



## **EDUCATION AND LEARNING OPPORTUNITIES**

FIELDLED AUGUST - SEPTEMBER 2013  
REPORT 3

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## MISSION OF THE NATIONAL VOICES PROJECT



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, led by researchers at the University of Michigan, conducts major national surveys twice each year among adults who work and volunteer on behalf of children. These surveys focus on racial/ethnic inequities at the community level that affect children's health, education, and economic security. For more information, visit the project website: [NationalVoicesProject.org](https://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 and identify interventions that address disparities effectively.

The NVP offers an unprecedented perspective on community-level opportunities for children throughout the country, in the domains of health and nutrition, education and learning, and economic security – through the eyes of adults whose occupations and volunteer work 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. We generally use the word “children” throughout the report to describe children from age 0-18 years, unless otherwise noted.

Findings from NVP surveys are shared with the W.K. Kellogg Foundation, and key results are posted on the NVP website ([NationalVoicesProject.org](http://NationalVoicesProject.org)). Findings from the NVP 2013 survey and subsequent NVP surveys will be shared similarly with the public.

In NVP 2013, fielded in August-September 2013, the NVP team introduced 4 key innovations:

- (1) an additional national sample of the general population to compare data among respondents who do not work and volunteer with children to those who do work and volunteer with children (this comparison will be featured in an NVP 2013 Supplemental Report)
- (2) new measurement of the diversity of racial/ethnic groups in communities best known to the respondents
- (3) new measurement of perceived housing segregation (also to be presented in an NVP 2013 Supplemental Report)
- (4) new measurement of life satisfaction of the respondents, and how satisfaction is related to respondents' views of opportunities in their best-known communities

Report #3 for NVP 2013 focuses on findings related to children's education and learning.

REPORT 3 FROM NVP 2013 INCLUDES FINDINGS REGARDING RESPONDENTS' VIEWS OF YOUNG CHILDREN'S AND TEENS' OPPORTUNITIES FOR LEARNING AND EDUCATION

Overall, the NVP 2013 sample included 2,712 adults from 50 states and the District of Columbia. They were eligible to participate based on their occupations and/or volunteer efforts that affect children, as follows: 1,480 respondents said that they have jobs that affect education, health, economic opportunities, or community and civic engagement for children; 1,232 respondents identified themselves as volunteering in ways that affect education, healthcare, economic opportunities, or community and civic engagement for children.

The NVP 2013 sample included 1,107 respondents from "Place Matters" communities and 1,605 respondents from Comparative Communities (representative of communities throughout the rest of the United States. Six communities (Alameda-CA; Bernalillo-NM; Fresno-CA; King-WA; Suffolk-MA; Wayne-MI) constituted 85% of the "Place Matters" subsample.

ALL 50 STATES AND D.C. WERE REPRESENTED IN THE SAMPLE OF RESPONDENTS FOR NVP 2013

## ASPECTS OF QUALITY EDUCATION

In this report, central measures of quality education included ratings of “excellent” in the following domains: overall quality of education (child care, preschool, elementary and middle/high schools), child care scholarships, safe environment, classroom resources, opportunities to participate in extra curricular activities at school, cultural diversity programs, support for teens at risk of dropping out and opportunities for advanced classes.

RESPONDENTS WHO PERCEIVED MANY OR SOME RACIAL/ETHNIC INEQUITIES WERE LESS LIKELY TO RATE ALL ASPECTS OF EDUCATION FOR YOUNG CHILDREN AND TEENS AS “EXCELLENT” THAN THOSE WHO REPORTED FEW OR NO RACIAL INEQUITIES IN THEIR BEST-KNOWN COMMUNITIES

Respondents who perceived many or some of racial/ethnic inequities in their best-known communities, and/or perceived their communities as very segregated, were less likely to rate all aspects of education for young children and teens as “excellent” than those who reported few or no racial inequalities or no 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 Communities. White and multi-race/other respondents were more likely to rate most aspects of education for young children and teens as “excellent” than African American and Hispanic respondents.

RESPONDENTS WHO PERCEIVED THEIR COMMUNITIES AS VERY SEGREGATED WERE LESS LIKELY TO RATE ALL ASPECTS OF EDUCATION FOR YOUNG CHILDREN AND TEENS AS “EXCELLENT”



## 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 parental 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 many or some racial/ethnic inequities and/or perceived their communities as “very segregated” were more likely to perceive bigger barriers for racial minorities for young children and teens than those who reported no racial inequities or segregation.



FOR MOST MEASURES,  
RESPONDENTS IN “PLACE  
MATTERS” COMMUNITIES  
WERE MORE LIKELY TO  
REPORT THAT MOST  
BARRIERS TO SCHOOL  
SUCCESS ARE A BIGGER  
BARRIER FOR RACIAL  
MINORITIES THAN THE  
RESPONDENTS FROM  
COMPARATIVE  
COMMUNITIES

## SUMMARY COMMENTS FOR NVP 2013—REPORT 3

Many themes about measures related to education and learning from NVP 2013 echo findings in NVP 2012 on the same topic. Consistently, there were low ratings of “excellent” for many aspects of education and greater perceived barriers to school success for racial minorities compared with white young children and teens. Moreover, respondents who perceive more racial/ethnic inequities and more housing segregation in their communities are significantly more likely than their peers to perceive lower quality of all aspects of education we measured.

One area of apparent improvement from 2012 to 2013 was in respondents’ perceptions of young children’s barriers to educational success being a bigger barrier for racial minorities related to parents not completing their own schooling. However, for the vast majority of other measures, perceptions were stable or worsening from 2012 to 2013.

# METHODS

The National Voices Project (NVP) is conducted in partnership with GfK, an international survey research organization that maintains KnowledgePanel® 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 >55,000). Unlike other web-enabled panels, KnowledgePanel® is recruited through gold-standard, random-digit-dial (both landline and cell phones) and address-based sampling techniques. 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 2013 is that it includes an oversample of respondents living in communities that are part of the “Place Matters” program. “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 2013 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 2013 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 WKCF collaborators and “Place Matters” team members. The NVP team then worked with GfK to supplement KnowledgePanel® households in “Place Matters” locations. The supplementary sample was drawn from households that are not on GfK’s standing panels but

NVP 2013 INCLUDED  
>45% (N=1,129) 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 2013 RECRUITED  
FROM TWO  
SUPPLEMENTARY  
NATIONAL PANELS



are recruited on an *ad hoc* basis by GfK related to their characteristics – in this case, residing in a “Place Matters” community and preferring Spanish.

For NVP 2013, GfK invited 12,474 KnowledgePanel® members 18 years or older to participate. For the supplementary sample, 49,799 households were invited to participate. Respondents in sampled households (n=6,761 from KnowledgePanel®; n=2,846 from supplementary households) completed a brief screening questionnaire. On the screening questionnaire, 1,480 respondents indicated that they have jobs that affect education, health/healthcare/nutrition, economic opportunities, or community and civic engagement for children. Another 1,232 respondents identified themselves as volunteering in ways that affect education, health/healthcare/nutrition, 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 2013 questionnaire (see figure, next page). This group included 2,712 adults from 50 states and D.C.

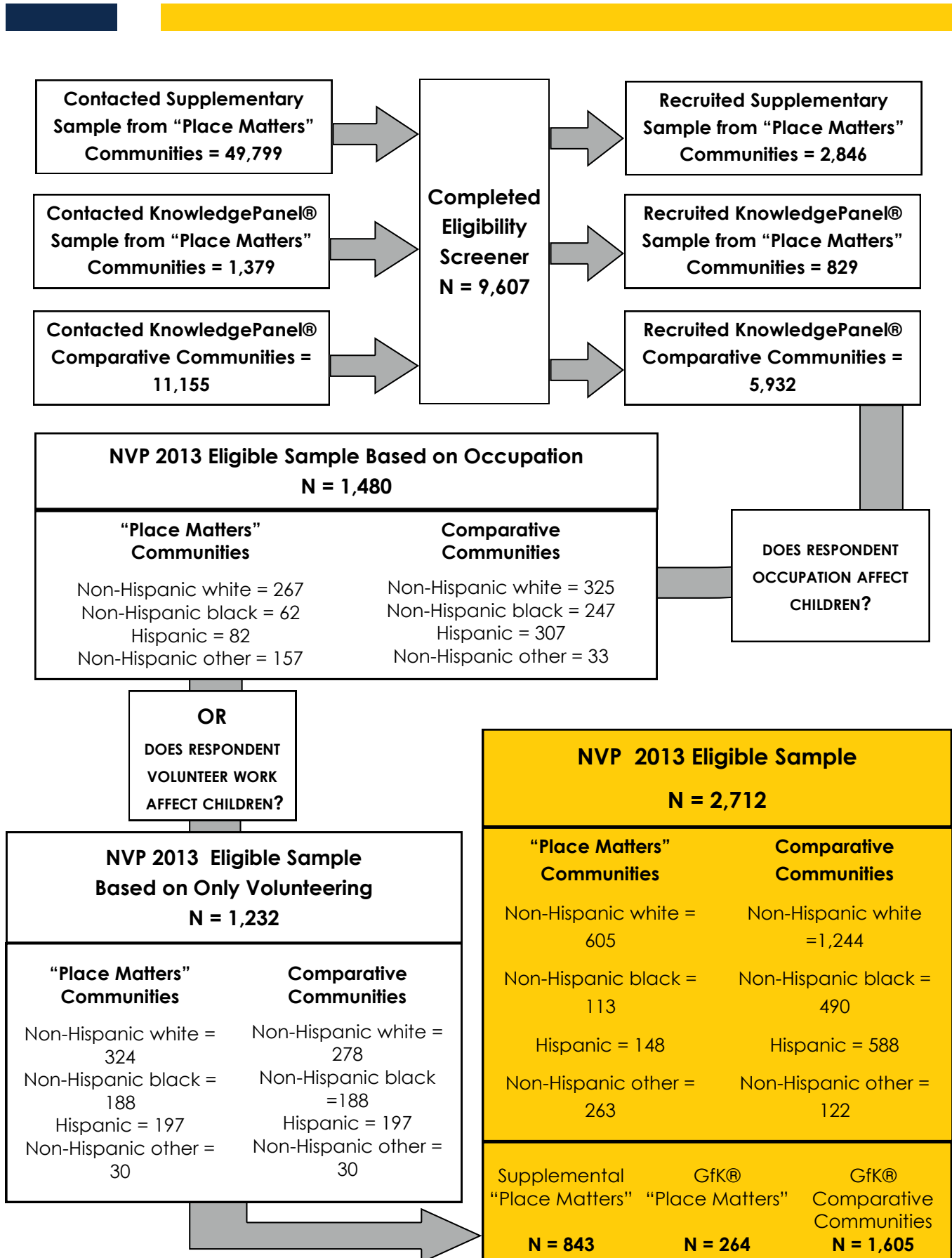
THE FINAL ELIGIBLE  
SAMPLE FOR NVP  
2013 INCLUDED  
2,712 ADULTS  
FROM 50 STATES  
AND D.C.

The questionnaire for NVP 2013 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/healthcare/nutrition, and economic well-being related to children. Many of the questions were identical to questions fielded for NVP 2012, to facilitate comparisons of responses across these different samples and over time. New questions in NVP 2013 centered on respondents’ perceptions of housing segregation, life satisfaction and on respondents’ awareness about efforts to address racial/ethnic inequities in those communities.

7% OF  
RESPONDENTS  
ANSWERED IN  
SPANISH

NVP 2013 was also fielded in Spanish via a supplemental panel who preferred to answer in Spanish. Overall, 907 individuals participated by using the Spanish-language version and 197 were eligible to complete the full NVP 2013 questionnaire.

# SELECTING THE NVP 2013 SAMPLE





## **SECTION 1: RESPONDENT CHARACTERISTICS, NVP 2013**

**TABLE 2013-3.1: SOCIODEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS, NVP 2012 VS. NVP 2013**

	<b>NVP 2012 N= 2,311</b>	<b>NVP 2013 N= 2,712</b>
<b>Gender</b>		
Men	40%	46%
Women	60%	54%
<b>Race / Ethnicity</b>		
African American / Black	12%	11%
Hispanic / Latino	11%	9%
White	72%	74%
Multi-race / Other	4%	6%
<b>Annual Household Income</b>		
Less than \$30,000	18%	18%
\$30,000 - \$60,000	24%	23%
\$60,001 - \$100,000	29%	29%
Greater than \$100,000	29%	30%
<b>Education</b>		
Less than High School	8%	7%
High School	19%	19%
Some College	31%	32%
Bachelor's Degree or Higher	42%	42%
<b>Age</b>		
18 - 29	20%	22%
30 - 44	28%	32%
45 - 59	33%	28%
60 +	19%	18%
<b>Paid Work</b>		
Yes	70%	75%
No	30%	25%
<b>Volunteer Work</b>		
Yes	65%	67%
No	35%	33%
<b>Community Respondents Know Best</b>		
Live	55%	62%
Work	32%	27%
Volunteer	14%	11%
<b>Years in Best Known Community</b>		
Less than 1 Year	3%	4%
1 - 2 Years	6%	5%
3 - 5 Years	11%	14%
6 - 10 Years	10%	15%
Greater than 10 Years	69%	62%

**TABLE 2013-3.2: RESPONDENTS' CONTACT WITH CHILDREN AT WORK AND THROUGH VOLUNTEER EFFORTS, NVP 2012 VS. NVP 2013**

	<b>NVP 2012 N = 2,311</b>	<b>NVP 2013 N= 2,712</b>
<b>Area of Contact with Children (could choose &gt;1)</b>		
Education	57%	58%
Health/Healthcare/Nutrition	38%	40%
Economic or Job Opportunities	21%	28%
Community or Civic Engagement	54%	54%
<b>Work or Volunteer with Children</b>		
Work and Volunteer with Children	24%	21%
Only Work with Children	34%	37%
Only Volunteer with Children	42%	42%
<b>Occupation</b>		
<b>Education</b>		
Teaching (child care, preschool, elementary, and secondary)	23%	21%
Faith-based Organization or Clergy Member	1%	2%
Other School or Education-related Activities	12%	10%
<b>Health/Healthcare/Nutrition</b>		
Health or Mental Health Care	20%	18%
Public Safety or Emergency Services	1%	3%
Public Health	1%	4%
Social Worker or Case Worker	8%	2%
<b>Economic or Job Opportunities</b>		
Business Owner or Manager	12%	6%
Private Community Service Organization	6%	2%
<b>All Others</b>		
	16%	22%
<b>Participation with Volunteer Organizations (could choose &gt;1)</b>		
Education and/or schools	41%	40%
Social or Community Service	25%	24%
Religious	38%	38%
Sports, Hobbies, Culture or Arts	22%	17%
Food and Nutrition	15%	14%
Hospital or Healthcare	8%	9%
Youth Clubs, Scouting or 4-H	11%	7%
Environmental	6%	8%
Public Safety	9%	6%
Shelter and Housing	5%	5%
Mental or Developmental Health	2%	6%
Advocacy	-	6%
Government Agency	-	3%
All Others	-	9%

**TABLE 2013-3.3: SOCIODEMOGRAPHIC CHARACTERISTICS AMONG RESPONDENTS IN “PLACE MATTERS” COMMUNITIES VS. COMPARATIVE COMMUNITIES, NVP 2013**

	<b>"Place Matters" Communities N = 1,107</b>	<b>Comparative Communities N = 1,605</b>
<b>Gender</b>		
Men	43%	46%
Women	57%	54%
<b>Race / Ethnicity*</b>		
African American / Black	17%	11%
Hispanic / Latino	15%	9%
White	49%	74%
Multi-race / Other	19%	6%
<b>Annual Household Income</b>		
Less than \$30,000	16%	18%
\$30,000 - \$60,000	23%	23%
\$60,001 - \$100,000	33%	29%
Greater than \$100,000	28%	30%
<b>Education</b>		
Less than High School	5%	7%
High School	13%	19%
Some College	38%	32%
Bachelor's Degree or Higher	44%	42%
<b>Age</b>		
18 - 29	26%	22%
30 - 44	25%	32%
45 - 59	32%	28%
60 +	17%	18%
<b>Paid Work</b>		
Yes	74%	75%
No	26%	25%
<b>Volunteer Work</b>		
Yes	72%	67%
No	28%	33%
<b>Community Respondents Know Best</b>		
Live	60%	62%
Work	22%	27%
Volunteer	18%	11%
<b>Years in Best Known Community</b>		
Less than 1 Year	3%	4%
1 - 2 Years	8%	5%
3 - 5 Years	12%	14%
6 - 10 Years	12%	15%
Greater than 10 Years	65%	62%

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

**TABLE 2013-3.4: RESPONDENTS' CONTACT WITH CHILDREN AT WORK AMONG "PLACE MATTERS" COMMUNITIES VS. COMPARATIVE COMMUNITIES, NVP 2013**

	<b>"Place Matters" Communities N = 1,107</b>	<b>Comparative Communities N = 1,605</b>
<b>Area of Contact with Children (could choose &gt;1)</b>		
Education	57%	58%
Health or Healthcare	45%	40%
Economic or Job Opportunities	30%	28%
Community or Civic Engagement	57%	54%
<b>Work or Volunteer with Children</b>		
Work and Volunteer with Children	22%	21%
Only Work with Children	33%	37%
Only Volunteer with Children	45%	42%
<b>Occupation</b>		
<b>Education</b>		
Teaching (child care, preschool, elementary, and secondary)	20%	21%
Faith-based Organization or Clergy Member	2%	3%
Other School or Education-related Activities	7%	9%
<b>Healthcare</b>		
Health or Mental Health Care	21%	18%
Public Safety or Emergency Services	3%	3%
Public Health	5%	4%
Social Worker or Case Worker	3%	2%
<b>Economic or Job Opportunities</b>		
Business Owner or Manager	10%	6%
Private Community Service Organization	1%	2%
<b>All Others</b>		
	19%	22%
<b>Participation with Volunteer Organizations (could choose &gt;1)</b>		
Education	41%	40%
Social or Community Service	28%	23%
Religious*	25%	38%
Sports, Hobbies, Culture or Arts	21%	17%
Food and Nutrition	12%	14%
Hospital or Healthcare	11%	9%
Youth Clubs, Scouting or 4-H	9%	7%
Environmental	9%	8%
Public Safety*	11%	5%
Shelter and Housing	6%	5%
Mental or Developmental Health	5%	6%
Advocacy	5%	6%
Government Agency	3%	2%
All Others	6%	10%

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

**TABLE 2013-3.5: IDENTIFICATION OF SPECIFIC “PLACE MATTERS” COMMUNITIES WITH SUFFICIENT SAMPLE IN NVP 2013 TO PERMIT ANALYSES ACROSS COMMUNITIES**

<b>Community/County Location</b>	<b>Proportion of “Place Matters” Communities N = 1,107</b>
King, WA	25%
Wayne, MI	19%
Alameda, CA	18%
Suffolk, MA	9%
Fresno, CA	8%
Bernalillo, NM	6%
Other “Place Matters” locations	15%

**TABLE 2013-3.6: RESPONDENTS’ LIFE SATISFACTION AMONG “PLACE MATTERS” COMMUNITIES VS. COMPARATIVE COMMUNITIES, NVP 2013**

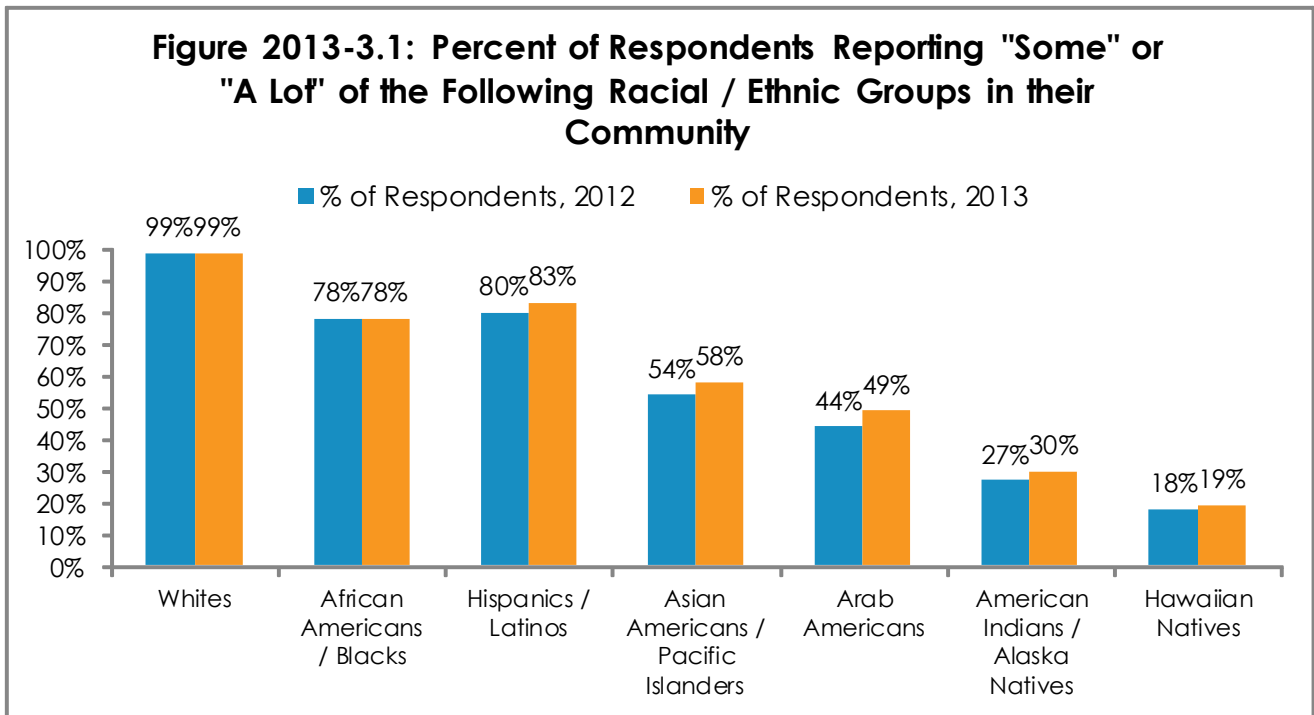
<b>Overall Life Satisfaction</b>	<b>“Place Matters” Communities N = 1,107</b>	<b>Comparative Communities N = 1,605</b>
Very Satisfied	30%	31%
Satisfied	56%	56%
Not Very Satisfied	12%	12%
Not at all Satisfied	2%	<1%





## **SECTION 2: COMMUNITY CHARACTERISTICS**

# WHICH OF THE FOLLOWING RACIAL/ETHNIC GROUPS LIVE IN THE COMMUNITY THAT YOU KNOW BEST?



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

"There is extra money given to schools with higher Hispanic enrollment and there are many agencies that cater to minorities."  
**Albuquerque, NM**  
*"Place Matters"*

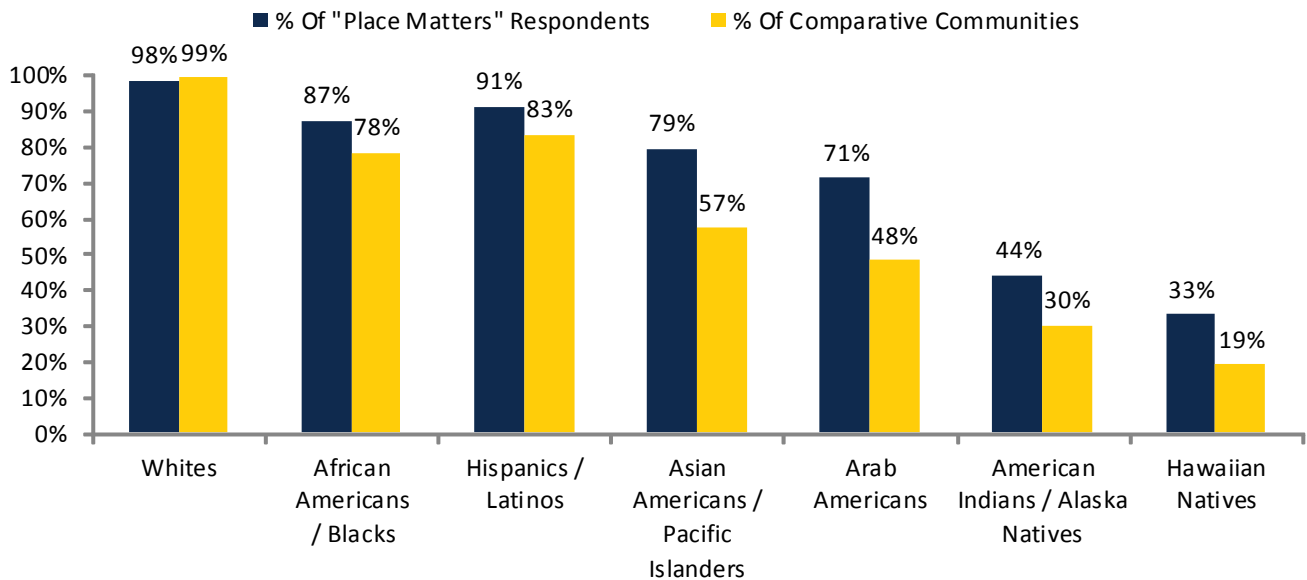


Compared with NVP 2012, respondents in NVP 2013 have similar racial/ethnic makeup of their communities (Figure 2013-3.1). If there is a trend, it is toward greater perceived racial/ethnic diversity in communities, over time.

Within NVP 2013, respondents in "Place Matters" communities perceived substantially greater proportions of all non-white race and ethnic groups in their communities, compared with respondents in Comparative Communities (Figure 2013-3.2).

IN NVP 2013, "PLACE MATTERS" COMMUNITIES WERE PERCEIVED TO HAVE SUBSTANTIALLY GREATER VARIETY OF ALL NON-WHITE RACIAL/ETHNIC GROUPS THAN IN COMPARATIVE COMMUNITIES

**Figure 2013-3.2: Percent of Respondents Reporting "Some" or "a Lot" of the Following Racial / Ethnic Groups in Their Community**

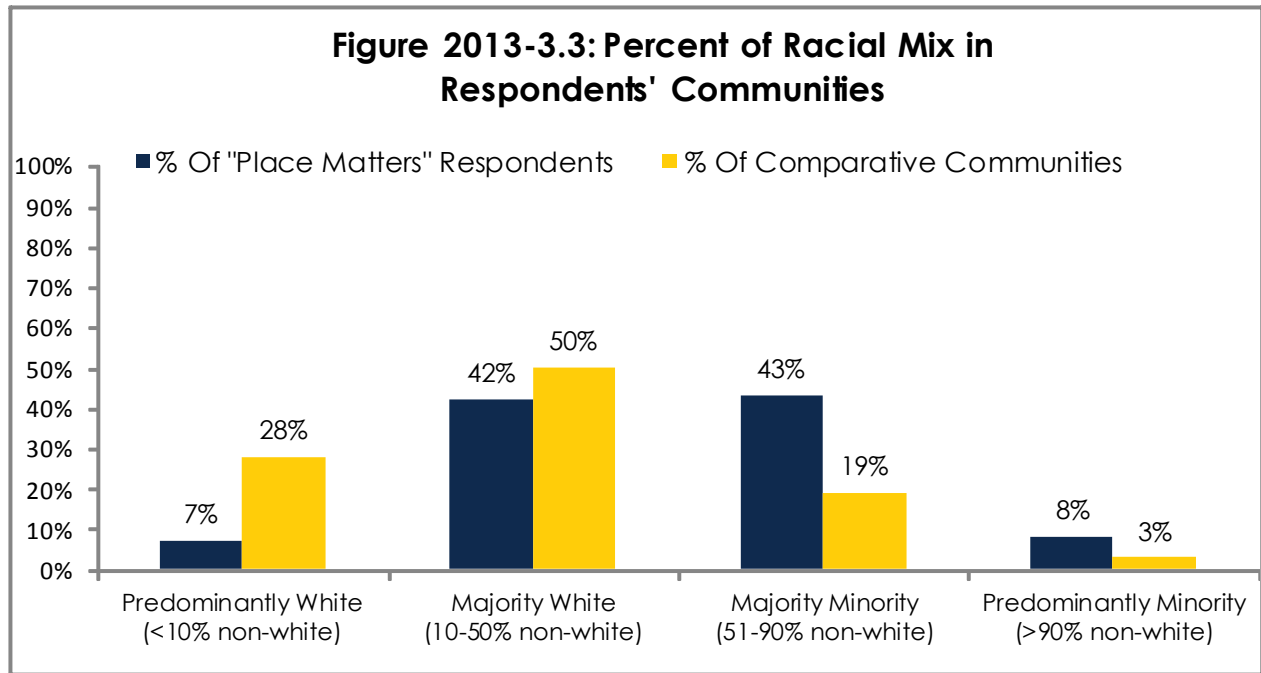


Note: Response options included "A lot", "Some" and "Very few or none"

\*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities respondents across response

## RACIAL MIX IN BEST KNOWN COMMUNITY

New in NVP 2013, respondents were asked to identify the racial mix in the community they know best. About a quarter of respondents in the Comparative Communities reported their best known community as majority minority or predominantly minority, while about half of respondents from "Place Matters" communities reported their best known community as majority minority or predominantly minority.



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

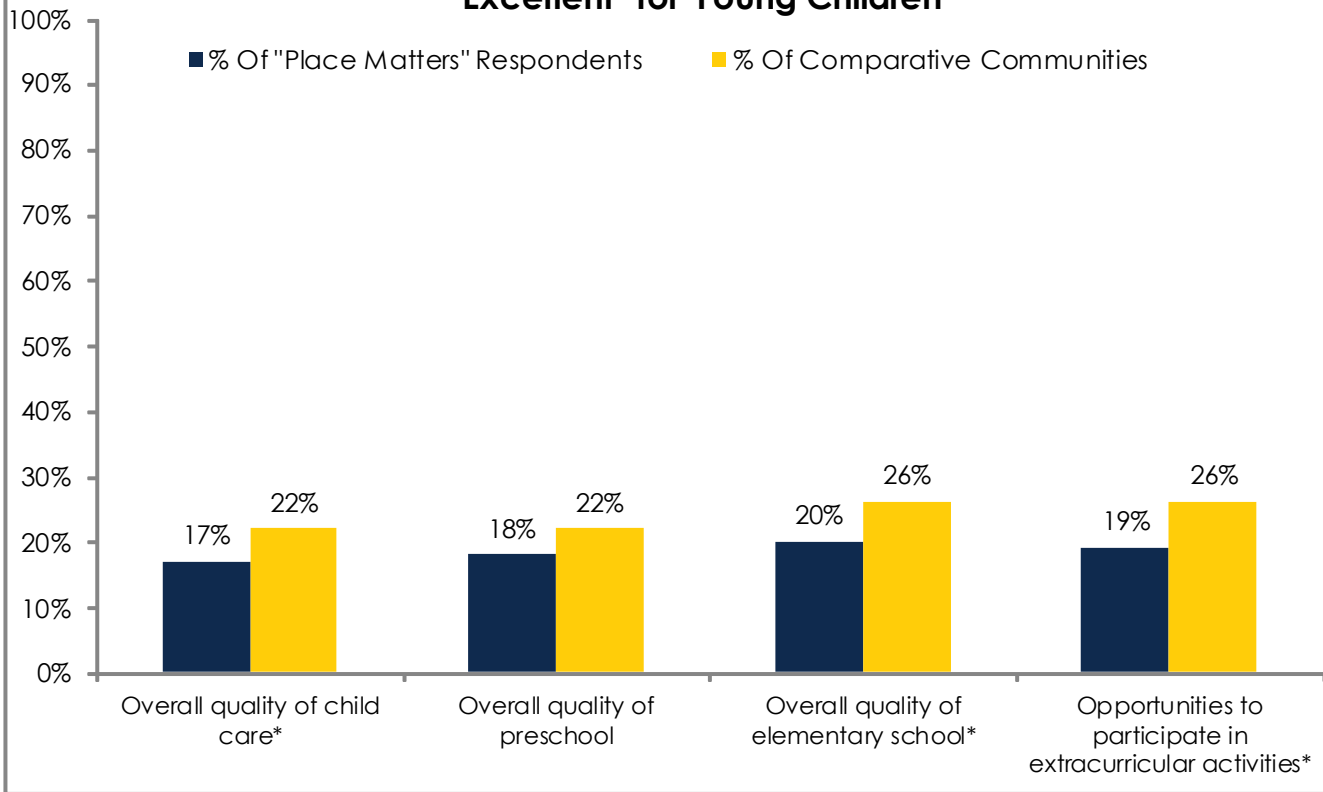




## **SECTION 3: ASPECTS OF QUALITY EDUCATION**

# ASPECTS OF QUALITY EDUCATION FOR YOUNG CHILDREN

**Figure 2013-3.4: 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 Communities across response options

RESPONDENTS WHO PERCEIVED MANY OR SOME RACIAL/ETHNIC INEQUITIES IN THEIR COMMUNITIES (13%) WERE LESS LIKELY TO RATE THE OVERALL QUALITY OF PRESCHOOL AS "EXCELLENT" FOR YOUNG CHILDREN THAN RESPONDENTS WHO PERCEIVED FEW OR NO INEQUITIES IN THEIR COMMUNITIES (29%)

## Aspects of education for young children rated as "excellent" and ...

### Perceived inequities

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

Respondents who perceived their communities as very segregated were less likely to rate all aspects of education for young children as excellent.

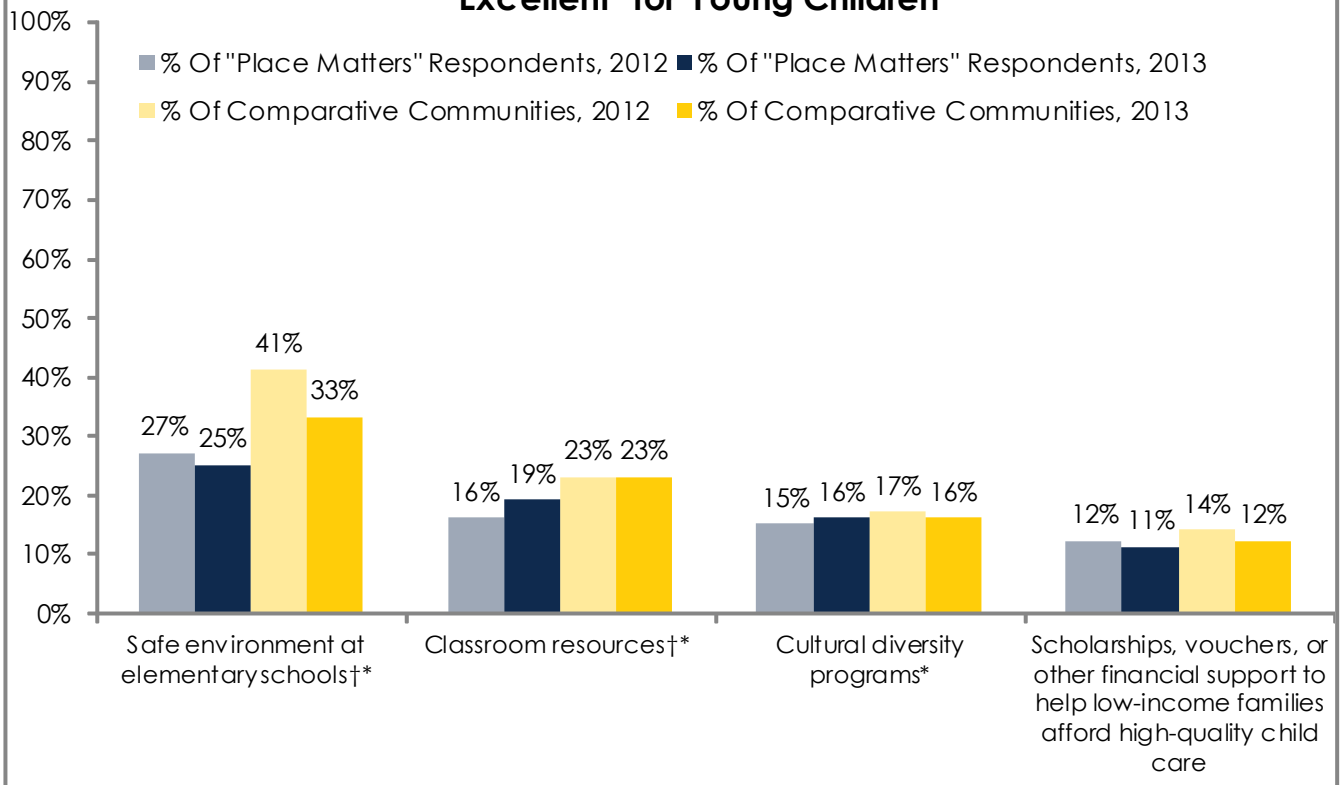
### Respondents' race/ethnicity

White and multi-race/other respondents were more likely to rate most aspects of education for young children as excellent than were African American and Hispanic respondents.



ASPECTS OF EDUCATION WERE AS LIKELY, OR SOMEWHAT LESS LIKELY, TO BE RATED AS "EXCELLENT" FOR YOUNG CHILDREN IN NVP 2013 THAN IN NVP 2012, EXCEPT FOR CLASSROOM RESOURCES FOR CHILDREN IN "PLACE MATTERS" COMMUNITIES (16% IN 2012 TO 19% IN 2013)

**Figure 2013-3.5: 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 Communities across response options in 2012

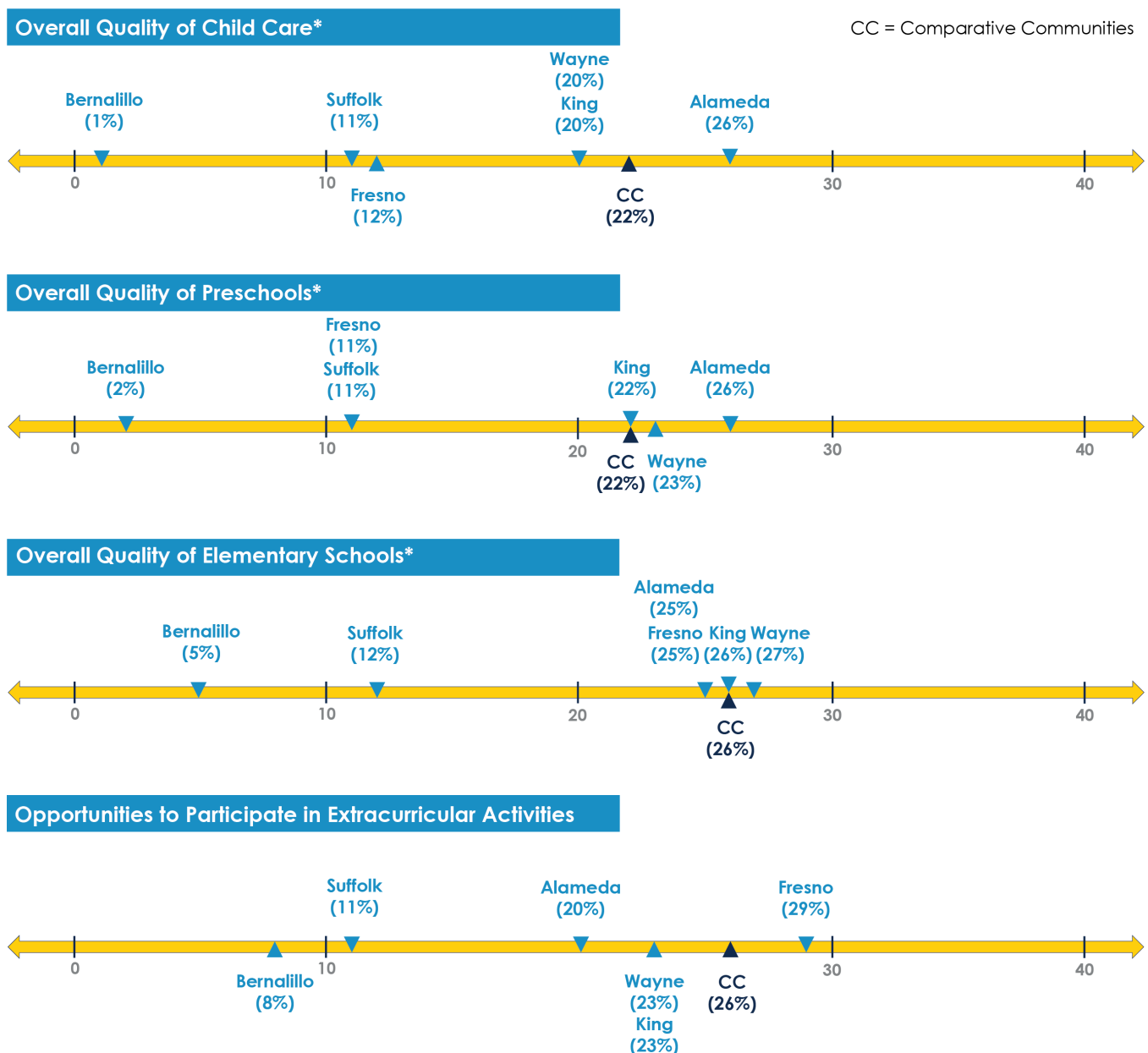
\*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

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

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.

Respondents in Bernalillo and Suffolk Counties reported the lowest ratings of “excellent” for most aspects of education. Respondents in all “Place Matters” communities, except Fresno, gave lower ratings of “excellent” for safe environment at schools than respondents in the Comparative Communities.

**Figure 2013-3.6: Aspects of Education Rated as “Excellent” for Young Children**



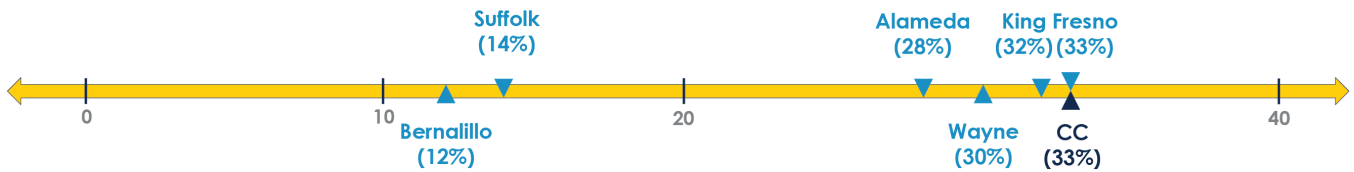
Note: Response options included “Excellent”, “Good”, “Fair”, “Poor” and “I don’t know”  
 \*P<.05 for comparison among “Place Matters” communities across response options



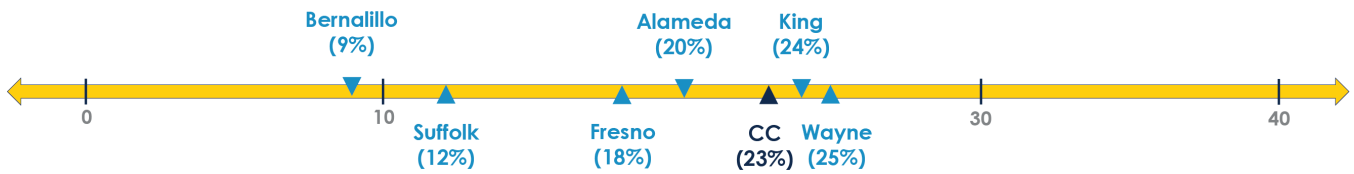
Figure 2013-3.7: Aspects of Education Rated as “Excellent” for Young Children

Safe Environment at Elementary Schools\*

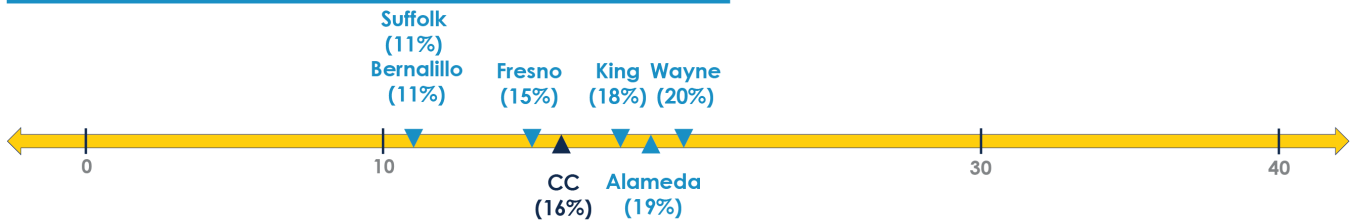
CC = Comparative Communities



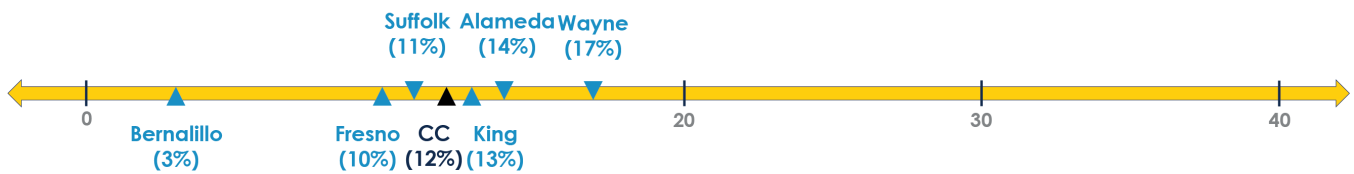
Classroom Resources\*



Cultural Diversity Programs\*



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

# ASPECTS OF QUALITY EDUCATION RATED AS “EXCELLENT” FOR YOUNG CHILDREN IN SELECT “PLACE MATTERS” COMMUNITIES, 2012 VS 2013

**TABLE 2013-3.7**

	<b>2012 n=1082</b>	<b>2013 n=1097</b>
<b>Safe Environment at Elementary Schools†*</b>		
Wayne, MI	37%	30%
Bernalillo, NM	13%	12%
Alameda, CA	19%	28%
King, WA	36%	32%
Suffolk, MA	16%	14%
Fresno, CA	34%	33%
<b>Classroom Resources†*</b>		
Wayne, MI	19%	25%
Bernalillo, NM	8%	9%
Alameda, CA	11%	20%
King, WA	24%	24%
Suffolk, MA	13%	12%
Fresno, CA	19%	18%
<b>Cultural Diversity Programs†*</b>		
Wayne, MI	13%	20%
Bernalillo, NM	6%	11%
Alameda, CA	17%	19%
King, WA	20%	18%
Suffolk, MA	12%	11%
Fresno, CA	17%	15%
<b>Scholarships, Vouchers, or other Financial Support to Help Low-Income Families Afford High-Quality Child Care†*</b>		
Wayne, MI	11%	17%
Bernalillo, NM	10%	3%
Alameda, CA	10%	14%
King, WA	14%	13%
Suffolk, MA	12%	11%
Fresno, CA	14%	10%

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 2012

\*P<.05 for comparison among “Place Matters” communities across response options in 2013

Most “Place Matters” communities reported lower ratings of “excellent” for safe environment at elementary schools in 2013 compared with 2012, except respondents in Alameda County reported higher ratings of “excellent” in 2013 than in 2012.

One-third of Fresno county respondents gave a rating of “excellent” for safe environment at elementary schools, which was equal to “excellent” ratings from respondents in Comparative Communities

Respondents in Bernalillo County gave the lowest ratings of “excellent” for all aspects of quality education for young children compared with other “Place Matters” communities. Only 3% of respondents in Bernalillo rated scholarships vouchers and other financial support to help low income families afford high-quality child care as “excellent.”

Wayne County respondents gave the highest ratings of “excellent” for classroom resources, cultural diversity programs and scholarships for high-quality day care compared with other “Place Matters” communities.



COMPARATIVE COMMUNITIES AND MOST “PLACE MATTERS” COMMUNITIES REPORTED LOWER RATINGS OF “EXCELLENT” FOR SAFE ENVIRONMENT AT ELEMENTARY SCHOOLS IN 2013 COMPARED WITH 2012. RESPONDENTS IN ALAMEDA COUNTY REPORTED HIGHER RATINGS OF “EXCELLENT” IN 2013 THAN IN 2012.

# ASPECTS OF QUALITY EDUCATION FOR TEENS

RESPONDENTS WHO PERCEIVED MANY OR SOME (12%) RACIAL/ETHNIC INEQUITIES IN THEIR COMMUNITIES WERE LESS LIKELY TO RATE A SAFE ENVIRONMENT AT MIDDLE AND HIGH SCHOOLS AS EXCELLENT FOR TEENS THAN RESPONDENTS WHO PERCEIVED FEW OR NO (30%) INEQUITIES IN THEIR COMMUNITIES

## Aspects of education for teens rated as “excellent” and...

### Perceived inequities

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

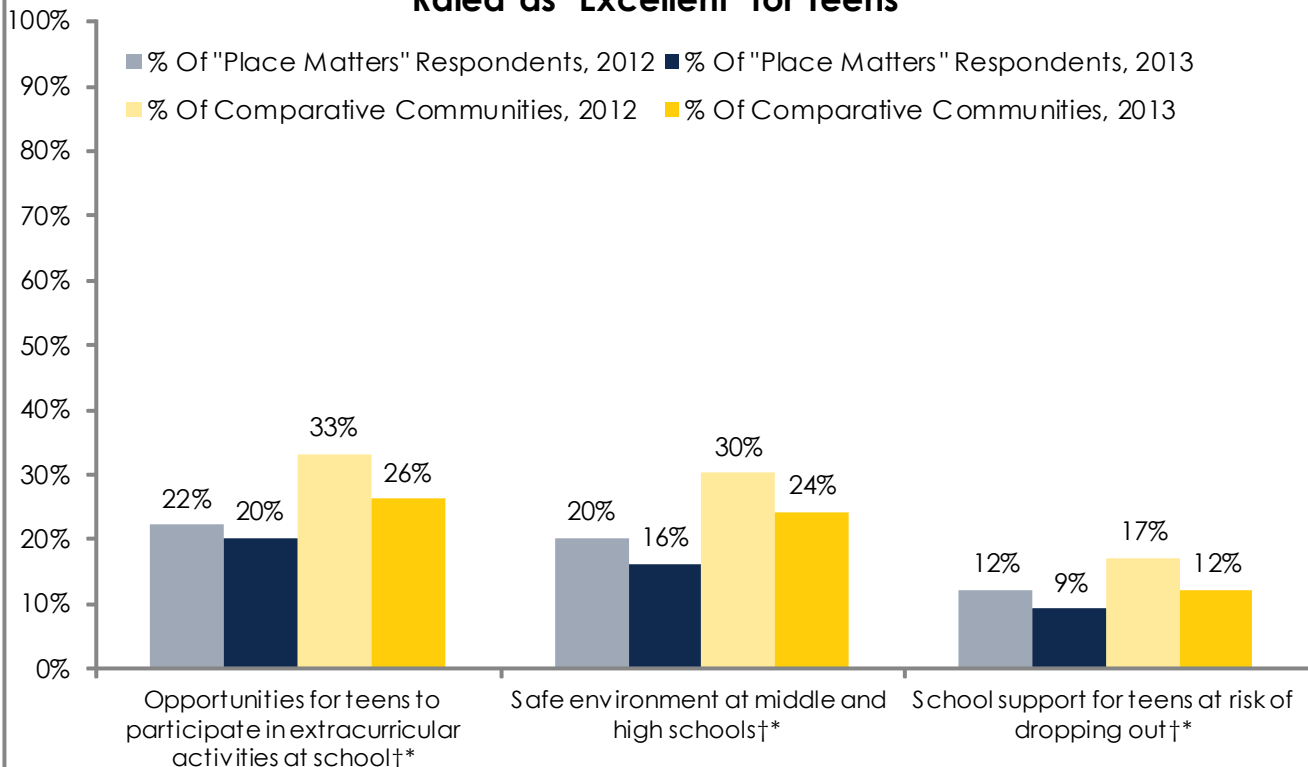
### Perceived housing segregation

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

### Respondents' race/ethnicity

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

**Figure 2013-3.8: Aspects of Education Rated as "Excellent" for Teens**

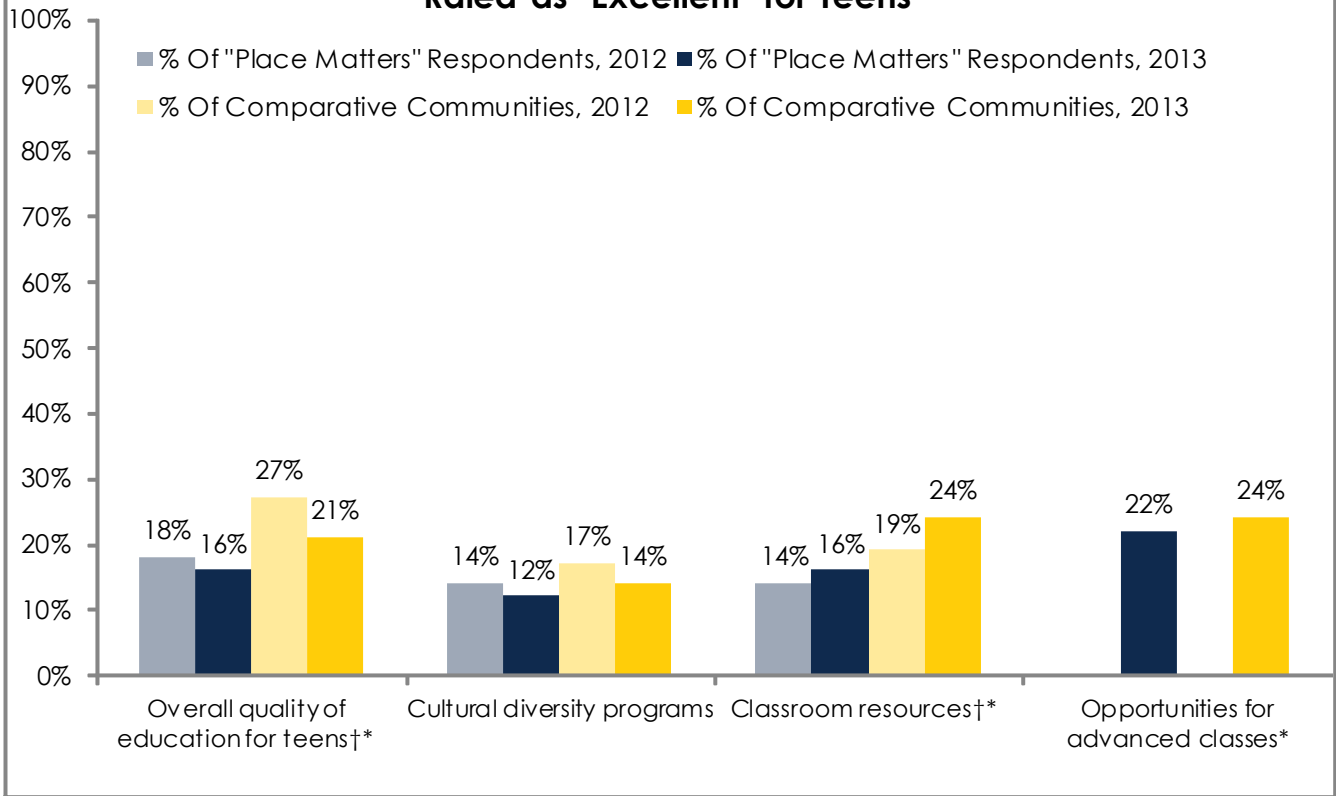


Note: Response options included “Excellent”, “Good”, “Fair”, “Poor” and “I don’t know”

†P<.05 for comparison of “Place Matters” respondents versus Comparative Communities across response options in 2012

\*P<.05 for comparison of “Place Matters” respondents versus Comparative Communities across response options in 2013

**Figure 2013-3.9: 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 Communities across response options in 2012

\*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013



WHITE (25%) AND MULTI-RACE/OTHER (36%) RESPONDENTS WERE MORE LIKELY TO RATE THE OPPORTUNITIES FOR ADVANCED CLASSES AS EXCELLENT FOR TEENS THAN WERE AFRICAN AMERICAN (17%) AND HISPANIC (19%) RESPONDENTS

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

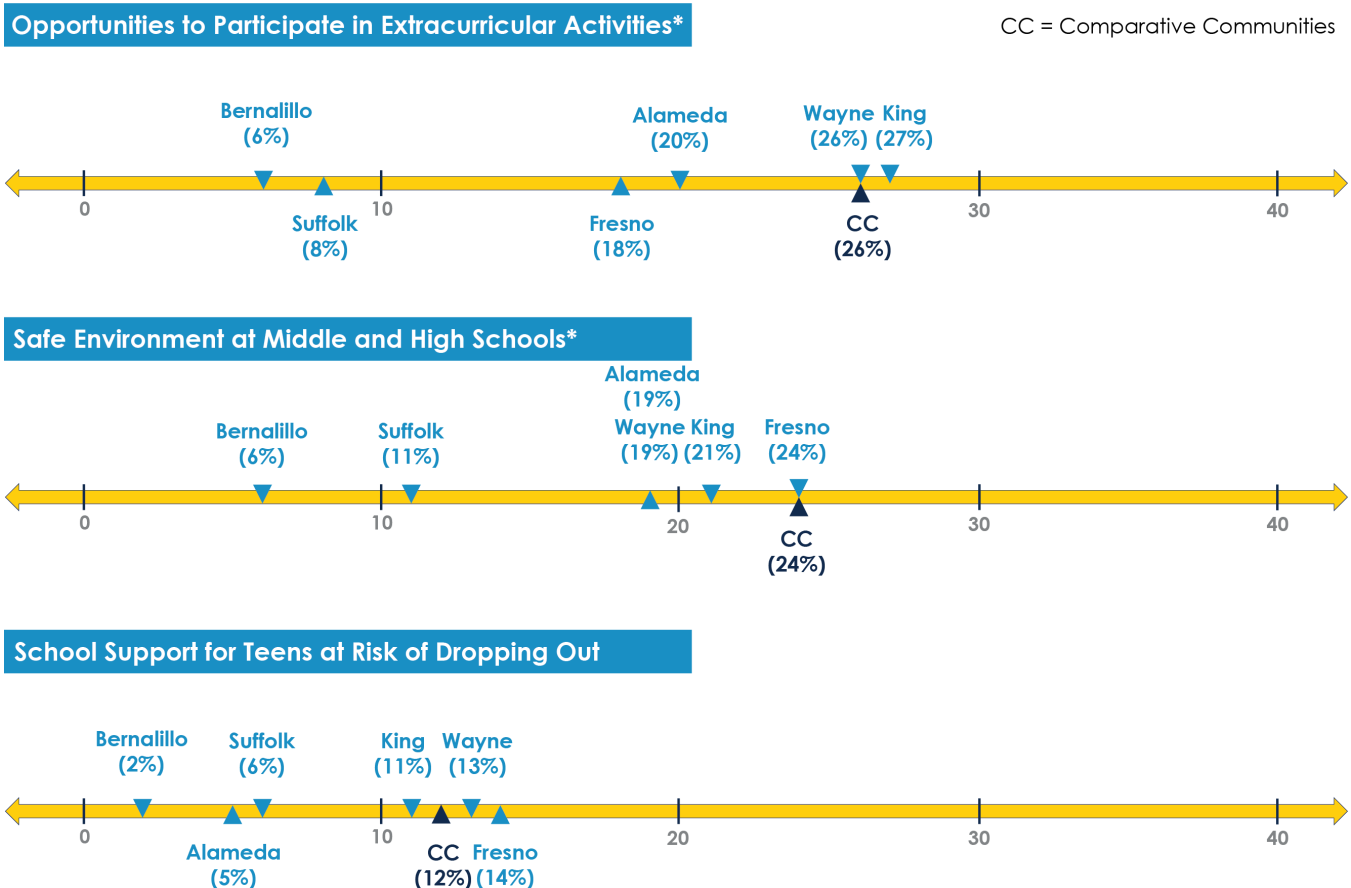
Respondents in “Place Matters” communities reported differences in the domains measured regarding aspects of education rated as “excellent” for teens.

Only 15% or less of respondents in Bernalillo and Suffolk counties rated every aspect of education for teens as “excellent”.

Only 6% of respondents in Bernalillo communities rated safe environment at middle and high schools as “excellent” while 24% of respondents in Fresno and Comparative Communities gave safe environment at middle and high schools an “excellent” rating.

Respondents in Fresno (30%) and King (29%) communities reported higher ratings of “excellent” for opportunities to take advanced classes than respondents in Comparative Communities (24%).

**Figure 2013-3.10: Aspects of Education Rated as “Excellent” for Teens**



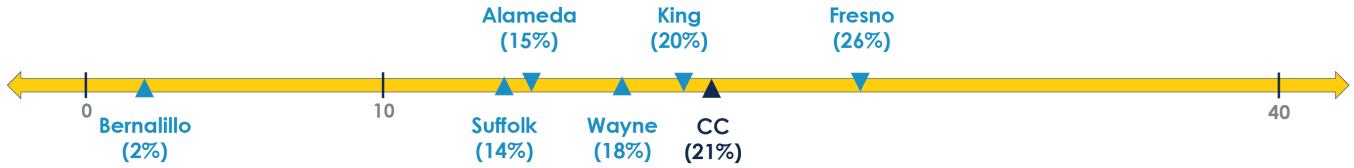
Note: Response options included “Excellent”, “Good”, “Fair”, “Poor” and “I don’t know”

\*P<.05 for comparison among “Place Matters” communities across response options

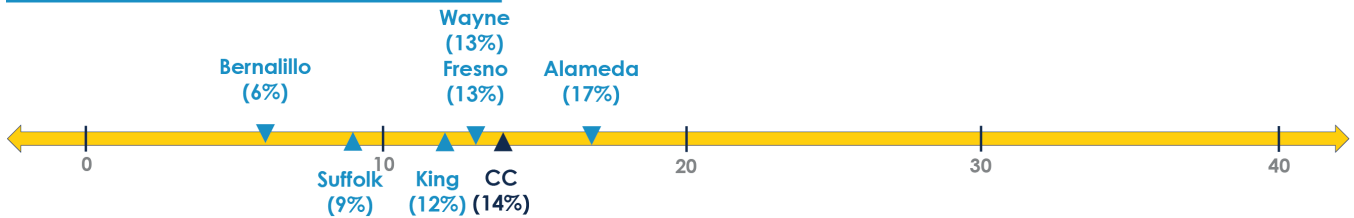
Figure 2013-3.11: Aspects of Education Rated as “Excellent” for Teens

Overall Quality of Education for Teens\*

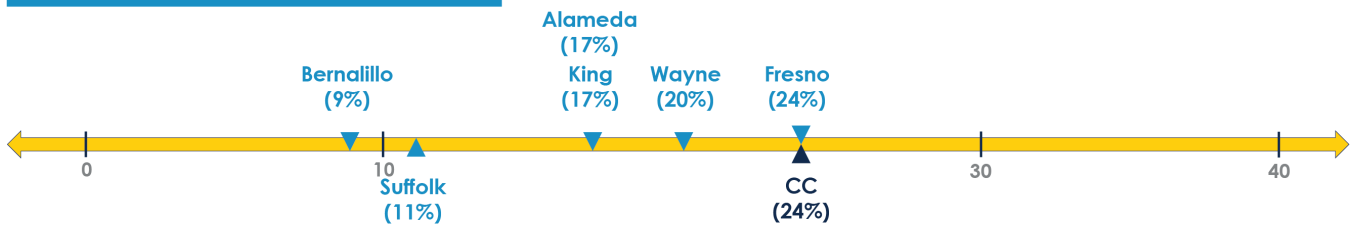
CC = Comparative Communities



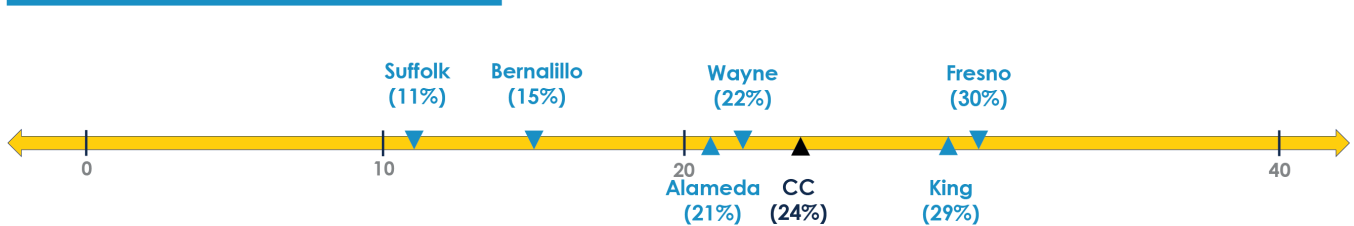
Cultural Diversity Programs\*



Classroom Resources



Opportunities for Advanced Classes



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 RATED AS “EXCELLENT” FOR TEENS IN SELECT “PLACE MATTERS” COMMUNITIES, 2012 VS 2013

The largest gap in ratings of “excellent” across “Place Matters” communities for measures of education for teens was in the area of overall quality of education for teens. The 24-percentage-point gap between the perceptions of respondents in Fresno County (26%) versus respondents in Bernalillo County (2%) was larger than the gap in 2012 (26% in Wayne County versus 12% in Alameda, Bernalillo, and Suffolk Counties).

The 10-percentage-point decrease in the proportion of respondents reporting “excellent” overall quality of education for teens in Bernalillo County was tied for the largest decline from 2012 to 2013, with perceptions of a safe environment at middle and high schools in Wayne County (from 29% in 2012 to 19% in 2013).

King County respondents (27%) gave the highest ratings of “excellent” for opportunities to participate in extracurricular activities at school compared with other “Place Matters” communities — about 20 percentage points higher than respondents in Suffolk County (8%) and Bernalillo County (6%).

ON AVERAGE, RATINGS OF “EXCELLENT” FOR SCHOOL SUPPORT FOR TEENS AT RISK OF DROPPING OUT WERE THE LOWEST OF ALL 6 MEASURES OF TEEN EDUCATION INCLUDED IN THIS REPORT; 4 OF 6 “PLACE MATTERS” COMMUNITIES HAD LOWER SCORES IN 2013 THAN 2012





**TABLE 2013-3.8**

	<b>2012 n=1083</b>	<b>2013 n=1097</b>
<b>Opportunities to Participate in Extracurricular Activities at School†*</b>		
Wayne, MI	29%	26%
Bernalillo, NM	15%	6%
Alameda, CA	18%	20%
King, WA	29%	27%
Suffolk, MA	14%	8%
Fresno, CA	19%	18%
<b>Safe Environment at Middle and High Schools†*</b>		
Wayne, MI	29%	19%
Bernalillo, NM	8%	6%
Alameda, CA	14%	19%
King, WA	27%	21%
Suffolk, MA	11%	11%
Fresno, CA	20%	24%
<b>School Support for Teens at Risk of Dropping Out</b>		
Wayne, MI	13%	13%
Bernalillo, NM	7%	2%
Alameda, CA	9%	5%
King, WA	15%	11%
Suffolk, MA	11%	6%
Fresno, CA	13%	14%
<b>Overall Quality of Education for Teens†*</b>		
Wayne, MI	25%	18%
Bernalillo, NM	12%	2%
Alameda, CA	12%	15%
King, WA	21%	20%
Suffolk, MA	12%	14%
Fresno, CA	17%	26%
<b>Cultural Diversity Programs*</b>		
Wayne, MI	13%	13%
Bernalillo, NM	4%	6%
Alameda, CA	14%	17%
King, WA	19%	12%
Suffolk, MA	12%	9%
Fresno, CA	10%	13%
<b>Classroom Resources†</b>		
Wayne, MI	16%	20%
Bernalillo, NM	6%	9%
Alameda, CA	11%	17%
King, WA	20%	17%
Suffolk, MA	11%	11%
Fresno, CA	17%	24%

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 2012

\*P<.05 for comparison among "Place Matters" communities across response options in 2013

## 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 their communities as "very segregated" were less likely to rate all aspects of education for young children and teens as "excellent".
- ◆ White and multi-race/other respondents were more likely to rate most aspects of education for young children and teens as "excellent" than African American or Hispanic 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 Communities.

RESPONDENTS WHO PERCEIVED MANY OR SOME RACIAL/ETHNIC INEQUITIES IN THEIR COMMUNITIES WERE LESS LIKELY (16%) TO RATE OPPORTUNITIES FOR EXTRACURRICULAR ACTIVITIES AS "EXCELLENT" FOR YOUNG CHILDREN THAN RESPONDENTS WHO PERCEIVED FEW OR NO INEQUITIES IN THEIR COMMUNITIES (33%)

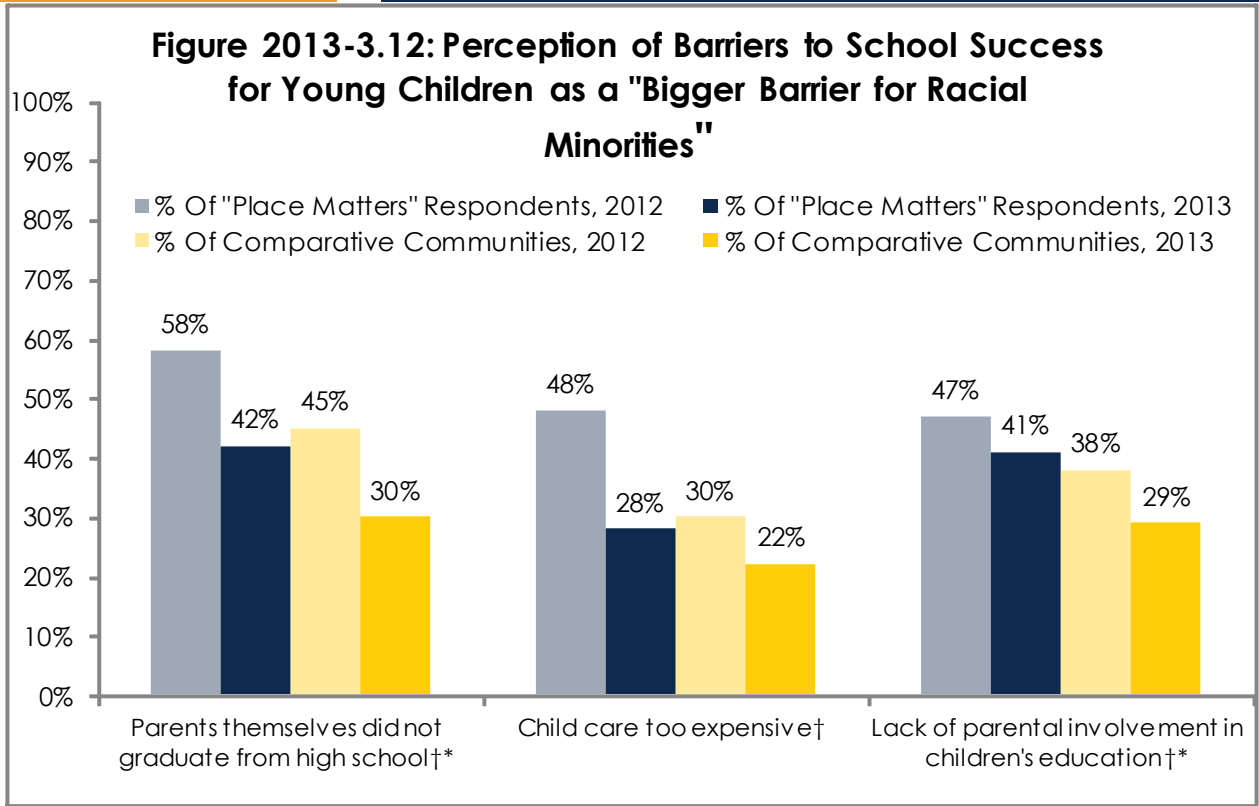




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## **SECTION 4: BARRIERS TO SCHOOL SUCCESS FOR RACIAL MINORITIES**

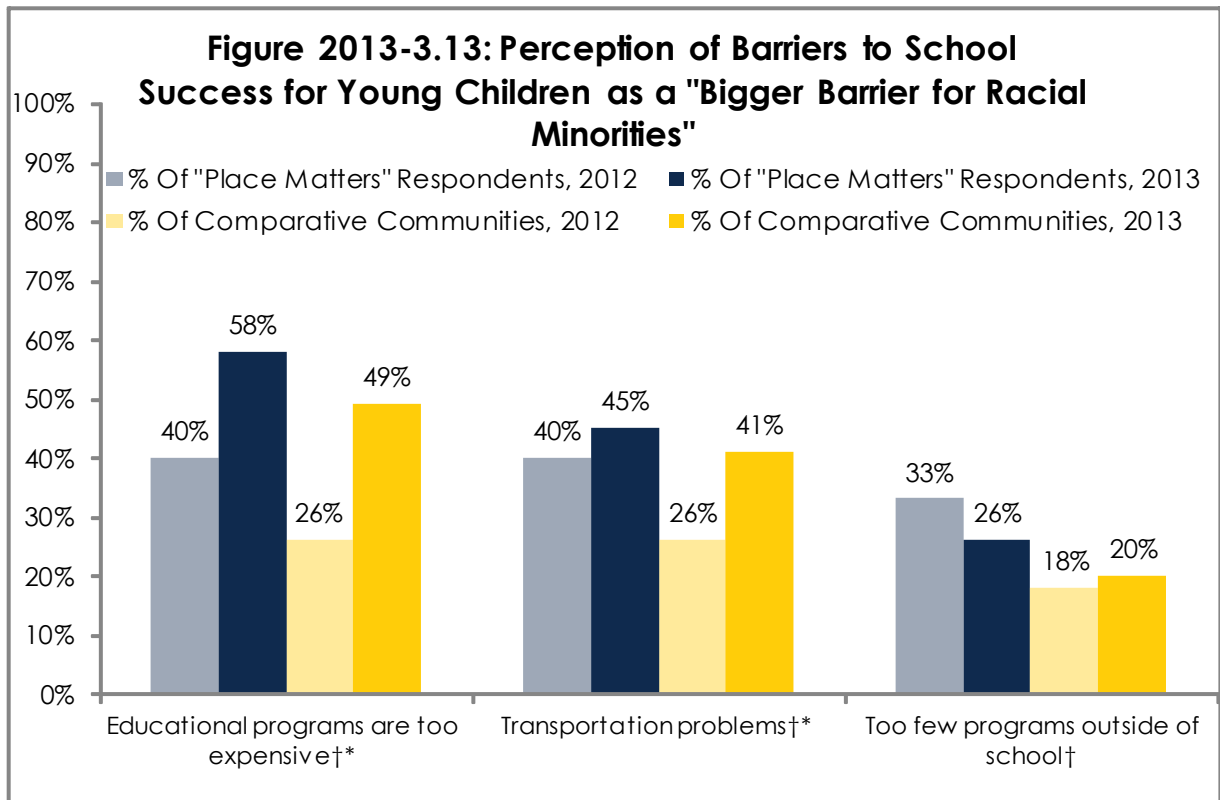
# BARRIERS TO SCHOOL SUCCESS FOR YOUNG CHILDREN OF RACIAL MINORITIES



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 Communities across response options in 2012  
 \*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

RESPONDENTS WHO PERCEIVED THEIR COMMUNITIES TO BE VERY SEGREGATED WERE MORE LIKELY (48%) TO PERCEIVE TOO FEW PROGRAMS OUTSIDE OF SCHOOL FOR YOUNG CHILDREN AS A "BIGGER BARRIER FOR RACIAL MINORITIES" THAN RESPONDENTS WHO PERCEIVED NO SEGREGATION IN THEIR COMMUNITIES (7%)





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 Communities across response options in 2012  
 \*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

## **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 their communities as "very segregated" were more likely to report that barriers to school success are bigger for racial minorities.

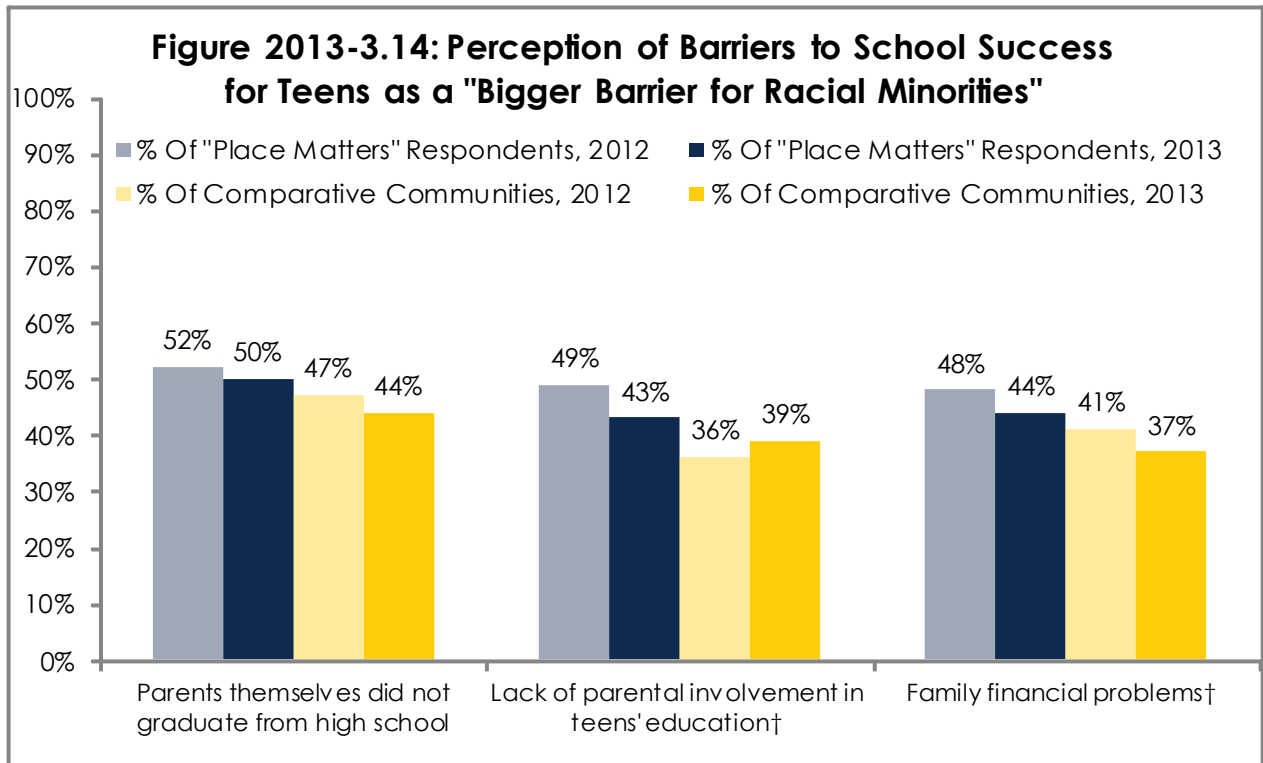
### **Respondents' race/ethnicity**

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

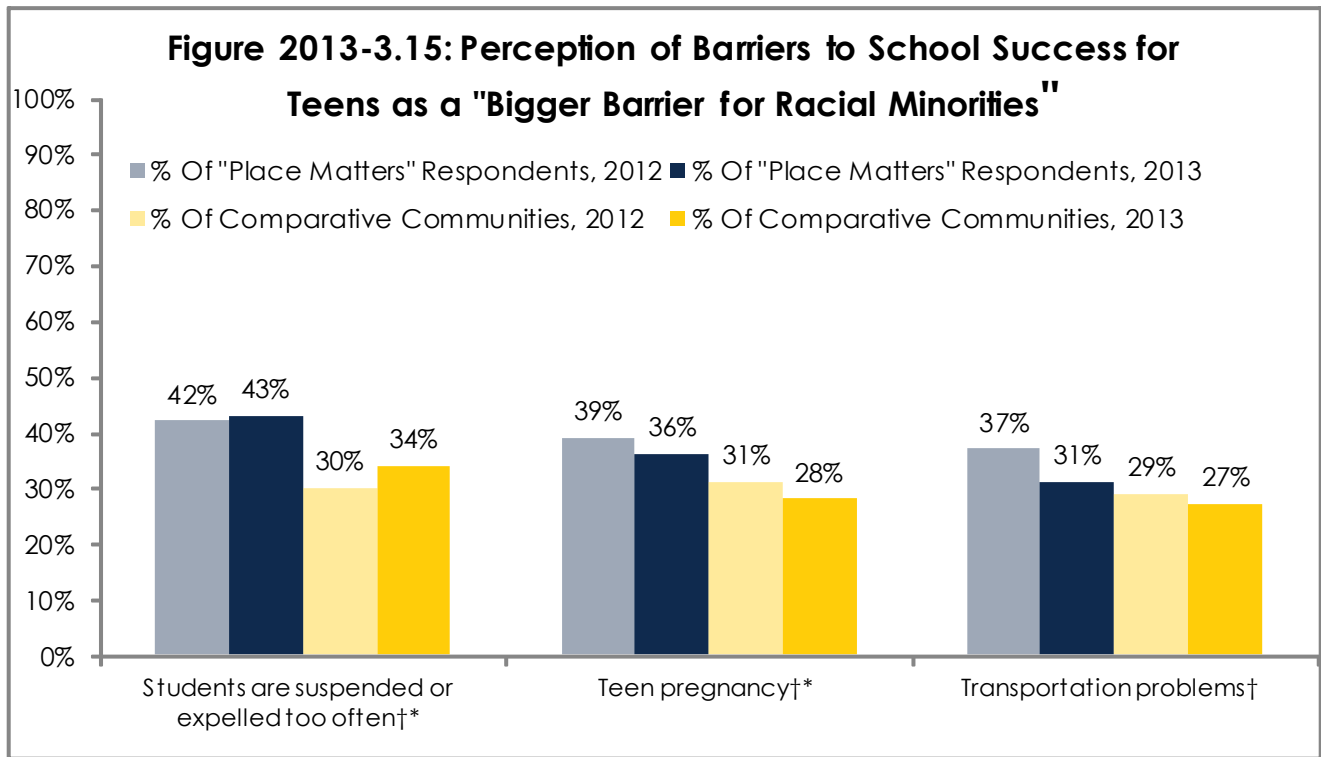
# BARRIERS TO SCHOOL SUCCESS FOR TEENS OF RACIAL MINORITIES



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 Communities across response options in 2012  
 ‡P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

AFRICAN AMERICAN (52%) AND HISPANIC (42%) RESPONDENTS WERE MORE LIKELY TO PERCEIVE SUSPENSION AND EXPULSION AS A BIGGER BARRIER TO TEENS' EDUCATION FOR RACIAL MINORITIES THAN WERE WHITE (32%) AND MULTI-RACE/OTHER (19%) RESPONDENTS





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 Communities across response options in 2012  
 \*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

## 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 multi-racial/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 Communities, except for the barrier that "parents themselves did not graduate from high school".

## SPECIFIC BARRIERS TO SCHOOL SUCCESS FOR CHILDREN AND TEENS IN “PLACE MATTERS” COMMUNITIES

### *“Place Matters” communities reporting the biggest barriers for racial minorities...*

58% of Fresno County respondents reported transportation problems for young children as a bigger barrier to school success for racial minorities.

50% of Alameda County respondents rated lack of parental involvement in children's education as a bigger barrier to school success for racial minorities.

42% of Fresno County respondents rated child care too expensive as a bigger barrier to school success for racial minorities.

40% of Suffolk County respondents rated teen pregnancy as bigger barrier to school success for racial minorities.

53% of Fresno County respondents rated family financial problems as bigger barrier to school success for racial minorities.

There were no significant differences across “Place Matters” communities for the following barriers for teens: measures of transportation, parents not high school graduates, lack of parental involvement and student more likely to get expelled.

AFRICAN AMERICAN (53%) AND HISPANIC (48%) RESPONDENTS WERE MORE LIKELY TO PERCEIVE TRANSPORTATION PROBLEMS AS A BIGGER BARRIER TO YOUNG CHILDREN'S EDUCATION FOR RACIAL MINORITIES THAN WHITE (39%) AND MULTI-RACE/OTHER (25%) RESPONDENTS

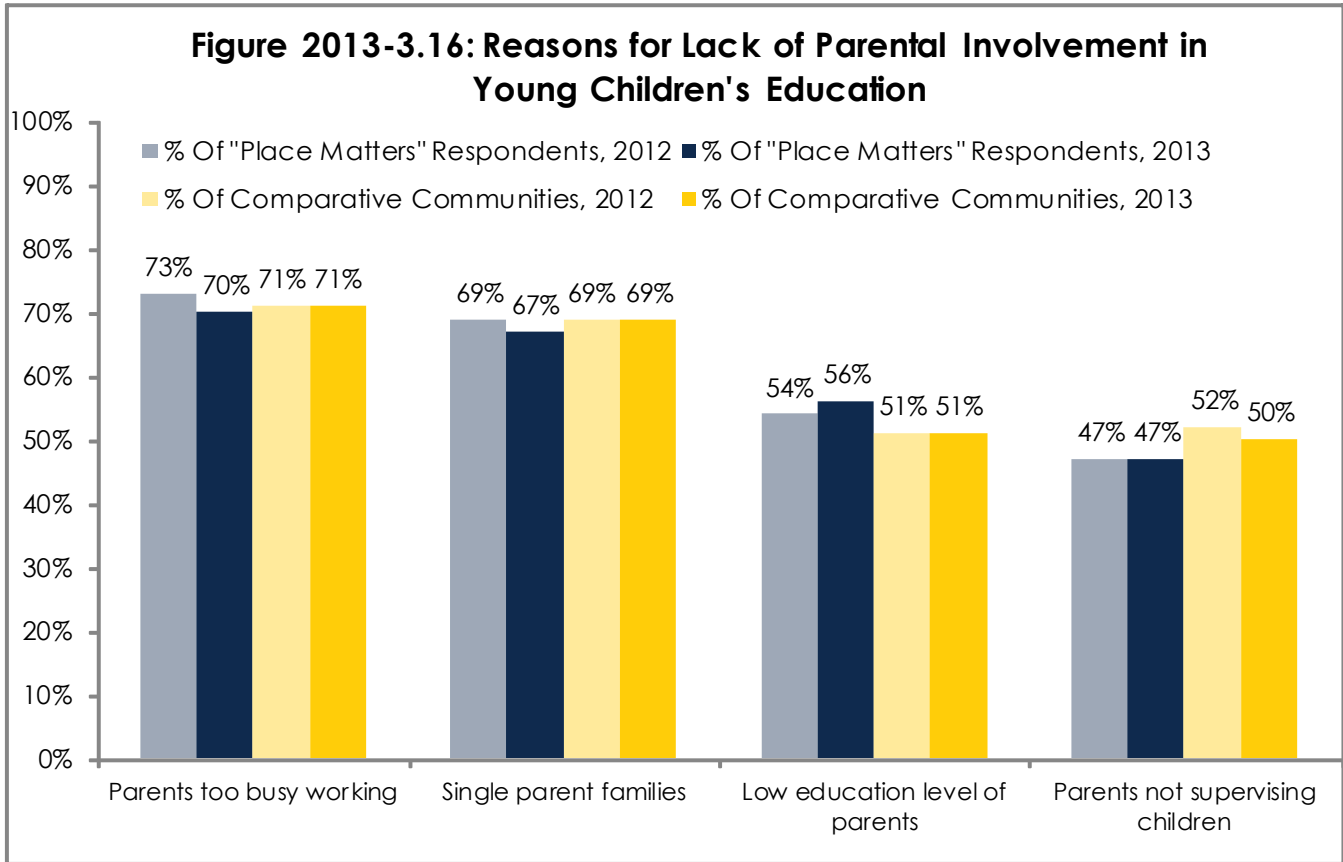






## **SECTION 5: LACK OF PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION**

# LACK OF PARENTAL INVOLVEMENT IN YOUNG CHILDREN'S EDUCATION



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

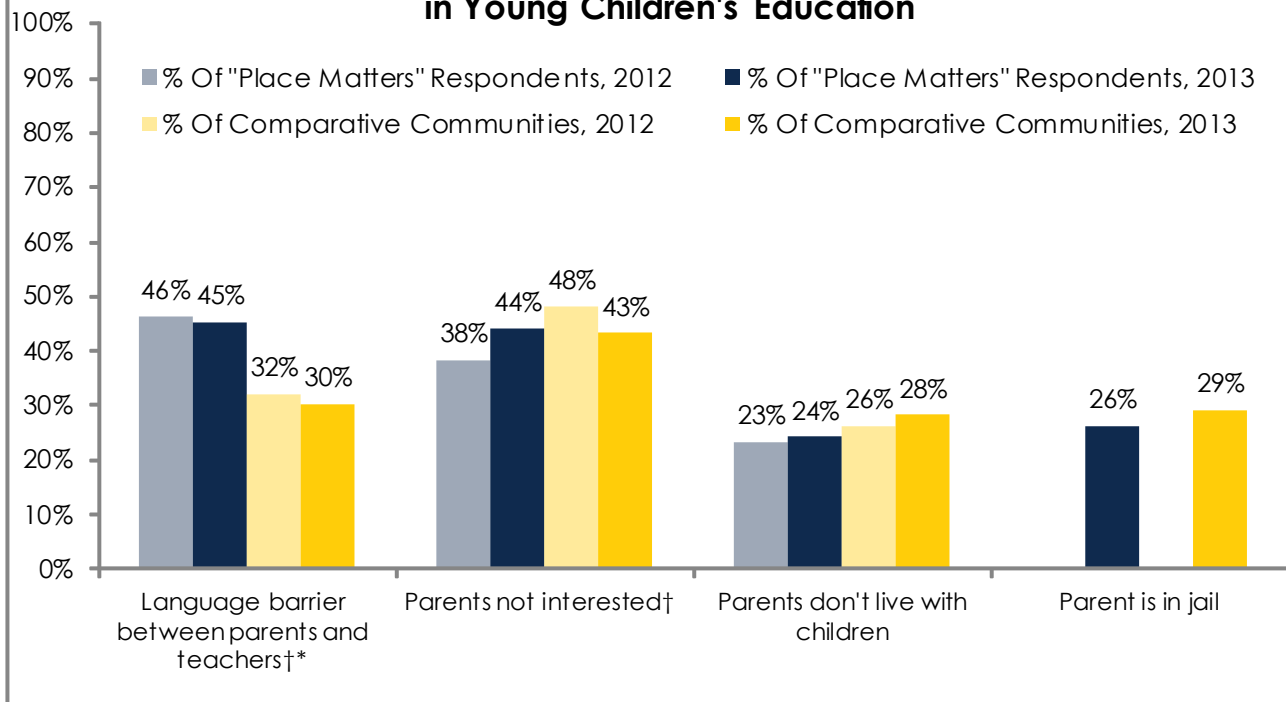
†P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2012

\*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

RESPONDENTS IN "PLACE MATTERS" COMMUNITIES (45%) WERE MORE LIKELY TO PERCEIVE THE LANGUAGE BARRIER BETWEEN PARENTS AND TEACHERS AS A REASON FOR THE LACK OF PARENTAL INVOLVEMENT IN YOUNG CHILDREN'S EDUCATION THAN RESPONDENTS IN THE COMPARATIVE COMMUNITIES (30%)



**Figure 2013-3.17: Reasons for 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 Communities across response options in 2012

\*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

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

### Perceived inequities

Respondents who perceived many or some racial/ethnic inequities in their communities were more likely to rate single parent families, language barriers, low education level of parents and parent is in jail as reasons for lack of parental involvement.

### Perceived housing segregation

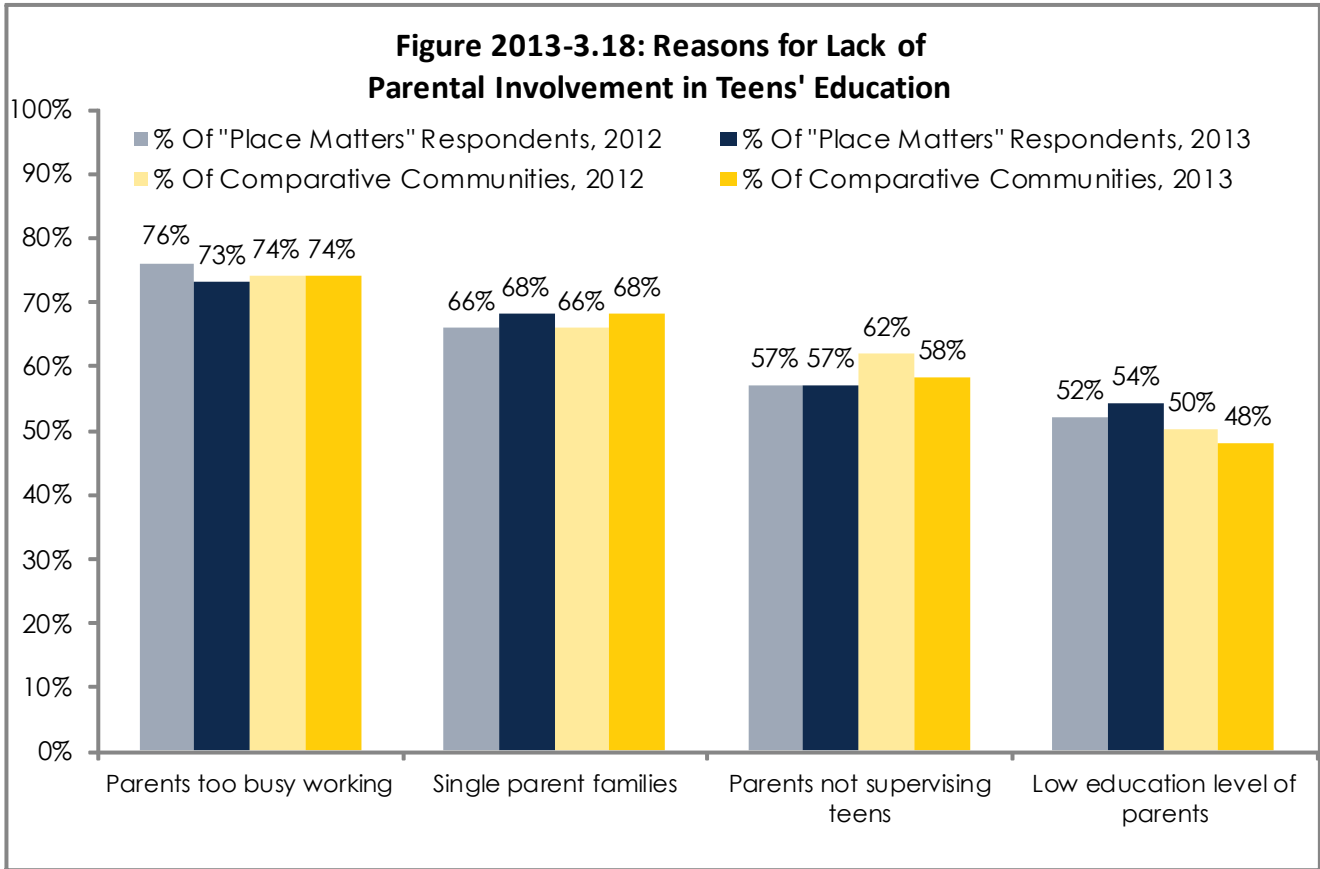
Respondents who perceived their communities as "very segregated" were more likely to rate single parent families, language barriers, low education level of parents and parent is in jail as reasons for lack of parental involvement.

### Respondents' race/ethnicity

Hispanic (51%) respondents were more likely to perceive the language barrier between parents and teachers as a reason for the lack of parental involvement in young children's education than were African American (30%), multi-race/other (28%), and white (27%) respondents.

AFRICAN AMERICAN (41%) RESPONDENTS WERE MORE LIKELY TO PERCEIVE A "PARENT IN JAIL" AS A REASON FOR THE LACK OF PARENTAL INVOLVEMENT IN YOUNG CHILDREN'S EDUCATION THAN HISPANIC (29%), WHITE (27%), AND MULTI-RACE/OTHER (20%) RESPONDENTS

# LACK OF PARENTAL INVOLVEMENT IN TEENS' EDUCATION



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

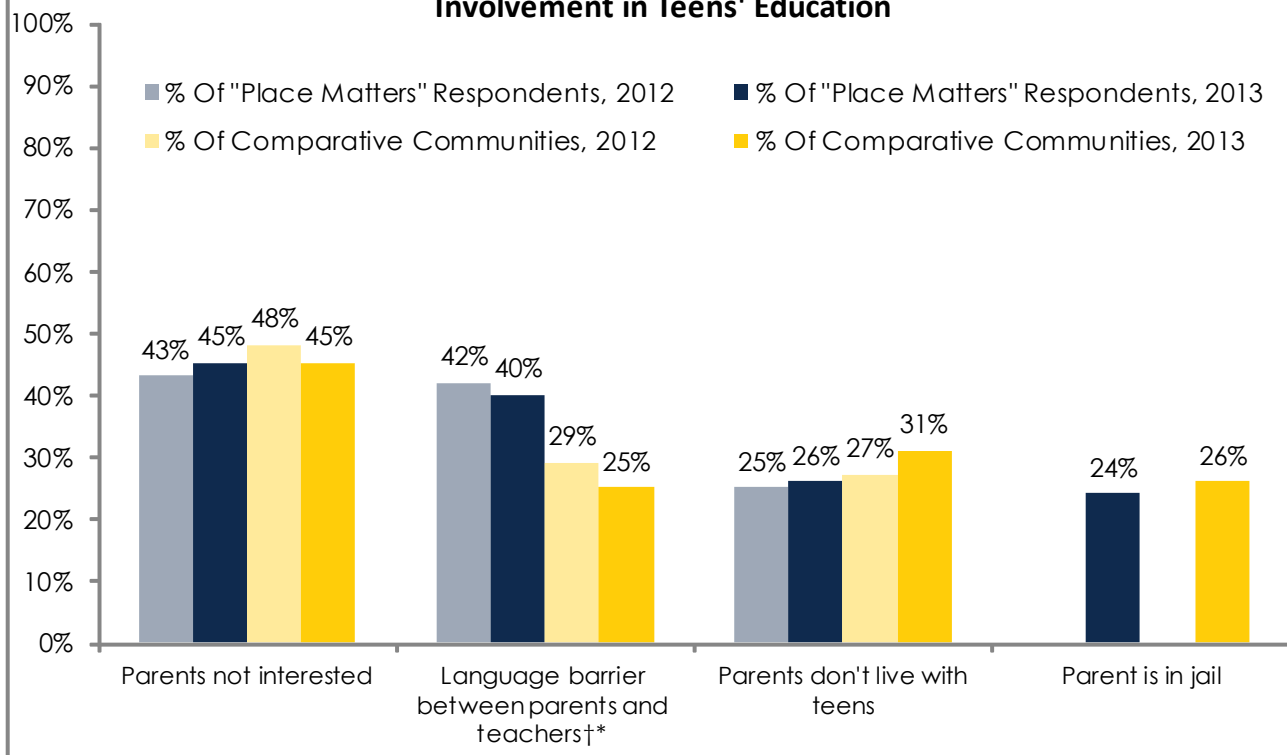
†P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2012

\*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

HISPANIC (47%) RESPONDENTS WERE MORE LIKELY TO PERCEIVE THE LANGUAGE BARRIER BETWEEN PARENTS AND TEACHERS AS A REASON FOR THE LACK OF PARENTAL INVOLVEMENT IN TEENS' EDUCATION THAN WERE AFRICAN AMERICAN (31%), WHITE (23%), AND MULTI-RACE/OTHER (22%) RESPONDENTS



**Figure 2013-3.19: 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 Communities across response options in 2012

\*P<.05 for comparison of "Place Matters" respondents versus Comparative Communities across response options in 2013

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

### **Perceived racial/ethnic inequities**

Respondents who perceived many or some racial/ethnic inequities in their community were more likely to perceive the low education level of parents, language barrier between parents and teachers, single parent families and parent is in jail as reasons for the lack of parental involvement in teens' education than respondents who perceived few or no inequities in their communities.

### **Perceived housing segregation**

Respondents who perceived their community as "very segregated" were more likely to perceive the low education level of parents, language barrier between parents and teachers and parent is in jail as reasons for the lack of parental involvement in teens' education than respondents who perceived no segregation in their communities.

### **Respondents' race/ethnicity**

Multi-race/other (49%) respondents were less likely to perceive single parent families as a reason for the lack of parental involvement in teens' education than were Hispanic (65%), white (69%), and African American (75%) respondents.

## COMMENTS FROM NVP 2013 RESPONDENTS ABOUT PROGRAMS TO ADDRESS RACIAL/ETHNIC INEQUITIES IN THEIR COMMUNITIES

"There are classes for non-English-speaking students to teach them the language. Children are given free meals and equipment they need for school. There are many organizations supplying clothes, books and food for poor families and children."

**Las Vegas, NV**

"The CASS program through the schools targets at-risk families and provides the children in particular with additional support for their housing, educational, and personal needs. These are children of poverty; many are minority families."

**Frederick, MD**

"League of Education Voters works to improve funding and policies for student learning throughout the state of Washington. They support evidence based improvements in education from early learning through 12th grade."

**Seattle, WA**

*"Place Matters"*

"The Superintendent and the Board of APS have made great strides in closing the educational gap between Hispanic, black, and Native American and whites."

**Albuquerque, NM**

*"Place Matters"*

"The School District now has a grant-funded Disproportionate Minority Contact Coordinator to address the achievement gap from a more holistic perspective that incorporates building relationships with parents and coordinating services."

**Salisbury, MD**

"Actualmente se esta luchando porque el distrito escolar distribuya el dinero mas equitativamente en las escuelas con ninos y adolescents que proviene de familias de bajos ingresos asi como mejorar los desayunos escolares que sean mas nutritivos."

**Oakland, CA**

*"Place Matters"*