

The Opportunity Alliance

Parkside Assets and Needs Study

August 2014

Prepared by Metis Associates

Acknowledgements

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We especially wish to thank Dr. Kolawole Bankole of the City of Portland Minority Health Program who collaborated with us to expand the City of Portland Health Survey to include items in each of the study areas; and the Community Health Outreach Workers (CHOWS) for their persistence in finding the different sub-groups of residents to complete the neighborhood surveys.

This study was also conducted with the support of the Parkside residents, service providers, business owners, and leaders of faith-based organizations who contributed their time and served on the study advisory team. We would like to acknowledge them for the time they took to help the Metis team understand the strengths and assets of Parkside as well as identify and prioritize the gaps and needs of the neighborhood.

We are especially grateful to those organizations that shared local administrative data, including:

- *Maine Department of Health and Human Services, Office for Family Independence;*
- *Portland Police Department;*
- *Housing & Community Development Division, Planning & Urban Development Department, City of Portland;*
- *University of New England School of Social Work;*
- *Portland Public Schools; and*
- *Catholic Charities Maine, Refugee & Immigration Services & Language Partners.*

Finally, we are indebted to all of the stakeholders who served as subjects for the study by completing surveys, taking part in the Asset Drive, and participating in interviews and focus groups.

Introduction

Study Background

With support from the John T. Gorman Foundation, The Opportunity Alliance (TOA) launched a community asset and needs assessment study in fall 2013. The purpose of the study was to identify the existing strengths and assets of Parkside, establish a comprehensive baseline set of neighborhood-level indicators, and identify and prioritize gaps and needs. The overall goal of the study was to collect the data needed to design a place-based multi-partner neighborhood revitalization strategy to improve the quality of life for all Parkside residents.

TOA contracted with Metis Associates to serve as the lead research partner for designing and implementing a comprehensive study of the assets and needs of the children, youth, and families, including senior citizens and new immigrants who reside in the Parkside neighborhood of Portland, Maine. The study began in November 2013 with two community meetings co-facilitated by Metis and TOA. The meetings served as a way to introduce the study and the work TOA hoped to accomplish, and engage attendees in activities to brainstorm community assets, existing resources, and most pressing needs. At the end of each meeting, TOA invited participants to continue their involvement with the Parkside study by joining an Asset and Needs Assessment Advisory Team, a cross-sector committee of Parkside stakeholders charged with guiding the development and implementation of the study. TOA sent invitations to the community meetings to a comprehensive list of service delivery partners, faith-based leaders, local business leaders, and Parkside residents. Over 60 individuals attended one of the two meetings held at the Parkside Neighborhood Center (31 at the early morning session and 30 at the evening session).

Following the community meetings, 35 Parkside stakeholders agreed to join the Advisory Team. Between December 2013 and June 2014, TOA and Metis conducted a series of four Advisory Team meetings, which engaged participants in the study in a variety of ways, including reviewing and providing feedback on surveys, identifying Parkside assets, participating in study interviews, and helping to identify existing data sources relevant to the study. Members of the study Advisory Team included:

Parkside Residents

Cheyenne Donovan, Felicissima Bizimana, Jesus Tuyikeze, Lisa Holmgren, Armand Turinyungu, Kurt Holmgren, Larry Kelly, Marie Gray, Marie-Paule Ndayishimiye, Marine Nahimana, and Sami Arnout

The Opportunity Alliance and Parkside Neighborhood Center

Joe Everett, Andrea Paul, Lucie Rioux, Rachel Horton White, Chris Gorman, and Grace Scale

Community Service Providers/Faith-Based Leaders

Ashley Storrow and Bethany Sack, Catholic Charities Maine Refugee and Immigration Services; Diane Richard, Iris Network; Emma Holder, Parkside Neighborhood Association; Jon Bradley, Preble Street; Karen Small and Rosemary Whittaker, DHHS Child Protective Services; Kim Hartley, Pharos House; Kira Maas, Portland Community Health Center; Kolawole Bankole, City of Portland Minority Health

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Program; Lydia Hews, Williston-Immanuel United Church; Maureen Clancy, Portland Public Schools; Michelle Lauture, Parkside Community Policing Coordinator

The overarching goal of the study was to assemble the necessary information for TOA and its partners to develop a resident- and results-driven neighborhood revitalization plan well matched to the needs of Parkside children, youth, and families. Specifically, the study collected baseline data related to the following study areas:

Community Engagement	Childcare/Early Learning	Education	Housing	Employment, Adult Education, and Job Training
Food, Nutrition, and Exercise	Safety	Personal and Community Health	Senior Citizens	New Immigrants

Data Sources

Metis and TOA worked closely with the study Advisory Team to define the set of indicators within each major study area that would be useful to the community partners. Information from the advisory meetings coupled with knowledge of existing local data sources and other relevant needs assessment activities already underway in Parkside informed the study design. Metis collected data relevant to each study area using the following data sources and methods:

- *National and state-level administrative data sources*, including the U.S. Census, American Community Survey, Maine State Education Department, Maine Department of Labor, Maine State Housing Authority, and Maine Department of Health and Human Services, Office for Family Independence.
- *Local administrative data sets, needs assessment reports, and resource maps* provided by TOA, Cumberland County, City of Portland Police Department, City of Portland Housing Authority, Portland School District, City of Portland Minority Health Program, City of Portland Health and Human Services Department, Social Services Division, and Portland Connect Ed.
- *Survey of Parkside residents* conducted in partnership with the City of Portland Minority Health Survey. Metis worked closely with TOA and Dr. Kolawole Bankole, the Project Director for the City of Portland Minority Health Program, to expand the existing City of Portland Health Survey to include additional sections focused on community engagement, safety, food and exercise, childcare, education, and housing. A copy of the survey is located in the Appendix.
 - **Sampling:** Metis developed target numbers of respondents/completion quotas based on the resident subgroups of interest to the TOA and the Advisory Team (immigrant status,

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senior citizens, racial/ethnic background, and families with children). Metis developed the quotas based on 2010 Census data to ensure large enough sample Ns for specified subgroups and included strata for ethnic culture/language group and age. Dr. Bankole used a technique called snowball sampling that relies on referrals from respondents to fulfill the pre-calculated quotas.

- **Survey Administration:** Dr. Bankole, with support from the Metis team, conducted 2-day training for the multi-lingual team of Community Health Outreach Workers (known as CHOWS) hired to administer the Parkside Neighborhood Survey face-to-face to Parkside residents in locations across the neighborhood. The survey data collection spanned a 5-month period from January through May 2014. The CHOWS completed 428 surveys in English (41.1%) or the respondents preferred language (58.9%).
- **Respondent Demographics:** Among the 428 respondents, most were Black/African American (39.3%), white (31.7%), Hispanic/Latino (19.5%), and Middle Eastern (7.4%). More than three quarters of respondents (75.1%) were born outside the US and over half were not US citizens (54.2%). Among those born outside of the US (N=306), the ethnic groups most represented were Latino (27.1%), Congolese (DRC) (22.5%), Iraqi (16.0%), South Sudanese (9.5%), Sudanese (7.5%), Djibouti (5.6%), and Somali (5.6%). Regarding age, 17% were teens and young adults ages 15-24; 73.2% were ages 25-64; and almost 10% were 65 years of age or older.
- **Survey of community service providers** administered online with 118 representatives of partner organizations identified by The Opportunity Alliance in May 2014. Individuals from organizations that provided a wide array of services to Parkside residents, including agricultural and food, domestic violence, education, employment, religion, health, housing, immigration and refugee services, social services, and youth-based services completed 43 surveys. Over half of the respondents (55.8%) were from organizations located within Parkside, while another 44% were located outside the boundaries of the neighborhood in other areas of Portland. A copy of the survey is located in the Appendix.
- **Individual interviews with Parkside stakeholders.** Metis conducted 14 interviews in January 2014, including 10 face-to-face interviews at the Parkside Neighborhood Center and four by telephone. Respondents included seven residents (two of whom were also service providers), four service providers, two business owners, and one church leader. The majority had lived in Parkside for 5 years or less (10 respondents), while another two stakeholders lived in the neighborhood for less than a year, and two respondents for most of their lives.
- **Resident Asset Drive** conducted by TOA staff on April 12, 2014. A total of 36 adults from the Parkside neighborhood participated in an interactive activity called the “We Can Game: Asset Mapping Resource Game.” In addition, TOA staff conducted a focus group during the event with

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six youth. The participating teenagers included both boys (N=1) and girls (N=5) and were ethnically diverse: Black/African American (N=4) and white (N=2).

Report Structure

The remaining sections of this report present the following information:

- *City & Neighborhood Characteristics*
 - About the City of Portland
 - About Parkside
- *Parkside Strengths & Assets*
- *Findings*
 - Community Engagement
 - Childcare and Early Learning
 - School Age Children
 - High School Age Youth
 - Housing
 - Employment, Adult Education and Job Training
 - Food, Nutrition and Exercise
 - Safety
 - Personal and Community Health
 - Senior Citizens
 - New Immigrants
- *Key Takeaways and Next Steps*

City & Neighborhood Characteristics

About The City of Portland

Portland is one of the largest cities in the state of Maine, with a total population of 66,235 according to the 2012 American Community Survey. It is located in the southeastern region of the state and sits on a historic port district along the Fore River. The majority of Portlanders are white (86%), 6.5% of the population is Black or African American, and 4.1% are Asian. A small portion of Portland's total population identifies as American Indian or Alaska Native, a combination of two or three other races, or belonging to some other racial or ethnic group.

Most Portland residents were born in the United States (87.3%) and have their roots in the state of Maine (52.2%). Relatively small groups of Portlanders are naturalized citizens (5.2%) and non-US citizens (6%). Over the past few years, there has been an influx of immigrants to the City of Portland, especially to Lewiston and the Parkside communities. According to the Immigrant Legal Advocacy Project (ILAP), immigrants have long appreciated Maine for its welcoming people and its way of life, and have made vital contributions to every aspect of Maine's economy, including Maine's agriculture, hospitality, and professional sectors. Today, ILAP estimates Maine's immigrant population to be over 55,000 persons.

According to the 2012 American Community Survey, of the 30,840 total households in Portland, over half are nonfamilies (55.3%) and 31.6% are occupied by married couples. In addition, females head approximately 10% of all households.

Educational attainment data for the city of Portland shows that, when compared to that of the state of Maine and the nation, respectively, Portlanders have achieved relatively high levels of formal education. As depicted in Table 1, the percentage of Portland residents who have earned a Bachelor's degree or higher is over 16 percentage points greater than in Maine or in the US (44.6% compared to 27.3% or 28.5%, respectively). As one might expect to see given these data, the unemployment rate for Portland (6.6%) is less than the unemployment rates for both Maine and the US (7.4% vs. 9.3%, respectively).

Table 1: Portland Education and Economic Characteristics

	Portland	Maine	US
No high school diploma	5.0%	5.9%	8.2%
Bachelor's degree or higher	44.6%	27.3%	28.5%
Median household income	\$44,487	\$48,219	\$53,046
Unemployment rate	6.6%	7.4%	9.3%
Families below poverty level	13.3%	8.9%	10.9%

Source: American Community Survey 5-year Demographic Estimates: 2008-2012

The Portland Public Schools (PPS) is the largest and most ethnically diverse school system in the state of Maine, serving a little more than 7,000 students in grades pre-kindergarten through 12 as of January 2014.

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The racial composition of the PPS is vastly different from the City. For example, 24% of PPS students are African American/Black versus just 6% of students in the City. This may mean that white parents are choosing to send their children to private schools. The district includes nine elementary schools, three middle schools, and three high schools. In PPS, over half of the children are eligible for free or reduced price lunch (54.1%) (a commonly used proxy for poverty), which is high compared to the statewide rate of 44.8%. More than one of every five students in PPS is limited English proficient (24%), compared to just 2% statewide. Approximately 32% of PPS students speak a primary language other than English at home. Of the 57 spoken languages, the largest language groups in order, including Somali, Arabic, Spanish, French, Khmer, Vietnamese, Acholi, Kinyarwanda, Kirundi, and Portuguese. Graduation rates for Portland youth stand at about 79%, but are notably lower for students who are Hispanic/Latino, poor, and limited English proficient (71%, 70%, and 62%, respectively).

About Parkside

Parkside is a small neighborhood in the city of Portland, Maine. Park Avenue and the historic Deering Oaks Park border the Parkside community to the north. Congress Street, one of Parkside's main thoroughfares represents the southernmost street of the neighborhood and Forest Avenue and Weymouth Street border Parkside to the east and west, respectively (see Figure 1). Deering Oaks Park is one of the neighborhood's most valued amenities: *"A big beautiful park with lots of open space to run and play, big beautiful trees, a lovely duck pond, and a wading pool for overheated kiddies in the summer, and one of the best farmer's markets."* Deering Oaks is a 55-acre public park with a baseball diamond, tennis courts, a playground, and a pond. Concerts are also held at the park throughout the summer and are free to the community.

Across respondent groups, most agreed that the greatest assets of the neighborhood are its central location and its multicultural racial and ethnic composition. These individuals enjoy Parkside's "urban" feel, its pleasant environment, and its proximity to the downtown area, its accessibility via walking and the community's variety of restaurants offering food from different cultures. In addition to its location around Deering Oaks Park, Parkside is located downtown and in close proximity to the waterfront.

With over 5,400 residents, Parkside is the most densely populated and ethnically diverse square mile in Maine. Many New American families, from countries like Rwanda, Somalia, Iraq, and Sudan, have settled in Parkside, creating a racially and ethnically diverse neighborhood. More specifically, according to the US Census data, the ethnic/racial composition for Parkside is mostly white (77.3%), 8.9% is Black or African American (8.9), Asian (5.0%), and a small portion of the population is American Indian, Alaska Native, or multi-racial. Still, like all of Portland, the majority of Parkside residents (82.5%) were born in the United States. A small group represents naturalized citizens (5.1%) and non-US citizen (10%).

The levels of education among Parkside residents vary significantly: 6.5% of individuals have less than a high school diploma, 24.9% have a High School diploma or equivalent, 19.3% have received either some college education or an Associate's degree, and 42.5% have a Bachelor's degree or an advanced degree.

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In 2012, the median household income in Parkside was \$26,111 and it was even less for families (\$19,095) – both significantly lower than the city (\$44,487) or state (\$48,219). About a third (34.7%) of *individuals* in Parkside lives in poverty; a rate that is five times that of the entire state of Maine (7.4%). Most alarming is the percentage of *families* living below the poverty level in Parkside as compared to the city and state (44% compared to 13.3% and 8.9%, respectively) indicating a dire need for economic and other living assistance for families. Of the neighborhood’s employed adults, over half work in one of three industries: educational services or health care and social assistance (28.1%); arts, entertainment, accommodation, or food services (18.1%); and retail trade (14.5%).

Table 2: Parkside Education and Economic Characteristics

	Parkside	Portland	Maine
No high school diploma	6.5%	5.0%	5.9%
Bachelor’s degree or higher	42.5%	44.6%	27.3%
Median household income	\$26,111	\$44,487	\$48,219
Individuals below poverty level	34.7%	6.6%	7.4%
Families below poverty level	43.9%	13.3%	8.9%

Source: American Community Survey 5-year Estimates: 2008-2012.

While this neighborhood faces many challenges, it remains a beacon of hope for Portland because of many inherent advantages, recent attention, and investment. Parkside is ripe for change and with the presence of an active neighborhood association (Parkside Neighborhood Association), The Opportunity Alliance Parkside Neighborhood Center, and the Hope House, service providers are ready to collaborate with one another to support the revitalization of the Parkside community.

Parkside Strengths & Assets

Many assets exist within Parkside that provide a foundation for positive change, including particular individuals and groups of individuals, physical structures and neighborhood landmarks, community service organizations, faith-based organizations, and businesses. While the Appendix to this report includes maps of the neighborhood strengths and assets identified throughout the study, below are some illustrative examples.

Individuals and groups of individuals

- Community leaders and elected officials (e.g., Suzanne Hunt, Sanitation Compliance Officer, and Michele Lauture, Parkside Community Policing)
- Resident subgroups (e.g., new immigrants and senior citizens)
- Community groups (e.g., Parkside Neighborhood Association, Portland Planning Board, and Portland City Council)

Physical structures and neighborhood landmarks

- Deering Oaks Park
- Payson Park
- Stately houses on Deering Street
- Congress Street corridor
- The Portland Art Museum
- The Portland State Company
- The Children's Art Museum,
- The Maine Historical Society
- Cumberland County Civic Center
- Fitzpatrick Stadium

Community service organizations

- The Opportunity Alliance
- Parkside Neighborhood Center
- Community Policing Center
- YMCA
- Portland Boys & Girls Club
- Serenity House
- Pharos House
- Hope House.
- Iris Network
- Friends of Deering Oaks

Faith-Based Organizations

- Hope Gateway Church
- Sacred Heart/St. Dominick's Church
- Williston-Immanuel United Church

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Interagency Collaboration

Among the key lessons learned of successful neighborhood revitalization strategies nationally include development of strategic and accountable partnerships leads to lasting change and alignment of resources to a cross-sector, unified strategy reduces neighborhood distress¹. The current level of collaboration among service delivery providers that serve Parkside residents, as well as their sense of urgency for neighborhood revitalization for Parkside residents, are key strengths from which The Opportunity Alliance and others can build to move forward an integrated neighborhood transformation initiative.

A survey of Parkside service delivery providers revealed the following key findings:

- Almost two thirds of the agencies (62.5%) already collaborate with other service providers in delivering services to Parkside residents and over half (55%) were involved in a formal collaborative or multi-partner effort in the Parkside community
- The great majority (82.5%) would participate in a community collaborative focused on neighborhood revitalization and over half believed that interagency communication and collaboration would serve residents more effectively
- Almost three quarters (72.5%) believed neighborhood revitalization in Parkside was at least somewhat urgent
- Over half (52.5%) would be *very likely* to share data with other providers as a part of a collaborative effort.

Providers believed there were a number of benefits to working collaboratively with other agencies in Parkside, including:

- Greater cross-agency referrals and access to services for residents
- Increased communication and dialogue regarding quality of services, gaps in service delivery, and areas for improvement of services
- Alignment and distribution of agency resources to target more effectively the populations most in need
- Coordination of procedures (e.g., intake, referral, exit) across agencies

¹ White House Neighborhood Revitalization Initiative Report, July 2011.

Findings

Community/Resident Engagement

There are mixed perceptions and feelings about residents’ level of connection to the Parkside neighborhood as well as the extent to which neighbors help one another.

Resident engagement and community leadership is a key element of neighborhood revitalization. More than one quarter of the service delivery agencies identified the lack of community engagement and social isolation as one of the most critical unmet needs of Parkside residents (26.6%). Data from the Parkside Neighborhood Survey also showed some clear opportunities for improvement regarding community and resident engagement (Table 3).

Table 3: Feelings about Living in Parkside
Respondents who said “very much”

	All Residents (N=427)
You feel like you belong	38.2%
You are proud to tell people you are from Parkside	40.8%
Parkside is clean enough	32.7%
People solve neighborhood problems together	13.4%
You feel a sense of community	25.6%

There were some notable differences for these items among different subgroups of residents, including:

- Latino residents were least likely to feel a sense of belonging in Parkside (24.4%)
- Among all racial/ethnic groups, Middle Eastern residents were most likely to have positive feelings about living in Parkside: sense of belonging (56.7%), proud (60.0%), clean (73.3%), togetherness/problems (46.7%), and sense of community (62.1%)
- The same pattern was true for Parkside’s oldest residents (age 65 or older): sense of belonging (62.5%), proud (57.5%), clean (52.5%), togetherness/problems (33.3%), and sense of community (35.9%)
- Whites were least likely to have viewed Parkside as clean enough (20.1%)

Overall, findings were mixed regarding the extent to which residents help one another, feel connected to the neighborhood, and receive support from their neighbors, which some attribute to the transient resident population within Parkside. Temporary residents were described as less engaged in

“I feel somewhat connected to everybody, though not as much as it should be. There are many people of different backgrounds that live in the neighborhood. There is not really a community feeling here [...] whites are just in one place and they do not even socialize with the new immigrants. It’s very divided.” – Parkside Resident

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improving the community and less likely to reach reaching out to help others.

Residents were most likely to be involved in ethnic or cultural groups or youth organizations, however, many residents do not know how to get involved or feel like they would not make a difference.

Over a third of residents (34%) did not know how or where to get involved in the Parkside community. In addition, demanding job schedules (29.6%) or uncertainty about being able to make a difference (25.5%) prevented residents from being more involved in the neighborhood. White and Middle Eastern residents were most likely to report that they did not know how or where to get involved (43.4% and 55%, respectively) and that their job schedule was too demanding (40.2% and 35%, respectively). Black (29%) and Latino (32.9%) residents were most likely to think that they cannot make a difference.

Of those residents who had been involved with the community in the past twelve months, the greatest participation has been with ethnic or cultural groups (32.6%) or youth organizations (28.9%). This was even higher among Black/African American (41.6%) and teenage/young adult (ages 15 to 24) (47.1%). Black/African American residents were most frequently involved with ethnic or cultural groups (69.7%) and school parent groups (13%). White residents were most likely to be involved with neighborhood associations and crime watch groups (16.5%).

Activities involving residents may help increase their sense of belonging and involvement.

During the Asset Drive conducted at the Parkside Neighborhood Center, residents brainstormed action steps to help engage community residents in the Parkside revitalization work. These included:

- Increase residents' sense of belonging and community through social events activities (e.g., culture sharing activities, movie night, and barbeques)
- Create a neighborhood crime-watch group to alleviate and/or address safety concerns
- Identify and provide support to struggling families to prevent crisis
- Recruit and train residents to become advocates for neighborhood issues

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Childcare & Early Learning

Residents whose young children are in childcare are very satisfied with the services they receive and are more likely to pay for these services themselves.

Approximately 61 residents who completed the Parkside Neighborhood Survey had at least one infant or young child (up to age 5) in their household. Of these, less than half (42.4%) had childcare arrangements for their children, which included childcare centers (22.2%), care provided by a non-relative (22.2%), care provided by a relative (14.8%), and Head Start (14.8%). Type of childcare used varied by racial group. For example, white residents were more likely to use a childcare centers, public pre-kindergarten programs, and nursery or preschools (70.0%), while minority residents more frequently used daycare or informal care provided by a neighbor (50.0%). As shown in Table 4, one-third of all responding residents self-pay for these childcare services.

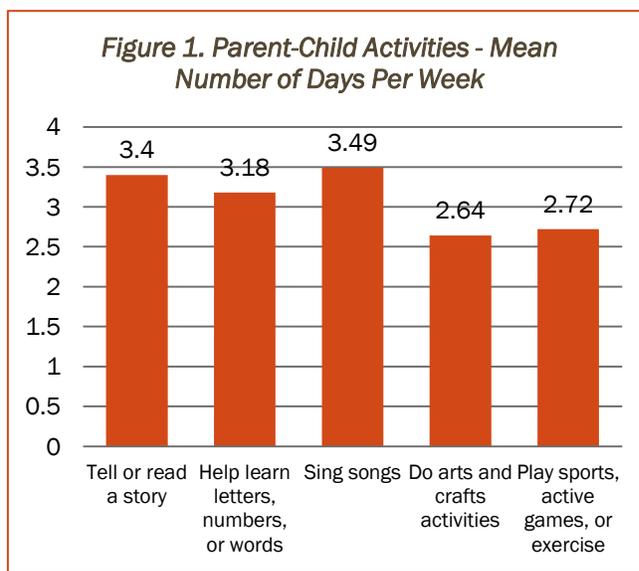
Table 4: Method of Payment for Childcare Services

Method of Payment	All (N=27)
Self-Pay	33.3%
Head Start	20.8%
Not applicable to the situation	16.7%
TANF	12.5%

Overall, the majority of residents with infants and young (79.2%) were very satisfied with their childcare services. Residents were most satisfied both with the communication, the food provided to their children (77.3%, respectively), the respect the childcare provider has of their culture (76.2%), and the languages spoken (72.7%), a particularly important factor considering the racial and ethnic diversity in Parkside. Although the majority of parents were very satisfied with the childcare they used, they also noted some problems in finding or using childcare, namely not having enough money to pay the costs or tuition (27.9%) and no or unreliable transportation (16.3%).

In terms of early learning and other parent-child activities, the data in Figure 1 show that Parkside parents are most often signing and reading to their infants and young children – and less likely doing arts and crafts and active or physical activities.

When asked what programs or services they needed for their young children that were not currently available in Parkside, survey respondents most mentioned recreational programs (30.6%) followed by resources and childcare for infants (28.6%).



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School-Age Children

Almost half of Parkside residents with school age children do not use childcare.

In total, 59 neighborhood survey respondents had at least one school-age child (ages 6 to 14) in their household. Among these, 46.4% reported not needing childcare. Among those residents who did have childcare for their school-age children, they most frequently used daycare provided by a relative (45.8%) and the great majority was either very satisfied (54.9%) or somewhat satisfied (35.3%) with those services. Residents were most likely to continue to use their current childcare option – despite level of satisfaction – because they did not know of any better alternatives available to them (40.9%). Childcare related problems identified most often were the inability to pay (29.0%) and no or unreliable transportation (25.8%).

Community service providers described Parkside as having limited daycare or childcare options for parents, which they believe presents a barrier for individuals in accessing needed services. For example, one provider that coordinates a women’s group in Parkside, commented, “*One of the primary concerns for the group was, how we can get a daycare for women, so they can get to their medical appointments or English instruction classes.*”

Parkside needs more services for school age youth including academic services, sports leagues and other recreational programs, and social events.

Taken together, residents, service providers, and neighborhood youth² described a number of programming and service needs mostly related to out of school time for school-age children within Parkside. Across respondent groups these included:

- Recreational programs or centers (48.6% of residents; 68.4% of providers; and youth)
- Homework help and academic tutoring (47.4% of providers; and most youth)
- Social venues, such as a teen center and outdoor recreational area (youth)
- Sports leagues (28.2% of providers)
- Music, dance, and theater classes (26.3% of providers)

Reiche Community School students are underperforming on State tests when compared to their city and state peers. King Middle School students, on the other hand, are performing comparably or better than the city and the state.

Reiche Community School, located just outside of the southern border of Parkside, is the public elementary school that serves Parkside children. Students from Reiche feed into the King Middle School after completing grade 5. In turn, most King Middle School students attend Portland High School.

Results of the Maine State assessments tests (the NECAP Reading and Math tests) show that for 2013, 50% of Reiche Community School students scored at or above grade level in reading and 44% scored at or above

² Note that the percentage of youth is not provided because data were collected during a focus group rather than a survey; but do represent the general opinions of youth who were interviewed.

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grade level in math. As shown in Table 5, Reiche students are lagging behind their peers across the city and statewide in both average reading and math performance. It is important to note that when compared to the city and state, Reiche Community School has a much greater low-income population (70.5% compared to 54.1% at the city level and 44.8% at the state level).

Table 5: Maine State Department of Education Data, 2013

	Reiche Community		King Middle School		Portland Public Schools		Maine	
	N	%	N	%	N	%	N	%
At or above grade level - NECAP Reading	82	50.0%	378	75.0%	1,970	69.0%	56,817	71.0%
At or above grade level - NECAP Math	73	44.0%	299	57.0%	1,607	56.0%	49,755	62.0%
Free and reduced price lunch (poverty)	258	70.5%	290	54.2%	3,787	54.1%	82,671	44.8%
Limited English proficiency	7	19.4%	26	27.4%	1,078	17.1%	29,532	2.2%
Special needs	37	10.3%	104	19.5%	1,118	16.0%	29,575	15.9%

The data in Table 5 also show that for King Middle School, despite comparatively high concentrations of students with special needs and limited English proficiency, a somewhat higher percentage of students were reading at or above grade level compared to both the city and the state (75% vs. 69% and 71%, respectively). In math, King showed results that were comparable to the citywide rate and slightly lower than the state average (57.0% vs. 56.0% and 62.0%, respectively).

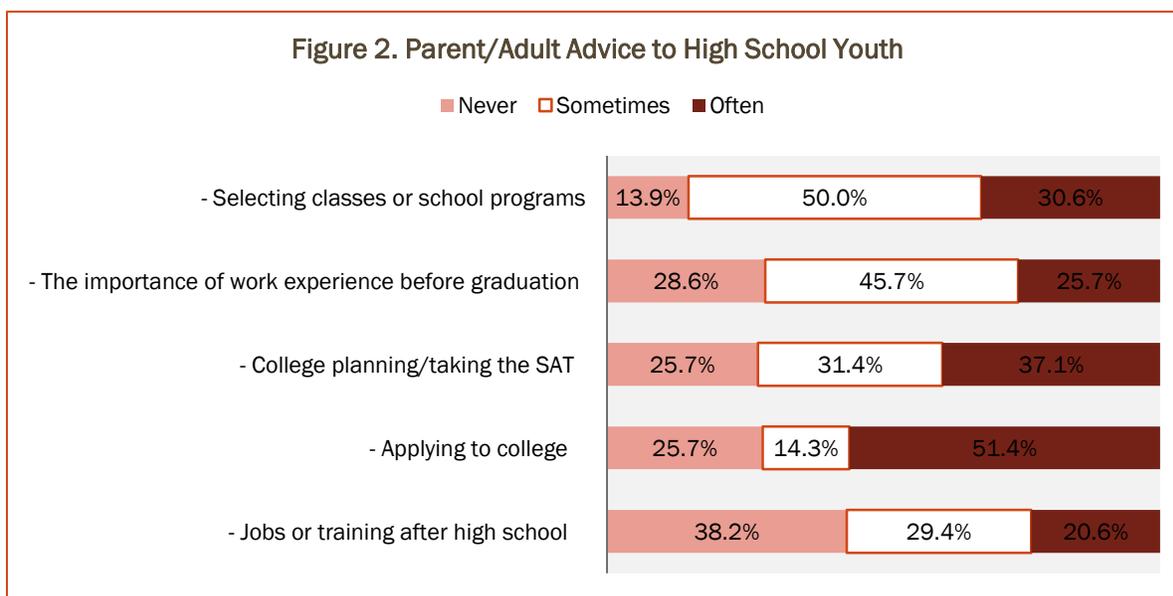
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High School Age Youth

Parkside youth are receiving advice from the parents and other adults about applying to college, but less so about registration for classes, importance of work experiences prior to graduation, plans to take the SAT, and post-high school employment.

In total, 39 respondents to the neighborhood had a high-school age youth (age 15 to 18) living in their household. Most said these youth were still in high school (91.9%) and a little over a fifth also had a part-time job (22.9%).

While more than half of parents provided advice to their high school-age students about applying to college (51.5%), the survey data suggest that parents are not speaking to their children enough about taking the SAT or other college planning (36.4%), selecting classes or school programs (31%) or the importance of gaining work experience before graduation (26%) (Figure 2).



Portland High School (PHS) students are performing similar to students in the city of Portland; yet suspension rates at PHS are twice as high then at the city or state.

Regarding school outcomes for Parkside youth, the study examined the most recent education data for Portland High School (PHS) as a proxy (Table 6).

**Table 6: Maine State Department of Education
High School Education 2013 Data**

	Portland High School		Portland Public Schools		Maine	
	N	%	N	%	N	%
At or above grade level - MHSA Reading	104	45.6%	225	44.3%	6,214	48.9%
At or above grade level - MHSA Math	85	37.0%	182	35.7%	6,116	48.1%

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	Portland High School		Portland Public Schools		Maine	
	N	%	N	%	N	%
Free and reduced price lunch (poverty)	469	53.7%	3,787	54.1%	82,671	44.8%
Limited English proficiency	19	18.1%	1,078	17.1%	29,532	2.2%
Special needs	119	12.9%	1,118	16.0%	29,575	15.9%
Graduation rate	NA	77.5%	434	79.5%	11,839	84.8%
Dropout rate	NA	4.4%	89	4.2%	1,794	3.4%
Suspension rate	49	5.6%	181	2.5%	3,761	2.0%

The data in Table 6 show that:

- Less than half of all PHS students were reading at or above grade level in reading in 2013 (45.6%), though this was comparable to the both the citywide and state rates.
- PHS youth showed dismal results in math, with just over a third scoring at or above grade level (37.0%). While this was similar to findings citywide, it was over 10 percentage points less than their peers statewide (48.1%).
- Students at PHS were more than twice as likely to be suspended in 2013 than were high school youth in Portland and the state (5.6% compared to 2.5% and 4%, respectively).
- PHS showed an almost 78% graduation rate in 2013 – which was fairly comparable to city (79.5%) and somewhat less than the state rate (84.8%).

From the perspective of residents, service providers, and neighborhood youth, the programs and services most needed for Parkside teenagers included:

- Recreational programs
- Cultural and educational activities
- College and SAT preparation
- Youth leadership development
- Community service and volunteer opportunities
- Employment services such as a job help center

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Housing

Comparatively, homes in Parkside are more expensive – and the neighborhood has higher rates of renters, multi-unit homes, and nonfamily households than do the city, county, or state.

Data from the American Community Survey (ACS) (5-year housing estimates from 2008-2012) show that the median value of a home in Parkside is \$250,700, which is more than the median value in the city, county and the state of Maine (\$241,700, \$243,900, and \$175,600, respectively). ACS data also showed that Parkside has:

- A very high concentration of renters (88.4%) compared to the city, county or state (55.3%, 31.9%, and 27.9%, respectively).
- Over a third of multi-unit homes (40.5%) compared to just 11.1% for the city, 5.0% for the county, and 4.0% for the state.
- Substantially greater numbers of non-family households (80.1%) compared to 55.3% for the city, 39.3% for the county, and 36.8% for the state.

The number of families residing at Portland Homeless Shelters has increased 113% over the past year.

From the perspective of service delivery providers, affordable housing remains one of the most critical unmet needs of Parkside residents and an examination of administrative data confirmed a general increase in homelessness over the past year. In particular, data from the Housing Authority in Maine (Table 7) showed significant increases in the number of families (113%) and teenage youth (33.3%) residing in Portland homeless shelters from January 2013 to January 2014. At the same time, data from the Neighborhood Survey showed that teens/young adult residents (ages 15 to 24) were the age group most likely to have been confronted with the possibility of homelessness (24.1%).

Table 7: Maine State Housing Authority

Total Number of Individuals Residing in Portland Homeless Shelters Per Night

	January 2013	January 2014	% Change
Adolescents	15	20	+33.3%
Families	126 individuals (23 families)	150 individuals (49 families)	+19.0% (+113%)
Adults	321	324	+1.0%
Total	462	494	+6.9%

While Parkside residents are generally satisfied with their current housing, many have serious housing related problems.

The great majority of neighborhood residents were either somewhat (38.1%) or very satisfied (51.5%) with their current housing situation. When looking at these data by subgroups of residents, Black/African American residents much less likely to be very satisfied (36.7%). In contrast, Middle Easterners and older

Parkside Assets and Needs Study

residents (age 65+) were most likely to be very satisfied with their present housing (75.9% and 71.8%, respectively).

Table 8 shows that during the past, Parkside residents experienced some housing-related difficulties, including insufficient money to pay utility bills (39.6%) or rent or mortgage payments (38.6%) and inability to find affordable housing (37.3%).

Table 8: Neighborhood Survey, Housing Problems

Problem	All (N=233)	White (N=65)	Black (N=104)	Latino (N=41)
Not enough money to pay utility bills	39.6%	29.7%	36.6%	54.1%
Not enough money to pay for rent or mortgage	38.6%	24.6%	36.5%	65.9%
Affordable housing	37.3%	16.9%	42.0%	51.4%
Landlord responsiveness	29.2%	21.9%	28.8%	32.4%
Help with home repairs	27.4%	12.5%	26.9%	51.5%
Legal help for housing or landlord problems	24.2%	9.2%	30.4%	32.4%
Homelessness	10.7%	6.3%	14.0%	2.6%

**Note: Middle Eastern residents were excluded from the table due to low Ns.*

The data also showed marked differences were found across racial groups and between the older and youth populations.

- Latino residents were more likely to struggle paying their rent or mortgage (65.9%) than any other racial or ethnic group – more than twice the rate of white residents in Parkside (29.7%).
- Half of all older residents (age 65 and older) also reported significant problems paying for their rent or mortgage (50%).
- More than half of the Hispanic/Latino residents and teens/young adults did not having enough money to pay for utility bills (54.1% and 51.7%, respectively) in the past year.
- Black and Latino residents were more than twice as likely to have problems finding affordable housing than their white counterparts (42% and 51.4% vs. 16.9%, respectively).
- The same was true for being able to find legal help for housing issues: this was a problem for 32.4% for Latinos and 30.4% of Blacks vs. only 9.2% for whites.
- Latino residents were four times as likely to have needed help with home repairs compared to white residents (51.4% vs. 12.5%, respectively).

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Employment, Adult Education and Job Training

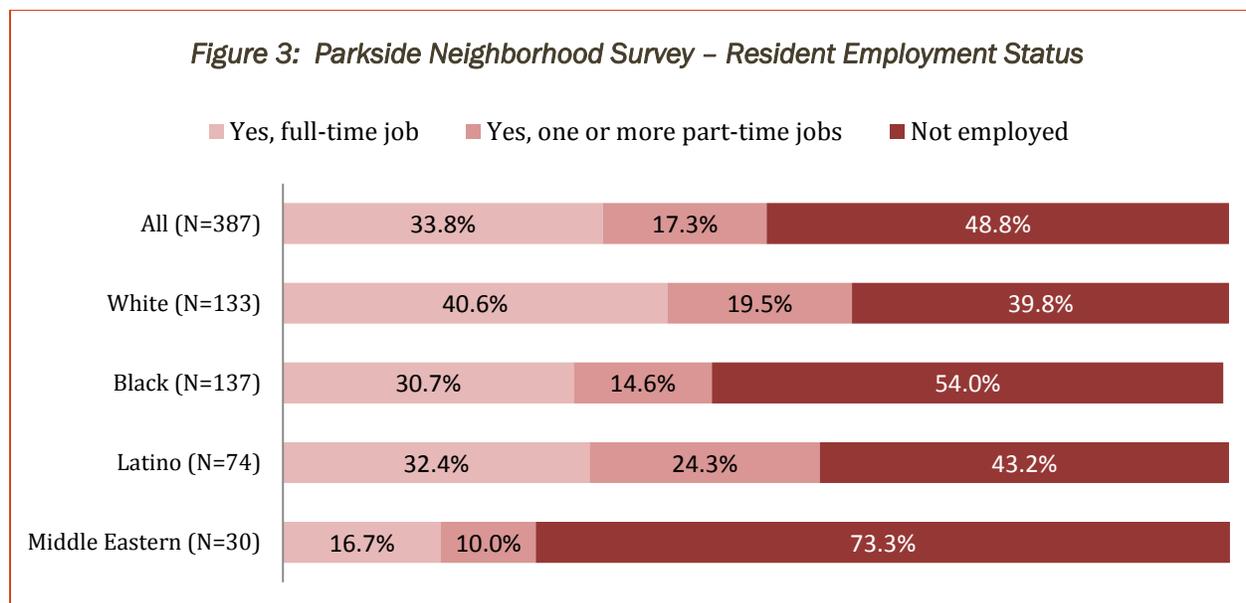
Unemployment is more prevalent in Parkside than in the whole city, county, or state. Parkside residents are generally satisfied with their jobs, although they earn less than their counterparts do.

As shown in Table 9, the most recent data from ACS showed that the unemployment rate for Parkside is somewhat higher than the city, county or state (9.7% compared to 6.6%, 5.9% and 7.4%, respectively). At the same time, Parkside residents who work also earn less than their counterparts. For example, the four-year average annual earning estimate for Parkside was \$22,562, compared to \$31,353 for Cumberland County.

Table 9: ACS Labor Data Estimates: 2008-2012

	Parkside	City of Portland	Cumberland County	Maine
Average earnings	\$22,562	\$28,167	\$31,353	\$27,361
% unemployed	9.7%	6.6%	5.9%	7.4%

Data from the Neighborhood Survey provided more specific information about the employment and adult education needs of Parkside residents. As shown in Figure 3, about half of the survey respondents had either a full-time (33.8%) or a part-time (17.3%) job. White residents were most likely to have a full-time job (40.6%) compared to all other racial/ethnic, while Middle Eastern residents were least likely to be employed full-time (16.7%).



The overall majority of residents are very satisfied (45.5%) or somewhat satisfied (47.5%) with their current job situation. residents with a college degree were more likely to be very satisfied with their job.

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Conversely, those without a high school diploma were most likely to be dissatisfied with their current employment.

Table 10: Parkside Neighborhood Survey – Job Satisfaction by Education Level

Satisfaction	All	Less than HS	HS Graduate	Some college/ AA Degree	BA Degree or Higher
Not at all satisfied	5.4%	23.5%	--	11.9%	9.3%
Somewhat satisfied	47.5%	33.3%	60.0%	54.7%	34.7%
Very satisfied	45.5%	41.2%	40.0%	33.3%	53.3%

One-third of residents report that they are enrolled in adult education classes yet still identify courses needed most as English as a second language, basic computers skills, writing a resume, and job interviewing skills.

About one third of respondents were taking an adult education class or job training class at Portland Adult Education (32.4%). Others residents were also enrolled in training programs or classes outside of Portland Adult Education, including training for asylum seekers, community college, online classes, learning works, French classes, or drawing classes.

Challenges to attending adult education or job training reported by residents include class schedules or inconvenient class times (17.0%) and transportation (12.7%). Latino residents and teens/young adults were most likely to view class schedules as a challenge (38.4% and 32.1%, respectively).

Across all residents, the types of education classes needed to improve their job situation cited most were English as a second language (ESL) (43.4%) and courses on basic computer skills (21%), followed by basic literacy courses (17.1%). Once again, there were some notable differences among residents of different racial/ethnic backgrounds:

- Latinos were most likely to report needed ESL instruction (76.3%).
- Approximately one third of Black respondents thought their job situation would benefit from additional basic computer use education (31.8%) and basic literacy skill improvement (39.5%)
- More than half of all white residents sought no job training (58.1%) – which was more than five times higher than Latino residents (10.3%).

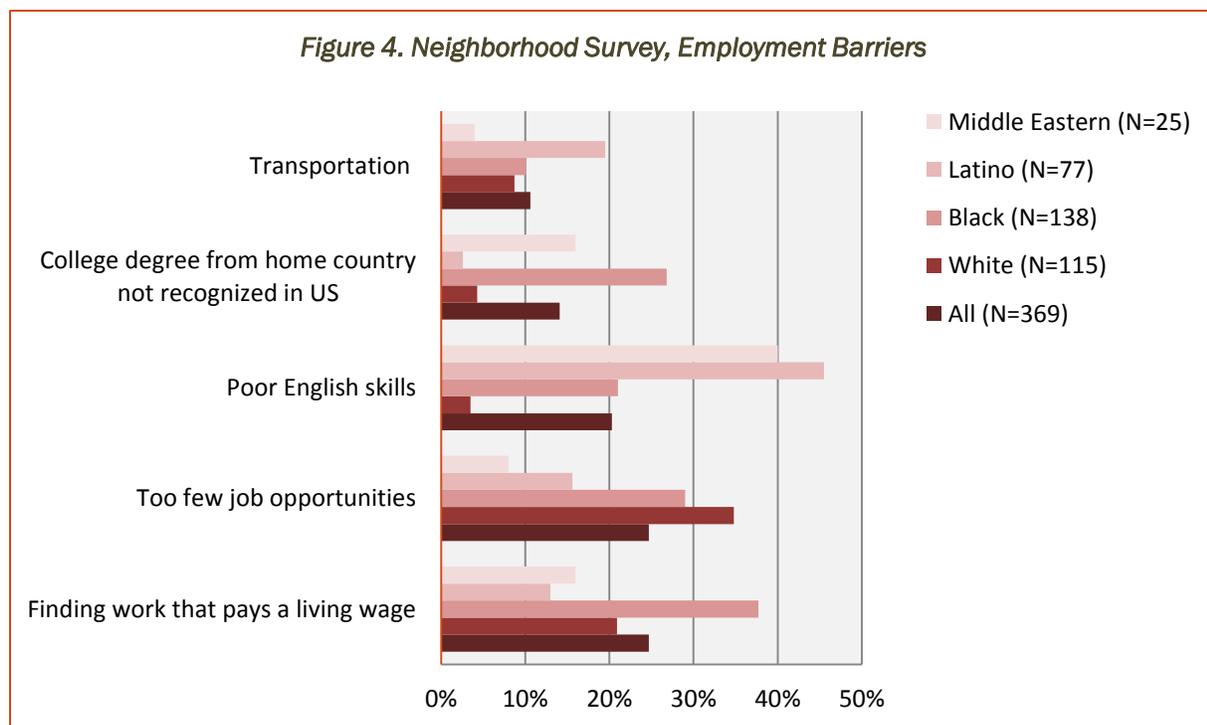
Regarding employability skills, overall, residents would like to receive training in resume writing (33.4%) and job interviewing (28.4%). Nearly half of Black residents (47.4%) would like help creating a resume and almost half of all Middle Eastern residents (46.4%) thought they would benefit from more job interviewing skills, followed by Black (35.8%) and Latino (35.1%) respondents. About a third of Middle Eastern residents (32.1%) would find understanding more about United States work culture helpful to their job search (Table 11).

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Table 11: Parkside Neighborhood Survey – Employment Skills Training Needs

	All (N=368)	White (N=118)	Black (N=137)	Latino (N=77)	Middle Eastern (N=36)
Creating a Resume	33.4%	20.3%	47.4%	32.5%	28.6%
Job Interviewing Skills	28.4%	14.4%	35.8%	35.1%	46.4%
Connecting with employers in Parkside	21.0%	17.8%	18.2%	20.8%	7.1%
Understanding the work culture in the United States	19.9%	9.3%	22.6%	24.7%	32.1%
Completing job applications	11.4%	6.8%	8.0%	26.0%	7.1%

Figure 4 illustrates the challenges identified by residents in trying to find a job, which include finding work that pays a living wage (24.7%), too few job opportunities (24.7%), and poor English skills (20.3%).



The data in Figure 4 also shows that:

- Blacks and teens/young adults were most likely to report problems with finding a job with high enough wages (37.7% and 39.4%, respectively).
- Latino and Middle Eastern residents (40.3% and 40.0%, respectively) indicated challenges with poor English skills more often.
- Black respondents were most likely to experience issues with having a college degree from their home country not recognized in the U.S. (26.8%).

Parkside Assets and Needs Study

Food, Nutrition and Exercise

In both Parkside and citywide most individuals receiving food stamps are single adults age 35 to 64 while those most likely receiving TANF are children and youth age 6 to 14.

Data provided by the Maine Department of Health and Human Services shows that those individuals using the most food stamps are residents age 35 to 64 (40% vs. 37%, respectively) (Table 12).

Table 12: Maine Department of Health and Human Services, Office for Family Independence, 2013

	Food Supplement		TANF	
	Parkside (N=5,759)	Portland City (N=12,312)	Parkside (N=668)	Portland City (N=1,448)
Age Group				
0-5 years	10%	12%	28%	27%
6-14 years	12%	16%	31%	31%
15-18 years	5%	6%	11%	11%
19 to 24 years	8%	7%	6%	5%
25 to 34 years	15%	14%	11%	12%
35 to 64 years	40%	37%	13%	14%
65 years and over	9%	9%	0%	0%
Citizenship Status				
US Citizens	81%	81%	53%	52%
Green Card	5%	5%	3%	4%
Asylum Seeker	0%	0%	0%	0%
Refugee	6%	8%	21%	29%
Asylee	2%	2%	3%	3%
Secondary Migrant ³	1%	1%	0%	1%
PRUCOL ⁴	5%	3%	20%	13%
Total	100%	100%	100%	100%

The data in Table 12 also show that:

- The largest group receiving TANF in both Parkside and Portland are children age 6 to 14 (31%).
- The great majority of food stamp recipients are US citizens (81%).

³ "Secondary Migration" is a legal term which refers to refugees who initially settled in one location in the United States, and who decided to relocate to another state during their first eight months in the country.

⁴ Permanent Residence under Color of Law (PRUCOL) is not recognized as an immigration status by the [U.S. Citizenship and Immigration Services](#) but rather this category was created by the courts and is a public benefits eligibility category. For a person to be residing "under color of law," the USCIS must know of the person's presence in the U.S., and must provide the person with written assurance that enforcement of deportation is not planned. A person residing under PRUCOL status cannot directly apply for U.S. citizenship or sponsor family members to obtain U.S. Citizenship.

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- Over half of those families receiving TANF are US citizens (52%).
- The largest non-citizen group receiving TANF are refugees.

The Parkside Neighborhood Survey collected information about food security, eating habits, and exercise. These data showed:

- Overall, 38.8% of respondents never worried about food running out in the past year. A substantially greater percentage of Middle Eastern residents often worried about running out of food (62.1%) followed by Latino residents (35%) during the same time period.
- More than half the residents (53.7%) exercised three or more times for at least 30 minutes in the week prior to taking the survey. More than a third of Latinos did not exercise at all in the past week (40.5%), a rate substantially higher than whites (3%), Blacks (13.2%), and Middle Easterners (7.1%).
- Most residents either never go to the Farmer's Market (40.8%) or go occasionally (40.6%). Over half of all new Parkside residents (less than 1 year) and teens/young adults never shop at the Farmer's Market (52.1% and 57.5%, respectively). The same is true for Latino (53.2%) and Middle Eastern (56.6%) residents.
- Greater percentages of new Parkside residents and Latinos were unaware that they could use food stamps at the Farmer's Market (64% and 76.9%, respectively) suggesting a need for increased circulation of food stamp information in the community. Additionally, over 43% of the partners completing a survey felt that there was a high need for General Assistance, TANF, and food stamps in the Parkside neighborhood.

Parkside Assets and Needs Study

Safety

Crimes specific to Parkside, however, have decreased steadily since 2010.

City of Portland Police Department data from 2010 through 2014 (Table 11) show that four of Portland’s neighborhoods (Downtown, Parkside, West Bayside, and West End) comprise over half of the city’s overall crime compared to the remaining 17 other Portland neighborhoods combined⁵ (51.4% vs. 48.6%, respectively). Figure 5 shows that crime specific to Parkside has steadily declined from 10.1% in 2010 to 8.7% in 2013.

Table 11: City of Portland Police Department: 2010-2014

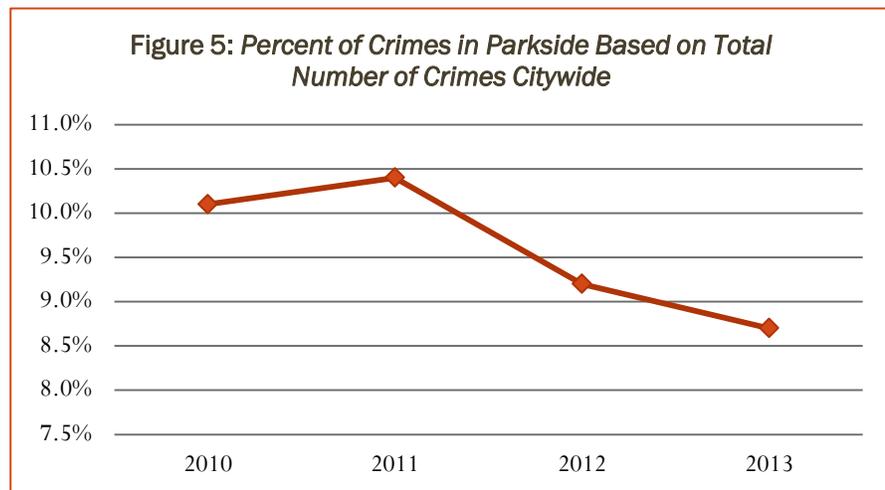
	Total Number of Crimes	% of Crimes
Downtown, Parkside, West Bayside, and West End Neighborhoods	25,670	51.4%
All Other Neighborhoods (N=17)	24,317	48.6%
Total	49,987	100.0%

Parkside’s residents generally feel safe but still would like an increased presence among law enforcement

While the majority of residents reported always feeling safe in Parkside (62.9%), residents would feel safer with increased presence of law enforcement (24.1%). From the perspective of adult and youth residents interviewed, there was a need for increased neighborhood safety and community policing so that people feel “safe” in the neighborhood and not fearful of their neighbors.

As shown in Table 12, the survey data showed notable differences in feelings of safety among subgroups of residents. These included:

- About a third of Black (32.6%) and Middle Eastern (33.3%) residents already feel safe.
- More than a third of Latinos (33.3%) and almost half (47.8%) of Parkside’s older residents over 65 years of age believed there should be an increased presence of law enforcement.



⁵ The 17 other neighborhoods included Back Cove, Deering Center, East Bayside, East Deering, East End, India St., Jetport, Libbytown, Munjoy Hill, Nasons Corner, North Deering, Oakdale, Peaks Island, Riverton, Rosemont, and Stroud Water.

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- Whites (23.4%), Blacks (17.4%), and Latinos (19.4%) would feel safer if there was a reduction in crime and disturbances, whereas only 7.4% of Middle Eastern residents responded this way.

Table 12: Parkside Neighborhood Survey – Perceptions of Safety

	All (N=257)	White (N=94)	Black (N=92)	Latino (N=36)	Middle Eastern (N=27)
Increased presence of law enforcement	24.5%	20.2%	26.1%	33.3%	22.2%
Already feels safe	21.4%	11.7%	32.6%	13.9%	33.3%
Improved environmental factors (e.g., better lighting)	10.1%	22.3%	4.3%	2.8%	–
Reduced crime and disturbances	19.1%	23.4%	17.4%	19.4%	7.4%
Strengthened community and interpersonal relationships	6.4%	6.4%	5.4%	–	3.7%
Don't know/not sure	8.2%	10.6%	2.2%	19.4%	3.7%
Other	11.3%	5.3%	12%	11.1%	29.6%

Parkside Assets and Needs Study

Personal and Community Health

Alcohol and drug abuse emerged as the critical risky behaviors among Parkside residents. Diabetes and high blood pressure were the most important neighborhood health problems in Parkside, while dental, high blood pressure and mental health problems were the greatest significant personal health problems.

Across all residents, the **most risky behaviors** among residents living in Parkside were alcohol (68.8%) and drug abuse (56.9%). Marked differences among subgroups of residents included:

- A greater percentage of Parkside’s Black/African American residents cited alcohol abuse as the neighborhood’s most risky behavior (77.3%).
- A greater proportion of Black/African American residents (30.7%) and younger residents (ages 19 to 24) (30.9%) viewed dropping out of school as a risky behavior for Parkside residents.
- Teens/young adults were most likely to indicate *drug abuse* as the most risky behavior (66.2%).
- Middle Eastern residents were least likely to be concerned with neighborhood *drug abuse* (44.8%).
- Middle Easterners (31%), older adults (age 65 and older) (30%), and Latinos (27.5%) were more likely to view *being overweight* as the most important risky behavior.

During interviews and focus groups, some stakeholders described “serious” drug use (including heroin and crack cocaine) occurring in the community along with noticeable drug dealing and prostitution. Some residents associated drugs with community violence, which they fear will increase.

Regarding the most important health problems in Parkside, residents most often cited diabetes and high blood pressure (Table 13).

Table 13: Neighborhood Resident Survey - Health Problems in Parkside

Health Problem	All (N=393)	White (N=130)	Black (N=145)	Latino (N=80)	Middle Eastern (N=29)
Diabetes	35.3%	19.2%	53.8%	27.5%	41.4%
High blood pressure	26.8%	10.8%	41.4%	12.5%	62.1%
Mental health problems	26.1%	40.0%	15.2%	15.0%	37.9%
Dental problems	23.6%	11.5%	39.3%	20.0%	6.9%
Domestic violence	23.1%	30.8%	19.3%	23.8%	6.9%

As shown in Table 13, notable differences in resident subgroups included:

- A greater proportion of Black/African American residents (53.8%) and Middle Easterners (41.4%) cited diabetes cited as the most important neighborhood health problem.
- The same was true for *high blood pressure*: Middle Easterners (62.1%) or Black/African American (41.4%).
- Higher proportions of white (40%) and Middle Eastern (37.9%) residents cited *mental health* as the most important health problem for Parkside.

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- White residents were most likely to cite *domestic violence* as an important neighborhood health problem (30.8%) while over a third of all Black/African American residents indicated *dental problems* as the most important health concern for Parkside (39.3%).
- Latino residents were most likely to cite *sexually transmitted diseases and HIV/AIDS* as the highest health concerns for Parkside (21.3% and 18.8%, respectively).

When asked about personal health problems (Table 14), more than one fourth of all respondents cited dental issues.

Table 14: Neighborhood Resident Survey - Personal Health Problems

Health Problem	All (N=385)	White (N=125)	Black (N=146)	Latino (N=77)	Middle Eastern (N=28)
Dental problems	28.8%	9.6%	43.8%	29.9%	39.3%
High blood pressure	24.7%	14.4%	39.0%	11.7%	32.1%
Mental health problems	24.7%	32.8%	17.8%	18.2%	39.3%
Diabetes	22.3%	17.6%	34.2%	11.7%	17.9%
No/too little exercise	18.7%	16.0%	13.7%	27.3%	35.7%
Aging-related problems	13.3%	19.2%	6.2%	7.8%	35.7%

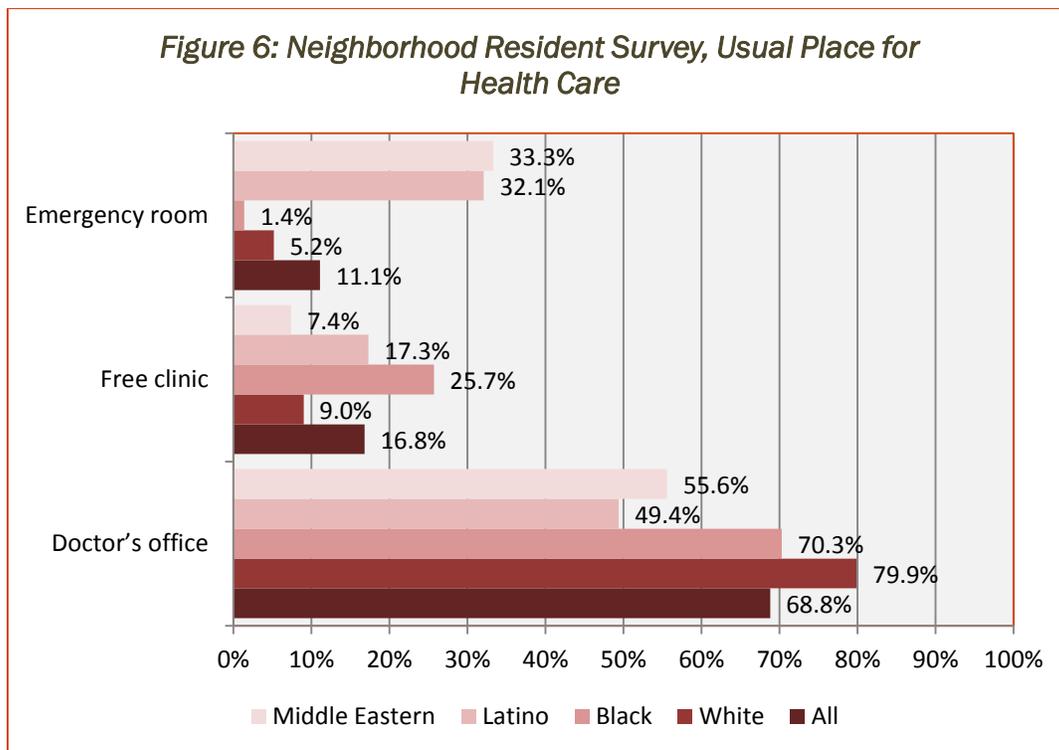
As shown in Table 14, among the different resident subgroups, the most pervasive personal health problems varied considerably:

- Older residents (age 65 and older) were most likely to cite *high blood pressure* as their most important health concern (45%).
- Those that indicated *dental problems* as their most important health problem were mostly Black/African American residents (43.8%), Middle Eastern residents (39.3%), and older residents (age 65 and older) (37.5%).
- The concentration of residents that indicated *mental health* as their most significant health problem were Middle Easterners (39.3%) and whites (32.8%).
- Older residents (age 65 and older) and Blacks/African Americans were most likely to have cited *diabetes* as their most important concern (42.5% and 34.2%, respectively).
- Middle Eastern residents were more likely than other groups to view *lack of exercise* (35.7%) as an important personal health problem.
- Older residents were over four times as likely to have reported *heart disease and stroke* as their most important personal health problems than were teens/young adults and adults ages 35 to 64 (17.5% vs. 1.5% and 4%, respectively).
- *Aging-related problems* were cited not surprisingly the most by older residents (45%), followed by Middle Eastern residents (35.7%) and whites (19.2%).

Most residents received routine medical care at a doctor's office and used health insurance to pay for their health care.

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Over two thirds of all Parkside residents reported receiving their usual medical care at a doctor’s office. Older residents and whites were much more likely to receive their routine care in a doctor’s office (87.5% and 79.9%, respectively). A larger proportion of teens/young adults reported going to the free clinic for their usual health care (30.3%) and about a third of Latinos (32.1%) and Middle Easterners (33.3%) cited the Emergency Room as their usual place for health care, which is more than twice the rate of all respondents (Figure 6).



There were marked differences in how subgroups of residents paid for their health care (Table 15). White residents (45.4%) were four times as likely as Latinos (10%) were and twice as likely as Blacks (19.6%) to use health insurance to pay for their health care. A substantially greater percentage of Latino residents (46.3%) paid cash for their health care and the majority of older residents paid for their health care through Maine Care (45%) or Medicaid (15%).

Table 15: Neighborhood Resident Survey, Form of Payment for Healthcare

Form of Payment	All (N=395)	White (N=130)	Black (N=148)	Latino (N=80)	Middle Eastern (N=28)
Maine Care	31.4%	28.5%	39.9%	11.3%	57.1%
Health insurance	25.1%	45.4%	19.6%	10.0%	--
Self-pay (cash)	13.9%	8.5%	4.1%	46.3%	3.6%

In addition to survey data, administrative data from the Maine Department of Health and Human Services showed similar trends for Parkside and the city as a whole (Table 16). In Parkside and Portland, those

Parkside Assets and Needs Study

individuals using Maine Care are mostly residents age 35 to 64 (39% vs. 34%, respectively) and are US citizens (79% compared to 82%, respectively).

Table 16: Maine Department of Health and Human Services
Use of Main Care by Age and Citizenship Status, 2013

Age Group	Parkside (N=7,843)	Portland (N=17,770)
0-5 years	11%	11%
6-14 years	13%	14%
15-18 years	5%	6%
19 to 24 years	8%	7%
25 to 34 years	15%	14%
35 to 64 years	39%	34%
65 years and over	10%	13%
Total	100%	100%
Citizenship Status		
US Citizens	79%	82%
Green Card	6%	5%
Asylum Seeker	0%	0%
Refugee	5%	6%
Asylee	2%	2%
Secondary Migrant	1%	1%
PRUCOL	5%	3%
VISA	0%	0%
Unknown/Undocumented	2%	1%
Total	100%	100%

Parkside Assets and Needs Study

Senior Citizens

Issues facing senior citizens include transportation services, elderly care, home health care and affordable housing.

From the perspective of both residents and service providers, Parkside’s older residents need greater social and community involvement as well as services related to personal, medical, housing, and transportation needs. In particular, stakeholders discussed challenges faced by the community’s low-income groups and senior citizens, including the impact of cuts to General Assistance on these individuals. In the words of one community provider: *“We’re cutting things rather than building things, we are seeing increased homelessness and poverty [...] we’ve been very active in going up to fight the General Assistance changes.”* Much of this concern rested with the community’s senior citizens who stakeholders believe are already struggling to afford their housing and will be likely to become homeless or living in shelters if policies continue to cut their benefits.

As shown in in Table 17, respondents to the Service Delivery Provider Survey cited affordable housing (63.2%), followed by healthcare coverage (44.1%) employment/job assistance (37.8%), and reduced social isolation (35.1%), as the greatest needs of Parkside’s senior residents.

Table 17: Service Provider Survey - Needs of Parkside Senior Citizens

	Total	High need	Medium need	Low need	Don't know
Adult/elderly care	35	11.4%	20.0%	2.9%	65.7%
Healthcare coverage	34	44.1%	5.9%	2.9%	47.1%
Affordable housing	38	63.2%	10.5%	--	26.3%
Employment/job assistance	37	37.8%	21.6%	8.1%	32.4%
Transportation services	37	32.4%	32.4%	2.7%	32.4%
Home delivered meals	36	16.7%	5.6%	11.1%	66.7%
Home health care	36	22.2%	13.9%	2.8%	61.1%
Social isolation	37	35.1%	18.9%	5.4%	40.5%

According to the senior citizens who responded to the neighborhood survey, the services *they* believe they need the most include the same services identified by residents and service providers but at much greater proportions: transportation, 82.5%; elderly care, 70%; home health care, 65%; and affordable housing, 62.5%.

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New Immigrants

The perception of most stakeholders is that immigrants are the resident group with the greatest unmet needs in Parkside.

In the 2000's there was also a very large increase in the number of residents to move into Parkside homes. For example, from the 1990's (98) to the 2000's (855) – there was an increase of approximately 800%. While an increase occurred across the city, county, and state, it was not nearly as high as the influx of individuals into Parkside during this time. These groups of immigrants come to Parkside with different levels of education, job skills, and other assets. Beyond their human capital, the legal status of immigrants also strongly affects their social and economic characteristics—and therefore the trajectory of their integration into the Parkside neighborhood. For instance, refugees have access to housing programs unavailable to other legal immigrants.

Service providers and others in Parkside observe that for the foreign-born population, particularly persons seeking asylum, there are dire needs for legal services, assistance in securing social services or referrals to needed services, English language classes, education, and other supports to facilitate this group's successful community integration. It was noted that there is greater emergency with asylum seekers than with general immigrants. *"They need assistance with finding proper residency, learning how to heat their home, and integrating into American culture."*

Table 18 shows the different ethnic groups represented among the Neighborhood Survey respondents not born in the US, including their median age and an English literacy indicator. This table also shows comparison data for the county obtained from the *2014 Minority Assessment Health Report*.

Table 18: Parkside Neighborhood Survey – Immigrant Resident Demographics

	Parkside - Count	Median Age	Percent Less than HS	Percent Unable to Read or Write English	Cumberland - Count	Median Age	Percent Unable to Read or Write English	Percent Less than HS
Latino	83	35	54.8%	86.6%	189	42	78.0%	38.0%
Iraqi	49	35	30.6%	79.6%	182	34	68.0%	21.0%
Djibouti	17	38	64.7%	76.5%	NA			
Somali	17	34	56.3%	75.0%	164	31	59.0%	40.0%
Congolese (DRC)	69	34	17.9%	65.2%	40	40	22.0%	3.0%
South Sudanese	29	45	16.7%	27.6%	83	43	13.0%	18.0%
Sudanese	23	37	27.3%	26.1%	58	39	15.0%	16.0%

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The data in Table 18 show that, on average, the most common ethnic groups residing in Parkside are younger, less educated, and less English proficient compared to their peers countywide. Within Parkside, the data show that:

- The Sudanese have the highest English literacy rate among all Parkside residents; however, Latinos have the lowest rate at 86.6%.
- The South Sudanese living in Parkside show the highest median age among all ethnic groups
- The Latino, Djibouti, and Somalis are less likely to have a high school education.

As shown in Table 19, the Neighborhood Survey asked residents to provide information about different social integration needs, which the analysis partitioned by citizenship status.

Table 19: Parkside Neighborhood Survey – Social Integration Needs

	US Citizens (N=26)	Non-US Citizens (N=90)
Accessing education and jobs	–	10.0%
Attaining better English proficiency	19.2%	10.0%
Increasing relationships within my community	15.4%	2.2%
Learning about American society, habits, and culture	7.7%	21.1%
Other	23.1%	6.7%

Table 19 shows that:

- More than one of every five Parkside immigrants would like help with integration into American society, culture, and norms
- Residents with citizenship were much more likely to want greater relationships with others in the Parkside community
- Those who are US citizens cited needs for improved English proficiency (19.2%) and more relationships with their community (15.4%).

Importantly, stakeholders (both providers and residents) observed a strong anti-immigrant sentiment and “negativity towards the immigrant population,” which has led to conflict in some cases between immigrants and long-time residents of the neighborhood. This anti-immigrant attitude is evident according to some residents in citywide policies, such as cuts to vital services such as General Assistance and mental health care. There was also strong agreement that a lack of support for the immigrant population is detrimental to their “survival” in Parkside and in the United States more generally. This was noted as particularly true for asylum-seekers who have very little knowledge about available assistance, how to secure housing, and how to integrate into American culture. As such, stakeholders stressed the critical need for increased education for immigrant groups in the areas of community assistance, everyday living skills, and personal safety.

KEY TAKEAWAYS AND NEXT STEPS

Summary of Key Findings

Below are key findings from each of the main study areas described fully in the body of this report.

Strengths and Assets

- Among Parkside’s greatest assets are its central location, proximity to downtown Portland, broad array of ethnic restaurants, and multicultural composition.
- Other widely identified assets were:
 - Neighborhood landmarks such as Deering and Payson Parks, the stately homes located on Deering Street, and the Congress Street corridor
 - Community service organizations, namely the Parkside Neighborhood Center, YMCA, Portland Boys & Girls Club, Hope House, and Sacred Heart/St. Dominick’s church
 - Businesses, including the Mellen Street Market, Holy Donut, and the Deering Oaks Farmer’s Market

Community action and Engagement

- The extent to which Parkside residents have a sense of belonging and commitment to the neighborhood and feelings of connectedness to their neighbors was mixed – and varied considerably for different subgroups of residents.
- Challenges to greater resident engagement included lack of information about how or where to get involved, job commitments and schedules, social isolation, and uncertainty about being able to make a difference.
- Suggested action steps to increasing resident engagement included planning community social activities, translating community outreach materials, creating a neighborhood crime-watch group, identifying and supporting struggling families, and creating a community advocacy council.

Childcare and Early Learning

- Overall, residents with young children in childcare and other early learning programs were very satisfied with the services they receive.
- Gaps in services for families with young children include recreation and sports programs and infant resources and childcare.

School-Age Children (Ages 6 – 14)

- A significant proportion of residents with school-age children reported not needing childcare.

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- Parents with school-age children mostly used childcare provided by a relative. This is not surprising since not enough money and lack of transportation were the problems that confronted these residents most often in finding childcare.
- Regarding school outcomes, at the elementary school level, only 50% of Reiche Community School students were reading at or above grade level – which was approximately 20 percentage points lower than their peers across the city and statewide. In contrast, King Middle School outperformed both the district and the state in the percentage of students reading on or above grade level.
- According to residents, service delivery partners, and youth, Parkside needs additional services for school-age children, including tutoring/academic support services, sports leagues, recreational programs, and music, dance, and theater classes.

High School Youth (Ages 15 – 18)

- About half of all residents with high-school age children talked with their students often about applying to college, but did so less frequently regarding registration for classes, importance of work experiences before graduation, plans to take the SAT, and post-high school employment.
- A number of gaps in programs and services for high school-age youth were identified, including academic tutoring, structured social activities (e.g., a neighborhood teen center), leadership development, community service and volunteer opportunities, college readiness and preparation, youth employment services, outdoor recreational space, and sports leagues.

Housing

- There are substantially more renters and greater numbers of multi-unit homes in Parkside when compared to all of Portland, Cumberland County, and the state.
- The percent of families residing in all Portland homeless shelters increased by 113% from 23 families in 2013 to 49 families in 2014. Homeless youth also escalated over the past year by 33.3%.
- Affordable housing, housing-related services, and homeless assistance services were among the most critical unmet needs of Parkside residents.
- While most residents were very satisfied with their current housing situation, many experienced different housing-related problems, such as not having enough money to pay the mortgage or utility bills, finding affordable housing, addressing landlord negligence, and needing help with home repairs.

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- There were stark differences among subgroups of residents. For example, Latino residents were most often unable to pay their rent or mortgage and Black and Latino residents were more than twice as likely to have problems finding affordable housing than their White counterparts.

Employment, Adult Education, and Job Training

- Almost 10% of Parkside residents are unemployed, which is at least 3 percentage points higher than Portland, Cumberland County, and the state.
- Parkside residents who work report satisfaction with their current job situation, although they are earning less than their counterparts in the city, county, and the state.
- According to residents, the greatest barriers to finding employment in Parkside were finding work that paid a living wage and too few job opportunities.
- One-third of residents were enrolled in adult education classes yet still identified a number of needed courses, including English as a second language, basic computers skills, resume writing, and job interviewing skills.

Food, Nutrition, and Exercise

- In both Parkside and the City of Portland most individuals receiving food stamps are single adults age 35 to 64, while those most likely receiving TANF are children and youth age 6 to 14.
- One fourth of all residents worried often about running out of food during the past year. Middle Eastern residents report higher food security concerns than any other racial and ethnic group in Parkside.

Safety

- The percentage of all citywide crimes specific to Parkside has declined from 2010 to 2013.
- While most Parkside residents always feel safe (almost 63%), they would like an increased police presence in the neighborhood to reduce crime, drug dealing, and prostitution, and alleviate feelings of insecurity.
- Youth also expressed a need for greater community policing, particularly to address motor vehicle violations (e.g., speeding cars), drug use, and physical fights.

Personal and Community Health

- Alcohol and drug abuse are viewed as the most critical *risky behaviors* in Parkside.
- More than a quarter of all residents indicated diabetes, high blood pressure, and mental health as the most important *neighborhood health problems*.

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- Dental, high blood pressure, and mental health were the most commonly cited *personal health problems* across all Parkside residents.
 - Greater concentrations of Black, Middle Eastern, and older residents struggled with *dental problems*. Also, greater proportions of Middle Easterners and whites reported *mental health* as their most significant health problem.
- More than two thirds of all residents receive their usual health care in a doctor’s office.
- About one in four Parkside residents have health insurance, though this was much higher for white residents (about 45%). Latinos were much more likely to self-pay for their health care.

Older Parkside Residents

- The greatest needs among Parkside’s older residents (age 65 and older) were affordable housing, transportation, elderly care, and home health care.

New Immigrant Residents

- New immigrants were identified as the resident group with greatest need in Parkside mostly because of limited services and supports, little knowledge of what programs and services do exist, and issues with “integrating into American culture.”

Next Steps

In reviewing the wealth of information uncovered through the Community Asset and Needs Assessment study, Metis has identified a number of ways in which The Opportunity Alliance can move into the next phase of the Collective Impact (CI) approach to develop a multi-sector neighborhood revitalization strategy for Parkside.

1. *Plan and facilitate an interactive community event or series of events designed to share the study findings.* These events would be planned to engage residents, providers, and others in meaningful activities around reactions to and discussion of the data and implications for the neighborhood. The community event could also include activities to engage the group in prioritizing the study findings and elicit interest in joining the CI collaborative.
2. *Obtain strategic planning assistance to the Parkside CI collaborative.* TOA should facilitate an initial meeting with the Parkside CI members to educate them on the collective impact approach, review the Parkside study findings, review the work accomplished at the community event, and begin the visioning process. Subsequent strategic planning sessions can help finalize the CI priorities for the Parkside neighborhood improvement effort, develop high-level goals, discuss CI governance (e.g., governance structure, communication processes, partner roles and responsibilities, data sharing,

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etc.), and begin to develop multi-partner, cross-sector strategies to address these priorities and achieve preferred results.

3. *Develop a theory of change for the Parkside CI effort.* This should include a process of engaging the partners and residents in facilitated discussions to:
 - Reaffirm the shared vision
 - Finalize long-range goals
 - Determine the combination of programs, services, activities, and resources that, when implemented in a coordinated and integrated way, will accomplish those goals
 - Brainstorm expected outcomes for each goal and how these might be measured

These discussions would help develop a Parkside neighborhood improvement theory of change and will help promote buy-in among the CI members. The logic model would serve as a tool for action for the Parkside CI members and for communication of the Parkside roadmap for change for partners, community residents, possible funders, and others.

4. *Assist with resident engagement and leadership.* To increase resident participation in the Parkside neighborhood improvement effort and ultimately be an active part of the CI collaborative, support is needed to plan and execute additional resident activities and leadership training. These activities can be offered at the Parkside Neighborhood Center or, as an additional or alternative option, in order to increase participation, can be planned to occur at other neighborhood locations where different residents already gather (e.g., churches, schools).
5. *Begin evaluation planning with the Parkside CI collaborative.* With the technical assistance of a trained evaluator, TOA and its partners can begin to design an evaluation system that will help assess the implementation and effectiveness of the strategies, identify adjustments or improvements that partners might need to implement, support collaborative learning, and promote shared accountability for results among the CI partners. The evaluation system should focus on the CI collaborative itself and the progression of the five core principles of CI, as well as implementation, and impact.

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APPENDIX

Survey Instruments:

Neighborhood Survey

<input type="checkbox"/> US CITIZEN	<input type="checkbox"/> ASYLUM SEEKER
<input type="checkbox"/> REFUGEE	<input type="checkbox"/> ASYLEE
<input type="checkbox"/> SECONDARY MIGRANT	<input type="checkbox"/> GREEN CARD
<input type="checkbox"/> VISA	<input type="checkbox"/> OTHER

Interviewer: _____	Date: _____
Address/place of interview: _____	Start: _____ End: _____
Method: <input type="radio"/> Oral English	<input type="radio"/> Oral translated

INTRODUCTION

My name is _____. I am working with the City of Portland Minority Health Program, Opportunity Alliance, and the Parkside Neighborhood Center to conduct a community survey in the Parkside neighborhood. The information from the survey will help improve the quality of life for all residents. We will not connect your name or your address with your answers and we will keep all of your answers private. Can we have about 30 minutes of your time?

DEMOGRAPHICS

D.1 How long have you lived in the Parkside neighborhood? [READ ALL OPTIONS EXCEPT NO RESPONSE (NR). MARK ONE ANSWER]

- LESS THAN 1 YEAR
- 1 TO 5 YEARS
- 6 TO 10 YEARS
- 11 TO 20 YEARS
- MORE THAN 20 YEARS
- NR

D.2 In what zip code do you live? _____ [RECORD ANSWER]

D.3 Do you expect to be living in Parkside five years from now?

- YES
- NO
- DK/NS
- NR

D.4 What is your race or ethnic group? [READ ALL OPTIONS EXCEPT NR] [WHEN THEY PICK A RACE/ETHNIC GROUP, ASK THE SPECIFIC ETHNIC GROUP WITH WHICH THEY IDENTIFY; MARK ONE ANSWER AND RECORD NAME OF ETHNIC GROUP]

- NATIVE AMERICAN: _____
- HISPANIC/LATINO: _____
- MIDDLE/NEAR EASTERN: _____
- BLACK/AFRICAN AMERICAN: _____

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- ASIAN/PACIFIC ISLANDER: _____
- WHITE/CAUCASIAN: _____
- TWO OR MORE/MULTIRACIAL: _____
- OTHER: _____ [RECORD OTHER GROUP, IF NOTED]
- NR

D.5 In what country were you born? _____ [RECORD ANSWER; IF US BORN, SKIP TO D.7]

D.6 How many years have you lived in the US? [READ ALL OPTIONS EXCEPT FOR NR. MARK ONE ANSWER]

- LESS THAN 1 YEAR NR
- 1 TO 5 YEARS
- 6 TO 10 YEARS
- 11 TO 20 YEARS
- MORE THAN 20 YEARS

D.7 Which BEST describes your status? [READ ALL OPTIONS EXCEPT OTHER, DK/NS, AND NR. MARK JUST ONE ANSWER]

- US CITIZEN DK/NS
- ASYLUM SEEKER NR
- REFUGEE
- ASYLEE
- SECONDARY MIGRANT
- GREEN CARD
- VISA
- OTHER: _____ [RECORD OTHER STATUS, IF NOTED]

D.8 What is your DATE OF BIRTH? _____ [RECORD MONTH, DAY, YEAR]

D.9 What is your marital status? [READ ALL OPTIONS EXCEPT NR. MARK ONE ANSWER]

- MARRIED NR
- NOT MARRIED

D.10 What is your household status? [READ ALL OPTIONS EXCEPT NR. MARK ONE ANSWER]

- SINGLE/LIVING ALONE NR
- CO-HABITATING (ROOMMATES OR FAMILY)

[IF THERE ARE NO CHILDREN,
SKIP SECTIONS: CHILD
CARE/EARLY LEARNING,
EDUCATION, & HIGH SCHOOL]

D.11 What is the total number of persons in your household? _____ [RECORD ANSWER]

A. How many are adults (over the age of 18)? _____

B. How many are children (under the age of 18)? _____

D.12 In what languages can you read or write?

[RECORD RESPONSE]

D.13 What is your preferred language? _____

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[RECORD RESPONSE]

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D.14 What is the highest education you completed? [READ ALL OPTIONS EXCEPT OTHER AND NR; MARK ONE ANSWER]

- LESS THAN HIGH SCHOOL NR
 HIGH SCHOOL GRADUATE, DIPLOMA OR GED
 SOME COLLEGE, NO DEGREE
 ASSOCIATE DEGREE
 BACHELOR'S DEGREE
 MASTER'S DEGREE
 PROFESSIONAL OR DOCTORATE DEGREE
 OTHER: _____ [RECORD OTHER EDUCATION, IF NOTED]

D.15 If you add the income of everyone that lives in your home, what is the total household income per year? [READ ALL OPTIONS EXCEPT NR; MARK ONE ANSWER]

- LESS THAN \$10,000 NR
 \$10,000 TO \$19,999
 \$20,000 TO \$29,999
 \$30,000 TO \$49,999
 \$50,000 OR HIGHER
 NO INCOME AT THIS TIME

COMMUNITY SATISFACTION AND ENGAGEMENT

CE.1 We would like to know how you feel about living in Parkside. For each sentence that I read, please tell me if it is **VERY MUCH** true for you, **A LITTLE TRUE** for you, or **NOT AT ALL** true. [READ EACH ONE, REPEATING RESPONSE OPTIONS AS NECESSARY. MARK JUST **ONE** ANSWER FOR EACH SENTENCE]

	VERY MUCH	A LITTLE	NOT AT ALL	DK/NS	NR
YOU FEEL LIKE YOU BELONG IN PARKSIDE	<input type="radio"/>				
YOU ARE PROUD TO TELL PEOPLE YOU ARE FROM PARKSIDE	<input type="radio"/>				
PARKSIDE IS A CLEAN ENOUGH NEIGHBORHOOD	<input type="radio"/>				
PEOPLE COME TOGETHER TO SOLVE NEIGHBORHOOD PROBLEMS	<input type="radio"/>				
LIVING IN PARKSIDE GIVES YOU A SENSE OF COMMUNITY	<input type="radio"/>				

CE.2 Overall, how much impact do you think YOU can have making Parkside a better place to live? [READ ALL OPTIONS EXCEPT DK/NS AND NR. MARK JUST ONE ANSWER]

- A BIG IMPACT DK/NS
 A SMALL IMPACT NR
 NO IMPACT AT ALL

CE.3 Next, we would like to know if you are involved in groups and organizations in Parkside. In the PAST 12 MONTHS, have you been involved with: [READ EACH GROUP; MARK ONE ANSWER]

	YES	NO	NA	NR
A YOUTH ORGANIZATION LIKE A SPORTS LEAGUE, SCOUTS, AND YMCA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A SCHOOL PARENT ASSOCIATION, LIKE THE PTA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A NEIGHBORHOOD ASSOCIATION OR CRIME WATCH GROUP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AN ETHNIC OR CULTURAL ORGANIZATIONS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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CE.4 **Sometimes things keep people from being involved with their community. Thinking about your own life, what, if anything, makes it challenging to be as involved in the Parkside neighborhood as you would like?** [READ ALL OPTIONS EXCEPT OTHER, DK/NS, AND NO RESPONSE; MARK ALL THAT APPLY]

- NOTHING; INVOLVED AS THEY WOULD LIKE
- WORK TOO MUCH/DEMANDING JOB SCHEDULE
- FEELING UNWELCOME
- FEELING DOWN OR DEPRESSED
- CONCERNS FOR YOUR SAFETY
- NO CHILDCARE
- FEELING LIKE YOU CAN'T MAKE A DIFFERENCE
- DON'T KNOW HOW OR WHERE TO GET INVOLVED
- LACK OF TRANSPORTATION
- OTHER: _____

[RECORD OTHER REASONS, IF NOTED]

CE.5 *How often do you talk to, or visit with, your neighbors?* [READ ALL OPTIONS EXCEPT DK/NS AND NO RESPONSE; MARK JUST ONE ANSWER]

- JUST ABOUT EVERY DAY
- SEVERAL TIMES A WEEK
- SEVERAL TIMES A MONTH
- ONCE A MONTH
- SEVERAL TIMES A YEAR
- ONCE A YEAR OR LESS
- NEVER
- DK/NS
- NO RESPONSE

CE.6 **Now, I am going to ask you how many times you have done certain things in PARKSIDE in the PAST 2 WEEKS.** Give me your best guess and don't worry if you are a little off. About how many times in the PAST 2 WEEKS did you: [READ EACH ACTIVITY AND RECORD NUMBER; REMIND AS NEEDED TO THINK ONLY ABOUT THE PAST 2 WEEKS]

	NUMBER OF TIMES	DK/NS	NR
ATTEND A CELEBRATION, PARADE, OR SPORTS OR ART EVENT IN PARKSIDE		<input type="radio"/>	<input type="radio"/>
PARTICIPATE IN GROUP ACTIVITIES IN PARKSIDE SUCH AS SINGING, DANCING, OR ACTING		<input type="radio"/>	<input type="radio"/>
ATTEND A CLUB MEETING IN PARKSIDE		<input type="radio"/>	<input type="radio"/>
HAVE FRIENDS OR RELATIVES OVER TO YOUR HOME		<input type="radio"/>	<input type="radio"/>
GO TO THE HOME OF A FRIEND OF A DIFFERENCE RACE/CULTURAL BACKGROUND, OR HAD THEM IN YOUR HOME		<input type="radio"/>	<input type="radio"/>
ATTEND A MEETING TO DISCUSS PARKSIDE OR SCHOOL ISSUES		<input type="radio"/>	<input type="radio"/>
VOLUNTEER YOUR TIME IN PARKSIDE		<input type="radio"/>	<input type="radio"/>

CE.7 *What are the greatest strengths of the Parkside neighborhood?*

[RECORD RESPONSE]

CE.8 *What angers you or upsets you about living in Parkside, if anything?*

[RECORD RESPONSE]

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PERSONAL AND COMMUNITY HEALTH

PC.1 Of the list of **COMMUNITY FACTORS**, I am going to read to you, what do you think are the **THREE MOST IMPORTANT** for a "healthy community?" [READ ALL OPTIONS EXCEPT OTHER, DK/NS, AND NR; MARK JUST THREE ANSWERS]

- | | |
|---|--|
| <input type="radio"/> GOOD PLACE TO RAISE CHILDREN | <input type="radio"/> EXCELLENT RACE RELATIONS |
| <input type="radio"/> LOW CRIME/SAFE NEIGHBORHOOD | <input type="radio"/> LOW LEVEL OF CHILD ABUSE |
| <input type="radio"/> GOOD JOBS AND HEALTHY ECONOMY | <input type="radio"/> STRONG FAMILY LIFE |
| <input type="radio"/> HEALTHY BEHAVIORS AND LIFESTYLE | <input type="radio"/> GOOD SCHOOLS |
| <input type="radio"/> ACCESS TO HEALTH CARE (FAMILY DOCTOR) | <input type="radio"/> PARKS AND RECREATION |
| <input type="radio"/> LOW ADULT DEATH AND DISEASE RATE | <input type="radio"/> LOW INFANT DEATHS |
| <input type="radio"/> RELIGIOUS OR SPIRITUAL VALUES | <input type="radio"/> CLEAN ENVIRONMENT |
| <input type="radio"/> AFFORDABLE HOUSING | <input type="radio"/> ARTS AND CULTURAL EVENTS |
| <input type="radio"/> OTHER: _____ | <input type="radio"/> DK/NS <input type="radio"/> NR |

[RECORD OTHER FACTORS, IF NOTED]

PC.2 How healthy a community is Parkside? [READ ALL OPTIONS EXCEPT DK/NS AND NR; MARK JUST ONE ANSWER]

- | | |
|--------------------------------------|-----------------------------|
| <input type="radio"/> VERY UNHEALTHY | <input type="radio"/> DK/NS |
| <input type="radio"/> UNHEALTHY | <input type="radio"/> NR |
| <input type="radio"/> HEALTHY | |
| <input type="radio"/> VERY HEALTHY | |

PC.3 How would you rate your own personal health? By health, we mean both physical and mental/emotional together. [READ ALL OPTIONS EXCEPT DK/NS AND NR; MARK JUST ONE ANSWER]

- | | |
|--------------------------------------|-----------------------------|
| <input type="radio"/> VERY UNHEALTHY | <input type="radio"/> DK/NS |
| <input type="radio"/> UNHEALTHY | <input type="radio"/> NR |
| <input type="radio"/> HEALTHY | |
| <input type="radio"/> VERY HEALTHY | |

PC.4 Of the list of **RISKY BEHAVIORS** I am going to read to you, what do you think are the **THREE MOST IMPORTANT** in Parkside? [READ ALL OPTIONS EXCEPT OTHER, DK/NS, AND NR; MARK JUST THREE ANSWERS]

- | | |
|--|--|
| <input type="radio"/> ABUSING ALCOHOL | <input type="radio"/> BEING OVERWEIGHT |
| <input type="radio"/> DROPPING OUT OF SCHOOL | <input type="radio"/> NOT GETTING ENOUGH EXERCISE |
| <input type="radio"/> NOT GETTING SHOTS TO PREVENT DISEASE | <input type="radio"/> NOT USING BIRTH CONTROL |
| <input type="radio"/> ABUSING DRUGS | <input type="radio"/> NOT USING SEAT BELTS |
| <input type="radio"/> POOR EATING HABITS | <input type="radio"/> BEING RACIST |
| <input type="radio"/> USING TOBACCO | <input type="radio"/> HAVING UNSAFE SEX |
| <input type="radio"/> NOT WEARING BIKE HELMETS | <input type="radio"/> NOT USING CHILD SAFETY SEATS |
| <input type="radio"/> OTHER: _____ | |

[RECORD OTHER RISKY BEHAVIORS, IF NOTED]

- | | |
|-----------------------------|--------------------------|
| <input type="radio"/> DK/NS | <input type="radio"/> NR |
|-----------------------------|--------------------------|

PC.5 Of the list of **HEALTH-PROBLEMS** I am going to read to you, what do you think are the **THREE MOST IMPORTANT** in Parkside? [READ ALL OPTIONS EXCEPT OTHER, DK/NS, AND NR; MARK JUST THREE ANSWERS]

- | | | |
|---|--|---------------------------------------|
| <input type="radio"/> AGING-RELATED PROBLEMS (ARTHRITIS, HEARING) NEGLECT | <input type="radio"/> CANCER | <input type="radio"/> CHILD ABUSE AND |
| <input type="radio"/> DIABETES | <input type="radio"/> DENTAL PROBLEMS | |
| <input type="radio"/> DOMESTIC VIOLENCE | <input type="radio"/> DIARRHEAL DISEASES | |
| <input type="radio"/> HEART DISEASE AND STROKE | <input type="radio"/> GUN-RELATED INJURIES | |
| | <input type="radio"/> HEPATITIS | |

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DK/NS

NR

PC.11 How do you USUALLY pay for your health care? [READ ALL OPTIONS EXCEPT OTHER AND NR; MARK JUST ONE ANSWER]

PAY CASH (NO INSURANCE)

HEALTH INSURANCE (PRIVATE INSURANCE, BLUE SHIELD BLUE CROSS, HMO)

MAINECARE

MEDICAID

MEDICARE

BLUE CARD (MAINE MED)

FREE CLINIC

VETERANS ADMINISTRATION

INDIAN HEALTH SERVICES

OTHER: _____

NR

[RECORD OTHER PAYMENT TYPES, IF NOTED]

FOOD, NUTRITION, AND EXERCISE

F.1 Within the PAST 12 MONTHS, how often have you worried about whether your food would run out before you got money to buy more? [READ ALL OPTIONS EXCEPT DK/NS AND NR; MARK JUST ONE RESPONSE]

OFTEN TRUE

DK/NS

SOMETIMES TRUE

NR

NEVER TRUE

F.2 Within the PAST 12 MONTHS, how often did you buy food that did not last and not have money to get more? [READ ALL OPTIONS EXCEPT DK/NS AND NR; MARK JUST ONE RESPONSE]

OFTEN TRUE

DK/NS

SOMETIMES TRUE

NR

NEVER TRUE

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F.3 Next, I am going to read a list of foods. Thinking about the PAST WEEK, tell me if you ate or drank each one MANY TIMES A DAY, ONCE A DAY, ONCE EVERY FEW DAYS, or NOT AT ALL. [READ EACH FOOD/DRINK LISTED, REPEATING RESPONSE OPTIONS AS NECESSARY; MARK JUST ONE ANSWER FOR EACH]

	MANY TIMES A DAY	ONCE A DAY	ONCE EVERY FEW DAYS	NOT AT ALL	NR
FRESH FRUIT	<input type="radio"/>				
RAW OR COOKED VEGETABLES OR SALAD	<input type="radio"/>				
HAMBURGER, HOT DOG, OR SAUSAGE	<input type="radio"/>				
ROASTED OR GRILLED CHICKEN OR FISH	<input type="radio"/>				
FRENCH FRIES, DORITOS, POTATO CHIPS, CORN CHIPS	<input type="radio"/>				
COOKIES, DOUGHNUTS, CAKE, OR CANDY	<input type="radio"/>				
WATER	<input type="radio"/>				
100% FRUIT JUICE, SUCH AS ORANGE JUICE	<input type="radio"/>				
FRUIT-FLAVORED DRINKS (ARIZONA ICE TEA, FRUIT PUNCH) OR SODA (COKE, SPRITE)	<input type="radio"/>				

F.4 Thinking about the PAST WEEK, on how many days did you do at LEAST 30 MINUTES of exercise or physical activity (like pushing a stroller, walking, and shoveling snow)?

_____ DAYS [RECORD ANSWER 0 TO 7] DK/NS
 NR

F.5 About how often do you shop at the Farmer's Market in Parkside? [READ ALL OPTIONS EXCEPT DK AND NO RESPONSE; MARK JUST ONE ANSWER]

REGULARLY DK ABOUT FARMER'S MARKET
 ONCE IN A WHILE NR
 NEVER

F.6 Did you know that the Parkside Farmer's Market accepts food stamps/EBT cards? [DO NOT READ THE RESPONSE OPTIONS; MARK JUST ONE RESPONSE]

YES NR
 NO

CHILD CARE/EARLY LEARNING: RESIDENTS WITH BABIES AND TODDLERS AGES 0-5

CC.1 How many of the children in your household are babies and toddlers up to age 5?

_____ [IF AT LEAST 1, CONTINUE TO CC.2 ASKING THEM TO ANSWER FOR THEIR YOUNGEST AGE BABY/CHILD UP TO AGE 5; IF 0, SKIP TO NEXT SECTION]

Parkside Assets and Needs Study

CC.2 Do you have childcare for your babies and young children? [READ ALL OPTIONS EXCEPT FOR NR; MARK ONE ANSWER]

- YES
- NO, BUT YOU DO NEED CHILDCARE [ASK CC.3 AND THEN SKIP TO CC.8]
- NO, BECAUSE YOU DON'T NEED CHILDCARE [SKIP TO CC.8]
- NR

CC.3 In the PAST YEAR, what problems, if any, did you have finding or using childcare? [DO NOT READ OPTIONS; MARK ALL ANSWERS THAT APPLY]

- NO PROBLEMS
- NO/NOT ENOUGH MONEY TO PAY FOR CHILDCARE
- POOR QUALITY/PROGRAMS AND SERVICES ARE NOT GOOD ENOUGH
- HAVE CHILD WITH SPECIAL NEEDS AND CAN'T FIND THE RIGHT PROGRAM OR SERVICE
- CAN'T FIND NIGHTTIME OR WEEKEND CHILDCARE
- NO OR UNRELIABLE TRANSPORTATION
- OTHER: _____

[RECORD OTHER PROBLEMS, IF NOTED]

- NR

CC.4 What kinds of childcare and early learning do you use? [READ ALL OPTIONS EXCEPT OTHER AND NR; MARK ALL ANSWERS THAT APPLY]

- CHILD CARE CENTER
- DAYCARE PROVIDED BY A NON-RELATIVE
- BABYSITTER (NON-RELATIVE)
- DAYCARE PROVIDED BY A RELATIVE
- INFORMAL CARE PROVIDED BY NEIGHBOR OR SAME CULTURE CARETAKERS
- BEFORE AND/OR AFTER SCHOOL PROGRAMS
- HOME VISITING PROGRAM
- PUBLIC PRE-KINDERGARTEN
- EARLY HEAD START
- HEAD START
- PARENTS WORK ALTERNATE SHIFTS
- CHILD DEVELOPMENT SERVICES
- NURSERY OR PRESCHOOL SCHOOL (NOT HEAD START)
- OTHER: _____

[RECORD OTHER KINDS OF PROGRAMS/SERVICES, IF NOTED]

- NR

CC.5 How do you pay for early learning and childcare programs and services? [READ ALL OPTIONS EXCEPT FOR OTHER, NA, AND NR; MARK ALL THAT APPLY]

- ASPIRE
- TANF
- TRANSITIONAL CHILD CARE
- HEAD START
- CHILD CARE VOUCHER PROGRAM
- SELF-PAY
- OTHER: _____
- NA TO CURRENT SITUATION
- NR

[RECORD OTHER PAYMENT METHODS, IF NOTED]

Parkside Assets and Needs Study

CC.6 My next question is about your satisfaction with the childcare and early learning programs and services that you use. Overall, would you say you are *VERY SATISFIED*, *SOMEWHAT SATISFIED*, or *NOT AT ALL SATISFIED*? [CONTINUE WITH “HOW ABOUT WITH THE...” AND INSERT EACH STATEMENT, REPEATING RESPONSE OPTIONS AS NECESSARY; MARK JUST ONE RESPONSE]

	VERY	SOMEWHAT	NOT AT ALL	NR
OVERALL SATISFACTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AVAILABLE HOURS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NUMBER OF ADULTS WORKING WITH THE CHILDREN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LANGUAGES SPOKEN BY THE STAFF	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAYS THAT INFORMATION IS COMMUNICATED TO YOU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOW MUCH YOUR CHILD IS LEARNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RESPECT FOR YOUR CULTURE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SNACKS AND MEALS PROVIDED TO YOUR CHILDREN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[IF VERY SATISFIED WITH ALL PARTS OF CC.6, SKIP TO CC.8]

CC.7 What barriers or challenges, if any, have prevented you from changing your childcare or early learning arrangements? [DO NOT READ OPTIONS; MARK ALL THAT APPLY]

- NOTHING – HAPPY ENOUGH/IT IS ADEQUATE DK/NS
 DON'T KNOW OF BETTER ALTERNATIVES NR
 DON'T UNDERSTAND THE US CHILD CARE SYSTEM
 DON'T KNOW HOW TO APPLY FOR STATE SUBSIDIES
 COST
 CONSISTENCY OF KEEPING YOUR CHILDREN WHERE THEY ARE
 LOCATION IS EASY AND PREVENTS TRANSPORTATION ISSUES
 WAITING LISTS
 DON'T HAVE THE BIRTH CERTIFICATE NEEDED TO OBTAIN STATE SUBSIDY
 OTHER: _____

[RECORD OTHER REASONS, IF NOTED]

CC.8 I am going to read you a list of activities. Thinking about LAST WEEK, tell me on about how many DAYS you did each activity with your children? [READ EACH ACTIVITY; RECORD ANSWER FROM 0 TO 7 OR MARK DK/NS OR NO RESPONSE]

	NUMBER 0-7	DK/NS	NR
TELL OR READ YOUR CHILD A STORY		<input type="radio"/>	<input type="radio"/>
HELP YOUR CHILD LEARN LETTERS, WORDS, OR NUMBERS		<input type="radio"/>	<input type="radio"/>
SING SONGS TO OR WITH YOUR CHILD		<input type="radio"/>	<input type="radio"/>
DO ARTS AND CRAFTS, PLAY BOARD GAMES, OR DO PUZZLES		<input type="radio"/>	<input type="radio"/>
PLAY SPORTS, ACTIVE GAMES, OR EXERCISE		<input type="radio"/>	<input type="radio"/>

CC.9 What programs or services do you need for your babies or your young children (age 5 and under) that you can't find in Parkside?

[RECORD RESPONSE]

EDUCATION: RESIDENTS WITH SCHOOL-AGE CHILDREN, AGES 6 TO 14

E.1 How many of the children in your household are school-age children ages 6 to 14?

Parkside Assets and Needs Study

_____ [IF AT LEAST 1, CONTINUE TO E.2. IF MORE THAN 1, ASK THEM TO ANSWER FOR THEIR YOUNGEST CHILD; IF 0, SKIP TO NEXT SECTION]

E.2 Do you have childcare for your school-age children (ages 6 to 14)? [READ ALL OPTIONS EXCEPT NR; MARK ONE ANSWER]

- YES
- NO, BUT YOU NEED CHILDCARE [ASK E.3 AND THEN SKIP TO E.5]
- NO BECAUSE YOU DON'T NEED CHILDCARE [SKIP TO E.5]
- NR

E.3 In the PAST YEAR, what problems, if any, did you have finding or using childcare? [DO NOT READ OPTIONS; MARK ALL ANSWERS THAT APPLY]

- NO/NOT ENOUGH MONEY TO PAY FOR CHILD CARE
- NO/UNRELIABLE TRANSPORTATION
- CAN'T FIND QUALITY SUMMER PROGRAMS
- POOR QUALITY/PROGRAMS AND SERVICES ARE NOT GOOD ENOUGH
- HAVE CHILD WITH SPECIAL NEEDS AND CAN'T FIND THE RIGHT PROGRAM OR SERVICE
- CAN'T FIND QUALITY BEFORE AND/OR AFTER SCHOOL PROGRAMS
- CAN'T FIND NIGHTTIME OR WEEKEND CHILDCARE
- OTHER: _____

[RECORD OTHER PROBLEMS, IF NOTED]

- NONE
- NR

E.4 What kinds of childcare (other than school) do you use for your children? [READ ALL OPTIONS EXCEPT OTHER AND NR; MARK ALL ANSWERS THAT APPLY]

- DAYCARE BY A NON-RELATIVE IN SOMEONE ELSE'S HOME
- BABYSITTER (NON-RELATIVE)
- DAYCARE PROVIDED BY A RELATIVE
- INFORMAL CARE PROVIDED BY NEIGHBOR OR SAME CULTURE CARETAKERS
- CHILD CARE CENTER
- AFTER OR BEFORE SCHOOL PROGRAMS
- SUMMER CAMP
- SUMMER LEARNING PROGRAM
- SELF-CARE (TIME SPENT ALONE AT HOME OR WITH A SIBLING)
- OTHER: _____ [RECORD OTHER KINDS, IF NOTED]
- NR

E.5 Overall, how satisfied are you with these childcare arrangements?

- VERY SATISFIED [SKIP TO E.7]
- SOMEWHAT SATISFIED
- NOT AT ALL SATISFIED
- DK/NS
- NR

Parkside Assets and Needs Study

E.6 What barriers or challenges, if any, have prevented you from changing your childcare arrangements? [DO NOT READ OPTIONS; MARK ALL THAT APPLY]

- NOTHING – HAPPY ENOUGH/IT IS ADEQUATE DK/NS
 DON'T KNOW OF BETTER ALTERNATIVES NR
 DON'T UNDERSTAND THE US CHILD CARE SYSTEM
 DON'T KNOW HOW TO APPLY FOR STATE SUBSIDIES
 COST
 CONSISTENCY OF KEEPING YOUR CHILDREN WHERE THEY ARE
 LOCATION IS EASY AND PREVENTS TRANSPORTATION ISSUES
 WAITING LISTS
 DON'T HAVE THE BIRTH CERTIFICATE NEEDED TO OBTAIN STATE SUBSIDY
 OTHER: _____ [RECORD OTHER REASONS, IF NOTED]

E.7 I am going to read you a list of activities. Thinking about LAST WEEK, tell me on how many days you did each activity with your children. [READ EACH; RECORD NUMBER]

	NUMBER 0-7	NA	NR
READ WITH YOUR CHILDREN		<input type="radio"/>	<input type="radio"/>
HELP YOUR CHILDREN WITH HOMEWORK		<input type="radio"/>	<input type="radio"/>
DO ARTS ACTIVITIES, PLAY GAMES, OR DO PUZZLES		<input type="radio"/>	<input type="radio"/>
PLAY SPORTS, ACTIVE GAMES, OR EXERCISE TOGETHER		<input type="radio"/>	<input type="radio"/>
HAVE YOUR CHILD TO THEMSELVES OR TO OTHERS		<input type="radio"/>	<input type="radio"/>

E.8 What programs or services do your children need that you can't find in Parkside?

[RECORD RESPONSE]

HIGH SCHOOL EDUCATION: RESIDENTS WITH CHILDREN, AGES 15 TO 18

HS.1 How many of the children in your household are ages 15 to 18? _____

[IF AT LEAST 1, CONTINUE TO HS.2. IF MORE THAN 1, ASK THEM TO ANSWER FOR THEIR YOUNGEST HS-AGE CHILD; IF 0, SKIP TO NEXT SECTION]

HS.2 Which BEST describes this high school-age child (ages 15 to 18)? [READ ALL OPTIONS EXCEPT OTHER AND NR; MARK ONE ANSWER]

- ATTENDS HIGH SCHOOL NR
 ATTENDS VOCATIONAL/TECHNICAL HIGH SCHOOL
 FINISHED HIGH SCHOOL OR GOT A GED [SKIP TO HS.5]
 ATTENDS A GED PROGRAM [SKIP TO HS.5]
 NOT ENROLLED IN HIGH SCHOOL OR A GED PROGRAM [SKIP TO HS.5]
 OTHER: _____ [RECORD OTHER, IF NOTED]

HS.3 Does this high school student have a part-time job in addition to attending school? [DO NOT READ THE RESPONSE OPTIONS; MARK JUST ONE RESPONSE]

- YES NO NR

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HS.4 Thinking about the first half of this school year, about how often did you give advice or information to this high school student about:
[READ ALL OPTIONS EXCEPT FOR NOT SURE/DON'T REMEMBER AND NR; MARK ONE ANSWER]

a. Selecting classes or programs at school

- NEVER NOT SURE/DON'T REMEMBER
 SOMETIMES NR
 OFTEN

b. The importance of getting work experience before graduation

- NEVER NOT SURE/DON'T REMEMBER
 SOMETIMES NR
 OFTEN

c. Planning for college and taking college entrance exams such as SAT and ACT

- NEVER NOT SURE/DON'T REMEMBER
 SOMETIMES NR
 OFTEN

d. Applying to college or other schools after high school

- NEVER NOT SURE/DON'T REMEMBER
 SOMETIMES NR
 OFTEN

e. Specific jobs or job training he or she might apply for after high school

- NEVER NOT SURE/DON'T REMEMBER
 SOMETIMES NR
 OFTEN

HS.5 What programs, services, or activities do your teens (ages 15 to 18) need but are not available in Parkside?

[RECORD RESPONSE]

EMPLOYMENT, ADULT EDUCATION, AND JOB TRAINING

AE.1 Do you have a job? [READ ALL OPTIONS EXCEPT NR. MARK ONE ANSWER]

- YES, YOU HAVE A FULL-TIME JOB NR
 YES, YOU HAVE ONE OR MORE PART-TIME JOBS
 NO [SKIP TO AE.3]

AE.2 Overall, how satisfied are you with your current job situation? [READ ALL OPTIONS EXCEPT FOR NOT SURE/UNDECIDED AND NR; MARK ONE ANSWER]

- VERY SATISFIED NOT SURE/UNDECIDED
 SOMEWHAT SATISFIED NR
 NOT AT ALL SATISFIED

AE.3 Are you currently looking for a job? [READ ALL OPTIONS EXCEPT NR. MARK ONE ANSWER]

- YES, FOR FULL-TIME WORK NR
 YES, FOR PART-TIME WORK
 NO

AE.4 Are you currently taking an adult education or job training class? [READ ALL OPTIONS EXCEPT NR. MARK ONE ANSWER]

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YES, PORTLAND ADULT EDUCATION NR

YES, OTHER: _____

[ASK RESPONDENT FOR NAME OF PROGRAM]

NO [SKIP TO QUESTION AE.6]

AE.5 *If you are in an adult education class, what is your class/English level?* [DO NOT READ OPTIONS; MARK ONE ANSWER]

LEVEL 1

NOT SURE/DON'T KNOW

LEVEL 2

NOT IN AN ADULT ED CLASS

LEVEL 3

NR

LEVEL 4

LEVEL 5

AE.6 *In the PAST YEAR, what challenges or barriers have prevented you from attending adult education or job training, if anything?* [DO NOT READ OPTIONS; MARK ALL ANSWERS THAT APPLY]

I DON'T NEED ADULT ED OR JOB TRAINING CLASSES

COSTS TOO MUCH MONEY/DON'T HAVE MONEY TO PAY FOR CLASSES OR TRAINING

CLASS SCHEDULES OR TIMES WERE NOT CONVENIENT

DIDN'T THINK ENGLISH WAS GOOD ENOUGH

DOES NOT HAVE A COMPUTER AT HOME

DOES NOT HAVE INTERNET ACCESS AT HOME

DID NOT HAVE TRANSPORTATION TO GET TO THE CLASSES

HAS LEARNING DISABILITIES/TROUBLES

DID NOT HAVE CHILD CARE

OTHER: _____

[RECORD OTHER BARRIERS, IF NOTED]

NS/DR

NR

AE.7 *What types of education classes do you need to improve yourself or your job situation, if any?* [DO NOT READ OPTIONS; MARK ALL ANSWERS THAT APPLY]

BASIC LITERACY

ENGLISH AS A SECOND LANGUAGE

HIGH SCHOOL DIPLOMA/GED

COURSES IN BASIC COMPUTER USE

OTHER: _____ [RECORD OTHER CLASSES, IF NOTED]

NOTHING/DOES NOT NEED OR WANT EDUCATION CLASSES

DK/NS

NR

AE.8 *What types of job training do you want?* [READ ALL OPTIONS EXCEPT FOR OTHER, DOES NOT NEED TRAINING, DK/NS, AND NR; MARK ALL ANSWERS THAT APPLY]

ENGLISH AS A SECOND LANGUAGE TRAINING

CUSTOMER SERVICE SKILLS/WORKING WITH CUSTOMERS

INTERPERSONAL, COMMUNICATION, AND TEAMWORK SKILLS

SMALL BUSINESS/BUSINESS MANAGEMENT

LEADERSHIP AND MANAGEMENT SKILLS

SALES SKILLS

COMPUTER/TECHNOLOGY SKILLS

TRADE SKILLS/VOCATIONAL TRAINING (PAINTING, PLUMBING, HVAC)

OTHER: _____ [RECORD OTHER TRAINING, IF NOTED]

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- NOTHING/DOES NOT NEED OR WANT JOB TRAINING
 DK/NS NR

AE.9 Of the list I am going to read to you, what TWO things would help MOST with your job search? [READ ALL OPTIONS EXCEPT FOR OTHER, NOTHING, NA, DK/NS, AND NR; MARK JUST TWO ANSWERS]

- CREATING A RESUME
 JOB INTERVIEWING SKILLS
 COMPLETING JOB APPLICATIONS
 UNDERSTANDING THE WORK CULTURE IN THE UNITED STATES
 CONNECTING YOU WITH EMPLOYERS IN PARKSIDE
 CONNECTING YOU WITH EMPLOYERS IN CUMBERLAND COUNTY
 OTHER: _____ [RECORD OTHER HELP, IF NOTED]
 NOTHING/DOES NOT NEED OR WANT HELP WITH A JOB SEARCH
 NOT APPLICABLE/NOT LOOKING FOR WORK
 DK/NS NR

AE.10 What are your greatest challenges when you are trying to find a job? [DO NOT READ OPTIONS; MARK ALL ANSWERS THAT APPLY]

- FINDING WORK THAT PAYS A LIVING WAGE
 BEING ABLE TO GET TO AND FROM WORK
 HAVING ENOUGH GAS FOR THE CAR
 TOO LITTLE EDUCATION
 COLLEGE DEGREE FROM HOME COUNTRY NOT VALID/RECOGNIZED IN THE US
 NO WORK PERMIT
 LACK OF US JOB EXPERIENCE
 NO PROFESSIONAL REFERENCES
 POOR ENGLISH SKILLS
 TOO FEW JOB OPPORTUNITIES
 TOO LITTLE JOB EXPERIENCE
 OTHER: _____ [RECORD OTHER CHALLENGES, IF NOTED]
 DOES NOT HAVE ANY CHALLENGES FINDING A JOB
 DK/NS NR

AE.11 Do you have Internet access through your cell phone? [DO NOT READ OPTIONS; MARK JUST ONE RESPONSE]

- YES DK/NS
 NO NR

AE.12 Do you have access to the Internet in your home (NOT through your cell phone)? [DO NOT READ OPTIONS; MARK JUST ONE RESPONSE]

- YES DK/NS
 NO NR

SAFETY

S.1 Do you feel safe in Parkside? [READ ALL OPTIONS EXCEPT FOR NR; MARK ONE ANSWER]

- ALWAYS
 SOMETIMES
 NEVER NR

Parkside Assets and Needs Study

S.2 *What would make you feel safer?*

[RECORD RESPONSE]

HOUSING

H.1 *Overall, how satisfied are you with your current housing situation in Parkside?* [READ ALL OPTIONS EXCEPT FOR NOT SURE/UNDECIDED AND NR; MARK ONE ANSWER]

- VERY SATISFIED [SKIP TO H.4] NOT SURE / UNDECIDED
 SOMEWHAT SATISFIED NR
 NOT AT ALL SATISFIED

H.2 **We would like to know what problems you might have with your housing. Thinking about the PAST YEAR, tell me YES if it has been a problem, NO if it is has not been problem for you, or if it is NOT APPLICABLE to you.** [READ EACH POSSIBLE PROBLEM. MARK ONE ANSWER]

	YES	NO	NA	NR
HAVING ENOUGH MONEY TO PAY FOR HOUSING OR RENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BEING HOMELESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FINDING SUBSIDIZED (REDUCED COST) OR AFFORDABLE HOUSING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HAVING ENOUGH MONEY TO PAY FOR UTILITY BILLS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BEING ABLE TO FIND LEGAL HELP WITH HOUSING OR LANDLORD ISSUES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HELP WITH HOME REPAIRS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LANDLORD RESPONSIVENESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H.3 **Next, I am going to read you some questions about where you live.** [READ EACH QUESTION; MARK ONE ANSWER]

	YES	NO	DK/NS	NR
DOES YOUR HOME OR BUILDING HAVE SIGNS OF MOLD, DISCOLORATION, OR WATER DAMAGE IN THE WALLS OR CEILING OR BASEMENT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DOES YOUR HOME HAVE INSTALLED CARBON MONOXIDE ALARMS AND SMOKE DETECTORS?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DOES YOUR HOME HAVE INSTALLED CHILD SAFETY DEVICES SUCH AS STAIR GATES, CABINET LOCKS, OR WINDOW GUARDS?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DOES YOUR HOME HAVE BED BUGS OR BUGS THAT BITE YOU WHILE YOU SLEEP?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DOES YOUR HOME HAVE A PROBLEM WITH COCKROACHES?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DOES YOUR HOME HAVE A PROBLEM WITH MICE OR RATS?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DOES YOUR HOME HAVE LEAD-BASED PAINT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H.4 *Would you buy a home in Parkside if you could?* [DO NOT READ OPTIONS; MARK JUST ONE RESPONSE]

- YES NO DK/NS NR

OTHER COMMUNITY SERVICES

Parkside Assets and Needs Study

CS.1 **Next, I** am going to read you services that might help Parkside's older residents (age 55 or older). From what you know, please tell me if Parkside seniors need the service *A LOT*, *A LITTLE*, or *NOT AT ALL*. [READ EACH SERVICE; MARK JUST ONE ANSWER]

	<i>A LOT</i>	<i>A LITTLE</i>	<i>NOT AT ALL</i>	<i>DK/NS</i>	<i>NR</i>
<i>ADULT/ELDERLY CARE</i>	<input type="radio"/>				
<i>HEALTHCARE COVERAGE</i>	<input type="radio"/>				
<i>AFFORDABLE HOUSING</i>	<input type="radio"/>				
<i>EMPLOYMENT/JOB ASSISTANCE</i>	<input type="radio"/>				
<i>TRANSPORTATION SERVICES</i>	<input type="radio"/>				
<i>HOME DELIVERED MEALS</i>	<input type="radio"/>				
<i>HOME HEALTH CARE</i>	<input type="radio"/>				

CS.2 What other programs or services do older Parkside residents need?

[RECORD RESPONSE]

CS.3 Do you need help with learning about American culture and other life skills? [DO NOT READ OPTIONS; MARK JUST ONE RESPONSE]

YES

NO [SKIP TO CS.6]

NR

Parkside Assets and Needs Study

CS.4 For each life skill I read to you, please tell me YES if it is a need for you or NO if it is not a need for you. [READ EACH SKILL; MARK JUST ONE ANSWER]

	YES	NO	NR
HOW TO TAKE A BUS/USE PUBLIC TRANSPORTATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOW TO COOK ON A GAS STOVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOW TO USE A MICROWAVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WHERE TO BUY GROCERIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOW TO PARTICIPATE IN COMMUNITY EVENTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FINDING HOUSING WITH ENOUGH ROOM FOR YOUR FAMILY	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOW TO FIND LEGAL HELP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOW TO FIND A DOCTOR OR MEDICAL CARE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOW TO GET FINANCIAL HELP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WAYS TO CONNECT WITH OTHER PARKSIDE RESIDENTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CS.5 What other help do you need to understand and live in American culture?

[RECORD RESPONSE]

CS.6 The last question is if you could change any one thing in Parkside, what would it be?

[RECORD RESPONSE]

[TELL RESIDENT THE SURVEY IS FINISHED AND THANK THEM FOR THEIR TIME!]

Parkside Assets and Needs Study

Partner Survey

The Opportunity Alliance has contracted with Metis Associates to conduct a Community Assets and Needs Study of the Parkside Neighborhood. As part of this study, we are asking the community to complete a brief survey about the services they provide, the adults and youth they serve, the challenges faced by Parkside residents, and the gaps in services that might exist in Parkside. The information from the survey will help inform the launch of a neighborhood revitalization effort for Parkside. We appreciate you taking the time to support this important study. We value your input and we assure that we will **NOT** identify or share your individual answers to anyone.

Please complete this 15-minute survey by May 30, 2014. If you have any questions, please contact Markeisha Grant at Metis Associates, at mgrant@metisassociates.com or (877)-638-4790.

Background

1. What community/faith-based group or organization do you represent?
2. What do you do there?
3. Is your group located within the Parkside neighborhood? (Check one response)
 - Yes
 - No
 - Not sure
4. Are you or is someone else from your group currently represented on the Parkside Needs Assessment Advisory Team?
 - Yes
 - No
 - Not sure
5. What types of people does your group typically serve? (Check **ALL** that apply)

<input type="radio"/> Babies/children	<input type="radio"/> Young adults/teens
<input type="radio"/> Adults	<input type="radio"/> Senior Citizens
<input type="radio"/> Woman/girls	<input type="radio"/> Men/boys
<input type="radio"/> US citizens	<input type="radio"/> Refugees
<input type="radio"/> Secondary migrants	<input type="radio"/> Asylum seekers
<input type="radio"/> Asylees	<input type="radio"/> Immigrants
<input type="radio"/> Other: _____	<input type="radio"/> Other: _____
6. What types of programs or services does your group provide? (Check **ALL** that apply)

<input type="radio"/> Alcohol and substance abuse treatment	<input type="radio"/> Infant and toddler childcare/early learning programs (ages 0-5)
<input type="radio"/> Immigrant, asylum seeker, asylee services	<input type="radio"/> Childcare/educational services (ages 6-9)
<input type="radio"/> Domestic violence/sexual assault victim assistance	<input type="radio"/> Youth programs and services (ages 10-14)
<input type="radio"/> Child abuse and neglect prevention/child welfare services	<input type="radio"/> Youth programs and services (ages 15-18)
<input type="radio"/> Adolescent parenting programs	<input type="radio"/> Mental health services
<input type="radio"/> Adult education and GED preparation	<input type="radio"/> Primary health care/medical services
<input type="radio"/> Employment and Job training services	<input type="radio"/> Food and nutrition services

Parkside Assets and Needs Study

- Crime prevention and neighborhood watch programs
- Parenting support services
- Adult/elderly care assistance
- Services for children and/or adults with developmental and other disabilities
- Family support programs
- Parenting support services
- Housing and homelessness assistance
- General assistance/TANF/food stamps
- Transportation services
- Other: _____
- Other: _____

Parkside Services and Residents

7. Based on your work in Parkside, how great is the need for **ADDITIONAL** services in the following areas?

	<i>High need</i>	<i>Medium need</i>	<i>Low need</i>	<i>Don't know</i>
Alcohol and/or substance abuse treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant, asylum seeker, and asylee services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic violence and sexual assault victim assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child abuse and neglect prevention/child welfare services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adolescent parenting programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult education and GED preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment and Job training services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infant and toddler childcare/early learning programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare and/or educational services for school-age children (ages 6-9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth programs and services (ages 10-14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth programs and services (ages 15-18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary health care/medical services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food and nutrition services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime prevention and neighborhood watch programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parenting support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adult/elderly care assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services for children and/or adults with developmental and other disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family support programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing and homelessness assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General assistance/TANF/food stamps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____ (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What additional resources are needed for children and youth in Parkside?

	<i>High need</i>	<i>Medium need</i>	<i>Low need</i>	<i>Don't know</i>
<i>Sports leagues</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Social events/activities</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Girls Scouts/Boy Scouts</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Music, dance and theater classes</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Recreation center</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Art instruction</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Homework help/academic tutoring</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Community service/volunteer opportunities</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>College/SAT preparation</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Youth leadership development</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parkside Assets and Needs Study

	High need	Medium need	Low need	Don't know
Other: _____ (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. What are the top issues affecting Parkside's older residents?

	High need	Medium need	Low need	Don't know
Adult/elderly care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare coverage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordable housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment/job assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home delivered meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home health care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social isolation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____ (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What are the *THREE* most critical unmet needs among Parkside's residents?

Interagency Collaboration

11. From your group's perspective, how urgent is neighborhood revitalization in Parkside?

- Very urgent
- Somewhat urgent
- Not that urgent
- Don't know/not sure

12. To what extent does your group currently collaborate with other service providers to serve the residents of Parkside?

- Regularly
- Occasionally
- Very rarely
- Not at all

13. How likely would your group be to participate in a community collaborative comprised of residents, providers, faith-based, and other stakeholders that is focused on neighborhood revitalization?

- Very likely
- Somewhat likely
- Not at all likely
- Don't know/not sure

14. What does your group need to be able to serve Parkside residents more effectively?

15. How likely would your group be to share data with other providers as part of a collaborative effort?

- Very likely
- Somewhat likely
- Not at all likely
- Don't know/not sure

Parkside Assets and Needs Study

16. Is your organization involved in any formal collaborative or multi-partner efforts underway in Parkside?

- Yes
- No (*SKIP TO Q.17*)

- a. IF YES: What partners are involved?
- b. On what issue or issues is this effort focused?
- c. How are residents involved, if at all?
- d. In what ways does the effort incorporate strengths and assets of Parkside?

17. From what you know about the Parkside Asset and Needs Study, how might your group use the information collected to better serve Parkside residents?

18. Is there any additional information about the Parkside neighborhood or its residents that you want to share to help inform this assessment of strengths and needs?

Thank you for your time.

Parkside Assets and Needs Study

Parkside Asset and Strengths:

Map of Physical Structures and Neighborhood Landmarks



Parkside Assets and Needs Study

Map of Physical Community Service Organizations



Parkside Assets and Needs Study

Map of Businesses

