Albina-Rockwood
Promise Neighborhood

Neighborhood Survey

2019 – 2020

Contents

Background

In 2019, Self Enhancement, Inc. (SEI) was awarded a five-year Promise Neighborhood Initiative grant from the Department of Education to provide supports and programming in the Albina and Rockwood neighborhoods in Multnomah County, Oregon. In the 2019-2020 school year, the Albina-Rockwood Promise Neighborhood Initiative (ARPNI) began planning and implementing a continuum of cradle-to-career services intended to drive equity and empower students and families of color to achieve academic and economic success.

As the lead agency, SEI partnered with six culturally specific and culturally responsive organizations: Native American Youth and Family Center (NAYA), Latino Network, Metropolitan Family Service (MFS), Albina Head Start, the Immigrant and Refugee Community Organization (IRCO), and United Way of the Columbia-Willamette (UWCW). In collaboration with Reynolds School District in the Rockwood neighborhood and Portland Public Schools in the Albina neighborhood, these highly effective community-based organizations are bringing culturally specific and culturally responsive services and programming to students and families.

In 2019, the ARPNI also began work on a Neighborhood Survey of the Albina and Rockwood neighborhoods. As a Promise Neighborhood Initiative grantee, the ARPNI is required by the Department of Education to conduct a community survey in the first, third, and fifth years of the grant.

Purpose of the Neighborhood Survey

The neighborhood survey was developed with four key goals in mind:

- To learn more about the experiences and priorities of families in the Albina and Rockwood neighborhoods
- To gather data to help inform programming and staffing
- To establish a baseline and track progress of the ARPNI over time
- To assess opportunities for advocacy

The neighborhood survey was administered from November 2019- March 2020. The survey will be conducted again in spring of 2021 and 2023.

The Research Team

The Neighborhood Survey is led by Dr. Yves Labissiere, Principal Investigator from Portland State University (PSU), Amanda Shannahan, Senior Manager of Research and Evaluation at UWCW, and Charles Rynerson from the Portland State University Population Research Center. In addition, development of the survey and methodology were informed by a team of data and evaluation staff from ARPNI partner organizations.

Neighborhood Survey Methods

Survey Development

The Neighborhood Survey asks questions in four key areas: Community Safety, Family Engagement with Schools, Financial Stability, and Health.

Parents involved in ARPNI programs, community members, and ARPNI directors and managers were all involved in the development of the survey. In this way, the questions included reflect the priorities, strengths, and needs of our communities. Input and feedback for the survey were collected from July to October 2019 in the following ways:

- **Community Events:** During summer 2019, UWCW researchers attended community and ARPNI-led events to share information about the survey and to learn more about community priorities. Attendees of these events participated in a Dot-mocracy activity where they 'voted' on their top three priority issues for their neighborhood.
- **ARPNI Managers and Directors:** ARPNI managers and directors who oversee programs that offer direct services to students and families, provided input on their priority issues and, more specifically, what kind of information would be useful to inform programming, services, and advocacy work. ARPNI managers and directors also provided feedback on the initial draft of survey questions.
- **Parent Accountability Council:** UWCW researchers shared information about the ARPNI and the Neighborhood Survey with parents at a Parent Accountability Council meeting led by Early Learning Multnomah County. Participants in the meeting worked together to craft a question related to early learning that was included in the survey.
- **SEI Parent Focus Groups:** Parents involved in SEI parent groups provided feedback on survey questions and helped identify gaps in the survey instrument.

Sampling

The sampling frame included households in the ARPNI geographic footprint: the Albina neighborhood (defined by census tracts 22.03, 34.01, 34.02) and the Rockwood neighborhood (defined by census tracts 96.04, 96.06, 98.01). Data from the 2010 U.S. Census were used to identify all household addresses within the ARPNI geographic footprint. To refine the sampling frame, data from the five-year 2013-2017 American Community Survey (ACS) were used to obtain estimates of households with children for each neighborhood. The sampling frame was further refined by removing household addresses that were unlikely to be home to families with children, such as single-bedroom condos.

Once the sampling frame was finalized, random sampling was conducted within each of the neighborhoods. Approximately 5,000 household addresses were selected in total.

Oversampling

The disparate and low percentage of households with children in the Albina neighborhood compared to the Rockwood neighborhood called for adjusting the sample frame in order to obtain an adequate sample in both neighborhoods. The research team oversampled based on the estimated percent of families in each neighborhood with children (about 21% in Albina and 41% in Rockwood) and an assumed response rate of 80% as recommended by the Urban Institute.

Fielding the Survey

Households that were randomly selected were invited to participate in the survey in one of three ways: in-person, over the phone, or online. Surveys took approximately 15 minutes to complete. The online survey was launched mid-way through the survey implementation period in February 2020. All households were offered a $20 gift card to a local grocery store as an incentive to participate.

Community Researchers

From November 2019 to March 2020, a team of sixteen Community Researchers fielded the survey. In addition to general recruitment efforts, Community Researchers were referred by ARPNI partners to help ensure team members were representative of the communities we serve. All Community Researchers participated in six hours of training, which included an overview of the ARPNI, best practices in canvassing, and review and practice with the survey instrument.

In addition, students from Portland State University and volunteers through United Way's volunteer program, Hands On Greater Portland, were recruited to help with the implementation of the Neighborhood Survey. Students and volunteers were paired with a Community Researcher and assisted with navigating to households, taking notes, and dispersing and tracking incentives.

You can learn more about the Community Researcher program at:

- Understanding Community Needs

- Community Voices Count

- Building Connections Across Portland

Outreach and Communication

Multiple outreach efforts and strategies were used to build awareness about the Neighborhood Survey and encourage participation, including:

- **'Lend Your Voice' Postcard:** Each household that was randomly selected was sent a postcard (See Appendix A) prior to the launch of the survey in November with information about the survey, when to expect researchers, and a note about the $20 gift card incentive. They were also invited to visit the ARPNI website for more information about the initiative. Additional rounds of postcards were sent in February and March; the updated postcards included links to the online version of the survey.
- **'Lend Your Voice' Social Media Campaign:** About a week prior to implementation, ARPNI partners launched a social media campaign to build awareness of the survey effort and to encourage participation. This social media campaign was ongoing throughout the implementation of the survey.
- **Tabling at School Open Houses and Community Family Nights**: ARPNI staff tabled at several open houses at neighborhood schools in the beginning of the school year. Staff spoke specifically with families about the upcoming Neighborhood Survey and encouraged their participation should they receive a postcard or a Community Researcher at their door. In February, ARPNI staff tabled at a Boys & Girls Club family night in Rockwood.
- **Leave-Behind Postcards:** When a family was not home, Community Researchers left postcards with a 'we missed you' message and information on how to get in touch with the research team about taking the survey.

Response Rate

A total of 314 households participated in the ARPNI Neighborhood Survey, resulting in an 18% response rate.

External Factors Impacting Response Rate

Several external factors may have impacted the response rate, including:

- **Geographic Divide of the ARPNI Footprint:** The ARPNI encompasses two distinct and geographically divided neighborhoods. The neighborhoods and some of the residents are linked by an accelerated process of gentrification. Residents feel "pushed out" of one community and "pulled" to the other. This dynamic may influence the extent to which residents feel a sense of belonging and ownership of their communities. The lack of ownership and belonging may itself have impacted residents' desire to participate in the survey.
- **Current Political Climate**: The implementation of the Neighborhood Survey took place during a time when many families in the Albina and Rockwood Neighborhoods have been targeted by U.S. Immigration and Customs Enforcement. This may have fueled distrust and fear that may have impacted community members' willingness to participate in the survey.
- **Weather and Darkness**: Most of the survey implementation took place during winter months. This meant that it was often cold, rainy, and dark during survey shifts, which may have impacted residents' readiness to open their doors to Community Researchers and participate in the survey.
- **Covid-19 Pandemic:** The end of the survey implementation period was impacted by the Covid-19 pandemic, with several canvassing shifts cancelled to mitigate the spread of the virus among Community Researchers and community members.

Family Characteristics

Survey Participants

Households with a child under the age of five and/or enrolled in Kindergarten through high school were invited to participate in the survey. Of the 314 families who participated, 173 (55%) live in the Albina neighborhood and 140 (45%) live in the Rockwood neighborhood.

The Albina and Rockwood neighborhoods are two non-contiguous communities in Multnomah County, which have been dramatically affected by gentrification. The Albina neighborhoods is the heart of Portland's historic African American community. However, recent gentrification has displaced many African Americans, with those left behind residing in increasingly isolated pockets of poverty. The Rockwood neighborhood has experienced the flipside of gentrification: historically a white, working-class neighborhood farther from Portland's downtown, in recent decades Rockwood has seen an influx of large numbers of immigrants and people of color displaced by gentrification.

These shifts in demographics are reflected in student enrollment data in the two school districts served by the Albina-Rockwood Promise Neighborhood Initiative: Portland Public Schools, which serves the Albina Neighborhood, and the Reynolds School District, which serves the Rockwood Neighborhood.

Exhibit 1. Student Enrollment by race and ethnicity in Portland Public Schools for the 2009-2010 and 2019-2020 school years

Student Enrollment in Portland Public Schools

Student Enrollment- Portland Public Schools

	American Indian/Alaska Native	Asian and/or Pacific Islander	Black/African American	Hispanic/Latinx	White	Multiracial	Unknown
2009-2010	1%	10%	14%	15%	55%	4%	1%
2019-2020	1%	7%	9%	16%	57%	10%	
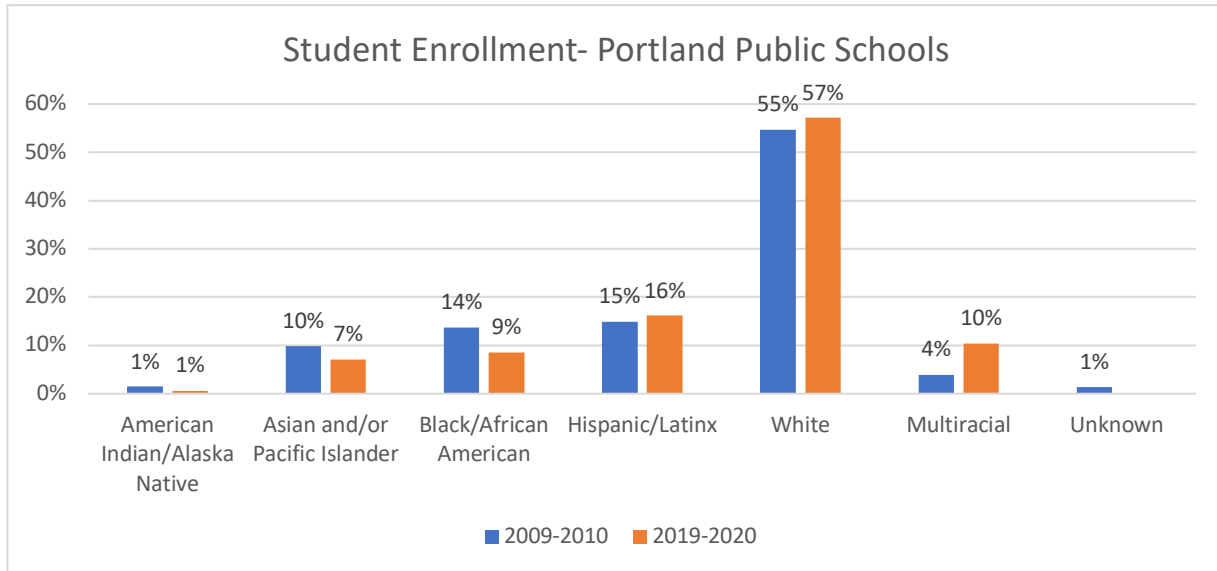
Source: Oregon Department of Education Fall Membership Reports

Exhibit 2. Student Enrollment by race and ethnicity in Reynolds School District for the 2009-2010 and 2019-2020 school years

Student Enrollment in Reynolds School District

Student Enrollment- Reynolds School District

	American Indian/Alaska Native	Asian and/or Pacific Islander	Black/African American	Hispanic/Latinx	White	Multiracial	Unknown
2009-2010	1%	8%	7%	35%	45%	3%	
2019-2020	1%	10%	9%	42%	31%	7%	0%
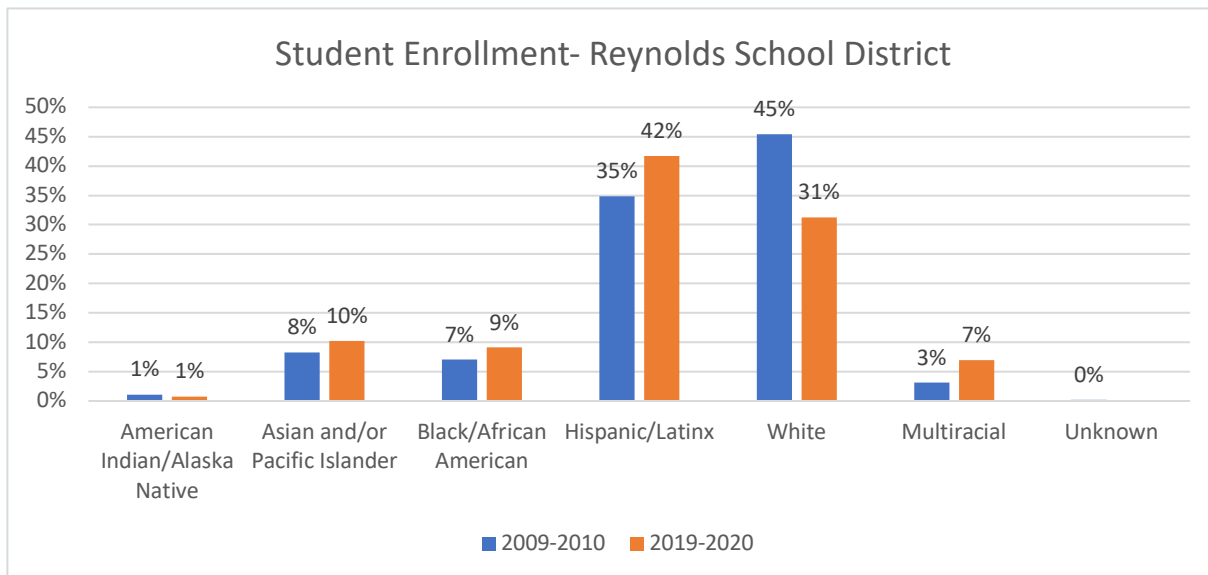
Source: Oregon Department of Education Fall Membership Reports

Exhibit 3. Student enrollment by race and ethnicity in Portland Public Schools and the Reynolds School District for the 2019-2020 school year
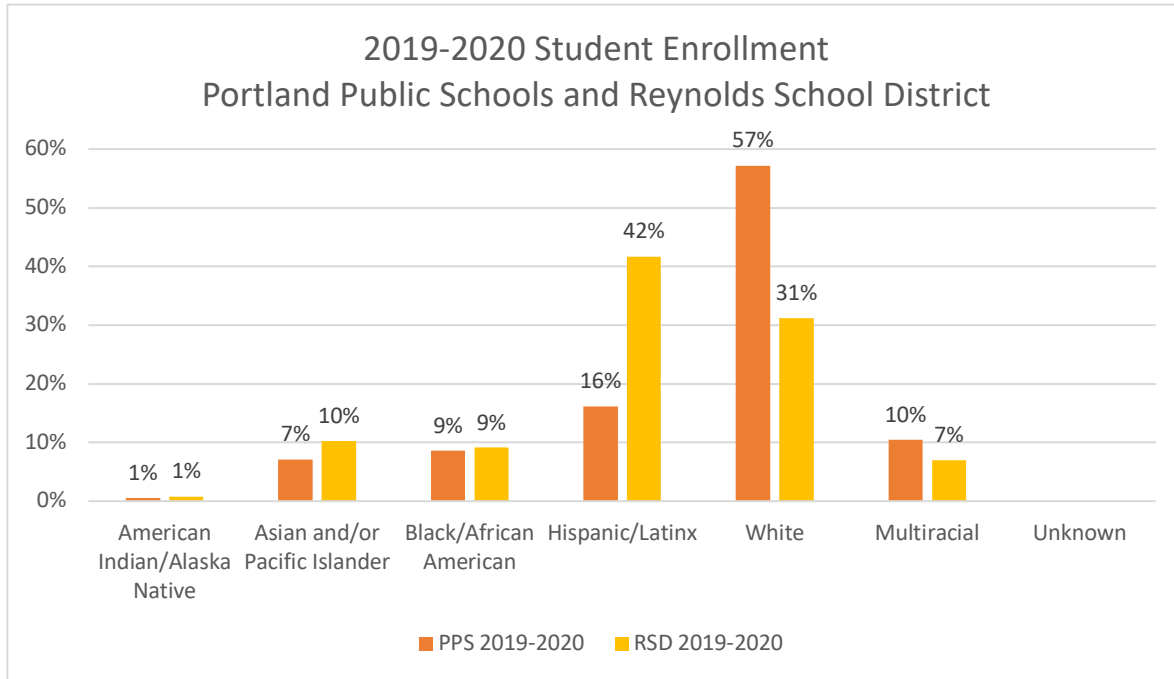
Source: Oregon Department of Education Fall Membership Reports

The impacts of gentrification and displacement also show up in the racial and ethnic characteristics of survey participants. In Albina, a majority (61%) of survey participants identified as white. In the Rockwood neighborhood, most participants identified as people of color with 37% of participants identifying as Hispanic or Latinx.

Exhibit 4. Racial and ethnic characteristics of survey participants by neighborhood

Race and Ethnicity

	Albina		Rockwood	
Race & ethnicity of participant	% of Total Responses	n=	% of Total Responses	n=
Asian	3.47%	6	2.14%	3
Black	19.08%	33	15.71%	22
Hispanic or Latinx	8.09%	14	37.14%	52
Indigenous	1.16%	2	4.29%	6
Multiracial and Multiethnic	4.05%	7	5.00%	7
Pacific Islander	1.16%	2	2.14%	3
White	60.69%	105	33.57%	47
Unknown	2.31%	4		

Additionally, there are stark contrasts in income and family stability among survey participants across neighborhoods. In the Albina neighborhood, about 40% of participants reported a household income of $90,000 or more per year compared to just 3% in the Rockwood neighborhood. In the Rockwood neighborhood, most families who participated (65%) reported a household income of less than $50,000 per year compared to 39% in the Albina neighborhood.

Exhibit 5. Annual household income of survey participants by neighborhood.

Family Household Income

Household Income
- $90,000 or more/year
- $70,000-$89,999/year
- $50,000-$69,999/year
- $30,000-$49,999/year
- $10,000-$29,999/year
- Under $10,000/year
- Unknown
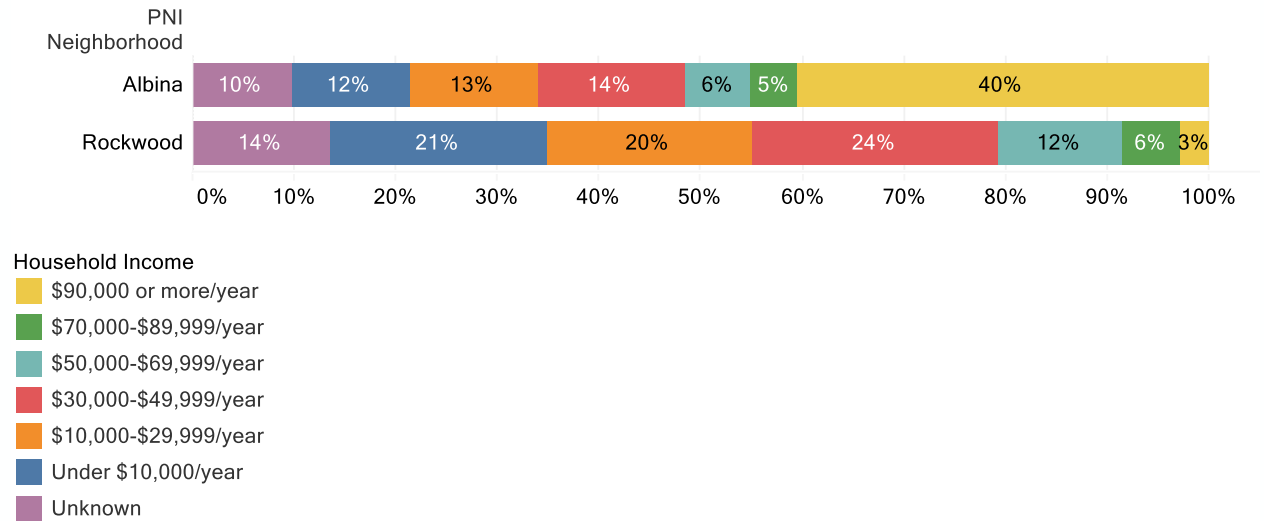
Most families (61%) in the Albina neighborhood reported owning their homes. In contrast, 81% of survey participants in the Rockwood neighborhood indicated that they were renters.

Exhibit 6. Percent of participants who rent and own their homes by neighborhood

Renters and Owners

Albina Neighborhood (n=173)
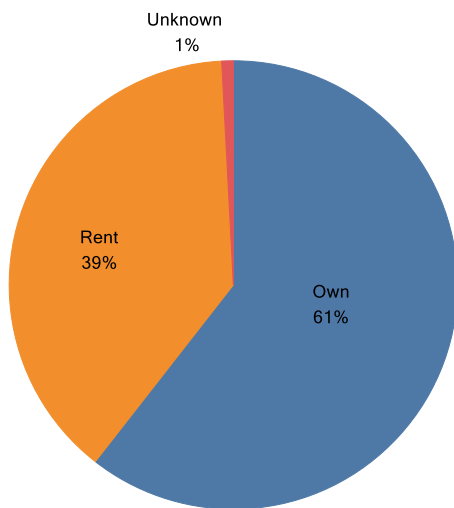
Rockwood Neighborhood (n=140)
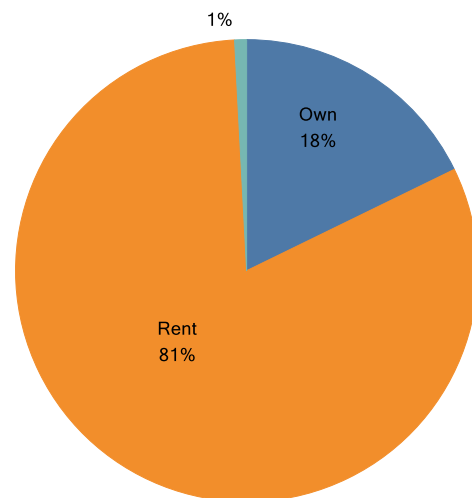
While the ARPNI encompasses both the Albina and Rockwood neighborhoods, because of the distinct histories and characteristics of each of the neighborhoods, we made the intentional decision to disaggregate survey data by geographic area in our analysis. This approach also provided us the opportunity to explore and gain greater insight into the unique strengths, priorities, and needs of each neighborhood.

Characteristics of Children

Survey participants answered questions about one child in their household. If a family had more than one child, they were asked to respond to questions about the child whose birthday was coming up the soonest. In total, data was collected on 94 children ages birth to pre-K, 168 children in kindergarten to 8th grade, and 51 children in 9th to 12th grade. The distribution of participants' children by age group is similar in both the Albina and Rockwood neighborhoods.

Exhibit 7. Age of children in surveyed households by neighborhood

Age of Children

Age category of child	Albina		Rockwood	
	% of Total Responses	n=	% of Total Responses	n=
Birth to pre-K	26.01%	45	35.00%	49
Kindergarten-8th grade	55.49%	96	51.43%	72
9th-12th grade	18.50%	32	13.57%	19

The distribution of race and ethnicity of children in surveyed households is similar to that of survey participants. However, a larger percentage of children in households surveyed identify as multiracial or multiethnic than adults. This is consistent with the growing number of children who have a multiracial background across the country.

Exhibit 8. Race and ethnicity of children in surveyed households by neighborhood

Race and Ethnicity of Children

Race & ethnicity of child	Albina		Rockwood	
	n=	% of Total Responses	n=	% of Total Responses
Asian	6	3.47%	2	1.43%
Black	34	19.65%	23	16.43%
Hispanic or Latinx	19	10.98%	58	41.43%
Indigenous	3	1.73%	4	2.86%
Multiracial and Multiethnic	16	9.25%	13	9.29%
Pacific Islander	2	1.16%	3	2.14%
White	91	52.60%	37	26.43%
Unknown	2	1.16%		

Slightly more children of surveyed households identify as male (49% in Albina, 58% in Rockwood) than female (48% in Albina, 41% in Rockwood). Additionally, a slightly higher rate of children in the Albina neighborhood (2%) identify as transgender than in the Rockwood neighborhood (1%).

Exhibit 9. Gender of children in surveyed households by neighborhood

Gender of Children

Albina Neighborhood (n=173)
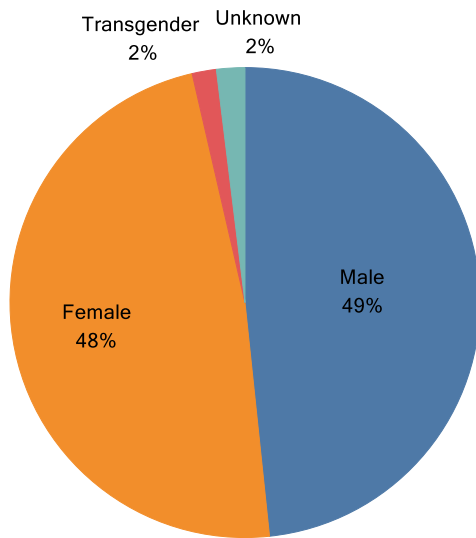
Rockwood Neighborhood (n=140)
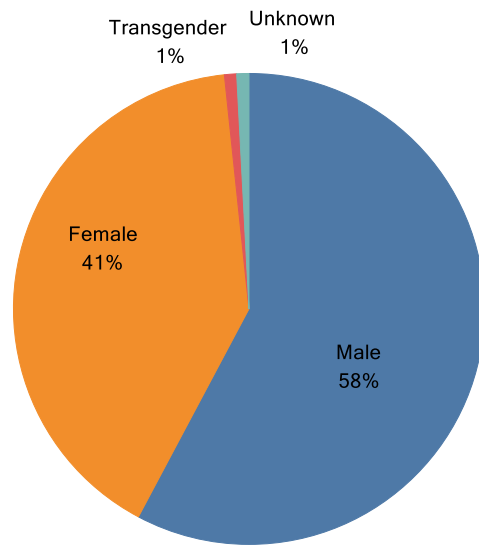
Community Connectedness, Sense of Safety, and Neighborhood Concerns

Community Connectedness

Participants were asked a series of four questions related to their sense of connection to their neighborhood and trust in their neighbors. Together, these questions can be used to help assess the social cohesion of a neighborhood. Social Cohesion is a component of collective efficacy, which has been found to contribute to neighborhood safety, as well as health outcomes among neighborhood residents (Sampson et al. 1997; Browning and Cagney 2002).

Participant responses suggest a high level of social cohesion in the Albina neighborhood. At the same time, there may be an opportunity to strengthen residents' sense of connection to their neighborhood. About 19% of survey participants disagreed with the statement 'I feel connected to my neighborhood'.

In the Rockwood Neighborhood, participant responses suggest an opportunity to strengthen social ties and community connectedness. About 48% of participants disagreed with the statement 'People in my neighborhood can be trusted'. More than half of participants also reported not feeling connected to their neighborhood.

Exhibit 10. Community connectedness by neighborhood

Community Connectedness

PNI Neighborhood	Question Label	n=	Agree & Strongly agree	Disagree & Strongly Disagree
Albina	People in my neighborhood are willing to help each other	161	89%	11%
	People in my neighborhood can be trusted	149	90%	10%
	I am proud to live in my neighborhood	163	92%	8%
	I feel connected to my neighborhood	168	81%	19%
Rockwood	People in my neighborhood are willing to help each other	125	71%	29%
	People in my neighborhood can be trusted	123	52%	48%
	I am proud to live in my neighborhood	123	63%	37%
	I feel connected to my neighborhood	125	49%	51%

% of Total Responses

Response
■ Disagree & Strongly Disagree
■ Agree & Strongly agree

We also explored the relationship between neighborhood stability and social cohesion by looking at participants' sense of connection to their neighborhoods and how likely they are to move out of their neighborhood in the next five years. In Albina, where social cohesion appears to be stronger, 67% of participants said that they were unlikely to move out of their neighborhood in the next 5 years. In contrast, just 37% in the Rockwood neighborhood said that they were unlikely to move out of their neighborhood in the next 5 years.

This relationship is also consistent with other research that suggests that social cohesion can be influenced by neighborhood stability (Sampson et al. 1997). This is because building trust and ties to others takes time. Neighborhoods with high population turnover due to residents moving in and out of the neighborhood can experience challenges when it comes to strengthening community connectedness. Increasing family stability in Rockwood, therefore, may positively impact the extent to which families feel connected to their neighborhood.

Exhibit 11. Family stability by neighborhood

How likely are you to move out of the neighborhood in the next 5 years?

PNI Neighborhood	n=				
Albina	154	33%	34%	18%	14%
Rockwood	127	20%	17%	31%	31%

% of Total Responses

Response
- Very likely
- Likely
- Unlikely
- Very unlikely
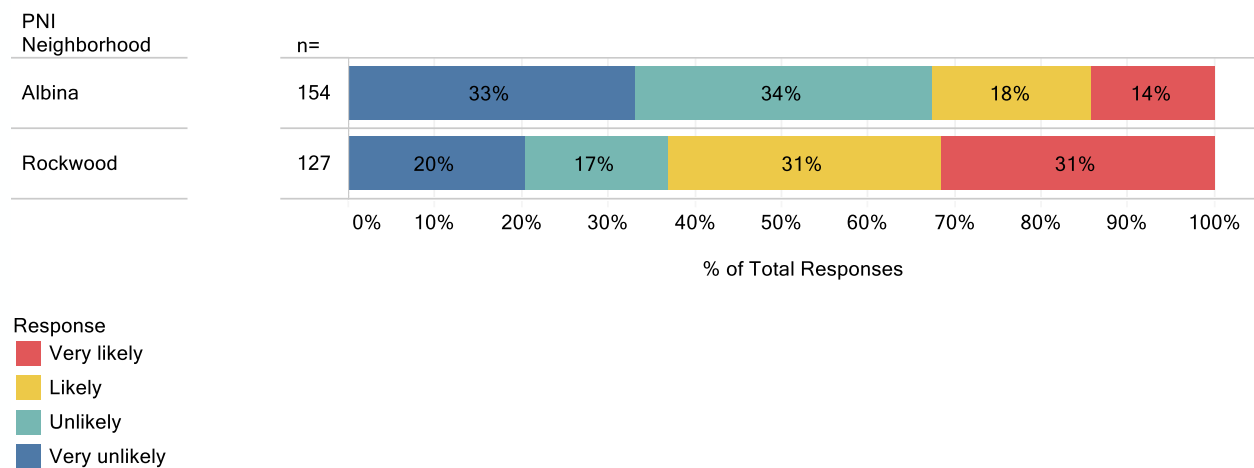
Sense of Safety

Perceived neighborhood safety has been shown to be tied to the health and well-being of adults and children (Smaldone, et al 2007; Sun, et al 2011). Rockwood residents reported concerns for personal safety when moving about their neighborhood, especially at night. Survey responses also suggest differences between neighborhoods when it comes to residents' sense of safety.   For example, 5% of participants in the Albina neighborhood reported feeling unsafe walking alone or moving about their neighborhood during the day compared to 17% of Rockwood survey participants.

Exhibit 12. Sense of safety by neighborhood

Sense of Safety

Question Label	PNI Neighborhood	n=	
Overall, how safe do you feel walking alone or moving about in your neighborhood during the day?	Albina	173	95%
	Rockwood	138	83% / 17%
Overall, how safe do you feel walking alone or moving about in your neighborhood at night?	Albina	167	77% / 23%
	Rockwood	133	40% / 60%

0% 20% 40% 60% 80% 100%

% of Total Count
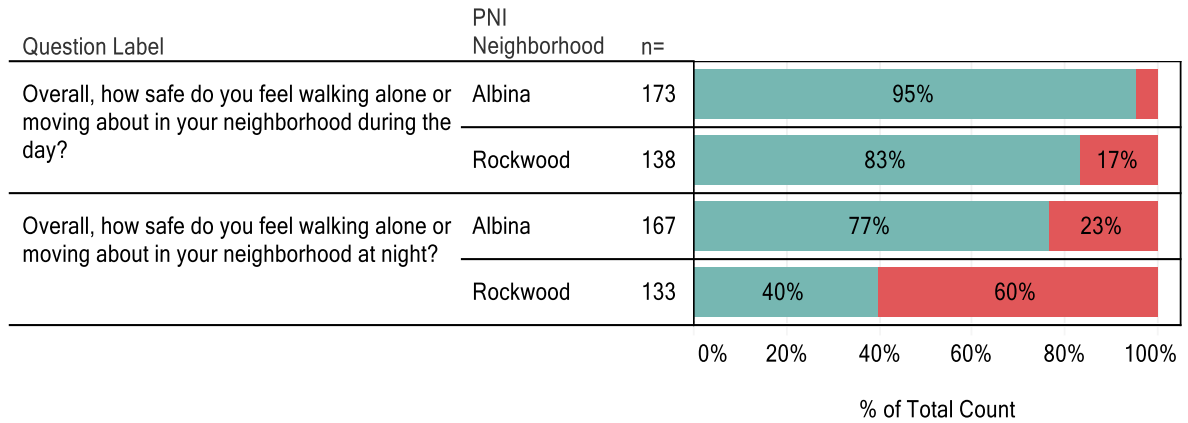
Response
■ Unsafe & Very Unsafe
■ Safe & Very Safe

Neighborhood Concerns

Survey participants were asked to share their level of concern for a variety of potential neighborhood issues, such as homelessness and access to grocery stores. In the Rockwood neighborhood, crime and public safety was again highlighted as a primary concern among residents, along with lack of affordable housing, and drug use and addiction.

Albina residents also reported lack of affordable housing as a primary concern. In addition, they identified gentrification and addressing racism and anti-immigrant attitudes as community priorities. As noted previously, the Albina neighborhood was home to the majority of Portland's African American population throughout most of the 20th century. Recent gentrification, however, has displaced many Black and African American families. Participant responses reflect a recognition of this history, as well as the need to grapple with persisting systemic racism.

In both neighborhoods, access to grocery stores, public transportation, and other stores and services seem to be a lower priority among residents suggesting that families recognize such access as a strength across the ARPNI footprint.

The differences in neighborhood concerns reinforce the contrasting experiences of each community. In addition to being geographically distinct, the Albina and Rockwood neighborhoods are also home to families with disparate priorities and needs. These differences can help to inform the types of programming and services provided in each unique geographic location.

Exhibit 13. Community concerns by neighborhood

Community Concerns

Question Label	Albina	Rockwood
Drug use and addiction	39% / 44% / 17%	55% ⭐ / 31% / 15%
Lack of affordable housing	63% ⭐ / 25% / 12%	53% ⭐ / 22% / 25%
Crime and public safety	22% / 57% / 21%	45% ⭐ / 43% / 12%
Homelessness	46% / 36% / 17%	42% / 41% / 18%
Addressing racism and anti-immigrant attitudes	52% ⭐ / 28% / 20%	37% / 22% / 41%
Quality of the schools	46% / 35% / 19%	35% / 29% / 36%
Immigration enforcement	28% / 29% / 43%	26% / 19% / 55%
Quality of housing	27% / 38% / 35%	26% / 38% / 36%
Cost of early learning programs, like pre-school	37% / 32% / 31%	24% / 35% / 41%
Police and community relations	28% / 42% / 30%	23% / 27% / 50%
Gentrification	50% ⭐ / 31% / 20%	21% / 30% / 49%
Access to grocery stores	20% / 19% / 61%	15% / 20% / 65%
Access to other stores and services	15% / 20% / 65%	11% / 21% / 68%
Access to public transportation	13% / 14% / 74%	9% / 12% / 79%
	0% 20% 40% 60% 80% 100% % of Total Responses	0% 20% 40% 60% 80% 100% % of Total Responses

Response
- Not at all concerned
- Somewhat concerned
- Very concerned

Family Engagement in their Child's Education and Schools

Early Childhood Literacy

Early language and literacy skills have been shown to be predictive of a child's academic success later on in life (Kurdek & Sinclair, 2000; National Early Literacy Panel, 2008). Whether parents read with their child has also been shown to be an important predictor of academic outcomes for students (Jeynes, 2005). More specifically, children who are read to at least three times a week have demonstrated significantly higher reading achievement in kindergarten and first grade than children who are read to less than three times a week (Denton & West, 2002).

Participants with children ages 0 to Pre-K were asked to report how often they or other family members read books to their child. In the Albina neighborhood, 91% of participants reported reading to their

child at least three times per week. Most families (57%) in the Rockwood neighborhood also reported reading to their child at least three times per week.

Exhibit 14. Early literacy support by neighborhood: Birth to Pre-K

In a typical week, how often do you or any other family members read books to your child?

Age Category	PNI Neighborhood	n=	Response		
Birth to pre-K	Albina	44	Every day		75%
			3-6 times	16%	
			Once or Twice	9%	
	Rockwood	49	Every day		43%
			3-6 times	14%	
			Once or Twice	31%	
			Not at all	12%	

0%   10%   20%   30%   40%   50%   60%   70%   80%

% of Total Count
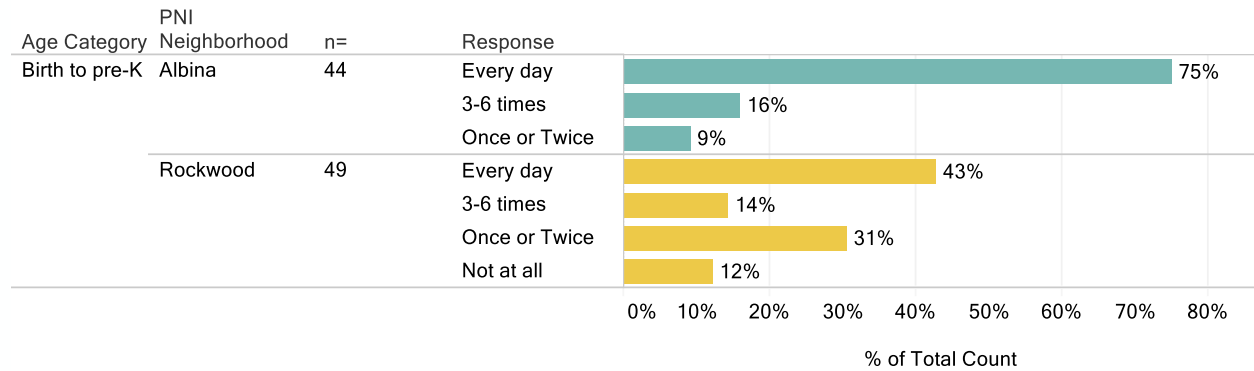
PNI Neighborhood
- Albina
- Rockwood

Participants with children in Kindergarten through 8th grade were asked how often their child read alone or to others outside of school. About 72% of participants in the Albina neighborhood and about 61% of participants in the Rockwood neighborhood reported their child reading at least three times per week. In addition, 9% of participants in Albina and 6% of participants in Rockwood reported their child never reading outside of school.

Exhibit 15. Early literacy support by neighborhood: K-8th Grade

In the past week, how often did your child read to themself or to others outside of school?

Age Category	PNI Neighborhood	n=	Response	%
Kindergarten-8th grade	Albina	94	Every day	53%
			Three to six times a week	19%
			Once or twice a week	19%
			Never	9%
	Rockwood	72	Every day	39%
			Three to six times a week	22%
			Once or twice a week	33%
			Never	6%

% of Total Responses
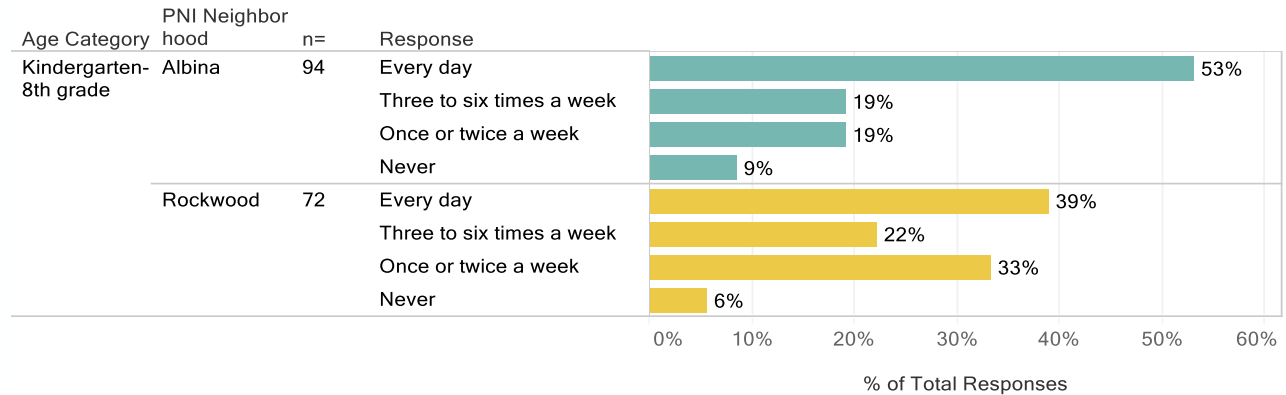
PNI Neighborhood
- Albina
- Rockwood

Early childhood literacy is a priority area for Promise Neighborhood Initiatives across the country. Locally, the Albina-Rockwood Promise Neighborhood Initiative (ARPNI) offers a number of programs that engage parents and adult family members in developing a love of reading in their children early on, including Juntos Aprendemos (Together We Learn), Chxi San Playgroup, children's programs for immigrant and refugee families, and Ready, Set, Go! At the elementary school level, ARPNI offers academic tutoring, school day and after school support, as well as the AARP Experience Corp. reading program, which pairs volunteers age 50 and older with children who are not reading at grade level.

How Families Experience their Child's School

Participants, in general, reported having positive experiences with their child's school. In both neighborhoods, participants' responses suggest that families feel welcome at their child's school and that they perceive schools as being respectful of immigrant students and students of color.

At the same time, there are some notable opportunities to improve parents' perceptions of their child's school and how schools engage with families. For example, in the Rockwood neighborhood, about 13% of families disagreed with the statement 'At this school, my child feels encouraged to do their best'. About 15% of participants in the Rockwood neighborhood also expressed dissatisfaction with their relationship with their child's teacher.

Exhibit 16. Participant perceptions of their child's school by neighborhood

How Families Experience their Child's School

Question Label	PNI Neighborhood	n=	
At this school, my child feels encouraged to do their best.	Albina	146	92% / 8%
	Rockwood	97	87% / 13%
The school treats students of color and immigrant students with respect.	Albina	141	94% / 6%
	Rockwood	94	96% / 4%
I see other people from my racial/cultural background when I visit my child's school.	Albina	146	90% / 10%
	Rockwood	96	93% / 7%
I have a good relationship with my child's teachers.	Albina	139	91% / 9%
	Rockwood	92	85% / 15%
When I walk into my child's school, I am welcome.	Albina	146	98% / 2%
	Rockwood	97	92% / 8%
I can let the school know when I disagree with a teacher or school policy.	Albina	140	96% / 4%
	Rockwood	94	90% / 10%

% of Total Responses

Response Options
- Disagree & Strongly Disagree
- Agree & Strongly agree

In addition, participants were asked about their own experience with school as a child. About 17% of participants in the Albina neighborhood and 19% of participants in the Rockwood neighborhood said that school was a negative experience for them growing up. These responses help describe the context within which some parents enter their relationship with their child's school and suggest one factor that could influence family engagement and parents' perceptions of their relationships with schools and school staff.

Exhibit 17. Extent to which parents/guardians had a positive experience with school as a child by neighborhood

Parents' and Guardians' Own Experience with School as Children

Question Label	PNI Neighborhood	n=	
Tell us how much you agree or disagree with the following: School was a positive experience.	Albina	165	83% / 17%
	Rockwood	131	81% / 19%

0%   20%   40%   60%   80%   100%

% of Total Responses
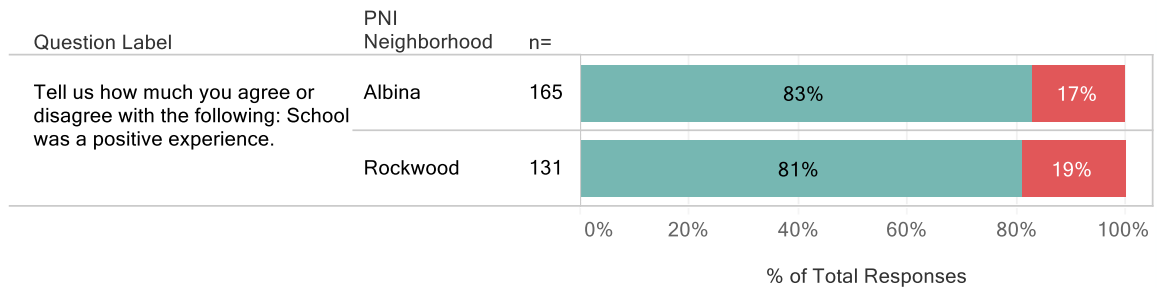
Response Options
- 🟥 Disagree & Strongly Disagree
- 🟩 Agree & Strongly agree

Family Involvement in their Child's School

Parent and family engagement in their child's school has been tied to the academic success of students (Jeynes, 2012). In addition, increased family involvement with schools has also been linked to improved relationships between students and their teachers (Dearing, et al., 2008). Family involvement can encompass a wide variety of activities, including volunteering in a child's classroom, participating in parent-teacher conferences, and attending a school event, such as an open house or cultural night.

Participants were asked to what extent they are satisfied with their level of involvement at their child's school. Generally, participants seem to feel positively about their level of engagement. About 81% of participants in the Albina neighborhood and 87% of participants in the Rockwood neighborhood expressed satisfaction.

Exhibit 18. Extent to which parents/guardians are satisfied with their level of involvement in their child's school

To What Extent are You Satisfied with Your Level of Involvement at Your Child's School?

PNI Neighborhood	n=	
Albina	148	81% / 19%
Rockwood	99	87% / 13%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

% of Total Responses
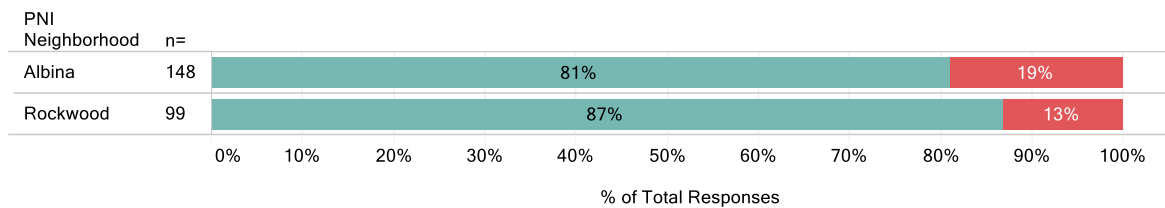
Response
- 🟥 Somewhat dissatisfied & Very dissatisfied
- 🟩 Somewhat satisfied & Very satisfied

While participants expressed high levels of satisfaction with regard to their involvement in their child's school, there still may be room for deepening engagement. Participants were asked to identify the top factor that would help them be more involved. Participants emphasized a number of priorities related to improved communication, including clearer expectations from schools, information from schools sent by text, and better communication from schools in general. Participants also named several barriers to increased engagement, such as work obligations and limited free time.

Exhibit 19. Factors to improve family involvement in schools

What is the Top Thing That Would Help You Be More Involved in Your Child's School?
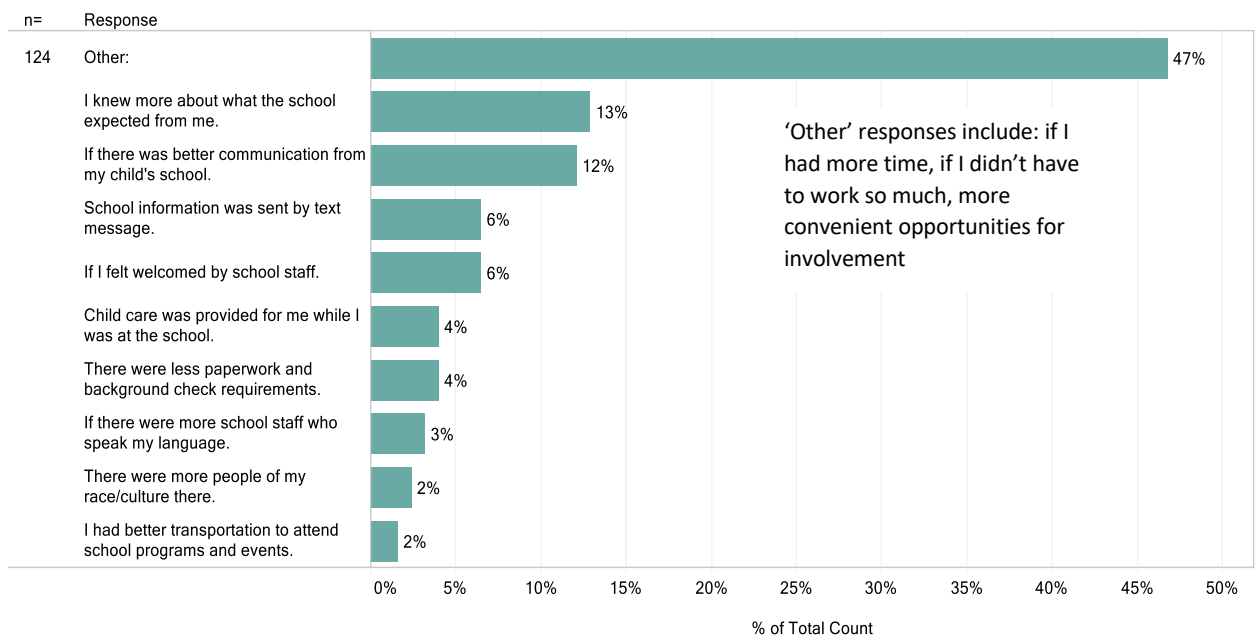
Child's Attendance at School

Students who are absent regularly miss out on critical time in the classroom and can quickly fall behind. Studies suggest that chronic absenteeism can negatively impact a students' academic outcomes, including grades and performance on reading and math tests (Gottfried, 2014; Morrissey, et al., 2014). Addressing barriers and providing supports to students and families to improve attendance can go a long way in helping students succeed in school.

In 2016, the Oregon Department of Education (ODE) launched a statewide plan to address chronic absenteeism in schools across Oregon. Additionally, in November 2016, ballot Measure 98 passed, which allowed the ODE to distribute $170 million in funds to districts and charter schools serving students in 9-12th grades. Funded schools and districts are required to have in place practices to reduce chronic absenteeism by the end of the 2020-2021 school year.

'Chronic absenteeism' is defined as missing 10% or more of school days in a year or about two days a month. In the 2015-16 school year, about one in six students in Oregon were chronically absent (Falcon,

et al, 2016). According to attendance and absenteeism data from the Oregon Department of Education, 30.8% of students at Albina-Rockwood Promise Neighborhood Initiative schools were chronically absent during the 2018-19 school year.

A majority of families surveyed in both neighborhoods reported that their child never misses school or misses school occasionally. Still, about 15% of families in the Albina neighborhood and 13% of families in the Rockwood neighborhood reported that their child misses at least one day of school per month- suggesting that these students are either chronically absent or on the cusp of being chronically absent.

Exhibit 20. Parent/Guardian characterization of child's attendance by neighborhood

Parent/Guardian Characterization of Child's Attendance

PNI Neighborhood	n=			
Albina	147	31%	54%	15%
Rockwood	97	36%	51%	13%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

% of Total Responses
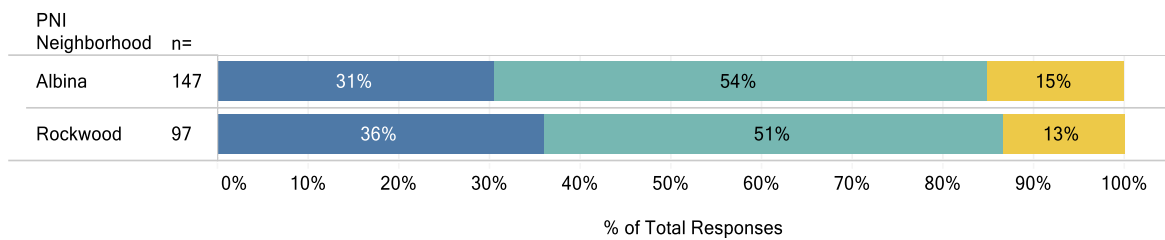
Response Options
- ⬜ Misses at least one day per month
- ⬜ Misses school occasionally
- ⬜ Never misses a day of school

When asked about what kinds of programs or support could help improve their child's attendance in school, participants identified after-school programs and 1:1 mentorship for their child as top priorities.

Exhibit 21. Programs and supports to improve student attendance in schools

What Kinds of Programs or Supports Can Help Your Child Improve Their Attendance?

Question Label

After-school programs	37%
1:1 mentorship for child	36%
Other	35%
Transportation assistance	27%
Provide incentives for good attend..	16%
Help advocate for child	14%
Help create a more welcoming sc..	12%
Employment assistance	12%
Clothing assistance	12%
Child care referrals	9%
Provide child care at school	7%

0%   5%   10%   15%   20%   25%   30%   35%   40%

'Other' responses include: homework and tutoring supports, mental health supports, food and meal assistance

% of Total Responses

Post-Secondary Priorities, Opportunities, and Supports

According to the U.S. Bureau of Labor Statistics (BLS), a college degree can increase a person's earning potential. In 2019, the median weekly earning for workers 25 and over with a high school diploma was $746 compared to $1,248 for workers with a Bachelor's degree (U.S. Bureau of Labor Statistics). The benefits of higher education, though, go beyond a person's income. Higher educational attainment has also been linked to better health outcomes and life expectancy (Crimmons and Saito, 2001; Dupre, 2007; Mirwosky and Ross, 1998).

In both the Albina and Rockwood neighborhoods, a majority of participants said that their child is likely to go to college. Participants also view vocational, technical, or trade school as a possibility for their children. However, responses suggest that these kinds of post-secondary pursuits are a lower priority for families in both neighborhoods.

Exhibit 22. Parent/Guardian priorities and perceptions of post-secondary opportunities by neighborhood

Parent and Family Priorities and Perceptions of Post-secondary Opportunities for Their Child

Question Label	PNI Neighborhood	n=		
How likely do you think your child will attend college?	Albina	119	68% / 27% / 5%	
	Rockwood	82	60% / 30% / 10%	
How likely do you think your child will attend a vocational, technical, or trade school?	Albina	108	27% / 48% / 25%	
	Rockwood	74	31% / 57% / 12%	

0%   20%   40%   60%   80%   100%

% of Total Count
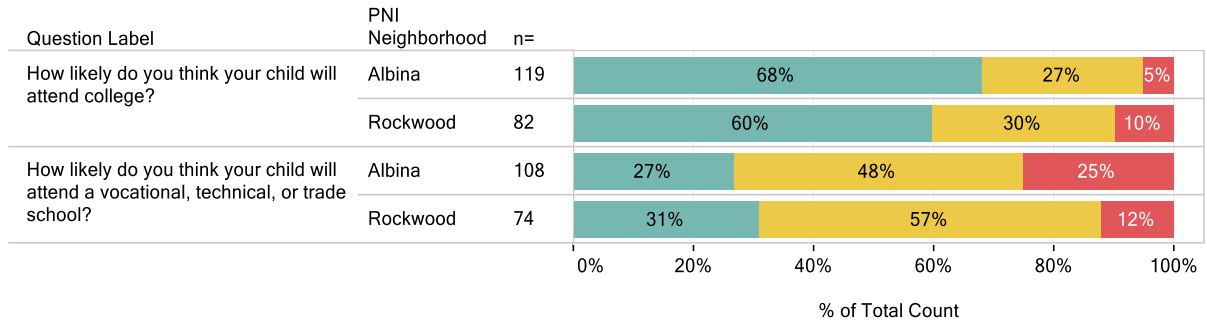
Response
- Very unlikely
- Somewhat likely
- Very likely

Responses from participants further suggest a possible gap in supports for students to realize their post-secondary opportunities. About 28% of participants in the Albina neighborhood and 42% of participants in the Rockwood neighborhood reported never speaking to their high school age children about applying to college. In addition, about 28% of participants in Albina and 37% of participants in Rockwood reported never speaking to their high school-age children about planning and preparing for college entrance exams, such as the ACT or SAT. Schools and community-based partners with a focus on college readiness can help fill these gaps by providing critical information and resources to students.

Exhibit 23. Post-secondary at-home supports for high school-age (9th-12th grade) children by neighborhood

In the First Semester or Term of the Year, How Often Have You and/or Your Spouse/Partner Provided Advice or Information about the Following to Your High School Student?

Age Category	Question Label	PNI Neighborhood	n=			
9th-12th grade	Selecting courses or programs at school	Albina	31	Often 52%	Sometimes 35%	Never 13%
		Rockwood	19	37%	42%	21%
	Plans and preparation for college entrance exams such as ACT, SAT, or ASVAB	Albina	32	41%	31%	28%
		Rockwood	19	47%	16%	37%
	Applying to college or other schools after high school	Albina	32	34%	38%	28%
		Rockwood	19	37%	21%	42%
	Specific jobs your high school student might apply for after completing or leaving high school	Albina	32	44%	38%	19%
		Rockwood	18	44%	39%	17%
	Job training (vocational, technical, and trade schools)	Albina	32	31%	38%	31%
		Rockwood	19	37%	42%	21%

% of Total Responses

Response
Never
Sometimes
Often

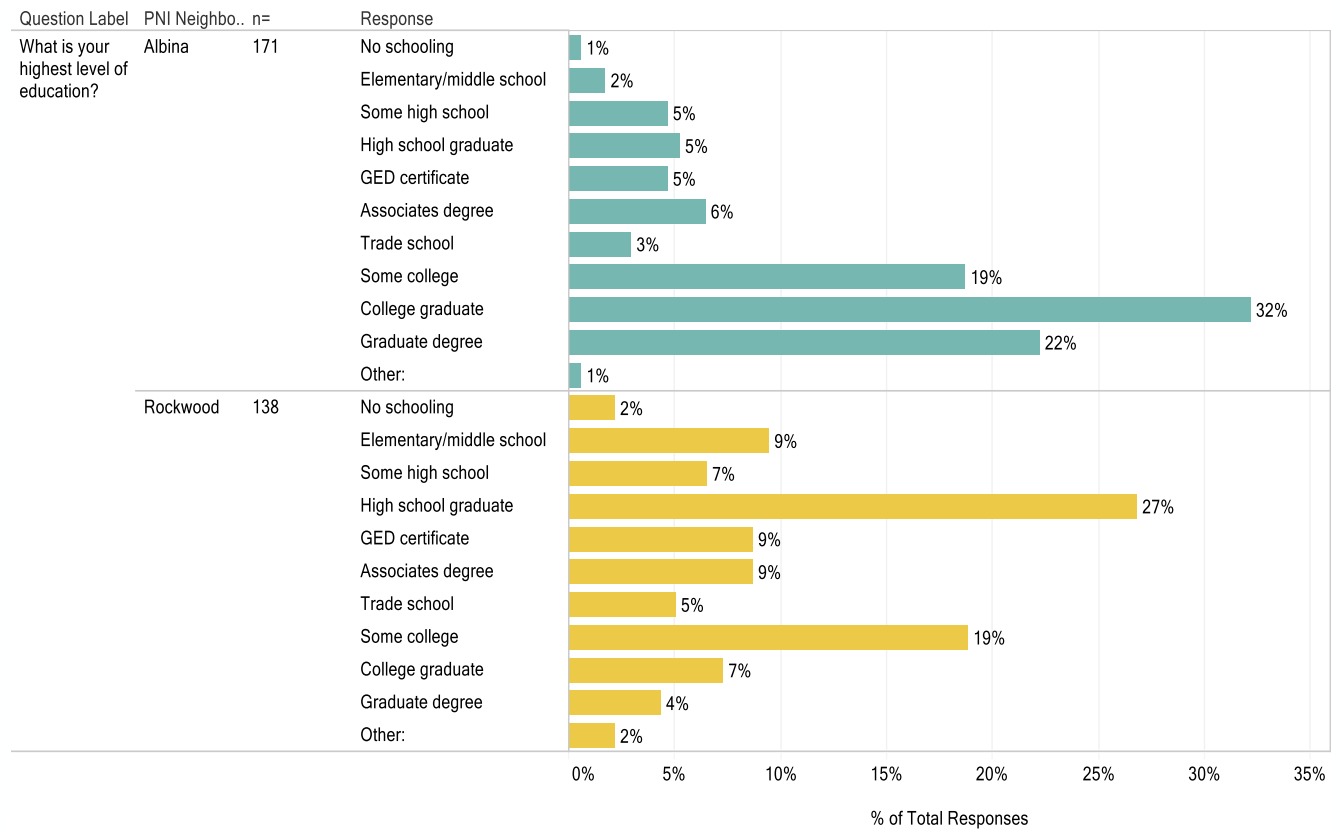In the Albina neighborhood, about one in four participants and in the Rockwood neighborhood, about two out of three participants reported having no college experience. This, again, emphasizes the important role that community-based partners and schools can play in supporting students in preparing and planning for college.

Exhibit 24. Educational attainment of parents/guardians by neighborhood

Highest Level of Education of Parents and Guardians

Question Label	PNI Neighbo..	n=	Response	
What is your highest level of education?	Albina	171	No schooling	1%
			Elementary/middle school	2%
			Some high school	5%
			High school graduate	5%
			GED certificate	5%
			Associates degree	6%
			Trade school	3%
			Some college	19%
			College graduate	32%
			Graduate degree	22%
			Other:	1%
	Rockwood	138	No schooling	2%
			Elementary/middle school	9%
			Some high school	7%
			High school graduate	27%
			GED certificate	9%
			Associates degree	9%
			Trade school	5%
			Some college	19%
			College graduate	7%
			Graduate degree	4%
			Other:	2%

% of Total Responses

PNI Neighborhood
- Albina
- Rockwood
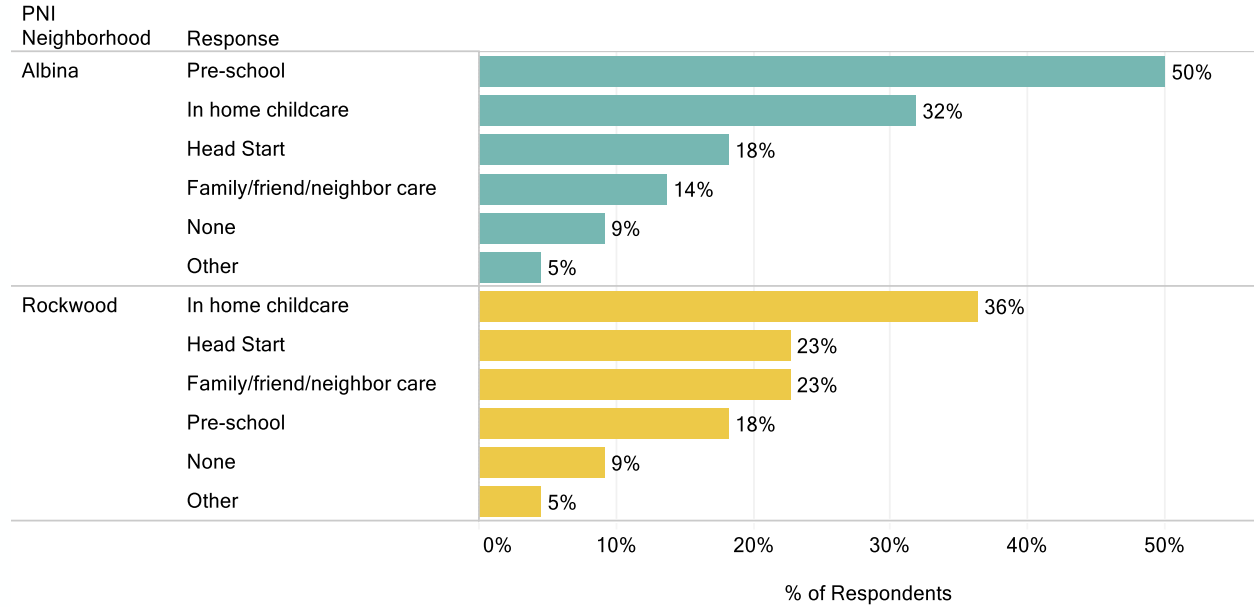
Child Care and Early Learning Programs

Oregon ranks fourth in least-affordable states for childcare (Child Care Aware of American, 2017). In addition, an estimated 61% of 3- and 4- year-old children under 200 percent of the federal poverty level in Multnomah County (annual income under $50,200 for a family of four) are not currently served by state or federal public preschool programs (ECONorthwest, 2018). High costs and limited availability of publicly funded preschool slots contribute to inequities in access to quality early learning programs. Such programs have been shown to have positive effects on students' educational outcomes (Gormley, et al, 2017; Hahn, et al, 2016; Wong, et al., 2008).

Participant responses suggest differences between neighborhoods in terms of access to early learning programs, including preschool and Head Start. About 68% of families with children ages 3-5 years old in the Albina neighborhood indicated that their child attends either preschool or Head Start, compared to 41% in the Rockwood neighborhood.

Exhibit 25. Types of childcare and early learning programs utilized by participants with children ages 3-5 years old

Types of Childcare and Early Learning Programs Accessed by Families

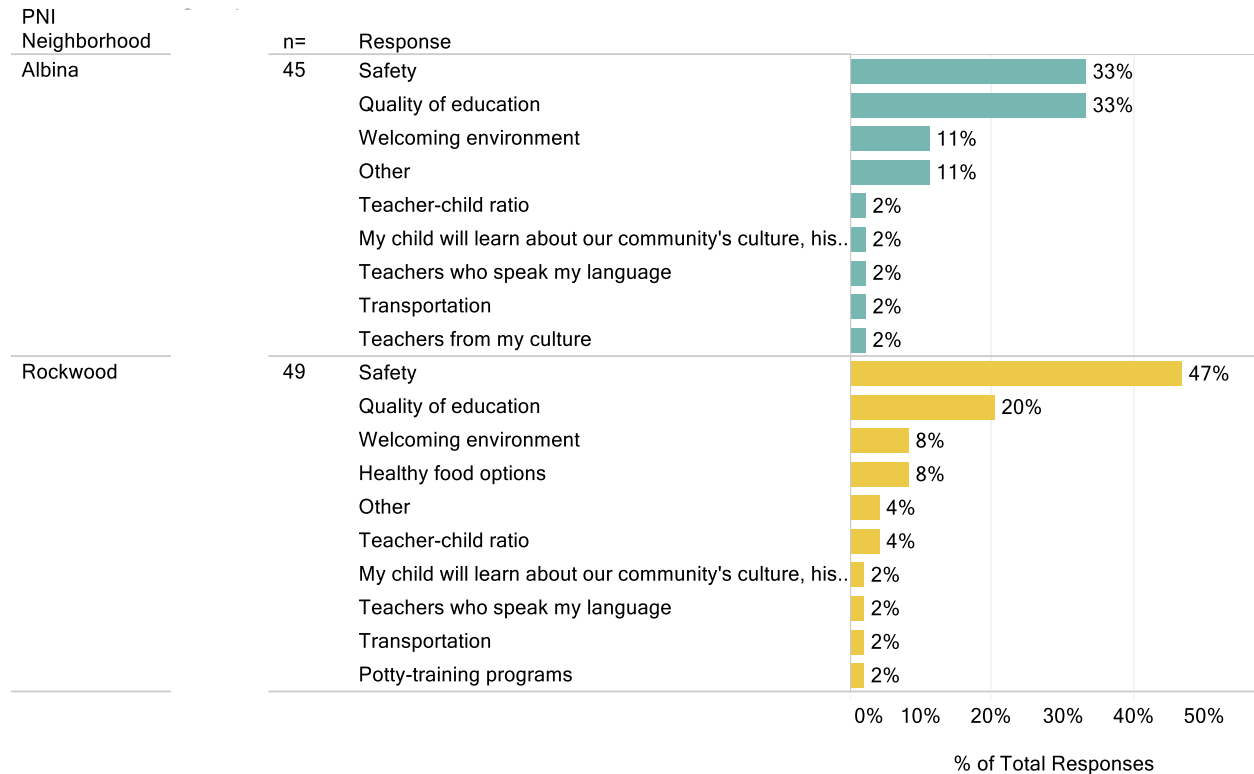| PNI Neighborhood	Response	% of Respondents
Albina	Pre-school	50%
	In home childcare	32%
	Head Start	18%
	Family/friend/neighbor care	14%
	None	9%
	Other	5%
Rockwood	In home childcare	36%
	Head Start	23%
	Family/friend/neighbor care	23%
	Pre-school	18%
	None	9%
	Other	5%

% of Respondents

Albina Neighborhood, n=22; Rockwood Neighborhood, n=22

Participants with children ages birth to pre-K were also asked to identify their top priority, other than cost or location, when considering preschool or other early learning programs. In both neighborhoods, families identified safety, quality of education, and a welcoming environment as top priorities.

Exhibit 26. Participant priorities when considering preschool and other early learning programs by neighborhood

Family Priorities, Other than Cost or Location, When Considering Preschool and Other Early Learning Programs

PNI Neighborhood	n=	Response	
Albina	45	Safety	33%
		Quality of education	33%
		Welcoming environment	11%
		Other	11%
		Teacher-child ratio	2%
		My child will learn about our community's culture, his...	2%
		Teachers who speak my language	2%
		Transportation	2%
		Teachers from my culture	2%
Rockwood	49	Safety	47%
		Quality of education	20%
		Welcoming environment	8%
		Healthy food options	8%
		Other	4%
		Teacher-child ratio	4%
		My child will learn about our community's culture, his...	2%
		Teachers who speak my language	2%
		Transportation	2%
		Potty-training programs	2%

0% 10% 20% 30% 40% 50%

% of Total Responses

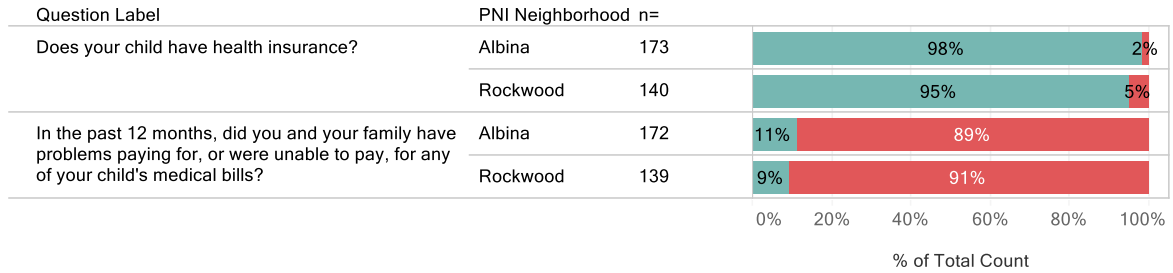## Health Insurance and Access to Health Care

In 2019, 97.2% of children age 18 and under had health insurance coverage in Oregon (Oregon Health Authority, 2019). Studies suggest that children without health insurance have higher rates of unmet health care need, including unmet need for mental health care and dental care (Haboush-Deloye, et al, 2013; Kataoka, et al, 2002; Liu, et al., 2007).

Most families in the Albina and Rockwood neighborhoods reported having access to health insurance for their child. Participant responses, however, suggest that families may still experience barriers to paying for their child's medical expenses even when health insurance is in place. Although 98% of families in the Albina neighborhood reported having health insurance for their child, 11% of families in the same neighborhood still reported having problems paying for their child's medical bills.

Exhibit 27. Access to health care for children by neighborhood

Health Insurance and Access to Health Care

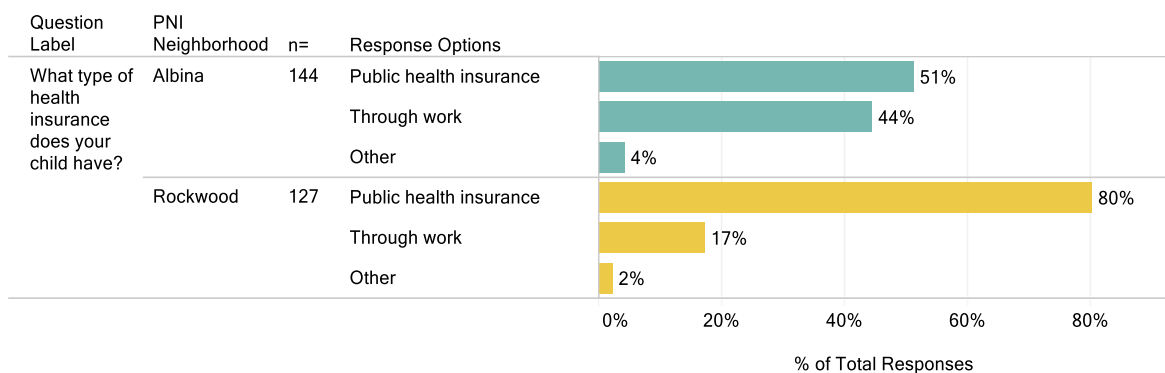| Question Label	PNI Neighborhood	n=	
Does your child have health insurance?	Albina	173	98% / 2%
	Rockwood	140	95% / 5%
In the past 12 months, did you and your family have problems paying for, or were unable to pay, for any of your child's medical bills?	Albina	172	11% / 89%
	Rockwood	139	9% / 91%

0% 20% 40% 60% 80% 100%

% of Total Count

Response
■ No
■ Yes

In addition, participant responses suggest differences between neighborhoods in terms of the types of health insurance accessed by families. A majority of participants in both neighborhoods reported having public health insurance for their child. However, the percent of families with public health insurance is higher in the Rockwood neighborhood (80%) than in the Albina neighborhood (51%). During this current time of rising unemployment in our region due to the economic impacts of the Covid-19 pandemic, the high rate of families utilizing public health insurance may represent a point of resiliency for the Rockwood neighborhood. At the same time, publicly insured children have been shown to be less likely to have a primary care provider, less likely to receive regular check-ups, and more likely to have an unmet health care need when compared to children with private insurance (Habouch-Deloye, et al, 2013; Liu, et al., 2007).

Exhibit 28. Types of health insurance accessed for children by neighborhood

Type of Health Insurance

Question Label	PNI Neighborhood	n=	Response Options	
What type of health insurance does your child have?	Albina	144	Public health insurance	51%
			Through work	44%
			Other	4%
	Rockwood	127	Public health insurance	80%
			Through work	17%
			Other	2%

0% 20% 40% 60% 80%

% of Total Responses

Participant responses also suggest slight differences between neighborhoods in terms of where families take their child when they are sick. For example, about 85% of families in the Albina neighborhood

reported taking their child to a primary care provider compared to about 73% of families in the Rockwood neighborhood.

A higher percent of families in the Rockwood neighborhood (32%) compared to the Albina neighborhood (15%) also reported utilizing clinics or health centers, suggesting that such facilities are important resources for the Rockwood community.

Exhibit 29. Medical home for child by neighborhood

Where Do You Take Your Child When They Are Sick or When You Have Questions about Their Health?

% of Respondents, n=172

% of Respondents, n=139
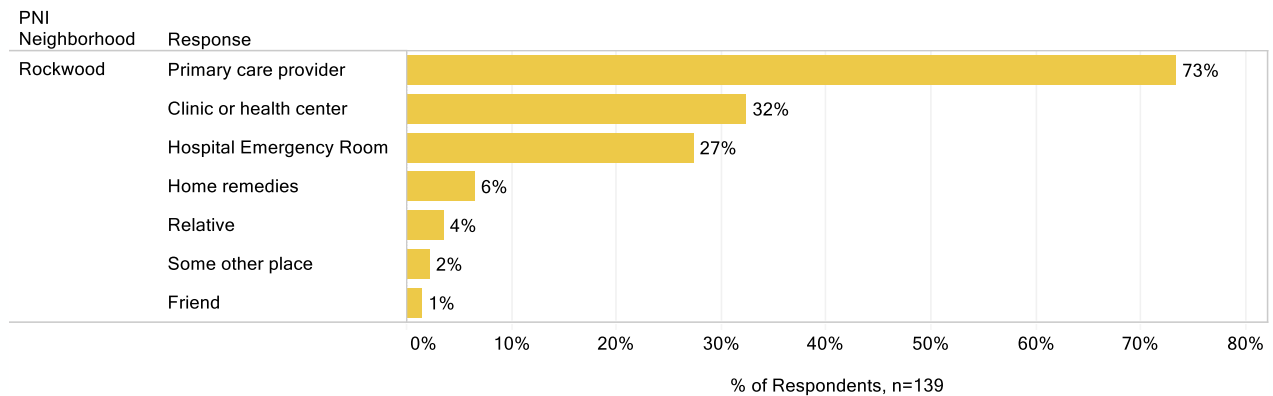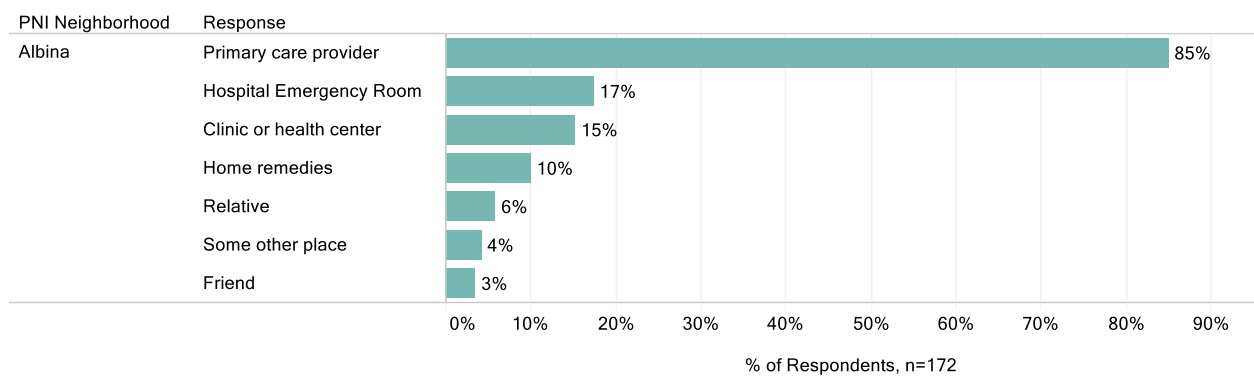
Family Stability

Access to Needed Services

The 2020 federal poverty level for a family of four in Oregon is an annual income of just $26,200. This poverty measure determines eligibility and benefit levels for many low-income assistance programs, like the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). The Federal Poverty Guidelines, which were developed in the 1960's, have been criticized for continuing to use outdated methodology leading to an inaccurate definition of poverty and real implications for low-income families (Ordóñez, Juan Carlos, 2018).

Responses from participants suggest that families in both the Albina and Rockwood neighborhoods have felt the effects of these poverty measures. About 29% of families in the Albina neighborhood and 38% of families in the Rockwood neighborhood reported having been denied a request for a service or assistance that they needed.

Exhibit 30. Participant access to needed services and assistance by neighborhood

Have You Ever Been Denied a Service or Assistance that You Needed?

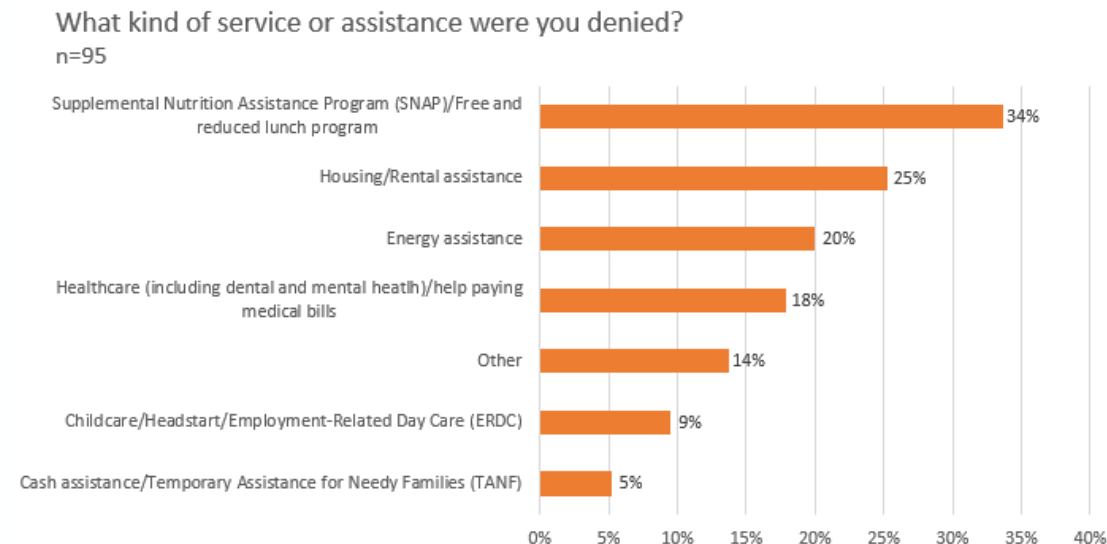| PNI Neighborhood	n=		
Albina	170	29%	71%
Rockwood	136	38%	62%

% of Total Responses
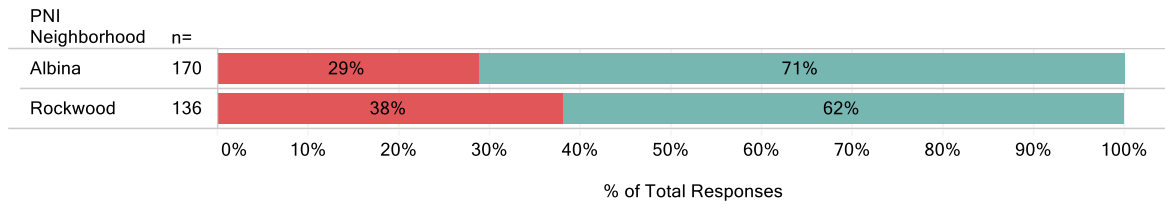
Response Options
- No
- Yes

The kinds of services and assistance families reported being denied include assistance for basic needs, like food, rent, electricity, and health care. Alternative measures of poverty, such as the Self Sufficiency Standard, suggest that families making well above the federal poverty level are still likely to struggle to even meet their families' basic needs (Pearce, Diana, 2017). The Self Sufficiency Standard describes the minimum income necessary to support a family without public or private assistance (Pearce, Diana, 2017). For a family of four with two adults and two school-age children in Multnomah County the 2020 Self Sufficiency Standard is $74,566, which is about 285% of the federal poverty level for the same geographic area (Center for Women's Welfare, University of Oregon, 2020).

Exhibit 31. Types of services and assistance participants have been denied

What kind of service or assistance were you denied?
n=95

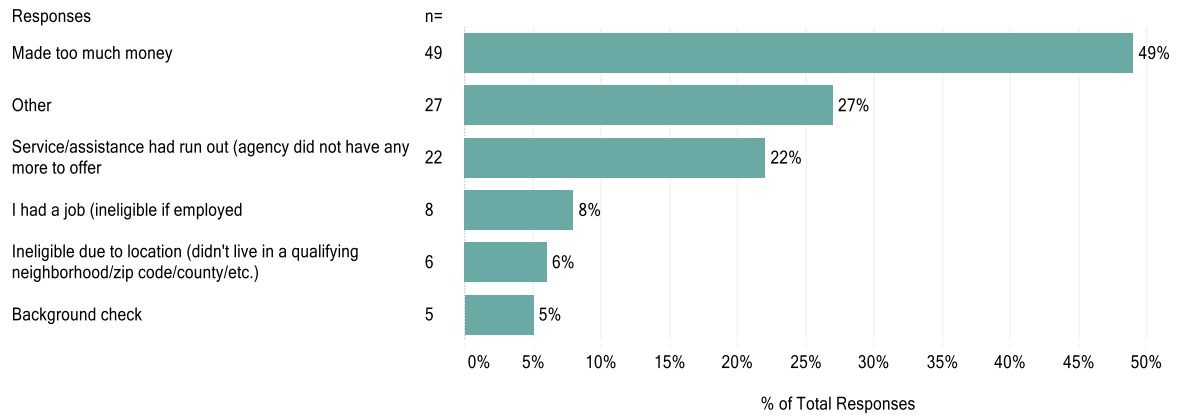| Service	Percentage
Supplemental Nutrition Assistance Program (SNAP)/Free and reduced lunch program	34%
Housing/Rental assistance	25%
Energy assistance	20%
Healthcare (including dental and mental heatlh)/help paying medical bills	18%
Other	14%
Childcare/Headstart/Employment-Related Day Care (ERDC)	9%
Cash assistance/Temporary Assistance for Needy Families (TANF)	5%

Participants reported being denied for a service or assistance they needed for a variety of reasons. The most reported reason for being denied was making too much money, again reinforcing the importance of accurate definitions of poverty in helping to ensure families are able to meet their basic needs.

Exhibit 32. Reasons for participants being denied services and assistance

Barriers to Accessing Needed Assistance

Responses	n=
Made too much money	49
Other	27
Service/assistance had run out (agency did not have any more to offer	22
I had a job (ineligible if employed	8
Ineligible due to location (didn't live in a qualifying neighborhood/zip code/county/etc.)	6
Background check	5

% of Total Responses

Priority Services

Participants shared about the kinds of services they already use, would like to use in the future, or would never use. Responses from participants may be helpful in identifying service and program priorities among families in the ARPNI footprint, and potential opportunities for expanding services. For example, in the Albina neighborhood, 66% of families expressed an interest in engaging in cultural education programs in the future. In the Rockwood neighborhood, 72% of families said that they would be interested in participating in child and youth programs. Such interest might indicate a demand for a service that could be met through expanded programming.
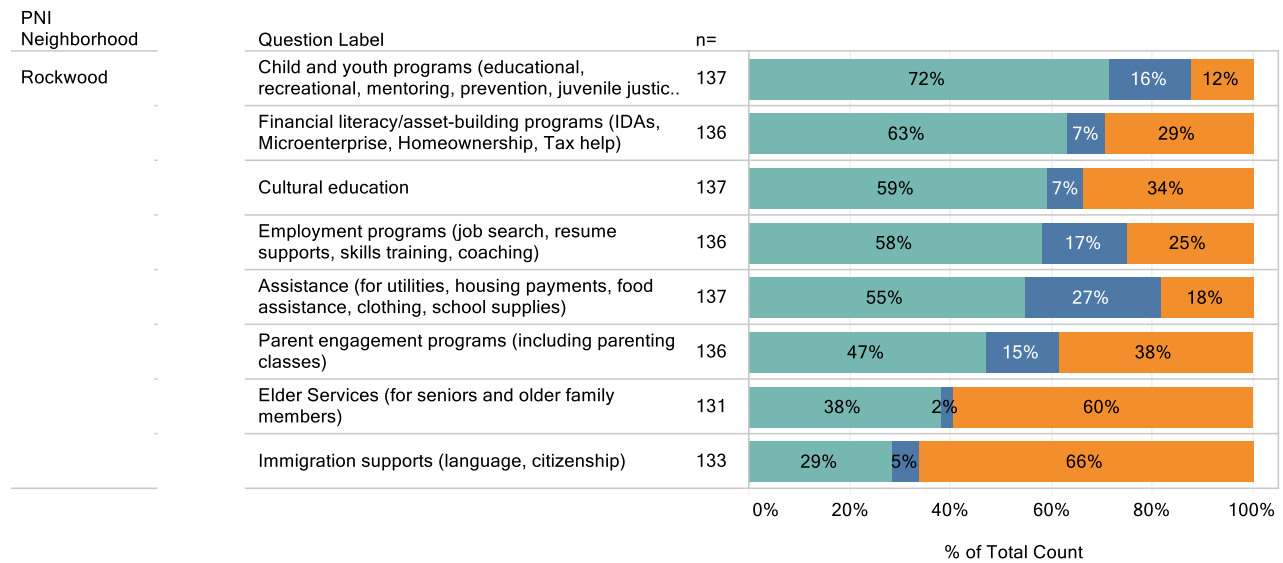
In both neighborhoods, the most commonly reported services already being utilized among participants were assistance for basic needs like clothing and food, employment programs, parent engagement programs, and child and youth programs.

It should also be noted that while a smaller percentage of families may have reported using or being interested in using a particular service in the future, that this service may still be important to prioritize for a community in that it might be meeting a unique need or interest of a marginalized group.

Exhibit 33. Interest in and utilization of services by Neighborhood

Service and Program Priorities

PNI Neighborhood	Question Label	n=	Chart
Albina	Cultural education	160	66% / 7% / 27%
	Child and youth programs (educational, recreational, mentoring, prevention, juvenile justic..	166	58% / 28% / 14%
	Financial literacy/asset-building programs (IDAs, Microenterprise, Homeownership, Tax help)	162	49% / 7% / 44%
	Parent engagement programs (including parenting classes)	156	43% / 15% / 42%
	Elder Services (for seniors and older family members)	161	42% / 4% / 53%
	Employment programs (job search, resume supports, skills training, coaching)	163	41% / 12% / 47%
	Assistance (for utilities, housing payments, food assistance, clothing, school supplies)	166	29% / 17% / 54%
	Immigration supports (language, citizenship)	158	15% / 3% / 83%

% of Total Count

PNI Neighborhood	Question Label	n=	Chart
Rockwood	Child and youth programs (educational, recreational, mentoring, prevention, juvenile justic..	137	72% / 16% / 12%
	Financial literacy/asset-building programs (IDAs, Microenterprise, Homeownership, Tax help)	136	63% / 7% / 29%
	Cultural education	137	59% / 7% / 34%
	Employment programs (job search, resume supports, skills training, coaching)	136	58% / 17% / 25%
	Assistance (for utilities, housing payments, food assistance, clothing, school supplies)	137	55% / 27% / 18%
	Parent engagement programs (including parenting classes)	136	47% / 15% / 38%
	Elder Services (for seniors and older family members)	131	38% / 2% / 60%
	Immigration supports (language, citizenship)	133	29% / 5% / 66%

% of Total Count

Response
- I would not use these
- I already use
- I would like to use in the future

Albina-Rockwood Promise Neighborhood Initiative: Awareness and Engagement

Lastly, participants were asked about their awareness of and participation in ARPNI partner programs. In both neighborhoods, more than half of the families interviewed reported having had participated in a program or service offered by at least one of the ARPNI partners.

Exhibit 34. Participation in ARPNI partner organizations by neighborhood

Participated in a Program/Activity or Service Offered by at Least One Promise Neighborhood Partner
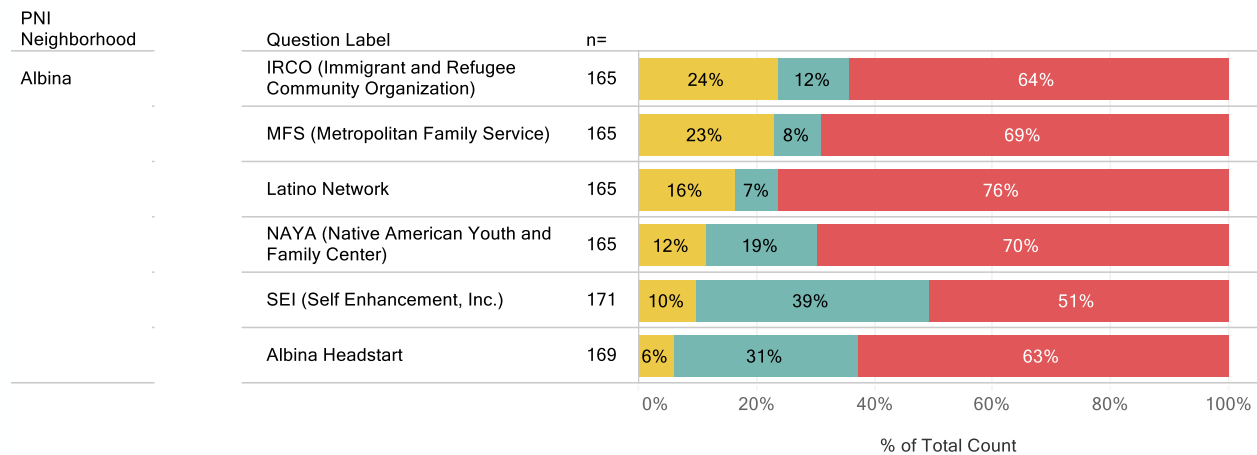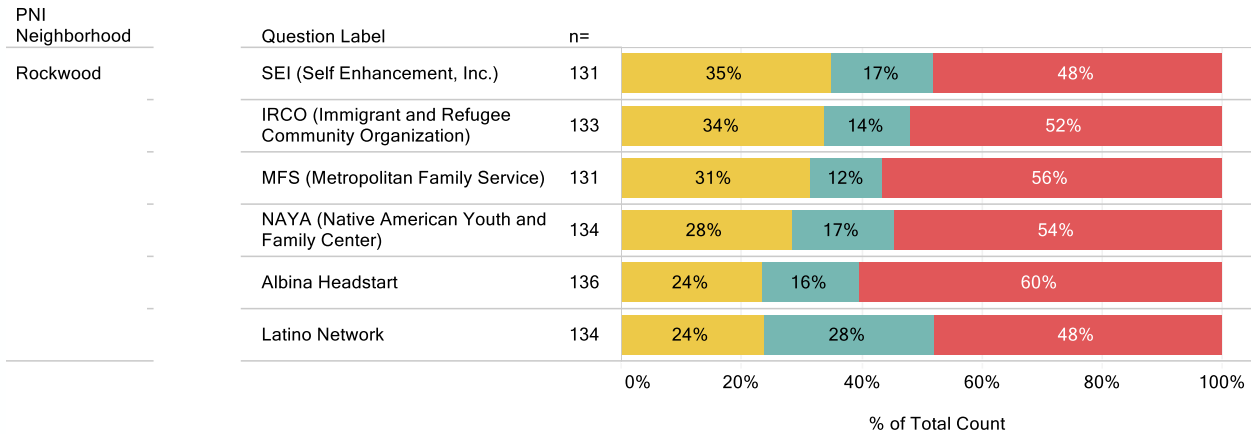
PNI Neighborhood	n=	
Albina	172	51% Yes / 49% No
Rockwood	140	53% Yes / 47% No

% of Total Count
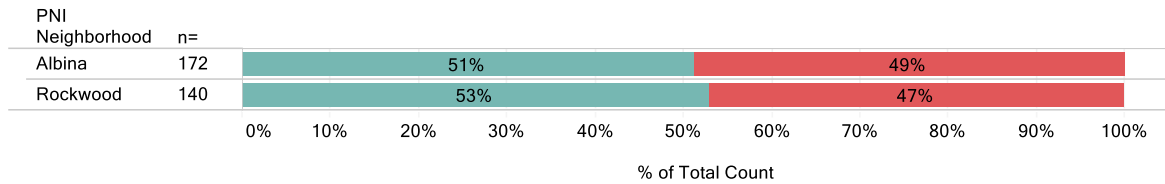
Response
- No
- Yes

At the same time, participant responses suggest an opportunity to expand awareness of ARPNI partner organizations among families, particularly in the Rockwood neighborhood.

Exhibit 35. Participation in and awareness of ARPNI partner organizations by neighborhood

Have You or Your Child Participated in a Program/Activity or Service Offered by One of the Promise Neighborhood Partners?

PNI Neighborhood	Question Label	n=			
Albina	IRCO (Immigrant and Refugee Community Organization)	165	24%	12%	64%
	MFS (Metropolitan Family Service)	165	23%	8%	69%
	Latino Network	165	16%	7%	76%
	NAYA (Native American Youth and Family Center)	165	12%	19%	70%
	SEI (Self Enhancement, Inc.)	171	10%	39%	51%
	Albina Headstart	169	6%	31%	63%

% of Total Count

PNI Neighborhood	Question Label	n=			
Rockwood	SEI (Self Enhancement, Inc.)	131	35%	17%	48%
	IRCO (Immigrant and Refugee Community Organization)	133	34%	14%	52%
	MFS (Metropolitan Family Service)	131	31%	12%	56%
	NAYA (Native American Youth and Family Center)	134	28%	17%	54%
	Albina Headstart	136	24%	16%	60%
	Latino Network	134	24%	28%	48%

0%   20%   40%   60%   80%   100%

% of Total Count

Response
- No
- Yes
- Don't know about this program

Community Call to Action

What do the data mean for our communities? What changes do we want to see? What do we want to work on together to help ensure children and families are able to thrive? We are working as a collaborative and engaging families and parent leaders involved in ARPNI programs to answer these questions. We'd also like to hear from you! You can provide your input by completing a short survey here.

We will be using this input to inform a 'Community Call to Action' document to be published on the ARPNI website in spring 2021.

Sources

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Appendix A

Front of 'Lend Your Voice' Postcard

Back of 'Lend Your Voice' Postcard