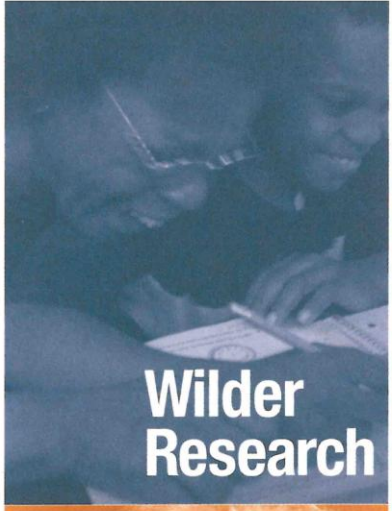

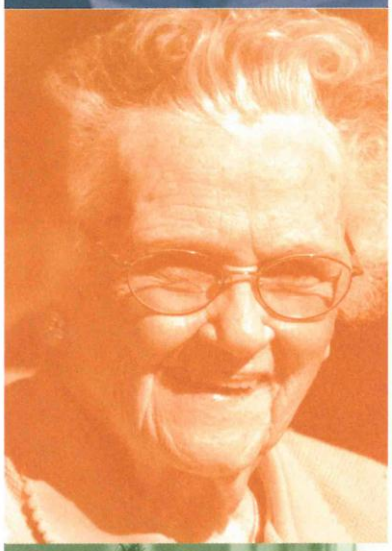

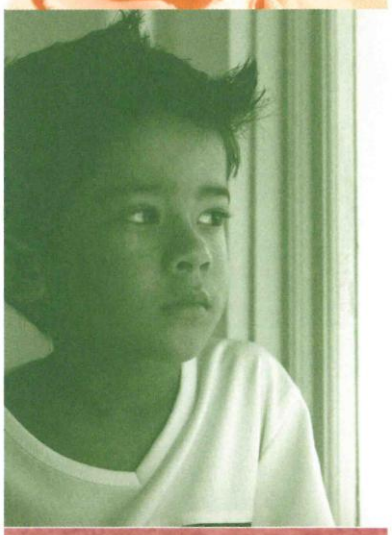

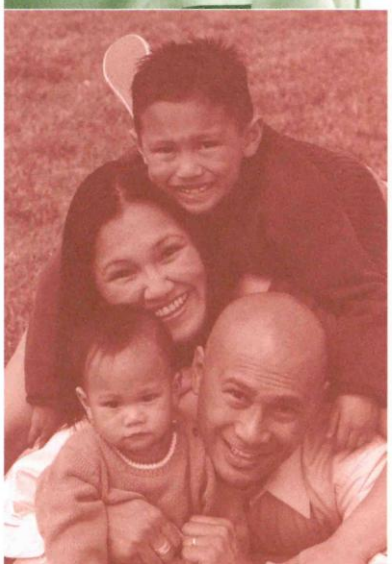

Northside Achievement Zone

Community baseline survey results

MAY 2011

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Community baseline survey results

May 2011

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Summary

The Northside Achievement Zone (NAZ) is a collaboration of community organizations whose mission is to build a culture of achievement in a geographic zone in North Minneapolis to assure all youth graduate from high school college-ready. In 2009, NAZ contracted with Wilder Research to independently evaluate its work. This report summarizes findings from the community baseline survey, which was developed to meet three primary purposes:

1. To gather in-depth data about how the kids 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

3. To provide a baseline against which to measure progress toward key outcomes

The survey was designed and carried out by a unique team of community-based researchers in collaboration with Wilder Research. The team includes the NAZ internal evaluator who is a University researcher, as well as NAZ staff who are current or recent residents in the Zone itself. They provided important help in designing the survey and the methods for interviewing.

Methods

The survey was designed to be done face-to-face through visits to a randomly-selected set of addresses in the Zone. If the household included one or more children (ages 0 to 18) they were asked to participate in the survey, which took approximately 10 minutes to complete, after which respondents were given a $10 gift card in thanks for their time. Information cards were left if no one was at home, informing residents of the survey and inviting them to call the office to do it by telephone. From May through October of 2010, 367 interviews were completed (including approximately 40 by telephone).

Strengths and limitations. One of the clear strengths of this study is the successful completion of an address based, door-to-door survey in an area with some of the highest rates of poverty, school failure, and violent crime in Minnesota. Although we sought to achieve a response rate greater than 60 percent, the actual response rate of 47 percent can be considered successful given the many challenges faced by the study team. Furthermore, initial comparisons to basic demographic characteristics of the Zone tell us that it is reasonable to consider this sample representative of all households with children in this area of Minneapolis. Nonetheless, it is important to be cautious in the interpretation of findings, particularly observations related to school engagement and participation. The fact that the majority of children represented in the survey attend non-neighborhood

schools suggests that parents have selected schools based on what they thought would be in the best interest of their children. Given this fact, it is likely that parents would describe both the schools and their own participation in positive ways. In light of this, it is important to be cautious in interpreting parent reports about school quality, performance, and related activities and to back up the baseline survey results with additional information derived from direct service work with families.

Results

Number and ages of children. In the 367 households surveyed, the survey enumerated 1,043 children ages 0-21. Thirty percent were preschool-age (5 and under), and two-thirds (66%) were school-age (6 through 18). While only 4 percent were ages 19 through 21, the survey made less effort to enumerate this age group and it is likely this is an undercount.

Race of respondents. Most respondents (57%) were African American. The next largest groups were White (13%) and Asian (12%), with others identifying themselves as multiracial, Hispanic or Latino, American Indian, African Native, and other.

Length of residence in the Zone. Half of residents had lived at the same address for two years or longer. One-quarter had been at their current address for less than one year. Of this group, most (71%) had moved only once during the past 12 months, although 13 percent of them (3% of the overall survey group) had moved three to five times in the past 12 months.

Awareness of NAZ. Twenty percent had heard of NAZ. Those who had heard of it associated it with positive aspects of its work. The main ideas that came first to mind when they thought of NAZ were "neighborhood or community," "good or positive program," "kids program, or focus on kids," and "someone that can help."

Neighborhood climate. On questions relating to interpersonal connections and trust in the community, respondents rated the neighborhood almost exactly in the middle between positive and negative ratings. On questions relating to the extent to which neighbors tend to take action to benefit the common good, ratings were slightly higher. Together, these two measures form a construct called "collective efficacy," which other studies have shown to be linked to community safety and health. The overall rating for the Zone is slightly positive, but with considerable room for improvement, and considerable variation in different geographic parts of the Zone.

About half of respondents (53%) report that the neighborhood is "somewhat supportive" of children to be successful in school. The remainder were slightly more likely to say it was "not supportive" (28%) than to say it was "very supportive" (19%).

Safety and use of neighborhood parks. Respondents were split on the frequency with which they go for walks or use nearby parks with their children. Slightly over 40 percent reported that they often did so, while one-quarter reported they never did so. Most of the latter group reported being deterred by crime or violence in the neighborhood. Fewer than half of respondents agreed that their neighborhood was a safe place to raise a child.

Preschool education. Sixteen percent of children ages 0-2 were in some kind of preschool or child care, and 61 percent of children ages 3-5 were in preschool, child care, or a K-12 school. Of parents whose children were not in out-of-home care, 41 percent reported they would prefer to have their child in care if it were possible.

K-12 schools. Among school-age children, about half were attending a Minneapolis Public School, with most of the rest in public charter schools or other public school districts. School information was provided for 607 of the school-age children, showing that these children attended 145 different schools. The five schools enrolling the largest numbers are all in North Minneapolis, in or near the Zone; these five schools account for one-quarter of the children enumerated in the survey. We must extend the number of schools to 17 to account for half of the children in the survey. The eight NAZ partner schools together enroll 23 percent of the children in the households who were surveyed.

Parents' perceptions of the schools. Overall, respondents report very favorable perceptions of their children's schools, including over 90 percent who feel welcome in the school, feel school staff respect their children, feel school staff expect their child to continue their education after high school, understand and respect the family's values and traditions, and feel their child is safe at school. These perceptions are contrary to what is often reported about Minneapolis parents' perceptions. Two possible explanations are that these reflect survey participants' inclinations to give socially desirable responses, or the fact that a high proportion of parents are attending non-neighborhood schools, which they presumably selected based on characteristics that they value.

Parents' involvement in children's education. Parents also report high levels of involvement in their children's education, both through participation in activities and conferences at school and through monitoring of children's school work at home. For example, 88 percent report having attended a parent-teacher conference during the previous school year, 52 percent reported volunteering at school, and 72 percent reported they check that their child has completed his or her school work "all of the time."

Children's engagement in school. Parents rated their children's engagement with school slightly lower than their own, but still quite positively. Two-thirds (69%) reported their child always does their homework, and 59 percent report the child always cares about doing well in school.

Parents' expectations for higher education. One of the most striking findings of the survey is how far they hope and expect their children to continue with higher education. Nearly all (96%) want their child to complete at least some post-secondary education, and 66 percent want them to complete a graduate degree. Asked how far they *expect* their child to go, answers were slightly lower but still high: 88 percent expect their child to attend at least some college, and over half expect their child to complete a four-year or graduate degree.

Other measures of well-being. Three-quarters (74%) of parents report that transportation is not a problem in their daily life, and 87 percent report no problem obtaining health care for their children (although both issues were slightly more likely to be a problem for parents of older children). Four in 10 respondents (43%) reported they had gone to a parenting program or training in the past year on topics such as healthy eating or child development.

Issues to consider

The completion of this in-person survey with a random sample of addresses in North Minneapolis is a remarkable achievement. The results show that parents are willing to talk and, for the most part, feel that their neighbors are willing to help other neighbors. It also points to high aspirations for the education of the children in the Zone, while also providing important information about some of the barriers to achieving those aspirations. This information will help NAZ further target its action plans to help all children graduate from high school college-ready.

Safety is a major concern of parents, and one that tends to inhibit activities that would help them get to know neighbors, such as walking in the neighborhood with their children or visiting local parks. However, most parents feel their children are safe in school, and report very favorable impressions of the schools that their children attend. The survey also shows that children are scattered among a huge number of different schools, only half of which are Minneapolis Public Schools.

Three kinds of action are suggested by the findings of the survey:

Help parents become knowledgeable partners, with high expectations both of themselves and of the schools

Parents' high ratings of the quality of the schools do not match with information from other sources, although we cannot be sure the other sources represent a true cross-section of parents. There are many possible explanations for these ratings, from social desirability to the fact that so many have made the effort to choose and transport their children to schools that they like outside the neighborhood. It will be important for NAZ staff who work with parents to seek opportunities to discuss their perceptions of the schools in

depth, to fully understand how they view the schools and their own role in supporting their children's success as students. If parents can be given reason to feel that neighborhood schools are of high quality, the level of effort illustrated in their current school choice efforts can likely be leveraged into other more direct forms of school involvement to support learning.

Use survey findings to identify groups with higher levels of need or lower levels of access, and plan targeted services

The survey results can be used to shape planning by many of NAZ's action teams. Sub-group differences can help to identify particular clusters of parents and children in the Zone who have certain kinds of unmet needs, or who are less aware of the opportunities that NAZ can help to make available. For example, across a variety of questions, parents who are neither African American nor White appear to be less familiar with NAZ and also less well connected to a variety of services (such as routine health care, or educational supports such as after-school activities or mentoring). The striking geographic differences in parents' perceptions of safety also have implications for targeted planning.

Continue to build collective efficacy

Other studies have shown, and this survey confirms, a link between higher levels of collective efficacy and higher levels of safety. Other links that have been established in the research literature include better outcomes on a wide range of health measures. Collective efficacy can be increased through activities that strengthen social ties between neighbors, and that engage people to take action together to address something they agree is important. This kind of activity is an essential part of how NAZ has defined its work, and the study confirms its importance. While building the pipeline of services from organizations, it will be important not to let up on the parallel efforts to build leadership and participation among Zone residents.

This report presents baseline findings about a time when NAZ community- and school-strengthening efforts were just beginning. Many key concepts, such as "high quality education" or "difficulty getting health care," were not specifically defined in the survey questions, and are quite certainly not understood the same among all the parents who responded to the survey. As NAZ begins to address these and other issues, it is likely that some community expectations will change. When the next community survey is completed (probably in about three years), some measures may decrease due to changed expectations. This should be anticipated, and need not be cause for alarm. Results on measures that are susceptible to such changes can also be compared to others that are more objectively measurable – such as the number of different schools children are attending, or the percent of children attending NAZ partner schools closer to home.

Introduction

Background

In 2008, community organizations in the North Side 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 to be administered to a random sample of households with children in the North Side to provide this baseline information. This report describes the findings from that survey. Other baseline information, collected through other means and reported separately, documented a variety of school and community indicators from existing secondary sources of data, and the characteristics and extent of collaboration among the organizational partners involved in NAZ planning and service delivery.

Purpose of community baseline survey

The baseline community survey was developed to meet three primary purposes:

1. To gather in-depth data about how the kids 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 provide a baseline against which to measure progress toward key outcomes

It is expected that the survey will be repeated approximately every three years.

The research team

The baseline community survey was designed and implemented by a unique team of researchers in collaboration with Wilder Research staff. The team included a NAZ internal evaluator, an Anthropologist from the University of Minnesota specializing in community-based participatory research and who was very familiar with NAZ and its goals. Most importantly, the research team worked closely with NAZ staff who are current or recent residents of the community in which the survey was conducted. This included a small team of NAZ Evaluation Liaisons who provided ongoing input on design, methods, and implementation plans, as well as regular group input from the entire NAZ engagement team who are experts on door-to-door and neighbor-to-neighbor community organizing in the NAZ community.

Survey methods

In the expectation that many households would lack stable land-line telephone service, an in-person, door-to-door survey method was chosen. NAZ leaders decided to use specially trained NAZ outreach staff as the interviewing team for the survey. This increased the outreach team's opportunities to become familiar with the community, and gave greater visibility for NAZ in the community at the same time.

Survey development

After the purposes of the survey were identified with the NAZ research team, Wilder Research staff identified a range of topic areas that might be covered and developed potential questions. At a meeting with the outreach team and internal evaluator, research staff discussed the desirable length of the survey, how it should be introduced and explained to potential respondents, and question wording and sequence. Research staff then prepared a revised (and shortened) version of the survey and sought further feedback from a core set of the outreach team before the survey was finalized.

The final survey took approximately 10 minutes to complete, on average. All respondents were asked a core set of 30 closed-ended questions and one open-ended question, covering overall impressions of the social cohesion, informal social ties, and safety of the neighborhood; parents' awareness of NAZ; families' participation in recreational, mentoring, or parenting programs; extent of walking in the neighborhood or using neighborhood parks; access to health care and transportation; the extent to which the neighborhood supports children to be successful in school; and how important parents felt it was for their children to go to college. It also collected demographic information on length of residence and frequency of moves, number and ages of household members, and race/ethnicity. Households that included at least one preschool child were asked an additional set of 5 questions (up to 13, depending on answers to the core 5) about a randomly-selected focal child's child care, as well as early childhood screening and the frequency with which an adult read to the child. Households that included one or more school-age children were asked an additional set of 28 questions about a randomly-selected focal child's grade level and school engagement, the parent's level of supervision of the child's school work and activities, perceptions about the quality and receptiveness of the child's school, and the parent's expectations about the child's college attendance.

The survey was conducted between May 5 and October 31, 2010. Eleven percent of surveys were completed in the spring of the school year, 66 percent during the summer vacation, and 22 percent in the fall after school had begun again. Respondents during the spring were asked to answer school questions about the school year that was then nearing

its end. Respondents during the summer and fall were asked to answer school questions about the previous school year.

Sampling

A random sample of all residential addresses in the Zone was purchased. The survey began with an initial sample of 1,600 addresses, with the goal of completing 400. When it proved difficult to complete the final few interviews, an additional 178 addresses were released.

At each sampled address, potential respondents were screened to determine whether there was a minor child (age 17 or younger) in the household, and only households with children were included. Interviewers were instructed to ask to speak with an adult in the household who was familiar with the schools that the children in the home attended. Efforts were made to vary the times and days of data collection, including weekdays, week nights, 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. In addition, specially trained staff made telephone calls to sampled households for which telephone numbers were available. When the numbers were valid and answered, they screened and (where applicable) completed interviews by telephone. Between 40 and 45 respondents completed the survey by telephone.

In the fall, the only remaining households in the sample were addresses that had been visited repeatedly with no successful contact. To enable staff to complete the needed number of surveys in the time remaining, sampling procedures were amended to allow interviewers to substitute an address on either side of the original address, if the original one continued to be unresponsive. It is estimated that fewer than 10 completed interviews were obtained using this substitution.

Procedure

In cooperation with the internal NAZ evaluator, Wilder Research organized survey materials, prepared procedures, and trained NAZ outreach staff in 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 assure unbiased data collection

- How to randomly select one preschool child 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 addition to this basic interviewer training, three NAZ staff 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 NAZ Engagement Director oversaw the scheduling of interviewers' time, and how that was balanced with other job responsibilities for the engagement team. The NAZ internal evaluator oversaw the survey procedures and completion rates on a day-to-day basis, reviewed completed face sheets and interviews for completeness and accuracy, and gave feedback to the interviewers as needed.

Interviewing began on May 5, 2010. Forty-two interviews (11% of the total) were completed by the last day of school on June 8. Two-thirds of the interviews were completed during the summer vacation, June 9 through August 29 (242 interviews, or 66% of the total). The remaining 82 (22% of the total) were completed between August 30 and October 31. For questions about the schools, all respondents were asked to answer about the 2009-2010 school year. Despite this consistent frame of reference, it is likely that answers to questions about schools, as well as those about child care arrangements and the use of neighborhood parks, may have been affected by the timing of the surveys (during the end of a school year, the beginning of a school year, or the summer vacation).

Response rate and representativeness

Of the total sample of 1,175 addresses, 1,104 were actually contacted, of which 166 were found to be vacant or non-residential. Of the 938 occupied residences, 367 completed the interview, 75 chose not to participate, and 48 did not refuse but also were not available to complete the survey at the time or times that the interviewers contacted them. At 671 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 these households were eligible, the overall survey response rate was 41 percent. This is a standard, and conservative, way to calculate the response rate. However, 56 percent of the contacted households were found to be ineligible. If we

assume the same percent of uncontacted households were ineligible, the response rate would be 47 percent.

The 47 percent response rate is quite respectable for a survey using the methods employed here (random households, contacted in person by community interviewers). It is considerably higher than the 20 percent that was obtained in another recent survey in a low-income neighborhood in the Twin Cities, also using door-to-door interviews with randomly selected addresses. If interpreted with the cautions mentioned above, results can be considered generally representative of all households with children in the Zone. The margin of sampling error is 4.94. This means we can reasonably assume that the actual responses, if we were able to ask every parent in the Zone, would be within 4.94 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 answers 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 are members of their own community, 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' school and homework participation and their expectations for their children's ultimate level of school completion. 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 and that 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. (Available on the web at http://crab.rutgers.edu/~goertzel/NeighborhoodsCrimeEarls.html)

Results

Household characteristics

A total of 367 North Side residents completed the survey. Information collected on household characteristics includes the number of adults living in the home, the number and ages of children in the home, the respondent's race/ethnicity, and whether others in the household are of the same race/ethnicity (Figure 1).

Respondents were asked how many adults, age 19 or older, currently live in the home, including themselves. Almost all of the respondents reported living in a home with five or fewer adults. The largest proportion of respondents (41%) reported living in a home with two adults. The next largest proportion (28%) reported being the only adult in the home.

Results indicate that there were a total of 1,043 children (ages 0-21) in the 367 households surveyed. The number of school-age children, age 18 or younger, living in the home at the time of the survey ranged from one child to nine children. The largest proportion of respondents (29%) reported living in a home with two children, followed by 24 percent who reported living with one child. A notable minority of the respondents reported having three (19%) or four (14%) children in the home.

Figure 2 shows the number of children broken down by age group. Thirty percent of the children were ages 5 and under, with 14 percent being infants and toddlers (ages 0-2) and 16 percent being of preschool-age (ages 3-5). Two-thirds of the children (66%) were between the ages of 6 and 18. This is further broken down into ages 6-10 (27%), ages 11-13 (15%), and ages 14-18 (25%). A small percentage of the children (4%) were ages 19-21, but this is likely to be an underestimate because data were not as consistently collected on this age group. Maps in the Appendix show the geographic distribution of the children whose households were surveyed, with separate maps for ages 0-5 (Figure A1) and ages 6-18 (Figure A2).

The majority of respondents (57%) identified their primary race or ethnicity as Black or African American. The next largest groups were White (13%) and Asian (12%). The remaining respondents identified as multiracial (7%), Hispanic or Latino (5%), American Indian or Alaska Native (3%), African Native (2%), and other (1%). About four out of five respondents (81%) reported that the people they lived with were of their same race or ethnicity.

1. Household characteristics

	N	Percent
Number of adults age 19 or older currently living in home, including respondent (Total N=366)		
1	103	28%
2	149	41%
3	62	17%
4	31	8%
5	19	5%
6	1	<1%
7	-	-
8	-	-
9	1	<1%
Number of children age 18 and younger currently living in home (Total N=367)		
1	87	24%
2	107	29%
3	71	19%
4	51	14%
5	23	6%
6	12	3%
7	10	3%
8	3	1%
9	3	1%
What race or ethnicity do you primarily identify as? (Total N=365)		
Black or African American	207	57%
African Native	8	2%
American Indian or Alaska Native	12	3%
Asian	44	12%
White	47	13%
Multiracial	24	7%
Hispanic or Latino (of any race)	19	5%
Other	4	1%
Are the other adults and children living in this home of your same race or ethnicity? (Total N=363)		
Yes	294	81%
No	69	19%

2. Children by age group

Age group	Number of children (Total N=1,043)	Percent
Ages 0-5	**313**	**30%**
Ages 0-2 (infants/toddlers)	142	14%
Ages 3-5 (~preschoolers)	171	16%
Ages 6-18	**693**	**66%**
Ages 6-10 (~elementary schoolers)	283	27%
Ages 11-13 (~middle schoolers)	154	15%
Ages 14-18 (~high schoolers)	256	25%
Ages 19-21 (~post-secondary)	**37**	**4%**

The survey did not ask for the race of each child, but did ask respondents if all members of the household were of the same race as the respondent. For those who answered "no," if we assume that the children in those households are multiracial, then we can estimate the racial distribution of the children enumerated in the survey as follows:

- African American 50%
- Multiracial 25%
- Asian 13%
- Hispanic 4%
- White 4%
- American Indian 2%
- African native 1%
- Other < 1%

NAZ awareness

One out of five survey respondents (20%) had heard of NAZ (Figure A5). Survey interviewers attributed the survey itself to helping raise awareness of NAZ, thanks in part to the information cards they left on respondents' doors when there was no answer on the first visit.

Length of residence appears to be associated with NAZ awareness (Figure A6). The percentage of respondents who reported that they had heard of NAZ is significantly larger among residents who had lived at their address for at least 12 months (26%) compared to residents who had lived at their address for less than 12 months (7%).

There were also differences in NAZ awareness by race (Figure A6). The proportion of respondents who had heard of NAZ was highest among Whites (36%), followed by African Americans (20%). Only 9 percent of Asians, and 13 percent of all other races combined, had heard of NAZ.

Respondents who had heard of NAZ were asked what words or ideas come first to mind when they hear someone mention NAZ. Their responses were categorized into themes, as shown in Figure 3. The most common theme, reported by about one-quarter of the respondents, is "neighborhood/community." Other common themes include "good program/positive" (18%), "kids program/focus on kids and kids activities" (17%), and "someone that can help" (17%).

Respondents were also asked whether they had participated in a NAZ event in the last 12 months, and almost 1 in 10 respondents (9%) reported that they had. Out of those who had not participated, 82 percent indicated that they would want to (Figure A8).

3. When you hear someone mention "NAZ," what words or ideas come first to your mind? (Open-ended responses, grouped according to theme)

Response	N (Total N=66)	Percent
Neighborhood/community	17	26%
Good program/positive	12	18%
Kids program/focus on kids and kids activities	11	17%
Someone that can help	11	17%
Nothing/don't know	9	14%
Education program	5	8%
Opportunity	4	6%
Resources/money	3	5%
Harlem Achievement Zone	2	3%
Looking out for each other/support each other	2	3%
North Side	2	3%
Peace/non-violence	2	3%

Note. *Respondents could mention more than one thing. Unique responses (reported by 1 person) are not reported here.*

Neighborhood climate

Respondents were asked how much they agree or disagree with statements about their neighborhood. The first five statements measure social cohesion, or the extent to which individuals in a community feel connected to each other. The next five statements measure informal social control, or the extent to which neighbors are inclined to take action together to promote the well-being of the overall community. Combined, the responses to these 10 statements measure the construct of collective efficacy, which is defined as "social cohesion among neighbors combined with their willingness to intervene on behalf of the common good."

Figure 4 shows the combined percentage of those that agreed and strongly agreed with each of the statements. It also shows the percentage of respondents in each category: strongly agreed, agreed, disagreed, and strongly disagreed. In addition, numbers were attached to each of the response categories so that the mean could be calculated for each statement. The mean could range from a minimum of 1, indicating strong disagreement among all, to a maximum of 4, indicating strong agreement among all. Likewise, the composite means for social cohesion, informal social control, and collective efficacy could range from a minimum of 1, indicating totally negative feelings, to a maximum of 4, indicating totally positive feelings.

Perceptions of social cohesion

Responses to statements about social cohesion in the neighborhood were fairly mixed. Almost two out of three respondents (65%) agreed or strongly agreed that "people around here are willing to help their neighbors." In addition, the majority (65%) disagreed or strongly disagreed with the negatively worded statement that "people in this neighborhood generally do *not* get along with each other." Other findings were less positive. For example, the majority (58%) agreed or strongly agreed with the negatively worded statement that "people in this neighborhood do *not* share the same values." In addition, only about half of the respondents (53%) agreed or strongly agreed that "this is a close-knit neighborhood," and less than half of the respondents (43%) agreed or strongly agreed that "people in this neighborhood can be trusted." The overall mean of 2.52 for the social cohesion subscale indicates that, when the five statements are taken together, the responses are fairly evenly split between those who felt positively and those who felt negatively about social cohesion in the neighborhood.

An analysis comparing these perceptions by race revealed one significant difference: a smaller proportion of African Americans reported agreeing or strongly agreeing that "people around here are willing to help their neighbors" compared to respondents of all other races combined (58% vs. 73%) (Figure A10).

Perceptions of informal social control

The majority of respondents tended to have slightly more favorable perceptions about informal social control in the neighborhood, as indicated by the subscale mean of 2.71. The statement with which the largest percentage of respondents agreed or strongly agreed (73%) was the statement that "there are adults in this neighborhood that children can look up to." The majority also agreed or strongly agreed with the following positive statements: "parents in this neighborhood know their children's friends" (67%), "adults in this neighborhood know who the local children are" (66%), "parents in this neighborhood generally know each other" (64%), and "you can count on adults in this neighborhood to watch out that children are safe and do not get into trouble" (60%).

An analysis comparing these perceptions by race revealed significant differences in the proportion of respondents agreeing or strongly agreeing that "parents in this neighborhood generally know each other" (Figure A10). The proportion of Asians agreeing or strongly agreeing with this statement (37%) was significantly smaller compared to African Americans (70%) and other races combined (American Indian, Hispanic, Multiracial, and Other) (67%). In addition, results show that 60 percent of Whites agreed with this statement. Results also show that African Americans had a significantly higher overall mean for the five informal social control statements taken together (2.76) than did the other races combined (2.65), and this difference appears to be due primarily to the Asian group having a lower mean (2.49) (Figure A10).

Perceptions of collective efficacy

The overall mean for all ten statements taken together is 2.61. Since this value is above the midpoint of 2.50, the results suggest that respondents' perceptions of neighborhood collective efficacy tended to be more positive than negative. Nevertheless, there is room for improvement since the highest possible value, indicating totally positive feelings, is 4.00.

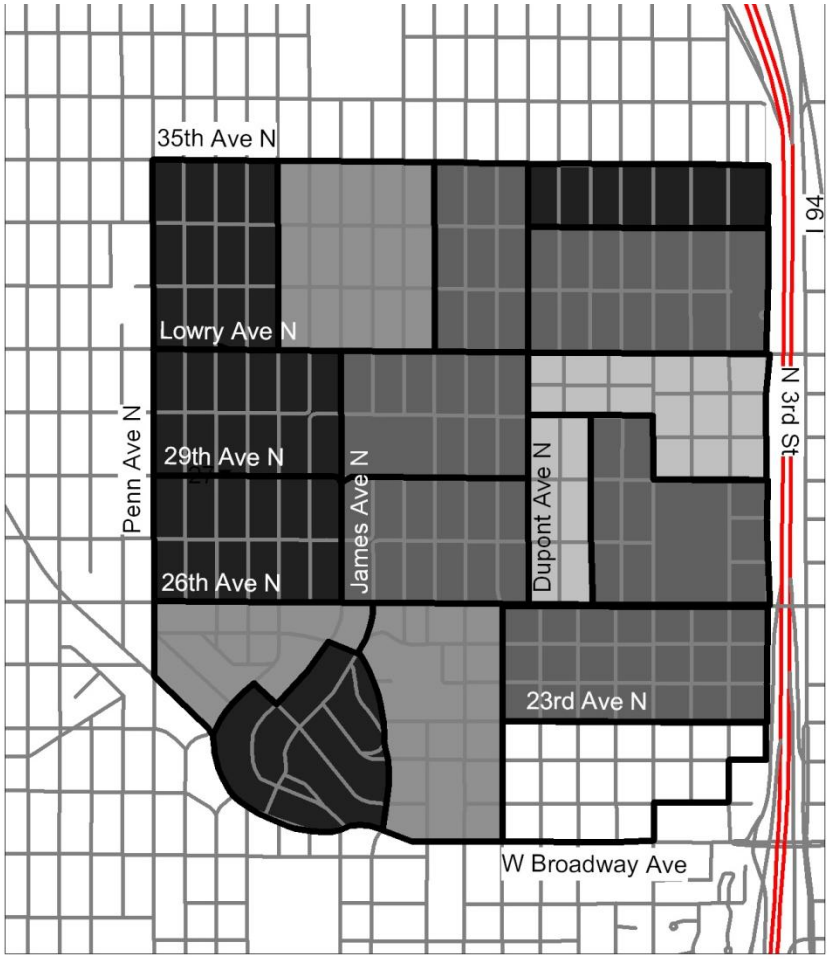
4. Perceptions of neighborhood collective efficacy

	N	Strongly agree + Agree	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)	Mean
Social cohesion subscale items							
People around here are willing to help their neighbors.	342	65%	10%	54%	30%	6%	2.69
This is a close-knit neighborhood.	335	53%	7%	46%	40%	7%	2.53
People in this neighborhood can be trusted.	328	43%	7%	37%	45%	12%	2.38
People in this neighborhood generally do not get along with each other.	332	35%	5%	30%	59%	6%	2.34
People in this neighborhood do not share the same values.	318	58%	9%	48%	39%	4%	2.63
Total social cohesion subscale	***326***	-	-	-	-	-	***2.52***
Informal social control subscale items							
Parents in this neighborhood know their children's friends.	336	67%	9%	59%	29%	4%	2.72
Adults in this neighborhood know who the local children are.	354	66%	10%	56%	32%	3%	2.72
There are adults in this neighborhood that children can look up to.	341	73%	9%	64%	22%	5%	2.77
Parents in this neighborhood generally know each other.	349	64%	8%	56%	32%	4%	2.68
You can count on adults in this neighborhood to watch out that children are safe and do not get into trouble.	346	60%	9%	51%	33%	7%	2.63
Total informal social control subscale	***337***	-	-	-	-	-	***2.71***
Total collective efficacy scale	***309***	-	-	-	-	-	***2.61***

In addition to examining the overall results, we also mapped the results to see if there were differences in respondents' perceptions of social cohesion and informal social control depending on where they lived within the Northside Achievement Zone (Figures 5-6). This was done by dividing the zone into 17 smaller areas, similar to census block groups. Then we determined the average social cohesion and average informal social control within each of the areas. Note again that the average can hypothetically range from a minimum of 1, indicating totally negative feelings, to a maximum of 4, indicating totally positive feelings. In the maps, the shading becomes darker as the mean increases; hence, darker shading reflects more positive feelings on average.

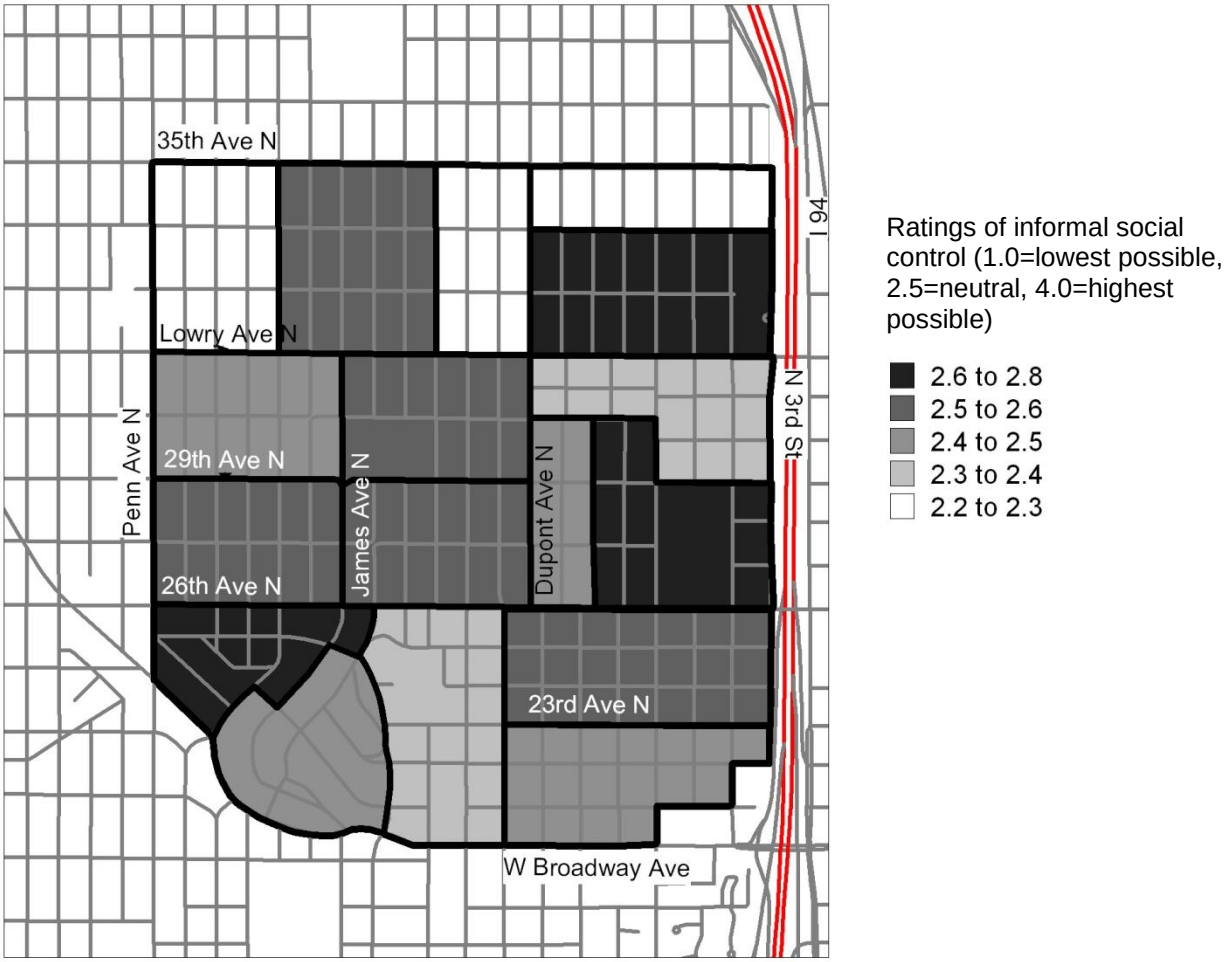
Results show that the average for social cohesion ranges from a low of 1.6 to a high of 2.5, depending on where respondents lived within the zone. Respondents who lived in the southeast corner of the zone had the least positive feelings about social cohesion on average. In contrast, respondents who lived along the western edge of the zone had the most positive feelings about social cohesion on average, as did respondents living in the northeast corner of the zone.

5. Map of respondents' perceptions of social cohesion



Interestingly, the geographic pattern was different for perceptions of informal social control. Three out of the four areas along the northern border of the zone had the least positive feelings about informal social control on average. The areas with the most positive feelings about informal social control on average were scattered, with one of the areas located in the southwestern corner, another area in the northeastern corner, and yet another area along the eastern border. Residents living in a cluster of areas – bordered by Penn Ave. N. on the west, Lowry Ave. N. on the north, Dupont Ave. N. on the east, and 26th Ave. N. on the south – had generally positive feelings about informal social control on average.

6. Map of respondents' perceptions of informal social control



When asked how often they walked with their children for exercise or fun in the neighborhood last month, 43 percent of respondents reported that they did often. Similarly, 42 percent reported that they went to nearby parks with their children often in the last month. On the other hand, 23 percent reported that they never took walks with their children, and 25 percent reported that they never went to nearby parks with their children in the last month (Figure 7). Generally speaking, households with preschool-age children (age 0-5) were more likely to report walking and going to nearby parks with their children than households with older children only (ages 14 and older) (Figure A14). In addition, Black or African American respondents were more likely to report walking with their children often compared to the other races combined; this difference appears to be due primarily to the low percentage of Asians (25%) reporting that they took walks with their kids often (Figure A14).

7. Frequency of taking walks and going to parks

Last month, how often did you…	N	Often	Sometimes	Never
Walk with your kids for exercise or fun in this neighborhood?	364	43%	35%	23%
Go to nearby parks with your kids?	346	42%	33%	25%

Respondents who reported going to nearby parks with their kids in the last month were asked to which parks they went (Figure 8). The most common park, mentioned by about one-quarter of the respondents (24%), was Farview. The next most common was Folwell (20%), followed by Jordan (20%), North Commons (11%), and Webber (10%).

8. Top ten most common parks visited

Park	N (Total N=250)	Percent
Farview	59	24%
Folwell	50	20%
Jordan	49	20%
North Commons	27	11%
Webber	24	10%
North Mississippi Regional Park	13	5%
Cottage Park	12	5%
City View (school)	10	4%
Theodore Wirth	10	4%
Farwell	8	3%

Note. *Respondents could mention more than one park.*

Respondents who reported never taking walks or never going to parks with their children were asked about possible barriers. The most commonly reported barrier to both taking walks and going to parks with their children was concerns about safety (i.e., "crime, violence, or gang activities in this neighborhood" or "safety problems such as crime and suspicious activities"), reported by 69 percent of respondents (Figure 9). Between one-quarter and one-third of the respondents reported other barriers to taking walks with their children, including the unattractive appearance of the neighborhood (33%), lack of time (28%), traffic problems (28%), and lack of interest (24%). In addition, other barriers to going to parks with their children include facility problems (28%), lack of interest (27%), lack of nearby parks (21%), and lack of time (18%).

The results suggest that lack of time might be associated with residential instability (Figure A17). The percentage of respondents who reported having difficulty finding time to go to nearby parks with their children is significantly higher among residents who lived at their address for less than 12 months (32%) compared to residents who lived at their address for one year or longer (12%). On the other hand, the percentage indicating that lack of time prevents them from walking with their children for exercise or for fun did not significantly differ by length of residence. This could indicate that visiting parks may be seen as a discretionary use of time, whereas respondents may view walking in the neighborhood as a way of taking care of non-discretionary tasks such as shopping or getting to the bus stop.

9. Barriers to taking walks and going to parks

	N[a]	Yes	No
Have any of the following reasons prevented you from walking with your kids in this neighborhood?			
Crime, violence, or gang activities in this neighborhood	78	69%	31%
Unattractive appearance of this neighborhood such as lack of grass, it's dirty, or there's a litter problem	76	33%	67%
It has been difficult to find time	76	28%	72%
Traffic problems or the streets are not designed for a family walk	74	28%	72%
Not interested	76	24%	76%
Have any of the following reasons prevented you from going to nearby parks with your kids?	**N[b]**	**Yes**	**No**
Safety problems such as crime and suspicious activities	78	69%	31%
Facility problems such as no playground or poorly maintained equipment	78	28%	72%
Not interested	79	27%	73%
There are no parks nearby	78	21%	79%
It has been difficult to find time	77	18%	82%

[a] *Asked of people who responded that they never walked with their kids for exercise or fun in this neighborhood last month.*

[b] *Asked of people who responded that they never went to nearby parks with their kids last month.*

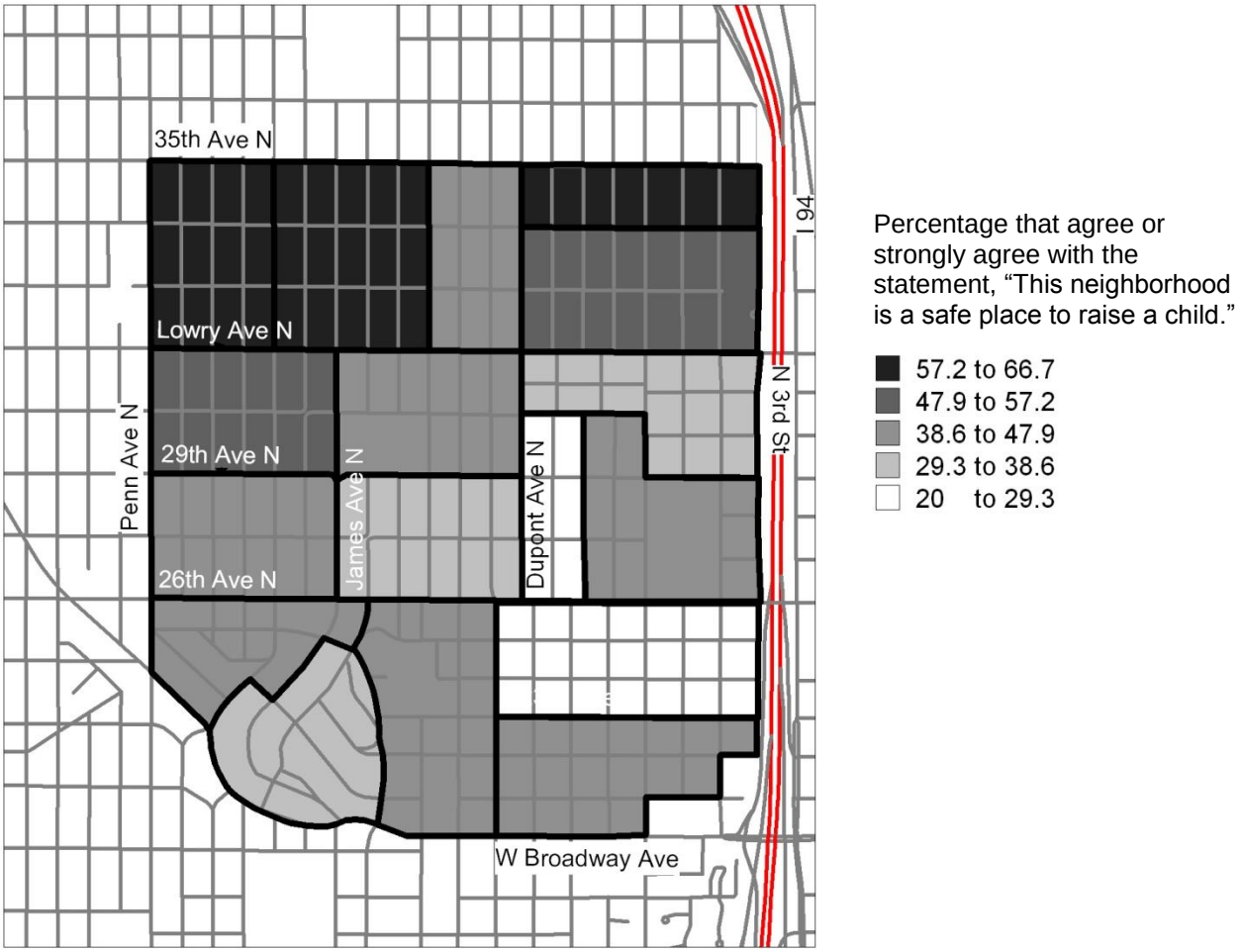
Consistent with the finding that safety concerns were the number one barrier preventing parents from taking walks or going to parks with their children, other survey results show that more than half of the respondents (55%) disagreed or strongly disagreed with the statement that this neighborhood is a safe place to raise a child (Figure 10).

10. Perception of neighborhood safety

This neighborhood is a safe place to raise a child	N (Total N=347)	Percent
Strongly agreed	13	4%
Agreed	142	41%
Disagreed	144	41%
Strongly disagreed	48	14%

We also mapped this result to see if perceptions of neighborhood safety differed depending on where respondents lived within the zone (Figure 11). In the map, the shading becomes darker as the percentage agreeing or strongly agreeing that the neighborhood is a safe place to raise a child grows. Perception of neighborhood safety was strongest in three of the four areas along the northern border of the zone, shown as the darkest shaded areas on the map. In these areas, the majority of respondents (57-67%) agreed or strongly agreed that the neighborhood is a safe place to raise a child. In contrast, the two areas in the southeast quadrant with no shading on the map had the weakest perception of neighborhood safety, with only 20-29 percent of respondents agreeing or strongly agreeing that the neighborhood is a safe place to raise a child.

11. Map of respondents' perceptions of neighborhood safety



At the level of these sub-zones, there is no visually apparent match between average levels of perceived safety and the averages shown earlier for social cohesion or informal social control. However, when we examine results at the individual household level, higher scores for collective efficacy (the combination of social cohesion and informal social control) are significantly correlated with higher levels of perceived safety.

The survey also asked respondents for their perception of how well the neighborhood supports children's success in school. The largest proportion of respondents (53%) reported feeling that the neighborhood is "somewhat supportive" of children to be successful in school. The next largest proportion (28%) reported feeling the neighborhood is "not supportive." The smallest proportion (19%) felt that the neighborhood is "very supportive" (Figure 12).

12. Neighborhood support of school success

Thinking about how this neighborhood influences kids, how well do you think this neighborhood supports children to be successful in school?	N (Total N=330)	Percent
Very supportive	63	19%
Somewhat supportive	176	53%
Not supportive	91	28%

Higher perceptions of neighborhood support for school success were significantly correlated with higher collective efficacy scores ($p<.01$). That is, parents who reported higher levels of social cohesion and informal social control in their neighborhoods were also more likely to report that their neighborhood supports children to be successful in school.

Education and development

Early childhood education

Respondents who reported having preschool-age children (ages 0-5) in their household were asked to provide the name of the preschool or child care each child was attending at the time of the survey. As shown in Figure 13, the results indicate that at least 16 percent of children age 0-2 (n=13) attended some kind of preschool or child care (not including an additional 4 percent who attended a named program or facility that the research staff were unable to identify. Over half of children age 3-5 (53%, n=71) attended some type of child care, preschool, or K-12 school (presumably with a pre-K or "High 5" program), and an additional 8 percent attended a named program that could not be categorized. Combining the two age groups, and including the children in programs that could not be

categorized, results in a total of 98 children age 0-5 who were in some type of child care, preschool, or school.

The locations were very scattered. These 98 children attended a total of 52 *different* schools or child care centers.

13. Number of schools and number of children age 0-2 and age 3-5 by type of school

	SCHOOLS		CHILDREN AGE 0-2		CHILDREN AGE 3-5	
Type of school	Number of schools (Total N=52)	Percent of total schools	Number of children age 0-2 (Total N=83)	Percent of total children age 0-2	Number of children age 3-5 (Total N=133)	Percent of total children age 3-5
Preschool/child care	18	35%	13	16%	28	21%
K-12 school	23	44%	-	-	43	32%
Unable to categorize	11	21%	3	4%	11	8%
Don't know	n/a	n/a	2	2%	6	5%
Not in school	n/a	n/a	65	78%	45	34%

In order to learn more about child care arrangements, the survey asked respondents with young children to respond to a set of questions about a randomly-selected focal child age 5 and under and not in kindergarten (Figures A22 - A23). One-third (35%) of respondents reported that there was someone outside of the home who helps take care of the child.

Of those with out-of-home child care, 77 percent reported that their child spent time in the care of family or friends outside the home, and 28 percent reported their child spent time in a day care or preschool program, in the past two weeks. The majority of the respondents with out-of-home child care (69%) reported that their current child care arrangement was the kind of care they wanted most for their child, although this differed by race (Figure A23). Only about half (51%) of the African American respondents indicated that their current care was the kind they wanted most for their child, compared with 87 percent of all the other races combined. Among the respondents who did not have out-of-home child care, 59 percent reported that they preferred to have the child cared for entirely at home, and 41 percent reported that they would prefer to have the child in some kind of child care if possible.

When asked how often an adult in the home reads or looks at books with the child (age 0-5), the largest proportion said "once a day" (36%), followed by "a few times a week" (24%), "more than once a day" (22%), "once a week" (12%), and "less than every week" (6%) (Figure 14). The percentage of respondents who reported that an adult in the home reads or looks at books with the child *once a day or more* was significantly larger among

residents who lived at their address for 12 or more months (66%) compared to residents who lived at their address for less than 12 months (38%) (Figure A25). This finding suggests that residential stability is associated with greater frequency of reading with children. There were also significant differences in the frequency of reading by race. Nearly three-quarters (74%) of White respondents reported that an adult reads in the home with the child *once a day or more* compared with only one-third (33%) of Asian respondents. The comparable percentages were 58 percent for African Americans and 65 percent for all other races combined.

Results indicate that the length of time spent reading (on days when an adult reads to the child) ranges from a minimum of three to a maximum of 180 minutes, with an average of 26 minutes (Figure 14). In addition, results show that the length of time spent reading to young children (age 0-5) differs significantly depending on the ages of the children in the household. Households that had at least one child in each of the three age groups (age 0-5, age 6-13, and age 14 and older) reported reading for an average of 33 minutes on days when someone reads to the selected young child. In contrast, households in which all the children were age 0-5 reported reading to the selected young child for an average of 23 minutes. In other words, the length of time spent reading to young children (age 0-5) is significantly longer in households that also have older children than in households that have only young children (Figure A25).

14. Reading to child (age 0-5)

	N (Total N=193)	Percent
In general, how often does an adult in this home read or look at books with this child?		
Less than every week	11	6%
Once a week	24	12%
A few times a week	47	24%
Once a day	69	36%
More than once a day	42	22%
On days when someone reads to this child, how many minutes do they typically read to him/her? (Total N=187)	**Minutes**	
Minimum	3	
Maximum	180	
Mean	26	
Median	20	

Note. *This question was asked of respondents in households with at least one child age 5 and under not in kindergarten.*

If the randomly selected focal child was age 3-5, the respondent was asked whether the child had had an Early Childhood screening, and about two-thirds (66%) responded affirmatively (Figure A26).

Schools attended by school-age children

The survey asked respondents to provide the age of each child in the household, as well as the name of the school each child was attending at the time of the survey. Figure 15 shows the results for school-age children (ages 6-18). Respondents reported that almost all of the school-age children in their households (at least 96%) were attending school at the time of the survey, or had attended during the previous year, if the survey was conducted during the summer or early fall. About half of the school-age children (52%) attended a Minneapolis Public School, including contract alternatives. Nearly one in five of the school-age children (18%) attended a public charter school, and 13 percent attended public schools outside of Minneapolis. Small percentages attended private or parochial schools (2%) and post-secondary institutions (2%). Nine percent of the schools attended by school-age children are listed as "unable to categorize" because we could not determine what type of school they were (the name was not recognized or not detailed enough to identify the school). For a small percentage of the school-age children (3%), the respondent did not know the name of the child's school. Overall, the 607 school-age children for whom school information was provided were spread out across a total of 145 *different* schools.

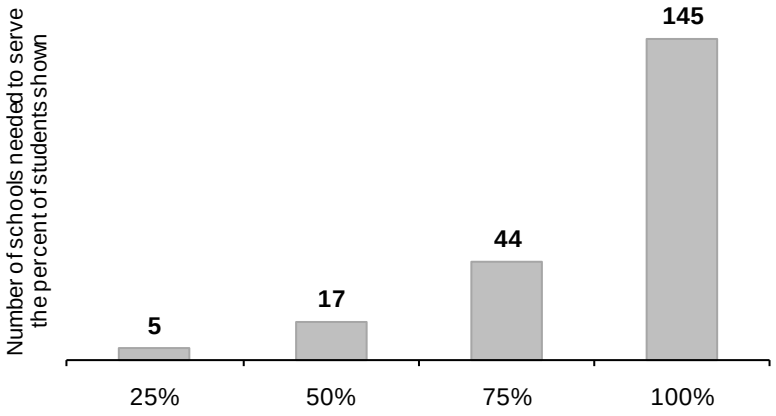
15. Number of schools and number of children age 6-18 by type of school

	SCHOOLS		CHILDREN AGE 6-18	
Type of school	Number of schools (Total N=145)	Percent of total schools	Number of children age 6-18 (Total N=631)	Percent of total children age 6-18
Minneapolis Public Schools (including contract alternatives)	35	24%	331	52%
Public charter schools	24	17%	114	18%
Non-Minneapolis public schools	34	23%	79	13%
Private/parochial	8	6%	14	2%
Post-secondary	7	5%	12	2%
Unable to categorize	37	26%	57	9%
Don't know	n/a	n/a	18	3%
Not in school	n/a	n/a	6	1%

Given the large number of different schools attended by school-age children in the zone, it makes sense to ask how many schools NAZ would need to work with in order to reach a certain percentage of the school-age children in the zone. As shown in Figure 16, one-quarter of the school-age children could be reached by working with the five K-12 schools that have the largest enrollment of students in the zone. These schools are Nellie Stone Johnson (n=55 children), Henry (n=38 children), Lucy Laney (n=33 children), City View (n=23 children), and Edison (n=22 children) (Figure A29). The Appendix includes maps of where these schools and their enrollees are located (Figures A30 - A35).

In order to reach more of the school-age children, NAZ would need to work with many more schools. The results indicate that it would take 17 schools to reach half, 44 schools to reach three-quarters, and 145 schools to reach 100 percent of the school-age children in the zone. (For this computation, we presume that the schools we were unable to categorize were all K-12 schools, although it is possible that some were post-secondary schools.)

16. Number of schools NAZ would need to work with to serve students who live in the Zone, by percentage of students who would be reached



* *Counts uncategorized schools as K-12 schools.*

So far, NAZ has established partnerships with eight schools. Figure 17 shows the number of children in the surveyed households who attend each of the schools. In total, 148 of the children were reported to attend the eight partner schools, equaling 23 percent of all the school-age students enumerated in the survey.

17. Partner schools

School	Number of children	Percent
Nellie Stone Johnson	55	9%
Henry High School	38	6%
Hall International	15	2%
WISE Charter School	13	2%
Sojourner Truth Academy	11	2%
Plymouth Youth Center	9	1%
Harvest Preparatory	5	1%
Ascension Catholic School	2	<1%
Total number of children attending partner schools	148	23%
Total number of children age 6-18 with data on school	631	100%

Perceptions of school quality

Overall, respondents tended to report favorable perceptions about their child's school (Figure 18). Almost all the respondents agreed or strongly agreed that they felt welcome in their child's school (97%), school staff respect their child (96%), school staff believe their child will continue his/her education after high school (93%), school staff understand and respect the values and traditions important to their family (92%), and their child is safe at school (92%). In addition, most of the respondents agreed or strongly agreed that their child receives a high-quality education at school (87%), they are satisfied with how school staff respond when they discuss concerns about their child (86%), a teacher or school staff member contacts them right away if their child has problems at school (86%), and their child is safe on the way to and from school (86%). On the other hand, a small but notable minority (21%) reported having to struggle to get their child's school to provide services that their child needs.

An analysis comparing these perceptions by race revealed one significant finding: African American respondents were more likely than all the other races combined to report feeling welcome in their child's school (99% vs. 94%) (Figure A38).

These findings are contrary to what is often reported about parents' perceptions of the Minneapolis Public Schools. It is possible that these responses reflect a wish to give socially acceptable answers to survey questions. It is also possible that parents who are most dissatisfied may be the most vocal, and, when all parents are asked randomly, the overall perceptions are more favorable, as reflected here. Alternatively, if parents' own experiences with schools when they were children were very negative, they may feel that the school quality for their children is very good by contrast. Also, it should be remembered that the majority of children are attending non-neighborhood schools, which their parents presumably selected for them based on characteristics that they value.

We do not know what "a high-quality education" means for each of the parents in the survey. It may have different meanings for different parents, being based on safety for some, good friendships for another, and tough homework for yet another. Other possibilities include that parents feel the schools are fine, but they are inclined to feel that their children must be at fault if they are not doing well. Further information, collected in more depth rather than through the format of a brief survey, will be needed to explain the meaning of these responses.

18. Perceptions about the child's school

	N	Strongly agree + Agree	Strongly agree	Agree	Disagree	Strongly disagree
My child receives a high-quality education at school.	283	87%	36%	51%	9%	4%
When I discuss concerns about my child with school staff, I am satisfied with how they respond.	277	86%	31%	55%	11%	2%
If my child has problems at school, a teacher or school staff member contacts me right away.	281	86%	45%	41%	11%	2%
School staff believe that my child will continue his/her education after high school.	271	93%	41%	52%	5%	1%
I feel welcome in my child's school.	281	97%	45%	52%	3%	<1%
School staff understand and respect the values and traditions that are important to my family.	279	92%	40%	52%	7%	1%
School staff respect my child.	282	96%	43%	53%	3%	1%
My child is safe at school.	282	92%	40%	52%	6%	1%
My child is safe on the way to and from school.	284	86%	34%	52%	10%	4%
I have to struggle to get my child's school to provide services that my child needs.	281	21%	7%	14%	58%	21%

Note. *These questions were asked of respondents in households with at least one child between age 6 and 18.*

Involvement and engagement in the child's education

Overall, the survey results suggest that the respondents were highly involved in their child's education, although there is still room for improvement (Figure 19). A large majority of the respondents reported participating in activities and events at the child's school during the past school year, including a parent-teacher conference (88%), a family event such as an open house (81%), and a student performance or program (80%). In addition, about half of the respondents (52%) reported volunteering at school, in the classroom, or during a field trip, and 42 percent reported participating on a parent committee. This latter finding differed significantly by race, with parent committee participation reported by 48 percent of African Americans, 41 percent of Asians, 29 percent of Whites, and 29 percent of all other races combined (Figure A40).

The survey also asked respondents how many times they had gone to a meeting or participated in an activity at their child's school since the beginning of the school year. Responses ranged from no times to a (perhaps exaggerated) maximum of 75 times, with a median of six times. Results also show that the number of times on average that the respondent visited the child's school differed significantly by the ages of the children in the household (Figure A41). Households in which all the children were age 6-13 reported the highest number of visits on average (about 15). In contrast, households with younger children (ages 0-5) or older children (ages 14 and older), or with children in more than one age group, reported visiting the child's school between 8 to 10 times during the past school year on average. Number of visits also differed significantly by race, with Asians reporting fewer visits on average (about 5) compared with Whites, African Americans, and other races (10-11 visits) (Figure A41).

19. Parent involvement in child's schooling

	N	Yes	No
Have you (or the child's parent) participated in any of the following activities or events at this child's school this past school year?			
A parent-teacher conference	286	88%	12%
A student performance or program	286	80%	20%
A family event such as open house	285	81%	19%
A parent committee such as PTA/PTO, advisory board, or site council	283	42%	58%
Volunteer at school, in the classroom, or during a field trip	281	52%	48%
Something else	251	14%	86%

Since the beginning of the school year, how many times have you (or the child's parent) gone to a meeting or participated in an activity at your child's school? (Total N=270)	**Number of times**
Minimum	0
Maximum	75
Mean	10
Median	6

Note. *These questions were asked of respondents in households with at least one child between age 6 and 18.*

Overall, most of the respondents reported being highly involved in their child's education (Figure 20). When asked how often they check that the child has completed his/her homework, the majority (72%) said "all the time," and an additional 11 percent said "most of the time." Even larger proportions reported doing the following things "all the time:" enforcing curfew for the child on school nights (92%), knowing where the child is when he/she is not at home or school (88%), and discussing the child's report card with him/her (86%).

An analysis of these results by race revealed several significant findings (Figure A43). African Americans were more likely than all other racial groups combined to report checking that their child has completed his/her homework all or most of the time (88% vs. 73%). The proportion reporting that they know where their child is when he/she is not at home or school all or most of the time was highest among Whites (100%), followed by Asians (97%), African Americans (94%), and all other races combined (86%). Whites also had the highest proportion of respondents (100%) reporting that they enforce curfews for their child on school nights all or most of the time, followed closely by African Americans (98%) and other races combined (American Indian, Hispanic, Multiracial, and Other) (94%), while the proportion of Asians was notably smaller (82%).

When asked about the child's engagement, responses were more mixed, but still tended to be favorable (Figure 20). The majority reported that their child always does homework (69%) and always cares about doing well in school (59%). In addition, only a small proportion of respondents reported frequent problems with their child working on schoolwork only when forced to (15%) and doing just enough homework to get by (16%). In fact, about half of the respondents (50-53%) reported that their child never exhibits those behaviors.

An analysis of these results by race revealed a significant difference in the proportion of respondents reporting that their child cares about doing well in school all or most of the time (Figure A43). This proportion was highest among Asian respondents (91%), followed by Whites (90%), African Americans (80%), and all other races combined (70%).

20. Engagement in education

	N	All + Most of the time	All the time	Most of the time	Some of the time	None of the time
How much of the time would you say this child…						
Cares about doing well in school	287	81%	59%	22%	15%	5%
Only works on schoolwork when forced to	284	29%	15%	14%	18%	53%
Does just enough schoolwork to get by	282	31%	16%	15%	19%	50%
Always does homework	285	82%	69%	13%	13%	5%
How often do you (or the child's parent)…						
Check that this child has completed his/her homework	285	83%	72%	11%	11%	7%
Discuss this child's report card with him/her	284	93%	86%	7%	5%	2%
Know where this child is when he/she is not at home or school	286	94%	88%	6%	5%	1%
Enforce curfew for this child on school nights	283	96%	92%	4%	2%	2%

Note. *These questions were asked of respondents in households with at least one child between age 6 and 18.*

Educational supports

More than half of the respondents (55%) reported that a child in their home had participated in an after-school activity, and close to one-third (31%) reported that a child in their home had participated in a mentoring program, in the last 12 months (Figure A44). However, these results differed by race (Figures A45). A significantly larger proportion of African Americans than Whites reported that a child in their home had participated in an after-school activity (60% vs. 38%) and in a mentoring program (38% vs. 13%).

Among the respondents whose children had not participated in an after-school activity, the majority (69%) reported that they had wanted their child to do so. Likewise, the majority of respondents whose children had not participated in mentoring reported that they had wanted their child to do so (61%); however, this proportion differed significantly depending on the respondents' length of residence. Approximately three-quarters (76%) of the residents who had lived at their address for less than 12 months reported having wanted their child to participate in mentoring, compared to a little more than half (55%) of those who lived at their address for a year or longer (Figure A45). This finding might suggest that newer residents have not yet connected with all the opportunities that they would like to. Alternatively, it is possible that parents with more residential mobility may be more likely to feel that their children would benefit from mentoring. This finding also differed by race, with a significantly larger proportion of African Americans than Whites reporting that they had wanted their child to participate in mentoring (73% vs. 31%) (Figure A45).

Educational aspirations and expectations

When asked how far they want their child to go in his/her education, almost all of the respondents (96%) reported wanting their child to complete at least some post-secondary education (Figure 21). In fact, the largest proportion (66%) hoped their child would complete a graduate or professional degree. According to the survey interviewers, many parents said they want their children to "go to the top."

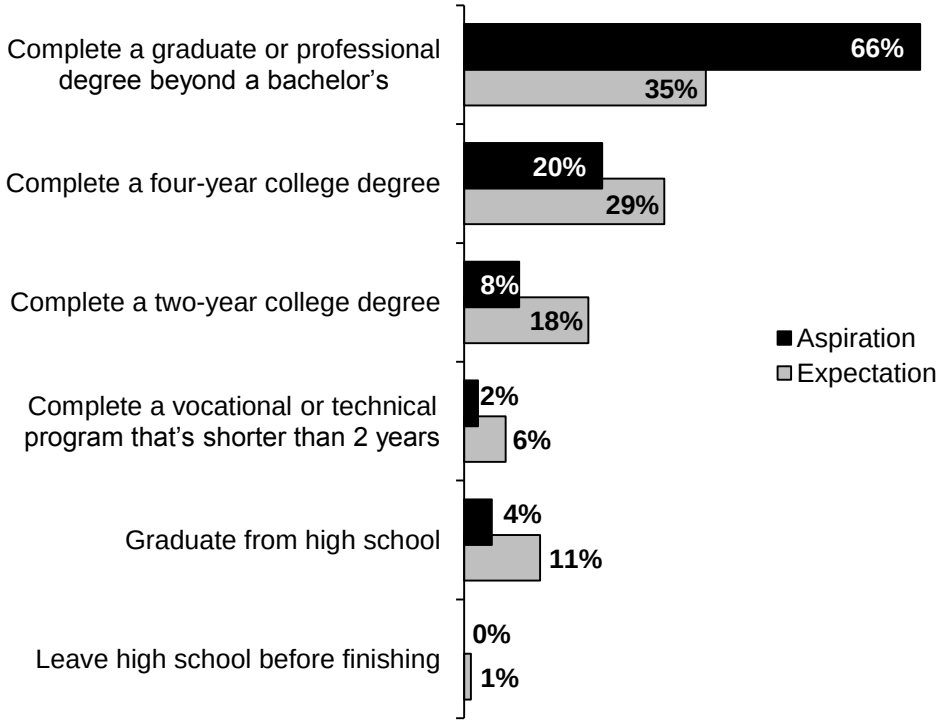
Results indicate that there were significant differences in respondents' educational aspirations by race (Figure A47). The proportion of respondents reporting that they would like their child to complete a graduate or professional degree was highest among African Americans (71%), followed by other races combined (American Indian, Hispanic, Multiracial, and Other) (66%), Whites (52%), and Asians (52%). The percentage of respondents who reported wanting their child to go only as far as graduating from high school was significantly higher among the other races combined group (12%) compared to African Americans (2%).

Respondents' expectations of how far their child would *actually* go tended to be lower than their aspirations (Figure 21). Nevertheless, expectations were still very high, with 88 percent of the respondents expecting that their child would complete at least some post-secondary education. This includes over one-third of the respondents (35%) who expect that their child would complete a graduate or professional degree, followed by those who expect their child to complete a four-year degree (29%) or a two-year degree (18%). About 1 in 10 respondents (11%) expect that high school graduation is as far as their child will go in his/her education.

Although not statistically significant, Asian respondents tended to be more conservative than other racial groups in their expectations, with 13 percent expecting that their child would complete a graduate or professional degree. In comparison, 40 percent of African Americans, 39 percent of Whites, and 33 percent of all other races combined had this high expectation (Figure A47).

Overall, the respondents' expectations seem high (perhaps unrealistically so) when compared to actual data showing that only 76 percent of Minneapolis students completed high school on time in the 2008-09 school year,[2] and that, statewide, only 70 percent of high school graduates went on to college in the following year.[3]

21. Educational aspirations and expectations



Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

Most respondents (92%) reported that it is "very important" to them that their children go to college. An additional 6 percent reported that it is "sort of important," and only 2 percent reported that it is "not important" to them (Figure A48). These findings differed by race (Figure A49). The proportion of respondents who reported that it is "very important"

[2] Minneapolis Public Schools, *2008-2009 Annual Progress Report*.

[3] Minnesota Office of Higher Education, *College Participation Rates* (data posted on web page http://www.ohe.state.mn.us/mPg.cfm?pageID=753, downloaded February 28, 2011).

to them that their children go to college was higher among African Americans (96%) than among the respondents of other races (88-89%). About 1 in 10 (11-12%) of the Asian and White respondents reported that this is "sort of important" to them, compared to 3 percent of African Americans and 5 percent of other races. The proportion that reported that this is "not important" was significantly higher among the other races combined group (American Indian, Hispanic, Multiracial, Other) (6%) compared to African Americans, Asians, and Whites (0-1%).

Other findings

Health and nutrition

The majority of respondents (87%) indicated that getting routine health care for their children is not at all a problem for them (Figure A50). Likewise, the majority (87%) reported that it is not at all a problem for them to get health care for their children when they are sick.

Nevertheless, the results suggest that the degree to which obtaining health care is a problem is partly associated with the ages of the children in the household. Specifically, it appears that households with older children (ages 14+) have a harder time obtaining health care for their children than households with young children (ages 0-5) (Figure A51). For example, 29 percent of the households in which all the children were older (ages 14+) reported that getting routine health care for their children is a problem (major or minor), compared to only 2 percent of the households in which all the children were young (ages 0-5). Likewise, the percentage of households reporting that it is a problem (major or minor) for them to get health care for their children when they are sick was higher for households in which all the children were older (23%), as well as in households with children in both the middle (ages 6-13) and older (ages 14+) age groups (24%), than in households in which all the children were young (5%).

In addition, an analysis of these results by race revealed a significant difference in the proportion of respondents reporting that it is a problem (major or minor) for them to get health care for their children *when they are sick* (Figure A51). This was reported by 29 percent of Asian respondents compared to only 11 to 13 percent of the other racial groups. Asians, compared to other racial groups, also had a higher percentage reporting that it is a problem (minor or major) for them to get *routine* health care for their children (20% vs. 10-15%), but this difference was not statistically significant.

On a different measure related to health, a large proportion of respondents (43%) reported that, in the last 12 months, they had gone to programs or training activities especially for parents on things like healthy eating or child development (Figure A52). However, this

finding differed by race, with a significantly higher percentage of African Americans reporting participation in parent programs and training compared to respondents of all other races combined (48% vs. 37%) (Figure A53).

Housing

Respondents reported living at their address for an average of 4.25 years (or 2 years if using the median). The minimum was less than one month, and the maximum was 40 years (Figure 22). Respondents who reported living at their address for less than one year were asked how many times they had moved in the last 12 months. The majority (71%) reported moving once, 15 percent moved twice, and the remaining 13 percent moved three to five times.

Respondents in households in which all the children were older (ages 14+) reported living a significantly longer time at their address (7.7 years on average) compared to households with children in other age groups, including households in which all the children were age 0-5 (2.9 years), households in which all the children were age 6-13 (2.7 years), and households with children in more than one age group (3.9-4.5 years, depending on the groups). In other words, households with older children tended to be more residentially stable than households with younger children (Figure A55).

Results also indicate that length of residence differed by race (Figure A55). On average, Whites reported living at their address the longest (7.8 years), followed by other races combined (American Indian, Hispanic, Multiracial, and Other) (5.8 years), Asians (3.8 years), and African Americans (3.0 years).

22. Residential stability

	Months	Years
How long have you lived at this address? (Total N=365)		
Minimum	0	0
Maximum	480	40
Mean	51	4.25
Median	24	2
How many times did you move in the last 12 months? *(Asked only if lived at address less than 12 months, N=91)*	**Percent**	
Once	71%	
Twice	15%	
Three times	7%	
Four times	5%	
Five times	1%	

Transportation

About three-quarters of the respondents (74%) reported that transportation is not at all a problem in their daily life (Figure A56). The remaining respondents were divided between those for whom transportation is a minor problem (14%) and those for whom it is a major problem (12%) in their daily life. Results show that the degree to which transportation is a problem differs by race (Figure A57). Nearly all of the White respondents (96%) reported that transportation is not at all a problem in their daily life, a significantly higher percentage compared to the other racial groups (71-72%).

Issues to consider

The completion of an address-based, door to door, in-person survey in Minneapolis' near North Side is a remarkable achievement in and of itself, especially when one considers that survey interviewers were able to achieve an effective response rate of nearly 50 percent. And given the fact that the geographical area encompassed by the Northside Achievement Zone has higher rates of poverty, school failure, and violent crime than virtually all other neighborhoods in Minneapolis and St. Paul, it is little wonder that the people living here might exercise caution in responding to a stranger knocking at their door. Nonetheless, the results of this survey tell us that parents are willing to talk and, for the most part, feel that their neighbors are willing to help other neighbors. The survey also tells us that neighborhood residents want their children to be successful in school and go on to college. Despite any reports to the contrary, it turns out that even people living in a tough neighborhood like the North Side of Minneapolis have not left their hopes and aspirations behind.

This survey is intended as a baseline for describing community conditions and attitudes at the very beginning of a collaborative effort known as the Northside Achievement Zone. So what have we found and what should we think about going forward?

To begin with, we know that approximately 20 percent of the residents who responded to this survey have heard about NAZ and generally associate it with positive activities for kids in their community. Furthermore, nearly 1 in 10 had participated in some type of event sponsored by the NAZ collaborative. This is an effective beginning, but clearly much work remains to be done if NAZ is to become a household name associated with opportunity and achievement for all children living in the Zone.

It is also clear that parents think twice about safety in their community. More than two-thirds of the parents interviewed feel that safety problems like crime and suspicious activities have prevented them from going to nearby parks with their children. Equal proportions are concerned about violence and gang activities in their neighborhood. It will clearly be difficult to enhance feelings of neighborliness among residents and safety among children and youth without direct and persistent efforts by many.

When parents were asked how well they thought the neighborhood supported children to be successful in school, more than one-quarter of all parents said that the neighborhood was *not* supportive. And more than half of all parents *disagreed* with the statement that, "this neighborhood is a safe place to raise a child."

Further complicating the picture of how best to improve children's chances of being successful in school, the survey shows that the 1,043 children represented by the 367

households participating in the survey attend 146 different schools. This means that the job of reaching all children in the Zone will be difficult and that many partnerships will be needed. However, it also illustrates a significant level of concern and effort on the part of the parents to seek out educational opportunities that they feel will be best for their children.

Also on the upside, four out of five parents report that their children care about doing well in school. Similarly, 9 out of 10 parents feel that it is very important for their child to attend college, and nearly 9 out of 10 expect that their children will attend. Nearly two out of three expect their children to complete a four-year or graduate degree. Given actual current rates of high school completion and college attendance, however, this level of expectation represents a serious disconnect between what parents hope for and what can realistically be expected. This disconnect must clearly be addressed if the Northside Achievement Zone is to be an effective means of boosting school achievement for all children without also discouraging laudable aspirations.

Finally, regarding the schools children attend, parents report both substantial involvement as well as high levels of satisfaction. For instance, 4 out of 5 parents report that they have attended a student performance or program and nearly 9 out of 10 parents report that they have participated in a parent- teacher conference at some time during the past school year. Furthermore, nearly 9 out of 10 parents agree or strongly agree that their child receives a high-quality education at the school they attend. But there is some concern in assessing the meaning of these results. Are parents reporting mainly what they think interviewers expect to hear? It is difficult to know from the survey if the expressed satisfaction with schools is really a positive outcome. Given the high rate of school failure among students in this area of North Minneapolis, it may suggest that parents' expectations for school performance are too low. Alternatively, these responses may reflect a tendency to give socially desirable responses to survey questions. However, the high ratings may reflect the effort many parents have exerted to identify and enroll their children in schools of their own preference.

At least one-quarter of children are attending public schools outside the Minneapolis school district, for which they may have to make their own transportation arrangements. This level of effort is a kind of school involvement, of a form other than monitoring homework or attending conferences, that represents a strength to be built upon. If parents can come to perceive North Side schools as desirable and high quality for their children, it would help reduce transportation time and costs, help build community, and quite possibly help parents transfer that level of effort into more typical forms of school involvement. Whatever the case, it will be important for partners in the Northside Achievement Zone to gather more information about how parents are relating to their children's schools and what resources they have to support school achievement.

The following are some suggestions for action based on these findings.

Help parents become knowledgeable partners, with high expectations both of themselves and of the schools

Parents' responses to the survey indicate surprisingly high participation in activities at the schools as well as high levels of supervision of their children's school work. It is possible that these responses reflect a desire to be thought well of, or a lack of knowledge of the level of participation that others might consider necessary. The high ratings of the quality of the schools is also discordant with information from other sources, although we cannot be sure the other sources represent a true cross-section of parents. It will be important for NAZ staff who work with parents to seek opportunities to discuss their perceptions of the schools in enough depth to fully understand how they view the schools and their own role in supporting their children's success as students. This includes helping parents understand the difficulty of becoming fully prepared for college and the necessity to start planning early.

Use survey findings to identify groups with higher levels of need or lower levels of access, and plan targeted services

The survey results can be used to shape planning by many of NAZ's action teams. Sub-group differences can help to identify particular clusters of parents and children in the Zone who have certain kinds of unmet needs, or who are less aware of the opportunities that NAZ can help to make available. For example, across a variety of questions, parents who are neither African American nor White appear to be less familiar with NAZ and also less well connected to a variety of services (such as routine health care, or educational supports such as after-school activities or mentoring). Since these groups represent approximately 30 percent of the parents in the Zone, it will be important to plan how to include them and their children in order to have an effect on the climate of the Zone overall. There are also striking geographic differences in parents' perceptions of safety, which have implications for targeted planning.

Continue to build collective efficacy

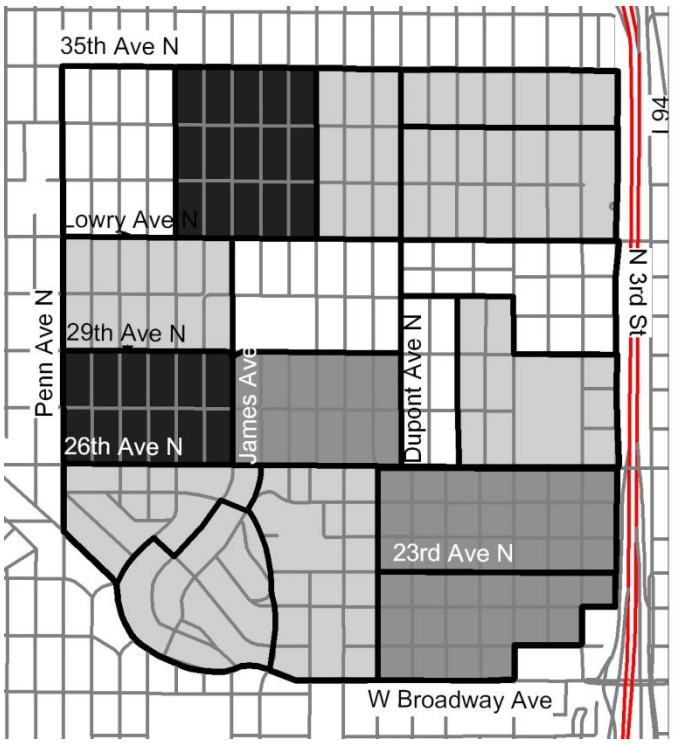
Other studies have shown, and this survey confirms, a link between higher levels of collective efficacy and higher levels of safety. Other links that have been established in the research include better outcomes on a wide range of health measures. Collective efficacy can be increased through activities that strengthen social ties between neighbors, and that engage people to take action together to address something they agree is important. This kind of activity is an essential part of how NAZ has defined its work, and the study confirms its importance. While building the pipeline of services from

organizations, it will be important not to let up on the parallel efforts to build leadership and participation among Zone residents.

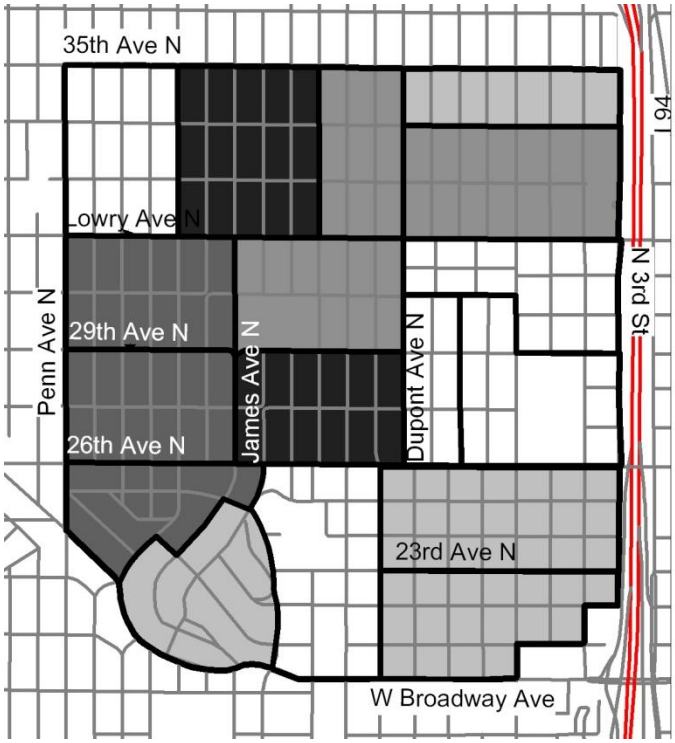
This report presents baseline findings, on a small number of important issues, at a time when NAZ community- and school-strengthening efforts were just beginning. Many key concepts, such as "high quality education" or "difficulty getting health care," were not specifically defined in the survey questions, and are quite certainly not understood the same among all the parents who responded to the survey. As NAZ begins to address these and other issues, it is likely that some community expectations will change and some definitions will become more widely shared. It is anticipated that the next community survey will take place in about three years. By that time, changes in expectations may cause some measures to decrease. This should be anticipated, and need not be cause for alarm. Results on measures that are susceptible to such changes can also be compared to others that are more objectively measurable – such as the number of different schools children are attending, or the percentage of children attending NAZ partner schools closer to home.

Appendix

A1. Map: Geographic distribution of children ages 0-5 enumerated in survey



A2. Map: Geographic distribution of children ages 6-18 enumerated in survey



A3. Household characteristics

	N	Percent
Number of adults age 19 or older currently living in home, including respondent (Total N=366)		
1	103	28%
2	149	41%
3	62	17%
4	31	8%
5	19	5%
6	1	<1%
7	-	-
8	-	-
9	1	<1%
Number of children age 18 and younger currently living in home (Total N=367)		
1	87	24%
2	107	29%
3	71	19%
4	51	14%
5	23	6%
6	12	3%
7	10	3%
8	3	1%
9	3	1%
What race or ethnicity do you primarily identify as? (Total N=365)		
Black or African American	207	57%
African Native	8	2%
American Indian or Alaska Native	12	3%
Asian	44	12%
White	47	13%
Multiracial	24	7%
Hispanic or Latino (of any race)	19	5%
Other	4	1%
Are the other adults and children living in this home of your same race or ethnicity? (Total N=363)		
Yes	294	81%
No	69	19%

A4. Children by age group

Age group	Number of children (Total N=1043)	Percent
Ages 0-2 (infants/toddlers)	142	14%
Ages 3-5 (~preschoolers)	171	16%
Ages 6-10 (~elementary schoolers)	283	27%
Ages 11-13 (~middle schoolers)	154	15%
Ages 14-18 (~high schoolers)	256	25%
Ages 19-21 (~post-secondary)	37	4%

A5. Have you heard of "NAZ or Northside Achievement Zone"?

Response	N (Total N=363)	Percent
Yes	72	20%
No	291	80%

A6. NAZ awareness by length of residence and race/ethnicity

Have you heard of NAZ or "Northside Achievement Zone"?	Total N	Percentage indicating "yes"	Significant[a]
Length of residence			
Less than 12 months	107	7%	Yes***
12 or more months	254	26%	
Race/ethnicity	**Total N**	**Percentage indicating "yes"[b]**	**Significant[a]**
Black or African American	204	20%	Yes**
Asian	43	9%[W]	
White	47	36%[A,O]	
Other[c]	67	13%[W]	

[a] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[b] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

[c] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

A7. When you hear someone mention "NAZ," what words or ideas come first to your mind?

Response	N (Total N=66)	Percent
Neighborhood/community	17	26%
Good program/positive	12	18%
Kids program/focus on kids and kids activities	11	17%
Someone that can help	11	17%
Nothing/Don't know	9	14%
Education program	5	8%
Opportunity	4	6%
Resources/Money	3	5%
Harlem Achievement Zone	2	3%
Looking out for each other/support each other	2	3%
North Side	2	3%
Peace/Non-violence	2	3%

***Note**. Respondents could mention more than one thing. Unique responses (reported by 1 person) are not reported here.*

A8. Participation in NAZ events

	In the last 12 months, have you…			If no, have you wanted to participate in this kind of activity in the last 12 months?		
	N	Yes	No	N	Yes	No
Participated in any NAZ events?	360	9%	91%	300	82%	18%

A9. Perceptions of neighborhood collective efficacy

	N	Strongly agree + Agree	Strongly agree (4)	Agree (3)	Disagree (2)	Strongly disagree (1)	Mean
Social cohesion subscale items							
People around here are willing to help their neighbors.	342	65%	10%	54%	30%	6%	2.69
This is a close-knit neighborhood.	335	53%	7%	46%	40%	7%	2.53
People in this neighborhood can be trusted.	328	43%	7%	37%	45%	12%	2.38
People in this neighborhood generally do not get along with each other.	332	35%	5%	30%	59%	6%	2.34
People in this neighborhood do not share the same values.	318	58%	9%	48%	39%	4%	2.63
Total social cohesion subscale	***326***	-	-	-	-	-	***2.52***
Informal social control subscale items							
Parents in this neighborhood know their children's friends.	336	67%	9%	59%	29%	4%	2.72
Adults in this neighborhood know who the local children are.	354	66%	10%	56%	32%	3%	2.72
There are adults in this neighborhood that children can look up to.	341	73%	9%	64%	22%	5%	2.77
Parents in this neighborhood generally know each other.	349	64%	8%	56%	32%	4%	2.68
You can count on adults in this neighborhood to watch out that children are safe and do not get into trouble.	346	60%	9%	51%	33%	7%	2.63
Total informal social control subscale	***337***	-	-	-	-	-	***2.71***
Total collective efficacy scale	***309***	-	-	-	-	-	***2.61***

A10. Perceptions of neighborhood collective efficacy by race/ethnicity

	Total N	Percent that "strongly agree" or "agree"[c]	Significant[a]
People around here are willing to help their neighbors			
Black or African American	195	58%	Yes**
Other[b]	145	73%	
Parents in this neighborhood generally know each other.			
Black or African American	198	70%[A]	Yes**
Asian	38	37%[B,O]	
White	45	60%	
Other[d]	66	67%[A]	
Total informal social control subscale	**Total N**	**Mean**	**Significant[a]**
Black or African American	193	2.76	Yes*
Other[b]	142	2.65	
Black or African American	193	2.76	No
Asian	33	2.49	
White	43	2.67	
Other[d]	66	2.71	

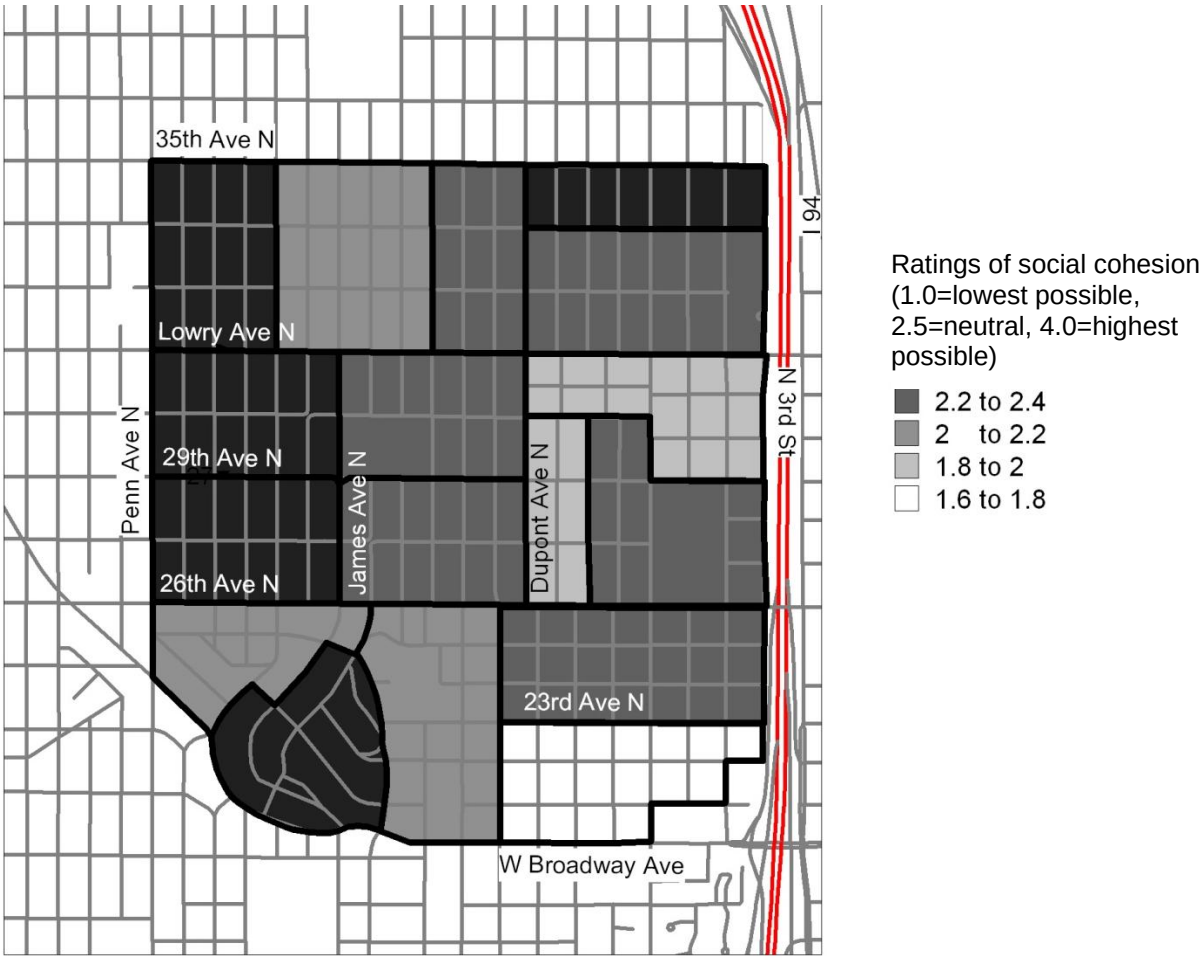
[a] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[b] *The other category includes all other racial groups.*

[c] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

[d] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

A11. Map of respondents' perceptions of social cohesion



A12. Map of respondents' perceptions of informal social control

Ratings of informal social control (1.0=lowest possible, 2.5=neutral, 4.0=highest possible)

- 2.6 to 2.8
- 2.5 to 2.6
- 2.4 to 2.5
- 2.3 to 2.4
- 2.2 to 2.3

A13. Frequency of taking walks and going to parks

Last month, how often did you…	N	Often	Sometimes	Never
Walk with your kids for exercise or fun in this neighborhood?	364	43%	35%	23%
Go to nearby parks with your kids?	346	42%	33%	25%

A14. Frequency of taking walks and going to parks by age of children and race/ethnicity

Last month, how often did you walk with your kids for exercise or fun in this neighborhood?	Tot. N	Often[c]	Sometimes[c]	Never[c]	Significant[b]
Age of children in household[a]					
Pre only	59	51%	32%	17%^{H}	Yes*
Mid only	50	50%	30%	20%	
High only	49	35%	22%	43%^{P,PM}	
Pre + Mid	81	48%	36%	16%^{H}	
Mid + High	65	32%	42%	26%	
Pre + Mid + High	45	44%	33%	22%	
Race/ethnicity	**Tot. N**	**Often[f]**	**Sometimes[f]**	**Never[f]**	**Significant[b]**
Black or African American	204	49%^{O}	32%	19%^{O}	Yes*
Other[d]	158	35%^{B}	37%	28%^{B}	
Black or African American	204	49%	32%	19%	No
Asian	44	25%	46%	30%	
White	47	36%	32%	32%	
Other[e]	67	42%	34%	24%	
Last month, how often did you go to nearby parks with your kids?	**Tot. N**	**Often[c]**	**Sometimes[c]**	**Never[c]**	**Significant[b]**
Age of children in household[a]					
Pre only	54	43%	32%	26%	Yes*
Mid only	48	50%	31%	19%	
High only	49	33%	27%	41%^{PM}	
Pre + Mid	77	53%	34%	13%^{H}	
Mid + High	62	29%	39%	32%	
Pre + Mid + High	41	46%	27%	27%	

[a] *The "Pre" age group consists of children age 0-5. The "Mid" age group consists of children age 6-13. The "High" age group consists of children age 14-18. "Pre + Mid" means the household had at least one child in both the Pre group and the Mid group. "Mid + High" means the household had at least one child in both the Mid group and the High group. "Pre + Mid + High" means the household had at least one child in each of the three age groups. The "Pre + High" group was excluded from analysis because there were too few households in this group.*

[b] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[c] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which age group the result differs: P = Pre only, M = Mid only, H = High only, PM = Pre + Mid, MH = Mid + High, PMH = Pre + Mid + High.*

[d] *The other category includes all other racial groups.*

[e] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

[f] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

A15. Top ten most common parks visited

Park	N (Total N=250)	Percent
Farview	59	24%
Folwell	50	20%
Jordan	49	20%
North Commons	27	11%
Webber	24	10%
North Mississippi Regional Park	13	5%
Cottage Park	12	5%
City View (school)	10	4%
Theodore Wirth	10	4%
Farwell	8	3%

Note. *Respondents could mention more than one park.*

A16. Barriers to taking walks and going to parks

	N[a]	Yes	No
Have any of the following reasons prevented you from walking with your kids in this neighborhood?			
Crime, violence, or gang activities in this neighborhood	78	69%	31%
Unattractive appearance of this neighborhood such as lack of grass, it's dirty, or there's a litter problem	76	33%	67%
It has been difficult to find time	76	28%	72%
Traffic problems or the streets are not designed for a family walk	74	28%	72%
Not interested	76	24%	76%
Have any of the following reasons prevented you from going to nearby parks with your kids?	**N[b]**	**Yes**	**No**
Safety problems such as crime and suspicious activities	78	69%	31%
Facility problems such as no playground or poorly maintained equipment	78	28%	72%
Not interested	79	27%	73%
There are no parks nearby	78	21%	79%
It has been difficult to find time	77	18%	82%

[a] *Asked of people who responded that they never walked with their kids for exercise or fun in this neighborhood last month.*

[b] *Asked of people who responded that they never went to nearby parks with their kids last month.*

A17. Lack of time as barrier to going to parks by length of residence

Percentage reporting that "it has been difficult to find time" has prevented them from going to nearby parks with their kids[a]	Total N	Percent indicating "yes"	Significant[b]
Length of residence			
Less than 12 months	25	32%	Yes*
12 or more months	51	12%	

[a] *Asked of people who responded that they never went to nearby parks with their kids last month.*

[b] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

A18. Perception of neighborhood safety

This neighborhood is a safe place to raise a child	N (Total N=347)	Percent
Strongly agreed	13	4%
Agreed	142	41%
Disagreed	144	41%
Strongly disagreed	48	14%

A19. Map of respondents' perceptions of neighborhood safety

Percentage that agree or strongly agree with the statement, "This neighborhood is a safe place to raise a child."

- 57.2 to 66.7
- 47.9 to 57.2
- 38.6 to 47.9
- 29.3 to 38.6
- 20 to 29.3

A20. Neighborhood support of school success

Thinking about how this neighborhood influences kids, how well do you think this neighborhood supports children to be successful in school?	N (Total N=330)	Percent
Very supportive	63	19%
Somewhat supportive	176	53%
Not supportive	91	28%

A21. Number of schools and number of children age 0-2 and age 3-5 by type of school

	SCHOOLS		CHILDREN AGE 0-2		CHILDREN AGE 3-5	
Type of school	Number of schools (Total N=52)	Percent of total schools	Number of children age 0-2 (Total N=83)	Percent of total children age 0-2	Number of children age 3-5 (Total N=133)	Percent of total children age 3-5
Preschool/child care	18	35%	13	16%	28	21%
K-12 school	23	44%	-	-	43	32%
Unable to categorize	11	21%	3	4%	11	8%
Don't know	n/a	n/a	2	2%	6	5%
Not in school	n/a	n/a	65	78%	45	34%

A22. Child care arrangements

	N	Yes[a]	No[b]
Is there anyone outside of your home that currently helps take care of this child?	195	35%	65%

If no[(b)] → Do you prefer to have this child cared for entirely at home, or would you prefer to have him/her in some kind of child care if you could?	N	Prefer current care at home	Would prefer child care if possible
	106	59%	41%

If yes[(a)] → Is your current child care arrangement the kind of child care you most want for this child?	N	Yes	No
	67	69%	31%

If yes[(a)] → In the past two weeks has this child spent any time in…	N	Yes	No
The care of family or friends who do not live in this home? *(Excludes family and friends that are "official" day care providers)*	69	77%	23%
A day care or preschool program?	69	28%[c]	72%

If yes[(c)] → Which of the following kinds of care has this child been involved in during the past two weeks?	N	Yes (number)	No (number)
Head Start or Early Head Start	15	9	6
A High Five or Early Kindergarten program	14	2	12
Another kind of child care center or preschool	15	6	9
Child care home	16	7	9
Licensed child care home	7	5	2

Note. *This question was asked of respondents in households with at least one child age 5 and under not in kindergarten.*

A23. Is your current child care arrangement the kind of child care you most want for this child? By race/ethnicity

Race/ethnicity	Total N	Percent indicating "yes"	Significant[a]
Black or African American	35	51%	Yes**
Other[b]	31	87%	

Note. *This question was asked of respondents in households with at least one child age 5 and under not in kindergarten.*

[a] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[b] *The other category includes all other racial groups.*

A24. Reading to child

	N (Total N=193)	Percent
In general, how often does an adult in this home read or look at books with this child?		
Less than every week	11	6%
Once a week	24	12%
A few times a week	47	24%
Once a day	69	36%
More than once a day	42	22%
On days when someone reads to this child, how many minutes do they typically read to him/her? (Total N=187)	**Minutes**	
Minimum	3	
Maximum	180	
Mean	26	
Median	20	

Note. *This question was asked of respondents in households with at least one child age 5 and under not in kindergarten.*

A25. Reading to child by length of residence, race/ethnicity, and age of children

In general, how often does an adult in this home read or look at books with this child?	Total N	Once a day or more	A few times a week or less	Significant[a]
Length of residence				
Less than 12 months	58	38%	62%	Yes***
12 or more months	134	66%	34%	

Race/ethnicity	Total N	Once a day or more[c]	A few times a week or less[c]	Significant[a]
Black or African American	104	58%	42%	Yes*
Asian	24	33%[W]	67%[W]	
White	23	74%[A]	26%[A]	
Other[b]	40	65%	35%	

On days when someone reads to this child, how many minutes do they typically read to him/her?	Total N	Average minutes	Significant[a]
Age of children in household[d]			
Pre only	56	23	Yes*
Pre + Mid	79	24	
Pre + Mid + High	38	33[e]	

Note. *This question was asked of respondents in households with at least one child age 5 and under not in kindergarten.*

[a] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[b] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

[c] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

[d] *The "Pre" age group consists of children age 0-5. "Pre + Mid" means the household had at least one child in both the Pre group (age 0-5) and the Mid group (age 6-13). "Pre + Mid + High" means the household had at least one child in each of the age groups: Pre (age 0-5), Mid (age 6-13) and High (age 14-18). The "Pre + High" group was excluded from analysis because there were too few households in this group.*

[e] *Average computed after removing an outlier (response much larger than any other).*

A26. Early Childhood Screening

For children age 3-5, has this child had an Early Childhood screening?	N (Total N=93)	Percent
Yes	61	66%
No	32	34%

Note. *This question was asked of respondents in households with at least one child age 5 and under not in kindergarten.*

A27. Number of schools and number of children age 6-18 by type of school

	SCHOOLS		CHILDREN AGE 6-18	
Type of school	Number of schools (Total N=145)	Percent of total schools	Number of children age 6-18 (Total N=631)	Percent of total children age 6-18
Minneapolis Public Schools (including contract alternatives)	35	24%	331	52%
Public charter schools	24	17%	114	18%
Non-Minneapolis public schools	34	23%	79	13%
Private/parochial	8	6%	14	2%
Post-secondary	7	5%	12	2%
Unable to categorize	37	26%	57	9%
Don't know	n/a	n/a	18	3%
Not in school	n/a	n/a	6	1%

A28. Number of schools needed to cover the zone

Percentage of zone covered	Number of K-12 schools*
25%	5
50%	17
75%	44
100%	146

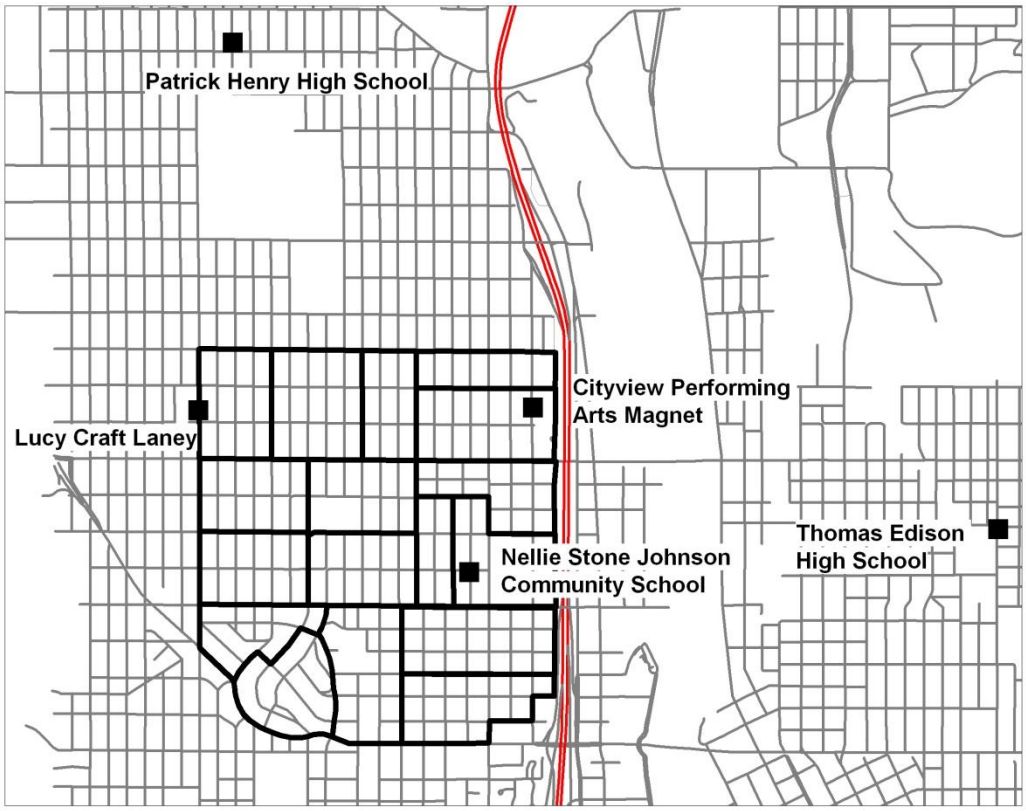
* *Counts uncategorized schools as K-12 schools*

A29. Most popular schools

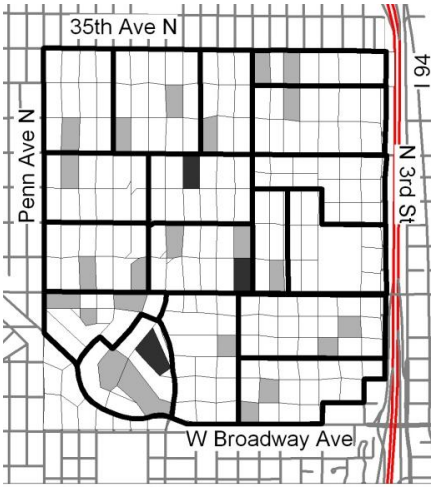
School	Number of children (Total N=631)*	Percent
Nellie Stone Johnson	55	9%
Henry High School	38	6%
Lucy Laney	33	5%
City View	23	4%
Edison High School	22	3%

* *Total number of children age 6-18 with data on school*

A30. Map: locations of the five most popular schools



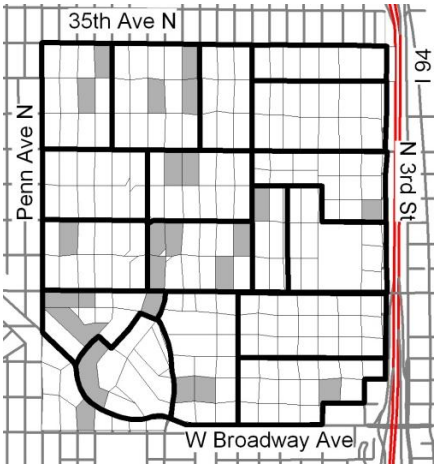
A31. Map: Distribution of children who attend Nellie Stone Johnson Elementary



Number of children in households participating in the survey

- 2
- 1
- 0

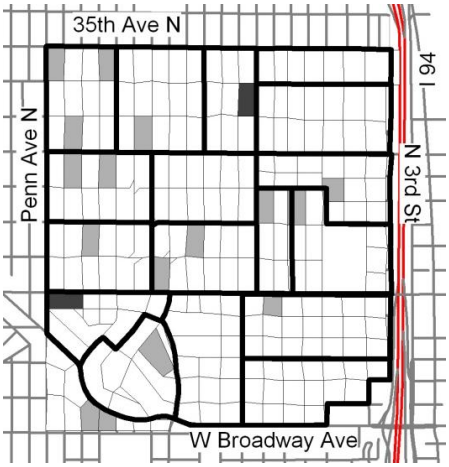
A32. Map: Distribution of children who attend Henry High School



Number of children in households participating in the survey

- 1
- 0

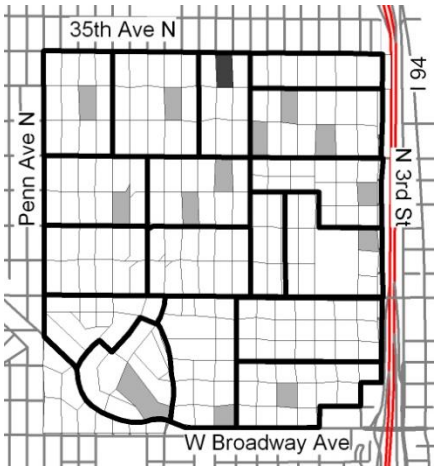
A33. Map: Distribution of children who attend Lucy Laney Elementary



Number of children in households participating in the survey

- 2
- 1
- 0

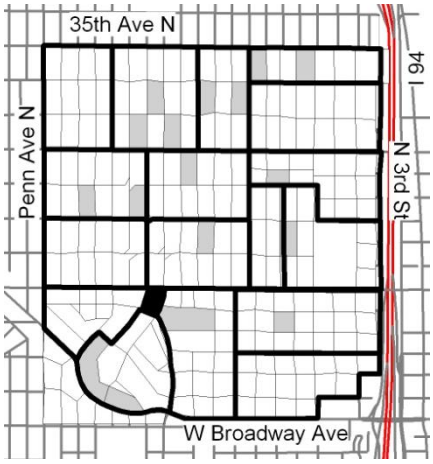
A34. Map: Distribution of children who attend City View Elementary



Number of children in households participating in the survey

- 2
- 1
- 0

A35. Map: Distribution of children who attend Edison High School



Number of children in households participating in the survey

- 2
- 1
- 0

A36. Partner schools

School	Number of children	Percent
Nellie Stone Johnson	55	9%
Henry High School	38	6%
Hall International	15	2%
WISE Charter School	13	2%
Sojourner Truth Academy	11	2%
Plymouth Youth Center	9	1%
Harvest Preparatory	5	1%
Ascension Catholic School	2	<1%
Total number of children attending partner schools	148	23%
Total number of children age 6-18 with data on school	631	100%

A37. Perceptions about the child's school

	N	Strongly agree + Agree	Strongly agree	Agree	Disagree	Strongly disagree
My child receives a high-quality education at school.	283	87%	36%	51%	9%	4%
When I discuss concerns about my child with school staff, I am satisfied with how they respond.	277	86%	31%	55%	11%	2%
If my child has problems at school, a teacher or school staff member contacts me right away.	281	86%	45%	41%	11%	2%
School staff believe that my child will continue his/her education after high school.	271	93%	41%	52%	5%	1%
I feel welcome in my child's school.	281	97%	45%	52%	3%	<1%
School staff understand and respect the values and traditions that are important to my family.	279	92%	40%	52%	7%	1%
School staff respect my child.	282	96%	43%	53%	3%	1%
My child is safe at school.	282	92%	40%	52%	6%	1%
My child is safe on the way to and from school.	284	86%	34%	52%	10%	4%
I have to struggle to get my child's school to provide services that my child needs.	281	21%	7%	14%	58%	21%

Note. *These questions were asked of respondents in households with at least one child between age 6 and 18.*

A38. Perceptions of school quality: Feeling welcomed by race/ethnicity

I feel welcome in my child's school.	Total N	Percent that "strongly agree" or "agree"	Significant[a]
Black or African American	167	99%	Yes*
Other[b]	112	94%	

Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

[a] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[b] *The other category includes all other racial groups.*

A39. Parent involvement in child's schooling

	N	Yes	No
Have you (or the child's parent) participated in any of the following activities or events at this child's school this past school year?			
A parent-teacher conference	286	88%	12%
A student performance or program	286	80%	20%
A family event such as open house	285	81%	19%
A parent committee such as PTA/PTO, advisory board, or site council	283	42%	58%
Volunteer at school, in the classroom, or during a field trip	281	52%	48%
Something else	251	14%	86%
Since the beginning of the school year, how many times have you (or the child's parent) gone to a meeting or participated in an activity at your child's school? (Total N=270)		**Number of times**	
Minimum		0	
Maximum		75	
Mean		10	
Median		6	

Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

A40. Parent involvement in child's schooling: Parent committee participation by race/ethnicity

Have you (or the child's parent) participated in a parent committee such as PTA/PTO, advisory board, or site council this past school year?	Total N	Percent indicating "yes"	Significant[a]
Black or African American	169	48%	Yes*
Asian	32	41%	
White	31	29%	
Other[b]	49	29%	

Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

[a] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[b] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

A41. Parent involvement in child's schooling: Number of school visits by age of children and race/ethnicity

Since the beginning of the school year, how many times have you (or the child's parent) gone to a meeting or participated in an activity at your child's school?	Total N	Average number of visits[b]	Significant[c]
Age of children in household[a]			
Mid only	43	15 MH	Yes*
High only	47	9	
Pre + Mid	70	9	
Mid + High	61	8 M	
Pre + Mid + High	39	10	
Race/ethnicity	**Total N**	**Average number of visits[e]**	**Significant[c]**
Black or African American	159	11 A	Yes*
Asian	33	5 B	
White	29	11	
Other[d]	47	10	

Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

[a] *The "Pre" age group consists of children age 0-5. The "Mid" age group consists of children age 6-13. The "High" age group consists of children age 14-18. "Pre + Mid" means the household had at least one child in both the Pre group and the Mid group. "Mid + High" means the household had at least one child in both the Mid group and the High group. "Pre + Mid + High" means the household had at least one child in each of the three age groups. The "Pre + High" group was excluded from analysis because there were too few households in this group.*

[b] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which age group the result differs: P = Pre only, M = Mid only, H = High only, PM = Pre + Mid, MH = Mid + High, PMH = Pre + Mid + High.*

[c] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[d] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

[e] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

A42. Engagement in education

	N	All + Most of the time	All the time	Most of the time	Some of the time	None of the time
How much of the time would you say this child…						
Cares about doing well in school	287	81%	59%	22%	15%	5%
Only works on schoolwork when forced to	284	29%	15%	14%	18%	53%
Does just enough schoolwork to get by	282	31%	16%	15%	19%	50%
Always does homework	285	82%	69%	13%	13%	5%
How often do you (or the child's parent)…						
Check that this child has completed his/her homework	285	83%	72%	11%	11%	7%
Discuss this child's report card with him/her	284	93%	86%	7%	5%	2%
Know where this child is when he/she is not at home or school	286	94%	88%	6%	5%	1%
Enforce curfew for this child on school nights	283	96%	92%	4%	2%	2%

Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

A43. Engagement in education by race/ethnicity

	Total N	Percent indicating all or most of the time[d]	Significant[a]
Have much of the time would you say this child cares about doing well in school?			
Black or African American	170	80%[X]	Yes*
Asian	34	91%[X]	
White	31	90%[X]	
Other[b]	50	70%[X]	
How often do you (or the child's parent) check that this child has completed his/her homework?			
Black or African American	170	88%[O]	Yes***
Other[c]	113	73%[B]	
How often do you (or the child's parent) know where this child is when he/she is not at home or school?			
Black or African American	170	94%[X]	Yes*
Asian	34	97%[X]	
White	31	100%[X]	
Other[b]	49	86%[X]	
How often do you (or the child's parent) enforce curfew for this child on school nights?			
Black or African American	169	98%[A]	Yes***
Asian	33	82%[B]	
White	30	100%	
Other[b]	49	94%	

Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

[a] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[b] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

[c] *The other category includes all other racial groups.*

[d] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other. X means the overall distribution among the four groups was statistically significant, but no individual group was significantly different from any other individual group.*

A44. Participation in after-school activities and mentoring

	In the last 12 months, has any child in the home…			If no, have you wanted your child to participate in this kind of activity in the last 12 months?		
Activity	**N**	**Yes**	**No**	**N**	**Yes**	**No**
Participated in an after-school activity	365	55%	45%	150	69%	31%
Participated in a mentoring program such as Kinship, Big Brothers/Big Sisters, or Bolder Options	358	31%	69%	224	61%	39%

***Note**. This question was asked of respondents in households with at least one child between age 6 and 18.*

A45. Educational supports by race/ethnicity and length of residence

	Total N	Percent indicating "yes"[a]	Significant[b]
Has any child in the home participated in an after-school activity in the last 12 months?			
Black or African American	205	60%[W]	Yes*
Asian	44	46%	
White	47	38%[B]	
Other[c]	67	55%	
Has any child in the home participated in mentoring in the last 12 months?			
Black or African American	201	38%[W]	Yes**
Asian	44	18%	
White	46	13%[B]	
Other[c]	65	31%	
Have you wanted your child to participate in mentoring in the last 12 months?[d]			
Black or African American	117	73%[W]	Yes***
Asian	27	56%	
White	35	31%[B]	
Other[c]	44	55%	
Length of residence less than 12 months	50	76%	Yes**
Length of residence 12 or more months	86	55%	

Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

[a] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

[b] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[c] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

[d] *Asked only of respondents who reported that no child in the home had participated in mentoring in the last 12 months.*

A46. Educational aspirations and expectations

Education level	Aspiration How far do you <u>want</u> this child to go in his/her education? (Total N=289)	Expectation How far do you think this child <u>will go</u> in his/her education? (Total N=283)
Leave high school before finishing	<1%	1%
Graduate from high school	4%	11%
Complete a vocational or technical program that's shorter than 2 years	2%	6%
Complete a two-year college degree	8%	18%
Complete a four-year college degree	20%	29%
Complete a graduate or professional degree beyond a bachelor's	66%	35%

Note. *This question was asked of respondents in households with at least one child between age 6 and 18.*

A47. Educational aspirations and expectations by race/ethnicity

	Black or African American (Tot. N=173)	Asian (Tot. N=33)	White (Tot. N=31)	Other[a] (Tot. N=50)	Significant[b]
Aspiration: How far do you <u>want</u> this child to go in his/her education?					
Leave high school before finishing	0%	0%	3%	0%	Yes**
Graduate from high school	2%[O]	6%	0%	12%[B]	
Complete a vocational or technical program that's shorter than 2 years	2%	0%	7%	0%	
Complete a two-year college degree	8%	12%	3%	8%	
Complete a four-year college degree	17%	30%	36%	14%	
Complete a graduate or professional degree beyond a bachelor's	71%	52%	52%	66%	
Expectation: How far do you think this child <u>will go</u> in his/her education?	**(Tot. N=169)**	**(Tot. N=32)**	**(Tot. N=31)**	**(Tot. N=49)[a]**	**Significant[b]**
Leave high school before finishing	1%	0%	3%	0%	No
Graduate from high school	10%	16%	3%	14%	
Complete a vocational or technical program that's shorter than 2 years	6%	6%	7%	6%	
Complete a two-year college degree	18%	22%	9%	20%	
Complete a four-year college degree	26%	44%	39%	27%	
Complete a graduate or professional degree beyond a bachelor's	40%	13%	39%	33%	

Note. *This question was asked of respondents in households with at least one child between age 6 and 18. Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

[a] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

[b] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

A48. Importance of college

How important to you is it that your children go to college?	N (Total N=362)	Percent
Very important	334	92%
Sort of important	22	6%
Not important	6	2%

A49. Importance of college by race/ethnicity

How important to you is it that your children go to college?	Total N	Very important	Sort of important	Not important[a]	Significant[b]
Black or African American	205	96%	3%	1%[O]	Yes**
Asian	43	88%	12%	0%	
White	47	89%	11%	0%	
Other[c]	65	89%	5%	6%[B]	

[a] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

[b] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[c] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

A50. Challenges in accessing health care

	N	A major problem	A minor problem	Not a problem at all
How much of a problem is it for you to get routine health care for your children such as healthy child check-ups or immunizations?	366	5%	7%	87%
How much of a problem is it for you to get health care for your children when they are sick?	363	5%	9%	87%

A51. Challenges in accessing health care by age of children and race/ethnicity

Age of children in household[a]	Total N	Percent reporting it is a major or minor problem[b]	Significant[c]
How much of a problem is it for you to get <u>routine</u> health care for your children such as healthy child check-ups or immunizations?			
Pre only	60	2%^{H,MH}	Yes***
Mid only	50	12%	
High only	49	29%^{P,PM}	
Pre + Mid	81	5%^{H}	
Mid + High	66	18%^{P}	
Pre + Mid + High	45	16%	
How much of a problem is it for you to get <u>health care for your children when they are sick?</u>			
Pre only	60	5%^{MH}	Yes**
Mid only	50	12%	
High only	48	23%	
Pre + Mid	81	9%	
Mid + High	66	24%^{P}	
Pre + Mid + High	45	11%	

Race/ethnicity	Total N	Percent reporting it is a major or minor problem[e]	Significant[c]
Black or African American	206	11%^{A}	Yes*
Asian	42	29%^{B}	
White	46	11%	
Other[d]	67	13%	

[a] *The "Pre" age group consists of children age 0-5. The "Mid" age group consists of children age 6-13. The "High" age group consists of children age 14-18. "Pre + Mid" means the household had at least one child in both the Pre group and the Mid group. "Mid + High" means the household had at least one child in both the Mid group and the High group. "Pre + Mid + High" means the household had at least one child in each of the three age groups. The "Pre + High" group was excluded from analysis because there were too few households in this group.*

[b] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which age group the result differs: P = Pre only, M = Mid only, H = High only, PM = Pre + Mid, MH = Mid + High, PMH = Pre + Mid + High.*

[c] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[d] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

[e] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

A52. Participation in parent programs or training

Activity	In the last 12 months, have you… N	Yes	No	If no, have you wanted to participate in this kind of activity in the last 12 months? N	Yes	No
Gone to any programs or training activities especially for parents on things like healthy eating or child development?	358	43%	57%	193	47%	53%

A53. Participation in parent programs or training by race/ethnicity

In the last 12 months, have you gone to any programs or training activities especially for parents on things like healthy eating or child development?	Total N	Percent indicating "yes"	Significant[a]
Black or African American	201	48%	Yes*
Other[b]	156	37%	

Note. *This question was asked of respondents in households with at least one child age 5 and under not in kindergarten.*

[a] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[b] *The other category includes all other racial groups.*

A54. Residential stability

	Months	Years
How long have you lived at this address? (Total N=365)		
Minimum	0	0
Maximum	480	40
Mean	51	4.25
Median	24	2
How many times did you move in the last 12 months? ***(Asked only if lived at address less than 12 months, N=91)***	**Percent**	
Once	71%	
Twice	15%	
Three times	7%	
Four times	5%	
Five times	1%	

A55. Residential stability by age of children and race/ethnicity

How long have you lived at this address?	Total N	Average number of years[b]	Significant[c]
Age of children in household[a]			
Pre only	60	2.9[H]	Yes***
Mid only	50	2.7[H]	
High only	48	7.7[P,M,PM,MH,PMH]	
Pre + Mid	80	4.5[H]	
Mid + High	67	4.0[H]	
Pre + Mid + High	45	3.9[H]	

Race/ethnicity	Total N	Average number of years[e]	Significant[c]
Black or African American	206	3.0[W,O]	Yes***
Asian	44	3.8[W]	
White	47	7.8[A,B]	
Other[d]	66	5.8[B]	

[a] *The "Pre" age group consists of children age 0-5. The "Mid" age group consists of children age 6-13. The "High" age group consists of children age 14-18. "Pre + Mid" means the household had at least one child in both the Pre group and the Mid group. "Mid + High" means the household had at least one child in both the Mid group and the High group. "Pre + Mid + High" means the household had at least one child in each of the three age groups. The "Pre + High" group was excluded from analysis because there were too few households in this group.*

[b] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which age group the result differs: P = Pre only, M = Mid only, H = High only, PM = Pre + Mid, MH = Mid + High, PMH = Pre + Mid + High.*

[c] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[d] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*

[e] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

A56. Magnitude of transportation problem

	N	A major problem	A minor problem	Not a problem at all
In your daily life, how much of a problem is reliable transportation?	366	12%	14%	74%

A57. Magnitude of transportation problem by race/ethnicity

In your daily life, how much of a problem is reliable transportation?	Total N	A major problem[a]	A minor problem[a]	Not a problem at all[a]	Significant[b]
Black or African American	207	16%	14%	71%[W]	Yes***
Asian	43	2%	26%[W]	72%[W]	
White	47	2%	2%[A]	96%[B,A,O]	
Other[c]	67	12%	16%	72%[W]	

[a] *Superscript capital letters denote statistically significant differences at the p<0.05 level (i.e., there is less than a 5% probability that the difference occurred by chance). The letter indicates with which racial/ethnic group the result differs: B = Black or African American, A = Asian, W = White, O = Other.*

[b] *The difference between groups is considered to be significant if it exceeds the variation expected by chance: "yes*" means there is less than a 5% probability that the finding resulted by chance (i.e., p<0.05), "yes**" means there is less than a 1% probability that the finding resulted by chance (i.e., p<0.01), and "yes***" means there is less than a 0.1% probability that the finding resulted by chance (i.e., p<0.001).*

[c] *Some of the racial/ethnic groups were too small to examine separately, so they were combined into one "Other" category. These groups include American Indian or Alaska Native, Hispanic or Latino (of any race), Multiracial, and Other.*