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Kellogg Project and Aetna Center for Families Community Resident Survey 2001

Daniel Sibirsky

Carolina Castellanos

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**KELLOGG PROJECT
AND
AETNA CENTER FOR FAMILIES
COMMUNITY RESIDENT SURVEY
2001**

Prepared by

Daniel Sibirsky
Kellogg Project Evaluation Coordinator

With the assistance of

Carolina Castellanos
Aetna Center for Families Outreach Worker

November 2001

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Executive Summary

BACKGROUND AND METHODOLOGY

- The Aetna Center for Families and the Kellogg Project Evaluation decided at the beginning of 2001 to collaborate to conduct a door-to-door survey of the 15-block area surrounding Trinity College. The purpose of the survey for the Kellogg Project Evaluation was to evaluate the pace, direction, and impact of change in the neighborhood from the perspective of residents who live in the 15-block target area. The approach selected for the assessment of the pace, direction, and impact of change in the neighborhood was to collect baseline data during the summer of 2001 to be compared with data gathered from a second survey to be conducted in 2003 with the same questionnaire. The Aetna Center for Families wanted to assess the needs of residents, the key impediments or barriers that prevent families from receiving services they need, and the level of residential interest with respect to the programs/workshops offered by the Center. Interviewers, largely from neighborhoods surrounding Trinity College and the Learning Corridor and other Hartford neighborhoods, were hired and carefully trained. A total of 650 households (with a 42% response rate) in the 15-block area were surveyed during the summer of 2001. One person from each household was randomly selected for the interview conducted in English or Spanish.

FINDINGS

- The majority of residents in the 15-block area are Hispanic/Latino, and Spanish is the primary language spoken in the majority of households.
- Residents in the 15-block area confront considerable socio-economic challenges, as there is an overall low level of education and a high level of unemployment. Approximately half of respondents indicated they do not have a GED or high school diploma and forty-two percent ages 18 – 64 stated they were unemployed. Approximately 50% of those who indicated they were employed noted that their main job was a temporary rather than a permanent job. Women have an overall lower level of education and higher level of unemployment than men. There is a clear relationship between level of education and employment status as those with lower levels of education are significantly more likely to be unemployed and have a temporary rather than a permanent job.
- The most frequent occupations among employed respondents were cleaning/maintenance, manual service, clerical, factory, restaurant/food service, construction, medical (primarily as nurse's assistant), service, and child care/babysitting.
- There is a high level of mobility among residents in the 15-block area as approximately a quarter of residents indicated they had moved 2 – 3 times in the last 3 years. Close to 90% of respondents indicated they rent their apartment/house.

- Forty-seven percent of respondents indicated that their own car was their primary mode of transportation; residents with their own car show significantly higher levels of employment.
- Approximately 30% of households have a computer. A fifth of respondents indicated they use a computer everyday and a little over half indicated they never use a computer. There is an overall lack of computer use among residents, but it is especially pronounced among unemployed residents as 71% of unemployed residents never use a computer. Residents who use computers more have a greater likelihood of being employed.
- The majority of households have access to a telephone and cable television.
- Although the majority of respondents face considerable socio-economic challenges, a substantial number of them thought the neighborhood (1) changed for the better during the last 2 years and (2) would change for the better during the next 2 years. Close to half of respondents indicated they thought the neighborhood had changed for the better during the last 2 years. More than half indicated they thought the neighborhood would change for the better during the next 2 years.
- Using a scale of 1 to 10 (1 meaning very bad, 5 average and 10 very good), the mean ratings for the neighborhood 'as a place to live' and 'as a place to raise children' were 5.7 and 4.7 respectively. Both ratings decreased slightly when measured only by households with children ages 1 – 16.
- Safety (closely followed by child care and job/economic opportunities) received the lowest rating and churches received the highest rating for neighborhood features.
- Street repair received the lowest rating and trash collection received the highest rating among public services.
- Greater security/More patrols was the need most frequently expressed by residents as an urgent need.
- Two-thirds of respondents stated they would like to stay in the neighborhood 1 to 3 more years or more than 3 years; close to a third stated they would like to move as soon as possible. Respondents who thought that the neighborhood had changed for the better during the last 2 years were more likely to want stay in the neighborhood. Sixty-one percent of respondents indicated they would like to own an apartment or house in their neighborhood. The reasons most frequently provided by residents for wanting to move as soon as possible were lack of security, general dissatisfaction with the neighborhood, drugs a major problem around where they live, and poor maintenance of their building/apartment.
- The majority of respondents indicated they felt safe in their home at night and walking in their neighborhood during the day. The majority of respondents indicated they felt unsafe walking in their neighborhood at night.
- Drug dealing and abandoned, boarded buildings were most frequently identified by residents as major problems.

- The majority residents have very limited knowledge about key services and resources available to them.
- Residents most frequently identified not speaking English well and a lack of information as barriers to families receiving the services they need.
- Systematic, bilingual marketing of services is an effective marketing approach and would help to address the information gap. The distribution of bilingual literature regarding Trinfo Café and the Aetna Center for Families during the fieldwork had an immediate effect of increasing the number of residents who received services from both organizations.
- Residents expressed high interest in programs/workshops of the Aetna Center for Families.
- The majority of residents had limited knowledge about Trinity College.
- Among respondents who knew at least a little about Trinity College, slightly over 60% thought that the College was helping to improve the neighborhood a lot.
- The majority of residents did not use the Trinity College library or watch a movie at Cinestudio during the last year.
- Approximately a fifth of residents attended a concert, game or play at Trinity College and close to a quarter spoke to a Trinity College student during the last year.

I. Background and Survey Methodology

The Aetna Center for Families and the Kellogg Project Evaluation decided at the beginning of 2001 to collaborate to conduct a door-to-door survey of the 15-block area surrounding Trinity College. The key research goals of the survey for both the Kellogg Project Evaluation and the Aetna Center for Families were first identified. The purpose of the survey for the Kellogg Project Evaluation was to evaluate the pace, direction, and impact of change in the neighborhood from the perspective of residents who live in the 15-block target area. The approach selected for the assessment of the pace, direction, and impact of change in the neighborhood was to collect baseline data during the summer of 2001 to be compared with data gathered from a second survey to be conducted in 2003 with the same questionnaire. The Aetna Center for Families wanted to assess the needs of residents, the key impediments or barriers that prevent families from receiving services they need, and their level of interest in participating in the programs/workshops offered by the Center.

Draft survey instruments were then developed by selecting questions from relevant national and local surveys and creating original questions. The questionnaire was continually refined as input was gathered from Kellogg Project Evaluation Committee members, staff from Kellogg initiatives, staff from the Aetna Center for Families, neighborhood leaders such as the Co-Coordinator of the Frog Hollow South NRZ, and other members of the community. Once the survey was finalized, it was translated into Spanish. The survey instrument was then pre-tested in English and Spanish. An application was submitted to the Trinity College Institutional Review Board to assure that the survey followed ethical guidelines for human research; the application was approved.

Residents 18 years of age or older residing in the fifteen-block area surrounding Trinity College were selected as the target group for the survey. A telephone survey was ruled out because of a potential coverage problem (possibility of a significant number of residents not having telephones) and, moreover, we concluded face-to-face contact with residents would improve the overall quality of the survey. Therefore, households directly on or within the parameter of Zion Street to New Britain Avenue, New Britain Avenue to Washington Street, Washington Street to Ward Street, and Ward Street to Zion Street became our survey population; Crescent Street falls within the parameter of the target area but was excluded since it has a significant number of transient Trinity College students who were not the primary target of our survey. The City Planning Office of Hartford provided a database from the Assessor's Office with addresses and estimated number of housing units for our target area. The database was verified in order to exclude vacant, demolished or commercial units through fieldwork.

It was determined that doorbells and buzzers would be the most appropriate medium for establishing contact with households. Every doorbell and buzzer corresponding to each address in our target area was identified through fieldwork and, in effect, became our sampling unit. A census approach was selected by which all households linked to a doorbell or buzzer were given four opportunities to participate (at least once during the workday and once during evening hours or the weekend).

Once contact was established with a household, interviewers asked to speak with the adult 18 years of age or older who had the most recent birthday in order to have a random selection of household members. Random verification of approximately 100 surveys was done to check if the survey was in fact completed and if the interviewer asked for the adult in the household with the most recent birthday; the verification process confirmed that the interviewers did their job conscientiously.

A total of 650 residents (each randomly selected from a separate, distinct housing unit) were interviewed; the response rate was 42%. Some adjustments were made to the data to correct for having interviewed more women than men.¹

Every effort possible was made to hire interviewers from the community. Almost every interviewer hired was a resident of Hartford. In addition, the majority of the interviewers were bilingual and/or native Spanish speakers; interviewers were almost always sent out in teams of two for security reasons and to have at least one interviewer fluent in English and one interviewer fluent in Spanish. Interviewers were provided training for 2 ½ workdays in English and Spanish on the survey process and interviewer techniques. The training was guided by a manual developed by the Urban Institute for the purpose of training members of the community to conduct a door-to-door resident survey. Interviewers were also trained to utilize cards which stated the response options to questions in large print in order to assist residents understand the questions. Every resident who participated in the survey was given a \$10 gift certificate to be used at a local restaurant, a key chain from Trinfo Café, and a raffle ticket to win a computer and Internet connection provided by Trinfo Café. A total of \$2,800 (280 redeemed gift certificates) was provided to local restaurants through the survey.

¹ We weighted the data to approximate the sample female/male ratio with the population adult male/female ratio derived by responses on number of adult males and females in household, which was approximately 54% female and 46% male. 2000 Census data for gender is not yet available for the 15-block area, thus a projection of the adult male/female ratio was derived from survey responses on number of adult males and females in the household. The actual respondents we interviewed were about two-thirds women, representing oversampling. The Urban Institute encountered the same outcome when they conducted a survey of Frog Hollow in 1999, and also weighted accordingly. A weight was also applied to individual focused questions (e.g., How often do you use a computer?) in order to avoid as much as possible having the number of people in a household affect probability of participation; thus, a weight was applied so that, for example, a person with 4 adult members in the household was not statistically less represented in the results than a person in a household with 2 adults. These weights were only applied to individual focused questions and not household questions (e.g., Is there a computer in your household?).

II. Findings

The survey results are divided into five different topics: resident and household characteristics of the 15 block area; residents' perception of the neighborhood; interest in Aetna Center for Families programs/workshops; residents' knowledge of organizations; and residents' interaction with and perception of Trinity College.

A. Resident and Household Characteristics

Resident characteristics: Race and ethnicity

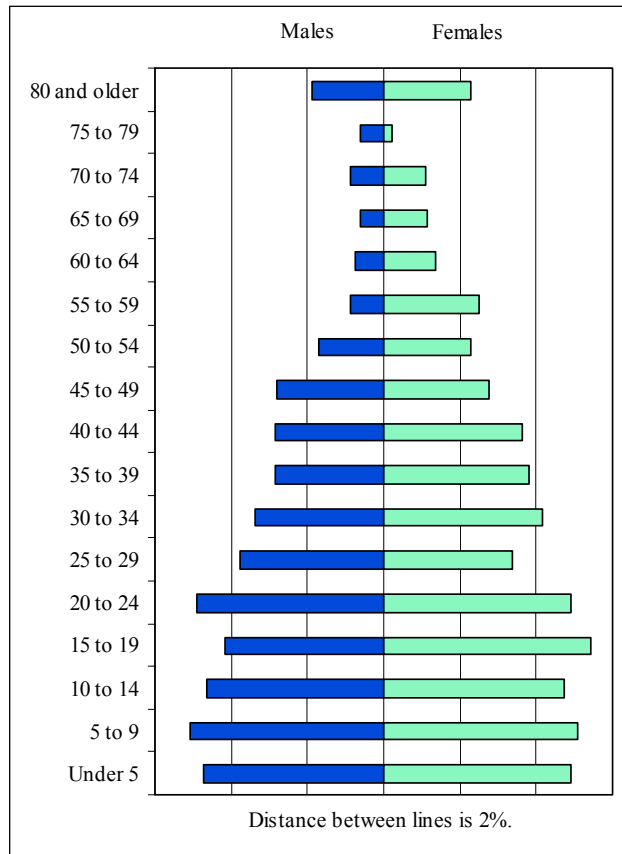
Our survey found that 79% of the 15-block area is Hispanic/Latino; seventy-eight percent of the Hispanic/Latino population is Puerto Rican. African-Americans (Non-Hispanic/Latino) comprise 9% and Whites (Non-Hispanic/Latino) constitute 8% of the population in the target area.² Fifty-two percent of respondents stated Spanish is the main language in their home, 28% stated English is the main language spoken in their home, 19% stated that both Spanish and English is spoken in their home, and 2% noted that a language other than English and Spanish is the main language spoken in their home.

² There is a growing Bosnian population in the 15-block area. A language barrier prevented interviewers from interviewing Bosnians. Future surveys in the 15-block area will have to consider designing a questionnaire culturally and linguistically appropriate for interviews with the Bosnian population.

Resident characteristics: Age distribution³

The age group with the highest proportion was 24 years of age or younger (see Figure 1.). The age group with the most males was ages 20 – 24. The age group with the most females was 15 – 19.

Figure 1. Age distribution by sex in interviewed households, percentages of total (n = 644)

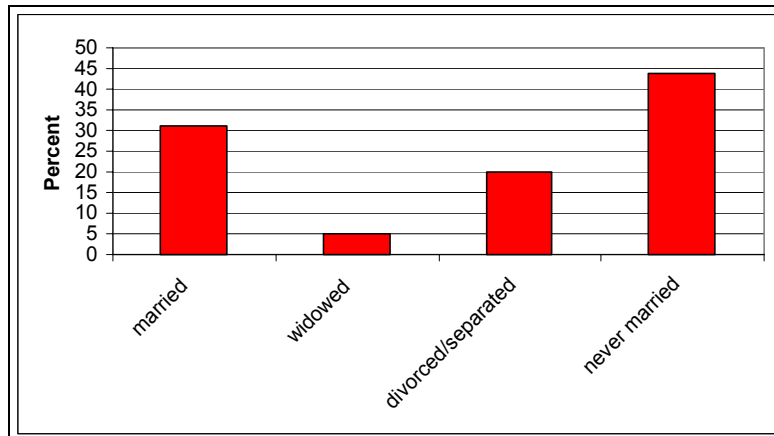


³ This age distribution is based on responses from respondents regarding total number of members in their household and ages of males and females.

Resident characteristics: Marital status

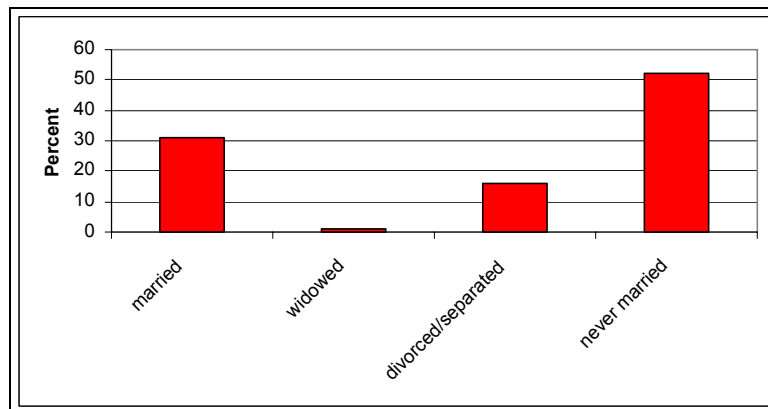
The majority of residents indicated they were not married: 31% of respondents indicated they were married, and 44% indicated they were never married (see Figure 2).

Figure 2. Marital Status among respondents (n = 640)



Thirty-one percent of residents in households with children ages 1 - 16 indicated they were married and the remaining sixty-nine percent stated they were either widowed, divorced/separated or never married (see Figure 3).

Figure 3. Marital status by households with children ages 1 – 16 (n = 303)

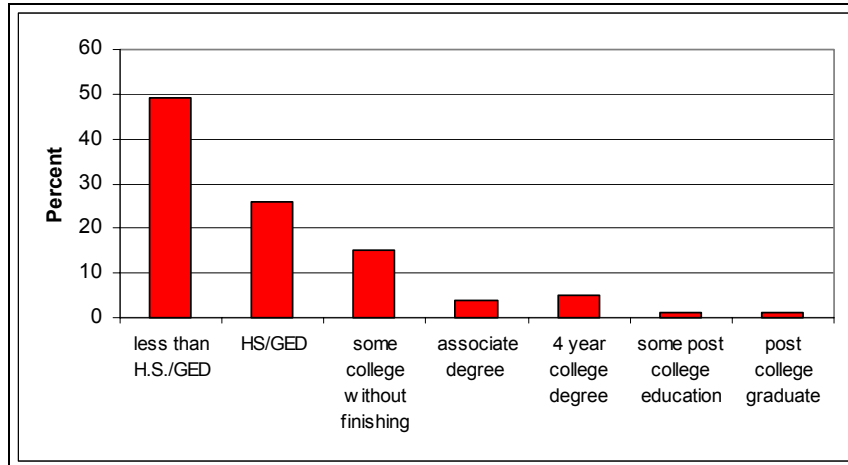


Fifty-one percent of households have at least one child between the ages of 1 – 16 (n = 644). Twenty-five percent of female respondents in households with at least one child ages 1 – 16 indicated they were married, while the remaining seventy-five percent noted they were either widowed, divorced/separated or never married (n = 196).

Resident characteristics: Education

The overall level of education in the 15-block area is very low (see Figure 4). Close to 50% of residents have an educational level less than a high school diploma or GED. Slightly over a quarter have completed high school or a GED, while approximately 9% have either an associate or 4 year college degree.

Figure 4. Highest Level of Education Completed (n = 648)



Although there is a high overall proportion of residents without a high school diploma or GED, it is higher among women (see Table 1).

Table 1. Level of education by gender (n = 634)

	Men	Women
Less than a high school/GED	43%	52%
High school diploma/GED	30%	24%
Some college without having finished	15%	15%
Bachelor degree	3%	3%
Some post-college	2%	1%
Post-college graduate	1%	1%

Resident characteristics: Mobility

Residents in the 15-block area demonstrate an overall high level of mobility as 24% have lived at their current address less than a year, and 42% one to three years (see Table 2).

Table 2. Length of time at a current address (n = 642)

Length of time at current address	Percent
Less than 1 year	24%
1 – 3 years	42%
4 – 7 years	17%
8 – 10 years	6%
More than 11 years	12%

The high degree of mobility is further demonstrated by nearly a quarter of residents in the 15-block area having moved 2 - 3 times and 6% having moved 4 or more times in the last three years (see Table 3).⁴

Table 3. Number of times moved in the last 3 years (n = 642)

Number of moves	Percent
0	45%
1	25%
2-3	24%
4-5	4%
6-7	1%
8+	1%

The degree of mobility changes very little when measured by just respondents in households with children ages 1 – 16 (see Table 4).

Table 4. Number of times moved in the last 3 years by respondents in households with children ages 1 – 16 (n = 303)

Number of moves	Percent
0	47%
1	23%
2-3	25%
4-5	3%
6-7	1%
8+	1%

⁴ There will likely be an overall disparity between results regarding how long residents have lived at their current address and number of times they moved during the last 3 years as occasionally there may have been recall difficulty. This potential disparity, however, does not affect the overall trend of high residential mobility.

Mobility generally decreases as the age of residents increases (see Table 5). There is still an overall high level of mobility, however, as close to 40% of respondents ages 18 – 24, close to a quarter ages 25 – 44, and approximately a fifth ages 45 – 64 indicated they moved 2 – 3 times during the last 3 years. In addition, close to 90% of respondents surveyed stated they rent their home.

Table 5. Number of times moved in the last 3 years by age (n = 624)

Number of moves	Age			
	18-24	25-44	45-64	65+
0	28%	40%	56%	64%
1	25%	30%	20%	20%
2-3	38%	24%	18%	15%
4-5	6%	3%	4%	2%
6-7	1%	2%	2%	-
8+	2%	1%	-	-

Resident characteristics: Employment

There is an overall high level of unemployment with 46% of respondents indicating they were unemployed (see Table 6). Moreover, there is a high level of unemployment among residents ages 18 – 64 as 42% stated they were unemployed (see Table 7). In addition, of those ages 18 - 64 who are employed, 51% have a temporary job and only 49% have a permanent job. Hispanics demonstrate a higher level of unemployment among residents ages 18 – 64 with 44% of Hispanics indicating they were unemployed and 34% of non-Hispanics noting they were unemployed. There is higher unemployment among women than men with 29% of men stating they were unemployed and 54% of women stating they were unemployed. Half the men who are working, however, have temporary jobs. The percentages of residents ages 18 – 64 unemployed decreases among respondents in households with children ages 1 – 16 as it drops to 38%. Seventeen percent of respondents stated they have more than one job. The mean weekly number of hours respondents were employed at their main job is 37. Sixty-seven percent of respondents who are employed stated that their employer offers health insurance and 21% stated they belong to a labor union.

Table 6. Overall employment (n = 645)

	Percent
Employed	54%
Unemployed	46%

Table 7. Employment among residents 18 – 64 (n = 561)

	Percent
Employed	58%
Unemployed	42%

The most frequent occupations among employed respondents were cleaning/maintenance, manual service, clerical, factory, restaurant/food service, construction, medical (primarily as nurse's assistant), service, and child care/babysitting. (see Table 8.)

Table 8. Occupations of employed respondents (n = 321)

Occupation	Percent
Cleaning/Maintenance	11%
Manual Service (stocker, tire servicer, etc.)	9%
Clerical	8%
Factory	7%
Restaurant/Food Service	7%
Construction	6%
Medical (nurse, nurse's assistant, medical assistant, etc.)	6%
Service	5%
Child Care/Babysitting	5%
Technical (accountant, photographer, computer technician, etc.)	4%
Retail	4%
Social Services	4%
Administrative/Managerial	3%
Security	2%
Truck driver	2%
Landscaping/Grounds keeping	2%
Driver	2%
Sales	2%
Craftsman (carpenter, cabinet maker)	1%
Government (post office, court, etc.)	1%
Agricultural	1%
Superintendent/Building maintainer	1%
Teacher's assistant	1%
Teacher/Professor	1%
Other	7%

As noted earlier, there is a higher level of unemployment among women; the higher level of unemployment among women occurs across all age groups (see Table 9). Unemployment increases significantly among men and women in the age group of 45 – 64.

Table 9. Employment by age and gender (n = 621)

	18 – 24		25 – 44		45 – 64	
	Men	Women	Men	Women	Men	Women
Employed	79%	49%	77%	53%	55%	33%
Unemployed	21%	51%	23%	47%	45%	67%

The majority (52%) of those who are employed work 31 – 40 hours a week (see Table 10).

Table 10. Number of hours at main job per week (n = 347)

Number of hours (Per week)	Percent
1 - 10	4%
11 - 19	4%
20 - 30	19%
31 - 40	52%
41 - 50	14%
51 - 60	5%
60+	3%

As expected, there is a relationship between level of education and unemployment with residents with lower levels of education demonstrating a higher likelihood of unemployment (see Table 11).

Table 11. Relationship between education level and unemployment, ages 18 – 64 (n = 503)

	Percent unemployed
Less than H.S. diploma/GED	55%
H.S. diploma/GED	40%
Some college without finishing	23%

A relationship between level of education and type of employment (temporary or permanent) can be discerned as those with lower levels of education are more likely to have a temporary rather than a permanent job (see Table 12).

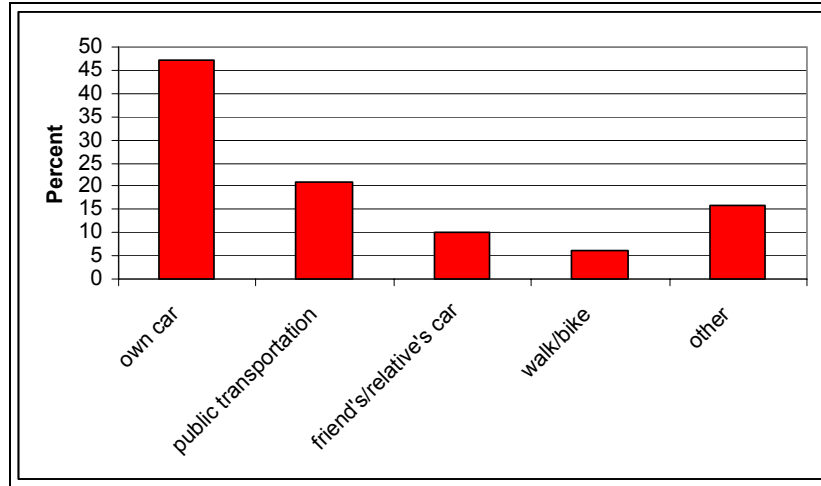
Table 12. Relationship between education level and type of employment among those ages 18 – 64 (n = 277)

	Less than H.S. diploma/GED	H.S. diploma/GED	Some college without finishing
Temporary job	64%	46%	40%
Permanent job	36%	54%	60%

Resident characteristics: Transportation

Forty-seven percent of respondents indicated their principal mode of transportation was their own car and twenty-one percent identified public transportation (see Figure 5.).

Figure 5. Primary mode of transportation (n = 642)



A relationship can be observed between primary mode of transportation and employment as those with their own car are significantly more likely to be employed (see Table 13).

Table 13. Relationship between transportation and unemployment

	Own car	Public transportation	Friend/Relative's car	Walk/Bike	Other
Employed	66%	48%	34%	41%	44%
Unemployed	34%	52%	66%	60%	56%

Resident characteristics: Rating of health status

Twenty percent of respondents rated their health as excellent, 21% as very good, 23% as good, 30% as fair and 6% as poor (n = 640). Men generally more frequently rated their health as excellent throughout the various age groups (see Table 14).

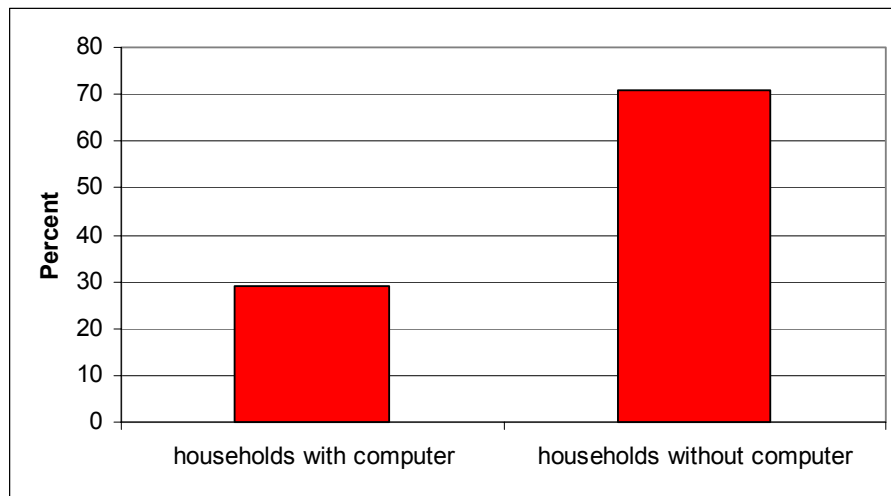
Table 14. Rating of health status by age and gender

	18 – 24		25 – 44		45 – 64		65 & older	
	Men	Women	Men	Women	Men4	Women	Men	Women
Excellent	34%	20%	27%	14%	21%	10%	7%	6%
Very good	32%	28%	28%	22%	21%	6%	13%	17%
Good	13%	25%	24%	25%	25%	20%	29%	26%
Fair	21%	19%	16%	33%	28%	50%	48%	46%
Poor	-	8%	5%	6%	4%	14%	3%	6%

Resident characteristics: Technology

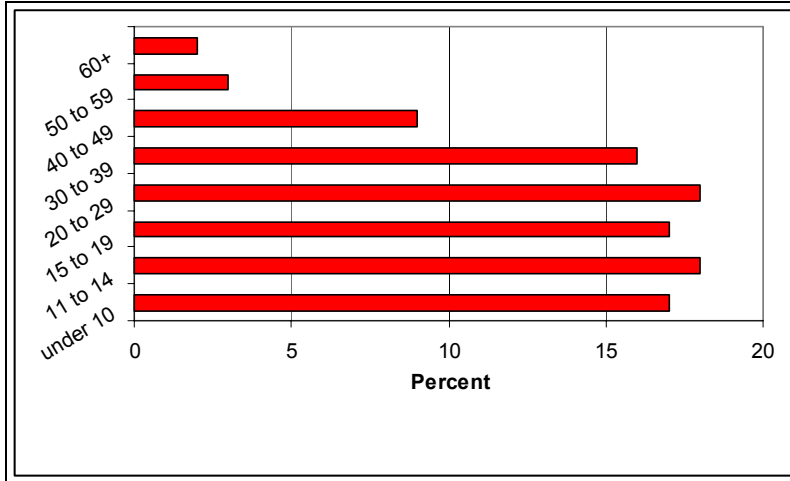
The survey indicates that 29% of households in the 15-block area have computers (see Figure 6). Nineteen percent of households have access to the Internet and eighteen percent have an E-mail account. Among households with at least one child ages 1 – 16, 35% of households have a computer.

Figure 6. Percent of households in 15 block area with computers (n = 646)



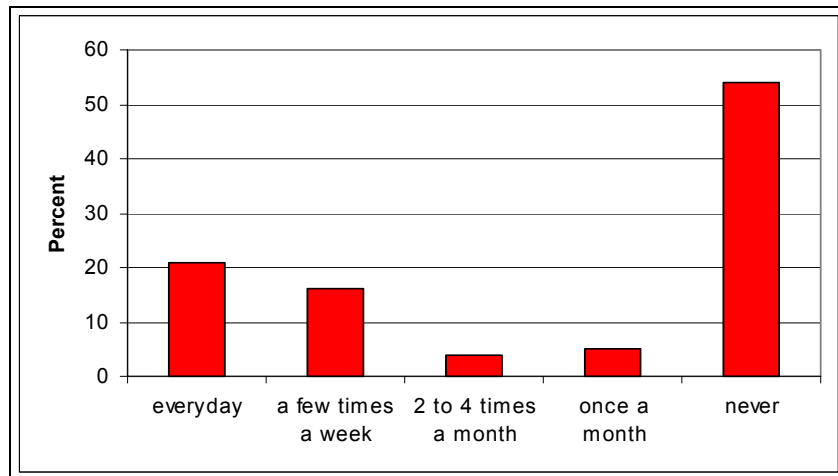
There are small differences in the frequencies of computer use among the age categories from under 10 to 30 – 39; individuals ages 20 – 29 were the most frequently identified as users of the computer in the household (see Figure 7).

Figure 7. Percent of use of computer in household by age (n = 185 households)



The majority of residents (54%) never use a computer, 21% use a computer on a daily basis, and 16% use a computer a few times a week (see Figure 8). Seventy percent of residents feel they need more computer training.

Figure 8. Frequency of overall computer use among residents (n = 602)



Men more frequently indicated they use a computer everyday than females (see Table 15). There are significantly fewer individuals who never use a computer in the age group 18 –24 than in the other age groups.

Table 15. Computer use by age and gender (n = 576)

	18 – 24		25 – 44		45 – 64		65 & older	
	Men	Women	Men	Women	Men	Women	Men	Women
Everyday	31%	12%	32%	21%	18%	18%	-	21%
A few times a week	36%	42%	10%	15%	15%	4%	4%	10%
2 to 4 times a month	13%	5%	5%	2%	-	1%	7%	-
Once a month	3%	10%	1%	8%	5%	4%	11%	7%
Never	18%	32%	52%	54%	62%	74%	79%	62%

There is an overall lack of computer use among residents, but it is especially pronounced among unemployed residents: 71% of unemployed residents never use a computer (see Table 16). In addition, residents who use computers more are significantly more likely to be employed (see Table 17).

Table 16. Frequency of computer use by employment status (n = 596)

	Employed	Unemployed
Use computer everyday	31%	8%
Use computer a few times a week	18%	13%
Use computer 2 to 4 times a month	5%	3%
Use computer once a month	6%	5%
Never use computer	41%	71%

Table 17. Employment by frequency of computer use (n = 596)

	Everyday	A few times a week	2 to 4 times a month	Once a month	Never
Employed	83%	63%	68%	59%	43%
Unemployed	18%	37%	32%	41%	58%

There is a relationship (see Table 18), not surprisingly, between frequency of computer use and overall comfort using computers among those who use a computer at least once a month.⁵

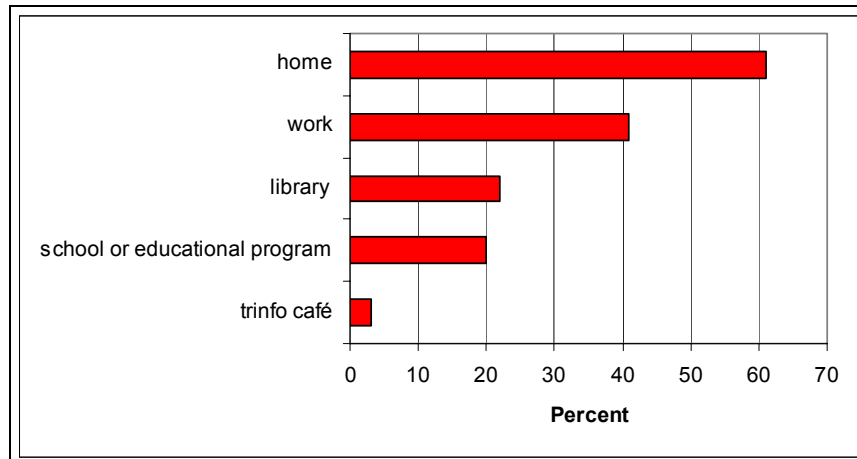
Table 18. Relationship between frequency of computer use and degree of comfort using computers among respondents who use computers at least once a month (n = 313)

	Everyday	A few times a week	2 – 4 times a month	Once a month
Very comfortable	78%	65%	50%	32%
Somewhat comfortable	19%	27%	36%	48%
Not at all comfortable	3%	9%	14%	19%

⁵ Respondents who never use a computer were not asked about the degree of comfort they felt using computers.

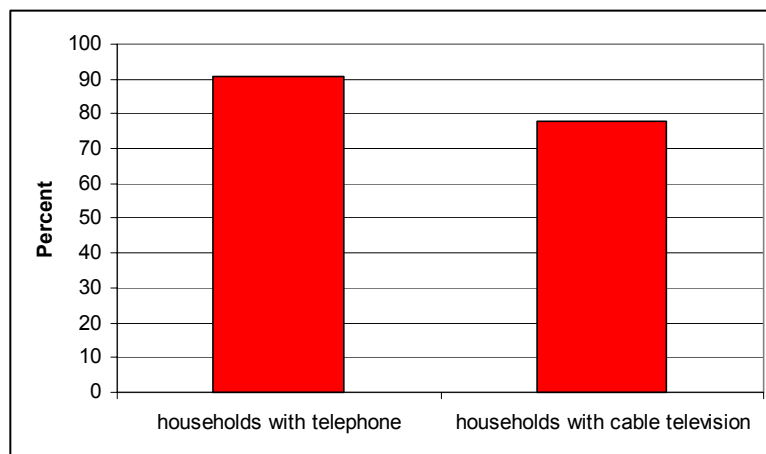
The majority of the residents who use a computer at least once a month do so at their home (61%) and/or their workplace (41%); approximately a fifth of residents also use a computer at a library and another fifth at school and educational programs (see Figure 9).

Figure 9. Where residents use computers (n = 602)



The majority of households in the fifteen-block area have access to telephones and cable television. Ninety-one percent of households have a telephone and seventy-eight percent have cable television (see Figure 10).⁶ It is important to note that the questions regarding telephones in the household did not distinguish between cellular phones and a telephone connection in the household; thus it is quite possible that at least some households who stated they had a telephone may have been referring exclusively to a cellular phone.

Figure 10. Percent of households with telephone and cable television (n = 645, 647)



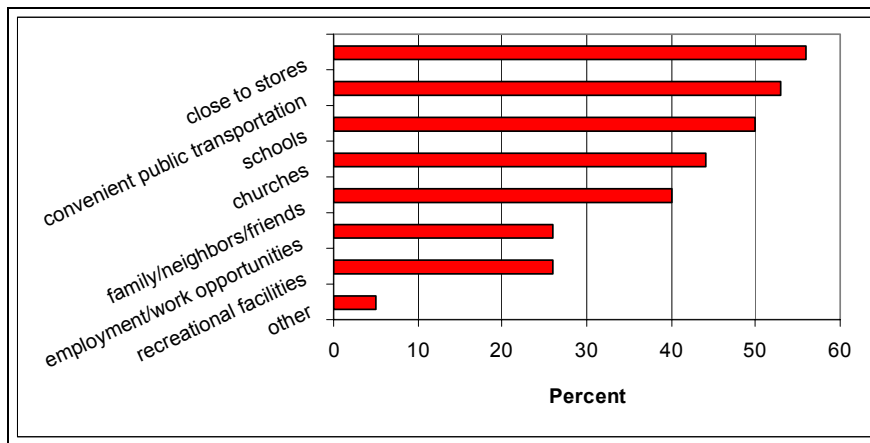
⁶ One explanation for the majority of households having cable television is that many of the buildings in the 15-block area do not have antennas. Thus, cable television is oftentimes required to receive coverage of basic channels.

B. Perceptions of Neighborhood

Perceptions of neighborhood: What residents like about the neighborhood

Resident most frequently identified living close to stores and convenient public transportation as things they liked about their neighborhood (see Figure 11). Recreational facilities and employment/work opportunities were the least frequently selected.

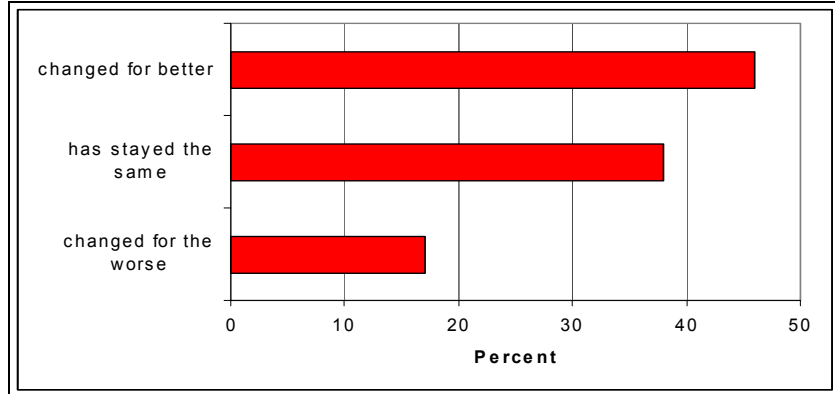
Figure 11. “Which of the following things do you like about your neighborhood (you can choose as many as you would like) – schools, churches, family/neighbors/friends, close to stores, convenient public transportation (buses), employment/work opportunities, recreational facilities or other?” (n = 645)



Perceptions of neighborhood: Neighborhood change during the last 2 years and future of the neighborhood

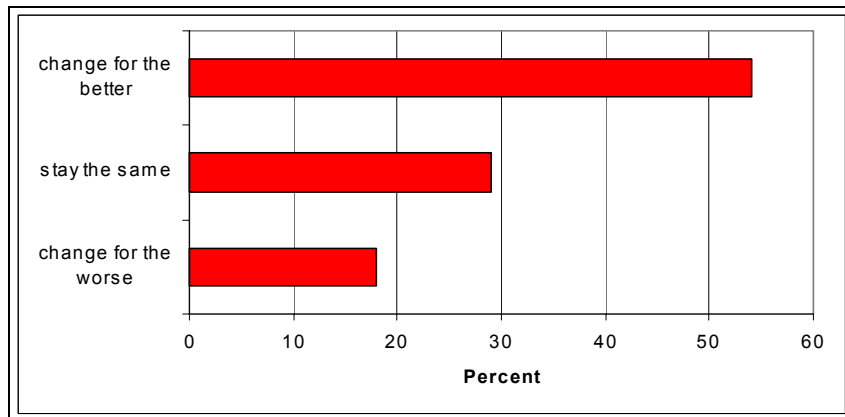
Close to 50% of respondents stated the neighborhood had changed for the better during the last 2 years and seventeen percent stated it had changed for the worse; residents who responded by stating they had lived in the neighborhood less than 2 years are excluded from the results presented on this question (see Figure 12).

Figure 12. “In general, would you say that this neighborhood has changed for the better, has changed for the worse, or has stayed the same in the past 2 years?” (n = 579)



Fifty-four percent of respondents stated they thought the neighborhood would change for the better in the next 2 years and eighteen percent indicated they thought it would change for the worse (see Figure 13).

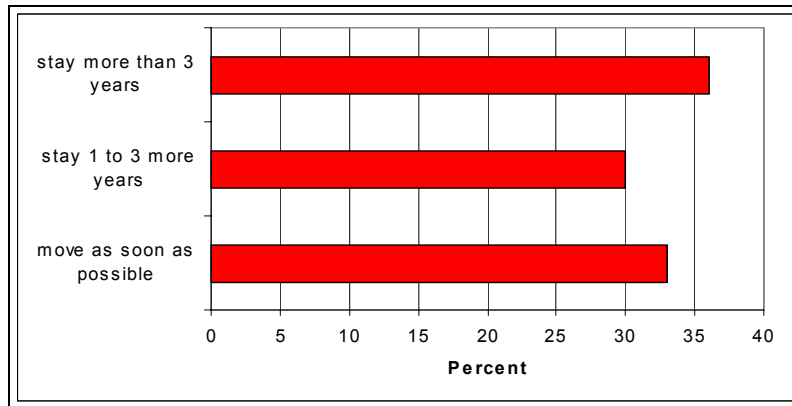
Figure 13. “Thinking of the future of this neighborhood, in general, would you say that this neighborhood will change for the better, will change for the worse, or will stay the same in the next 2 years?” (n = 614)



Perceptions of neighborhood: Interest in staying in the neighborhood

Sixty-one percent of respondents stated they would like to own a house or apartment in their neighborhood. Sixty-six percent of respondents stated they would like to stay in the neighborhood either 1 to 3 years or more than 3 years (see Figure 14). Approximately a third of residents stated they would like to move as soon as possible.

Figure 14. “As things look to you now, how much longer would you like to live in this neighborhood- you would like to move as soon as possible, you would like to stay 1 to 3 more years, or you would like to stay for more than 3 years?”(n = 614)



Gaining a partial understanding of residents’ rationale for having an interest in staying in the neighborhood is assisted through controlling how long residents would like to stay by their perception of neighborhood change during the last 2 years. A relationship can be observed between the latter two since generally the more residents think the neighborhood has changed for the better during the last 2 years, the longer they would like to stay in the neighborhood (see Table 19).

Table 19. Perception of neighborhood change by interest in staying in the neighborhood

	Change for the worse	Stayed the same	Changed for the better
Move as soon as possible	55%	39%	21%
Stay 1 to 3 more years	15%	33%	31%
Stay more than 3 years	30%	28%	48%

Respondents, who would like to move as soon as possible (35%), were asked with an open-ended format why they would like to move. The reasons most frequently provided for wanting to move as soon as possible were lack of security (24%), general dissatisfaction with the neighborhood (23%), drugs a major problem around where they live (14%), and poor maintenance of their building/apartment (13%).

Perceptions of neighborhood: Rating of neighborhood ‘as a place to live’ and ‘as a place to raise children’

Residents were asked to rate various features of their neighborhood from 1 to 10, with 1 meaning very bad, 5 average, and 10 very good. The overall mean or average rating for their neighborhood ‘as a place to live’ was 5.7 (n = 648). The overall mean rating for the neighborhood ‘as a place to raise children’ was a 4.7 (n = 617). Mean ratings for these features and a number of others covered by the survey are slightly lower among respondents with children ages 1-16 than the overall rating. The overall mean ratings for neighborhood ‘as a place to live’ and neighborhood ‘as a place to raise children’ among respondents with children ages 1-16 were 5.5 and 4.4 respectively.

Perceptions of neighborhood: Rating of general neighborhood features

Safety, child care, and job & economic opportunities received the lowest mean ratings from respondents in general and those with children 1-16 (see Table 20.). After-school programs, public schools and church organizations received the highest mean ratings; thirty-seven percent of respondents noted that they or someone in their household had attended a PTA or PTO meeting. The general pattern is again demonstrated of respondents with children generally providing slightly lower ratings than the overall ratings.

Table 20. Mean rating of neighborhood features by all respondents and those with children (n = 474 – 644)

	Overall mean rating	Mean rating by respondents with children 1- 16
Safety	4.6	4.3
Child care	4.7	4.5
Job and economic opportunities	4.8	4.7
Upkeep of homes and apartments	5.0	4.5
Culture and Art opportunities	5.1	5.0
Recreation opportunities	5.4	5.4
Social services	5.6	5.5
After-school programs	6.3	6.5
Public Schools	6.4	6.2
Church Organizations	6.8	6.5

In terms of public services, street repair received the lowest overall rating and trash collection received the highest overall rating (see Table 21).

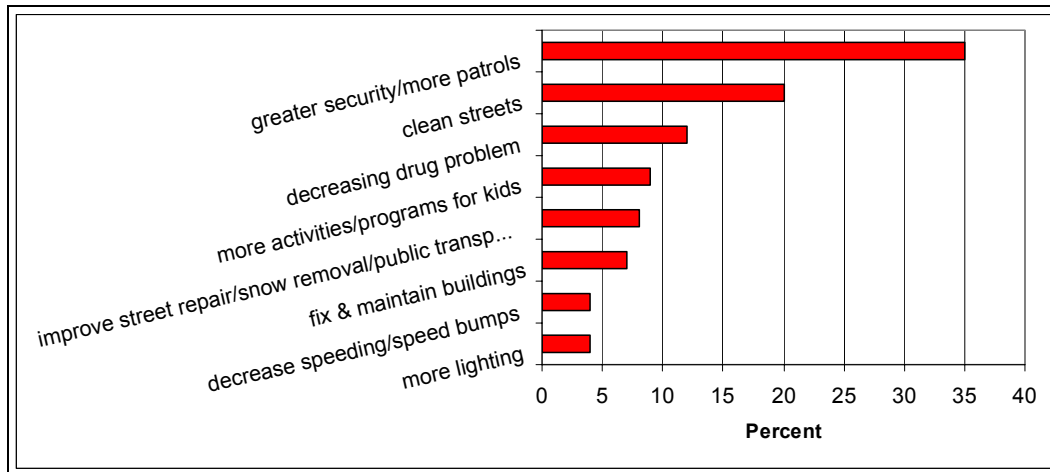
Table 21. Mean rating of public services by all respondents and those with children (n = 560 – 645)

	Overall mean rating	Mean rating by respondents in households with children 1- 16
Street repair	4.4	4.1
Snow removal	5.7	5.5
Police patrols	5.8	5.8
Street lighting	6.5	6.3
Park maintenance and repair	6.5	6.4
Public transportation	7.1	7.4
Traffic lights and signals	7.2	7.2
Trash collection	7.4	7.1

Perceptions of neighborhood: Most urgent needs of the neighborhood

Residents were asked, through an open-ended question approach, to identify in their own words the most urgent needs in the neighborhood. Greater security/More patrols was the most frequently identified need by residents with 35% articulating this need with a qualitative response (see Figure 15). The other needs most frequently identified were cleaning the streets (20%) and addressing/decreasing the problem of drugs in the neighborhood (12%). Although trash collection received a relatively high rating, cleaning the streets was one of the most frequently identified needs by residents. Residents typically did not mention poor trash collection services when articulating the need to clean the streets, but rather noted there was a general need to clean them.⁷ One may conclude that littering on sidewalks and streets rather than poor trash collection best explains 20% of residents expressing that the cleaning of streets is an urgent need given trash collection received a relatively high rating. In addition, as will be discussed later, 58% of residents identified littering on sidewalks and streets as major problem and 27% stated it was a minor problem.

⁷ A neighborhood leader also noted that new trash collection bins have also been effective in the effort to keep garbage in the bins.

Figure 15. “In your own words, identify the most urgent needs in your neighborhood?”

Comments regarding the need for more patrols and/or greater security in response to the question, “In your own words, identify the most urgent needs of the neighborhood?,” included:

- “More patrols;”
- “A lot of police at night;”
- “We need more cops;”
- “Police to be seen at night time;”
- “More police watches;”
- “More police;”
- “More security;”
- “A lack of security;”
- “More police to check out gangs hang out;”
- “More cops to control speeding.”

Some examples of statements regarding the need to clean streets are:

- “Too much garbage in the streets;”
- “More cleaning;”
- “A lot of garbage;”
- “Cleaning in general.”

Statements regarding the need to decrease the problem of drugs can likely be associated with the perceived need of more patrols and greater security. Articulations of the need to address or decrease the problem of drugs include:

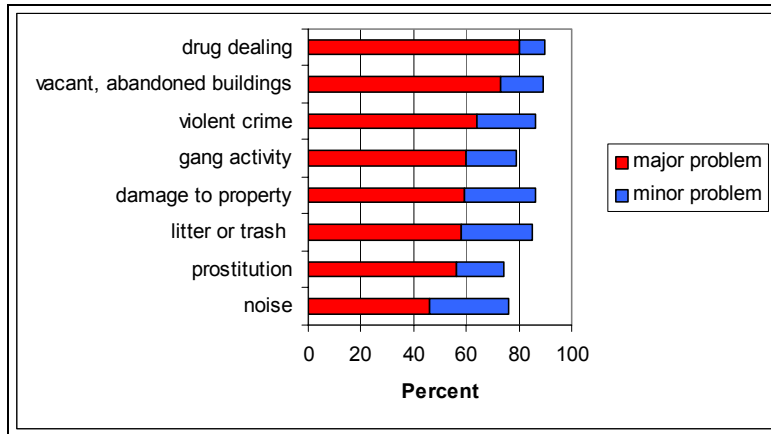
- “A lot of drug dealing at night;”
- “To be drug free;”
- “Get rid of drug dealers;”

- ❑ “Police to eliminate drug dealing;”
- ❑ “Remove drugs;”
- ❑ “Stop drug dealing”

Perceptions of neighborhood: Neighborhood problems

Drug dealing and abandoned, boarded buildings were the two most frequently identified as a major problem (see Figure 16).

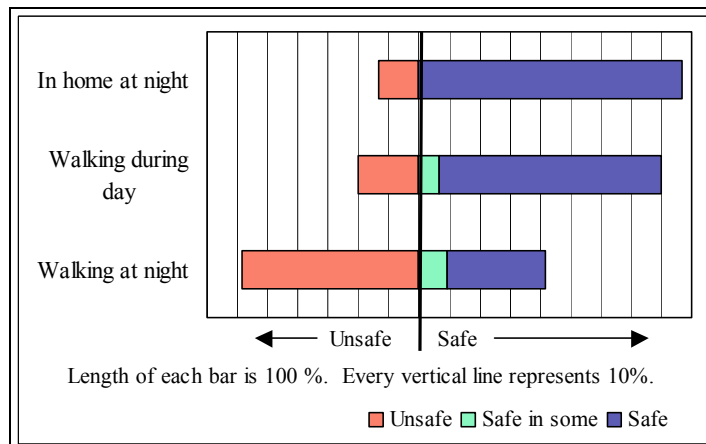
Figure 16. Residents’ perception of the magnitude of problems (n = 582 – 648)



Perceptions of neighborhood: Safety

Seventy-two percent of respondents felt safe, seven percent felt safe in some areas and unsafe in others, and twenty percent felt unsafe walking in their neighborhood during the day (see Figure 17). Fifty-six percent of respondents felt unsafe, eight percent felt safe in some areas and unsafe in others and thirty-one percent felt safe walking in their neighborhood at night. Eighty-one percent of respondents felt safe and thirteen percent felt unsafe being at home at night.

Figure 17. Residents’ Perception of Safety



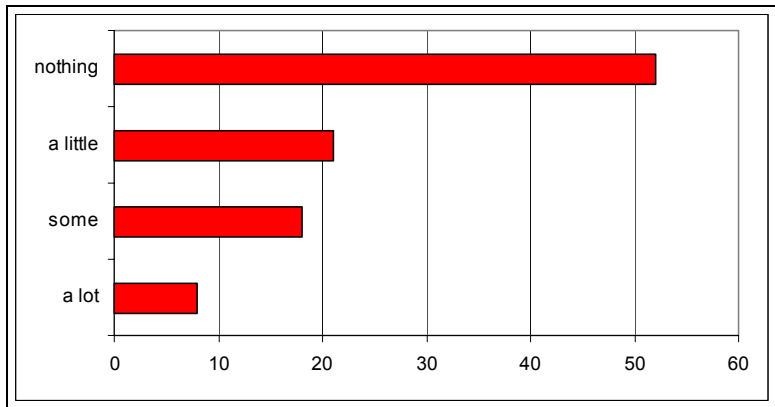
C. Residents’ Knowledge of Organizations/Resources

Residents’ knowledge of organizations/resources: Lack of overall knowledge

The majority of residents have limited or no knowledge of organizations which target at least some of their services to them. The high degree of residential mobility and an absence of systematic, bilingual marketing are among the factors responsible for an overall lack of awareness among residents of key services/opportunities available to them.

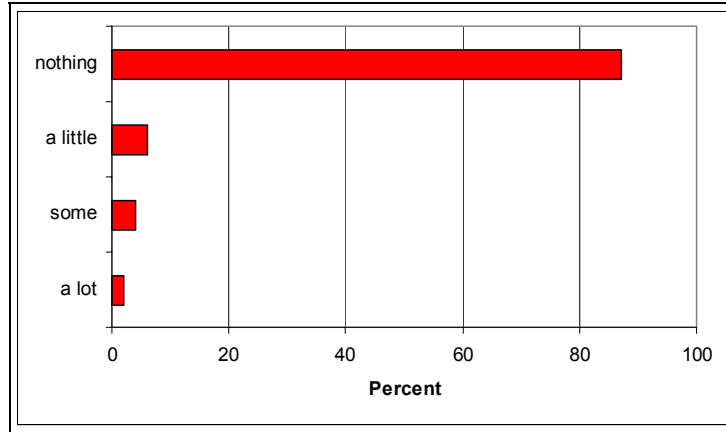
The majority of residents in a household with at least one child ages 1 – 16 knew a little or nothing about the Montessori Elementary School and the Hartford Magnet Middle School (see Figure 18). The lack of awareness increases when measured by all respondents (n = 639). Residents, who knew at least a little about the schools, were asked how they found out about the schools. The most numerous responses were through family/neighbors/friends followed by observing the construction or noticing the buildings when walking by them.

Figure 18. “How much do you know about the Learning Corridor Schools such as the Montessori Elementary School and the Hartford Magnet Middle School – a lot, some, a little or nothing?” by percentages of respondents in household with at least one child ages 1 – 16 (n = 308)



The majority of residents had very limited knowledge about Trinfo Café (see Figure 19). Trinfo Café was fully opened for only eight to nine months when the survey was conducted. As part of the survey, interviewers gave residents bilingual literature about Trinfo Café, and staff immediately observed that more residents from the surrounding community began to use the facility. Literature was also provided to residents regarding the Aetna Center for Families, and staff at the Center also noticed the impact of the door-to-door marketing as more residents from the surrounding community expressed interest in taking an ESL and/or GED course and actually enrolled.

**Figure 19. “How much do you know about Trinfo Café- a lot, some, a little or nothing?”
(n = 645)**

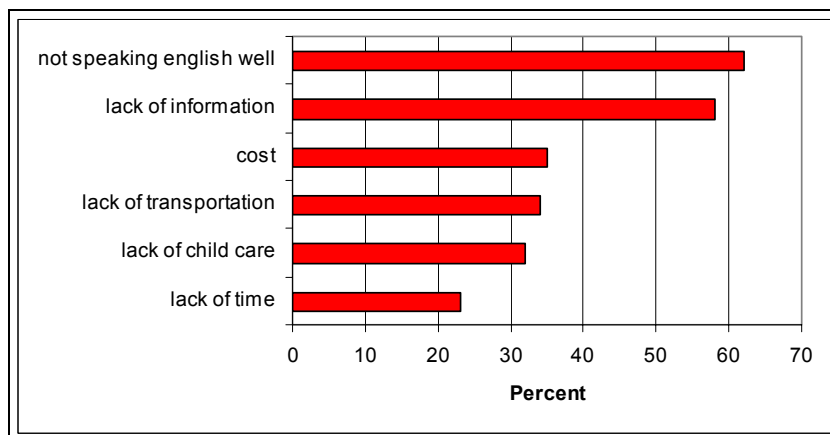


There was also a lack of awareness among the majority of residents in households with children 1–16 about the Boys & Girls Club and among the unemployed about the Jobs Center.

Residents’ knowledge of organizations/resources: Barriers to receiving services

Not speaking English well and a lack of information were identified by respondents as the two main impediments to families receiving services they need; this further indicates that the absence of systematic marketing and bilingual literature are likely factors related to a majority of residents not knowing about neighborhood services/resources available to them (see Figure 20).

Figure 20. “Please tell me if you consider any of the following to be barriers that prevent families in this neighborhood from receiving the services they need? (Check all that apply)”



Residents' knowledge of organizations/resources: Case studies of lack of awareness about services

The majority of the residents in the 15-block area appear to be isolated from key organizations which target their services to them. A few case studies, derived from the survey fieldwork, qualitatively demonstrate (1) residents' lack of awareness of services available to them and (2) the initial benefit attained upon learning about these services:

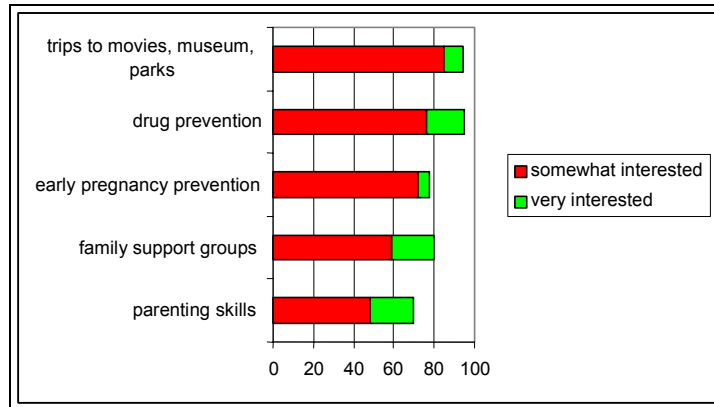
- A woman noted she was about to be evicted from her apartment, and added she could not pay her rent due to insufficient earnings from a minimum wage, part-time job. Information was provided to her about where she could seek assistance for her housing crisis and other job opportunities. She expressed surprise and interest upon learning that these services existed.
- A woman, who has resided in the neighborhood for approximately a year after coming from Puerto Rico, appeared despondent to interviewers conducting the interview at her household. The interviewers noted a dramatic change as she demonstrated excitement upon being informed about Trinfo Café (she had wanted to take computer courses) and other services available to her.
- A Mexican household, who has resided in the neighborhood for approximately a year, was interviewed. Two males in the household were provided information about an English as a Second Language course at the Aetna Center for Families. These individuals were not aware of the latter and other programs. They both enrolled in the course soon after having received the information.
- A number of residents, who were provided information about Trinfo Café through the survey fieldwork, sought to use Trinfo Café for services beyond what it offers at least partially because of their lack of knowledge about where to receive services Trinfo Café was not designed to provide.

D. INTEREST IN AETNA CENTER FOR FAMILIES PROGRAMS/WORKSHOPS

Residents’ Interest in Aetna Center for Families programs/workshops: Parenting Skills, Family Support Groups, and trips to the movies, museums and parks (by respondents in households with at least one child 1 – 16)⁸

The majority of respondents in households with at least one person ages 1 – 16 stated they or someone in their household would very interested in participating in Aetna Center for Families program/workshops that primarily target households with children (see Figure 21).

**Figure 21. “Please tell us if you or anyone in your household would be very interested, somewhat interested, or not interested in participating in any of the following programs and workshops offered by the Aetna Center for Families”
Percentages of respondents (n = 305 – 310)**

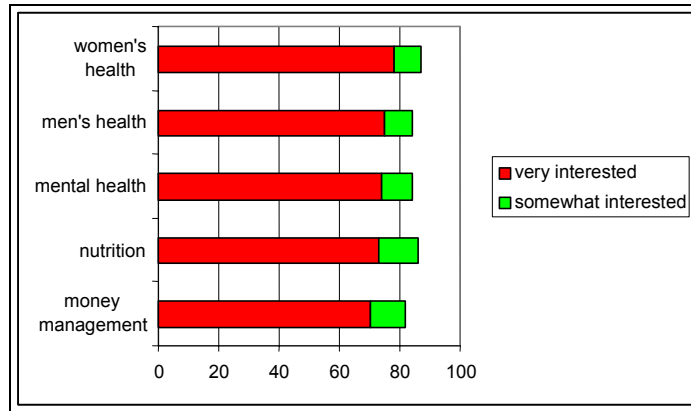


Residents’ Interest in Aetna Center for Families programs/workshops: Overall interest in Men’s Health, Women’s Health, Mental Health, Nutrition, Money Management

Respondents expressed high interest in either them or someone in their household participating in programs/workshops targeted to households with and without children (see Figure 22).

⁸ Weights were applied to questions pertaining to the interest of the respondent or someone of the household in participating in an Aetna Center for Families workshop/course even though the questions applied to the respondent or anyone in their household. A weight was utilized to give members in households with a different number of total members an equal chance to participate. A weight was also applied to match the proportion of males and females in the sample with that of the population. Although the question asked for degree of interest among all members of the household, these weights were still applied since a respondent indicated their interest and spoke on behalf of other members of the household. Thus, in case differences could occur due to gender or total number within a household, weights were applied. The general pattern, however, was strong interest in Aetna Center for Families programs, and this outcome resulted with and without the weights.

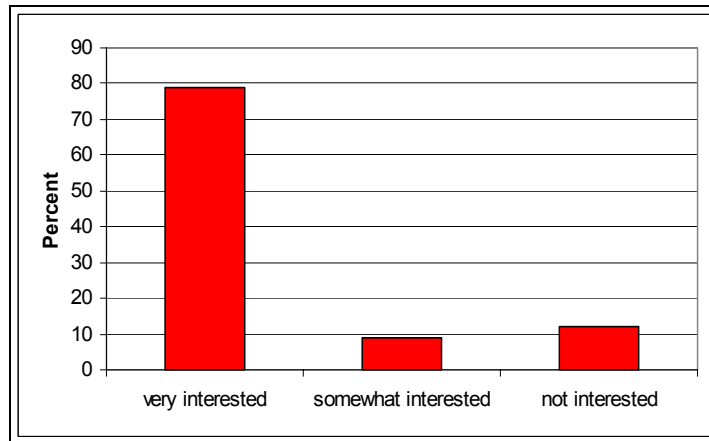
Figure 22. “Please tell us if you or anyone in your household would be very interested, somewhat interested, or not interested in participating in any of the following programs and workshops offered by the Aetna Center for Families,”
Percentages of respondents (n = 645 – 647)



**Residents' Interest in Aetna Center for Families programs/workshops:
 Interest in ESL and GED courses**

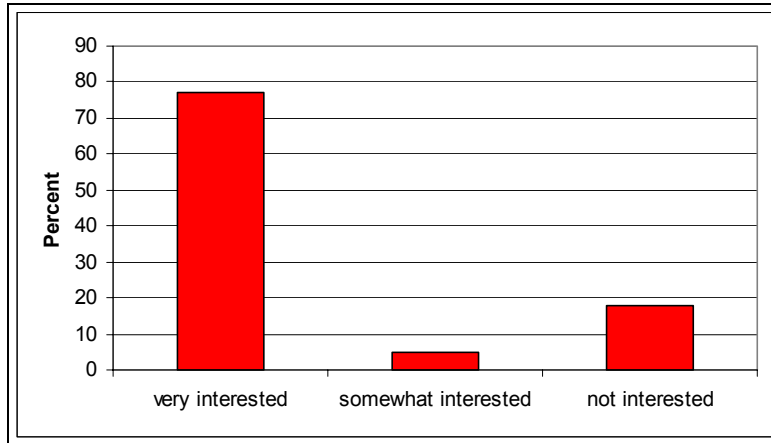
Seventy-nine percent of respondents, living in households where Spanish is the main language spoken in their home, indicated they or someone in their household would be very interested in an English as a Second Language course (see Figure 23).

Figure 23. Interest in ESL course by respondents in Spanish speaking households (n = 339)



A strong interest was also expressed for taking a GED course among respondents without a high school diploma or GED as 77% stated they or someone in their household would be very interested in a GED course (see Figure 24).

Figure 24. Interest among residents without a High School Diploma/GED in taking a GED course (n = 301)

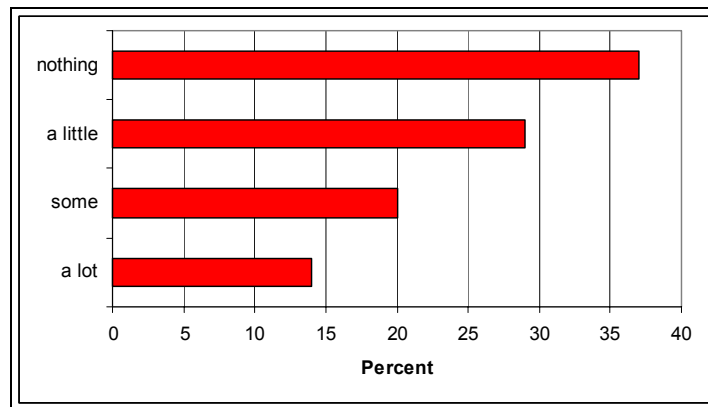


E. Residents' Perception of and Interaction with Trinity College

Residents' perception of and interaction with Trinity College: Knowledge of Trinity College

Sixty-six percent of respondent knew nothing or a little about Trinity College (see Figure 25).

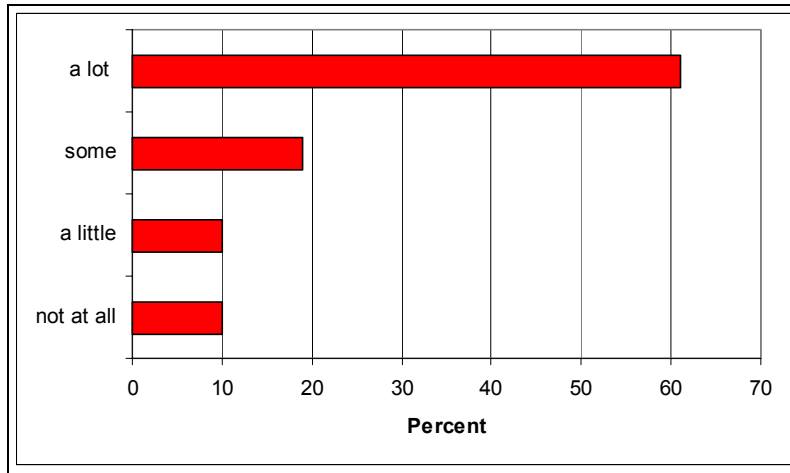
Figure 25. "How much do you know about Trinity College - a lot, some, a little or nothing?" (n = 645)



Residents' perception of and interaction with Trinity College: Degree to which residents, who know at least a little about Trinity College, think it is helping to improve the neighborhood

Among the 63% of respondents who knew at least a little about Trinity College, 61% stated they thought the College was helping to improve the neighborhood a lot (see Figure 26).

Figure 26. “How much do you think Trinity College is helping to improve the neighborhood – a lot, some, a little or not at all?” by respondents who knew at least a little about Trinity College (n = 468)



Residents’ perception of and interaction with Trinity College: Extent to which residents interact with Trinity College

The great majority of residents in the 15-block area did not use the library or watch a movie at Cinestudio during the last year (see Table 22). A fifth of residents did, however, attend a game, concert or play at the College. More than a fifth spoke with a Trinity College student last year.

Table 22. Have you done any of the following things during the last year? (n = 634 – 644)

Activity	Percent
Used the library at Trinity College	5%
Watched a movie Cinestudio	5%
Attended an event such as a game, concert or play	20%
Spoke with a Trinity College student	23%

III. Conclusion

- A high proportion of residents in the 15-block area have significant employment and educational needs. Forty-two percent of respondents ages 18 - 64 indicated they were unemployed. Approximately 50% of employed respondents noted they had a temporary job. Unemployment is particularly accentuated among women ages 18 – 64. Close to 50% of residents do not have a GED or a high school diploma, and a clear relationship is demonstrated between level of education and employment status as those with lower levels of education are more likely to be unemployed or have a temporary job. Although there is a high proportion of men and women who do not have a GED or high school diploma, women have even more pronounced educational needs.
- The most frequent occupations among employed respondents were cleaning/maintenance, manual service, clerical, factory, restaurant/food service, construction, medical (primarily as nurse's assistant), service, and child care/babysitting.
- Residents in the 15-block area exhibit a high level of social mobility as close to a quarter of respondents indicated they had lived at their current address less than a year and moved 2 – 3 times during the last three years. The high level of mobility occurs in the context of close to 90% of respondents indicating they rent their apartment/house.
- Households in the 15-block area have considerable technology needs. Slightly more than half of residents never use a computer, and a strong majority of households (71%) do not have a computer. There is an overall lack of computer use among residents, but it is especially intensified among unemployed residents as 71% of unemployed residents never use a computer. Residents who use computers more are significantly more likely to be employed.
- The majority of households have access to technology such as cable television and a telephone.
- The majority of residents have very limited or no knowledge of organizations/services which target them.
- Residents most frequently identified not speaking English well and a lack of information as barriers to families receiving the services they need.
- Systematic, bilingual marketing of services is an effective marketing approach and would help to address the information gap. The distribution of bilingual literature regarding Trinfo Café and the Aetna Center for Families during the fieldwork had an immediate effect of increasing the number of residents who received services from both organizations.
- Although the majority of respondents face considerable socio-economic challenges, a substantial number of them thought the neighborhood (1) changed for the better during the last 2 years and (2) would change for the better during the next 2 years. Close to half of respondents indicated they thought the neighborhood had changed for the better during the last 2 years. More than half indicated they thought the neighborhood would change for the better during the next 2 years.
- Two-thirds of respondents stated they would like to stay in the neighborhood 1 to 3 more years or more than 3 years; approximately a third indicated they would like to move as soon

as possible. Sixty-one percent of respondents indicated they would like to own an apartment or house in their neighborhood. Respondents who thought that the neighborhood had changed for the better during the last 2 years were more likely to want stay in the neighborhood. The reasons most frequently provided by residents for wanting to move as soon as possible were lack of security, general dissatisfaction with the neighborhood, drugs a major problem around where they live, and poor maintenance of their building/apartment.

- Using a scale of 1 to 10 (1 meaning very bad, 5 average and 10 very good), the mean ratings for the neighborhood 'as a place to live' and 'as a place to raise children' were 5.7 and 4.7 respectively. Both ratings decreased slightly when measured only by households with children ages 1 – 16.
- Safety (closely followed by child care and job/economic opportunities) received the lowest rating and churches received the highest rating for neighborhood features.
- Street repair received the lowest rating and trash collection received the highest rating among public services.
- Greater security/More patrols was the need most frequently expressed by residents as an urgent need. Cleaning the streets and addressing the problem of drugs followed as the most frequently identified needs.
- The majority of respondents indicated they felt safe in their home at night and walking in their neighborhood during the day. The majority of respondents indicated they felt unsafe walking in their neighborhood at night.
- Drug dealing and abandoned, boarded buildings were most frequently identified by residents as major problems.
- Residents expressed a very high level of interest in participating in Aetna Center for Families programs, including GED and ESL courses which address critical educational needs strongly associated with employment status.
- The majority of residents had limited knowledge about Trinity College.
- When respondents knew at least a little about the College, the majority thought it was helping to improve the neighborhood a lot.
- The majority of residents did not use the Trinity College library or watch a movie at Cinestudio during the last year.
- Approximately a fifth of residents attended a concert, game or play at Trinity College and close to a quarter spoke to a Trinity College student during the last year.

Appendix A

Kellogg Project and Aetna Center for Families Community Resident Survey Questionnaire

INTRODUCTION

Good Morning/Good Afternoon/Good Evening. My name is [NAME], and I am a surveyor working for the Aetna Center for Families and the Kellogg Project at Trinity College. We are seeking information from residents about the needs of the neighborhood and how the programs of the Aetna Center for Families can improve their services.

IF ADDRESSING AN ADULT, SKIP TO 2.

IF ADDRESSING A CHILD:

- 1) Could I speak to someone 18 years of age or older who currently lives here?
 - A YES
 - B NO...SKIP TO 4

- 2) We'd like to talk to everyone in the neighborhood, but we can't. To make this survey representative, I need to interview the adult who lives here who had the most recent birthday. Would that be you?
 - A YES...SKIP TO 5
 - B NO

- 3) Could I speak to that person now?
 - A YES...SKIP TO 5
 - B NO

- 4) Can you tell me a time when I could come back and speak to that person?
 - A YES TIME: _____
 - B NO

Thanks for your help. LEAVE "SORRY I MISSED YOU CARD" AND DEPART.

- 5) Hello. My name is [NAME], and I am a surveyor working for the Aetna Center for Families and the Kellogg Project at Trinity College. We are seeking information from residents about the needs of the neighborhood, and how the programs of the Aetna Center for Families can improve their services. The survey will only take about 25 minutes, and all information will be kept strictly confidential. If you complete the survey, we will provide you a \$10.00 gift certificate to be used at a local restaurant, a Trinfo Café key chain, and a raffle ticket to win a computer and a free Internet connection. Can I begin the interview?

HOUSEHOLD ADDRESS: _____

TIME (Beginning): _____ TIME (End): _____

A. NEEDS OF NEIGHBORHOOD

Okay, let's get started. The first questions I have for you are about the needs of your neighborhood.

1. In your own words, identify the most urgent needs in your neighborhood?

a)	_____
b)	_____
c)	_____
d)	_____
e)	_____
f)	_____

2. [INTERVIEWER: SHOW RESIDENT CARD A]

Please tell me if you consider any of the following to be barriers that prevent families in this neighborhood from receiving the services they need (you can choose as many as you would like)- cost, lack of time, lack of transportation, lack of child care, not speaking English well or other?

- 01 COST
- 02 LACK OF TIME
- 03 LACK OF TRANSPORTATION
- 04 LACK OF CHILD CARE
- 05 NOT SPEAKING ENGLISH WELL
- 06 LACK OF INFORMATION ABOUT SERVICES AVAILABLE
- 07 OTHER (Please Specify): _____

98 NO ANSWER

99 DK/Don't know

I would like to now ask you what you think about different features of your neighborhood.

B. PERCEPTION OF NEIGHBORHOOD

3. [INTERVIEWER: SHOW RESIDENT CARD B]

I am going to read you some features of this neighborhood. Using a ten point scale where a 1 means 'VERY BAD', 5 means 'AVERAGE' and a 10 means 'VERY GOOD', how would you rate each of the following features of your neighborhood? The scale includes numbers between 1 and 10, and you can use any of these numbers to rate each of the features of your neighborhood that I will read to you. **[INTERVIEWER: WRITE DOWN THE NUMBER 99 IF THE RESPONDENT DOES NOT KNOW OR CANNOT ANSWER]**

VERY BAD			AVERAGE				VERY GOOD		
1	2	3	4	5	6	7	8	9	10

[INTERVIEWER: MAKE SURE RESPONDENT UNDERSTANDS THE SCALE BEFORE CONTINUING. READ EACH ASPECT OF THE NEIGHBORHOOD AND THEN ASK, "HOW WOULD YOU RATE THIS?"]

- A. _____ As a place to live
- B. _____ As a place to raise children
- C. _____ Child Care
- D. _____ Public Schools
- E. _____ After school programs offered to students at public schools
- F. _____ Job and economic opportunities
- G. _____ Safety
- H. _____ Social Services
- I. _____ Church organizations
- J. _____ Recreation opportunities
- K. _____ Culture and art opportunities
- M. _____ Street Lighting
- N. _____ The upkeep of homes and apartments
- O. _____ Public Transportation/Bus
- P. _____ Trash Collection
- Q. _____ Snow removal
- R. _____ Street repair
- S. _____ Police patrols
- T. _____ Traffic lights and signs
- U. _____ Park Maintenance and Repair

4. [INTERVIEWER: SHOW RESIDENT CARD C]

In general, would you say that this neighborhood has changed for the better, has changed for the worse, or has stayed the same in the past 2 years?

- 01 Changed for the better
 02 Changed for the worse
 03 Has stayed about the same
 04 Have lived here less than 2 years
 98 NO ANSWER
 99 DK./Don't know

5. [INTERVIEWER: SHOW RESIDENT CARD D]

Thinking of the future of this neighborhood, in general, would you say that your neighborhood will change for the better, will change for the worse, or will stay about the same in the next 2 years?

- 01 Will change for the better
 02 Will change for the worse
 03 Will stay about the same
 98 NO ANSWER
 99 DK/Don't know

6. [INTERVIEWER: SHOW RESIDENT CARD E]

Which of the following things do you like about this neighborhood (you can choose as many as you would like)- schools, churches, family/neighbors/friends, close to stores, convenient public transportation (buses), employment/work opportunities, recreational facilities or other?

- 01 Schools
 02 Churches
 03 Family/neighbors/friends
 04 Close to stores
 05 Convenient Public Transportation
 06 Employment/Work Opportunities
 07 Recreational Facilities
 08 Other (Please Specify):
-
-
-

- 98 NO ANSWER
 99 DK/Don't know

7. How long have you lived in Hartford?

-
- 98 NO ANSWER
 99 DK/Don't know

C. PERCEPTION OF NEIGHBORHOOD PROBLEMS

13. For the next list of items about your neighborhood, please state if each situation or condition I read you is- a major problem, a minor problem, or not a problem.

[INTERVIEWER: AFTER READING EACH SITUATION/CONDITION, SHOW RESPONDENT CARD G-"IN YOUR NEIGHBORHOOD, IS THIS A MAJOR PROBLEM, MINOR PROBLEM OR NOT A PROBLEM?"]

	MAJOR PROBLEM 1	MINOR PROBLEM 2	NOT A PROBLEM 3	DON'T KNOW/ NO ANSWER 4
(a) Violent crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Damage to property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Litter or Trash on the Sidewalk and streets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Vacant, abandoned or boarded up buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Drug dealing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Gang activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) Noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) Prostitution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. I would now like to read you a list of workshops and programs the Aetna Center for Families is offering. Please tell us if you or anyone in your household would be very interested, somewhat interested, or not interested in participating in any of the following programs and workshops I will now read you?

[INTERVIEWER: SHOW RESIDENT CARD H AFTER READING EACH PROGRAM/WORKSHOP AND ASK, "Would you or anyone in your household be very interested, somewhat interested or not interested?"]

Workshop or Program	VERY INTERESTED 1	SOMEWHAT INTERESTED 2	NOT INTERESTED 3	DON'TKNOW/ NO ANSWER 4
(a) PARENTING SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) FAMILY SUPPORT GROUPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) ENTERTAINMENT AND EDUCATIONAL ACTIVITIES SUCH AS TRIPS TO THE MOVIES, MUSEUM, PARKS,ETC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) DRUG PREVENTION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) EARLY PREGNANCY PREVENTION FOR ADOLESCENTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) WOMEN'S HEALTH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(g) MEN'S HEALTH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(h) MENTAL HEALTH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(i) NUTRITION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(j) MONEY MANAGEMENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(k) ENGLISH AS A SECOND LANGUAGE (ESL) COURSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(l) GENERAL EQUIVALENT EDUCATION (GED) COURSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. TECHNOLOGY

Now, I would like to ask you some questions about computers.

15. Is there a computer in this household?

01 Yes...**CONTINUE TO Q. 16**

02 No...**SKIP TO Q. 19**

98 NO ANSWER

99 DK/ DON'T KNOW

16. What are the ages of those in your household who use the computer, from youngest to oldest?

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____

17. Does your household have access to the Internet?

01 Yes...**CONTINUE TO Q. 18**

02 No...**SKIP TO Q. 19**

98 NO ANSWER

99 DK/ DON'T KNOW

18. Does your household have access to e-mail?

01 Yes

02 No

98 NO ANSWER

99 DK/ DON'T KNOW

19. Do you feel you need more computer training?

01 Yes

02 No

98 NO ANSWER

99 DK/ DON'T KNOW

20. **[INTERVIEWER: SHOW RESIDENT CARD I]**

How often do you use computers in general- everyday, a few times a week, two to four times a month, once a month, or never?

01 Everyday

02 A few times a week

03 2 to 4 times month

04 Once a month

05 Never...**SKIP TO Q. 23**

98 NO ANSWER

99 DK/ DON'T KNOW

21. [INTERVIEWER: SHOW RESIDENT CARD J]

Where do you use a computer (please choose all that apply)- your home, your workplace, Trinfo Café, your school or educational program, a library, a church or other?

01 Your Home02 Your Workplace03 Trinfo Café04 Your school or educational program05 Library06 Church07 Other (Please specify)98 NO ANSWER99 DK/ DON'T KNOW**22. How comfortable would you say you are using computers in general- very comfortable, somewhat comfortable, or not comfortable?****[INTERVIEWER: SHOW RESIDENT CARD K]**01 Very comfortable02 Somewhat comfortable03 Not comfortable98 NO ANSWER99 DK/ DON'T KNOW

26. Have you spoken with a Trinity College student during the last year?

- 01 Yes
- 02 No
- 98 NO ANSWER
- 99 DK/ DON'T KNOW

27. Have you spoken with a Trinity College professor, administrator or employee during the last year?

- 01 Yes
- 02 No
- 98 NO ANSWER
- 99 DK/ DON'T KNOW

28. Have you done any of the following things at Trinity College during the last year?

<p>a) HAVE YOU USED THE LIBRARY AT Trinity College DURING THE LAST YEAR?</p>	<p>01 <input type="checkbox"/> YES 02 <input type="checkbox"/> NO 98 <input type="checkbox"/> NO ANSWER 99 <input type="checkbox"/> DK/ DON'T KNOW</p>
<p>b) HAVE YOU WATCHED A MOVIE AT CINESTUDIO OF Trinity College DURING THE LAST YEAR?</p>	<p>01 <input type="checkbox"/> YES 02 <input type="checkbox"/> NO 98 <input type="checkbox"/> NO ANSWER 99 <input type="checkbox"/> DK/ DON'T KNOW</p>
<p>c) HAVE YOU ATTENDED A Trinity College EVENT SUCH AS A GAME, CONCERT OR PLAY DURING THE LAST YEAR?</p>	<p>01 <input type="checkbox"/> YES 02 <input type="checkbox"/> NO 98 <input type="checkbox"/> NO ANSWER 99 <input type="checkbox"/> DK/ DON'T KNOW</p>

29. [INTERVIEWER: SHOW RESIDENT CARD L]

How much do you know about the Learning Corridor schools such as the Montessori Elementary School and the Hartford Magnet Middle School— a lot, some, a little or nothing?

- 01 A lot...**CONTINUE TO Q. 30**
- 02 Some...**CONTINUE TO Q. 30**
- 03 A little...**CONTINUE TO Q. 30**
- 04 Nothing...**SKIP TO Q. 31**
- 98 NO ANSWER
- 99 DK/ DON'T KNOW

30. How did you find out about the Learning Corridor schools such as the Montessori Elementary School and the Hartford Magnet Middle School?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>98 <input type="checkbox"/> NO ANSWER 99 <input type="checkbox"/> DK/ DON'T KNOW</p>

31. [INTERVIEWER: SHOW RESIDENT CARD L]

How much do you know about Trinfo Café- a lot, some, a little, or nothing?

- 01 A lot
02 Some
03 A little
04 Nothing
98 NO ANSWER
99 DK/ DON'T KNOW

32. How much do you know about the Boys and Girls Club at Trinity College - a lot, some, a little, or nothing?

[INTERVIEWER: SHOW RESIDENT CARD L]

- 01 A lot
02 Some
03 A little
04 Nothing
98 NO ANSWER
99 DK/ DON'T KNOW

33. [INTERVIEWER: SHOW RESIDENT CARD L]

How much do you know about the HART JOB CENTER?

- 01 A lot
02 Some
03 A little
04 Nothing
98 NO ANSWER
99 DK/ DON'T KNOW

F. DEMOGRAPHICS/EMPLOYMENT/EDUCATION/HEALTH

We're now at the last section of questions

34. What is the highest level of education you have completed- junior high school or less (less than 9th grade, some high school without having finished, high school diploma or GED, some college without having finished, associate degree (2 year college degree), bachelor degree (4 year college degree), some post-college education without having finished, or post college graduate?

[INTERVIEWER: SHOW RESIDENT CARD N]

- 01 JUNIOR HIGH SCHOOL (LESS THAN 9TH GRADE)
 02 SOME HIGH SCHOOL
 03 HIGH SCHOOL DIPLOMA/GED
 04 SOME COLLEGE WITHOUT HAVING FINISHED
 05 ASSOCIATE DEGREE (2 YR COLLEGE)
 06 BACHELOR DEGREE (4YR COLLEGE)
 07 SOME POST-COLLEGE EDUCATION
 08 POST COLLEGE GRADUATE
 98 NO ANSWER
 99 DK/ DON'T KNOW

For statistical purposes only, I would like to ask you some questions about how many people live in your household.

35. How many people in total, including yourself, live in your household?

NO ANSWER/DON'T KNOW

36. How many males live in your household?

NO ANSWER/DON'T KNOW

37. What are the ages of the males who live in your household from the youngest to the oldest?

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___

NO ANSWER/DON'T KNOW

38. How many females live in your household?

NO ANSWER/DON'T KNOW

39. What are the ages of females who live in your household from the youngest to the oldest?

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___

NO ANSWER/DON'T KNOW

40. [INTERVIEWER: SHOW RESIDENT CARD Q]

What is your primary mode of transportation- your own car, public transportation, a friend's or relative's car, walking or a bike, or another mode of transportation?

- 01 Own Car
02 Public Transportation
03 Friend's/Relative's Car
04 Walk/Bike
05 Other (Please specify) _____
98 NO ANSWER
99 DK/ DON'T KNOW

41. What is your year of birth?

- 98 NO ANSWER
99 DK/Don't know

42. Have you or someone in your household attended a PTA or PTO meeting or parent child meeting during the last year?

- 01 Yes
02 No
98 NO ANSWER
99 DK/ DON'T KNOW

43. Do you currently own or rent at this address?

- 01 Own...**SKIP TO Q. 45**
02 Rent...**CONTINUE TO Q. 44**
98 NO ANSWER...**CONTINUE TO Q. 44**
99 DK/ DON'T KNOW...**CONTINUE TO Q. 44**

44. Would you like to own a house or apartment in this neighborhood?

- 01 Yes
02 No
98 NO ANSWER
99 DK/ DON'T KNOW

45. Are you currently employed?

01 YES...CONTINUE TO Q. 46

02 NO...SKIP TO Q. 52

98 NO ANSWER

46. Do you have more than one job right now?

01 YES

02 NO

98 NO ANSWER

47. What is your main job? That is, what do you do?

98 NO ANSWER

99 DK/Don't know

48. Roughly how many hours a week do you work at your main job?

98 NO ANSWER

99 DK/ DON'T KNOW

49. Is your main job a temporary or permanent position?

01 TEMPORARY

02 PERMANENT

98 NO ANSWER

99 DK/ DON'T KNOW

50. Does your employer offer health insurance?

01 YES

02 NO

98 NO ANSWER

99 DK/ DON'T KNOW

51. Do you belong to a labor union?

01 YES

02 NO

98 NO ANSWER

99 DK/ DON'T KNOW

52. For statistical purposes only, we need to have an idea of your total family income in 2000.

	YES	NO	NO ANSWER/ DON'T KNOW
a. In 2000, would you say your total family income was more than \$10,000?	<input type="checkbox"/> ...CONTINUE TO b.	<input type="checkbox"/> ...CONTINUE TO Q. 53	<input type="checkbox"/>
b. In 2000, would you say your total family income was more than \$20,000?	<input type="checkbox"/> ...CONTINUE TO c.	<input type="checkbox"/> ...CONTINUE TO Q. 53	<input type="checkbox"/>
c. In 2000, would you say your total family income was more than \$30,000?	<input type="checkbox"/> ...CONTINUE TO d.	<input type="checkbox"/> ...CONTINUE TO Q. 53	<input type="checkbox"/>
d. In 2000, would you say your total family income was more than \$40,000?	<input type="checkbox"/> ...CONTINUE TO Q. 53	<input type="checkbox"/> ...CONTINUE TO Q. 53	<input type="checkbox"/>

53. Does anyone in your household receive state cash assistance?

- 01 YES
 02 NO
 98 NO ANSWER
 99 DK/ DON'T KNOW

54. Does anyone in your household receive food stamps?

- 01 YES
 02 NO
 98 NO ANSWER
 99 DK/ DON'T KNOW

55. [INTERVIEWER: SHOW RESIDENT CARD P]

In general, would you say your health is excellent, very good, good, fair or poor?

- 01 Excellent
 02 Very Good
 03 Good
 04 Fair
 05 Poor

56. Are you Hispanic/Latino?

- 01 Yes...**CONTINUE TO Q. 57**
02 No...**SKIP TO Q. 58**
98 NO ANSWER
99 DK/ DON'T KNOW

57. If you are Hispanic/Latino, what is your ancestry or ethnic origin?

- 01 PUERTO RICAN
02 ARGENTINE
03 BRASILIAN
04 COLOMBIAN
05 CUBAN
06 DOMINICAN
08 ECUADORIAN
09 MEXICAN
10 PERUVIAN
01 OTHER _____
98 NO ANSWER
99 DK./DON'T KNOW

58. Which of the following best describes you (**you can choose as many as you would like**) - American Indian or Alaska Native, Asian, Black or African-American, Native Hawaiian or Other Pacific Islander, White or Other?

- 01 American Indian or Alaska Native
02 Asian
03 Black or African American
04 Native Hawaiian or Other Pacific Islander
05 White
06 Other (Please specify) _____
98 NO ANSWER
99 DK/ DON'T KNOW

59. What is the main language spoken in your home?

- 01 ENGLISH
02 SPANISH
03 OTHER(Please specify) _____
98 NO ANSWER

60. What is your current marital status- married, widowed, divorced/separated, or never married?

- 01 Married
02 Widowed
03 Divorced/Separated
04 Never married
98 NO ANSWER

61.

Do you have Cable TV in your home?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Do you have a telephone in your home?	<input type="checkbox"/> YES <input type="checkbox"/> NO

62. (INTERVIEWER: RECORD THE GENDER OF THE RESPONDENT)

- 01 MALE
- 02 FEMALE

One final thing. I would like to ask you for your telephone number because my boss verifies some of my work to make sure this interview was taken and that I did a good job. Regardless of whether or not he calls you, the Kellogg Project and the Aetna Center for Families promise you that this page will be discarded a few days after the interviewing is completed. Could I have your telephone number?

Telephone number: _____

Thank you so much for your time in completing in this survey!