

Promise Neighborhoods Sample Analytics

November 2009

Context

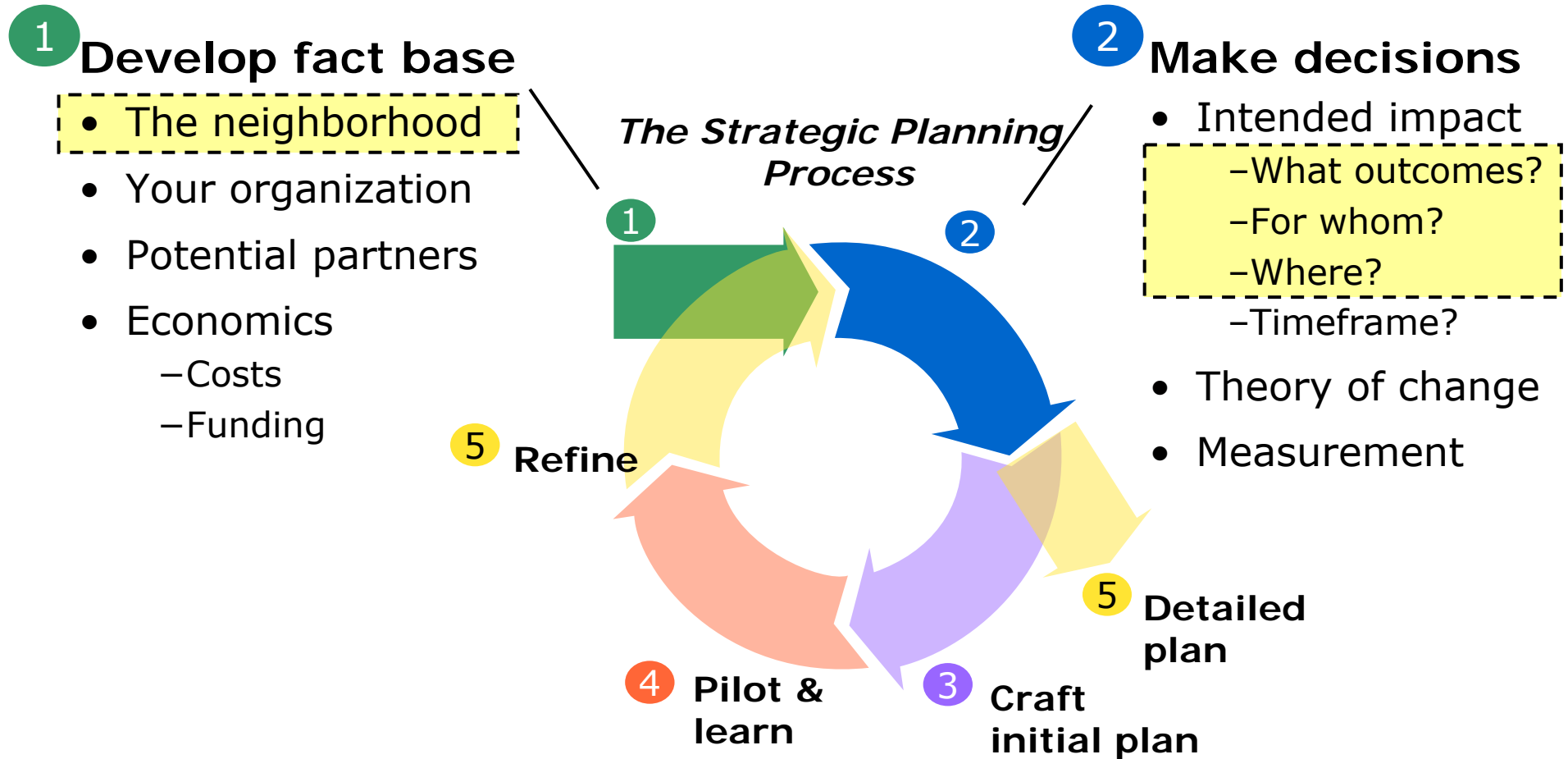
Our understanding:

- The **Promise Neighborhoods Initiative** will provide competitive planning grants to community-based organizations (CBOs) to develop plans for comprehensive neighborhood programs, modeled after the Harlem Children's Zone, designed to combat the effects of poverty and improve education and life outcomes for children, from birth through college.
- CBOs leading neighborhood initiatives will want to create a **strategic plan** to inform their work. A critical step in creating a strategic plan is to **develop a fact base** in order to more deeply understand the neighborhood, the capabilities of their organization, potential partners, and the economics the initiative will require.
- A fact base is important in that it can **inform the critical decisions** that must be made regarding the neighborhood initiative's **intended impact** and theory of change

These materials:

- These materials are intended to illustrate **example analyses** that could be part of a fact base, to inform the decisions regarding **neighborhood selection** and intended impact (What outcomes? For whom? Where?)
- These analyses are drawn from two CBOs that have engaged in neighborhood transformation planning processes working with The Bridgespan Group:
 - Los Angeles Urban League (LAUL)
 - One of the largest and most respected affiliates of the National Urban League, LAUL is implementing a plan to transform conditions for residents in a 70 square block neighborhood in South Los Angeles centering around Crenshaw High School
 - Communities of Opportunity (COO)
 - Launched by the City of San Francisco, residents of the southeast corner of the city, and philanthropic organizations, COO seeks to help in-crisis and fragile families reach stability

These slides illustrate sample fact base analyses to aid in decisions around impact and neighborhood selection



 Focus of this document

Final selection of neighborhoods should be based on an analysis of fit, need, assets, and community character

	Fit	Need	Assets	Community
Key questions	<ul style="list-style-type: none"> • Where are the people we most want to serve? 	<ul style="list-style-type: none"> • Are there significant, but addressable needs that align with our priorities? 	<ul style="list-style-type: none"> • Are there community assets to build upon? 	<ul style="list-style-type: none"> • Is this a natural community?
Potential analyses	<ul style="list-style-type: none"> • Demographic composition (#1) • Geographic clustering (#2) • School locations and demographics 	<ul style="list-style-type: none"> • Education <ul style="list-style-type: none"> - Student achievement - Educational attainment • Economics <ul style="list-style-type: none"> - Employment - Income • Housing <ul style="list-style-type: none"> - Cost burden • Safety <ul style="list-style-type: none"> - Violent crimes/1000 • Health 	<ul style="list-style-type: none"> • Resident stability <ul style="list-style-type: none"> - Tenure in current address - Home ownership - Connection to local institutions (e.g. schools) - Civic engagement • Civic infrastructure <ul style="list-style-type: none"> - Commercial centers - Redevelopment zones - Churches, nonprofit organizations 	<ul style="list-style-type: none"> • School catchment areas • School feeder patterns • Natural boundary locations (freeways, streams, etc.) • Gang territories

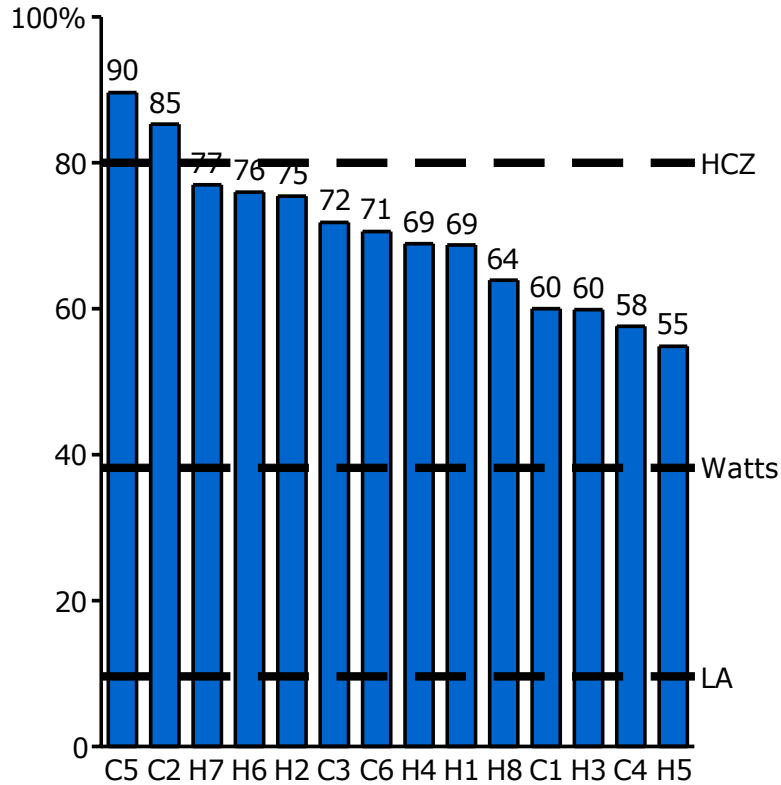
Bold = Examples provided in the following pages

Example #1: LAUL analyzed census data to find areas with high %'s of African-Americans and young adults

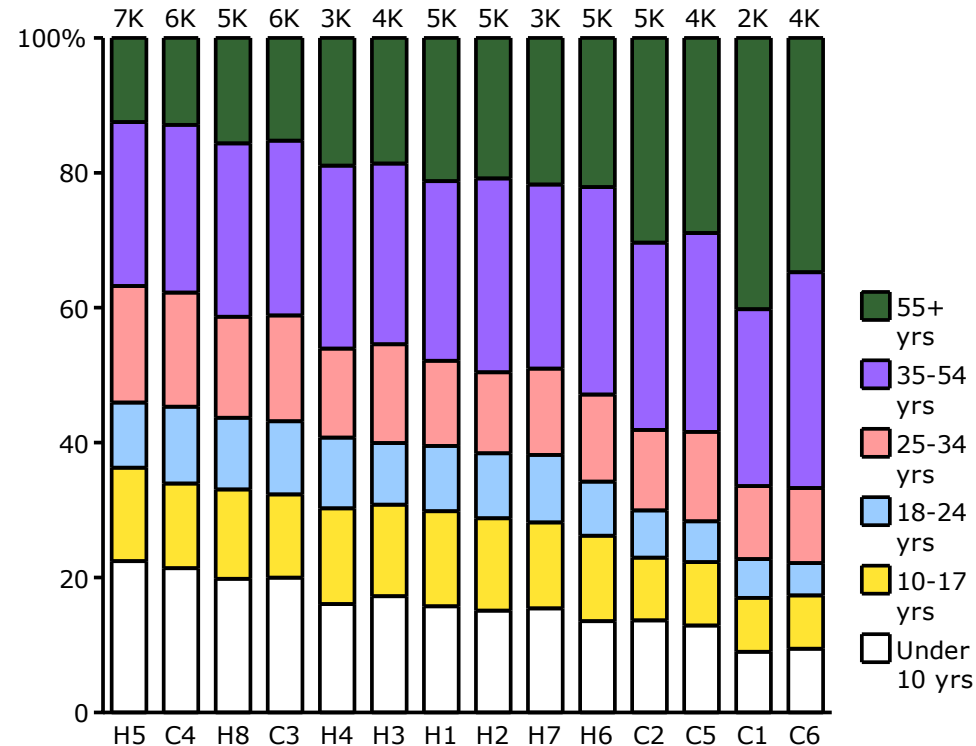
% of African-Americans

% of young adults

Percent African American population by census tract



Population by age by census tract



Total pop. (K) 4.4 5.2 2.7 4.7 4.8 6.3 4.2 3.3 5.4 4.8 1.8 4.0 5.8 7.1
 Note: Bar labels indicate census tracts; C refers to tracts in the Crenshaw neighborhood, H indicates Hyde Park

Age Group	H5	C4	H8	C3	H4	H3	H1	H2	H7	H6	C2	C5	C1	C6
% 18-24 years	10%	11%	11%	11%	11%	9%	10%	10%	10%	8%	7%	6%	6%	5%
% <24 years	46%	45%	44%	43%	41%	40%	40%	38%	38%	34%	30%	28%	23%	22%

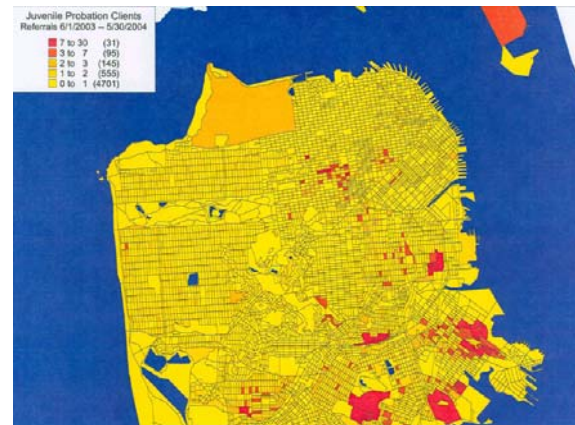
Source: 2000 census

Example #2: COO used geographic clustering of child welfare indicators to select areas for further analyses

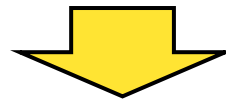
Location of child welfare removals



Concentration of children's mental health clients



Concentration of juvenile probation clients



Seven key street corners were identified as the highest risk for youth and families and were investigated for inclusion in the Communities of Opportunity effort

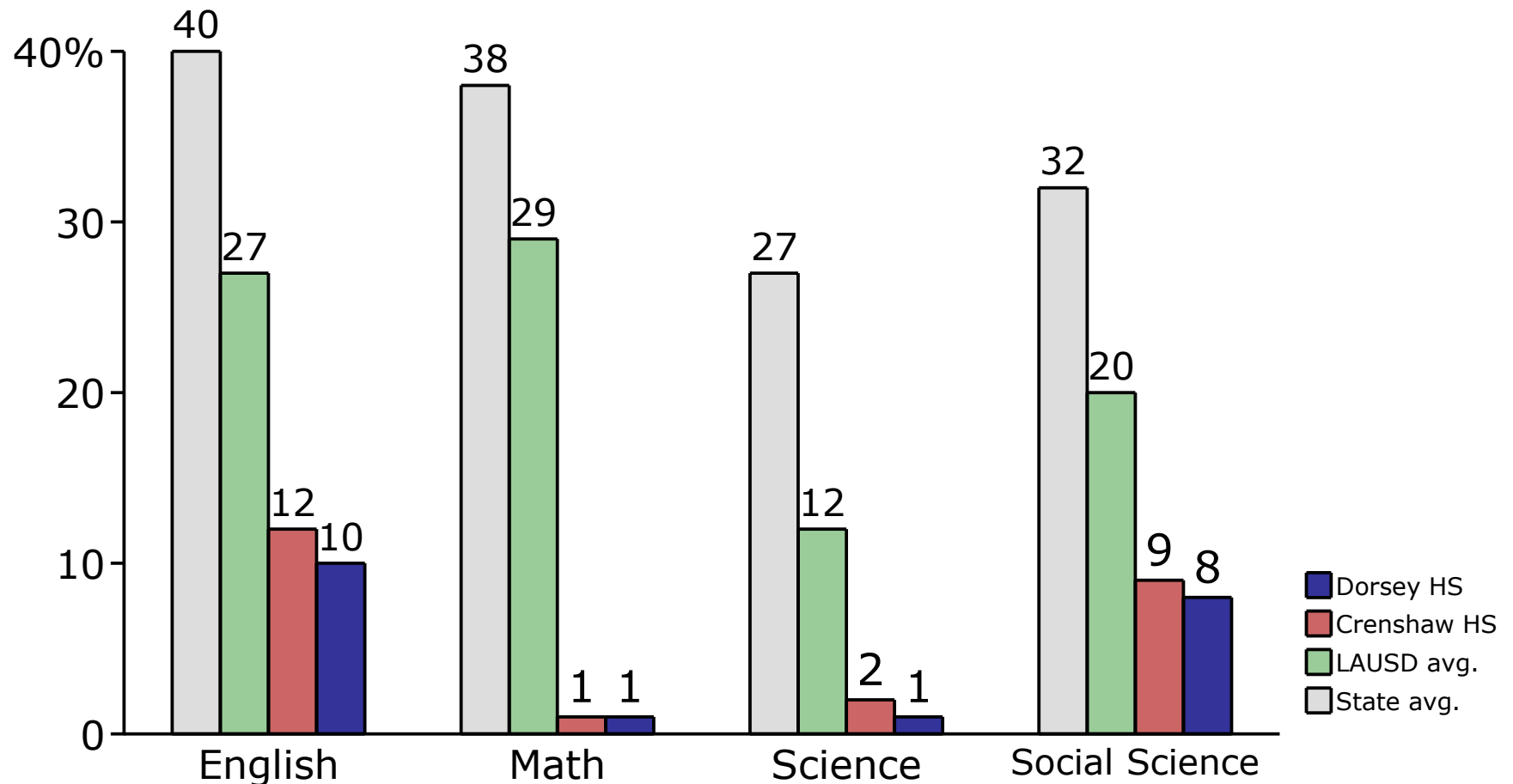
Final selection of neighborhoods requires an analysis of fit, need, assets, and community character

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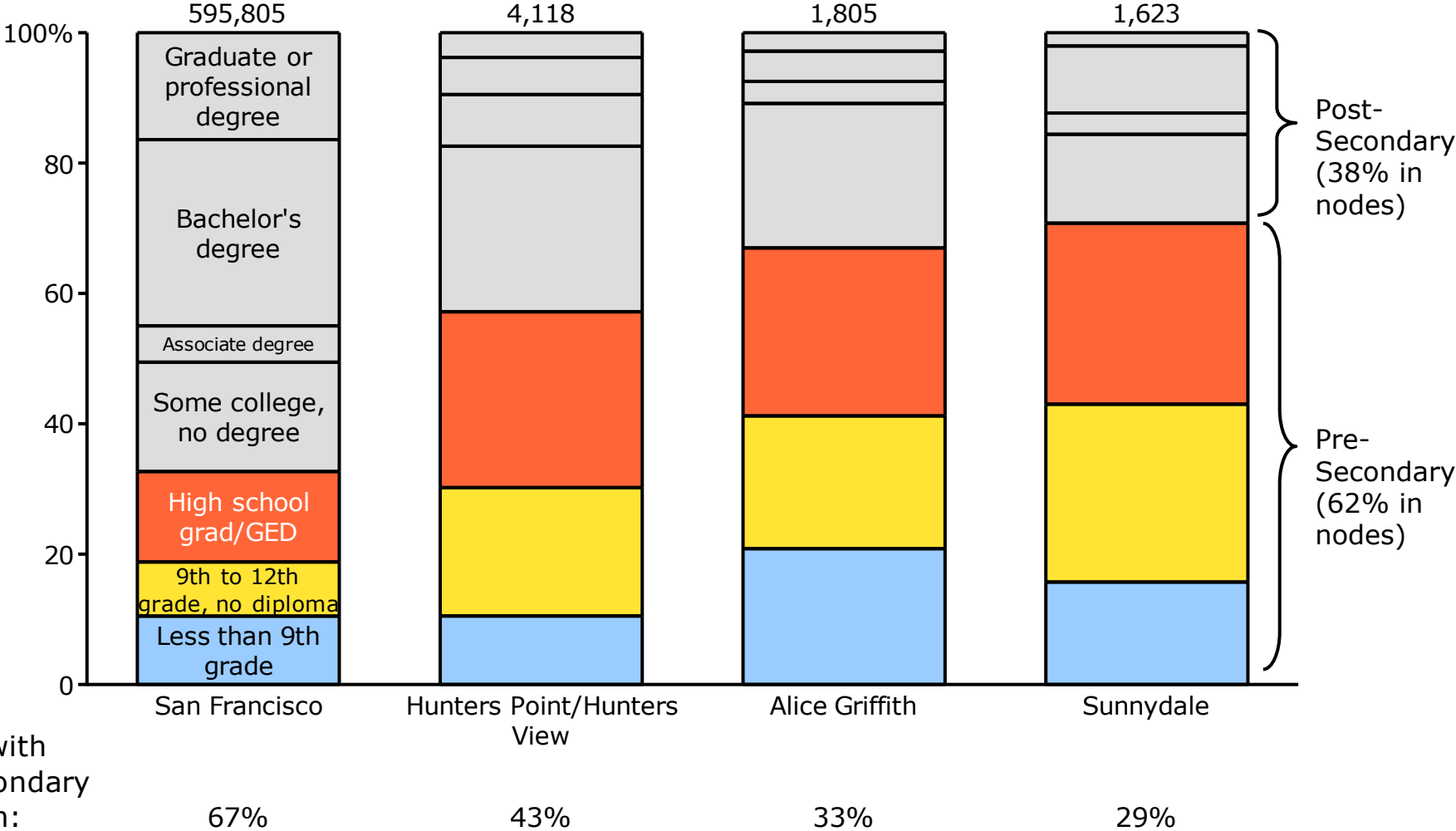
Example #3: LAUL analysis of district data showed high schools were not preparing students to state standards

Percent of 2004-05 students meeting state standards



Example #4: Similarly, COO used census data to examine inequities in educational attainment

Residents age 25 and over, 2000



Source: Census 2000

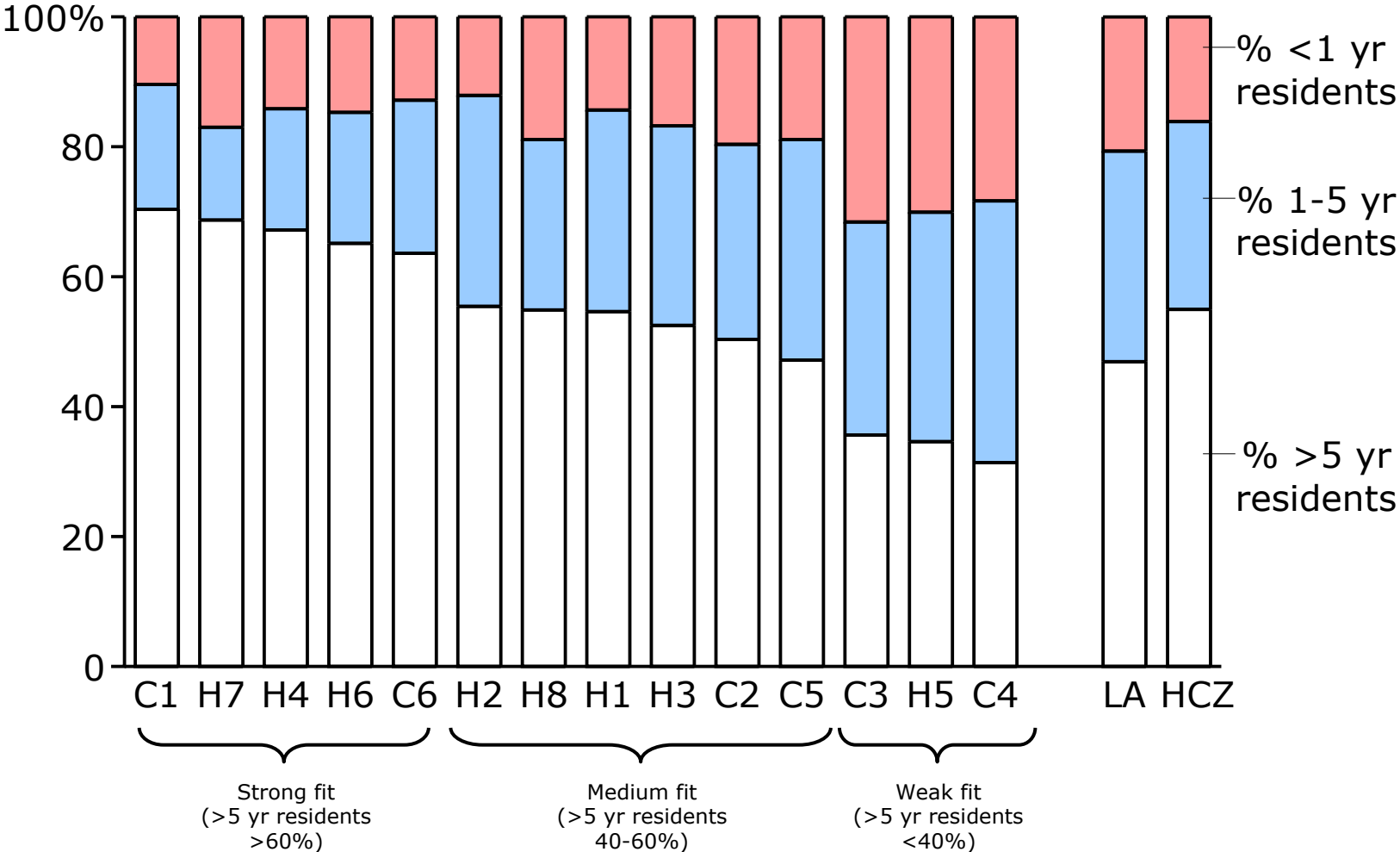
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Bold = Examples provided

Example #5: LAUL examined tenure in current residence as an indicator for neighborhood stability

Resident tenure by census tract (as of 2000)



Note: Bar labels indicate census tracts; C refers to tracts in the Crenshaw neighborhood, H indicates Hyde Park

Source: 2000 census

Example #6: Mapping analysis helped COO better understand the neighborhood infrastructure



Source: Google maps

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Example #7: Using criteria to determine a “natural community,” LAUL selected a target neighborhood

Identify initial geography

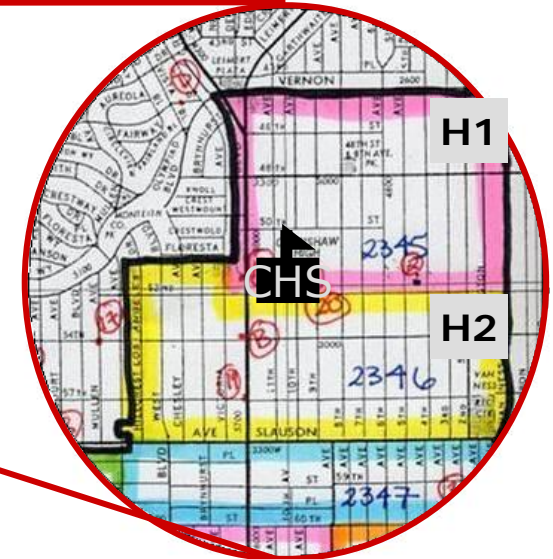
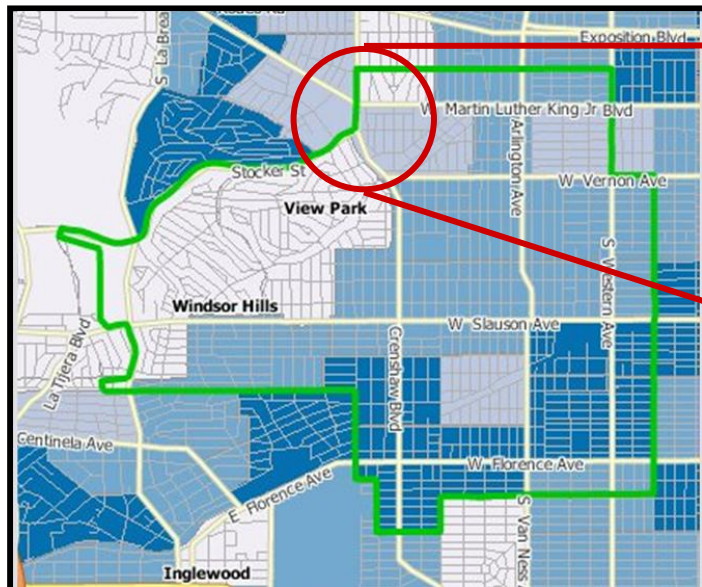
- LAUL identified the Crenshaw High School catchment area with a population of approx. 80 – 90K residents

Determine criteria and assess

- LAUL narrowed to arrive at a cohesive neighborhood using criteria such as:
 - Total service population
 - School feeder pattern
 - Gang territories
 - City and county jurisdictional boundaries
 - And others...

Select target neighborhood

- LAUL selected a 70 block area anchored around Crenshaw High School



Appendix

Below are other examples of analyses that could inform a neighborhood fact base

Education	Economic	Safety	Housing	Health	Social capital
<ul style="list-style-type: none"> • Achievement <ul style="list-style-type: none"> – Test scores – GPA – Enrollment in college prep. curriculum • Attainment <ul style="list-style-type: none"> – Grad. rate – grade promotion rate – Percent enrolling / finishing college • Truancy • Teacher: student ratio • Number of guidance counselors 	<ul style="list-style-type: none"> • Household income / percent in poverty • Adult employment status • Percent of children receiving public assistance • Adult educational attainment 	<ul style="list-style-type: none"> • Violent crime • Property crime • Number of juveniles on probation / referred to justice system • Number of child welfare removals 	<ul style="list-style-type: none"> • Housing cost burden • Home ownership / housing assistance 	<ul style="list-style-type: none"> • Number of low birth weight babies • Number of babies born to teenage mothers • Obesity incidence • Percentage with health coverage • Number of mental health clients 	<ul style="list-style-type: none"> • Family status (e.g. single parent, grandparent) • Length of residence • Civic organizations • Commercial assets / revitalization