Neighborhood Surveys as Community-Building Tools

November 29-30, 2001

The Urban Institute
2100 M Street, NW
Washington, DC 20037

Organized by
The Urban Institute

Neighborhood Surveys as Community-Building Tools

Structure

The conference is structured around a series of three "how to" sessions in which people who have planned and implemented different types of community-based survey efforts and their community partners will explain what they did, how they did it, and what the pay-off was for the community. The panels are arranged by the subject of the surveys. The first session will describe residents conducting surveys to learn about their neighbors. The surveys in the second panel were launched to learn about characteristics of the neighborhood itself. In the final session, we will hear about two surveys initiated to better understand large institutions that affect neighbors opportunities.

Following each of these sessions, conference participants will meet in small groups to discuss the potential usefulness of neighborhood surveys and the challenges of involving residents in design, implementation, and dissemination.

Workshops

The workshops following the three plenary sessions may be the most important learning opportunities of this conference. All participants will be assigned to one of three working groups. While there will be time for some questions at the end of each plenary session, speakers from those sessions will also visit the workshops to respond more fully to interests that arise. The facilitator will chair the first session and take the lead in establishing rules and objectives, adjusting the flow, etc. Someone will also be present in each group to record the flow of the discussion.

Group 1: Pat McGuigan (The Providence Plan)
Group 2: Audrey Jordan (The Annie E. Casey Foundation), Junious Williams (Urban Strategies Council)
Group 3: Terri Bailey (The Piton Foundation)

The working groups will be asked to think through what the innovations and issues presented in the plenary may imply for local practice. We are interested in how new ways of conducting surveys may affect the way local data intermediaries develop and maintain their neighborhood indicators, but we are more centrally concerned with explicating what these methods may mean for their work in building the capacity of neighborhood groups and furthering local action initiatives.

CONFERENCE AGENDA

THURSDAY, NOVEMBER 29

8:00 – 8:30   **Continental Breakfast**
Location: Conference Room 5B

8:30 – 9:00   **Welcome and Conference Overview**
> Tom Kingsley and Margery Turner — The Urban Institute
Location: Conference Room 5A

9:00 – 10:30   **Panel 1: Residents Survey Residents**
Tom Kingsley, Panel Moderator
Location: Conference Room 5A

> Neighborhood Employment Surveys — Mark Rubin (DC Agenda) and Abby Gamboa (Near Northside Partners, Fort Worth)

> Martindale-Brightwood Resident Skills Survey — Mattie Holliday and Val Tate (Indianapolis)

10:30 –10:45 **Break**

10:45 – 12:15 **Small group discussions**
Group 1: *Conf. Room 7B*, Facilitator: Pat McGuigan, The Providence Plan
Group 2: *Conf. Room 6A*, Facilitator: Audrey Jordan, Annie E. Casey Foundation
Group 3: *Conf. Room 7A*, Facilitator: Terri Bailey, The Piton Foundation

12:15 - 1:30   **Lunch and "Survey Methods 101"**
> Colm O'Muircheartaigh , National Opinion Research Corporation
Location: Conference Room 5A

1:30 – 3:00   **Panel 2: Residents Map Their Neighborhood**
Kathy Pettit, Panel Moderator
Location: Conference Room 5A

> Fort Worth Neighborhood Conditions Survey — Mary Kopczynski (Urban Institute) and Mac Belmontes, Jr. (Near Northside Partners, Fort Worth)

> Hartford CityScan Abandoned Buildings Inventory — Scott Jackson (Connecticut Policy and Economic Council)

THURSDAY, NOVEMBER 29 (cont.)

3:00 – 3:15   **Break**

3:15 – 4:45   **Small group discussions**
Group 1: *Conf. Room 7B*, Facilitator: Pat McGuigan, The Providence Plan
Group 2: *Conf. Room 6A*, Facilitator: Audrey Jordan, Annie E. Casey Foundation
Group 3: *Conf. Room 7A*, Facilitator: Terri Bailey, The Piton Foundation

4:45 – 6:30   **Technology Fair and Reception**
Location: Conference Rooms 5A and 5B

Dinner on your own

FRIDAY, NOVEMBER 30

8:30 - 9:00   **Continental Breakfast**
Location: Conference Room 5B

9:00 – 10:30   **Panel 3: Residents Survey Key Institutions**
Marge Turner, Panel Moderator
Location: Conference Room 5A

> Survey of Chicago-Area Employers — Mark Rubin (DC Agenda), Harry Holzer (Urban Institute) and Sheila Perkins (Project Jobs, Chicago)

> Survey of Latino Hospital Users — Nancy Kohn (The Access Project)

10:30 –10:45 **Break**

10:45 – 12:15 **Small group discussions**
Group 1: *Conf. Room 7B*, Facilitator: Pat McGuigan, The Providence Plan
Group 2: *Conf. Room 6A*, Facilitator: Junious Williams, Urban Strategies Council
Group 3: *Conf. Room 7A*, Facilitator: Terri Bailey, The Piton Foundation

12:15 - 1:30   **Lunch and "The Power of Resident-Driven Information"**

> Paul Speer, Peabody College of Education and Human Development, Vanderbilt University
> *Location: Conference Room 5A*

Neighborhood Surveys as Community-Building Tools
Workshop Assignments

Name	Group	Name	Group
Kathleen Agaton	2	Joaquin Herranz	1
Garland Allen	2	Mattie Holliday	2
Kate Allen	1	Harry Holzer	3
Lori Allio	2	Embry Howell	1
Melissa Alvarez	3	Scott Jackson	3
Owusu Amoakohene	1	Richard Jelier	2
Karen Aschenbrenner	1	Tanya Jones	3
Terri Bailey	3	Audrey Jordan	2
Michael Barndt	1	Leah Kalinosky	3
Mac Belmontes, Jr.	3	Thomas Kelly	3
Matt Beyers	3	Tom Kingsley	1
Marnie Brady	1	Nancy Kohn	2
Margaret Browne	1	Mary Kopczynski	2
Eric Bruns	2	Radhika Kunamneni	1
Maria Campbell Casey	3	David Laflamme	1
Delia Carmen	1	Seon Joo Lee	2
Jacob Cowan	3	Eric Levine	3
Cynthia Cunningham	1	Jon Liss	2
Dwight Danie	3	Cathy Lucas	2
David Eberbach	3	Allison Luthe	3
Kaytura Felix Aaron	1	Patrick McGuigan	1
Anne FitzSimmons	2	Teletha McJunkin	3
Jim Fraser	2	Ken Meter	1
Abby Gamboa	1	Frieda Molina	3
Cindy Guy	2	Maghboeba Mosavel	2
Tony Hall	3	Katie Murray	2
Peggy Halpern	3	Tamara Neff	2
Matthew Hamilton	1	Laura Nelson	2
Janice Hamilton Outtz	2	Colm O'Muircheartaigh	2
Allison Harris	3	Richard Pargament	3
Harry Hatry	3	Shelia Perkins	1

Name	Group	Name	Group
Silvia Portillo	2		
Odette Ramos	1		
Blaine Ray	2		
Mark Rubin	2		
Victor Rubin	3		
Dan Ryan	3		
Robert Seifert	3		
Katie Shoemaker	1		
Chris Snow	3		
Paul Speer	1		
Holly St. Clair	3		
Brenan Stearns	2		
Marisela Tapia	1		
Val Tate	3		
Peter Tatian	2		
Nidhi Tomar	3		
Craig Totaro	2		
Maria Townsend	2		
Carmen Turks	3		
Lee Nelson Weber	1		
Shelly Weeden	3		
Junious Williams	2		
Sandra Witt	1		

Surveys as Community-Building Tools Conference

Workshop Group 1
Lead Facilitator: Pat McGuigan

Name	Organization	City, State
Kate Allen	Pittsburgh Partner for Neighborhood Development	Pittsburgh, PA
Owusu Amoakohene	Urban Strategies Council	Oakland, CA
Karen Aschenbrenner	Community Services Planning Council	Sacramento, CA
Michael Barndt	Nonprofit Center of Milwaukee	Milwaukee, WI
Marnie Brady	Council of Latino Agencies	Washington, DC
Margaret Browne	The Urban Institute	Washington, DC
Delia Carmen	The Annie E. Casey Foundation	Baltimore, MD
Cynthia Cunningham	The Polis Center	Indianapolis, IN
Kaytura Felix Aaron	Agency for Healthcare Research and Quality	Rockville, MD
Abby Gamboa *	Near Northside Partners Council	Fort Worth, TX
Matthew Hamilton	The Piton Foundation	Denver, CO
Joaquin Herranz	Massachusetts Institute of Technology	Cambridge, MA
Embry Howell	The Urban Institute	Washington, DC
Tom Kingsley	The Urban Institute	Washington, DC
Radhika Kunamneni	PolicyLink	Oakland, CA
David Laflamme	Johns Hopkins School of Public Health	Baltimore, MD
Patrick McGuigan #	The Providence Plan	Providence , RI
Ken Meter	Crossroads Resources Center	Minneapolis, MN
Shelia Perkins *	Project Jobs	Chicago, IL
Odette Ramos *	Baltimore Neighborhood Indicators Alliance	Baltimore, MD
Katie Shoemaker #	Rheedlen-Centers for Families and Children	New York, NY
Paul Speer *	Vanderbilt University	Nashville, TN
Marisela Tapia *	Near Northside Partners Council	Fort Worth, TX
Lee Nelson Weber	Dyer-Ives Foundation	Grand Rapids, MI
Sandra Witt	Alameda County Public Health Department	Oakland, CA

A * indicates a panelist, # indicates a facilitator.

Surveys as Community-Building Tools Conference

Workshop Group 2
Lead Facilitator: Audrey Jordan

Name	Organization	City, State
Kathleen Agaton	Metis Associates	New York, NY
Garland Allen	U.S. Dept. of Housing and Urban Dev.	Washington, DC
Lori Allio	The California Endowment	San Francisco, CA
Eric Bruns	The Family League of Baltimore City, Inc.	Baltimore, MD
Anne FitzSimmons	Center for Urban Initiatives and Research--UW-Milwaukee	Milwaukee, WI
Jim Fraser	Center for Urban and Regional Studies	Chapel Hill, NC
Cindy Guy	The Annie E. Casey Foundation	Baltimore, MD
Janice Hamilton Outtz	Hamilton Outtz Consultants	Upper Marlboro, M
Mattie Holliday *	Martindale Brightwood Public Safety Committee	Indianapolis, IN
Richard Jelier	School of Public and Nonprofit Administration	Grand Rapids, MI
Audrey Jordan #	The Annie E. Casey Foundation	Baltimore, MD
Nancy Kohn *	The Access Project	Boston, MA
Mary Kopczynski *	The Urban Institute	Washington, DC
Seon Joo Lee	The Urban Institute	Washington, DC
Jon Liss *	Tenants' and Workers' Support Committee	Alexandria, VA
Cathy Lucas	Non Profit Alliance	Battle Creek, MI
Maghboeba Mosavel	Center on Urban Poverty and Social Change	Cleveland, OH
Katie Murray	The Providence Plan	Providence, RI
Tamara Neff	Baltimore Neighborhood Indicators Alliance	Baltimore, MD
Laura Nelson	MDRC Regional Office	Oakland, CA
Colm O'Muircheartaigh *	NORC and Harris School, University of Chicago	Chicago, IL
Silvia Portillo *	Tenants' and Workers' Support Committee	Alexandria, VA
Blaine Ray	Neighborhoods Resource Center	Nashville, TN
Mark Rubin *	DC Agenda	Washington, DC
Brenan Stearns	Data and Policy Analysis (DAPA)	Atlanta, GA
Peter Tatian	The Urban Institute	Washington, DC
Craig Totaro	The Reinvestment Fund	Philadelphia, PA
Maria Townsend	Office of Child Development	Pittsburgh, PA
Junious Williams	Urban Strategies Council	Oakland, CA

A * indicates a panelist, # indicates a facilitator.

Surveys as Community-Building Tools Conference

Workshop Group 3
Lead Facilitator: Terri Bailey

Name	Organization	City, State
Melissa Alvarez *	Near Northside Partners Council	Fort Worth, TX
Terri Bailey #	The Piton Foundation	Denver, CO
Mac Belmontes, Jr. *	Near Northside Partners Council	Fort Worth, TX
Matt Beyers	Urban Strategies Council	Oakland, CA
Maria Campbell Casey	Public Health Institute	Oakland, CA
Jacob Cowan	The Urban Institute	Washington, DC
Dwight Danie	Florida Department of Children and Families, District 11	Miami, FL
David Eberbach	Human Services Planning Alliance	Des Moines, IA
Tony Hall	Annie E. Casey Foundation	New York, NY
Peggy Halpern	U.S. Department of Health and Human Services	Washington, DC
Allison Harris	Chapin Hall Center for Children	Chicago, IL
Harry Hatry	The Urban Institute	Washington, DC
Harry Holzer *	The Urban Institute	Washington, DC
Scott Jackson *	Connecticut Policy and Economic Council	Hartford, CT
Tanya Jones	Baltimore Neighborhood Collaborative	Baltimore, MD
Leah Kalinosky	National Neighborhood Coalition	Washington, DC
Thomas Kelly	The Annie E. Casey Foundation	Baltimore, MD
Eric Levine	Holt, Wexler and Farnam LLP	New Haven, CT
Allison Luthe	Community Solutions, Inc.	Indianapolis, IN
Teletha McJunkin	Community Research Council	Chattanooga, TN
Frieda Molina	MDRC Regional Office	San Francisco, CA
Richard Pargament	Metis Associates	New York, NY
Victor Rubin	PolicyLink	Oakland, CA
Dan Ryan	City of Battle Creek	Battle Creek, MI
Robert Seifert	The Access Project	Boston, MA
Chris Snow	The Urban Institute	Washington, DC
Holly St. Clair	Metropolitan Area Planning Council	Boston, MA
Val Tate *	Greater Citizens Coalition of Martindale-Brightwood	Indianapolis, IN
Nidhi Tomar	Baltimore Neighborhood Indicators Alliance	Baltimore, MD
Carmen Turks	Neighborhoods Resource Center	Nashville, TN
Shelly Weeden	The Providence Plan	Providence , RI

A * indicates a panelist, # indicates a facilitator.

Panel 1:
Residents Surveying Residents

Neighborhood Employment Surveys
Mark Rubin (DC Agenda)
Abby Gamboa (Near Northside Partners, Fort Worth)

Martindale-Brightwood Resident Skills Survey
Mattie Holliday and Val Tate (Indianapolis)

PANEL ONE SPEAKERS

Abby Gamboa is the Director of the Near Northside Partners Council (NNPC), a community development organization in a predominantly Latino neighborhood in Fort Worth, Texas. She joined NNPC as its director in November 1996 after previously volunteering with this resident-led organization since 1990. Under her leadership, NNPC has developed award-winning strategies to achieve results in the revitalization of the neighborhood. Abby has over twenty years of community service and serves on several local boards and commissions. She received her Master's degree in Community Practice and Administration from the University of Texas at Arlington. Abby lives in the neighborhood she works in, and is supported in her work by Marcos, her husband of twenty-seven years.

Mattie Holliday is a lifelong resident of Indianapolis. She is a wife and mother of three adult children, and has six grandchildren. She has worked for both the public and private sectors for over twenty-five years. Mattie has worked tirelessly for the past ten years with various organizations in the Martindale-Brightwood community. She was a Trustee of the Martindale-Brightwood Community Development Corporation's Board and past president of the Greater Citizens Coalition of Martindale-Brightwood (GCCMB). She currently serves as a member of the coalition, a member on the Forest Manor Advisory Board and chairperson for the Martindale Brightwood Public Safety Committee. Mattie is a community advocate, as well as a proponent for human rights and self-determination. She shares the dream of many Martindale-Brightwood residents of striving to build a safe and beautiful community to live and raise a family.

Mark Rubin is the Director of Research and Neighborhood Information Services at DC Agenda. Mr. Rubin is currently working in conjunction with the Urban Institute to create an updated neighborhood level data system to help measure community conditions across the District. He is also developing a series of analysis reports to help better understand neighborhood conditions that affect the well being of children and families. Mr. Rubin was previously a Research Associate at the Urban Institute in the Metropolitan Housing and Community Development Center where his research focused on economic development and housing challenges for low-income residents.

Val M. Tate is a native of Memphis and moved to Indianapolis in 1991. She is the mother of two sons and one adopted daughter. Val received her training in MS Office while working in the Human Resources Department of Union Federal Bank. She is currently attending PC Technician classes at Training, Inc. in Indianapolis. Upon completion of her training she will be certified at the expert MOUS level in all of MS Office and will have her A+ certification. Val is now involved with the Public Safety Committee of GCCMB where she serves as the resident computer specialist and is responsible for the design, creation and implementation of the Community Asset Building Project database. She is currently the Vice-President of GCCMB as well as the Community School Organizer for the community schools project. Val believes that the "Drum Major Instinct" should be used in a positive manner that promotes service to her community.

LEARNING FROM YOUR COMMUNITY:
A Tool Kit for Designing and Implementing Resident Surveys

The Urban Institute

October 2000

CONTENTS

INTRODUCTION

I. DESIGNING AND IMPLEMENTING A RESIDENT SURVEY

Setting Research Objectives
Designing a Survey
Selecting the Sample
Hiring Field Staff
Conducting the Survey

II. TRAINING MANUALS

Instructor's Manual
Interviewer's Manual

III. NJI DESCRIPTION AND SURVEY INSTRUMENTS

NJI Project Description
Frog Hollow – Hartford, Connecticut
Uptown – Chicago, Illinois
Harlem Children's Zone – New York, New York
Near Northside – Fort Worth, Texas

INTRODUCTION

Over the years surveys have been widely used by private businesses, the government, and nonprofit organizations. One of the most well known surveys is the U.S. Census, which is administered every ten years by the federal government. Surveys can range in size, from a small classroom survey, to as large as the Census, which counts every person in the United States. Similarly, costs can range from just the cost of supplies and time for the small classroom survey, to billions of dollars for the Census.

Community-based organizations that want to learn about conditions and trends in the neighborhoods they serve can often take advantage of existing surveys. However, information on some critical issues may be unavailable from existing surveys, it may be outdated, or it may not be reported for individual neighborhoods. If so, a community-based organization may decide to conduct a neighborhood survey, and may consider involving neighborhood residents in the effort.

Drawing from the Urban Institute's experience designing and administering resident surveys for sites involved in the Neighborhood Jobs Initiative (NJI), we assembled this tool kit to provide community based organizations with a practical guide on how to conduct neighborhood surveys, including how to involve residents as active participants in the survey process.

This guidebook will help you:

- Set learning objectives and decide whether a survey is right for your needs;
- Design a questionnaire;
- Understand how to select a representative sample of residents to interview;
- Identify and train interviewers to administer the survey;
- Manage the successful completion of a survey effort;

In addition, we provide examples of more exploratory and qualitative information gathering efforts, which can be implemented when a full-blown survey effort does not appear to be the right approach.

Although the NJI surveys focused primarily on issues of employment, the tools and procedures presented here are just as applicable to surveys on other topics as well. We hope you find these materials useful, and that they help your organization learn from the community.

I. DESIGNING AND IMPLEMENTING A RESIDENT SURVEY

SETTING RESEARCH OBJECTIVES

Surveys can be expensive and time consuming. Before you leap into designing a questionnaire, first make sure a survey is the right tool to answer the questions you are after. The first step in this process is to identify your research objectives — that is, what you want to find out.

The importance of developing solid research objectives is often overlooked. We cannot stress strongly enough how critical it is to spend time thinking about what you want to know *before* you set out conducting research. We recommend inviting key participants to a brainstorming session, where the main focus is, "What do we want to know—about our program, our neighborhood, our residents?" One person should facilitate the session, while the rest brainstorm about what main questions your organization would like to answer.

For example, in Hartford, local program staff were trying to help residents feel safer in the NJI target neighborhood, and to help them find work. While staff had the ability to track crime in the neighborhood, they did not have a way to find out about residents' perception of safety. Similarly, while they could use Census Bureau numbers to find an employment rate, by 1999 the latest numbers were ten years old, and were not exactly specific to the target neighborhood. Therefore, the Hartford survey was designed to measure employment and perceptions of safety, as well as knowledge of the sponsoring organization.

In addition to focusing on your research objectives, surveys also generally include demographic, or background, questions about the respondents' age, gender, race, and income. Demographic information helps you categorize your answers later—to calculate different unemployment rates for men and women, for example.

As we will discuss later, one survey can address only a limited number of research objectives. Too many objectives in the same survey make it confusing, and complicated to analyze. After holding a brainstorming session to think about research objectives, you have to decide which objectives are priorities, and which methods to use to meet them.

Once you have outlined your research objectives — that is, what you want to know — the next step is to identify the best research method to answer your questions. There are many different ways to collect information. You have to decide which research methods not only answer your research questions, but also fall within your budget and staff resources.

The table that follows gives a rough idea of what is required for each of several common information gathering methods:

Data Collection Method	Brief Description	Cost
Survey	Structured questionnaire, usually administered to a sample population either face-to-face, over the telephone, or by mail. Face-to-face interviews are done one person at a time. If administered properly a sample survey can be statistically representative of a larger group.	Approximately $30,000 for a sample of 300.[1]
Focus Groups	Open-ended interview questions, usually asked of a group of 6-12 people. Provides richer contextual information, but is never used for statistical inference/conclusions and does not provide number estimates.	Approximately $2,000 per group, for questionnaire development, recruitment of participants, payment to participants, and analysis.
In-depth Interviews	Open-ended interview guide, usually one-on-one and face-to-face to a relatively small group of selected individuals. Can provide contextual information, but are never used for statistical inference/conclusions.	Less expensive than focus groups, because in general respondents are not paid for their participation.
Existing data sources	Datasets produced by agencies of federal, state, and local government, such as the Census Bureau, Department of Labor, and Department of Housing and Urban Development. These require technical skills and computer software for analysis, but dramatically reduce the time and cost involved in gathering new data.	Some information is free on-line. Cost is often less than $500 for data on CD.

Resident Surveys. Resident surveys are the most costly option, but if carefully designed and implemented, they can provide rigorous, representative information about conditions in a neighborhood. A survey requires the development of a structured questionnaire, which can be consistently administered to a sample of respondents. Surveys can be administered by mail,

---

[1] We administered four neighborhood surveys in Chicago, Ft. Worth, New York, and Hartford. This number is based on an average for each site. The amount includes questionnaire development, management of the survey, payment for surveyors, data analysis, and preparation of a brief report.

over the telephone, or in-person. If neighborhood residents are properly trained and supervised, they can conduct the survey themselves, providing valuable opportunities to build skills and learn about their own community. Conversely, they can also severely bias the results of a survey if they interview people they know personally, or if they are trained and/or supervised improperly. The remainder of this section looks specifically at how to design and conduct a neighborhood survey.

Focus Groups. Focus groups provide qualitative data on participants' opinions, experiences, and perceptions. Traditionally, groups are comprised of six to twelve people with similar experiences. The group discussion is led by a moderator using a guide of open-ended questions. This format allows participants to open up and describe their experiences without the limits of structured answers (i.e., multiple choice, yes or no). Additionally, focus groups allow the moderator to probe for more information when unanticipated answers surface. Unlike individual face-to-face interviews, focus groups capture the interaction and discussion among participants, providing more forthright and natural responses.

The value of the information obtained from focus groups depends heavily on two factors: the skill of the moderator and the make-up of the group recruited to participate. If a focus groups is led by an inexperienced moderator or composed of a hastily recruited collection of people, it may not produce accurate insights.

Focus group results should be presented as group findings. That is, the individual information offered during focus group discussions is less important than general patterns of responses. You should not analyze focus group responses for statistical patterns, because data gathered through focus groups is not statistically representative of the general population. Nevertheless, results do generate common themes and in-depth data on the specific sub-group being studied. Thus, focus groups are ideal for exploratory use, program design, and capturing the perceptions of program participants (Krueger, 1988).

In Fort Worth, the local NJI organization was initially interested in learning more about the barriers neighborhood residents face when looking for work. Because barriers seem to be common to certain groups of people, and because they were looking for detailed information about people's experiences, they hired a local consultant to hold seven focus groups of different groups of residents. The results were not culled for numerical or statistical information, but for recurring themes, ideas, and suggestions. These focus groups produced useful data that triggered insights and suggested further research avenues to the local organization. It also helped reduce the number of research objectives covered in the survey. See Section V for analysis of focus group data from Fort Worth's Near Northside neighborhood.

In-depth Interviews. In-depth interviews, like focus groups, provide qualitative data on the participants' opinions, experiences, and perceptions. Typically, in-depth interviews are conducted one-on-one by a skilled interviewer. Interviewers usually follow a rough question guide, but can also ask follow-up questions to add nuance. As with focus groups, data collected from in-depth interviews is not generalizable, but can be used for exploratory purposes, or to collect data which could not be captured in a structured survey. The respondents of in-depth interviews need to be selected thoughtfully. People who work for relevant agencies or organizations, residents with long-term knowledge of the area, tenant or block association leaders, educators, local religious leaders, and so on, are good people for in-depth interviews. Because the number of these interviews is usually rather limited, the goal should be to get people who are quite knowledgable about the subject at hand.

In Washington, D.C., in addition to holding several focus groups, the local organization held over a dozen in-depth interviews with informed respondents to discuss major barriers to employment for neighborhood residents. These respondents included out-of-work residents, local business owners, and other service providers in the area. The answers they provided to the questions gave historical context to the suggestions focus groups were developing about the same topic. See Section V for a discussion of these interviews and the insights they provided.
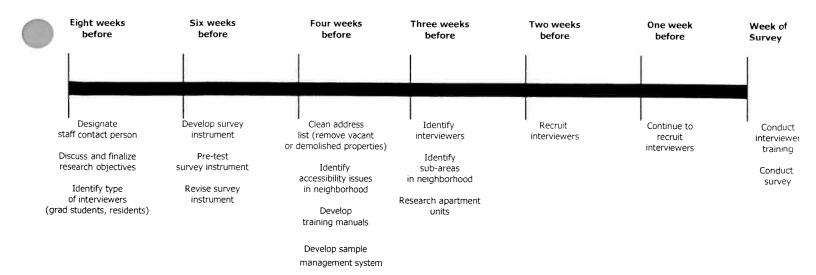
Existing Data Sources. Depending on your research questions, there may be a number of databases that exist already. Most of these data are available on the internet and can be easily extracted and downloaded. These data, however, usually require a staff person with certain skills or training in order to be used. In addition, a statistical software package and computer mapping capability is often necessary. Local organizations should be able to partner with nearby colleges and universities to take advantage of such data.

DESIGNING A RESIDENT SURVEY

If, after reviewing your research objectives, you decide to conduct a survey, you will need to confront both analytical and design issues. Conducting a survey is not an easy job. It can be a big challenge to see a survey through from the beginning to the end. We do not recommend that you undertake a survey for the first time unless you have a staff member or consultant with formal training in research methods. This kind of expertise is critical to producing a quality survey that gives you meaningful results. In addition, you need a staff person who can dedicate a large part of his or her time for several months to planning, managing, and overseeing small details related to the survey. This is true even if you are able to contract out some of the survey work to a university or technical assistance partner.

Before becoming entrenched in the survey process, staff should develop a timeline that identifies major tasks. Remember, surveys do not happen overnight. Give yourself ample time to design, administer, and interpret results. Organizations often rush through setting research objectives and questionnaire design, but this is a big mistake that can result in useless data. Large national surveys may take years to prepare and administer. With a tight enough focus, however, it is possible to conduct a small survey in eight to twelve weeks.

The timeline below provides an example of how to plan your time. Remember, every situation is different, so adapt this to your unique environment. For example, you may require more time to recruit interviewers or to write the questionnaire than is indicated here.

Eight weeks before	Six weeks before	Four weeks before	Three weeks before	Two weeks before	One week before	Week of Survey
Designate staff contact person	Develop survey instrument	Clean address list (remove vacant or demolished properties)	Identify interviewers	Recruit interviewers	Continue to recruit interviewers	Conduct interviewer training
Discuss and finalize research objectives	Pre-test survey instrument	Identify accessibility issues in neighborhood	Identify sub-areas in neighborhood			Conduct survey
Identify type of interviewers (grad students, residents)	Revise survey instrument	Develop training manuals	Research apartment units			
		Develop sample management system				

Key Design Decisions. Once you have determined that conducting a resident survey is the right way for your organization to answer its research questions, you need to clarify some basic issues in order to develop your survey. These issues include the following:

➢ **What is the population to be surveyed?**

The first step to take is to clarify the population you are studying. To start, we usually limit the population by age, since we generally only survey adults. You may want to limit your age ranges further, however—maybe you are only interested in "working-age" adults, and therefore want to speak to people aged 18-65. Perhaps you are seeking to target people who are currently employed, or maybe those who are currently unemployed. There are usually geographic boundaries as well—the population could be that of the city or of a neighborhood. In addition, you have to decide if you are interested in individuals versus households. Individuals are used to measure items like an employment rate, whereas households are used to determine poverty levels, for example. You will need to be very clear about whom you are studying to design a logical sampling plan, as well as to design a survey which will make sense to your targeted population.

➢ **What method should you use to administer the survey?**

There are many different ways to administer a survey. Probably the three most common choices are the self-administered questionnaire, telephone interviews, and face-to-face interviews. As you might expect, each of these has benefits and costs.

	Self-Administered Questionnaire	Telephone	Face-to-Face
Cost	Low	Medium	High
Response rate	Low	Medium	High
Suited for sensitive subjects	Yes	No	Maybe
Length of questionnaire	Short	Medium	Longest (not too long though!)
Time needed to collect data	Longest	Shortest	Medium

A **self-administered questionnaire** is a series of questions, usually on paper (although they are now done electronically as well), which the respondent answers by him or herself. This questionnaire may be mailed to people or handed out at a group meeting. When attempting a random selection of respondents, however, the mail system is the most convenient and cheapest method. Undoubtedly the greatest advantage of a self-administered questionnaire is its cost, which is generally low. In addition, it allows respondents plenty of time to think through the questions and answers, and gives them privacy to answer personal questions. Another advantage is that one staff person can administer this kind of survey without much trouble.

Unfortunately, there are some rather significant disadvantages to using a self-administered questionnaire. The most important drawback is the low response rate to questionnaires which are mailed to someone's home. Traditional mail surveys get responses as low as 10-15%, and there may be significant bias in responses, since only the most motivated people are likely to complete the questionnaire and return it. In addition, self-administered questionnaires do not work well in any area which has low literacy rates, where people may be uncomfortable completing forms, or where mail service is poor.

Nevertheless, if you have a very small staff, need information about sensitive subjects, and have a reasonably literate population, you may want to consider a mail-in questionnaire.

The **telephone interview** uses an interviewer to read survey questions over the phone to the respondent. In our opinion, the telephone interview has little to recommend it for surveys conducted in small areas, like a city neighborhood, unless you have a list of all residents with their phone numbers. On the other hand, telephone interviews are great for trying to measure items across the entire nation. Telephone interviews are relatively cheap, but are problematic since not all people have telephones or listed phone numbers, many people are suspicious of giving out information over the phone (especially sensitive

information), and telemarketing has made some people unfavorable to responding to surveys over the phone.

We have conducted **face-to-face interviews** in the NJI sites so far, and this is what we would recommend if you have the capacity (namely, staff time and space). The main drawback of face-to-face interviews is the expense, as you need to pay the interviewers for all their time spent going from house to house. While conducting resident surveys of approximately 15 to 20 minutes in length, we found that interviewers had to visit approximately three addresses to get one survey completed. Also, face-to-face interviews require interviewers who are committed and disciplined. An interviewer who makes up answers, does not read the survey properly, or is disorganized or careless when marking down responses will return inaccurate data and waste your money and effort.

The positive sides of face-to-face interviews are many, however. They generally allow for the most careful respondent selection, which is a tremendous asset when attempting to conduct either a random or a targeted survey. They have the highest response rate of any kind of survey method, and they allow for fairly complex issues to be tackled on a survey. They also can be slightly longer than telephone surveys (and much longer than self-administered questionnaires). An additional benefit is that if you use residents as your interviewers, they get a chance to learn about the project and make some money in the process.

➢ *What is the survey's focus?*

One of the most difficult steps in developing a survey is to focus the topic. Part of the difficulty stems from realizing that the survey represents an excellent opportunity to get information about residents—and the more you think about it, the more you will likely realize there are lots of things you would like to know about the residents of the neighborhood or city, especially when there is a good chance that the data will be reliable. But you must keep in mind your prioritized **research objectives**. A single survey cannot be about jobs, quality of life, crime, health, *and* education. The following points explain why.

- **Your survey must be intelligible to your respondents.** Whether a mail-in questionnaire or a face-to-face interview, the respondents will become confused if the topic of your questions changes rapidly. People need a chance to become situated in the topic of the questionnaire. This will help them to access information in order to respond accurately and thoughtfully.

- As we will discuss later, **no one topic can be addressed with just one question.** Particularly if a given topic is important to your work, you need to ask about it in several different ways. For example, if you suspect that most people in the neighborhood do not get enough health care or medical attention, you might want to ask not only when was the last time someone

saw the doctor, but also what is the general state of their health, if they have a regular doctor, if they have health insurance, and so on.

- In the end, when you are trying to analyze your data, **your analysis can become cluttered and unclear if you have too many variables to look at.** If you have hundreds of different variables to examine, it will take a very long time to find a clear story about your residents.

In other words, resist the temptation to cram many different research objectives into one survey. Try to stay focused on one or two main topics. It is better to have reliable, strong data on a couple of topics than to have weak and questionable data on many. Clearly identifying and prioritizing your research objectives at the beginning of the process can eliminate this tendency to overload a survey with too many questions and subjects.

Getting Good Response Rates. The response rate is the percentage of people who complete the survey—that is, the number out of one hundred in the sample who actually return the form or agree to be interviewed. Lots of things conspire to lower your response rate from 100 percent. (In our NJI surveys, our response rates were generally between 30 and 40 percent.) Most obviously, people may simply refuse. There are other things which can happen, too, however: you may have mistaken addresses or phone numbers; the respondent may never be home when you attempt to contact them; the respondent may have a disability which prohibits them from participating; the respondent may speak a language different from your interviewers; and so on.

It may be worthwhile to offer respondents an incentive to complete the survey. When conducting face-to-face interviews, some organizations offer respondents a token sum ($2 or $5) for their time in taking the survey. Or, you may be able to give people a material item like a t-shirt as a token of appreciation. A self-administered questionnaire may include a bonus, such as being registered for a raffle or give-away.

If you decide to pay respondents for their participation, you will generally not want to have interviewers carrying cash with them around the neighborhood. Instead, most organizations set up a voucher system where the interviewer gives any respondent who completed the survey a voucher to pick up a check or cash from the organization headquarters. As you can easily imagine, the logistics of such an operation can be complicated. So far, our surveys at NJI sites have used intangible incentives—convincing residents that their participation will help a local organization design better programs. (If the population feels over-studied and cynical, however, this is unlikely to work!)

It has been consistently shown that mail surveys can increase response rates by including a postage paid, addressed envelope for the return. Using certified or

express mail to send the survey can also increase response rates in addition to an incentive.

In all cases, notifying respondents in advance helps prepare people for the survey. Post flyers around the neighborhood and in lobbies of large buildings announcing that a survey is being undertaken. Make announcements at tenant and building association meetings. If possible, mail postcards to potential respondents a week ahead of time.
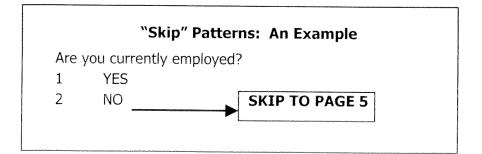
Designing a Survey Questionnaire. Once you have selected your population, your method, and your topic(s), you will need to think about survey questions and survey design. As far as survey design and formatting go, there are only a few simple rules.

1. Leave as much white space as possible on every page of the questionnaire. Use a large, readable font. Have large, readable page numbers and question numbers visible. Use large boxes or large letters or numbers for people to check off or circle. It's better to have a questionnaire which is a few pages longer than one which crams questions and responses into a shorter but harder-to-read piece.

2. Keep your survey short and clear. If a question is complicated, try to break it into two questions, or consider removing it. If people cannot easily understand the question, you will not get accurate answers back from it anyway.

3. The rule of thumb we have used is to **print all instructions in bold capital letters.** This should work both for a self-administered questionnaire or a face-to-face interview. In the case of a face-to-face interview, most response categories will also be printed in capital letters. During the interview training, you should inform all interviewers not to read out loud anything in capital letters. For example, if the question reads, "Are you currently working?" you would not want the interviewer to read out loud, "Yes? No? Don't know?"

4. Indicate "skip" patterns clearly. In almost all cases, you will be forced to use a skip pattern at some point during your survey. This is to avoid asking people irrelevant questions. (For example, you don't want to ask the person who is not currently working whether they get health benefits from their employer.) Skip patterns must be clearly indicated, with bold capital letters, specific instructions, and (if possible) arrows showing where to go.

<div style="border:1px solid;">

"Skip" Patterns: An Example

Are you currently employed?

1   YES

2   NO ——————➤ **SKIP TO PAGE 5**

</div>

5. Leave lots of space for open-ended questions. If you are using open-ended questions (where people write in their own answers as opposed to checking one off a list), make sure to leave plenty of space for people to write clearly. Open-ended questions are useless if you can't read the person's handwriting.

Helpful Hints For Writing Survey Questions. Your questionnaire should begin with a short, basic introduction that orients the respondent to the purpose and topic of the survey. It should assure them of the confidentiality of their responses and give them good reasons for agreeing to participate. When doing face-to-face interviewing, it is a good idea to encourage a respondent to answer the survey by reminding him or her of how important the information is to the community and the local organization. But if the respondent chooses not to participate, or asks the interviewer to stop at some point, then the interview should end immediately.

In general, it is best to start the survey with a mild and unthreatening series of questions. Sometimes surveys start by asking basic information—things like length of residency or familiarity with the sponsoring organization. You may want to put general opinion questions about the neighborhood first, before getting into more personal issues like employment, safety, and income. Many people are quite sensitive about answering demographic questions about their race and education, and income, so we suggest putting them at the end of the survey.

Within this basic framework, we offer sixteen helpful hints for writing your survey questions:

1. Think long and hard about what the answer to a given question will tell you. It is easy to skip this step, but is the most important. If you haven't thought this through ahead of time, you can conduct your survey and end up with answers which do not tell you much. This costs as much money, time, and effort as answers which tell you a great deal. The best way to think about this is to consider what you will do if respondents answer a question in a certain way. For example, if you ask, "If you needed money, where would you go?" and you imagine that many respondents will answer, "To a family member," how will that information help your organization? What would it tell you about the population? If you cannot answer why you need this information, you should consider dropping the question.

2. Research how other people have asked a certain question. There have been many, many surveys conducted in the past. Use them as resources. (We list some in our bibliography.) Just remember, you don't have to accept their wording or questions blindly. They may not have had your population or your issues in mind when they drafted them.

3. Make sure to use understandable language. Always keep your population in mind when writing questions. In general, avoid long words and long, complicated questions. Try to use terms which are well-known in the community. (This is part of what you'll learn during the pre-test.) For example, we conducted a survey and included the term "TANF" in one question. It turned out that most people in the neighborhood (including the interviewers) had no idea what that term meant.

4. Think carefully about concepts which may be interpreted differently. Be prepared to define terms. Not everyone thinks of the same concept in the same way. Asking, "What was your family's income?" can elicit very different answers if people interpret "family" (nuclear family versus extended family) and "income" (earnings, Social Security, public assistance, and so on) differently. Your goal when conducting the survey is to achieve *consistent* information across respondents, which means you may need to define your terms for them.

5. Consider the question order. Asking questions in different orders can influence the respondent's thinking. For example, if you first ask a series of questions about crime and safety, and then ask what the respondent thinks of the neighborhood, the respondent may answer more negatively than they would have if you first asked about the neighborhood and then about crime.

6. Precede every section with an introduction. Remember that the respondent has never seen the survey before. They have no idea what's coming at them. It helps them prepare their thinking if you preface different kinds of questions with a neutral, one or two sentence introduction. This introduction may also contain definitions of terms.

Introductions: An Example

"Now I'd like to ask you some questions about your income. By income I mean any money you received in the last twelve months from earnings, Social Security payments, interest payments, public assistance, or some other source."

7. Avoid double-barreled questions. This kind of question asks for responses to two (or more) items at the same time—which means you cannot be sure what the end response refers to. It also means the question is likely to confuse the respondent. In general, if the word "and" appears in a question, it is likely to be double-barreled.

Double-Barreled Question: An Example

"Would you say you're likely to get a raise and a promotion this year?"

The respondent may only be likely to get one of the two (either a raise, *or* a promotion) but has no way to indicate that answer.

---

8. Do not ask negative questions. Putting the word "not" into questions can confuse respondents. "Should our jobs program not target young adults?" is difficult to answer, since it's not clear what "yes" or "no" might indicate. Try to rephrase such questions.

9. Ask about behavior, not just opinions. Researchers generally agree that asking people about their behavior gets more accurate information than their opinions. (Although contrasting the two is instructive as well!) The classic example is that it is better to ask someone how often they go to church, temple, or synagogue, than how religious they are.

10. Avoid leading questions. Again, this may seem obvious, but leading questions can creep into surveys even when you have the best intentions. Try to rewrite any questions which seem to indicate a particular answer when asked. "Hasn't the neighborhood gotten safer since the police started patrolling?" should be replaced with something like, "Please rate the safety of the neighborhood since [date]."

11. Ask about subjects people are likely to know about. Clearly, you should not ask lots of questions about policies and legislation which neighborhood residents may not be familiar with. In addition, avoid the temptation to ask detailed questions about events which happened a long time ago (anything more than 12 months), or about quantitative data people may not have an accurate grasp of. One of the tricky parts of surveying is that respondents will often answer questions like "How much money did you earn before taxes each week last October?"—but their answers will not be accurate.

12. Use open-ended questions sparingly. As indicated before, open-ended questions require the respondent or interviewer to write down an answer instead of choosing something which has been pre-coded. Although such questions can be very tempting, keep in mind that the data they bring back can be difficult to analyze. First of all, there are technical issues like reading someone's handwriting or interpreting their answer. For example, in one site we asked what people's jobs were, and we received answers such as "restaurant" and "exercise," which did not give us much useful information. Secondly, open-ended questions are often so broad that the answers are virtually worthless. If every single respondent gives you a different answer to, "What would you do to improve the neighborhood?" you haven't gathered very helpful data.

13. Don't intimidate respondents. It is important to word questions so they are not accusatory. For example, asking, "Have you had problems finding a job?" might be better phrased as, "Sometimes people have trouble finding work. Thinking of your own experience, please tell me if you have ever had difficulty finding a job."

14. Limit the answer categories. We often have a tendency to want to capture every nuance and every possible answer from our respondents. Resist this temptation. Too many answer categories are confusing and annoying, especially if they are being read out loud to a respondent. People will generally stop listening, or will be unable to remember the first choices which were offered. When using a rating system, there is usually no reason to offer a scale broader than 1 to 5.

15. Make the answer categories exhaustive and mutually exclusive. This is another point which seems obvious but occurs more than you might think. If your answer categories overlap, or don't cover all possible answers, you leave respondents stranded. Make sure that no one could answer "yes" to more than one of your choices, and that every answer is adequately represented.

Poor Answer Categories: Two Examples

Overlapping categories		Categories which leave gaps	
"How many children do you have?"		"How many children do you have?"	
A	0	A	0
B	1	B	1
C	2 or 3	C	2 or 3
D	3 or 4	D	5 or 6
E	4 or more	E	more than 7
Where do we mark the answer "3 children"?		*Where do we mark the answers "4 children" or "7 children"?*	

---

16. Make sure the interviewers read every answer category. This has less to do with writing questions than with the training of your interviewers. It is important, however, that interviewers do not read just one or two of the answer categories (if they read any of them), but read them all, so as not to bias the respondent to choose only among those which were read out loud.

The Importance of the Pre-Test. One of the most important steps in getting your survey right is conducting a pre-test. Ideally, pre-testing consists of several mini-steps. First, once your instrument has been drafted, you should try administering it to a few staff people who are not involved in the project. Time how long it takes to complete. Ask them if anything jumps out at them as being unclear or jarring.

This first reading will allow you to revise the questionnaire, shortening it if you have to, and changing language which is not immediately understandable. You will also be able to see if the skip patterns are clearly marked and how easily the questions flow. You may decide to move around sections of the survey to improve its logic and readability.

Once you have completed the first set of revisions, you need to pre-test the instrument with people from the population you will be surveying. You don't have to have a large sample of pre-testers, but you should conduct at least eight to ten (the more the better). Administer the survey to them and make sure to get their feedback on particular words which they didn't understand, questions which didn't make sense, and answer categories which did not contain their desired response. After you gather their comments, you can revise the instrument again.

If you have the time, you can hold a focus group about the questionnaire and get lots of feedback all at once that way. Or, you can go through the instrument with a resident and ask them, question by question, what each question makes them think of, to see if you are on target or not. The basic point is you are seeking to remove unfamiliar words and terms, clarify ambiguous concepts, and make sure the questions flow logically.

Translation. In many city neighborhoods, English is not the only language commonly spoken. Linguistic diversity will be something you will need to consider as you think about your survey population. (A great deal of cultural diversity often means you have to be especially careful to define terms, as groups think about different topics in their own ways.)

We recommend translating the survey instrument itself in advance if you know of a linguistic group which is likely to make up more than 10% of your survey population. You will need to hire interviewers who can speak this language, and you will need to pre-test the translated instrument. One of the most common mistakes is to translate words and terms literally. It is far more important to retain the sense of a question or answer category than to use the same literal word. When translating, translate only those words which the interviewer reads out loud; leave the unspoken answer categories and instructions to the interviewer in English.

If you suspect the existence of linguistic groups which make up less than 10% of the population but which are likely to be present in your sample, we recommend doing your best to accommodate these groups through the use of bilingual interviewers who will translate the instrument while doing the interview. In some cases, you will encounter languages which are beyond your capacity. In those instances, your choices are either to line up someone from the neighborhood to help with translation, or to write off those sub-groups (acknowledging their absence in your report or written materials).

SELECTING THE SAMPLE

After deciding to conduct a survey, the next important decision concerns who should be contacted for the survey and how they should be selected. One method is to ask people walking on the main streets of the neighborhood (that is, intercepting them while they are on their way to do something else). Although using an "intercept" method to sample residents is an inexpensive and relatively easy way to gather neighborhood information, it does not provide reliable information. Random selection of respondents is the key to obtaining a statistically representative sample of a neighborhood, and interviewing people who happen to be walking down the street is not random.

Asking the questions of people walking down the street means people who don't go out during the day are less likely to answer the survey. Thus, you may not get enough old or disabled people in the survey. People from another part of the neighborhood may never go to that street. You may also miss people who are away at work during the day, or people who tend to drive.

Other methods which are non-random include leaving self-administered questionnaires in a public location, and analyzing the answers of any which are completed. Clearly, this method is not random, as people who are too busy, who cannot read, and who do not come to that location will be missed.

There are certain advantages to doing a non-random sample, and they can be very persuasive. Namely, non-random samples are cheaper, faster, and less technically burdensome, and the information they provide can be very helpful. Unfortunately, non-random samples mean that any data you gather cannot be generalized to the entire population of your neighborhood, and the results can be very misleading. If people have an unknown chance of being excluded from the sample, we cannot use the results to talk about the rest of the population. Only through a random selection process can the small number of households you survey speak reliably for everyone else.

Some researchers theorize that if you speak to enough people in a small location, you can overcome the need for randomness. For instance, if you go to *every* house and apartment in your neighborhood (asking a much smaller number of questions), you can make up for not having a random sample even though not every house or apartment answers. Other researchers use a survey design where they do not randomly select a person living in a given apartment, but rather assume that everyone in the same building or on the same block will

provide essentially the same information as an observer of community conditions.

Using a random sample is necessary when you are seeking to meet certain conditions. For example, if you want a number, like an employment rate or a poverty rate, which you can track over time, and if you want outside organizations like funders or state agencies to believe your number. The rest of this section discusses how to go about selecting a random sample from your neighborhood's population.

Identifying the Target Population. As discussed earlier, the first step to take is to identify the population you are studying. This involves selecting the type of respondent you want (working age adults, single mothers, or teen-agers, for example) and the geographic boundaries. For NJI, the local organizations wanted to measure baseline conditions for persons 18 years and older in the neighborhoods where the initiative was to occur.

In this section, we will be talking about drawing a sample in a relatively small, contiguous area (of populations under 15,000). If the targeted area is a larger region, such as a city or state, you should consult a local university or research organization to help draw the sample. In such a sample, you would probably have to select a sample of blocks or counties, then create a list of persons or units in each area and finally sub-sample persons in each area.

To get a list of the people or the units that exist in the targeted area, you can purchase a list of addresses by county from a number of companies, such as Haines & Company, Inc. (330-494-9111) and the Hill-Donnelly Corporation (813-837-1009). The lists are designed as reverse phone directories: they are ordered by street, name of the person who lives there and phone number. You have to go through the list and select the addresses found in the target area. Using the geographic boundaries you have determined, you can use a Geographic Information System, such as ArcView or MapInfo, to select all the streets and address ranges in the neighborhood, and make up a master list of addresses. Think of this master list as the entire population you are surveying.

After selecting the addresses in the targeted neighborhood, someone who knows the neighborhood must walk around the target area to verify the addresses. This process can take two or three days, depending on the size of the targeted area. Since the lists are often not current (they are updated annually), and because they don't provide all the information you need, they must be checked for the following:

1. **Vacant, demolished or commercial units.** The bulk of the work consists of double checking the original list and removing any address that

is either vacant, demolished or a commercial establishment. Many of the neighborhoods we surveyed had a host of vacant properties. These addresses must be removed from the list to draw an accurate random sample. Moreover, for a survey of residents, you do not want commercial establishments since many of the workers do not live in the area.

2. **New buildings or addresses that were not included in the original file.** Often the list will have missed new construction. The reviewer must add new addresses to the master list, and note how units are at the new address.

3. **Buildings that are either off-limits due to safety concerns, or cannot be solicited.** Some buildings will be too dangerous to enter. In such a case, remove the address from the list. Other buildings have "no solicitation" signs posted, or have security guards at the front (generally high rise type buildings). You will need to call the management ahead of time to insure surveyors can get into them. THIS ITEM IS REALLY IMPORTANT! Some sites didn't do this and as a result surveyors could not get into a number of large buildings, skewing the sample.

4. **Apartment rosters, to know how the buzzers are arranged.** The reason this is important is the interviewers will have to push the correct buzzer to reach the unit that needs to be sampled. The original address lists do not have apartment assignments. You may know there are 20 people living at a specific address, but you don't know whether they live in units assigned 1-20, or A-T, or 1A-5E. Because the interviewers buzz the correct unit based on a simple method (that will be reviewed at training) using the apartment roster, it is important to know if there are buildings that do not have a buzzer system (for example they might have a video rolodex), so the selection process can be designed accordingly.

Creating the Initial Sample. After editing the master list, the next step is to create an initial sample. We are assuming you are selecting a random sample. As we have discussed, random sampling is the process of selecting certain members of a group in such a way that they will represent the total group. It is only after you have used a random sample that you can talk to 200 people in the neighborhood, and still confidently make the statement that, for instance, "Fifteen percent of adults in this neighborhood are unemployed." If your sample was not random, you could only say something like, "Many people we spoke with were unemployed."

If the master list is the entire population, the initial sample represents the cohort of people whom you will be approaching to respond to your survey. Since some

will refuse and some won't pay attention, your initial sample has to be bigger than your final sample.

> **Decide how large your initial sample should be.** You do this by estimating three numbers: the final number of respondents you want; the response rate you are expecting; and the error rate in the master list.

  1. The **final number of respondents** you want depends on how accurate you want your survey to be and how much time and money you have. In general, you should not bother to do a random survey with less than 200 people. Four hundred is a great target to have, because it gives you a good level of confidence in your results.
  2. The **response rate** is your best guess of how many people will actually be locatable and will agree to complete the survey. As we mentioned before, between 60 and 80 percent is a reasonable response rate.
  3. The **error rate** in your master list is your guess of how many addresses on the list are still wrong, despite the cleaning your staff has done.

Once you have these three numbers, you plug them into the following equation:

$$\text{Initial Sample Size} = \frac{\text{Final Number of Respondents}}{(\text{Response Rate} * \text{Eligibility Rate})}$$

Here's is an example. Let's say we have calculated that the final sample size we need is 400 respondents. We estimate the errors in our list at 5% and estimate a response rate at 33%. We then need to draw an initial sample as follows

$$\text{Initial Sample Size} = \frac{400}{(0.33 * 0.95)} = 1{,}275$$

In our previous surveys, we have estimated a response rate between 25% and 33%, with a final sample target of between 200-300 residents. Consequently, our initial sample sizes have ranged between 800 and 1,000 units.

> **Pick the units to be included in your initial sample.** This also requires a few steps: first, assigning a number to every unit on your list, and then, randomly choosing your initial sample from among those units.

  1. The master list will have multiple listings for each separate building on each street, and then each separate phone number within each building.

What the master list does not have, as we discussed earlier, is apartment numbers. Therefore, you have to assign a unit number to each listing. For example, if 100 Beech Street is on the master list five times, you need to change it to 100 Beech Street Unit 1, 100 Beech Street Unit 2, 100 Beech Street Unit 3, up to Unit 5. (Single family homes are just Unit 1.) This ensures that every unit at 100 Beech Street gets a chance of being in the initial sample.

2. Once your master list has unit numbers next to each listing, you give each unit a random number. Assigning random numbers can be done easily on a computer.

3. Order the master list from the lowest to the highest random numbers. The first chunk which adds up to your initial sample size (1,275 in our example) is your initial sample.

A Note about Size of the Final Sample. The final sample is the group of people who actually answer your questions—namely, your respondents, whose answers represent the thousands of people in your neighborhood who never made it into the initial sample. Even when you have taken tremendous care in drawing a random sample, you cannot be entirely confident about how representative the final sample is, since, after all, you didn't talk to *everyone*. So the larger your sample, the more confidence you can have.

In general, try to get your sample size as high as practically possible, and keep in mind that all your results are still estimates. In addition, consider having someone with technical expertise in statistics help you interpret the results of your survey.

HIRING RESIDENTS TO ADMINISTER A NEIGHBORHOOD SURVEY

Many community-based organizations would like to be able to hire neighborhood residents to conduct a neighborhood survey. Hiring residents has lots of advantages: it provides jobs and income for residents who may need them and enables residents to learn marketable skills; it engages residents in the process of learning more about the community and may lead to greater involvement in community building activities; and it may help overcome fear and suspicion among those who are asked to answer the survey.

However, using residents as interviewers also requires more attention to hiring, training, and supervision than is typically required when professional interviewers are brought in from outside the community. An important disadvantage to hiring local resident is they may end up interviewing people they know. This situation can lead to violations of privacy and potential error problems. This section and the next describe the procedures we used to select, compensate, and supervise resident interviewers. The next major section in this tool-kit provides the training manuals we developed for teaching residents how to conduct the NJI surveys. These manuals (including both the students' version and the trainer's version) can easily be adapted for differing survey designs). We found that with proper training and supervision, residents of the NJI neighborhoods made excellent survey staff.

Selecting interviewers is one of the most important parts of the survey process. Interviewers have an enormous impact on whether you will have a successful survey. There are a number of attributes you should look for when selecting interviewers they are:

➢ Good communication and observation skills

➢ Familiarity with the Neighborhood

➢ Schedule

Good communication and observation skills. The interviewers need to be able to communicate effectively with the respondent to get a completed survey. Part of that ability is being able to convince the respondent to do the survey. The interviewer must therefore have good communication skills to explain quickly and clearly the purpose of the project. They must be able to convince the respondent that their answers are important and cannot be replaced. The surveyor must also have good observation skills to decide whether they need to

change tactics to get the respondent to do the survey, as well as put the respondent at ease. Once the initial contact is made, the surveyor must have the ability to read and ask questions. Given the skip patterns and various directions, the surveyor must react quickly to the respondents' answers and conduct the interview in a seamless process to insure accurate reporting.

Familiarity with the neighborhood. Interviewers should be from the targeted neighborhood, if at all possible. Respondents are far more likely to talk to someone from the neighborhood than an outsider. Moreover, the interviewers will know what to expect when talking to respondents. For example, in New York an interviewer took over the interview training from the UI staff to show what it would *really* be like to try to survey in the neighborhood. She donned the personality of a tough lady unwilling to open the door to anyone—and willing to use colorful language to make that point. As she had forecast, the residents in the New York target area proved to be very suspicious. Another reason to use local residents is that they will have a greater commitment to learning about conditions in the neighborhood and the overall project

Schedule. We suggest that each interviewer you select sign up for a minimum of twenty-five hours per week. Surveying requires interviewers to go at different times of the day to get a representative sample of the population. If interviewers all go out at the same time—let's say in the morning—you will end up with a biased sample (i.e., residents at home during the day who do not work). The ultimate goal is to get interviewers to commit to specific time periods. The survey process is a job for interviewers and should be treated as such.

CONDUCTING THE SURVEY

Even the best survey design, administered by well-trained staff, can be undermined if you fail to provide effective on-site management while the survey is underway. This section reviews the steps an on-site manager must take to ensure a successful survey. On-site procedures can be divided into three areas: managing the sample; managing the interviewers; and other logistics.

Managing the Sample. When on-site, the manager will be responsible for keeping track of the sample. In the case of the NJI surveys, a sample has usually consisted of 800-1000 addresses. These addresses are subdivided into 8-10 panels of 100 surveys. The manager should not release all the surveys at the beginning of the process, because it might bias the results. For example, if interviewers are able to easily complete surveys from one part of the neighborhood, they might only use addresses from that area, thereby over-sampling one part of the target area and skewing results. In general, each interviewer should not have more than 15 surveys at one given time.

If an interviewer has made three attempts at a unit and is unable to reach the respondent, the manager should take back the address and give it to someone else. This recycling allows other interviewers to try the same address at a different time of day and possibly have better luck. Recycling surveys allows interviewers not to get discouraged. As the manager redistributes the surveys, s/he must keep track of each interviewer's assignments.

The manager should release new surveys only when surveys have reached *final disposition*. Final disposition means the surveyors no longer have to return to the specific address on their list. Final disposition can occur for the following reasons:

- Completion—the interviewer has reached the respondent and filled out the survey with their answers;
- Refusal—the interviewer has reached the respondent and the person refused to take the survey;
- Can't get in—the interviewer has reached the right address and unit, but cannot access it for some reason;
- Unsafe or Vacancy—the interviewer has gone to the right address but has found the building or environment to be unsafe, or uninhabited;
- Five attempts—the interviewer has gone five times, at different times of day, to the address and no one has been home, or the correct person has not been home.

The manager must keep track of surveys that reach final disposition to see if there are any patterns, such as whether certain buildings are impossible to get into, or whether a particular surveyor is having a higher refusal or completion rate than others. If an interviewer has a high refusal rate, she may be using a poor method to approach respondents. If an interviewer has a suspiciously high completion rate, he may not be seeking out the correct respondent within the household.

The reason we suggest trying each address at least five times is to insure we reach someone who might not be home because they are out working, or is out doing errands. Since capturing an accurate employment rate is an important part of the survey process, interviewers must be willing to go back to the same address at different times of the day to get the correct respondent. If the address has been tried five or more times and nobody is responding, only then should the address be discarded and a new one released.

When an interview is completed, it must be checked for completeness, and, ideally, validated by someone other than the interviewer. Validating a survey requires the on-site manager (or another staff person) to call the respondent back, reconfirm their address, and ask three or four random questions from the survey again. The answers given to these questions should then be checked against what the interviewer reported for that respondent. In general, it is best to ask non-opinion, short questions during validation, since sometimes opinions may change over time.

The manager should try to validate 20 percent of the completed surveys. Validation should be stressed early on in the process so that the manager can warn or praise the interviewers about their work. If interviewers know that their work is being checked, chances are they will be more accurate in recording answers at subsequent addresses. If the manager finds through the validation process that a survey is inaccurate, the manager should warn the interviewer of the problem and release them from the project if the problem continues. Any survey found to be inaccurate should be discarded and re-taken.

Managing the Interviewers. Just as important as managing the survey is managing the interviewers. Interviewers in NJI surveys have generally been neighborhood residents with no prior survey experience; many have been welfare recipients and others have limited employment histories. They have generally been quite successful as interviewers, but it is important they undergo a thorough training session and to emphasize the correct procedures. This is true no matter who is hired to do the surveys (students, for example).

During the on-site component of the survey, the manager must keep track of all the interviewers' hours and schedules. Interviewers have to sign up at the

beginning of the week the number of hours they plan to work. Interviewers should work between twenty and thirty hours each week, primarily in the late afternoons and early evenings, since mornings tend to be a low-response time. The manager must check in each surveyor at the beginning of their shift, and make it clear to the surveyor that they will not be paid if they do not show up at the appointed hour. The manager should not allow interviewers to check in via telephone. The survey process must maintain a consistent schedule and require interviewers to follow the established guidelines. Moreover, the manager should review each interviewer's address list and inquire about the status of each survey.

At the end of the first week, the manager needs to determine which interviewers are punctual and performing their duties properly. The manager should at that point be willing to let some of the interviewers go from the project. The survey should have at least 8 interviewers working, so a careful pruning of staff is acceptable as long as it does not compromise your ability to finish the survey. The purpose of pruning your staff in the second week is to reduce administrative burdens and to eliminate from the project people who are simply less successful interviewers.

NJI surveys have paid interviewers for training ($50 for the training), by the hours worked and the number of surveys completed. NJI has also used bonuses, such as an extra $50 for the first 15 completed, as incentives to increase completion rates. We have found that a hybrid payment system (such as $7.50 per hour and $10 dollars per completed survey) provides incentives both to make the effort to get the correct respondent and to complete interviews. Paying only by the hour tends to encourage people to work a lot without worrying about results. Paying only by the completed survey encourages people to finish a lot of interviews without taking the time to make sure they have located the correct respondent. For these reasons, a hybrid system (perhaps with some bonuses as well), works best.

Other Logistics. The final element of managing a project on-site is to take care of other logistics. This includes maintaining contact with the research organization that is working with you during the survey, providing maps and clip boards for residents, and having access to a computer to update the database.

The research organization should develop a database to help the manager know who is working and which surveys are in the field. The manager must keep the database up-to-date to determine the number of completed surveys and the overall completion rate. On-site management is a vital part of the survey process, and without proper attention, the survey results will suffer, putting the entire analysis process in jeopardy.

II. TRAINING MANUALS

This section of the tool kit provides the manuals we have used to train neighborhood residents to be interviewers. One version is for the trainers, the other for the interviewers. The only difference is that the trainers' version has comments in red text which are not included in the interviewers' version.

These manuals can be adapted to suit your training needs and population. The training we do usually lasts from four to six hours. We do not recommend removing any parts of the training because it is essential that interviewers are exposed to all aspects of conducting a survey if you hope to achieve good-quality results.

INSTRUCTOR'S MANUAL

ANYTOWN RESIDENT SURVEY
INTERVIEWER TRAINING AGENDA

Introduction and Overview of Project   9:00-9:30

- Introductions
- Purpose of Project
- List of Important Terms

Sampling Procedures   9:30-10:30

- Examples
- Random Sampling
- Examples of Representative Sampling
- Anytown
- Which Person to Interview
- Helpful Strategies

BREAK   10:30-10:45

How to Conduct the Survey   10:45-12:15

- General Steps
- Going to the Right Household
- Introducing Yourself and the Survey
- Finding the Right Person to Interview
- Convincing Someone to Answer the Survey
- Role Plays
- Asking Questions and Recording Answers
- Probing
- Role Plays

LUNCH   12:15-1:00

Interviewer Guidelines   1:00-1:30

- Feeling Comfortable in the Neighborhood
- Address Assignments
- Confidentiality
- Logistics
- Schedule for the Next Two Weeks

The Survey   1:30-2:45

- Review of the Survey
- Practice Interviews

Wrap Up   2:45-3:00

PART 1: INTRODUCTION AND OVERVIEW OF PROJECT

Introductions

Neighborhood Jobs Initiative (NJI)

- NJI is a national initiative that helps people get jobs by providing them with the necessary supports, such as job training, education, child care, and so on.

- In addition to New York, we are working in neighborhoods in Chicago, Hartford, Washington, and Fort Worth.

- The initiative is funded by the Rockefeller Foundation, the Chase Foundation, and the US Department of Housing and Urban Development (HUD).

The Urban Institute in Washington, DC

The Urban Institute is a non-profit research organization located in Washington, DC.
We do research on many different issues, but particularly housing and community development.
We are here to help CBO conduct a resident survey.

[Name of Organization]

CBO is an organization working in the Anytown neighborhood. The group's goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families.

Group Introductions

Why don't we take a moment to go around the room and have everyone introduce themselves. Please also put on your name tag, so that we can remember everyone's name during the training.

Purpose of project: To conduct a resident survey in Anytown

The goals of the survey are:

- To find out what people in this neighborhood think about their jobs and their prospects for finding employment or better jobs.

- To find out what types of services people need to become self-sufficient.

- To get some basic information about who lives in Anytown.

We are planning to return in a few years to conduct the survey again, and to compare the answers to see if things have changed. That way, the people at CBO will have an idea of how well their job programs are working.

> **Your participation as interviewers on this project is extremely important. You will be going out into the community to find out how people feel and how they are doing.**

List of Important Terms

Anytown	The neighborhood we are working in.
Instrument	Also called the *questionnaire* or *protocol*, these are the actual questions asked of the respondents.
Interviewer	Person who asks the questions and records the answers during the survey.
NJI	The Neighborhood Jobs Initiative—the program which is helping to fund CBO, as well as this survey.
Respondent	Person who answers the questions during the survey.
Survey	The entire process of asking people questions and recording their answers.
CBO	The organization which is sponsoring this survey.

Now let's review the agenda for today's training. Please remember we would like you to ask any questions which occur to you—if you don't understand what we are saying, if you disagree, or if you have any concern of any kind.

PART 2: SAMPLING PRINCIPLES AND PROCEDURES

Introduction

The purpose of this study is to find out about employment and people's living conditions in Anytown. To find out about these topics, we are asking residents to answer a fifteen-minute questionnaire. Over 10,000 people live in Anytown, so it would be very expensive and time-consuming to survey everyone in the neighborhood. Instead, we are using a technique called **random sampling** to select a small number of households.

Examples of Sampling

We witness sampling every day. "Sampling" just means we look at a small part of something to try to find out about the whole thing. Some everyday samples provide better bases for making generalizations than others. Can anyone think of some examples of sampling in everyday life?

Let's consider this simple example.

Example 1 – Sampling Soup

If we taste a spoonful of soup to see how well the pot is seasoned, we are using sampling. Common sense tells you that a spoonful of soup is likely to be a good indication of the entire pot (assuming you have just stirred the soup). The soup sampling procedure is valid because if we followed it again and again, each spoonful of soup would taste very much like the others. In other words, you do not need to eat the whole pot of soup to know it needs more salt, because once you taste one spoonful, you can be confident about the whole pot.

Of course, as we know, people and neighborhoods are not like soup. Talking to only a few people in a neighborhood is not like eating a spoonful of soup. You cannot assume that one or two people will truly represent the whole neighborhood. That is why we are planning to interview two hundred people from the neighborhood. But even more important than the exact number we interview is *the way the respondents are selected.*

Random Sampling

Random sampling is the process of selecting certain members of a group in such a way that they will represent the total group. For example, a group of citizens may be asked how they plan to vote in the presidential elections. Or a group of adults may be asked how they like a particular television show.
The selection process is extremely important; no matter how good the interviews are, the results of our surveys will not be accurate if the respondents have been selected incorrectly. It is difficult to emphasize this enough.

Random sampling selects only a small number of people in the group, but does so in a manner so that everyone has an equal chance of being selected. This means we will survey only a small group, but we can be confident that they represent the larger group. If we did not do the sampling randomly we couldn't really be sure that the people we chose would tell us much about the entire group.

The following example illustrates this in more detail.

Example 2 – Representative Sampling and Tiger Fans

This square represents all the people in Anytown, divided according to whether they are Tiger fans or not. Let's say that among the whole population of Anytown, half the people (50%) are Tiger fans, and half are not.

The population of Anytown.

Tiger Fans

Not Tiger Fans

Now let's say we were going to conduct a survey about whether people were Tiger fans or not. Since we can't talk to every resident of Anytown, we would have to pick out a sample of people to interview. On the next page, we can see what a **representative sample** would look like.

The population of Anytown.

Tiger Fans

Not Tiger Fans

A representative sample of Anytown.

Tiger Fans

Not Tiger Fans

As we can see, this representative sample would tell us something accurate about the whole population. After interviewing them, we would conclude that half of the people in Anytown were Mets' fans, and half were not, and we would be right.

Now we can see what might happen if we were to get an **unrepresentative sample** of the neighborhood.

The population of Anytown.

Tiger Fans · · · Not Tiger Fans

An unrepresentative sample of Anytown.

Tiger Fans · · · Not Tiger Fans

If we talked to this sample of people, we would conclude, mistakenly, that most people in Anytown (90%) were *not* Tiger fans.

The best way to get a representative sample—which looks like the first box—is to use random sampling, and to make as sure as possible that every member of the population has *an equal chance of getting picked to be in the sample.*

Can anyone think of ways in which a survey could become unrepresentative, depending on whom you talked to?

The Anytown Survey

- Anytown contains over 10,000 people within its boundaries.

- We can't survey everyone in the neighborhood, but we want our results to be representative of how everyone feels.

To get our sample

- We chose the households from a list of addresses which we bought from a company which produces such lists;

- We cleaned up the list by removing addresses which are vacant or which are stores and not homes;

- We randomly chose the apartments and homes to be interviewed.

> **Each Interviewer will be assigned specific addresses to survey. Because we are relying on sampling a small number of addresses in the neighborhood, it is vital that each interviewer only survey the households on his or her lists. These households are very important because they will represent the whole neighborhood.**

If we just selected people walking down the street or living in one area of the neighborhood we would not capture accurate information about the whole neighborhood. Such a method is called *convenience sampling*. Although convenience sampling may seem easier, it is not accurate.

? Can anyone think of reasons why asking people who are just walking down the street might not give you a good representation of the whole neighborhood?

Answer: Asking the questions of people walking down the street means people who don't go out during the day are less likely to answer the survey. Thus, we may not get enough old or disabled people in our survey. We may also miss people who are away at work during the day. If we use random sampling instead, everyone will have an equal chance of being selected, so we will end up with a much broader group of people—a group which really represents the neighborhood.

Address Assignments

- Each interviewer will be given fifteen addresses to start with.

- You will have an attempt log attached to each survey to keep track of each time you approach an address.

- Make five attempts at each address.

- Mark down what happened at each attempt.

- Ask us for more addresses if you run out.

INSERT ATTEMPT LOG SHEET

Which Unit to Choose

You will receive a list of addresses with a unit number on it. The unit number is the apartment you must contact when you reach the building. For example, you may get the listing **194 Washington St, unit 38**. The 38th unit may not be easily identifiable since the apartments may be listed as 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 2E 2F, as shown below.

Let's say you go to 194 Washington St and you find the following apartment directory:

Apartment

1A	5A
1B	5B
1C	5C
1D	5D
1E	5E
1F	5F
2A	6A
2B	6B
2C	6C
2D	6D
2E	6E
2F	6F
3A	7A
3B	7B
3C	7C
3D	7D
3E	7E
3F	7F
4A	8A
4B	8B
4C	8C
4D	8D
4E	8E
4F	8F

There *is* no Unit 38. So how do we choose which apartment to interview—namely, the 38th unit?

Count from the top left hand corner down until you reach the 38th unit.

In this example, we start with Apartment 1A and count down to the bottom. Then we count down from the second row, and find that the 38th unit is Apartment 7B. That's the unit we must sample.

It is important to remember to start counting down from the unit furthest left. If you reach the bottom of the leftmost column, you start at the top of the next column and count down.

Example 2. You receive instructions to go to 445 Kramer Ave unit 3, and the directory looks like this:

Apartments

A	B	C	D	E

There is no Unit 3. So what do we do?

Since there are no columns to count from, we must count left to right. Thus, apartment C is the 3rd unit.

Example 3. You have to go to 123 Harper Ave, unit 4. This is what the directory looks like:

Apartments

1A	2A	3A
1B	2B	3B
1C	2C	3C

Once again, no Unit 4.

?Which apartment should you choose?

The correct answer is 2A. You must count down from 1A and then start with the next column and the 4th unit which is 2A. If you said 1B you counted left to right rather than top to bottom.

Remember, when counting which unit, follow these two rules:

- **Count top to bottom.**
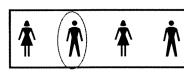- **Start on the left.**

Which person to interview

In addition to surveying the correct households, interviewers need to make sure they are surveying the correct person at each household. Although this may seem somewhat strange, the way we are randomly choosing the respondent at a given household is by asking to speak to the _adult who had the most recent birthday._ This is just a method of randomly picking an adult resident to answer the survey. If you leave it up to the members of the household, they will be likely to choose the person they think of as the head of the household—someone who is more likely to be older, working, and male. This will ruin our random sample.

Let's just say, for the sake of argument, that in the neighborhood in our example, men are considered the "head of household." If we allowed each household to choose whom we could interview, this is what our sample would end up looking like:

Since in our example, men are considered the household spokesperson, we would end up interviewing four men, even though there were nearly equal numbers of men and women living there.

Using the first birthday method, our sample might end up looking like this:

In this way, half of the people we interview are men, and half are women.

Why wouldn't we want to talk to more men than women about the topics on our survey (jobs and self-sufficiency)?

Men and women often have very different experiences in the job market and have different barriers to self-sufficiency. Women may be more likely to have to take care of children; men may be more likely to have interruptions in their work history. Men are more likely to be working. Hearing only one side of the story won't give us a representative picture of the WHOLE neighborhood.
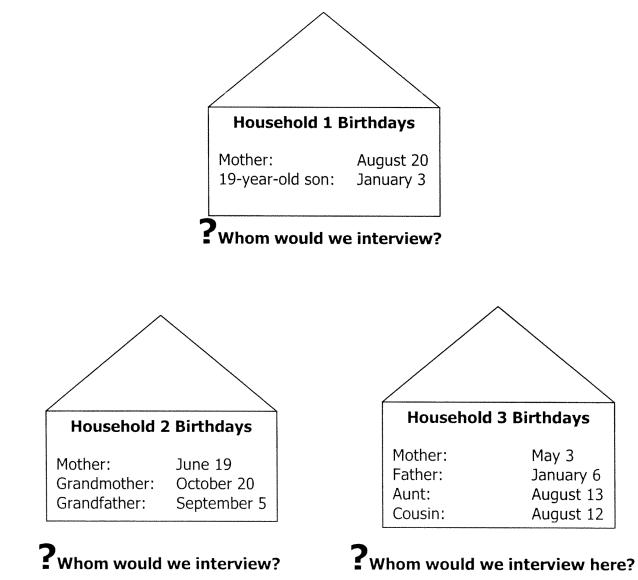
What we mean by "most recent birthday"

The person with the "most recent birthday" is an adult (remember, we are ONLY speaking to people aged 18 and over) whose birthday:

- already passed;
- is closest to the current date.

You may need to help respondents figure out who in the household fits this category. Let's try a few examples.

Household 1 Birthdays

Mother: August 20
19-year-old son: January 3

? Whom would we interview?

Household 2 Birthdays

Mother: June 19
Grandmother: October 20
Grandfather: September 5

? Whom would we interview?

Household 3 Birthdays

Mother: May 3
Father: January 6
Aunt: August 13
Cousin: August 12

? Whom would we interview here?

One final point to remember is that we only want to speak to people who actually live in the neighborhood—*not visitors or temporary guests*.

Sorry I missed you cards

If the adult with the most recent birthday is not home, it is a good technique to leave behind a "Sorry I missed You" card. An example is provided below.

Sorry I missed you!

I visited your home today to talk to you about your opinions on employment and services in Anytown. I am sorry that I did not find you at home. I will return to talk with you in the next few days. If you would like more information about the study before I return, please call CBO at 212-866-0700.

Thank you in advance for your cooperation.

Interviewer Name _____

We will give you copies of these cards to bring with you during your work.

Four Helpful Strategies

Keep in mind these helpful strategies while surveying:

1. **Make sure you update your log every time you visit an address on your list.** This will help you keep track of the households you need to survey. Remember all the boxes we went over on the attempt log which you can check, depending on what happened at a given address.

2. **Check back at different times.** Household members may work at the same time each day, or have specific schedules that they follow. If no one is home at noon on Monday, try back in the evening, or try back Tuesday afternoon or evening.

3. **Keep in mind many people may be working or out during the day.** We have found previously that the best time to find people is in the late afternoon and early evening during the week, or on weekends. People are almost never home in the morning, except on the weekends.

4. **Use the "Sorry I missed you" cards.** This will make it easier for you to introduce yourself when you do find someone home.

REVIEW POINTS

- **GO TO THE ADDRESSES ON YOUR LIST.** Do not substitute other houses, apartments, or people you know for a particular address if no one is home, or if it seems difficult to get the survey done. It is better to make an attempt, note down that the attempt was unsuccessful, and try back at a different time.

- **ASK THE RIGHT PERSON THE SURVEY.** The right person is the adult resident who had the most recent birthday. Do not substitute anyone else in the household for that person.

PART 3: HOW TO CONDUCT THE INTERVIEW

The General Steps in Doing a Survey

There are seven steps to follow in doing a survey. We will go over each one during the training.

1. Go to a household on your list.
2. Introduce yourself to whoever answers the door; or, leave a card if no one is home.
3. Find the right person in the household to interview; or, leave a card if that person is not home.
4. Convince the person (the "respondent") to answer the survey.
5. Ask the questions on the survey and record the answers.
6. Ask the respondent to give you their name and number so they can be contacted in the future.
7. Turn your completed survey into CBO.

Step 1: Going to the Right Household

Each interviewer will be assigned certain addresses. The first step in the survey is going to the right address and the right unit. You will probably have to try different times of day at the same household in order to find an adult home.

Step 2: Introducing Yourself and the Survey

Introducing yourself and persuading the respondent to give an interview is one of the most crucial and difficult parts of interviewing. In the first minutes when he or she answers the door, you must convince the respondent of three things:

- **You are working for a <u>legitimate organization</u>,**
- **You are engaged in <u>important and worthwhile research</u>, and**
- **The respondent's participation is <u>vital to the success</u> of the research.**

Your voice, words, and appearance must convince the person you are serious. You should be pleasant and self-confident. If you are very nervous or uncertain, the respondent may not believe you or be interested in helping out.

Be pleasant, positive, and prepared

If you have a pleasant, positive, and well-informed approach, this will help the respondent develop a positive attitude as well. Unfortunately, we can guarantee that at some point you will encounter respondents who, for one reason or another, don't want to be interviewed.

- Remember that you have a right to ask a person for information.

- The respondent has a right to refuse to answer.

- Don't feel bad if someone refuses to do the survey.

- Don't give up too easily either.

EVERY RESPONDENT'S PARTICIPATION REALLY IS IMPORTANT.

The more people who answer the survey, the better our information will be, and thus the better CBO's decisions can be for how to design a useful job training program.

Step 3: Finding the Right Person in the Household to Interview

The "right person" in this case is the adult who lives at the address who had the most recent birthday. If people do not understand why you are asking about birthdays, you have to try to explain as simply as possible that it is a random selection process. The best way to do this is to say something like this:

> "We'd like to talk to everyone in the neighborhood, but we can't. Instead, we've selected a few households to be in our sample. To make it random, I need to interview the adult who lives here who had the most recent birthday. Would that be you?"

Step 4: Convincing People to Answer the Survey

As you might guess, sometimes people will not want to answer the survey. They may be suspicious of all the questions. They may think you are there to get money from them. They may not listen to your explanation and may not understand the point of the survey.

So now we are going to review some common questions that people will have when you approach them about participating in the survey.

ROLE PLAYS

ROLE PLAY 1

I: Hello. My name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

The information from this interview will be used to find out about community needs and to try to design programs to serve the community better. The survey will only take about fifteen minutes, and all information will be kept strictly confidential. Would you like to participate?

R: **Why did you pick me? Who gave you our name?**

I: Actually, I don't know your name. We used a random list of addresses in the neighborhood to find people to talk to. We can't talk to everyone, so we are trying to talk to all different kinds of people who can represent the neighborhood.

It is important to tell the respondent that we have not chosen him or her by name, but that the address was chosen because it happened to be on the list of neighborhood addresses.

As you know, we would actually like to know the person's name at the end of the survey, but you don't have to deal with that until the end.

ROLE PLAY 2

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

The information from this interview will be used to find out about community needs and to try to design programs to serve the community better. The survey will only take about fifteen minutes, and all information will be kept strictly confidential. Would you like to participate?

R: **I really don't know anything about this.**

I: **We are really interested in your opinions. I think you will find the interview interesting and enjoyable. There are no right or wrong answers. We need your help to find out what is really going on in the neighborhood.**

It is always important to reassure the respondent that you want to interview them not because they are an expert, but because you think they have valuable information about the neighborhood.

They know as much as anyone else living there.

ROLE PLAY 3

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

R: Why don't you go next door and leave me alone?

I: Your household was selected to represent many other households. Nobody can replace your participation in this study. Only certain households are selected. Your opinion will represent hundreds of other people like yourself.

It is natural for a respondent to feel unsure; he or she may be uncertain about the interviewing process or lack knowledge about the topic.

It is your job to reassure the respondent. Since you are talking to the selected respondent, it is that person's opinions which are important.

Because of our random sampling design, you cannot "go next door" unless, of course, that address has also been selected. By the same token, you cannot talk to the respondent's spouse.

ROLE PLAY 4

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

R: **What's this all about, anyway?**

I: **We'll be talking about a lot of things that I think might interest you, like jobs and what kinds of help people need to find work. I really think you'll find it enjoyable.**

If someone asks this kind of question, you may also want to show them your CBO ID tag, and the CBO brochure which you have.

ROLE PLAY 5

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

R: What good will this do? I mean, what's the point?

I: CBO is going to use this study to help create a better jobs program. They'd like to use the information to help bring more jobs and services to the neighborhood.

SUM UP WHAT WAS LEARNED FROM FIRST SET OF ROLE PLAYS.

Step 5: Asking the Questions and Recording the Answers

List of Important Terms

Closed-ended	A question with definite answer categories specified in the survey instrument (YES, NO, etc.).
Open-ended	A question which doesn't have definite categories for an answer; the answer could be long or short, but it is not pre-determined on the survey instrument.
Recording answers	To write down the answers to a question.

When doing the interview, you should avoid creating the impression that the survey is a quiz or a trial; your words and expression should not show criticism, surprise, approval, or disapproval, either of the questions you ask or of the respondent's answers. Even if someone says something you don't think is true, or something you never would have expected, you should not say so out loud.

Know the questions so you can read each one smoothly and move on to the next easily. Study the questionnaire carefully and practice reading the questions aloud. We recommend practicing with your partner. The more times you read it, the easier it will be to do once you're actually out there at someone's door.

A few basic rules follow.

1. **Ask the questions exactly as they are worded in the questionnaire.**

2. **Read each question very slowly.**

3. **Ask the questions in the order in which they are presented in the questionnaire.**

4. **Ask every question, unless you are instructed to SKIP it.**

In answering one question, a respondent sometimes will also answer another question, which actually comes up later in the interview. For example, you may ask, "How many people live in your household?" and the respondent may say, "Three adults live here." Or, from time to time, when the interviewer needs to ask a series of similar questions, the respondent may say, "Just put me down as 'Yes' to all of them." In these cases, you may wonder whether you should skip the questions that are apparently answered. You should not. It is your responsibility to make certain, wherever possible, that every respondent gets asked every question specified in the survey.

5. Be aware when gathering personal data.

Questions about the respondent's age, education, marital status, income, and so forth are demographic questions. Sometimes people may be a little suspicious about why you want to know such personal information. If they ask, you might say something like:

> "We are talking with people of different ages and occupations in all parts of the neighborhood. We put the answers from all of the interviews together to see if there are trends: such as, whether men feel differently from women. To do this, we need to get some basic information about the people we talk to. So, I have just a few questions in that category."

> "As I mentioned, the interview is completely confidential. The survey report is simply a summary of all the interviews. No one will know that any particular information came from you."

Occasionally, a respondent will feel strongly about not telling you his or her income or ethnic background. In these cases, proceed to the next question without further probing.

Recording the Answers

There are a few general rules about reading the survey and recording people's answers.

Words in **CAPITAL LETTERS** are information only for you—you do not read them out loud to the respondent. You will see that most of the answer categories are in capitals, which means you should not read them out loud.

Words which are **in bold** on the survey are instructions to you, the interviewer. The most common instruction is to "**SKIP**" to a certain number on the survey. This is done to avoid asking people questions which are not relevant to them. For example, if someone answers that they are not currently working, we don't want to ask them the next question, "Where do you work?" Instead, we want to skip to the next question which makes sense to ask them.

When writing down the answer someone gives, you circle the number which corresponds to the answer, as in the following example from the survey:

1. Are you currently employed?

1	YES	
2	NO ──────────▶	**SKIP TO PAGE 9,**
10	NO ANSWER ──────▶	**Q31**

No Answer and Don't Know Responses

For almost all questions, we offer "Don't know" and "No answer" as possible responses. These will always be printed in capital letters, so you would never read them out loud to the respondent. We will talk later about the "I don't know" answer.

The "No Answer" category is there in case someone refuses to answer the question—that is, it's not that they don't know, they just don't wish to say. Although we want to get as much information as possible from the respondent, there are times when you have to respect someone's desire not to answer a question.

It is very important that you circle a letter or write an answer for every question. If you don't circle something, even if it's just "no answer," when we read the completed survey we may think you forgot to ask the question.

Probing

One of the most challenging and important parts of the interviewer's work is getting the respondent to give clear and complete answers. If your respondent gives you an incomplete or irrelevant answer or misunderstands the question, if you do not understand the answer, or if the respondent loses track of the question and gets off on another topic, it is your responsibility to get him or her back on the track through careful, neutral techniques. The quality of the interview depends a great deal on the interviewer's ability to "probe."

Probing has two major functions:

- It motivates the respondent to communicate more fully and thus to clarify what he or she has said.

- It helps the respondent focus on the specific question so that irrelevant and unnecessary information can be avoided.

There are four good methods for probing people's answers, which are easy to remember. Using them will help you make sure you don't change your survey technique for different households.

1. **Repeat the question. As we have mentioned, the respondents have never seen the survey before and have no idea what is coming at them. Repeating the question slowly and in an neutral tone can help them focus and take the time to comprehend the question and think about their answer.**

2. **Repeat the answer categories.** Sometimes respondents will answer in a way which doesn't appear on your survey sheet. For example, you might ask:

   "*Roughly how many hours a week do you work at your main job?*"

   and the respondent may answer,

   "*I work part-time.*"

While it may seem obvious that the answer is therefore "Less than 35 hours per week," you should never assume such a thing. After all, what is part-time to one person may be full-time to another. Therefore, although you normally would not read out anything in capital letters to the respondent, a good probe in this case would be to read the answer categories:

   "Okay, so would you say you work more or less than 35 hours per week?"

3. Repeat the respondent's reply. Simply repeating what the respondent has said as soon as he or she has stopped talking is often an excellent probe. This works to double-check that the person said what they meant to say.

4. Ask a neutral question or comment. Neutral questions or probes are frequently used to obtain clearer and fuller responses. The following are the most commonly used probes:

- "Which is closer, if you had to choose?"
- "What's your best guess?"
- "In general or on average...."
- "Whatever it means to you."
- "Take your time to think about it."

Problem with response	Interviewer probe
Response fails to answer the question; it answers some other question.	Repeat the question.
Respondent doesn't understand a word in the question.	Tell respondent, "Whatever it means to you."
Response contains unclear concepts or terms that make its meaning confusing.	Repeat the answer, or the answer categories.

Clarification of Terms

One thing you will probably have to do is clarify questions when the respondent asks for more information. Most of the people you interview will easily understand the questions you are asking. Occasionally, however, a respondent may ask you for more information. When this happens, you may clarify the question for him or her by using two of the probes in the table:

Repeat the question.

Use the phrase, "Whatever means to you."

If you are asking about total family income and your respondent seems to be considering only his or her own salary, it is perfectly acceptable to focus on the question by saying, "Does that include the income of your spouse and children?" It is <u>not</u> acceptable to say, "You make more than $20,000, don't you?"

Suggesting an answer for the respondent is what we call "*leading the respondent*." When you lead the respondent, you are guiding him or her to a particular answer—which means YOU are providing the information, and not the person being interviewed. Always remember that we are interested in what the respondent has to say. As long as you are working as an interviewer, we are not interested in your opinions—we're interested in your professionalism.

Probing "Don't Know" Answers

When the respondent answers a question by saying, "I don't know," it poses a special probing problem to interviewers. "I don't know" can mean a lot of things:

- The respondent is still thinking about the real answer he or she would like to give to the question;
- The respondent has not thought about the question before, but if he or she thinks about it, they may have an answer to give;
- The respondent knows an answer, but is not sure it is 'good enough' for the standards of the interviewer; or,
- The respondent really doesn't know the answer.

When a respondent says "I don't know," the interviewer's task is to attempt to diagnose the origin of the problem.

Interviewer's judgment about "I don't know" response	Interviewer technique
Seems to be an accurate, thoughtful answer to an information question.	Write down answer and move on to next question.
Seems to be a delaying response style.	Give respondent time to think; possibly repeat question.
Seems that respondent has never thought about this question before.	Encourage respondent to think about question; explain that respondent is qualified to answer question; repeat question.
Respondent seems unsure about the quality or precision of his/her real answer.	Reassure respondent there are no right or wrong answers, and that respondent's best estimate is better than no information at all. Repeat question.

We will now go through some more role-playing, to practice using various kinds of probes while conducting the survey.

ROLE PLAYS CONTINUED

Role Play 6

I: Is your job located in this neighborhood?

       1   YES
       2   NO
       3   DON'T KNOW
       4   NO ANSWER

R: Yes, I work around here.

Comment: This does not answer the question, exactly. **Probe: repeat the question**.

I: So, is your job located in *this* neighborhood?
R: I work over at the Wendy's.

Comment: This does not give the interviewer specific information. **Probe**: **repeat the question again**.

I: Is your job located in this neighborhood?
R: Well, what do you mean by this neighborhood?

Comment: The person is wondering what definition of "neighborhood" the interviewer has in mind. **Probe: let the respondent decide**.

I: Whatever "this neighborhood" means to you.
R: Well, I guess you could say it's in this neighborhood....

Comment: The respondent seems to be thinking about their answer. **Probe: pause, and then repeat the answer to double check**.

I: So, you would say your job is located in this neighborhood?
R: Actually, I'd call it more downtown than this neighborhood.

Role Play 7

I: <u>Thinking about your own experience</u>, please tell me whether not having work experience has made it difficult for you personally to find a job.

R: Yes, I have a lot of work experience.

I:

The interviewer needs to guide the respondent's attention to the actual question and needs to avoid accepting the immediate "yes" answer, which is actually the indicating a "no" answer to the question. Make sure the interviewer adheres to the language of the question and does not change it or try to explain too much to the respondent. The right probe would be to repeat the question.

Role Play 8

I: During the last <u>4 weeks</u> have you been actively looking for paid work?

        1   YES
        2   NO
        3   DON'T KNOW
        4   NO ANSWER

R: I got laid off in June. So then I started looking for work.

I:

The interviewer should repeat the question, and possibly give a date (like July 1). Point out that the initial answer does not respond to the question, although if someone is rushing, they might think that it does.

Role play 9

I: How satisfied would you say you are with your main job? Would you say you are...

    1   satisfied,
    2   somewhat satisfied,
    3   somewhat dissatisfied,
    4   or dissatisfied?
    5   DON'T KNOW
    6   NO ANSWER

R: Hmm... I don't really know about that....

I: Probably you are somewhat satisfied, right?

R: Well, I guess I am somewhat satisfied.

COMMENT: This is the WRONG way to probe. The interviewer has not actually probed, but instead has suggested the answer to the respondent. We cannot be sure this is what the respondent actually thinks. When reading answer categories, you must read them all. Note that these answer categories are not in capital letters, and so should be read out loud.

Role Play 9, the Right Way

I: How satisfied would you say you are with your main job? Would you say you are...

        1   satisfied,
        2   somewhat satisfied,
        3   somewhat dissatisfied,
        4   or dissatisfied?
        5   DON'T KNOW
        6   NO ANSWER

R: Hmm... I don't really know about that....

I: Well, when you think about your job, do you feel, satisfied, somewhat satisfied, somewhat dissatisfied, or dissatisfied?

R: I guess I probably feel satisfied.

COMMENT: In this case, we can be confident this is the respondent's opinion, and not the opinion of the interviewer.

Role play 10

I: Does anyone in your household receive public assistance such as food stamps, TANF, SSI, or something else?

       1   YES
       2   NO
       3   DON'T KNOW
       4   NO ANSWER

R: What kind of a question is that? You think I can't support my family?

I:

The interviewer should probe by stating it's just a question printed on the survey, they are asking everyone the same questions, and that the person can refuse to answer. The interviewer may also repeat the question.

While practicing your interviews later, you should also practice making your partner use appropriate probes with you.

PART 4: INTERVIEWER GUIDELINES

Feeling comfortable in the neighborhood

Most of you are from this area, and thus have a sense of what you should wear and how you should act in order to feel at home while working in the neighborhood. Keep in mind that you are going to be approaching strangers and trying to convince them to give you personal information. In addition, you are representing CBO during this work. Thus, we have a few quick recommendations for what to do while out in the neighborhood.

- **Wear comfortable clothing (especially comfortable shoes), but do try to look professional.**

- **Make sure to wear your ID tag.**

- **If it doesn't look safe, don't go in.** In particular, if you see alcohol or drugs being used, if people are having a party or seem threatening in anyway, just turn around and leave. Your safety is more important to us than anything else.

Confidentiality of Survey

Surveys are a confidential process. Interviewers should not talk about their survey experience nor should they under any circumstances reveal the names of those interviewed.

This means you shouldn't talk about your interviews with your friends or relatives and you should never report what someone answered to someone not associated with the survey.

The person you are interviewing trusts you to keep their information confidential. If people find out that their information is being shared or discussed, they will be less likely to be honest and open with us. People may refuse to participate next time if they hear bad things this time.

We are now going to read through the agreement together. Please sign the agreement, and pass it up to us. If you have any questions about confidentiality, please let us know right away.

STAFF CONFIDENTIALITY PLEDGE

Neighborhood Jobs Initiative
Assurance of Confidentiality

The Urban Institute and CBO assure all interview respondents and participating organizations that the information they release for this study will be held in the strictest confidence by Urban Institute and CBO employees and that no information obtained in the course of this study will be disclosed or discussed.

Access to the data in this study is by consent of the respondents who have been guaranteed confidentiality. Their right to privacy is protected under law.

I agree to the following:

- I will not discuss information obtained from one respondent with any other persons outside the research team.

- I will use discretion in public places (for example, restaurants, elevators, cabs, and buses) when discussing the interviews with research team members.

- I will keep interview notes, survey, and schedules secure at all times. I will not leave materials unattended.

I have carefully read and understand this assurance which pertains to the confidential nature of all information and records to be handled in this study. As an employee of The Urban Institute or CBO, I understand that I am prohibited by law from disclosing any such confidential information which has been obtained under the terms of this contract to anyone other than authorized contractor staff. I agree to follow the procedures outlined to me during training. I understand that any willful and knowing disclosure of information released to this study may constitute a violation of law, may subject the violator to a fine, and may subject the violator to disciplinary action by The Urban Institute or CBO.

_____
(Signature)

_____
(Date)

_____
(Witness signature)

_____
(Date)

Scheduling and Shifts

Before we leave today, everyone will be signing up for shifts. Each interviewer must check-in at the beginning of their shift and at the end of their shift. We will be here from 9:00-5:00. If you have questions while you are out in the field, you can call us here. You cannot sign up for more than one morning shift per week. We strongly recommend working with a partner. It gives you more confidence and moral support to work with someone else.

Payment

Each interviewer will be paid $8.00 an hour. We have also created a bonus structure for completed surveys. Every interviewer will receive $ 10.00 for each completed survey, on top of the hourly rate.

Survey Validation

We will be conducting a validation of the surveys. This means that we will call and visit respondents once you have turned in the completed surveys to double check that they were actually interviewed and that the answers recorded were correct. If we find out that someone is making up answers to their surveys, we will not pay them for those surveys and we will ask them to stop working for the project immediately.

PART 5: THE SURVEY

We will now spend some time reading together through the survey, question by question, so that you can get an idea of what you will be asking. As you recall, anything in capital letters we do not read out loud; anything in bold is your instructions, which we also will not read out loud.

We have a version of the survey which has been translated into Spanish. If you speak Spanish, please bring with you copies of the Spanish survey to read to respondents who would rather take the survey in Spanish than in English. If you do not speak Spanish, and you meet a respondent who can only take the survey in Spanish, please make a note of this in your attempt log, and we'll give the address to someone who can do the survey in Spanish. Unfortunately, we do not have the survey translated into any other languages. If you run into someone who speaks neither English nor Spanish, please indicate that on your attempt log.

After we have gone through the survey together, we would like everyone to practice doing the survey on us and with their partners, so that you can be as comfortable as possible with the questions.

PART 6: WRAP-UP

We want to thank all of you for your participation in this project. This project could not be done without your involvement. The work you will be doing this week will help CBO shape the jobs initiative and let residents have a say in the direction of the program. Without you, the initiative could not succeed. This will be a challenging week; we have a lot of work to do. But we can see from what a great job everyone did during the role-play you all are going to be great interviewers. We want to thank you for your time and patience. Good Luck!

STUDENT'S MANUAL

ANYTOWN RESIDENT SURVEY
INTERVIEWER TRAINING AGENDA

Introduction and Overview of Project — 9:00-9:30

- Introductions
- Purpose of Project
- List of Important Terms

Sampling Procedures — 9:30-10:30

- Examples
- Random Sampling
- Examples of Representative Sampling
- Anytown
- Which Person to Interview
- Helpful Strategies

BREAK — 10:30-10:45

How to Conduct the Survey — 10:45-12:15

- General Steps
- Going to the Right Household
- Introducing Yourself and the Survey
- Finding the Right Person to Interview
- Convincing Someone to Answer the Survey
- Role Plays
- Asking Questions and Recording Answers
- Probing
- Role Plays

LUNCH — 12:15-1:00

Interviewer Guidelines — 1:00-1:30

- Feeling Comfortable in the Neighborhood
- Address Assignments
- Confidentiality
- Logistics
- Schedule for the Next Two Weeks

The Survey — 1:30-2:45

- Review of the Survey
- Practice Interviews

Wrap Up — 2:45-3:00

PART 1: INTRODUCTION AND OVERVIEW OF PROJECT

Introductions

Neighborhood Jobs Initiative (NJI)

- NJI is a national initiative that helps people get jobs by providing them with the necessary supports, such as job training, education, child care, and so on.

- In addition to New York, , we are working in neighborhoods in Chicago, Hartford, Washington, and Fort Worth.

- The initiative is funded by the Rockefeller Foundation, the Chase Foundation, and the US Department of Housing and Urban Development (HUD).

The Urban Institute in Washington, DC

The Urban Institute is a non-profit research organization located in Washington, DC. We do research on many different issues, but particularly housing and community development work. We are here to help CBO conduct the survey.

[Name of Organization]

CBO is an organization working together in the Anytown neighborhood. The group's goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families.

Purpose of project: To conduct a resident survey in Anytown

The goals of the survey are:

- To find out what people in this neighborhood think about their jobs and their prospects for finding employment or better jobs.

- To find out what types services people need to become self-sufficient.

- To get some basic information about who lives in Anytown.

We are planning to return in a few years to conduct the survey again, and to compare the answers to see if things have changed. That way, the people at CBO will have an idea of how well their job programs are working.

> **Your participation as interviewers on this project is extremely important. You will be going out into the community to find out how people feel and how they are doing.**

Anytown	The neighborhood we are working in.
Instrument	Also called the *questionnaire* or *protocol*, these are the actual questions asked of the respondents.
Interviewer	Person who asks the questions and records the answers during the survey.
NJI	The Neighborhood Jobs Initiative—the program which is helping to fund CBO, as well as this survey.
Respondent	Person who answers the questions during the survey.
Survey	The entire process of asking people questions and recording their answers.
CBO	The organization which is sponsoring this survey.

PART 2: SAMPLING PRINCIPLES AND PROCEDURES

Introduction

The purpose of this study is to find out about employment and people's self-sufficiency in Anytown. To find out about these topics, we are asking residents to answer a 15-minute questionnaire. Over 10,000 people live in Anytown, so it would be very expensive and time-consuming to interview everyone in the neighborhood. Instead, we are using a technique called ***random sampling*** to select a small number of households.

Examples of Sampling

We witness sampling every day. "Sampling" just means we look at a small part of something to try to find out about the whole thing. Some everyday samples provide better bases for making generalizations than others.

Example 1 – Sampling Soup

If we taste a spoonful of soup to see how well the pot is seasoned, we are using sampling. Common sense tells you that a spoonful of soup is likely to be a good indication of the entire pot (assuming you have just stirred the soup). The soup sampling procedure is valid because if we followed it again and again, each spoonful of soup would taste very much like the others. In other words, you do not need to eat the whole pot of soup to know it needs more salt, because once you taste one spoonful, you can be confident about the whole pot.

Of course, as we know, people and neighborhoods are not like soup. Talking to only a few people in a neighborhood is not like eating a spoonful of soup. You cannot assume that one or two people will truly represent the whole neighborhood. That is why we are planning to interview four hundred people from the neighborhood. But even more important than the exact number we interview is *the way the respondents are selected*.

Random Sampling

Random sampling is the process of selecting certain members of a group in such a way that they will represent the total group. For example, a group of citizens may be asked how they plan to vote in the presidential elections. Or a group of adults may be asked how they like a particular television show.

The selection process is extremely important; no matter how good the interviews are, the results of our surveys will not be accurate if the respondents have been selected incorrectly. It is difficult to emphasize this enough.

Random sampling selects only a small number of people in the group, but does so in a manner so that everyone has an equal chance of being selected. This means we will survey only a small group, but we can be confident that they represent the larger group.

Example 2 – Representative Sampling and Tiger Fans

This square represents all the people in Anytown, divided according to whether they are Tiger fans or not. Let's say that among the whole population of Anytown, half the people (50%) are Tiger fans, and half are not.

The population of Anytown.

Tiger Fans   Not Tiger Fans

Now let's say we were going to conduct a survey about whether people were Tiger fans or not. Since we can't talk to every resident of Anytown, we would have to pick out a sample of people to interview. On the next page, we can see what a **representative sample** would look like.

The population of Anytown.

Tiger Fans

Not Tiger Fans

A representative sample of Anytown.

Tiger Fans

Not Tiger Fans

As we can see, this representative sample would tell us something accurate about the whole population. After interviewing them, we would conclude that half of the people in Anytown were Tiger fans, and half were not, and we would be right.

Now we can see what might happen if we were to get an **unrepresentative sample** of the neighborhood.

The population of Anytown.

Tiger Fans

Not Tiger Fans

An unrepresentative sample of Anytown.

Tiger Fans

Not Tiger Fans

If we talked to this sample of people, we would conclude, mistakenly, that most people in Anytown (90%) were *not* Tiger fans.

The best way to get a representative sample—which looks like the first box—is to use random sampling, and to make as sure as possible that every member of the population has **an equal chance of getting picked to be in the sample.**

The Anytown Survey

- Anytown contains almost 10,000 people within its boundaries.

- We can't survey everyone in the neighborhood, but we want our results to be representative of how everyone feels.

To get our sample

- We chose the households from a list of addresses which we bought from a company which produces such lists;

- We cleaned up the list by removing addresses which are vacant or which are stores and not homes;

- We randomly chose the apartments and homes to be interviewed.

> **Each Interviewer will be assigned specific addresses to survey. Because we are relying on sampling a small number of addresses in the neighborhood, it is vital that each interviewer only survey the households on his or her list. These households are very important because they will represent the whole neighborhood.**

If we just selected people walking down the street or living in one area of the neighborhood we would not get accurate information about the whole neighborhood. Such a method is called *convenience sampling*. Although convenience sampling may seem easier, it is not accurate.

? **Why would asking people who are just walking down the street not give a good representation of the whole neighborhood?**

Address Assignments

- Each interviewer will be given fifteen addresses to start with.

- You will have an attempt log attached to each survey to keep track of each time you approach an address.

- Make five attempts at each address.

- Mark down what happened at each attempt.

- Ask us for more addresses if you run out.

INSERT ATTEMPT LOG SHEET

Which Unit to Choose

You will receive a list of addresses with a unit number on it. The unit number is the apartment you must contact when you reach the building. For example, you may get the listing **194 Washington St, unit 38**. The 38th unit may not be easily identifiable since the apartments may be listed as 1A 1B 1C 1D 1E 1F 2A 2B 2C 2D 2E 2F, as shown below.

Let's say you go to 194 Washington St and you find the following apartment directory:

Apartment

1A	5A
1B	5B
1C	5C
1D	5D
1E	5E
1F	5F
2A	6A
2B	6B
2C	6C
2D	6D
2E	6E
2F	6F
3A	7A
3B	7B
3C	7C
3D	7D
3E	7E
3F	7F
4A	8A
4B	8B
4C	8C
4D	8D
4E	8E
4F	8F

There *is* no Unit 38. So how do we choose which apartment to interview—namely, the 38th unit?

Count from the top left hand corner down until you reach the 38th unit.

In this example, we start with Apartment 1A and count down to the bottom. Then we count down from the second row, and find that the 38th unit is Apartment 7B. That's the unit we must sample.

It is important to remember to start counting down from the unit furthest left. If you reach the bottom of the leftmost column, you start at the top of the next column and count down.

Example 2. You receive instructions to go to 445 Kramer Ave unit 3, and the directory looks like this:

Apartments

A	B	C	D	E

There is no Unit 3. So what do we do?

Since there are no columns to count from, we must count left to right. Thus, apartment C is the 3rd unit.

Example 3. You have to go to 123 Harper Ave, unit 4. This is what the directory looks like:

Apartments

1A	2A	3A
1B	2B	3B
1C	2C	3C

Once again, no Unit 4.

? Which apartment should you choose?

The correct answer is 2A. You must count down from 1A and then start with the next column and the 4th unit which is 2A. If you said 1B you counted left to right rather than top to bottom.

Remember, when counting which unit, follow these two rules:
- **Count top to bottom.**
- **Start on the left.**

Which person to interview

In addition to surveying the correct households, interviewers need to make sure they are surveying the correct person at each household. Although this may seem somewhat strange, the way we are randomly choosing the respondent at a given household is by asking to speak to the *adult who had the most recent birthday*. This is just a method of randomly picking an adult resident to answer the survey.

Example.
Let's say we have the following four households on our address list:

Let's just say, for the sake of argument, that in the neighborhood in our example, men are considered the "head of household." If we allowed each household to choose whom we could interview, this is what our sample would end up looking like:

Since in our example, men are considered the household spokesperson, we would end up interviewing four men, even though there were nearly equal numbers of men and women living there.

Using the first birthday method, our sample might end up looking like this:

In this way, half of the people we interview are men, and half are women.

? Why wouldn't we want to talk to more men than women about the topics on our survey (jobs and self-sufficiency)?

What we mean by "most recent birthday"

The person with the "most recent birthday" is an adult (remember, we are ONLY speaking to people aged 18 and over) whose birthday:

- already passed;
- is closest to the current date.

Household 1 Birthdays

Mother:	August 20
19-year-old son:	January 3

? **Whom would we interview?**

Household 2 Birthdays

Mother:	June 19
Grandmother:	October 20
Grandfather:	September 5

? **Whom would we interview?**

Household 3 Birthdays

Mother:	May 3
Father:	January 6
Aunt:	August 13
Cousin:	August 12

? **Whom would we interview here?**

One final point to remember is that we only want to speak to people who actually live in the neighborhood—*not visitors or temporary guests*.

Sorry I missed you cards

If the adult with the most recent birthday is not home, it is a good technique to leave behind a "Sorry I missed You" card. An example is provided below.

Sorry I missed you!

I visited your home today to talk to you about your opinions on employment and services in Harlem Children's Zone. I am sorry that I did not find you at home. I will return to talk with you in the next few days. If you would like more information about the study before I return, please call CBO at 212-866-0700.

Thank you in advance for your cooperation.

Interviewer Name   _____

We will give you copies of these cards to bring with you during your work.

Four Helpful Strategies

Keep in mind these helpful strategies while surveying:

1. **Make sure you update your log every time you visit an address on your list.** This will help you keep track of the households you need to survey.

2. **Check back at different times.** Household members may work at the same time each day, or have specific schedules that they follow. If no one is home at noon on Monday, try back in the evening, or try back Tuesday afternoon or evening.

3. **Keep in mind many people may be working during the day.** We have found previously that the best time to find people is in the late afternoon and early evening.

4. **Use the "Sorry I missed you" cards.** This will make it easier for you to introduce yourself when you do find someone home.

REVIEW POINTS

- **GO TO THE ADDRESSES ON YOUR LIST.** Do not substitute other houses, apartments, or people you know for a particular address if no one is home, or if it seems difficult to get the survey done. It is better to make an attempt, note down that the attempt was unsuccessful, and try back at a different time.

- **ASK THE RIGHT PERSON THE SURVEY.** The right person is the adult resident who had the most recent birthday. Do not substitute anyone else in the household for that person.

PART 3: HOW TO CONDUCT THE INTERVIEW

> ## The General Steps in Doing a Survey
>
> There are seven steps to follow in doing a survey. We will go over each one during the training.
>
> 1. Go to a household on your list.
> 2. Introduce yourself to whoever answers the door; or, leave a card if no one is home.
> 3. Find the right person in the household to interview; or, leave a card if that person is not home.
> 4. Convince the person (the "respondent") to answer the survey.
> 5. Ask the questions on the survey and record the answers.
> 6. Ask the respondent to give you their name and number so they can be contacted in the future.
> 7. Turn your completed survey into CBO.

Step 1: Going to the Right Household

As we discussed, each interviewer will be assigned certain addresses. The first step in the survey is going to the right address and the right unit. You will probably have to try different times of day at the same household in order to find an adult home.

Step 2: Introducing Yourself and the Survey

Introducing yourself and persuading the respondent to give an interview is probably one of the most difficult parts of interviewing. In the first minutes when they answer the door, you must convince the respondent of three things:

- **You are working for a <u>legitimate organization,</u>**
- **You are engaged in <u>important and worthwhile research</u>, and**
- **The respondent's participation is <u>vital to the success</u> of the research.**

Your voice, words, and appearance must convince the person you are serious. You should be pleasant and self-confident. If you are very nervous or uncertain, the respondent may not believe you or be interested in helping out.

Be pleasant, positive, and prepared

If you have a pleasant, positive, and well-informed approach, this will help the respondent develop a positive attitude as well. Unfortunately, we can guarantee that at some point you will encounter respondents who, for one reason or another, don't want to be interviewed.

- Remember that you have a right to ask a person for information.

- The respondent has a right to refuse to answer.

- Don't feel bad if someone refuses to do the survey.

- Don't give up too easily either.

EVERY RESPONDENT'S PARTICIPATION REALLY IS IMPORTANT.

The more people who answer the survey, the better our information will be, and thus the better CBO's decisions can be for how to design a useful job training program.

Step 3: Finding the Right Person in the Household to Interview

The "right person" in this case is the adult who lives at the address who had the most recent birthday. If people do not understand why you are asking about birthdays, you have to try to explain as simply as possible that it is a random selection process.

Step 4: Convincing People to Answer the Survey

As you might guess, sometimes people will not want to answer the survey. They may be suspicious of all the questions. They may think you are there to get money from them. They may not listen to your explanation and may not understand the point of the survey.

ROLE PLAYS

ROLE PLAY 1

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Harlem Children's Zone neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

The information from this interview will be used to find out about community needs and to try to design programs to serve the community better. The survey will only take about fifteen minutes, and all information will be kept strictly confidential. Would you like to participate?

R: Why did you pick me? Who gave you our name?

I: Actually, I don't know your name. We used a random list of addresses in the neighborhood to find people to talk to. We can't talk to everyone, so we are trying to talk to all different kinds of people who can represent the neighborhood.

ROLE PLAY 2

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

The information from this interview will be used to find out about community needs and to try to design programs to serve the community better. The survey will only take about fifteen minutes, and all information will be kept strictly confidential. Would you like to participate?

R: **I really don't know anything about this.**

I:

ROLE PLAY 3

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

R: **Why don't you go next door and leave me alone?**

I:

ROLE PLAY 4

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

R: What's this all about, anyway?

I:

ROLE PLAY 5

I: Hello my name is [NAME], and I am a surveyor working for CBO. CBO is a group of organizations working together in the Anytown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

R: **What good will this do? I mean, what's the point?**

I:

Step 5: Asking the Questions and Recording the Answers

List of Important Terms

Closed-ended	A question with definite answer categories specified in the survey instrument (YES, NO, etc.).
Open-ended	A question which doesn't have definite categories for an answer; the answer could be long or short, but it is not pre-determined on the survey instrument.
Recording answers	To write down the answers to a question.

When doing the interview, you should avoid creating the impression that the survey is a quiz or a trial; your words and expression should not show criticism, surprise, approval, or disapproval, either of the questions you ask or of the respondent's answers. Even if someone says something you don't think is true, or something you never would have expected, you should not say so out loud.

Know the questions so you can read each one smoothly and move on to the next easily. Study the questionnaire carefully and practice reading the questions aloud. We recommend practicing with your partner. The more times you read it, the easier it will be to do once you're actually out there at someone's door.

A few basic rules follow.

1. **Ask the questions exactly as they are worded in the questionnaire.**

2. **Read each question very slowly.**

3. **Ask the questions in the order in which they are presented in the questionnaire.**

4. **Ask every question, unless you are instructed to SKIP it.**

It is your responsibility to make certain, wherever possible, that every respondent gets asked every question specified in the survey.

5. Be aware when gathering personal data.

Questions about the respondent's age, education, marital status, income, and so forth are <u>demographic questions</u>. Sometimes people may be a little suspicious about why you want to know such personal information. If they ask, you might say something such as:

> "We are talking with people of different ages and occupations in all parts of the neighborhood. We put the answers from all of the interviews together to see if there are trends: such as, whether men feel differently from women. To do this, we need to get some basic information about the people we talk to. So, I have just a few questions in that category."

> "As I mentioned, the interview is completely confidential. The survey report is simply a summary of all the interviews. No one will know that any particular information came from you."

Occasionally, a respondent will feel strongly about not telling you his or her income or ethnic background. In these cases, proceed to the next question without further probing.

Recording the Answers

There are a few general rules about reading the survey and recording people's answers.

Words in **CAPITAL LETTERS** are information only for you—you do not read them out loud to the respondent. You will see that most of the answer categories are in capitals, which means you should not read them out loud.

Words which are **in bold** on the survey are instructions to you, the interviewer. The most common instruction is to "**SKIP**" to a certain number on the survey. This is done to avoid asking people questions which are not relevant to them. For example, if someone answers that they are not currently working, we don't want to ask them the next question, "Where do you work?" Instead, we want to skip to the next question which makes sense to ask them.

When writing down the answer someone gives, you circle the number which corresponds to the answer, as in the following example from the survey.

1. Are you currently employed?

1	YES
2	NO ———————▶
10	NO ANSWER———▶

SKIP TO PAGE 9, Q31

No Answer and Don't Know Responses

For almost all questions, we offer "Don't know" and "No answer" as possible responses. These will always be printed in capital letters, so you would never read them out loud to the respondent.

The "No Answer" category is there in case someone refuses to answer the question—that is, it's not that they don't know, they just don't wish to say.

It is very important that you circle a letter or write an answer for every question. If you don't circle something, even if it's just "No answer," when we read the completed survey we may think you forgot to ask the question.

Probing

One of the most challenging and important parts of the interviewer's work is getting the respondent to give clear and complete answers. If your respondent gives you an incomplete or irrelevant answer or misunderstands the question, if you do not understand the answer, or if the respondent loses track of the question and gets off on another topic, it is your responsibility to get him or her back on the track through careful, neutral techniques. The quality of the interview depends a great deal on the interviewer's ability to "probe."

Probing has two major functions:

•   It motivates the respondent to communicate more fully and thus *to clarify*, or what he or she has said.

•   It helps the respondent *focus* on the specific question so that irrelevant and unnecessary information can be avoided.

There are **four good methods** for probing people's answers, which are easy to remember. Using them will help you make sure you don't change your survey technique for different households.

1. Repeat the question.

2. Repeat the answer categories.
Sometimes respondents will answer in a way which doesn't appear on your survey sheet. For example, you might ask:

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

and the respondent may answer,

"I work part-time."

While it may seem obvious that the answer is therefore "Less than 35 hours per week," you should *never assume* such a thing. After all, what is part-time to one person may be full-time to another. Therefore, although you normally would not read out anything in capital letters to the respondent, a good probe in this case would be to read both answer categories:

"Okay, so would you say you work more or less than 35 hours per week?"

3. Repeat the respondent's reply. Simply repeating what the respondent has said as soon as he or she has stopped talking is often an excellent probe. This works to double-check that the person said what they meant to say.

4. Ask a neutral question or comment. Neutral questions or probes are frequently used to obtain clearer and fuller responses. The following are the most commonly used probes:

- "Which is closer, if you had to choose?"
- "What's your best guess?"
- "In general or on average...."
- "Whatever it means to you."
- "Take your time to think about it."

Problem with response	Interviewer probe
Response fails to answer the question; it answers some other question.	Repeat the question.
Respondent doesn't understand a word in the question.	Tell respondent, "Whatever it means to you."
Response contains unclear concepts or terms that make its meaning confusing.	Repeat the answer, or the answer categories.

Clarification of Terms

One thing you will probably have to do is clarify questions when the respondent asks for more information. When this happens, you may clarify the question for him or her by using two of the probes in the table:

- **Repeat the question.**
- **Use the phrase, "Whatever it means to you."**

If you are asking about total family income and your respondent seems to be considering only his or her own salary, it is perfectly acceptable to focus on the question by saying, "Does that include the income of your spouse and children?" It is not acceptable to say, "You make more than $20,000, don't you?"

Suggesting an answer for the respondent is what we call "*leading the respondent.*" When you lead the respondent, you are guiding him or her to a particular answer— which means YOU are providing the information, and not the person being interviewed.

Probing "Don't Know" Answers

When the respondent answers a question by saying, "I don't know," it poses a special probing problem to interviewers. "I don't know" can mean a lot of things:

- The respondent is still thinking about the real answer he or she would like to give to the question;
- The respondent has not thought about the question before, but if he or she thinks about it, they may have an answer to give;
- The respondent knows an answer, but is not sure it is 'good enough' for the standards of the interviewer; or,
- The respondent really doesn't know the answer.

When a respondent says "I don't know," the interviewer's task is to attempt to diagnose the origin of the problem.

Interviewer's judgment about "I don't know" response	Interviewer technique
Seems to be an accurate, thoughtful answer to an information question.	Write down answer and move on to next question.
Seems to be a delaying response style.	Give respondent time to think; possibly repeat question.
Seems that respondent has never thought about this question before.	Encourage respondent to think about question; explain that respondent is qualified to answer question; repeat question.
Respondent seems unsure about the quality or precision of his/her real answer.	Reassure respondent there are no right or wrong answers, and that respondent's best estimate is better than no information at all. Repeat question.

ROLE PLAYS CONTINUED

Role Play 6

I: Is your job located in this neighborhood?

      1   YES
      2   NO
      3   DON'T KNOW
      4   NO ANSWER

R: Yes, I work around here.

Comment: This does not answer the question, exactly. **Probe: repeat the question**.

I: So, is your job located in *this* neighborhood?
R: I work over at the Wendy's.

Comment: This does not give the interviewer specific information. **Probe: repeat the question again**.

I: Is your job located in this neighborhood?
R: Well, what do you mean by this neighborhood?

Comment: The person is wondering what definition of "neighborhood" the interviewer has in mind. **Probe: let the respondent decide**.

I: Whatever "this neighborhood" means to you.
R: Well, I guess you could say it's in this neighborhood....

Comment: The respondent seems to be thinking about their answer. **Probe: pause, and then repeat the answer to double check**.

I: So, you would say your job is located in this neighborhood?
R: Actually, I'd call it more downtown than this neighborhood.

Role Play 7

I: <u>Thinking about your own experience</u>, please tell me whether not having work experience has made it difficult for you personally to find a job.

R: Yes, I have a lot of work experience.

I:

Role Play 8

I: During the last <u>4 weeks</u> have you been actively looking for paid work?

       1   YES
       2   NO
       3   DON'T KNOW
       4   NO ANSWER

R: I got laid off in June. So then I started looking for work.

I:

Role play 9

I: How satisfied would you say you are with your main job? Would you say you are...

    1   satisfied,
    2   somewhat satisfied,
    3   somewhat dissatisfied,
    4   or dissatisfied?
    5   DON'T KNOW
    6   NO ANSWER

R: Hmm... I don't really know about that....

I: Probably you are somewhat satisfied, right?

R: Well, I guess I am somewhat satisfied.

Role Play 9, the Right Way

I: How satisfied would you say you are with your main job? Would you say you are...

      1   satisfied,
      2   somewhat satisfied,
      3   somewhat dissatisfied,
      4   or dissatisfied?
      5   DON'T KNOW
      6   NO ANSWER

R: Hmm... I don't really know about that....

I: Well, when you think about your job, do you feel, satisfied, somewhat satisfied, somewhat dissatisfied, or dissatisfied?

R: I guess I probably feel satisfied.

Role Play 10

I: Does anyone in your household receive public assistance such as food stamps, TANF, SSI, or something else?

1   YES
2   NO
3   DON'T KNOW
4   NO ANSWER

R: What kind of a question is that? You think I can't support my family?

I:

PART 4: INTERVIEWER GUIDELINES

Feeling comfortable in the neighborhood

Most of you are from this area, and thus have a sense of what you should wear and how you should act in order to feel at home while working in the neighborhood. Keep in mind that you are going to be approaching strangers and trying to convince them to give you personal information. In addition, you are representing CBO during this work. Thus, we have a few quick recommendations for what to do while out in the neighborhood.

- **Wear comfortable clothing, but do try to look professional.**

- **Make sure to wear your ID tag.**

- **If it doesn't look safe, don't go in**

Confidentiality of Survey

Surveys are a confidential process. Interviewers should not talk about their survey experience nor should they under any circumstances reveal the names of those interviewed.

This means you shouldn't talk about your interviews with your friends or relatives and you should never report what someone answered to someone not associated with the survey.

The person you are interviewing trusts you to keep their information confidential. If people find out that their information is being shared or discussed, they will be less likely to be honest and open with us. People may refuse to participate next time if they hear bad things this time.

We are now going to read through the agreement together. Please sign the agreement, and pass it up to us. If you have any questions about confidentiality, please let us know right away.

STAFF CONFIDENTIALITY PLEDGE

Neighborhood Jobs Initiative
Assurance of Confidentiality

The Urban Institute and CBO assure all interview respondents and participating organizations that the information they release for this study will be held in the strictest confidence by Urban Institute, and CBO employees and that no information obtained in the course of this study will be disclosed or discussed.

Access to the data in this study is by consent of the respondents who have been guaranteed confidentiality. Their right to privacy is protected under law.

I agree to the following:

- I will not discuss information obtained from one respondent with any other persons outside the research team.

- I will use discretion in public places (for example, restaurants, elevators, cabs, and buses) when discussing the interviews with research team members.

- I will keep interview notes, survey, and schedules secure at all times. I will not leave materials unattended.

I have carefully read and understand this assurance which pertains to the confidential nature of all information and records to be handled in this study. As an employee of The Urban Institute or CBO, I understand that I am prohibited by law from disclosing any such confidential information which has been obtained under the terms of this contract to anyone other than authorized contractor staff. I agree to follow the procedures outlined to me during training. I understand that any willful and knowing disclosure of information released to this study may constitute a violation of law, may subject the violator to a fine, and may subject the violator to disciplinary action by The Urban Institute or CBO.

_____

(Signature)

_____

(Date)

_____

(Witness signature)

_____

(Date)

Scheduling and Shifts

Before we leave today, everyone will sign up for shifts. Each interviewer must check in at the beginning of their shift and at the end of their shift. We will be here from 9:00-5:00. If you have questions while you are out in the field, you can call us here. You cannot sign up for more than one morning shift per week. We strongly recommend working with a partner. It gives you more confidence and moral support to work with someone else.

Payment

Each interviewer will be paid $8.00 an hour. We have also created a bonus structure for completed surveys. The interviewer receives $10.00 for each completed survey.

Survey Validation

We will be conducting a validation of the surveys. This means that we will call and visit respondents once you have turned in the completed surveys to double check that they were actually interviewed and that the answers recorded were correct. If we find out that someone is making up answers to their surveys, we will not pay them for those surveys and we will ask them to stop working for the project immediately.

PART 5: THE SURVEY

We will now spend some time reading together through the survey, question by question, so that you can get an idea of what you will be asking. As you recall, anything in capital letters we do not read out loud; anything in bold is your instructions, which we also will not read out loud.

We have a version of the survey which has been translated into Spanish. If you speak Spanish, please bring with you copies of the Spanish survey to read to respondents who would rather take the survey in Spanish than in English. If you do not speak Spanish, and you meet a respondent who can only take the survey in Spanish, please make a note of this in your attempt log, and we'll give the address to someone who can do the survey in Spanish. Unfortunately, we do not have the survey translated into any other languages. If you run into someone who speaks neither English nor Spanish, please indicate that on your attempt log.

After we have gone through the survey together, we would like everyone to practice doing the survey on us and on their partners, so that you can be as comfortable as possible with the questions.

III. NJI DESCRIPTION AND SURVEY INSTRUMENTS

THE NEIGHBORHOOD JOBS INITIATIVE (NJI)

The Neighborhood Jobs Initiative (NJI) is designed to develop community-based, employment-focused responses to address the problems of entrenched, concentrated poverty in the inner city. NJI is intended to contribute to community revitalization by connecting residents of distressed urban neighborhoods to the world of work in order to substantially increase neighborhood employment rates. NJI has been developed by the Manpower Demonstration Research Corporation (MDRC), working with the Urban Institute, and in partnership with the Rockefeller Foundation, Chase Manhattan Bank, the U.S. Department of Housing and Urban Development (HUD) and other funders. Five experienced community-based agencies working in distressed urban areas were selected to participate in NJI: the Development Corporation of Columbia Heights in Washington, DC; Rheedlen Centers for Children and Families in New York City; Hartford Areas Rally Together (HART) in Hartford, Connecticut; Project Jobs[2] in Chicago, Illinois; the Northside Partners Council in Ft. Worth, Texas. Each site, working with MDRC, the Urban Institute, and consultants, is developing strategies aimed at addressing the high levels of unemployment and welfare receipt in its neighborhood.

The goal of NJI is to substantially increase employment rates in a single distressed neighborhood in each of the NJI cities by providing access to a range of employment services and jobs to all unemployed and, in some cases, underemployed, residents. In each of the sites, a community organization has been selected to lead NJI planning and pilot implementation.

To achieve the goal of employment saturation, NJI sites will need to work with a variety of agencies, individuals, and organizations involved in the NJI community. Several NJI sites are in the process of establishing local collaboratives among a broad range of institutional and neighborhood players to design and implement this initiative. Working in close partnership with the lead NJI community organization, these local collaboratives hope to build or improve upon the existing local employment, placement, and social service delivery infrastructure in order to provide a continuum of employment services and job linkages for program participants. In addition to neighborhood residents and the community agency selected for NJI, some collaboratives will include the local welfare and JTPA agencies, community development organizations, faith-based and other non-profit service organizations, and, of course, representatives from the

---

[2] Project Jobs is a collaborative of several organizations working in Chicago's Uptown Edgewater neighborhood.

business sector. These local collaboratives have the potential to leverage existing public resources for employment training and placement, develop resident advocacy strategies to secure needed support services, cultivate local leadership to ensure resident participation, establish connections to private sector employers, and identify – and develop relationships with – private landlords of assisted housing to devise work incentives for unemployed tenants.

HOUSEHOLD ID#_____

INTRODUCTION
Hello. My name is [NAME], and I am a surveyor working for HART--Hartford Areas Rally Together. We are seeking resident input regarding the Frog Hollow community, especially about jobs and safety.

IF ADDRESSING AN ADULT, SKIP TO 2
IF ADDRESSING A CHILD:

1. Could I speak to an adult who currently lives here?

   A   YES
   B   NO   **SKIP TO 4**

   Hello. My name is [NAME], and I am a surveyor working for HART--Hartford Areas Rally Together. We are seeking resident input about the Frog Hollow community, especially about jobs and safety.

2. We'd like to talk to everyone in the neighborhood, but we can't. Instead, we've selected a few households to be in our sample. To make it random, I need to interview the adult who lives here who had the most recent birthday. Would that be you?

   A   YES   **SKIP TO 6**
   B   NO

3. Could I speak to that person now?

   A   YES   **SKIP TO 5**
   B   NO

4. Can you tell me a time when I could come back and speak to that person?

   A   YES   **TIME**:_____
   B   NO

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

5. Hello. My name is [NAME], and I am a surveyor working for HART--Hartford Areas Rally Together. We are seeking resident input regarding the Frog Hollow community, especially about jobs and safety.

6. The information from this interview will be used to assess community needs and to try to design programs to serve the community better. The survey will only take about fifteen minutes, and all information will be kept strictly confidential.

Okay, let's get started. The first questions I have for you are about your experiences with job training programs--that is, with programs which help people learn skills they might need to get a job.

7. Are you familiar with the HART Job Center?

A	YES	
B	NO	**SKIP TO Q8**
C	DON'T KNOW	**SKIP TO Q8**

IF YES: **7b**. Have you used any services there?

A	YES	
B	NO	**SKIP TO Q8**
C	DON'T KNOW	**SKIP TO Q8**

7c. Were the services helpful?

A	YES	**SKIP TO Q8**
B	NO	
C	DON'T KNOW	

7d. If they were not helpful, what was the problem?

_____

_____

_____

8. Have you ever used a job training program, either at HART or somewhere else?

A	YES	
B	NO	**SKIP TO 10**
C	DON'T KNOW	**SKIP TO 10**
D	NO ANSWER	**SKIP TO 10**

IF YES: 8b: Did you complete the program?

A	YES
B	NO
C	DON'T KNOW
D	NO ANSWER

9. What were your experiences with the job training program? Would you say you were...

- A   satisfied,
- B   somewhat satisfied,
- C   somewhat dissatisfied,
- D   or dissatisfied?
- E   DON'T KNOW
- F   NO ANSWER

10. Now I'd like to ask you some questions about work that you do.

11. Are you currently employed?

- A   YES
- B   NO   **SKIP TO Q21**
- C   NO ANSWER   **SKIP TO Q21**

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

- A   YES
- B   NO   **SKIP TO Q13**
- C   NO ANSWER   **SKIP TO Q13**

IF YES: 12b. How many jobs do you have right now? _____

For the next few questions, please think only about your main job when you are answering.

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

_____

NO ANSWER

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

- A   LESS THAN 32 HOURS A WEEK
- B   32 OR MORE HOURS A WEEK
- C   DON'T KNOW/UNSURE
- D   NO ANSWER

15. Is this a temporary job or a permanent position?

    A   TEMPORARY
    B   PERMANENT
    C   DON'T KNOW
    D   NO ANSWER

16. Do you get benefits (like health insurance or paid vacation) from your employer?

    A   YES
    B   NO
    C   DON'T KNOW
    D   NO ANSWER

17. In what city is your main job located?

    A   HARTFORD
    B   WEST HARTFORD
    C   EAST HARTFORD
    D   NEW BRITAIN   **SKIP TO Q18**
    E   DON'T KNOW   **SKIP TO Q18**
    F   OTHER:_____   **SKIP TO Q18**
    G   NO ANSWER   **SKIP TO Q18**

17b. In what neighborhood is your main job located? _____

18. How long have you been working at your main job?

    A   LESS THAN 3 MONTHS
    B   FROM 3 MONTHS TO JUST UNDER 6 MONTHS
    C   FROM 6 MONTHS TO JUST UNDER ONE YEAR
    D   FROM ONE YEAR TO JUST UNDER THREE YEARS
    E   THREE YEARS OR MORE
    F   DON'T KNOW
    G   NO ANSWER

19. How satisfied would you say you are with your main job? Would you say you are...

    A   satisfied,
    B   somewhat satisfied,
    C   somewhat dissatisfied,
    D   or dissatisfied?
    E   DON'T KNOW
    F   NO ANSWER

20. How likely do you think it is that you will be promoted at your job this year? Would you say it is...

    A   likely,
    B   somewhat likely,
    C   somewhat unlikely,
    D   or unlikely?
    E   DON'T KNOW
    F   NO ANSWER

21. Please tell me how you found either your current job, or the last job you had. Did you find it...
(GO TO Q22 ONCE YOU HAVE MARKED YES)

through a friend or relative?	YES	NO
through the newspaper or radio?	YES	NO
by visiting employers to see if they had openings?	YES	NO
through an employment agency?	YES	NO
through the welfare office?	YES	NO
through an unemployment office?	YES	NO
through a neighborhood agency?	YES	NO
or something else?	YES	NO

DON'T KNOW
NO ANSWER

22. I am now going to read you a list of some problems that some people might have when finding a job. Thinking about your own experience, please tell me whether any of the following issues has made it difficult for you personally to find a job.

22a	Not having work experience	YES	NO	DK
22b	Not having child care	YES	NO	DK
22c	Lack of transportation	YES	NO	DK
22d	Not speaking English well	YES	NO	DK
22e	Having a disability	YES	NO	DK
22f	Discrimination	YES	NO	DK
22g	Lack of jobs in the neighborhood	YES	NO	DK
22h	Having a substance abuse problem	YES	NO	DK
22i	Having a criminal record	YES	NO	DK

Now that we've talked a bit about jobs, I'd like to change gears and ask you a few questions about neighborhood safety.

23. Do you feel safe or not safe walking around here during the day?

A   SAFE
B   QUALIFIED (SAFE IN SOME AREAS, NOT SAFE IN OTHERS)
C   NOT SAFE
D   DON'T KNOW

24. How about walking around here at night--do you feel safe or not safe?

A   SAFE
B   QUALIFIED (SAFE IN SOME AREAS, NOT SAFE IN OTHERS)
C   NOT SAFE
D   DON'T KNOW

25. How about being at home at night--do you feel safe or not safe?

A   SAFE
B   NOT SAFE
C   DON'T KNOW
D   NO ANSWER

We're now at the last section of questions. I just need to know a few things about your background before we finish.

26. GENDER:

    A   MALE

    B   FEMALE

27. What is your year of birth? _____

    NO ANSWER

28. What race or ethnic background do you consider yourself?

A	PUERTO RICAN	G	WEST INDIAN
B	CUBAN	H	PORTUGUESE
C	DOMINICAN	I	ITALIAN
D	MEXICAN	J	AFRICAN-AMERICAN
E	NATIVE AMERICAN	K	NO ANSWER
F	JAMAICAN	L	OTHER:_____

29. What language do you usually speak at home?

    A   ENGLISH

    B   SPANISH

    C   OTHER:_____

    D   NO ANSWER

30. What is the highest level of education you've completed?

    A   JUNIOR HIGH SCHOOL (LESS THAN NINTH GRADE)

    B   SOME HIGH SCHOOL

    C   HIGH SCHOOL DIPLOMA/ GED

    D   SOME COLLEGE

    E   ASSOCIATE DEGREE (2 YR COLLEGE)

    F   BACHELOR DEGREE (4 YR COLLEGE)

    G   SOME POST-COLLEGE EDUCATION

    H   POST-COLLEGE GRADUATE

    I   NO ANSWER

31. What is your primary mode of transportation?

    A   OWN CAR
    B   PUBLIC TRANSPORTATION
    C   FRIENDS/RELATIVES' CARS
    D   WALK/BIKE
    E   OTHER:_____
    F   DON'T KNOW
    G   NO ANSWER

32. How long have you lived in Hartford?

    A   LESS THAN A YEAR
    B   1 YEAR TO JUST UNDER 3 YEARS
    C   3 YEARS TO JUST UNDER 5 YEARS
    D   5 YEARS TO JUST UNDER 10 YEARS
    E   10 YEARS OR MORE
    F   NO ANSWER

33. How long have you lived in this neighborhood?

    A   LESS THAN A YEAR
    B   1 YEAR TO JUST UNDER 3 YEARS
    C   3 YEARS TO JUST UNDER 5 YEARS
    D   5 YEARS TO JUST UNDER 10 YEARS
    E   10 YEARS OR MORE
    F   NO ANSWER

34. Do you own or rent your housing?

    A   OWN
    B   RENT
    C   STAYING WITH FRIEND/RELATIVE
    D   NO ANSWER

35. For statistical purposes only, we need to have an idea of your total family income for 1998. In 1998, would you say your total family income was more than $10,000?

    A   YES
    B   NO   **SKIP TO Q36**
    C   DON'T KNOW   **SKIP TO Q36**
    D   NO ANSWER   **SKIP TO Q36**

35b. Would you say your total family income was more than $20,000?

    A   YES
    B   NO   **SKIP TO Q36**
    C   DON'T KNOW   **SKIP TO Q36**
    D   NO ANSWER   **SKIP TO Q36**

35c. Would you say it was more than $30,000?

    A   YES
    B   NO   **SKIP TO Q36**
    C   DON'T KNOW   **SKIP TO Q36**
    D   NO ANSWER   **SKIP TO Q36**

35d. Would you say it was more than $40,000?

    A   YES
    B   NO   **SKIP TO Q36**
    C   DON'T KNOW   **SKIP TO Q36**
    D   NO ANSWER   **SKIP TO Q36**

36. Does anyone in your household receive public assistance such as food stamps, TANF, SSI, or something else?

    A   YES
    B   NO
    C   DON'T KNOW
    D   NO ANSWER

Thank you so much for your time in completing this survey. If you would like more information about the survey and what we find out, or about the HART job center, Neighborhood Block Watches, or other neighborhood issues, please fill out and mail in this postcard. **GIVE RESPONDENT POSTCARD**.

Part of this survey involves returning to collect more information in the future--that is, in several years. For that reason, could I have your name and telephone number so that we could contact you later when we are collecting more information? No one will be able to connect your name to the responses you gave on the survey.

IF YES, FILL OUT INFORMATION BELOW.
IF NO:
Thanks again for all your time.

NAME:_____   TEL:_____

Can you provide us with the name of a relative who does not live with you, whom we could contact in order to get in touch with you in a few years?

RELATIVE:_____   TEL:_____

Can you provide us with the name of a friend who does not live with you, whom we could contact in order to get in touch with you in a few years?

FRIEND:_____   TEL:_____

Address ID_____
Project JOBS Resident Survey

PART I. INTRODUCTION

1. Hello. My name is [NAME], and I am a surveyor working for Project JOBS. Project JOBS is a group of organizations working together in the Uptown neighborhood. Could I speak to an adult who currently lives here?

1	YES
2	NO	**SKIP TO Q4**

2. We'd like to talk to everyone in the neighborhood, but we can't. Instead, we've selected a few households to be in our sample. To make it random, I need to interview the adult who lives here who had the most recent birthday. Would that be you?

1	YES	**SKIP TO Q5**
2	NO	

3. Could I speak to that person now?

1	YES	**SKIP TO Q5**
2	NO	

4. Can you tell me a time when I could come back and speak to that person?

1	YES	**TIME:**_____
2	NO	**LEAVE "SORRY I MISSED YOU CARD" AND DEPART.**

5. Project JOBS is a group of organizations working together in the Uptown neighborhood. Our goal is to help people in the community get good jobs and other services that they need, so that they can take care of themselves and their families. We are doing a survey to find out the opinions of the people in the neighborhood.

   The information from this interview will be used to find out about community needs and to try to design programs to serve the community better. The survey will only take about fifteen minutes, and all information will be kept strictly confidential. Would you like to participate?

1	YES	**TURN TO PAGE 2, Q6**
2	NO	**(CIRCLE 'REFUSED' ON LOG SHEET)**

PART II. EMPLOYMENT

Okay, let's get started. The first questions I have for you are about work that you currently do.

6. Are you currently employed?

    1   YES
    2   NO   **SKIP TO PAGE 5, Q16**
    3   NO ANSWER   **SKIP TO PAGE 5, Q16**

7. About how many hours a week do you work at your main job?

    1   LESS THAN 35 HOURS A WEEK
    2   35 OR MORE HOURS A WEEK
    3   DON'T KNOW/UNSURE
    4   NO ANSWER

8. Is this a temporary job, seasonal job, or permanent position?

    1   TEMPORARY
    2   SEASONAL
    3   PERMANENT
    4   DON'T KNOW
    5   NO ANSWER

9. Approximately how much do you earn at this job per hour <u>before taxes</u>?

_____

10. How <u>likely</u> do you think it is that your wages for this job will increase in <u>the next 12 months</u>? Would you say it is...

    1   likely,
    2   somewhat likely,
    3   somewhat unlikely,
    4   or unlikely?
    5   DON'T KNOW
    6   NO ANSWER

11. How <u>likely</u> do you think it is that you will lose your job in the <u>next 12 months</u>? Would you say it is...

      1   likely,
      2   somewhat likely,
      3   somewhat unlikely,
      4   or unlikely?
      5   DON'T KNOW
      6   NO ANSWER

12. Is your job located in this neighborhood?

      1   YES
      2   NO
      3   DON'T KNOW
      4   NO ANSWER

13. Do you receive health insurance coverage through your employer?

      1   YES
      2   NO   **SKIP TO PAGE 4, Q15**
      3   DON'T KNOW   **SKIP TO PAGE 4, Q15**
      4   NO ANSWER   **SKIP TO PAGE 4, Q15**

14. Does the employer pay all, part or none of the cost of this health insurance coverage ?

      1   ALL OF THE COST
      2   PART OF THE COST
      3   NONE OF THE COST
      4   DON'T KNOW
      5   NO ANSWER

15. I am now going to read you a list of some problems that some people might have when finding a job. <u>Thinking about your own past experience</u>, please tell me whether any of the following issues has made it difficult for you personally to find a job.

A	Not having work experience	YES	NO	DK	NA
B	Not having child care	YES	NO	DK	NA
C	Lack of transportation	YES	NO	DK	NA
D	Not speaking English well	YES	NO	DK	NA
E	Having a disability	YES	NO	DK	NA
F	Discrimination	YES	NO	DK	NA
G	Lack of jobs in the neighborhood	YES	NO	DK	NA
H	Skills employers want	YES	NO	DK	NA
I	Lack of information about jobs available	YES	NO	DK	NA

SKIP TO PAGE 7

16. During the last <u>4 weeks</u> have you been actively looking for paid work?

    1   YES
    2   NO
    3   DON'T KNOW
    4   NO ANSWER

17. I am now going to list a number of reasons why some people are not working. Please tell me whether any of the following are reasons you are not working.

A	You are ill or disabled	YES	NO	DK	NA
B	You are retired	YES	NO	DK	NA
C	You are taking care of your home and family	YES	NO	DK	NA
D	You are going to school	YES	NO	DK	NA
E	You cannot find work that you want	YES	NO	DK	NA
F	You cannot find any work at all	YES	NO	DK	NA
G	Other (please write in)				

_____

_____

_____

18. I am now going to read you a list of some problems that some people might have when finding a job. <u>Thinking about your own past experience</u>, please tell me whether any of the following issues has made it difficult for you personally to find a job.

A	Not having work experience	YES	NO	DK	NA
B	Not having child care	YES	NO	DK	NA
C	Lack of transportation	YES	NO	DK	NA
D	Not speaking English well	YES	NO	DK	NA
E	Having a disability	YES	NO	DK	NA
F	Discrimination	YES	NO	DK	NA
G	Lack of jobs in the neighborhood	YES	NO	DK	NA
H	Skills employers want	YES	NO	DK	NA
I	Lack of information about jobs available	YES	NO	DK	NA

PART III. HOUSING

I am now going to ask you some questions about your housing situation.

19. Which of the following best describes the type of housing you live in <u>now</u>?

    1   You own your home or apartment
    2   You are renting your house or apartment
    3   You are staying with a friend or relative
    4   DON'T KNOW/UNSURE
    5   NO ANSWER

20. Do you get help from any kind of program like Section 8, or public housing to pay your rent?

    1   YES
    2   NO
    3   DON'T KNOW
    4   NO ANSWER

21. During the <u>last 12 months</u>, did you ever pay your rent or mortgage late?

    1   YES
    2   NO   **SKIP TO Q23**
    3   DON'T KNOW   **SKIP TO Q23**
    4   NO ANSWER   **SKIP TO Q23**

22. About how many times in the <u>last 12 months</u> did you pay your rent or mortgage late?

    1   ONCE
    2   TWO TO THREE TIMES
    3   FOUR TO SIX TIMES
    4   SIX TO EIGHT TIMES
    5   EIGHT TO TEN TIMES
    6   TEN OR MORE
    7   DON'T KNOW
    8   NO ANSWER

23. Have you been homeless in the <u>last 12 months</u>?

    1   YES
    2   NO
    3   DON'T KNOW
    4   NO ANSWER

24. How likely do you think it is that you will become homeless in the <u>next 12 months</u>? Do you think it is...

      1   likely,
      2   somewhat likely,
      3   somewhat unlikely,
      4   or unlikely?
      5   DON'T KNOW
      6   NO ANSWER

25. How many bedrooms does your apartment/house have?

      1   STUDIO
      2   ONE
      3   TWO
      4   THREE
      5   FOUR
      6   FIVE
      7   SIX
      8   SEVEN
      9   EIGHT OR MORE
     10   DON'T KNOW
     11   NO ANSWER

26. How satisfied are you with the physical condition of this house/apartment? Would you say you are...

      1   satisfied,
      2   somewhat satisfied,
      3   somewhat dissatisfied,
      4   or dissatisfied?
      5   DON'T KNOW
      6   NO ANSWER

27. How many families <u>currently</u> live in this house/apartment?

_____

28. How many children under 18 <u>currently</u> live in this house/apartment?

_____

29. How many adults over 18 (including yourself) <u>currently</u> live in this house/apartment?

_____

PART IV. FINANCES

Now I'm going to ask you a few questions about your financial situation.

30. Without <u>any</u> income <u>how many months</u> do you think your savings could cover your household expenses?

    1   LESS THAN A MONTH
    2   ONE MONTH
    3   TWO TO THREE MONTHS
    4   FOUR TO SIX MONTHS
    5   MORE THAN SIX MONTHS
    6   DON'T KNOW
    7   NO ANSWER

31. I'm going to read you a list of items people can owe money on. Please tell me after each one if you currently owe any money on it.

A	Car	YES	NO	DK	NA
B	Credit Cards	YES	NO	DK	NA
C	School loans	YES	NO	DK	NA
D	Payday or personal loan	YES	NO	DK	NA
E	Household appliances	YES	NO	DK	NA
F	Home mortgage	YES	NO	DK	NA

32. Now I'm going to read you a statement that people have made about their food situation. Please tell me whether the statement was often, sometimes or never true for you <u>in the last 12 months</u>, that is, since July of last year. The statement is:

"I worried whether my food would run out before I got money to buy more."

Would you say this was...

    1   often true,
    2   sometimes true,
    3   or never true?
    4   DON'T KNOW
    5   NO ANSWER

PART V. COMMUNITY SERVICES

I now have a few questions about services in the community.

33. Are you familiar with Project JOBS?

    1   YES
    2   NO
    3   DON'T KNOW
    4   NO ANSWER

34. Do you know of a specific place or program in your community where you could get help with...

A	Finding employment	YES	NO	DK	NA
B	Finding emergency shelter	YES	NO	DK	NA
C	Medical services	YES	NO	DK	NA
D	Emergency food assistance	YES	NO	DK	NA
E	Stop using drugs or alcohol	YES	NO	DK	NA
F	Domestic Violence	YES	NO	DK	NA
G	Education and job training	YES	NO	DK	NA
H	Childcare	YES	NO	DK	NA
I	Mental Health	YES	NO	DK	NA

35. If you were <u>sick and unable to take care of yourself</u>, whom would you go to <u>first</u> for help?
CIRCLE ONLY ONE ANSWER

    1   A FAMILY MEMBER / SPOUSE/ PARTNER
    2   FRIEND
    3   A NEIGHBOR
    4   YOUR CHURCH / MOSQUE / TEMPLE
    5   A SOCIAL SERICE AGENCY
    6   A GOVERNMENT AGENCY
    7   SOMEWHERE ELSE
    8   NOWHERE
    9   DON'T KNOW
    10   NO ANSWER

36. If you needed money for an emergency, whom would you go to <u>first</u> for help?
   CIRCLE ONLY ONE ANSWER

1	A FAMILY MEMBER / SPOUSE/ PARTNER
2	FRIEND
3	A NEIGHBOR
4	YOUR CHURCH / MOSQUE / TEMPLE
5	A SOCIAL SERICE AGENCY
6	A GOVERNMENT AGENCY
7	SOMEWHERE ELSE
8	NOWHERE
9	DON'T KNOW
10	NO ANSWER

TURN TO NEXT PAGE

PART VI. DEMOGRAPHICS

The interview is almost over! I just need to know a few things about your background before we finish.

37. GENDER

    1   MALE
    2   FEMALE

38. What is your year of birth?

    1   _____
    2   NO ANSWER

39. What is your racial or ethnic background?

1	BOSNIAN	9	WEST INDIAN
2	POLISH	10	CAMBODIAN
3	PUERTO RICAN	11	CHINESE
4	MEXICAN	12	AFRICAN-AMERICAN
5	NATIVE AMERICAN	13	VIETNAMESE
6	WHITE AMERICAN	14	RUMANINAN
7	ETHIOPIAN	15	SOMALI
8	RUSSIAN	16	NO ANSWER
		17	OTHER:_____

40. What language do you usually <u>speak at home</u>?

    1   ENGLISH
    2   SPANISH
    3   BOTH ENGLISH AND SPANISH
    4   OTHER:_____
    5   NO ANSWER

41. What is the highest level of education you've completed?

    1   LESS THAN SIXTH GRADE
    2   JUNIOR HIGH SCHOOL (LESS THAN NINTH GRADE)
    3   SOME HIGH SCHOOL
    4   HIGH SCHOOL DIPLOMA/ GED
    5   SOME COLLEGE
    6   ASSOCIATE DEGREE (2 YR COLLEGE)
    7   BACHELOR DEGREE (4 YR COLLEGE)
    8   SOME POST-COLLEGE EDUCATION
    9   POST-COLLEGE GRADUATE
    10   NO ANSWER

42. For statistical purposes only, we need to have an idea of your total family income for 1998. In 1998, would you say your total family income was more than $12,500?

    1   YES
    2   NO   **SKIP TO Q47**
    3   DON'T KNOW   **SKIP TO Q47**
    4   NO ANSWER   **SKIP TO Q47**

43. Would you say your total family income was more than $18,500?

    1   YES
    2   NO   **SKIP TO Q47**
    3   DON'T KNOW   **SKIP TO Q47**
    4   NO ANSWER   **SKIP TO Q47**

44. Would you say it was more than $25,000

    1   YES
    2   NO   **SKIP TO Q47**
    3   DON'T KNOW   **SKIP TO Q47**
    4   NO ANSWER   **SKIP TO Q47**

45. Would you say it was more than $32,000?

    1   YES
    2   NO   **SKIP TO Q47**
    3   DON'T KNOW   **SKIP TO Q47**
    4   NO ANSWER   **SKIP TO Q47**

46. Would you say it was more than $40,000?

       1   YES
       2   NO
       3   DON'T KNOW
       4   NO ANSWER

47. I am now going to read you a list of different types of public assistance that some people might get. Please tell me whether <u>someone in the household</u> got any of the following in the <u>last twelve months</u>:

A	Did anybody get food stamps?	YES	NO	DK	NA
B	Did anybody get public aid (TANF)?	YES	NO	DK	NA
C	Did anybody get assistance paying utilities?	YES	NO	DK	NA
D	Did anybody get SSI?	YES	NO	DK	NA
E	Did anybody get school lunch vouchers?	YES	NO	DK	NA
F	Did anybody get refugee cash assistance?	YES	NO	DK	NA
G	Did anybody get Medicaid (medical card)?	YES	NO	DK	NA

Thank you so much for your time in completing this survey. If you would like more information about the survey and what we find out, or about Project JOBS, please fill out and mail in this postcard. **GIVE RESPONDENT POSTCARD.**

TURN TO NEXT PAGE.

In case my supervisor wants to validate this interview, may I have your name and telephone number? Once again, I assure you that all of your responses will remain confidential and your answers will not be connected with your name.
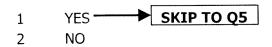
Name:_____

Telephone Number:_____
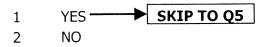
Address ID_____
Rheedlen Resident Survey, 1999

PART I. INTRODUCTION

1. Hello. My name is [NAME], and I am an interviewer working for Rheedlen Centers for Children and Families, a community organization in your neighborhood. We are talking to residents today about the Harlem Children's Zone, especially about jobs, children's health, and other community issues. Could I speak to someone over age 18 who currently lives here?

    1   YES
    2   NO ⟶ **SKIP TO Q4**

2. We'd like to talk to everyone in the neighborhood, but we can't. Instead, we've selected a few households to be in our study. For statistical purposes we need to make our sample of residents random. Therefore, I need to interview the adult who lives here who had the most recent birthday. Would that be you?

    1   YES ⟶ **SKIP TO Q5**
    2   NO
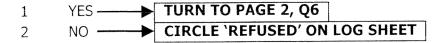
3. Could I speak to that person now?

    1   YES ⟶ **SKIP TO Q5**
    2   NO

4. Can you tell me a time when I could come back and speak to that person?

    1   YES ⟶ **TIME:**_____
    2   NO ⟶ **LEAVE "SORRY I MISSED YOU CARD" AND DEPART**.

5. Rheedlen is a non-profit organization that works to enhance the quality of life for children and families. Our goal is to improve community life.
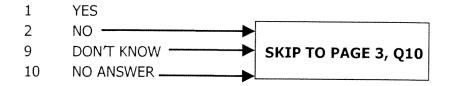
    The information from this interview will be used to find out about community needs and to try to design programs to serve the community better. The survey will only take about fifteen minutes, and all information will be kept strictly confidential. Can we start now?

    1   YES ⟶ **TURN TO PAGE 2, Q6**
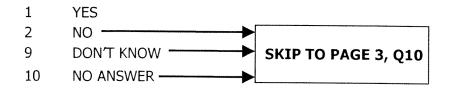   2   NO ⟶ **CIRCLE 'REFUSED' ON LOG SHEET**

PART II. JOB TRAINING

6. Okay, let's get started. The first questions I have for you are about your experiences with neighborhood agencies and with job training programs--that is, with programs which help people learn skills they might need to get a job.

7. Have you heard of the Rheedlen Centers for Children and Families?

    1   YES
    2   NO ⟶
    9   DON'T KNOW ⟶   **SKIP TO PAGE 3, Q10**
    10   NO ANSWER ⟶

8. Have you used any services there?

    1   YES
    2   NO ⟶
    9   DON'T KNOW ⟶   **SKIP TO PAGE 3, Q10**
    10   NO ANSWER ⟶
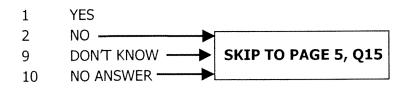
9. How helpful were the services? Would you say they were...

    1   helpful,
    2   somewhat helpful,
    3   not very helpful,
    4   or not helpful at all?
    9   DON'T KNOW
    10   NO ANSWER

10. Do you know of a specific place or program in your community where you could get help with...

		YES	NO	NA
A	Finding employment	1	2	10
B	Medical services	1	2	10
C	Emergency food assistance	1	2	10
D	How to stop using drugs or alcohol	1	2	10
E	Domestic violence	1	2	10
F	Education and job training	1	2	10
G	Childcare	1	2	10
H	Mental Health	1	2	10
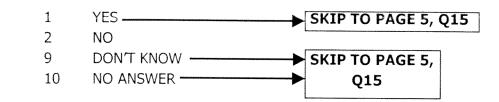
11. Have you ever used a job training program, either at Rheedlen or somewhere else?

1   YES
2   NO ⟶
9   DON'T KNOW ⟶ **SKIP TO PAGE 5, Q15**
10   NO ANSWER ⟶

12. Was this a Rheedlen job training program?

1   YES
2   NO
9   DON'T KNOW
10   NO ANSWER

13. Did you complete the program?

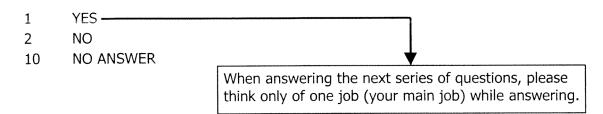|		
1	YES ——————————————▶	SKIP TO PAGE 5, Q15
2	NO	
9	DON'T KNOW ——————▶	SKIP TO PAGE 5,
10	NO ANSWER ——————▶	Q15
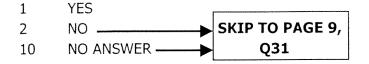
14. Please tell me briefly why you didn't complete the job training program.

_____

_____

_____

_____

PART III. EMPLOYMENT

15. Now I'd like to ask you some questions about work that you do for pay. Please include any work for which you get paid, including self-employment or running your own business.

16. Are you currently employed?

    1   YES
    2   NO ⟶ **SKIP TO PAGE 9,**
    10   NO ANSWER ⟶ **Q31**

17. Do you currently have more than one job?

    1   YES
    2   NO
    10   NO ANSWER

> When answering the next series of questions, please think only of one job (your main job) while answering.

18. Roughly how many hours did you work at your job <u>last week</u>?

    GET NUMBER OF HOURS:_____

19. Is this a temporary job, a seasonal job, or a permanent position?

    1   TEMPORARY
    2   SEASONAL
    3   PERMANENT
    9   DON'T KNOW
    10   NO ANSWER

20. What kind of place do you work at? That is, what do they make or do where you work?

_____

21. What is your position at this place of work? That is, what do you do and what is your job title?

_____

22. Approximately how much do you earn at this job per hour <u>before taxes</u>?

    1     $_____ **PER HOUR**

    2     $_____ **PER** _____

    9   DON'T KNOW

    10   NO ANSWER

23. Do you get benefits like health insurance or paid vacation from your employer?

    1   YES

    2   NO

    9   DON'T KNOW

    10   NO ANSWER

24. Is your job located in this neighborhood?

    1   YES

    2   NO

    9   DON'T KNOW

    10   NO ANSWER

25. How long have you been working at your main job?

    1   LESS THAN 3 MONTHS

    2   FROM 3 MONTHS TO JUST UNDER 6 MONTHS

    3   FROM 6 MONTHS TO JUST UNDER ONE YEAR

    4   FROM ONE YEAR TO JUST UNDER THREE YEARS

    5   THREE YEARS OR MORE ⟶ **SKIP TO PAGE 7, Q27**

    9   DON'T KNOW

    10   NO ANSWER

26. How many different jobs have you had in the last three years, including the job you have now?

    1   ONE

    2   TWO

    3   THREE

    4   FOUR

    5   FIVE OR MORE

    9   DON'T KNOW

    10   NO ANSWER

27. How satisfied would you say you are with your main job? Would you say you are…

    1   satisfied,
    2   somewhat satisfied,
    3   somewhat dissatisfied,
    4   or dissatisfied?
    9   DON'T KNOW
    10   NO ANSWER

28. How likely do you think it is that you will be promoted at your job this year? Would you say it is…

    1   likely,
    2   somewhat likely,
    3   somewhat unlikely,
    4   or unlikely?
    9   DON'T KNOW
    10   NO ANSWER

29. Please tell me how you found your current job. Did you find it…

| GO TO Q30 ONCE YOU HAVE CIRCLED AN ANSWER |

through a friend or relative?	1
through the newspaper or radio?	2
by visiting employers to see if they had openings?	3
through a private employment agency?	4
through the welfare office?	5
through an unemployment office?	6
through a neighborhood agency?	7
or something else?	8
DON'T KNOW	9
NO ANSWER	10

30. I am now going to read you a list of some problems that some people might have when looking for a job. Thinking about your own experience, please tell me whether any of the following issues has made it difficult for you personally to find a job.

		YES	NO	DK	NA
A	Not having work experience	1	2	9	10
B	Not having child care	1	2	9	10
C	Lack of transportation	1	2	9	10
D	Not speaking English well	1	2	9	10
E	Having a disability	1	2	9	10
F	Discrimination	1	2	9	10
G	Lack of jobs in the neighborhood	1	2	9	10
H	Having a drug or alcohol problem	1	2	9	10
I	Having a criminal record	1	2	9	10

31. During the last <u>4 weeks</u> have you been actively looking for paid work?

     1   YES
     2   NO
     9   DON'T KNOW
     10   NO ANSWER

32. I am now going to read you a number of reasons why some people are not working. Please tell me which of the following, if any, best describes the reason you are not currently working.

CIRCLE ONLY ONE ANSWER

     1   You are ill or disabled,
     2   You are retired,
     3   You are taking care of your home and family,
     4   You are going to school,
     5   You cannot find work that you want,
     6   You cannot find any work at all,
     7   or something else.
     9   DON'T KNOW
     10   NO ANSWER

33. How many different jobs have you had in the last three years?

     1   NONE
     2   ONE
     3   TWO
     4   THREE
     5   FOUR
     6   FIVE OR MORE
     9   DON'T KNOW
     10   NO ANSWER

34. Please tell me how you found the last job you had. Did you find it...

GO TO Q35 ONCE YOU HAVE CIRCLED AN ANSWER

through a friend or relative?	1
through the newspaper or radio?	2
by visiting employers to see if they had openings?	3
through a private employment agency?	4
through the welfare office?	5
through an unemployment office?	6
through a neighborhood agency?	7
or something else?	8
DON'T KNOW	9
NO ANSWER	10

35. I am now going to read you a list of some problems that some people might have when looking for a job. Thinking about your own experience, please tell me whether any of the following issues has made it difficult for you personally to find a job.

		YES	NO	DK	NA
A	Not having work experience	1	2	9	10
B	Not having child care	1	2	9	10
C	Lack of transportation	1	2	9	10
D	Not speaking English well	1	2	9	10
E	Having a disability	1	2	9	10
F	Discrimination	1	2	9	10
G	Lack of jobs in the neighborhood	1	2	9	10
H	Having a substance abuse problem	1	2	9	10
I	Having a criminal record	1	2	9	10

PART IV. PARENTING.

36. I now have some questions to ask you about parents and children living in this household.

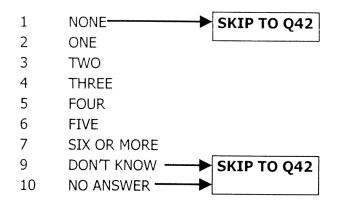**37.** How many pregnant women <u>currently</u> live in this household?

    1   NONE
    2   ONE
    3   TWO
    4   THREE OR MORE
    9   DON'T KNOW
    10   NO ANSWER

38. How many children under 18 <u>currently</u> live in this house/apartment?

    1   NONE ──────► **SKIP TO PAGE 14, Q44**
    2   ONE
    3   TWO
    4   THREE
    5   FOUR
    6   FIVE
    7   SIX OR MORE
    9   DON'T KNOW ──────► **SKIP TO PAGE 14,**
    10   NO ANSWER ──────► **Q44**

39. How many of these children are under five years old?

    1   NONE
    2   ONE
    3   TWO
    4   THREE
    5   FOUR
    6   FIVE
    7   SIX OR MORE
    9   DON'T KNOW
    10   NO ANSWER

40. How many of the children in this household are currently in day care or child care?

1   NONE ⟶ **SKIP TO Q42**
2   ONE
3   TWO
4   THREE
5   FOUR
6   FIVE
7   SIX OR MORE
9   DON'T KNOW ⟶ **SKIP TO Q42**
10   NO ANSWER ⟶

41. Please tell me the names and addresses of where these children are in day care, if you know.

_____
_____
_____
_____
_____
_____
_____
_____
_____

42. How many children between ages 14 and 17 currently live here?

1   NONE ⟶ **SKIP TO PAGE 14, Q44**
2   ONE
3   TWO
4   THREE
5   FOUR
6   FIVE
7   SIX OR MORE
9   DON'T KNOW ⟶ **SKIP TO PAGE 14, Q44**
10   NO ANSWER ⟶

43. Of the children in the household aged 14 to 17, how many are currently employed, either part-time or full-time, as far as you know?

    1   NONE
    2   ONE
    3   TWO
    4   THREE OR MORE
    9   DON'T KNOW
    10   NO ANSWER

PART V. PERSONAL CHARACTERISTICS

44. We're now at the last section. I just have a few more questions to ask you about your background before we finish.

45. GENDER:

    1   MALE
    2   FEMALE

46. What is your year of birth? **19**_____

    10   NO ANSWER

47. What race or ethnic background do you consider yourself?

1	AFRICAN-AMERICAN	7	JAMAICAN
2	GHANIAN	8	WEST INDIAN
3	SENEGALESE	9	HAITIAN
4	GUINEA BISSAO	10	DOMINICAN
5	IVORY COAST	11	PUERTO RICAN
6	CHINESE	12	NO ANSWER

    13   OTHER:_____

48. What language do you usually speak at home?

    1   ENGLISH
    2   SPANISH
    9   OTHER:_____
    10   NO ANSWER

49. What is the highest level of education you've completed?

    1   JUNIOR HIGH SCHOOL (LESS THAN NINTH GRADE)
    2   SOME HIGH SCHOOL
    3   HIGH SCHOOL DIPLOMA/ GED
    4   SOME COLLEGE
    5   ASSOCIATE DEGREE (2 YR COLLEGE)
    6   BACHELOR DEGREE (4 YR COLLEGE)
    7   SOME POST-COLLEGE EDUCATION
    8   POST-COLLEGE GRADUATE
    10   NO ANSWER

50. Do you currently own a computer?

    1   YES
    2   NO
    9   DON'T KNOW
    10   NO ANSWER

51. Do you have access to use a computer when you want or need to?

    1   YES
    2   NO
    9   DON'T KNOW
    10   NO ANSWER

52. How advanced would you say your computer skills are? Would you say they are...

    1   very advanced,
    2   somewhat advanced,
    3   not very advanced,
    4   or basic?
    9   DON'T KNOW
    10   NO ANSWER

53. How many years have you lived in New York City?

    1   LESS THAN A YEAR
    2   1 YEAR TO JUST UNDER 3 YEARS
    3   3 YEARS TO JUST UNDER 5 YEARS
    4   5 YEARS TO JUST UNDER 10 YEARS
    5   10 YEARS OR MORE
    10   NO ANSWER

54. How many years have you lived in this neighborhood?

    1   LESS THAN A YEAR
    2   1 YEAR TO JUST UNDER 3 YEARS
    3   3 YEARS TO JUST UNDER 5 YEARS
    4   5 YEARS TO JUST UNDER 10 YEARS
    5   10 YEARS OR MORE
    10   NO ANSWER

55. Which of the following best describes the type of housing you live in <u>now</u>?

    1   You own your house or apartment,
    2   You rent your house or apartment,
    1   You are staying with a friend or relative.
    2   OTHER
    9   DON'T KNOW
    10   NO ANSWER

56. How many adults over 18 including yourself <u>currently</u> live in this house/apartment?

    1   ONE
    2   TWO
    3   THREE
    4   FOUR
    5   FIVE
    6   SIX OR MORE
    9   DON'T KNOW
    10   NO ANSWER

57. For statistical purposes only, we need to have an idea of your total family income for 1998. **HAND RESPONDENT INCOME CARD.** Using this card, please tell me the total yearly income received by you and other members of your household in 1998. When answering, please include any earnings of you, your spouse, or other household members who live here, and please include TANF, SSI, Aid to Dependent Children, and Social Security payments. What is the total yearly income received by you and the other members of your household in 1998, before taxes? Just tell me the letter next to the income category shown on the card.

    1   A
    2   B
    3   C
    4   D
    5   E
    6   F
    9   DON'T KNOW
    10   NO ANSWER

58. Does anyone in your household receive public assistance such as food stamps, TANF, SSI, or something else?

    1   YES
    2   NO
    9   DON'T KNOW
    10   NO ANSWER

Thank you so much for your time in completing this survey. If you would like more information about the survey and what we find out, or about the Rheedlen job center, or other neighborhood issues, please fill out and mail in this postcard. **GIVE RESPONDENT POSTCARD.**

Part of this survey involves returning to collect more information in the future--that is, in several years. For that reason, could I have your name and telephone number so that we could contact you later when we are collecting more information? No one will be able to connect your name to the responses you gave on the survey.

IF YES, FILL OUT INFORMATION BELOW.
IF NO:
Thanks again for all your time.

NAME:_____

TEL:_____

Can you provide us with the name of a relative who does not live with you, whom we could contact in order to get in touch with you in a few years?

RELATIVE:_____

TEL:_____

Can you provide us with the name of a friend who does not live with you, whom we could contact in order to get in touch with you in a few years?

FRIEND:_____

TEL:_____

INCOME CARD

MONTHLY INCOME	YEARLY INCOME	LETTER
$833 or less	$9,999 or less	A
$834 - $1,667	$10,000 - $19,999	B
$1,668 - $2,500	$20,000 - $29,999	C
$2,501 - $3,333	$30,000 - $39,999	D
$3,334 - $4167	$40,000 - $49,999	E
$4,168 or more	$50,000 or more	F
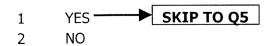
Address ID_____
Near Northside Resident Survey, 2000

PART I. INTRODUCTION
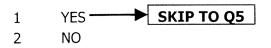
1. Hello. My name is [NAME], and I am an interviewer working for the Near Northside Partnership Council, a community organization in your neighborhood. We are talking to residents today about the Near Northside neighborhood, especially about jobs, education, and other community issues. Could I speak to someone age 18 or older who currently lives here?

    1   YES

    2   NO ⟶ **SKIP TO Q4**

2. We'd like to talk to everyone in the neighborhood, but we can't. Instead, we've selected a few households to be in our study. For statistical purposes we need to make our sample of residents random. Therefore, I need to interview the adult who lives here who had the most recent birthday. Would that be you?

    1   YES ⟶ **SKIP TO Q5**

    2   NO

3. Could I speak to that person now?

    1   YES ⟶ **SKIP TO Q5**

    2   NO

4. Can you tell me a time when I could come back and speak to that person?

    1   YES ⟶ **TIME**:_____

    2   NO ⟶ **LEAVE "SORRY I MISSED YOU CARD" AND DEPART**.
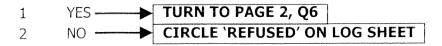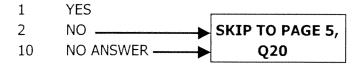
5. The Near Northside Partnership Council is a non-profit community-based organization that works to enhance the quality of life for children and families. Our goal is to improve community life.

    The information from this interview will be used to find out about community needs and to try to design programs to serve the community better. The survey will only take about fifteen minutes, and all information will be kept strictly confidential. Can we start now?
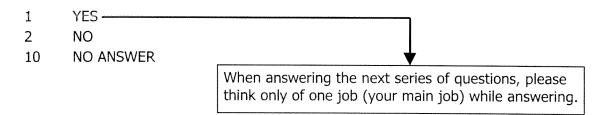
    1   YES ⟶ **TURN TO PAGE 2, Q6**

    2   NO ⟶ **CIRCLE 'REFUSED' ON LOG SHEET**

PART II. EMPLOYMENT

6. Okay, let's get started. The first questions I have for you are about the work that you do for pay. Please include any work for which you get paid, including self-employment or running your own business.

7. Are you currently employed?

    1   YES
    2   NO ⟶ **SKIP TO PAGE 5,**
    10   NO ANSWER ⟶ **Q20**

8. Do you currently have more than one job?

    1   YES
    2   NO
    10   NO ANSWER

> When answering the next series of questions, please think only of one job (your main job) while answering.

9. Roughly how many hours did you work at your job <u>last week</u>?

    GET NUMBER OF HOURS:_____

10. Is this a temporary job, or a permanent position?
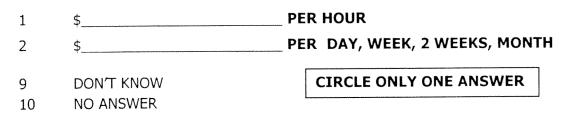
    1   TEMPORARY
    2   PERMANENT
    9   DON'T KNOW
    10   NO ANSWER

11. What do they make or do where you work?

_____

12. What kind of work do you do; that is what is your position or job?

_____

13. Approximately how much do you earn at this job per hour <u>before taxes</u>?

    1      $_____ **PER HOUR**

    2      $_____ **PER DAY, WEEK, 2 WEEKS, MONTH**

    9   DON'T KNOW   **CIRCLE ONLY ONE ANSWER**

    10   NO ANSWER

14. Do you receive health insurance coverage through your employer?

    1   YES

    2   NO   ⟶   **SKIP TO Q16**

    9   DON'T KNOW ⟶   **SKIP TO Q16**

    10   NO ANSWER ⟶   **SKIP TO Q16**

15. Does the employer pay all, part or none of the cost of this health insurance coverage ?

    1   ALL OF THE COST

    2   PART OF THE COST

    3   NONE OF THE COST

    9   DON'T KNOW

    10   NO ANSWER

16. Do you get any other benefits like paid vacation or sick leave from your employer?

    1   YES

    2   NO

    9   DON'T KNOW

    10   NO ANSWER

17. How long have you been working at your main job?

    1   LESS THAN 3 MONTHS

    2   FROM 3 MONTHS TO JUST UNDER 6 MONTHS

    3   FROM 6 MONTHS TO JUST UNDER ONE YEAR

    4   FROM ONE YEAR TO JUST UNDER THREE YEARS

    5   THREE YEARS OR MORE

    9   DON'T KNOW

    10   NO ANSWER

18. How satisfied would you say you are with your main job? Would you say you are...

    1   satisfied,
    2   somewhat satisfied,
    3   somewhat dissatisfied,
    4   or dissatisfied?
    9   DON'T KNOW
    10   NO ANSWER

19. How likely do you think it is that you will be promoted at your job this year? Would you say it is...

    1   likely,
    2   somewhat likely,
    3   somewhat unlikely,
    4   or unlikely?
    9   DON'T KNOW
    10   NO ANSWER
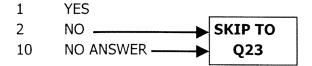
SKIP TO Q21

20. I am now going to read you a number of reasons why some people are not working. Please tell me which of the following, if any, best describes the main reason you are not currently working.

1	You are ill or disabled,
2	You are retired,
3	You are taking care of your home and family,
4	You are going to school,
5	You cannot find work that you want,
6	You cannot find any work at all,
7	or something else.
9	DON'T KNOW
10	NO ANSWER

21. Is there any other work you are currently doing for which you get paid in cash? I just want to remind that everything you say will be kept confidential.

1   YES
2   NO ⟶ **SKIP TO Q23**
10   NO ANSWER ⟶ **Q23**

22. What kind of work is it?

ACTIVITY 1:_____

ACTIVITY 2:_____

ACTIVITY 3:_____

ACTIVITY 4:_____

ACTIVITY 5:_____

PART III. PERSONAL CHARACTERISTICS

23. We're now at the last section. I just have a few more questions to ask you about your background before we finish.

24. GENDER:

    1   MALE
    2   FEMALE

25. What is your year of birth?   **19**_____

    10   NO ANSWER

26. What race or ethnic background do you consider yourself?

1	MEXICAN		
2	MEXICAN-AMERICAN/CHICANO	9	DON'T KNOW
3	AFRICAN-AMERICAN	10	NO ANSWER
4	WHITE		
5	NATIVE AMERICAN		
6	OTHER LATINO (COLOMBIAN, NICARAGUAN, ETC.)		
7	ASIAN		
8	OTHER:_____		

27. What language do you usually speak at home?
    1   ENGLISH
    2   SPANISH
    3   BOTH ENGLISH AND SPANISH
    4   OTHER:_____
    9   DON'T KNOW
    10   NO ANSWER

28. On a scale of 1 to 5, 1 being not at all, 5 being fluent how well do you do the following:

A	Speak Spanish:	1	2	3	4	5	DK NA
B	Read Spanish:	1	2	3	4	5	DK NA
C	Write Spanish:	1	2	3	4	5	DK NA

29. What is the highest level of education you've completed?

      1   JUNIOR HIGH SCHOOL (LESS THAN NINTH GRADE)
      2   SOME HIGH SCHOOL
      3   HIGH SCHOOL DIPLOMA/ GED
      4   SOME COLLEGE
      5   ASSOCIATE DEGREE (2 YR COLLEGE)
      6   BACHELOR DEGREE (4 YR COLLEGE)
      7   SOME POST-COLLEGE EDUCATION
      8   POST-COLLEGE GRADUATE
     10   NO ANSWER

30. Were you born in the United States?

      1   YES   ⟶   **SKIP TO Q33**
      2   NO
      9   DON'T KNOW
     10   NO ANSWER

31. How old were you when you came to this country to stay? _____

     10   NO ANSWER

32. Which of the following best describes your current situation <u>now</u>?

      1   you are a U.S. citizen
      2   you have applied for citizenship
      3   you are planning to apply for citizenship
      4   or you do not plan to become a citizen?
      9   DON'T KNOW
     10   NO ANSWER

33. How many years have you lived in <u>this neighborhood</u>?

      1   LESS THAN A YEAR
      2   1 YEAR TO JUST UNDER 3 YEARS
      3   3 YEARS TO JUST UNDER 5 YEARS
      4   5 YEARS TO JUST UNDER 10 YEARS
      5   10 YEARS OR MORE
     10   NO ANSWER

34. How many adults 18 and over <u>currently</u> live with you?

1	NONE	──────► SKIP TO PAGE 9, Q36
2	ONE	
3	TWO	
4	THREE	
5	FOUR	
6	FIVE	
7	SIX OR MORE	
9	DON'T KNOW	──────► **SKIP TO PAGE 9,**
10	NO ANSWER	──────► **Q36**

35. Of the individuals in the household 18 and over, how many are currently employed, either part-time or full-time, as far as you know?

1 NONE

2 ONE

3 TWO

4 THREE OR MORE

9 DON'T KNOW

10 NO ANSWER

36. For statistical purposes only, we need to have an idea of your total household income for 1999. In 1999, would you say your total household income was more than $10,000?

A	YES	
B	NO	**SKIP TO Q40**
C	DON'T KNOW	**SKIP TO Q40**
D	NO ANSWER	**SKIP TO Q40**

37. Would you say your total household income was more than $20,000?

A	YES	
B	NO	**SKIP TO Q40**
C	DON'T KNOW	**SKIP TO Q40**
D	NO ANSWER	**SKIP TO Q40**

38. Would you say it was more than $30,000?

A	YES	
B	NO	**SKIP TO Q40**
C	DON'T KNOW	**SKIP TO Q40**
D	NO ANSWER	**SKIP TO Q40**

39. Would you say it was more than $40,000?

A	YES	
B	NO	**SKIP TO Q40**
C	DON'T KNOW	**SKIP TO Q40**
D	NO ANSWER	**SKIP TO Q40**

40. Does anyone in your household receive public assistance such as welfare, food stamps, SSI, or something else?

1	YES
2	NO
9	DON'T KNOW
10	NO ANSWER

Thank you so much for your time in completing this survey. If you would like more information about the survey and what we find out, or about the Near Northside Partners Council, or other neighborhood issues, please fill out and mail in this postcard. **GIVE RESPONDENT POSTCARD**.

Part of this survey involves returning to collect more information in the future--that is, in several years. For that reason, could I have your name and telephone number so that we could contact you later when we are collecting more information? No one will be able to connect your name to the responses you gave on the survey.

IF YES, FILL OUT INFORMATION BELOW.
IF NO:
Thanks again for all your time.

NAME:_____

TEL:_____

Can you provide us with the name of a relative who does not live with you, whom we could contact in order to get in touch with you in a few years?

RELATIVE:_____

  TEL:_____

Can you provide us with the name of a friend who does not live with you, whom we could contact in order to get in touch with you in a few years?

FRIEND:_____

TEL:_____

Panel 2:
Residents Map Their Neighborhood

Fort Worth Neighborhood Conditions Survey
Mary Kopczynski (Urban Institute)
Mac Belmontes, Jr. (Near Northside Partners, Fort Worth)

Hartford CityScan
Abandoned Buildings Inventory
Scott Jackson (Connecticut Policy and Economic Council)

Panel 2:
Residents Map Their Neighborhood

Fort Worth Neighborhood Conditions Survey
Mary Kopczynski (Urban Institute)
Mac Belmontes, Jr. (Near Northside Partners, Fort Worth)

Hartford CityScan
Abandoned Buildings Inventory
Scott Jackson (Connecticut Policy and Economic Council)

PANEL TWO SPEAKERS

Macario Belmontes Jr. is the Community Organizer of the Near Northside Partners Council, located in Fort Worth, Texas. The organization primary mission is to enhance the quality of life of the Near Northside community by increasing citizen involvement and empowering through partnerships. He implements unique empowerment processes with existing community-based organizations, churches, small businesses, and residents. He coordinates youth and adult volunteers for activities in the Community Palm Pilot Survey Project. He educates community members and groups about social action processes.

Prior to coming to the Near Northside Partners Council, Belmontes was a Training Coordinator for Sam Houston State University and the Crime Prevention Resource Center. In this position, he provided 3-Day Workshops in Community Policing throughout the State of Texas. Before that he was the AmeriCorps Coordinator for the Corporation of National Service, supervising grant-funded youth ages 18-28.

Belmontes has a B.S. degree in Business Administration, and is currently working on a B.A. in Psychology. He is certified by Fulcrum Inc. in Leadership Skills, Team Building and by Committee for Children in Violence Prevention. His experience includes Gang Prevention, Making Safe Communities, and School Violence Prevention. Belmontes has also conducted Law Enforcement training in Community Policing throughout the State of Texas. He has also volunteered with the Boys and Girls Clubs of Greater Fort Worth, City of Fort Worth Neighborhood Associations, Lake Worth Independent School District, and the Community Advisory Committee for the Fort Worth Police Department.

Scott Jackson, Web Project Manager for the Connecticut Policy and Economic Council, is responsible for overseeing the development CPEC's Internet strategy and providing mechanisms for state residents to participate more fully in their communities.

Scott brings eight years experience in Senator Joseph Lieberman's office working on constituent issues, technology policy, and municipal communications. In addition to independent political consulting and database development programs for local non-profit corporations, Mr. Jackson has designed and maintained a number of political websites.

Scott has a BA degree in Government from Cornell University, and was a Mellon Foundation Summer Research Fellow with Yale University's Department of Political Science.

PANEL TWO SPEAKERS *(continued)*

Mary Kopczynski is a Research Associate with the Public Management Program in the Metropolitan Housing and Communities Center at the Urban Institute in Washington, D.C. Her work since coming to the Urban Institute in 1994 has focused on the design and implementation of improved accountability structures and techniques for government agencies and non-profit organizations, with an emphasis on performance management. Recent research interests have focused on developing new techniques for engaging residents in the assessment of neighborhood conditions, particularly through the use of handheld computer technology.
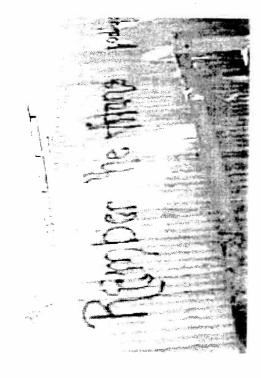
Recent publications include *Comparative Performance Measurement: Insights and Lessons Learned from a Consortium Effort* (Public Administration Review, March/April 1999, Volume 59, Number 2) and *A Model for Community-Based Workshops on Performance Measurement* (produced by the National Civic League and the Urban Institute, 1999). Prior to coming to the Urban Institute, Mary was a senior analyst for intergovernmental affairs at the New York City Office of Management and Budget. Mary has a Master of Public Administration from American University in Washington, DC and a Bachelor's Degree *cum laude* from Bryn Mawr College in Pennsylvania.

City Scan

CPEC

View of Colt Park

CPEC

What Is City Scan?

- City Scan uses cutting-edge technology to empower citizens.

- In City Scan projects, citizens prioritize desired improvements to the physical environment of their community and gather information on how well government services deliver results.

- On city streets, residents (from age 14 through 70) collect data about neighbourhood conditions (e.g. graffiti, potholes) with handheld computers, custom-designed software, wireless modems, Global Positioning Satellite (GPS) receivers and digital cameras.

- City Scan prepares powerful reports and maps using the visual database created from the data.

- Neighborhood groups and local government officials use these reports discuss problems and potential solutions.

erating the information needed to work together on solving problems. City Scan provides an opportunity for local government to respond directly to citizens' concerns and to involve citizens in the process. Citizen groups with specific goals can also use the process, for example, a group of disabled people could document issues around accessibility that need to be addressed.

A View of Bushnell Park

Technology

The City Scan project uses handheld computers, using either Windows CE or Palm OS, running City Scan software to create a database of neighborhood conditions. A photograph is taken of each condition as well.

A desktop computer is used to synchronize data from the handheld computers and link the photos to a particular data record, creating a visual database. City Scan staff use Microsoft Access 2000 to create reports and ESRI's ArcView GIS software to create maps of the data. Wireless modems are sometimes used to transmit data from the field to a centralized desktop. GPS receivers are used to collect exact latitude and longitude of conditions in areas without street addresses, such as parks.

Additional costs include a desktop computer, database software (such as Microsoft Access) and GIS mapping software (such as ArcView) to analyze the data and create maps. The wireless modems (approximately $375) and GPS receivers (approximately $200) are useful but not necessary for basic data collection.

About CPEC

CPEC is a private, non-profit, non-partisan organization that receives funds from federal, state, local, corporate and private sources. CPEC's mission is to increase citizen participation in public policy decision-making at the local level. CPEC encourages citizens to see themselves as owners of government, and elected officials to see citizens as consumers of specific services.

Contact CPEC

How Can City Scan Help?

Local officials need to deliver city services on a limited budget, create satisfied customers by providing high value to voters and manage staff who provide city services. City Scan helps meet these needs by assisting citizens in deciding what their priorities are and allowing city officials to focus their efforts on the areas of most concern, creating a higher return on investment.

City Scan increases citizen involvement in government, by improving communication between citizens and local officials. City Scan increases citizen involvement in government, by improving communication between citizens and local officials about community priorities. The visual database of local conditions created through the City Scan process is used to facilitate agreements among city officials and citizens on how to best address the conditions. Residents also use these maps and reports to follow-up on local officials' promises to remedy these conditions.
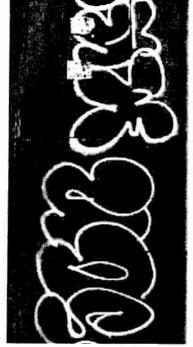
City Scan improves customer service to citizens. It can also serve as a management tool for city officials to use with staff, and saves the city time and money previously spent identifying problems.

Community Benefits

City Scan addresses real, local problems that affect residents' quality of life. It brings citizens and local officials together, gen-

Costs

City Scan technology is easy-to-use, inexpensive, flexible and easily adaptable to other cities. In the United States, the Connecticut Policy and Economic Council (CPEC) has already implemented City Scan in three Connecticut cities: Hartford, New Britain and Stamford.

The basic hardware and software for one team to collect street-level information costs about $1,400, including a handheld computer, data collection software and a digital camera.

Clean-Up Crew

Pocket PC-packing students take stock of city parks.
By Eric Martin - May 2001

FOR ALL TOO MANY CITIZENS, government works in strange and mysterious ways -- not only when we're trying to elect a president, but in the day-to-day activities that make up the majority of our lives. It's not always clear which department is responsible for what functions and whom to address if you have a complaint.

If you hope to master the system, though, you can't wait for a light from above to illuminate the path to a solution. All you can do is start doing your homework, take notes on what's going wrong and show them to as many people as possible.

That's the path that the Connecticut Policy and Economic Council (CPEC), a nonpartisan, not-for-profit organization located in Hartford, Conn., has taken with its City Scan Project. City Scan aims to equip ordinary citizens with high-tech tools to help them improve their neighborhoods and cities. Within its first few months of existence and with the results of its efforts only starting to come in, City Scan received a MOBY Award at the Go Mobile Technology Conference for its innovative use of wireless technology and customized software.

LIVING UP TO ITS NAME

The initial phase of the City Scan Project took place last summer. CPEC outfitted seven students and graduates from Hartford Public High School Technology Academy with Pocket PCs, digital cameras and software with customized pull-down menus, and set them loose in Hartford's five public parks to create a comprehensive record of potholes, graffiti, untended lawns and other physical conditions.

"Our focus has been to create a visual database that can then be used as an accountability tool and for advocacy purposes so that neighbor-hood organizations and citizens can take this information to people with resources to improve the quality of life in these neighborhoods," said Michelle Doucette Cunningham, project director of City Scan.

Canvassing the parks, a relatively small project, allowed City Scan to demonstrate the value of this project for the entire city rather than favoring one neighborhood over another. Cunningham said they also hoped to appeal to teenagers, to get them more involved in government. "We knew that young people would be interested in [participating] because they're regular users of the parks."

City Scan brought on Michael McCausland, a technology education teacher at the Technology Academy, to supervise the project with CPEC research analyst Richard Walker and to select students for the canvassing team. As it turns out, students didn't need much convincing to participate. "We were having class the same day they were there [explaining the project]," said Andrea,* currently a senior at Technology Academy. "I knew all the programs they were using, so I signed up."

The students scoured Bushnell, Colt, Goodwin, Keney and Pope parks in teams, scanning them for areas both problematic and commendable, matching those areas on park maps, documenting their comments into Pocket PCs and recording still and video images of the conditions with digital cameras. "When we were in the field, a lot of people came up and asked us what we were doing," said John,* a junior. "When we told them, they'd all say, 'It's about time.'"

That may be overstating the case a little; not everyone the students encountered was quite that enthusiastic. "When we were looking for situations in Keney Park, the workers there thought we were spying on them, so they got mad at us," said Andrea.

Mad maybe -- but also more conscientious about their work. "The kids felt that just their being there and looking at the conditions and taking notes created an increased reaction from the parks' maintenance people," said Cunningham. "For example, one day they found a large pit that needed a metal plate over it [because] they felt that a small child could easily fall in. A maintenance worker asked them what they were doing, and when they came back the next day, the hole was covered up."

STATE OF THE PARKS

The students categorized and analyzed the data and corresponding images at their school's technology lab and created maps of each park using HTML, Microsoft FrontPage 2000, Macromedia Dreamweaver and Flash 4 and Adobe Photoshop. The maps were posted on City Scan's Web site . The maps contain icons for every item found in the parks -- every bench, bush, trashcan and portable toilet -- with red stars marking links to conditions the students found noteworthy.

The conditions are both positive and negative, so you're never quite sure what's going to turn up when you click on a star. You may find out that there's graffiti on a statue in Bushnell Park near Elm Street but that the stage and pavilion are in good condition. "We didn't just want to criticize the parks, because then people would think that Hartford parks are all bad," said John, who did most of the work on the Web site. In all cases, dated photographs back up the comments, thereby allowing park visitors to see how long a problem area has been neglected -- or how quickly it's been fixed.

Cunningham has since met with the Hartford Parks and Recreation Commission, the five Friends of the Parks committees and a number of neighborhood associations to present the students' diagnoses. "People have been really excited about the information," she said. "They see it as a great opportunity to have not only a baseline of where everything stands, but also a tool to make decisions and set priorities."

For Cunningham, the parks project succeeded in part because the students presented the data in a format that's accessible from anywhere. "In the meeting with the Parks and Recreation Commission, I could take out my laptop, take out a projector and take them on a virtual tour to the five parks," she said. "It would have been a lot more difficult to get them during the day while it was light out to go to these facilities. Instead, I could show them all of the things in the park at their regular evening meeting. It's kind of a way of bringing the parks to the people."

CONNECTING WITH CONNECTICUT

From its modest beginning in Hartford's parks, City Scan has begun to branch out over the rest of the city and state. Some of the students involved in the parks project are now working part time on a graffiti-monitoring project in Hartford's historic Parkville neighborhood in cooperation with the Parkville Revitalization Association. After students walk the streets and report conditions, Hartford Proud and Beautiful, a nonprofit organization, visits afflicted areas and cleans them up.

This expansion comes in part thanks to a recent grant from the Annie E. Casey Foundation. City Scan initially was funded through a $435,000 grant from the Alfred P. Sloan Foundation. It has received additional support from River Run Software, which supplied customized software based on its OnSite application; Microsoft, which donated the Pocket PCs; and the William Caspar Graustein Memorial Fund of Connecticut, which funded the purchase of video and editing equipment.

Beyond Hartford, City Scan is already active in nearby New Briton, has been discussing new projects with the cities of New Haven and Bridgeport, and is working with the Stamford Academy

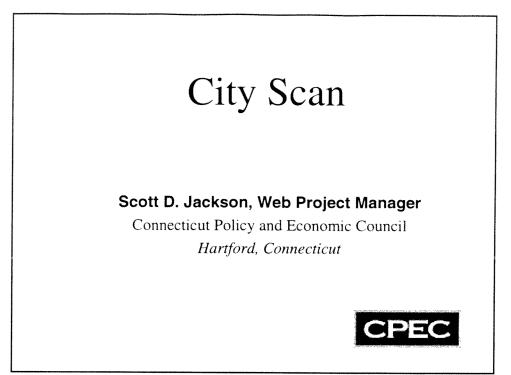for Information Technology for a project in that city this summer.

Along with the expansion into new cities comes an expansion in the types of individuals involved with the projects. "In New Briton and [the Hartford neighborhood of] Parkville, we've used senior citizens who've never used a computer before. We've also sent out mixed teams of youths and senior citizens, youths and adults, and found that this is a nice intergenerational activity as well as useful training," Cunningham said. "We specifically selected the technology for its ease of use."
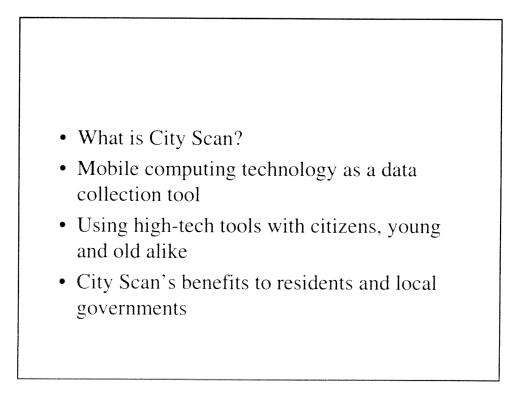
Thanks to easy-to-use technology and hands-on projects, City Scan can already claim success in its goal of getting citizens more involved in their local government. "We see things more clearly now," said Andrea. "I notice things that I wouldn't have noticed before. I would have ignored them, but now I know that I can contact someone and take care of it."

W. Eric Martin is a freelance writer living in southeastern Massachusetts.

City Scan

Scott D. Jackson, Web Project Manager

Connecticut Policy and Economic Council

Hartford, Connecticut

CPEC

- What is City Scan?
- Mobile computing technology as a data collection tool
- Using high-tech tools with citizens, young and old alike
- City Scan's benefits to residents and local governments

CPEC Mission

- Create new models
  - for citizens to shape decisions
  - at the community level
  - using innovative
    - information,
    - communication and
    - goal-setting tools.

City Scan Process

- Prioritization
- Scan
- Response (by community)
- Re-Scan (measure government response)

Prioritization

- Identify the questions -- what do we want to know?

- Determine community priorities

- Focus groups

- Surveys

Scan

- Document neighborhood conditions using:
  - Hand held computers
  - Digital cameras
  - Digital video
  - Mapping utility

Response: Prioritize Conditions

- Evaluation of data collected during scan
- Allows for substantive discussion of specific issues by community groups
- Prioritization of conditions that need improvement

Response: Improve Conditions

- Local government action (potholes)
- Encourage other partners (Hartford Proud & Beautiful graffiti removal)
- Strategic planning
- Focus community efforts (where to hold next clean-up day)

Rescan

- Powerful accountability tool for city residents to use with local government
- Visually captures before and after images
- On-going process

City Scan Technology: Hardware

- Cassiopeia E115
- Compaq iPaq
- HP Jornada

City Scan Technology: Hardware

- Kodak DC215 digital camera

- Sony digital camcorder
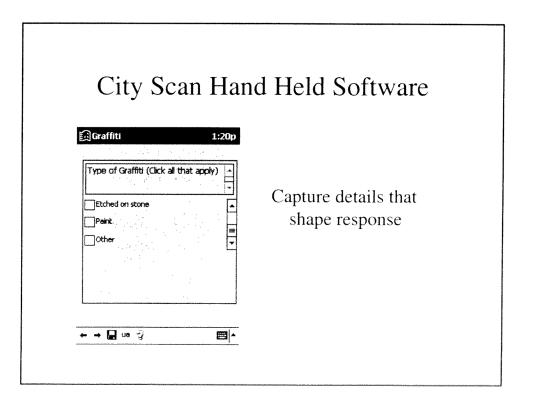
City Scan Hand Held Software

Select Condition   1:18p

Select a condition and then select the Start Survey button to start the survey.

[Select Condition]

Start Survey

View Survey List

River Run Software Group's OnSite

- Flexible
- Intuitive
- Powerful

City Scan Hand Held Software

Select Condition   1:18p

Select a condition and then select the Start Survey button to start the survey.
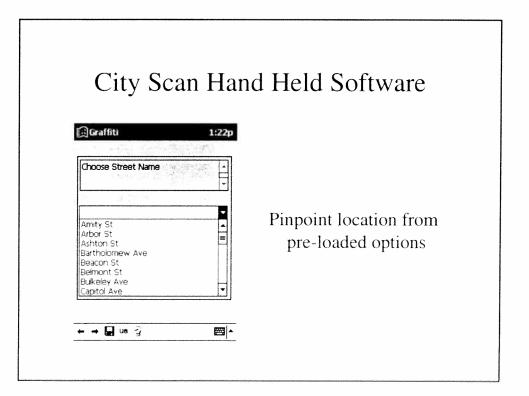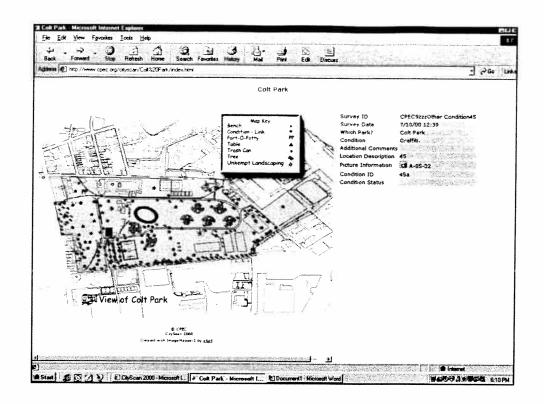
[Select Condition]
Abandoned/Run Down Building
Accessibility
Benches
Bus Stop
Crosswalk
Fencing
Graffiti
Litter

Identify the condition

City Scan Hand Held Software

Graffiti   1:20p

Type of Graffiti (Click all that apply)

☐ Etched on stone
☐ Paint
☐ Other

Capture details that shape response

City Scan Hand Held Software

Indicate severity

City Scan Hand Held Software

Pinpoint location from pre-loaded options

View of Colt Park

Innovation: CivicRADAR

CivicRADAR is the first Internet-based Citizen Relationship Management (CRM) tool designed with both citizens and governments in mind.

CivicRADAR Components

•Interactive Database with Mapping
Components

•Survey Mechanisms

•"Virtual Town Green"

"Web-Enabled" variation of City Scan accessible to any Citizen!

Data Is Power –
Databases and GIS

- Data can be obtained and viewed in different ways
  - As maps or datasheets
    - by street
    - by condition
    - by severity rating
    - by responsible city agency
- Provides concrete data as basis for discussion of neighborhood priorities

Major Achievements in First Year

- Completed projects in Hartford, CT
- Launched in additional cities
- Moby Award for Pocket PC software
- Connections made with various technology partners and advisors
- Media attention

MOBY
A W A R D S
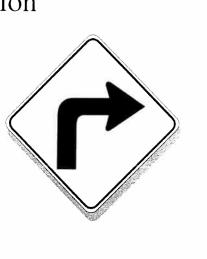
Lessons Learned

- Keep technology simple
- Use separate screen views for each step in the process
- Introduce task first, technology second
- Team works best: spotter and recorder

Key Benefits of Technology Solution

- Productivity jumps

- Customer satisfaction increases with shift from complaint response to active quality management

- Better data drives better response

New Technologies

- Global Positioning Satellite (GPS)

- Wireless

TeleType GPS PCMCIA shown here with Compaq iPAQ and Vadem Clio

Compaq iPAQ requires full size PCMCIA jacket accessory

Additional Uses for Existing Technology

- Other uses of handheld technology:
  - Conducting surveys
  - More effectively manipulating administrative data

ENGAGING RESIDENTS IN THE COLLECTION AND USE OF QUALITY OF LIFE INDICATOR DATA

CONFERENCE MATERIALS

1. Project Description
2. List of Neighborhood Indicators
3. Rating Scales and Definitions Developed for Near Northside Community
4. Near Northside Resident Survey: Sample Report Format
5. Overview of Handheld Computer and Procedures for Rating Street Conditions

Engaging Residents in the Collection and Use of Quality of Life Indicator Data in Fort Worth, TX and Columbia Heights, DC

Project Description

Overview

In Spring 2001, the Urban Institute began a demonstration effort designed to engage residents in two communities in the collection and use of outcome data identified as meaningful to adult and youth in those neighborhoods. Fort Worth, TX and Columbia Heights, DC were identified because of their involvement in the Neighborhood Jobs Initiative (NJI) and their interest in taking a closer look at quality of life issues at the neighborhood level.[1] The Near Northside Partners Council in Fort Worth, TX and the Council of Latino Agencies in Columbia Heights, DC agreed to partner with the Urban Institute to develop and undertake this demonstration.

Urban Institute researchers were interested in two core questions: (1) What is the feasibility of engaging residents in activities designed to identify and collect data on neighborhood quality of life indicators? and (2) To what extent can such data be used in ways that contribute to improvements in neighborhood conditions? In addition, this demonstration would provide an important opportunity to develop resident-driven data collection instruments and test data collection procedures at the neighborhood level.

Key elements of the effort proposed in each community centered around (1) trained observer ratings, (2) surveys of neighborhood residents, and (3) action plans to be developed by residents based on findings from the data collection activities. Handheld computer technology was used as the central means by which trained observer data would be collected, but were also used for the resident survey.

Secondary goals for this demonstration are as follows:

1. To raise awareness among adult and youth residents about their ability to impact community-based outcomes.
2. To provide residents with access to information and specific skills for monitoring local conditions.
3. To enhance communication between residents and local government actors about the provision of local services.
4. To improve accountability of local governments to residents regarding the provision of public services.
5. To provide a workable model that can be expanded locally and/or transferred to other neighborhoods.

---

[1] The Urban Institute has provided ongoing assistance to NJI communities in the identification and measurement of key neighborhood indicators. This demonstration effort is an extension of these activities.

Local Partners and Working Groups

The Urban Institute (UI) partnered with a community-based organization in each city. The CBO was expected to assist by identifying local volunteers, convening meetings of local working groups during UI site visits, coordinating various aspects of data collection activities, and assisting in bringing together residents, community organizations, and government representatives to learn about findings from the demonstration. Small sub-contracts were awarded to the CBO in each community in order to provide small stipends to resident volunteers, and to partially defray some of these costs for the CBO. A brief description of the local partners is provided below.

❑ The Council of Latino Agencies (CLA) is comprised of 37 multicultural community-based organizations in the District of Columbia that form a network of service providers to Latinos and other low-income residents. The council was founded in 1977. Through the Council, member CBOs coordinate service delivery, multiply their purchasing and bargaining power, and share information and resources that foster the development of individual CBOs and the community as a whole.

❑ The Near Northside Partners Council (NNPC) is a community-based organization in Fort Worth, Texas founded in May 1991 by residents and professionals to address the lack of health services for children. NNPC has expanded its outlook and now serves as an advocacy and community organizing council, focusing on issues such as improving city services, reducing crime, increasing citizen participation, rehabilitating neighborhood housing, supporting economic development, and providing leadership development services to residents.

Each community was asked to assemble a local working group of approximately 10-15 residents to participate in a six to nine-month demonstration. Both communities were interested in involving youth residents as well as adult volunteers. In Fort Worth, the NNPC elected to assemble two-groups: an adult group to provide general oversight and direction to the project, and a youth group which would have primary responsibility for collecting the data. In Columbia Heights, youth and adult volunteers were combined in a single group.

Specific tasks identified for local working groups were to:

1. Identify and prioritize desirable community conditions for neighborhood residents.

2. Participate in training activities for use of handheld technology and undertake trained observer ratings and resident survey data collection activities.

3. Review findings and results from data collection activities and participate in a community forum with other residents to seek initial ideas for developing an action plan.[2]

---

[2] Development and implementation of a formal action plan is beyond the scope of this effort. We hope to work with local partners to identify additional funding for these activities.

Core Project Activities

Below is a brief description of each of the core activities for this demonstration. Sample products from many of these activities are included with this packet.

1. Assemble Local Working Group: Local partners were asked to identify 10-15 residents who would help to identify quality of life indicators, participate in data collection activities, and participate in a community forum at the end of the demonstration. Small stipends were allocated for each participant.

2. Identify and Prioritize Conditions to be Monitored: Urban Institute staff facilitated 2-3 hour meetings with each working group to discuss specific quality of life concerns in each neighborhood, and to help prioritize these conditions.

3. Translate Conditions into Indicators: Based on feedback from the working group meetings, Urban Institute staff translated outcomes and quality of life concerns into specific indicators. These lists were reviewed by the local working groups to narrow the list to a more manageable number of priority indicators. (See sample indicator list attached).

4. Develop Data Collection Instruments: Urban Institute staff developed specific rating scales and definitions, and a resident questionnaire (for Fort Worth). These instruments were shared with local working groups for final adjustments. (See attachments.)

5. Program Handheld Computers and Design Reports: Handheld computers were programmed using Visual CE software, and data reports were designed in Access. (A sample report from the NNPC Resident Survey is included as an attachment.)

6. Develop Data Collection Procedures and Training Materials: This step occurred in conjunction with the programming (step 5). The programs and procedures were pre-tested and de-bugged. Detailed protocols were developed and outlined in a series of training manuals (one for the trained observer ratings, a second for the resident survey in Fort Worth, and a supplement with guidelines for scheduling resident interviews for the neighborhood survey.) Sampling strategies were also developed as part of this step. (Excerpts from trained observer training manual are attached.)

7. Train Residents: Urban Institute staff spent five days on site in Fort Worth working with the field manager from NNPC, adult and youth residents, all of whom would be involved in data collection activities. Training in Columbia Heights took place over a single weekend, but was focused only on the trained observer ratings and a smaller number of volunteers.

8. Collect Data and Transfer to Database: Working in team of two or three, residents participated in data collection activities in shifts of 1-2 hours. Street ratings were projected to take approximately 20 minutes each, and resident interviews were expected to take about an hour (including transportation and

scheduling). At the end of each shift data were transferred to an Access database.

9. Produce Reports and Review Data: Generating reports literally takes only a few minutes. Reports for trained observer ratings are still being modified to meet local needs and interests. These reports will summarize data for all blocks by indicator or condition, as well as provide block-by-block summaries of all conditions rated.

10. Convene Community Forum: Shortly after data collection activities have been concluded, local partners are planning to convene a community forum to share findings from the demonstration. This meeting is hoped to yield a variety of input and discussion among residents, CBOs and government representatives with the goal of beginning a process to develop an action plan for the neighborhood.

Progress to Date and Next Steps

Data collection activities for both the trained observer ratings and resident survey in Fort Worth concluded on November 16. Trained observer ratings are still underway in Columbia Heights and are expected to be completed in early December. Resident survey activities in Columbia Heights were postponed and will not likely occur under this demonstration.

We plan to work with each community to review data and plan for a community forum. In addition, we hope to spend some time with local partners to review lessons learned, successes and challenges, and in documenting detailed findings from this demonstration effort through a series of articles or reports.

Finally, we hope to explore, with our local partners, opportunities for extending and expanding this demonstration in these and other interested communities. As noted above, this demonstration was limited to a single round of data collection. Also the very important issue of helping the residents and community use this information to develop and implement action plans remains has not yet been addressed.

For additional information please contact:

Mary Kopczynski
Research Associate
Metropolitan Housing and Communities Center
The Urban Institute
2100 M Street, NW
Washington, DC 20037
(202) 261-5590
mkopczyn@ui.urban.org

COMBINED SET OF INDICATORS FOR COLUMBIA HEIGHTS (DC) AND NEAR NORTHSIDE (FORT WORTH)

Street And Sidewalk Conditions

Condition to be Measured	Specific Indicator to be Measured	Data Collection Procedure
1. Street surface conditions	a. Number and percentage of residents rating street surface conditions, rideability as satisfactory. b. Number and percentage of streets with surface conditions rated as fair or poor. c. Average time to repair potholes or other hazards reported by citizens.	a. Resident survey b. Trained observer c. Agency record
2. Sidewalk conditions	a. Number and percentage of residents who say sidewalk conditions and availability are satisfactory. b. Number and percentage of blocks with sidewalks in satisfactory condition.	a. Resident survey b. Trained observer
3. Street signs	a. Number and percentage of sign posts with no signs or signs uprooted and laying on the ground per block. b. Number and percentage of signs not readable due to graffiti or general fading and age per block. c. Number and percentage of residents who rate missing or visibility of street signs a problem.	a. Trained observer b. Trained observer c. Resident survey
4. Abandoned Cars	a. Number of abandoned cars per block.	a. Trained observer
5. Noise pollution	a. Number and percentage of residents who say noise pollution from traffic is frequently, occasionally, or rarely a problem.	a. Resident survey
6. Parking	a. Number and percentage of empty parking spaces. b. Number and percentage of residents who say they have trouble finding a parking spot on their block frequently.	a. Trained observer b. Resident survey
7. Through traffic/commuter traffic	a. Number and percentage of residents who say commuter traffic is a problem. b. Number and percentage of blocks with steady stream of traffic.	a. Resident survey b. Trained observer
8. Bus conditions	a. Percent of bus stops with shelters. b. Number and percentage of bus users who rate buses as overcrowded. c. Number and percentage of nonusers who give overcrowding as reason for nonuse.	a. Trained observer b. Resident survey c. Resident survey

Neighborhood Cleanliness And Solid Waste Collection

Condition to be Measured	Specific Indicator	Data Collection Procedure
9. Street, alley, and neighborhood cleanliness	a. Number and percentage of households rating their neighborhood cleanliness as satisfactory. b. Number and percentage of (a) streets, (b) alleys the appearance of which is rated satisfactory. c. Presence of empty beer, liquor bottles, broken glass visible in the streets, yards, or alleys. d. Number and percentage of blocks with one or more health hazards such as abandoned bulky items, dead animals, piled trash.	a. Resident survey b. Trained observer c. Trained observer d. Trained observer
10. Offensive odors	a. Number and percentage of households reporting offensive odors from solid wastes. b. Number and percentage of blocks with noticeable odors from solid waste.	a. Resident survey b. Trained observer
11. Trash on streets	a. Number and percentage of respondents who have witnessed someone littering. b. Number of people littering per block. c. Number and percentage of respondents who report seeing overflowing public trashcans frequently. d. Number of overflowing public trashcans on the block.	a. Resident survey b. Trained observer c. Resident survey d. Trained observer
12. Rats/Roaches	a. Number and percentage of residents who have seen rats on their block in the past 3 months. b. Sightings of rats or roaches per block.	a. Resident survey b. Trained observer
13. Resident participation in recycling programs	a. Number and percentage of households reporting that they participate in the local recycling program.	a. Resident survey
14. Customer satisfaction with trash collection	a. Number and percentage of residents who rate their current information about trash collection times, availability of trashcans, recycling, and trash destination satisfactory. b. Number and percentage of residents who rate location, number, and identification of trash cans and dumpsters satisfactory. c. Number and percentage of residents rating frequency of trash collection satisfactory. d. Number and percentage of respondents who rate frequency of city waste as satisfactory. e. Number and percentage of residents reporting overall satisfaction with solid waste collection services they receive. f. Number and percentage of residents reporting satisfaction with bulky item pick up services. g. Number and percentage of residents reporting missed collections. h. Number and percentage of residents reporting spillage by collection crews.	a. Resident survey b. Resident survey c. Resident survey d. Resident survey e. Resident survey f. Resident survey g. Resident survey h. Resident survey

Housing

Condition to be Measured	Specific Indicator	Data Collection Procedure
15. Housing Characteristics	a. Number of new houses being built. b. Number of houses to which improvements are being made. c. Number of abandoned houses per block. d. Number and percentage of homes built before XX.	a. Trained observer b. Trained observer c. Trained observer d. Agency record
16. Condition of housing and yards	a. Number and percentage of houses with broken windows, railings, awnings falling off, other instances of broken material or damaged exterior. b. Number and percentage of houses with deteriorated paint, that are excessively dirty, have crumbling facade, etc. c. Number and percentage of houses with graffiti on them. d. Number and percentage of houses with overgrown grass, excessive weeds, muddy or rutted yards, or otherwise unkempt landscaping. e. Number and percentage of houses with lawns strewn with trash, abandoned machinery....	a. Trained observer; city inspection information b. Trained observer c. Trained observer d. Trained observer e. Trained observer
17. Resident satisfaction with housing	a. Number and percentage of residents rating the condition of their current housing as satisfactory. b. Number and percentage of residents rating the price of their current housing as satisfactory. c. Number and percentage of residents rating the availability of affordable housing in their neighborhood as satisfactory.	a. Resident survey b. Resident survey c. Resident survey

Retail/Businesses

Condition to be Measured	Specific Indicator	Data Collection Procedure
18. Amount and diversity of retail on the block	a. Number/types of stores on the block. b. Number of liquor stores on the block. c. Number and percentage of residents who feel badly inconvenienced by the absence of certain businesses in their neighborhood, by type.	a. Trained observer b. Trained observer c. Resident survey
19. Condition of businesses	a. Number of businesses that look abandoned. b. Number of businesses with broken windows. c. Number of businesses with graffiti.	a. Trained observer b. Trained observer c. Trained observer
20. Resident satisfaction with retail	a. Number and percentage of residents who feel the number and types of businesses on their block, neighborhood are satisfactory. b. Number and percentage of residents who would frequently shop at businesses that were locally owned instead of those that were not locally owned.	a. Resident survey b. Resident survey

---

Neighborhood/Public Safety

Condition to be Measured	Specific Indicator	Data Collection Procedure
21. Animal Control	a. Number and percentage of blocks with one or more stray animal present.	a. Trained observer
22. Street lighting	a. Number and percentage of broken, missing, or darkened streetlights per block b. Number and percentage of residents who feel street lighting in their neighborhood is insufficient, about right, or too bright.	a. Trained observer b. Resident survey
23. Visibility of House Numbers	a. Number and percentage of housing units per block with missing, faded, or blocked house numbers. b. Number and percentage of residents reporting difficulty in viewing house numbers	a. Trained observer b. Resident survey
24. Resident Perception of Neighborhood Safety	a. Number and percentage of residents who feel that (a) pornography, (b) prostitution, (c) gambling (d) 'soft' illegal drug usage (e) 'hard' illegal drug usage (f) sale of illegal drugs is a major problem in their neighborhood or community. b. Number and percentage of residents who report having been a victim of crime in their neighborhood in the last six months c. Number and percentage of residents that report being afraid of injury from unsafe conditions in the neighborhood such as being caught as a bystander in a criminal act . d. Number and percentage of respondents that feel safe (or unsafe) walking in their neighborhood: ➢ During the day ➢ After dark	a. Resident survey b. Resident survey c. Resident survey d. Resident survey
25. Code Violation and Ordinance Enforcement	a. Number and percentage of residents that perceive City officials as aggressive, neutral or passive in enforcing the City Housing Regulations against violators. b. Number and percentage of buildings per block cited for a code violation in the last six months.	a. Resident survey b. Agency record
26. Resident Participation in Crime Watch Programs	a. Number and percentage of residents that report attending a neighborhood crime watch meeting in the last 6 months. b. Number and percentage of residents that report awareness of the time, date, and location of meetings.	a. Resident survey b. Resident survey
27. Gangs and vandalism	a. Number of gang symbols per block - e.g. graffiti markings in buildings, street signs. b. Number and percentage of residents that perceive that gang activity in the neighborhood is a problem. c. Number and percentage of blocks with a high presence of graffiti or vandalism such as marked up walls on building, defaced street signs, bullet holes in streets signs, overturned sewer lids, etc. d. Number and percentage of residents who feel that graffiti is a problem in their neighborhood or community.	a. Trained observer b. Resident survey c. Trained observer d. Resident survey
28. Observed crimes	a. Number and percentage of residents reporting that they have been the victim of a crime in the neighborhood in the last months. b. Number and percentage of residents reporting that they have witnessed a crime in the neighborhood in the last 6 months.	a. Resident survey b. Resident survey

Condition to be Measured	Specific Indicator	Data Collection Procedure
	What crime were they a victim of: ➢ Theft ➢ Assault ➢ Held up ➢ Other?_____	
29. Public disturbances	a. Number and percentage of blocks with arguing fighting, acting hostile/threatening taking place. b. Number and percentage of blocks with people drinking alcohol on the block face. c. Number and percentage of residents that think youth loitering, hanging out in the neighborhood is a problem. d. Number and percentage of blocks with drunken or otherwise intoxicated people.	a. Trained observer. b. Trained observer c. Resident survey d. Trained observer
30. Satisfaction with Police attitudes	a. Number and percentage of respondents that feel police were generally **fair** in dealing with them. b. Number and percentage of respondents that feel police are generally **courteous** in their interactions with residents. c. Number and percentage of citizens that feel police were generally **helpful, cooperative,** and **sensitive to their concerns**. d. Number and percentage of citizens that feel police were generally **honest** and can be trusted.	a. Resident survey b. Resident survey c. Resident survey d. Resident survey
31. Police safety	a. Number and percentage of citizens that feel police engage in unnecessary risks (e.g. speeding, parking illegally, driving on sidewalks...). b. Number and percentage of residents reporting that they saw police vehicles parked illegally, being driven on sidewalks or otherwise causing a traffic hazard in the last six months	a. Resident survey b. Resident survey
32. Citizen satisfaction with police performance and interactions	a. Percentage of persons requesting assistance for other than serious crimes who are satisfied with police handling of their problems, categorized by reason for dissatisfaction and by type of call. b. Percentage of citizens that rate overall police performance in the neighborhood as excellent or good, by reason for satisfaction. c. Number and percentage of residents of police officers able to communicate with residents in their language. d. Turnover in the police officers that cover residential neighborhoods e. Number and percentage of residents that feel police responded fast enough when called.	a. Resident survey (Complainant survey) b. Resident survey c. Agency record d. Agency record e. Resident Survey

Condition to be Measured	Specific Indicator	Data Collection Procedure
33. Drugs	a. Number and percentage of blocks with evidence of drug paraphernalia such as crack vials, pipes, needles.	a. Trained observer
	b. Number and percentage of respondents who have seen drug paraphernalia on the block and believe it is a problem.	b. Resident survey
	c. Number and percentage of respondents who report having witnessed a drug deal in their neighborhood.	c. Resident survey
	d. Number and percentage of residents who report being solicited to purchase drugs in their neighborhood.	d. Resident survey
	e. Number of solicitations to buy drugs.	e. Trained observer
	f. Number and percentage of residents who rate drug dealing as a major problem in their neighborhood.	f. Resident survey
	g. Number and percentage of residents that consider drug dealing prevalent in their neighborhood but do not believe it is a problem.	g. Resident survey
	h. Number and percentage of residents who report that they believe drug dealing is acceptable if it is done to earn money to pay family bills such as rent, utilities or grocery costs.	h. Resident survey
	i. Number and percentage of residents satisfied with law enforcement against drug dealers in their neighborhood.	i. Resident survey
	j. Number and percentage of residents rating drug use as a major problem in the neighborhood.	j. Resident survey

Parks And Recreation Facilities

Condition to be Measured	Specific Indicator	Data Collection Procedure
34. Overall condition of parks	a. Number and percentage of parks with grass rated as fair or poor. b. Number and percentage of parks with park benches and picnic tables rated fair or poor. c. Number and percentage of households rating the condition neighborhood parks and recreation as satisfactory or unsatisfactory. d. Number and percentage of families that have used parks in the last three months.	a. Trained observer b. Trained observer c. Resident survey d. Resident survey
35. Pool Overcrowding	a. Average attendance at the pools. b. Number and percentage of pool users rating the pool as overcrowded. c. Number and percentage of non-users of the pool saying that overcrowding is why they do not use the pool.	a. Agency record b. Resident survey c. Resident survey
36. Better equipped parks	a. Number of each of the following, by park: hard surface playing courts, playing fields, paths or walkways, playground equipment, picnic equipment., bathrooms.	a. Trained observer
37. Quantity of recreation facilities	a. Number of recreation facilities. b. Percentage of residents rating neighborhood recreation opportunities as satisfactory or unsatisfactory.	a. Trained observer b. Resident survey
38. Condition of recreation facilities	a. Number and percentage of swimming pools with cleanliness rated fair or poor. b. Number and percentage of recreation facilities with cleanliness rated fair or poor. c. Number and percentage of families that have used recreation facilities in the last three month.	a. Trained observer b. Trained observer c. Resident Survey

Employment Services And Opportunities

Condition to be Measured	Specific Indicator	Data Collection Procedure
39. Job training programs	a. Number and percentage of slots filled in youth job training programs. b. Number of job training slots per unemployed and out-of-labor force residents. c. Educational attainment of adults.	a. Agency record b. Agency record c. Resident Survey
40. Resident familiarity with opportunities.	a. The number and percentage of residents that perceive adequate availability of job training and education programs.	a. Resident survey
41. Resident Employment	a. Number and percentage of residents reporting that a. an adult, b. a youth in their household is unemployed and looking for work. b. Number and percentage of residents reporting that a. an adult, b. a youth in their household is employed but actively seeking a better job.	a. Resident survey b. Resident survey

7

Neighborhood Relationships/Social Connections

Condition to be Measured	Specific Indicator	Data Collection Procedure
42. Trust of neighbors	a. Number and percentage of residents rating neighbors as usually friendly. b. Number and percentage of residents who recognize/know name of "almost everyone" who lives on their block. c. Number and percentage of residents willing to ask a neighbor for help/borrow something, etc. d. Number and percentage of residents willing to help a neighbor/lend something to a neighbor, etc. e. Number and percentage of adults stopping to talk or greet one another on the block face. f. Number and percentage of adults (teens, children) congregating or hanging out on the block.	a. Resident survey b. Resident survey c. Resident survey d. Resident survey e. Trained observer f. Trained observer
43. Sense of Community[1]	a. Percentage of residents who feel a "great deal" of a sense of community with other people on the block (share interests and concerns). b. Percentage of residents who feel it is "very important" to feel a sense of community with others on the block.	a. Resident survey b. Resident survey
44. Resident participation	a. Number and percentage of residents that report attendance at neighborhood meetings or events in the last 6 months. b. Number and percentage of streets with active block or watch clubs. c. Number of blocks with neighborhood watch signs posted. d. Number of residents that claim to have membership with or be involved with local organizations. e. Percentage of residents who say they are willing to host or organize an event with neighbors (e.g. block party).	a. Resident survey b. Resident survey c. Trained observer d. Resident survey e. Resident survey
45. Relative or extended families	a. Number and percentage of residents reporting that relatives live with them.	a. Resident survey
46. Pride in community	a. Number of signs and demarcations with the community's or a neighborhood's name.	a. Trained observer
47. Interaction among different ethnic groups	a. Number and percentage of blocks where residents of different ethnicity are observed interacting. b. Number and percentage of residents who report having friends of a different ethnic group. c. Number and percentage of residents who report that they have been a victim of racism in the neighborhood during the last 6 months. d. Number and percentage of residents who perceive racism as a significant problem in their neighborhood.	a. Trained observer b. Resident survey c. Resident survey d. Resident survey

[1] Unger, Donald G. and Abraham Wandersman. Neighboring in an Urban Environment. www.aspenmeasures.org/html/final_results.asp?table=instrument&id=88.

Access To Information And Resources

Condition to be Measured	Specific Indicator	Data Collection Procedure
48. Availability of Information	a. Number and percentage of residents reporting difficulty in finding information about municipal government services such as police protection, trash collection or parks and recreation.	a. Resident survey
49. Resident Knowledge of Information	a. Number of approved venues per block (e.g. bulletin boards in grocery store, library) for organizations and individuals to post information.	a. Trained observer
	b. Number and percentage of residents reporting that they know places in their neighborhood to go for information about government assistance programs and other information such as the library, the community center, a church or the United Way.	b. Resident survey
	c. Number and percentage of residents reporting that they have taken advantage of neighborhood sources of information such as the library, the community center, a church, or the United Way or the DC government.	c. Resident survey
	d. Number and percentage of residents rating the information and resources available to their neighborhood as helpful.	d. Resident survey

Ratings Scales and Definitions Prepared for Near Northside Community

The following rating scales were chosen to measure issues and priorities raised by residents in the Near Northside community.

Street Surface

Choose a street surface rating:

1 **Smooth rideability**
No noticeable defects; One or two minor defects (small bump, crack or hole); Many small cracks apparent but no noticeable effect on rideability.

2 **Slightly bumpy rideability**
Several minor defects or minor potholes, but none appear severe; A large single bump or some minor bumps.

3 **Considerably bumpy**
Much of the street is broken up, but no major hazard is apparent

4. **Potential safety hazard present**
One or more large potholes or other major defects.

Definitions: A *large pothole* is defined here as a hole 3 1/2 inches deep and at least 12 inches across.
A *major defect* is defined as an abrupt change of street surface level greater than 3 1/2 inches.
A *minor defect* is defined as less than 3 1/2 inches deep or less than about 12 inches in diameter.

Comments: Use this space to note any intersection problems

Litter

Rate street litter accumulation:

1. **Street completely clean**
No more than two pieces of litter or broken glass.

2. **Street largely clean**
A few pieces of litter and broken glass observable, but only in the form of isolated discarded items; A single accumulation less than or approximately equal to the volume of a grocery sack should be rated as 2.

3. **Lightly scattered litter**
Litter or broken glass along all or most of the street, or one heavy pile of litter, but no accumulations of litter large enough to indicate dumping; A single accumulation greater than the volume of a grocery sack but less than the volume of a garbage can should be rated as 3.

4. **Heavily scattered litter**
Heavily scattered streets with litter and broken glass; litter accumulation in piles; or heavy litter distributed down all or nearly all the block; A single accumulation greater than the volume of a garbage can should be rated as 4.

Comments:

Sidewalks

Choose a sidewalk rating

1. **No problems or defects.**
   Some hairline cracks may be present, but surface still presents a smooth appearance with no problems likely to cause pedestrians to stumble.

2. **Some signs of deterioration.**
   Sidewalk is basically good but has a severe side-to-side slope or other minor deterioration that could cause pedestrians to stumble. Sidewalk has some breaks or unevenness less than 1 1/2 high or deep, or holes deeper but too narrow to catch a child's foot.

3. **One or more potential hazards.**
   Many severe problems that could cause pedestrians to stumble. A hazard is an abrupt rise or depression measuring more than 1 1/2 inches above or below the sidewalk surface.

Comments:

Street Signs

Select the appropriate rating

1. **No problems with street signs**
   All are present and conveniently visible; sign heads and supports in good condition; signs not defaced or deteriorated in any manner.

2. **Signs largely in good shape**.
   Street signs are present and visible but at least one may be somewhat inconvenient to read or find; sign heads or supports slightly twisted or bent but visible; signs defaced, faded but still readable.

3. **Signs are in poor condition**
   At least one sign is damaged, missing, ambiguous, or difficult to see or read; no signs on any corner of the intersection; signs broken off pole; signs tilted, twisted or bent; signs ambiguous, misleading, or incorrect; printing on signs not legible due to faded printing or covered by graffiti.

Comments:

Bus Stops - This rating scale allows for two bus stops to be rated.

How many bus stops are on the block? _____

Rate the bus stop's covering
1. None - there is no rain and sun covering
2. Poor - the covering is not functional
3. Fair - the covering is functional, but may be littered, structurally unsound, other otherwise unattractive
4. Good - the covering is in good and workable condition

Rate bus stop benches
1. None - there is no bench
2. Poor - the bench is not usable
3. Fair - the bench is usable, but may be littered, structurally unsound, other otherwise unattractive
4. Good - the bench is in good and workable condition

Vandalism

How much vandalism/graffiti is evident on the block?
Select a rating
None: No sign of graffiti or vandalism on the block
Very little: Just a few signs of graffiti or vandalism
Some: More than just a few instances of graffiti or vandalism
A lot: Graffiti or vandalism is very prominent

Comments:

Definition: Vandalism includes marked up walls on building, defaced street signs, bullet holes in streets signs, overturned sewer lids, etc. Damaged or graffiti painted public property includes signs, lights, trees, etc.

Stray Animals - A clear sign that the dog is a stray will be the lack of tags.

Number of stray/unsupervised animals on the block:_____

A stray animal is a dog or cat that is not secured in a yard or handled by its owner.

Comments:

Housing Conditions

How many houses are on the block?_____

How many houses have poor external conditions such as broken windows, awnings falling off, deteriorated paint, excessive dirt, crumbling facade, or graffiti damage?_____

Comments:

Abandoned Houses

How many houses/apartment buildings on the block appear to be abandoned?: _____

A house is abandoned if it appears to be unoccupied or not in livable condition, burned out, boarded up, deserted, or condemned. (it is still classified as abandoned if occupied by vagrants)

Comments:

Yard/Lot Conditions

How many yards on the block have conditions such as overgrown grass, excessive weeds, litter, muddy or rutted yards, overgrown bushes, excessive trash:_____

How many of these lots are attached to houses (yards for houses) that appear to be abandoned?_____

Business Conditions

How many businesses are on the block?_____

How many business facilities on the block have poor external conditions such as fire damage, broken windows, graffiti, loose or deteriorated paint, or the appearance of being abandoned?:

_____

Comments:

Community Signs

How many signs with the community's or a neighborhood's name are on the block?

1. None
2. One
3. More than one

Include any "Welcome to" signs or other signs at the entrance to streets or neighborhoods. This also includes block club/neighborhood watch signs and public art displays.

Comments:

Retail Diversity/Accessibility - If there are no retail establishments on the block, leave each number at "0" and proceed to another condition.

How many of each of the following are on the block?

- ➤ Grocery stores
- ➤ Barber shops and beauty salons
- ➤ Laundromats
- ➤ Clothing stores
- ➤ Gas stations
- ➤ Health Clinics
- ➤ Banks
- ➤ Fast food chains, restaurants
- ➤ Liquor Stores
- ➤ Pawn shops

Click N/A if there is no retail on the block

Park areas *[Optional - only if park is present]*

Rate the amount of litter in the park

Select a rating

1. **Park completely clean**
   No more than two pieces of litter or broken glass.
2. **Park largely clean**
   A few pieces of litter and broken glass observable, but only in the form of isolated discarded items.
3. **Lightly scattered with litter**
   Litter or broken glass throughout all or most of the park, or one heavy pile of litter, but no accumulations of litter large enough to indicate dumping.
4. **Heavily scattered with litter**
   Park heavily scattered with litter and broken glass; litter accumulation in piles; or litter heavily distributed throughout the park.

Comments:

Park Benches and Tables *[Optional - only if park is present]*

Select a park equipment rating

1. **Good condition**

   Park benches and picnic tables in good condition.

2. **Limited problem**

   Some problems with park benches and picnic tables. Equipment may be damaged (e.g. defaced, dirty/littered, cracked, broken slats) but still usable.

3. **Widespread problem**

   Several problems with park benches and picnic tables. Equipment may be damaged (e.g. defaced, dirty/littered, cracked, broken slats, overturned). At least one piece of equipment is not usable.

4. **Hazardous problem**

   Major problems with park benches and picnic tables. Equipment may be damaged (e.g. defaced, dirty/littered, cracked, broken slats, overturned). More than one piece of equipment is not usable.

5. **N/A**

   There are no park benches and picnic tables in the park

Comments:

Park features *[Optional - only if park is present]*

Tally the number of each of these in the park:

- Basketball courts
- Tennis courts
- Fields for soccer, football, baseball, etc.
- Walking paths or nature trails
- Playground with safe rubber surface
- Playground equipment
- Picnic tables/benches
- Male only restrooms
- Female only restrooms
- Unisex restrooms
- Indoor recreation center
- Public swimming pool

NEAR NORTHSIDE RESIDENT SURVEY
SUMMARY REPORT: COMMUNITY AND NEIGHBORS

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys : ☐

1. Do you feel part of a neighborhood or do you think of it more as just a place to live?

> Part of a neighborhood
>
> Just a place to live
>
> Don't know
>
> Refused

2. In the past three months, have you asked any of your neighbors on your block to:

	Yes	No	Refused
a. Do a favor for you?			
b. Keep watch over your home or property when away?			

3. In the past three months, how often have you spent time with a neighbor on your block or your apt building?

> Every week
>
> Once every two or three weeks
>
> Once a month
>
> Never
>
> Don't know
>
> Refused

4. Does your neighborhood have a:

	Yes	No	Don't know	Refused
a. Block group?				
b. Neighborhood watch group?				
c. Other neighborhood association?				

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys : [   ]

5. In the past 12 months, have you attended any meetings or events for a:

	Yes	No	Don't know	Refused
a. Block club?				
b. Church association?				
c. Neighborhood watch group?				
d. Political association?				
e. School organization (PTA)?				
f. Sports league or club?				
g. Volunteer organization (food pantry or youth mentoring)?				
h. Senior association (for senior citizens)?				
i. Any other type of organization?				

6. Do people of different races or ethnic groups live in your neighborhood?

Yes   *Number of respondents who answered 'Yes':* [   ]

No

Don't know

Refused

Q 6a. shows percent of those only who answered 'Yes' to Q 6.

6a. If yes, how well do you think that people from different ethnic or racial backgrounds get along in your neighborhood?

Excellent

Good

Fair

Poor

Don't know

Refused

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys :

7. Are you registered to vote in Forth Worth?

    Yes

    No

    Don't know

    Refused

8. Did you vote in last November's presidential election?

    Yes

    No   *Number of respondents who answered 'No':*

    Don't know

    Refused

Q 8a. shows percent of those only who answered 'No' to Q 8.

8a. If you did not vote, was it because:

	Yes	No	Refused
a. You didn't have transportation?			
b. You didn't know where to vote?			
c. You didn't know what day?			
d. You had trouble communicating with the election workers?			
e. You weren't interested in the election?			
f. You weren't registered to vote?			
g. Any other reason?			

NEAR NORTHSIDE RESIDENT SURVEY
SUMMARY REPORT: NEIGHBORHOOD CONDITIONS

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys :

9. How would you describe the cleanliness of the streets and sidewalks on your block?

    Very clean
    Fairly clean
    Fairly dirty
    Very dirty
    Don't know
    Refused

10. How would you describe the overall physical condition of the buildings on your block?

    Excellent
    Good
    Fair
    Poor
    Don't know
    Refused

11. How often during the past 3 months have garbage collectors failed to pick up your trash on time?

    Never
    Rarely
    Sometimes
    Very often
    Don't know
    Refused

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys :

12. How often during the past 3 months have you sorted your trash into green bins for the city's recycling program ?

       Every week

       Once every two or three weeks

       Once a month

       Never

       Recycling program is not available in my neighborhood

       Don't know

       Refused

13. To what extent are cockroaches currently a problem in your home?

       Not a problem

       A small problem

       Somewhat of a problem

       A very large problem

       Don't know

       Refused

14. How do you rate the overall physical condition of the parks in your neighborhood?

       Excellent

       Good

       Fair

       Poor

       Don't have parks

       Don't know

       Refused

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys : [   ]

15. How safe do you feel walking alone during the day in your neighborhood?

 Very safe

 Mostly safe

 Somewhat safe

 Very unsafe

 Don't know

 Refused

16. How safe do you feel walking alone during the night in your neighborhood?

 Very safe

 Mostly safe

 Somewhat safe

 Very unsafe

 Don't know

 Refused

17. How would you describe the street lighting on your block?

 Too dark

 Bright enough

 Too bright

 Don't have lights

 Don't know

 Refused

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys : [   ]

18. Have you or any member of your household had contact with the police in your neighborhood in the past 12 months?

Yes   *Number of respondents who answered 'Yes':* [   ]

No

Don't know

Refused

Q 18a. shows percent of those only who answered 'Yes' to Q 18.

18a. If yes, was the type of contact:

	Yes	No	Refused
a. A casual interaction not concerning a crime (on the street or a meeting)?			
b. Calling 911?			
c. Direct or in-person contact concerning a crime?			
d. Another type that I didn't ask?			

19. Thinking about the police serving your neighborhood, how strongly to do agree with the following statements? Generally, the police serving my neighborhood are:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know	Refused
a. Fair when dealing with residents.						
b. Polite when dealing with resident						
c. Helpful when dealing with residents.						
d. Honest when dealing with residents.						
e. Quick to respond when called.						
f. Able to speak my language.						

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys :

20. The next few questions ask about some possible problems in your neighborhood. Is there a problem in your neighborhood with:

	Not a problem	A small problem	Somewhat a problem	Very large problem	Don't know	Refused
a. Graffiti						
b. Loitering						
c. Vandalism						
d. Abandoned cars						
e. Prostitution						
f. Public drunkenness						
g. Gang violence						
h. Drug dealing on the street						
h. Drug use on the street						

21. The next few questions ask if your household has been the victim of a crime in your neighborhood during the past 12 months.

	Yes	No	Don't know	Refused
a. Broken into your home or garage to steal things?				
b. Stolen property outside of your home (e.g. auto, bike, lawn furniture) ?				
c. Robbed or physically attacted you or a household member?				

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys : [   ]

22. We would like to know if residents need more information about certain city and neighborhood services. Do you need more information about:

	Need more information	Do not need more information	Refused
a. How to request a city service?			
b. How to make a complaint about city services?			
c. GED or other education?			
d. Job training program?			
e. Job openings?			
f. Child care programs?			
g. Health services?			
h. Homeownership programs?			
i. Small business opportunities?			

23. We would like to know if the following businesses are a convenient distance from your home. Is [business] a convenient distance?

	Yes, a convenient distance	No, not a convenient distance	Not applicable	Don't know	Refused
a. Grocery store					
b. Barber shop / beauty salon					
c. Laudromat					
d. Clothing store					
e. Gas station					
f. Health clinic					
g. Bank / check cashing location					

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys :

24. Do you think there are enough recreation activities for youth in your neighborhood?

    More than enough

    Enough

    Not enough

    Don't know

    Refused

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys :

25. How many years have you lived in your current home?

    Less than 1 year

    1 to 2 years

    3 to 5 years

    More than 5 years

    Don't know

    Refused

26. How would you describe the building that you live in now?

    Single family home

    An apartment with 2 to 4 units

    An apartment with 5 or more units

    Don't know

    Refused

27. Do you or your family rent or own your home?

    Rent

    Own

    Staying with a friend / relative

    Refused

28. How many children under the age of 18 lived in your household during the past 12 monts?

    Reporting 0 children

    Reporting 1 child

    Reporting 2 children

    Reporting 3 or more children

    Refused

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys :

29. How many adults 18 and over lived in your household during the past 12 monts?

    Reporting 1 adult

    Reporting 2 adults

    Reporting 3 or more adults

    Refused

30. Which of the following best describes the approximate total annual family income of all the memebers of your household?

    No income

    Less than $20,000

    $20,000 -- $34,999

    $35,000 -- $44,999

    $45,000 -- $69,999

    $70,000 and higher

    Don't know

    Refused

31. Are any adults (age 18 or older) in your household currently unemployed?

    Yes   *Number of respondents who answered 'Yes':*

    No

    Refused

Q 31a. shows percent of those only who answered 'Yes' to Q 31.

31a. If yes, how many unemployed adults are looking for work?

    Reporting 0 unemployed adults looking for work

    Reporting 1 unemployed adults looking for work

    Reporting 2 unemployed adults looking for work

    Reporting 3 or more unemployed adults looking for work

    Refused

All numbers report percent of the total number of completed surveys unless otherwise noted.

Number of Completed Surveys :

32. Gender

> Male
>
> Female

33. Which of the following best describes your age? Are you:

> 18 to 25 years old
>
> 26 to 40 years old
>
> 41 to 55 years old
>
> Older than 55 years
>
> Refused

34. What race or ethnic background do you consider yourself?

> African American / Black
>
> Asian / Pacific Islander
>
> Latino / Hispanic
>
> Native American
>
> White
>
> Other
>
> Refused
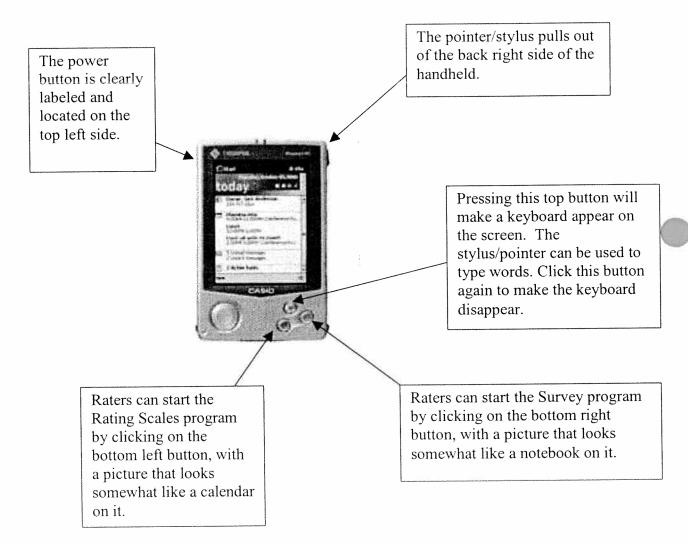
What language did the survey occur in?

> English
>
> Spanish
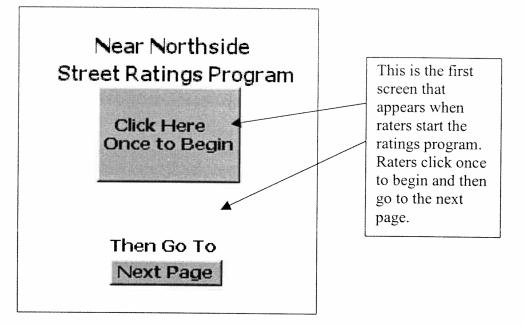
Overview of Handheld Computers Technology and Procedures for Rating Street Level Conditions
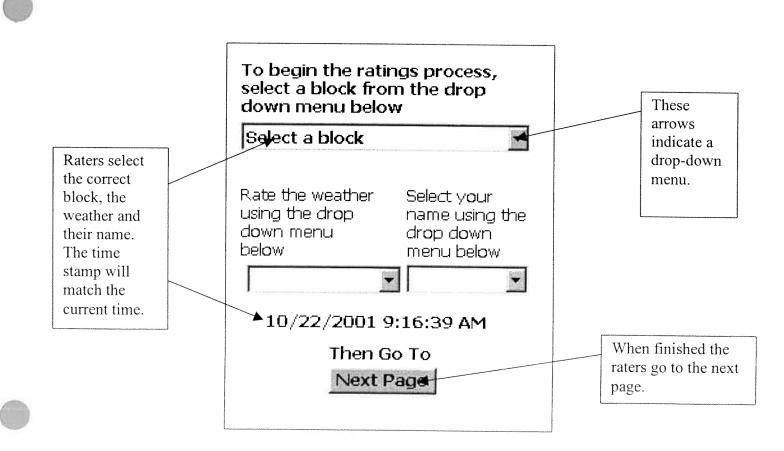
The Handheld Computer Environment

The pointer/stylus pulls out of the back right side of the handheld.

The power button is clearly labeled and located on the top left side.

Pressing this top button will make a keyboard appear on the screen. The stylus/pointer can be used to type words. Click this button again to make the keyboard disappear.

Raters can start the Rating Scales program by clicking on the bottom left button, with a picture that looks somewhat like a calendar on it.

Raters can start the Survey program by clicking on the bottom right button, with a picture that looks somewhat like a notebook on it.

Sample Screens: Startup

Near Northside Street Ratings Program

Click Here
Once to Begin

Then Go To

Next Page

This is the first screen that appears when raters start the ratings program. Raters click once to begin and then go to the next page.

To begin the ratings process, select a block from the drop down menu below

Select a block

Rate the weather using the drop down menu below

Select your name using the drop down menu below

10/22/2001 9:16:39 AM

Then Go To

Next Page

These arrows indicate a drop-down menu.

Raters select the correct block, the weather and their name. The time stamp will match the current time.

When finished the raters go to the next page.

Sample Screens: Startup cont.

This is the block you are about to rate. If this is correct, proceed to the ratings menu. If this is not correct. Go Back!

In large bold letters, the name of the block the raters are about to rate will appear here. If this is not the block they want to rate they can go back and make corrections.

Proceed to the ratings menu by clicking the button below

Proceed to Ratings Menu

OR

Go Back

Sample Screens:
The Ratings Menu

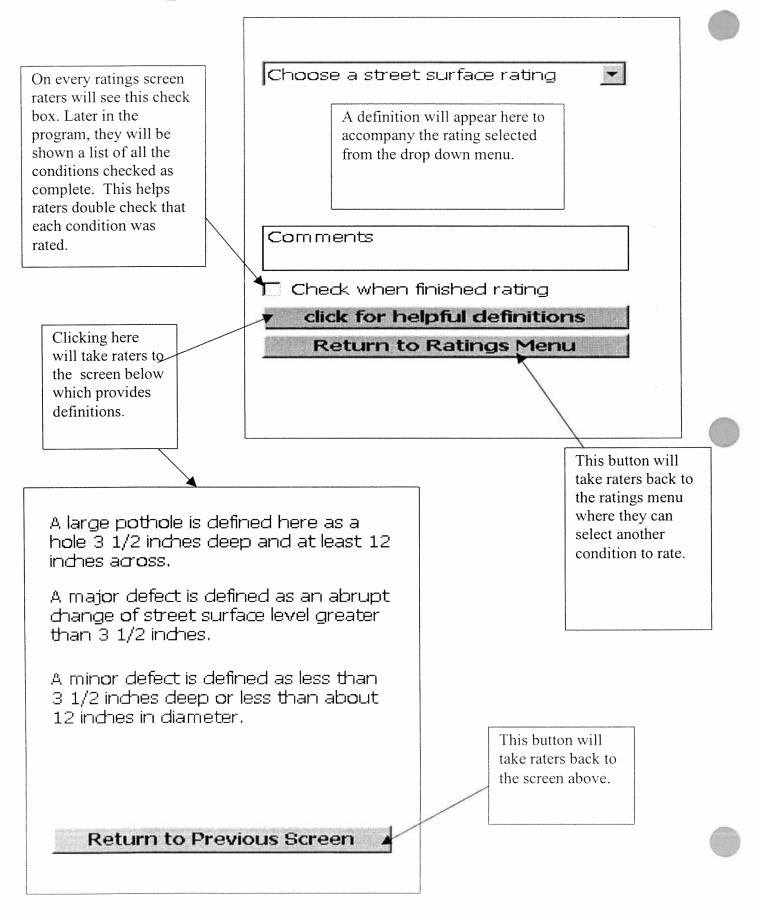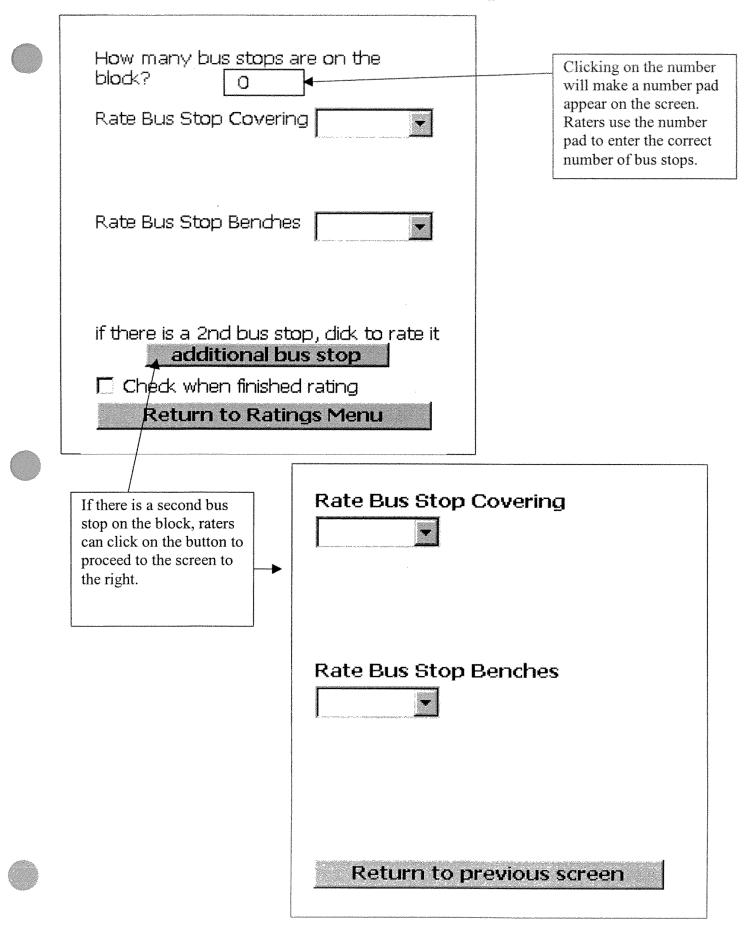These are the conditions that are rated on each block. Clicking on one of the grayed buttons will jump the rater to a new screen where they can record a rating, and then jump back to this menu to select a new condition.

Click on any of the buttons to rate that condition

Street Surface	Housing Conditions
Street Litter	Abandoned Houses
Sidewalks	Yard/Lot Conditions
Street Signs	Business Conditions
Bus Stops	Community Signs
Vandalism	Retail Accessibility/ Diversity
Stray Animals	

Only if there are parks on the block:

Park Features	Park Litter
Park Tables/Benches	

Click here when finished rating

Sample Screens: Street Surfaces

On every ratings screen raters will see this check box. Later in the program, they will be shown a list of all the conditions checked as complete. This helps raters double check that each condition was rated.

Choose a street surface rating ▼

A definition will appear here to accompany the rating selected from the drop down menu.

Comments

☐ Check when finished rating

click for helpful definitions

Return to Ratings Menu

Clicking here will take raters to the screen below which provides definitions.

This button will take raters back to the ratings menu where they can select another condition to rate.

A large pothole is defined here as a hole 3 1/2 inches deep and at least 12 inches across.

A major defect is defined as an abrupt change of street surface level greater than 3 1/2 inches.

A minor defect is defined as less than 3 1/2 inches deep or less than about 12 inches in diameter.

This button will take raters back to the screen above.

Return to Previous Screen ◀

Sample Screens: Bus Stops

How many bus stops are on the block?

`0`

> Clicking on the number will make a number pad appear on the screen. Raters use the number pad to enter the correct number of bus stops.

Rate Bus Stop Covering [▼]

Rate Bus Stop Benches [▼]

if there is a 2nd bus stop, click to rate it

additional bus stop

☐ Check when finished rating

Return to Ratings Menu

> If there is a second bus stop on the block, raters can click on the button to proceed to the screen to the right.

Rate Bus Stop Covering
[▼]

Rate Bus Stop Benches
[▼]

Return to previous screen

Sample Screens: Conclusion

The name of the block the rater has just been rating should appear here. If not, they can go back and re-enter the correct block.

This is the block you have just rated.

If this is correct, check that you are finished and go to the next screen. If this is not correct Go Back and enter the correct information.

☐ Check here if block is correct

| Next Screen >>> |

| <<< Go Back, Correct Mistakes |

Additional Comments

Congratulations! You have completed the ratings process for this block. First click below to save this record. To rate another block close the program, then start the ratings program again.

| Click to save this rating |

| Exit Program |

Ratings Scales and Definitions Prepared for Near Northside Community

The following rating scales were chosen to measure issues and priorities raised by residents in the Near Northside community.

Street Surface

Choose a street surface rating:

1. **Smooth rideability**
   No noticeable defects; One or two minor defects (small bump, crack or hole); Many small cracks apparent but no noticeable effect on rideability.
2. **Slightly bumpy rideability**
   Several minor defects or minor potholes, but none appear severe; A large single bump or some minor bumps.
3. **Considerably bumpy**
   Much of the street is broken up, but no major hazard is apparent
4. **Potential safety hazard present**
   One or more large potholes or other major defects.

   Definitions: A *large pothole* is defined here as a hole 3 1/2 inches deep and at least 12 inches across.
   A *major defect* is defined as an abrupt change of street surface level greater than 3 1/2 inches.
   A *minor defect* is defined as less than 3 1/2 inches deep or less than about 12 inches in diameter.

   Comments: Use this space to note any intersection problems

Litter

Rate street litter accumulation:

1. **Street completely clean**
   No more than two pieces of litter or broken glass.
2. **Street largely clean**
   A few pieces of litter and broken glass observable, but only in the form of isolated discarded items; A single accumulation less than or approximately equal to the volume of a grocery sack should be rated as 2.
3. **Lightly scattered litter**
   Litter or broken glass along all or most of the street, or one heavy pile of litter, but no accumulations of litter large enough to indicate dumping; A single accumulation greater than the volume of a grocery sack but less than the volume of a garbage can should be rated as 3.
4. **Heavily scattered litter**
   Heavily scattered streets with litter and broken glass; litter accumulation in piles; or heavy litter distributed down all or nearly all the block; A single accumulation greater than the volume of a garbage can should be rated as 4.

   Comments:

Sidewalks

Choose a sidewalk rating

1 **No problems or defects.**
Some hairline cracks may be present, but surface still presents a smooth appearance with no problems likely to cause pedestrians to stumble.

2 **Some signs of deterioration.**
Sidewalk is basically good but has a severe side-to-side slope or other minor deterioration that could cause pedestrians to stumble. Sidewalk has some breaks or unevenness less than 1 1/2 high or deep, or holes deeper but too narrow to catch a child's foot.

3 **One or more potential hazards.**
Many severe problems that could cause pedestrians to stumble. A hazard is an abrupt rise or depression measuring more than 1 1/2 inches above or below the sidewalk surface.

Comments:

Street Signs

Select the appropriate rating

1. **No problems with street signs**
All are present and conveniently visible; sign heads and supports in good condition; signs not defaced or deteriorated in any manner.

2. **Signs largely in good shape**.
Street signs are present and visible but at least one may be somewhat inconvenient to read or find; sign heads or supports slightly twisted or bent but visible; signs defaced, faded but still readable.

3. **Signs are in poor condition**
At least one sign is damaged, missing, ambiguous, or difficult to see or read; no signs on any corner of the intersection; signs broken off pole; signs tilted, twisted or bent; signs ambiguous, misleading, or incorrect; printing on signs not legible due to faded printing or covered by graffiti.

Comments:

Bus Stops - This rating scale allows for two bus stops to be rated.

How many bus stops are on the block? _____

Rate the bus stop's covering
1. None - there is no rain and sun covering
2. Poor - the covering is not functional
3. Fair - the covering is functional, but may be littered, structurally unsound, other otherwise unattractive
4. Good - the covering is in good and workable condition

Rate bus stop benches
1. None - there is no bench
2. Poor - the bench is not usable
3. Fair - the bench is usable, but may be littered, structurally unsound, other otherwise unattractive
4. Good - the bench is in good and workable condition

Vandalism

How much vandalism/graffiti is evident on the block?
Select a rating
    None: No sign of graffiti or vandalism on the block
    Very little: Just a few signs of graffiti or vandalism
    Some: More than just a few instances of graffiti or vandalism
    A lot: Graffiti or vandalism is very prominent

Comments:

Definition: Vandalism includes marked up walls on building, defaced street signs, bullet holes in streets signs, overturned sewer lids, etc. Damaged or graffiti painted public property includes signs, lights, trees, etc.

Stray Animals - A clear sign that the dog is a stray will be the lack of tags.

Number of stray/unsupervised animals on the block:_____

A stray animal is a dog or cat that is not secured in a yard or handled by its owner.

Comments:

Housing Conditions

How many houses are on the block?_____

How many houses have poor external conditions such as broken windows, awnings falling off, deteriorated paint, excessive dirt, crumbling facade, or graffiti damage?_____

Comments:

Abandoned Houses

How many houses/apartment buildings on the block appear to be abandoned?: _____

A house is abandoned if it appears to be unoccupied or not in livable condition, burned out, boarded up, deserted, or condemned. (it is still classified as abandoned if occupied by vagrants)

Comments:

Yard/Lot Conditions

How many yards on the block have conditions such as overgrown grass, excessive weeds, litter, muddy or rutted yards, overgrown bushes, excessive trash:_____

How many of these lots are attached to houses (yards for houses) that appear to be abandoned?_____

Business Conditions

How many businesses are on the block?_____

How many business facilities on the block have poor external conditions such as fire damage, broken windows, graffiti, loose or deteriorated paint, or the appearance of being abandoned?:

_____

Comments:

Community Signs

How many signs with the community's or a neighborhood's name are on the block?

1. None
2. One
3. More than one

Include any "Welcome to" signs or other signs at the entrance to streets or neighborhoods. This also includes block club/neighborhood watch signs and public art displays.

Comments:

Retail Diversity/Accessibility - If there are no retail establishments on the block, leave each number at "0" and proceed to another condition.

How many of each of the following are on the block?
- ➢ Grocery stores
- ➢ Barber shops and beauty salons
- ➢ Laundromats
- ➢ Clothing stores
- ➢ Gas stations
- ➢ Health Clinics
- ➢ Banks
- ➢ Fast food chains, restaurants
- ➢ Liquor Stores
- ➢ Pawn shops

Click N/A if there is no retail on the block

Park areas *[Optional - only if park is present]*

Rate the amount of litter in the park
Select a rating

1. **Park completely clean**
   No more than two pieces of litter or broken glass.
2. **Park largely clean**
   A few pieces of litter and broken glass observable, but only in the form of isolated discarded items.
3. **Lightly scattered with litter**
   Litter or broken glass throughout all or most of the park, or one heavy pile of litter, but no accumulations of litter large enough to indicate dumping.
4. **Heavily scattered with litter**
   Park heavily scattered with litter and broken glass; litter accumulation in piles; or litter heavily distributed throughout the park.

Comments:

Park Benches and Tables *[Optional - only if park is present]*

Select a park equipment rating

1. **Good condition**
   Park benches and picnic tables in good condition.
2. **Limited problem**
   Some problems with park benches and picnic tables. Equipment may be damaged (e.g. defaced, dirty/littered, cracked, broken slats) but still usable.
3. **Widespread problem**
   Several problems with park benches and picnic tables. Equipment may be damaged (e.g. defaced, dirty/littered, cracked, broken slats, overturned). At least one piece of equipment is not usable.
4. **Hazardous problem**
   Major problems with park benches and picnic tables. Equipment may be damaged (e.g. defaced, dirty/littered, cracked, broken slats, overturned). More than one piece of equipment is not usable.
5. **N/A**
   There are no park benches and picnic tables in the park

Comments:

Park features *[Optional - only if park is present]*

Tally the number of each of these in the park:

➢ Basketball courts
➢ Tennis courts
➢ Fields for soccer, football, baseball, etc.
➢ Walking paths or nature trails
➢ Playground with safe rubber surface
➢ Playground equipment
➢ Picnic tables/benches
➢ Male only restrooms
➢ Female only restrooms
➢ Unisex restrooms
➢ Indoor recreation center
➢ Public swimming pool

Panel 3:
Residents Survey
Key Institutions

Survey of Chicago-Area Employers
Harry Holzer (Urban Institute)
Sheila Perkins (Project Jobs, Chicago)
Mark Rubin (DC Agenda)

Survey of Latino Hospital Users
Nancy Kohn (The Access Project)

PANEL THREE SPEAKERS

Harry J. Holzer is a professor of public policy at Georgetown University and a visiting fellow at the Urban Institute. Professor Holzer served as Chief Economist for the U.S. Department of Labor, and as a professor of economics at Michigan State University. He has also been a Visiting Scholar to the Russell Sage Foundation in 1995, and a Faculty Research Fellow of the National Bureau of Economic Research. Over most of his career, Professor Holzer's research has focused primarily on the low-wage labor market, and particularly the problems of minority workers in urban areas. In recent years he has focused on employer skill needs and hiring practices, and how these affect the employment prospects of the disadvantaged. He is currently analyzing the experiences of welfare recipients in the workplace, such as their turnover rates and job performance.

Sheila Perkins is the Executive Director of Project J.O.B.S. – Joint Opportunities Bring Success. Her career started in Baltimore, Md. where she held several positions ranging from Community Coordinator to Community Specialist to Assistant Director of a small urban renewal community organization based in East Baltimore. Twelve years were dedicated to revitalizing disenfranchised neighborhoods and working with low income communities in order to teach the disadvantaged residents how to empower themselves to improve their quality of life. In 1988, Sheila re-located to Chicago and began working with a community-based organization in the Grand Boulevard community, known as "Bronzeville" on the south side of Chicago, as a Community Coordinator. She was later promoted to Director of Community Development. From there, she became Executive Director of a small community development council on the West side of Chicago that focused on family, youth and economic development activities, as well as university/community collaborations. After spending three (3) years at the West Humboldt Park Family & Community Development Council and four (4) years with Ahkenaton Community Development Corporation/Centers for New Horizons, Sheila then worked for one and one-half (1 ½) years with a Welfare-To-Work program located at the Metropolitan Pier and Exposition Authority (MPEA). She has also served on the Board of Directors for several community-based organizations

Mark Rubin is the Director of Research and Neighborhood Information Services at DC Agenda. Mr. Rubin is currently working in conjunction with the Urban Institute to create an updated neighborhood level data system to help measure community conditions across the District. He is also developing a series of analysis reports to help better understand neighborhood conditions that affect the well being of children and families. Mr. Rubin was previously a Research Associate at the Urban Institute in the Metropolitan Housing and Community Development Center where his research focused on economic development and housing challenges for low-income residents.

Nancy Kohn, MPH is a Field Coordinator with The Access Project, a national initiative of The Robert Wood Johnson Foundation. The Access Project seeks to improve the health of our nation by assisting local communities in developing and sustaining efforts that improve healthcare access and promote universal coverage with a focus on people who are without health insurance. Ms. Kohn supports selected sites with consulting services related to information dissemination, community assessments, sustainability strategies, and the design and implementation of strategic plans. She has extensive experience in community organizing, labor and management issues and health research administration. Her recent publications include *Accessing Quality Health Care for the Uninsured: A Descriptive and Comparative Profile of Cincinnati, Ohio.*

PROJECT JOBS

Joint Opportunities Bring Success
1456 W. Montrose, Chicago, IL 60613
Phone: 773-293-1751, website: www.projectjobs.org

MISSION:

Project JOBS is a collaboration of agencies working together to promote self-sufficiency among the residents of the Uptown, Edgewater and Rogers park communities.
Our goal is to help create a stronger, healthier community by increasing levels of employment, reducing barriers to work and career mobility, and improving the quality of supportive services.

VISION STATEMENT:

As a local workforce intermediary, our vision is to promote economic self-sufficiency for local residents by enhancing the quality and intergration of services delivered by our member organizations while serving as a catalyst for shared learning and advocacy.

OVERVIEW:

Project JOBS is a collaboration of over 50 organizations in the Uptown, Edgewater, and Rogers Park communities of Chicago, Economic self-sufficiency among current residents will lead to a more vibrant, healthy neighborhood. Stable, livable wage employment is an important component of achieving self-sufficiency and Project JOBS would like to help all residents who are capable of working to secure and maintain a good position.

The organization works with a range of other support services, including training, education, child care, housing, mental health and substance abuse counseling. Many local residents require these services in order to reach economic self-sufficiency and Project JOBS aims to provide better access to supportive programs. This also includes the ability to help raise the quality and availability of existing services in the community.

Project JOBS was developed as a task force of the Organization of the NorthEast (ONE) and in September 1998 was established as an independent collaboration under the fiscal agency of the Jane Addams Resource Corporation. In November 2000, Project JOBS received its 501 C-3 status and now officially operates as an independent organization.

GOALS:

- Provide comprehensive information on employment opportunities and neighborhood services to local residents and agencies
- Develop strategies to improve existing services
- Design new programs to fill service gaps

To Participants at Urban Institute's November 2001
Neighborhood Surveys as Community-Building Tools Conference

We invite you to visit the virtual home of The Access Project at
www.accessproject.org

The Access Project, a program of the Center for Community Health Research and Action, works to strengthen community action, promote social change, and improve health, especially for those who are most vulnerable. By supporting local initiatives and community leaders, The Access Project is dedicated to strengthening the voice of under-served communities in the public and private policy discussions that directly affect them.

The Center for Community Health Research and Action is affiliated with the Schneider Institute for Health Policy, part of Brandeis University's Heller School for Social Policy and Management. The work of The Access Project embodies the Heller School motto, "Knowledge Advancing Social Justice."

The Access Project has served as a resource center for local communities working to improve health and healthcare access since 1998. Initiated through a grant from The Robert Wood Johnson Foundation, it currently receives funding from a variety of public and private sources.

We hope our materials are useful to you. Through our website you can gain access to a wealth of resources. In particular, you may want to download or order such publications as:

- **Healthcare Policy: The Basics** or Spanish Translation: **La Politica del Cuidado de la Salud en los Estados Unidos** *by John E. McDonough*

- **Real Clout: A how-to manual for community activists trying to expand healthcare access by changing public policy** *by Judith C. Meredith and Catherine M. Dunham*

- **Developing a Community-Based Response to Healthcare Issues: A Framework for Planning and Action** *prepared for The Access Project by Community Catalyst*

- **Getting the Lay of the Land on Health: A Guide for Using Interviews to Gather Information** *by Susan T. Sherry and Aimee Marlow*

- **Using Data: A Guide for Community Health Activists**

- **All of the Community Access Monitoring Survey (CAMS) Reports** are also available on the website in the Projects Section.

www.accessproject.org

The Access Project
30 Winter St., Suite 930
Boston, MA 02108
phone: (617) 654-9911
fax: (617) 654-9922

The Access Project initiated the Community Access Monitoring Survey (CAMS) project in 1999 as an effort to implement, on a large-scale, a strategy to assist local groups in collecting, analyzing, disseminating, and using data. Working with a variety of groups in many locations across the country, The Access Project created a broad-based survey focused on the uninsured at the community level. Besides giving local groups valuable skills and knowledge about data collection and use, The Access Project believed that the surveys would have the potential to provide important information about both the experiences of the uninsured and the effectiveness of the safety net in caring for them.

The Access Project worked with Dennis Andrulis, Ph.D., Research Professor at SUNY Health Science Center in Brooklyn, NY, to develop the survey instrument. The survey asked respondents a range of questions about their experiences receiving care at a particular facility while they were uninsured, such as their perceptions of the facility's willingness to provide care, satisfaction with interactions with staff, waiting times, ability to obtain needed medications, difficulties paying for care, and the effects of their experiences on seeking future care.

The survey was pilot-tested in 1999 at four sites. Then, in the spring of 2000, through a competitive process, The Access Project selected twenty-four out of ninety-two applicants to participate in the full implementation of the project. Selected organizations included community advocacy organizations, providers, legal aid societies, a medical society, county health departments, and others. The organizations were located in 18 states and 22 cities nationwide. The Access Project contracted with these organizations to conduct surveying activities in their communities. (Contracts were in the range of $15,000-$20,000.)

Participating organizations identified the facilities they wished to be the focus of the survey based on local circumstances. They then recruited surveyors, conducted the survey interviews, and provided community background information. The organizations were required to conduct a minimum of 150 interviews for each facility included in their project. Surveyed facilities included public and private non-profit and for-profit hospitals, community health centers, hospital clinics, migrant clinics, free clinics, one school clinic, and one volunteer provider network. Facilities were located in urban, suburban, and rural areas. The survey instrument was also translated into four languages (Spanish, Korean, Vietnamese, and Laotian); over 2,000 respondents completed the survey in Spanish. In total, close to 10,100 individuals were surveyed from across the country.

The Access Project, in collaboration with Dennis Andrulis, provided standardized, on-site training in survey administration for all surveyors, collected the survey data, arranged for data entry, and analyzed the data. In close collaboration with the sites, The Access Project produced a customized report for each participating organization that outlined the survey results for its community in the context of the national sample. The Access Project also worked with the organizations in developing strategies for releasing the reports and using them to improve access through public discussion. Each group developed its own plan for sharing the results with the facilities involved. The Access Project responded to other groups interested in using the survey instrument in their own communities and developed criteria for its use. In addition, presentations about CAMS have

been made at the American Public Health Association's National Conferences in 2000 and at the Families USA Annual Meeting in 2001.

Many participating organizations benefited from the project. For example:

♦ A legal services organization in Fresno, California used the survey results to improve the county's oversight of a health care system that provides indigent care for the community. The survey results were especially timely because the health system wanted to extend its contract to include mental health services. The County Supervisors and Managers requested copies of the report, and the CEO of the health care system agreed to meet with the organization, along with a local health coalition, to discuss the results.

♦ In Cleveland, Ohio after individual meetings with all 4 hospitals surveyed, work was begun on a coordinated community health agenda to standardize free care policies and expand coverage.

♦ The results of the CAMS project in Tallahassee, Florida were used to reinforce the need for a public awareness campaign detailing the primary care services already available in the community and encouraging people without insurance to use them. The Tallahassee group also believes that their history of collaboration with the area hospitals on the CAMS project strengthened their successful application for a Community Access Program grant from the Health Resources and Services Administration.

♦ Organizations in Chicago, and Volusia County, Florida presented results of their surveys at community forums on the uninsured.

♦ A community advocacy organization in Alexandria, Virginia that works with the city's burgeoning Hispanic population used the report to negotiate with the local hospital system for better services for Hispanics.

♦ Based on the survey results, a provider organization in Houston, Texas changed its billing format to help its clients better understand its discounting of fees.

♦ Several organizations reported that the training on survey administration was very valuable and would be useful for other data collection projects. In addition, several said that the experience of conducting the surveys had been very beneficial in enhancing the skills and confidence of their community members.

♦ Other organizations found that their work on the CAMS project increased their credibility in the community on health care issues and reported that they are being invited to participate in more discussions in this area.

The Access Project is currently in the process of creating a national report for release in early 2002. We anticipate this report will increase the impact of the 24 local reports.

LUNCHEON SPEAKERS

Colm A. O'Muircheartaigh is a professor in the Irving B. Harris Graduate School of Public Policy Studies and vice president for Statistics and Methodology in the National Opinion Research Center. O'Muircheartaigh's research encompasses measurement errors in surveys, cognitive aspects of question wording, and latent variable models for nonresponse. He has served as a consultant to a wide range of public and commercial organizations in the United States, the United Kingdom, Ireland, Italy, the Netherlands and elsewhere. Through his work with the United Nations (FAO, UNDP, UNESCO), OECD, the Commission of the European Communities, International Association for Educational Assessment (IEA), and others, O'Muircheartaigh has worked in China, Myan Mar (Burma), Kenya, Lesotho, and Peru. Currently he is sampling coordinator for the IEA's Second Information Technology in Education Survey. He has published widely, including most recently in the Public Opinion Quarterly, the Journal of Statistical Planning and Inference, the Journal of the Royal Statistical Society, the Journal of Official Statistics, and Quality and Quantity.

O'Muircheartaigh is an associate editor of the Journal of the Royal Statistical Society (Series A), and a member of the editorial committee of the Journal of Applied Statistics, Statistics in Transition, and the Journal of Official Statistics. Formerly President of the International Association of Survey Statisticians and a Council member of the International Statistical Institute, O'Muircheartaigh is actively involved in these and a number of other professional bodies. A Fellow of the Royal Statistical Society since 1968, he was elected a Fellow of the American Statistical Association in 1992, and is currently an elected member of its Council of Sections.

O'Muircheartaigh joined the School from the London School of Economics and Political Science (LSE); he was the first director of The Methodology Institute, the center for research and training in social science methodology at the LSE. He has also taught at a number of other institutions, having served as a visiting professor at the Universities of Padua, Perugia, Florence, and Bologna, and, since 1975, taught at the Summer Institute of the University of Michigan's Institute for Social Research.

Neighborhood Surveys as Community Building Tools
Conference Participants

Kathleen Agaton
Research Associate
Metis Associates
90 Broad Street, Suite 1200
New York, NY 10004
Phone: (212) 425-8833   Fax: (212) 480-2176
kagaton@metisassoc.com

Garland Allen
Research Analyst
U.S. Dept. of Housing and Urban Dev.
451 7th Street, SW, Room 8140
Washington, DC 20410-6000
Phone: (202) 708-3700   Fax: (202) 619-8360
garland_e._allen@hud.gov

Kate Allen
Program Officer for Research & Policy
Pittsburgh Partner for Neighborhood
Development
Regional Enterprise Tower, Suite 1740
425 Sixth Avenue
Pittsburgh, PA 15219
Phone: (412) 471-3727
kate@ppnd.org

Lori Allio
Research and Policy Manager
The California Endowment
88 Kearney Street
Suite 1850
San Francisco, CA 94108
Phone: (415) 343-0222   Fax: (415) 343-0220
lallio@calendow.org

Melissa Alvarez
Near Northside Partners Council
1519 Circle Park Blvd
Fort Worth, TX 76106
Phone: (817) 625-9816
Lucky [mac100474@yahoo.com]

Owusu Amoakohene
Research Analyst
Urban Strategies Council
672 Thirteenth Street
Oakland, CA 94612
Phone: (510) 893-2404   Fax: (510) 893-6657
owusua@urbanstrategies.org
http://www.urbanstrategies.org/

Karen Aschenbrenner
Program Manager
Community Services Planning Council
909 12th Street, Suite 200
Sacramento, CA 95814
Phone: (916) 447-7063   Fax: (916) 447-7052
data@communitycouncil.org

Terri Bailey
Research Officer
The Piton Foundation
370 17th Street, Suite 5300
Denver, CO 80202
Phone: (303) 825-6246   Fax: (303) 628-3839
tbailey@piton.org
http://www.piton.org

Michael Barndt
Coordinator, Data Center Program
Nonprofit Center of Milwaukee
2819 W Highland Blvd
Milwaukee, WI 53208
Phone: (414) 344-3933   Fax: (414) 344-7071
mbarndt@uwm.edu
http://www.execpc.com/~npcm/

Mac Belmontes, Jr.
Near Northside Partners Council
1519 Circle Park Blvd
Fort Worth, TX 76106
Phone: (817) 625-9816   Fax: (817) 625-6151
mac@partnerscouncil.org

Matt Beyers
Senior Research Analyst
Urban Strategies Council
672 Thirteenth Street
Oakland, CA 94612
Phone: (510) 893-2404   Fax: (510) 893-6657
mattb@urbanstrategies.org
http://www.urbanstrategies.org/

Marnie Brady
Council of Latino Agencies
2437 15th Street, NW
Washington, DC 20009
Phone: (202) 328-9451   Fax: (202) 667-6135
marnieflower@yahoo.com
http://www.consejo.org

Margaret Browne
Research Assistant
The Urban Institute
2100 M Street, NW
Washington, DC 20037
Phone: (202) 261-5567   Fax: (202) 872-9322
mbrowne@ui.urban.org
http://www.urban.org

Eric Bruns
Research & Evaluation Specialist
The Family League of Baltimore City, Inc.
2700 N. Charles Street
Suite 200
Baltimore, MD 21218
Phone: (410) 662-5500   Fax: (410) 662-5517
ebruns@flbcinc.org
http://www.flbcinc.org

Maria Campbell Casey
Executive Director
Public Health Institute
505 14th Street, Suite 810
Oakland, CA 94612
Phone: (510) 451-8600
mcasey@PartnershipPH.org

Delia Carmen
Senior Consultant
The Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
Phone: (410) 547-6600   Fax: (410) 223-2927
deliac@aecf.org

Jacob Cowan
Research Associate
The Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Phone: (202) 261-5856   Fax: (202) 872-9322
JCowan@ui.urban.org
http://www.urban.org

Cynthia Cunningham
Research Analyst
The Polis Center
1200 Waterway Blvd., Suite 100
Indianapolis, IN 46202
Phone: (317) 278-2949   Fax: (317) 278-1830
ccunning@iupui.edu

Dwight Danie
GIS Research Services
Florida Department of Children and Families,
District 11
401 NW 2nd Ave
Suite N-1021
Miami, FL 33128
Phone: (305) 377-7639   Fax: (305) 377-5504
dwight_danie@dcf.state.fl.us
http://www.state.fl.us/cf_web/district11

David Eberbach
Research Coordinator
Human Services Planning Alliance
1111 9th Street
Suite 100
Des Moines, IA 50314
Phone: (515) 246-6581   Fax: (515) 246-6546
deberbach.hspa@unitedwaydm.org
http://www.humanservicesplanningalliance.org

Kaytura Felix Aaron
Agency for Healthcare Research and Quality
6010 Executive Blvd., Suite 201
Rockville, MD 20852
Phone: (201) 594-6198
kfaaron@ahrq.gov

Anne FitzSimmons
Associate Researcher
Center for Urban Initiatives and Research--UW-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
Phone: (414) 229-3104
ahf@uwm.edu
http://www.uwm.edu/Dept/CUIR/

Jim Fraser
Senior Research Associate
Center for Urban and Regional Studies
Campus Box 3410
Chapel Hill, NC 27599-3410
Phone: (919) 962-6835
fraser18@email.unc.edu

Abby Gamboa
Executive Director
Near Northside Partners Council
1519 Circle Park Blvd
Fort Worth, TX 76106
Phone: (817) 625-9816   Fax: (817) 625-6151
abby@partnerscouncil.org

Cindy Guy
Senior Research Associate
The Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
Phone: (410) 223-2902   Fax: (410) 223-2927
cindy@aecf.org
http://www.aecf.org/

Tony Hall
Consultant
Annie E. Casey Foundation
1705 First Avenue
#1-RS
New York, NY 10128
Phone: (212) 426-0169   Fax: (212) 426-6173
Tonymhall@aol.com

Peggy Halpern
Program Analyst
U.S. Department of Health and Human Services
Division of State and Local Initiatives, Hubert
Humphrey Building, Room 447-D
200 Independence Ave., S.W.
Washington, DC 20201
Phone: (202) 260-0285
phalpern@osaspe.dhhs.gov
http://aspe.hhs.gov

Matthew Hamilton
Research Associate
The Piton Foundation
Republic Plaza
370 17th Street, Suite 5300
Denver, CO 80202
Phone: (303) 825-6246   Fax: (303) 628-3839
MHAMILTO@piton.org
http://www.piton.org

Janice Hamilton Outtz
Hamilton Outtz Consultants
111 Prospect Drive
Upper Marlboro, MD 20774-8800
Phone: (301) 218-1051   Fax: (301) 218-1251
jhouttz@aol.com

Allison Harris
Chapin Hall Center for Children
1313 East 60th Street
Chicago, IL 60637
Phone: (773) 753-5900

Harry Hatry
Senior Researcher
The Urban Institute
2100 M Street, NW
Washington, DC 20037
Phone: (202) 261-5521
hhatry@ui.urban.org

Joaquin Herranz
Massachusetts Institute of Technology
114 Western Avenue, Apt. 6
Cambridge, MA 02139-3763
Phone: (617) 868-6361   Fax: (617) 868-6920
jherranz@mit.edu

Mattie Holliday
Chairperson
Martindale Brightwood Public Safety Committee
2855 N. Keystone
Indianapolis, IN 46218
Phone: (317) 924-0741
JjjSndrMl@netscape.net

Harry Holzer
Visiting Fellow
The Urban Institute
2100 M Street, NW
Washington, DC 20037
Phone: (202) 261-5513
HHolzer@ui.urban.org

Embry Howell
The Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Phone: (202) 261-5714
ehowell@ui.urban.org
http://www.urban.org

Scott Jackson
Web Project Manager
Connecticut Policy and Economic Council
179 Allyn Street, Suite 308
Hartford, CT 06103-1421
Phone: (860) 722-2490
jackson@cpec.org

Richard Jelier
Associate Professor
School of Public and Nonprofit Administration
244C Devos Center, 401 W. Fulton St.
Grand Rapids, MI 49503
Phone: (616) 771-6578   Fax: (616) 336-7120
jelierr@gvsu.edu

Tanya Jones
Technical Assistance Coordinator
Baltimore Neighborhood Collaborative
2 East Read Street - 8th Floor
Baltimore, MD 21202
Phone: (410) 727-0169   Fax: (410) 727-7177
tjones@abagmd.org

Audrey Jordan
Evaluation Liaison
The Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
Phone: (410) 547-6600
audreyj@aecf.org
http://www.aecf.org/

Leah Kalinosky
Research Assistant
National Neighborhood Coalition
1875 Connecticut Avenue, NW
Suite 410
Washington, DC 20009
Phone: (202) 986-2096   Fax: (202) 986-1941
nncnnc@erols.com

Thomas Kelly
Senior Research Associate
The Annie E. Casey Foundation
701 St. Paul Street
Baltimore, MD 21202
Phone: (410) 223-2932   Fax: (410) 223-2927
tomk@aecf.org
http://www.aecf.org/

Tom Kingsley
Principal Research Associate
The Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Phone: (202) 261-5585   Fax: (202) 872-9322
tkingsle@ui.urban.org

Nancy Kohn
Field Coordinator
The Access Project
30 Winter Street Suite 930
Boston, MA 02108
Phone: (617) 654-9911   Fax: (617) 654-9922
nkohn@accessproject.org
www.accessproject.org

Mary Kopczynski
Research Associate
The Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Phone: (202) 261-5590   Fax: (202) 872-9322
MKopczyn@ui.urban.org
http://www.urban.org

Radhika Kunamneni
Research Associate
PolicyLink
Oakland, CA 94607
Phone: (510) 663-4324
radhika@policylink.org

David Laflamme
Ph.D. Candidate
Johns Hopkins School of Public Health
2123 E. Pratt St.
Baltimore, MD 21231
Phone: (410) 614-1836
dlafamm@jhsph.edu

Seon Joo Lee
Research Associate
The Urban Institute
2100 M Street NW
Washington, DC 20037
Phone: (202) 261-5263   Fax: (202) 872-9322

Eric Levine
Consultant
Holt, Wexler and Farnam LLP
900 Chapel Street
New Haven, CT 06511
Phone: (203) 772-2050   Fax: (203) 782-6144
levine@hwfco.com
www.hwfco.com

Cathy Lucas
Executive Director
Non Profit Alliance
7 W Van Buren Street
Battle Creek, MI 49017
Phone: (616) 968-8166
clucas@willard.lib.mi.us
http://www.nonprofitalliance.org

Allison Luthe
Consultant
Community Solutions, Inc.
719 1/2 Massachusetts Avenue, Suite D
Indianapolis, IN 46204
Phone: (317) 423-1770
a.luthe@att.net

Patrick McGuigan
Executive Director
The Providence Plan
56 Pine Street, Suite 3B
Providence , RI 02903
Phone: (401) 455-8880   Fax: (401) 331-6840
pmcguigan@providenceplan.org
http://www.providenceplan.org

Teletha McJunkin
Research Analyst
Community Research Council
201 Forest Avenue
Chattanooga, TN 37405
Phone: (423) 267-7766   Fax: (423) 267-1434
tjunk@researchcouncil.net
http://www.researchcouncil.net

Ken Meter
President
Crossroads Resources Center
PO Box 7423
Minneapolis, MN 55407
Phone: (612) 869-8664   Fax: (612) 869-8664
kmeter@igc.org

Frieda Molina
Senior Operations Associate
MDRC Regional Office
88 Kearny Street, Suite 1800
San Francisco, CA 94108
Phone: (415) 781-3820   Fax: (415) 781-3820
fmolina@mdrcsf.org

Maghboeba Mosavel
Center on Urban Poverty and Social Change
10900 Euclid Avenue
Cleveland, OH 44160-7164
Phone: (216) 368-3118
mxm5@po.cwru.edu
http://povertycenter.cwru.edu

Katie Murray
Urban Information Specialist
The Providence Plan
56 Pine Street, Suite 3B
Providence, RI 02903
Phone: (401) 455-8880
kmurray@providenceplan.org

Tamara Neff
Consultant
Baltimore Neighborhood Indicators Alliance
2300 N. Charles Street, 2nd Floor
Baltimore, MD 21218
Phone: (410) 235-0944   Fax: (410) 366-6032
tamarasabine@hotmail.com
www.bnia.org

Laura Nelson
Research/Operations Associate
MDRC Regional Office
745 14th Street Suite 750
Oakland, CA 94612-1900
Phone: (510) 663-6372   Fax: (510) 844-0288
lnelson@mdrcsf.org

Colm O'Muircheartaigh
Vice-President, Professor
NORC and Harris School, University of Chicago
1155 East 60th Street
Chicago, IL 60637
Phone: (312) 759-4017   Fax: (312) 759-4090
colm@norcmail.uchicago.edu
www.norc.uchicago.edu

Richard Pargament
President
Metis Associates
90 Broad Street, Suite 1200
New York, NY 10004
Phone: (212) 425-8833   Fax: (212) 480-2176
Rpargament@metisassoc.com
http://www.metisassoc.com

Shelia Perkins
Excutive Director
Project Jobs
1456 West Montrose
Chicago, IL 60613
Phone: (773) 293-1751   Fax: (773) 293-1958
sperkins28@hotmail.com

Odette Ramos
Director
Baltimore Neighborhood Indicators Alliance
2300 N. Charles Street
Second Floor
Baltimore, MD 21218
Phone: (410) 235-0944   Fax: (410) 366-6032
odette@bnia.org

Blaine Ray
Information Specialist
Neighborhoods Resource Center
14 Academy Place, Suite 2, PO Box 100941
Nashville, TN 37224-0941
Phone: (615) 782-8212   Fax: (615) 782-8213
bray@tnrc.net
www.tnrc.net

Mark Rubin
Director of Research and Neighborhood
Information Services
DC Agenda
1155 15th Street, NW, Suite 900
Washington, DC 20005
Phone: (202) 223-2598   Fax: (202) 223-2604
mrubin@dcagenda.org
http://www.dcagenda.org

Victor Rubin
Director of Research
PolicyLink
101 Broadway
Oakland, CA 94607
Phone: (510) 663-2333   Fax: (510) 587-1126
victor@policylink.org
http://www.policylink.org

Dan Ryan
GIS Administrator
City of Battle Creek
10 North Division
Battle Creek, MI 49014
Phone: (616) 966-3303
DMRyan@ci.battle-creek.mi.us

Robert Seifert
Senior Policy Analyst
The Access Project
30 Winter Street Suite 930
Boston, MA 02108
Phone: (617) 654-9911   Fax: (617) 654-9922
rseifert@accessproject.org
www.accessproject.org

Katie Shoemaker
Director, Special Projects for the President
Rheedlen-Centers for Families and Children
2770 Broadway
New York, NY 10025
Phone: (212) 866-0700   Fax: (212) 866-2965
kshoemaker@harlemchildrenszone.org

Chris Snow
Research Associate
The Urban Institute
2100 M Street, NW
Washington, DC 20037
Phone: (202) 261-5865   Fax: (202) 872-9322
csnow@ui.urban.org

Holly St. Clair
Senior Research and Data Analyst
Metropolitan Area Planning Council
60 Temple Place
Boston, MA 02111
Phone: (617) 451-2770   Fax: (617) 482-7185
hstclair@mapc.org
http://www.mapc.org

Brenan Stearns
Research Associate I
Data and Policy Analysis (DAPA)
245 4th Street, Room 204
Atlanta, GA 30332-0155
Phone: (404) 206-5014   Fax: (404) 206-5004
brenan.stearns@arch.gatech.edu
www.arch.gatech.edu/~dapa

Marisela Tapia
Near Northside Partners Council
1519 Circle Park Blvd.
Fort Worth, TX 76106
Phone: (817) 625-9816
Lucky [mac100474@yahoo.com]

Val Tate
Vice-President
Greater Citizens Coalition of Martindale-
Brightwood
2732 N. Baltimore Ave
Indianapolis, IN 46218
Phone: (317) 926-4821
Valmtate@yahoo.com

Peter Tatian
Research Associate
The Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Phone: (202) 261-5588   Fax: (202) 872-9322
ptatian@ui.urban.org

Nidhi Tomar
GIS specialist/Data Analyst
Baltimore Neighborhood Indicators Alliance
2300 N. Charles Street
Second Floor
Baltimore, MD 21218
Phone: (410) 235-0944   Fax: (410) 366-6032
bniagis@hotmail.com

Craig Totaro
Policy Associate
The Reinvestment Fund
718 Arch Street
Philadelphia, PA 19106
Phone: (215) 925-1130   Fax: (215) 923-4764
totaroc@trfund.com

Maria Townsend
Director, Child Welfare Indicators Project
Office of Child Development
2017 Cathedral of Learning
Pittsburgh, PA 15260
Phone: (412) 383-8973   Fax: (412) 624-1187
mariazt+@pitt.edu
http://www.pitt.edu/-ocdweb

Carmen Turks
Community Organizer
Neighborhoods Resource Center
14 Academy Place, Suite 2, PO Box 100941
Nashville, TN 37224-0941
Phone: (615) 782-8212   Fax: (615) 782-8213
cturks@tnrc.net

Margery Turner
Center Director
The Urban Institute
2100 M Street, N.W.
Washington, DC 20037
Phone: (202) 261-5543   Fax: (202) 872-9322
maturner@ui.urban.org

Lee Nelson Weber
Neighborhood Initiative Director
Dyer-Ives Foundation
161 Ottawa N.W.
411-J Water Building
Grand Rapids, MI 49503-2750
Phone: (616) 454-4502   Fax: (616) 454-8545
lnweber@iserv.net

Shelly Weeden
Community Network and Policy Coordinator
The Providence Plan
56 Pine Street, Suite 3B
Providence , RI 02903
Phone: (401) 455-8880   Fax: (401) 331-6840
sweeden@providenceplan.org
http://www.providenceplan.org

Junious Williams
Chief Executive Officer
Urban Strategies Council
672 Thirteenth Street
Oakland, CA 94612
Phone: (510) 893-2404   Fax: (510) 893-6657
juniousw@urbanstrategies.org
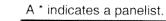http://www.urbanstrategies.org/

Sandra Witt
Director, Community Assessment, Planning and
Education
Alameda County Public Health Department
1000 Broadway
Oakland, CA 94607
Phone: (510) 267-8018   Fax: (510) 678-7889
switt@co.alameda.ca.us

Neighborhood Surveys as Community Building Tools
Conference Particpants

Indicator Practioners

Name	Organization	City, State
Kate Allen	Pittsburgh Partner for Neighborhood Development	Pittsburgh, PA
Melissa Alvarez*	Near Northside Partners Council	Fort Worth, TX
Owusu Amoakohene	Urban Strategies Council	Oakland, CA
Karen Aschenbrenner	Community Services Planning Council	Sacramento, CA
Terri Bailey	The Piton Foundation	Denver, CO
Michael Barndt	Nonprofit Center of Milwaukee	Milwaukee, WI
Mac Belmontes, Jr.*	Near Northside Partners Council	Fort Worth, TX
Matt Beyers	Urban Strategies Council	Oakland, CA
Marnie Brady	Council of Latino Agencies	Washington, DC
Eric Bruns	The Family League of Baltimore City, Inc.	Baltimore, MD
Maria Campbell Casey	Public Health Institute	Oakland, CA
Cynthia Cunningham	The Polis Center	Indianapolis, IN
Dwight Danie	Florida Department of Children and Families, District 11	Miami, FL
David Eberbach	Human Services Planning Alliance	Des Moines, IA
Anne FitzSimmons	Center for Urban Initiatives and Research--UW-Milwaukee	Milwaukee, WI
Abby Gamboa*	Near Northside Partners Council	Fort Worth, TX
Matthew Hamilton	The Piton Foundation	Denver, CO
Janice Hamilton Outtz	Hamilton Outtz Consultants	Upper Marlboro, M
Mattie Holliday*	Martindale Brightwood Public Safety Committee	Indianapolis, IN
Scott Jackson*	Connecticut Policy and Economic Council	Hartford, CT
Tanya Jones	Baltimore Neighborhood Collaborative	Baltimore, MD
David Laflamme	Johns Hopkins School of Public Health	Baltimore, MD
Cathy Lucas	Non Profit Alliance	Battle Creek, MI
Allison Luthe	Community Solutions, Inc.	Indianapolis, IN

A * indicates a panelist.

Patrick McGuigan	The Providence Plan	Providence , RI
Teletha McJunkin	Community Research Council	Chattanooga, TN
Ken Meter	Crossroads Resources Center	Minneapolis, MN
Frieda Molina	MDRC Regional Office	San Francisco, CA
Maghboeba Mosavel	Center on Urban Poverty and Social Change	Cleveland, OH
Katie Murray	The Providence Plan	Providence, RI
Tamara Neff	Baltimore Neighborhood Indicators Alliance	Baltimore, MD
Laura Nelson	MDRC Regional Office	Oakland, CA
Shelia Perkins*	Project Jobs	Chicago, IL
Odette Ramos*	Baltimore Neighborhood Indicators Alliance	Baltimore, MD
Blaine Ray	Neighborhoods Resource Center	Nashville, TN
Mark Rubin*	DC Agenda	Washington, DC
Dan Ryan	City of Battle Creek	Battle Creek, MI
Katie Shoemaker	Rheedlen-Centers for Families and Children	New York, NY
Holly St. Clair	Metropolitan Area Planning Council	Boston, MA
Brenan Stearns	Data and Policy Analysis (DAPA)	Atlanta, GA
Marisela Tapia*	Near Northside Partners Council	Fort Worth, TX
Val Tate*	Greater Citizens Coalition of Martindale-Brightwood	Indianapolis, IN
Nidhi Tomar	Baltimore Neighborhood Indicators Alliance	Baltimore, MD
Craig Totaro	The Reinvestment Fund	Philadelphia, PA
Maria Townsend	Office of Child Development	Pittsburgh, PA
Carmen Turks	Neighborhoods Resource Center	Nashville, TN
Shelly Weeden	The Providence Plan	Providence , RI
Junious Williams	Urban Strategies Council	Oakland, CA
Sandra Witt	Alameda County Public Health Department	Oakland, CA

A * indicates a panelist.

Urban Institute Staff

Name	Organization	City, State
Margaret Browne	The Urban Institute	Washington, DC
Jacob Cowan	The Urban Institute	Washington, DC
Harry Hatry	The Urban Institute	Washington, DC
Harry Holzer*	The Urban Institute	Washington, DC
Embry Howell	The Urban Institute	Washington, DC
Tom Kingsley	The Urban Institute	Washington, DC
Mary Kopczynski*	The Urban Institute	Washington, DC
Seon Joo Lee	The Urban Institute	Washington, DC
Chris Snow	The Urban Institute	Washington, DC
Peter Tatian	The Urban Institute	Washington, DC
Margery Turner	The Urban Institute	Washington, DC

A * indicates a panelist.