



**EDUCATION AND LEARNING
OPPORTUNITIES
NATIONAL VOICES PROJECT, 2014**

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REPORT 3



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“What is going on in your community?”



“There are also a lot of non-profit, political, and activist organizations that are working to address and minimize racial and ethnic inequities. One particular program I am familiar with is the Costco Scholars program, which offers college scholarships at several universities in the region to students of underrepresented racial/ethnic backgrounds. It is also a leadership program that helps them to develop essential leadership skills while in college and prepare for a meaningful career.”

~Seattle, WA

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 inequities 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 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.

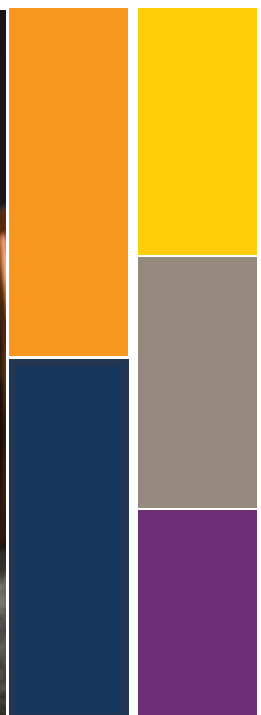
Findings from NVP surveys are shared with the W.K. Kellogg Foundation, and key results are posted on the NVP website (NationalVoicesProject.org). Findings from the NVP 2014 survey and subsequent NVP surveys will be shared similarly with the public.

In NVP 2014, fielded in September-October 2014, the NVP team included new questions in the following areas:

- (1) "Immigrants" was added as a subpopulation to gain specific information regarding health, health care, and economic opportunity for this population.
- (2) Open-ended questions were asked regarding boys and young men of color to guide the development of future surveys regarding this group.
- (3) Cook County, Illinois, was added as a Place Matters community.

Previous reports for NVP 2014 focused chiefly on respondent characteristics and findings regarding health, healthcare, and nutrition.

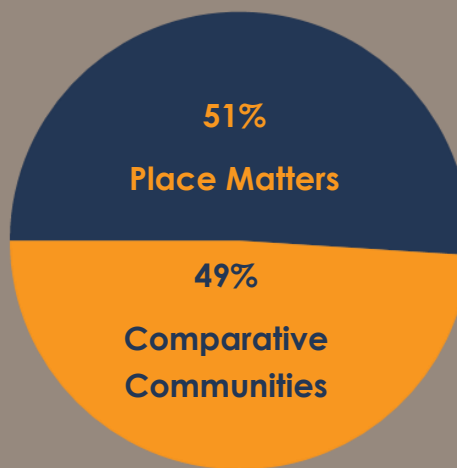
This report for NVP 2014 will center on findings related to children's education and learning.



Major cities located in Place Matters communities include:

- Alameda County, CA: Oakland
- Bernalillo County, NM: Albuquerque
- Cook County, IL: Chicago
- Fresno County, CA: Fresno
- King County, WA: Seattle
- Suffolk County, MA: Boston
- Wayne County, MI: Detroit

The seven Place Matters communities constituted 51% of the NVP sample.



Overall, the NVP 2014 sample included 2,147 adults from 48 states and the District of Columbia. They were eligible to participate based on their occupations and/or volunteer efforts that affect children, as follows:

- 1,085 respondents said that they have jobs that affect education, health, economic opportunities, or community and civic engagement for children;
- 1,065 respondents identified themselves as volunteering in ways that affect education, healthcare, economic opportunities, or community and civic engagement for children.

The NVP 2014 sample included 1,103 respondents from Place Matters communities (719 from supplemental samples recruited specifically for this survey) and 1,044 respondents from Comparative Communities. Seven communities (Wayne-MI, King-WA, Alameda-CA, Suffolk-MA, Fresno-CA, Bernalillo-NM, and Cook-IL) constituted 51% of the NVP 2014 sample.



In NVP 2014, Cook County, Illinois was added as a Place Matters community.

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, availability of after-school care, safe environment in schools, classroom resources, opportunities to participate in extracurricular activities at school, cultural diversity programs, support for teens at risk of dropping out and opportunities for teens to take advanced classes.

Respondents who perceived few or no racial/ethnic inequities in their best-known communities and/or respondents who perceived their communities as not segregated were more likely to rate all aspects of education for young children and teens as “excellent” than those who reported their communities as having some or many racial inequities or being very segregated.

Respondents in Comparative Communities were more likely than respondents in the Place Matters communities to rate child care scholarships, classroom resources for teens and

opportunities to take advanced classes as “excellent”.

Within Place Matters communities, respondents in Alameda County reported the highest proportion of “excellent” ratings for nearly all measures of quality education for young children and teens, while respondents in Suffolk County reported the lowest ratings of “excellent” for measures of quality education.

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

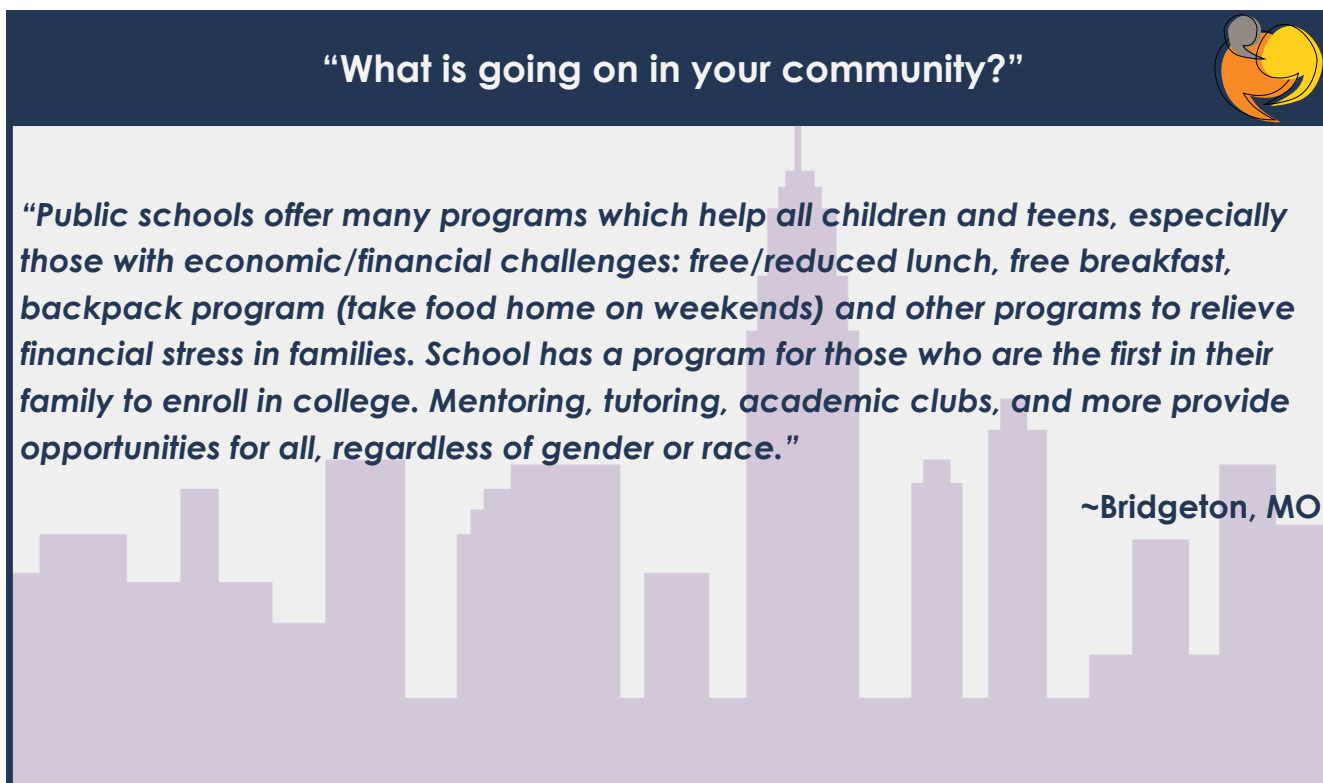


“What is going on in your community?”



“Public schools offer many programs which help all children and teens, especially those with economic/financial challenges: free/reduced lunch, free breakfast, backpack program (take food home on weekends) and other programs to relieve financial stress in families. School has a program for those who are the first in their family to enroll in college. Mentoring, tutoring, academic clubs, and more provide opportunities for all, regardless of gender or race.”

~Bridgeton, MO



BARRIERS TO SCHOOL SUCCESS

Perceptions of barriers to school success for young children and teens in communities of color were frequently perceived by respondents as being a bigger barrier for racial/ethnic 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/ethnic minorities for young children and teens than those who reported no racial inequities or segregation.



SUMMARY COMMENTS FOR NVP 2014-REPORT 3

In this latest report from 2014, measures related to education and learning from NVP 2014 echo findings in NVP 2012 and NVP 2013. Consistently, there were low ratings of “excellent” for many aspects of education and greater perceived barriers to school success for racial/ethnic minorities compared with young White children and teens.

Respondents who perceived more racial/ethnic inequities and more housing segregation in their communities were significantly more likely than their peers to perceive lower quality of all aspects of education we measured.

An apparent improvement in 2014 was in respondents' perceptions of the overall quality of elementary schools. A greater proportion of respondents from Place Matters and Comparative Communities rated the overall quality of elementary education as “excellent” in 2014 compared with 2012 and 2013.

Another area of improvement was in the expense of child care. In 2012, nearly half of all Place Matters respondents reported “childcare too expensive” as a bigger barrier for young children of racial/ethnic minority backgrounds than for young White children. In 2014, less than one-quarter of Place Matters respondents reported this barrier.

30% of respondents from Place Matters and 35% of respondents from Comparative Communities rated overall quality of elementary schools as excellent in 2014. In 2013, ratings of excellent were 20% and 26% respectively.

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.



The final eligible NVP 2014 sample included 2,147 adults from 48 states and the District of Columbia.



A major design objective for NVP 2014 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 National Collaborative for Health Equity 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 2014 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 2014 include about 13 million individuals, compared with 303 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® 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 and/or preferring Spanish.



12% of respondents completed the full survey in Spanish.

“What is going on in your community?”



“En algunos lugares hay talleres educativos q tratan este tipo de problemas, quieren enseñar a las personas a ser tolerantes y entender que todos somos iguales.”

~Los Angeles, CA

Translation:

“In some places there are educational workshops to treat such problems, they want to teach people to be tolerant and understanding that we are all equal.”

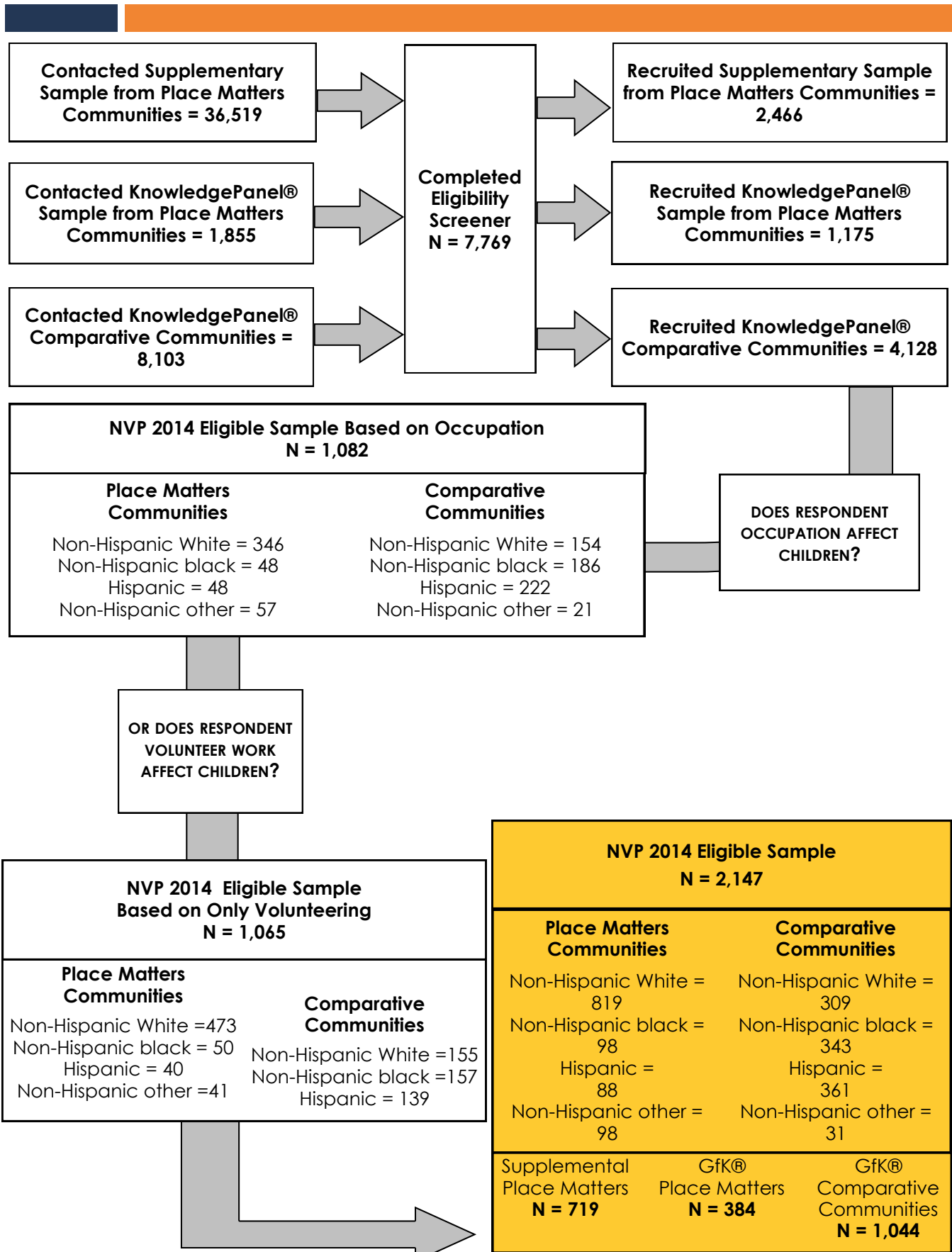


For NVP 2014, GfK invited 9,958 KnowledgePanel® members 18 years or older to participate. Respondents in sampled households (n=5,303 from KnowledgePanel®; 2,466 from supplementary households) completed a brief screening questionnaire. On the screening questionnaire, 1,082 respondents indicated they have jobs that affect education, health/healthcare/nutrition, economic opportunities, or community and civic engagement for children. Another 1,065 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 eligible to complete the full NVP 2014 questionnaire (see figure, next page). This group included 2,147 adults from 48 states and District of Columbia.

The questionnaire for NVP 2014 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 and 2013 to facilitate comparisons of responses across these different samples and over time. New questions in NVP 2014 included respondents' perceptions of immigrants living in their communities, awareness of opportunities for boys and young men of color, and health/education challenges for boys versus girls.

NVP 2014 was also fielded in Spanish via a supplemental panel who preferred to answer in Spanish. Overall, 951 individuals participated by using the Spanish-language version and 253 were eligible to complete the full NVP 2014 questionnaire.

SELECTING THE NVP 2014 SAMPLE





SECTION 1:

RESPONDENT CHARACTERISTICS

TABLE 2014-3.1 SOCIODEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS, NVP 2012 THROUGH NVP 2014

	NVP 2012 N = 2,311	NVP 2013 N = 2,712	NVP 2014 N = 2,147
Gender			
Men	40%	46%	47%
Women	60%	54%	53%
Race / Ethnicity			
African American / Black	12%	11%	13%
Hispanic / Latino	11%	9%	14%
White	72%	74%	65%
Multi-race / Other	4%	6%	8%
Annual Household Income			
Less than \$30,000	18%	18%	14%
\$30,000 - \$60,000	24%	23%	25%
\$60,001 - \$100,000	29%	29%	27%
Greater than \$100,000	29%	30%	34%
Education			
Less than High School	8%	7%	9%
High School	19%	19%	16%
Some College	31%	32%	31%
Bachelor's Degree or Higher	42%	42%	44%
Age			
18 - 29	20%	22%	21%
30 - 44	28%	32%	33%
45 - 59	33%	28%	28%
60 +	19%	18%	18%
Paid Work			
Yes	70%	75%	75%
No	30%	25%	25%
Volunteer Work			
Yes	65%	67%	65%
No	35%	33%	35%
Community Respondents Know Best			
Live	86%	86%	84%
Work	9%	10%	11%
Volunteer	5%	4%	5%
Years in Best Known Community			
Less than 1 Year	3%	4%	4%
1 - 2 Years	6%	5%	4%
3 - 5 Years	11%	14%	14%
6 - 10 Years	10%	15%	14%
Greater than 10 Years	69%	62%	64%

TABLE 2014-3.2 SOCIODEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS, NVP 2012 THROUGH NVP 2014

	NVP 2012 N = 2,311	NVP 2013 N = 2,712	NVP 2014 N = 2,147
Area of Contact with Children (could choose >1)			
Education	57%	58%	57%
Health/Healthcare/Nutrition	38%	40%	37%
Economic or Job Opportunities	21%	28%	23%
Community or Civic Engagement	54%	54%	51%
Work or Volunteer with Children			
Work and Volunteer with Children	24%	21%	18%
Only Work with Children	34%	37%	38%
Only Volunteer with Children	42%	42%	44%
Occupation			
Education			
Teaching (child care, preschool, elementary, and secondary)	23%	21%	20%
Faith-based Organization or Clergy Member	1%	2%	2%
Other School or Education-related Activities	12%	10%	12%
Health/Healthcare/Nutrition			
Health or Mental Health Care	20%	18%	23%
Public Safety or Emergency Services	1%	3%	3%
Public Health	1%	4%	4%
Social Worker or Case Worker	8%	2%	2%
Economic or Job Opportunities			
Business Owner or Manager	12%	6%	10%
Private Community Service Organization	6%	2%	3%
All Others	16%	22%	21%
Participation with Volunteer Organizations (could choose >1)			
Education and/or schools	41%	40%	43%
Social or Community Service	25%	24%	21%
Religious	38%	38%	40%
Sports, Hobbies, Culture or Arts	22%	17%	19%
Food and Nutrition	15%	14%	13%
Hospital or Healthcare	8%	9%	8%
Youth Clubs, Scouting or 4-H	11%	7%	11%
Environmental	6%	8%	6%
Public Safety	9%	6%	9%
Shelter and Housing	5%	5%	5%
Mental or Developmental Health	2%	6%	4%
Advocacy	-	6%	4%
Government Agency	-	3%	4%
All Others	-	9%	7%

TABLE 2014-3.3 SOCIODEMOGRAPHIC CHARACTERISTICS AMONG RESPONDENTS IN PLACE MATTERS COMMUNITIES VS. COMPARATIVE COMMUNITIES, NVP 2014

	PLACE MATTERS COMMUNITIES N = 1,103	COMPARATIVE COMMUNITIES N = 1,044
Gender		
Men	42%	48%
Women	58%	52%
Race / Ethnicity*		
African American / Black	21%	12%
Hispanic / Latino	22%	13%
White	44%	66%
Multi-race / Other	13%	8%
Annual Household Income*		
Less than \$30,000	18%	13%
\$30,000 - \$60,000	22%	25%
\$60,001 - \$100,000	32%	27%
Greater than \$100,000	28%	35%
Education		
Less than High School	5%	9%
High School	16%	16%
Some College	34%	31%
Bachelor's Degree or Higher	45%	44%
Age		
18 - 29	22%	21%
30 - 44	32%	32%
45 - 59	31%	28%
60 +	15%	19%
Paid Work		
Yes	76%	75%
No	24%	25%
Volunteer Work		
Yes	70%	65%
No	30%	35%
Community Respondents Know Best*		
Live	89%	84%
Work	6%	11%
Volunteer	5%	5%
Years in Best Known Community*		
Less than 1 Year	3%	4%
1 - 2 Years	7%	4%
3 - 5 Years	11%	14%
6 - 10 Years	9%	14%
Greater than 10 Years	70%	64%
Racial Mix in Best Known Community*		
Predominantly White (<10% non-white)	13%	23%
Majority White (10-50% non white)	46%	52%
Majority Minority (51-90% non-white)	36%	20%
Predominantly Minority (>90% non-white)	5%	5%

*P<.05 for comparison across Place Matters communities and Comparative Communities in 2014

TABLE 2014-3.4 RESPONDENTS' CONTACT WITH CHILDREN AT WORK AND IN VOLUNTEER EFFORTS, IN PLACE MATTERS COMMUNITIES VS. COMPARATIVE COMMUNITIES, NVP 2014

	PLACE MATTERS COMMUNITIES N = 1,103	COMPARATIVE COMMUNITIES N = 1,044
Area of Contact with Children (could choose >1)		
Education	63%	57%
Health or Healthcare*	46%	37%
Economic or Job Opportunities	27%	23%
Community or Civic Engagement	53%	51%
Work or Volunteer with Children*		
Work and Volunteer with Children	25%	17%
Only Work with Children	34%	38%
Only Volunteer with Children	41%	45%
Occupation		
Education		
Teaching (child care, preschool, elementary, and secondary)	22%	20%
Faith-based Organization or Clergy Member	3%	2%
Other School or Education-related Activities	15%	12%
Healthcare		
Health or Mental Health Care	21%	23%
Public Safety or Emergency Services	4%	3%
Public Health	5%	4%
Social Worker or Case Worker	1%	2%
Economic or Job Opportunities		
Business Owner or Manager	6%	10%
Private Community Service Organization	4%	3%
All Others		
	20%	21%
Participation with Volunteer Organizations (could choose >1)		
Education	43%	43%
Social or Community Service	25%	20%
Religious*	30%	40%
Sports, Hobbies, Culture or Arts	19%	20%
Food and Nutrition	16%	13%
Hospital or Healthcare*	15%	8%
Youth Clubs, Scouting or 4-H	9%	11%
Environmental	5%	6%
Public Safety	8%	9%
Shelter and Housing*	10%	5%
Mental or Developmental Health	5%	4%
Advocacy	5%	4%
Government Agency	5%	4%
All Others	8%	7%

*P<.05 for comparison across Place Matters communities and Comparative Communities in 2014

TABLE 2014-3.5 IDENTIFICATION OF SPECIFIC PLACE MATTERS COMMUNITIES WITH SUFFICIENT SAMPLE IN NVP 2014 TO PERMIT ANALYSES ACROSS COMMUNITIES

Community/County Location		PROPORTION OF PLACE MATTERS COMMUNITIES N = 1,103
Cook, IL		42%
King, WA		15%
Alameda, CA		13%
Wayne, MI		12%
Fresno, CA		7%
Suffolk, MA		6%
Bernalillo, NM		5%





SECTION 2:

COMMUNITY CHARACTERISTICS

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

Respondents in NVP 2014 had similar racial/ethnic makeups of their communities compared with NVP 2012 and 2013 (Figure 2014-3.1). If there is a trend, it is toward greater perceived racial/ethnic diversity in communities, over time.

In 2014, respondents were also asked about immigrants in their communities. Overall 26% respondents reported "a lot" of immigrants in their communities; 46% of respondents in Place Matters communities reported "a lot" of immigrants in their communities, compared to 25% of respondents in Comparative Communities.

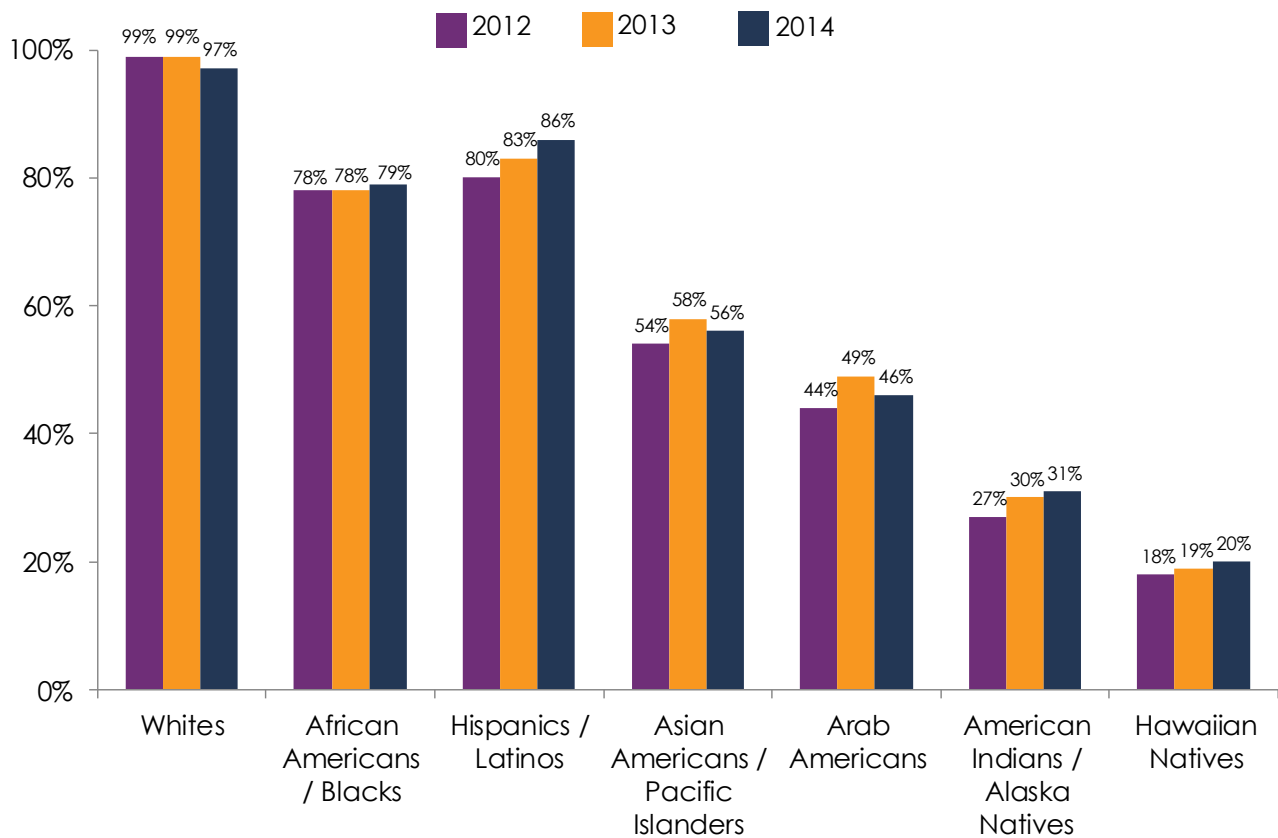
"What is going on in your community?"

"Public school programs reach out to blacks/non-whites to help bridge gaps in racial parity: college planning, etc. No tolerance for racial profiling in housing or with police action."

~Bridgeton, MO

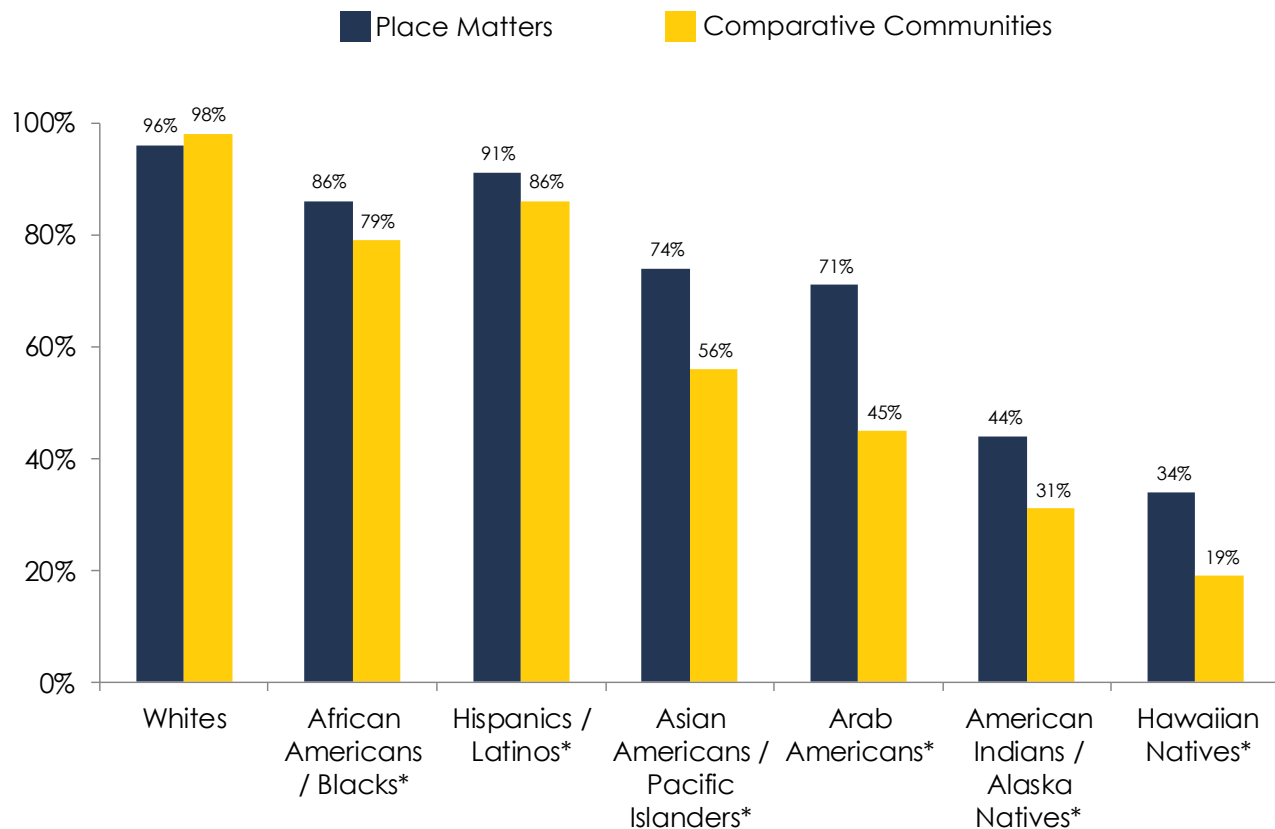


Figure 2014-3.1: Percent of Respondents Reporting "Some" or "A Lot" of the Following Racial / Ethnic Groups in their Communities



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

Figure 2014-3.2: Percent of Respondents Reporting "Some" or "A Lot" of the Following Racial/Ethnic Groups in their Communities



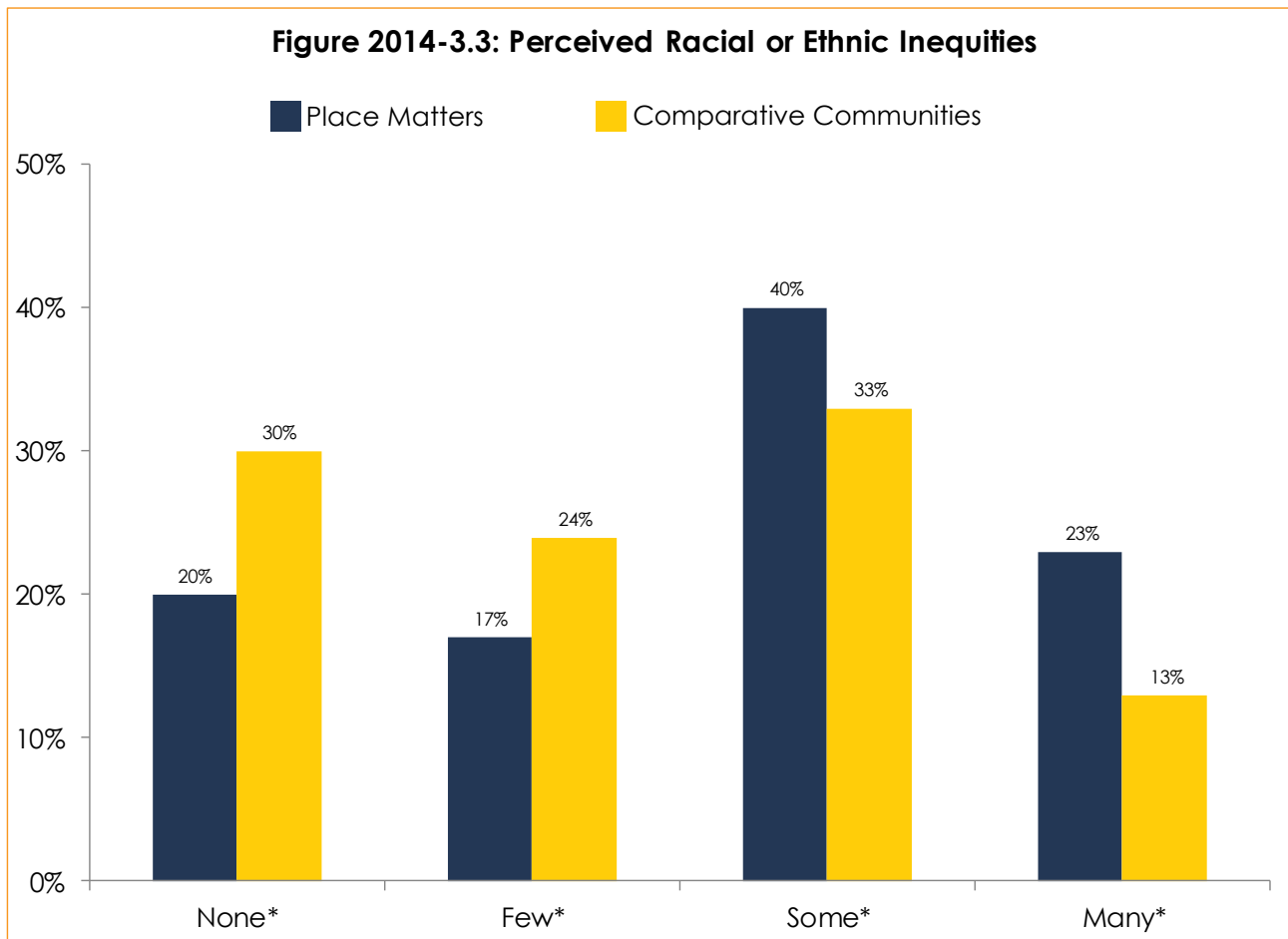
Note: Response options included "A lot", "Some" and "Very few or none".

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

In NVP 2014, respondents in Place Matters communities perceived substantially greater proportions of all non-White race and ethnicity groups in their communities, compared with respondents in Comparative Communities (Figure 2014-3.2).



ARE THERE RACIAL OR ETHNIC INEQUITIES IN THE COMMUNITY THAT YOU KNOW BEST?



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

Place Matters respondents were more likely than respondents in Comparative Communities to perceive racial/ethnic inequities in their communities in 2014 (Figure 2014-3.3). In 2014, a greater proportion of Place Matters respondents reported many inequities compared to 2012 and 2013.

Perceptions of racial or ethnic inequities were associated with the following VARIABLES:

RACE/ETHNICITY – African American (89%) respondents were more likely to perceive some/many racial or ethnic inequities in their communities than were Hispanic (75%), White (65%) and multi-race/other (71%) respondents.

WITHIN PLACE MATTERS COMMUNITIES:

Bernalillo-NM (93%), Suffolk-MA (90%), and King-WA (88%) were more likely to report inequities than Cook-IL (79%), Wayne-MI (75%), and Alameda-CA (60%).

INCOME – Respondents with annual household income levels of less than \$60,000 per year (54%) were more likely to perceive some/many racial or ethnic inequities in their communities than were respondents with household incomes greater than \$60,000 per year (21%).



SECTION 3:

ASPECTS OF QUALITY EDUCATION

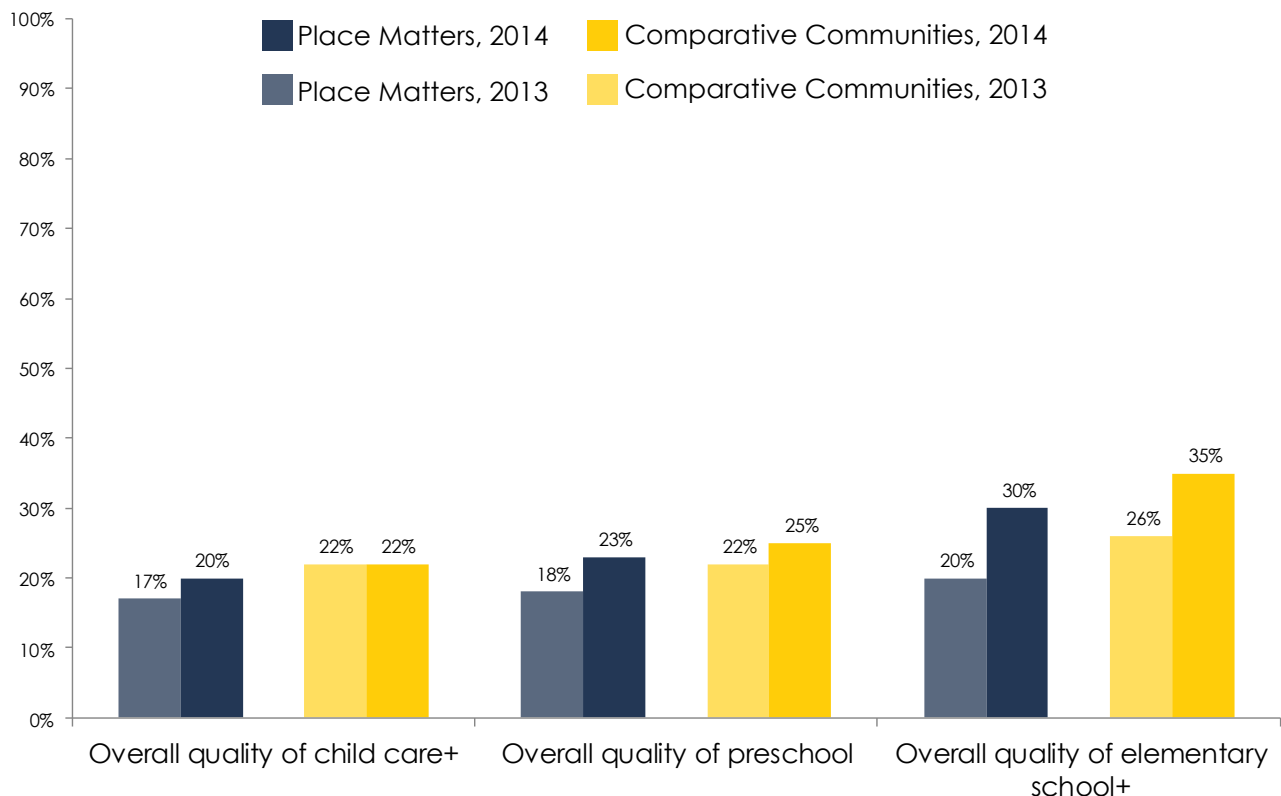
ASPECTS OF QUALITY EDUCATION FOR YOUNG CHILDREN

The proportions of respondents who perceived overall quality of childcare, preschools and elementary schools as "excellent" were higher for:

- ◆ Respondents with few/no inequities in their communities vs. respondents with some/many inequities in their communities
- ◆ Respondents from not segregated communities vs. respondents in very segregated communities
- ◆ Multi-race/other respondents vs. African American, Hispanic and White respondents regarding quality of preschools, only
- ◆ White and multi-race/other respondents vs. African American and Hispanic respondents for quality of elementary education, only

Respondents who perceived many or some racial/ethnic inequities in their communities (17%) were less likely to rate the overall quality of preschool as "excellent" for young children than were respondents who perceived few or no inequities in their communities (42%).

Figure 2014-3.4 Aspects of Education Rated as "Excellent" for Young Children



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

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

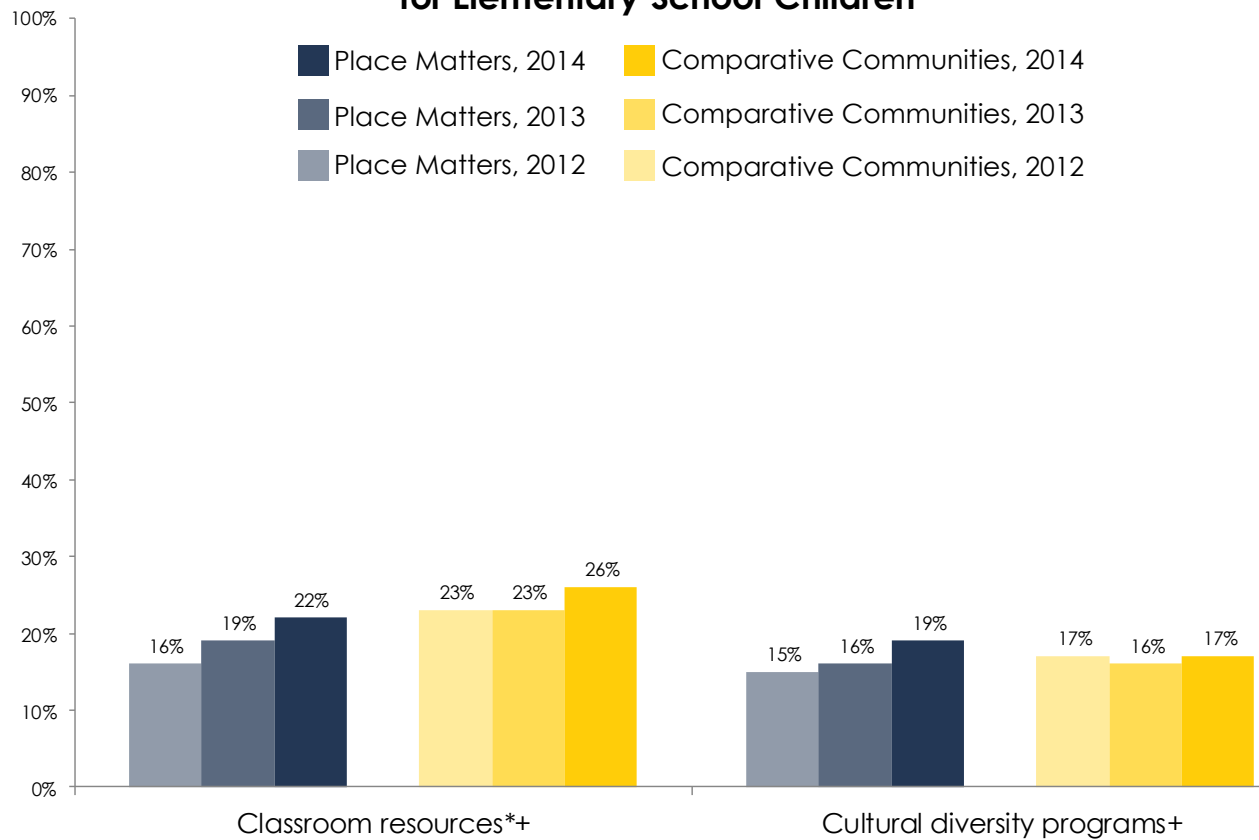
ASPECTS OF QUALITY EDUCATION FOR YOUNG CHILDREN

The proportions of respondents who perceived classroom resources and cultural diversity programs as "excellent" were higher for:

- ◆ Respondents with few/no inequities in their communities vs. respondents with some/many inequities in their communities
- ◆ White and multi-race/other respondents vs. African American and Hispanic respondents for classroom resources, only
- ◆ Respondents from not segregated communities vs. respondents in very segregated communities for classroom resources, only



Figure 2014-3.5: Aspects of Education Rated as "Excellent" for Elementary School Children



Note: Response options included "Excellent", "Good", "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

The proportions of respondents who perceived safe environment at elementary schools and scholarships, vouchers or other financial support for high-quality child care as "excellent" were higher for:

- ◆ Respondents with few/ no inequities in their communities vs. respondents with some/ many inequities in their communities
- ◆ Respondents in not segregated communities vs. respondents in very segregated communities
- ◆ White and multi-race/other respondents vs. African American and Hispanic respondents for safe environment at elementary schools, only

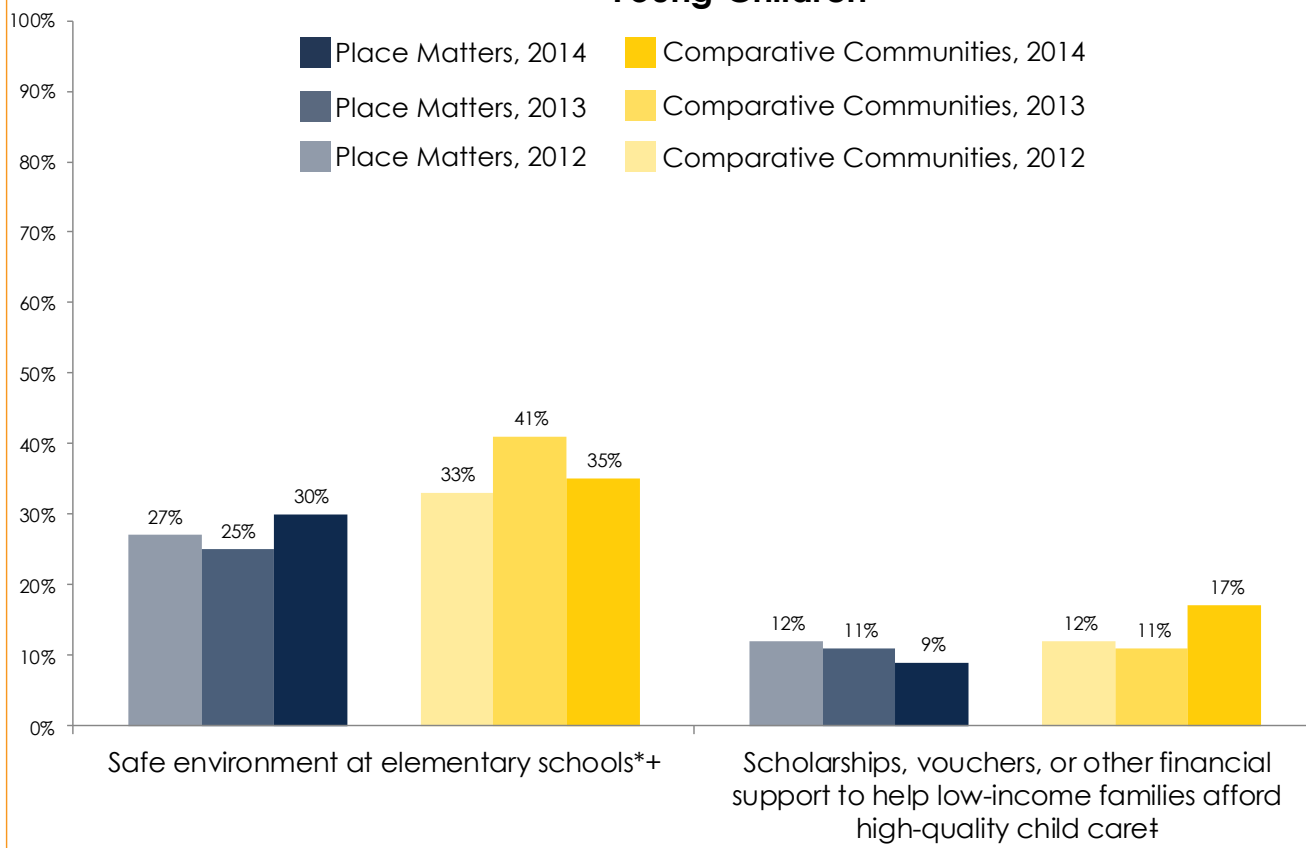
- ◆ Respondents in Comparative Communities vs. respondents in Place Matters communities for scholarships, vouchers, or other financial support for high-quality child care, only

"What is going on in your community?"

"The public school system is taking steps to improve the quality of schools in ethnic neighborhoods - there are scholarship funds and offerings."

~Chicago, IL

Figure 2014-3.6 Aspects of Education Rated as "Excellent" for Young Children



Note: response options included "Excellent", "Good", "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.

‡P<.05 for comparison of Place Matters respondents versus Comparative Communities across response options in 2014.

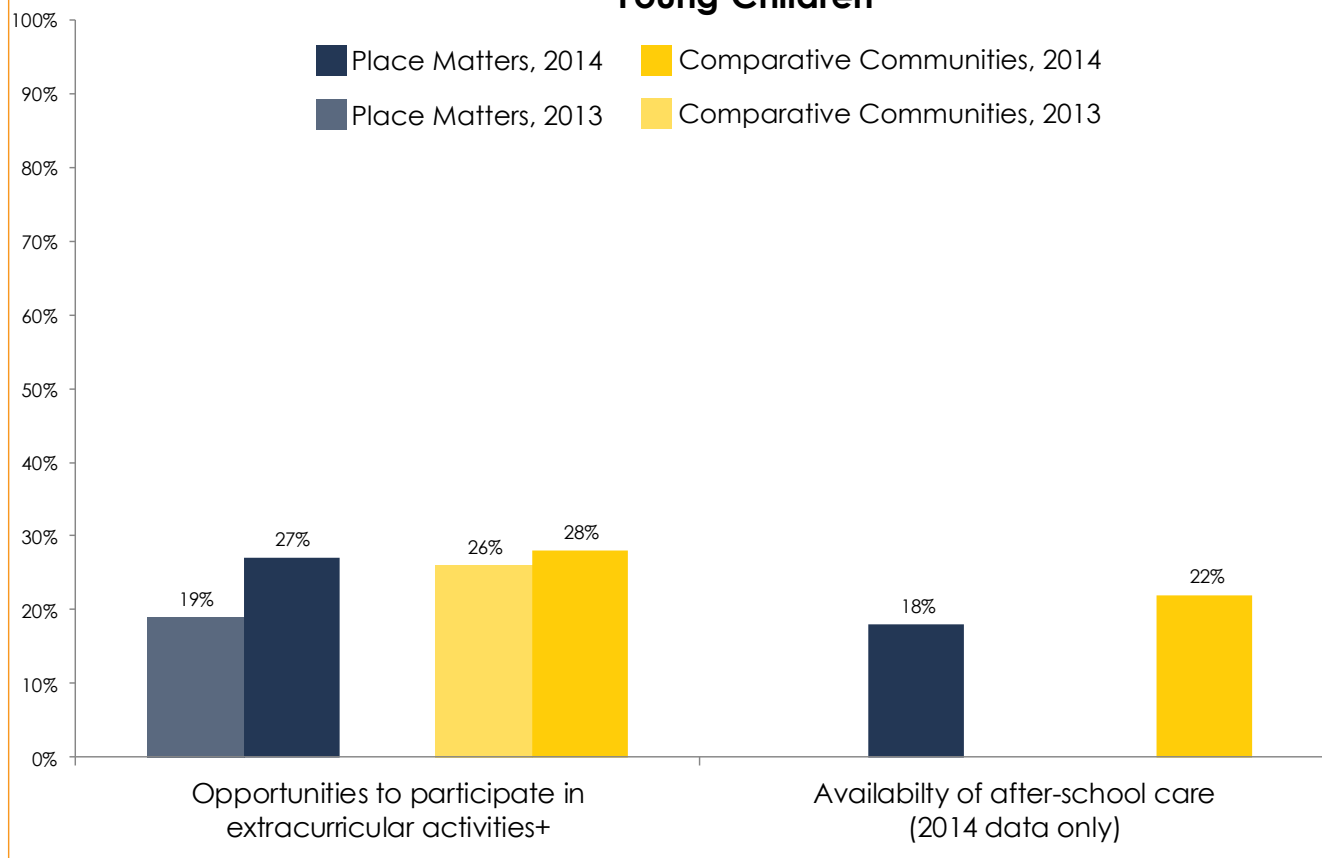
ASPECTS OF QUALITY EDUCATION FOR YOUNG CHILDREN

The proportions of respondents who perceived opportunities for children to participate in extracurricular activities at school and availability of after-school care as "excellent" were higher for:

- ◆ Respondents with few/ no inequities in their communities vs. respondents with some/ many inequities in their communities
- ◆ Respondents from not segregated communities vs. respondents from very segregated communities



Figure 2014-3.7 Aspects of Education Rated as "Excellent" for Young Children

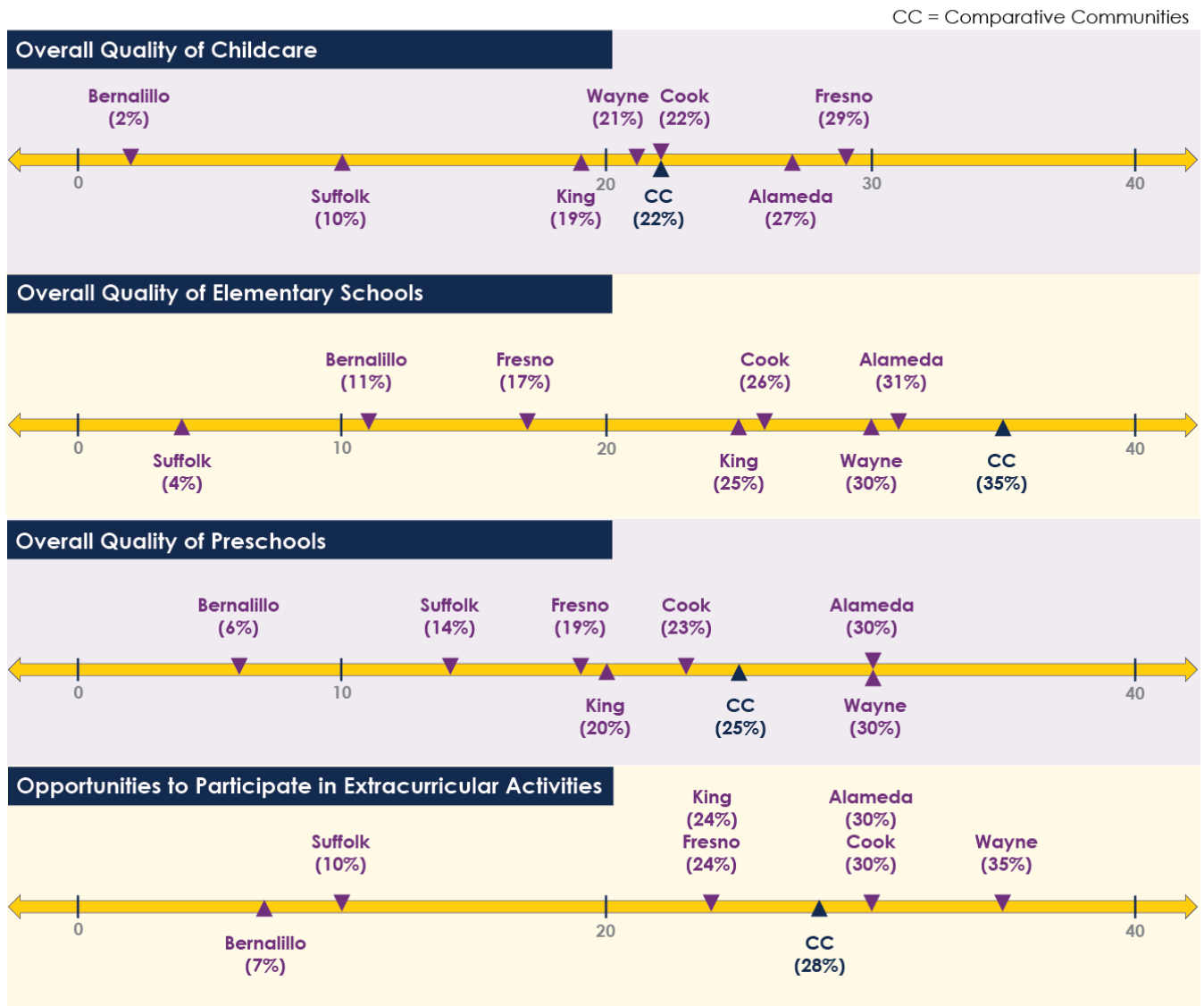


Note: response options included "Excellent", "Good", "Poor", and "I don't know".

+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

Figure 2014-3.8: Aspects of Education Rated as “Excellent” for Young Children

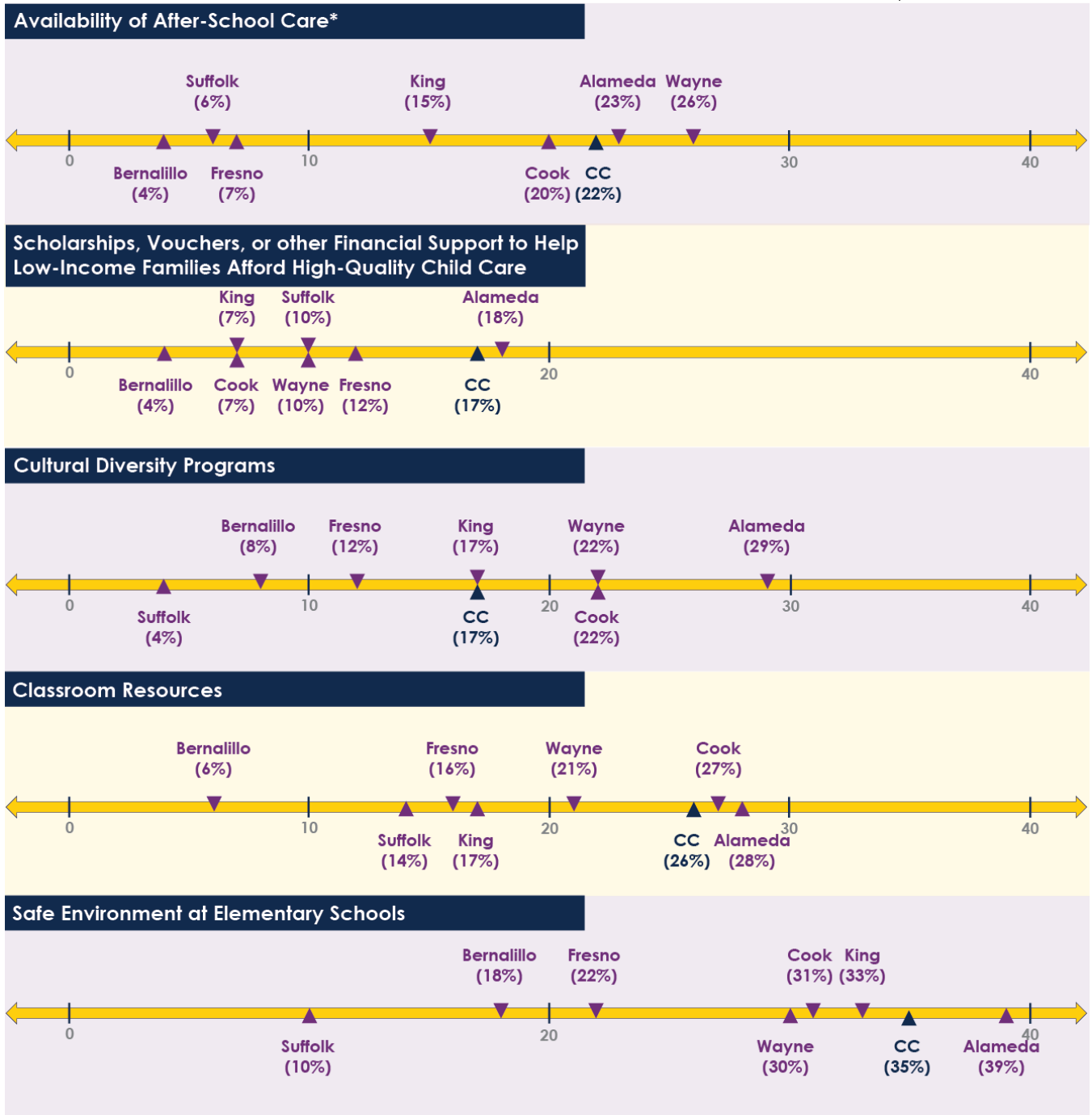


Note: response options included “Excellent”, “Good”, “Poor”, and “I don’t know”.



Figure 2014-3.9: Aspects of Education Rated as “Excellent” for Young Children

CC = Comparative Communities



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

*P<.05 for comparison of Place Matters respondents across response option rated as “Excellent”

ASPECTS OF QUALITY EDUCATION RATED AS “EXCELLENT” FOR YOUNG CHILDREN IN SELECT PLACE MATTERS COMMUNITIES, 2012 THROUGH 2014

TABLE 2014-3.6

	2012	2013	2014
Safe Environment at Elementary Schools*+			
Wayne, MI	37%	30%	30%
Bernalillo, NM	13%	12%	18%
Alameda, CA	19%	28%	39%
King, WA	36%	32%	33%
Suffolk, MA	16%	14%	10%
Fresno, CA	34%	33%	22%
Cook, IL	-	-	31%
Classroom Resources*+‡			
Wayne, MI	19%	25%	21%
Bernalillo, NM	8%	9%	6%
Alameda, CA	11%	20%	28%
King, WA	24%	24%	17%
Suffolk, MA	13%	12%	14%
Fresno, CA	19%	18%	16%
Cook, IL	-	-	27%
Cultural Diversity Programs*+			
Wayne, MI	13%	20%	22%
Bernalillo, NM	6%	11%	8%
Alameda, CA	17%	19%	29%
King, WA	20%	18%	17%
Suffolk, MA	12%	11%	4%
Fresno, CA	17%	15%	12%
Cook, IL	-	-	22%
Scholarships, Vouchers or other Financial Support to Help Low-Income Families Afford High-Quality Child Care*+			
Wayne, MI	11%	17%	10%
Bernalillo, NM	10%	3%	4%
Alameda, CA	10%	14%	18%
King, WA	14%	13%	7%
Suffolk, MA	12%	11%	10%
Fresno, CA	14%	10%	12%
Cook, IL	-	-	7%

*P<.05 for comparison of Place Matters respondents across all response options in 2012

+P<.05 for comparison of Place Matters respondents across all response options in 2013

‡P<.05 for comparison of Place Matters respondents across response option rated as “Excellent” in 2014

In the seven specific Place Matters communities with sufficient sample size to permit robust measures, respondents reported differences in the four domains of health and nutrition for young children. Cook County was included as a new Place Matters community in 2014.

Perceptions of opportunities measured in 2012, 2013 and 2014 are listed in Table 2014-3.6 above and Table 3.7 on page 29.

Respondents in Alameda County perceived the highest proportion of “excellent” ratings for nearly all measures of quality education for young children compared with other Place Matters Communities.

TABLE 2014-3.7	2012	2013	2014
Overall Quality of Child Care +			
Wayne, MI	-	20%	21%
Bernalillo, NM	-	1%	2%
Alameda, CA	-	26%	27%
King, WA	-	20%	19%
Suffolk, MA	-	11%	10%
Fresno, CA	-	12%	29%
Cook, IL	-	-	22%
Overall Quality of Preschools +			
Wayne, MI	-	23%	30%
Bernalillo, NM	-	2%	6%
Alameda, CA	-	26%	30%
King, WA	-	22%	20%
Suffolk, MA	-	11%	14%
Fresno, CA	-	11%	19%
Cook, IL	-	-	23%
Overall Quality of Elementary Schools+			
Wayne, MI	-	27%	30%
Bernalillo, NM	-	5%	11%
Alameda, CA	-	25%	31%
King, WA	-	26%	25%
Suffolk, MA	-	12%	4%
Fresno, CA	-	25%	17%
Cook, IL	-	-	26%
Opportunities to Participate in Extracurricular Activities			
Wayne, MI	-	23%	35%
Bernalillo, NM	-	8%	7%
Alameda, CA	-	20%	30%
King, WA	-	23%	24%
Suffolk, MA	-	11%	10%
Fresno, CA	-	29%	24%
Cook, IL	-	-	30%

+P<.05 for comparison of Place Matters respondents across all response options in 2013

Safe environment at elementary school received the highest rating of "excellent" (39%) from respondents in Alameda County.

Respondents in Suffolk County perceived the lowest proportion of "excellent" ratings for nearly all measures of quality education for young children compared with other Place Matters Communities.

Cultural diversity programs received the lowest rating of "excellent" (4%) from Suffolk County respondents.



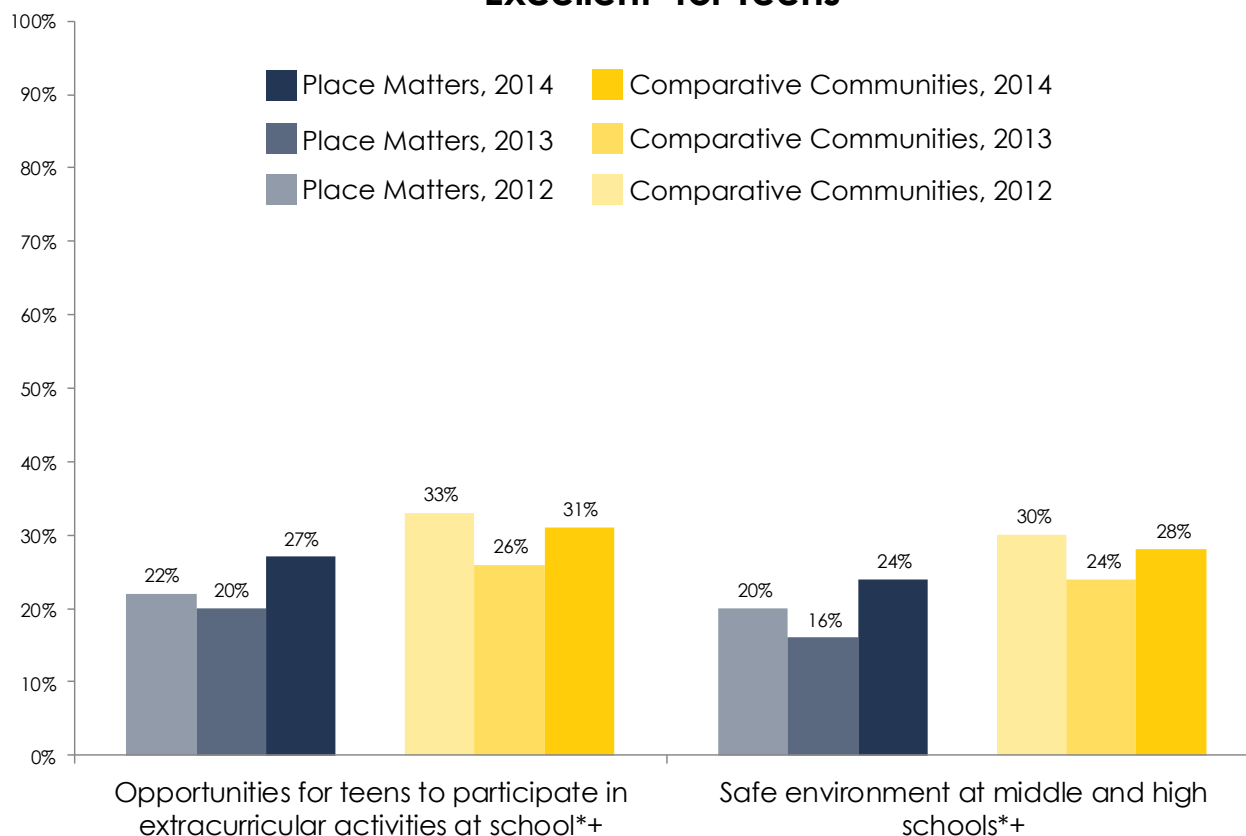
ASPECTS OF QUALITY EDUCATION FOR TEENS

The proportions of respondents who perceived safe environment for middle and high schools and opportunities for teens to participate in extracurricular activities as "excellent" were higher for:

- ◆ Respondents with few/no inequities in their communities vs. respondents with some/many inequities in their communities
- ◆ Respondents in not segregated communities vs. respondents in very segregated communities
- ◆ White respondents vs. multi-race/other, African American and Hispanic respondents



Figure 2014-3.10: 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 of Place Matters respondents vs. Comparative Communities across response options in 2012

+P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013

ASPECTS OF QUALITY EDUCATION FOR TEENS

The proportions of respondents who perceived school support for teens at risk of dropping out and overall quality of education for teens as "excellent" were higher for:

- ◆ Respondents with few/no inequities in their communities vs. respondents with some/many inequities in their communities
- ◆ Respondents in not segregated communities vs. respondents in very segregated communities
- ◆ White respondents vs. multi-race/other, African American and Hispanic respondents only for overall quality of education

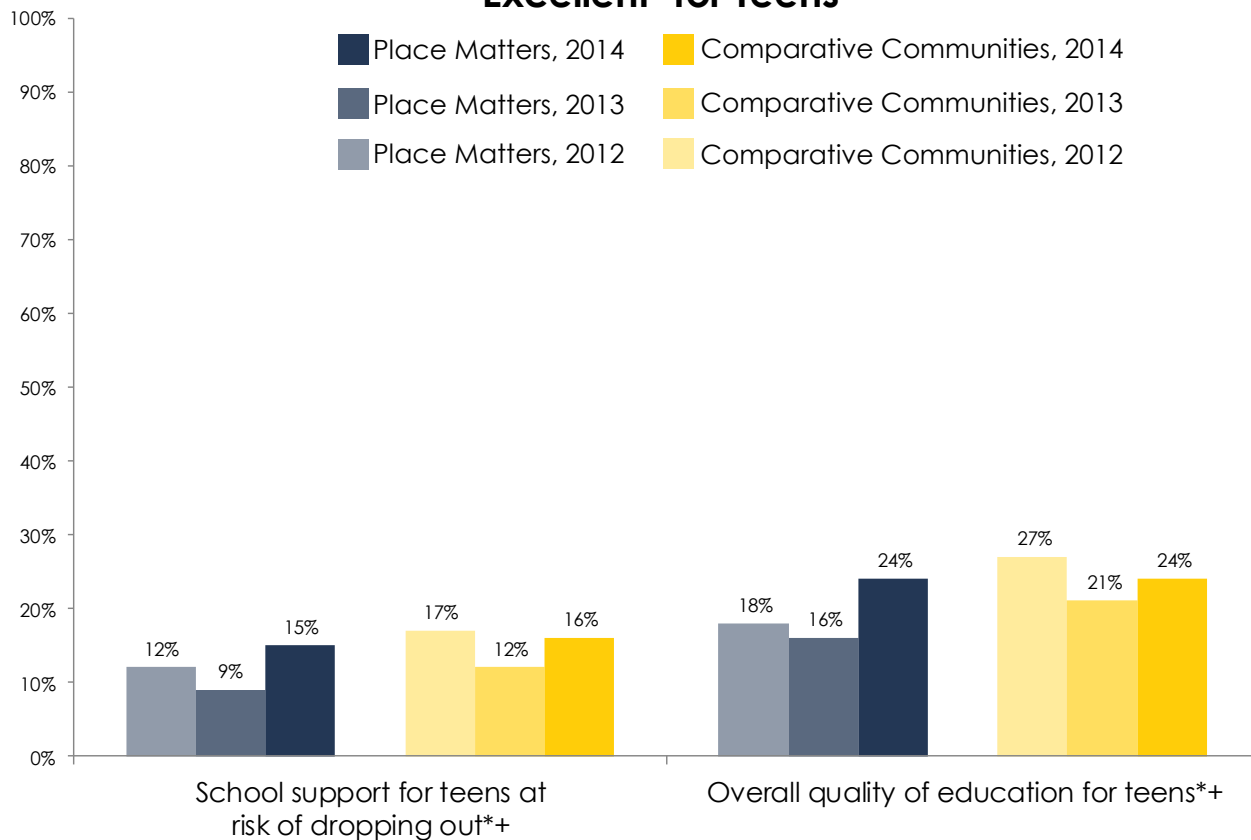
"What is going on in your community?"

"Detroit Delta Preparatory Academy for Social Justice, a new high school for minority students. Many local 501(c)3 groups are working to address the racial inequities within the city."

~Detroit, MI



Figure 2014-3.11: 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 vs. Comparative Communities across response options in 2012

+P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013

ASPECTS OF QUALITY EDUCATION FOR TEENS

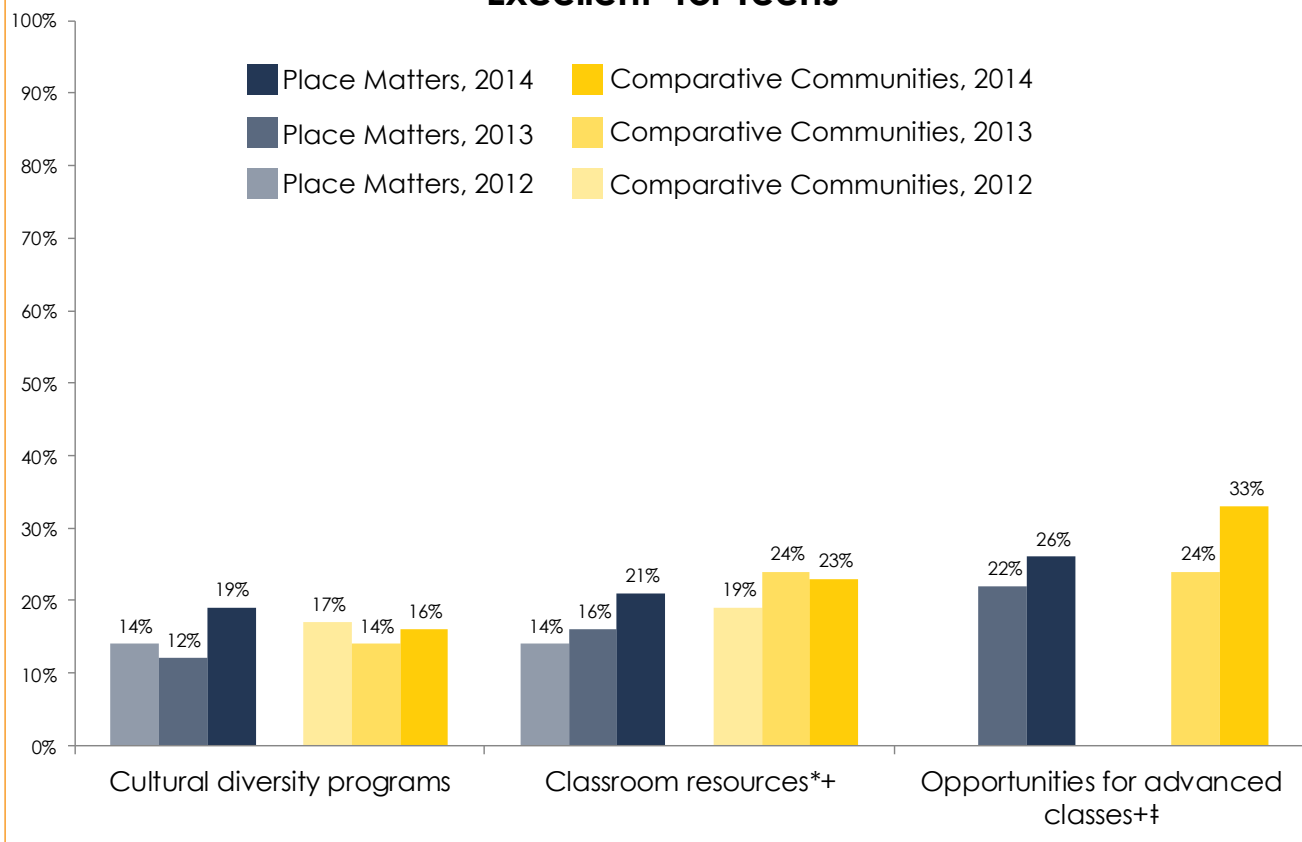
The proportions of respondents who perceived cultural diversity programs, classroom resources and opportunities for advanced classes as “excellent” were higher for:

- ◆ Respondents with few/no inequities in their communities vs. respondents with some/many inequities in their communities
- ◆ White respondents vs. multi-race/other, African American and Hispanic respondents only for classroom resources and opportunities for advanced classes
- ◆ Respondents in not segregated communities vs. very segregated communities only for classroom resources

- ◆ Respondents in Comparative Communities vs. respondents in Place Matters communities for opportunities for advanced classes, only

Respondents who perceived many or some racial/ethnic inequities in their communities (16%) were less likely to rate classroom resources as “excellent” for teens than were respondents who perceived few or no inequities in their communities.

Figure 2014-3.12: 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 vs. Comparative Communities across response options in 2012.

+P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013.

‡P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

“What is going on in your community?”



“La diversidad cultural es una cualidad especial de esta ciudad que le aporta una riqueza especial. Las personas participan sin distinción de raza ni etnia en espectáculos públicos y en los centros de educación y de salud. Los prejuicios están en la mente de las personas.”

~Miami, FL

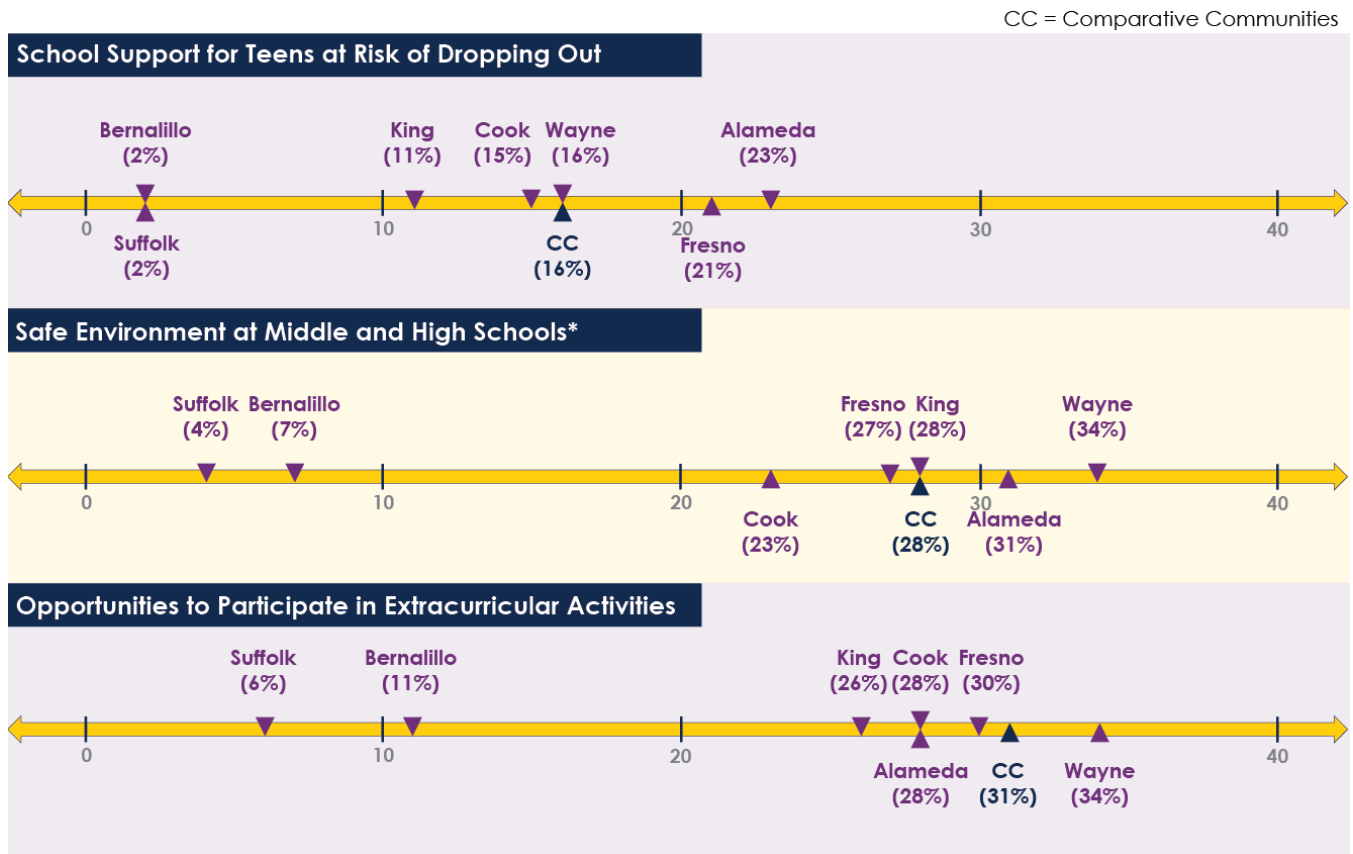
Translation:

“Cultural diversity is a special quality of this city that brings a special richness. People participate regardless of race or ethnicity in public performances and centers of education and health. Prejudices are in the minds of people.”



ASPECTS OF QUALITY EDUCATION FOR TEENS IN SELECT PLACE MATTERS COMMUNITIES

Figure 2014-3.13: Aspects of Education Rated as “Excellent” for Teens



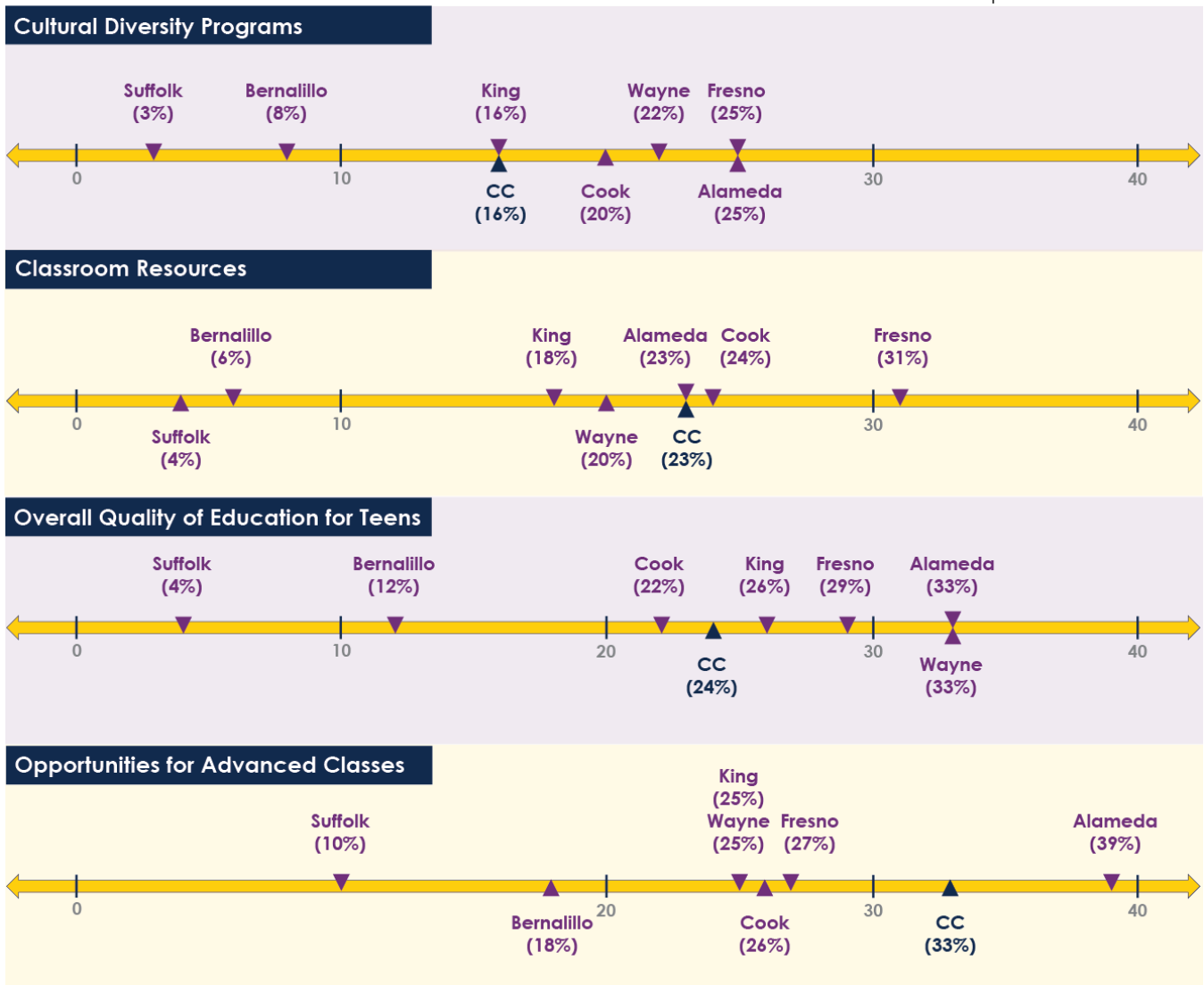
Note: response options included “Excellent”, “Good”, “Poor”, and “I don’t know”.

*P<.05 for comparison of Place Matters respondents across response option rated as “Excellent”



Figure 2014-3.14: Aspects of Education Rated as “Excellent” for Teens

CC = Comparative Communities



Note: response options included "Excellent", "Good", "Poor", and "I don't know".

ASPECTS OF QUALITY EDUCATION RATED AS “EXCELLENT” FOR TEENS IN SELECT PLACE MATTERS COMMUNITIES, 2012 THROUGH 2014

Table 2014-3.8	2012	2013	2014
Safe Environment at Middle and High School*†‡			
Wayne, MI	29%	19%	34%
Bernalillo, NM	8%	6%	7%
Alameda, CA	14%	19%	31%
King, WA	27%	21%	28%
Suffolk, MA	11%	11%	4%
Fresno, CA	20%	24%	27%
Cook, IL	-	-	23%
Cultural Diversity Programs+			
Wayne, MI	13%	13%	22%
Bernalillo, NM	4%	6%	8%
Alameda, CA	14%	17%	25%
King, WA	19%	12%	16%
Suffolk, MA	12%	9%	3%
Fresno, CA	10%	13%	25%
Cook, IL	-	-	20%
Classroom Resources*†			
Wayne, MI	16%	20%	20%
Bernalillo, NM	6%	9%	6%
Alameda, CA	11%	17%	23%
King, WA	20%	17%	18%
Suffolk, MA	11%	11%	4%
Fresno, CA	17%	24%	31%
Cook, IL	-	-	24%

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

*P<.05 for comparison of Place Matters respondents across all response options in 2012

+P<.05 for comparison of Place Matters respondents across all response options in 2013

‡P<.05 for comparison of Place Matters respondents across response option rated as “Excellent” in 2014

Differences among the seven Place Matters communities and Comparative Communities regarding seven aspects of quality education for teens are shown on pages 34 –35.

Tables 2014-3.8 and 2014-3.9 show perceptions of opportunities measured in 2012, 2013 and 2014 for Place Matters communities.

Respondents in Alameda County perceived the highest proportion of excellent ratings for most measures of quality education for teens compared with other Place Matters Communities.

Safe environment at middle and high schools received the highest rating of excellent (34%) from respondents in Wayne County.

Respondents in Suffolk County perceived the lowest proportion of excellent ratings for all measures of quality education for teens compared with other Place Matters Communities.

Risk for teens dropping out received the lowest rating of excellent (2%) from Suffolk County respondents.

TABLE 2014-3.9	2012	2013	2014
Opportunities to Participate in Extracurricular Activities at School *+‡			
Wayne, MI	29%	26%	34%
Bernalillo, NM	15%	6%	11%
Alameda, CA	18%	20%	28%
King, WA	29%	27%	26%
Suffolk, MA	14%	8%	6%
Fresno, CA	19%	18%	30%
Cook, IL	-	-	28%
School Support for Teens at Risk of Dropping Out			
Wayne, MI	13%	13%	16%
Bernalillo, NM	7%	2%	2%
Alameda, CA	9%	5%	23%
King, WA	15%	11%	11%
Suffolk, MA	11%	6%	2%
Fresno, CA	13%	14%	21%
Cook, IL	-	-	15%
Overall Quality of Education for Teens*+‡			
Wayne, MI	25%	18%	33%
Bernalillo, NM	12%	2%	12%
Alameda, CA	12%	15%	33%
King, WA	21%	20%	26%
Suffolk, MA	12%	14%	4%
Fresno, CA	17%	26%	29%
Cook, IL	-	-	22%
Opportunities for advanced classes *			
Wayne	-	22%	25%
Bernalillo	-	15%	18%
Alameda	-	21%	39%
King	-	29%	25%
Suffolk	-	11%	10%
Fresno	-	30%	27%
Cook	-	-	26%

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

*P<.05 for comparison of Place Matters respondents across response options in 2012

+P<.05 for comparison of Place Matters respondents across response options in 2013

‡P<.05 for comparison of Place Matters respondents across response options in 2014

OVERALL PERCEPTIONS OF EDUCATION OPPORTUNITIES

Most measures of quality education for young children and teens were rated significantly differently by respondents' perceptions of housing segregation, racial/ethnic inequities, and respondents' race/ethnicity.

- ◆ 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.



"What is going on in your community?"



"The elementary and high school districts are working actively to close the educational gap between the large minority Hispanic community and the majority White community. The elementary district [will have] a new 20-classroom preschool center that will allow the district to provide integrated services to all at risk and special needs students. Many special needs students are some of the district's poorest. The school districts are working together and with other stakeholders to reach out to the poorest families to help connect them to services they need in order to help their students be successful for life. This includes access to health care, immunizations, library services for unincorporated areas served by the Elk Grove library, food, mental health referrals, and assistance with internet access. There is also a renewed intensive focus on supporting student social and emotional learning and opportunities to have physical exercise."

~Arlington Heights, IL



SECTION 4:

BARRIERS TO SCHOOL SUCCESS FOR RACIAL MINORITIES

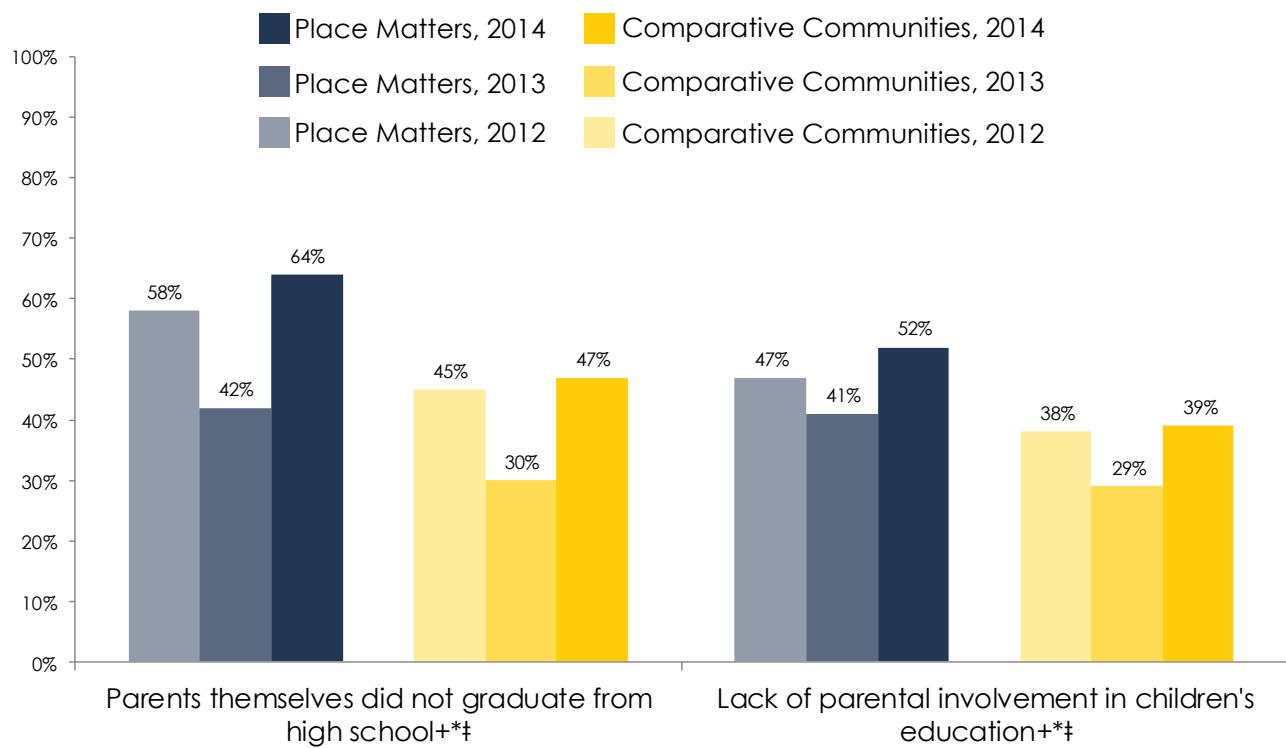
BARRIERS TO SCHOOL SUCCESS FOR RACIAL/ETHNIC MINORITY CHILDREN

The proportions of respondents who perceived parents themselves not graduating from high school and lack of parental involvement as a "bigger barrier for racial/ethnic minorities" were higher for:

- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities
- ◆ Respondents in Place Matters communities vs. respondents in Comparative Communities



Figure 2014-3.15: Perception of Barriers to School Success for Young Children as a "Bigger Barrier for Racial/Ethnic Minorities"



Note: Response options included "Bigger barrier for racial/ethnic minorities", "About equal", and "Bigger barrier for Whites"

*P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2012.

+P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013.

‡P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

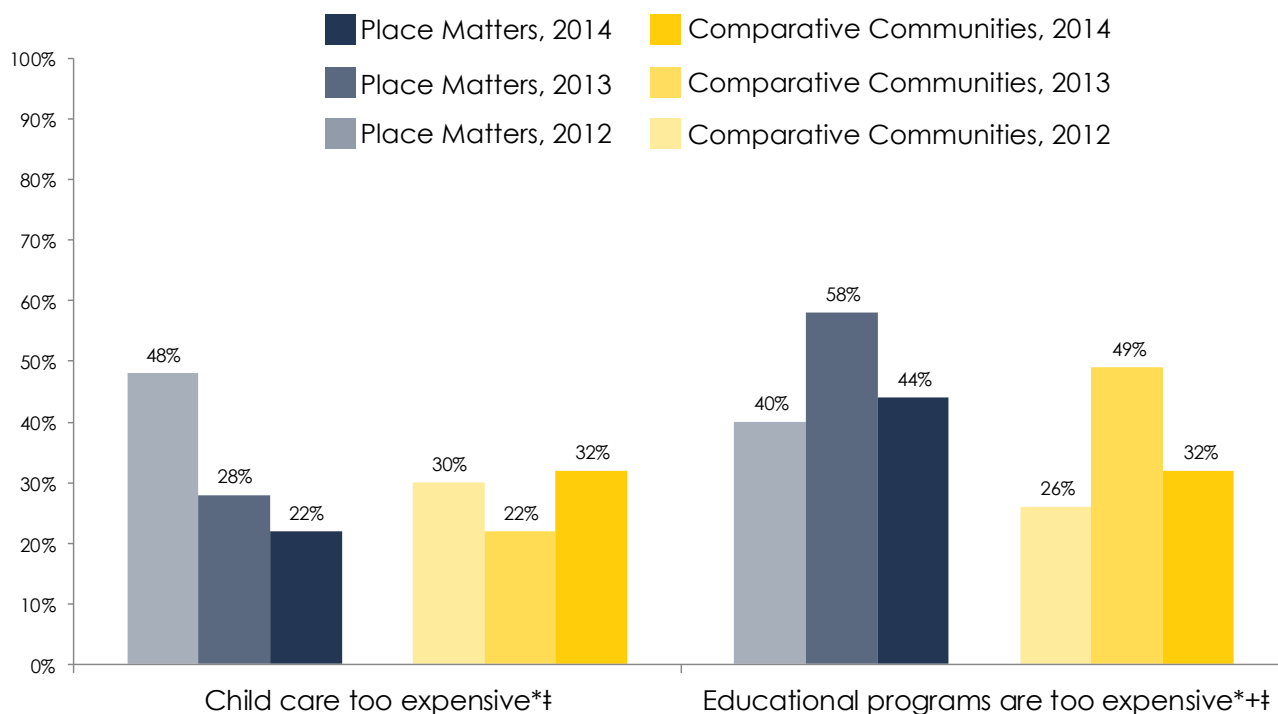


The proportions of respondents who perceived child care and educational programs too expensive as a “bigger barrier for racial/ethnic minorities” were higher for:

- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities
- ◆ Respondents in Place Matters communities vs. respondents in Comparative Communities
- ◆ African American and Hispanic respondents vs. White and multi-race/other respondents



Figure 2014-3.16: Perception of Barriers to School Success for Young Children as a "Bigger Barrier for Racial/Ethnic Minorities"



Note: Response options included "Bigger barrier for racial/ethnic minorities", "About equal", and "Bigger barrier for Whites"

*P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2012.

+P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013.

‡P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

BARRIERS TO SCHOOL SUCCESS FOR RACIAL/ETHNIC MINORITY CHILDREN

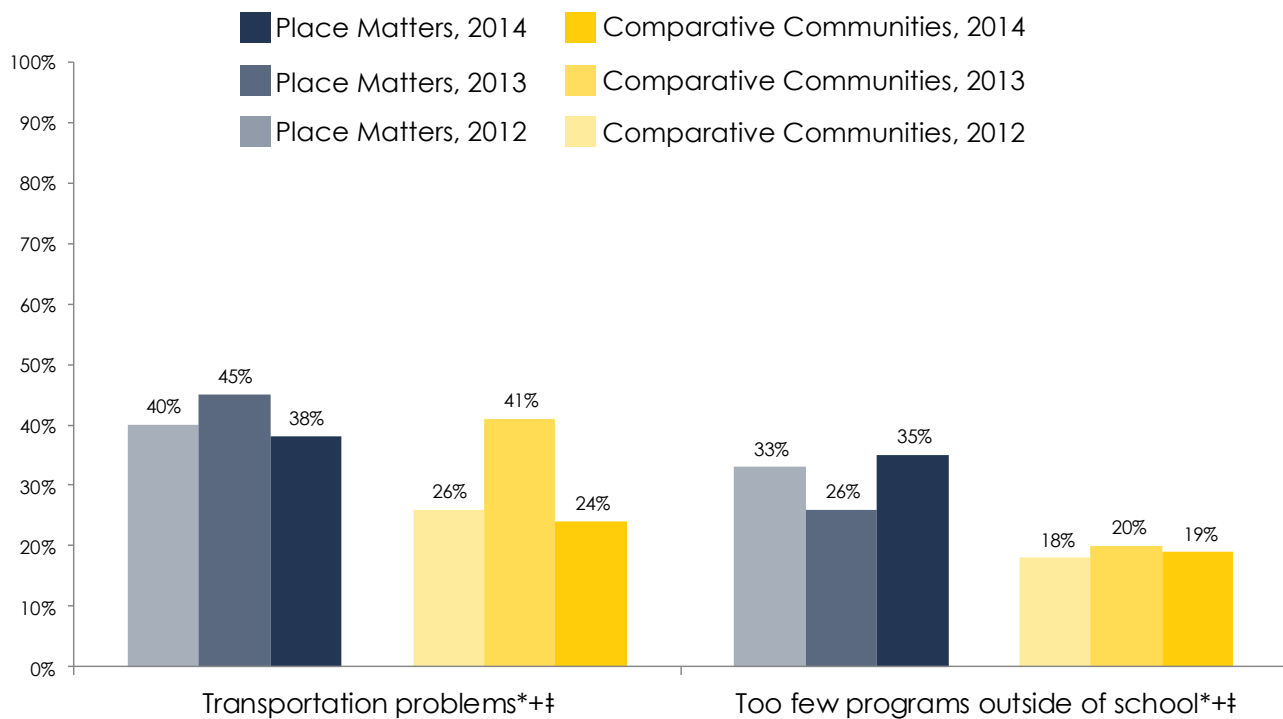
The proportions of respondents who perceived transportation problems and too few programs outside of school as a “bigger barrier for racial/ethnic minorities” were higher for:

- ◆ Respondents in Place Matters communities vs. respondents in Comparative Communities
- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities

- ◆ African American and Hispanic respondents vs. White and multi-race/other respondents only for transportation problems
- ◆ African American respondents vs. Hispanic, multi-race/other and White respondents only for too few programs outside of school



Figure 2014-3.17: Perception of Barriers to School Success for Young Children as a "Bigger Barrier for Racial/Ethnic Minorities"



Note: Response options included “Bigger barrier for racial/ethnic minorities”, “About equal”, and “Bigger barrier for Whites”
 *P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2012.
 +P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013.
 ‡P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

BARRIERS TO SCHOOL SUCCESS FOR RACIAL/ETHNIC MINORITY TEENS

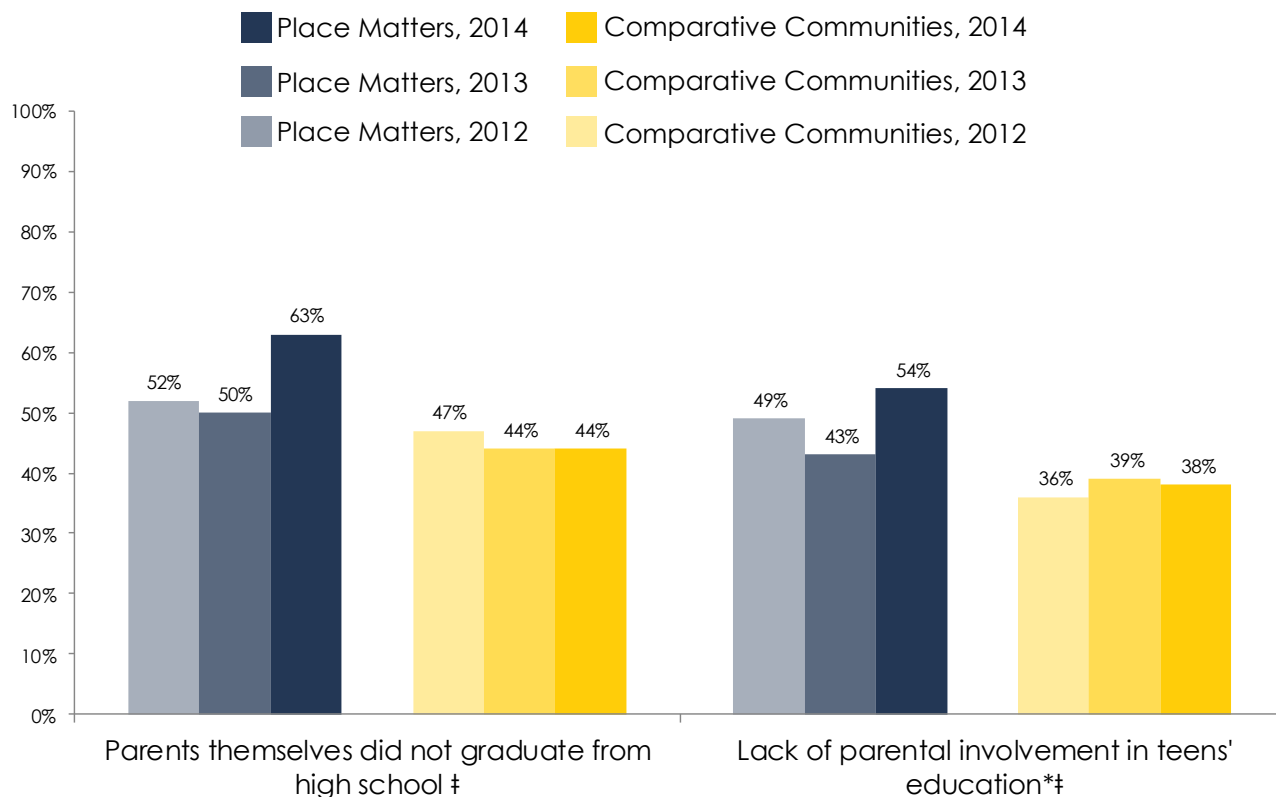
The proportions of respondents who perceived parents themselves not graduating from high school and lack of parental involvement as a "bigger barrier for racial/ethnic minorities" were higher for:

- ◆ Respondents in Place Matters communities vs. respondents in Comparative Communities
- ◆ Respondents with some/many inequities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities

- ◆ African American and Hispanic respondents vs. White and multi-race/other respondents
- ◆ African American, Hispanic and multi-race/other respondents vs. White respondents only for lack of parental involvement in teens' education



Figure 2014-3.18: Perception of Barriers to School Success for Teens as a "Bigger Barrier for Racial/Ethnic Minorities"



Note: Response options included "Bigger barrier for racial/ethnic minorities", "About equal", and "Bigger barrier for Whites"

*P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2012.

‡P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

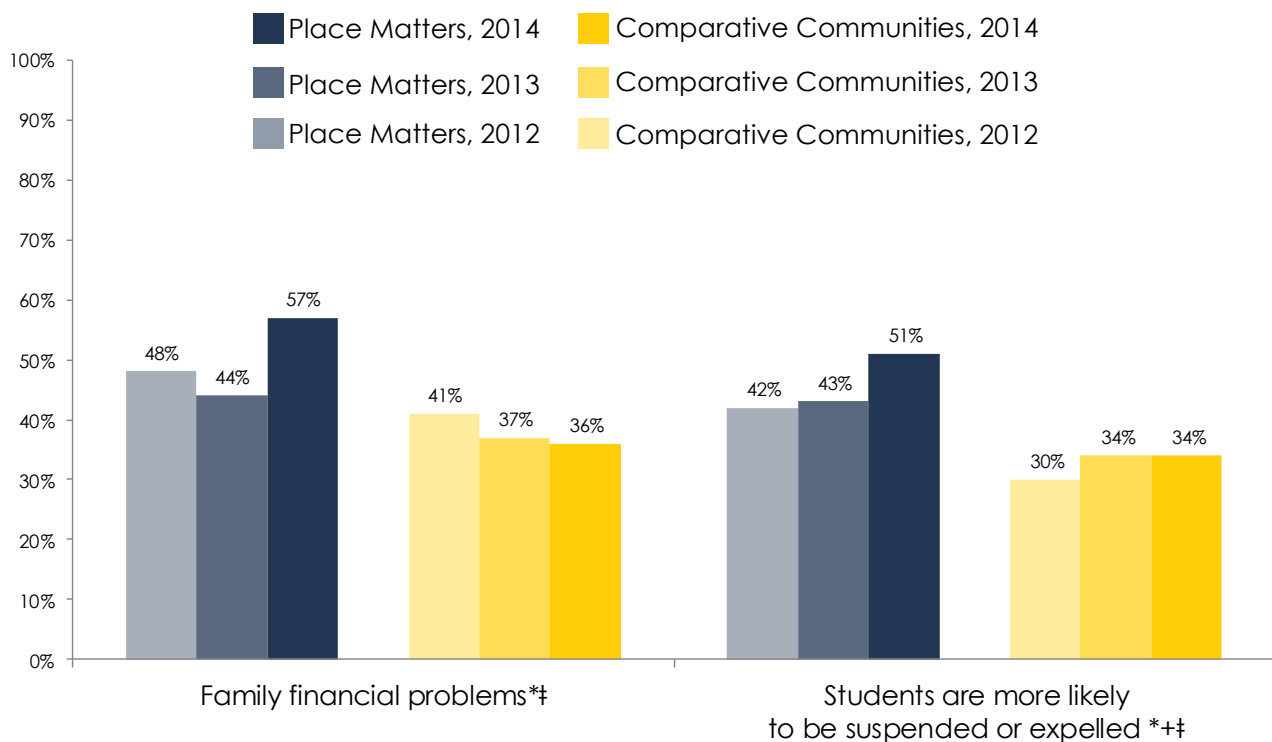
BARRIERS TO SCHOOL SUCCESS FOR RACIAL/ETHNIC MINORITY TEENS

The proportions of respondents who perceived family financial problems and students suspended or expelled too often as a "bigger barrier for racial/ethnic minorities" were higher for:

- ◆ Respondents in Place Matters communities vs. respondents in Comparative Communities
- ◆ Respondents with some/many inequities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities
- ◆ African American and Hispanic respondents vs. White and multi-race/other respondents for family financial problems, only
- ◆ African American respondents vs. Hispanic, White and multi-race/other respondents for students more likely to be suspended or expelled, only



Figure 2014-3.19: Perception of Barriers to School Success for Teens as a "Bigger Barrier for Racial/Ethnic Minorities"



Note: Response options included "Bigger barrier for racial/ethnic minorities", "About equal", and "Bigger barrier for Whites"
 *P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2012.
 +P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013.
 ‡P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

BARRIERS TO SCHOOL SUCCESS FOR RACIAL/ETHNIC MINORITY TEENS

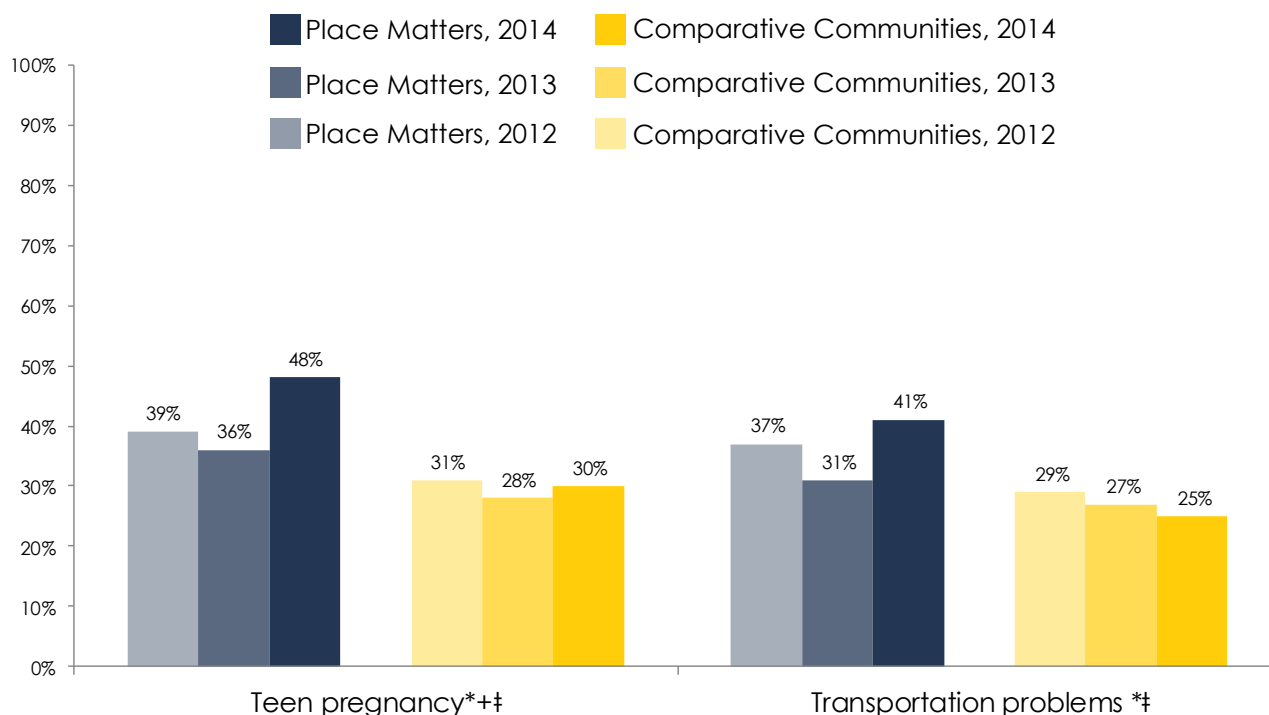
The proportions of respondents who perceived teenage pregnancy and transportation problems as a “bigger barrier for racial/ethnic minorities” were higher for:

- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities
- ◆ African American, Hispanic and multi-race/other respondents vs. White respondents only for teen pregnancy
- ◆ African American respondents vs. Hispanic, White and multi-race/other respondents for transportation problems, only

- ◆ Respondents in very segregated communities vs. respondents in not segregated communities
- ◆ Respondents in Place Matters communities vs. respondents in Comparative Communities



Figure 2014-3.20: Perception of Barriers to School Success for Teens as a "Bigger Barrier for Racial/Ethnic Minorities"



Note: Response options included “Bigger barrier for racial/ethnic minorities”, “About equal”, and “Bigger barrier for Whites”
 *P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2012.
 +P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013.
 ‡P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

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

22% of Place Matters respondents reported childcare too expensive as a bigger barrier for young children of racial/ethnic minority backgrounds than for young White children. In 2012, 48% of Place Matters respondents reported this as a bigger barrier.

Nearly two-thirds of respondents in Place Matters communities cited parents themselves not graduating from high school as a bigger barrier for children and teens of racial/ethnic minority backgrounds than for White children and teens.

Nearly half of Place Matters respondents reported teen pregnancy as a bigger barrier for teen of racial/ethnic minority backgrounds. In 2013, 36% reported this as a bigger barrier.

Respondents in Place Matters communities were more likely to rate all of the barriers to school success higher for young children and teens of racial/ethnic minority backgrounds than respondents from Comparative Communities.

“What is going on in your community?”

“Focus presently, that I am aware of, is on educating those who have been left behind. Trying to focus on reading programs in public schools and improving education for all. School system is in process of massive overhaul. There are individual programs that are focusing on teen programs such as trying to get them interested and ready for college by escorting them to colleges and helping them enroll.”

~Columbus, OH





SECTION 5:

LACK OF PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION

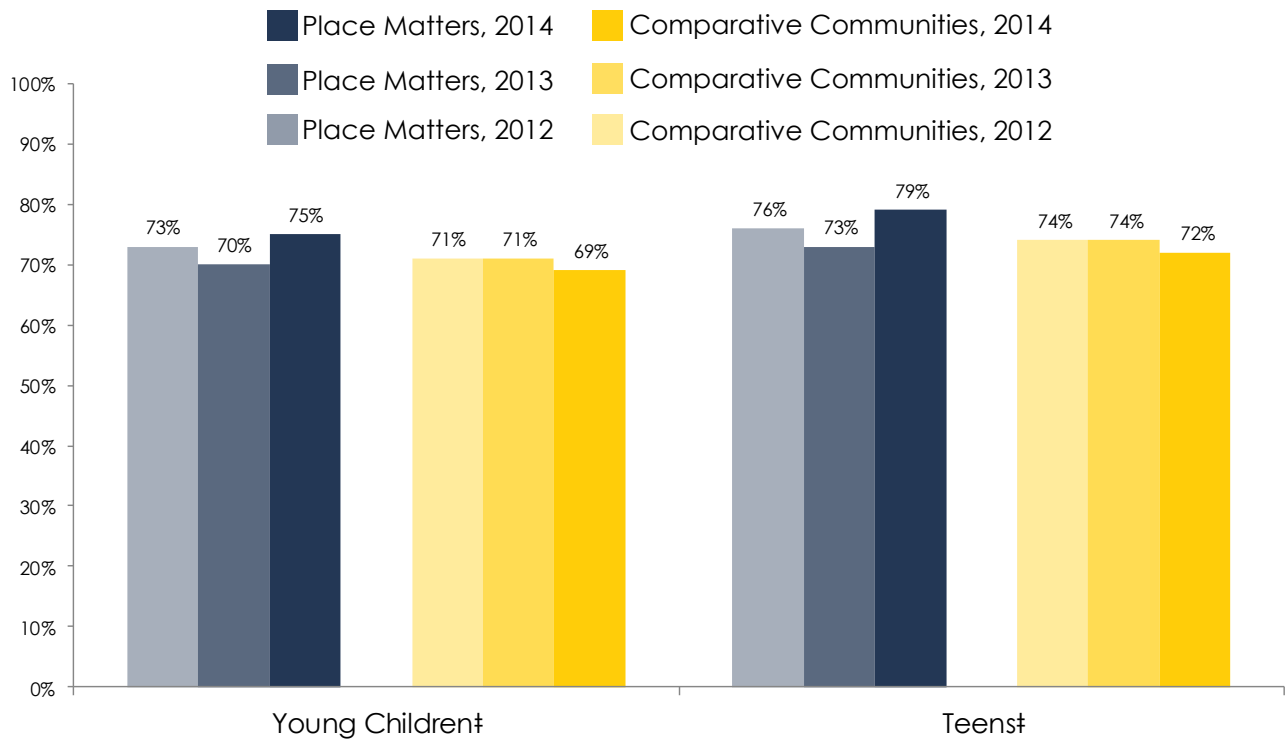
LACK OF PARENTAL INVOLVEMENT IN EDUCATION FOR YOUNG CHILDREN AND TEENS

The proportions of respondents who perceived “parents too busy” as the reason for lack of parental involvement were higher for:

- ◆ Respondents in Comparative Communities vs. respondents in Place Matters Communities



Figure 2014-3.21: Lack of Parental Involvement in Young Children & Teens' Education: Parents too Busy Working



Note: response options included “Yes” and “No”

†P<.05 for comparison of Place Matters respondents Vs. Comparative Communities across response options in 2014

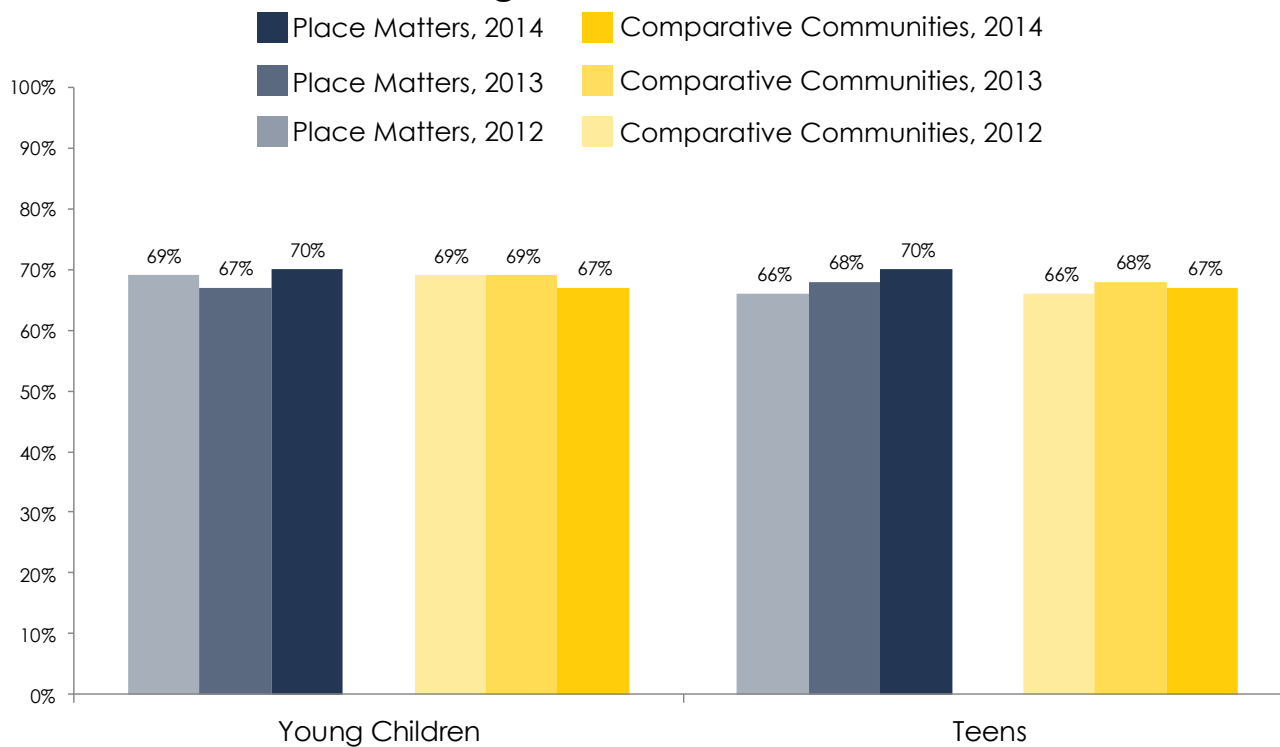
LACK OF PARENTAL INVOLVEMENT IN EDUCATION FOR YOUNG CHILDREN AND TEENS

The proportions of respondents who perceived "single parent families" as the reason for lack of parental involvement were higher for:

- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities

Respondents who perceived many or some racial/ethnic inequities in their communities (77%) were more likely to say "single parent families" is the reason for lack of parental involvement than were respondents who perceived few or no inequities in their communities (55%).

Figure 2014-3.22: Lack of Parental Involvement in Young Children & Teens' Education: Single Parent Families



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

LACK OF PARENTAL INVOLVEMENT IN EDUCATION FOR YOUNG CHILDREN AND TEENS

The proportions of respondents who perceived “low education level of parents” as the reason for lack of parental involvement were higher for:

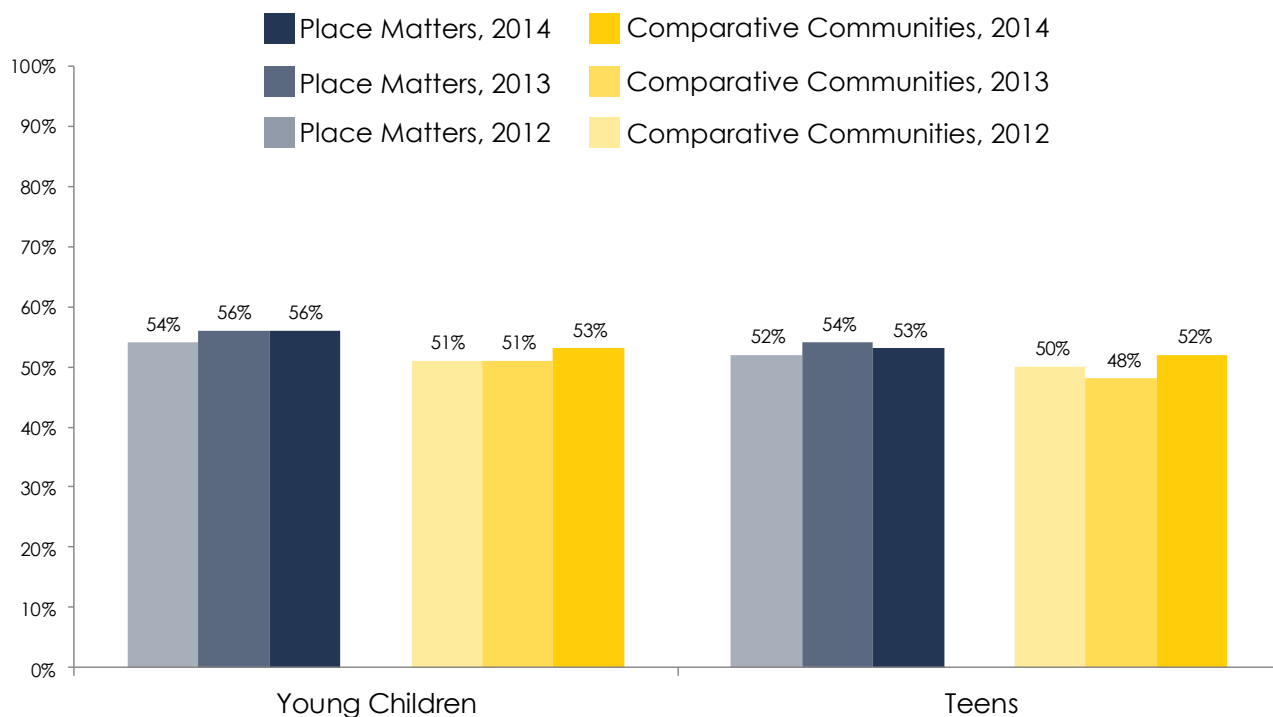
- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities

“What is going on in your community?”

“Children are bussed into our neighborhood school thus giving them an opportunity to learn in a better environment. Those who have a good family support system succeed.”

~Chicago, IL

Figure 2014-3.23: Lack of Parental Involvement in Young Children & Teens' Education: Low Education Level of Parents



Note: response options included “Yes” and “No”

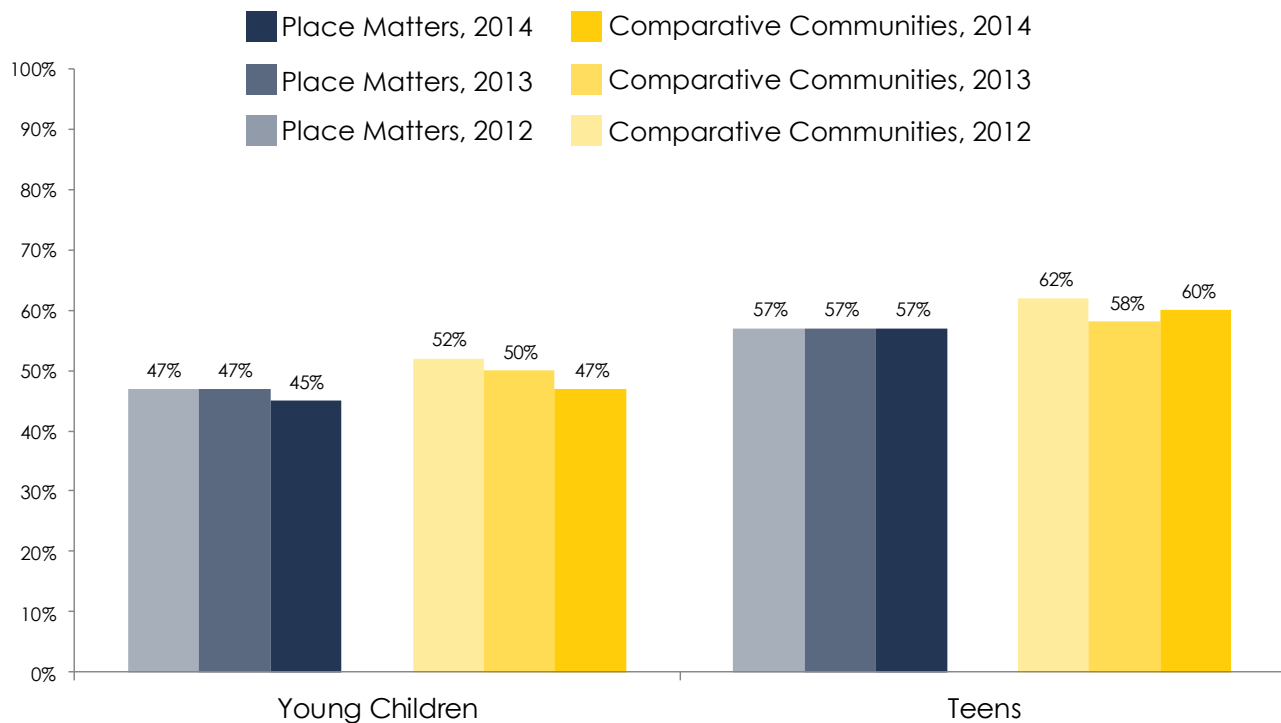
LACK OF PARENTAL INVOLVEMENT IN EDUCATION FOR YOUNG CHILDREN AND TEENS

The proportions of respondents who perceived "parents not supervising child/teen" as the reason for lack of parental involvement were higher for:

- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities for teens, only



Figure 2014-3.24: Lack of Parental Involvement in Young Children & Teens' Education: Parents Not Supervising Child/Teen



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

LACK OF PARENTAL INVOLVEMENT IN EDUCATION FOR YOUNG CHILDREN AND TEENS

The proportions of respondents who perceived “language barrier between parents and teachers” as the reason for lack of parental involvement were higher for:

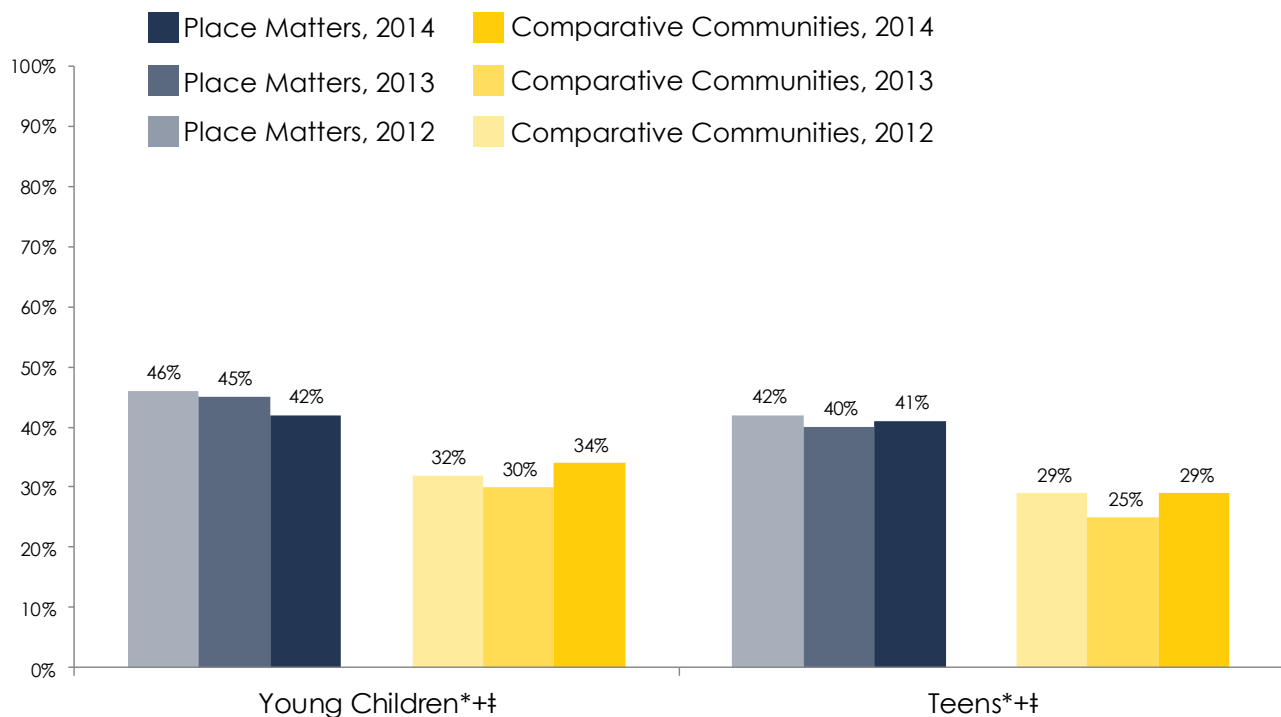
- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities
- ◆ Respondents in Place Matters communities vs. respondents in Comparative Communities
- ◆ Hispanic and multi-race/other respondents vs. African American and White respondents

“What is going on in your community?”

“School newsletters written in several languages so parents can participate. And know what is going on. School tutors have sessions both at the school and at the local Y for no cost. Low income housing incorporated into upper/middle class communities.”

~Issaquah, WA

Figure 2014-3.25: Lack of Parental Involvement in Young Children & Teens' Education: Language Barrier Between Parents & Teachers



Note: response options included “Yes” and “No”

*P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2012.

+P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2013.

‡P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

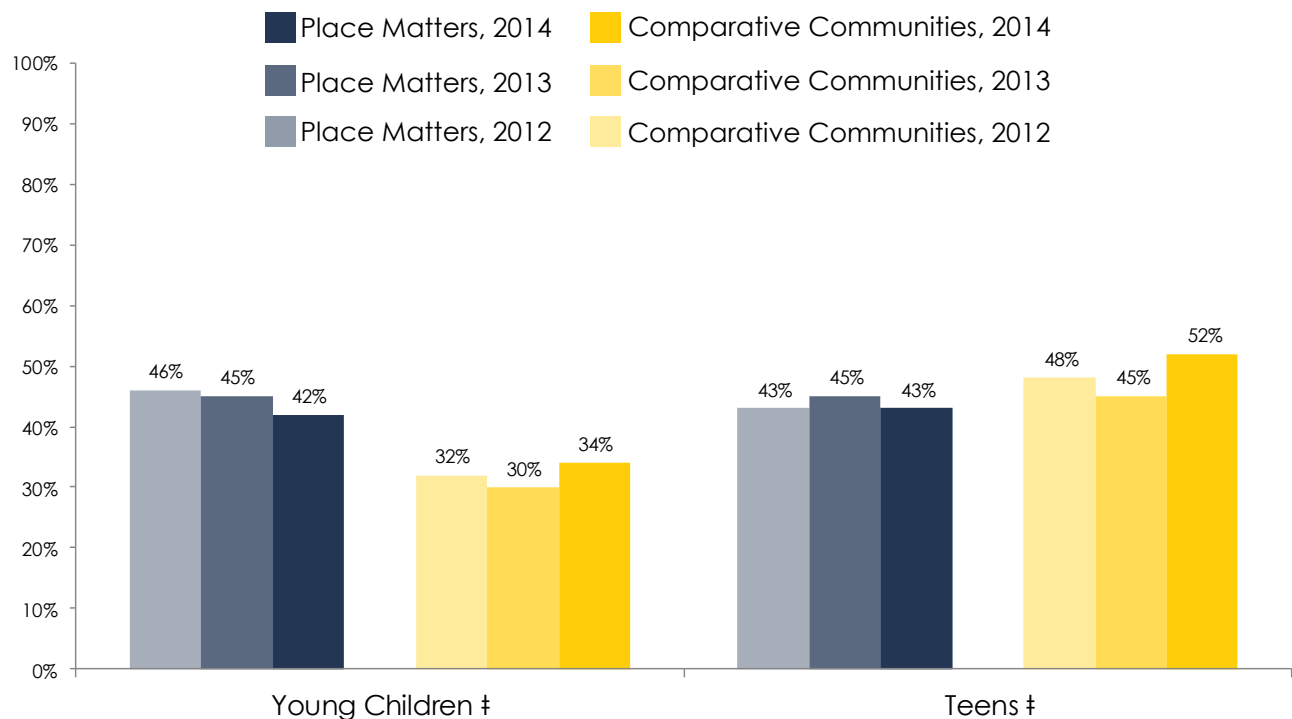
LACK OF PARENTAL INVOLVEMENT IN EDUCATION FOR YOUNG CHILDREN AND TEENS

The proportions of respondents who perceived “parents not interested” as the reason for lack of parental involvement were higher for:

- ◆ Respondents in Comparative Communities vs. respondents in Place Matters
- ◆ White and multi-race/other respondents vs. African American and Hispanic respondents



Figure 2014-3.26: Lack of Parental Involvement in Young Children & Teens' Education: Parents not Interested



Note: response options included “Yes” and “No”

†P<.05 for comparison of Place Matters respondents vs. Comparative Communities across response options in 2014.

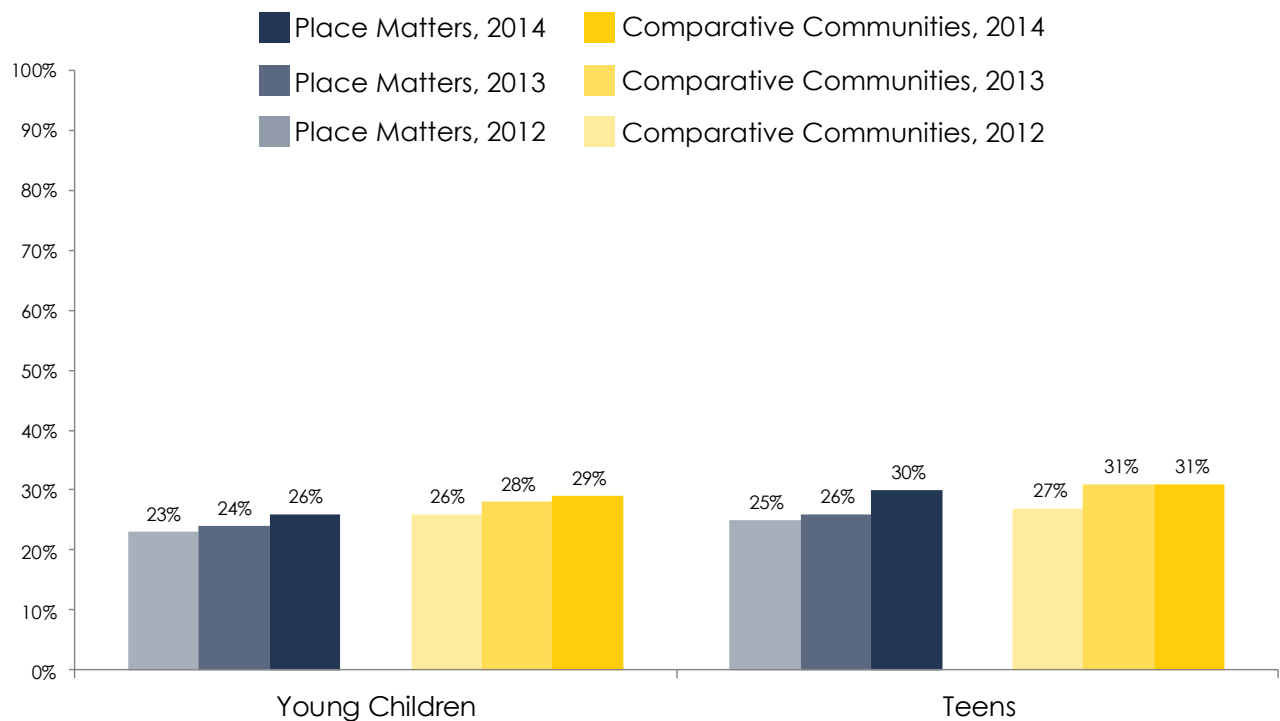
LACK OF PARENTAL INVOLVEMENT IN EDUCATION FOR YOUNG CHILDREN AND TEENS

The proportions of respondents who perceived “parents don’t live with child/teen” as the reason for lack of parental involvement were higher for:

- ◆ Respondents with some/many inequities in their communities vs. respondents with few/ no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities



Figure 2014-3.27: Lack of Parental Involvement in Young Children & Teens' Education: Parents Don't Live with Child/Teen



Note: response options included “Yes” and “No”

LACK OF PARENTAL INVOLVEMENT IN EDUCATION FOR YOUNG CHILDREN AND TEENS

The proportions of respondents who perceived "parent is in jail" as the reason for lack of parental involvement were higher for:

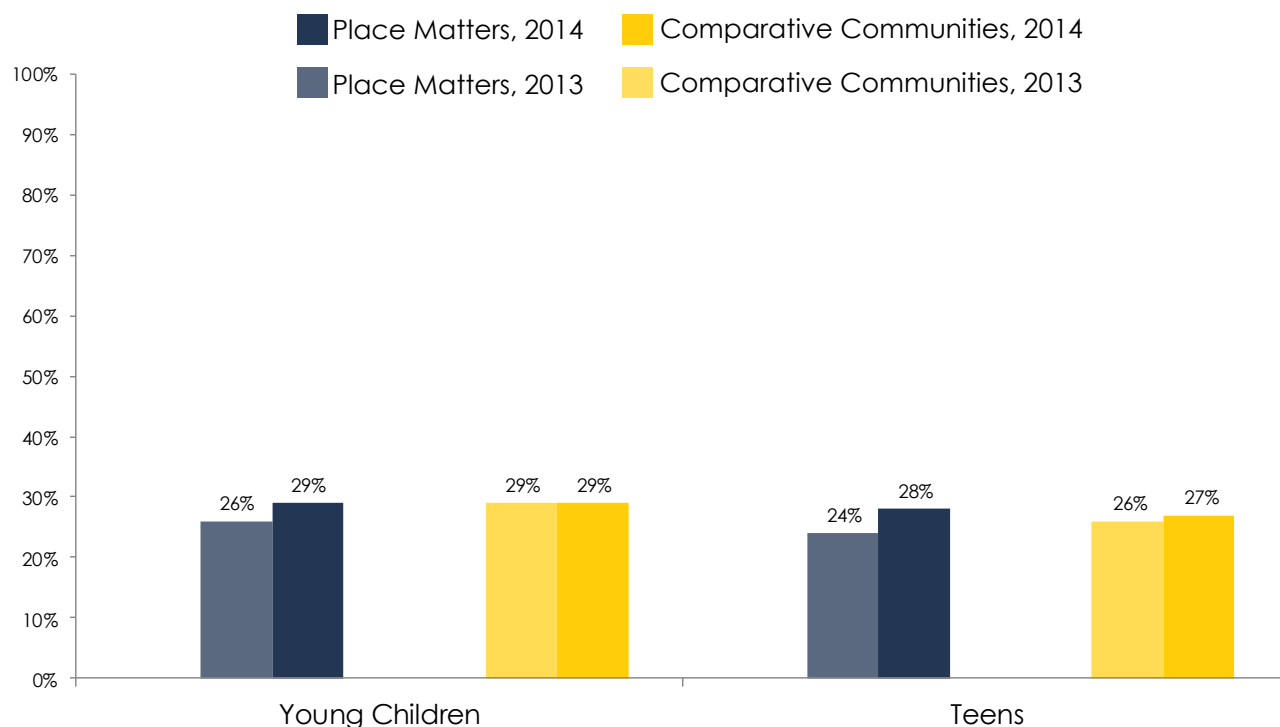
- ◆ Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities
- ◆ Respondents in very segregated communities vs. respondents in not segregated communities

"What is going on in your community?"

"Improving the education system and encouraging families to get more involved in their children's lives. Families can make the difference in children's education."

~Albuquerque, NM

Figure 2014-3.28: Lack of Parental Involvement in Young Children & Teens' Education: Parent is in Jail



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

FIGURE 2014-3.29: QUOTES FROM RESPONDENTS REGARDING EFFORTS TO ADDRESS INEQUITIES TAKING PLACE IN THEIR BEST KNOWN COMMUNITY

