Cary, North Carolina
Wake County

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

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Executive Summary

Background: A team of students from the UNC School of Public Health in Chapel Hill conducted an Action Oriented Community Diagnosis (AOCD) in Cary, North Carolina during the 2002-2003 academic year. During the AOCD process, the student team interviewed community members and service providers of diverse backgrounds to assess their perspectives on quality of life in Cary, as well as the strengths and needs of the community. The project culminated in a community dialogue that gave service providers and community members the opportunity to come together and identify action steps pertaining to the topics that arose from the interviews.

Methods: This community assessment was conducted under the guidance of a preceptor from Culturas Unidas, a non-profit organization in Cary. The assessment focused on the experiences of different racial/ethnic populations in Cary. Thirty-seven interviews were conducted with 17 community members and 20 service providers during the AOCD process. Thirteen of the service providers were also Cary community residents. Interviewees included town employees, elected officials, members of community organizations, single and married residents, newcomers and long-standing residents. The team also collected and analyzed secondary data pertinent to both Cary and Wake County as a comparison to primary data, with the goals of providing supplemental information and highlighting discrepancies.

Results: Interviewees felt that there were many strengths in the Cary community, such as the family-oriented nature of the town. Respondents also discussed the significant changes the town has experienced recently. Five main topic areas were identified: housing, transportation, connecting diverse groups, education, and health. The perspectives of community members and service providers were often similar. Respondents provided evidence of an economic divide in

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Cary, stressing that residents of lower socio-economic status are more likely to face challenges regarding affordable housing, transportation, and access to healthcare. Countywide bussing for economic diversity in schools is a topic of controversy, as well as the overcrowding of the schools. Community members also identified a need to connect diverse groups, especially differing racial and ethnic populations.

The main limitation of this AOCD process was that the team was unable to provide an in-depth assessment of any one particular community within Cary, but instead focused on shared experiences across diverse racial and ethnic groups. Secondary data that was collected was somewhat limiting, as it was often not representative of certain groups, such as recent immigrants and certain ethnic/racial groups.

Community Dialogue: The community dialogue was an opportunity for diverse providers and community members to come together to discuss issues of importance that emerged from the interviews. The team presented the process and findings from the community assessment on April 24, 2003. Participants then dialogued in small groups around a topic, identifying action steps for follow-up. These action steps were communicated back to the larger group for feedback, discussion and follow-up suggestions. The key action steps which arose from the dialogue included:

> Encourage diverse participation in town events
> Organize a multicultural celebration day in Cary
> Develop a list of existing after-school programs
> Create a youth mentoring program
> Develop lists or clearinghouses of existing health resources
> Raise awareness of media – document health care shortages
> Translate the existing Cary Housing Resource Guide
> Put Wake County Housing Resource Center satellite office in Cary
> Translate C-Tran materials into Spanish
> Publicize C-Tran through police officers, radio stations, existing
> outreach programs, and Culturas Unidas

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Outcomes and Recommendations: The team is confident that the action steps identified during the Community Dialogue will be presented to the Cary Town Council. As a direct result of the Community Dialogue, a bi-lingual Jesuit Volunteer Corps position will be housed at Culturas Unidas to address affordable housing issues.

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Acknowledgements

Introduction

Five students enrolled in the Health Behavior and Health Education Master's program at the University of North Carolina at Chapel Hill conducted the following Action Oriented Community Diagnosis (AOCD) in Cary, North Carolina during the fall of 2002 and the spring of 2003. Cary is located in central North Carolina, between Durham and Raleigh, adjacent to Research Triangle Park.

The AOCD process is a community assessment that consists of gathering secondary data and input from community members and service providers culminating in a community dialogue focused on the findings of assessment. This method of community assessment emphasizes the importance of integrating community members' perspectives with those of town officials and service providers, highlighting shared perspectives and differences. The goal of the assessment is to capture the insights of both community "insiders" and "outsiders" to give equal authority to both viewpoints. This AOCD addresses public health directly and indirectly through the impact of behavior, environment, and culture on health (Steckler et al., 1993).

According to Eng and Blanchard, "'community' is defined as people living in close proximity to one another who have formed relationships through several overlapping and interacting social networks and through a shared sense of a local common good" (1991). This AOCD's focus on diversity in Cary provided the opportunity to combine the perspectives of different groups and populations and look for strengths and shared needs. Cary is a large town of more than 100,000 people and is home to a multitude of communities defined by neighborhood, racial/ethnic background, professional networks and common interests. The team and preceptor agreed that the team would focus on racial, ethnic and economic diversity in Cary. This emphasis

arose because it was believed that the voice of particular groups and individuals may not have been adequately included in past town assessments or Wake County reports.

The team made efforts to gather personal perspectives on Cary's strengths and challenges, raise consciousness about these issues and build new connections between diverse community members. The project culminated in a community dialogue where a diverse group of Cary residents and service providers came together to discuss and create actions steps on themes that arose out of the interviews. This document is structured to reflect the AOCD process and provides the following: background information on Cary, secondary data, analysis of community member and service provider perspectives, community dialogue overview and follow-up action steps.

Methodology

Purpose

The team approached the Action Oriented Community Diagnosis as an iterative process and allowed information revealed by interviewees to shape later interviews, the Community Dialogue and this final document. The team reviewed secondary data to gain a broad view of Cary and its history. Because the team focused on the experiences of diverse residents in Cary, data were reviewed with the purpose of understanding the information available to the public on racial/ethnic groups in the area. The team compared primary and secondary data to examine gaps in services, inconsistencies between community members and service providers and prioritization of issues in the community.

Secondary Data Analysis

The team chose a wide range of topics with a focus on racial and ethnic diversity. Cary is an incorporated town about which there is a wide variety of information available. Secondary sources include:

- The 2002 population report prepared by the Town of Cary Planning Department
- Cary's Chamber of Commerce website
- North Carolina Center for Health Statistics
- U.S. Census Bureau
- Arrington Williams-Vance, Ella. <u>Both Sides of the Tracks</u>
- 2002 Biennial Citizen Survey, Town of Cary
- Cary Crime Statistics and Crime Data, Area Connect
- Cary 2002 Biennial Citizen Survey
- Wake County Public School System
- Wake County Human Services
- North Carolina Department of Justice

Team members also analyzed historical accounts and publications from community organizations. A 1998 Community Diagnosis document on senior citizens in Cary conducted by students in the Department of Health Behavior and Health Education at UNC-Chapel Hill also provided background information. Each team member also found resources on the Town of Cary website and used sources provided by community members and service providers.

Primary Data Collection

Primary data was collected through face-to-face interviews with community members and service providers, supplemented by field observations of town life conducted by team members. As the focus of the diagnosis was diversity in Cary, the team's goal was to interview representatives of different racial/ethnic groups with varying perspectives on life in Cary. Interviews were conducted with key informants, people who have insight into the community and are known by many residents. Service providers gave an "outsider's" viewpoint of the strengths and challenges facing residents and the town of Cary. Community members gave an "insider's" perspective of life in Cary. Those respondents who were both service providers and community members provided an "insider" and "outsider" perspective.

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The team received approval from the UNC Institutional Review Board in January 2003 to conduct these interviews. Interview contacts were made through referrals from the team's preceptor, course instructors and interviewees, as well as through public information and attendance at community events.

Primary Data Analysis

Each interview was conducted by two team members, one interviewer and one note-taker. Each interview was tape recorded to ensure the accuracy of the notes and quotations used for publication. Each interview lasted approximately one hour and was in the form of a structured, open-ended conversation. Following each interview, the interviewer and note-taker completed a debriefing form to capture the main themes of the conversation as well as any occurrences worth noting.

The notes from each interview were summarized and divided into topic areas. The interviewer assigned domains to the typed interview notes and then the interview note-taker verified these domains. These were then separated and filed according to fifteen topic areas. All of the information collected in each topic area was coded for themes. The themes were then used as the small group discussion prompts at the Community Dialogue as well as the headings of the main sections of this document. The student team used two facilitation techniques, ORID and Force-Field Analysis, to structure the small group discussions.

Background: The History of Cary

The town of Cary was incorporated in 1871, three years after the Seaboard and North Carolina Railroads formed a junction in what had been a settlement named Bradford's Ordinary (Town of Cary *A*, 2003). The arrival of the railroad brought about economic changes, taking Cary from an agricultural community to a manufacturing town as travel and interstate commerce

expanded (Town of Cary *A*, 2003). During the economic boom of the 1920s, a service and retail industry emerged in Cary (Cary Chamber of Commerce, 2003). Cary's town development continued with the establishment of the first public high school in North Carolina, originally started as a private boarding school. One of Cary's most famous citizens, Walter Hines Page, served as United States ambassador to Great Britain during World War I.

The establishment of the railroad tracks through the town of Cary also played a role in the racial history of the town. The majority of Cary's early African Americans were land-owning farmers, settling south of the railroad tracks in the late 1860s and early 1870s, while few African American families settled in the northern section of town (Arrington Williams-Vinson, 1996). A local author cites Arch Arrington, a African American man, as the first mayor in Cary in the 1920s (Arrington Williams-Vinson, 1996). The African American community, of which Arrington was an active, influential member, centered on education and the church as pillars of community strength and organization. Cary historian Ella Arrington Williams-Vinson documents the history of Cary as a partnership between white and African American communities at times, while at others, relationships were fraught with tensions (Arrington Williams-Vinson, 1996). The 1920s and 1930s saw increasing strain between whites and blacks in Cary economically, with school desegregation in the 1960s and 1970s increasing these tensions (Arrington Williams-Vinson, 1996).

The development of Research Triangle Park in the 1960s contributed to Cary's recent growth, causing the population to double in the 1950s and 1960s (Cary Chamber of Commerce, 2003). This growth has been both in numbers as well as in growing diversity, both of which have stemmed from the significant increases in employment around Cary (Cary Chamber of

Commerce, 2003). Cary has emerged as a nationally recognized business and technology center, and recent immigration to Cary has come from diverse parts of the globe.

Demographics

Cary is now the 7th largest city in North Carolina, growing from 7,640 people in the 1970s to approximately 103,260 people today (Cary Chamber of Commerce, 2003; Town of Cary Planning Department *A*, 2002). In the 1990s, the fastest growing segment of the population was residents over 65 years of age (Table 1). The median age in 2000 was 33.7 years.

Table 1. Changes in Cary age characteristics 1990-2000

Age Cohort	April 1, 1990 Population	April 1, 2000 Population
Young Children (0-4)	8.3%	8.1%
School Age (15-19)	20.2%	22.7%
Working Population (20-64)	67.1%	63.9%
Retired Population (65+)	4.4%	5.4%
Total Population	43,858	94,536

Source: Town of Cary Population Report 2002

In the last decade, Cary has become more racially diverse. The white population has declined from nearly 90% of the total Cary population in 1990 to 82% in 2000 (Table 2) (Town of Cary Planning Department *A*, 2002). In particular, the Asian and Hispanic populations increased significantly during the 1990s.

Table 2. Changes in racial diversity in Cary, 1990-2000

	1990	2000
White	89.8%	82.2%
Black	5.3%	6.1%
Asian/Pacific Islander	4.0%	8.1%
Native American	0.3%	0.3%
Other*	0.6%	3.3%
Total	**43,858**	**94,536**
Hispanic**	1.6%	4.3%

*The large increase in the "other" category is attributed to the addition of the "two or more races" option in the 2000 census. Instead of choosing the race with which respondents most identified, respondents were given the option of choosing "two or more races" in 2000.

**Hispanic origin is considered by the Census as an ethnic group and not a race.

Source: Town of Cary Population Report 2002

Many of the town's residents are part of the labor force (76.3%), with a low rate of unemployment (2.0%) reported in 2000 (U.S. Census Bureau *A*, 2000). The majority of Cary residents work in management, professional and related occupations (59.9%) (U.S. Census Bureau *A*, 2000). About one-quarter (24.0%) of residents work in sales and office occupations; fewer than 10% work in service occupations (7.4%) (U.S. Census Bureau *A*, 2000).

In 1997, of the 6,925 business firms in Cary, 717 (10.35%) were minority owned, with Asian/Pacific Islanders making up the largest percentage of minority business owners (50%), followed by African Americans (39%) (U.S. Census Bureau, 1997). Women owned approximately 27% of businesses in Cary (U.S. Census Bureau, 1997). Large employers in Cary include SAS Institute (3,800 employees), Cary Towne Center Mall (1,500), American Airlines Reservation Center (1,250), and the Town of Cary (1,010) (Town of Cary B, 2003).

According to the Town of Cary Population Report for 2002, Cary's median household income ($75,122) was higher than both Wake County's ($54,988) and North Carolina's

($39,184) (Town of Cary Planning Department *A*, 2002). Approximately 3.4% of the Cary population lived in poverty in 1999, compared to 7.8% in Wake County, and 12.3% in North Carolina (Town of Cary Planning Department *A*, 2002; U.S. Census Bureau *A*, 2000).

Another economic indicator is the percent of public schoolchildren who receive free or reduced-price meals. To be eligible for free and reduced-price meals, families with school-age children must make below 130% and 185% respectively of the federal poverty level (set at $18,100 for a family of four in 2002) (U.S. Department of Health and Human Services, 2003). During the 2001-2002 school year, an average of 22% of elementary students, 15% of middle school students and 13% of high school students received free or reduced-price meals in Cary (Wake County Public School System *A*, 2001). Data on Wake County revealed that 27% of elementary students, 22% of middle school students and 12% of high school students received free and reduced-price meals (Wake County Public School System *A*, 2001). Figure 1 displays the distribution of percentages of students receiving free and reduced-price meals by school in Cary (Wake County Public School System *A*, 2001). Due to student reassignment, these figures reflect data on students attending Cary schools, not only children who live in Cary. This figure demonstrates that though Cary residents are generally thought of as affluent, many children in Cary schools qualify for free and reduced-price meals. This population of students and families who participate in the Cary community must also be recognized.

Figure 1: Percentage of students enrolled in free and reduced-price meals, 2001-2002
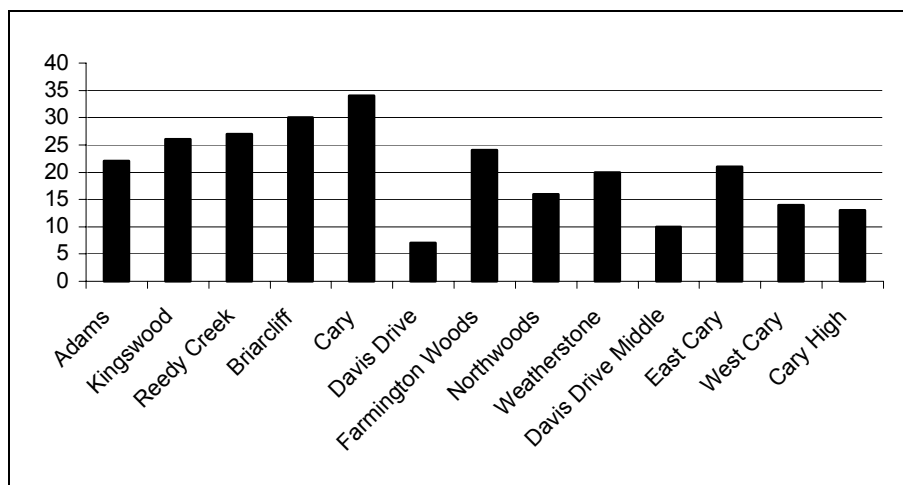
Source: Wake County Public School System, 2001

Themes

Based on what service providers and community members shared about resources and challenges in Cary, the team analyzed the interview data and divided the interview notes into several main themes by topic area. These are presented according to topic area: government, strengths, changes in the community, connecting diverse groups, schools, health, housing, and transportation. Secondary data are shown, then the perspectives of service providers, followed by the perspectives of community members, with a conclusion integrating and comparing the secondary data, perspectives of interviewees, as well as the team's perceptions.

Strengths

When asked about the strengths of Cary, service providers and community members repeatedly cited parks and recreation opportunities, cultural resources, safety, and a family-friendly atmosphere as some of the best things about Cary.

Secondary Data

Parks, Recreation and Cultural Resources

The Town of Cary provides opportunities for recreation, physical fitness and cultural

enrichment through its Parks, Recreation, and Cultural Resources Department. There are outdoor parks, community centers, a nature center, and a tennis center. Cultural centers include Page Walker Arts & History Center, Jordan Hall Arts Center, and the Amphitheater at Regency Park (Town of Cary *E*, 2003). The Town of Cary offers year-round educational courses and lectures, sports, social gatherings, and special events for all ages. The town hosts annual events including Cary Road Race, Lazy Daze Arts and Crafts Festival, Kwanzaa Celebration and Earth Day festivities. According to the 2002 Biennial Citizen Survey, respondents consistently gave high ratings to their overall experience with Parks & Recreation (Town of Cary *D*, 2003). Non-profit organizations in Cary offer recreation services as well. The Cary Family YMCA is a large recreational facility with summer camps, outreach programs and fitness equipment.

Cary has almost 10 miles of public greenways and more than 25 miles of private trails and paths which are open to the public (Herget et al., 1999). The Cary Parks, Recreation and Cultural Resources Department has developed a plan for the next ten years for parks, trails and greenways. It is available to the public on the town website. Cary does not operate a town pool, but in April 2003 passed a referendum to provide a public pool. The SAS soccer park, which opened in May 2002, is home to 7 fields, a 7,000-seat stadium and The Carolina Courage, the Women's Professional soccer team, as well as many local non-profit soccer programs (Town of Cary *F*, 2003). There are public meetings and online comment cards for people to provide feedback to town planners (Town of Cary *F*, 2003).

Crime and safety

Cary was ranked one of the safest cities in the nation in 2001 (North Carolina Department of Justice and State Bureau of Investigation, 2002). Crime rates are lower in Cary than Wake County and the nation. The overall crime rate in Cary is 2,387 per 100,000 people, compared to

the national rate of 5,056 per 100,000 people in North Carolina in 1993 (Table 3). In the 2002

Biennial Citizen Survey, the great majority of residents reported feeling safe in Cary, with a

mean score of 7.99 on a scale of 1 to 9, with 9 being "extremely safe" (Town of Cary *D*, 2003).

Cary has an active neighborhood watch program and nationally accredited Police and Fire

Departments.

Table 3. 2001 Crime statistics for Cary, compared to county, state, and national levels

Crime	Cary Total	Cary Per 100,000 people	Wake County Per 100,000 people	North Carolina Per 100,000 people	United States Per 100,000 people
Murders	1	1.04	3	6.5	9.58
Forcible rapes	5	5.2	19	25.9	36.47
Robberies	54	56.17	52	164.9	234.16
Aggr. Assaults	48	49.93	158	304.3	402.05
Burglaries	304	316.19	1274	1259.6	856.16
Larceny/Thefts	1722	1791.06	1596	2927.4	3066.79
Vehicle thefts	161	167.46	280	304.6	613.36
Overall	**2295**	**2387.04**	**3382**	**4993.1**	**5056.31**

Source: North Carolina Department of Justice and State Bureau of Investigation, 2002

Service Provider Perspectives

Service providers hold very similar views about Cary's assets, as the secondary data

revealed, and perceived Cary as having many strengths. Several providers mentioned that Cary

has been recognized nationally for providing a high quality of life. The town's ranking as one of

the safest communities in the country and the town's low crime rate were consistently noted by

most service providers as strengths. According to one service provider, "safety is a key quality of

life feature that makes people choose Cary over nearby areas."

Cary's geographic location between Raleigh and Durham and the town's proximity to

Research Triangle Park (RTP) were also perceived by many service providers as notable

strengths. One service provider expressed the sentiment of many when she said that Cary has

"the best of both worlds" because it is close enough to the city, but is quiet enough to make it feel like the country. A lot of service providers also identified the convenience of Cary to shops, restaurants and cultural events as strengths. As one service provider noted, "there is a little bit of everything around here. There is something for everyone."

The Town of Cary's sign regulations and the town's professional appearance were also considered strengths by a number of service providers. In addition, many service providers noted the high-end public services provided by the town and perceived the town of Cary as being environmentally conscious. Recreational services and athletic facilities, a "progressive" greenways program, and a number of parks were identified by service providers as strengths of Cary as well.

Several service providers voiced the perception that Cary offers many opportunities for employment and business. Other strengths of Cary that service providers identified were the town's commitment to education and schools, its focus on youth and families, as well as the generosity of the town's large volunteer base.

Community Member Perspectives

Community members held similar perceptions of the strengths and assets of Cary as service providers and had many positive perceptions of the town. One community member stated that "Cary is doing well in terms of what it is doing for the community." Almost all of the community members identified Cary as a family-oriented town and a "great place to raise a family." In addition, many residents noted the safety of the community. Community members made particular reference to the quality of schools as a strength.

Most community members felt that Cary offers a number of high-end services, parks and recreational opportunities. One community member said "Cary provides basically everything

that we need as a family. There are sports and recreation for my kids, health facilities, excellent physicians, shops...everything is right here." Many residents also identified Cary as an attractive community. Several residents mentioned cultural opportunities, convenience and geographic location as additional strengths. A few community members cited the diversity of Cary's residents as a strength.

Many residents were impressed by Cary's awareness and commitment to environmental issues and several people cited the town as an "environmental leader," particularly concerning water conservation and waste management and planning.

Conclusion

Service providers and community members both perceived Cary as having a number of strengths that positively impact the quality of life for residents in Cary. Both providers and community members perceived safety, location, convenience and environmental awareness as some of the primary assets of the town. In comparison to providers, community members emphasized the educational system and schools, the services and opportunities provided to their families and their perception of the town being "family-oriented" as prominent strengths. The student team also noted the abundance of parks and recreational opportunities in Cary and observed families participating in recreational activities over the course of the assessment.

Government

The main issues addressed by respondents with respect to government were the importance of the town as a legitimate power source and citizen participation.

Secondary data

The government structure of Cary consists of a Mayor and 6 other council members. They are elected by citizens in the four geographical electoral districts in Cary, four within

districts and three town-wide. Candidates do not run as members of political parties, so there are no primaries (Town of Cary *C*, 2003). The 7-member Town Council serves as the legislative branch for the town, and hires the Town Manager, Town Attorney, and Town Clerk. There are 950 other town employees in 13 departments. There are also seven special commissions and boards, whose overall mission is to "make Cary a place in which we can be proud to live, work and play". The Town Council meetings are aired on the local cable access channel, and are open to the public (Town of Cary *C*, 2003). The Town of Cary 2002 Biennial Citizen Survey shows that 58.3% of Cary citizens surveyed rate the town government staff an 8 or 9 on a 9 point scale with 9 being "excellent." The 2002 Biennial Citizen Survey is a research tool that the town uses to gauge public opinion, and the town posts reports on each survey on their website (Town of Cary *D*, 2003).

Service provider perspectives

Service providers see the town as accessible and responsive. They mentioned open forums as part of the public hearing process, and commonly expressed that people go to the Town Council to solve problems. Respondents gave a mixture of responses regarding citizen political participation. One service provider felt that "people participate when it affects your immediate area," while another said, "Cary citizens generally resolve problems on their own or they look to government or other agencies to solve problems for them as opposed to working with their community or neighborhood."

Community member perspectives

Community members also felt that the town council is a legitimate power structure that is commonly utilized to address issues of all sizes. However, several people commented that some people are reluctant to speak before the council due to language barriers, feelings of intimidation,

or personal discomfort. Community members expressed appreciation for the current administration's slow growth leadership, and were pleased with the town's attention to protecting the environment. People also felt content with town services, such as the Police and Fire Departments. Community members expressed mixed feelings about Cary's sign ordinances. Some community members felt the rules are too restrictive on residents and make businesses hard to find, while others said that the regulations benefit the town's appearance.

Conclusion

There was a large amount of agreement between service providers and community members regarding town government. Respondents had mixed perspectives on sign regulations and the need for more inclusive means of approaching Town Council. The Council is strongly recognized as an accessible and responsive resource with available avenues to allow public input. The team found numerous references to Town Council events in the news and interviews.

Changes in the Community

In recent years, a great deal has changed in Cary. These changes are largely encompassed by the tremendous growth Cary has experienced in terms of numbers of people, land area and diversity of the population. Cary has also experienced changes very recently in terms of economics and employment.

Secondary Data

As noted in the Demographics section, Cary has experienced an increase in the diversity of racial/ethnic backgrounds of residents. A large growth recently in population overall has impacted the infrastructure of the town.

Service Provider Perspectives

Many service providers discussed how change in Cary is a result of the influx of people

moving to Cary from all over the country for employment opportunities, particularly in the technology industry and RTP. Service providers remarked that there were recent increases in unemployment and layoffs in Cary, though several felt this was part of a national trend in which Cary fared no better or worse than other communities. Service providers perceive that the technology industry in Cary has been hurt the most. In addition to the present slow economy, many service providers talked about the importance of income in Cary. Service providers felt that income matters more than race in Cary, though it is perceived as much higher income than the county, state and country. One service provider noted, "I think that Cary is very wealthy; it's the wealthiest area of the county, but there are pockets of the population who are struggling to meet their basic needs. It is a huge dichotomy. There are million-dollar homes and work at RTP, huge resources, then you've got folks living in trailer homes who have to decide whether to buy medicine or food. Cary tries to hide that."

While separating economics from race for the most part, a number of service providers also commented on the increasing ethnically and racially diverse population in the community. Both the Hispanic population and the Indian population were specifically mentioned by several respondents. Another population that quite a few service providers mentioned as increasing in Cary is the senior population, many of who have moved to Cary recently. Finally, several service providers observed a growing population of residents who are renting housing units, instead of buying them, perhaps indicating a change in the economic and/or family structure in Cary.

Some service providers also commented on the changes in the town power structure over the years, from a strong African American leadership earlier in the century to a white power base that was at one time "pro growth" and is now "slow growth." Some service providers felt that the growth in Cary was beneficial to the community in that it brought additional services, activities

and cultural opportunities to the area, thus improving quality of life. Service providers also mentioned some downsides of growth in Cary, including the loss of farmland and an increase in the cost of living.

Community Member Perspectives

Many community members also remarked on changes in the community. Several long-time community members noted that either they themselves or other residents they knew were considering leaving Cary or had already made the move because there was too much growth. The growing senior population was also mentioned, as well as the increasing racial diversity of the population. Some community members specifically pointed to the growing Hispanic and Indian populations, as well as the growing availability of ethnic foods and services. While many of those moving into Cary have come for employment opportunities, several community members commented on the effect of the slow economy on people's jobs, noting that those in the technology industry have suffered the most. One community member observed that this has particularly affected the Indian community in Cary.

Community members also noted that life in Cary is much harder for those who do not have high incomes. "Life in Cary works very well for high end people. If you don't have money, don't live in Cary…people with money absolutely don't know the situation of those who do not have it." Community members felt that the kinds and amount of services available in Cary reflect the larger high income population in Cary.

Only a couple of community members discussed the "pro growth" versus "slow growth" policies of the town government, remarking that they were in favor of the current slow growth stance. Community members noted that with growth, more land has been incorporated by the town, farm land is being lost and there are more apartments as well as homes being built.

Community members, like service providers, noted that the growth of Cary resulted in more amenities for the town. Community members did feel that some of the growth and development that has been happening has slowed due to recent economic changes.

Conclusion

The secondary data on demographics, service provider interviews and community member interviews all describe the vast changes Cary has recently undergone. The team observed a large number of road and building construction projects during our time in the community, as well as the speed at which projects, such as Cary Elementary School, were progressing. Secondary data, however, appears to paint a different picture of Cary in some places than that described by service providers and community members. For instance, much of the secondary data on economics relies on information from the late 1990s, not taking into account the more recent national economic downturn that has clearly impacted Cary, particularly with respect to the technology industry. Both service providers and community members also noted the disparities between low income and high income people in Cary, which seems to cut across racial groups, but is not reflected in much of the secondary data on Cary. Data on participation in free and reduced price lunch clearly shows a wide range between schools. There clearly is an existence of lower incomes in Cary, as well as the existence of those who are having difficulty making ends meet in Cary, but may be above poverty level. The very recent changes in the economy may continue to impact both the rate of growth in Cary as well as the make-up of the population itself. Like the secondary data, both service providers and community members commented on the growing ethnic diversity of Cary, particularly noting the increase in the Indian and Hispanic population. These remarks were made by members of both of those groups as well as other racial groups.

Connecting Diverse Groups

Many interviewees perceived a lack of awareness between different groups about other groups. The main issues identified by for connecting diverse groups were the need for greater multicultural programming and education in Cary to increase awareness and appreciation for diverse racial and ethnic groups.

Service Provider Perspectives

Service providers acknowledge a divide between the "haves" and the "have nots" in Cary, stating that neighborhoods are often segregated by socioeconomic status. The town government is commended by service providers for trying to meet the needs of different economic groups especially through such departments as the Cary Police Department and Planning Department. A few Cary service providers did criticize the town for not working harder toward greater economic diversity among residents, especially by providing affordable housing.

Service providers noted that the faith organizations in Cary have strong member bases and provide community services and extensive outreach. Many community organizations also partner with faith groups.

Community organizations often attract a great diversity of residents. The Cary Library, the Senior Center and the Cary Family YMCA were listed as gathering places for people of many different backgrounds. Service providers perceived children as being a means of common ground to encourage interaction between different ethnic and racial groups. One person noted that "If you do see diverse groups of people coming together, might be as they are waiting for their kids at activities."

Service providers felt that community groups need to interact more with one another and encourage multicultural exchange. They perceived Cary residents as being apathetic to issues of

race relations. Some service providers felt that discussion groups, such as the community Study Circles run through the YWCA in Raleigh can be a model for how to address racism. One service provider stated that: "The strengths of having diversity have yet to truly be tapped [in Cary]."

Community Member Perspectives

In interviews, community members also mentioned the need for more economic diversity in Cary as a means to increased connections between diverse groups. The lack of affordable services in Cary was mentioned as a barrier to racial and ethnic diversity. One person stated that "unless you provide housing, you can't even begin to look for diversity." Community members mentioned that faith communities foster volunteerism and provide many services to the community. Religious communities are a gathering place for many Cary residents. Town-sponsored events such as Spring Daze and Lazy Daze, arts and crafts festivals, were mentioned as places where diverse residents come together. Many cultural celebrations that are co-sponsored by the town were praised by community members as promoting diversity. However, many residents would like to see more done to foster multicultural understanding. Many community organizations struggle to reach out to different ethnic and racial groups at their events. One member of a community organization said that, "attendance is low. How do we…embrace other groups to come to our events? It is a problem in Cary."

Community members stated that members of different ethnic and racial groups do not make connections in Cary. Many community members wish for more opportunities for diverse groups to interact and become more educated about different cultures. Yet, there is a discomfort associated with attending events where few people share the same racial or ethnic background.

Community members said that connections are often made through the interactions of

children and families. One community member said, "Before I had kids, I would probably not have felt as comfortable, but having children seems to make a difference. You gain entry. It's a different group and you understand a lot of the common issues people have. And those issues apply regardless of race or ethnicity, so it's sort of like getting a passport into a different world."

Despite comments by many interviewees that there is an acceptance in Cary of ethnic diversity, a number of community members interviewed mentioned discrimination against people of color. They noted that discriminatory acts by individuals have occurred in neighborhoods, workplaces and schools in Cary. One community member gave voice to a perspective that diversity is not entirely accepted in Cary; "people in Cary don't see diversity as an asset but as a threat to their lifestyle."

Conclusion

Cary's service providers and community members shared many of the same perceptions of strengths and challenges with regard to diverse groups. Both groups mentioned the town-sponsored events which provide a place for different residents to socialize. Both also stated the need for community groups to work together to create multicultural events and promote understanding between different racial and ethnic groups. As one service provider suggested, Cary needs to "…identify leaders of diverse populations; bring them to the table and ask- are we being equitable as a community?" While service providers did not often mention discrimination in Cary, a number of community members did. The team noted a lack of interaction between different groups, including attendance at events. For example, the attendees at the African American Celebration were almost entirely African American, although the event was open to people of all backgrounds.

Schools

Another issue that consistently arose during interviews with community members and service providers was education. Interviewees placed an emphasis on structural issues, such as bussing and overcrowding, rather than on educational attainment.

Secondary Data

Cary schools are part of the Wake County Public School System (WCPSS), the 27th largest school district in the nation and the second largest system in the state (McKenzie Group, 2002). The town of Cary has 9 elementary schools, 3 middle schools and one high school. Cary is also home to Cary Academy, a private, co-educational college preparatory day school for grades 6-12. It is located on a 52-acre campus and tuition costs approximately $11,950 a year (Cary Academy *A,* 2003). Cary is a well-educated town, with 66.3% of residents holding a college or graduate degree (Town of Cary *G*, 2003). According to the Cary Biennial Citizen Survey, schools were the second most important issue facing Cary residents (Wilbur Smith Associates and Town of Cary, 2000).

The WCPSS has encountered explosive growth over the past 20 years, with Cary being a large contributor to this growth (WCPSS *B*, 2002). The growth is exceeding the capacity of the schools in Wake County, resulting in overcrowding, increased use of trailers for classrooms (currently over 500) and pressure to build and expand schools (WCPSS *B*, 2002). In 2002, voters in Wake County approved a bond referendum in order to fund PLAN 2000, an initiative to build 14 new schools and renovate or expand 96 existing ones (WCPSS *B*, 2002). The Town of Cary has also appropriated $1.5 million for the possible acquisition of land for schools in Cary (WCPSS *B*, 2002).

In Wake County, many students attend their "base school" which is assigned based upon

their parents' or legal guardians' home address (WCPSS *B*, 2002). WCPSS uses student

assignment ("bussing") to address overcrowding while aiming for a free and reduced lunch

percentage no higher than 40% and academic performance no more than 25% below grade level

in each school (WCPSS, 2003). The issues accompanying student reassignment, such as long bus

rides for children to distant schools, are important to Cary residents as the Mayor has appointed a

Mayors' Task Force on School Assignment in order to address and resolve some of the issues

related to student assignment (Town of Cary *H*, 2003).

The average SAT score for WCPSS in 2001-02 was 1054, compared to a 1070 average at

Cary High School (WCPSS *A*, 2002) and 1242 at Cary Academy (Cary Academy *B*, 2003).

Overall, the rate of students dropping out of grades 7-12 fell to 2.4% in WCPSS, the lowest rate

in more than a decade. The dropout rate at Cary High School for 2000-01 was 5.2% (WCPSS *A*,

2002).

The racial composition of students in WCPSS and Cary is listed in Table 4. WCPSS has a

total of 4,036 ESL students and 21% of those go to school in Cary (WCPSS *A*, 2002).

Table 4. Racial composition of students in WCPSS and Cary

Race	WCPSS	Cary
White	61.6%	62.9%
African-American	26.3%	16.9%
Asian	4.1%	8.9%
Hispanic	5.6%	7.5%
Other	2.4%	3.8%

Source: WCPSS, 2002

Service Provider Perspectives

Whenever service providers spoke about schools in Cary, they mentioned the high quality

of the schools. Service providers interviewed did mention growth and diversity as two major

issues concerning Cary schools.

In the opinion of service providers, more people in Cary are sending their children to private schools, such as Cary Academy, because the public schools are over-crowded. Service providers attribute the overcrowding of Cary schools to population increases as well as student reassignment and felt that additional funds are needed to build more schools. Consequently, the increase in the student population as well as student reassignment has created the need for more buses. The purpose of bussing is to increase the integration of students from diverse backgrounds. While service providers did not feel there was much racial or ethnic diversity in the schools, those interviewed placed more value on efforts to maintain the high quality of the schools than efforts made to increase integration. Additionally, they felt that bussing was problematic and creates a lack of ownership of one's school. Many mentioned that they thought there were groups in Cary discussing racism in schools.

Community Member Perspectives

Most community members interviewed also felt that the quality of schools in Cary was high, but were concerned about overcrowding and bussing students to schools throughout Wake County. There were strong opinions expressed in the interviews about student reassignment and bussing. Some community members were also worried that the increase of parents sending their children to private schools will lead to the re-emergence of segregation in the schools. In their opinion, there are more white children than children from other racial/ethnic groups leaving public schools to attend private schools. As a result, without bussing, neighborhood schools would become more racially segregated. One community member said, "if you want to change a society, you have to teach children not to make the same mistakes as parents. No one likes bussing. It is disruptive to those who are bussed out of their neighborhoods… I don't know the

answer. If you let parents choose, you will have segregation."

Community members interviewed felt that there are racial problems that exist and there is a strong need for increased diversity in the schools. Some community members, however, felt that there are attempts currently being made in the schools to be more inclusive of students from diverse backgrounds.

Conclusion

Service providers and community members had similar perspectives regarding education. Both groups felt that parents in Cary are involved with the schools. Both service providers and community members interviewed felt there was a lack of diversity in the schools and thought that bussing was necessary for integration, yet no one felt it was an ideal solution. Service providers and community members felt that if Cary becomes its own school district, the student populations will be even less diverse. Secondary data similarly revealed that education and overcrowding is an important issue for Cary residents. County and town education initiatives have indeed focused on relieving the overcrowding of schools. Reassignment is also clearly a challenging issue. Despite perceptions about the need for greater diversity, secondary data show that almost 40% of Cary students are non-white and about 850 English as a Second Language students attend Cary schools.

Health Services

When discussing health during interviews, respondents focused on access to healthcare, as well as an increasing need for senior health services.

Secondary Data

The main provider of health services in Cary is Western Wake Medical Center. Aside from this major health facility, residents may seek medical attention at one of the available

urgent care centers that are located throughout the town. Cary is also served by Wake County

Human Services, which has public health clinics and offices in Raleigh (Wake County

Government, 2003).

The Town of Cary website does not contain health data. State agency websites, such as

that of the North Carolina Center for Health Statistics, contain information on the county and

state levels, but do not provide specific statistics for Cary. As a result, county health information

can only be used to provide a context. Leading causes of death in 1999-2000 for the state and

county are presented in Table 5. The leading causes of death have been summarized for the state

of North Carolina by age group, race, sex and ethnicity (e.g., Hispanic), but not by county or

town (North Carolina State Data Center, 2001).

Table 5. Leading causes of death for all ages 1999-2000

Causes of Death	North Carolina	Wake County
Heart Disease	38,787	1,641
Cancer	31,499	1,497
Cerebrovascular Disease	11,289	538
Chronic Obstructive Pulmonary Disease	7,281	279
Diabetes Melitus	4,126	176
Pneumonia & Influenza	3,812	98
Injuries	3,522	184
Motor Vehicle Injuries	3,161	166
Suicide	1,830	100
Chronic Liver Disease & Cirrhosis	1,510	58
Homicide	1,296	61

Source: North Carolina State Data Center, 2001

Service Provider Perspectives

Service providers in Cary recognized a need for more health service options. Wake

County, local medical facilities and the Cary Senior Center all provide health services but are not

fully meeting the needs of residents. Service providers reported that many seniors and those

without medical insurance are underserved. The growing Hispanic population is also posing a challenge to health care providers, who increasingly recognize the need to be bilingual and bicultural. One service provider stated that, "the language barrier is the biggest challenge for healthcare providers." Service providers also cited a need for more outreach to the community, such as via mobile vans.

Community Member Perspectives

Community members interviewed report that those with medical insurance are generally pleased with the health services in Cary. A few community members mentioned that it would be nice to have a hospital closer to where they live than WakeMed. The main challenge cited by community members is that few doctors or facilities in the area accept patients reliant on Medicare or without medical insurance, but the populations of senior citizens and uninsured immigrants are growing. As one community member said, "it's common for retired people to move here, then they can't find a doctor." Another community member said that the challenge also impacts children, saying, "there are a lot of people without health care here. Kids can't go to the dentist and they get abscesses of the mouth… I heard there was a dental place opening in Cary for kids with Medicaid. What about those kids who aren't on Medicaid?... It should be a human right to have health care."

Conclusion

Health was discussed in most interviews, but was not a main topic of conversation. For most Cary community members with medical insurance, accessing health services is not a major concern. Both service providers and community members note the need for more services for seniors and those who lack insurance. Service providers mentioned opportunities for improvement, such as hiring more bicultural staff and reaching out to the community through

mobile units and health fairs. Community members focused on access to health services, while available secondary data emphasized health status, primarily at the county level. The team saw numerous links between health and other issues outlined in this report that impact quality of life in Cary. For example, people noted that without transportation, people are unable to conveniently access county health services in Raleigh. Also, accessing health services has been more difficult due to language barriers for some residents.

Housing in Cary

The most common issue raised by respondents in relation to housing was a need to provide more affordable housing throughout Cary.

Secondary data

The Town of Cary Planning Department has documented a great deal of information on housing in Cary in its Affordable Housing Plan. In the last decade, Cary has experienced an explosion in housing development and significant increases in housing prices beyond the rate of inflation. Rents in Cary also began to escalate in the 1990s by 30% in inflation-adjusted dollars (Town of Cary Planning Department, 1999).

Cary is largely a community of homeowners (77%), compared to Wake County (60%), North Carolina (68%) and the United States (66%) (Town of Cary Planning Department, 1999). Cary also has a higher median price of all units ($201,000) than Wake County ($157,000). Data from the Wake County Revenue Department show that only 22% of all homes in Cary could be considered affordable ($137,600 or below) to a family of four earning up to $47,000 (top of the moderate income range for 1999).

Homeownership and rental data are economic indicators that help to provide information

on the housing market of a community. Approximately 22% of Cary's housing stock is apartments (Town of Cary Planning Department, 1999). The Town's Affordable Housing Plan identified Cary as the fastest growing apartment submarket in Wake County. Similar to the price of houses in Cary, the average rents are all higher than Wake County as a whole, one bedroom by 10%, two bedrooms by 11%, and three bedrooms by 18% (Town of Cary Planning Department, 1999). Mobile homes make up a small part of Cary's housing inventory, and actually decreased between 1990 (3.0%) and 1998 (1.2%) (Town of Cary Planning Department, 1999).

White renters, while comprising the largest percentage of renters in Cary (64.5%), are actually underrepresented at 10 percentage points lower than their proportion in the general population of the town (Town of Cary Planning Department, 1999). Black residents (10.9%) are 5.6 percentage points higher in the Cary renting population than their proportion in the population at large (Town of Cary Planning Department, 1999). Asian/Pacific Islanders (8.4%) are represented in almost the same proportion in the renting population as in the general population. The "Other Races" category makes up 6.2% of the renting population (Town of Cary Planning Department, 1999). It is unclear where Hispanics are being counted, if they are at all. Table 6 presents the percentage of the Cary population by race that owed or rented their home in 1998.

Table 6 : Household characteristics by race in Cary, 1998

	White	Black	Native American	Asian	Other Races	Hispanic Origin
Owner-Occupied Units	78.2%	53.3%	60.7%	72.1%	48.71%	57.2%
Renter-Occupied Units	21.8%	46.7%	39.4%	28.0%	51.3%	42.8%

Source: Town of Cary Population Report, 2002

Cary also deals with homelessness issues. The Carying Place, Inc. operates 6 units of transitional housing available for four month periods (Town of Cary Planning Department,

1999). In both 1998 and 1999, the Carying Place served 17 families, and serves an average of 50 persons per year since 1993, primarily female-headed households (Town of Cary Planning Department, 1999).

In 2000, the Town Council adopted the Affordable Housing Plan to work on affordable housing issues, and this plan provides a framework for the town to steer its investments in affordable housing (Town of Cary Planning Department, 1999). The Cary 2002-2003 Town budget included nearly $900,000 for affordable housing. There are also several locations in Cary with Habitat for Humanity houses.

Service provider perspectives

Service providers in Cary cited affordable housing as an issue that the town of Cary is addressing. They recognize the high cost of living, and some stated that the law of supply and demand results in the high prices. Providers also recognize the need for affordable housing, with an emphasis on town employees, such as firemen and policemen. One service provider said, "Only 25% of town employees live in Cary. People who are giving their lives to make this the best place to live don't live here." Service providers also stated that the senior population needs more affordable options in Cary. They stated that while the town has spent $1 million on this issue, people are not utilizing the affordable housing options available now, due to a lack of publicity on these options.

Community member perspectives

Community members interviewed see affordable housing as an important issue for Cary, and often brought up its relation to diversity. One Cary resident said, "Housing is the key to diversity." Another community member said that the controversy with bussing students to create racially and economically diverse schools would not be an issue if neighborhoods were more

diverse. One community member stated, "I think the town should adjust to different populations, make housing affordable. It boils down to affordable housing. Kids that are either in college or just out of college can't afford to live in Cary, which is too bad. Elderly people who only require maybe a townhome or a low-maintenance home… don't have a lot of opportunities in Cary. It could be a more diverse community; the town could benefit from that." When asked about challenges Cary faces or areas to improve, many community members brought up affordable housing. Like service providers, they were concerned about town employees not being able to afford to live in Cary, but also discussed service industry workers, young adults, and seniors not being able to afford Cary housing or rental costs. Community members also recognized that the town is addressing the issue of affordable housing, but there is some concern that they are not doing enough. Cary residents claim that not enough mixed housing will result from the current efforts and that the focus on town employees still does not address the really poor. Community members said that rental units are condensed in small areas, not widely spread throughout Cary, resulting in small pockets of economic diversity without a sense of inclusion in the town community.

Conclusion

In the team's initial tour of the community, they saw predominantly expensive homes, and when looking for one of the three trailer parks in town, had a difficult time finding it. This illustrates the upscale appearance of the town. Both service providers and community members agreed that the town of Cary should address affordable housing and is currently taking steps in that direction.   Town employees, service providers, and community members all felt that this issue is of high priority.

Transportation

Respondents commonly cited issues related to growth, such as traffic and roads, in addition to the need for a more accessible public transportation system.

Secondary Data

The 2002 Biennial Citizen Survey highlighted "problems related to growth" as the most important issue facing Cary and "traffic/roads" as the second most important issue (Town of Cary *D*, 2003). According to 2000 U.S. Census data, 84.2% of Cary residents drove alone to work, while only 0.3% of residents took public transportation; the mean travel time to work was 22.9 minutes (U.S. Census Bureau *B*, 2000). Highways, including Interstate 40, US 1 and US 64, provide regional access for Cary. Estimates based on regional data show that vehicle-miles of travel will expand more than 140% by 2025 while highway capacity will only expand by 50% (Lang et al., 1995).

The Town of Cary offers several forms of public transportation and is currently expanding these services. C-Tran is a Town of Cary service that began in 2001 as public transportation for senior citizens and persons with disabilities, and, since 2002, serves all Cary residents. C-Tran provides door-to-door transportation within Cary upon reservation for a per-ride fee (Town of Cary *I*, 2003)*.* The 2002 C-Tran Survey General Public Report indicates that a large number of Cary residents ages 65 and under "had never heard of or do not know of C-Tran" (Table 6). Another survey indicated that 98% of all Cary residents had not ridden C-Tran, and 90% of seniors ages 66-76 had not used the service (Lang et al., 2002).

Table 6. Percentage of Cary residents who said yes to, "I have never heard of or do not know of C-Tran."

Age Group	% who responded "yes"
18-25	42.9
26-35	67.3
36-45	52.3
46-55	44.6
56-65	48.2
66-75	23.1
Over 75	13.3

Source: 2002 C-Tran Survey General Public Report

Other public transportation services include Triangle Transit Authority (TTA), providing a "fixed-route" bus service connecting Cary with Raleigh and RTP. Amtrak has daily train service connecting Cary with Charlotte, Raleigh, and other cities. There are also 13 taxi companies in the area that serve Cary. Responses from the 2002 Biennial Citizen Survey indicate that there is a low need for public transportation, and bus service in particular, with only 18.7% of respondents indicating they would use the public bus service at least once a week (Town of Cary *D*, 2003).

The Town of Cary is leading the state in implementing growth management actions and adopted an ordinance to coordinate road improvements with the development of new sites (Wilbur Smith Associates and Town of Cary, 2000). With the population increasing beyond the capacity of roads in Cary, the town is setting goals to make road, transit, pedestrian and bike systems more effective and interconnected. Cary's long-term vision, according to their Comprehensive Transportation Plan, is to improve the transportation system so that roads are widened, traffic signals synchronized, intersections improved and more choices of transportation are made available (Wilbur Smith and Associates and Town of Cary, 2000).

Service Provider Perspectives

Service providers hold differing views concerning the issue of transportation in Cary. Many service providers noted that it is necessary to have a car to get around in Cary and that most people are dependent on their car. According to one service provider, "it is fairly easy to get around *if* you have a car." Several service providers felt that transportation may be an issue for those people who do not have a car, as well as seniors and disabled persons.

In general, service providers were knowledgeable about the modes of public transportation offered in Cary, however, they held different perceptions about the utility of the services provided. Some service providers expressed that transportation is a real concern, that there is not much public transportation offered, and that what is offered is not accessible. Other service providers felt that that the Town has improved transportation in Cary and is handling it well in comparison to other towns in Wake County. As one provider said, "Most folks do have transportation that live in Cary" and many stated that Cary has a great local transportation system. A large number of service providers were aware of a variety of public transportation options in Cary, such as C-Tran, the bus system (TTA) and the plans for a regional train system to put two stops in Cary in the next 5 years. Most service providers thought that the bus system was accessible but not well used.

Service providers hold particularly mixed views about the C-Tran transportation service. In general, service providers were aware of the expanded services provided by C-Tran. Several service providers believed that C-Tran is a useful service that is slowly increasing in popularity among all Cary residents. However, the majority of providers said that C-Tran is mainly used by seniors and disabled persons and that there are a lot of gaps in the services provided by C-Tran (particularly concerning its convenience and cost). In addition to public transportation, many

providers noted growth and traffic as issues of concern for residents.

Community Member Perspectives

Community members tend to agree that transportation is an important issue facing Cary residents. Most residents felt that transportation is especially challenging for those people who do not have a car. As one community member stated, "there is no public transportation. They assume you'll have two or three cars." Many community members commented on the lack of public transportation and indicated the need for a more convenient system. Only a few community members remarked that the town is making efforts to address public transportation.

Overall, community members were not aware of the public transportation that is available in Cary, such as the C-Tran transportation system or the TTA bus line. According to one community member, "I think there is public transportation, but it is not actively used or convenient." The few residents who did speak directly of C-Tran perceived it as a service for the elderly and disabled. Some community members noted the cost and inconvenience of C-Tran, as well as the need for information to be provided in Spanish.

Several community members held the perception that transportation affects who lives in Cary and is a barrier because "certain income levels can't get to different places." Seniors were mentioned as a specific population for whom getting around is particularly challenging. This restriction was noted by one resident when she said "You can't walk anywhere and that is a significant disadvantage, especially with my parents because they are elderly...it would feel like a gilded cage because they can't go anywhere." Other issues that were raised around the issue of transportation included concerns related to rapid growth, increased traffic and the need for more walkways and bike-paths.

Conclusion

While both service providers and community members identified transportation as an area that could be improved in Cary, many service providers did not see transportation as a major challenge being faced by Cary residents and generally had more positive perceptions of transportation than community members. Service providers were fairly knowledgeable about the transportation services offered in Cary compared with community members who were generally not well-informed about public transportation in the town. Most community members emphasized the need for a more convenient, affordable and accessible public transportation in Cary as an important issue. In addition, the student team noted during our time in Cary that few people use the C-Tran or bus system and that many people get around by car. Signs of growth were also readily apparent from the construction, the widening roads and traffic.

Community Dialogue

Introduction

The Action Oriented Community Diagnosis process identifies needs, emphasizes community competence, and includes the presentation of findings back to the community. This presentation allows the community to be involved in the process, hear what information has been shared with the research team, assess the findings, and prioritize issues (Eng & Blanchard, 1991).

The Cary team conducted a community meeting, called The Cary Community Dialogue, to present findings to service providers and community members in Cary and provide a venue for them to discuss the validity of the themes that emerged and develop action steps. The intent is that the preceptor's organization and interested groups or individuals will use the information gathered and the momentum developed to move forward to address issues presented at the dialogue while the team completes its final task in the AOCD process.

Planning Committee

To develop an appropriate dialogue, the team invited service providers and community members to participate on a planning committee. The committee included a town employee, community leaders, and people from diverse ethnic groups. The planning committee met three times in the weeks prior to the dialogue, and involved a total of six community members and service providers. They provided ideas, suggestions, and feedback regarding publicity, the structure of the program, development of themes, and other decisions. The team also asked individuals during interviews about a good place, time, and title for the event.

Event

The Community Dialogue was held on Thursday, April 24, 2003 from 7:00 to 9:00 p.m. at the Herbert C. Young Community Center in downtown Cary, based on recommendations from people the team spoke with. The team invited everyone who had been interviewed, and posted flyers around town in both English and Spanish, mailed flyers to Cary churches, and sent a press release to area newspapers (see Appendix VIII for the flyer and Appendix X for the press release)

Approximately 35 people attended the dialogue. Participants included a mix of service providers and community members. A member of the Cary Town Council attended, as well as the head of the Governor's Office on Latino Affairs, several police officers, several other town employees, and a newspaper reporter. A variety of community members attended as well, including some who were interviewed by the team. A volunteer from the Planning Committee conducted Spanish translation of the presentation and discussion for Spanish-speaking participants. Each attendee received a packet in either Spanish or English that contained the agenda, quotations, an evaluation form, and an interest form. The packet can be found in

Appendix XI.

At the beginning of the dialogue, the team's preceptor formally welcomed the participants. She provided some background on her organization, Culturas Unidas, and other assessment efforts being conducted in the Latino community. The team introduced themselves and shared a summary of the AOCD process. The team also shared with participants the major themes that arose from the interviews and described the format of the dialogue, including breaking down into small groups to discuss issues more thoroughly and develop action steps. The five groups were: connecting diverse groups, education, health, housing, and transportation.

Participants were asked to read quotations pertaining to each area in their packets and pick a small group to join. Each team member facilitated one group, using small group facilitation techniques to guide discussion and develop action steps, including ORID and Force Field Analysis. Each group then reported back to the large group, sharing the issues identified and the ideas for action steps. Participants then provided feedback and additional ideas regarding each topic area. People volunteered to move forward with tangible action steps for each of the topic areas.

At the conclusion of the dialogue, participants were encouraged to complete an evaluation of the event and an interest form to allow Culturas Unidas to contact them in the future. The questions on the evaluation form were compiled by the team, preceptor, and planning committee. The evaluation asked seven questions including items such as "the small group format was an effective way to foster dialogue and share ideas." Participants then responded on a scale of 1 to 5, with 1 being "strongly agree" and 5 being "strongly disagree." The average response across all questions fell between "agree" and "strongly agree," ranging from 1.4 to 2.0. To date, 17 evaluations and 13 interest forms have been returned.

Dialogue Follow-up Steps

The team felt that the action steps identified at the dialogue are excellent starting points to address the issues raised throughout this assessment. At the dialogue, an extensive list of action steps was generated (Appendix I). Table 7 summarizes key action steps generated by the small group discussions. Several participants at the dialogue have volunteered to follow-up with the action steps and have made contact with Culturas Unidas in efforts to combine information gathered throughout the AOCD process with current community action.

Table 7. Selected action steps from Community Dialogue

Topic	Action Steps
Connecting diverse groups	Encourage diverse participation in town events
	Organize a multicultural celebration day in Cary
Education	Develop a list of existing after-school programs
	Create a mentoring program
Health	Develop lists or clearinghouses of existing resources
	Raise awareness of media – document health care shortages
Housing	Translate the existing Cary Housing Resource Guide
	Put Wake County Housing Resource Center satellite office in Cary
Transportation	Translate C-Tran materials into Spanish
	Publicize C-Tran through police officers, radio stations, existing outreach programs, and Culturas Unidas

Several specific action steps are currently being implemented as a result of the dialogue. Culturas Unidas and the Town of Cary Planning Department have formed a partnership around issues of accessibility to affordable housing. As a direct result of the dialogue, a bilingual Jesuit Volunteer Corps position will be housed at Culturas Unidas in 2004 to build the foundations for an affordable housing initiative in Cary. The Town of Cary has also begun planning for more multicultural programs with Culturas Unidas.

In addition, the findings of this AOCD could be presented to the Cary Town Council, which was recommended by interview respondents, planning committee members, and was also

endorsed by a member of the Town Council at the community dialogue. The team will invite

key stakeholders from the community to the council meeting to participate in the presentation.

The presentation to the Town Council will mark the conclusion of the AOCD process and

the beginning of the partnership between Culturas Unidas and other interested parties who will

take the action steps forward in their continuing efforts to improve the quality of life for all

residents in Cary.

Limitations of this AOCD Process

Limitations of the data collected largely concern silent voices. The telling and recording

of a community's history is not without biases, omissions, contradictions or controversies. Town

websites present a united vision of the history of Cary, often omitting mention of some minority

groups and settlers. Comparisons between these sources and others yielded contradictory

statements. There is some evidence that the long-time African American presence in Cary may

be thus "hidden." Quantitative data as well may hide the presence of certain groups since

undocumented immigrants as well as relatively recent arrivals in Cary are not represented in

demographic data such as the U.S. Census. In the same respect, racial groups are not broken

down from broad categorization, such as "other," "Asian" or "Hispanic." Such broad

classification masks the diversity and differences within these socially constructed groupings.

While the Town of Cary has collected a wealth of information specific to Cary, health data are

available only at the county level. These data may not be representative of the Cary area, but are

used to provide a general context. While the Biennial Citizen Survey report was used as a

resource, it was administered via telephone with 407 Cary residents, which may have left out the

perspectives of residents without telephones and may not be representative of the entire

population of Cary residents.

In addition to limitations to the secondary data, there are also limitations to the primary data. The snowballing effect of the referral process and the team's limited time make it less likely that a representative sample of Cary residents or service providers was interviewed. Because the task the team was assigned for this community diagnosis was diversity in Cary, the team also did not gain an in-depth perspective of any one community given the need to interview members of several different groups and people with a wide variety of experiences within Cary. The team conducted this AOCD in approximately six months, which is not enough time to truly gain entrée into the many diverse communities present in Cary.

Conclusion

Community members and service providers in Cary shared their perspectives on strengths and concerns in Cary with the UNC student team, and through a Community Dialogue, identified action steps to address concerns. The issues identified by the team, respondents and dialogue participants are not new to Cary, but clearly further solutions are needed. Recognizing and addressing barriers can make community-identified goals more easily attainable. While the perspectives gathered by the team represent a small sample of Cary service providers and community members, they offer an idea of issues about which people felt strongly about.

All of the topics raised by community members and service providers are linked to the quality of life in Cary. Transportation, connections between diverse groups, housing and schools have effects and consequences on the health of individuals and the community (Steckler et al., 1993). Accessible transportation, as well as affordable housing, provide a means of accessing and affording health care. Collaboration between diverse groups in the community increases the ability of people to advocate for change and make their voices heard about issues in the community that negatively impact their health. The team hopes that this document will serve as a

valuable resource to both service providers and community members in future initiatives and

programming efforts.

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Appendix I
Goals and Action Steps From Cary Community Dialogue

Connecting diverse groups
- Need multi-cultural communicators
- Need culturally sensitive service personnel
- Personal and institutional cultural outreach
- Offer educational opportunities for diverse populations
- Encourage diverse participation in town events
- Need a multicultural celebration day in Cary
- Need further examination of the economic divide in Cary

Added during large group discussion:
- Include people with disabilities

Education
- Mentors for students (university students, local organizations, Society of Hispanic Professionals)
- Draw up list of existing programs and resources
  - After-school, homework assistance programs (YMCA, churches, etc)
  - Transportation
  - Grants
- Lobby for translators/interpreters (State Board of Education)
- Parental involvement and participation
  - ESL for parents
- Education and job training for adults

Health
- Educate providers, community, and consumers about health:
  - Raise awareness of media – document health care shortages
  - Get Spanish media more knowledgeable about health issues
  - Do more events at the community level, pulling people together, sharing resources
- Consult with other churches on open-door clinics
- Develop lists or clearinghouses of available resources
- Facilitate brainstorming sessions
- Educate to prevent stigma of utilizing mental health services

Adding during large group discussion:
- Incorporate United Way 211, Wake County Health Dept.

Housing
- Need for understanding of homeownership process
- Incorporate town 24/7 language line into affordable housing services
- Culturas Unidas can assist to make sure information given out is understood
- Wake County Housing Resource Center – put satellite office in Cary
- Translate the existing Cary Resource Guide

From large group discussion:
- Univision and 96.9 morning radio for publicity on affordable housing opportunities
- Wells Fargo Mortgage Office as a resource

Transportation
- Advertise C-Tran system, especially to renters
  - Information available at Culturas Unidas
  - Work with churches on outreach efforts
  - Police officers could share brochures
  - Publicize on radio, public access info
- Encourage bilingual staff
- Translate materials
- Offer free passes to first-time riders

Appendix II

Summary of Interviewees

Service Providers:
- 20 Total
- 14 White
- 5 African American
- 11 Males
- 9 Females
- 11 Town Employees, including both officials and those working in departments
- 13 Service Providers also lived in Cary

Community Members:
- 17 Total
- 7 White
- 3 African American
- 5 Indian
- 2 Hispanic/Latino
- 7 Males
- 10 Females

Appendix III

Interview Fact Sheet for Cary Service Providers for Community Diagnosis

---

WHAT IS THIS STUDY ABOUT?

You are invited to participate in a research project entitled "Action Oriented Community Diagnosis" for the community of Cary, North Carolina. The purpose of this study is to gather information about the community of Cary through existing demographics, personal interviews and community focus groups. The information we gather will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a public forum in the spring. Community members and service providers can then use this data to develop strategies for addressing issues identified through the Community Diagnosis (CD) process.

A summary of the data collected during this project will be presented in a final document which will be made available for public use at Culturas Unidas, Wake County Human Services, through the public library and on-line through the UNC-CH Health Sciences Library. This final document partially fulfills course requirements for HBHE 241: Action Oriented Community Diagnosis.

My name is _____ and _____ is our note taker for today. If you any questions, please contact Rachel Shelton, Graduate Student Contact or Eugenia Eng, Faculty Advisor, whose contact information is included at the end of this form.

WHAT WILL I BE ASKED TO DO?

You will be asked to participate in an interview about issues facing the Cary community. This interview will last about one hour. You will be asked a series of questions, such as

- What are the most popular services your agency provides to residents of Cary?
- What are the challenges faced by the Cary community agencies?

There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. During the interview, we will ask to take notes and tape record the discussion because your input is important and we want to make sure we accurately record what you tell us. You may refuse to answer any questions we ask or ask us to stop the tape recorder any time. After we are finished using the tapes for this class, the cassettes will be erased, and recycled or destroyed.

Your comments will remain confidential. We will be reporting summaries of the comments made by community members, but will not identify the names of the individuals we interview.

WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?

Although we anticipate that there are no physical risks to participation, there is a very slight risk to employment, professional reputation, or standing in the community were you to make a negative assessment during the service provider interview, if this information was somehow divulged to others. However, we believe this risk to be very small, given that we will be summarizing data for reporting and are not attributing quotations to specific individuals in the report or forum. All data and materials will be stored in a locked file cabinet, and audiotapes will be erased and destroyed. There may be no direct benefit to you for participating in this study, except for the opportunity for you to talk about the community where you work. However, participation may be beneficial to the community by helping with community improvement efforts. Participants' decision whether or not to participate in this study will not affect their relationship with UNC or any of its affiliates.

ARE THERE ANY COSTS?

There will be no costs for participating.

WILL I BE PAID?

You will not be paid for your participation in this interview.

SUBJECT'S RIGHTS AND CONFIDENTIALITY:

Your participation in this study is completely voluntary, meaning that you may not choose to participate. You have the right to withdraw your consent or stop your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time.

To protect your privacy, your replies will remain confidential. Your name will not be linked in any way with what you have said in this interview. The only people who have access to the data are the community diagnosis team members and faculty advisor.

The research team will need to learn individuals' names and phone numbers to set up interviews, and this information will be kept in a locked filing cabinet to which only we have access;

however, as soon as the interview takes place, such identifying information will be destroyed. All of the anonymous paper data will be kept in a locked location accessible only by the research team. Permission for audio taping interviews and focus groups will be secured from participants prior to tape recording and participants will be informed of their right to turn off the tape recorder. Audio tapes will be stored in a locked file cabinet in HBHE department and will be erased and destroyed after data analysis has been completed.

The audiotapes and interview notes will be stored in a secure file cabinet at the UNC School of Public Health. The tapes will be erased after data has been summarized.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order. You will not be identified in any report or publication of this study or its results.

If you wish to withdraw from the study or have any questions, contact:

Rachel Shelton, Graduate Student Contact   919-966-5542

Eugenia Eng, Faculty Advisor   (919) 966-3909
UNC School of Public Health
307 Rosenau Hall, CB #7440
Chapel Hill, NC 27599-7400

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects. If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact- anonymously, if you wish-the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB# 7440, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

The extra copy of this fact sheet is for you to keep.

AGREEMENT STATEMENTS:

If you complete the interview, then it is understood that you consent to all of the above points unless you state otherwise.

Appendix IV

Interview Fact Sheet for Cary Community Members for Community

Diagnosis

WHAT IS THIS STUDY ABOUT?

We are graduate students from the UNC School of Public Health Department of Health Behavior and Health Education. One of our degree requirements is to work with a community in North Carolina to conduct a community diagnosis. This means that we help the community identify its strengths, weaknesses and future program directions for promoting health and well-being in Cary. The information we gather will be summarized and shared with the community in a written document. In addition, we will present our results to the community at a public forum in the spring.

A summary of the data collected during this project will be presented in a final document which will be made available for public use at Wake County Human Services, through the public library, Culturas Unidas and on-line through the UNC-CH Health Sciences Library. This final document partially fulfills course requirements for HBHE 241: Action Oriented Community Diagnosis.

My name is _____ and _____ is our note taker for today. If you any questions, please contact Rachel Shelton, Graduate Student Contact or Eugenia Eng, Faculty Advisor, whose contact information is included at the end of this form.

The purpose of the interview today is to listen to your thoughts and experiences of living, working and being part of the Cary community.

WHAT WILL I BE ASKED TO DO?

You will be asked to participate in an interview about life in Cary. This interview will last about one hour. You will be asked a series of questions, such as

- Describe life in your community.
- What are some strong points or assets found in your community?
- What are the problems and needs of your community?

There are no wrong answers, just different opinions. We are looking for different points of view, so just say what's on your mind. During the interview, we will ask to take notes and tape record the discussion because your input is important and we want to make sure we accurately record

what you tell us. You may refuse to answer any questions we ask or ask us to stop the tape recorder any time. After we are finished using the tapes for this class, the cassettes will be erased, and recycled or destroyed.

Your comments will remain confidential. We will be reporting summaries of the comments made by community members, but will not identify the names of the individuals we interview.

WHAT ARE THE RISKS AND BENEFITS OF MY PARTICIPATION?

Although we anticipate that there are no physical risks to participation, there is a very slight risk to your standing in the community were you to make a negative assessment during the community member interview, if this information was somehow divulged to others. However, we believe this risk to be very small, given that we will be summarizing data for reporting and are not attributing quotations to specific individuals in the report or forum. All data and materials will be stored in a locked file cabinet, and audiotapes will be erased and destroyed. There may be no direct benefit to you for participating in this study, except for the opportunity for you to talk about your community. However, participation may be beneficial to the community by helping with community improvement efforts. Participants' decision whether or not to participate in this study will not affect their relationship with UNC or any of its affiliates.

ARE THERE ANY COSTS?

There will be no costs for participating.

WILL I BE PAID?

You will not be paid for your participation in this interview.

SUBJECT'S RIGHTS AND CONFIDENTIALITY:

Your participation in this study is completely voluntary, meaning that you may choose to not participate. You have the right to withdraw your consent or stop your participation at any time without penalty. You have the right to refuse to answer particular questions. You may ask that the recording be stopped at any time.

To protect your privacy, your replies will remain confidential. Your name will not be linked in any way with what you have said in this interview. The only people who have access to the data are the community diagnosis team members and faculty advisor.

Identifying information such as your age, ethnicity, sex, and number of years residing in or working in Cary may be obtained throughout the interview. This information will only be used for summarizing data and will not be linked to any statement you have made.

The research team will need to learn individuals' names and phone numbers to set up interviews, and this information will be kept in a locked filing cabinet to which only we have access; however, as soon as the interview takes place, such identifying information will be destroyed. All of the anonymous paper data will be kept in a locked location accessible only by the research

team. Permission for audio taping interviews and focus groups will be secured from participants prior to tape recording and participants will be informed of their right to turn off the tape recorder. Audio tapes will be stored in a locked file cabinet in HBHE department and will be erased and destroyed after data analysis has been completed.

Every effort will be taken to protect the identity of the participants in the study. However, there is no guarantee that the information cannot be obtained by legal process or court order. You will not be identified in any report or publication of this study or its results.

If you wish to withdraw from the study or have any questions, contact:

Rachel Shelton, Graduate Student Contact   919-966-5542

Eugenia Eng, Faculty Advisor   (919) 966-3909
UNC School of Public Health
307 Rosenau Hall, CB #7440
Chapel Hill, NC 27599-7400

This study has been reviewed and approved by the School of Public Health Institutional Review Board on Research Involving Human Subjects. If you have any questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact-anonymously, if you wish-the School of Public Health Institutional Review Board, University of North Carolina at Chapel Hill, CB# 7440, Chapel Hill, NC 27599-7400, or by phone 919-966-3012. You may call collect.

The extra copy of this fact sheet is for you to keep.

AGREEMENT STATEMENTS:

If you complete the interview, then it is understood that you consent to all of the above points unless you state otherwise.

Appendix V

Service Provider Interview Guide for Community Diagnosis of Cary, NC

Opening: read from Service Provider Interview Fact Sheet

Role in the Community

- o What is your title within _____ (organizations)?
- o How long have you worked in this organization?
- o Briefly tell us about other organizations that you've worked for in Cary?
- o Do you live in Cary? If yes, for how long?
- o Do you have any other unique insights into the Cary community through other roles you may hold *(Probe: volunteer, parent, etc..)*

Services and businesses

- o What is the role of the organization (that you work for) in the community?
- o What are the services that you provide?
- o What community do you see yourself serving? *(Probe: Are these services available for everyone? Minorities? People of all ages?)*
- o Which of these services are used the most by the community?
- o Which of these services are used the least by the community?
- o Who in the community has the most need for your services? *(Probe: Are they being reached? Why or why not? Are hours a barrier?)*
- o How do you see the relationship between your organization and the community? *(Probe: with people from different ethnic or economic backgrounds?)*
- o What services might be needed in Cary that are not currently offered by your agency?
- o Are there any other resources for those services?
- o What types of interactions do you have with other agencies?
- o What special events are provided to the community by the local agencies?

Physical Orientation to the Community

- o What community do you identify with?
- o What factors do you see affecting the quality of life issues in Cary?
- o What are the living conditions like in Cary? *(Probe: housing, transportation, education, water, etc..)*

Life in the Community

- o How has Cary changed over the last few years?

- How does transportation, or lack thereof, affect life in Cary? *(Probe: public transportation, traffic)*
- Where do people in Cary work?
- What types of jobs do they hold?
- Is there unemployment in Cary?
- What, if anything, contributes to unemployment in Cary?
- What do people do for recreation? *(Probe: teens, children, adults, elderly; where do people go?)*
- Describe the faith organizations in Cary.
- Which ethnic or cultural groups reside in the community?
- Since you've been in Cary, has there been a change in the ethnic and cultural environment in Cary *(Probe: races/ethnicities, social class, families vs. single people, age)*
- How do people of different ethnicities interact with one another? *(Probe: Are there areas in Cary that are inhabited primarily by certain cultural and ethnic groups?)*
- What is the political climate like?
- Are Cary residents active in politics?

Strong points or assets in the community

- What are some of the best things about Cary? *(Probe: physical, people, agencies, resources, health services, etc…)*
- Who are there individuals, groups, or committees that stand out as leaders in the community?

Needs and challenges of the community

In your opinion:

- What are some of the biggest and most common challenges that people in Cary face? *(Probe: housing, transportation, education, poverty, health, crime, adults, children, seniors, minorities)*
- Which problems do you feel are the most important for Cary to address?
- What are specific issues that are high priorities among community members *(Probe for health)?*
- Are there certain issues which emerge as a priority for a particular sub-population *(Probe for health)?*

Problem-Solving and Decision-Making

- How do Cary residents make community decisions?
- If you were going to try to solve a community problem now, whom would you try to involve to ensure success?
- What are the roles of minorities (*Probe: LGBT, single people, straight, ethnic minorities, women, children, poor, disabled)* in community decisions?

Additional information

     o   Is there anything else that you would like to share with us about Cary?

Demographic Information:

If you feel comfortable, we would now like to ask you some demographic information about yourself:

- (ID #:)
- Age:
- Occupation:
- Ethnicity:
- Single/Married:

Recommendations for discussing team's findings at Community Forum

During the course of the Community Diagnosis process, we will identify themes from the interviews with service providers, as well as interviews and focus groups with community members. These themes will be shared with the community at a forum to be held in April.

     o   Do you have any interest in being on the planning committee for the community forum?
     o   Who else do you think should help with planning the forum?

Additional Questions

     o   Do you have any suggestions as to how to get people to attend?
     o   Do you have any suggestions on time, place, publicity? *(Probe: day of the week, time of day)*
     o   Do you have any suggestions on who we should be sure to invite?

Recommended Individuals to Interview

When we arranged for today's interview, we mentioned that we would also like to speak with other community service providers. Have you thought of anyone who you would recommend we talk with about the needs and assets of Cary? *(At this time, remind them that they will need to contact potential interviewees first and hand them the script with the names of the provider.)*

Closing

Thank you again for your participation. Should you think of additional information that might be helpful to our project, please feel free to contact us at (919) 966-5542. If we are not available, please leave a message.

Appendix VI

Community Member Interview Guide for Community Diagnosis in Cary, NC

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*Read the Community Member Interview **Fact Sheet***

Self and Family

- We are not asking that you give us your name, but we would like to know how long you have lived in Cary.
- Do you currently work in Cary?
- What do you enjoy doing outside of work, or in your free time?
- Is there anything else about yourself that you would like to share with us?

Physical Orientation to the Community

- What community do you identify with?

Probe: neighborhood, geographic area

- What are the living conditions like in Cary?

Probe: housing, transportation, education, water, etc..

Strengths and Challenges

Now let's talk about some of the strengths and challenges of the Cary community.

- What do you think are the best things about Cary?

Probe: What about the schools, housing, recreation, community feeling, health services

- What do you think could be improved in Cary?

Probe: What about the schools, housing, recreation, community feeling, health services

- Do you think there are any problems that Cary is facing?

Probe: What about the schools, housing, recreation, community feeling, health services

Residents

Now let's focus on the residents of Cary.

- Are there opportunities for people of different backgrounds to get together in Cary?

Probe: Ethnic, cultural, religious groups, different generations, economic backgrounds, newcomers, singles/families

- Do you feel that people of different backgrounds feel comfortable attending these events?

Life in the Community

- How does transportation, or lack thereof, affect life in Cary?

Probe: public transportation, traffic

- Where do people in Cary work?
- What types of jobs do they hold?
- Is there unemployment in Cary?
- What, if anything, contributes to unemployment in Cary?
- What do people do for recreation?

Probe: teens, children, adults, elderly; where do people go?

- Describe the faith organizations in Cary.
- Which ethnic or cultural groups reside in the community?
- What is the political climate like?
- Are Cary residents active in politics?

Community

- How has Cary changed since you have lived here?

Probe: races/ethnicities, social class, families vs. single people, age

- What do you think of these changes?
- What direction do you see Cary going in over the next 5 years?
- How are the health services in Cary?

- How do you keep informed about what is going on in Cary?

- Who do you turn to in the community if you have a need or want something changed?

Probe: ice storm

- Can you think of a time when the community worked together to accomplish something?

- Who was involved? What made it work?

Quality of Life

- How does living in Cary impact your quality of life?

- Is that also true for the people you know?

- If you had the resources, how would you improve the Cary community?

Closing

- Is there anything else that you would like to tell us about Cary?

Demographic Information:

If you feel comfortable, we would now like to ask you some demographic information about yourself:

- (ID #:)
- Age:
- Occupation:
- Ethnicity:
- Single/Married:

Community Forum

- We will be conducting a Forum in April where we will share with the community a summary of the information we have gathered throughout the semester. Do you have any suggestions for the Forum (a date, time, or place)? Any suggestions about how to let people know about it, or how to encourage people to attend?

Recommended Individuals to Interview

When we arranged for today's interview, we mentioned that we would also like to speak with other residents about the strengths and challenges of your community. Have you thought of

anyone whom you would recommend? *(Remind them that they will need to contact potential interviewees first and hand them the referral guide.*

Thank you again for your participation. If you think of any other information that might be helpful to our project, feel free to contact us at (919) 966-5542. If we are not available, please leave a message.

Appendix VII

Referral Form

Dear Participant,

Thank you again for participating in our study. Just as your input was very important and valuable, as is the input of others. We would like to speak with other individuals that you believe could provide us with helpful information about Cary. However, in order to respect the privacy of these individuals, we ask that you speak with the person you are referring and ask for their permission to be contacted prior to us contacting them.

When you call to ask permission for us to contact them please explain to the following:

We are graduate students at the UNC Chapel Hill School of Public Health in the department of Health Behavior and Health Education. We are collaborating with community members in Cary to identify the strengths and challenges of the Cary community. We would like to contact community members and service providers to gather information about Cary. The School of Public Health Institutional Review Board (IRB) has reviewed and approved this project. Participation in this project is completely voluntary.

If the person agrees to be contacted, **please call us at 966-5542**.

They can also contact the IRB directly; collect if necessary, at (919) 966-3012.

Thank you again for all your help during this process. We look forward to seeing you at our Community Forum.

Sincerely,

Rachel Shelton, Shavon Artis, Elizabeth Markatos, Jennifer Johnston and Catherine Giles

PLEASE JOIN US FOR A
COMMUNITY DIALOGUE:
A FORUM TO DISCUSS
STRENGTHS AND CHALLENGES FOR
DIVERSE GROUPS IN CARY
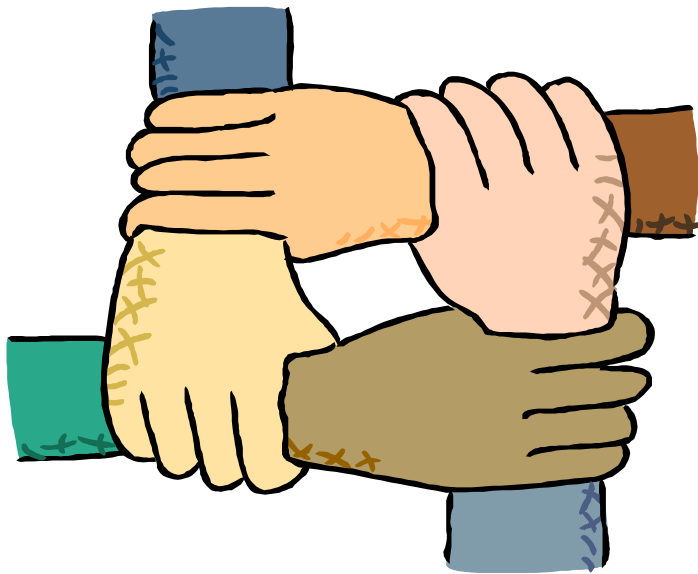
WHEN: Thursday, April 24, 2003 from 7–9 pm

WHERE: Herbert C. Young Community Center, 404 North Academy Street, Room B

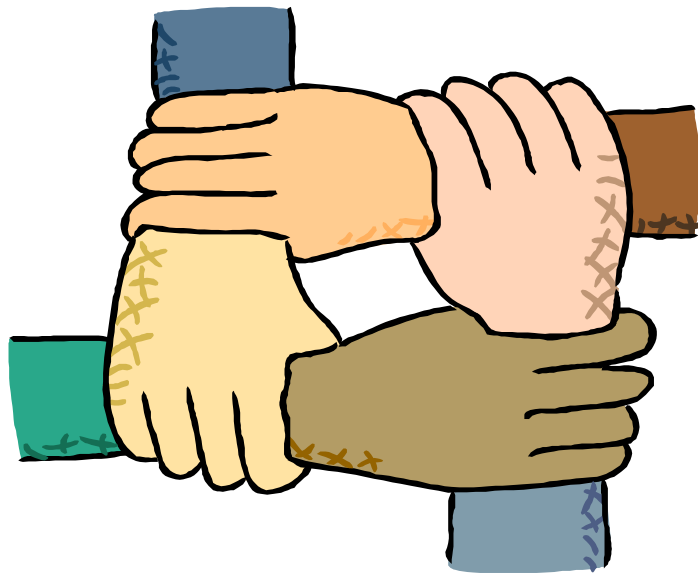## FOOD, DOOR PRIZES & CHILDCARE AVAILABLE!

Questions? Contact Culturas Unidas at 467-6696 or Betty Markatos at 919-960-8187 or markatos@email.unc.edu

Le invitamos a un
Dialogo Comunitario:
Un foro para discutir las fortalezas y desafíos de diversos grupos que viven o trabajan en Cary

¿**Cuando?**
Jueves, 24 de abril 2003 de 7–9 PM
¿**Donde?**:
Herbert C. Young Community Center
404 North Academy Street, Cuatro B

Comida, Premios & Cuidado de Niños

¿Preguntas? Llame a **Culturas Unidas** (919) 467-6696
después de las 4pm

Appendix X

NEWS RELEASE
FOR IMMEDIATE RELEASE

Attention:

CARY COMMUNITY DIALOGUE: A FORUM TO DISCUSS STRENGTHS AND
CHALLENGES
Cary, North Carolina

On Thursday, April 24th, Cary community members and service providers from diverse groups are invited to a Cary Community Dialogue: A Forum to Discuss Strengths and Challenges at the Herbert C. Young Community Center from 7:00-9:00 pm. Food, door prizes and child care will all be provided!

The Cary Community Dialogue is a chance for diverse members of the Cary community to come together to talk about quality of life issues in Cary. During the past few months, graduate students from the UNC-CH School of Public Health have teamed up with Culturas Unidas, a local non-profit, to talk with a variety of community members, as well as people who provide services to Cary residents, and issues that have arisen include transportation, education, housing, growth, and a sense of disconnect between groups. The information from these interviews will be presented to the community and form a basis for discussion of issues of interest to people in the community.

This event will be in Room B at the Herbert C. Young Community Center at 404 North Academy Street.

For further information, please contact Betty Markatos at 960-8187 or markatos@email.unc.edu

CARY COMMUNITY DIALOGUE

Thursday, April 24, 2003

7-9 pm

Herbert C. Young Community Center

Hosted by Culturas Unidas and UNC-CH

School of Public Health Student Team

DIALOGUE AGENDA

7-7:15   Mingle

7:15-7:20   Welcome by Fiorella Horna-Guerra, Executive
              Director of Culturas Unidas and Preceptor for Cary   UNC Student Team

7:20-7:35   UNC Student Team and Culturas Unidas

              Presentation of Findings

7:35-7:40   Five minute break and door prizes!

7:40-8:05   Small Group Break-out Discussions

8:05-8:45   Large Group Discussion

8:45-8:55   Interest Forms, Evaluations and More Door Prizes!

8:55-9:00   Thank you and closing, Fiorella Horna-Guerra

Cary Community Dialogue 4/24/03

Cary Community Dialogue Power Point Presentation

Slide 1: Welcome to the Cary Community Dialogue

Slide 2: UNC School of Public Health
Student Team
Shavon Artis
Katie Giles
Jennifer Johnston
Betty Markatos
Rachel Shelton

Slide 3: Cary Preceptor
Fiorella Horna-Guerra
Executive Director
Culturas Unidas (Cultures United)

Slide 4: Culturas Unidas: Latino/Hispanic Community Assessment
■Identification of community members and leaders for Community Education and Capacity Building Team
■NCSU Student and Latino business owners
■Focus groups with Latina women

Slide 5:
Latino/Hispanic Community Assessment Findings
■Barriers facing community include language, housing, health and lack of knowledge about legal issues and government system
■Business groups concerned with safety, financing, equal opportunities, representation and utility companies
■Women also cite transportation, documentation, employment and treatment of Latinos by other groups and other Latinos

Slide 6:
Latino/Hispanic Community Assessment Action Steps
■Community Education and Capacity Building Team Action Plan
■Minority-owned Business Forum

Slide 7:
Action Oriented Community Diagnosis
Steps in AOCD:
■Take a tour
■Attend community events
■Collect data on Cary
■Talk with community members and service providers

Cary Community Dialogue 4/24/03

Slide 8:
Interviews
17 Community members
20 Service providers (many also community members!)
Diverse representation
Quality of life questions and personal perspectives

Slide 9:
Cary Community Dialogue
■Today, April 24th!
■Part of the AOCD Process
■Opportunity for:
      - discussion
      - action steps
■Open invitation
■Planning Committee

Slide 10:
General Perspectives
■Strengths:
      - Family oriented
      - Services
      - Recreation
■Changes in the community:
      - Growth
      - Employment
      - Increasing diverse ethnic and racial population

Slide 11:
Themes
▪Connecting diverse groups
▪Education
▪Health Services
▪Housing
▪Transportation

Slide 12:
Connecting Diverse Groups
■Need for different groups in Cary to come together for community events
■People from different racial and ethnic groups mostly interact through events their children participate in
■Need for different groups to educate each other about culture, history and language

Slide 13:
Education
■The high quality of schools in Cary is a strength
■Busing is both an issue of concern but also a means to diversify school populations
■Recently, overcrowding of schools has become a problem

Slide 14:
Health Services
■Challenges to accessing health services include language, lack of insurance and doctors not accepting Medicare
■Increase in those without insurance with downturn of the economy
■Not enough health care providers in Cary
■Increasing senior population impacts health services

Slide 15:
Housing
■Need for affordable housing in Cary
■Affordable housing is a link to diversity
■Town and service industry employees cannot afford to live in Cary
■Housing is linked to town infrastructure

Slide 16:
Transportation
■Challenge in Cary without a car
■C-Tran, Cary's public transportation system, is neither well used nor well understood
■Need for convenient public transportation system

Slide 17:
Small Group Discussions
■Each group focuses on discussing one of the themes, identifying issues, resources and possible action steps in Cary.
■UNC Student team members will help to guide discussions.
■Based on your interests, experiences and resources, please choose a small group!
■We'll come back together as a large group to present to each other from the discussions.

CONNECTING DIVERSE GROUPS

"People from all over the world are here and have made this country their home. People have to accept people as they are and accept them. It will make it easier for them to integrate and accept the culture here. This is what is needed here."

"Institutionalized racism exists. The perception of Cary is as a little white town. Aside from African-Americans I also see Asians, Indians, Pakistanis and Hispanics. I see a good cultural mix. That is what I want my child exposed to."

"Most communities have 2 worlds: the have and the have-nots. Diverse culture. What they need to work on and trying to work on is bridging gaps between these groups. You have an affluent society, not made up of just whites that are in their own enclave. There is really no middle. Need to incorporate that missing middle segment or else it creates a void."

"Before I had kids, I would probably not have felt as comfortable, but having children seems to make a difference. You gain entry. It's a different group and you understand a lot of the common issues people have. And those issues apply regardless of race or ethnicity, so it's sort of like getting a passport into a different world."

EDUCATION

"Awareness about other cultures and people will come over a period of time. Bussing is good, but there is still segregation based on ethnicity so it is not serving its purpose. Might help schools that are being made up of only one ethnic group."

"Obviously, the leadership for installing neighborhood-based schools called ABC - pro-choice, meaning parents have the right to choose what school their child goes to. They're saying it's not racist, but the consequence will be resegregation of schools. They say assimilation can be stigma. The resegregation of public schools will lead to a second class system for the poor. We are opposed to leadership against bussing for economic diversity. The League of Women Voters is trying to work on it."

"If you want to change a society, you have to teach children not to make the same mistakes as parents. No one likes bussing. It is disruptive to those who are bussed out of their neighborhoods. Whites don't like the influx of minority students. The blacks don't feel any ownership of their schools, they feel like outsiders. I don't know the answer. If you let parents choose, you will have segregation."

HEALTH SERVICES

"It would do a service to provide health care to all the population. In this area, we need to break down these [language] barriers a little bit better."

"There are a lot of people without health care here. Kids can't go to the dentist and they get abscesses of the mouth. ...I heard there was a dental place opening in Cary for kids with Medicaid. What about those kids who aren't on Medicaid? Most of my kids aren't on Medicaid. It should be a human right to have health care."

"I was on Medicare... I went for a physical and they asked for insurance. I said I was on Medicare and they wouldn't take me. It was age discrimination. I know there is red tape and paper work, but if you're over 65, you can't get service."

"Health is still an unmet need. There is a group of people slipping through the cracks. They have no insurance and they aren't exactly poor. There is an ongoing chronic need that is unmet here."

HOUSING

"The nurses, firemen, policemen, teachers can't afford to live there, and I think that's a shame. They serve the community, they deserve nothing less than to live in the community. The town needs to make an effort to create affordable housing."

"I think the town should adjust to different populations, make housing affordable. It boils down to affordable housing. Kids that are either in college or just out of college can't afford to live in Cary, which is too bad. Elderly people who only require maybe a townhome or a low-maintenance home… don't have a lot of opportunities in Cary. It could be a more diverse community; the town could benefit from that."

"Due to the cost of housing and the tax base, you can decide who lives in your community to a certain extent, that's the way it's looking. That's why I think it isn't as diverse as it could be."

"They didn't set aside much space for lower income housing, so there've been fewer and fewer, relative to other places. It isn't enough to have resources; I'd really like to have more mixed use development. More mixed housing."

TRANSPORTATION

"There is something about the layout that doesn't work and public transportation is not good. You can't walk anywhere and that is a significant disadvantage, especially with my parents and in-laws because they are elderly. It would feel like a gilded cage because they can't go anywhere."

"Most folks have transportation that live in Cary. For those who don't, C-Tran is used by most seniors and disabled and not really folks who aren't senior or disabled but that just don't have a car. For them, transportation may be an issue. For young and healthy people it seems out of place not to have a car."

"Public transportation affects who lives in Cary. There's not a good public transportation system. Certain income levels can't get to different places. It dictates who lives there."

"There is no public transportation. They assume you'll have two or three cars. TTA comes through just a few places for the hospital and entry-level workers. The system is designed to take poor people who work in wealthy people's homes. People in suits go to the city to work and people who work in their homes go the opposite direction."

For more information

Contact: Fiorella Horna-Guerra

Culturas Unidas (Cultures United)
975 Walnut Street, Suite 333

Cary, NC 27511
(919) 467-6696

Cell (919) 795-7167

Email: cu-fyi@att.net

Look up the Cary Community Diagnosis document on the web! It will be posted online by mid-June. The location is
http://www.hsl.unc.edu/phpapers/phpapers.cfm

THANK YOU...
Resources and Space
Culturas Unidas
Herbert C. Young Community Center
Ella Arrington Williams-Vinson
Page Walker Museum

Donations:
Lowe's Foods
Food Lion
Harris Teeter
Cinelli's Pizzeria
Boston Market
Wolf Camera
Lone Star Steakhouse
Winn Dixie
Applebee's
Dairy Queen
BB & T (Branch Banking & Trust Co.)
North American Video
Cary Chamber of Commerce

Cary Community Dialogue Planning Committee Members:

Fiorella Horna-Guerra	Billie Jo Herr
Shawn McNamara	Mamta Bisarya
Carolyn Rodriguez	Carlos Gomez

Thank you Cary community members and service providers for your time, energy and perspectives on life in Cary!

Notes

EVALUATION FORM

Please fill out this form to provide us with feedback and help us improve future meetings. For each statement, please circle the answer that best fits your opinion. Thank you for your time!

The Herbert C. Young Community Center was a good place to hold this meeting.

     Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The presentations by the students and Culturas Unidas were informative.

     Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

I identified with the small group discussion themes.

     Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The small group format was an effective way to foster dialogue and share ideas.

     Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

I felt that my voice was heard during the small group discussion.

     Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

The large group format was facilitated well.

     Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

I felt that my voice was heard during the large group discussion.

     Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

Additional Comments *(Please feel free to write on the back)*:

Please turn this form in by the end of the event or mail it to:
Culturas Unidas
975 Walnut Street, Suite 333
Cary, NC 27511

Cary Community Dialogue 4/24/03

Interest Form

If you would like to be contacted about any future meetings, please provide us with your

contact information.

Name:
Phone Number:
Email:
Address:

I am interested in learning more about *(please circle)*:

Connecting Diverse Groups
Education
Health Services
Housing
Transportation
Other*:*

I have experience with or resources to share in the area(s) of *(please circle and provide a brief explanation)*:

Connecting Diverse Groups
Education
Health Services
Housing
Transportation
Other:

Feel free to turn this form in by the end of the event or mail it to:
Culturas Unidas
975 Walnut Street, Suite 333
Cary, NC 27511

DIÁLOGO DE LA COMUNIDAD DE CARY

Jueves, 24 de abril de 2003 de 7-9 P.M.

Centro de la Comunidad Herberto C. Young

Organizado por Culturas Unidas y un grupo de
estudiantes del Departamento de Salud
Pública de la Universidad UNC-CH

AGENDA DEL DIALOGO

7:00-7:15   Hora Social

7:15-7:20   Bienvenida por Fiorella Horna-Guerra, Directora

              Ejecutiva de Culturas Unidas y por el grupo de

              estudiantes de la Universidad de UNC-CH -

              Evaluadoras de Cary

7:20-7:35   Presentación de resultados: grupo de

              estudiantes de la Universidad UNC-CH

              y Culturas Unidas

7:35-7:40   Descanso por cinco minutos y rifas

7:40-8:05   Formación de grupos pequeños de interés y

              discusión

8:05-8:45   Discusión de todo el grupo

8:45-8:55   Formularios de interés, evaluación y más rifas!

8:55-9:00   Agradecimientos y cierre Fiorella Horna-Guerra

CONECTIVIDAD ENTRE LOS DIVERSOS GRUPOS
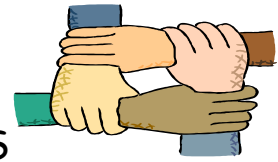
"Personas de todo el mundo están aquí y han hecho de este país su hogar. La gente tiene que aceptar a la gente como es. Esto hace más fácil que todos se integren y acepten la cultura. Esto es lo qué se necesita."

"El racismo institucionalizado existe. Para muchos, Cary es una pequeña ciudad de blancos. Al lado están los Africano-Americanos. También veo asiáticos, indios, pakistaníes e hispanos. Veo una buena mezcla cultural. Eso es lo que quiero que mi niño vea."

"La mayoría de las comunidades tienen 2 mundos: Los que SI tienen y los que NO tienen. Culturas diversas. Necesitan trabajar y mejorar la distancia entre estos grupos. Existe una sociedad afluente, no compuesta únicamente de blancos en su propia área. No existe verdaderamente un intermedio. Se necesita incorporar este segmento medio que falta o se creara un vacío."

"Antes de tener hijos, probablemente no me preocupaba, pero después de tener hijos parece que si hay diferencia. Usted gana la entrada. Es un grupo diferente y usted entiende mucho mas los problemas que tiene la gente. Y estos problemas son para todos sin importar la raza o el origen étnico. Es como conseguir un pasaporte un mundo diferente."

EDUCACIÓN

"El conocimiento de otras culturas y su gente viene con el tiempo. El transporte de niños es bueno, pero todavía hay segregación basada en el origen étnico, por lo tanto no está respondiendo a este propósito. A esto puede ayudar colegios / escuelas las cuales están constituidas solamente por un grupo étnico."

"Obviamente, el liderazgo por la creación de escuelas/ colegios basados en vecindades / colonias llamadas ABC o Pro–elección significa que los padres tienen el derecho de elegir a qué escuela su niño va. Ellos dicen que esto no es racismo, pero la consecuencia será la segregación de las escuelas. Dicen que la adaptación/ asimilación es un estigma. La re-segregación de las escuelas públicas conducirá a un segundo sistema para pobres. Nosotros nos oponemos a los lideres que están en contra del transporte de niños por una diversidad económica. La Liga de las Mujeres Votantes está trabajando en esto."

"Si usted desea cambiar una sociedad, usted tiene que enseñar a niños a no incurrir en las mismas equivocaciones que sus padres. A nadie le gusta el transporte de niños. Esto disturba aquellos que son transportados fuera de sus vecindarios. A los blancos no les gusta la afluencia de estudiantes de la minoría. Los negros no sienten pertenencia sobre sus escuelas, ellos se sienten forasteros. No sé la respuesta. Si usted deja elegir a los padres, usted tendrá segregación."

SERVICIOS MÉDICOS

"Se haría un buen servicio proporcionando cuidado médico a toda la población. En esta área, necesitamos disminuir la barrera [del idioma] un poco mas."

"Hay muchas personas sin cuidado médico. Los niños no pueden ir al dentista y conseguir que le quiten las caries de la boca. ... oí de un lugar dental en Cary que había abierto para los niños con Medicaid. ¿Qué hacen los niños que no tiene Medicaid? La mayoría de mis niños no están en Medicaid. Debe ser un derecho humano tener cuidado médico."

"Yo estaba en Medicare ... Fui para un examen físico y me pidieron el seguro. Dije que estaba en Medicare y no aceptaron. Fue discriminación por edad. Sé que hay mas burocracia y mas trabajo de papel, pero si usted tiene mas de 65, usted no puede conseguir servicio."

"La salud sigue siendo una necesidad que no se ha satisfecho. Hay un grupo de gente que esta en el hueco. No tienen ningún seguro y no son exactamente pobres. Hay una necesidad crónica que no se ha satisfecho."

VIVIENDA

"Las enfermeras, bomberos, policías, profesores no pueden vivir aquí, y pienso que es una vergüenza. Sirven a la comunidad, ellos merecen vivir en la comunidad. La ciudad necesita hacer un esfuerzo de crear la vivienda accesible."

"Pienso que la ciudad debe ajustarse a las diversas personas, hacer vivienda accesible. Esto se resume a vivienda accesible. Los jóvenes que están en la universidad o salieron de la universidad no pueden vivir en Cary, esto es muy malo. La gente mayor que solamente necesita un departamento o un hogar del bajo-costo... no tiene muchas oportunidades en Cary. Podría ser una comunidad más diversa; la ciudad se podría beneficiar de eso."

"Basado en el costo de la vivienda y sus impuesto, usted puede decidir hasta cierto punto quién vive en su comunidad, esta es la manera que se está mirando. Por eso pienso que no es tan diverso como podría ser."

"No asignaron mucho espacio para vivienda de bajos ingresos a sido menos y menos, en relación a otros lugares. No es suficiente tener los recursos; Realmente quisiera tener más desarrollo mezclado. Más viviendas mezcladas."

TRANSPORTE

"Hay algo sobre el diseño que no funciona y el transporte público no es bueno. Usted no puede camina por la ciudad y eso es una gran desventaja, especialmente para mis padres y familiares porque son mayores. Se sienten como en una jaula dorada porque no pueden ir a ningún lado."

"La mayoría de la gente que vive en Cary tiene transporte. Para los que no lo tienen, el "C-Tran" es utilizado por personas mayores y lisiadas y no realmente por personas que no son mayores o lisiada pero que no tiene transporte. Para ellos, transporte es un problema. Para la gente joven y sana parece fuera de lugar no tener un transporte."

"El transporte público afecta a los que viven en Cary. No hay un buen sistema público del transporte. Personas con un cierto niveles de ingresos no pueden is a diversos lugares. Esto dicta quién vive allí."

"No hay transporte público. Ellos asumen que usted tiene dos o tres coches. TTA pasa apenas por algunos lugares por el hospital y trabajadores de salario mínimo. El sistema esta diseñado para llevar a la gente pobre que trabaja en hogares de gente rica. La gente con corbata va a la ciudad a trabajar y las persona que trabajan sus hogares van en dirección opuesta."

Para más información contacte:

Contact: Fiorella Horna-Guerra

Culturas Unidas (Cultures United)
975 Walnut Street, Suite 333

Cary, NC 27511
(919) 467-6696

Celular (919) 795-7167

Email: cu-fyi@att.net

¡Mire el documento de Diagnosis para la Comunidad de Cary en la red! Será colocado en el Internet a mediados de Junio. La dirección es
http://www.hsl.unc.edu/phpapers/phpapers.cfm

GRACIAS…
Recursos y espacio
Culturas Unidas
Herbert C. Young Community Center
Ella Arrington Willams-Vinson
Page Walker Museum

Donaciones:
Lowe's Foods
Food Lion
Harris Teeter
Cinelli's Pizzeria
Boston Market
Wolf Camera
Lone Star Steakhouse
Winn Dixie
Applebee's
Dairy Queen
BB & T (Branch Banking & Trust Co.)
North American Video
Cary Chamber of Commerce

Miembros del Comité de Diálogo de la Comunidad de Cary:
Fiorella Horna-Guerra   Billie Jo Herr
Shawn McNamara   Mamta Bisarya
Carolyn Rodriguez   Carlos Gomez

¡Gracias a los miembros de la Comunidad de Cary y a los proveedores de servicio por su tiempo, energía y perspectivas de vida en Cary!

Notas

FORMULARIO DE EVALUACIÓN

Favor de completar este formulario para proveernos sus comentarios y ayudarnos a mejorar futuras reuniones. Para cada pregunta, por favor seleccione la respuesta que mejor exprese su opinión. ¡Gracias por su tiempo!

El Centro para la comunidad de Herberto C. Young fue un buen lugar para celebrar esta reunión.
1. Completamente de acuerdo
2. De acuerdo
3. Neutro
4. En desacuerdo
5. Fuertemente en desacuerdo

La presentación de los estudiantes y de Culturas Unidas fueron informativas.

Yo me identifiqué con los temas del grupo pequeño de discusión.

El grupo pequeño de discusión fue una manera eficaz de fomentar el diálogo y de compartir ideas.

Sentía que mis opiniones fueron escuchadas durante la discusión del grupo pequeño de discusión.

El formato de discusión de todo el grupo fue bien coordinado.

Sentí que mi voz fue oída durante la discusión de todo el grupo.

Comentarios adicionales (por favor siéntase libre escribir en la parte de atrás de esta hoja):

Por favor entregue esta evaluación al final del evento o envíela por correo a:
Culturas Unidas
975 Walnut Street, Suite 333
Cary, NC 27511

Si a usted le gustaría ser contactado para futuras reuniones, por favor díganos como contactarlo.

Nombre:
Número de Teléfono:
Email:
Dirección:

Estoy interesado en saber más acerca de (por favor seleccione):

Conectividad entre los Diversos Grupos
Educación
Transporte
Servicios de Salud
Vivienda
Otro:

Tengo experiencia con o tengo recursos para compartir en el/ las área(s) de (circule y proporcione por favor una breve explicación):

Conectividad entre los Diversos Grupos
Educación
Transporte
Servicios de Salud
Vivienda
Otro:

Siéntase libre de entregar esta evaluación al final del evento o envíela por correo a:
Culturas Unidas
975 Walnut Street, Suite 333
Cary, NC 27511

Diálogo de la Comunidad de Cary 4/24/03