

 **APPENDICES**



APPENDIX A



FROG HOLLOW SOUTH NRZ COMMITTEE BOARD OF DIRECTORS

5 PROPERTY OWNERS (ALL LIVING IN ZONE)

1. George Savva57 Colonial Street
2. Maureen Vallera204 Jefferson Street
3. Edie Lacey31 Lincoln Street
4. Greg Robertson77 Madison Street
5. Terry Stack1212 Broad Street
6. Gladys Vega.....96 Lincoln Street
7. Gladys Brooks.....325 Jefferson Street (alternate)

1 PROPERTY OWNER (NOT IN ZONE)

1. Jose Reategui
Rego Realty.....812 Maple Avenue

5 TENANTS (IN ZONE)

1. Jeffrey Smith.....62 School Street
2. Taryn Perry.....52 Lincoln Street
3. Martha Steullet.....70 Allen Place
4. Sr. Laura Nerold(Tabor House) 67 Brownell Street
5. Nilda Santana17 Allen Place
6. Miriam DeJesus.....10 Lincoln Street (alternate)

1 BUSINESS REPRESENTATIVE (FROM ZONE)

1. Robert O'Connor
T. W. Raftery Co.....1055 Broad Street
2. Mike Lawton (alternate)
Sher's Automotive.....Washington Street

1 REPRESENTATIVE CITY AREA CHURCHES

1. Janette Williams, Pastor
Baptist Church325 Jefferson St.
2. Sandra Rhone
Ward Christian Center.....1133 Broad Street (alternate)

1 REPRESENTATIVE CITY OF HARTFORD

1. Robert HartzellCity of Hartford Assessor
2. Kenneth Anderson.....City of Hartford Planning Dept.

1 REPRESENTATIVE FOX MANOR

1. Mary Diaz461 Washington Street

UP TO 6 REPRESENTATIVES FROM SINA

1. Eddie Perez400 Washington Street
2. Luis Caban.....400 Washington Street
3. Deborah Borrero300 Summit Street
4. Maria NegronAetna Center for Families
5. Steve Balcanoff282 Washington Street

3 YOUTH RESIDENTS

1. Morgan Perry.....52 Lincoln Street

1 REPRESENTATIVE OF SENIOR CITIZENS (IN THE ZONE)

1. Fidel Medina.....78 Allen Place

1 PROPERTY MANAGER

1. David Mesite243 Jefferson Street

THE FHRC NEIGHBORHOOD REVITALIZATION
BY-LAWS AS REVISED BY THE FHSRC NRZ PLANNING
COMMITTEE, AUGUST 20, 1996

ARTICLE I: NAME

The name of this organization shall be the Frog Hollow South Revitalization Committee hereinafter known as the FHSRC.

ARTICLE II: MISSION

The mission of the FHSRC shall be to unite all people within its boundaries in an organization that will help equip people with the skills and expertise needed to effectively address issues and to provide a structure through which people can define and act upon common problems.

ARTICLE III: MEMBERSHIP

The FHSRC is comprised of groups and individuals within Frog Hollow whose efforts are consistent with the purpose of the FHSRC.

ARTICLE IV: POWERS

Section 1: All powers derive from and ultimate authority resides in the community. There will be an annual meeting of the FHSRC Neighborhood revitalization Zone, where elected membership will be elected for a one year term.

Section 2: Committee members serve a one (1) year term. In the event of a member stepping down from position, a new member will be appointed by the residents' committee members or by the appointing authority.

ARTICLE V: OFFICERS AND COMMITTEE STRUCTURE

The FHSRC shall consist of up to twenty-six (26) persons, in which at least fifteen (15) will be residents of the Frog Hollow neighborhood. It is the responsibility of this committee to represent the neighborhood and various issue groups as a whole. Decisions will be made based on the consensus of the neighborhood on key issues addressed at regularly held neighborhood task force meetings.

Composition of the FHSRC NRZ Committee

The FHSRC NRZ Committee has up to 26 members as shown below:

- 5 property owners, all living in Zone
- 1 property owner, not in Zone
- 5 tenants, in Zone
- 1 business rep, from Zone
- 1 rep, City area churches
- 1 rep, City of Hartford
- 1 rep, Fox Manor
- Up to 6 representatives of SINA Institutions
- 1 rep of senior citizens, in the Zone
- 1 property manager
- 3 youth residents

There will be one chairperson (or co-chairpersons as decided annually by the FHSRC Board of Directors), one secretary, and other officers as deemed appropriate by the committee to be chosen from and by the resident membership of the committee at the next committee meeting following the annual meeting. They shall serve for terms of one year.

ARTICLE VI: BOUNDARIES

The Boundaries of the FHSRC Neighborhood Revitalization Zone shall be contained as follows: starting at the corner of Ward and Washington Streets; running west down Ward Street until the corner of Ward and Zion Street; running south down Zion Street to Summit Street; running south on Summit Street to New Britain Avenue; running northeast on New Britain Avenue to include the campus of Trinity College, CPTV and Fox Manor without including other New Britain Avenue buildings or their properties to Washington Street; running south to Barnard Street; running along the north side of Barnard Street to Maple Avenue; running northeast on Maple Avenue to Essex Street; running northwest on Essex to Retreat Avenue; running northeast on Retreat Avenue to Jefferson Street; running west on Jefferson Street to Washington Street; running north on Washington to Ward Street.

ARTICLE VII: MEETINGS

Section 1: The Revitalization Committee shall meet within one (1) month of the annual meeting and at least bimonthly thereafter. The date for the next meeting will be announced at the prior meeting.

Section 2: In the event of an emergency meeting, members will be contacted through a phone tree or other appropriate method.

ARTICLE VIII: RULES OF ORDER

- A. All meetings shall be conducted in accordance with the agenda and in an orderly fashion consistent with Article IX. All meetings of the FHSRC shall be open to the residents and businesses of the neighborhood.
- B. The FHSRC may, with the approval of a majority of the members present, call an Executive Session (excluding all non-committee members) to discuss matters relating to fund raising and finance.
- C. A quorum for committee meetings shall be 14 members, of which 8 shall be residents.

ARTICLE IX: CONSENSUS-BUILDING DECISION-MAKING PROCESS

Section 1: Items will be brought for consideration by the committee based on:

1. Long-standing issues within the neighborhood.
2. Issues addressed at the most recent community task force meeting.
3. Issues brought to the committee by individual residents or representatives from an issue group.

Section 2: Decisions will be made on items that are brought to the committee through extensive discussion of the item. The committee will research and discuss all possibilities and decide the best suited. In the event of disagreements or objections, the decision will be made based on the majority vote of all present.

ARTICLE X: MODIFICATION OF BY-LAWS

When the existing or future Revitalization Committee deems necessary, the By-Laws may be amended through a special meeting session in which the

committee will discuss changes to be made. The changes must be voted in through a 2/3 pro-vote by the present quorum of membership.

ARTICLE XI: EFFECTIVE DATES

The By-Laws will go into effect once the statutory requirements under Connecticut Public Act #95-340 have been met by the FHSRC NRZ Planning Committee.



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APPENDIX B

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

Prepared by

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November 2001

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Executive Summary

BACKGROUND AND METHODOLOGY

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

FINDINGS

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

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

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

I. Background and Survey Methodology

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

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

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

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

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

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

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

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

II. Findings

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

A. Resident and Household Characteristics

Resident characteristics: Race and ethnicity

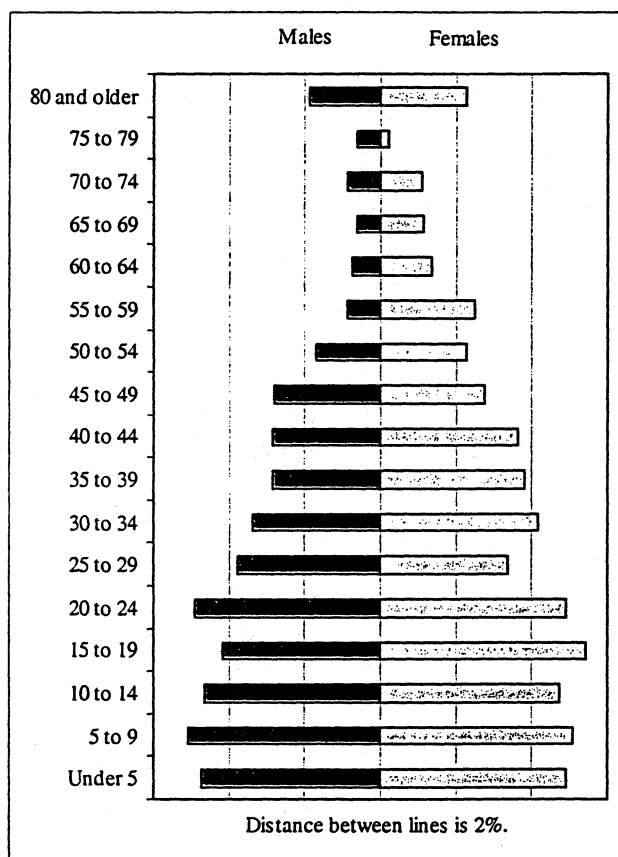
Our survey found that 79% of the 15-block area is Hispanic/Latino; seventy-eight percent of the Hispanic/Latino population is Puerto Rican. African-Americans (Non-Hispanic/Latino) comprise 9% and Whites (Non-Hispanic/Latino) constitute 8% of the population in the target area.² Fifty-two percent of respondents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

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

Resident characteristics: Age distribution³

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

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

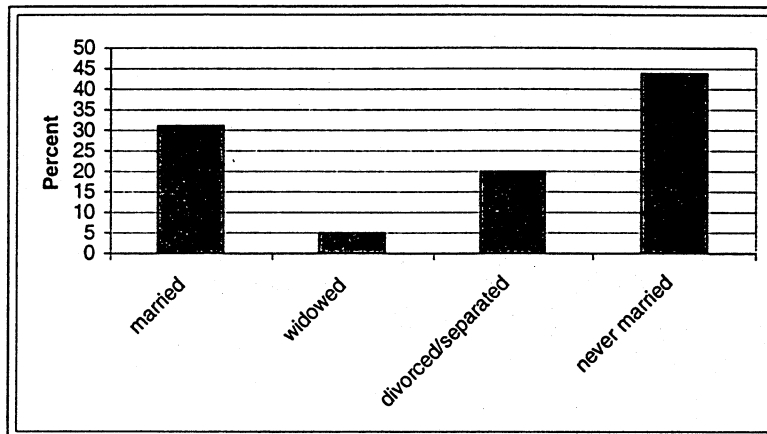


³ This age distribution is based on responses from respondents regarding total number of members in their household and ages of males and females.

Resident characteristics: Marital status

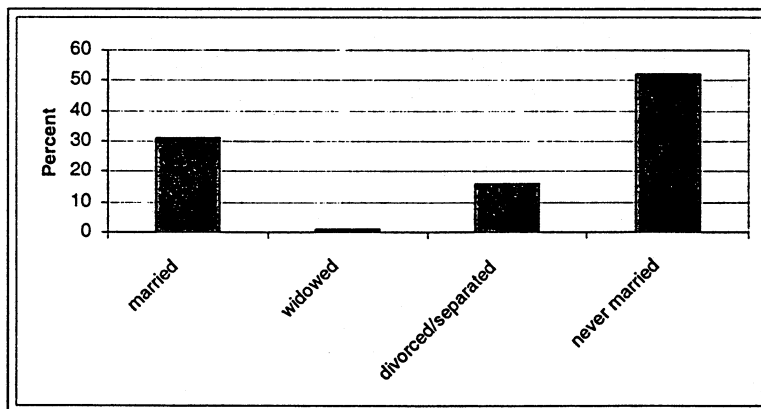
The majority of residents indicated they were not married: 31% of respondents indicated they were married, and 44% indicated they were never married (see Figure 2).

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



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

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

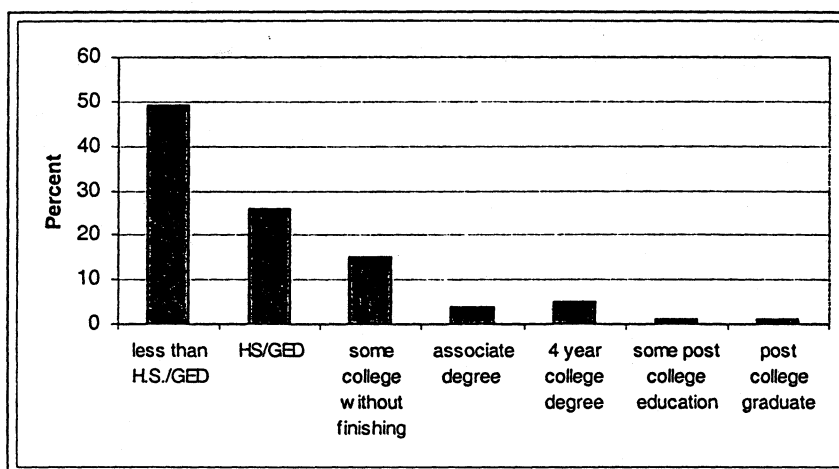


Fifty-one percent of households have at least one child between the ages of 1 - 16 (n = 644). Twenty-five percent of female respondents in households with at least one child ages 1 - 16 indicated they were married, while the remaining seventy-five percent noted they were either widowed, divorced/separated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

Resident characteristics: Education

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

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



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

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

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

Resident characteristics: Mobility

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

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

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

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

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

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

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

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

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

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

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

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

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

Resident characteristics: Employment

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

Table 6. Overall employment (n = 645)

	Percent
Employed	54%
Unemployed	46%

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

	Percent
Employed	58%
Unemployed	42%

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

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

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

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

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

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

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

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

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

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

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

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

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

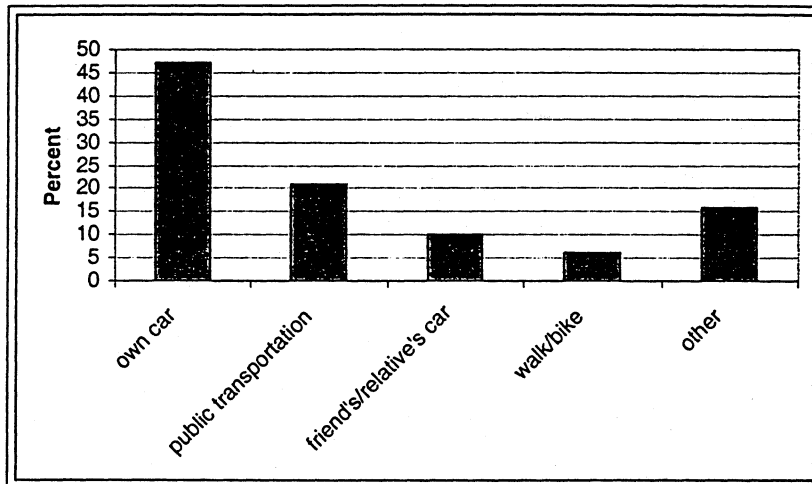
Table 12. Relationship between education level and type of employment among those ages 18 – 64 (n = 277)

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

Resident characteristics: Transportation

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

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



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

Table 13. Relationship between transportation and unemployment

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

Resident characteristics: Rating of health status

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

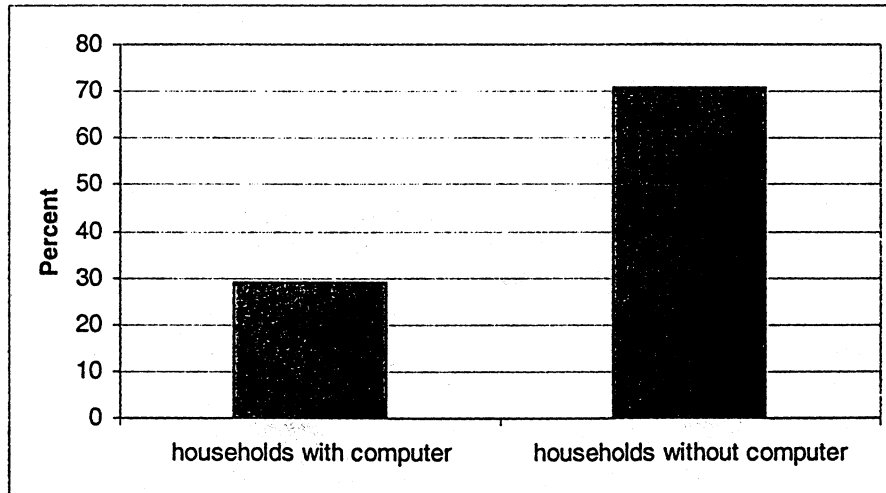
Table 14. Rating of health status by age and gender

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

Resident characteristics: Technology

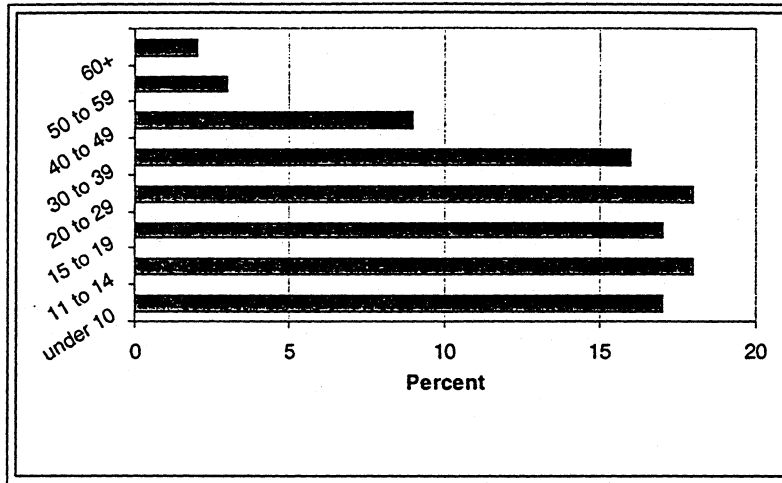
The survey indicates that 29% of households in the 15-block area have computers (see Figure 6). Nineteen percent of households have access to the Internet and eighteen percent have an E-mail account. Among households with at least one child ages 1 – 16, 35% of households have a computer.

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



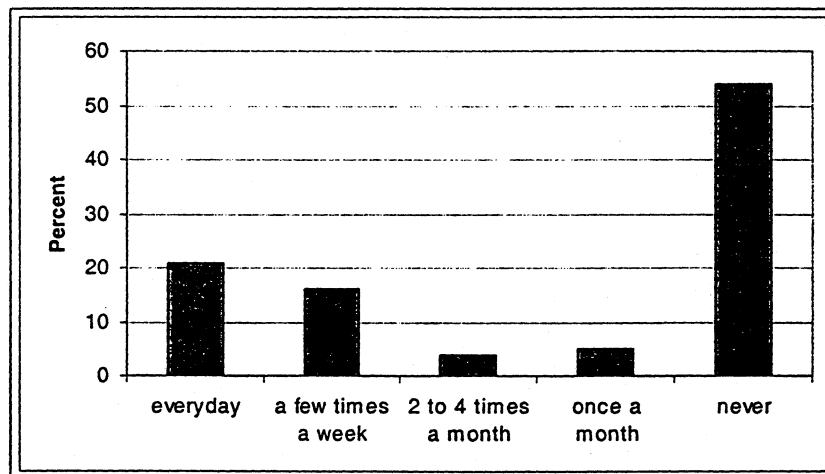
There are small differences in the frequencies of computer use among the age categories from under 10 to 30 – 39; individuals ages 20 – 29 were the most frequently identified as users of the computer in the household (see Figure 7).

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



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

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



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

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

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

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

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

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

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

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

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

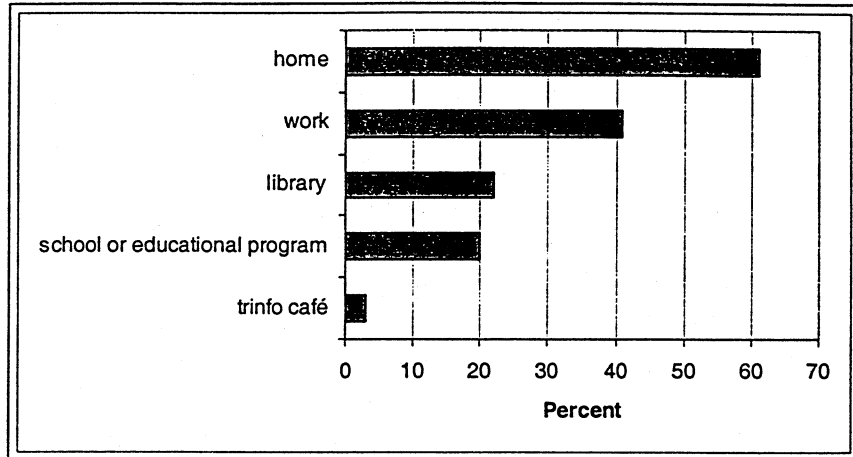
Table 18. Relationship between frequency of computer use and degree of comfort using computers among respondents who use computers at least once a month (n = 313)

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

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

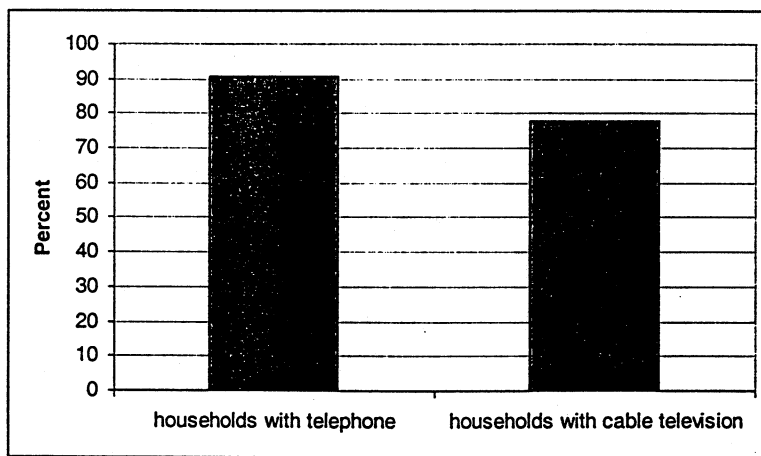
The majority of the residents who use a computer at least once a month do so at their home (61%) and/or their workplace (41%); approximately a fifth of residents also use a computer at a library and another fifth at school and educational programs (see Figure 9).

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



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

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



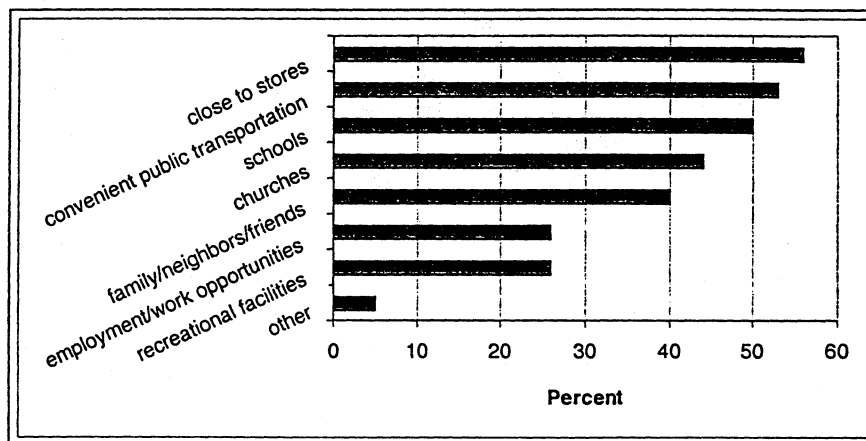
⁶ One explanation for the majority of households having cable television is that many of the buildings in the 15-block area do not have antennas. Thus, cable television is oftentimes required to receive coverage of basic channels.

B. Perceptions of Neighborhood

Perceptions of neighborhood: What residents like about the neighborhood

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

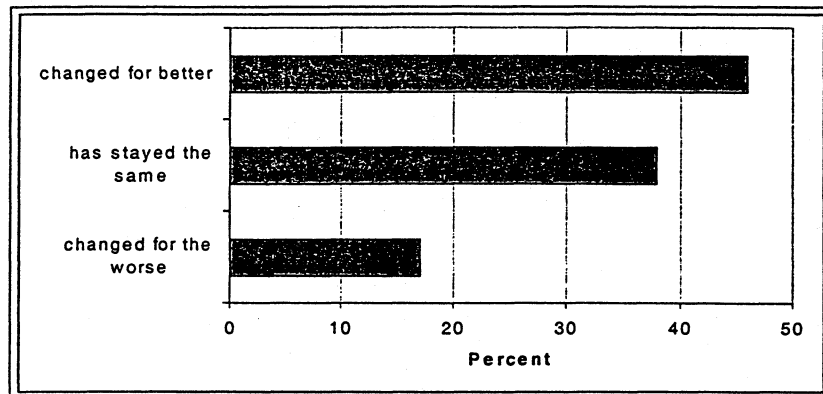
Figure 11. "Which of the following things do you like about your neighborhood (you can choose as many as you would like) – schools, churches, family/neighbors/friends, close to stores, convenient public transportation (buses), employment/work opportunities, recreational facilities or other?" (n = 645)



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

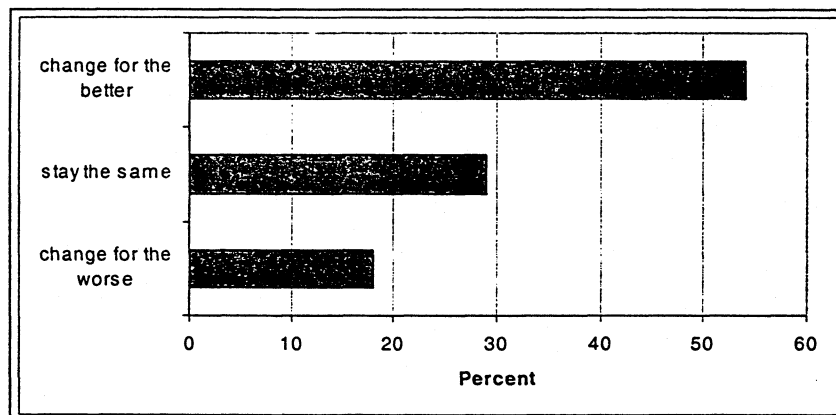
Close to 50% of respondents stated the neighborhood had changed for the better during the last 2 years and seventeen percent stated it had changed for the worse; residents who responded by stating they had lived in the neighborhood less than 2 years are excluded from the results presented on this question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

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



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

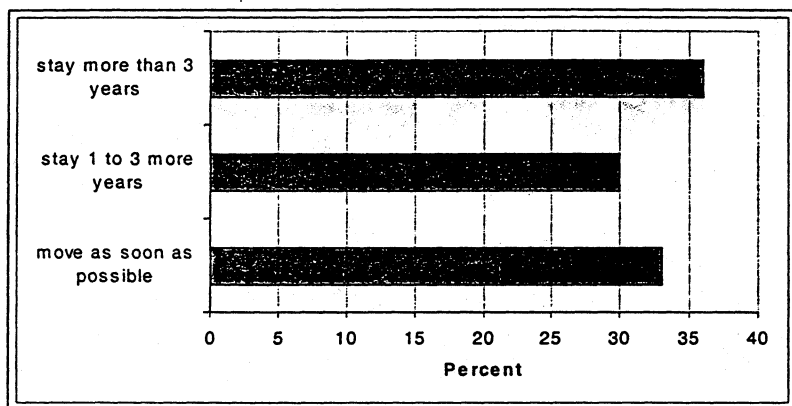
Figure 13. “Thinking of the future of this neighborhood, in general, would you say that this neighborhood will change for the better, will change for the worse, or will stay the same in the next 2 years?” (n = 614)



Perceptions of neighborhood: Interest in staying in the neighborhood

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

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



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

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

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

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

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

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

Perceptions of neighborhood: Rating of general neighborhood features

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

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

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

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

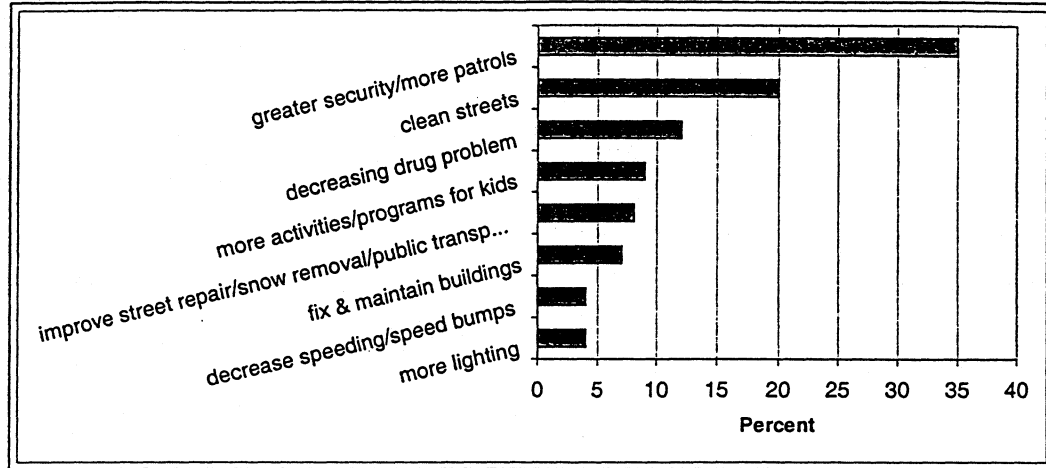
**Table 21. Mean rating of public services by all respondents and those with children
(n = 560 – 645)**

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

Perceptions of neighborhood: Most urgent needs of the neighborhood

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

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

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

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

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

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

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

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

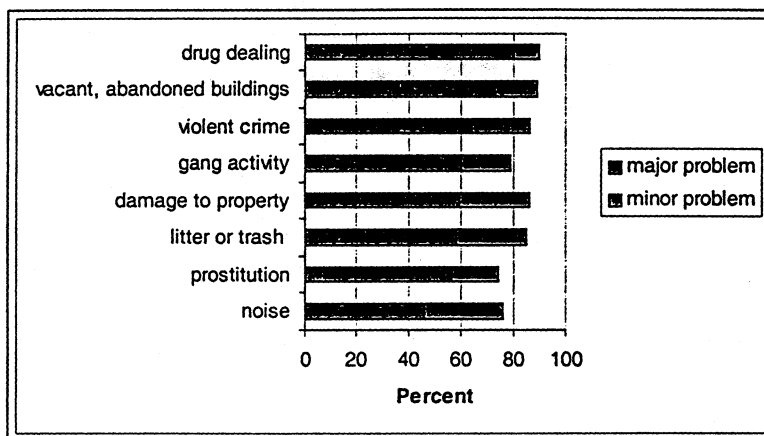
- "A lot of drug dealing at night;"
- "To be drug free;"
- "Get rid of drug dealers;"

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

Perceptions of neighborhood: Neighborhood problems

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

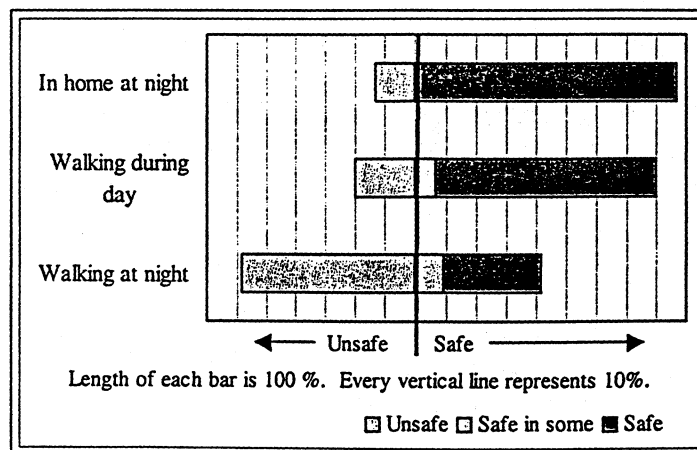
Figure 16. Residents’ perception of the magnitude of problems (n = 582 – 648)



Perceptions of neighborhood: Safety

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

Figure 17. Residents’ Perception of Safety



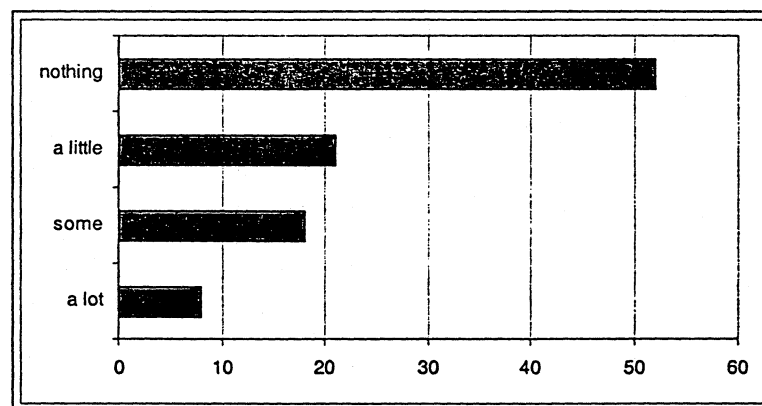
C. Residents' Knowledge of Organizations/Resources

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

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

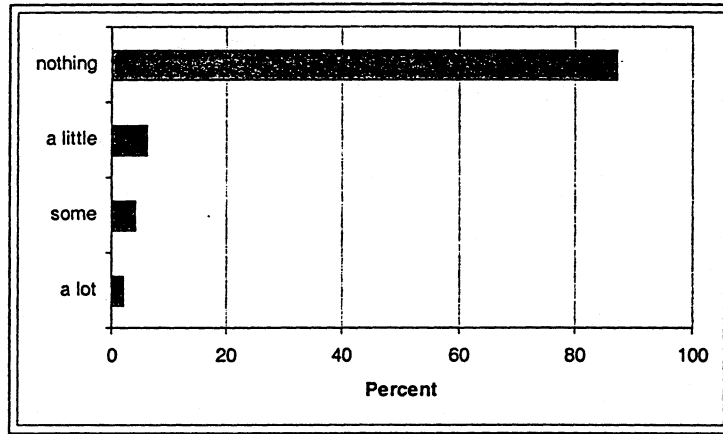
The majority of residents in a household with at least one child ages 1 – 16 knew a little or nothing about the Montessori Elementary School and the Hartford Magnet Middle School (see Figure 18). The lack of awareness increases when measured by all respondents (n = 639). Residents, who knew at least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

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



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

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

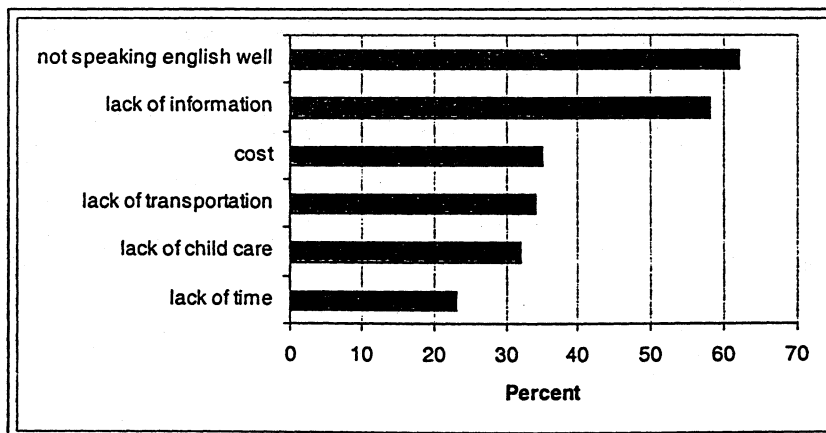


There was also a lack of awareness among the majority of residents in households with children 1-16 about the Boys & Girls Club and among the unemployed about the Jobs Center.

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

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

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



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

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

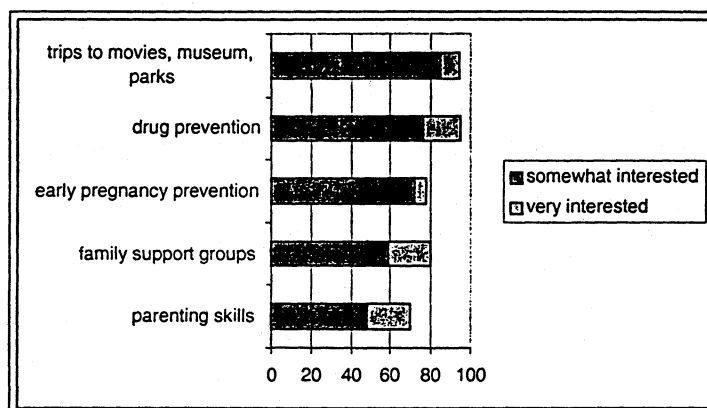
- A woman noted she was about to be evicted from her apartment, and added she could not pay her rent due to insufficient earnings from a minimum wage, part-time job. Information was provided to her about where she could seek assistance for her housing crisis and other job opportunities. She expressed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

D. INTEREST IN AETNA CENTER FOR FAMILIES PROGRAMS/WORKSHOPS

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

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

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

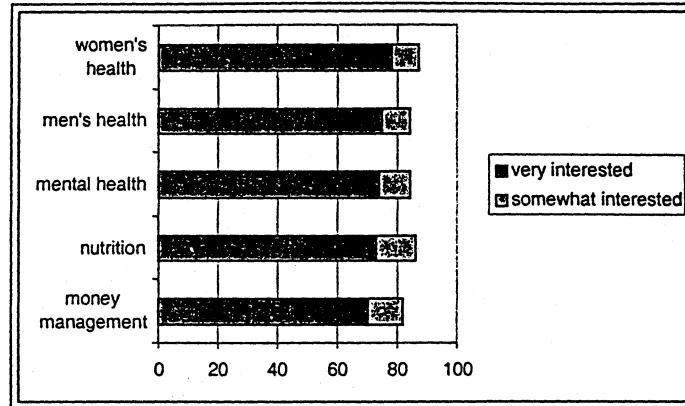


Residents' Interest in Aetna Center for Families programs/workshops: Overall interest in Men's Health, Women's Health, Mental Health, Nutrition, Money Management

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

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

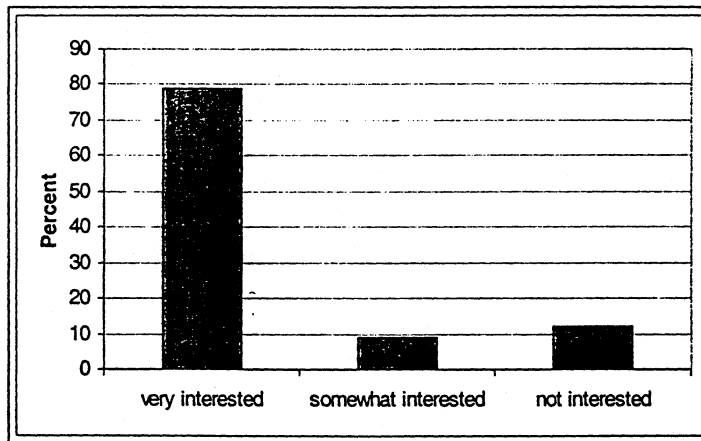
Figure 22. "Please tell us if you or anyone in your household would be very interested, somewhat interested, or not interested in participating in any of the following programs and workshops offered by the Aetna Center for Families,"
Percentages of respondents (n = 645 – 647)



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

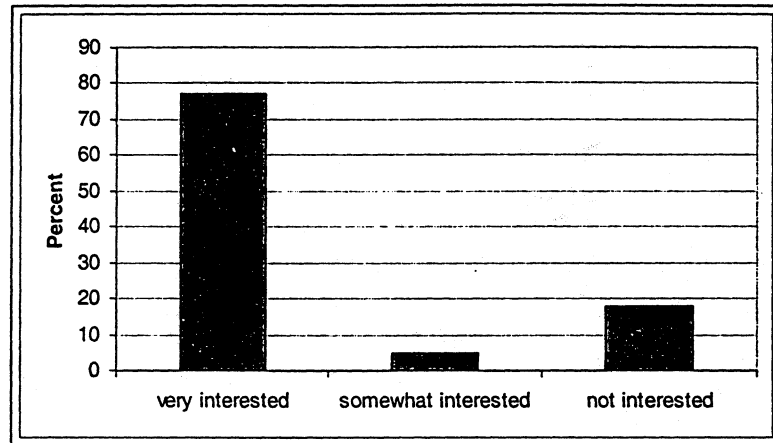
Seventy-nine percent of respondents, living in households where Spanish is the main language spoken in their home, indicated they or someone in their household would be very interested in an English as a Second Language course (see Figure 23).

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



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

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

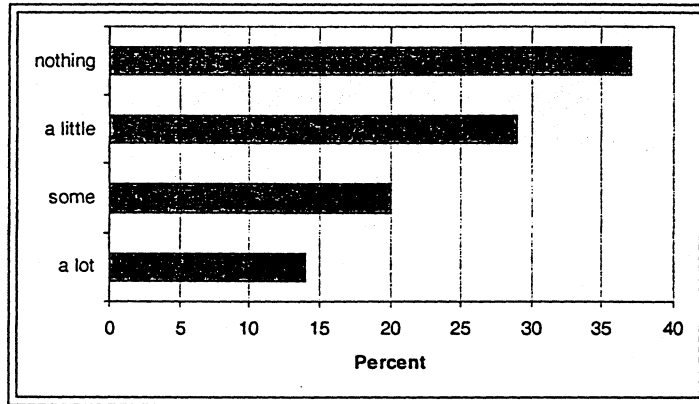


E. Residents' Perception of and Interaction with Trinity College

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

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

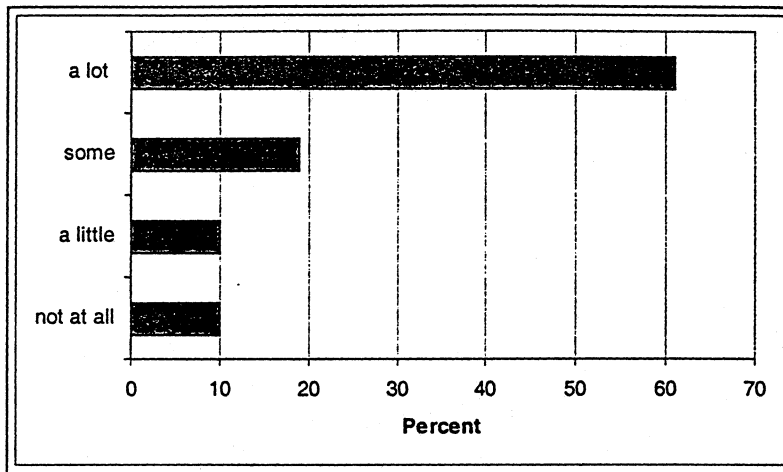
**Figure 25. "How much do you know about Trinity College - a lot, some, a little or nothing?"
(n = 645)**



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

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

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



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

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

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

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

III. Conclusion

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

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

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

Appendix A

Kellogg Project and Aetna Center for Families Community Resident Survey Questionnaire

INTRODUCTION

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

IF ADDRESSING AN ADULT, SKIP TO 2.

IF ADDRESSING A CHILD:

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

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

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

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

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

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

HOUSEHOLD ADDRESS: _____

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

A. NEEDS OF NEIGHBORHOOD

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

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

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

2. [INTERVIEWER: SHOW RESIDENT CARD A]

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

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

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

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

B. PERCEPTION OF NEIGHBORHOOD

3. [INTERVIEWER: SHOW RESIDENT CARD B]

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

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

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

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

4. [INTERVIEWER: SHOW RESIDENT CARD C]

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

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

5. [INTERVIEWER: SHOW RESIDENT CARD D]

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

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

6. [INTERVIEWER: SHOW RESIDENT CARD E]

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

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

98 NO ANSWER

99 DK/Don't know

7. How long have you lived in Hartford?

98 NO ANSWER

99 DK/Don't know

8. How long have you lived at your current address?

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

9. [INTERVIEWER: SHOW RESIDENT CARD F]

As things look to you now, how much longer would you like to live in this neighborhood- you would like to move as soon as possible, you would like to stay 1 to 3 more years, you would like to stay for more than 3 years?

- 01 Move as soon as possible...CONTINUE TO Q. 10
 02 Stay 1 to 3 more years...SKIP TO Q. 11
 03 Stay more than 3 years...SKIP TO Q. 11
 98 NO ANSWER)...SKIP TO Q. 11
 99 DK/ DON'T KNOW)...SKIP TO Q. 11

10. Why would you like to move as soon as possible?

98 NO ANSWER
 99 DK/Don't know

11. How many times have you moved in the last 3 years?

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

12. Now I would like to ask you some questions about neighborhood safety. Please tell me if you feel safe or unsafe doing each of the following activities:

	SAFE	QUALIFIED (SAFE IN SOME AREAS, UNSAFE IN OTHERS)	UNSAFE	DK/UNSURE
a. Walking in your neighborhood during the day- do you feel safe or unsafe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Walking in your neighborhood at night- do you feel safe or not safe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Being at home at night—do you feel safe or not safe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. PERCEPTION OF NEIGHBORHOOD PROBLEMS

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

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

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

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

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

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

D. TECHNOLOGY

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

15. Is there a computer in this household?

01 Yes...CONTINUE TO Q. 16

02 No...SKIP TO Q. 19

98 NO ANSWER

99 DK/ DON'T KNOW

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

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

17. Does your household have access to the Internet?

01 Yes...CONTINUE TO Q. 18

02 No...SKIP TO Q. 19

98 NO ANSWER

99 DK/ DON'T KNOW

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

01 Yes

02 No

98 NO ANSWER

99 DK/ DON'T KNOW

19. Do you feel you need more computer training?

01 Yes

02 No

98 NO ANSWER

99 DK/ DON'T KNOW

20. [INTERVIEWER: SHOW RESIDENT CARD I]

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

01 Everyday

02 A few times a week

03 2 to 4 times month

04 Once a month

05 Never...SKIP TO Q. 23

98 NO ANSWER

99 DK/ DON'T KNOW

21. [INTERVIEWER: SHOW RESIDENT CARD J]

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

01 Your Home

02 Your Workplace

03 Trinfo Café

04 Your school or educational program

05 Library

06 Church

07 Other (Please specify)

98 NO ANSWER

99 DK/ DON'T KNOW

22. How comfortable would you say you are using computers in general- very comfortable, somewhat comfortable, or not comfortable?

[INTERVIEWER: SHOW RESIDENT CARD K]

01 Very comfortable

02 Somewhat comfortable

03 Not comfortable

98 NO ANSWER

99 DK/ DON'T KNOW

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

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

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

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

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

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

29. [INTERVIEWER: SHOW RESIDENT CARD L]

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

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

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

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

31. [INTERVIEWER: SHOW RESIDENT CARD L]

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

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

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

[INTERVIEWER: SHOW RESIDENT CARD L]

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

33. [INTERVIEWER: SHOW RESIDENT CARD L]

How much do you know about the HART JOB CENTER?

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

F. DEMOGRAPHICS/EMPLOYMENT/EDUCATION/HEALTH

We're now at the last section of questions

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

[INTERVIEWER: SHOW RESIDENT CARD N]

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

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

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

NO ANSWER/DON'T KNOW

36. How many males live in your household?

NO ANSWER/DON'T KNOW

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

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

NO ANSWER/DON'T KNOW

38. How many females live in your household?

NO ANSWER/DON'T KNOW

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

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

NO ANSWER/DON'T KNOW



40. [INTERVIEWER: SHOW RESIDENT CARD O]

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

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

41. What is your year of birth?

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

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

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

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

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

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

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

45. Are you currently employed?

- 01 YES...CONTINUE TO Q. 46
- 02 NO...SKIP TO Q. 52
- 98 NO ANSWER

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

- 01 YES
- 02 NO
- 98 NO ANSWER

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

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

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

- 98 NO ANSWER
- 99 DK/ DON'T KNOW

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

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

50. Does your employer offer health insurance?

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

51. Do you belong to a labor union?

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

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

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

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

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

54. Does anyone in your household receive food stamps?

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

55. [INTERVIEWER: SHOW RESIDENT CARD P]

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

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

56. Are you Hispanic/Latino?

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

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

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

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

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

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

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

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

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

61.

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

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

- 01 MALE
- 02 FEMALE

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

Telephone number: _____

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

 APPENDIX C

SUMMARY OF REPORTS AND STUDIES

THE GENERAL FROG HOLLOW AREA

TITLE	DATE	AUTHOR(S)	SUBJECT
Community Resident Survey	11/01	Kellogg project and Aetna Center for Families	Door-to-door survey to be used to evaluate the pace, direction and impact of change in the neighborhood from the perspective of residents in a 15-block target area surrounding Trinity College.
Hartford Consolidated Plan	2000	City of Hartford	Includes neighborhood revitalization strategies
Park Street Enhancement Project, Technical Memorandum: Parking Study Analysis & Recommendations	12/06/00 (draft)	Urban Engineers, Inc.	Parking inventory, analysis and recommendations for Park Street Prepared for City of Hartford
Proposal for YO Grant: Hartford Connects	8/14/00	Capital Region Workforce Development Board, City of Hartford, Hartford Public Schools, United Way of the Capital Area and PROGRESS	Grant application
Park Street Revitalization Strategy for the Spanish American Merchants Association	7/00	Urban Strategies Inc., Hamilton, Rabinoviz + Alschuler, Glatting Jackson Kercher Anglin Lopez Rinehart, Emilio Martinez Architects	Study includes background, analysis, designs, and recommendations for Park Street redevelopment and revitalization.
Frog Hollow Survey Result Report	9/17/99	The Urban Institute	Prepared for the HART Job Center as part of the Neighborhood Jobs Initiative. Report includes analysis, explanation of methodology and copy of survey form.
The Study of SINA Neighborhoods: A Strategic Plan for Renewal	2/23/99	Urban Strategies Inc., in cooperation with SINA and INC	Part of Trinity College master planning process, study lays the groundwork for The Learning Corridor.
The Learning Corridor Traffic Impact Study	N/A	VHB/Vanasse Hangen Brustlin, Inc. with Urban Engineers, Inc.	Traffic impact study was conducted in conjunction with Learning Corridor proposal. The report includes existing conditions, analysis and recommendations.
Application For A Homeownership Zone "Cityscape"	9/30/97	City of Hartford submitted to HUD	Grant application
Recreation Programs in Frog Hollow Summer 1996	4/96	Trinity College Center for Neighborhoods prepared for HART	Brief descriptions of summer programs in the area

REPORTS AND STUDIES (CONTINUED)

TITLE	DATE	AUTHOR(S)	SUBJECT
Contributions of Frog Hollow Institutions to the Economic Development of the Neighborhood	2/96	Trinity College Center for Neighborhoods Prepared for Hart	An investigation of two approaches to economic development in the Frog Hollow neighborhood
Frog Hollow Neighborhood Profile from the 1980 and 1990 U.S. Census	3/95	Citizen's Research Education Network with data provided by City of Hartford Planning Department	Demographics and statistics on the Frog Hollow neighborhood
Redevelopment Plan for Park-Broad Street Project	11/18/93	Hartford Redevelopment Agency (Now HEDC)	Description, analysis and recommendations for redevelopment of Park-Broad Streets (Lyric Theatre block falling in Frog Hollow North section of the neighborhood). Approved by Court of Common Council 4/11/94.
City of Hartford Interdepartmental Memorandum: Frog Hollow Area Traffic Study	3/24/93	From: Bhupen Patel, Director, Dept. of Transportation To: Jeffrey Baver, Deputy City Manager	Report and recommendations on Jefferson, Madison, Lincoln, Vernon and Allen Streets.
Rapid Sociodemographic Assessment Project: A Neighborhood Profile - Frog Hollow	1991	Institute for Community Research in collaboration with La Casa de Puerto Rico	Using a "primary sampling unit" a socioeconomic survey was conducted in the Frog Hollow neighborhood.
Redevelopment Plan for Park/Squire/Wolcott Street Project	12/21/89	Hartford Redevelopment Agency (now HEDC)	Description, analysis and recommendations for redevelopment of Park/Squire/Wolcott Streets falling in Frog Hollow North section of neighborhood
Frog Hollow Neighborhood Plan	6/86	City of Hartford Commission on the City Plan	Includes profile, demographics, historic overview, maps and recommended strategies

 APPENDIX D



NEIGHBORHOOD-BASED RESOURCES

Southside Institutions Neighborhood Alliance (SINA) – A consortium of neighborhood institutions – Hartford Hospital, the Institute of Living, Connecticut Children’s Medical Center, Connecticut Public Television and Radio and Trinity College – which have worked cooperatively with the community since 1978 to develop leadership and improve the economic, physical and social characteristics of the Frog Hollow, Barry Square and South Green neighborhoods.

- The Connecticut Children’s Medical Center – The only hospital in the state devoted exclusively to the care of children, this 123-bed facility includes primary care inpatient services, an emergency department, neonatal and pediatric intensive care units and specialty clinics.
- Connecticut Public Broadcasting, Inc. – Educational outreach initiatives through television (CPTV), radio (WNPR) and community partnerships and sponsorship of events. Actively involved in outreach programs such as First Step (day care provider training), Family Science Expo, the Knowledge Network, (a distance learning system) and teacher resource services.
- Hartford Hospital – A 880 bed not-for-profit health care facility with nationally recognized specialties cardiology, oncology, pediatrics and trauma.
- The Institute of Living – The mental health arm of Hartford Hospital offering inpatient, outpatient, ambulatory care, supervised living and crisis intervention services for psychiatric and chemical dependency disorders.
- Trinity College – A private liberal arts college actively involved in community improvement through economic development, housing rehabilitation, job training, community organizing, investment and faculty/student program involvement.

THE LEARNING CORRIDOR

The Learning Corridor plays a special role in the lives of Frog Hollow South residents. Through a partnership spearheaded by SINA, city, state and federal government and private sector businesses along with neighborhood and community, a 16-acre campus between Broad and Washington Streets has been constructed that includes:

- Hartford Magnet Middle School

- Montessori Magnet Elementary School
- Aetna Center for Families is a multipurpose service center offering programs in parenting, adult education (GED, ESL, and computer training), Family Advocacy Network (FAN Club), and Smart Families (prevention programs for at-risk youth); offers a "one-stop" network for support, training, referrals and services for young children and families
- Greater Hartford Academy of Math & Science
- Greater Hartford Academy of the Arts

In addition, revitalization efforts have led to establishing the following:

- Boys and Girls Club at Trinity College
- SINA Job Center/El Centro Communal de Trabajo, which opened in 1996 to increase job-training and employment opportunities for local residents.
- Aetna Center for Families
- The Trinity Center for Neighbors, a partnership between Trinity College faculty, students and administration and the United Connecticut Action for Neighborhoods (UCAN) to provide technical assistance and consulting to community organizations in support of neighborhood initiatives.
- Cityscape, a housing rehabilitation, new construction and housing assistance/educational program in a 15 square block target area.
- Construction of a sub-station at Ward and Affleck .
- Broad-Park Development Corporation, Inc. - A non-profit development corporation whose goal is to provide quality yet affordable housing in the Frog Hollow and South Green area. Services include homeownership financing, historic renovations, rental property management and assistance with commercial area improvements.

ADDITIONAL NEIGHBORHOOD RESOURCES

- Hispanic Child Guidance Center
- Hispanic Senior Center
- Institute for the Hispanic Family
- Islamic Center
- Juvenile Court
- La Casa de Puerto Rico
- Mi Casa Family Services and Educational Center
- Mitchell House
- Police Substation

- Tabor House
- Police Athletic League
- Rocky Ridge Park
- Women, Infant & Children (WIC) Health Center

GENERAL CITY-WIDE RESOURCES

- AmeriCares HomeFront: private non-profit organization of volunteers who renovate/repair homes and community facilities for people who are low income, elderly, ill or single parents.
- Adolescent Parenting and Development Program (APDP), City of Hartford, Department of Human Services: Provides practical assistance and social support for teens mothers and fathers. Includes outreach services: home visits, family planning, infant/child health care, employment preparation, tutoring, advocacy and follow-up.
- Boys & Girls Club of Hartford, Inc.: Provides recreational activities. Also serves as adolescent violence prevention program and TARP.
- Capital Area Substance Abuse Council (CASAC): A public/private Regional Action Council that helps community leaders and citizens develop and carry out strategies to reduce alcohol, tobacco and other drug abuse through education, community mobilization, public awareness and advocacy. A CASAC community organizer is currently working with residents in a section of the Northeast neighborhood.
- Catholic Family Services: Provides programs such as adoption services, alcohol counseling, Black Family enrichment, crisis pregnancy counseling, crisis prevention, family counseling, infant and child care, youth services, and adult enrichment programming. Within this agency is the Hartford Street Youth Project (see below).
- Community Health Services (CHS): provides services such as medical, mental health, nutritional counseling, substance abuse counseling, food pantry, pharmacy and lab. Located in adjoining upper Albany neighborhood.
- Community Partners in Action: Private non-profit agency focusing on the effectiveness of the criminal justice system with program such as: Coalition Employment Services (CES), Youth Offender Pre-Trial Program.
- Community Renewal Team, Inc: a non-profit organization providing social and housing services that reduce poverty including job training, housing assistance, child care, education, and arts programs; currently active in the neighborhood. Programs: Community Life Skills, Summer Youth Employment Training Program, Community Housing Assistance Program
- Comprehensive Communities Partnership (CCP): a collaboration between the Police Department, City Departments and the community addressing crime, quality of life, blighted housing, traffic problems, physical appearance and safety concerns at the neighborhood level through a Problem Solving Committee (PSC).

NEIGHBORHOOD-BASED RESOURCES

- Connecticut Historic Homes Rehabilitation Tax Credit Program: corporate tax credits for the rehabilitation of owner-occupied historic buildings containing 1-4 dwelling units. Minimum rehabilitation cost of \$25,000 of qualified costs (excluding sites improvements and soft costs); tax credits equal to 30% of qualified rehab costs to a maximum of \$30,000 per housing unit. Historic buildings are properties listed on the National Register of Historic Places or the State Register of Historic Places.
- Connecticut Junior Republic: Provides services to troubled youth and their families. Program: Juvenile Case Management Collaborative (JCMC)
- Connecticut Puerto Rican Forum: Provides vocational and educational training for job preparation. Programs: Adult Basic Education, Computer Skills Training Program, ESL, GED Preparation, OJT - On the Job Training
- Family Life Education, Inc.: Community-based organization working in partnership with youth and families through educational support groups and case-management. Services include: Teen and Young Parent Support, Prevention Education, Child Abuse Intervention and Prevention; and Transition to School.
- Guakia, Inc., Puerto Rican Cultural Center: Cultural arts and humanities organizations providing after school programs. The only Spanish language school in New England for the arts.
- Hartford 2000: a coalition of neighborhood groups providing forum for sharing ideas, resources, information and developing cooperative efforts. Advocates for funding of neighborhood revitalization (e.g. CCEDA and State Urban Act funds).
- Hartford Action Plan of Infant Health: Always on Saturdays, a pregnancy prevention program focusing on educated and healthy decision-making for youth.
- Hartford AmeriCorps: provides living stipend and education award to persons between 17 and 30 years of age having a high school diploma or GED and who participate in community service projects for a year (September to August). Provides training in leadership skills, CPR, career counseling, child development and financial management among others.
- Hartford Areas Rally Together (HART): Grassroots community organizing of volunteers in four program areas - community mobilization and revitalization, housing, employment and youth development - by teaching the skills necessary to improve social and economic conditions.
- Hartford Block Watch Organizer Program: provides funding for a neighborhood organizer to form block watches, maximize community participation and increase block watch membership, assist in block level problem solving and link to CCP Problem Solving Committee, assist neighborhoods with actions and services projects related to Community Court, and help organize/support projects to improve neighborhoods.

- Hartford Consortium for Higher Education: Career Beginnings, accessed through high school guidance counselors.
- Hartford Façade Improvement Program: ten-year loan for 65% of construction cost for exterior facade improvements. Loan forgiven at rate of 10% per year so that loan becomes a grant if owner remains in property for entire 10 years. Architectural services provided by City at no cost.
- Hartford Homeownership Appraisal Gap Financing Program: financing assistance program for non-profit and for profit developers rehabilitating and returning vacant, deteriorated one to four family homes to the market. Generally, low, moderate and middle income potential homeowners eligible.
- Hartford Housing Preservation Loan Fund: Low interest loans (direct and in combination with private sector financing) for repairs/improvements relating to code violations, energy conservation, handicap accessibility, general property improvements not exceeding 25% of total costs. Eligibility criteria relate to income of owner and affordability of units.
- Hartford Lead-Based Paint Hazard Reduction Program: City, State and HUD program providing 0% interest 10 year loan for lead abatement and associated rehabilitation to property owners cited by Health Department as having toxic levels of lead.
- Hartford Neighborhood Centers: Camp Hi-Hoti, Teen Career Planning, After-school Homework Tutorial Program, Early Learning Day Care
- Hartford Peer Lending and Development Corporation: micro lending, training and networking for small businesses and the self-employed.
- Hartford Street Youth Program: Catholic Family Services program to divert high-risk youth from negative behavior by providing alternative programs, case management, recreation, and intervention.
- Hispanic Health Council: Community-based research, education and advocacy agency empowering the physical and mental health, economic and nutritional well being of Latino populations in Hartford. Programs: Peer Leadership Program, Youth Alliance
- HERO/SHERO: Operated by six community-based agencies: Urban League, Southend Community Services, San Juan Tutorial Program, Hartford Street Youth and Community Renewal Team.
- House Hartford: Fannie Mae, City of Hartford and local mortgage lender program offering homebuyers mortgages, down payment and closing cost assistance for purchase of one to four family homes and condominium units. Generally, low, moderate and middle income persons eligible.
- Juvenile Court: Programs: Hartford Juvenile Detention Center – offers education, counseling, prevention and treatment of alcohol and drug abuse; gang prevention, HIV/AIDS, self-esteem, teen pregnancy, life skills, anger management are topics discussed.

- Leadership Greater Hartford: Developing a core of committed people for fulfilling community leadership expectations, programs: Common Ground - leadership skill building through valuing diversity.
- Mi Casa Family Services and Education Center: Full service youth center.
- One/Chane Inc, Summer Youth Employment Program
- Organized Parents Make A Difference: Organized at each individual school.
- Parent Leadership Training Institute (PLTI): Program integrating child development, leadership and democracy skills into a 20 week program targeted at enabling parents to become leading advocates for children. The application process is competitive, based on how the individual's participation will enhance learning for the class as a whole. Family supports such as childcare, meals and transportation are provided.
- Planned Parenthood of CT
- Riverfront Recapture, Inc.: Youth Fishing, Boating and Adventure Programs.
- San Juan Center: Programs: Louisiana Lenny Boxing Club, Karate Program.
- San Juan Tutorial Program: Elementary Program, Secondary Program, Summer Elementary Program, and Summer Secondary Program.
- Salvation Army
- SERVE: Community-based volunteer service organization
- Southend Community Services: Advocates for social, economic and health needs of residents in the southend of city. Programs: Youth Services (some programs provided on at school site).
- Summer Youth Employment Program, Dept. of Human Services, City of Hartford: Provides a range of summer jobs for Hartford youth.
- The Bridge Family Center: Provides counseling and shelter for youth
- The Entrepreneurial Center: offers self-assessment workshops, small business training, assistance with preparation of business plan, support in seeking capital, a team of business advisors, referrals to professional services and on-going training/refresher courses.
- The Hartford Enterprise Partnership (HEP): Created as part of the Hartford Inner City Strategy, HEP's role is to coordinate and focus existing business resources and new services in the areas of business Advisory Services, Shared Services and Incubator Space, Access to Capital, and Commercial Services Franchising.
- The Hartford Foundation for Public Giving: a region-wide charitable endowment that provides financial and other support to non-profit, tax exempt organizations primarily in the areas of economic and neighborhood development, social services, health care, education, and the arts. Grant application reviews/distribution decisions made at ten meetings each year. Also participates in multi-year special initiatives requiring substantial resources, technical assistance and/or other non-financial support.

- The Institute for Community Research: Using research as a tool for change. Programs: National Teen Action Research Center
- Urban League of Greater Hartford, Inc.: community health, employment and training, housing, youth and seniors programs. Programs: Adult Center for Education (ACE), Church Academy: high school job preparatory training, HIV/AIDS Prevention
- Village for Family and Children (formerly Child and Family Services): Child guidance and family provider. Programs: Child Welfare Program, Dr. Isiah Clark Family and Youth Clinic, Outpatient Services, Special Needs Adoption Services, Specialized Foster Care.
- Wheeler Clinic (formerly Regional Alcohol and Drug Abuse Resources, Inc.): Provides employee assistance programming, gambling and health and substance abuse prevention programs. Programs: Substance Abuse Prevention
- Women Infants and Children: a nutrition program of food supplements and education for income-eligible women, infants and children under age 5 at nutritional and/or medical risk.
- YO! Hartford: a Youth Opportunity Hartford Grant Program to implement Hartford Connects for youth 14 to 21 years old. Skill development program, training and preparation for permanent employment, high school completion and continuing education.
- Youth Commission, Dept. of Human Services, City of Hartford: An official city-chartered commission of high school youth who provide advice and direction on youth issues.
- YWCA/YMCA, Hartford Region: Programs include: Camp Aya-Po, Peer Approach To Counselor Team (PACT).

EMPLOYMENT & TRAINING

- Area Agency on Aging – North Central (Age 50+)
- Asylum Hill Organizing Project (Youth)
- Capitol Region Council of Government (CRCOG)
- Capitol Region Education Council
- Capitol Region Mental Health Center
- Capitol Region Workforce Development Board
- Capital Workforce
- Catholic Family Services – Capitol Region Office
- Center City Churches
- Chrysalis Center
- City of Hartford, Human Services Department, Community Services Division
- City of Hartford, Job Development Unit
- City of Hartford, Office of Human Relations
- City of Hartford, Personnel Department

NEIGHBORHOOD-BASED RESOURCES

- Community Partners In Action
- Community Renewal Team
- Connecticut Puerto Rican Forum
- Connecticut Works
- Co-Opportunity, Inc.
- Girl Scouts - Connecticut Valley Council
- Goodwill Industries - Springfield/Hartford
- Greater Hartford Assoc. for Retarded Citizens
- Hartford Areas Rally Together (HART)
- Hartford College for Women - The Entrepreneurial Center
- Hartford Neighborhood Centers
- State of Connecticut Department of Administrative Services
- State of Connecticut Department of Higher Education
- State of Connecticut Department on Human Rights & Opportunities Commission
- State of Connecticut Department of Public Health (nurse training programs)
- State of Connecticut, Permanent Commission on the Status of Women
- State of Connecticut, Workers' Compensation Commission
- State of Connecticut, Department of Social Services
- Institute of Living
- Knox Parks Foundation
- Loaves & Fisheries Ministries
- New England Farm Workers Council
- ONE/CHANE - Organized Northeasterners and Clay Hill and Northend
- Open Hearth Association
- Progress Partnership, Program for Economic Self-Sufficiency
- UConn Law School Legal Clinics
- United Cerebral Palsy Assoc. of Greater Hartford
- Urban League of Greater Hartford
- Work Bank



APPENDIX E

Municipal Resolution Establishing the NRZ

Legislative Relations Committee de Endorsement of Establishment of Neighborhood Revitalization Zones.

2352

Communication was received from the Chairman of the Legislative Relations Committee, with accompanying resolution by Councilmen DiPentima and Horton Sheff, as follows:

Honorable Court of Common Council, Hartford, Conn.

September 11, 1995

Dear Councilmen:

Attached for your consideration is a resolution by which the Council endorses the Neighborhood Revitalization Zone concept and requests the City Manager to work with neighborhood groups and organizations in establishing Neighborhood Revitalization Zones in Hartford and developing strategic plans for these Zones.

The Connecticut State Legislature, during the 1995 Legislative Session, passed Public Act 340, "An Act Establishing A Neighborhood Revitalization Zone Process". This legislation is a result of a determination on the part of the legislature and local communities to address the problem of foreclosed and abandoned property in cities and towns across the State. In 1994, The Neighborhood Revitalization and Reinvestment Task Force was formed. Co-chaired by John Wardlaw, Executive Director of the Hartford Housing Authority, and Robert DeCrescenzo, Mayor of East Hartford, the Task Force included the FDIC, HUD, CHFA, OPM and other local and State officials.

The attached document entitled "A Report from the Neighborhood Revitalization and Reinvestment Task Force" provides an outline of the contents of Public Act 340. In summary, the Act establishes a process whereby stakeholders in distressed neighborhoods come together with local, State and Federal governments to designate their neighborhood as a Neighborhood Revitalization Zone and to develop their own plan for revitalizing their neighborhood. It is important to note that all decisions made in the neighborhoods must be reached by consensus.

The Act gives three new tools, which are intended to help implement the strategic plans, to these neighborhood groups and local governments:

- a. Waiver of State and local codes that unreasonably jeopardize the implementation of the strategic plan
- b. Taking of property in revitalization zones by eminent domain
- c. Requesting the courts to appoint rent receivers to bring deteriorated buildings up to health and safety code standards

The local legislative body must approve a process for establishing Zone boundaries, must establish the Zones, and must adopt the strategic plans by ordinance.

The Neighborhood Revitalization Zone process is an important tool for Hartford in dealing with abandoned and blighted properties in its neighborhoods, for encouraging residents and business owners to continue their involvement in community revitalization, and for City government to enhance its ability to work in partnership with the community to make Hartford a good place to work and live.

The attached resolution is the first step in implementation of the Neighborhood Revitalization Zone process and I urge your support.

Respectfully submitted, Anthony F. DiPentima, Chairman

Whereas, During the 1995 legislative session, the Connecticut State Legislature adopted Public Act 340, "An Act Establishing a Neighborhood Revitalization Process"; and

Whereas, The Act establishes a new model for the economic revitalization of neighborhoods where a significant number of properties are foreclosed, abandoned, blighted, substandard or pose a public safety hazard; and

Whereas, The Act contemplates that groups of residents, property owners and business organizations in particularly distressed neighborhoods will develop strategic plans and work with local, State and Federal governments to revive the area; and

Whereas, The first step in implementing the Neighborhood Revitalization Zone process is the passage of a municipal resolution; and

Whereas, Hartford is suffering from large numbers of foreclosed, abandoned, vacant and deteriorated properties which have become serious blights in our neighborhoods; now, therefore, be it

Resolved, That the Hartford Court of Common Council hereby endorses the concept of Neighborhood Revitalization Zones and encourages neighborhood groups throughout the City of Hartford to develop a collaborative process for establishing one or more Neighborhood Revitalization Zone(s); and be it further

Resolved, That the Hartford Court of Common Council respectfully requests the City Manager to facilitate the planning process by assigning City staff, by providing information to neighborhood groups, and by working closely with all segments of the community to establish a process for determination of Neighborhood Revitalization Zone boundaries and develop strategic plans for the Zones.

The resolution was passed on the following roll-call vote:

Yeas - Councilmen Airey-Wilson, Caro, DiPentima, Fusco, Horton Sheff, McGarry, McGor, O'Connell and Sanchez; 9.



APPENDIX F

HARTFORD COURANT
ON
10-25-02 & 11-04-02

Notice of Public Hearing

The Frog Hollow South Neighborhood Revitalization Committee (FHSNRC) will hold a public hearing of its proposed Strategic Plan on November 7, 2002, at The Aetna Center for Families, located in the Montessori School on the Learning Corridor campus, 1460 Broad Street, Hartford, CT 06106 at 6:30 p.m. Anyone interested is welcome to attend. The Plan is available at the Hartford Public Library's main branch, 500 Main St., Hartford, CT, or call the FHSNRC at 549-7158.



APPENDIX G

Frog Hollow South

NEIGHBORHOOD REVITALIZATION ASSOCIATION

c/o Edith Lacey, 31 Lincoln Street, Hartford, CT 06106, (860) 549-7158

Minutes of the Public Hearing
on the proposed strategic plan
for the Frog Hollow South Neighborhood

November 7, 2002

6:30 p.m.

The Learning Corridor, Commons Building, Room 203
43 Vernon Street, Hartford, CT 06106

In attendance: Edie Lacey, Ken Anderson, Steve Balcanoff, Marc Gottesdiener

The Public Hearing on the Frog Hollow South proposed strategic plan commenced at 6:45 p.m.

E. Lacey, Co-chair of the Frog Hollow South Neighborhood Revitalization Association, conducted an overview of all parts of the plan.

In response to a question by M. Gottesdiner, a thorough explanation of the newly adopted bylaws was included, with particular emphasis on the several categories of neighborhood stakeholder representation on the Board of Directors.

S. Balcanoff and M. Gottesdiner both had questions about how the neighborhood was planning to proceed with the implementation of the action steps. It was explained that their question was one that is crucial to all strategic plans, and that we had already started some preliminary diagramming of strategies, pending approval of the strategic plan, that could be started immediately. For example, the Aetna Center for Families has started an initiative designed to increase communication among neighbors in each block of the neighborhood. The Frog Hollow South NRA would be assisting in this effort so as to engage more of the community in the revitalization effort. The neighborhood was also planning a door-to-door campaign to disseminate community information, in English and in Spanish, to all the neighborhood stakeholders.

After thorough review of the four action steps in the strategic plan, it was agreed that these were grounded in reality and were all achievable. However, it was suggested that the neighborhood set up some standards by which progress on all of the action steps could be measured or calculated. That suggestion was duly noted, appreciated and would be presented to the neighborhood as a task to be accomplished.

With no further comments forthcoming, the meeting was concluded at 7:30 p.m.

Respectfully submitted,

Edith Lacey, Co-chair, Frog Hollow South NRA



APPENDIX H

Frog Hollow South NRZ
Minutes of Meeting
Tuesday, November 26, 2002

1. Welcome and Introductions:

The meeting was called to order at 6:30 p.m., and was held @ The Learning Corridor. Co-chair Edie Lacey welcomed the community; everyone introduced himself or herself. A quorum of community stakeholders was present.

2. Minutes:

The FHS NRZ minutes from the October 22, 2002, meeting were reviewed, and two corrections to the minutes were noted and made. A Motion to accept the minutes as corrected was made by Luis Caban and seconded by Steve Balcanoff.

3. Presentation:

Maureen Welch, a student at Trinity College, made a presentation to the community on a project that she had undertaken in the course of her urban studies program. Ms. Welch will be working on the state of rental units (apartments) in our neighborhood in terms of availability and affordability. Part of the project will be communicating the results of her research to people who are looking for rental housing in the community. She will keep us updated on her work and let us know any way that we can assist her efforts.

4. Neighborhood Updates:

Public Safety & CCP report: Officer Hector Robles was not able to attend this meeting, but would be communicating information to the NRZ chairs. Jeff Smith was also unable to attend this meeting, but a report would be made at the next meeting

5. Notices and Announcements:

- **Aetna Center for Families:** Christmas Dinner & holiday celebration is scheduled for December 18th, 5:30 p.m. at The Learning Corridor
- **SINA:** Closing with the State for the financial package on City Scape Apartments will be mid December.
- **City of Hartford:** All NRZ's have to submit their annual calendar of meetings to Dan Carey at City Clerk's office by January 31st 2003. Since no other dates were suggested by the neighborhood, Frog Hollow South will continue to hold our meetings on the 4th Tuesday of each month, with exceptions for holidays. Nilda Santana is creating the calendar.

B. NEIGHBORHOOD ANNOUNCEMENTS & COMMUNICATIONS:

- **HARTFORD 2000:** The bylaws are due to be ratified by the voting members of Hartford 2000 at their January meeting. No substantial changes have been made to them.

- **Annie E Casey Grant:** This is a grant to all NRZ who complete an application and plan for the use of these funds to help with communication that strengthens the neighborhood. Awarded will be a \$1,000 grant to the NRZ. Frog Hollow South has already application. SINA has agreed to be our fiduciary agent and will match the \$1,000.
 - **RECONN:** A Presentation made in August by Mr. John Powers. Reconn is a proposed facility that will sell refurbished and new (inexpensive) supplies to homeowners & non-profits in the city. The principals involved are in the process of completing its non-profit status, have already appointed a Board of Directors, finalized by-laws, and Form 1023 request for tax exempt. They will be seeking donations once underway that will be tax deductible. Mr. Powers will be asked to our next meeting.
 - **Boys & Girls Club:** Received an award from the National Mutual of America Foundation, and will be asked to our Jan. meeting.
6. **FHS STRATEGIC PLAN:** Next Steps: send to Departments heads, mail to State and to City Council by February, 2003. The public hearing was held on Nov. 7, 2002 (Steve Balcanoff, Edie Lacey, Ken Anderson & Mark Gottesdiener attended). A motion to approve the Frog Hollow South Strategic Plan was made by Jim Bain, and seconded by Tenell Rhodes. The Plan was passed unanimously by the membership.
7. **GOALS FOR 2003-04:** Adhere to our bylaws that prescribe the installation of a 2003-04 Board of Directors and leadership transition in the election of co-chairs from the Board of Directors. Also, we will continue to work to increase membership/participation by community stakeholders. We will also begin to implement the four points of action in our strategic plan.
8. **FHS NRZ TASK FORCE:** Next meeting will be January 21, 2003 at 5:30 pm.
9. **PRESENTATIONS:** Tenell Rhodes & Phil Knecht gave us an overview of the Neighborhood Leadership Training Institute sponsored by each of the NRZs through Hartford 2000, Leadership Greater Hartford, Hartford Economic Development Commission, and by the Dept. of Economic and Community Development. The course started in September with 12 classes ranging from 3 hrs to 8hrs. The classes focus on different aspects of becoming a neighborhood leader. The graduation is scheduled for January 22, 2003, at The Learning Corridor.

OTHER BUSINESS:

- * The CEO's of our neighborhood institutions are scheduled to be at our January Meeting
- * Everyone was asked to think of nominations for our Board of Directors.

The meeting adjourned at 7:30 p.m. with a reminder of the Holiday Christmas Party sponsored by the Aetna Center for Families on December 18, 2002, 5:30 p.m. @ The Learning Corridor.

Respectfully submitted by: Nilda Santana, Aetna Center for Families