



Saint Paul Promise Neighborhood

Summary of results from the 2011 community assessment and segmentation analysis

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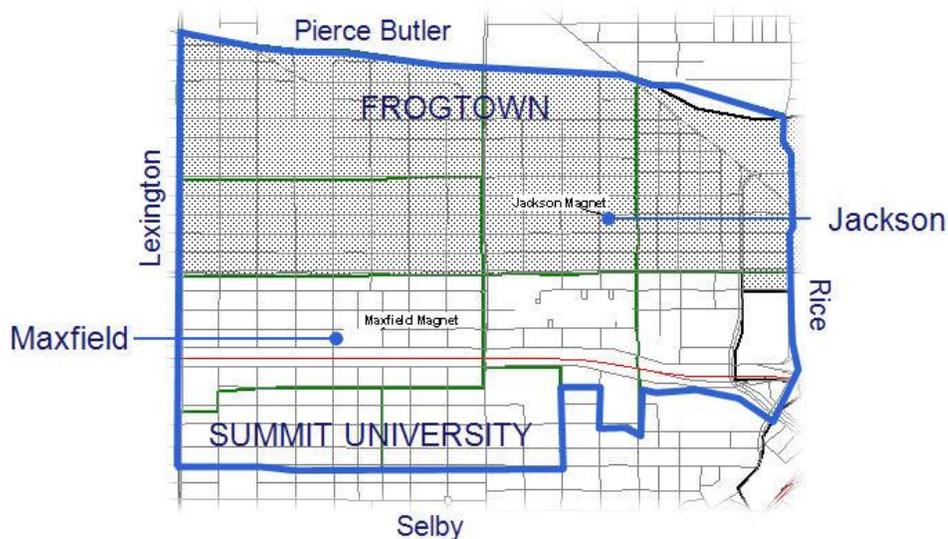
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The Saint Paul Promise Neighborhood (SPPN) initiative is a community-wide effort to ensure all children succeed in school and in life through seamless coordination of cradle-to-career educational, family, and community resources and supports. The SPPN is a 250-block area in the Summit-University and Frogtown areas of Saint Paul. Children age birth to 18 make up one-third of the total population who live in the SPPN (7,249 of 22,241 residents, or 33%).



Saint Paul is one of 21 communities across the nation selected to receive a Promise Neighborhood planning grant from the U.S. Department of Education. This report describes the results of the community assessment and segmentation analysis that was completed by Wilder Research as a required component of the grant.

The purpose of the community assessment and segmentation analysis is to understand the living conditions, needs, and strengths of families with children who live in the neighborhood, which will inform the planning and implementation processes.

The assessment includes data from the American Community Survey, the U.S. Census Bureau, and Saint Paul Public Schools. It also includes information gathered from 683 parents and other caregivers (called “caregivers” throughout the remainder of this report) of the children in the community who were interviewed with a scientific survey that provides statistically representative data (margin of error of +/- 3.6%). Community members were involved in the design, data collection, and analysis of the assessment results.

The report highlights the overall results of the community assessment, including:

- Key issues revealed by the community assessment
- Demographic characteristics of community residents
- Indicators related to children’s health, child care, physical activity, safety, and other conditions (required measures for the Promise Neighborhood grant)
- Other measures of the behaviors, preferences, perceptions, and living conditions of SPPN children and families that are related to, and impact their ability to, achieve success in school and in life

The report also highlights the segmentation analysis of the community assessment results. This analysis shows how the results vary for different groups living in the SPPN, along six demographic characteristics:

- Age of child
- Race or ethnicity of child
- Special education status of child
- Monthly household income
- Language spoken at home
- Marital status of child’s caregiver

Key issues revealed by the community assessment

Seven key issues emerge from the results of the community assessment and segmentation analysis that deserve particular attention. These issues are discussed in greater detail throughout different sections of the report. These issues tend to cross multiple domains that affect success in school and in life for children and their families.

Contrast of high caregiver satisfaction with children's education versus low academic performance

Most caregivers believe their child receives a high quality education (91%). They also report high levels of satisfaction with their child's school, such as feeling welcome at their child's school (97%); knowing who to contact at their child's school (94%); and believing that school staff understand and respect their family's values and traditions (90%). Despite these high levels of reported satisfaction, only 40 percent of students from the SPPN in grades 3 through 11 meet or exceed standards for their grade level in reading and only 41 meet or exceed standards in math, as measured by the Minnesota Comprehensive Assessments (MCA-II).

This contrast between high caregiver satisfaction with their child's school and measures showing low academic performance may indicate that some caregivers may have low expectations for their child's school, that caregivers are not aware of the poor academic performance of their child's school, and/or that many of the caregivers in the SPPN came to the United States from refugee camps and developing countries so the quality of their child's school (or the fact that their child has a school to attend at all) may be better than their previous situation.

Transportation as a major accessibility barrier

Lack of adequate transportation is a serious barrier for many caregivers. According to the American Community Survey, one out of four residents who live in the SPPN does not own a vehicle.

About one-third of households with children (34%) said they need transportation to meet their personal needs such as shopping, employment, and appointments. Transportation issues have prevented households from participating in school-related or out-of-school-time activities, accessing clinics to receive needed health and dental care, and using their preferred type of child care.

Caregivers value programs and activities for children, but lack access

Caregivers report that it is most difficult to find affordable (68%), trustworthy (62%), and high quality (61%) programs and activities for their children. About half of all caregivers state that it is hard to find programs and activities that are conveniently-located (52%), age-appropriate (51%), interesting to their child (50%), and culturally-appropriate (49%).

Major barriers to accessing out-of-school time programs include the cost of activities (38%) and transportation issues (28%). Half of caregivers (52%) also state that they do not have enough information about these activities.

Caregivers say they would like programs that emphasize hard work and commitment (88%), introduce their children to hobbies such as sports, music, and the arts (83%), and teach their children to get along with others (81%).

Children need physical activity and to eat healthy foods

Indicators of healthy eating and physical activity suggest that children in the SPPN are not eating or exercising at levels considered “healthy.” The Centers for Disease Control and Prevention recommends that children engage in physical activity at least 60 minutes per day and regularly eat five or more servings of fruits or vegetables per day. Only 11 percent of children age 5 through 18 in the SPPN meet this target.

The overall health and well-being of a child is related to the amount of time a child spends watching television or using a computer, also known as “screen time.” Most children in the SPPN (81%) spend more than one hour each day in front of a television or computer screen for reasons other than school work.

Also, many caregivers do not know about publically-available resources where their children can participate in physical activity. One out of three caregivers in the SPPN reports that there is not a community center in their neighborhood, with one out of five caregivers also reporting that there are not any parks in their neighborhood. While a number of public parks and community centers are located in the SPPN, a caregiver’s knowledge of these resources may be influenced by the location of their household in the neighborhood, and their willingness to use them may be influenced by their perception of the overall safety in the community.

About one-third of caregivers (37%) indicate that their family currently needs healthy food. Household income is a strong predictor of whether a caregiver identified the need for healthy food. Households who earn less than \$1,500 per month are the most likely to say they need healthy food (47%). Also, Asian (49%) and African Native (45%) caregivers are more likely than other racial and ethnic groups to report that they are looking for

healthy food for their families, but cannot find it in their neighborhood. This may indicate a need for food programs that cater to specific cultural groups.

Special needs of non-English speaking families

With many immigrants and refugees living in the SPPN, a large proportion of households with children speak a language other than English at home (36%). Eight percent of children age 3 through 18 are not fluent in English, including 19 percent of Asian children and 6 percent of African Native children.

Home language can influence early school achievement of children and accessibility to information for caregivers, which can ultimately affect student performance and the engagement of caregivers at school. Only 21 percent of children in the SPPN participate in early learning settings if they live in households where a language other than English is mostly spoken. Also, 18 percent of caregivers who speak a language other than English do not receive information from their child's school in a language they can easily understand. About one-third of caregivers who have children not fluent in English (32%) feel their children do not have enough support and instruction from a qualified ELL teacher to learn the English they need to be successful in school. Similarly, well over half of these caregivers (58%) are not aware of services or programs to help their children learn English if their children are not fluent in English.

In addition to concerns with academic performance and resources, non-English speaking caregivers face issues with employment. Forty-one percent of these caregivers are not working for pay at a job, which may indicate why one-third of non-English speaking households in the SPPN (33%) receive state welfare benefits (MFIP, self-reported receipt). This indicates a need for English Language Learner classes for adults in the community, as well as employment-related programs that are tailored to non-English speakers.

Disparities for children who are enrolled in special education services

Compared with 19 percent of all students who attend the Saint Paul Public Schools, 22 percent of students who live in the SPPN receive special education services. Over half of the SPPN children who receive special education services (57%) have a learning disability and nearly one-third (31%) have a mental or cognitive disability. About half of the caregivers with a child enrolled in special education have a problem finding high quality child care (53%) and paying for child care (56%). About one-third of caregivers with a child enrolled in special education (30%) have been prevented from accepting or keeping the kind of job they want due to problems with their child care.

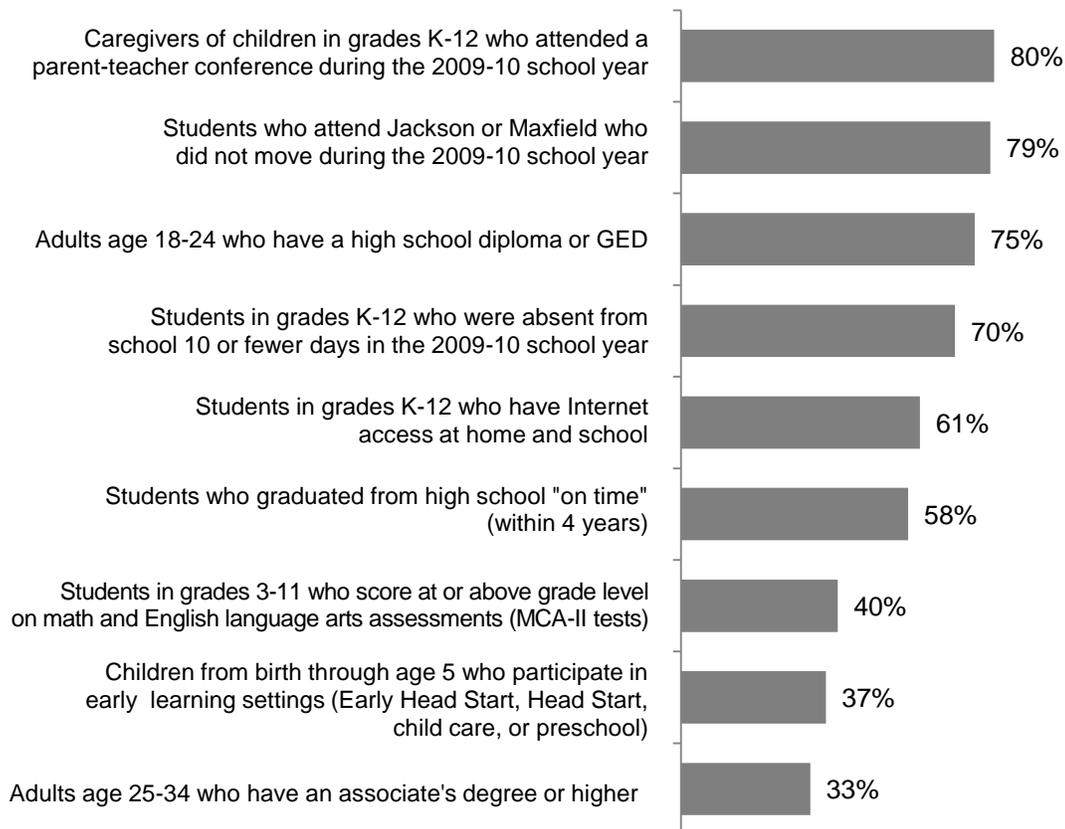
Measuring success: Promise Neighborhood indicators

The following sections of this report provide more detail and context on topics of education, health, housing, transportation, employment, and safety including indicators that the U.S. Department of Education requires all Promise Neighborhood grantees to measure. These standard indicators will help the U.S. Department of Education understand what factors are unique or similar across communities, and how these factors relate to the success of all children. Federal indicators are denoted throughout the report.

Figure 1 illustrates the current status of the SPPN on these indicators.

1. Saint Paul Promise Neighborhood federal indicators at a glance

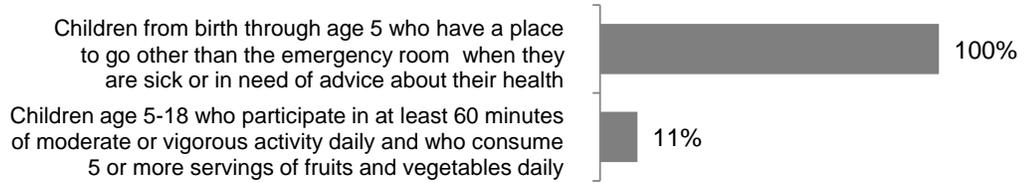
Education



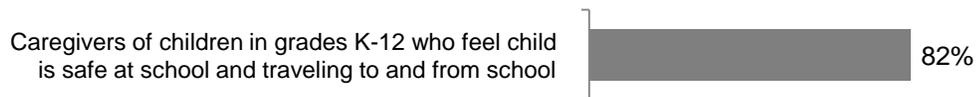
Sources: Saint Paul Promise Neighborhood Community Assessment, Saint Paul Public Schools 2010, American Community Survey.

1. Saint Paul Promise Neighborhood federal indicators at a glance (continued)

Health



Safety



Sources: Saint Paul Promise Neighborhood Community Assessment, Saint Paul Public Schools 2010, American Community Survey.

Education

One focus of the community assessment is to better understand the educational circumstances of children living in the SPPN and how these circumstances affect school success. This section first describes the situation of young children, including their participation in child care, early learning programs, and other programs that support school readiness. Next, the experiences of students and their caregivers in the K-12 school system and the academic indicators of school success are outlined. Finally, postsecondary access and plans, accessibility to 21st century learning tools, and out-of-school time activities are described.

Early learning

Obtaining high quality and affordable child care is a major challenge for many families in the SPPN. Nearly half of all caregivers who have children age 12 or younger (45%) report having problems paying for child care, and about one-third (34%) have problems finding high quality child care. Low income caregivers in particular report problems finding child care during the hours they work – 39 percent of caregivers with income less than \$1,500 per month say this is a problem for them.

The U.S. Department of Education requires Promise Neighborhood grantees to track two indicators related to early learning:

FEDERAL INDICATOR

Children participate in early learning settings: 37 percent of children from birth through age 5 in the SPPN meet this target, meaning that they are enrolled in an early learning program (including Head Start, Early Head Start, child care center, preschool or pre-kindergarten program, or licensed child care in someone's home).

- Only 5 percent of Asian children, 29 percent of African Native children, and 38 percent of Latino children participate in early learning settings, compared with about half of Multi-racial (48%), African American (53%), and White (54%) children.
- Only 21 percent of children who live in households where a language other than English is mostly spoken participate in early learning settings.
- This compares to 60 percent of children from birth through age 12 in Minnesota who are enrolled in early learning settings (includes licensed family care, center-based child care, Head Start, and preschool), according to a statewide child care survey conducted in 2009 by Wilder Research for the Minnesota Department of Human Services.

FEDERAL INDICATOR

Children display age-appropriate functioning: Three-year-old and kindergarten children demonstrate varied levels of age-appropriate functioning across multiple domains of early learning.

The Individual Growth and Developmental Indicators (IGDI) and Mondo literacy assessment were used to measure age-appropriate functioning:

Teachers use the IGDI to monitor individual children's early language and literacy development over time. The assessment measures children's progress in three areas: picture naming, alliteration, and rhyming.

2. Three-year-olds' results of early learning measures in fall 2010

	Number of students	Percent who meet benchmark
Picture naming	48	38%
Alliteration	48	27%
Rhyming	48	31%

Source: Saint Paul Public Schools 2011

Note: Includes three-year-olds participating in community child care centers and homes in and near (within one mile of) the SPPN in fall 2010.

Mondo literacy assessments measure children's oral language, print concepts, phonemic awareness, letter recognition, and letter sound at the beginning of the kindergarten year.

3. Kindergarten results of early learning measures in fall 2010

	Number of students	Percent who meet benchmark
Oral language	268	67%
Print concepts	267	57%
Phonemic awareness	267	48%
Letter recognition	267	78%
Letter sound	269	35%

Source: Saint Paul Public Schools 2011

Note: Includes children who lived in the SPPN and attended kindergarten in Saint Paul Public Schools in fall 2010.

K-12 schooling

Jackson Magnet Elementary and Maxfield Magnet Elementary are the target schools located in the SPPN. Only 7 percent of all students who live in the SPPN attend one of these two schools. In the 2013-14 school year, Jackson and Maxfield will transition from being magnet schools to community schools, which may increase the total number of SPPN children who attend schools located within the boundaries of the SPPN.

Currently, the other 93 percent of students who live in the SPPN attend a total of 71 different public schools around Saint Paul. These students attend seven other public schools located in the SPPN, including Benjamin E. Mays International Magnet, Capitol Hill Gifted and Talented Magnet, ALC Creative Arts School, J.J. Hill Montessori, Museum Magnet, Saint Paul City School/New Spirit School, and Rondo Learning Center.

There are 30 different public schools where 50 or more SPPN students attend, and 15 public schools where 100 or more SPPN students attend. See Figure 4 on the next page for a list of the most commonly-attended Saint Paul Public Schools. These calculations do not include the undetermined number of children living in the SPPN who attend private schools, who are home schooled, who are not attending school, or who attend a school other than a Saint Paul Public School. While specific student data have not been collected from the private schools located in the SPPN, the community assessment indicates that SPPN children attend at least three non-public schools: Saint Agnes School, Christ's Household of Faith (CHOF), and Saint Peter Claver School.

The U.S. Department of Education requires Promise Neighborhood grantees to track four indicators related to K-12 education:

FEDERAL INDICATOR

Students live in stable communities: 21 percent of students enrolled at the SPPN target schools,¹ Jackson Magnet Elementary and Maxfield Magnet Elementary, changed schools during the 2009-10 school year. This statistic represents all students who attended Jackson or Maxfield during the 2009-10 school year, including students who do not live in the SPPN.

¹ Student mobility rate is calculated by dividing the total number of new student entries and withdrawals at a school by the first official enrollment number of the academic year.

4. Schools in the Saint Paul Public School District (SPPS) attended by SPPN students

School	Number of SPPS students from SPPN who attend this school	Percent of all SPPS students from SPPN who attend this school
Central Senior High	416	10%
Como Park Senior High	262	6%
Como Park Elementary	209	5%
Arlington Senior High*	164	4%
Jackson Magnet Elementary**	157	4%
Highland Park Senior High	140	3%
Obama Service Learning Elementary	131	3%
Hancock/Hamline Magnet Elementary	129	3%
Harding Senior High	125	3%
Ramsey Junior High	117	3%
Washington Technology Magnet	116	3%
Maxfield Magnet Elementary**	114	3%
Murray Junior High	113	3%
Benjamin E. Mays International Magnet**	107	3%
Johnson Senior High	103	2%
Other schools with fewer than 100 students from SPPN	1,935	42%
Total number of students from SPPN attending Saint Paul Public Schools	4,339	100%

Source: *Saint Paul Public Schools 2010*

* *The Saint Paul Public Schools Board of Education voted to discontinue the Arlington program after the 2009-10 school year. Although they attend classes at other high schools in Saint Paul, students are still considered Arlington students until their graduation date if they were enrolled at Arlington at the time when the discontinuation was announced. (http://www.spps.org/arlington_2.html).*

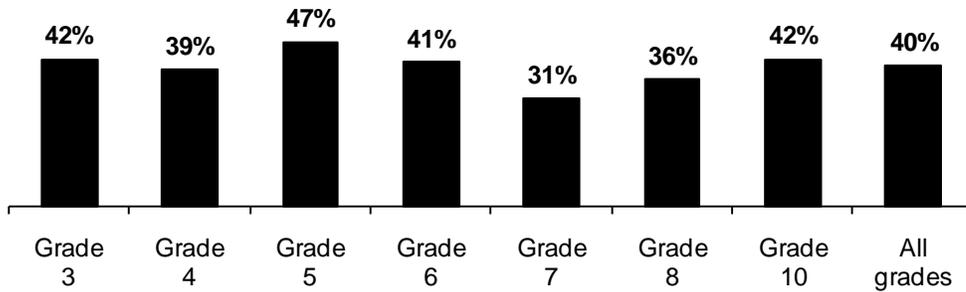
** *Located within the boundaries of the SPPN.*

FEDERAL INDICATOR

Students are at or above grade level in core subjects: 40 percent of students from the SPPN in grades 3 through 11 meet or exceed standards for their grade level in reading and 41 percent meet or exceed standards in math. See Figures 5 and 6.

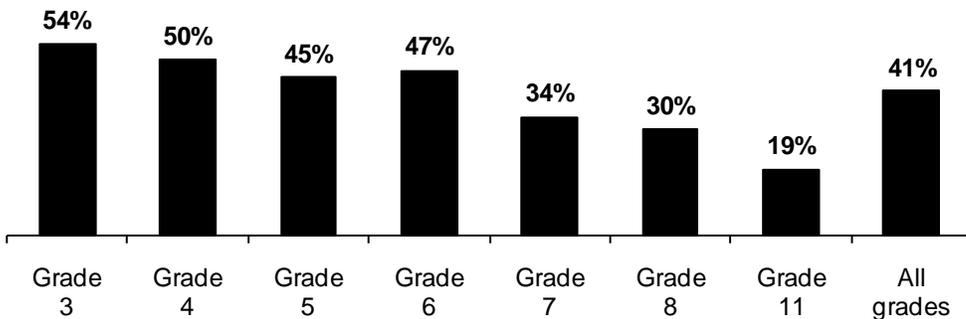
This indicator is based on students' scores on the Minnesota Comprehensive Assessment (MCA-II) tests, which measure progress toward Minnesota's academic standards. The reading and math tests are used by the Minnesota Department of Education to determine whether schools and districts have made adequate yearly progress (AYP) toward all students being proficient by 2014. Reading tests are administered to students in grades 3 through 8 and 10, and math tests are administered to students in grades 3 through 8 and 11. These data are only reflective of SPPN students who are enrolled in the Saint Paul Public Schools. See Figures 5 and 6.

5. MCA-II in reading: Percent who meet or exceed state standards (SPPN students enrolled in Saint Paul Public Schools)



Source: Saint Paul Public Schools 2010

6. MCA-II in math: Percent who meet or exceed state standards (SPPN students enrolled in Saint Paul Public Schools)



Source: Saint Paul Public Schools 2010

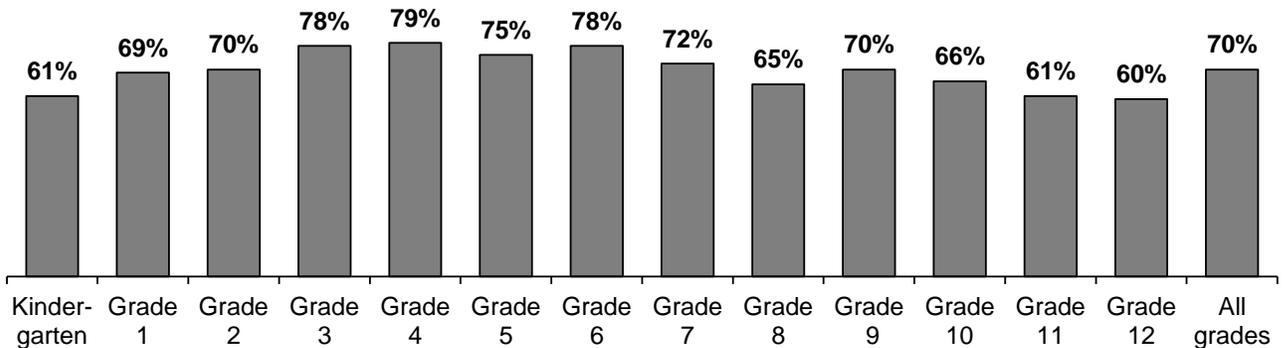
FEDERAL INDICATOR

Students in grades K-12 who were absent from school 10 or fewer days in the 2009-10 school year:

71 percent of students from the SPPN in grades 6 through 9 were absent 10 or fewer days in the school year.

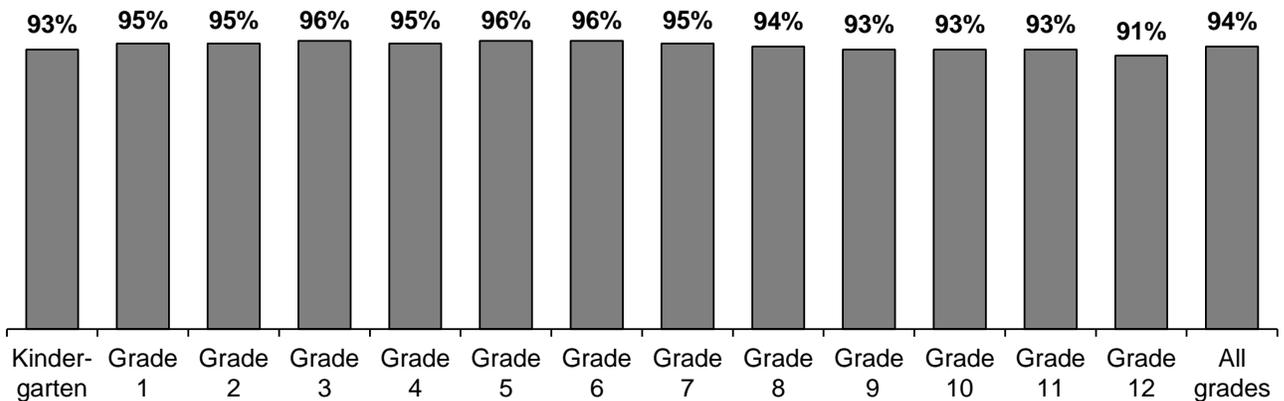
In addition to a successful transition from middle to high school, it is important to evaluate student attendance for all K-12 students. Seventy percent of K-12 students from the SPPN who attended Saint Paul Public Schools were absent from school 10 or fewer days in the 2009-10 school year. See Figure 7. This results in a student attendance rate of 94 percent for K-12 students over the same period of time. See Figure 8.

7. Students absent from school 10 or fewer days in the 2009-10 school year (SPPN students enrolled in Saint Paul Public Schools)



Source: Saint Paul Public Schools 2010

8. Student attendance rate in the 2009-10 school year (SPPN students enrolled in Saint Paul Public Schools)



Source: Saint Paul Public Schools 2010

Notes: The attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). The ADA and ADM are aggregated for each grade, school, district, or group of interest. ADA is computed by taking the number of days a student was marked in attendance and dividing by the number of instructional days reported for the grade and school. ADM is computed by taking the number of days the student was reported as enrolled and dividing by the number of instructional days reported for that grade and school.

FEDERAL INDICATOR

Students graduate from high school: In 2010, 58 percent of students who live in the SPPN and attended Saint Paul Public Schools graduated from high school “on time” (within four years). See Figure 9.

9. SPPN student graduation rate (by segment of student population)

	SPPN	All Saint Paul Public Schools students
Total	58%	59%
English Language Learner	60%	58%
Special Education	46%	43%
Low Income	57%	54%
Asian	64%	63%
Latino	40%	47%
African American	55%	50%
White	52%	71%
Female	62%	62%
Male	54%	55%
English	55%	60%
Hmong	63%	65%
Somali	50%	44%
Oromo	55%	52%

Source: Saint Paul Public Schools 2011

Note: Includes all students who were in 9th grade in 2006-07, in 10th grade in 2007-08, in 11th grade in 2008-09, and in 12th grade in 2009-10 who lived in the SPPN and attended Saint Paul Public Schools (excluding the students who transferred out of the district).

Caregivers’ perceptions of their child’s school

Caregivers who participated in the community assessment survey were asked to respond to several statements about their child’s school. These results are illustrated in Figure 10. Most caregivers believe their child receives a high quality education (91%). Most caregivers also feel welcome in their child’s school (97%); know who to contact at their child’s school if they have a problem or question (94%); and believe that school staff understand and respect their family’s values and traditions (90%).

However, some segments of the caregiver population differ notably from others in their reported satisfaction. In particular, caregivers who have children enrolled in special education programs are less satisfied with aspects of their child's school than other caregivers. They are more likely to believe that their child does not receive a high quality education (19%). These caregivers are also more likely to struggle to get their child's school to provide services that they need (29%) and believe that school staff do not understand and respect their family's values and traditions (20%). See Figure 10.

10. Caregivers' ratings of various aspects of their child's school

Percent of caregivers who agree or strongly agree with these statements

	My child receives a high quality education at school	I feel welcome in my child's school	School staff understand and respect the values and traditions important to my family	If my child has problems at school, their teacher or a school staff member contacts me right away	I know who to contact at my child's school if I have a problem or question	I have to struggle to get my child's school to provide services that my child needs
Children age 5-11	92%	97%	92%	94%	96%	17%
Children age 12-18	91%	97%	87%	84%	92%	21%
African American children	84%	96%	84%	84%	97%	17%
African Native children	92%	100%	92%	97%	100%	16%
Asian children	100%	99%	95%	91%	86%	21%
Latino children	85%	93%	88%	93%	90%	24%
White children	90%	99%	90%	91%	100%	19%
Multi-racial children	87%	92%	89%	78%	98%	20%
Children enrolled in Special Education	81%	93%	80%	82%	87%	29%
Children who do not speak English at home	99%	100%	94%	92%	88%	22%
Monthly household income less than \$1,500	92%	95%	87%	85%	91%	18%
Monthly household income \$1,500-\$3,000	89%	98%	90%	89%	95%	21%
Monthly household income greater than \$3,000	92%	96%	89%	91%	92%	17%
All school age children in the SPPN	91%	97%	90%	88%	94%	19%
Comparison to all caregivers in all Saint Paul Public Schools	88%	94%	89%	78%	91%	27%

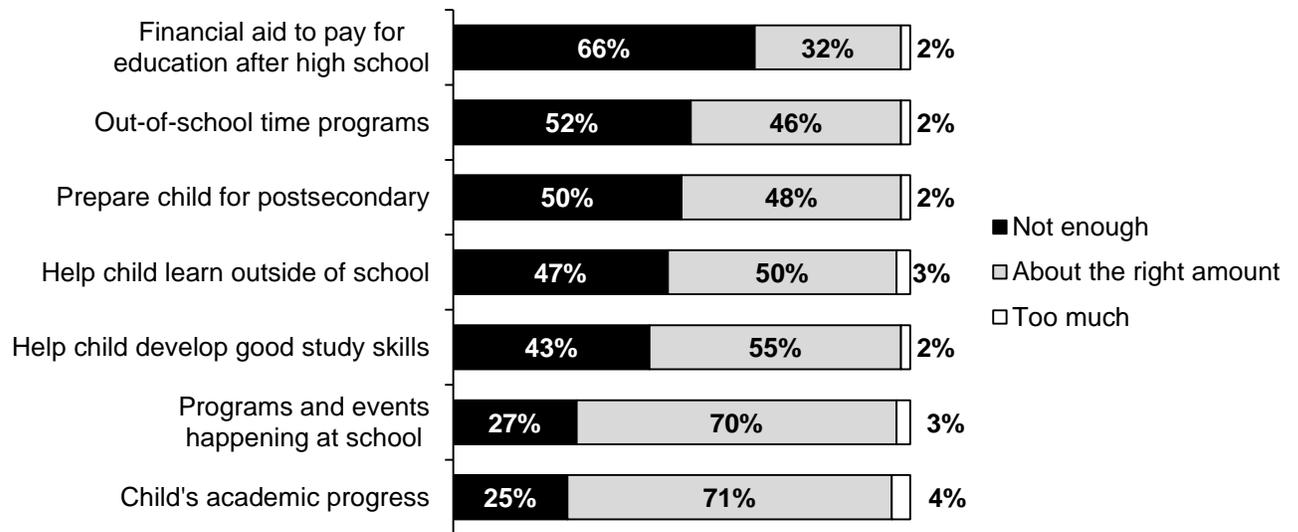
Sources: Saint Paul Promise Neighborhood Community Assessment, 2010 Saint Paul Public Schools Parent/Guardian Survey

Overall, caregivers in the SPPN (19%) are less likely than caregivers throughout the school district (27%) to report that they struggle to get their child’s school to provide services they need. However, when compared to the results of a school district-wide survey conducted by Wilder Research in 2010, the results from the community assessment indicate that caregivers in the SPPN have similar levels of satisfaction on other items as all caregivers in the district.

Caregivers who participated in the community assessment were also asked about other aspects of their child’s school such as attendance and suspension policies, relevance of instruction and testing to their daily lives, and academic counseling. Fourteen percent of all caregivers feel that school staff do not encourage and reward good attendance. About 10 percent of caregivers do not believe school staff work with them to find alternatives to suspension. Nearly all caregivers (94%) believe that their children learn things in school that are relevant to their daily lives. Nearly all caregivers (94%) also report that academic advising and counseling staff support their children enough to ensure they are successful in school.

Caregivers were also asked about the amount of information they receive to help their children succeed in school and life. Caregivers state most commonly that they do not have enough information about: financial aid opportunities to pay for education after high school (66%); out-of-school time activities for their children (52%); and postsecondary education preparation for their children (50%). See Figure 11.

11. Amount of information caregivers receive about out-of-school time programs and out-of-school time academic support



Source: Saint Paul Promise Neighborhood Community Assessment

Postsecondary access and plans

Educational attainment of individuals in the community is a strong indicator of the economic well-being of a community. Higher educational attainment of the community often leads to an increased number of employment opportunities, and it supports the economic foundation for a community.

The U.S. Department of Education requires Promise Neighborhood grantees to track one indicator related to postsecondary education:

FEDERAL INDICATOR

High school graduates get postsecondary degree/certification/credential: 33 percent of the SPPN population age 25 through 34 have completed some college or more education.

According to their caregivers, two-thirds of children age 13 through 18 (67%) plan to attend college after graduating from high school and an additional 12 percent plan to attend vocational or trade school. As these children progress through high school, their caregivers report clearer post-graduation plans – 17 percent of caregivers of 12 to 14 year olds compared with only 10 percent of caregivers of 15 to 18 year olds said their child has not yet made post-graduation plans. Nearly all African Native caregivers (94%) report that their high school age children plan to attend college, with only 6 percent of these caregivers indicating that their child does not have post-graduation plans.

Two-thirds of all caregivers (62%) speak to their child about college on at least a monthly basis. African American (36%) and Latino (28%) caregivers are more likely than White (7%) and Asian (13%) caregivers to speak to their child “every day or most days” about the importance of attending college.

Compared with 50 percent of all caregivers with school age children, more caregivers of children enrolled in special education (65%), single adult households (60%), and caregivers of African American children (59%) feel they do not receive enough information to prepare their children for postsecondary education. Caregivers of high school age children (48%) are equally as likely as caregivers of elementary school age children (49%) to feel they receive enough information to prepare their children for postsecondary education. Two-thirds of all caregivers (66%) believe they do not have enough information about how to pay for postsecondary education, and this perception is most common among caregivers of young children who are not yet in school (78%), middle school age children (76%), children who are enrolled in special education (74%), African Native children (74%), and African American children (72%).

Nine percent of all caregivers believe that school staff do not encourage and support their children to continue their education after high school. This perception is more than twice as common among caregivers who have children receiving special education services (19%).

Access to 21st Century learning tools

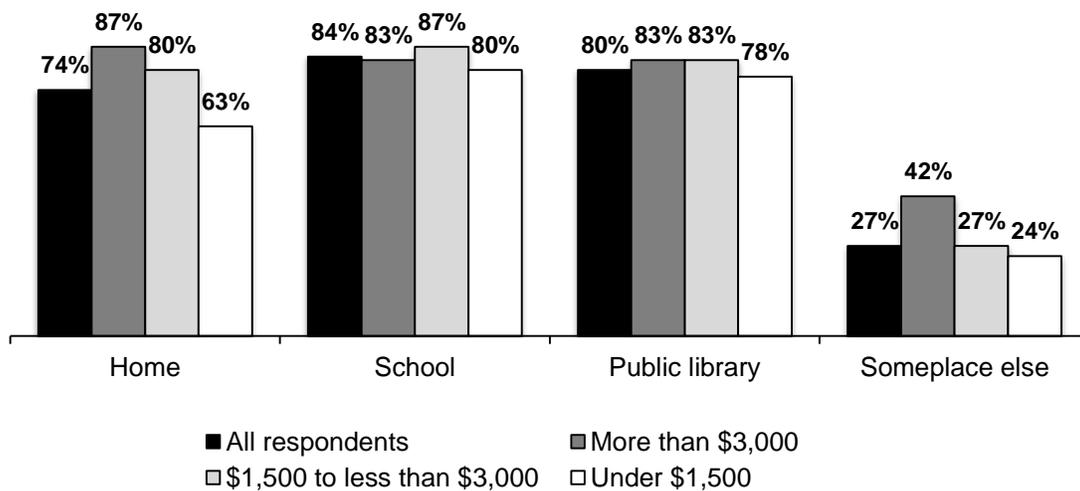
The U.S. Department of Education requires Promise Neighborhood grantees to track one indicator related to access to 21st Century learning tools:

FEDERAL INDICATOR

Students have access to 21st century learning tools: 61 percent of students age 5 through 18 have Internet access at home and school.

Access to Internet at home and school supports student learning and school achievement. Household income is a significant predictor of whether a child has access to the Internet. Children who live in low income households are less likely to have computers in their home and are more reliant on accessing the Internet at school or the public library. See Figure 12.

12. Where children access Internet (by monthly household income)



Source: Saint Paul Promise Neighborhood Community Assessment

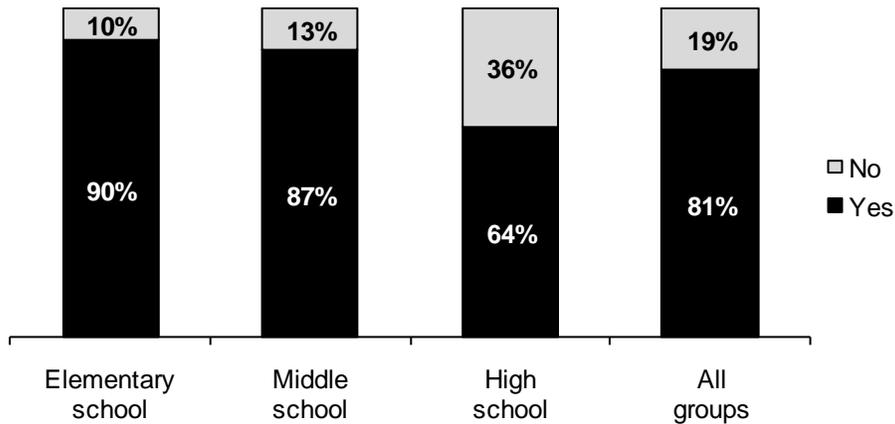
Caregivers' role in supporting school success

The U.S. Department of Education requires Promise Neighborhood grantees to track one indicator related to children having a caring adult in their lives:

FEDERAL INDICATOR

Parent-teacher conference attendance: 81 percent of all caregivers report that they attended a parent-teacher conference in the fall 2010. As children age, caregivers attend parent-teacher conferences less frequently. Caregivers of children enrolled in elementary school (90%) and middle school (87%) are more likely to report that they attended a parent-teacher conference than caregivers of children enrolled in high school (64%). See Figure 13.

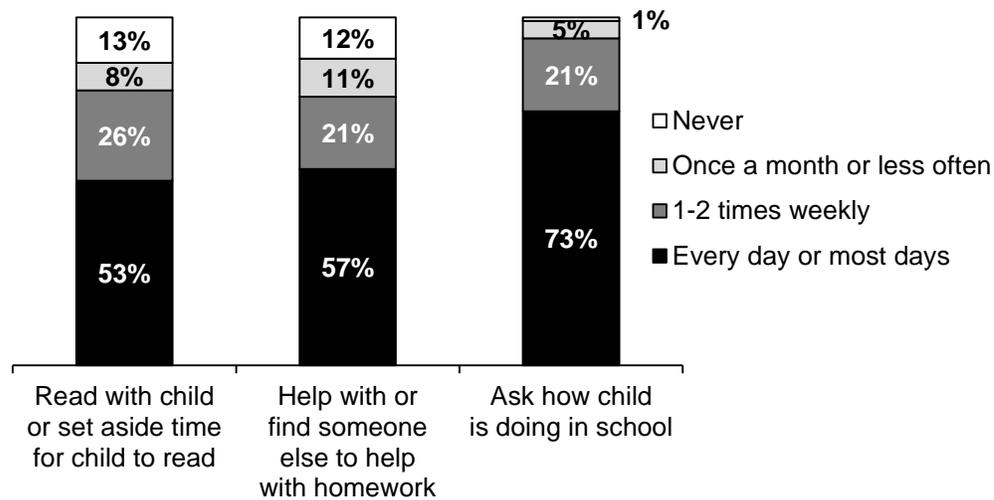
13. Self-reported parent-teacher conference attendance in fall 2010 (by grade level)



Source: Saint Paul Promise Neighborhood Community Assessment

Caregivers were asked about their engagement in, and support of, their children’s education. While the majority of caregivers ask their child how they are doing in school on a daily (73%) or weekly (21%) basis, about one-fifth of caregivers (22%) never to rarely encourage their child to read or complete their homework. See Figure 14.

14. Self-reported caregiver engagement in child’s education



Source: Saint Paul Promise Neighborhood Community Assessment

Barriers to participating in child’s school programs and activities

Caregivers were asked about the barriers or challenges that prevent the family from participating in school programs and activities. The most commonly reported barriers are:

- **Transportation:** not having a car or relying on public transportation (93 responses)
- **Time conflicts:** too busy, time conflicts between work and school (93 responses)
- **Cost of participation:** money, finances, cuts to program subsidies (51 responses)
- **Child is not interested:** activities enjoyed by the child are not offered (13 responses)
- **No child care for younger children** (13 responses)
- **Poor health of parent/caregiver/family member** (11 responses)

Community resources

Caregivers were asked about the resources or supports in the community that they feel are most helpful to support their child’s success in school. The most commonly identified resources are:

- **Rondo Library** (64 responses)
- **Faith-based programs and participation** (43 responses)
- **School support services** (36 responses)
- **Family members** (29 responses)
- **Tutoring (after school, at the library, at Early Learning Center)** (25 responses)

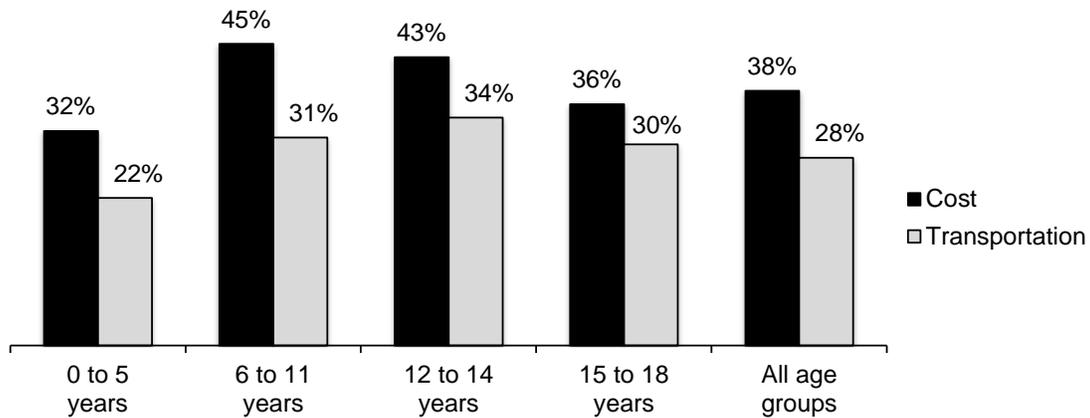
Out-of-school time programs and activities

Out-of-school time programs and activities contribute to the enrichment of individual children and the overall wellness of the community. Respondents were asked about access to programs and activities, as well as the types of programs and activities that they want for their children.

Accessibility to programs and activities

Thirty-eight percent of caregivers were unable to enroll their children in youth programs or activities in the past year because they were too expensive. Caregivers with children in elementary school (45%) and middle school (43%) experience the greatest financial challenges to enrolling their children in youth programs and activities. See Figure 15.

15. Child could not enroll in school-related activities or out-of-school time programs because of cost or transportation barriers



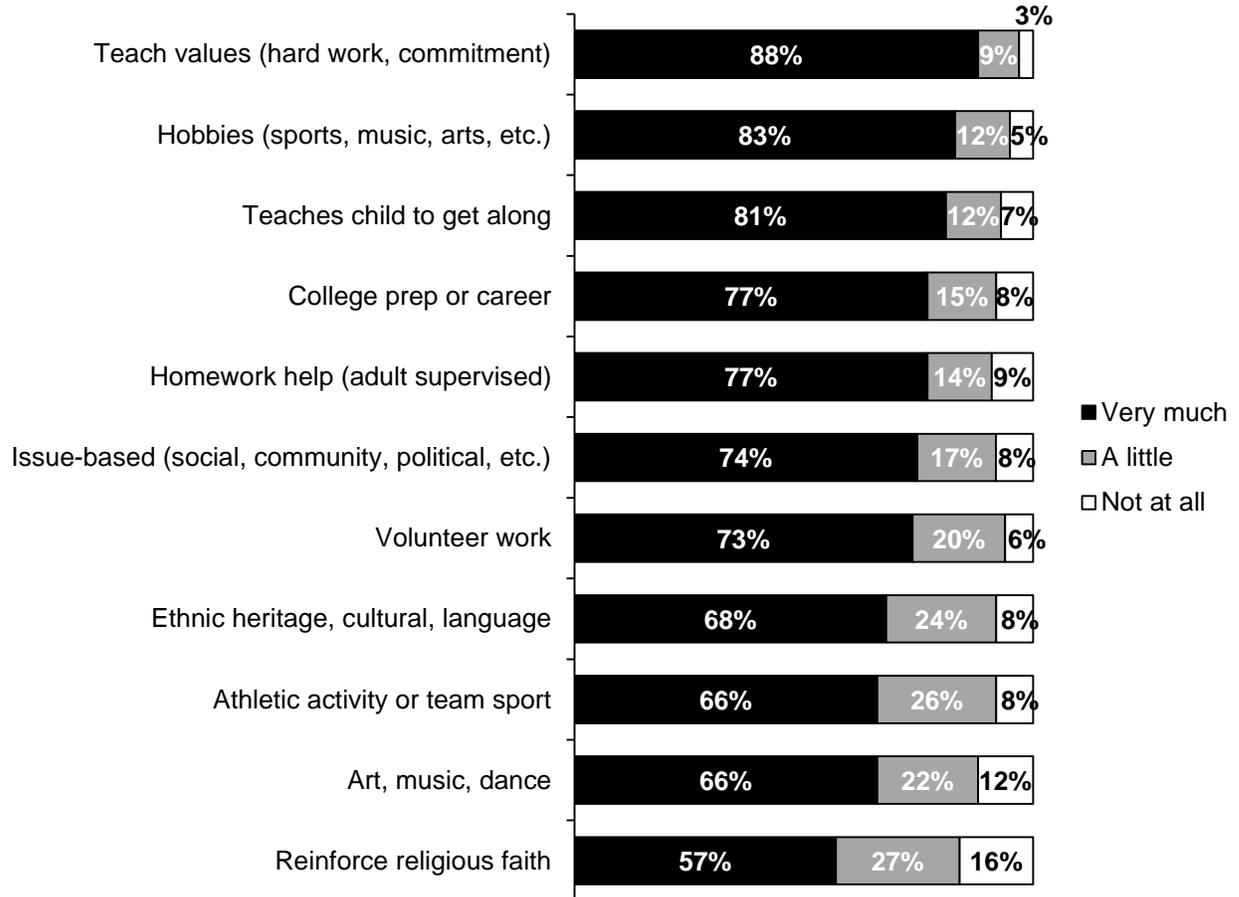
Source: Saint Paul Promise Neighborhood Community Assessment

Access to relevant youth programs and activities

The types and quality of programs and activities available to children and families influence extracurricular participation. Caregivers were asked about programs and activities that they would like for their children, as well as factors that would discourage them from enrolling their children in programs and activities.

When asked specifically about types of programs that could be offered to their children, caregivers say that they would “very much” like programs that teach their children values such as hard work and commitment (88%); introduce their children to hobbies such as sports, music, and the arts (83%); and teach their children to get along with others (81%). See Figure 16.

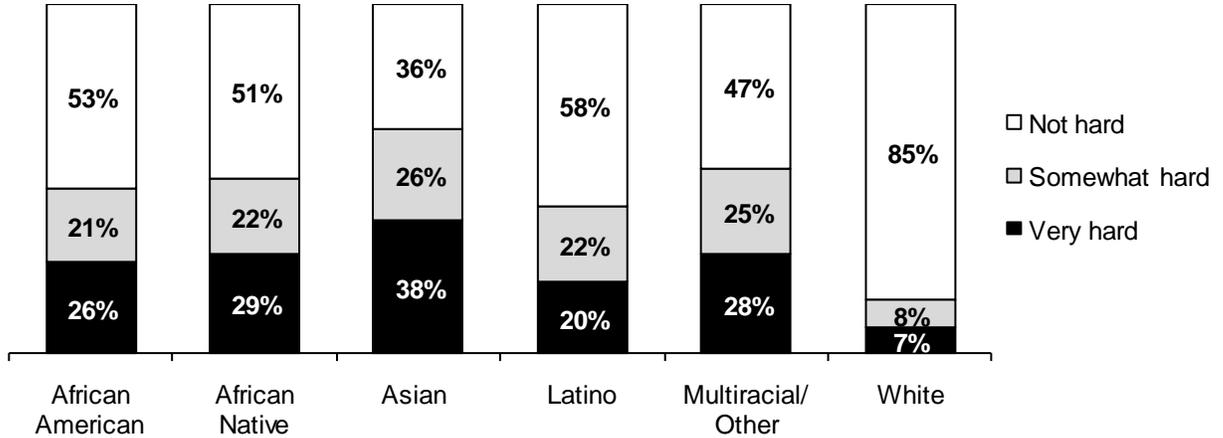
16. Types of out-of-school time activities caregivers want for their children



Source: Saint Paul Promise Neighborhood Community Assessment

About two-thirds of caregivers who have Asian children (64%) report that it is “very hard” or “somewhat hard” to find culturally-appropriate activities, compared with about half of caregivers of children who are multi-racial (53%), African Native (51%), African American (47%), and Latino (42%). See Figure 17.

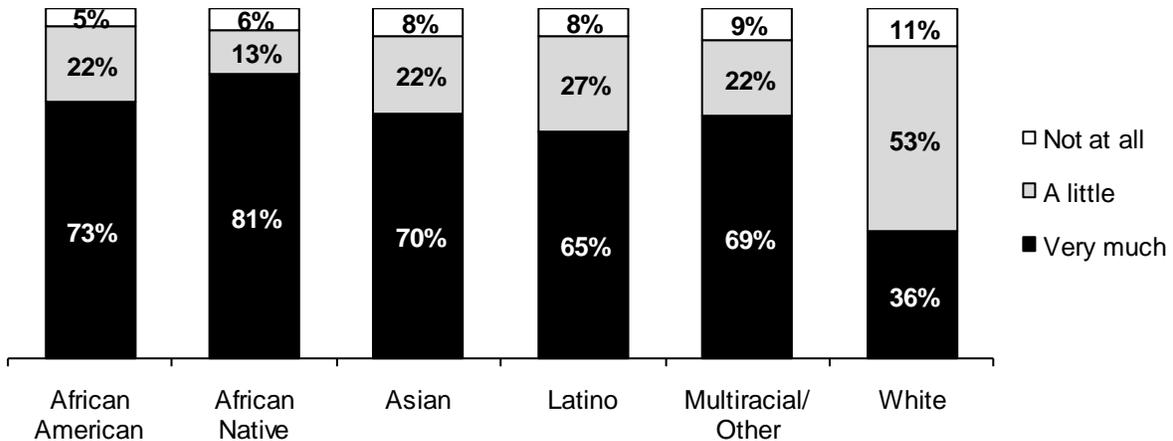
17. How easy or hard is it to find culturally appropriate activities and programs for child (by race/ethnicity)



Source: Saint Paul Promise Neighborhood Community Assessment

Caregivers with African Native (81%), African American (73%), and Asian (70%) children are more likely than other caregivers to want programs for their children that emphasize cultural, ethnic heritage, or beliefs. See Figure 18.

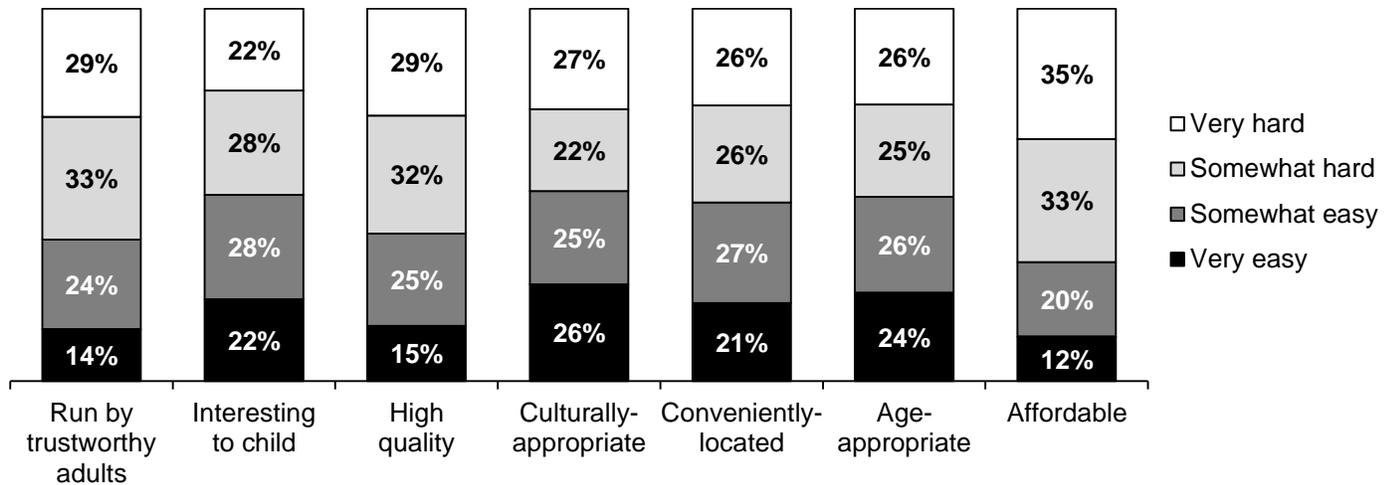
18. Would like a program that emphasizes cultural, ethnic heritage, or beliefs (by race/ethnicity)



Source: Saint Paul Promise Neighborhood Community Assessment

Caregivers report that it is hardest to find affordable (68%), run by adults who are trustworthy (62%), and high quality (61%) programs and activities for their children. About half of all caregivers state that it is hard to find programs and activities that are conveniently-located (52%), age- appropriate (51%), interesting to their child (50%), and culturally-appropriate (49%). See Figure 19.

19. How hard or easy is it to find programs and activities for your children that are...

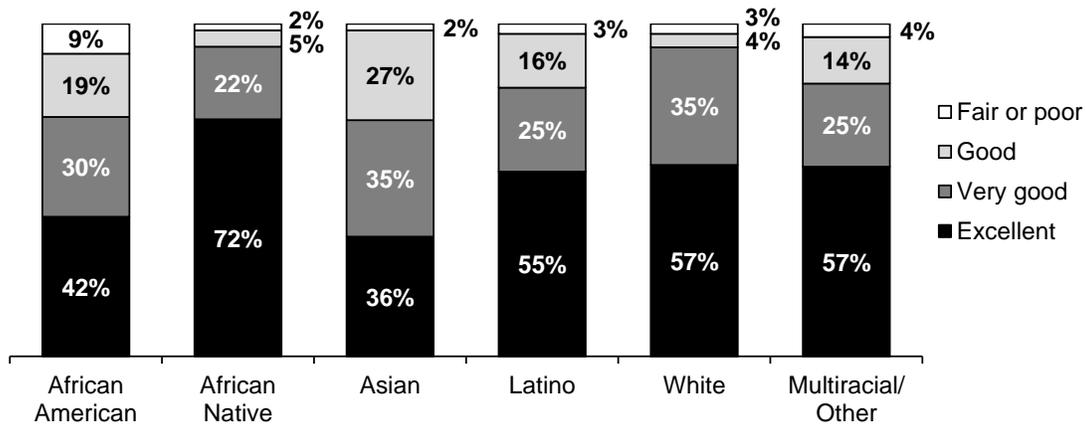


Source: Saint Paul Promise Neighborhood Community Assessment

Health

Caregivers were asked questions about the overall health of their children, healthy eating and physical activity, and access to health and dental care. Most caregivers in the SPPN consider the overall health of their child to be excellent (47%) or very good (30%). Ratings of a child’s overall health differ by the race and ethnicity of the child. See Figure 20.

20. Caregiver’s rating of child’s health (by race and ethnicity)



Source: Saint Paul Promise Neighborhood Community Assessment

Healthy activity and eating

Caregivers were asked about the amount of time their children spend in front of a television or computer screen (“screen time”). Children who spend more time in front of a screen typically spend less time participating in physical activities. About four out of five children in the SPPN (81%) get more than one hour of screen time each day. Compared with 30 percent of all children in the SPPN, 43 percent of African American children get more than 3 hours of screen time each day. Children age 15 through 18 spend the most time in front of a screen, with 91 percent having more than 1 hour of screen time per day. See Figure 21.

21. Time spent per day watching television or using a computer for reasons other than schoolwork (“Screen time”)

	Less than 1 hour	More than 1 hour to 2 hours	More than 2 hours to 3 hours	More than 3 hours to 5 hours	More than 5 hours
All respondents	19%	27%	24%	18%	12%
Age 5	30%	28%	14%	11%	17%
Age 6-11	26%	28%	21%	18%	8%
Age 12-14	20%	27%	30%	17%	6%
Age 15-18	8%	26%	28%	19%	18%
African American	13%	19%	26%	22%	21%
African Native	38%	38%	8%	11%	5%
Asian	17%	33%	30%	13%	6%
Latino	24%	29%	21%	17%	10%
White	30%	33%	16%	14%	7%
Multi-Racial/Other	21%	20%	24%	20%	15%

Source: Saint Paul Promise Neighborhood Community Assessment

Note: Caregivers reported the number of minutes per day their child spends watching TV or movies, playing video games, or using a computer for social networking, playing games, or using the Internet (not for schoolwork). Only calculated for children age 5 or older living in their household.

The U.S. Department of Education requires Promise Neighborhood grantees to track one indicator related to healthy eating and activity:

FEDERAL INDICATOR

Children are physically active at least 60 minutes per day and regularly eat five or more servings of fruits or vegetables per day: Only 11 percent of children age 5 through 18 meet this target (34% exercise 60 minutes or more daily and 28% consume five or more servings of fruits or vegetables daily, but only 11% do both). Children who are White (32%) or Multi-racial (26%) are more likely to meet the indicator. Only 2 percent of children who live in households where English is not the primary language spoken meet this indicator.

When specifically asked about different kinds of assistance they may need, 37 percent of all caregivers indicate that their family currently needs healthy food. Compared with about one-third of African American (36%) and Latino (31%) caregivers, only 5 percent of White caregivers indicate they currently need healthy food. Asians (49%) and African Natives (45%) were most likely to report needing healthy food, which may indicate that these groups need better access to ethnic foods. Only 16 percent of households who earn

more than \$3,000 per month indicate they currently need healthy food compared with 40 percent of households with a monthly income less than \$3,000.

Access to health and dental care

The U.S. Department of Education requires Promise Neighborhood grantees to track one indicator related to health care access:

FEDERAL INDICATOR

Children birth through age 5 have a place to go when they are sick: 100 percent of children from birth through age 5 meet this target – they have a place to go other than an emergency room to receive health care when they are sick. However, other data presented in this section suggest that this indicator may not provide a full picture of the factors that limit health care access for children in the community, such as health insurance and transportation.

Caregivers were asked about access to health and dental care. Insurance coverage is a strong predictor of accessibility of health and dental care. The majority of children living in the SPPN are covered by either public (66%) or private (27%) health insurance, but 8 percent of SPPN children are not covered by any health insurance.

Monthly household income and the employment status of the caregiver are the greatest determinants of the type of health insurance coverage a child is enrolled in. Children who live in households that earn less than \$1,500 per month are most likely to be covered by public health insurance, and children who live in households with a monthly income between \$1,500 and \$3,000 are more likely to not be covered by health insurance. See Figure 22. Forty-four percent of children living with caregivers who are employed full-time are enrolled in public health insurance, compared with 82 percent of children living with caregivers who are not working for pay at a job. Seventeen percent of children who live with caregivers employed part-time do not have insurance at all.

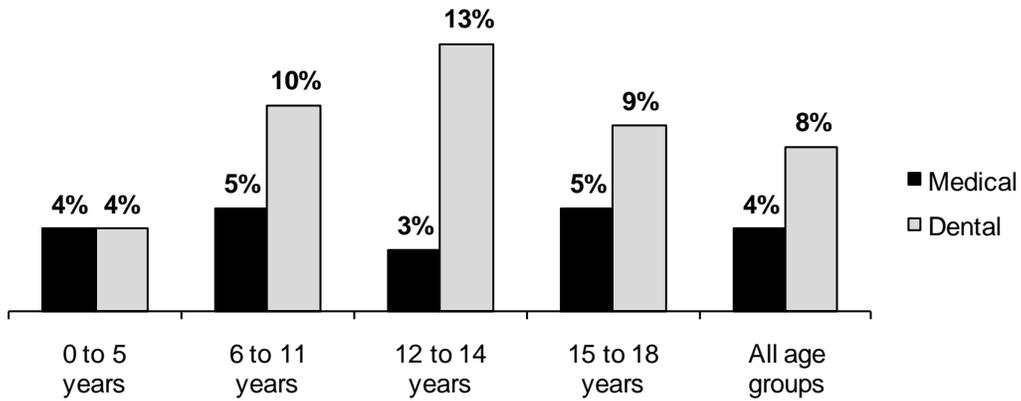
22. Child’s health insurance coverage (by household income level)

Monthly household income	Public insurance	Private insurance	No insurance
Less than \$1,500	89%	7%	4%
\$1,500 to less than \$3,000	57%	31%	12%
\$3,000 or more	26%	66%	8%

Source: *Saint Paul Promise Neighborhood Community Assessment*

About 5 percent of children in the SPPN needed medical care but could not get it in the past year. In addition, 8 percent of children needed dental care but could not get it. When comparing age groups, children age 12 through 14 are most likely not to receive needed dental care. The primary reasons for not receiving needed medical or dental care include not having insurance coverage, cost of care is too much, and limited transportation. See Figure 23.

23. Child needed medical or dental care but could not get it

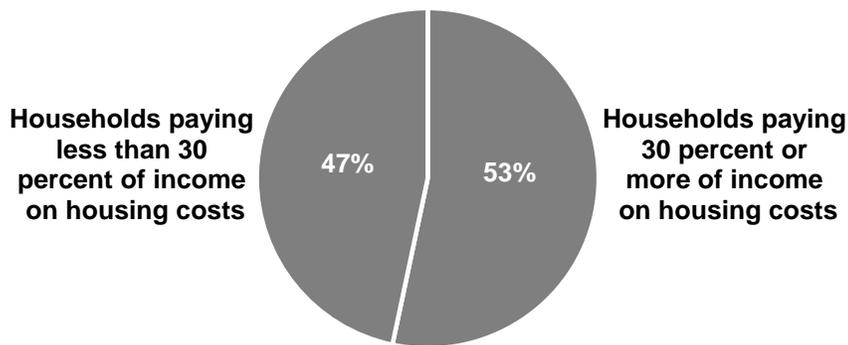


Source: Saint Paul Promise Neighborhood Community Assessment

Housing

Caregivers were asked about their housing situation. According to the Center for Urban and Regional Affairs (CURA) at the University of Minnesota, the Saint Paul Promise Neighborhood been challenged by the recent foreclosure crisis, with nearly 1,000 vacant or boarded houses in the 250-block area and significant decline in property values over the past 10 years. Caregivers of color are more likely than White caregivers to report that they need help with a housing issue such as defaulting on their mortgage, acquiring rent assistance, or filing a housing claim against an absent landlord. According to the American Community Survey, over half of all households in the SPPN (53%) spend more than 30 percent of their income on housing costs. See Figure 24.

24. Cost-burdened households (All SPPN households)



Source: U.S. Census Bureau, American Community Survey

Homeownership

Sixty percent of children in the SPPN live in a home that is not owned by their family. Monthly household income is a strong indicator of homeownership. Nearly three-quarters of households who earn more than \$3,000 per month (74%) own their homes compared with only 17 percent of households who earn less than \$1,500 per month. Respondents who are married or live with a partner (55%) are more likely to own their homes compared with respondents who are single (20%). More Whites (75%) are homeowners than African Americans (28%), African Natives (30%), Asians (44%), and Latinos (45%).

Caregivers were asked to self-report their current credit standing. Overall, 18 percent of caregivers said they have bad credit, 17 percent said they have no credit, 26 percent said they are in the process of restoring their credit, and 38 percent said they have good credit. Credit rating is a strong predictor of homeownership. The higher the self-reported credit rating, the more likely they are to own their home. Renters are more likely to have bad

credit (25%), no credit (24%), or restoring credit (26%), while home owners are more likely to have restoring credit (28%) or good credit (58%). See Figure 25.

25. Homeownership by self-reported credit rating

	Bad credit (such as bankruptcy or collections notices)	No credit (no credit cards, loans, or debt)	Restoring credit (old bad credit, no new problems within 1 year)	Good credit
Own home	8%	7%	28%	58%
Rent	25%	24%	26%	25%

Mobility

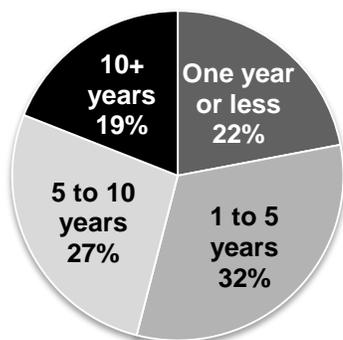
Nearly one-quarter of all residents in the SPPN (26%) live in a different house now than they lived in one year ago. The amount a household earns per month is a strong indicator of mobility. Households that earn less than \$1,500 per month have lived at their current address for fewer years on average than households who earn more than \$1,500 per month.

The U.S. Department of Education requires Promise Neighborhood grantees to track one indicator related to housing:

FEDERAL INDICATOR

Children experience less continuously mobile lives: 22 percent of households with children have lived in their current household for less than one year. See Figure 26.

26. Length of time at current residence: Households with children



Source: Saint Paul Promise Neighborhood Community Assessment

Transportation

Caregivers were asked about their transportation needs. According to the U.S. Census Bureau, one out of four households in the SPPN (25%) do not have a vehicle. See Figure 27. Caregivers report that youth and families need access to transportation that allows them to participate in youth programming and other community and school activities. Lack of adequate transportation prevents 28 percent of caregivers from enrolling their children in a youth program or activity. Caregivers of African American children (39%), caregivers of children enrolled in special education (40%), and caregivers from households who earn less than \$1,500 per month (40%) have the greatest barriers to finding transportation that would allow children to enroll in programs and activities.

27. Vehicles available per household (All SPPN households)

Occupied housing units	
No vehicles available	25%
1 vehicle available	37%
2 vehicles available	27%
3 or more vehicles available	11%

Source: U.S. Census Bureau, American Community Survey

About one-third of households with children (34%) need transportation to meet their personal needs such as shopping, employment, and appointments. Compared to 18 percent of all caregivers, about one-third of households with one caregiver living there (29%) and households who earn less than \$1,500 per month (29%) experience problems with transportation that prevented them from using their preferred type of child care in the past 12 months.

Employment

Caregivers were asked about their employment status and needs. At the time they were interviewed, about half of all caregivers (49%) in the SPPN were working for pay at a job. See Figure 28. Asian (39%) and non-English speaking (41%) caregivers are more likely to not be working for pay. Compared with 23 percent of all respondents, African Americans (30%), single parents (37%), and households with a monthly income under \$1,500 (31%) are more likely to be looking for work. Over two-fifths of African Native caregivers (43%) and nearly one-third of single parent households (29%) are attending school.

28. Employment status of caregivers (in the past week)

	Working for pay at a job	Looking for a job	In school	Retired	At home full-time (keeping house)	Unable to work due to disability
All respondents	49%	23%	19%	5%	37%	18%
African American	52%	30%	21%	9%	36%	20%
African Native	53%	18%	43%	3%	37%	5%
Asian	39%	19%	12%	2%	41%	22%
Latino	48%	29%	21%	2%	33%	18%
White	71%	13%	8%	0%	32%	7%
Multi-racial/other	46%	22%	18%	7%	40%	22%

Notes: Total percent exceeds 100% due to some respondents reporting more than one of these statuses.

Source: Saint Paul Promise Neighborhood Community Assessment

One-quarter of caregivers (26%) work a schedule that changes each week. Caregivers of children age 15 through 18 (37%) are more likely to work a varied schedule each week than caregivers of children under age 12 (21%).

Over one-fifth of caregivers (22%) indicate that problems with child care prevent them from accepting or keeping the kind of job they wanted, which according to the statewide child care survey conducted in 2009 by Wilder Research for the Department of Human Services is nearly twice as high as the state of Minnesota (12%). This particular issue is most common among African Natives (32%), African Americans (26%), and households that earn less than \$1,500 per month. The most commonly mentioned barriers that prevent these caregivers from obtaining or maintaining employment include lack of adequate child care, insufficient transportation, limited English proficiency, limited job training or education, or a criminal record.

Safe and caring environment

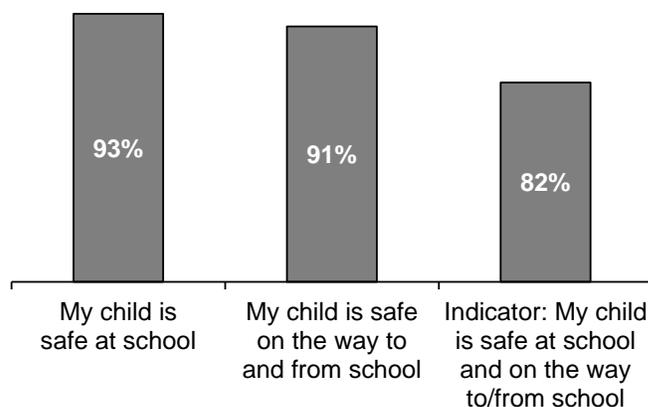
Caregivers were asked about their perception of safety at community centers, neighborhood parks, and schools. Caregivers who perceive their neighborhood as safe are more likely to allow their children to play outside and use publicly available resources such as community centers and parks. Forty-one percent of caregivers feel that their neighborhood is not a safe place for their children to play outside after school and in the summer. Nearly one-third of caregivers (31%) believe their neighborhood is not the type of place where people really watch out for each other's kids.

The U.S. Department of Education requires Promise Neighborhood grantees to track one indicator related to safety:

FEDERAL INDICATOR

Students feel safe at school and on the way to/from school: 82 percent of caregivers in the SPPN believe that their child is safe on the way to and from school and at school. See Figure 29.

29. School safety: percent of caregivers who “strongly agree” or “agree” with these statements



Source: Saint Paul Promise Neighborhood Community Assessment

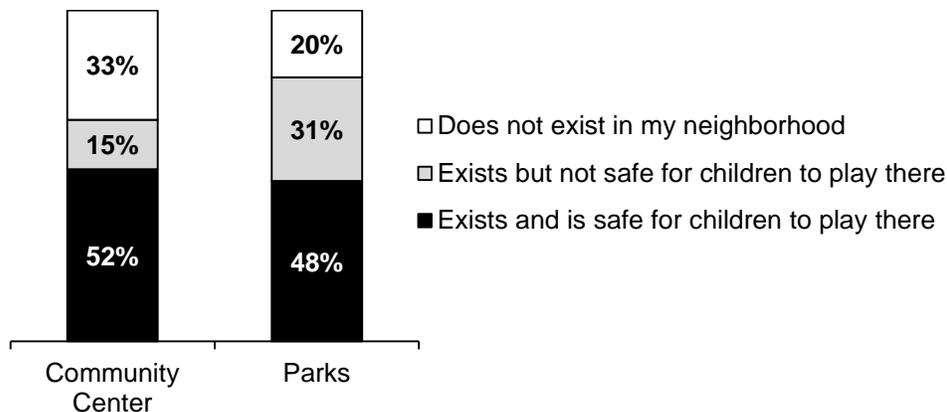
About one-third of caregivers (31%) believe neighborhood parks are not safe. A significant proportion of caregivers of Asian (44%), White (46%), and Latino (52%) children also report that their neighborhood is not a safe place for their children to play outside after school and in the summer.

Caregivers of Asian children are most likely to not be aware of the parks in their neighborhood (38% versus 20% of all caregivers), whereas more Latinos (41%) and Whites (37%) report that the parks in the neighborhood are not safe. African Americans (29%) and African Natives (27%) are least likely to feel the parks in their neighborhood are unsafe.

Fifteen percent of all caregivers know a community center exists in their neighborhood but do not believe it is a safe place for their children, and an additional 33 percent are not aware of a community center in their neighborhood. Asian caregivers are also less likely than caregivers of other racial and ethnic backgrounds to be aware of the parks and community centers in their neighborhood – two-thirds of these caregivers (65%) report that a community center does not exist in their neighborhood.

While a number of parks and community centers are located within the boundaries of the SPPN, caregivers’ knowledge of existing parks or community centers may be influenced by the location of their household in the neighborhood. In addition, their willingness to use these resources may also be affected by their perception of the overall safety in the broader neighborhood. See Figure 30.

30. Perceptions of parks and community centers



Source: Saint Paul Promise Neighborhood Community Assessment

Methods

Secondary data were gathered from multiple sources to provide an overview of the major social, educational, economic, and housing characteristics of the Saint Paul Promise Neighborhood (SPPN). The data come from the U.S. Census Bureau, the American Community Survey, the Center for Urban and Regional Affairs (CURA) at the University of Minnesota, and Saint Paul Public Schools. The American Community Survey (ACS) is a survey conducted by the U.S. Census Bureau. The numbers from the ACS represent the average characteristics of the SPPN between January 2005 and December 2009. CURA provides data about housing trends in the SPPN. Saint Paul Public Schools collects information about students in the school district.

The numbers in this report with the notation, “Source: Saint Paul Public Schools 2010” represent a complete count of all the Saint Paul Public Schools students living in the SPPN in the fall of 2009. The numbers reported with the notation, “Source: Saint Paul Public Schools 2011” represent test scores and graduation rates through the end of the 2009-10 school year. All Saint Paul Public Schools data do not include students who moved into the SPPN after the fall of 2009 or children living in the SPPN who attend schools other than Saint Paul Public Schools and those who are not in school.

Survey of community residents

The Saint Paul Promise Neighborhood community assessment survey was developed with input from adult and youth community advisory boards. Staff from Wilder Foundation met with these community members three times in fall 2010 to gather information on topics of most interest to them. This information was used to develop survey questions. Additional questions were included in the survey to obtain data on indicators we were required by the U.S. Department of Education to measure as a part of the Promise Neighborhood planning grant. Community members were also asked to recommend methods that should be used to contact and survey community residents.

Every address located within the boundaries of the Promise Neighborhood was included in the sample to be screened for eligibility (presence of children in household). The survey sample consists of households in the SPPN that have at least one child age 18 or younger living in their household. Respondents include biological parents, as well as grandparents, foster parents, or other relatives, who indicated they are the primary caregiver of the children living in the household. They are referred to as “caregivers” throughout this report. If a caregiver had two or more children living in the household, one of those children was randomly selected as the target child for the survey, and many questions referred to that child.

The survey took about 30 to 45 minutes to complete. Community members who participated in the survey received a \$10 Target gift card to thank them for their time. All community members who completed the survey and/or agreed to complete the screening questions were entered into a drawing for one of five \$100 Visa gift cards that were distributed at a community meeting in May 2011.

Telephone contact was first attempted with all eligible households who had an available phone number. Two mailings were also sent out to all sampled households that requested them to return a postcard with updated contact information and/or with eligibility questions answered. Community members were hired by Wilder Research to canvass the neighborhood to gather contact information from households who did not return a postcard and who could not be reached over the telephone. All interviews were conducted over the phone by Wilder Research. Interviews were conducted in English, and the other main languages spoken in the SPPN: Hmong, Spanish, Somali, Oromo, Amharic, and Vietnamese.

The survey data were checked and analyzed by Wilder Research. Post-stratification weighting was used to represent the population of children in the SPPN based on race/ethnicity. Data were weighted based on the 2010 U.S. Census. This method is used to ensure that despite the different response rates among different racial/ethnic groups, the survey data are representative of the population. This summary reports the weighted survey data. For unweighted and weighted demographic data, see Figures 31 and 32.

Saint Paul Promise Neighborhood resident characteristics

31. Child characteristics

	Unweighted	Weighted	Saint Paul Public Schools
Gender			
Male	53%	52%	51%
Female	48%	48%	49%
Age			
0 to 5 years	36%	33%	*
6 to 11 years	28%	28%	*
12 to 14 years	13%	14%	*
15 to 18 years	23%	25%	*

31. Child characteristics (continued)

	Unweighted	Weighted	Saint Paul Public Schools
Race/ethnicity of child			
African American	33%	33%	48%
African Native	9%	9%	
Asian (including Southeast Asian)	14%	31%	37%
Latino	10%	10%	8%
White	19%	9%	6%
Multi-Racial/Other	15%	8%	2%
Home language			
English	78%	64%	51%
Spanish	2%	2%	6%
Hmong	10%	22%	30%
Somali	4%	4%	3%
Other language	5%	7%	9%
English fluency			
Fluent	96%	93%	*
Not fluent	4%	7%	*
Special education			
Enrolled	25%	22%	18%
Not enrolled	75%	78%	82%
Attends target school			
Maxfield	2%	2%	3%
Jackson	2%	2%	4%
Another school	*	*	74%
Not in school	*	*	22%

Notes: Saint Paul Public Schools data are from the 2009-10 school year and include all students living in the SPPN and attending Saint Paul Public Schools. This data set provides the most precise comparison information about children living in the SPPN. However, these data do not include students who may live in the SPPN, but who are not enrolled in school or who do not attend the Saint Paul Public Schools. The columns labeled "Unweighted" and "Weighted" represents data from the Saint Paul Promise Neighborhood Community Assessment.

* Data not available.

32. Respondent characteristics

	Unweighted	Weighted	U.S. Census
Relationship to child			
Biological, step, or adoptive parent	87%	87%	*
Foster parent	<1%	<1%	*
Grandparent	9%	8%	*
Something else	4%	5%	*
Gender			
Male	18%	21%	51%
Female	82%	79%	49%
Other	<1%	<1%	-
Age			
18 to 24 years	5%	6%	19%
25 to 34 years	29%	28%	23%
35 to 44 years	33%	32%	18%
45 to 54 years	22%	23%	17%
55 or older	11%	11%	23%
Race/ethnicity			
African American	34%	33%	40% ¹
African Native	9%	9%	
Asian (including SE Asian)	14%	30%	23%
Latino	7%	6%	6%
White	26%	16%	32%
Multi-Racial/Other	9%	6%	6%
Marital status			
Married or living with partner	50%	53%	45%
Single or never married	34%	32%	55%
Separated	4%	4%	*
Divorced	10%	8%	*
Widowed	3%	3%	*
Monthly household income			
Less than \$1,500	42%	45%	*
\$1,500 to less than \$3,000	35%	36%	*
\$3,000 or more	22%	19%	*

32. Respondent characteristics (continued)

	Unweighted	Weighted	U.S. Census
Highest level of education			
Eighth grade or lower	9%	15%	16%
Some high school	7%	8%	12%
High school diploma or GED	21%	22%	32%
Some college (including 2 year or less degree or technical college)	39%	35%	25%
College graduate (BA, BS)	15%	13%	11%
Post-graduate work or professional school	9%	6%	5%

Notes: "U.S. Census" data represent all residents living within the boundaries of the SPPN from either the 2010 U.S. Census or the American Community Survey (which is administered by the U.S. Census). These data sets provide the most precise comparison information about adults living in the SPPN. However, these data include both children and adults, not just adults. The columns labeled "Unweighted" and "Weighted" represents data from the Saint Paul Promise Neighborhood Community Assessment.

* Data not available

¹ Category collapsed because U.S. Census only includes "African American" as a category, but not "African Native."