

RILEY HILL, WAKE COUNTY

NORTH CAROLINA

**An Action-Oriented Community Diagnosis
Including Secondary Data and Qualitative Data Collection**

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Riley Hill Community Diagnosis Team

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Executive Summary

The following is a document describing the qualitative results of an Action Oriented Community Diagnosis (AOCD) in the Riley Hill community of Wake County, North Carolina. Riley Hill is a traditionally rural and African American community bordering the towns of Wendell and Zebulon. The community diagnosis was performed by a graduate student team from the School of Public Health at the University of North Carolina at Chapel Hill from November 2001 to May 2002. The students were assisted with entry into the community by their assigned preceptor, Kimberlee Clifton R.H.Ed., CHES, Teen-Link Program Coordinator for Lincoln Health Community Center Inc. and Riley Hill community member.

Qualitative information regarding community strengths and limitations was obtained through interviews and focus groups from service providers and community members conducted in the Riley Hill community. The collected data was then analyzed based upon community perspective, and is presented in the appropriate sections of this document. Following the completion of the AOCD process, the data was presented to a planning committee composed of community members and service providers who assisted in the development of a Community Forum.

The Riley Hill community forum was centered on the utilization and initiation of services at the Riley Hill Family Life Center (RHFLC). The Family Life Center is the only resource/recreation center located within the community. The center is currently in the process of addressing many of the issues identified by local residents and service providers. The planning committee, based upon qualitative data obtained from the AOCD process, and input from FLC program directors, decided to focus on the how areas of Education, Recreation, Health, and Job

Skill training were addressed by the FLC.

The Community Forum took place on May 13th, 2002 at the Riley Hill Family Life Center. The forum contained an initial presentation by the students presenting the AOCD process and the explaining the themes, which would be discussed during the forum. Following this presentation, participants were broken into self-selected groups on the chosen topics. A small group member facilitated each of the small group sessions. Following the SHOWED method, these groups were intended to elicit information and promote dialogue between community members and service providers regarding the FLC's role in the community and the application of the chosen themes to currently available or needed services within the Riley Hill community.

After completion of the Community Forum, information gathered from participants was assembled and presented to FLC board members and program directors. The results will be used to formulate action steps for the initiation or revitalization of FLC programs, specifically programs addressing the issues identified by forum participants and qualitative AOCD information. In addition to describing the results of the AOCD process, this document details the findings of the Riley Hill community forum and includes several implications resulting from findings from the AOCD process in general, and the interactions between the students and the Riley Hill community.

Introduction

Between the months of January and June, 2002, graduate students from the School of Public Health at University of North Carolina at Chapel Hill conducted an Action-Oriented Community Diagnosis (AOCD) in the Riley Hill community of Wake County, North Carolina. Riley Hill is a small, rural, primarily African American community, with a strong sense of family and rich heritage. The following document is a description of the community diagnosis process and the findings following the assessment.

The Action-Oriented Community Diagnosis

The concept behind conducting an action-oriented community diagnosis is to expand the health researcher and practitioners unit of analysis from the individual level to include “an analysis of social grouping” (Eng and Blanchard, 1991). In the community diagnosis process the social group becomes the community of interest. There is an emerging school of thought indicating that communities are constituted when “a group of people form a social unit based on common location, interest, identification, culture and/or common activities” (Garvin and Tropman, 1992). Therefore, communities can be distinguished through locality and place or by common interests and goals.

This idea is extremely pertinent to conducting an AOCD in Riley Hill. Synonymous with the idea that communities can be broadly defined, Riley Hill is a community that extends outside of Riley Hill’s geographic boundaries, which are not precisely defined. Instead, the community of Riley Hill can include anyone who is connected to the community, possibly by physical location, but also by common goals and self-identification. How this characteristic of Riley Hill may or may not affect the community and the AOCD process will be discussed throughout this

document. It is however, important to initially acknowledge that it is more recent interpretations of the community definition that have made conducting an AOCD on a community such as Riley Hill conceptually feasible.

In addition to expanding the concept of community, the second aspect of the AOCD process enhances the community diagnosis' focus beyond the problems or struggles within that community to include an “examination of daily life affiliations” that sustain stability and security within that community (Eng and Blanchard, 1991). The inclusion of community strengths in the diagnosis process is important because extensive findings from a community diagnosis should not only uncover the needs of a community, but it should also reveal community assets that may be used as tools to improve and strengthen the community. Aligned with this idea, Eng and Blanchard (1991) states that the “community diagnosis is as solution-oriented as it is problem-oriented.”

The inclusion of Riley Hill's community strengths was an extremely important part of the assessment in this community. It needs to be said, that Riley Hill was at an advanced state of community readiness prior to the AOCD's inception. The students' acknowledgment of the community's state of readiness, which included existing infrastructures to address community concerns, the community's ability to organize a community forum without outside assistance, and an existing community resource center, was integral to conducting a fair and profitable community assessment. Without the recognition of Riley Hill's existing strengths, the community diagnosis process would not only have been a disservice to an already exceptionally organized community, but it would also have been a futile attempt to “reinvent the wheel” regarding what Riley Hill has formerly accomplished.

The third concept framing the AOCD process is the idea that the procedure of gathering information about a community should co-exist with community organizing efforts (Eng, 1991). These efforts should be community empowering and action-oriented in order to encourage the existing community to use their many strengths to negotiate and problem solve in order to develop suitable solutions and needed resources. The AOCD in Riley Hill culminated with the development of a community forum held for and by the Riley Hill community. The community forum will be discussed at length later in this document, however, it is important to illustrate how this forum was intended to encourage development and activism within the Riley Hill community to satisfy the “action-oriented” requirement of the AOCD process.

It would be inaccurate to claim that, in this case, the AOCD process was needed to empower the community of Riley Hill. Certainly no community, regardless of its affluence or stature is without needs and desires. Riley Hill, just like any community, has its unique limitations and strengths. Therefore, the AOCD process was able to yield important information regarding these strengths and weaknesses that may benefit the community and service providers.

The AOCD process did not, however, yield as desired a definitive response regarding the creation of an action-oriented community project. The student team did create a planning committee made up of service providers and community members that assisted in creating an action-oriented community forum, however, the planning process revealed the fact that the community already had active resources working to alleviate many of the issues uncovered during the assessment. Additionally, the community had already organized a forum which, while specifically targeting community housing issues, had explored several other community concerns and assets. While this was unforeseen on the part of the students, it was important, in true AOCD

form, to rely upon and respect the community's voice in regards to its own causes for action. The formation of a forum at the conclusion of the AOCD process was an effort to not duplicate efforts but to capitalize upon already existing strengths and resources already inherent in the community.

In total, while it was difficult to relinquish the AOCD findings to the community to have them embrace them as they found best, this respect for the Riley Hill community was possibly the most important part of an effective AOCD. One of the most important lessons that any provider or practitioner can learn from interactions in the field is to recognize the true uniqueness and capabilities that communities possess on their own. The AOCD process is as much an assessment of a practitioner's ability to listen, as it is the community's ability to speak. The following document is a compilation of what the students heard Riley Hill say and what Riley Hill allowed the students to hear.

Method of the Riley Hill AOCD

The AOCD process clearly outlines several tasks that must be attempted during the diagnosis process (Eng, 1991). These tasks include but are not limited to:

- 1) Specify the target population
- 2) Review secondary data sources
- 3) Conduct windshield tours of community
- 4) Make thorough observations of the daily happenings of community life
- 5) Contact and interview local agencies providing services to members of the target community
- 6) Select, contact and interview key informants and community members
- 7) Aggregate and analyze the data from the data gathered and the interviews conducted
- 8) Present the findings

Although, there were time limitations while conducting the AOCD in Riley Hill, the student team made every attempt to follow the above guidelines set forth in by Eng and Broward (1991).

The target community for the AOCD was pre-determined for the student team. However,

the actual definition of “what is the Riley Hill community” was not as readily obtainable. Unlike many communities, which are defined by their physical boundaries, Riley Hill broadly includes individuals who may never have lived in the recognized community borders. Instead, Riley Hill is comprised of members of the Riley Hill Baptist Church and individuals who are tightly connected by family ties, as well as those who live in the geographic area known as Riley Hill. The Riley Hill community might also include people who have common causes in relation to the historical or future significance of the community.

Therefore, for the purpose of this AOCD, the Riley Hill community was more a self-identified term. The students interviewed people and classified them based on how they were perceived by themselves and others regarding their status as a member of the Riley Hill community. While this definition may appear to be untenable, it is most likely more dependable than reliance on zip codes or other stereotypical classifications to identify community affiliation. The understood meaning of Riley Hill amongst members of the community seemed to enable individuals to easily classify oneself and others as inside or outside the Riley Hill community.

The secondary data related to Riley Hill was mostly inferred from census data at the county level. Locating secondary data specifically related to Riley Hill was a difficult task and involved eliciting data that was actually intended for a much broader group of county residents. Most figures represented East Wake County data, and may or may not be representative of the Riley Hill community. This is a failure of secondary data collection, particularly in regards to a community such as Riley Hill, which is not geographically defined or technically represented as a city. It is instead an unincorporated township and a function of social grouping. It is important to point out that, while the secondary data was used to inform the student team about possible

concerns, agencies, and services that might exist in Riley Hill, this data was loosely interpreted and a much stronger emphasis was placed upon data obtained through interviews.

An initial introduction to life in Riley Hill involved a windshield tour conducted on November 30th, 2002. The purpose of which was to note the daily living conditions, lifestyles and resources in Riley Hill. Additionally, each team member during the tour took observational notes. Some of the information obtained through these observations provided the team members perspective on housing, physical characteristics, activities taking place, and maintenance of the community's surroundings.

Following the tour and secondary data collection, the student team began to conduct interviews with community members and service providers. Recruitment of service providers occurred by obtaining information from local service agency and contacting providers in those agencies. Service providers were asked if they would be willing to participate in an interview regarding their perspective on the Riley Hill community. Those individuals who agreed to participate were interviewed. In total, student team was able to conduct interviews with 12 service providers, representing agencies from the areas of health, education, technology, retail and law enforcement. The composition of all the individuals interviewed is presented in the APPENDIX (XXVI).

Unlike the direct method of contacting service providers to obtain their willingness to participate in an interview, Institutional Review Board (IRB) restrictions does not allow direct solicitation of interviews from members of the community (fact sheetS following IRB guidelines and the IRB approval letter are shown in APPENDIX). Instead, key informants in the Riley Hill community, active in assisting the students with the AOCD process, obtained permission from

community members for student interviews. This process of referral may have provided limitations on the amount and diversity of community members that the students were able to access in order to conduct their community interviews since the individuals who were referred were consistently representative of similar social groups. Overall, the students were able to interview 15 members of the Riley Hill community. Despite some similarities, the individuals interviewed did provide a wide variety of interesting information and perspectives.

Both the community member and service provider interviews were conducted according to interview guides designed by the student team. These interview guides are presented in APPENDIX XIII. One alternating student, accompanied by a fellow student functioning as a note-taker, conducted each interview. Following each interview, the student note-taker was responsible for listening to the interview and typing up the interview verbatim in a word document.

Following the documentation of each interview, the student team developed deductive and inductive codes that were representative of information gained throughout the AOCD process. After coding, the following themes were developed included history and family, education, recreation, growth, rural issues, the reservoir, and substance abuse. These themes and how community members and service providers interpreted them will be discussed later in the document.

The word documents containing each interview were analyzed using ANSWR software. This software package allowed the students to draw out quotes that were pertinent to each pre-determined theme from a sample of interviews. These quotes were then used to guide the development of this document. The themes and quotes, representative of an outside and inside

perspective of Riley Hill, were also used as verification of the information gathered during the process when presenting the findings of the students' AOCD to the community planning committee to aid in the development of the community forum. The community forum, which was held on May 13th, 2002, concluded the student's tenure in Riley Hill. Both the planning committee and the community forum will be discussed at length later in the document.

Introduction to the Riley Hill Community

A Definition of Community

It is difficult for someone not familiar with Riley Hill, to grasp the broad interpretation of community that epitomizes Riley Hill. The physical boundaries are not strictly defined and even if traditional views of what physically defines Riley Hill are used, the community is still inclusive of several individuals outside of those boundaries. The definition of community is very much ingrained in the historical roots with the original five families of Riley Hill, the connection to the Riley Hill Baptist Church, and the physical boundaries of the little River Township area. Many of those people who would self-define as being from Riley Hill, may have moved away from Riley Hill to Raleigh or other areas, but participate in church or other community activities.

For someone assessing the community it is necessary to understand that the definition of community extends beyond the physical sense, and incorporates a network of social and family interactions. Recognition of the broad community that defines Riley Hill is essential to developing an understanding of the town. An accurate understanding of Riley Hill not only includes recognition of Riley Hill in the demographic and geographic sense, but also requires an understanding of the community's long and important history.

Role of demographics

The population of Riley Hill is mixed, demographically, economically, and by educational level. There is a significant senior population, as well as many families and youth. Riley Hill is primarily an African American community, but there are other ethnicities present in the area, notably a growing Hispanic population such as is seen in other areas of Wake County. It is difficult to assess the true demographics of the community, as there is no readily available secondary census data for the area, however reliance on observation and interview data have been used to represent the demographic make-up of Riley Hill.

The Geography of Riley Hill

The Riley Hill community is located within the Little River Township of Wake County. Little River is the county's easternmost township and has traditionally been a rural area with diverse farmers growing a wide range of crops (Lally, 1994). Riley Hill developed as one of the small farming communities in the eastern section of the township. The Riley Hill area is generally recognized as having the boundaries of Broughton and Rosehill roads on the west and Lizard Lick Road on the east, Fowler road to the north and the area between Riley Hill road and U.S. Highway 64 to the south (FIGURE 1). Neighboring towns include Knightdale, Zebulon, and Wake Forest/Rolesville (Wake County, 2002).

Driving through the community, one notices a mixture of homes, isolated one-story houses on large lots, extensive farmland, mobile and modular homes, as well as several churches in the area. In addition, there are new housing complexes and subdivisions being built on the outskirts in the community.

Historically, most of the families in Riley Hill owned land and farms, and supported themselves by farming and raising animals. Many area residents still reside on the land their parents and grandparents farmed. Currently, however many farms have disappeared as the community continues to grow and move away from a strictly agricultural area. No longer a community whose members are primarily involved with agriculture, Riley Hill residents continue to build on their tradition of success, as community members have branched out into diverse occupational fields. The rich history of Riley Hill is a source of pride for the community, and continues to contribute to the well being of community members today.

The History of Riley Hill

The Riley Hill community emerged over 100 years ago from the formation of the Riley Hill Baptist Church and the work and success of several area families. The Perry, Mangum, Holden, Hodge, and Carpenter families were instrumental in the development of Riley Hill as one of the most prosperous African American communities in North Carolina.

One example of the work ethic and development of the community from these traditional families is found in the story of the Perry farm, a Wake County historical landmark. After taking care of his daily responsibilities, Fagan Perry, a former slave on the property his descendants now own, worked at night making baskets and furniture to save enough money to buy land with his brother after the civil war. He also helped establish the Riley Hill Baptist church with freedmen from the other traditional African American families. Eventually his sons were able to buy the land where their grandfather was a slave and it has been family owned since 1914. The story of the Perry farm typifies the tradition of faith, family, hard work, and achievement among the families in Riley Hill. The Perry farm is one of several historical landmarks in the Riley Hill

community. The Riley Hill Baptist Church and the Riley Hill Elementary School are other historical landmarks that are important to understanding the rich history of the Riley Hill community.

Riley Hill Baptist Church

The Riley Hill Baptist Church was established in 1872. The church has become the center of the community since the wooden worship building was erected at the turn of the century. Its influence is manifest throughout the progressive development of the community. Currently, in addition to religious activities, the church provides other programs designed to address the human and social conditions of community members.

Riley Hill Elementary School

Supported by the Julius Rosenwald Fund, Riley Hill Elementary School was built in 1927 by community members to serve the children to the Riley Hill community. The school served children of the community until desegregation forced members of the community to be bused to surrounding elementary schools. After several decades of being owned by the Wake County School Board without being utilized, the Riley Hill Baptist Church acquired the property for use as a neighborhood resource center. The school is now known as the Riley Hill Family Life Center (RHFLC). There is a fully functional Board of Directors for the RHFLC, which helps develop and support programs for community members.

Reliance on history and familial ties is an important part of what is Riley Hill. Due to the fact that Riley Hill is, in many ways, geographically and socially self-reliant it makes it difficult to use secondary data to further characterize Riley Hill. However, just as a complete

understanding of Riley Hill's demographic, geographic and historical nature is important to producing an accurate picture of the community, it is also important to profile the community based on secondary data. Due to the lack of statistics specific to Riley Hill itself, this paper will present a community profile based on statistics of Wake County and the town of Wendell, from which certain similarities can be inferred.

Secondary Data

Factors that influence the community

Eastern Wake County is perceived by some interviewees to be an area that is underfunded and in some cases underserved by the greater Wake County services. In general Eastern Wake is more rural than other parts of the county and some aspects less economically well off. Educational performance levels among students are also lower in Eastern Wake in comparison to the rest of the county. While Riley Hill is a geographically small region in Eastern Wake, in some cases the overall trends of Eastern Wake are reflected in the Riley Hill community. Because Riley Hill is an unincorporated township, it is at a further disadvantage in terms of receiving social services. Although geographically it lies between the towns of Wendell, Zebulon, and Knightdale, Riley Hill is very much seen as a separate entity and is therefore not considered when planning for local services such as the town parks and recreation leagues.

Population

There are approximately 2,000-2,500 people in Riley Hill community. This data is not documented through a census, but rather gathered through community member reports. The main source for the population figures was based on a community census organized through Riley Hill Baptist Church. There is no public census data characterizing the Riley Hill population by age;

however, observation and self-report indicate a growing aging population in the area similar to findings and projections based on the Wendell population census (see FIGURE 2 in the APPENDIX).

Growth

The rapid influx of individuals moving into the more rural areas of North Carolina is a trend that is highly visible in Riley Hill and its surrounding areas. The growth of newcomers and a general population increase has changed inconsistently since 1960 in the Eastern Wake area (Wake County Planning Department, 2000). The percent decreased in 1970 and increased continuously in 1990 and 2000. However, predictably, the percent of growth is going to decrease continuously in 2010 and 2020 (See FIGURE 3 in APPENDIX G). This population growth will certainly have an effect on the close-knit community of Riley Hill. Recognition of the forecasted population growth was a recurrent theme in community member and service provider interviews.

Health and Minority Disparity

The fact that the Riley Hill community is predominately African American poses the question of whether the community is representative of countywide trends regarding minority health disparities. For example, Wake County census data indicates that fetal deaths, neonatal (under 28 days), post-neonatal (28 days - 1 year), and infant deaths (under 1 year) are approximately two times higher among minorities than whites. In general, minority death rates are also higher than that of whites. (See FIGURE 4 in APPENDIX LII).

Based on this data, it could be inferred that minority groups have a lower health status than whites. The implications of the Wake County data for Riley Hill should, however, be taken cautiously since community reports from Riley Hill do not support the idea that the community's

health is disparaged due to the community's ethnic composition.

Crime

The inclusion of secondary data regarding crime and drugs in Riley Hill is important because the topic of drugs in the community was a recurring theme during community interviews. In 1990-2000, numbers of crimes in Wake County were recorded including murder, rape, robbery, assault, burglary, larceny, and motor vehicle theft (See FIGURE 5 in APPENDIX LIII). While no specific data regarding drug use was found for Riley Hill or the county, aggregated crime data is often used to illustrate the general safety of an area. Interestingly, during the 10- year census period, the amount of overall crime has increased continuously (State Bureau of Investigation, 2001). This information is consistent with data elicited from community and service provider interviews. The overall acknowledgement that Wake County has a growing crime rate is important to understanding the stability and possibly impending problems within Riley Hill.

Youth

The youth within Riley Hill are considered to be an important community resource and a representation of what Riley Hill has been and continues to be. A great deal of emphasis is placed on the well being of the community's youth. This emphasis on youth is important as it helps to counteract patterns of sub standard school performance in East Wake. The East Wake area, also leads the county in high school dropouts and suspensions, which may result in many communities within the county exhibiting a pattern of intergenerational illiteracy and dependency.

Furthermore, minority students in the East Wake County area need support services and

structured activities to help them become self-sufficient young adults (Riley Hill Grant Writing Team, 2002). The influx of County and community juveniles into the juvenile justice system has also steadily increased. To resolve this problem, cooperation among various organizations has become a high community priority still, additional resources and recognition of the possible educational and recreational deficits in Eastern Wake County has important implications for its communities, including Riley Hill.

Secondary Data Conclusions

Following the AOCD process, findings from secondary data are incorporated into perspectives of individuals inside and outside of the community. For the community assessment conducted in Riley Hill the students categorized individuals with an inside view of the community as persons who either: 1) lived within the geographic boundaries of Riley Hill for an extensive length of time, or 2) were active members of the Riley Hill Baptist Church, or 3) were genealogically related to one of the five original families, or 4) otherwise self-identified as being a Riley Hill community member based on their activism and commitment to community norms and goals.

Similarly, the students also categorized individuals as possessing an outside perspective of Riley Hill. For the Riley Hill community, the outside perspective was, for the most part, provided by service providers. A few others who may have met one of the insider criteria, but self-identified as possessing an outside perspective of Riley Hill for various reasons, were also included in this group.

Overall the inside and outside perspectives of Riley Hill were aggregated and used to provide viewpoints regarding community themes. The themes that developed from individual

interviews were summarized within groups, and a comparison between groups was made.

An Outside Perspective of Riley Hill

Perceived Strengths

Even to people who do not have the benefit of an insider's perspective, it is clear that Riley Hill is perceived as a community with many strengths. Riley Hill is a rural, family oriented, and close-knit community, and community members have a natural response to be protective of their residents. Often, persons working closely with community members commented on the difficulty in being privy to the inside perspective. Through field observations and interviews, it became clear that outsiders perceive Riley Hill as a community with a great deal of vision, self-reliance, pride, and a rich sense of history. Several service providers, in fact, referred to Riley Hill as a family, and mentioned that it speaks well of the community that many people go on to high academic and professional achievement, and end up eventually returning to the area. "It's their home, it's where they're from, it's family. I don't know why people when they went off to school didn't stay, and why they came back...I do know that they have a very strong sense of family, and they have a very strong sense of community"(Service Provider interview).

Several Service Providers also pointed to Riley Hill as an exemplary community of empowerment, commitment, and self-determination. One service provider commented:

I think this is a real role model of what community strengths look like, and the community really defining for itself without us coming in and defining 'these are the needs for this community, this is what should happen'....Not very many communities have the strength to tell outsiders...we know what we want, this is our community.

Riley Hill is also noted for finding a great deal of strength in their faith-based initiatives, such as the church's involvement with social missions that extend beyond the church. Those seeing

Riley Hill from an outside perspective also spoke of the current pastor's vision, and involvement in bettering the community, being an asset to Riley Hill.

There is an emphasis on education in the community, as there are several examples from within the church congregation of people with higher levels of education. The tradition of giving back to the community is also evident to outsiders, as service providers often mentioned the people as being Riley Hill's greatest strength, in terms of their commitment of time and resources.

Available Resources within Riley Hill: The Family Life Center (FLC) and the Riley Hill Baptist Church (RHBC)

Many of the service providers that were interviewed referred to the Riley Hill Baptist Church and the Riley Hill Family Life Center as the main resources in the community. Bought several years ago, the community has made great strides in renovating the building, and securing funding to provide services for youth, adults and seniors. Several people commented that there is still a great deal of work to be done in order to bring the facility up to standards for the county, but the community is pursuing grants to accomplish this objective.

Several service providers reflected upon resources at the RHFLC including a technology center that teaches computer classes to community members of all ages and serves as a means of internet access. There is also a gym with exercise equipment and aerobics classes, as well as tutoring for local students, summer camp, a life skills and a theatre group for at risk youth in the area, and many participants come from the community beyond Riley Hill. The RHFLC also has three programs which address adolescent pregnancy prevention, including My Brother's Keeper, Brothers to Brother, and the TAPP program. Additionally, there is a program targeting community health initiative, Project SELF which is co-supported by Strengthening the Black

Family, Incorporated (a full description of RHFLC services available in APPENDIX XXVIII).

The church also provides several social programs for the congregation, including a Ministry of Health Initiative, which sponsors activities such as free blood pressure readings. There is also a Bible Study group that is highly attended by the community, as well as free soup for lunch offered three times each week.

Most individuals outside of Riley Hill recognize that the church plays a pivotal role in the community as far as encouraging people to volunteer and be involved with different programs, fostering unity, as well as providing a resource for people to address the community's needs. The community is seen as being centered around church activities, and is also an opportunity for extended family members, including those who return to Riley Hill for worship services, to interact.

Perceived Needs

Although Riley Hill has many assets and extraordinary community competence, there are also many challenges and needs that they are addressing now, or look to address in the future. The Service Providers all spoke from an outsider's perspective, however, most were only able to speak in an informed manner about the particular issues that they are working within the community to address. Therefore, several themes emerged, but information was often limited to the reflections of a few individuals.

Substance Abuse

Riley Hill has been faced with the challenge of controlling a drug problem in the community. Beginning with the "crack explosion" of the early 1980's, Riley Hill has had to deal with not only the substance abuse issue itself, but also the added burdens of an increased crime

rate, increased juvenile delinquency, and has had to try to eradicate a reputation as a drug infested community. The convenience store located in the center of the community has in past years been the focus of the drug activity, which created a boycott in the community. At one time, sheriff's department "used to come to the parking lot every morning to pick up the needles from drug users." (Service Provider interview) In the 1990's, the store was shut down, and has since been re-opened under new ownership.

Some Service Providers spoke of the success Riley Hill has had partnering with the Sheriff's department to put an end to the drug problem. The community members actively call to report activities in the area, giving license plate numbers, and descriptions of suspicious activity, and there has in turn been an increased law enforcement presence in the community. Yet, one service provider mentioned "over the last five years, the drug activity has increased tremendously." (Service Provider interview)

Several service providers mentioned that Riley Hill youth needed to be provided with more leadership opportunities, they need more positive role models, and they simply need more things to do. "The problem in Riley Hill is there is nothing for young kids to do...They become influenced by the kids who are doing drugs...Here the role models are the guys or ladies with the nice cars who are dealing drugs and making fast money." (Community Member interview)

Recreation

The lack of recreational opportunities came up throughout many service provider interviews. Parents are often working when children come home from school, and there is concern about what the youth activity during these unsupervised hours. Many mentioned that the Riley Hill Baptist Church and the Riley Hill Family Life Center are attempting to address this

issue by creating more programs and recreation for both the youth and adults. However, the Riley Hill Family Life Center is still pursuing funding in order to improve facility, by fixing such areas as the school gymnasium. Also, at this point, not everyone in the community is familiar with or utilizes the services that are available. At present, many people must travel to Raleigh to pursue recreation, cultural activities, or even going to the movie theatre, and some youth are involved in athletics at school.

Rural Issues

Riley Hill shares many issues in common with other small, rural communities. Many of the concerns raised by service providers were related to Riley Hill's location, as it is away from the benefits of urbanization and development. For instance, members of the Riley Hill community must go to Raleigh in order to access services such as substance abuse treatment. One service provider commented that, "you have to have a car or you have to know somebody you can call up to say 'would you take me....that's how you get around'" (Service Provider interview). There is no public transportation or services in walking distance, so people must depend on each other in order to arrange rides for such things as grocery shopping or medical appointments.

Growth

While some people would like to see growth and development come into the area, the issues of water and sewage will prohibit growth in Eastern Wake County. In order for there to be larger structures and more businesses, there must be access to city water and sewer systems.

I think the tension is how much does the community want to be urban and how much to they want to be rural? One of the barriers in that community is there's no water and sewer, it's all septic tank and well water, which has an effect on what kind of housing is going to be out there, and what they want to do in that community (Service Provider interview)

Some people mentioned wanting to bring different businesses and services to the area, however, it was impossible because of the water and sewage situation.

Generally, population growth and development have made a noticeable impact on the community. There are some subdivisions complexes that have been built on the outskirts of what might be considered Riley Hill, however, they are not affordable housing, and might be driving land values and taxes to a higher price. Many people observed the beginnings of the process of people selling their farmland to developers, which also will most likely change the sense of community in Riley Hill.

The growth has also affected the community socially, in particular, one service provider mentioned that the growth is already effecting the youth; "It may be that they've had more growth, that they're getting more. The kids are more exposed to that. They're not, I don't want to be derogatory when I say this, but small town country kids anymore. They're getting exposed to big city type problems." (Service Provider interview)

Reservoir

Another issue that is similarly affecting the community is the planning for a reservoir that will flood a portion of the land in Riley Hill, in order to create a reservoir and pipeline for water to portions of Eastern Wake county and Raleigh. While construction is not scheduled for ten to fifteen years, the county started buying land from area residents. A Service Provider commented that this change will bring many new people into the area, and it will foster development, but the process will be a slow one. "The reservoir is still pretty far away, I think in many ways it might help the community that the growth is near them. There may be opportunities for jobs, food, recreation... It's hard to say how much change there will be" (Service Provider interview).

Service Providers also acknowledged that the reservoir is being met with mixed reactions in the community, and similar to the growth of the community, will likely change the social fabric of Riley Hill. There tended to be mixed reactions about the extent that the reservoir would help or hinder Riley Hill.

Health

Finally, service providers mentioned an array of health issues that are common in Eastern Wake County, and also in Riley Hill. Many pointed to higher teen pregnancy rates in Eastern Wake than in the rest of Wake County, as well as a high prevalence of mental health issues such as anxiety and depression, substance abuse problems, and a lack of coping skills to deal with these problems. These problems are complicated by a lack of available clinical or mental health services in the area. There is currently a satellite clinic located in Zebulon, however, it is too small to see a large volume of patients. The county plans to open a more comprehensive Eastern Regional Center in 2003, that will offer many different services that will be available to Riley Hill. Riley Hill has chosen to address these issues by offering programs at the Riley Hill Family Life Center to address these issues.

Conclusions

Overall, individuals with an outside perspective of Riley Hill had a great deal of respect for the community as a whole, and recognized available resources within the community. Still, service provider interviews presented a wide variety of information regarding themes pertinent to the Riley Hill community.

An Inside Perspective of Riley Hill

An insider perspective of Riley Hill investigates the opinions of the people who have the

best perspective on the Riley Hill community; it's members. The cohesion within what is recognized as Riley Hill possibly made obtaining a true insider view of the community difficult. Still, in speaking to members of the community, several recurring topics emerged which fell primarily within the broader themes of family, recreation, education, growth and rural community issues. Through the expression of various themes it became evident that community strengths were connected to community challenges.

Family

Residents of Riley Hill discuss family matters both openly and honestly. "Giving back and making a difference is how Riley Hill raises you... When you were younger you had to answer to the entire community for what you did good or bad" (Community Member Interview). Community members consider themselves extended family rather than neighbors, and for the most part they are extended family. The prominent family ties in the area are identified as a major, if not the primary, strength of the community.

Support is not limited to family however, as one community member summarized, "we're all brothers around here." This concept is important because, when discussing family in Riley Hill, many community members share that members of Riley Hill Baptist church are also part of the extended family. This provides an extensive network of manpower, resources, and knowledge for the betterment of the community. "Anything you need done, you just call certain people and they can take care of it for you" (Community Member interview). The family bonds in the area have traditionally allowed Riley Hill to be a very self-sufficient community.

Change in Community

Despite the close-knit nature of Riley Hill, a growing concern to some community

members, however, is that changing times are affecting the traditionally strong levels of community support. As discussed by one resident “unity” is one of the best things about Riley Hill but they add “it’s (unity) getting slack.” Another resident addressed this issue; “whatever help was needed we would help each other but now nobody is supporting each other or helping each other” as much as in the past. This resident continued that they did not feel this was a problem unique to Riley Hill; “I think it’s just a world trend, not just in this area but changes (regarding support) in the world. I think it’s just a changing of the times.” Despite the changing times however, the overall consensus by community members seems to be the Riley Hill family will always take care of its own.

Recreation

An issue of concern for many residents was the lack of recreation within the community for their youth. As frankly stated by one resident: “there’s nothing to do.” Other residents seemed to agree with these sentiments and suggested “we need facilities for the kids.” It was not uncommon to hear comments such as these when asking community members about life in the area for young people. “There used to be a park [in the area]” but now “the school [Riley Hill Family Life Center] is the only recreation for kids” (Community Member interview). There also seemed to be sentiments that the lack of recreation in the area may lead youth to substance abuse. Community members are in the process of addressing this concern however with the revitalization of the Riley Hill Family Life Center. “[Riley Hill] will be better [in the future] because the FLC will get kids more involved in the community” (Community Member interview).

Education

Education has been and continues to be integral to the Riley Hill community. Many residents see the success and activism of its members as a direct result of a tradition of education. “There are predominantly black families who have a proud history of land ownership, education and success” (Community Member interview). Another resident adds “we have doctors from Riley Hill, we have lawyers from Riley Hill, we have professors from Riley Hill...it’s a rich heritage...it makes you feel so proud.”

Much of the success seems to be due to the commitment of residents to see that their children do well academically. Prior to desegregation, community members operated one of the first black schools in the state (currently the RHFLC). Many graduates of the school have had successful careers and have used their backgrounds to continuously give back to their community, especially in the area of education.

Growth

The surrounding areas of Raleigh have been continuously developing and Eastern Wake faces the greatest potential for development in the next few years. Development has begun moving east from the Raleigh suburbs into the areas surrounding Riley Hill. “The biggest challenge [Riley Hill faces] is probably deciding how to deal with growth” (Community Member interview). Residents seem to have mixed feelings about the seemingly inevitable growth, with some looking forward to it and others apprehensive about the potential for new neighbors.

Some of the residents who are in favor of development see it as an opportunity for people who grew up in the community to be able to return sooner rather than later. Recent college graduates, who will always be part of the Riley Hill community/family, often have to move to

areas where they will be able to capitalize on their fields of expertise. This issue has led to an aging community in addition to inherited landowners who may look to sell their land rather than move back to the area because of the limited career opportunities.

Despite the tendency for people to leave the community for educational and occupational reasons, the large majority of community members felt confident that people continued to come back to Riley Hill when the opportunity was right.

A lot of the people who are moving into the community, their parents or some relative live here. A lot of them are just moving back, older and young people. There are several people who have joined our church where their grandmother or grandfather may have belonged to Riley Hill. A lot of people are moving back because this is home for them. (Community Member interview)

Reservoir

The arrival of the community reservoir will cause several homes on the Riley Hill border to be sold and removed. With the already increased amount of development in the area, it is logical that Riley Hill will face major changes as a result of reservoir development. Residents in favor of development point out several potential positives the reservoir could bring the community, including increased land value. “[The reservoir] will drive up the price of Riley Hill property.” Some residents will have lake front property they may be able to develop on their own and others will have land, which they may choose to sell to developers for an increased value.

While some community members are eager for the planned reservoir and potential growth it will bring to the surrounding area, others have a more apprehensive view. “We love our community the way it is” (Community Member interview). Some residents have legitimate worries that the expenses and facilities that would accompany growth and the reservoir would

pose problems to the community. “If they have the reservoir, they’ll have to have a treatment plant. So not only will we have to get water with a bunch of chemicals in it, the property is all pretty much privately owned and we’ll have to pay taxes on what we get for free right now!” (Community Member interview). The probable increase in taxes was mentioned by several residents as a potential problem for some community members, especially older citizens on fixed incomes. “A lot of families have already had to move because of the increase in taxes.... a lot of people are moving out because of the reservoir coming in” (Community Member interview).

The loss of people and property seems to be key factor in why residents are apprehensive about development, specifically with regards to the reservoir. The tradition of a tight knit, family-oriented community faces the potential for change as new residents and facilities move in to the Riley Hill community. Discussing the changes in the community, a community member commented “we’re losing ground, there are a lot of new faces and different cultures moving in and doing well while [traditional residents] aren’t doing as well as they used to.” Another concerned resident raised a more serious concern:

I don’t even know if there will still be Riley Hill [in five years]. Because if you think about it, with the small community that Riley Hill is, you have the work on the reservoir starting in the next five years. We will have many people coming in to buy lakefront property. That won’t be Riley Hill.

Several residents pointed out, however, that development may not occur as rapidly as some people think especially if people hold on to their property. “[Riley Hill] isn’t going to change too much because we aren’t giving up any property.” The mixed feeling regarding the reservoir development in Riley Hill and the changes that its arrival may cause is not a dilemma that can be easily solved.

Rural issues

While dealing with growth is a significant issue in Riley Hill, it is perhaps a key component in what could be seen as a general change in society. Despite the fact that residents acknowledge that community growth is impending in Riley Hill, there are still several issues related to the currently rural nature of the area. Matters such as transportation, employment opportunities, health concerns and access to services, are all concerns for members of the Riley Hill community.

Transportation

Several community residents expressed concern about transportation. “As the population gets older transportation will become an issue, so I hope there will be public transportation” (Community Member interview). Still, most residents in the area feel that people do have their own transportation, and if someone isn’t able to drive there is usually another community member who is willing take you where you need to go. While there is concern for the transportation needs of older residents in the area the spirit of family in the area is a major factor in overcoming this potential concern.

Another transportation issue mentioned by residents is the increase in traffic along the main road in the community. As surrounding towns continue to develop, residents have found themselves caught in rush hour traffic with commuters traveling from Raleigh to surrounding suburbs. “It takes longer to get anywhere, and it’s getting worse because of the increase in population for the whole area” (Community Member interview). Riley Hill road offers an alternative route for Raleigh commuters, but it also creates headaches for local residents. As emphasized by one resident “traffic is horrible! The speed limit [on Riley Hill road] is 45 and

these people are doing 65 or 70. We used to walk on these roads a lot but you can't do that now.”

Health Concerns

The primary health concern discussed by community members was substance abuse. In particular, residents acknowledge that in the past drug use/distribution has been a major problem but due to the efforts of the local Sheriff, substance abuse problems in the area have come under control. “Things are a lot better than they used to be,” says one resident, “Sheriff Baker got it under control, it's not highly visible as in the past.” Some residents still worry about the substance abuse problem in the area, as an older community member believes that cleaning the community up from drugs will be the biggest challenge Riley Hill will face.

Riley Hill, like many communities, has been affected by the country's drug epidemic but steps are being taken to address the issue within the community. Community members have utilized the resources of the church and the RHFLC to design a substance abuse program (COSAP *), and in conjunction with local authorities, many residents are hopeful this particular health problem will continue to diminish.

Access to Health Care

Access to health care was an additional issue Riley Hill residents discussed. Like many rural areas, the closest health care facilities are located outside the community. Community members indicated that most people receive primary care in neighboring towns. For more serious health concerns, however, people have to travel an even greater distance to go to Wake Med in Raleigh. “Wake Med is the closest hospital, you have the Zebulon, East Wake Hospital, but they only do like minor surgeries and outpatient therapy...X-rays...that type of thing” (Community

Member interview).

The issue of health care access may be addressed shortly however, as the pastor of the Riley Hill Baptist Church and other community members are involved in the planning of a regional health center in Zebulon. Located 3-4 miles from Riley Hill, it should alleviate some of the concerns about health care access. Also, in the future, the RHFLC board has tentative plans to expand the RHFLC and potentially have office space available, which may enable primary care physician to move into the community.

Conclusion

Many of the concerns that individuals within Riley Hill have can be compared to any community that is in the process of socio-demographic change. While attempting to maintain community and family traditions, Riley Hill residents are faced with changes in industry, development of surrounding areas, the influx of new and diverse people, as well as trying to manage rural issues such as transportation and access to health care services.

Despite these difficulties, the recognized strength of this community lies in its residents and their ability to come together and address impending issues. A long time community member summarizes this point best: “For my generation this is the norm, the community coming together. We also keep instilling values to stay in touch with the community and so far they have been good in keeping the heritage of the community alive.” Overall, despite the inevitable change, Riley Hill residents appear to be committed to retaining community tradition while accepting what the future has in store.

Comparison between inside and outside perspectives of Riley Hill

Following the analysis of themes within the inside and outside perspectives on Riley Hill,

it is important to conduct a comparison between these two groups. This comparison allowed the students to obtain a clear view of where these two groups have similar or differing opinions that may have an effect on the interactions between groups.

When comparing the inside and outside perspectives in Riley Hill, it is initially important to indicate that, regarding most themes, the views of both groups were similar, as there was a great deal of variance within each group. Additionally, due to the closeness and protectiveness of the Riley Hill community, it is probably unreasonable to assume that outsiders, like the students, would be able to obtain a true inside view of Riley Hill. Most community members who were interviewed by the students told similar stories and themes. Still, individuals outside of the Riley Hill community member perspective recognized the amount of unity within the community. Most service providers respected the community's self-reliant nature and worked to balance this characteristic with the services that they were striving to provide. Therefore, a comparison of the outside and inside perspective examines the interplay between two groups that, for the most part, work hard to understand the other's perspective.

Family and History

Both individuals inside and outside of the Riley Hill community recognized the historical and familial significance of Riley Hill. Typically, it is expected that a community would speak proudly of its own history and strengths, but it is unusual to have these same characteristics resounded by individuals, such as service providers, who are outside of the community. In the case of Riley Hill, however, it is true that a comparison of both inside and outside perspectives revealed a great deal of respect for Riley Hill's roots.

It is noteworthy that, while most service providers recognized the strengths and closeness

of the Riley Hill community, providers also felt that their work in the community might be hindered by difficulties accessing Riley Hill and becoming accepted by the community. Service providers felt that Riley Hill's closeness may, in some instances, limit the community's ability to benefit from outside resources. Members of the Riley Hill community who were interviewed did not necessarily express this belief. Instead, they continuously expressed the community's close knit structure as a distinct community advantage.

Drugs

This same type of incongruity was most apparent in the discussion of drugs in Riley Hill. Most community members recognized that there had been a drug problem in Riley Hill, but felt that the community had united to eradicate major threats. To some service providers, however, it appeared as if the community was more susceptible to negative drug activity than ever before, but that community members were either unaware or did not want to admit that there was still a major drug problem. While some community members recognized that drugs could still be prevalent in their community, a limited number of residents indicated that drugs might be a problem to the extent that service providers expressed this sentiment.

The differing views on this subject merit further investigation because if the problem has been augmented then the community needs to correctly perceive any threat. However, if the drug problem has been diminished then the community deserves recognition for their success and service providers and community efforts should be extended to more pressing issues.

Education

Regarding the topic of education, there is an interesting interaction between the views of those inside and outside of Riley Hill. Community members tended to stress past achievements

and indicated that education has been a corner stone of Riley Hill. Service providers, however, spoke about lower test scores in Eastern Wake County. While service providers had no specific knowledge of Riley Hill, they did indicate a concern for the education of area youth. It is important to gain a better understanding regarding the specifics of the education that Riley Hill youth are receiving and to compare academic achievements to their peers in other locations. Since youth in Riley Hill access the education services in neighboring towns, this theme is affected Eastern Wake county as a whole, rather than the specific actions of the Riley Hill community.

Rural Themes

Community members and service providers echoed similar concerns regarding the rural nature of Riley Hill. Both groups acknowledged the lack of recreation, transportation and access to services. However, community members, for the most part, were acclimated to the way that the community functioned and accepted situations, for example, the realization that you might need to call someone for transportation is accepted as a way of life. A majority of community members also seemed to be accepting of the water and sewage issues in Riley Hill while service providers often spoke of the situation as a major community barrier. Community members and service providers were, however, both concerned over a lack of recreation. This is particularly true in regards to Riley Hill youth, though members of the community had high hopes that the RHFLC would be able to help in this area. Service providers however, saw the lack of funding to provide recreation as a particular community concern.

Reservoir

The impending reservoir is a subject that requires more attention by both service

providers and community members. There is a great deal of variance regarding the reservoir and the changes its inception will impose upon Riley Hill. While some members of the community felt prepared, others seemed indifferent toward the impending reservoir. Service providers also seemed split in regards to their recognition the changes that will ensue following the reservoir's arrival. In both groups, there seemed to be a need to recognize the reality of the situation and to prepare for the changes that the reservoir will bring.

The interviews during this AOCD process indicated a broad perspective of what the reservoir means to Riley Hill ranging from indications that the reservoir will bring progress to the community to the sentiment that after the reservoir Riley Hill may no longer exist. The breadth of these thoughts, which represent both community and provider perspectives, indicates that further discussions regarding the reality of the reservoir may be needed by both groups in order to help Riley Hill be adequately prepared for the reservoir's arrival.

Growth

Similar to the perspectives surrounding the reservoir, both community members and service providers seemed spilt regarding how they perceived the effects of growth on the Riley Hill community. Both groups seemed to acknowledge that change, including commercial growth and an influx of new residents into Riley Hill, was imminent. However, some service providers seemed more cognizant of this fact and wondered how long Riley Hill could exist in its present form. Community members who were interviewed also acknowledge change, but varied in how much they personally wanted change, and in their assessment of the community's readiness for change.

Conclusion

Overall, a comparison between the inside and outside perspectives of Riley Hill indicates several areas where discussion between groups might be important. Discussion within groups might be equally important in the instances of the impending reservoir and growth of the area. Overall, the two groups seemed relatively congruent on many ideas, which is an important part of perceiving need and tackling community problems. It is also important and promising that the service providers interviewed were highly respectful and aware of Riley Hill's traditions and strengths. This type of respect is necessary when dealing with communities and can hopefully be utilized in further endeavors between service providers and Riley Hill community members.

A SUMMARY OF THE COMMUNITY FORUM PROCESS

Following the analysis and understanding of the inside and outside perspectives of Riley Hill, the themes elicited from the community member and service provider interviews were used to aid the students and the community in planning and developing a community forum. This community forum fulfills the action requirement of the AOCD process. This section of the document will describe the formation of a community planning committee to guide the forum's creation, the forum planning process, an overview of the forum and the forum discussions.

Forum Planning

The initial phase of the forum development process involved the formation of a community planning committee to help guide forum development. Potential Planning Committee members were identified through the Riley Hill AOCD interviews and preceptor contacts. These people were sent an invitation letter to join the planning committee (APPENDIX XXX).

Three Planning Committee meetings were held to discuss the themes that emerged from

the students' interviews and focus groups with service providers and community members. Five to seven people from the Riley Hill Family Life Center and the community attended each of the three meetings. Through the use of a pile sorting and prioritization activity, the planning committee decided which themes to address, what actions should come from the information, and the best approach to holding a community forum that met the requirements of the AOCD process.

During the first planning committee meeting, the students presented the strengths that emerged from the interviews in order to set the context and the tone of the meeting. These included: history; family; empowerment; pride; vision; protection; self-reliance; and education. The students also presented the challenges facing Riley Hill, including: education, reservoir, water and sewage, transportation, recreation, funding and county support, and drugs. The planning committee members then brainstormed within those topics, added information they felt was missing, and prioritized the information according to the importance of issues and their applicability to a community forum. They then ranked issues in terms of changeability, community readiness to change, and immediacy (5 most changeable, and 1 least changeable). The results are in APPENDIX LII Table 1.

Issues facing the RHFLC such as grant writing, collaboration, and data collection arose as main concerns of the Planning Committee, many of whom are involved with programs at the center. Therefore, students facilitated a discussion regarding these issues in relation to the services of the RHFLC, a vital resource in the community. The planning committee decided that it wanted to focus the community forum around the services available at the RHFLC, and find out if the services reflected the needs of the community, if the community is aware of what is

offered, and what else is needed. The other issues were considered less important because they are not immediate problems, they are not readily addressed in the context of a community forum, and changeability was not considered high. Also, planning committee members considered that the community might be at different stages of readiness to address the issue of drugs, but that the challenges regarding drugs were also interrelated to those of education and recreational opportunities.

During the following two meetings, the students and the planning committee worked out the details and logistical issues related to the forum. The Planning Committee agreed to a large group session, followed by four break-out sessions which considered what the community's expectations of the Riley Hill Family Life Center are, in the context of four selected issues; Education, Recreation, Health, and Job Training. Planning Committee members also agreed to facilitate these groups while the students would serve as notetakers. The planning committee decided against using quotes drawn out of interviews and focus groups, or having the students present the information on the themes at the forum, as they did not want to influence participants' opinions. The students adapted the SHOWED discussion method to include the questions the Planning Committee wanted addressed in the forum (APPENDIX XXXI). The planning committee approved the guide to be used by the small group facilitators.

The students and planning committee identified people to invite to the forum, including service providers and community members, and decided to make announcements at church regarding the forum, make flyers (APPENDIX XXXIII) available in public places, put flyers on mailbox flags around Riley Hill, and contact the Wendell Clarion. All people who participated in the AOCD process were mailed a personal thank you card and invitation (APPENDIX

XXXIV). Additional service providers who were not interviewed, but identified by the planning committee were sent a letter to inform them about the forum (APPENDIX XXXV). The intent was to have a broad diversity of participants who might utilize the services of the Riley Hill Family Life Center. Food, door prizes, and childcare were also offered as incentives for participation in the forum.

The planning committee and the student team developed the agenda for the night of the forum. Planning Committee members also recommended that a handout describing the AOCD process, and including the agenda for the evening be made available to attendees (APPENDIX XXXVIII - XXXIX). In addition, the students developed a survey to be handed out with the forum that elicited information regarding participants' use of the Riley Hill Family Life Center (survey and results available in APPENDIX XXXVII).

Forum

The forum was held on Monday, May 13, 2002, from 6:30pm to 8:30pm, at the Riley Hill RHFLC. The agenda for the evening is featured in APPENDIX XXXVIII. The cafeteria was used during the first sessions, and the small groups met in different classrooms at the RHFLC.

At the start of the forum, participants were asked to sign-in, fill out a survey, and use a post-it note to determine which small group they were interested in participating in. During the time participants were arriving, individuals were able to visit tables set-up in the room regarding programs available at the RHFLC.

The evening started with a welcome from the AOCD team's preceptor, and the pastor of the Riley Hill Baptist Church provided a prayer over the meal. The program began with an introduction of students and planning committee members and a review of the AOCD process

including what will be done with the information, where the information will be available, and the activities that will take place during the forum. The script for the introduction can be found in the APPENDIX XL.

The approximately 30-35 participants, both service providers and community members, in attendance at the community forum broke into small group sessions to discuss Health, Education, Recreation, and Job Training. The following is a description of what took place during each of the small groups.

Outcomes of the Small Group Sessions

The goals of the small group sessions were to find out from community members what their expectations were of the Family Life Center's role in the community, as well as their expectations of the services. These questions were answered in the context of four issues facing the community. Detailed notes from the small group discussions can be found in APPENDIX XLII - XLIX.

Health

Participants in the health group saw the RHFLC's role in the community as a comprehensive resource center, inclusive of holistic health services, as well as a potential satellite program providing on site services and as an educational resource for nutrition, counseling, and other needs. Community members were then asked to speak about the problems related to health in Riley Hill, and responses included lack of transportation, a lack of educational programs, and a lack of financial resources or insurance to address health needs. Participants also mentioned a lack of health care providers; there is no pediatrician, obstetrician, nor general practitioner in the community.

In order to assess the community's awareness of the services being offered by the RHFLC, the participants were asked which health services being offered at the RHFLC they were aware of, and why there might be low participation in these programs. Participants responded by stating that a lack of interest in existing programs, transportation barriers, inconsistency in time and location of the programs, and unknowingly excluding other nearby communities might all be barriers to RHFLC services. The group offered several solutions to these barriers including: conducting a community needs assessment, providing other programs of interest to the community, providing transportation, conducting a “mission program” involving intense community word of mouth contact to include church congregations, businesses, the news media, etc. Ideas to increase volunteer participation and retention and partnering with other agencies with similar programs were also discussed.

Education

In the education session the group first discussed specific areas of education the community, and the RHFLC should address. One suggestion was the return of “My Brothers Keeper” program, which provided classroom and life skills education important to young African American males. Continued tutoring was also mentioned, and while the technology center is already seen as a vital resource, more work with young people in computer technology may be possible, as well as GED classes increasing adult education opportunities. There was also concern regarding the “zero tolerance” policies in local schools. Finally, the group also discussed the need to address apathy in the community regarding education, by investigating models or successful education programs which could deal with this concern.

The participants decided that the education needs of both children and adults could be

enhanced by the RHFLC. To determine youth needs, a needs assessment of area youth, or a community forum specific to the youth would be beneficial and possible for the community. Participants also felt the RHFLC could include tutoring, GED classes, alternative schooling, skill/vocational training, 4-H clubs, and work preparedness education (interview skills, resume building, etc). Adult education needs that could be addressed by the RHFLC included parent/child education programs, and a support group to help parents deal with education concerns for themselves, their children, and the school system. Adult special interest classes, work preparedness classes, and GED classes were also recommended.

Recreation

Participants had several motivations for attending the recreation session, including being parents of children, interest in volunteering / mentoring, wanting kids to have something to do, thinking recreation should span ages, and wanting a revived sense of community. Participants discussed the role that they saw the RHFLC playing in the community, including that of: leadership in setting an example for community involvement and direction; prevention by providing recreational opportunities for youth and training, as far as teaching youth to be part of a team, and also part of a greater community. Problems that are related to recreation are a lack of opportunities, as former sports teams no longer exist, as well as a lack of resources to provide these opportunities. Participants spoke of wanting adequate facilities at the RHFLC for youth to utilize. Also, drug problems in the area have impacted the issue of recreation by distracting youth interest, as well as losing a generation of youth to illegal activities or incarceration.

The participants spoke of a current increase in church involvement. They also spoke, however, of changing family values, in that people used to know each other in the community, as

families would watch out for each other's children, and the community environment provided guidance for youth. However, because parents need to work in order to meet the burdens of financial pressures, there are more time constraints on family time. Participants also noted that they want more family time, how there needs to be an increased sense of unity in the family and in the greater community.

The participants discussed possible solutions and action steps that the RHFLC could incorporate into their objectives, such as a sports league or team, sponsored by church, RHFLC, or local business. The community should also emphasize many examples of athletic successes in Riley Hill. The interest is recognized in the community, but now there is a need for resources. Participants recommended that the RHFLC get the information out to parents, reach out to the whole community beyond the church, or the RHFLC and RHBC could facilitate involvement with area Parks & Recreation leagues.

Job Training

The small group discussion surrounding the topic of job training resulted in several good ideas and community member expressions, however, the group had difficulties defining and interpreting what job training actually is. Because of this difficulty, the discussions within the group ranged widely. Still, several key ideas resulted from the small group discussion.

First, group members seemed unified in the belief that the RHFLC needs to conduct an accurate assessment of community members' desires, skills, and needs, and integrate these findings into RHFLC programs. Participants felt that recognition of the variability among the community might help improve RHFLC services.

The second discussion which developed during the job training small group was the idea

that job training programs at the RHFLC needed to focus on skill development. While current services at the RHFLC include technology training most people felt that there were several other skills needed by community youth. Instead, group members wanted a program that involved skilled training, such as learning a trade that would be beneficial to youth. The group also felt that such a skill development program could benefit the community by incorporating the job training program into a community effort. An example given by a group member illustrated the group's ideas by suggesting that the RHFLC could sponsor a lawn-servicing program where youth could learn skills and be part of the work force. They could lease out their skills to benefit themselves, but the community could also benefit by helping out low income families by providing services at low cost. A program of this type, the group felt would be advantageous to individuals and the community as a whole.

Forum Outcomes

The recommendations that emerged from the forum small groups will be made available to all participants in the forum, the RHFLC and the RHBC. Many program directors and members of the RHFLC board were present at the forum, as well as many community members who might utilize the services. Many people that are instrumental in providing services at the FLC served on the planning committee, and they were interested the feedback provided by the small group sessions, in order to incorporate these ideas into the future planning of RHFLC services. Many service providers from the county level also attended the forum, and this was an invaluable opportunity for providers to hear directly from the community, and from the RHFLC, what the Riley Hill community needs and wants.

Implications and Recommendations from the AOCD process

Throughout the interviews with both community members and service providers several similar themes emerged. However a weakness of this analysis is the possible lack of diversity and representation of the entire Riley Hill community. Most of the individuals interviewed, who were characterized as having an inside perspective of the Riley Hill community, were active in either the Riley Hill Baptist Church or the Family Life Center. This group tended to provide information specific to the church and the Family Life Center community than to the Riley Hill community as a whole. Additionally, this group of active Riley Hill participants also tended to be homogenous in several other ways including having similar familial roots and moral beliefs.

The analysis of the data also may not have been entirely representative of individual interviews. It is important to recognize that the service providers who were aggregated to create an outside perspective of Riley Hill, in reality represented the views of providers with very different relationships to the Riley Hill community. In actuality, the outside perspective data includes information from two distinct groups of providers: those who are actively engaged in service within Riley Hill (these individuals may even live within Riley Hill's physical boundaries) and service providers who provide services to the broader eastern Wake County and may or may not have had direct contact within the Riley Hill community. Recognition of these two groups is important because it is necessary to indicate that the outside perspective of Riley Hill includes two very distinct experiences. To some extent this variance may provide a richer form of data, however if this data characteristic is not recognized then important information might be lost.

The information provided by those interviewed has important implications for the AOCD findings. To achieve comprehensive insights into the community, a diverse range of points of view from both community members and service providers are needed. Therefore, if time had permitted, it would have been desirable for the students to attempt to elicit interviews from individuals outside of the RHBC or the RHFLC. It would also have been helpful to analyze the perspective data on Riley Hill according to groupings within the categories of association with the RHBC/RHFLC or no association.

The fact that both community and provider interviews recognized the strengths and distinctive characteristics of Riley Hill, has strong implications for possible interactions between these two groups. Riley Hill is uniquely characterized as a community that is able to tell service providers what they want and this, in turn, can help service providers remain in tune with Riley Hill's desires. While this is certainly a positive interpretation of the situation, it is also important for the community to have a certain degree of willingness to allow outsiders to intervene if they have resources or ideas that might benefit Riley Hill. It would be unfortunate for the closeness of the community to inhibit Riley Hill from receiving needed services and assistance.

The features which characterize Riley Hill, self-reliance and familial bonds, may also contribute to the fact that so many of Riley Hill's resources and manpower are internalized within the church and the RHFLC. The AOCD findings indicated that in many cases, particularly in regards to the RHFLC, community members are also the service providers within Riley Hill. While these volunteers are a strength of the community, it appears as if certain individuals repeatedly shoulder the majority of community responsibilities within Riley Hill. The fact that

the community's programs are often sheltered within the church community and are often maintained by the same individuals may have important implications for the services being offered. The interaction between the church and the community center may limit others outside of this RHBC circle from accessing or even being aware of service. A community member echoed this concern by stating: "even if they aren't in your church, they still affect your community." The homogeneity of the service providers and the fact that many of these individuals are also part of the community may also, unknowingly, have an effect on the services offered. Identification of possible undefined individuals and groups may help empower the community and invoke further community action steps.

The secondary data that is provided in this document also has interesting implications for the Riley Hill community. The data, based on the 2000 census, primarily reveals information at State and County levels while not providing any information specific to the Riley Hill community. During interviews, and particularly at the forum, several community members called for an accurate needs assessment of their community. This response was supported by the idea that there was no data that accurately portrayed Riley Hill and that, without this data, community needs and strengths were predominately based on suppositions and hearsay. For a more thorough community diagnosis and for the betterment of the community, community members and service providers should be encouraged to conduct a data collection and analysis process for their own community.

Finally, Riley Hill is a strong community where the church, the RHFLC and community members collaborate with one another to take care of their own needs. Several community examples illustrate that Riley Hill is capable of developing, implementing and evaluating their

own community programs. In fact, the community organized its own forum event attended by over 75 people including county representatives and service providers. As this was the case in Riley Hill, the AOCD team attempted to act as a support the community's existing strengths. However, the community closeness within Riley Hill made it difficult to highlight the community's needs, and empower the area residents through community development, a goal of the AOCD process (Steckler., Dawson., Israel., & Eng., 1993). Still it is hoped that by utilizing existing resources, recognizing Riley Hill's strengths and limitations, presenting these findings to community leaders and providing an outlet for interaction between service providers and community members, Riley Hill was able to benefit from the AOCD process.

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APPENDIX

Fact Sheet

Service Provider Interview

WHAT IS THIS STUDY ABOUT?/WHAT IS THE PURPOSE OF THIS STUDY?

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The study is being conducted by

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Name of co-investigators: Eugenia Eng (faculty advisor), Shara Merritt, Antoine Smith and Pornruedee Nitirat

UNC School of Public Health

Department: Health Behavior Health Education CB #: 7400

Phone #: 966-3761

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Questions will be regarding services available in Riley Hill and impressions of the community from a service provider's perspective.

Your participation is entirely voluntary and you will not be required to reveal any personal information.

We estimate that it will take about 60-90 minutes of your time to complete the interview. This is a one-time only interview.

Please refer to the interview guide to see the questions that you will be asked to consider.

WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?

Physical, psychological, and social risks should be negligible. Interviews will focus on the strengths and weaknesses of the Riley Hill community, and identifying future program directions for promoting the health and well-being in the community.

A written summary of the functioning, feelings and interactions of the Riley Hill community and

suggested future directions will be made available to the community leaders, community members and service providers.

ARE THERE ANY COSTS? There will be no costs for participating.

WILL I BE PAID Your participation is voluntary, there will be no reimbursement for your participation.

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Audio tapes of the interviews will be destroyed after the data is transcribed.

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Community Member Interview Guide for Riley Hill

Introduction:

Hello, my name is _____ and I'm going to be leading our interview today. This is _____, who will be taking notes and assisting me during our discussion. We'll be here about 90 minutes today to talk with you about your perspectives on the Riley Hill community and about your experiences as a community member in Riley Hill. We are interviewing a variety of individuals in Riley Hill who will all have different points of view about the community, and the purpose of our interviews is to gather these different viewpoints.

You are not likely to experience any risks from participating in this interview. Every effort will be taken to protect your identity in this interview. Nothing said during this interview will come back to you. This project has been reviewed and approved by the UNC-CH School of Public Health Institutional Review Board on Research Involving Human Subjects. This means that a panel of experts has looked over the questions we ask and the panel feels that you will be safe from harm if you agree to participate. Do you have any questions about this study or today's interview?

Your participation in this discussion is voluntary. You may refuse to participate, may refuse to answer any questions, or may quit at any time. You may now review the consent form in front of you. I can read this form out loud if you would like me to do so. Do you agree to participate in this discussion? If so, please indicate your willingness to participate by signing the consent form now. Thank you.

During this interview we are going to record what is said on this piece of paper. If you have no objections, we will also tape record the discussion to make sure we don't miss anything. Only our 4 group members will listen to the tape. Afterwards, the tape will be erased. You can ask for the recorder to be turned off at any time during the discussion. Do you agree to have this discussion taped?

Okay, let's begin. [Turn tape recorder on]

We have a lot to cover, so we will need to do a few things to get make this interview a success. I would like to ask you to:

- (1) Please talk in a voice at least as loud as mine
- (2) There are no wrong answers, just different opinions. I'm looking for different point of view, so just say what's on your mind. If you don't feel comfortable answering question or don't have an opinion just let me know.
- (3) We do have a lot to cover, so you may be interrupted at some points so that we can keep moving and avoid running out of time. We value your opinions, both positive and negative, and I hope you choose to express them during the discussion.
- (4) Finally, please remember that everything that you reveal to us during our discussion is confidential and your name will not be linked to any of the findings of this study.

Interview Questions:

I. INDIVIDUAL INFORMATION

- A. Introductory Text: “First, we are interested in learning about how you, as a community member in Riley Hill.”
- B. Interview Questions
 - 1. Where do you live in Riley Hill?
 - 2. How long have you lived in Riley Hill?
 - 3. Where are you employed?
 - 4. What is life like in Riley Hill?
 - 5. What makes you proud about living in Riley Hill?

II. NEIGHBORHOOD AND COMMUNITY

- A. Introductory Text: “Thank you for all of that information. We would now like to get your opinion about community life in Riley Hill.”
- B. Interview Questions
 - 1. How would you describe Riley Hill?
 - 2. What are the physical boundaries of Riley Hill?
 - 3. How would you explain the relationship between Riley Hill and Wendell?
 - 4. Describe life in Riley Hill for adults? (Probe: jobs, recreation, social interactions, church)
 - 5. Describe life in Riley Hill for youth?
 - 6. What types of family structures are characteristic in Riley Hill?
 - 7. How do people support each other in Riley Hill?
 - 8. In your opinion, how do the members of the Riley Hill community interact?

III. ENVIRONMENTAL/HEALTH ISSUES

A. Introductory Text: “Thank you for all of that information. We would now like to get your opinion, as a community member about some of the environmental and health issues in Riley Hill.”

B. Interview Questions

1. What type of housing is available in Riley Hill?
2. How is the transportation?
3. What are the natural resources beneficial to the community?
4. How would you describe the agriculture in Riley Hill?
5. How is the water supply in Riley Hill?
6. Are there any other environmental problems in the community?
7. What would you regard as the most prominent health concern among members of the community?
8. What, if anything is being done in Riley Hill to address this problem?
9. Do you have any ideas of how to tackle this community issue?

III. ENVIRONMENTAL/HEALTH ISSUES

A. Introductory Text: “Thank you for all of that information. We would now like to get your opinion, as a community member about some of the environmental/health issues in Riley Hill.”

B. Interview Questions

1. What type of housing is available in Riley Hill?
2. How is the transportation?
3. How would you describe the agriculture in Riley Hill?
4. How is the water supply in Riley Hill?
5. Are there any other environmental problems in the community?
6. What are the medical services like in Riley Hill?
7. What would you regard as the most prominent health concerns among members of the community?
8. What, if anything, is being done in Riley Hill to address these problems?
9. Do you have any ideas of how to tackle this community issue?

IV. SOCIAL ISSUES

C. Introductory Text: “Thank you for all of that information. We would now like to get your opinion, as a community member about some of the broader social issues in Riley Hill.”

D. Interview Questions

1. What do you think are the challenges facing Riley Hill? (Probe: growth, development, racism)
2. How have these challenges affected you personally?
3. What strengths/resources does Riley Hill have to help deal with community challenges?
4. What types of industry exist in Riley Hill?
5. Where are most members of the community employed? (LOCATION VS. TYPE OF WORK)

V. MISCELLANEOUS

A. Introductory Text: “Thank you for all of that information, I just have a few more questions for you about Riley Hill. ”

B. Interview Questions

1. How has Riley Hill changed during the time that you’ve lived there?
2. What do you think Riley Hill will be like in five years?
3. If someone were to ask you if Riley Hill is a good place to live and raise family, how would you respond?
4. If you were able to give anything to the community of Riley Hill, what would you most like to give? WHY?

V. Recommended Individuals to Interview/ CLOSING

A. Introductory Text: “Thank you for all of the information that you have provided for us. In closing we would like to know if there is anything additional that you would like to add to your reflections about being a community member in the Riley Hill community. *We would also like to ask you if you have any other community members or community members whom you think we might want to contact in order to gain perspectives about*

Riley Hill. We would like to have you contact these individuals for us and let us know if it is alright for us to try to contact them. Please let these persons know that at no time are they obligated to work with us, but that their input would be extremely helpful and greatly appreciated. Once again, thank you for all of your time and efforts during today's interview.

Service Provider Interview Guide for Riley Hill

Introduction:

Hello, my name is _____ and I'm going to be leading our interview today. This is _____, who will be taking notes and assisting me during our discussion. We'll be here about 90 minutes today to talk with you about your perspectives on the Riley Hill community and about your experiences as a service provider in Riley Hill. We are interviewing a variety of service providers in Riley Hill who will all have different points of view about the community, and the purpose of our interviews is to gather these different viewpoints.

You are not likely to experience any risks from participating in this interview. Every effort will be taken to protect your identity in this interview. Nothing said during this interview will come back to you. This project has been reviewed and approved by the UNC-CH School of Public Health Institutional Review Board on Research Involving Human Subjects. This means that a panel of experts has looked over the questions we ask and the panel feels that you will be safe from harm if you agree to participate. Do you have any questions about this study or today's interview?

Your participation in this discussion is voluntary. You may refuse to participate, may refuse to answer any questions, or may quit at any time. You may now review the consent form in front of you. I can read this form out loud if you would like me to do so. Do you agree to participate in this discussion? If so, please indicate your willingness to participate by signing the consent form now. Thank you.

During this interview we are going to record what is said on this piece of paper. If you have no objections, we will also tape record the discussion to make sure we don't miss anything. Only our 4 group members will listen to the tape. Afterwards, the tape will be erased. You can ask for the recorder to be turned off at any time during the discussion. Do you agree to have this discussion taped?

Okay, let's begin. [Turn tape recorder on]

We have a lot to cover, so we will need to do a few things to get make this interview a success. I

would like to ask you to:

- (5) Please talk in a voice at least as loud as mine
- (6) There are no wrong answers, just different opinions. I'm looking for different point of view, so just say what's on your mind. If you don't feel comfortable answering question or don't have an opinion just let me know.
- (7) We do have a lot to cover, so you may be interrupted at some points so that we can keep moving and avoid running out of time. We value your opinions, both positive and negative, and I hope you choose to express them during the discussion.
- (8) Finally, please remember that everything that you reveal to us during our discussion is confidential and your name will not be linked to any of the findings of this study.

Interview Questions:

I. INDIVIDUAL INFORMATION

- C. Introductory Text: “ First, we are interested in learning about how you, as a service provider in Riley Hill.”
- D. Interview Questions
 1. Where do you work in Riley Hill?
 2. What do you do at this organization?
 3. How many hours per week do you spend in the Riley Hill community?
 4. How long have you worked in Riley Hill?
 5. What kind of services do you or the organization that you represent provide to Riley Hill?
 6. Who is Riley Hill has the most need for your services?
 7. What barriers does your agency reach in trying to reach community residents?
 8. What makes you proud about working in Riley Hill?

II. NEIGHBORHOOD AND COMMUNITY

- C. Introductory Text: “Thank you for all of that information. We would now like to get your opinion about community life in Riley Hill.”
- D. Interview Questions
 1. How would you describe Riley Hill?
 2. What are the physical boundaries of Riley Hill?
 3. How would you explain the relationship between Riley Hill and Wendell?
 4. Describe life in Riley Hill for adults? (Probe: jobs, recreation, social interactions, church)
 5. Describe life in Riley Hill for youth?
 6. What types of family structures are characteristic in Riley Hill?
 7. How do people support each other in Riley Hill?

8. In your opinion, how do the members of the Riley Hill community interact?

III. ENVIRONMENTAL/HEALTH ISSUES

C. Introductory Text: “Thank you for all of that information. We would now like to get your opinion, as a service provider about some of the environmental and health issues in Riley Hill.”

D. Interview Questions

1. What type of housing is available in Riley Hill?
2. How is the transportation?
3. What are the natural resources beneficial to the community?
4. How would you describe the agriculture in Riley Hill?
5. How is the water supply in Riley Hill?
6. Are there any other environmental problems in the community?
7. What would you regard as the most prominent health concern among members of the community?
8. What, if anything is being done in Riley Hill to address this problem?
9. Do you have any ideas of how to tackle this community issue?

III. ENVIRONMENTAL/HEALTH ISSUES

E. Introductory Text: “Thank you for all of that information. We would now like to get your opinion, as a service provider about some of the environmental/health issues in Riley Hill.”

F. Interview Questions

1. What type of housing is available in Riley Hill?
2. How is the transportation?
3. How would you describe the agriculture in Riley Hill?
4. How is the water supply in Riley Hill?
5. Are there any other environmental problems in the community?
6. What are the medical services like in Riley Hill?
7. What would you regard as the most prominent health concerns among members of the community?

8. What, if anything, is being done in Riley Hill to address these problems?
9. Do you have any ideas of how to tackle this community issue?

IV. SOCIAL ISSUES

G. Introductory Text: “Thank you for all of that information. We would now like to get your opinion, as a service provider about some of the broader social issues in Riley Hill.”

H. Interview Questions

1. What do you think are the challenges facing Riley Hill? (Probe: growth, development, racism)
2. How have these challenges affected you personally or the organization that you work with in Riley Hill?
3. What are the main barriers you encounter when you try to solve any problems in the community?
4. What strengths/resources does Riley Hill have to help deal with community challenges?
5. What types of industry exist in Riley Hill?
6. Where are most members of the community employed? (LOCATION VS. TYPE OF WORK)

V. MISCELLANEOUS

C. Introductory Text: “Thank you for all of that information, I just have a few more questions for you about Riley Hill. ”

D. Interview Questions

1. How has Riley Hill changed during the time that you’ve worked there?
2. What do you think Riley Hill will be like in five years?
5. If someone were to ask you if Riley Hill is a good place to live and raise family, how would you respond?
6. If you were able to give anything to the community of Riley Hill, what would you most like to give? WHY?

V. Recommended Individuals to Interview/ CLOSING

B. Introductory Text: “Thank you for all of the information that you have provided for us. In closing we would like to know if there is anything additional that you would like to add to your reflections about being a service provider in the Riley Hill community. *We would also like to ask you if you have any other community members or service providers whom you think we might want to contact in order to gain perspectives about Riley Hill. We would like to have you contact these individuals for us and let us know if it is alright for us to try to contact them. Please let these persons know that at no time are they obligated to work with us, but that their input would be extremely helpful and greatly appreciated. Once again, thank you for all of your time and efforts during today’s interview.*

COMMUNITY MEMBER FOCUS GROUP GUIDE

Introduction:

Hello, my name is _____ and I'm going to be facilitating our focus group today. This is _____, who will be taking notes and assisting me during our discussion. We will be here about 45 minutes to talk to you about the community of Riley Hill, and about your opinions concerning the strengths of Riley Hill and the challenges it faces. Your insights and opinions on this subject are important, so please say what's on your mind and what you think. There are no right or wrong answers.

Consent:

You are not likely to experience any risks from being in this focus group. This project has been reviewed and approved by the UNC-CH School of Public Health Institutional Review Board on Research Involving Human Subjects. This means that a panel of experts has looked over all that is being asked of you and the panel feels that you will be safe from harm if you agree to participate. Do you have any questions about this study or today's focus group?

Your participation in this discussion is voluntary. You may refuse to participate, may refuse to answer any questions, or may quit at any time. Also, we must ask you to agree to not reveal anything you learn about participants or share any statements made during this discussion outside of this focus group. Do you agree to participate in this discussion? Do you agree to not reveal any information discussed during this session? Now please review the consent form in front of you. I can read this aloud if anyone would like for me to do so. If you agree to participate under these conditions please indicate you consent by signing the sheet in front of you.

During the discussion we are going to record what is said on a notepad. If you have no objections, we will also tape record the discussion to make sure we don't miss anything. Only the 5 members of our group will listen to the tape. Afterwards, the tape will be erased. You can ask for the recorder to be turned off at any time during the discussion. Do you agree to have this discussion taped? Okay, let's begin. [Turn on tape recorder]

We've got a lot to cover, so we will all need to do a few things to get our jobs done:

1. Talk in a voice at least as loud as mine.
2. There are no wrong answers, just different opinions. We are looking for different points of view. So, just say what's on your mind.
3. We do have a lot to cover, so you may be interrupted at some point so that we can keep moving and avoid running out of time.
4. We value your opinions, both positive and negative, and we hope you choose to express them

during the discussion.

5. Everything said is confidential and will not be repeated.

Focus Group topics:

1. Let's start with introductions; we don't need to know your names but we would like to know how long you've lived in Riley Hill and what you do, either for a living or a hobby or whatever you'd like to share.
2. If someone were considering moving to Riley Hill, what would you tell him or her?
(Probe: Work, schools, church, community feeling, housing, access to resources, health, growth & development, recreation, local government...)
3. What do you all believe to be the best things about Riley Hill?
4. What are the problems/issues facing Riley Hill?
5. How do people get along in Riley Hill? (Probe: race/ethnicity, age, class, newcomers)
6. What is life like for young people in Riley Hill? (probes...)
7. What is life like for older people in Riley Hill?
8. In what direction do you see Riley Hill going over the next 5 years?
9. How do you see the residents getting involved in this?
10. Tell me about a time when the community has worked together to accomplish something.
11. Is there anything else you want to tell about the Riley Hill community?

Interviewees

Clinical Director, Eastern Wake Human Services Center

Project Leader, Wake County Human Services

Team Leader, 4-H Youth Development

FLC Board Members & Program Directors

(5 interviewees / 4 also Community Members)

Wake County Sheriff's Office, Investigator

NAACP representative / Community Member

Community Historian / Community Member

Local Pastors (2)

Local Business Owner

Community Members (11)

List of Secondary Data Sources

- 1. Wake County Statistics**
- 2. Demographic and Economic Data Center**
- 3. Historic Architecture of Wake County**
- 4. Riley Hill Baptist Church**
- 5. Riley Hill Grant Writing Team**
- 6. North Carolina Center for State Health Statistics**
- 7. State Bureau of Investigation**
- 8. U.S. Census Bureau**
- 9. Wake County Planning Department**
- 10. Wake County Transportation Plan**
- 11. Wendell Clarion**
- 12. Raleigh News and Observer**
- 13. Wendell Public Library**



Riley Hill Family Life Center Community Programs and Services

* **S.E.L.F. Improvement Program**

(Smoking, Education, Lifestyle and Fitness) Provides a multi-generational strategy to reduce the chronic disease risk factors of physical activity, nutrition and tobacco use among economic challenged residents.

* **Fitness Exercise Program**

Provides a routine program twice a week of fitness training classes. Universal, free weight, and other exercise equipment is available on a daily basis for adults, male and female.

* **Community Beautification: Adopt-A-Highway**

Cooperative clean-project to encourage a healthy environment.

* **Meal on Wheels**

Provide lunches for those who are unable to provide meals for themselves.

Computer Technology Center

Contact: Robert Sams
(919) 365-4899

Brothers to Brother Program

Contact: Cheryl Holden
(919) 365-4434

SELF Improvement Program

Contact: Janice Holden
(919) 365-6780



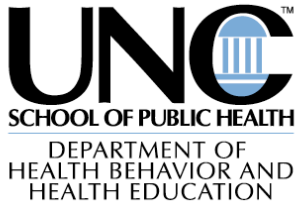
The Riley Hill Family Life Center is a 501© (3) non-profit organization. The Center's activities are conducted within a former public school building, which is now listed as a landmark in the National Historic Registry.

The Center's primary focus has been to target at risk youth by providing innovative programs focused on improving academic achievement, leadership development, and character building.

The larger goal has been to provide a model that would involve the entire family unit with the development and implementation of program services and activities.

The Riley Hill Community is a rural area located 5 miles outside of the city of Wendell, in eastern Wake County 15 miles east of Raleigh.

For information contact: **919-365-7899**
Executive Director



Dear Planning Committee Member;

Thank you for agreeing to consider becoming a member of the Riley Hill Community Meeting planning committee.

We are students at the UNC School of Public Health, Department of Health Behavior Health Education. We are participating in a class called Action Oriented Community Diagnosis. As a team of four people, we have been assigned to the community of Riley Hill, with Kimberlee Clifton as our preceptor.

Throughout the past two months, we have been conducting interviews with community members and service providers in order to identify the assets, resources and needs in the Riley Hill community. You are being asked to participate on this committee because you are an active member of the community of Riley Hill. The community meeting is supposed to be the culmination of our efforts during the semester, in which we present back to the community the themes that have emerged through the interviews. The purpose of the meeting is for the community to discuss these themes, and if they chose to, to decide on future action steps for promoting the health and well-being in the community. This should also be in the context of the strengths that have emerged throughout the interviewing process.

After the community meeting, a written summary of the functioning, feelings and interactions of the Riley Hill community and suggested future directions will be made available to the community leaders, community members and service providers.

The planning committee will help to advise the students, as well as assisting with organizational aspects of the meeting. Additional roles of the community members on the planning committee can be defined by the members themselves, in an initial meeting with the students.

The date of the community meeting will also be decided by the planning committee, but should take place at some time at the end of April or beginning of May.

The time involved in being on the planning committee should not be more than five hours a week at the most. Thank you for considering being a part of this committee, we really appreciate your time and involvement with the Riley Hill community. Please also feel free to invite other community members that might be interested to be on the planning committee, as well as to the meeting itself.

Sincerely,

Antoine Smith, Natalie Kil, Shara Merritt, Pornuedee Nitirat

Small Group Facilitator Guide - SHOWED

SEE

How do you see the FLC's role in the community?

What are your expectations of the FLC?

HOW

- Brainstorming about the topic

What is the problem related to Health, Education, Recreation, or Job Training?

What is happening in the community?

OUR

How does this relate to your life or to your family's?

Is this common, does / could it happen to others?

How do you feel about it?

What problems are related to this?

WHY

Why does this exist / happen?

What causes this to happen?

How does it impact our families or community when this happens?

Who benefits when this happens?

Who loses when this happens?

Who is responsible for perpetuating the situation?

What can be changed?

-Pick one or two causes

-Prioritize causes based on importance and changeability

EVALUATION / EMPOWERMENT

How are we part of the problem?

How can we be part of the solution?

What are some of the reasons we let this persist?

DO

-Discussion on how to deal with those causes (action plan)

What can we do about these problems in our lives?

What services do you already know about that are being offered to deal with this problem?

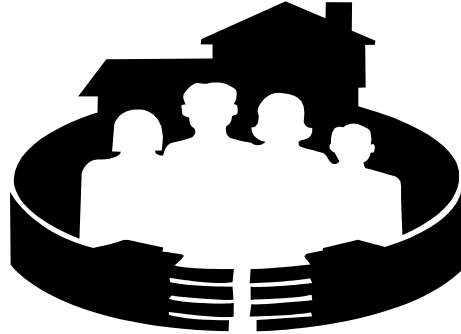
Do you use them? Why or why not? What would make it more likely that you would access these services?

How can the FLC respond best to this need / meet the expectations of the community?

What would increase volunteer participation and retention?

How do you find out about the services? What could be done to communicate to the public about these services more effectively?

COMMUNITY FORUM



Come to the Riley Hill Family Life Center
Community Forum to Discuss:

- ☀ Education
- ☀ Health
- ☀ Recreation
- ☀ Job Training Skills

When: May 13, 2002 6:30- 8:30 pm

Where: Riley Hill Family Life Center
5901 Riley Hill Road, Wendell, NC

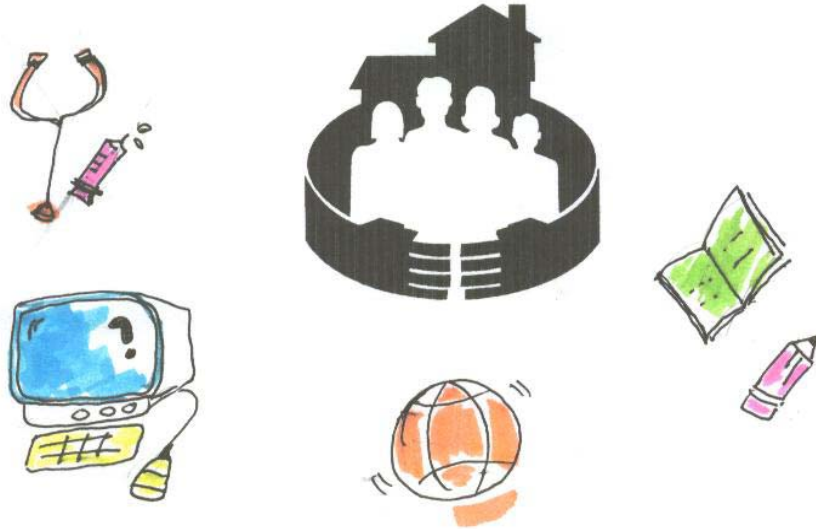
Why: To give feedback & learn about
community activities and services

*FOOD, CHILDCARE, & DOORPRIZES
ALL AGES WELCOME*

Questions? Please leave a message- toll free 1-866-610-8273 (press 2)

THANK YOU NOTE & FORUM INVITATION

Riley Hill Community Forum



***Thank you very much
for your participation in the
Riley Hill Community Diagnosis process.***

***You are invited to attend the
Riley Hill Community Forum,
Monday, May 13, 2002, from 6:30-8:30pm.***

***Sincerely,
Poo, Antoine, Natalie, and Shara
UNC School of Public Health, HBHE***

Family Life Center Survey

Please take a minute to fill out the following survey regarding the services and activities available to you at the Family Life Center. Thank you, your input is appreciated!

1. Do you live in Riley Hill? Yes No

2. Do you or someone in your family currently attend one of the programs or services available at the FLC? Yes No

If yes, which one(s)?

If no, why not?

3. What would make it easier for you and your family to use the services and programs at the FLC?

4. What issues in the community would you like to see the Riley Hill Family Life Center address?

5. In your opinion, what is the biggest health concern for you or your family?

6. In your opinion, what is the biggest education concern for you and your family?

9. In your opinion, what is the biggest employment / financial concern for you and your family?

Other Comments / Concerns :

Family Life Center Survey Results

Based on the survey about Family Life Center (FLC) services, the data revealed that most people who participate in FLC services are Riley Hill community members. Services which most people participated in include; technology training, exercise program, theatre group and SELF improvement program. Approximately half of the respondents do not participate in any program provided by FLC, writing reasons such as they are not Riley Hill community members, and program timing is not suitable for them. To make it easier for people to use the services, respondents recommended that FLC should provided more programs on the weekend and extend time to access the gym. Moreover, respondents want FLC to provide programs relevant to teenagers, job training, life-long learning, drug prevention, and childcare.

Respondents indicated that the biggest health concerns in the community include diabetes, hypertension, and obesity. In addition, they need exercise programs, cancer education, nutrition programs and weight control programs. One respondent wrote that lots of trash piled in the community may affect community health. The most prominent education concern, was the quality of education in schools located in the eastern part of Wake County. There was also concern among respondents regarding SAT and EDG scores. Finally, concerning employment / financial issues, most respondents mentioned that they have to save money for their future, especially for retirement and for their children's education. Some respondents wrote that there is a need for more job opportunities in Riley Hill community.

Additional Comments / Concerns:

The FLC is giving a great services and the community should take full advantage of what the FLC is giving;

Programs should target all age groups;

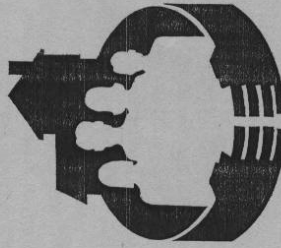
Time for any program should be scheduled appropriately;

18 wheelers should not be permitted to the Riley Hill Rd.;

There should be a fire station in the community;

Satellite police station and more health services should be provided.

Welcome to the
Riley Hill
Community
Forum



Sponsored by The Riley Hill
Family Life Center and UNC,
School of Public Health

Words of Thanks!

The students from the University
of North Carolina at Chapel Hill
would like to thank the following
businesses and individuals for
making the Riley Hill Community
Forum possible:

Kimberlee Clifton
Reverend Al Fullwood
Nilous Hodge
Bob Sams
Elaine Shelton
Saundra Shepard
Corrine Spencer
Ann Thomas
Riley Hill Baptist Church
Riley Hill Family Life Center
Blimpie Subs (Knightdale)
Food Lion (Knightdale)
McDonalds (Knightdale)
Subway (Knightdale)
Papa Johns (Knightdale)
Winn Dixie (Knightdale)

Forum Program (Outside)

What is the Riley Hill Community Forum?

The Riley Hill Community Forum is an attempt to bring together community members and service providers to talk about any goals, concerns and ideas that they may have about the community. In particular, we are interested in learning about the community's expectations regarding available resources and the services at the Riley Hill Family Life Center.

During the past few months a student team has been working in Riley Hill to conduct a community assessment.

Through a series of interviews, observations and focus groups, the graduate students have recognized several themes, concerns and strengths of the Riley Hill community and the Family Life Center.

The students, community members and service providers have worked together to bring you this community forum. The forum is an attempt to provide Riley Hill with a setting that can encourage discussion regarding several themes that are important to community resources and services.

Thank you so much for attending this

AGENDA

6.30-6.50 Food and Theme Selection

6.50-7.05 Introductions

7.05-7.10 Break into Small Groups

7.10-8.10 Small Group Discussions

8.10-8.15 Return to Large Group

8.15-8.30 Presentations from Small Groups

8.30-8.35 Wrap-up and Door Prizes

Forum Program (Inside)

Forum Script

6:30 - 6:50 Participants have dinner and choose the themes they are interested in.

6.50-7.05 Introduction:

Welcome and thank participants for their participation in the forum

Kimberlee

Students introduce themselves, summary of the process of the action-oriented community diagnosis

Hi. My name ismy colleagues and myself are first year graduate students from UNC school of Public Health. Because this forum is about you, the community of Riley Hill, I will be brief in introducing who we are and what we were here to do. In total, we have been in Riley Hill for the past 4 months conducting an assessment of the strengths and desires of the Riley Hill community. In the time that we have been in Riley Hill we were able to talk to 25 community members and service providers who are part of what is Riley Hill. From the interviews, observations, and focus groups that we had in Riley Hill we were able to grasp only a small part of what the strengths and needs are for members of Riley Hill, what we have learned, however, is that Riley Hill has a great deal to say about where the community has been and where the community wants to be. Following that model, we have worked with several community members and service providers to put together this forum tonight.

What is happening tonight?

The forum is an opportunity for community members and service providers to engage in dialogue about issues of concern in Riley Hill. In the context of the four issues that will be discussed tonight, Health, Education, Recreation, and Job Training, The Family Life Center is a resource for the community, and the people who run the many programs here want to know how to better serve the people who live here. It is important to find out what your expectations are of the FLC so that they can better meet your needs. So please feel free to visit the tables set up with information about the current programs. We also ask that you take a minute to fill out the form that you should have received when you came in, asking about your needs and whether or not you currently use the services here at the FLC.

What will the information be used for?

The information that we gain tonight from the discussions will be written up into a report that will be made available at the Family Life Center, and it will be used to inform and improve the services, and to generate ideas to help shape the direction of the programs here. The information will also be used by the students at UNC School of Public Health as a reference in

writing a document about the strengths and challenges facing the Riley Hill community. This document will be available on-line, and here at the Family Life Center.

Small Group Break Out Sessions

We hope everyone will take the opportunity to speak during the small group session, as it is important to get input from many different members of the community. Four small group discussions will be held tonight, including Health, Education, Recreation, and Job Training. When you arrived here tonight you should have been given a post-it note to place on the topic that you would like to attend tonight so that we know how many people are interested in each topic. Those of you who are interested in discussing health should go to room _____, education is in room _____, recreation will be in room _____, and job training will be here in the cafeteria. The small group sessions will be just under one hour, and afterwards we will reconvene briefly in the cafeteria, and one member of each group will report back to the large group.

We would like to thank our volunteer facilitators tonight. Mr. Bob Sams will be with the job training group, Ms. Ann Thomas will be doing recreation, Ms. Elaine Shelton will be doing health, and Mr. Nilous Hodge is facilitating the education group. We would like to thank them, along with the other planning committee members who were instrumental throughout the semester, including Kimberlee Clifton, Ms. Sandra Shepherd, Ms. Angel Spencer, Ms. Tamme Reese, and Reverend Fullwood.

We would also like to thank Mr. Walter Hodge and the Riley Hill Baptist Church for providing food for tonight.

We would like to start the small groups by 7:10 in order to maximize the discussion time.

Again, thank you all for coming, we appreciate your support of the Riley Hill community, as well as your time and input tonight.

- 7.10-8:10 Small group discussions
- 8:10-8:30 Presentation by small group representatives
- 8.30-8.35 Wrap up and door prizes

Health Small Group Session

How do you see the FLC's role in the community?

- As the well-rounded resource center for health; providing holistic health with a focus on physical, spiritual, mental and social health of the community.
- As a satellite program providing on site services such as health clinics, health counseling, etc.
- FLC should provide health education seminars or health education programs such as health fairs.
- FLC should focus any service on different age groups (cross-generational).
- FLC should provide integrated health.
- FLC should provide healthy food and organize cooking classes. In addition, FCL should provide nutrition counseling.

What is the problem related to health?

- Lack of transportation: This makes people difficult to have access to any health care. If FLC provides effective health care to Riley Hill community, it will help to reduce this problem.
- Lack of health education programs.
- Financial problem: Although people know how to take care of their health, if they lack money, they cannot afford the health care needed. Thus, FLC should be concerned about this issue.
- Lack of health insurance: this causes some people difficult accessibility to any health care.
- Lack of health care providers: There is no pediatrician, obstetrician, nor general practitioner in the community.

What services for health are already being provided by FLC?

- Exercise program
- Fitness center (but should be accessible 24 hr/day)
- Project "SELF" improvement which is a 5 year project focusing on "Smoking, Education, Lifestyle, and Fitness".
- **Low to NO** benefits because of low participation

Why there is a low participation?

- People were not interested in the programs being offered.
- It is difficult to participate in the program because of lack of transportation.
- Time and place inconsistency makes people confused and don't want to participate in the program. For example, exercise program always changes time and place.
- Unknowingly exclude other surrounding communities. RHFLC most always mentioned only the Riley Hill community. This makes other surrounding communities don't participate because they think that the programs are just for this

area residents. In the past, we used the word “Riley Hill and surrounding community”. Also, people need to understand that these programs include “the surrounding community”

How can the FLC respond best to a low participation?

- Community survey to find out what program community need and want.
- Provide the second chance program or other such programs of interest to the community.
- Provide transportation
- Conduct a “mission program” involving an intense community word of mouth, person-to-person, door-to-door contact to include church congregations, businesses, the news media, etc.

What would increase volunteer participation and retention?

Volunteer Recruitment Strategies

- Personal contact rather than general announcement.
- Look for volunteers who are really interested in the program.
- Tap all age groups rather than specific ages.
- Provide incentives for any volunteer.
- Partnering with other agencies and inter-agencies in case there are similar programs provided in adjunct areas. This should be done in an effort toward establishing satellite health programs at the FLC.
- Incorporate the school system for student volunteers.
- Contact other established volunteer organizations for assistance.

Education Small Group Session

- In the education session the group first discussed what specific areas of education the community, and specifically the FLC, should address.
 - One of the first things mentioned was the return of the “My Brothers Keeper” program because of its positive influence on area youth. The program provided classroom education as well as life skills education, which the entire group agreed was important to young African American males.
 - Continued tutoring was also mentioned as it was important for the FLC to deal with the problem of youth in Eastern Wake have lower state test scores than other areas of the county.
 - While the technology center in the FLC is already seen as a vital resource, the issue was raised that more work with young people in the area of computer technology may be possible. The already available resources were acknowledged, but it was voiced that there could be a more assertive effort to focus on the youth as technology is so vital in today’s economy.
 - Another suggested area of focus for the FLC was offering GED classes as well as increasing adult education opportunities. It was suggested that it would be beneficial for area residents to have some sort of facility close to home which would allow them to complete and/or continue their education. The FLC would be an ideal location for such a program.
 - Finally, the group discussed the need to address the growing apathy in the community regarding education and investigating education models and/or successful education programs which could deal with this concern. These topics were discussed as more of a community education concern rather than something the FLC could address specifically, but it was suggested that programs at the FLC may be able bring people together to discuss the issue and utilize their resources to find successful education interventions.

- The next topic discussed by the group focused on the changes in education in the community.
 - Apathy was discussed as one of the major reasons for the change in education expectations. Group members talked about the community focus the old school [Riley Hill Elementary] had, and the possibility residents are not able to rally around some of the newer educational institutions because there is not the same sense unity and pride in the current schools. Also discussed was the possibility modern children are apathetic about education because their parents have passed their own apathy to the next generation. The comment was made that while this problem affects Riley Hill it can be generalized to society as a whole because children today, especially minority children, aren’t able to visualize the struggles their parents and generations before had to go through. It was suggested that similar to youth in society at large Riley Hill youth suffering from a loss of perspective on the importance on education, when it traditionally been so important.

- Academic tolerance was mentioned as another change in the education system. The increase in zero tolerance regulations was mentioned as a problem for children who have had problems with the school systems. After the school system determines that a child must be removed it was mentioned that the school system provides few alternative programs which could help children get back on track. This problem, combined with a changing society in which parents are not as available because of work and the limits on parental discipline, allows many children to “fall through the cracks” with no educational possibilities. A group member mentioned that schools and people used to be more tolerant of children who may have problems but now it is easy for them to be left on their own.
- The group then moved on to the specific education needs in the community and what the FLC can do to address these needs. The session participants decided that the education needs of both children and adults in the area could be enhanced by the FLC so they discussed youth and adult needs separately.
 - For youth needs the point was made that an assessment of area youth needs to be made instead of the group deciding for the youth what would be beneficial. The group agreed that a community forum SPECIFIC to the area youth would be beneficial and very possible for the FLC to conduct.
 - Other youth education needs session participants felt the FLC could manage included tutoring, GED classes, alternative schooling, skill/vocational training, 4-H clubs, and work preparedness education (interview skills, resume building, etc).
- Adult education needs that could by the FLC included parent/child education programs, which would seek to incorporate both parties in learning a broad range of topics reinforcing the importance of cooperative learning.
 - A support group was also discussed as a possible program the FLC could offer, which may help parents deal with education concerns for themselves, their children, and the school system.
 - An adult advocacy program for children was mentioned as a program that would allow children in the community with parents who worked long hours or have more than one job to have an alternative guardian especially for academic functions. Several group members had knowledge of such programs that were successful and suggested it may be beneficial to area adults and children.
 - Adult special interest classes, work preparedness classes, and GED classes were also mentioned as beneficial adult education programs the FLC might be able to offer.
- After discussing potential programs that would be beneficial for addressing the community’s educational needs. The facilitator asked the group which programs they thought should be given priority in terms of getting developed by the FLC.

- The youth forum was the first program mentioned. Session participants felt the FLC already had the resources in place to bring the area youth together and find out what they believed the most important educational needs were. A youth forum would also be beneficial as the FLC develops, to know what youth want and expect from the center.
 - Specialized interest classes for adults, and GED classes were also viewed as some of the most important programs the FLC could offer because there would be a continuing education resource accessible to the community.
 - Work preparedness classes were also mentioned as important because the skills/education gained in such classes would provide lifelong benefits.
- In wrapping up the education session the group was asked, “how can we get people involved”? Given some of the discussion about the growing apathy in the community the facilitator thought it was important to ask about methods of involving the entire community in the FLC’s efforts.
 - A community member in the session made a brilliant suggestion when they said: “just ASK...all you have to ask people.” It was mentioned that most people would be willing to help if they knew what was needed.
 - The group also discussed making invitations personal rather than simply mass advertising before retuning to report the finding to the larger group.

Recreation Small Group Session

4 participants, 2 male, 2 female

Motivations for attending group:

parents of children
interested in volunteering / mentoring
wants kids to have something to do, but thinks recreation should span ages
want sense of community to be revived

Role of the Family Life Center in the community:

- Leadership -
setting an example for involvement
steering the community
- Prevention -
something for youth to do
gets youth away from television
provides exercise opportunities
positive time
outlet
- Training -
children learn to work with other children
to be part of a team
to function as part of a community

Problems related to Recreation:

- Lack of Recreational Opportunities -
used to have basketball and softball teams
- Lack of Resources
FLC gym needs repair
want bright, clean facilities for the children
- Drugs
took away youth interest
illegal activities - youth ended up in jail

What is Happening in the Community:

- (+) Increased church involvement
youth minister
adults dedicated to youth
- Values of the family are changing
people used to know each other in the community
families used to discipline children & other family's children
community environment provided guidance for youth
parents working
economic situation causes financial pressure

time constraints on family time

- Community has gone "topsy-turvy"
experienced flip flop over time
used to be many families involved in the church, and only a few on the "outside" that were not active in the community and the situation has reversed - more on the "outside" now
focus was on the future / focus is on now
- Recreation & Education
tied together
teachers expected to raise children in the schools

How this effects you and your family:

- Family time lacking, want time to do different activities the children enjoy
- Sense of unity in the family and in the greater community
- Parks & Recreation in Wendell, Zebulon, Knightdale
-opportunity to know other parents, families, and children
-opportunity to volunteer and be a role model
- Addresses health issues, teaches good health practice
- Away from the internet
out of the house
keeps youth from finding

Is this common in the community:

- Yes - common throughout Riley Hill and more so than in surrounding areas
one participant's daughter is the only girl and the only African-American on the Wendell Parks and Recreation teams
lack of interest by from the parents
- Older kids at disadvantage
not playing team sports when younger
getting cut from teams when they are older b/c of lack of experience
have no other outlets if they don't make the team

Solution:

- Sports League in Riley Hill
sponsored by church / family life center
business sponsored teams
- Emphasize many examples of athletic successes in riley hill
- Interest is recognized in the community - need ideas and resources
establish pros and cons of having own team vs. having riley hill kids join Wendell, Zebulon, and Knightdale teams
league limits the number of participants

Process / Action Steps:

- Get the information out there to parents

- Find out from FLC about willingness to participate, resources,
- Reach out to the whole community beyond the church
even if they aren't in your church they are still affecting your community
- FLC & Church could facilitate involvement with Parks & Recreation

Job Training Small Group Session

6 Group members

Reasons for joining group

- Career related to job training
- Interest in community youths' futures
- Previous experience in successful job training program
- Youth wanting job assistance

Possible Roles of Job Training in Community

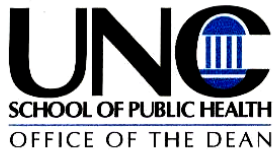
- lack of entrepreneurship
- need economic development to increase growth, jobs and education among community members
- job training would encourage jobs for youth

Current Role of FLC in Job Training

- People are unaware of services
- Would like to see more skills development (especially for youth)
- FLC may not recognize limitations of members within community
- People feel that services are not integrated

Possible Solutions/Action Steps

- Create youth workforce (i.e., a landscaping group) where youth can learn skill and also benefit community (i.e., provide lawn care for community elders)
- Conduct an accurate needs assessment for Riley Hill
- Work on better communication between programs at FLC and community
- Recognize Riley Hill community members who may not be part of the church
- Headstart programs
- Conduct and assess community literacy
- Focus skill development on youth



TO: Natalie Kil
DEPARTMENT: Health Behavior and Health Education
ADDRESS: CB # 7400
DATE: 02/01/2002
FROM: *Linda S. Adair*
Linda S. Adair, Chair
UNC School of Public Health Institutional Review Board

IRB NUMBER: 01-1523
APPROVAL PERIOD: 02/01/2002 through 01/31/2003
TITLE: Community Diagnosis of Riley Hill, North Carolina
SUBJECT: Expedited Protocol Approval Notice--New Protocol

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

NOTE:

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

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

Remote site involved [] Yes [x] No

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Figure 1. RILEY HILL AREA (INSIDE SQUARE)

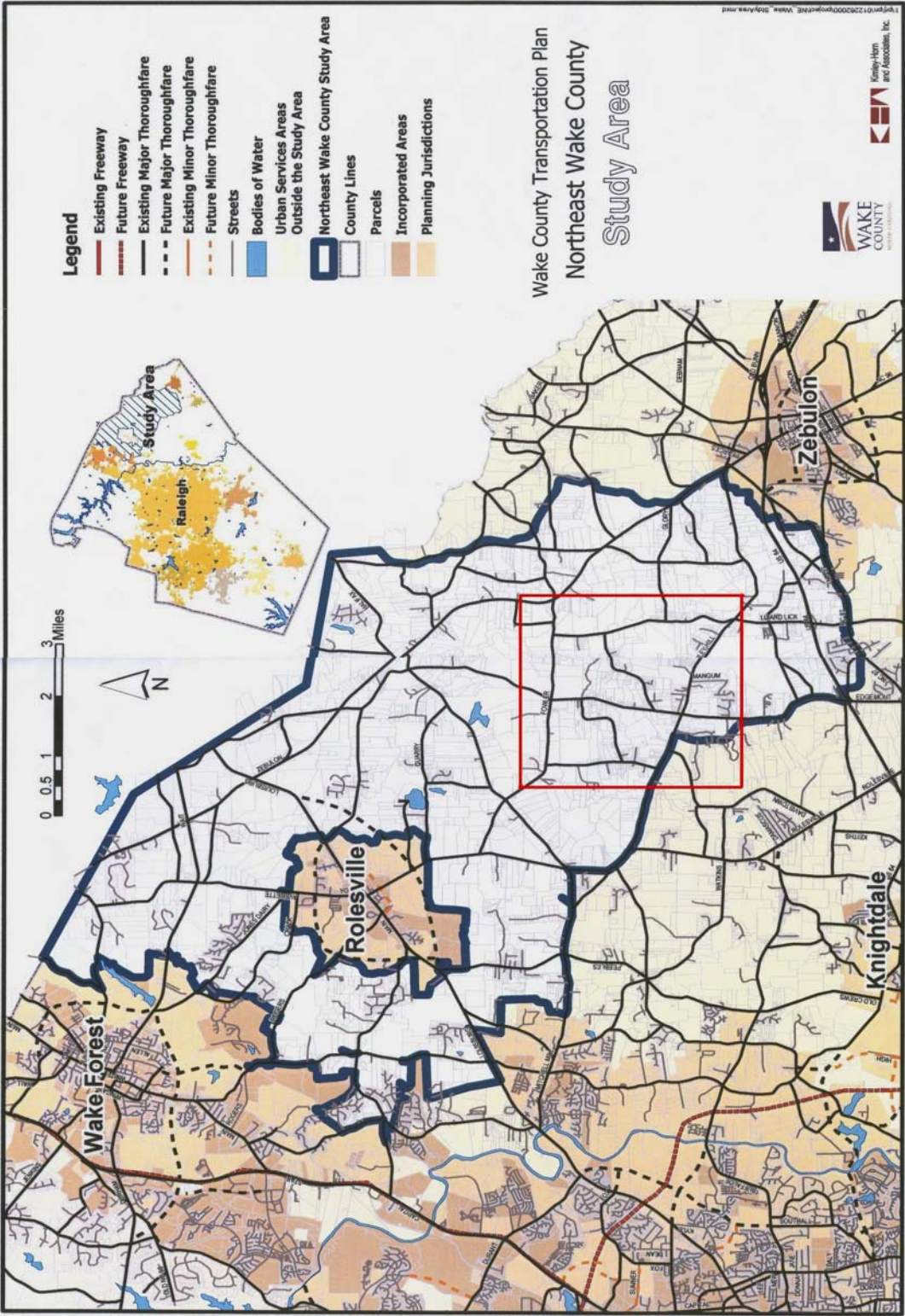


Figure 2. Line graph shows the trend of population by age of Wendell in 1990, 2000, and 2005 forecast. (Wendell Census, 2000)

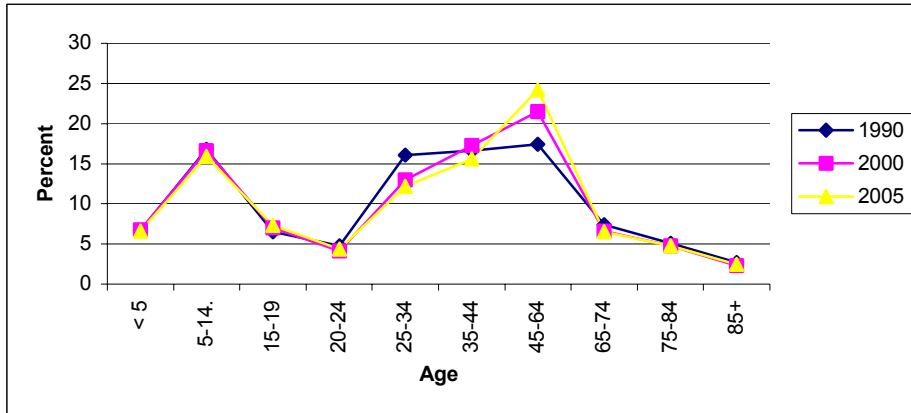


Figure 3. Bar chart shows the growth of Wake County's Population between 1960-2020. (Wake County Planning Department, 2000)

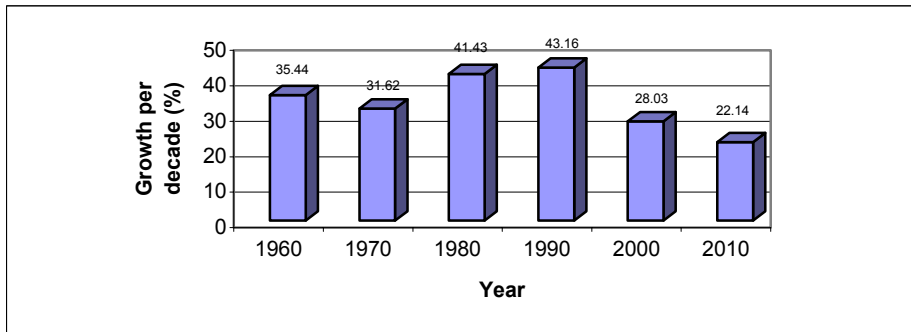


Figure 4. Live Birth and Infant Death Rate (per 1,000 live birth) of Wake County in 1990-1998. (Brook MJ., 2000)

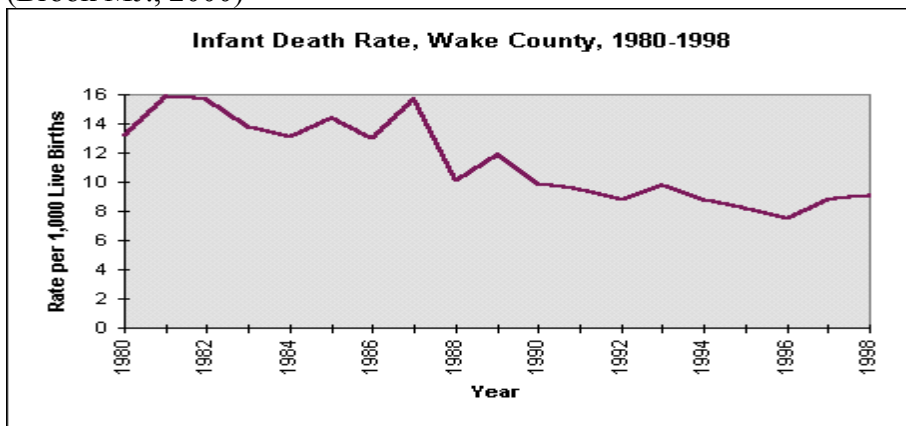


Figure 5. The crime trends in the Wake County, in 1991-2000. (State Bureau of Investigations, 2001)

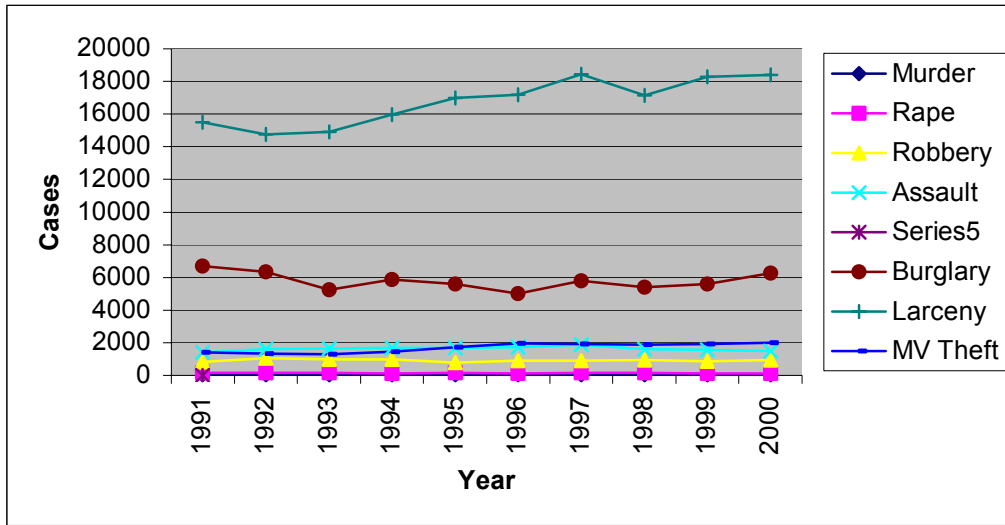


Table 1. Prioritization Activity With Riley Hill Planning Committee.

MORE IMPORTANT	LESS IMPORTANT
Technology Education (4)	Reservoir
Increased Parental Involvement in education (3)	Water & Sewage
Funding support / Grantsmanship (5)	
Community expectations of FLC (3)	
Personal empowerment, lifelong learning, resource	
Merging networks of FLC services (3)	
Recreation (2)	
Connected to funding / city of Wendell	