



SURVEY 2
AUGUST 2012
REPORT 3 - FINAL



EDUCATION AND LEARNING OPPORTUNITIES

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MISSION OF THE NATIONAL VOICES PROJECT



Led by researchers at the University of Michigan, the National Voices Project is an effort to bring the perspectives of thousands of people in communities across the United States to the national dialogue about opportunities and barriers for children related to race/ethnicity.

The National Voices Project conducts major national surveys twice each year among adults who work and volunteer on behalf of children. These surveys focus on racial/ethnic disparities at the community level that affect children's health, education, and economic security. For more information, visit the project website: NationalVoicesProject.org.

The National Voices Project team is grateful for the support and collaboration of the W.K. Kellogg Foundation, through the America Healing initiative.

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EXECUTIVE SUMMARY



With support and collaboration from the W.K. Kellogg Foundation through the America Healing initiative, researchers at the University of Michigan are leading the **National Voices Project** (NVP) from 2011-2016. The central goals of the NVP are to examine the sources of racial/ethnic inequity and other disparities for children in the United States today, identify interventions that address disparities effectively, and inform the public dialogue about racial healing and racial equality.

**The final
eligible sample
for NVP Survey
2 included
2,311 adults
from 48 states
and D.C.**

The NVP offers a fresh perspective on community-level opportunities for children throughout the country, in the domains of health and nutrition, education, and economic security – through the eyes of adults whose work and volunteer efforts affect such opportunities. In other words, the NVP reflects the perceptions of individuals throughout the United States who are in a position to improve children's opportunities in the future.

NVP Survey 1 was conducted in November-December 2011. NVP Survey 2 was fielded in August-September 2012.

NVP Survey 2 differed from NVP Survey 1 in two key respects:

- ◆ While the sample was recruited nationally and asked to complete the same eligibility screener developed for NVP Survey 1 to identify respondents whose work and/or volunteer efforts affect children (i.e., individuals <18 years old), NVP Survey 2 included an oversample in communities included in the “Place Matters” initiative led by the Joint Center for Political and Economic Studies, a fellow grantee of the W.K. Kellogg Foundation. The oversample included sufficient numbers of responses to permit the NVP team to analyze differences across 6 specific “Place Matters” counties: Alameda (CA), Bernalillo (NM), Fresno (CA), King (WA), Suffolk (MA), and Wayne (MI).
- ◆ Questions were asked in greater depth about efforts at community levels about bridging efforts to address racial/ethnic inequities.

These unique attributes of NVP Survey 2 allowed the NVP team to examine in greater depth differences across communities in ways that followed up on observations and questions generated from NVP Survey 1.

NVP Survey 2 included an oversample of respondents from communities included in the “Place Matters” initiative of the Joint Center for Political and Economic Studies

The NVP Survey 2 sample included 2,311 adults from 48 states and D.C., 45% of whom live in “Place Matters” communities that together include about 3% of the U.S. population (approximately 9 million residents).

The “Place Matters” and Comparative National Sample subgroups closely resembled each other in many respects, including gender, income, age, volunteer efforts, and areas of work/volunteer contact with children (e.g., health or healthcare). These subgroups differed in:

- ◆ racial/ethnic composition (“Place Matters” with higher proportions of African Americans and Hispanics/Latinos)
- ◆ education (“Place Matters” with higher levels of attainment)
- ◆ work status (“Place Matters” with more currently working)
- ◆ duration of experience in their best-known communities (“Place Matters” with higher proportions with more than 10 years of experience).

“Place Matters” respondents were more likely than peers in the Comparative National Sample to perceive racial/ethnic inequities and bridging efforts to address such inequities

“Place Matters” respondents were also more likely than peers in the Comparative National Sample to perceive racial/ethnic inequities and bridging efforts to address such inequities.

ASPECTS OF QUALITY EDUCATION

Aspects of quality education included measuring ratings of “excellent” in the following domains: overall quality of education (early childhood/elementary and middle/high schools), availability of high-quality child care and schools, child care scholarships, safe environment, access to high-quality teachers, classroom resources, availability of educational programs outside school and cultural diversity programs.

Respondents who perceived a lot of racial/ethnic inequities and/or housing segregation in their communities were less likely to rate all aspects of education for young children and teens as ‘excellent’ than those who reported no racial inequalities or segregation. Respondents in “Place Matters” communities were less likely to rate nearly all aspects of education for young children and teens as excellent than respondents in the Comparative National Sample. White respondents were more likely to rate all aspects of education for young children and teens as excellent than African American, Hispanic and multiracial/other respondents.

Across 6 specific “Place Matters” communities, there were wide variations in several aspects of education rated as “EXCELLENT” for young children and teens

More housing segregation and more perceived racial/ethnic inequities at the community level were consistently associated with less frequent ratings of “EXCELLENT” for aspects of quality education for young children and teens



BARRIERS TO SCHOOL SUCCESS

Perceptions of barriers to school success for young children and teens in communities of color were measured by respondents as being a “bigger barrier for racial minorities”. Barriers included: Child care too expensive, parents themselves did not graduate from high school, lack of parent involvement in education, educational programs too expensive, transportation problems, too few programs outside of school, family financial problems, students are suspended too often and teen pregnancy.

Across these measures, respondents who perceived a lot of racial/ethnic inequities and/or housing segregation in their communities were more likely to perceive bigger barriers for racial minorities for young children and teens than those who reported no racial inequalities or segregation.



Housing segregation and perceived racial/ethnic inequities at the community level were consistently associated with bigger barriers to school success for young children and teens

SUMMARY COMMENTS FOR NVP SURVEY 2 - REPORT 3

Many themes about measures related to education from NVP Survey 2 echo findings in NVP Survey 1 on the same topic. Consistently, there were low ratings of “excellent” for aspects of education and greater perceived barriers to school success for racial minorities for young children and teens. New from NVP Survey 2, respondents in “Place Matters” communities are less likely to give “excellent” ratings for all aspects of education than respondents in the Comparative National Sample. Across the 6 “Place Matters” communities highlighted in this sample, there were also some differences in respondents’ perceptions of educational opportunities and barriers that were greater than the differences between “Place Matters” communities in aggregate and the Comparative National Sample. Reasons for these differences will require further study.

METHODS

NVP Survey 2 included >45% (N=1,096) of the sample from “Place Matters” communities, which are home to about 9 million out of 315 million people in the U.S.

To oversample in “Place Matters” locations, NVP Survey 2 recruited from a supplementary national panel

The National Voices Project (NVP) is conducted in partnership with GfK, an international survey research organization that maintains KnowledgePanel® and the KnowledgePanel Latino®, nationally representative web-enabled panels of adult members of households across the United States.

GfK engages all of its panel members via the Internet (current panel size >50,000). Unlike other web-enabled panels, KnowledgePanel® is recruited through gold-standard, random-digit-dial (both landline and cell phones) and address-based-sampling techniques, and if contacted households do not have computer hardware or Internet access, GfK provides the necessary hardware and connections, free of charge.

A major design objective for NVP Survey 2 is that it includes an oversample of respondents living in communities that are part of the “Place Matters” initiative. “Place Matters” is an initiative of the Joint Center for Political and Economic Studies that is designed to address health equity concerns through shared learning experiences that focus on social, economic and environmental conditions. The goal of oversampling in “Place Matters” communities in NVP Survey 2 was to illuminate how perceptions of inequities may differ in communities highlighted in the “Place Matters” initiative, compared with communities elsewhere in the United States. In terms of population, “Place Matters” communities sampled in NVP 2 include about 9 million individuals, compared with 306 million in the rest of the U.S.

Specific “Place Matters” communities were selected for oversampling through conversations with WKKF collaborators and “Place Matters” team members. The NVP team then worked with GfK to supplement KnowledgePanel® and KnowledgePanel Latino® households in “Place Matters” locations. The supplementary sample was drawn from households that are not on GfK’s standing panels but are recruited on an *ad hoc* basis by GfK related to their characteristics – in this case, residing in a “Place Matters” community.

For NVP Survey 2, GfK invited 8,927 KnowledgePanel® and KnowledgePanel Latino® members 18 years or older to participate. For the supplementary sample, 33,000 households were invited to participate. Respondents in sampled

households (n=4,173 from KnowledgePanel® and KnowledgePanel Latino®; n=4,327 from supplementary households) were invited to complete a brief screening questionnaire. On the screening questionnaire, 1,264 respondents said that they have jobs that affect education, healthcare, economic opportunities, or community and civic engagement for children. Another 1,047 respondents identified themselves as volunteering in ways that affect education, healthcare, economic opportunities, or community and civic engagement for children. Respondents working or volunteering on behalf of children were thereby eligible to complete the full NVP 2 questionnaire (see figure, next page). This group included 2,311 adults from 48 states and D.C.

The questionnaire for NVP Survey 2 was developed by the National Voices Project team at the University of Michigan, with input from WKKF collaborators. We examined how individuals who work or volunteer with children view opportunities for education, health and healthcare, and economic well-being related to children and adolescents. Many of the questions were identical to questions fielded for NVP Survey 1 in 2011, to facilitate comparisons of responses across these different samples and over time. New questions in NVP Survey 2 centered on respondents' perceptions of segregation and inequities in the communities they know best, and on respondents' awareness about efforts to bridge racial/ethnic inequities in those communities.

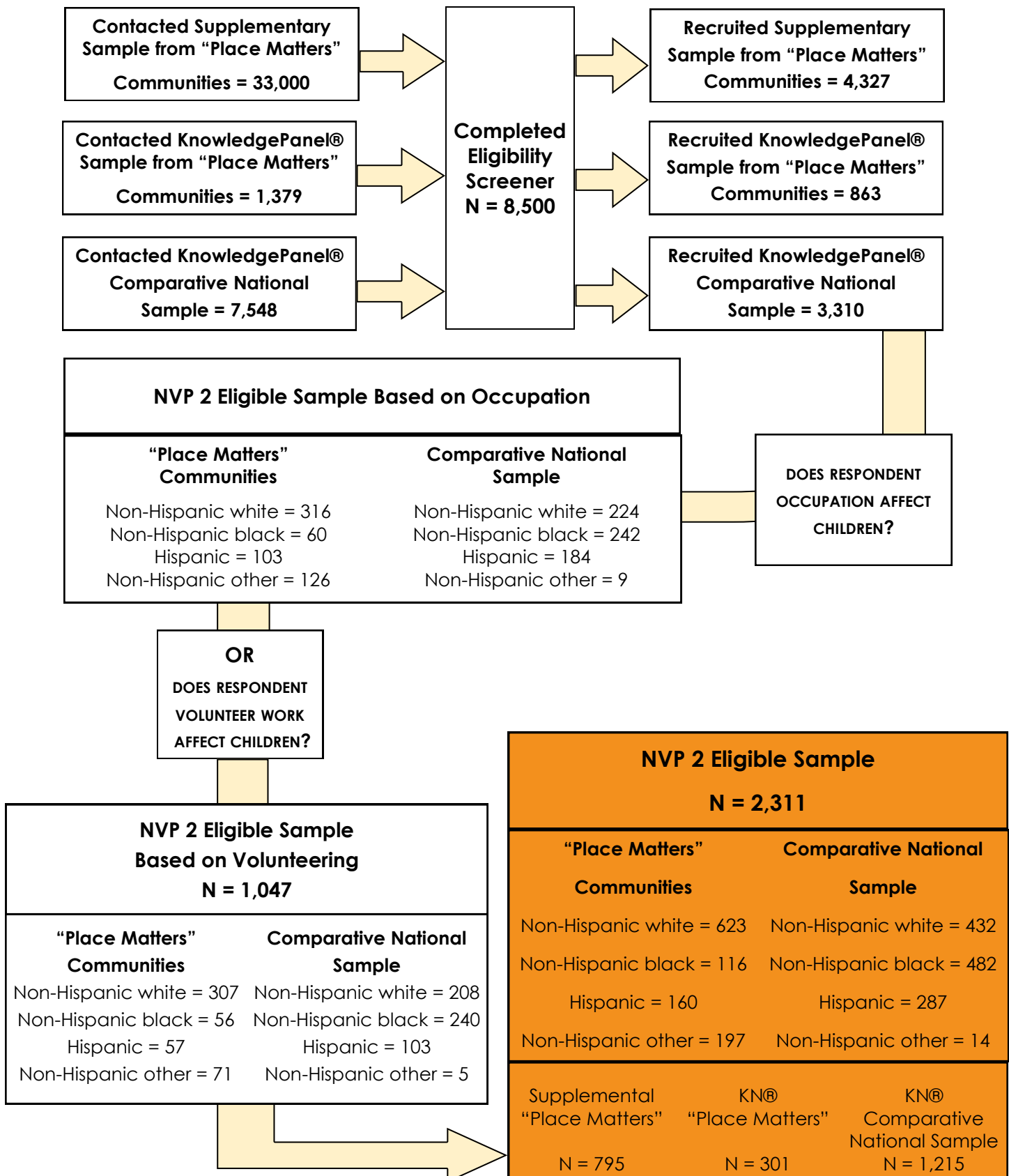
NVP Survey 2 was also fielded in Spanish for GfK panelists who preferred to answer in Spanish. Overall, 606 individuals participated by using the Spanish-language version and 80 were eligible to complete the full NVP 2 questionnaire.

Respondents were offered a choice of English or Spanish questionnaires; 8% answered in Spanish



The questionnaire for NVP survey 2 was developed by the National Voices Project team in collaboration with WKKF staff

SELECTING THE NVP 2 SAMPLE





RESPONDENT CHARACTERISTICS

TABLE 1. SOCIODEMOGRAPHIC CHARACTERISTICS AMONG “PLACE MATTERS” COMMUNITIES AND COMPARATIVE NATIONAL SAMPLE

	NVP 2 Eligible Respondents	
	“Place Matters” Communities N = 1,096	Comparative National Sample N = 1,215
Gender		
Men	37%	40%
Women	63%	60%
Race / Ethnicity*		
African American / Black	15%	12%
Hispanic / Latino	19%	11%
White	54%	73%
Multi-race / Other	13%	4%
Annual Household Income		
Less than \$30,000	17%	18%
\$30,000 - \$60,000	25%	24%
\$60,001 - \$100,000	30%	29%
Greater than \$100,000	28%	29%
Education*		
Less than High School	2%	8%
High School	12%	19%
Some College	36%	31%
Bachelor's Degree or Higher	50%	42%
Age		
18 - 29	17%	20%
30 - 44	34%	28%
45 - 59	33%	33%
60 +	15%	19%
Paid Work*		
Yes	78%	69%
No	22%	31%
Volunteer Work		
Yes	61%	65%
No	39%	35%
Community Respondents Know Best*		
Live	65%	54%
Work	19%	32%
Volunteer	17%	14%
Years in Best Known Community*		
Less than 1 Year	3%	2%
1 - 2 Years	6%	8%
3 - 5 Years	11%	9%
6 - 10 Years	10%	15%
Greater than 10 Years	69%	66%

*P<.05 for comparison of “Place Matters” respondents versus Comparative National Sample across response options

TABLE 2. RESPONDENTS' CONTACT WITH CHILDREN AT WORK AMONG "PLACE MATTERS" COMMUNITIES AND COMPARATIVE NATIONAL SAMPLE

	NVP 2 Eligible Respondents	
	"Place Matters" Communities N = 1,096	Comparative National Sample N = 1,215
Area of Contact with Children		
Education	60%	57%
Health or Healthcare*	45%	38%
Economic or Job Opportunities	26%	21%
Community or Civic Engagement	54%	54%
Work or Volunteer with Children		
Work and Volunteer with Children	24%	19%
Only Work with Children	34%	35%
Only Volunteer with Children	42%	46%
Occupation*		
Education		
Teaching (child care, preschool, elementary, and secondary)	18%	23%
Faith-based Organization or Clergy Member	2%	1%
Other School or Education-related Activities	11%	12%
Healthcare		
Health or Mental Healthcare	25%	20%
Public Safety or Emergency Services	5%	1%
Public Health	3%	1%
Social Worker or Case Worker	7%	8%
Economic or Job Opportunities		
Business Owner or Manager	9%	12%
Private Community Service Organization	5%	6%
All Others		
	15%	16%
Participation with Volunteer Organizations (could choose >1)		
Education	45%	41%
Social or Community Service	31%	25%
Religious*	27%	38%
Sports, Hobbies, Culture or Arts	23%	22%
Food and Nutrition	18%	15%
Hospital or Healthcare	10%	8%
Youth Clubs, Scouting or 4-H	9%	10%
Environmental	9%	6%
Public Safety	7%	9%
Shelter and Housing	7%	5%
Mental or Developmental Health*	5%	2%

*P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options

TABLE 3. RESPONDENT PERSPECTIVES OF THE COMMUNITIES THEY KNOW BEST AMONG “PLACE MATTERS” COMMUNITIES AND COMPARATIVE NATIONAL SAMPLE

		NVP 2 Eligible Respondents	
		“Place Matters” Communities N = 1,096	Comparative National Sample N = 1,215
Level of Housing Segregation*			
	Very Segregated	28%	34%
	Somewhat Segregated	38%	29%
	Slightly Segregated	20%	18%
	Not Segregated	14%	19%
Racial and Ethnic Inequities*			
	Many	17%	12%
	Some	37%	33%
	Few	23%	28%
	None	23%	27%
Community-based Efforts to Bridge Racial and Ethnic Inequities*			
	Yes	83%	73%
	No	17%	27%
Trend in Financial Situation for Families Over Past Year*			
	Got Much Worse	16%	16%
	Got Slightly Worse	34%	41%
	Stayed the Same	33%	33%
	Got Slightly Better	16%	8%
	Got Much Better	1%	2%

*P<.05 for comparison of “Place Matters” respondents versus Comparative National Sample across response options

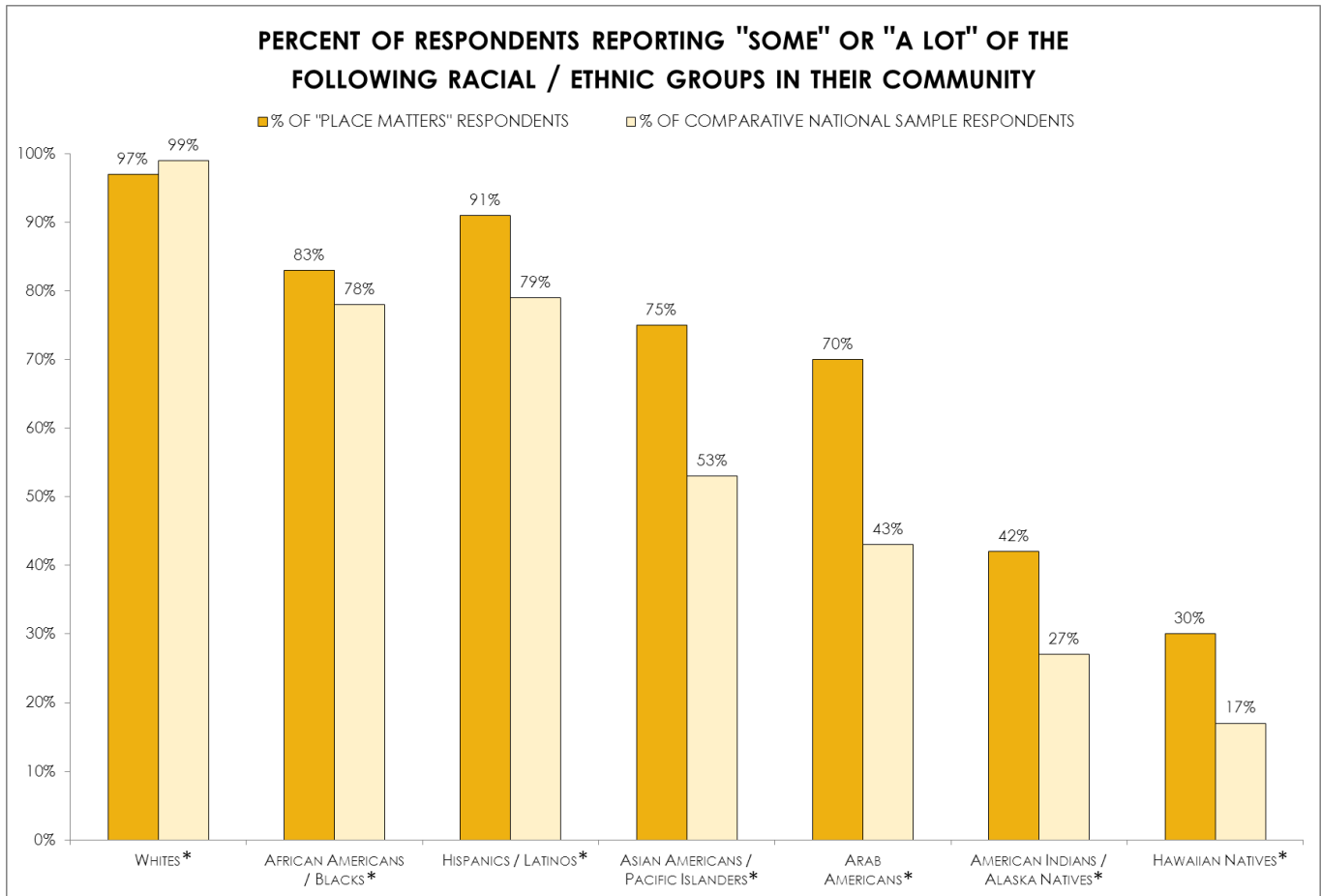
TABLE 4. IDENTIFICATION OF SPECIFIC “PLACE MATTERS” COMMUNITIES WITH SUFFICIENT SAMPLE IN NVP SURVEY 2 TO PERMIT COMPARISONS AMONG COMMUNITIES

		NVP 2 Eligible Respondents “Place Matters” Communities N = 1,096
Community/County Location		
	King, WA	29%
	Wayne, MI	19%
	Alameda, CA	16%
	Suffolk, MA	8%
	Fresno, CA	8%
	Bernalillo, NM	7%
	Other “Place Matters” locations	13%



NVP SURVEY 2 COMMUNITY CHARACTERISTICS

NVP 2 COMMUNITY CHARACTERISTICS



Note: Response options included "A lot", "Some", and "Very few or none"

*P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options

This report highlights differences between "Place Matters" communities and the Comparative National Sample.

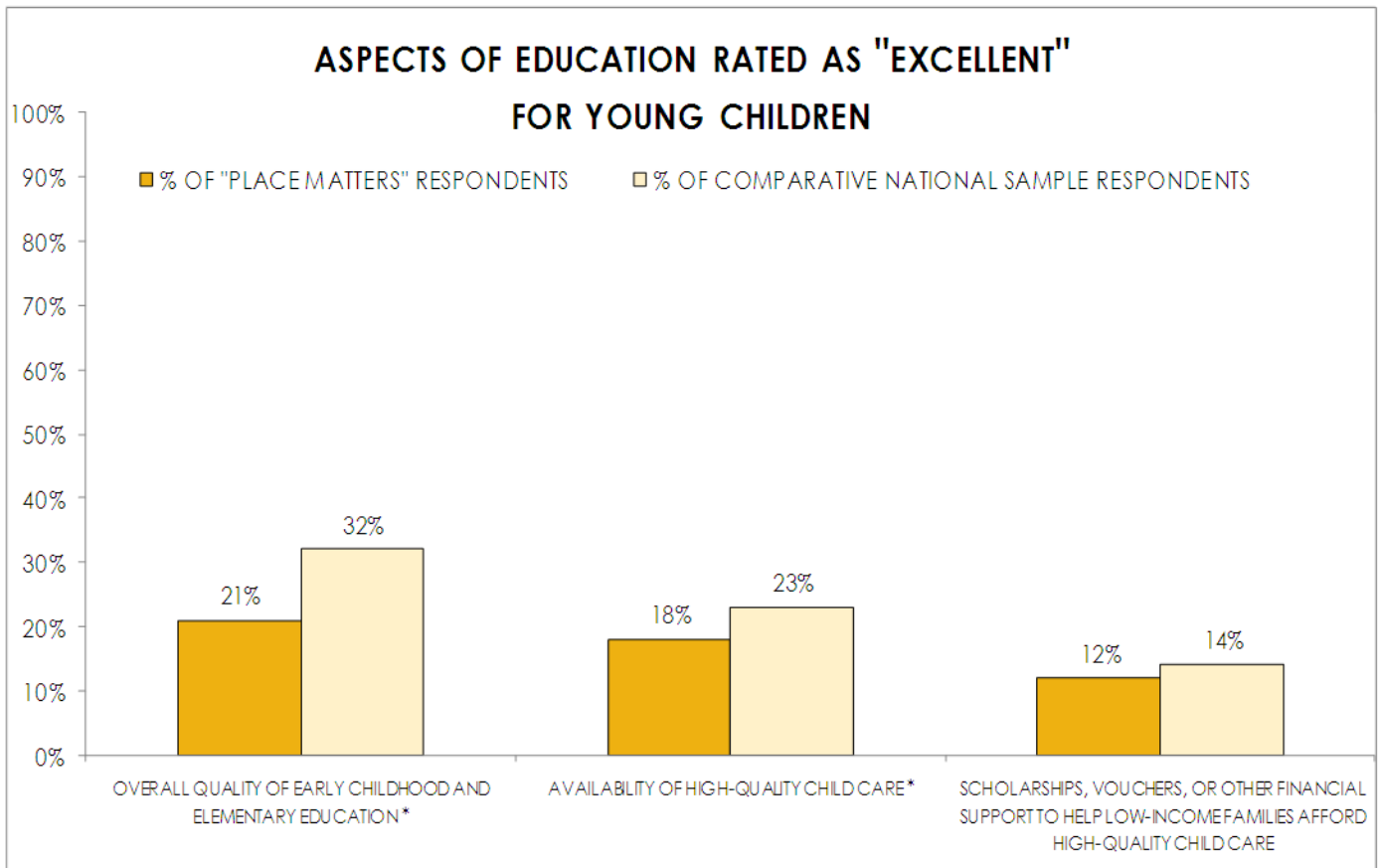
- ◆ Compared to the national sample, "Place Matters" communities were perceived to have substantially greater variety of all non-white race/ethnic groups.
- ◆ Respondents from "Place Matters" communities were more likely than respondents in the Comparative National Sample to perceive racial/ethnic disparities in their communities.
- ◆ "Place Matters" respondents were also more likely than respondents in the Comparative National Sample to be aware of community-based efforts to bridge racial and ethnic inequities.

For more information on the differences between "Place Matters" communities and the Comparative National Sample, please see NVP 2, Report 1: Characteristics and Perspectives of Survey 2 Respondents.



ASPECTS OF QUALITY EDUCATION

ASPECTS OF QUALITY EDUCATION FOR YOUNG CHILDREN



Note: Response options included "Excellent", "Good", "Fair", "Poor" and "I don't know"

*P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options

Respondents who perceived a lot of segregation in their community were less likely (22%) to rate the quality of child care as excellent than respondents who perceived no (41%) segregation in their community

Perceived inequities and education for young children

Respondents who generally perceived racial/ethnic inequities in their communities were less likely to rate all aspects of education for young children as excellent.

Perceived housing segregation and education for young children

Respondents who perceived a lot of segregation in their communities were less likely to rate all aspects of education for young children as excellent.

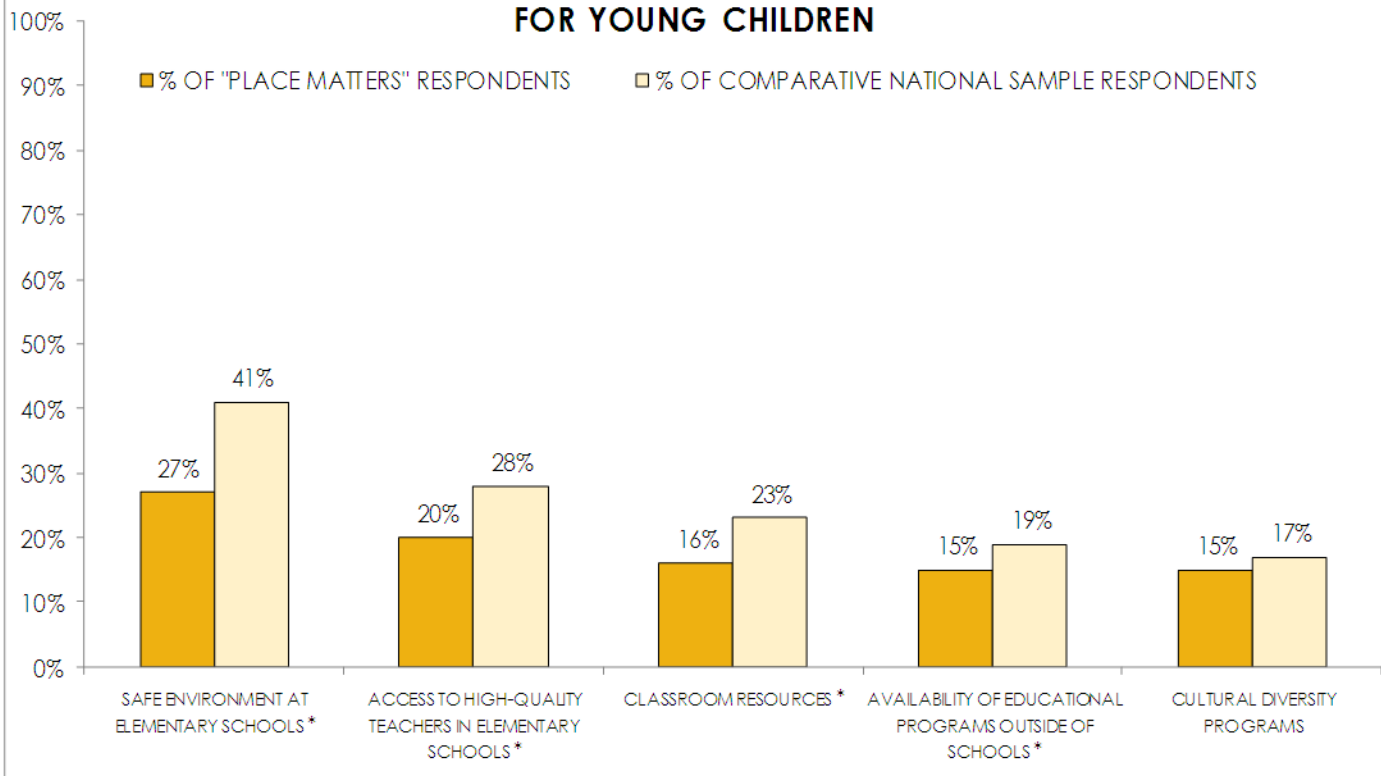
Race/ethnicity and education for young children

White respondents were more likely to rate all aspects of education for young children as excellent than African American, Hispanic and multiracial/other respondents.



White respondents were more likely (48%) to rate a safe environment at elementary schools as excellent than African American (19%), Hispanic (24%) and multiracial and other (23%) respondents

ASPECTS OF EDUCATION RATED AS "EXCELLENT" FOR YOUNG CHILDREN



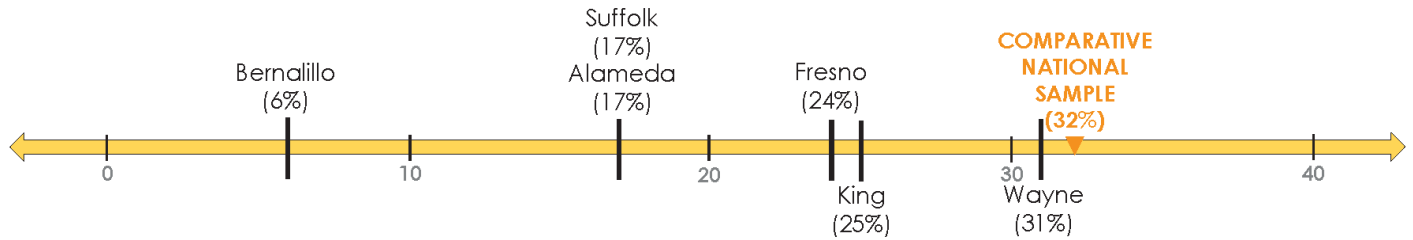
Note: Response options included "Excellent", "Good", "Fair", "Poor" and "I don't know"

*P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options

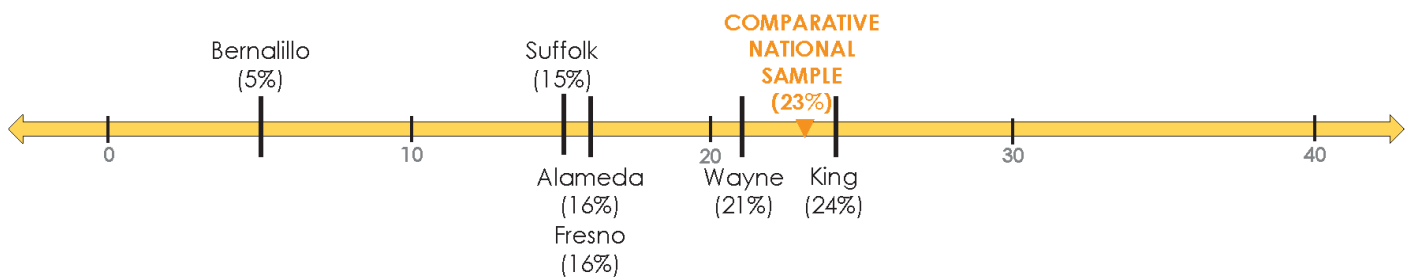
ASPECTS OF QUALITY EDUCATION FOR YOUNG CHILDREN IN SELECT “PLACE MATTERS” COMMUNITIES

ASPECTS OF EDUCATION RATED AS “EXCELLENT” FOR YOUNG CHILDREN

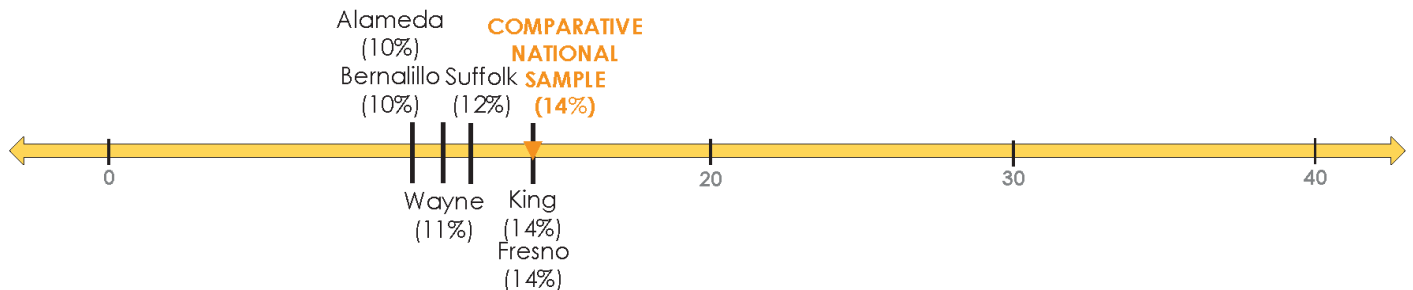
OVERALL QUALITY OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION*



AVAILABILITY OF HIGH-QUALITY CHILD CARE*



SCHOLARSHIPS, VOUCHERS, OR OTHER FINANCIAL SUPPORT TO HELP LOW-INCOME FAMILIES AFFORD HIGH-QUALITY CHILD CARE*



Note: Response options included “Excellent”, “Good”, “Fair”, “Poor” and “I don’t know”
*P<.05 for comparison among “Place Matters” communities across response options

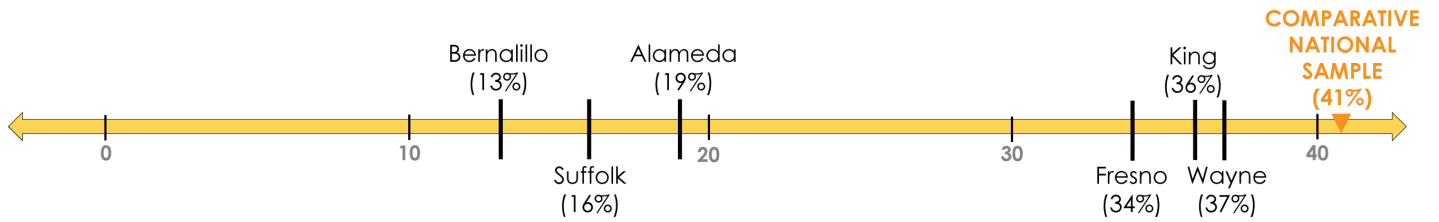
In the 6 specific “Place Matters” communities with sufficient sample size to permit robust measures, respondents reported differences in the domains measured regarding aspects of education rated as “excellent” for young children.

Overall, Bernalillo was consistently perceived by the lowest proportion of its respondents as rating all aspects of education as “excellent”. The other counties varied in their proportions relative to each other across the domains.

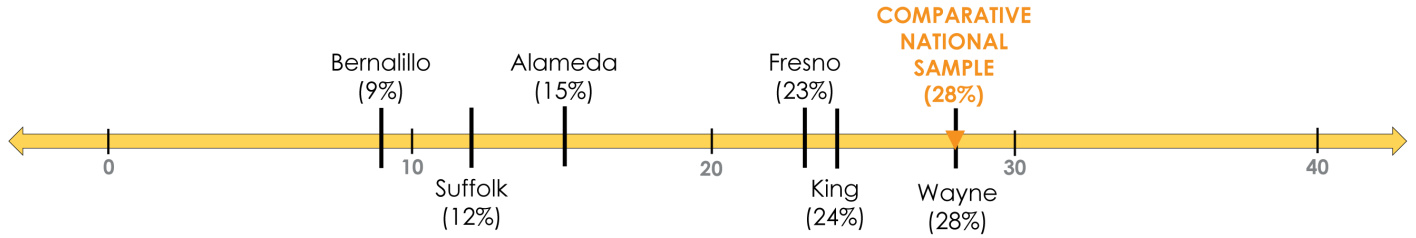
Respondents in “Place Matters” communities were less likely (27%) to rate a safe environment at elementary schools as excellent than respondents in the Comparative National Sample (41%). Of note, less than 20% of respondents in Bernalillo, Suffolk and Alameda communities rated safe environment at elementary schools as “excellent”.

ASPECTS OF EDUCATION RATED AS "EXCELLENT" FOR YOUNG CHILDREN

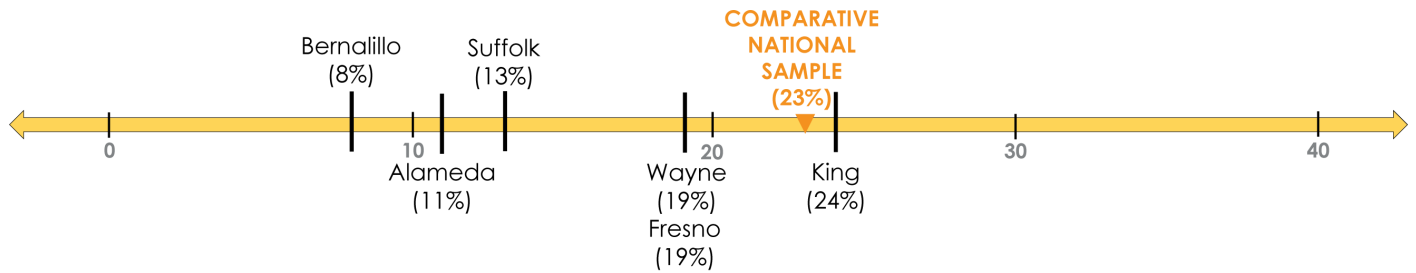
SAFE ENVIRONMENT AT ELEMENTARY SCHOOLS*



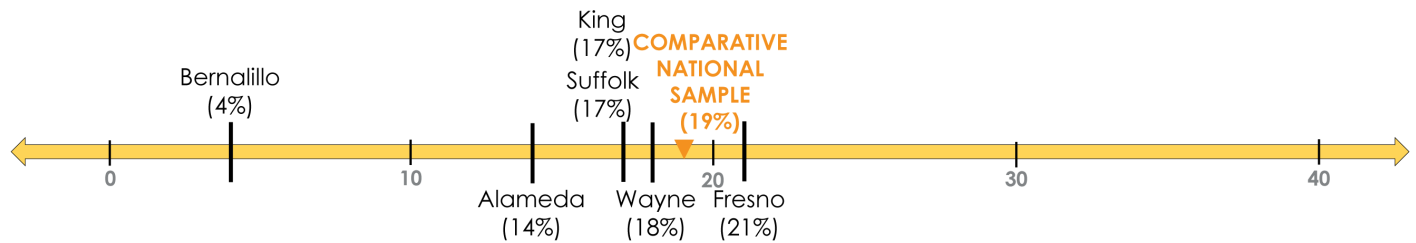
ACCESS TO HIGH-QUALITY TEACHERS IN ELEMENTARY SCHOOLS*



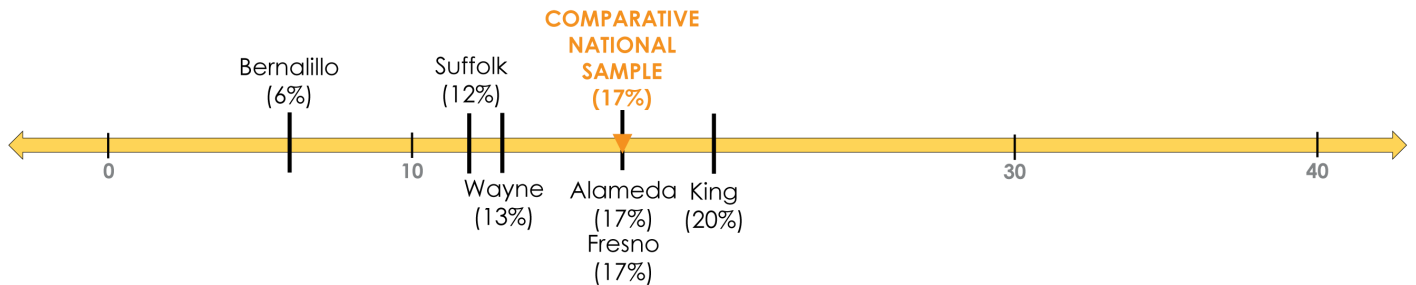
CLASSROOM RESOURCES*



AVAILABILITY OF EDUCATIONAL PROGRAMS OUTSIDE OF SCHOOLS*



CULTURAL DIVERSITY PROGRAMS*



Note: Response options included "Excellent", "Good", "Fair", "Poor" and "I don't know"
 *P<.05 for comparison among "Place Matters" communities across response options

ASPECTS OF QUALITY EDUCATION FOR TEENS

Respondents who perceived a lot of segregation in their community were less likely (17%) to rate a safe environment at middle and high schools as excellent than respondents who perceived no (50%) segregation in their community

Perceived inequities and education for teens

Respondents who generally perceived racial/ethnic inequities in their communities were less likely to rate all aspects of education for teens as excellent.

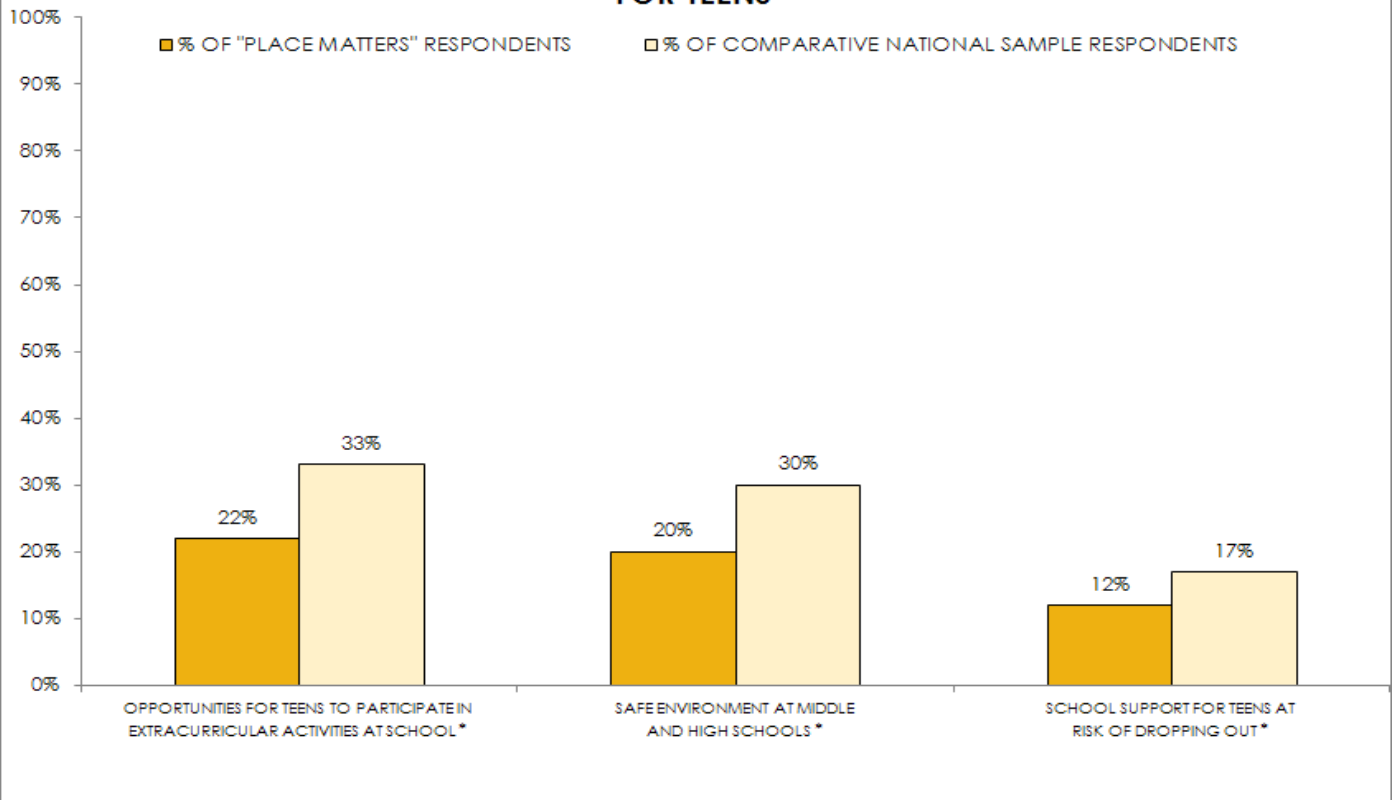
Perceived housing segregation and education for teens

Respondents who perceived a lot of segregation in their communities were less likely to rate all aspects of education for teens as excellent.

Race/ethnicity and education for teens

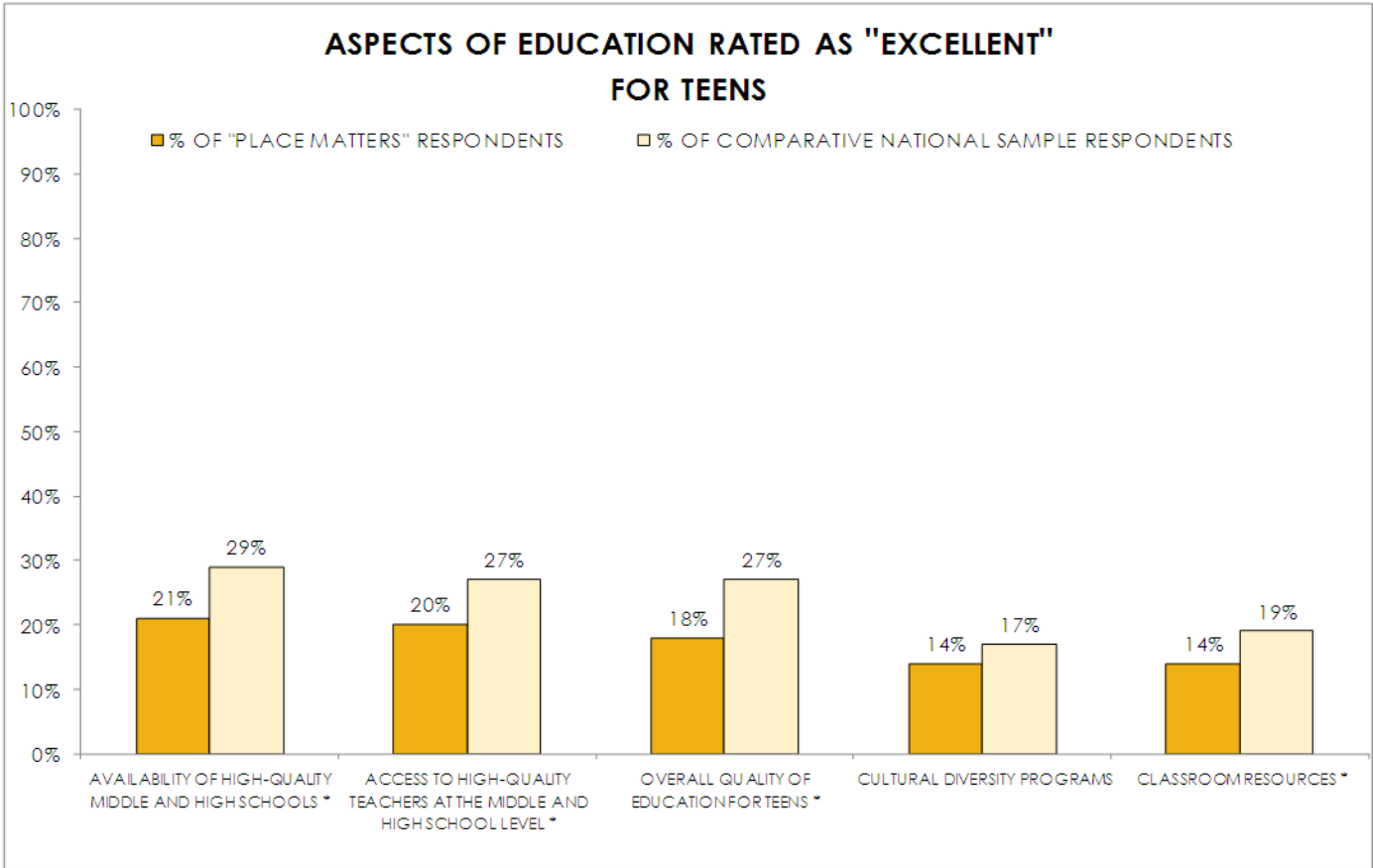
White respondents were more likely to rate all aspects of education for teens as excellent than African American, Hispanic and multiracial/other respondents.

ASPECTS OF EDUCATION RATED AS "EXCELLENT" FOR TEENS



Note: Response options included "Excellent", "Good", "Fair", "Poor" and "I don't know"

*P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options



Note: Response options included "Excellent", "Good", "Fair", "Poor" and "I don't know"

*P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options



Respondents who perceived many or some racial/ethnic inequities their community were less likely (19%) to rate the availability of high-quality middle and high schools as excellent than respondents who perceived few or no inequities (36%) in their communities

ASPECTS OF QUALITY EDUCATION FOR TEENS IN SELECT “PLACE MATTERS” COMMUNITIES

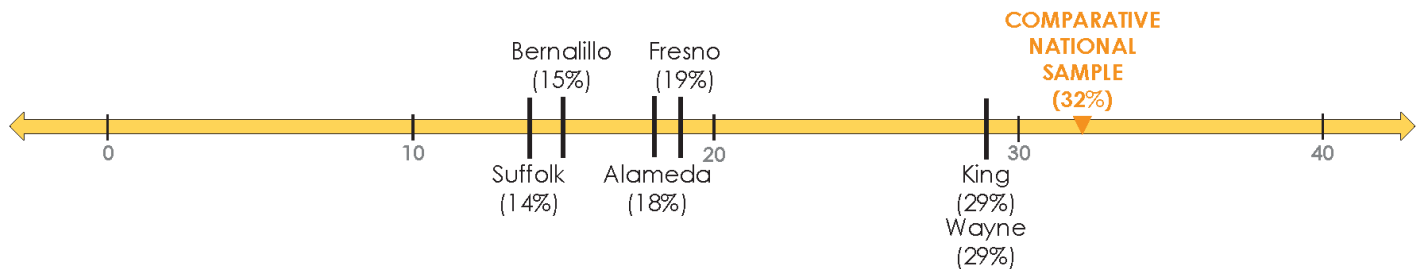
Respondents in “Place Matters” communities reported differences in the domains measured regarding aspects of education rated as “excellent” for teens.

Twenty percent or less of respondents in Bernalillo, Suffolk, Alameda and Fresno counties rated every aspect of education for teens as “excellent”.

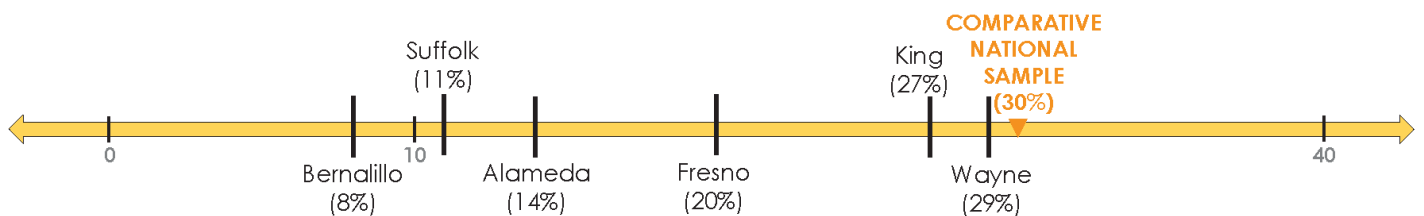
Respondents in “Place Matters” communities were less likely (20%) to rate safe environment at middle and high schools as excellent than respondents in the Comparative National Sample (30%). Of note, less than 15% of respondents in Bernalillo, Suffolk and Alameda communities rated safe environment at middle and high schools as “excellent”.

ASPECTS OF EDUCATION RATED AS “EXCELLENT” FOR TEENS

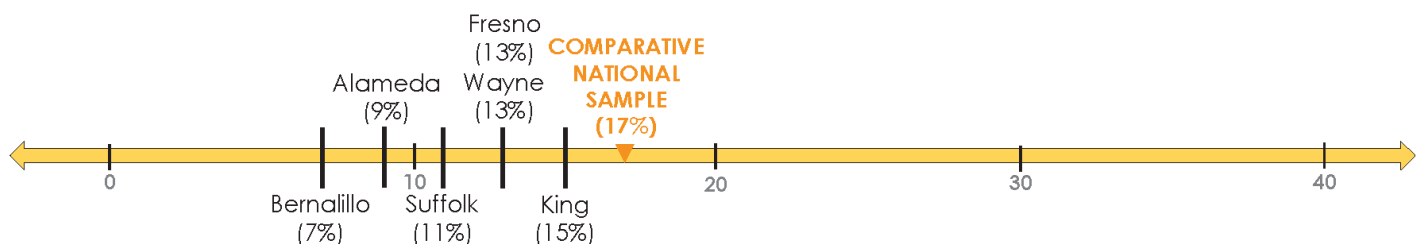
OPPORTUNITIES FOR TEENS TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES AT SCHOOL*



SAFE ENVIRONMENT AT MIDDLE AND HIGH SCHOOLS*



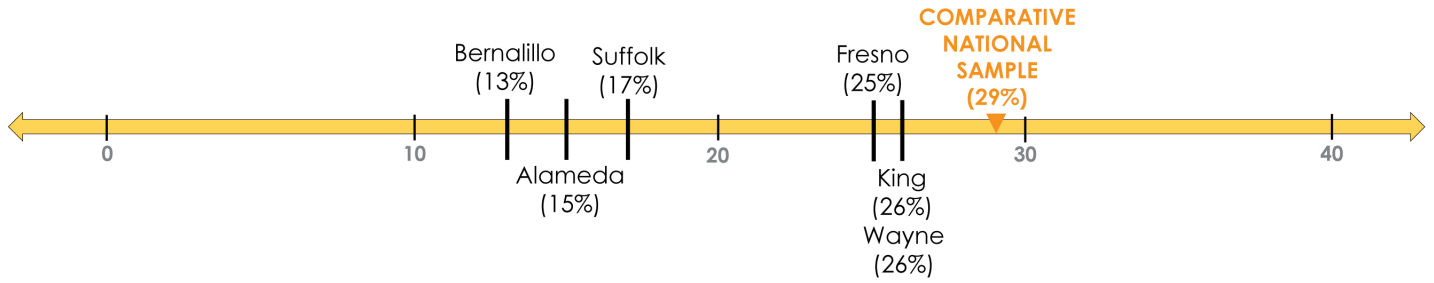
SCHOOL SUPPORT FOR TEENS AT RISK OF DROPPING OUT



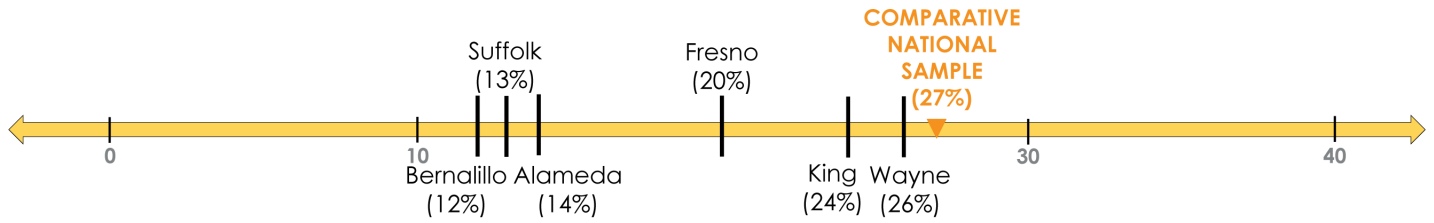
Note: Response options included “Excellent”, “Good”, “Fair”, “Poor” and “I don’t know”
*P<.05 for comparison among “Place Matters” communities across response options

ASPECTS OF EDUCATION RATED AS "EXCELLENT" FOR TEENS

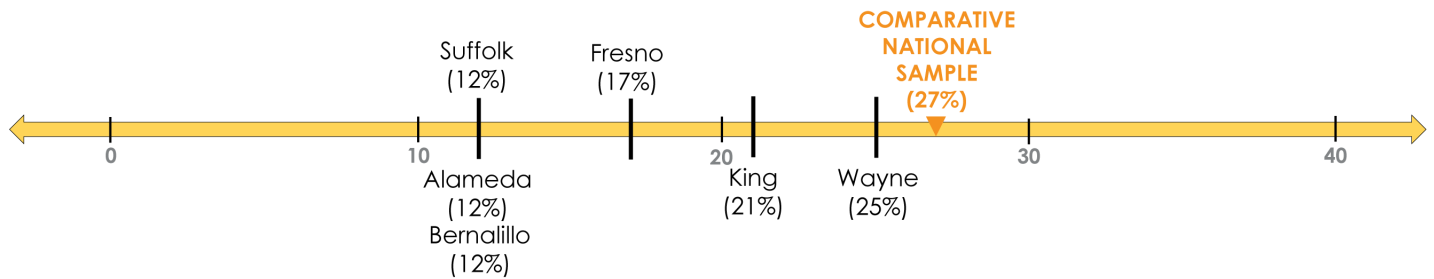
AVAILABILITY OF HIGH-QUALITY MIDDLE AND HIGH SCHOOLS



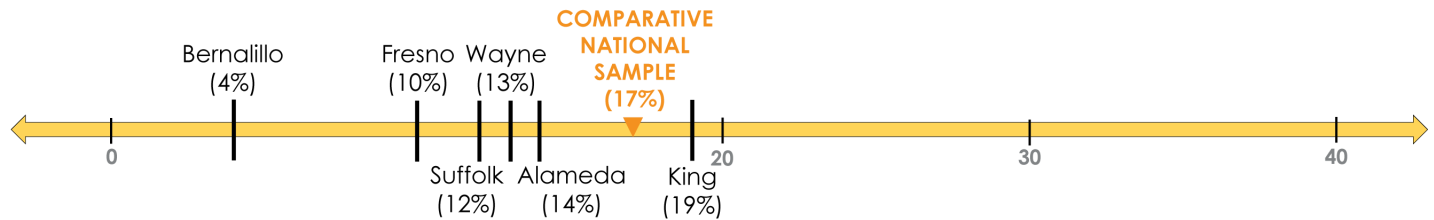
ACCESS TO HIGH-QUALITY TEACHERS AT THE MIDDLE AND HIGH SCHOOL LEVEL



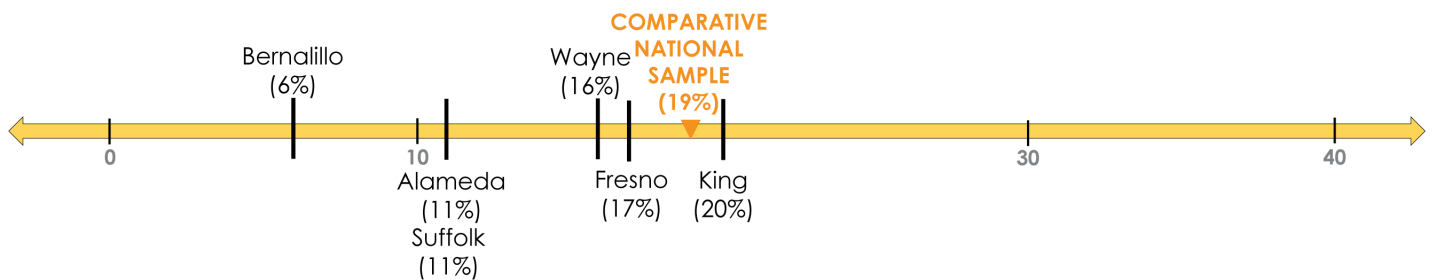
OVERALL QUALITY OF EDUCATION FOR TEENS*



CULTURAL DIVERSITY PROGRAMS



CLASSROOM RESOURCES*



Note: Response options included "Excellent", "Good", "Fair", "Poor" and "I don't know"

*P<.05 for comparison among "Place Matters" communities across response options

OVERALL PERCEPTIONS OF EDUCATION OPPORTUNITIES

Nearly all aspects of education for young children and teens were rated significantly differently by respondents' perceptions of housing segregation, racial/ethnic inequities, race/ethnicity and "Place Matters" communities.

- ◆ Respondents who perceived racial/ethnic inequities in their communities were less likely to rate all aspects of education for young children and teens as excellent.
- ◆ Respondents who perceived a lot of housing segregation in their communities were less likely to rate all aspects of education for young children and teens as excellent.
- ◆ White respondents were more likely to rate all aspects of education for young children and teens as excellent than African American, Hispanic and multiracial/other respondents.
- ◆ Respondents in "Place Matters" communities were less likely to rate nearly all aspects education for young children and teens as excellent than respondents in the Comparative National Sample. There were no significant differences between the perceptions of respondents from "Place Matters" communities and respondents in the Comparative National Sample with regard to scholarships/vouchers to help low income families with child care or cultural diversity programs for young children and teens.

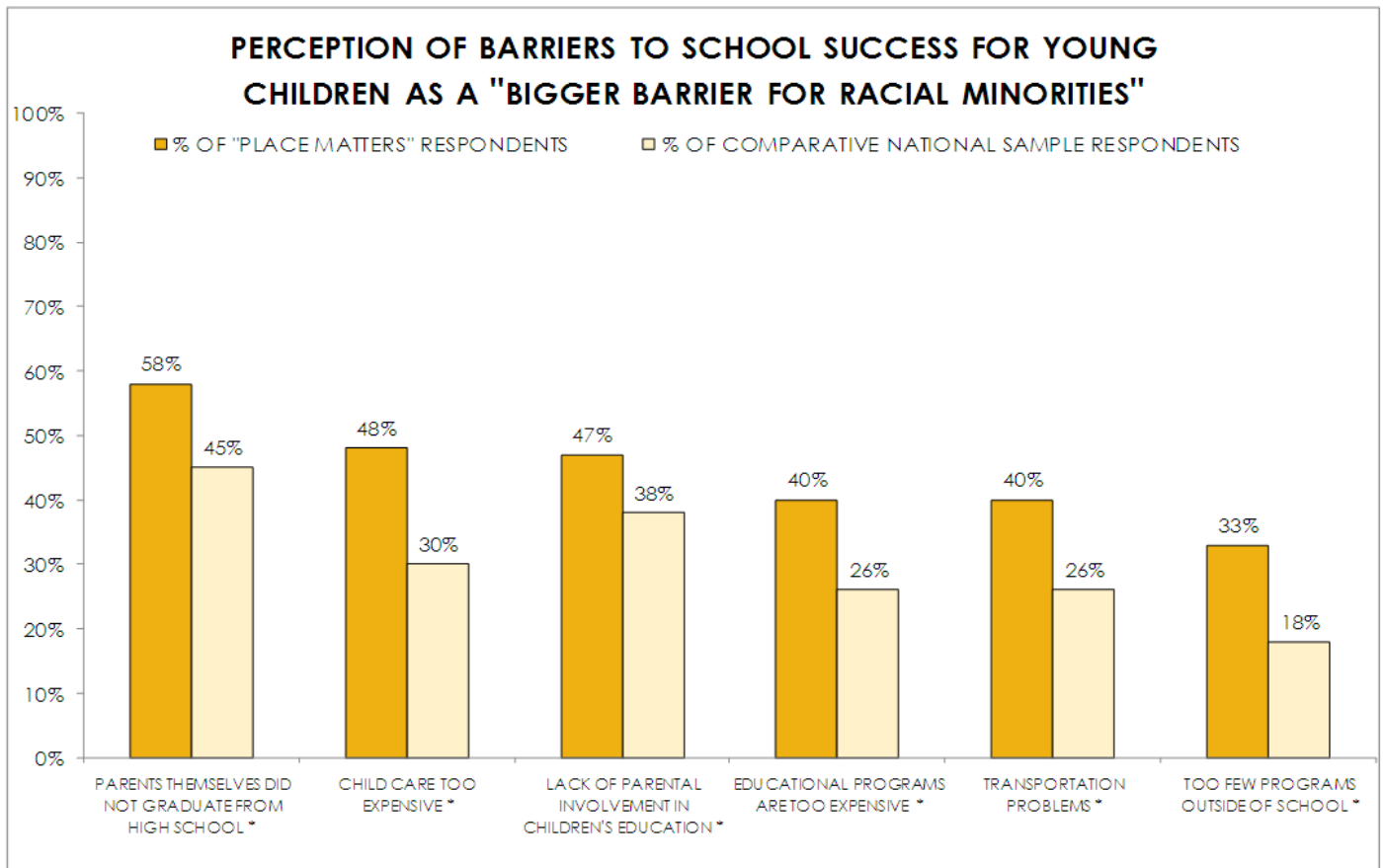
White (37%) respondents were more likely to rate the opportunities to participate in extracurricular activities at school as excellent than African American (18%), Hispanic (20%) and multiracial and other (16%) respondents





BARRIERS TO SCHOOL SUCCESS FOR RACIAL MINORITIES

BARRIERS TO SCHOOL SUCCESS FOR YOUNG CHILDREN OF RACIAL MINORITIES



Note: Response options included "Bigger barrier for racial minorities", "About equal" and "Bigger barrier for whites"
 *P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options

Respondents who perceived many (46%), some (31%) or few (25%) racial/ethnic inequities in their communities were more likely to rate transportation problems as a bigger barrier for racial minorities than respondents who perceived no (11%) inequities in their communities





Respondents who perceived a lot of segregation in their community were more likely (69%) to rate the lack of parents themselves graduating from high school as a bigger barrier for racial minorities than respondents who perceived no (35%) segregation in their communities

Barriers to school success for young children and ...

Perceived racial/ethnic inequities in the community

Respondents who generally perceived racial/ethnic inequities in their communities were more likely to report that barriers to school success are bigger for racial minorities.

Perceived housing segregation

Respondents who perceived a lot of segregation in their communities were more likely to report that barriers to school success are bigger for racial minorities.

Respondents' race/ethnicity

White respondents were less likely to report that barriers to school success are bigger for racial minorities than African American, Hispanic and multiracial/other respondents.

“Place Matters” communities

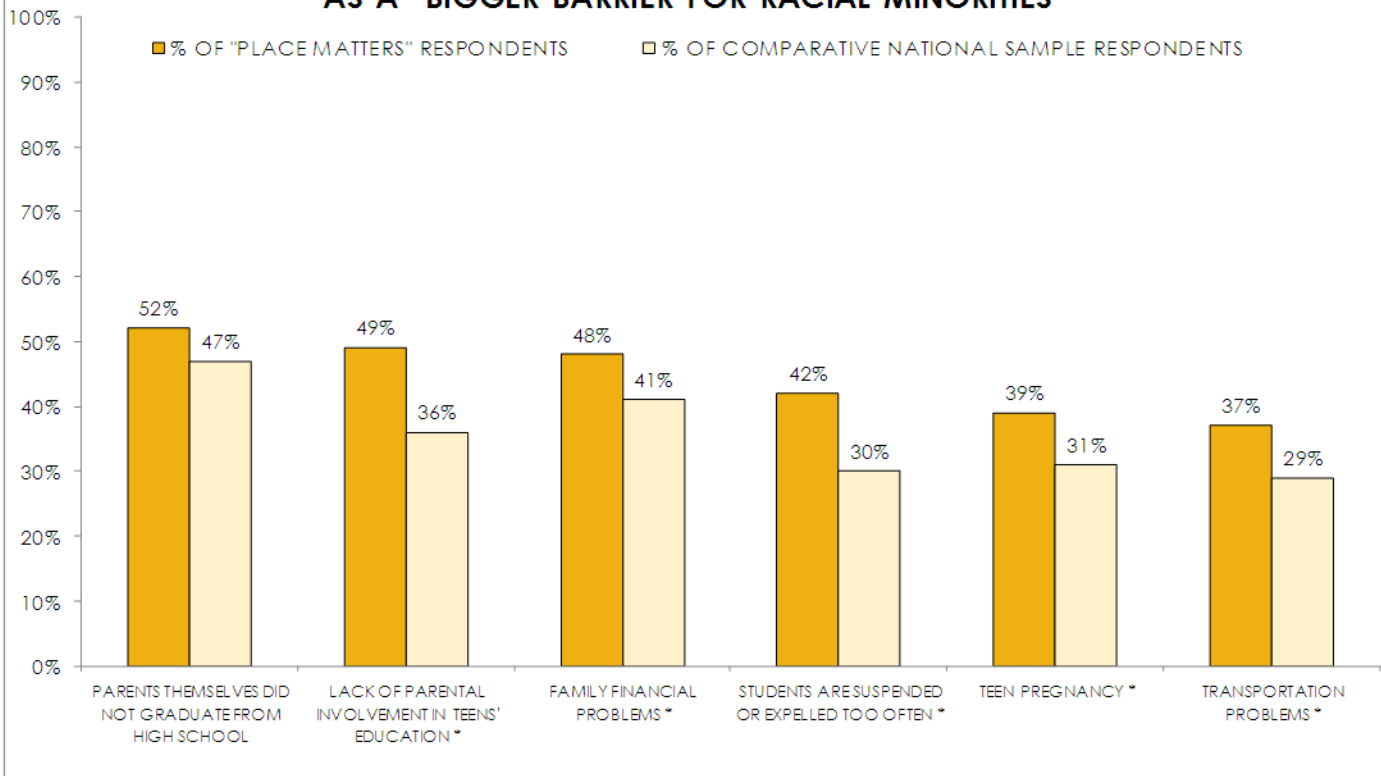
Respondents in “Place Matters” communities were more likely to report that barriers to school success are bigger for racial minorities than respondents in the Comparative National Sample.

BARRIERS TO SCHOOL SUCCESS FOR TEENS OF RACIAL MINORITIES

Respondents who perceived a lot of segregation in their communities were more likely (50%) to rate suspension or expulsion as a bigger barrier for racial minorities than respondents who perceived no (16%) segregation



PERCEPTION OF BARRIERS TO SCHOOL SUCCESS FOR TEENS AS A "BIGGER BARRIER FOR RACIAL MINORITIES"



Note: Response options included "Bigger barrier for racial minorities", "About equal" and "Bigger barrier for whites"
 *P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options

Barriers to school success for teens and ...

Perceived racial/ethnic inequities

Respondents who generally perceived racial/ethnic inequities in their communities were more likely to report that barriers to school success are bigger for racial minorities.

Perceived housing segregation

Respondents who perceived a lot of segregation in their communities were more likely to report that barriers to school success are bigger for racial minorities.

Respondents' race/ethnicity

White respondents were less likely to report that barriers to school success are bigger for racial minorities than African American, Hispanic and multiracial/other respondents.

“Place Matters” communities

Respondents in “Place Matters” communities were more likely to report that barriers to school success are a bigger barrier for racial minorities than the respondents from the Comparative National Sample, except for the barrier that ‘parents themselves did not graduate from high school’.



African American (46%) and Hispanic (45%) respondents were more likely to rate teen pregnancy as a bigger barrier for racial minorities than white (26%) and multiracial/other (26%) respondents

SPECIFIC BARRIERS TO SCHOOL SUCCESS FOR CHILDREN AND TEENS OF RACIAL MINORITIES

Regarding the problem of 'child care too expensive,' respondents in "Place Matters" communities were...

more likely (95%) to rate child care as too expensive for African American children than respondents in the Comparative National Sample (87%).

more likely (73%) to rate child care as too expensive for American Indian/Alaska Native children than respondents in the Comparative National Sample (40%).

more likely (54%) to rate child care as too expensive for Native Hawaiian children than respondents in the Comparative National Sample (33%).

Regarding 'transportation problems,' respondents in "Place Matters" communities were...

more likely (70%) to rate transportation as a bigger barrier for American Indian/Alaska Native teens than respondents in the Comparative National Sample (47%).

more likely (52%) to rate transportation as a bigger barrier for Native Hawaiian teens than respondents in the Comparative National Sample (30%).

more likely (32%) to rate transportation as a bigger barrier for Asian American/Pacific Islander teens than respondents in the Comparative National Sample (19%).

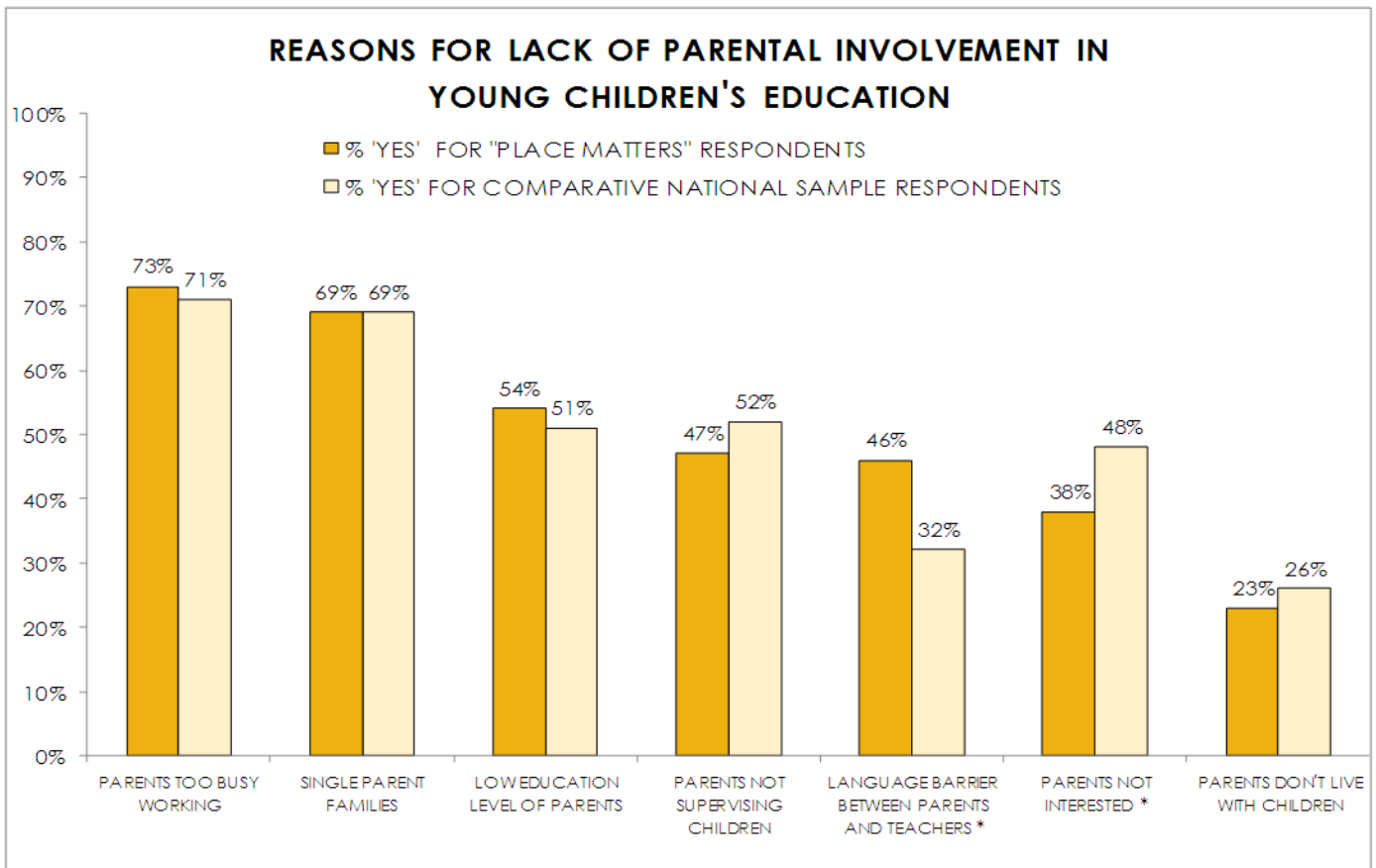
Respondents in "Place Matters" communities were more likely (75%) to rate the lack of parental involvement in children's education as a bigger barrier for American Indian/Alaska Native children than respondents in the Comparative National Sample (43%)





LACK OF PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION

LACK OF PARENTAL INVOLVEMENT IN YOUNG CHILDREN'S EDUCATION



Note: Response options included "Yes" and "No"

*P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options

'Language barrier between parents and teachers' as a reason for lack of involvement in young children's education was reported less often in Wayne County (18%) than in other specific "Place Matters" communities (41%-61%)





'Parents who don't live with children' as a reason for lack of involvement was reported more often in Bernalillo County (46%) than in other specific "Place Matters" communities (19%-25%)

Lack of parental involvement in young children's education and ...

Respondents' race/ethnicity

Hispanic (51%) and multiracial/other (49%) respondents were more likely to rate 'language barrier between parents and teachers' as a reason for lack of parental involvement than white (29%) and African American (31%) respondents.

White (52%) respondents were more likely to rate 'parents not interested' as a reason for lack of parental involvement than African American (40%), Hispanic (36%) and multiracial and other (24%) respondents.

Perceived racial/ethnic inequities in respondents' best-known communities

Respondents who perceived many (65%), some (55%) or few (54%) racial/ethnic inequities in their communities were more likely to rate 'low education level of parents' as a reason for lack of parental involvement than respondents who perceived no (43%) inequities in their communities.

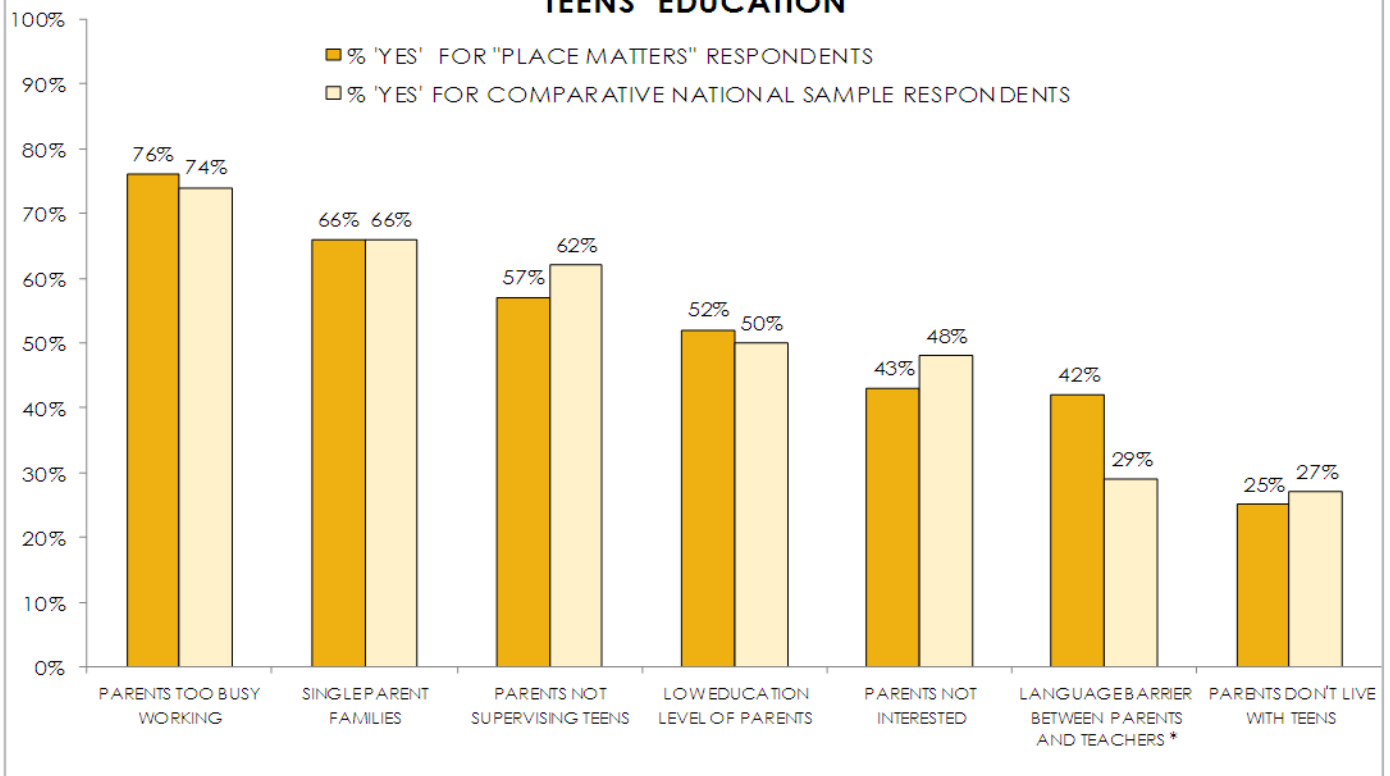
Respondents who perceived many (36%), some (27%) or few (31%) racial/ethnic inequities were more likely to rate 'parents not living with their children' as a reason for lack of parental involvement than respondents who perceived no (16%) inequities in their communities.

LACK OF PARENTAL INVOLVEMENT IN TEENS' EDUCATION

'Parents not interested' as a reason for lack of involvement in teens' education was reported more often in Bernalillo County (64%) than in other specific "Place Matters" communities (33%-47%)



REASONS FOR LACK OF PARENTAL INVOLVEMENT IN TEENS' EDUCATION



Note: Response options included "Yes" and "No"

*P<.05 for comparison of "Place Matters" respondents versus Comparative National Sample across response options

Lack of parental involvement in teens' education and ...

Respondents' race/ethnicity

Hispanic (46%) and multiracial/other (32%) respondents were more likely to rate 'language barrier between parents and teachers' as a reason for lack of parental involvement than African American (28%) and white (27%) respondents.

White (52%) respondents were more likely to rate 'parents not interested' as a reason for lack of parental involvement than Hispanic (38%), African American (37%) and multiracial and other (29%) respondents.

Perceived racial/ethnic inequities

Respondents who perceived many (65%), some (55%) or few (56%) racial/ethnic inequities in their communities were more likely to rate 'low education level of parents' as a reason for lack of parental involvement than respondents who perceived no (39%) inequities in their communities.

Respondents who perceived a lot of segregation in their communities were less likely (65%) to report 'single parent families' as a reason for the lack of parental involvement than respondents who perceived no (75%) segregation in their communities.



'Language barrier between parents and teachers' as a reason for lack of involvement in teens' education was reported less often in Wayne County (16%) than in other specific "Place Matters" communities (46%-61%)

COMMENTS FROM NVP SURVEY 2 RESPONDENTS ABOUT EDUCATION PROGRAMS TO BRIDGE RACIAL/ETHNIC INEQUITIES IN THEIR BEST-KNOWN COMMUNITIES

"Treehouse works with all aspects of youth and child programs, including education, mental health, training etc. Works with many youth in the foster care system and children with abuse and substance abuse issues."

Seattle, WA

"Place Matters"

"In Richmond, initiatives in closing the education gap revolve around school choice. Students are paired with schools matching their interest and transported to that school."

Richmond, VA

"Boston College Neighborhood Center offers tutoring for students in the local school district and ESL classes."

Boston, MA

"Place Matters"

"Girls, Inc. empowers girls (including girls of color) in areas like academics, higher education, and job training."

San Leandro, CA

"Place Matters"

"Boys2Men Girls2Women helps low income families connect with their high school kids' educations with the goal to help those kids graduate."

Fresno, CA

"Place Matters"

"Jubilee Reach program serves families in the Lake Hills/Phantom Lake neighborhoods which tend to have more low-income Hispanic populations. Tutoring, mentoring, food assistance, medical assistance, etc."

Bellevue, WA

"Place Matters"

"Harlem Children's Zone ensures education and promotes healthy living for black children."

Harlem, NY