Health Care
Low use of preventive health care services for conditions such as diabetes and high blood pressure leads to an increased need for treatment and poor health.

Additional Themes

Transportation
Lack of public and/or low-cost private transportation limits opportunities for employment, access to social services, and participation in social and recreational activities.

Activities for Youth
Many community members and service providers agree that there is a lack of constructive activities outside of school that are attractive and accessible for teenagers in Rockingham County.

Gang activity
Many community members and service providers are concerned about the recent increase in gang activity among youth in Rockingham County.

Drug abuse
Many community members and service providers are concerned about drug abuse and drug-related crimes in Rockingham County.

Access to Affordable Health Care
Many subsidized health services in the county are overburdened, resulting in unmet health needs for low-income, uninsured, and underinsured residents.

Access to Mental Health Services
Currently there is limited access to mental health services for low-income residents of Rockingham County, which service providers believe is due to overburdened subsidized services and a lack of mental health providers accepting Medicaid.

Community unity
Many community members express concern about a lack of consistent and collaborative participation to affect needed change.

Voting/political involvement
There is a concern that African Americans are not consistently involved in the local political process as evidenced by low voter turnout for local elections and low attendance at local government meetings.