Northside Achievement Zone

2013 community survey results: A follow-up to the 2010 baseline survey

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Contents

Figures

Figures (continued)

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Executive summary

In 2008, the Northside Achievement Zone (NAZ) was formed as a collaborative with the mission *to build a culture of achievement in a geographic Zone in North Minneapolis to ensure all youth graduate from high school college-ready.* In 2011, after piloting initial efforts, NAZ was awarded a Promise Neighborhood grant and significantly scaled up its solutions and impact. Wilder Research was contracted to provide independent, external evaluation services, which included conducting a community survey to identify community strengths and needs and assess the progress of the initiative over time. A baseline survey was conducted in 2010 and then repeated in the summer of 2013. The survey aimed to gather in-depth data about the well-being of children in the Zone, assess parents' perceptions of the community, and monitor progress toward key outcomes.

Methodology

The surveys were conducted using an in-person, door-to-door survey method (the same methodology used in 2010), although eligible individuals who were not at home were left a flyer and invited to complete the survey by phone. Wilder Research contracted with the Urban Research and Outreach-Engagement Center (UROC) at the University of Minnesota for data collection. Respondents who completed the survey received a $20 gift card as a thank you for their participation.

The sample consisted of a random sample of residential addresses in the Zone, released in phases in order to monitor completes and ensure an adequate response rate. Potential respondents were screened to determine their eligibility for the survey – that is, parents or guardians to a minor child (age 18 or younger) living in the household. Interviewers received extensive training on social science interview methods, the survey, and general interviewing techniques; all doorstep interviewing was conducted in pairs. The surveys collected information about respondents' impressions of the neighborhood, schools, and NAZ; their participation in various programs and activities; their access to health care, transportation, and technology; their educational aspirations for their children; demographic information; and specific questions about the well-being of children in the household (age 0-5 and age 6-18).

Of the 1,635 households contacted, 402 completed the interview. About half of the contacted households (52%) were ineligible. Assuming the same percentage of un-contacted households were also ineligible, the response rate for the survey is 69 percent, a significant increase from 47 percent in 2010. This very respectable response rate increases the confidence one can have the survey results are a good representation of the overall population of households with children in the Zone.

Description of respondents

A total of 402 Northside residents completed the survey, most of whom were female (75%), and either black/African American (60%), white (13%), Asian (12%), Hispanic/ Latino (6%), or multiracial (5%). About 1 in 5 (21%) had not finished high school, one-quarter (26%) had a high school diploma, an additional quarter had some college, 12 percent had a vocational certificate or two-year degree, and 15 percent had a college or graduate degree. Just over half of respondents (57%) said they were employed. On average, respondents had lived at their current address for just under 4 years (median = 2 years). Overall, 60 percent of households had children age 0 through 5, while 86 percent had school-age children.

Most respondents (70%) reported having reliable transportation options. Almost all (98%) said they had a working phone in the household (usually just a cell phone), and most (81%) had access to a working computer or other internet-accessible device.

Key findings

The following summarizes key findings from the 2013 survey, including comparisons between 2010 and 2013 results and NAZ-enrolled and non-NAZ enrolled families where possible. The results highlight the success of the work happening in the Zone as a result of the NAZ initiative to date as well as opportunities for strengthening the work and its impact within the Zone.

Successes to date

Knowledge of and perceptions of NAZ. Significantly more Zone residents were familiar with the Northside Achievement Zone in 2013 than in 2010 (from 20% to 38%), indicating NAZ has successfully increased its visibility within the neighborhood. Furthermore, almost all respondents who were familiar with NAZ had a positive impression of its reputation and felt the organization would improve things for children and families within the neighborhood. These results suggest that not only has the word about NAZ spread, but a solid foundation has been established that will serve the organization well in future recruitment and expansion efforts.

Child care enrollment. There has been significant focus in these early years of the NAZ initiative on enhancing access to early childhood care and activities, including helping families enroll in high-quality child care and preschool settings. While there was a slight increase in overall enrollment in child care centers and preschools since 2010 (from 10% to 17%), particularly noteworthy is the proportion of NAZ-enrolled families using child care centers and preschools (42%) compared to families not enrolled in NAZ (14%) in

2013. Such findings indicate that NAZ efforts in this area have had an impact and will likely increase as enrollment in NAZ continues to grow.

Child participation in afterschool activities and mentoring. In addition to early childhood activities, there has been substantial effort aimed at connecting school-age children to activities and resources. Results suggest that these efforts appear to be paying off. Children in the Zone were significantly more likely to be involved in afterschool activities in 2013 compared to 2010. Furthermore, in 2013, NAZ-enrolled parents were more likely to say their child was in an afterschool activity focused on schoolwork compared to non-NAZ enrolled families (89% vs. 71%). And, while overall participation in mentoring Zone-wide decreased from 2010 to 2013, participation among NAZ-enrolled families in 2013 was significantly higher than among non-NAZ enrolled families (46% compared to 21%), indicating many NAZ-enrolled families are being connected to mentoring programs. As NAZ enrollment increases, it is likely that participation in mentoring will as well.

Parent participation in parent-teacher conferences and parent education. Findings suggest that more parents got involved in parent-teacher conferences in 2013 compared to 2010, although the proportion who said they did so was high in both years and may be a reflection of parents wanting to provide a socially desirable response. Approximately the same proportion of parents reported participating in parent education classes in 2013 as 2010 (about 4 in 10 respondents); however, in 2013, significantly more NAZ-enrolled families (54%) said they had participated in such a class or activity than non-NAZ enrolled families (36%), suggesting that NAZ has had an impact on connecting families to parenting education opportunities.

Opportunities for the future

Crime, safety, and neighborhood cohesion. Respondents expressed mixed feelings about crime and safety in the neighborhood. While some felt the neighborhood was safe and crime did not prevent them from doing things they would like to do, about an equal proportion of respondents felt the exact opposite. Although not expected to change in such a short period of time, measures of collective efficacy – or the sense of community connection and willingness to take action together for the well-being of the community – remained unchanged from 2010 to 2013. These findings, of course, are not surprising given the historically high rates of poverty and crime in this area, and the fact that moving the needle on such pervasive conditions will take time; yet, these findings serve as a reminder of the context in which the work of NAZ exists and the opportunity to impact these significant issues over time.

Perceptions of school quality. Another opportunity for enhancement relates to parents' perceptions of their child's schooling. Somewhat surprisingly, an overwhelmingly high

proportion of parents rated their child's school positively on a range of factors. While at first glance this might seem to be a positive finding, the fact that parents' perceptions stand in stark contrast to the consistently poor achievement data coming out of many Minneapolis Public Schools is striking and suggests parents may not have a realistic picture of how their children's schools are faring. NAZ-enrolled families, however, were less likely to highly rate some aspects of their child's school than non-NAZ enrolled families, suggesting these families may be more in touch with what is happening in schools and see opportunities for improvement. In general, though, it appears there are opportunities to not only increase parents' awareness of school issues but their involvement in addressing these issues.

Parental participation in child's schooling. Relatedly, parental participation in certain school-related activities declined from 2010 to 2013. Specifically, significantly fewer parents reported being involved in parent committees like the PTA or PTO in 2013. Although not statistically significant, there was also a slight dip in rates of volunteering at school from 2010 to 2013. These results, coupled with parents' exceedingly positive views of their children's schools, point to the need for continued work with parents around their involvement in the schools.

Educational aspirations. Parents' expectations for their children's educational attainment were mixed. While nearly two-thirds expect their child to achieve a college degree or higher, this means more than one-third expect something less. These findings are important to consider in light of research showing that parental expectations for children's educational achievement are highly predictive of children's actual educational outcomes. Therefore, an important facet of this work is working with parents to change their belief systems around their educational aspirations for their children.

Next steps

Overall, the findings indicate that the efforts of NAZ have begun to make an impact Zone-wide in several ways, although there is certainly more work to do. In addition to the opportunities noted above, other findings from the report highlight specific groups of individuals who are faring less well on certain outcomes and might benefit from more targeted efforts. The next follow-up survey with the community is expected to occur in the summer of 2015 (and then every two years subsequently). These findings will be critical for reassessing the progress of the initiative in the Zone and examining longer-term trend data that will inform the work of NAZ in the future.

Introduction

Background

In 2008, community organizations in the Northside of Minneapolis began to explore the potential of replicating the work of the Harlem Children's Zone locally. Through a series of strategic conversations among stakeholders, and a preliminary needs assessment, the Northside Achievement Zone (NAZ) was formed as a collaborative with the mission *to build a culture of achievement in a geographic Zone in North Minneapolis to ensure all youth graduate from high school college-ready.* The collaborative and its basic functions are managed by the Peace Foundation doing business as "The Northside Achievement Zone."

In 2009, NAZ contracted with Wilder Research for independent, external evaluation services. One immediate need was to document a range of conditions and characteristics within the Zone at the beginning of the initiative. This would identify community needs and strengths and help inform appropriate interventions; it would also provide a baseline measure against which progress could be compared over time.

Working together with NAZ leaders, the internal evaluator, and community outreach staff, Wilder Research staff developed a survey that was first administered in 2010 to a random sample of households with children in the Northside Achievement Zone to provide this baseline information. This strategy was repeated in the same community in the summer of 2013 in order to assess progress of the initiative. This report describes the findings from the 2013 survey, and also includes comparisons between 2010 and 2013 results where possible.

Purpose of community survey

The community survey was developed to meet three primary purposes:

1. To gather in-depth data about how children in the Zone are doing, in and out of school
2. To assess what parents think about the community and the extent to which it is supportive of children to do well in school (referred to as the "microclimate" of the Zone)
3. To monitor progress toward key outcomes

It is expected that, going forward, the survey will be repeated every two years.

The research team

Wilder Research partnered with the University of Minnesota's Urban Research and Outreach-Engagement Center (UROC) to carry out all of the major data collection activities, including hiring and training interviewers, conducting interviews, proofing data, and providing general oversight of day-to-day data collection activities. The team was led by an anthropologist from the University of Minnesota specializing in community-based participatory research who was also an important collaborator and consultant during the 2010 survey. In addition to Wilder Research staff, revisions to the community survey and methodology were informed by the research team at UROC, NAZ leaders, and several NAZ Connectors who work closely with families.

Survey methods

With the expectation that many households would lack stable landline telephone service, an in-person, door-to-door survey method was chosen - the same methodology used in 2010. Also similar to 2010, households where no one was home were left a flyer that included a call-in phone number, so eligible parents could also complete the survey by telephone.

In 2013, Wilder Research contracted with researchers at the Urban Research and Outreach-Engagement Center (UROC) at the University of Minnesota for data collection. UROC is geographically located near the Zone, has established numerous partnerships and trust with individuals and organizations in Northside communities, and has vast experience conducting research with individuals in the community. UROC managed the day-to-day data collection process, including hiring a team of paid interviewers to conduct the interviews, many of whom were University students and lived in or had ties to the Zone.

Survey development

Wilder Research developed the initial baseline survey in 2010 in collaboration with the NAZ research team, the outreach team, and internal evaluator. The 2013 survey retained many of the items included in the 2010 survey to allow for comparisons over time. However, some revisions were made and new questions added, in partnership with the NAZ research team and UROC researchers, to account for new federal data requirements, emerging outcomes of interest, and additional demographic variables.

The 2013 survey took approximately 20 minutes to complete, on average. All respondents were asked a core set of 42 closed-ended questions and one to two open-ended questions (depending on the answer to a close-ended question), covering overall impressions of the social cohesion, informal social ties, and safety of the neighborhood; parents' awareness of and impressions of NAZ; families' participation in recreational, mentoring, or parenting programs; access to health care, transportation, and technology; the extent to which the neighborhood supports children to be successful in school; and college attendance among household members, friends, and family members.

The survey also collected demographic information on length of residence and frequency of moves, number and ages of household members, respondent's gender, race/ethnicity, education, and employment. Households that included at least one child under the age of six were asked an additional set of 5-11 questions (number depended on answers) about a randomly-selected focal child's child care and access to health care, as well as early childhood screening and the frequency with which an adult reads to the child. Households that included one or more school-age children were asked an additional set of 24

questions about a randomly-selected focal child's grade level and school engagement, the parent's perceptions about the quality and receptiveness of the child's school, and parents' participation in school activities and events. For questions about the schools, all respondents were asked to answer about the past 2012-2013 school year. Households in which the focal child was in eighth grade or lower were also asked about the frequency with which an adult reads to the child and the child reads to him/herself. Households in which the focal child was in high school (grades 9-12) were asked about the extent to which the parent has given advice to the focal child about schooling or careers after high school. Finally, in households in which the focal child was in sixth grade or higher, parents were asked about their expectations for their child's college attendance and plans related to paying for college.

Respondents who completed the survey (in-person or by phone) received a $20 gift card to Target as a thank you for their participation.

The survey was conducted between June 25 and August 22, 2013.

Sampling

A random sample of all residential addresses in the Zone was purchased. Known vacant properties (based on information UROC obtained from the Center for Urban and Regional Affairs [CURA] at the University of Minnesota) were eliminated from the purchased sample. In order to monitor completes and ensure an adequate response rate, the sample was released in phases: 769 cases were originally released, followed by 195 cases, then 300 cases, 253 cases, and, finally, 116 cases, for a total of 1,635 cases.

At each sampled address, potential respondents were screened to determine whether there was a minor child (age 18 or younger) in the household, and only households with children were included. Interviewers were instructed to ask to speak with a parent or guardian to any child living in the household. Efforts were made to vary the times and days of data collection, including weekdays, weeknights, and Saturday mornings and afternoons.

At sampled households where there was no answer, the interviewers left an information card explaining the purpose of the survey. Respondents were told the interviewer would return at a later time, but they were also invited to call the NAZ office to complete the survey by telephone. Individuals who called in were screened and (where applicable) completed interviews by telephone. Approximately eight respondents completed the survey by telephone.

On some occasions, when specific addresses in the sample were found to not exist, reasonable substitute addresses were contacted instead (e.g., if Apartment 2 did not exist, interviewers contacted Apartment B instead).

Procedure

All interviewers were trained by Wilder Research and UROC staff. Wilder Research staff provided information about basic interviewing techniques and the specific purposes and methods of this survey. Training included the following components:

- How to screen sampled households for eligibility and record contact information on the face sheet
- General social science interview methods to ensure unbiased data collection
- How to randomly select one child age 0-5 and/or one school-age child for age-specific sub-sections of the survey
- The purpose and wording of each question, and how to mark answers in the interview booklet
- How to follow branching points where the specific follow-up question depends on how the respondent has answered an initial question
- Discussion about a variety of potential scenarios, and practice rehearsing appropriate ways to handle them
- Handling gift cards and obtaining signatures acknowledging their receipt

In the week that followed this initial training, UROC staff organized ongoing training sessions in which interviewers had the opportunity to repeatedly practice the interview protocol and receive feedback about their technique. A lead data collector with previous research and field experience provided ongoing feedback to interviewers and monitored interviews for quality assurance throughout the data collection process.

In addition to this basic interviewer training, select UROC staff and interviewers were trained to screen and interview residents who called in and asked to complete the surveys by telephone.

All doorstep interviewing was done in pairs. The UROC Director of Research and a project coordinator provided general oversight of the data collection process and were responsible for data quality and interviewer safety. A UROC program associate oversaw the survey procedures and completion rates on a day-to-day basis, reviewed completed

face sheets and interviews for completeness and accuracy, scheduled interviewers, completed some telephone interviews, and gave feedback to the interviewers as needed.

Response rate and representativeness

Of the total sample of 1,635 households contacted, 402 completed the interview, 120 were eligible but chose not to participate, and 6 did not refuse but were not available to complete the survey at the time or times that the interviewers contacted them. At 250 sampled addresses, no contact was made with a resident, so nothing is known about whether or not the households included children and were thus eligible for the survey. If we assume that all of these households were eligible, the overall survey response rate would be 51 percent. This is a standard, and conservative, way to calculate the response rate. However, 52 percent of the contacted households were found to be ineligible. If we assume the same percent of un-contacted households were ineligible, the response rate would be 69 percent.

This response rate is a significant increase from the 47 percent response rate obtained during the 2010 survey. This increase is likely a reflection of the skills and diligence of the highly trained, paid interview team; the oversight and leadership provided by the researchers at UROC; and general enhancements made based upon our previous experience implementing this survey three years ago.

A response rate of 69 percent is very respectable for a survey using the methods employed here (random households, contacted in-person by community interviewers in a low-income community). It is substantially higher than the 20 percent obtained in another recent survey in a low-income neighborhood in the Twin Cities that also used door-to-door interviews with randomly selected addresses. If interpreted with the cautions mentioned below, results can be considered generally representative of all households with children in the Zone. Sample representativeness is also supported by the fact that descriptive data about respondents' race/ethnicity mirrors the data collected from respondents during the 2010 survey.

The margin of sampling error is 4.25. This means we can reasonably assume that the actual responses, if we were able to ask every parent in the Zone, would be within 4.25 percentage points of the responses shown in the survey. In practice, this means that differences of less than 5 percentage points should be considered essentially the same as each other.

The higher the response rate, the more confident we can be that our survey results are a good representation of the overall population of households with children in the Zone. If the non-respondents are generally similar to those who did respond, then the respondents'

survey answers can be assumed to give a good picture of what we would expect if the interviewers had been able to speak with all eligible households. On the other hand, if (hypothetically) they are less trusting of visitors and therefore were less likely to answer their doorbells, or if they work longer hours and are less likely to be at home when the interviewers came, or if they are different than respondents in any other consistent way, then these different characteristics might shift the overall patterns of the survey responses.

It is common for survey respondents to want to be perceived favorably by the interviewer. They may, therefore, answer questions in a way that they believe will make them appear more positively. This is usually an unconscious behavior rather than a deliberate attempt to inflate their responses. With a survey such as the NAZ community survey, where the interviewers may have been perceived as either members of the community or representatives of a community-based organization, this tendency toward giving socially desirable responses may have been somewhat increased. This effect appears to be especially likely in survey results relating to parents' participation in their child's school and homework, children's school performance, and educational aspirations, and is supported by anecdotal evidence from interviewers who reported some parents participated in the interview in front of their children. Results for these items in particular should be interpreted with caution.

Collective efficacy

The survey included a set of 10 questions that have been used in other studies of community well-being to measure collective efficacy, which is defined as "social cohesion among neighbors combined with their willingness to intervene on behalf of the common good."[1] The overall construct of collective efficacy is made up of two components. The first is social cohesion, or the extent to which individuals in a community feel connected to each other. The second is informal social control, or the extent to which neighbors are inclined to take action together to promote the well-being of the overall community.

In a variety of research, higher levels of collective efficacy have been shown to be associated with a range of other measures of community well-being, including lower levels of violence, teen birth rates, asthma, and obesity.

[1] Sampson, R. J., Raudenbush, S. W., & Earls, F. (1997). Neighborhoods and violent crime: A multilevel study of collective efficacy. *Science, 277*, 918-924. Retrieved from http://crab.rutgers.edu/~goertzel/NeighborhoodsCrimeEarls.html

Description of respondents

Demographic characteristics

A total of 402 Northside residents completed the survey. Three-quarters of respondents were female, and most described themselves as either black/African American (60%), white (13%), Asian (12%), Hispanic/Latino (6%), or multiracial (5%). Most respondents (84%) said that all other members of their household were of the same race or ethnicity. Respondents' highest level of education was varied. While about 1 in 5 (21%) had not finished high school, one-quarter (26%) had a high school diploma, an additional quarter had some college, 12 percent had a vocational certificate or two-year degree, and 15 percent had a college or graduate degree. Just over half of respondents (57%) said they were employed (Figure 1).

1. Demographic characteristics of respondents

	N	%
Gender (N=391)		
Female	294	75%
Male	97	25%
Race/ethnicity (N=401)		
Black/African American	242	60%
White	50	13%
Asian	46	12%
Hispanic/Latino	24	6%
Multiracial	21	5%
American Indian/Alaska Native	10	3%
African Native	3	1%
Other	5	1%
The race or ethnicity of all of the other adults and children living in this home are the same as that of the respondent (N=402)	337	84%
Highest grade in school completed (N=402)[a]		
8th grade or less	17	4%
Some high school but did not finish	70	17%
12th grade (high school graduate)	106	26%
Some college but no degree	99	25%

1. Demographic characteristics of respondents (continued)

Highest grade in school completed (N=402)[a]		
Vocational Certificate/Two-year Associate's Degree	49	12%
Four-year college degree	46	11%
Graduate/professional degree after college	15	4%
Currently employed (N=402)[b]	230	57%

Note: *The race/ethnicity make-up of respondents in 2013 was almost identical to the respondents in the 2010 sample. The other demographic characteristics listed above were not collected in 2010.*

[a] *Three-quarters (76%) of NAZ-enrolled respondents had at least a high school degree, compared to 79 percent of non-NAZ enrolled respondents and 78 percent of respondents overall. About 1 in 8 NAZ-enrolled respondents (13%) had a college degree or higher, compared to 16 percent of non-NAZ enrolled respondents and 15% of respondents overall. There were no statistically significant differences between NAZ-enrolled and non-NAZ enrolled respondents on highest level of education completed.*

[b] *Half (51%) of NAZ-enrolled respondents were employed, compared to 59 percent of non-NAZ enrolled respondents and 57 percent of respondents overall. There were no statistically significant differences between NAZ-enrolled and non-NAZ enrolled respondents on employment status.*

Residential stability

Survey respondents' residential stability at their current address was also varied, ranging from less than one month to 46 years. On average, respondents had lived at their current address for just under 4 years (median = 2 years). Among those who had lived at their address for less than one year (N=127), two-thirds (67%) had moved once in the past year. About 1 in 5 (19%) had moved twice, and 1 in 7 had moved between 3 and 5 times (Figure 2).

2. Residential stability of respondents

	Range	Mean	Median
Length of residence at current address (in years) [N=390]	< 1 – 46	3.8	2.0
Number of moves in the last 12 months (for those who had lived at address one year or less) [N=127]	1 – 5	1.5	
	N	**%**	
1	85	67%	
2	24	19%	
3	11	9%	
4	4	3%	
5	3	2%	

Ages of household members

Most respondents' households included one (31%) or two (46%) adults age 25 or older. Generally, few households had young adults (age 19-24) living there: about one-quarter (23%) had one young adult in the household and 12 percent had two or more young adults in the household. Households included a varied number of children (age 0-18). The number ranged between 1 and 12 children total, although the majority had either one child (22%), two children (28%), or three children (31%) (Figure 3). There were nearly 1,200 children living in the 402 households surveyed. Of these, two-thirds (66%) of the children were school age (age 6-18) and one-third (34%) were age 0 through 5 (Figure 4). Overall, 6 in 10 households (60%) had young children age 0 through 5, while more than two-thirds (86%) had school-age children in the household.

3. Ages of household members

How many people are currently living in your home, including yourself, who are…	Age 25 or older (N=402)		Between the ages of 19 and 24 (N=399)		Age 18 or younger (N=402)	
	N	%	N	%	N	%
0	6	2%	262	66%	--	--
1	126	31%	91	23%	87	22%
2	184	46%	31	8%	111	28%
3 – 4	73	18%	11	3%	125	31%
5 – 6	10	3%	4	1%	62	15%
7 – 8	3	1%	--	--	13	3%
9 – 10	--	--	--	--	2	<1%
11 – 12	--	--	--	--	2	<1%

Note: *Total household size of NAZ-enrolled and non-NAZ enrolled respondents were compared and found to be equivalent. That is, the mean number of people in NAZ-enrolled households = 5.6 (median = 5), while the mean number of people in non-NAZ enrolled households = 5.5 (median = 5). There were no statistically significant differences between NAZ-enrolled and non-NAZ enrolled respondents on total household size.*

4. Ages of children in household

Children by age group (total number of children=1,197)	N	%
Ages 0 – 5	**406**	34%
Age 0 – 2 (infants/toddlers)	197	16%
Age 3 – 5 (preschoolers)	209	17%
Ages 6 – 18	**791**	66%
Age 6 – 10 (elementary school age)	345	29%
Age 11 – 13 (middle school age)	175	15%
Age 14 – 18 (high school age)	271	23%

Access to services

Most respondents (70%) had reliable transportation options, although nearly one-third said transportation was sometimes a challenge (26%) or generally not reliable (4%) (Figure 5). Respondents were more likely to report they could "always get where [they] needed to go" if they were employed (80% vs. 58%), were high school graduates (74% vs. 59%), had lived in the neighborhood 2 years or more (78% vs. 60%), and had fewer than two moves in the past year (73% vs. 45%). About half (52%) used a car as their main mode of transportation, one-quarter (24%) used a combination of car and bus (24%), and 16 percent primarily used the bus (Figure 6).

In terms of access to communication services like the phone and internet, almost all respondents (98%) reported having a working phone in the household, primarily a cell phone only (63%). Most (81%) also had access to a working computer or other internet-accessible device, although access was more likely among families *not* enrolled in NAZ (84%) than those who were enrolled (62%). Of those with access to the internet, just over half (56%) said they had sent or received email from their child's teacher in the past year (Figure 7).

5. Perception of transportation options (N=402)

Which of the following best describes how your transportation options work for you? Would you say…	2013 N	2013 %
You can always get where you need to go	283	70%
You sometimes have a challenge	103	26%
Your transportation is generally not reliable	16	4%

6. Usual mode of transportation (N=402)

How do you usually get around when you have to go somewhere that is not within walking distance? Do you…	2013 N	2013 %
Have a car	210	52%
Take the bus	63	16%
Use a combination of car and bus	95	24%
Something else	34	9%

Note: *Other responses include: getting a ride from friends/family (n=13), taxi (n=7), medical cab (n=7), combination of bus and taxi (n=4), combination of car and bike (n=3), combination of car and taxi (n=2), combination of car, bus, and taxi (n=1), and bicycle (n=1).*

7. Access to phone and internet (N=402)

	2013	
Respondent has….	**N**	**%**
A working phone in the household right now	393	98%
Of those with a working phone (N=393):		
Has a landline	19	5%
Has a cellphone	247	63%
Both a landline and cellphone	127	32%
A working computer or other device in the household that can be used right now to access the internet	327	81%
Of those with a working computer or other internet device (N=327):		
Sent an email to, or gotten an email from, any of their children's teachers in the past year	172	56%

Results

The following presents results from the 2013 community survey. In some cases, when comparable results were available from the 2010 survey, data from both points in time are presented, which were analyzed to assess whether there was change over time (i.e., if differences reached statistical significance, which indicates whether the difference detected is "real" and not due to chance). In other cases, only 2013 data are available (because the question was not asked in 2010 or asked differently), so no comparative data are presented.

In addition to examining differences between 2010 and 2013 when possible, many of the outcomes were analyzed in order to determine if they looked different for different groups of respondents – for example, do participation rates in afterschool activities differ by race or by parent's educational background? Specifically, the following variables were analyzed to assess the extent to which they influenced a range of outcomes: enrollment in NAZ; enrollment of a child in a NAZ partner school; race;[2] education level; employment; length of residence; and number of moves. Select outcomes (i.e., collective efficacy and safety) were also examined by subzone. Any statistically significant differences that emerged between groups of respondents are noted in the report.

Perceptions of NAZ

Of the 402 respondents interviewed, 1 in 7 (14%) were enrolled in NAZ at the time of the survey (Figure 8). Enrollment in NAZ was more common among respondents who said they had a child in one of the eight partner schools (31% vs. 7%) and among black respondents (17%) relative to Asian respondents (4%).

Respondents were also asked about their familiarity with NAZ and their impressions of the initiative. Overall, 38 percent said they had heard of NAZ, a statistically significant increase from the 20 percent of respondents who reported having heard of NAZ during the 2010 community survey, indicating NAZ has increased its visibility in the neighborhood over the past three years (Figure 9). This increased recognition was more common among certain groups of respondents. For example, not surprisingly, those with a child in one of the partner schools were more likely to have heard of NAZ (51% vs. 33%). Black and white respondents were also more likely to be familiar with NAZ compared to Asian

[2] Racial/ethnic groups analyzed included: Black/African American, White, Asian, and "Other" which was comprised of individuals who self-identified as Hispanic/Latino, Multiracial, American Indian, African Native, and Other. There were too few individuals in any one of those categories to be analyzed separately so they were combined for the purposes of analysis. Given the diversity within that group, however, caution should be taken when interpreting findings related to this group of individuals.

respondents (45% and 40% respectively vs. 15%). Those with higher education levels were also more familiar with NAZ: 41 percent of high school graduates compared to 28 percent of non-high school graduates (also, 54% of those with a two-year degree or higher compared to 33% of those with less than a two-year degree).

Furthermore, almost all respondents who were familiar with NAZ (94%) had a positive impression of its reputation in the neighborhood (Figure 9). About 9 in 10 (89%) of those familiar with NAZ also felt the organization would improve things for children and families in the neighborhood (Figure 10). Newer residents (those who had lived in their homes for less than two years) were more likely to endorse this statement than longer-term residents (98% vs. 82%). Among those who felt that NAZ would *not* improve things, the most common reason was the belief that it is up to parents to improve the situation, not NAZ.

8. Enrollment in NAZ (N=392)

	2013	
Are you currently enrolled in NAZ?	**N**	**%**
Yes	55	14%
No	337	86%

9. Knowledge of NAZ

	2013 (Total N=401)		2010 (Total N=363)	
	N	**%**	**N**	**%**
Respondents who had heard of NAZ***	154	38%	72	20%

Of those who had heard of NAZ and responded to the following question (N=137)[a]:

In general, what is your impression of the reputation of NAZ in this neighborhood?	**N**	**%**
Generally positive	129	94%
Generally negative	1	1%
Neither positive nor negative, or some of both	7	5%

Note: *Differences between 2013 and 2010 were tested using chi-square tests and significant at *p<.05, **p<.01, and ***p<.001.*

[a] *A total of 17 respondents responded with "don't know" (N=16) or refused to answer the question (N=1).*

10. Perception of the impact of NAZ on neighborhood (N=146)

Do you believe NAZ will improve things for children and families in this neighborhood?	2013 N	2013 %
Yes	130	89%
Maybe	6	4%
No	10	7%
If no, why not? (N=9)		
It is up to parents to improve things, not NAZ	7	--
There is nothing NAZ can do	1	--
It is difficult for NAZ to change a home/family that is dealing with real problems	1	--
Nonprofits are all talk and don't improve things	1	--
NAZ is spending money on businesses, not people	1	--

Note: *Open-ended responses to "why not?" were coded into the above themes, and some responses were coded into more than one category.*

As in 2010, parents familiar with NAZ were asked what came to mind when they thought about NAZ. Respondents were most likely to describe NAZ as 'someone' who could help (34%). Many also described it as a positive program (22%), an education-focused program (22%), neighborhood- or community-focused (21%), and a program for and about children and children's activities (20%) (Figure 11). Responses were varied, but overwhelmingly positive, and included a small proportion of parents (6%) who said they wanted to get involved with the program.

11. Perceptions of NAZ (N=148)

When you hear someone mention "NAZ", what comes to mind for you?	2013 N	2013 %
Someone that can help	50	34%
Good/positive program	33	22%
Education-focused program	32	22%
Neighborhood/community	31	21%
Program for/about children and children's activities	29	20%
Resources/money	14	10%
Program that prepares children for postsecondary schooling	13	9%
Family program	10	7%
Specific NAZ staff person(s)	10	7%

11. Perceptions of NAZ (N=148) continued

When you hear someone mention "NAZ", what comes to mind for you?	2013 N	2013 %
Hope	9	6%
I want to be involved	9	6%
Northside	9	6%
Surveys/the last survey	8	5%
Nothing	6	4%
Peace/non-violence	5	3%

Note: *Open-ended responses to this question were categorized into the above themes. Respondents could mention more than one thing. Responses endorsed by fewer than five respondents are not reported above, but include: Harlem Achievement Zone (n=4), disadvantaged/undereducated neighborhood (n=4), outreach (n=3), opportunity (n=3), looking out for/supporting each other (n=3), clean up the area (n=3), bad program that spends money on admin, not the neighborhood (n=2), and mentoring (n=1).*

Perception of community

Collective efficacy

Respondents were asked about how much they agree or disagree with statements about their neighborhood. The responses to these statements measure a construct known as ***collective efficacy***, which is defined as "social cohesion among neighbors combined with their willingness to intervene on behalf of the common good." Collective efficacy is comprised of two related concepts: *social cohesion*, or the extent to which individuals in a community feel connected to each other, and *informal social control*, or the extent to which neighbors are inclined to take action together to promote the well-being of the overall community. Collective efficacy was measured in both 2013 and 2010. As illustrated in Figure 12, responses were generally very similar across years so the summary of findings that follows focuses primarily on results from 2013.

Perceptions of social cohesion

Perceptions of social cohesion were somewhat mixed in 2013. About two-thirds of respondents (66%) "agreed" or "strongly agreed" that people were willing to help their neighbors, while half (51%) felt they lived in a close-knit neighborhood. Fewer (40%) said that people in the neighborhood could be trusted. About half (52%) "agreed" or "strongly agreed" with the negatively-worded statement that people in the neighborhood do *not* share the same values, while just one-third (31%) thought that people in the neighborhood did *not* get along with each other. The overall mean for this subscale (2.52) – the exact same mean

as in 2010 – indicates that responses were fairly evenly split between those who felt positively and those who felt negatively about social cohesion in the neighborhood.[3]

Although no other group differences emerged, an analysis by length of residence found that longer-term residents (i.e., those who had lived in the neighborhood for two or more years) had higher mean scores on the social cohesion scale than newer residents (2.6 vs. 2.4), which might be expected.

Perceptions of informal social control

Perceptions of informal social control were also relatively mixed, although just slightly more positive than ratings of social cohesion. About two-thirds of respondents "agreed" or "strongly agreed" that adults in the neighborhood know the local children (64%) and that there are adults in the neighborhood that children can look up to (68%). Somewhat fewer felt that parents in the neighborhood knew their children's friends (60%), that you could count on adults to watch out for the safety of children in the neighborhood (60%), and that parents in the neighborhood generally knew each other (56%). The overall mean of 2.64 (slightly lower than the mean of 2.71 in 2010, but not statistically different) again illustrates a mix of positive and negative feelings about the extent to which there is informal social control in the neighborhood.

Only one group difference emerged: black or African-American respondents had higher mean scores on the informal social control subscales compared to "other" respondents (2.7 vs. 2.5), although not significantly higher than white or Asian respondents.

Perceptions of collective efficacy

The mean score on the overall collective efficacy scale in 2013 was 2.59, similar to the mean in 2010 of 2.61 (the difference between these means was not statistically significant). The scores not only suggest stability in the neighborhood's overall perception of collective efficacy across these three years, but as the subscales also indicate, a mixture of feelings about the extent to which cohesion and community engagement exist in the neighborhood. Although the goal is to enhance these perceptions over time through the work being accomplished by NAZ, an increase in these perceptions was not expected by 2013. In a variety of research, higher levels of collective efficacy have been shown to be associated with a range of other measures of community well-being, including lower levels of violence, teen birth rates, asthma, and obesity. Because the construct reflects pervasive social relationships, its measure tends to be relatively stable. We therefore do not expect it to change rapidly, or in response to interventions that are not as pervasive as the conditions it

[3] Negatively worded questions on the scale were reverse coded for the construction of the scale scores.

measures. Over time, if NAZ is successful, the collective efficacy score should rise, but an increase from 2010 to 2013 was not expected.

See the Appendix for maps depicting the geographic distribution of collective efficacy scores across the Zone.

12. Perceptions of neighborhood collective efficacy

	2013			2010		
Social cohesion subscale items	**Total N**	**Percent who "strongly agree" or "agree"**	**Mean**	**Total N**	**Percent who "strongly agree" or "agree"**	**Mean**
People around here are willing to help their neighbors.	391	66%	2.34	342	65%	2.69
This is a close-knit neighborhood.	391	51%	2.51	335	53%	2.53
People in this neighborhood can be trusted.	394	40%	2.74	328	43%	2.38
People in this neighborhood do not get along with each other.	385	31%	2.71	332	35%	2.34
People in this neighborhood do not share the same values.	392	52%	2.43	318	58%	2.63
Total social cohesion subscale	365	--	**2.52**	326	--	**2.52**
Informal social control subscale items						
Parents in this neighborhood know their children's friends.	392	60%	2.38	336	67%	2.72
Adults in this neighborhood know who the local children are.	395	64%	2.29	354	66%	2.72
There are adults in this neighborhood that children can look up to.	393	68%	2.28	341	73%	2.77
Parents in this neighborhood generally know each other.	397	56%	2.46	349	64%	2.68
You can count on adults in this neighborhood to watch out that children are safe and do not get into trouble.	396	60%	2.40	346	60%	2.63
Total informal social control subscale	376	--	**2.64**	337	--	**2.71**
Total collective efficacy scale	352	--	**2.59**	309	--	**2.61**

Note: *Scale = strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Higher means indicate higher levels of endorsement of the item/scale. Mean differences between 2013 and 2010 on the collective efficacy scale and subscales were tested using t-tests and none were found to be statistically significant.*

Safety

Respondents were also asked about their perceptions of safety in the neighborhood. Just under half of those interviewed in 2013 (43%) "strongly agreed" or "agreed" that the neighborhood was a safe place to raise a child, similar to the proportion in 2010 (45%) (Figure 13). Parents in 2013 were more likely to feel the neighborhood was a safe place to raise children if they had lived in their current residence for two or more years (47% vs. 37%).

In 2013, respondents were also asked about their fear of crime in the neighborhood, and responses were quite mixed. While about one-quarter (24%) said that a fear of crime "always" or "almost always" prevented them from doing things they would like to do in the neighborhood, another quarter (24%) said this fear "never" prevented them from doing things in the neighborhood (Figure 14).

Responses did not differ by demographic and other group differences tested, although some differences did emerge depending on which area, or subzone, within the Northside Achievement Zone respondents lived. Figures 15-16 illustrate these differences. In particular, parents were more likely to feel the neighborhood was a safe place to raise children if they lived in subzones 2, 5, and 12 (62% to 64%), and less likely to feel this way if living in subzones 7 and 10 (23% to 27%). Additionally, those living in subzones 2, 4, and 16 more were likely to report "never" or "almost never" being prevented from doing things in the neighborhood because of a fear of crime (44% to 50%), while more than three-quarters of parents living in subzones 8, 11, and 14 did not do things in their neighborhood at least "sometimes" because of crime (79% to 83%).

13. Perception of neighborhood safety

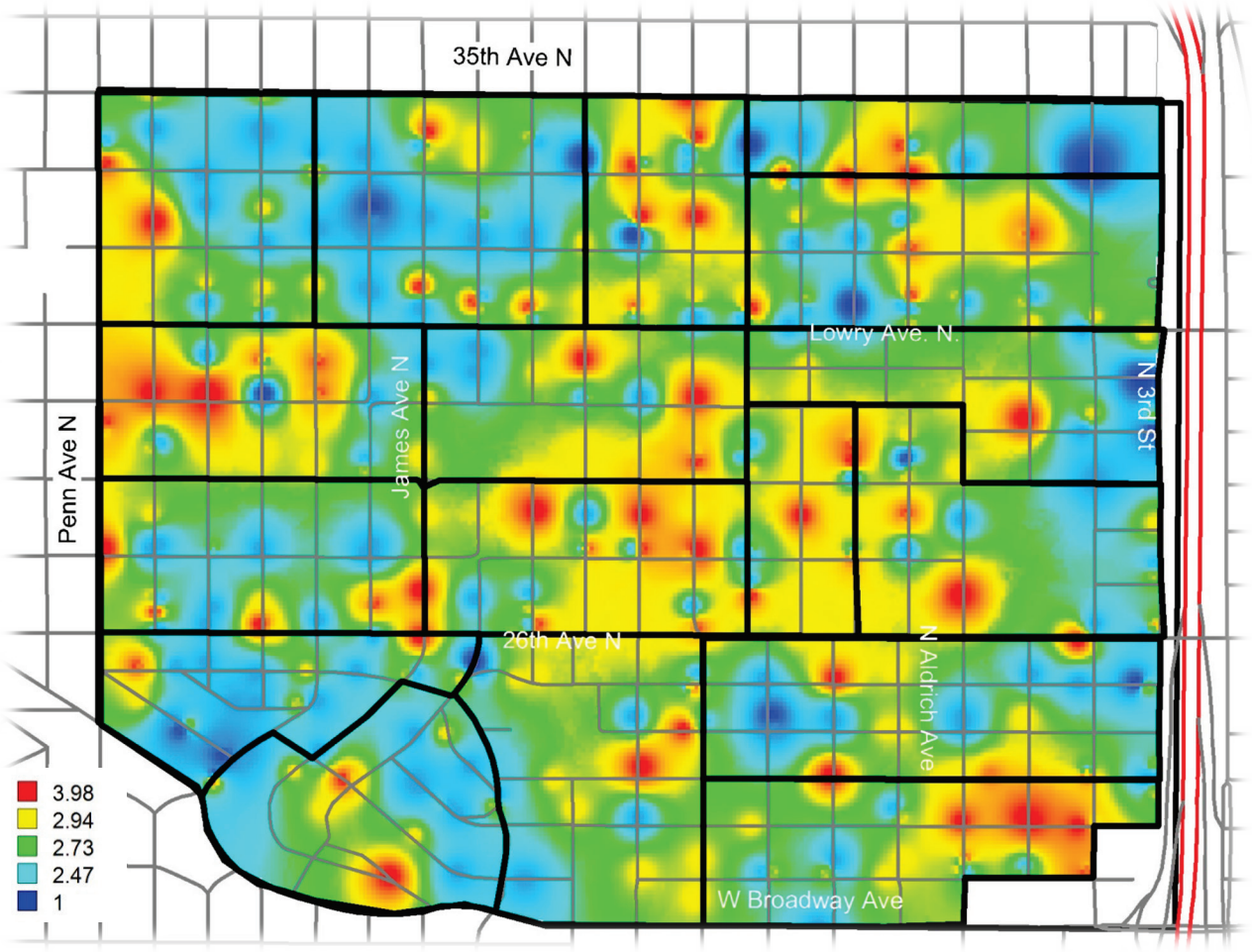
	2013 (Total N=400)		2010 (Total N=347)	
This neighborhood is a safe place to raise a child.	**N**	**%**	**N**	**%**
Respondents who "agreed" or "strongly agreed"	170	43%	155	45%

Note: *Scale = strongly agree, agree, disagree, and strongly disagree. Differences between 2013 and 2010 were tested using chi-square tests and were not found to be statistically significant.*

14. Fear of crime (N=402)

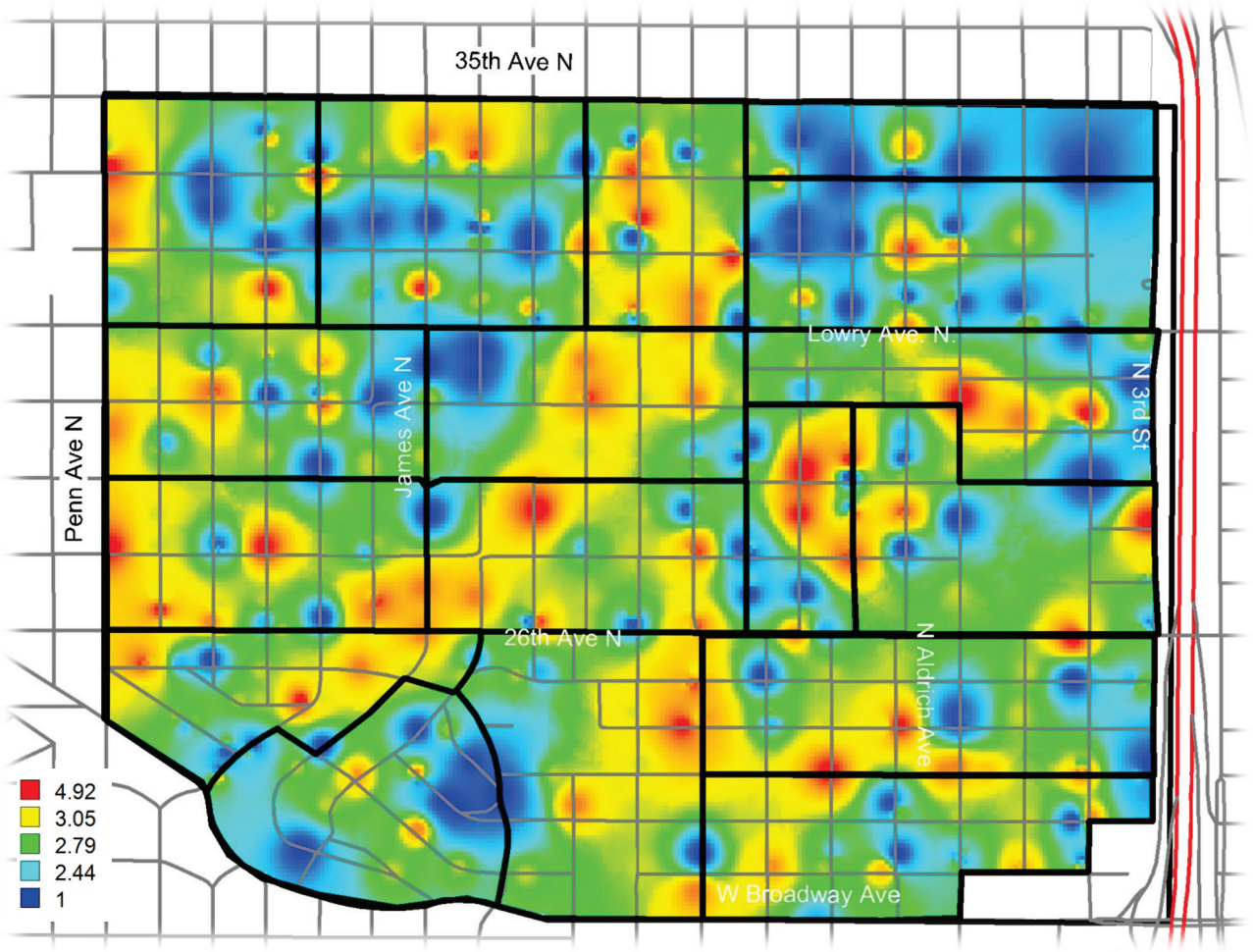
	2013				
	Never	**Almost never**	**Some-times**	**Almost always**	**Always**
How often does fear of crime prevent you from doing things you would like to do in this neighborhood?	24%	10%	42%	13%	11%

15. Map of respondents' perception of neighborhood safety in the Zone



Note: *The above illustrates mapped responses to the item, "This neighborhood is a safe place to raise a child." Response scale = strongly agree (1), agree (2), disagree (3), and strongly disagree (4). Higher scores (i.e., red areas on the map) indicate lower levels of perceived neighborhood safety.*

16. Map of respondents' fear of crime in the Zone



Note: *The above illustrates mapped responses to the item, "How often does fear of crime prevent you from doing things you would like to do in this neighborhood?" Response scale = never (1), almost never (2), sometimes (3), almost always (4), and always (5). Higher scores (i.e., red areas on the map) indicate more fear of crime.*

Support of school success

Respondents were asked to think about how well the neighborhood supports children to be successful in school, given what they know about how the neighborhood influences children. In the 2013 survey, two-thirds of respondents (66%) felt the neighborhood was either "very supportive" or "somewhat supportive," while one-third (34%) did not think the neighborhood was supportive. Asian respondents were more likely to feel the neighborhood was "very supportive" of school success compared to black respondents (29% vs. 16%). Overall, results were similar to those found in 2010, when 72 percent felt the neighborhood was very or somewhat supportive of children's school success, and 28 percent did not feel the neighborhood was supportive (Figure 17).

17. Neighborhood support of children's success in school

	2013			2010		
	Very supportive	Somewhat supportive	Not supportive	Very supportive	Somewhat supportive	Not supportive
Extent to which this neighborhood supports children to be successful in school	18%	48%	34%	19%	53%	28%

Note: *Differences between 2013 and 2010 were tested using chi-square tests and were not found to be statistically significant.*

Children's education and well-being

Respondents were asked to provide a range of information about children living in the household, including the name of the school or child care program each child in the household attends. Most questions were either specific to young children age 0 through 5 or school-age children age 6 through 18. If parents had more than one child in an age category, they were asked about a randomly selected "focal" child in that age category (i.e., the child with the most recent birthday, in each age category).

Access to health care for all children (age 0-18)

Overall, parents reported having access to health care for their children. About 9 in 10 parents said it was "not a problem at all" to get either routine health care for their children or care for their children when they are sick or hurt – in both 2013 (89%) and in 2010 (87%) (Figure 18). In 2013, Asian respondents (26%) were more likely to report that getting routine health care was a "major" or "minor" problem, compared to black (8%) and white respondents (8%). Employed respondents were also more likely to report that routine access to health care of their children was a problem compared to unemployed respondents (14% vs. 7%).

18. Access to health care for children

	2013 (Total N=400-401) Percent who felt like it was…			2010 (Total N=363-366) Percent who felt like it was…		
Is it a problem for you to get…	A major problem	A minor problem	Not a problem at all	A major problem	A minor problem	Not a problem at all
Routine health care for your children such as healthy child check-ups or immunizations?	4%	7%	89%	6%	7%	87%
Health care for your children when they are sick or hurt?	2%	9%	89%	5%	9%	87%

Note: *Differences between 2013 and 2010 were tested using chi-square tests and were not found to be statistically significant.*

Infants, toddlers, and preschoolers (age 0-5)

Sixty percent of the households (N=242) interviewed had a child 5 or younger living in the home, for a total of 406 infants, toddlers, or preschoolers. Children's ages were evenly spread across this age range; 49 percent were infants and toddlers (age 0-2), while 51 percent were age 3 through 5. The mean age was 2.5 years old.

A total of 106 children (26%) were in a child care program or center, including 37 different child care programs whose names could be identified based on the survey response, and 11 additional unidentified programs or facilities.

In the 242 households with younger children age 0 through 5, additional information was gathered about one of these children in the home (i.e., the "focal child"). Ages of the focal children were also evenly spread across this age range; 46 percent were infants and toddlers (age 0-2), while 54 percent were preschool age (age 3 through 5). The mean age of the focal child was 2.6 years old.

Child care

Among the 242 focal children ages 0-5, 44 percent were receiving some type of care outside of the home in 2013, in contrast to 35 percent of children in 2010 (an increase that approached statistical significance). One in six focal children (17%) was in a child care center or preschool, up from the 10 percent of children in child care centers/ preschools in 2010. This increase just failed to reach statistical significance, but it should be noted that the question about child care participation posed in 2013 stipulated that children needed to be enrolled a minimum of 10 hours per week in child care to be considered "enrolled in child care". No such minimum threshold was stipulated in the 2010 survey (due to changes in federal reporting requirements in 2013); consequently, it is very possible that the difference between the two years would have reach statistical significance had the criteria for child care enrollment been identical in 2010 and 2013.

Particularly noteworthy is the finding that families enrolled in NAZ were significantly more likely to have a child in child care or preschool compared to non-NAZ enrolled families (42% vs. 14%). These trends are encouraging and suggest targeted efforts by NAZ to increase enrollment of younger children in child care programs have had an impact. No other group differences examined were statistically significant.

About one-third (31%) were receiving care in an informal setting in 2013, such as with relatives, neighbors, or sitters, slightly higher than the 27 percent receiving informal care in 2010 (Figure 19).

19. Participation of focal child (age 0-5) in child care

Child care arrangement	2013 (Total N=242) N	2013 (Total N=242) %	2010 (Total N=195) N	2010 (Total N=195) %
Out-of-home care (i.e., someone beside the child's parent or guardian takes care of the child)[a]	107	44%	69	35%
Child care center or preschool	42	17%	19	10%
NAZ-enrolled families (Total N=36)	15	42%	--	--
Non-NAZ enrolled families (Total N=199)***	27	14%	--	--
Informal care (e.g., relatives, sitters, neighbors)	75	31%	53	27%

Note: *In 2013, each item above specified that this type of care was provided for at least 10 hours a week. In 2010, each item asked about the type of care provided in the last two weeks, but did not stipulate that it must have been provided for at least 10 hours a week. Differences in child care center/preschool enrollment in 2013 between NAZ- and non-NAZ enrolled families were tested using chi-square tests and significant at ***p<.001.*

[a] *Differences between 2013 and 2010 were tested using chi-square tests. The difference approached statistical significance (p=.06).*

Health care

Parents were asked if there was a place they usually took their infant, toddler, or preschooler when the child was sick. Almost all children (98%) did have such a place (or more than one place), typically a clinic or health center (74%) (Figure 20). In the majority of cases (88%), parents said they had one or more persons they thought of as their child's personal doctor or nurse (Figure 21). There were no differences by group.

20. Place where focal child (age 0-5) goes for health care (N=241)

Is there a place that focal child usually goes when sick or parent needs advice about child's health?	2013 N	2013 %
No	5	2%
Yes	195	81%
There is more than one place	41	17%
If yes or more than one place:		
Clinic or health center	172	74%
Doctor's office	36	16%
Hospital outpatient department	13	6%
Hospital emergency room	9	4%
Friend/relative	1	<1%
Retail store clinic or minute clinic	0	0%

20. Place where focal child (age 0-5) goes for health care (N=241) continued

Is there a place that focal child usually goes when sick or parent needs advice about child's health?	2013 N	2013 %
If yes or more than one place:		
School (nurse, athletic trainer, etc.)	0	0%
Mexico/other locations out of U.S.	0	0%
Some other place[a]	1	<1%
Does not go to one place most often	0	0%

[a] *One respondent indicated he/she went to a midwife service for child's health care needs.*

21. Focal child (age 0-5) has a personal doctor or nurse (N=234)

Parent has one or more persons he/she thinks of as child's personal doctor or nurse	2013 N	2013 %
Yes, one person	153	65%
Yes, more than one person	54	23%
No	27	12%

Reading and school readiness

Parents were also asked about the extent to which they or other family members read books to their younger children (age 0-5) in a typical week. One-third (32%) said they were reading to their child every day, and an additional 59 percent were reading at least once a week. One in ten was not reading to their child at all (Figure 22). Reading to infants, toddlers, and preschoolers every day was more common among white respondents compared to all other racial groups (61% vs. 28-32%), high school graduates compared to those without a high school degree (35% vs. 20%), and those with a two-year degree or higher compared to those with less than a two-year degree (47% vs. 26%).

Among those parents and other family members reading to children, the amount of time spent reading varied from as few as three minutes a day to three hours a day; on average, parents spent 24 minutes a day reading to their child (median = 20 minutes). The amount of time children were read to did not differ among the groups examined.

Parents were also asked if their child (age 3 through 5) had received an Early Childhood Screening, which is used to identify potential health or development problems in preschoolers and supports children's readiness for kindergarten. Nearly two-thirds of focal children age 3-5 (63%) had received this screening, similar to the proportion in 2010 (66%) (Figure 23).

In 2013, respondents of color were more likely to report that their child had received this screening relative to white respondents (58-75% vs. 18%), although there were only 11 total white respondents so this difference should be interpreted cautiously. Additionally, those with a two-year degree or higher (91%) were also more likely to have had their child screened compared to those with less education (57%).

22. Family members reading to focal child (age 0-5) (N=241)

Frequency with which parent or other family members read books to child	2013 N	2013 %
Not at all	23	10%
Once or twice a week	79	33%
3 to 6 times a week	63	26%
Every day	76	32%

On days when someone reads to the child, how many minutes do they typically read to him/her?	Range	Mean
	3 – 120	24

23. Early Childhood Screening for focal child (age 3-5)

Child has had an Early Childhood Screening	2013 (Total N=123) N	2013 (Total N=123) %	2010 (Total N=93) N	2010 (Total N=93) %
Yes	78	63%	61	66%
No	45	37%	32	34%

Note: *Six additional respondents reported "don't know" to this item in 2013.*

Differences between 2013 and 2010 were tested using chi-square tests. Differences were not found to be statistically significant.

School-age children (age 6-18)

School enrollment

Respondents were asked to identify the name of the school each child in the household age 6 through 18 had attended during the just-concluded school year. Figure 24 illustrates the results for both 2013 and 2010 by type of school. Proportions are similar across the two points in time. In 2013, most of the 791 students were attending a Minneapolis Public School (48%), a public charter school (24%), or a non-Minneapolis public school (13%). Fewer attended a private or parochial school (3%) or a postsecondary school (<1%). The type of school could not be identified for 13 percent of students (either the respondent

could or would not provide the name of the school, or the name was not recognized or detailed enough to identify).

Overall, the 791 students attended a total of approximately 152 *different* schools (although 23 schools were not identifiable, so the actual number could be somewhat higher). This count is similar to the 145 different schools identified in 2010 (Figure 25).

24. Number of children enrolled by type of school (children age 6-18)

	2013		2010	
Type of school	Number of children	Percent of total children	Number of children	Percent of total children
Minneapolis Public Schools	377	48%	331	52%
Public charter schools	191	24%	114	18%
Non-Minneapolis public schools	100	13%	79	13%
Private/parochial	21	3%	14	2%
Postsecondary	2	<1%	12	2%
Unknown/other	100	13%	75	12%
TOTAL	**791**	**100%**	**631**	**100%**

Note: *Additional analysis was conducted examining the number of children enrolled by type of school, limited to children whose families had resided at their current address for at least six months (N=686) – in other words, families who had lived in the Zone for at least a portion of the previous school year. The proportion of children enrolled in each type of school was almost identical to the percentages above for this subgroup of children.*

25. Number of schools in which children are enrolled (children age 6-18)

	2013		2010	
Type of school	Number of schools	Percent of total schools	Number of schools	Percent of total schools
Minneapolis Public Schools	44	29%	35	24%
Public charter schools	27	18%	24	17%
Non-Minneapolis public schools	47	31%	34	23%
Private/parochial	10	7%	8	6%
Post-secondary	1	1%	7	5%
Unknown/other	23	15%	37	26%
TOTAL	**152**	**100%**	**145**	**100%**

Note: *Additional analysis was conducted examining the number of schools attended by children whose families had resided at their current address for at least six months – in other words, families who had lived in the Zone for at least a portion of the previous school year. The number of schools and breakdown by school type was almost identical to the figures above for this subgroup of children.*

At the time of the survey, the Northside Achievement Zone was partnered with nine schools. Figure 26 shows the number of children in the surveyed households who attended each of the schools at both administration time points. In 2013, 173 of the school-age children were reported to attend one of the nine partner schools, totaling 22 percent of all school-age students enumerated in the survey. This proportion is similar to 2010 (23%).

26. Enrollment in partner schools (children age 6-18)

	2013		2010	
School	Number of children	Percent of total children	Number of children	Percent of total children
Nellie Stone Johnson	61	8%	55	9%
Henry High School	35	4%	38	6%
Harvest Preparatory	27	3%	5	1%
Hall International	20	3%	15	2%
Sojourner Truth Academy	14	2%	11	2%
WISE Charter School	n/a	n/a	13	2%
KIPP Stand Academy	6	1%	n/a	n/a
Ascension Catholic School	6	1%	2	<1%
Plymouth Youth Center	4	1%	9	1%
TOTAL	**173**	**22%**	**148**	**23%**

Note: *Not all schools named above were partners in both 2010 and 2013.*

Perceptions of school quality

Parents with a school-age child in the home were also asked to answer a series of questions about their perceptions of their child's school. Similar to 2010, respondents in 2013 tended to hold favorable perceptions (Figure 27). In the most recent survey, almost all of the respondents said that they felt welcome in their child's school (97%), school staff believe their child will continue his or her education after high school (96%), school staff respect their child (94%), their child is safe at school (93%), and school staff understand and respect the values and traditions that are important to their family (91%). In addition, most also "agreed" or "strongly agreed" that a teacher or other school staff contacts them right away if their child is having problems at school (88%), their child receives a high-quality education at school (87%), their child is safe on the way to and from school (86%), and they are satisfied with how school staff respond when they discuss concerns about their child (82%).

The only difference from 2010 in parents' perceptions of schools was a significant decline in 2013 in the proportion of respondents who said they struggle to get their child's school to provide services their child needs (15% in 2013, down from 21% in 2010). This indicates a positive shift in respondents' ability to obtain needed services for their children.

Perceptions of school quality did differ based upon NAZ enrollment, partner school enrollment, and race/ethnicity. Interestingly, families enrolled in NAZ were *less* likely to feel that their child was receiving a high-quality education (76% vs. 90%) and *less* satisfied with school staff's response to their concerns about their child (70% vs. 84%) than those not enrolled in NAZ. Enrollment in a partner school had an influence on the responses to one school quality item: parents with a child in a partner school were *less* likely to feel that school staff respect their child compared to parents of children without a child in a partner school (88% vs. 96%), although the overall percentages remain high for both groups.

With regard to race/ethnicity, black and Asian respondents were more likely to feel school staff contacted them right away when their child had problems (91% and 94%, respectively) and slightly more welcome in their child's school (98% and 100%, respectively) compared to other respondents of color (75% felt staff contacted them right away and 89% felt welcome in the school). Black, Asian, and white respondents (92% to 100%) were all more likely to report that school staff respected their values and traditions relative to other respondents of color (79%). In addition, Asian respondents (28%) and other respondents of color (24%) were more likely to say they struggled to get services for their child compared to black and white respondents (11% each).

Overall, however, the ratings are very positive, a pattern that is noteworthy because of its incongruence with the relatively poor achievement data in Minneapolis Public Schools overall. It is not entirely clear why perceptions of school quality are so positive. It is possible that these responses reflect a desire to give socially acceptable answers to survey questions, or perhaps parents who had negative experiences with their own schooling perceive the quality of their child's school to be quite good in contrast. Yet, it should also be noted that in some cases, NAZ-enrolled families held *less* positive views of school quality, suggesting that these families do feel that their child's experience in school could be improved. It will be important to gather more information about these responses in the future, and for NAZ leaders to consider these perceptions when working with families.

27. Perception of child's school

	2013			2010		
	Total N	Percent who "strongly agree" or "agree"	Mean	Total N	Percent who "strongly agree" or "agree"	Mean
My child receives a high-quality education at school.	338	87%	1.74	283	87%	1.81
When I discuss concerns about my child with school staff, I am satisfied with how they respond.	337	82%	1.86	277	87%	1.84
If my child has problems at school, a teacher or school staff member contacts me right away.	339	88%	1.70	281	86%	1.71
School staff believe that my child will continue (his/her) education after high school.	320	96%	1.56	271	94%	1.66
I feel welcome in my child's school.	339	97%	1.54	281	97%	1.59
School staff understand and respect the values and traditions that are important to my family.	330	91%	1.67	279	92%	1.70
School staff respect my child.	338	94%	1.62	282	96%	1.62
My child is safe at school.	337	93%	1.67	282	93%	1.68
My child is safe on the way to and from school.	339	86%	1.84	284	86%	1.84
I have to struggle to get my child's school to provide services that my child needs.*	334	15%	3.07	281	21%	2.93

Note: *Scale = strongly agree (1), agree (2), disagree (3), and strongly disagree (4). Lower means indicate higher levels of agreement with the item.*

Parental involvement and engagement in child's schooling

Parents of school-age children were also asked to report on their involvement in their child's schooling as well as activities in which their child participates (Figure 28). Slightly more parents reported attending parent-teacher conferences in 2013 (93%) compared to 2010 (88%). In particular, white parents in 2013 were more likely to report participating in conferences than Asian parents or other parents of color, excluding African American parents (100% vs. 87-89%). In addition, participation rates were higher among high school graduates than non-graduates (94% vs. 87%), those who were employed compared to the unemployed (95% vs. 89%), and those who had lived in their residence for two or more years compared to shorter-term residents (96% vs. 90%).

Participation level in most other activities remained steady between 2013 and 2010, such as parent participation in student performances or sports (80% in both years) and family events like an open house (81% in both years). Parents with a two-year degree or more

were more likely to participate in these activities than parents with less education (90% vs. 76% for student performances/sports; 91% v. 77% for family events like open houses). Volunteering dipped slightly (from 52% to 46%), although this decline was not statistically significant. Rates of volunteerism at the school varied by race and education, such that black and white parents were more likely to volunteer than Asian parents (50-53% vs. 28%), as were high school graduates compared to non-graduates (51% vs. 32%).

There was a significant decline from 2010 to 2013 in the proportion of parents who said they had participated in parent committees like PTA or PTO in the past school year (from 42% to 30%). The reason for this decline is not clear. Participation in other activities remained high or increased so it could reflect fewer opportunities for committee work or less interest in participating in formal or structured activities. Overall, black and Asian parents were more likely to report committee participation compared to white parents (31-33% vs. 11%).

In 2010, parents reported participating in school meetings or other activities at their child's school 10 times on average over the past school year. In 2013, this question was asked in two different ways, so the results are not exactly comparable. In the most recent survey, parents said they attended an average of five sporting events or performances in the last school year, and five meetings or teacher conferences (Figure 29). These numbers sum to the 2010 total, suggesting participation rates have generally stayed the same.

28. Parent participation in activities and events at child's school

Parent or child's other parent participated in the following activity or event at the child's school this past school year:	2013 (Total N=323-340)		2010 (Total N=251-286)	
	N	%	N	%
A parent-teacher conference[a]	315	93%	252	88%
A student performance, a sporting event, or a program	270	80%	228	80%
A family event such as an open house	275	81%	232	81%
A parent committee such as PTA or PTO, an advisory board, or site council**	100	30%	118	42%
Volunteering at school, in the classroom, or during a field trip	157	46%	147	52%
Other activities/events**	20	6%	34	14%

Note: *Differences between 2013 and 2010 were tested using chi-square tests and significant at *p<.05, **p<.01, ***p<.001. Other activities/events noted in the 2013 survey include: donating food/food shelf activity (n=4), spontaneous visit to the school (n=3), college open house or career day (n=3), adult program or activity (non-educational) (n=3), picnic or barbeque (n=2), cultural event (n=2), and other miscellaneous activities (n=3).*

[a] *Difference between 2013 and 2010 approached statistical significance (p=.053).*

29. Parent participation in activities and events at child's school

Since the beginning of the school year, about how many different times have you or the other parent…	Number of times		
	Range	Mean	Median
2013 (N=338-340)			
Watched a sporting event or performance at your child's school?	0 – 100	5	2
Gone to a meeting, teacher conference, or another activity where you talked with people at the school?	0 – 80	5	4
2010 (N=270)			
Gone to a meeting or participated in an activity at your child's school?	0 – 75	10	6

Note: *The original question asked in 2010 was expanded into two questions in the 2013 survey, and separated the concept of parents watching their child's activities from parents' attendance at meetings, conferences, etc. with school staff. As a result, direct comparison from 2010 to 2013 on these items is not possible.*

Children's participation in school and other activities

Parents were asked to report on the extent to which their school-age child was engaged in school, and, in general, parents reported high levels of engagement. In 2013, about 8 in 10 parents said their child turned in their homework on time (79%) and liked going to school (83%) "all of the time" or "most of the time" (Figure 30). For those items asked in both 2013 and 2010, there were no differences between years (or between different groups of parents), but similarly high levels of investment by children in their schooling. Most parents said their child cared about doing well in school (84% in 2013, 81% in 2010) and did his or her homework (82% in 2013 and 2010) "all of the time" or "most of the time."

30. Child engagement in school and homework

	2013 (Total N=336-341) Parents who said "all of the time" or "most of the time"		2010 (Total N=285-287) Parents who said "all of the time" or "most of the time"	
How much of the time would you say child…	**N**	**%**	**N**	**%**
Likes going to school	284	83%	--	--
Cares about doing well in school	285	84%	231	81%
Does his/her homework	277	82%	234	82%
Turns in his/her homework on time	264	79%	--	--

Note: *Scale = all of the time, most of the time, some of the time, and none of the time. Only some items were asked consistently in 2013 and 2010 and could be compared. Differences between 2013 and 2010 were tested using chi-square tests, and there were no significant differences.*

To assess changes in levels of afterschool participation over time, parents were asked to indicate if their school-age child had participated in various types of afterschool activities during the past 12 months (Figure 31). In 2013, nearly three-quarters of parents (73%) said their child had been involved in an afterschool activity focused on improving schoolwork, while 62 percent said their child was involved in other types of afterschool activities. In 2010, parents were simply asked if their child had participated in "an afterschool activity" with 62 percent reporting that their child had done so. This is in comparison to 85 percent of parents in 2013 who had a child participate in an afterschool activity (*either* a school-work focused afterschool activity *or* some other type of afterschool activity) – a very significant increase from 2010 (Figure 31). However, because these questions across years are not exactly comparable, this difference may be somewhat inflated; nevertheless, it does suggest that efforts by NAZ in the realm of afterschool participation have made an impact.

Levels of participation in these types of activities in 2013 varied. For example, NAZ-enrolled parents were more likely to say their child was in an ***afterschool activity focused on schoolwork*** compared to non-NAZ enrolled families (89% vs. 71%), as were parents with a child in a partner school compared to families without children in a partner school (83% vs. 69%) and parents of color (61-73%) compared to white parents (27%). Meanwhile, parents were more likely to report their child participated in other types of afterschool activities if they had at least a two-year degree (64% vs. 50%), were employed (59% vs. 48%), had lived in their residence for at least two years (60% vs. 47%), and had moved fewer than two times in the last year (57% vs. 29%).

Two-thirds of parents (67%) in 2013 said their child participated in a ***summer recreational program***, although results varied by education level and number of moves. That is, high school graduates (64% vs. 49%) and those with at least a two-year degree (77% vs. 55%) were more likely to have children in summer rec programs than those with less education. Additionally, respondents who had only moved once or not at all in the past year were more likely to have a child in summer rec programs than those who had moved two or more times in the past year (63% vs. 36%).

One unexpected result was that children's participation in ***mentoring programs*** decreased from 34 percent in 2010 to 25 percent in 2013 (Figure 31). Efforts to increase enrollment in mentoring were also a priority among NAZ staff in recent years, so the reason for this decline is not known. Community leaders do report that two of the main mentoring programs experienced significant decreases in their organizational capacity during that time, which may account for the low rate of involvement. It is striking to note, however, that in 2013, participation was significantly higher among families enrolled in NAZ compared to non-NAZ enrolled families (46% vs. 21%), indicating that many NAZ-enrolled families *are* being connected to mentoring programs. As NAZ enrollment increases, it is likely that participation in mentoring will as well.

About 4 in 10 respondents said they had participated in a ***parenting class or activity*** in 2013 (39%) and 2010 (42%). There were no differences across years, although in 2013, NAZ-enrolled families were more likely to report having participated in such a class/ activity than non-NAZ enrolled families (54% vs. 36%). Relatively few parents reported attending a NAZ event in the past year (11% in 2013, 10% in 2010), although in 2013, this attendance was more likely among parents with a child in a partner school (17% vs. 9%) and, not surprisingly, among those enrolled in NAZ (54% vs. 3%).

31. Child participation in afterschool activities and mentoring (children age 6-18)

In the last 12 months, has any child in the home…	2013 (Total N=300-346) N	2013 (Total N=300-346) %	2010 (Total N=299-303) N	2010 (Total N=299-303) %
Participated in an afterschool activity focused on improving their school work	251	73%		
Participated in any other type of afterschool activity	213	62%	--	--
Participated in an afterschool activity[a***]	294	85%	189	62%
Participated in summer recreational activities	230	67%	--	--
Participated in a mentoring program such as Big Brothers/Big Sisters or Bolder Options?*	87	25%	102	34%
Have you (the parent)….				
Gone to any classes or training activities especially for parents on things like healthy eating or child development?	134	39%	125	42%
Participated in any NAZ events?	38	11%	30	10%

[a] In the 2010 survey, respondents were asked if a child had participated in "an afterschool activity"; no distinction between academic vs. other types of afterschool activities was made in 2010, as it was in 2013. This item includes respondents who said a child participated in either type of afterschool activity in 2013.

Note: *Responses are for parents of children age 6 through 18. Differences between 2013 and 2010 were tested using chi-square tests and are significant at *p<.05, **p<.01, ***p<.001.*

In addition to afterschool activities, parents in 2013 reported on the extent to which they read to their school-age children or their children read to themselves. Over half of parents (58%) said they read to their child at least once a week, while nearly one-quarter (23%) read to their child every day (Figure 32). More typically, children read to themselves, with 9 in 10 parents reporting that their child read to themselves at least once a week, while 42 percent said their child did so every day (Figure 33). Perhaps not surprisingly, parents with more education were more likely to report that their child read to him/herself every day: 46 percent of high school graduates compared to 28 percent of non-graduates,

and 54 percent of those with a two-year degree or more compared to 38 percent of those with less education.

32. Family members reading to focal child (age 6-18) (N=266)

Frequency with which parent or other family members read books to child	2013 N	2013 %
Not at all	110	41%
Once or twice a week	57	21%
3 to 6 times a week	38	14%
Every day	61	23%

33. Focal child (age 6-18) reading to him/herself (N=263)

Frequency with which child read to him/herself or to others outside of school	2013 N	2013 %
Never	25	10%
Once or twice a week	79	30%
3 to 6 times a week	49	19%
Every day	110	42%

Educational aspirations and preparedness

Parents of high school children (grades 9-12) in 2013 reported on the extent to which they or their spouse or partner had given advice or information to their child about preparing for college and/or a career. More than half said they provided this type of advice or information "often" (Figure 34). Three-quarters of parents (74%) said they "often" offered advice about applying to postsecondary education, while about two-thirds said they "often" gave their child information about selecting courses at school (68%) and preparing for college entrance exams (65%). About half (53%) "often" shared advice about specific jobs their child might apply for post-high school. A small proportion of parents (8% to 15%) said they "never" offered advice or information to their child on these topics. There were no group differences with the exception of advice related to college entrance exams, which was more likely among parents with at least a high school degree (90% vs. 72%).

34. Parental advice about college and careers (N=79-80)

Parent offered advice or information about…	2013 Often N	Often %	Sometimes N	Sometimes %	Never N	Never %
Selecting courses or programs at school	54	68%	20	25%	6	8%
Plans and preparation for college entrance exams such as the ACT, SAT, or ASVAB	52	65%	17	21%	11	14%
Applying to college or other schools after high school	59	74%	9	11%	12	15%
Specific job child might apply for after completing or leaving high school	42	53%	26	33%	11	14%

Note: *Only parents of focal children in grades 9-12 were asked the above questions.*

In both 2010 and 2013, parents were asked about their expectations for their child's educational attainment (if their child was in 6th grade or higher). There were no differences between time periods, but results suggest that while most parents expect their child to go to college or beyond, a sizeable minority have lower expectations. In 2013, nearly two-thirds of parents (65%) expected their child to attain a college degree or higher, 21 percent expected their child to receive a two-year or vocational degree, and 14 percent thought that graduating from high school was as far as their child would go in his or her education (Figure 35).

These results are important to consider in light of research showing that parental expectations for children's educational achievement are more predictive of educational outcomes than other measures of parental involvement, like attending school events.[4] The 65 percent of parents expecting a college degree or higher for their child is slightly lower than the 70 percent of parents reporting this same expectation in a 2007 report by Child Trends, based on National Household Education Surveys of parents with children between grades six and twelve. In the NAZ community survey, parents' own educational experience mattered: those with a two-year degree or higher were more likely to expect their child to earn a four- or five-year college degree (75% vs. 60%).

Parents who said they did not expect their child to attend any schooling beyond high school (N=21) were asked to provide the main reason they thought their child would not go on (Figure 36). Reasons were varied, although the most common explanations were related to cost (i.e., too expensive/cannot afford) (N=6); the child's physical, learning, or

[4] Redd, Z., Guzman, L., Lippman, L., Scott, L., & Matthews, G. (2004). *Parental expectations for children's educational attainment: A review of the literature*. Retrieved from Child Trends website: http://www.childtrends.org/?indicators=parental-expectations-for-their-childrens-academic-attainment.

emotional disability (N=4); disinterest on the part of the child in attending more schooling (N=3); and the child's uncertainty about his/her future goals (N=3).

35. Parental expectations for focal child's (6th grade or higher) education

When you think about how things are going for [child] now, how far do you expect [child] to go in (his/her) education? Would you say you expect (him/her) to…	2013 (Total N=146) N	2013 (Total N=146) %	2010 (Total N=147) N	2010 (Total N=147) %
Leave high school before finishing	1	1%	1	1%
Graduate from high school	20	14%	19	13%
Earn a vocational, technical, or two-year college degree[a]	31	21%	37	25%
Earn a four- or five-year college degree[b]	49	34%	44	30%
Earn a graduate or professional degree beyond a bachelor's	45	31%	46	31%

Note: *The wording of the question as presented in the above table was used in 2013. In 2010, the question was phrased slightly differently: "Please tell me how far do you think this child will go in his/her education?" Only cases in which the focal child was in 6th grade or higher are included here. Differences between 2013 and 2010 were tested using chi-square tests and were not found to be statistically significant.*

[a] *This response combines two separate response categories from the 2010 survey: a) complete a vocational or technical program that's shorter than 2 years and b) complete a two-year college degree.*

[b] *In the 2010 survey, this response option was described as "a four-year degree" rather than "four- or five-year degree".*

36. Reasons for not attending postsecondary education (N=21)

There are many reasons why young people might not attend school after high school. What is the main reason you think [child] might not go on?	2013 N	2013 %
Cost is too high/cannot afford	6	32%
Child has a disability (physical, learning, or emotional)	4	21%
Child not interested/tired of going to school	3	16%
Child not sure of future goals	3	16%
Child needs/wants to work	1	5%
Child is bored with school/dislikes school	1	5%
Other (not specified)	1	5%
Don't know/missing	2	11%

Note: *The question above was only asked of parents who said they expected their child to go as far as graduating from high school or less in terms of their education.*

In 2013, parents of 6th graders or higher were also asked if their family had made plans yet to pay for postsecondary education or had applied for grants or scholarships. About

half (49%) said they had made plans to pay for their child's education after high school. About one-quarter (24%) had not made any plans yet, while the remaining quarter (27%) felt it was too far off to think about (Figure 37). High school graduates (55% vs. 30%) and those who had lived in their residence for two or more years (58% vs. 36%) were more likely to say they had made plans to finance their child's education. Only a small proportion (16%) said that they, their child, or someone else in their family had applied for a college scholarship or grant for the child in question (Figure 38). Results were similar for parents of older children (age 16 through 18).

37. Plans to pay for postsecondary education

Have you or anyone in your family made plans around how to pay for [child's] education after high school, or is that too far off to think about yet?	2013 (Parents of 6th graders or higher; N=122)		2013 (Parents of children age 16-18; N=67)	
	N	%	N	%
Yes	60	49%	35	52%
No	29	24%	16	24%
Too far off to think about	33	27%	16	24%

Note: *Questions were only asked if focal child was in 6th grade or higher. Additional analysis examined responses of parents of focal children age 16 or older.*

38. College scholarship and grant applications (N=122)

Have you, [child], or anyone in your family applied for a college scholarship or grant for [child]?	2013 (Parents of 6th graders or higher; N=122)		2013 (Parents of children age 16-18; N=67)	
	N	%	N	%
Yes	20	16%	15	22%
No	102	84%	52	78%

Note: *Questions were only asked if focal child was in 6th grade or higher. Additional analysis examined responses of parents of focal children age 16 or older.*

College experiences of family and friends

To further assess the sense of a "college-going" culture within the family, parents in 2013 were asked about the college attendance of household members in the past year as well as how many people they knew who had ever attended college. Just under half of respondents (46%) said that someone in their household had attended college or other schooling beyond high school in the past year (Figure 39). The vast majority (93%) had at least one friend or family member who had ever attended college. Nearly two-thirds (72%) knew three or more friends or family members with college experience, while just over one-third (36%) had 10 or more friends or family members with college experience (Figure 40).

39. College attendance of household members in past year

In the past year, did anyone in this household attend college or some other school beyond high school?	2013 N	2013 %
Yes	185	46%
No	217	54%

40. College attendance of friends and family members (N=386)

How many people among your friends and family members are in college or have ever attended college?	2013 N	2013 %
0 people	27	7%
1-2 people	81	21%
3-5 people	97	25%
6-9 people	44	11%
10-20 people	95	25%
21-40 people	18	5%
More than 40 people	24	6%

Note: *Responses ranged from 0 to 300, with a mean response of 13 people (median = 5 people).*

Conclusions and issues to consider

As a follow-up to the baseline community survey conducted in 2010, the 2013 survey provides important data about Zone-wide progress in multiple outcome areas being addressed through the Northside Achievement Zone initiative. Just over 400 respondents participated in the door to door, in-person survey in 2013 for a response rate of 69 percent; this is a significant improvement over the 47 percent response rate achieved in 2010. This response rate coupled with the diversity of respondents who participated in the survey (reflective of respondent demographics in the 2010 survey as well) suggests that we can have confidence that the results obtained are representative of families living in the Zone.

These follow-up results highlight the success of the work happening in the Zone as a result of the NAZ initiative as well as opportunities for strengthening the work and its impact within the Zone.

Successes to date

Knowledge of and perceptions of NAZ. Significantly more Zone residents were familiar with the Northside Achievement Zone in 2013 than in 2010 (from 20% to 38%), indicating NAZ has successfully increased its visibility within the neighborhood. Furthermore, almost all respondents who were familiar with NAZ had a positive impression of its reputation and felt the organization would improve things for children and families within the neighborhood. These results suggest that not only has the word about NAZ spread, but a solid foundation has been established that will serve the organization well in future recruitment and expansion efforts.

Child care enrollment. There has been significant focus in these early years of the NAZ initiative on enhancing access to early childhood care and activities, including helping families enroll in high-quality child care and preschool settings. While there was a slight increase in overall enrollment in child care centers and preschools since 2010 (from 10% to 17%), particularly noteworthy is the proportion of NAZ-enrolled families using child care centers and preschools (42%) compared to families not enrolled in NAZ (14%) in 2013. Such findings indicate that NAZ efforts in this area have had an impact and will likely increase as enrollment in NAZ continues to grow.

Child participation in afterschool activities and mentoring. In addition to early childhood activities, there has been substantial effort aimed at connecting school-age children to activities and resources. Results suggest that these efforts appear to be paying off. Children in the Zone were significantly more likely to be involved in afterschool activities in 2013 compared to 2010. Furthermore, in 2013, NAZ-enrolled parents were more likely to say their child was in an afterschool activity focused on schoolwork compared to non-NAZ enrolled families (89% vs. 71%) And while overall participation in mentoring Zone-wide decreased from 2010 to 2013, participation among NAZ-enrolled families in 2013 was significantly higher than among non-NAZ enrolled families (46% compared to 21%), indicating many NAZ-enrolled families are being connected to mentoring programs. As NAZ enrollment increases, it is likely that participation in mentoring will as well.

Parent participation in parent-teacher conferences and parent education. Findings suggest that more parents got involved in parent-teacher conferences in 2013 compared to 2010, although the proportion who said they did so was high in both years and may be a reflection of parents wanting to provide a socially desirable response. Approximately the same proportion of parents reported participating in parent education classes in 2013 as 2010 (about 4 in 10 respondents); however, in 2013, significantly more NAZ-enrolled families (54%) said they had participated in such a class or activity than non-NAZ enrolled families (36%), suggesting that NAZ has had an impact on connecting families to parenting education opportunities.

Opportunities for the future

Crime, safety, and neighborhood cohesion. Respondents expressed mixed feelings about crime and safety in the neighborhood. While some felt the neighborhood was safe and crime did not prevent them from doing things they would like to do, about an equal proportion of respondents felt the exact opposite. Although not expected to change in such a short period of time, measures of collective efficacy – or the sense of community connection and willingness to take action together for the well-being of the community – remained unchanged from 2010 to 2013. These findings, of course, are not surprising given the historically high rates of poverty and crime in this area, and the fact that moving the needle on such pervasive conditions will take time; yet, these findings serve as a reminder of the context in which the work of NAZ exists and the opportunity to impact these significant issues over time.

Perceptions of school quality. Another opportunity for enhancement relates to parents' perceptions of their child's schooling. Somewhat surprisingly, an overwhelmingly high proportion of parents rated their child's school positively on a range of factors. While at first glance this might seem to be a positive finding, the fact that parents' perceptions stand in stark contrast to the consistently poor achievement data coming out of many

Minneapolis Public Schools is striking and suggests parents may not have a realistic picture of how their children's schools are faring. NAZ-enrolled families, however, were less likely to highly rate some aspects of their child's school than non-NAZ enrolled families, suggesting these families may be more in touch with what is happening in schools and see opportunities for improvement. In general, though, it appears there are opportunities to not only increase parents' awareness of school issues but their involvement in addressing these issues.

Parental participation in child's schooling. Relatedly, parental participation in certain school-related activities declined from 2010 to 2013. Specifically, significantly fewer parents reported being involved in parent committees like the PTA or PTO in 2013. Although not statistically significant, there was also a slight dip in rates of volunteering at school from 2010 to 2013. These results, coupled with parents' exceedingly positive views of their children's schools, point to the need for continued work with parents around their involvement in the schools.

Educational aspirations. Parents' expectations for their children's educational attainment were mixed. While nearly two-thirds expect their child to achieve a college degree or higher, this means more than one-third expect something less. These findings are important to consider in light of research showing that parental expectations for children's educational achievement are highly predictive of children's actual educational outcomes. Therefore, an important facet of this work is working with parents to change their belief systems around their educational aspirations for their children.

Next steps

Overall, the findings from the 2013 community survey indicate that the efforts of NAZ have begun to make an impact Zone-wide in several ways, although there is certainly more work to do. In addition to the opportunities noted above, the findings throughout the report highlight specific groups of individuals who are faring less well on certain outcomes and might benefit from more targeted efforts. The results from this first follow-up survey to the baseline conducted in 2010 offer important insights about the work conducted to date as well as guidance for the initiative going forward. The next follow-up survey with the community is expected to occur in the summer of 2015. Those findings will be critical for reassessing the progress of the initiative in the Zone and examining longer-term trend data for emerging or sustained trends that will further inform the work of NAZ.

Appendix

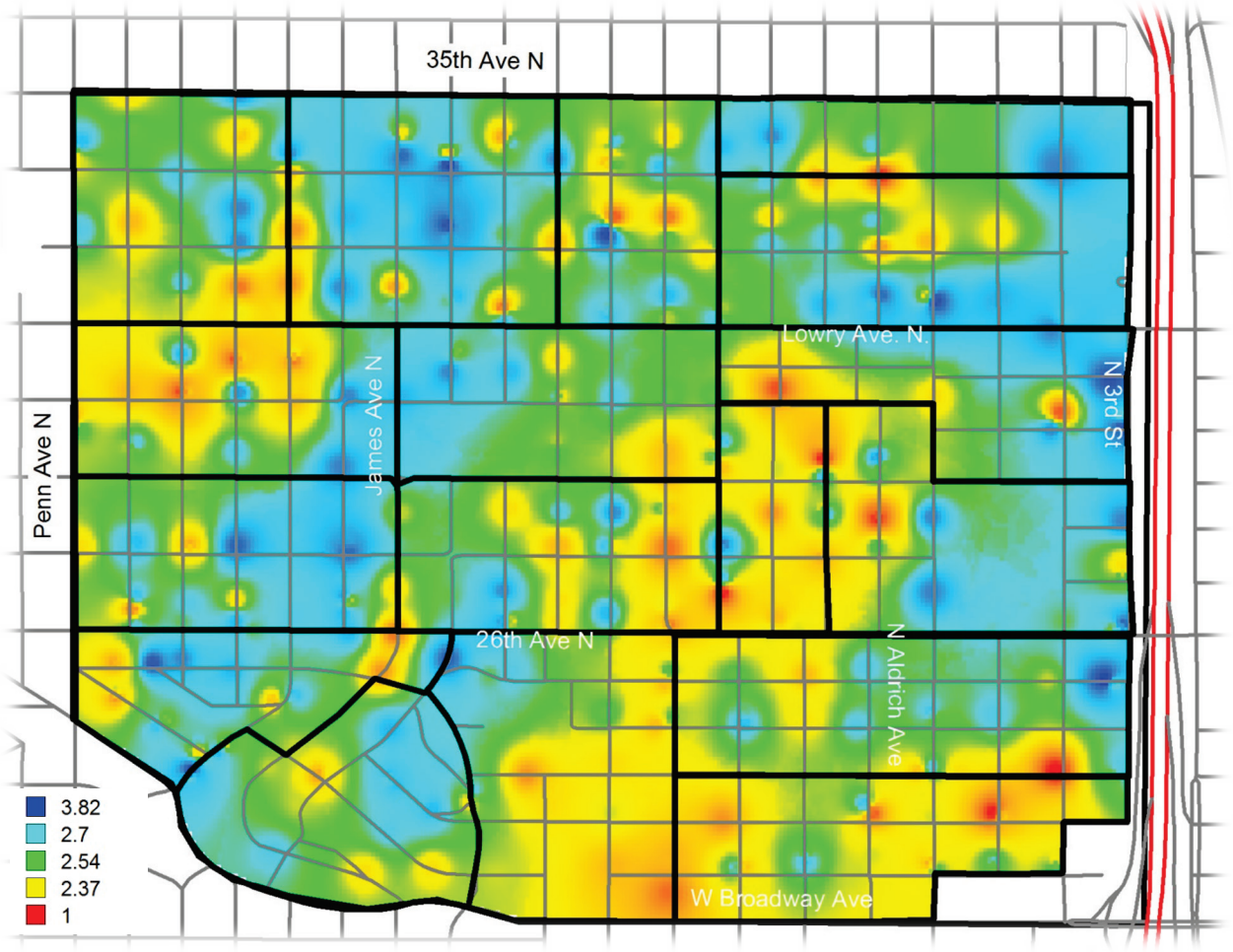
Community engagement of friends and family members

A1. Community engagement of friends and family members (N=398)

Do you have any friends or family members who are involved in a group or activity focused on community building in the neighborhood?	2013 N	2013 %
Yes	136	34%
One or two	51	38%
More than two	85	63%
No	262	66%

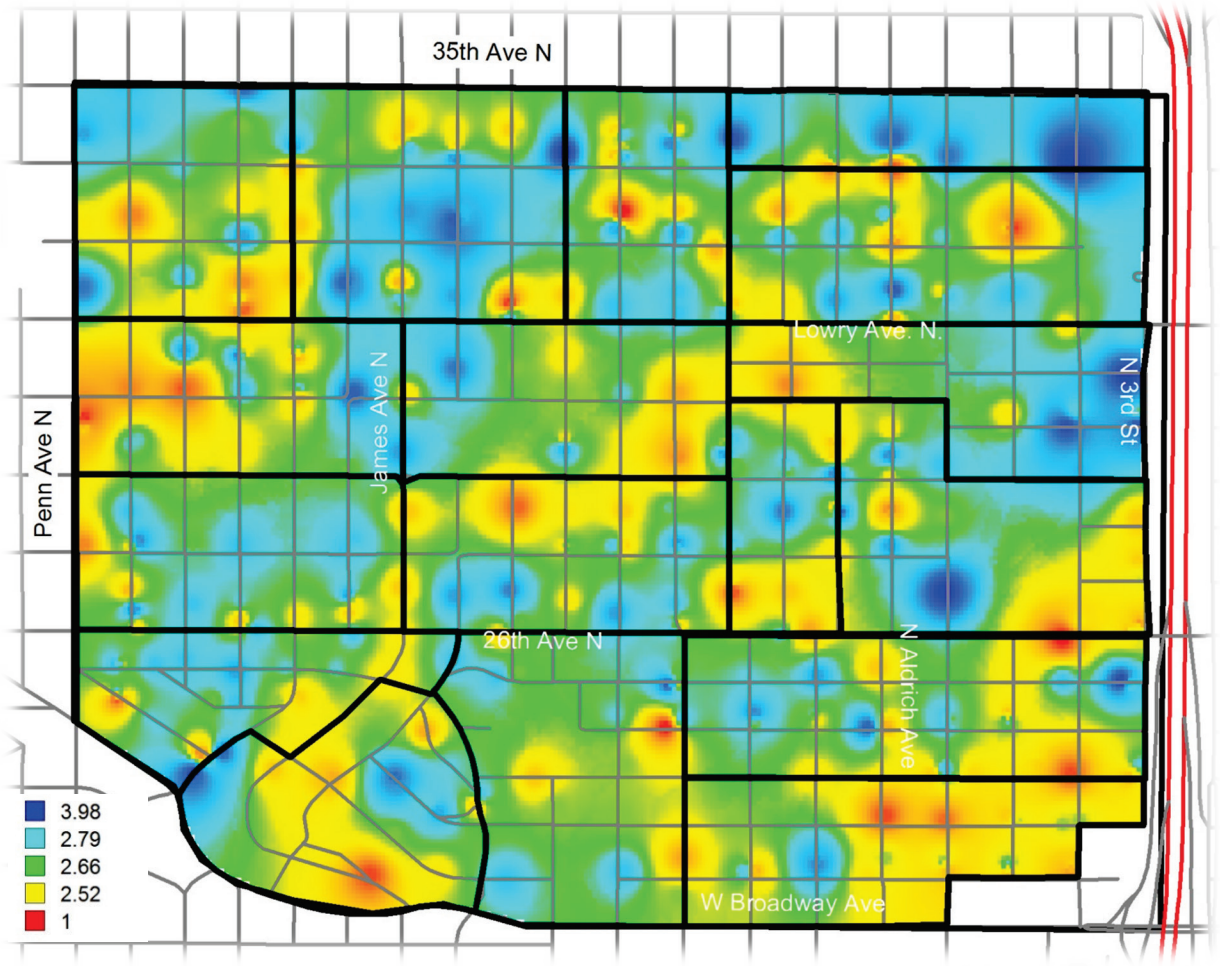
Geographic mapping of collective efficacy and subscale scores

A2. Map of respondents' perceptions of social cohesion in the Zone



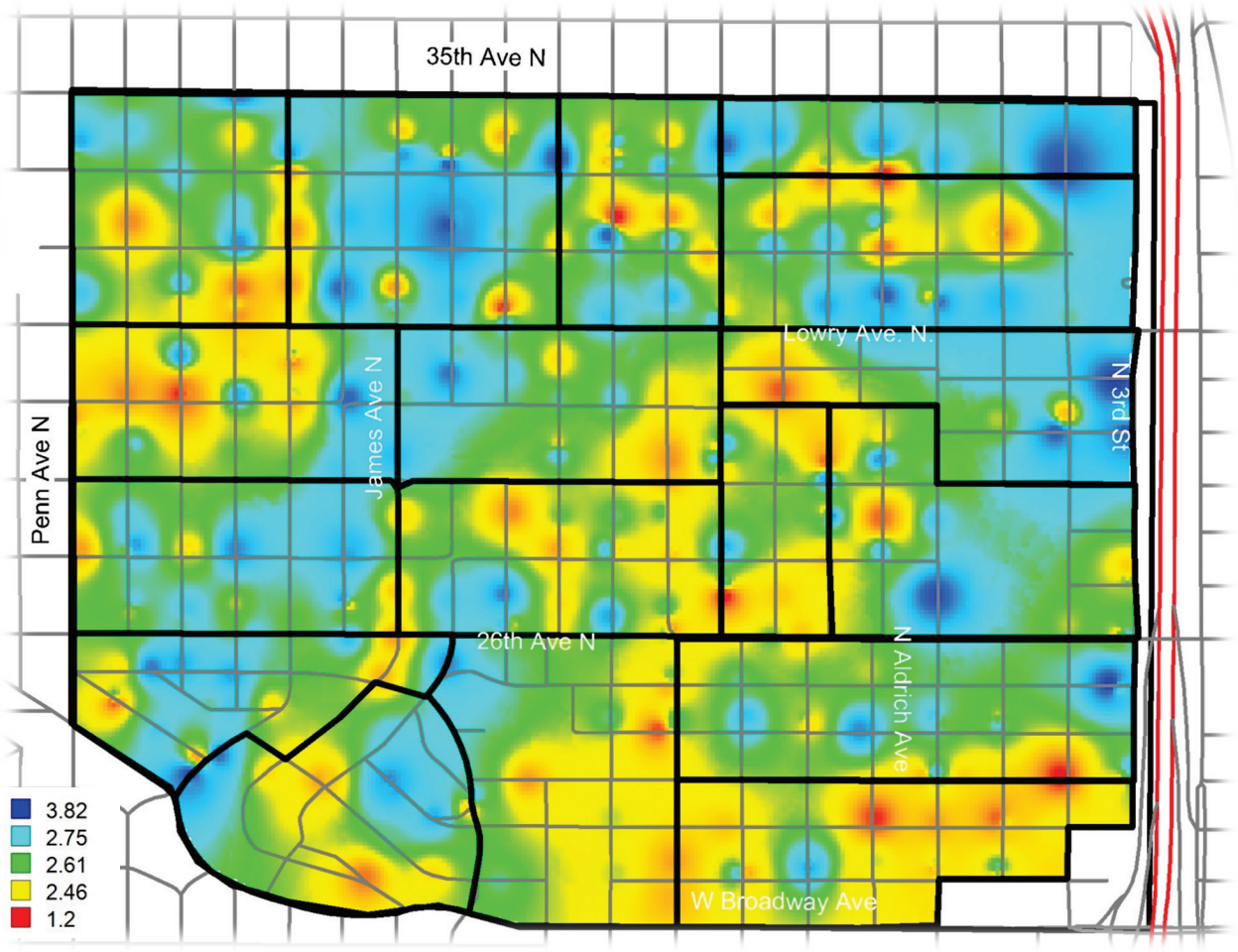
***Note**: The above illustrates mapped responses to the social cohesion subscale on the collective efficacy scale. Response scale = strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Lower scores (i.e., red areas on the map) indicate lower levels of social cohesion.*

A3. Map of respondents' perceptions of informal social control in the Zone



***Note**: The above illustrates mapped responses to the informal social control subscale on the collective efficacy scale. Response scale = strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Lower scores (i.e., red areas on the map) indicate lower levels of informal social control.*

A4. Map of respondents' perceptions of collective efficacy in the Zone



***Note**: The above illustrates mapped responses to the collective efficacy scale. Response scale = strongly agree (4), agree (3), disagree (2), and strongly disagree (1). Lower scores (i.e., red areas on the map) indicate lower levels of collective efficacy.*

Differences in outcomes by groups of respondents

The following summarizes the statistically significant differences that emerged on the outcome variables assessed through the 2013 NAZ community survey, based upon the following factors: enrollment in NAZ; enrollment in a partner school; race; education level; employment status; length of residence; and number of moves.

Enrollment in NAZ

Compared to non-NAZ enrolled families, respondents who were enrolled in NAZ were:

- More likely to have a child (age 6-18) participate in an afterschool activity focused on improving schoolwork in the past 12 months (89% vs. 71%, $p<.01$)
- More likely to have a child (age 6-18) participate in a mentoring program in the past 12 months (46% vs. 21%, $p<.001$)
- More likely to have gone to classes or training activities especially for parents on things like healthy eating or child development in the past 12 months (54% vs. 36%, $p<.05$)
- More likely to have participated in a NAZ event in the past 12 months (54% vs. 3%, $p<.001$)
- Less likely to have a working computer or other device in their household that they could use to access the internet (62% vs. 84%, $p<.001$)
- More likely to have a child (age 0-5) attending a child care center more than 10 hours per week (42% vs. 14%, $p<.001$)
- Less likely to "strongly agree" or "agree" with the statement: "my child receives a high-quality education at school" (76% vs. 90%, $p<.01$)
- Less likely to "strongly agree" or "agree" with the statement: "when I discuss concerns about my child with school staff, I am satisfied with how they respond" (70% vs. 84%, $p<.05$)

Enrollment in a partner school

Compared to families without a child in one of the nine NAZ partner schools, families *with* a child in a partner school were:

- More likely to have heard of NAZ (51% vs. 33%, $p<.01$)

- More likely to be enrolled in NAZ (31% vs. 7%, p<.001)
- More likely to have a child (age 6-18) participate in an afterschool activity focused on improving schoolwork in the past 12 months (83% vs. 69%, p<.01)
- More likely to have participated in a NAZ event in the past 12 months (17% vs. 9%, p<.05)
- Less likely to "strongly agree" or "agree" with the statement: "school staff respect my child" (88% vs. 96%, p<.05)

Race

Differences among families of different racial/ethnic backgrounds (Black/African American; Asian; White; and "Other"[5], comprised of Hispanic/Latino, multiracial, American Indian, and African Native individuals) were examined, and the following differences emerged:

Black/African American families:

- Had a higher overall mean score on the informal social control subscale on the collective efficacy scale compared to "Other" individuals (2.7 vs. 2.5, p<.05)
- Were more likely to have heard of NAZ (45%) compared to Asian respondents (15%) and "Other" respondents (29%) (p<.01)
- Were more likely to be enrolled in NAZ compared to Asian respondents (17% vs. 4%, p<.05)
- Were less likely to "strongly agree" or "agree" with the following statement than Asian and "Other" respondents: "I have to struggle to get my child's school to provide services that my child needs" (Black: 11%, Asian: 28%, Other: 24%; p<.05)

Asian families were:

- More likely to report that getting routine health care for their children, such as healthy child check-ups or immunizations, was a major or minor problem compared to black and white respondents (Asian: 26%, Black: 8%, White: 8%; p<.01)

[5] There were too few individuals in any one of these other racial/ethnic categories to be analyzed separately so they were combined into "Other" for the purposes of analysis.

- More likely to feel that the neighborhood is very supportive of children being successful in school compared to black respondents (29% vs. 16%, p<.05)

- Less likely to have a parent who volunteered at school compared to black and white respondents (Asian: 28%, Black: 50%, White: 53%, p<.05)

White families were:

- More likely to have heard of NAZ compared to Asian respondents (40% vs. 15%, p<.05)

- Less likely to have a child (age 6-18) participate in an afterschool activity focused on improving schoolwork in the past 12 months, compared to black, Asian, and "Other" respondents (White: 27%, Black: 73%, Asian: 61%, Other: 68%; p<.001)

- More likely to read to their child (age 0-5) every day compared to black, Asian, and "Other" respondents (White: 61%, Black: 28%, Asian: 32%, Other: 28%; p<.05)

- Less likely to have their preschooler (age 3-5) receive an Early Childhood Screening compared to black, Asian, and "Other" respondents (White: 18%, Black: 70%, Asian: 75%, Other: 58%; p<.01)

- More likely to have a parent who participated in parent-teacher conferences compared to Asian and "Other" respondents (White: 100%, Asian: 89%, Other: 87%, p<.05)

- Less likely to have a parent who participated in a parent committee like PTA or PTO compared to black and Asian respondents (White: 11%, Black: 33%, Asian: 31%; p<.05)

"Other" families were:

- Less likely to "strongly agree" or "agree" with the following statement compared to black and Asian respondents: "if my child has problems at school, a teacher or school staff member contacts me right away" (Other: 75%, Black: 91%, Asian: 94%, p<.05)

- Less likely to "strongly agree" or "agree" with the following statement compared to black and Asian respondents: "I feel welcome in my child's school" (Other: 89%, Black: 98%, Asian: 100%, p<.05)

- Less likely to "strongly agree" or "agree" with the following statement compared to black, Asian, and white respondents: "school staff understand and respect the values and traditions that are important to my family" (Other: 79%, Black: 92%, Asian: 100%, White: 97%; p<.01)

Education level

Compared to parents who have less than a high school diploma, parents with **at least a high school diploma** were:

- More likely to have heard of NAZ (41% vs. 28%, p<.05)
- More likely to have a child who participated in summer recreational activities in the past 12 months (64% vs. 49%, p<.05)
- More likely to report they could "always get where [they] need to go" when describing their transportation options (74% vs. 59%, p<.01)
- More likely to have a working computer or other device in the household that they could use to access the internet (84% vs. 74%, p<.05)
- More likely to read to their child (age 0-5) every day (35% vs. 20%, p<.05)
- More likely to have a child (age 6-18) who reads to him/herself every day (54% vs. 38%, p<.05)
- More likely to participate in a parent-teacher conference during the past school year (94% vs. 87%, p<.05)
- More likely to volunteer at their child's school during the past school year (51% vs. 32%, p<.01)
- More likely to have made plans around how to pay for their child's (grade 6 or higher) education after high school (55% vs. 30%, p<.05)

Compared to parents who have less than a two-year degree, parents with **at least a two-year Associate's degree or vocational certificate** were:

- More likely to have heard of NAZ (54% vs. 33%, p<.001)
- More likely to have a child who participated in an afterschool activity other than one focused on improving school work during the past 12 months (64% vs. 50%, p<.05)
- More likely to have a child who participated in summer recreational activities in the past 12 months (77% vs. 55%, p<.001)
- More likely to report they could "always get where [they] need to go" when describing their transportation options (79% vs. 67%, p<.05)

- More likely to have a working computer or other device in the household that they could use to access the internet (89% vs. 78%, p<.05)
- More likely to read to their child (age 0-5) every day (47% vs. 26%, p<.01)
- More likely to have had their child (age 3-5) receive an Early Childhood Screening (91% vs. 57%, p<.01)
- More likely to have a child (age 6-18) who reads to him/herself every day (54% vs. 38%, p<.05)
- More likely to participate in their child's student performance, sporting event, or program at school during the past school year (90% vs. 76%, p<.01)
- More likely to participate in a family event such as an open house during the past school year (91% vs. 77%, p<.01)
- More likely to volunteer at their child's school during the past school year (58% vs. 42%, p<.05)

Employment

Compared to respondents who were not employed at the time of the survey, respondents who were employed were:

- More likely to have a child who participated in an afterschool activity other than one focused on improving school work during the past 12 months (59% vs. 48%, p<.05)
- More likely to report that getting routine health care for their children, such as healthy child check-ups or immunizations, was a major or minor problem (14% vs. 7%, p<.05)
- More likely to report they could "always get where [they] need to go" when describing their transportation options (80% vs. 58%, p<.001)
- More likely to have a working computer or other device in the household that they could use to access the internet (85% vs. 76%, p<.05)
- Less likely to "strongly agree" or "agree" with the following statement: "school staff understand and respect the values and traditions that are important to my family" (89% vs. 95%, p<.05)

- More likely to participate in a parent-teacher conference during the past school year (95% vs. 89%, p<.05)

Length of residence

Compared to respondents who had lived at their current address for less than two years, respondents who had lived at their current residence for at least two years:

- Had a higher overall mean score on the social cohesion subscale on the collective efficacy scale (2.6 vs 2.4, p<.01)
- Had a higher overall mean score on the collective efficacy scale (2.6 vs 2.5, p<.05)
- Were more likely to "strongly agree" or "agree" with the following statement: "this neighborhood is a safe place to raise a child" (47% vs. 37%, p<.05)
- More likely to have a child who participated in an afterschool activity other than one focused on improving school work during the past 12 months (60% vs. 47%, p<.05)
- More likely to report they could "always get where [they] need to go" when describing their transportation options (78% vs. 60%, p<.001)
- More likely to participate in a parent-teacher conference during the past school year (96% vs. 90%, p<.05)
- More likely to participate in a family event such as an open house during the past school year (86% vs. 76%, p<.05)
- More likely to have made plans around how to pay for their child's (grade 6 or higher) education after high school (58% vs. 36%, p<.05)

Number of moves

Compared to families who had moved two or more times in the past year, families who had not moved or only moved once in the past year were:

- More likely to have a child who participated in an afterschool activity other than one focused on improving school work during the past 12 months (57% vs. 29%, p<.001)
- More likely to have a child who participated in summer recreational activities in the past 12 months (63% vs. 36%, p<.01)

- More likely to have a child who participated in a mentoring program during the past 12 months (25% vs. 10%, $p<.05$)
- More likely to report they could "always get where [they] need to go" when describing their transportation options (73% vs. 45%, $p<.001$)