

# Broadway Neighborhood Community Assessment

## *Final Report*

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## **Introduction**

This report presents results from the Broadway Neighborhood Community Assessment. This assessment was funded by Southgate Development, Inc. in collaboration with the Neighborhood Centers of Johnson County. The assessment has as its primary goal to support a process that will bring together residents, business owners, property owners and community institutions (schools, police, city, etc.) to build consensus around common goals for the neighborhood and formulate and implement a collective work plan. To achieve this goal, a community assessment was conducted to identify neighborhood resources, priorities and needs. The community assessment has been conducted by the National Resource Center for Family Centered Practice at the University of Iowa School of Social Work.

Southgate Development, Inc. is a local residential and commercial real estate developer and landlord which recently increased the number of rental housing units owned in the Broadway neighborhood, specifically in the Broadway Condominiums. Southgate Development also owns Pepperwood Plaza which is the shopping area located adjacent to the neighborhood.

The Neighborhood Centers of Johnson County (NCJC) has operated the Broadway Neighborhood Center since 1988. With programs ranging from Head Start to After-school programs to English as Second Language, NCJC is in a unique position within the Broadway neighborhood to be at the forefront of its improvement. NCJC involved its Executive Director, Brian Loring, and Community Developer, Pat Meyer, as subcontractors for this project.

## **Background**

The Broadway neighborhood is commonly known for being the most persistently poor neighborhood in Iowa City, Iowa. Located on the Southeast side, a high-density of multi-family housing, concentration of children, and lower socioeconomic status than the rest of the city contribute to negative perceptions of the Broadway neighborhood. The neighborhood also has the highest concentration of people of color in the City of Iowa City, some of whom may have recently come to Iowa City from Chicago, St. Louis or another major metropolitan area.

According to the U.S. Census 2000, the seven block groups that comprise the survey area have the following demographic characteristics: There are slightly fewer than 1400 residents in 477 housing units with a vacancy rate of 5.5%. Almost all (91.1%) of the housing units are renter occupied. The population is 52.5% female. Seventy percent (69.7%) of the population is white, while 30.3% are people of color (20.0% is black, 5.1% is Asian, 5.2% is Native American, Native Hawaiian or some other race). Additionally, nine percent (9.0%) identify as Latino or Hispanic.

## **Previous Neighborhood Improvement Efforts and Assessments**

Many efforts have been undertaken to assess needs and make improvements in the Broadway neighborhood in the last five years. Examples include the following:

- *Broadway Improvement Group (BIG), 2000.* This collaboration between NCJC and the City of Iowa City brought together focus groups to address the issues of facilities, economic status of the area, safety, image and appearance and sense of neighborhood. The project made a number of recommendations including: a signalized crosswalk, Highway 6 improvements and a Department of Corrections substation which were successfully completed; upgrades to Pepperwood Place which did not begin until recently, but are currently underway; and clean up campaigns, neighborhood activities, a parkland & recreation program, and development of a community center which are ongoing with varied levels of success. Other recommendations that were attempted and/or suspended include a shuttle bus between grocery stores, cart corral, a police substation and landlord accountability meetings.
- *Broadway-Cross Park Neighborhood Shopping Shuttle, 2000.* This was a University of Iowa Urban and Regional Planning Neighborhood Transportation Planning project in conjunction with the BIG Steering Committee. The project recommended a shuttle to address neighborhood transportation needs for shopping and reduce the presence of stray shopping carts. A version of this recommendation was attempted by NCJC and discontinued in 2001.
- *Strengthening Neighborhoods through Equity Planning: The Broadway-Crosspark Study, 1999.* This was a University of Iowa Urban and Regional Planning Field Problems project that addressed issues of elementary school placement, pedestrian bridge access to Mark Twain Elementary School, need for public parks and neighborhood open space, need for public library, neighborhood organizing, and increased usage of the Family Self-Sufficiency Program.

Many solid assessments and recommendations have come from these projects, some of which have been implemented. However, as was expressed in the summary of the BIG process, follow through and funding continues to present a major barrier to progress on many of these well-thought out neighborhood improvement plans.

### **Current Assessment**

The current assessment is an attempt to re-start and build upon previously initiated neighborhood improvement efforts. In the Fall of 2003, Southgate Development, Inc. offered to get more involved with the community improvement efforts in collaboration with the Neighborhood Centers of Johnson County. The purposes of this project are: 1) to conduct a current assessment of the community's assets and needs by obtaining input from a variety of residents and stakeholders; and 2) to use this community assessment as the basis for longer-term community development efforts to strengthen the neighborhoods' infrastructure, promote positive development among adults and youth, and reduce the community's negative image in the larger Iowa City area. This three-year project consists of two phases. For phase one, Southgate Development, Inc. and NCJC partnered with the NRCFCP to conduct a community assessment which consisted of resident, key informant and stakeholder interviews, compiling relevant data and preparing this assessment report.

The second phase of community development will be ongoing for the next two and one-half years and includes the following: convening monthly community meetings, developing and prioritizing community

goals and action plans, identifying and mentoring community leaders, maintaining contact with local media and the larger community to inform of the positive developments in the Broadway neighborhood, identifying opportunities for generating additional resources for services in the community, and evaluating and reporting on progress of the project on an ongoing basis.

Survey development took place in accordance with a review of the current literature on best practice in community assessment and reflects the current research-based knowledge. Seeing that several traditional needs-based assessments had been conducted to address these persistent issues NRCFCP recommended employing Kretzman & McNight's (1993) Asset-Based Community Development approach to community building with residents as the agents instead of recipients of change. This capacity-based model promotes the use of a Capacity Inventory to assess the skills that Broadway neighborhood residents have, are willing to teach or are interested in using to address neighborhood issues. After some consideration, NCJC preferred to have the NRCFCP conduct a traditional needs assessment. NCJC and the Broadway Neighborhood Advisory Council may, however, elect to undertake a Capacity Inventory in the second phase of the project. NRCFCP continues to recommend this approach be attempted.

The NRCFCP has extensive experience in and knowledge about conducting community assessments and the community assessment process. In drafting the current community assessment for the Broadway neighborhood, the NRCFCP consulted at length a publication that we co-produced called, "Know Your Community: A Step-by-step Guide to Community Needs and Resources Assessment," by the Family Resource Coalition of America (1998). This guide offers ample examples for developing an assessment in terms of obtaining residents perspectives on strengths and challenges and assessing the resident and community relationships. These examples were presented to NCJC Administrative Team and Southgate Development, Inc. to draft and finalize the interview questions and assessment plan. Below is the product of this collaboration.

### **Stakeholder Meetings**

NRCFCP had the opportunity to observe and participate in several stakeholder meetings throughout the development of the project. Some meetings consisted of groups of stakeholders that were already in place. Others were convened or reconvened by the NCJC Community Developer for the purposes of the neighborhood improvement efforts. All of the groups have been very interested in and supportive of the assessment process and neighborhood improvement planning. The following is a summary of the meetings and issues discussed from the beginning of the project in January through June 30, 2004. These meetings contributed greatly to meeting the goal that "the assessment includes information from key community representatives."

### **Existing Groups**

The first two groups were already in existence for ongoing planning purposes. Meeting with these groups served to inform the involved entities that the assessment was underway and to ask for input in the survey process.

*South East Side Group: February 27<sup>th</sup>*

Facilitated by NCJC Supervisor Sue Freeman, this group meets regularly and consists of Iowa City Community School District, Iowa City Police Department and NCJC staff. There is some overlap of participants with the Restorative Justice group (see below). However, as school and police personnel attend this meeting and NCJC requested a specific section in the survey addressing police and schools, it became an appropriate and timely opportunity to have the group review an early draft of the survey, provide input and offer approval.

*Restorative Justice: March 12<sup>th</sup>, April 9<sup>th</sup> and June 11<sup>th</sup>*

A comprehensive group of stakeholders including Neighborhood Centers of Johnson County, landlords, property owners, Iowa City Community School District, Iowa City Police Department, Department of Corrections, City of Iowa City, Department of Human Services, community-based organizations, members of local religious organizations and general community members attend this monthly meeting on the 2<sup>nd</sup> Friday of each month at 10:00 a.m. at the Broadway Neighborhood Center. This group began meeting in 2002 and is facilitated by Department of Corrections Officer Val Kemp who maintains an office at the site. This group served as an ad-hoc advisory committee for the current assessment based on the broad scope of representation provided by its participants and the regularity of their meetings and communication. The group reviewed an early draft of the survey, provided input and offered approval.

Restorative Justice Group had previously identified and addressed the lack of summer activities for neighborhood youth. Continuing this work, a subcommittee met several times in May and June to plan summer activities, the main effort of which is 3 on 3 Basketball from 4:30 to 8:30 p.m., Monday through Thursday in June and July. This is the third summer that this activity has been made available to neighborhood youth. Although this is not a result of the Community Assessment process, it is mentioned here as part of a comprehensive look at neighborhood improvement efforts and a solid example of successful community planning.

### **Reconvened Groups**

The remaining groups were identified as entities requiring specific organizing efforts to identify and address immediate issues. These groups have generally existed in some form over the years, but currently needed to be revisited. NCJC Community Developer Pat Meyer coordinated and facilitated these meetings as follows.

*Neighborhood Advisory Council: March 4<sup>th</sup>*

Meetings with residents were tentatively scheduled but cancelled for March 4, 11, 30, and April 7<sup>th</sup>. The March 4<sup>th</sup> meeting included City of Iowa City Neighborhood Services Director Marcia Klingaman. Based on previous resident input (see CITY-STEPS Public Meeting, October 1, 2003), residents had identified the need for playground equipment.

**Issue Identified:** The Broadway Neighborhood does not have designation as its own neighborhood organization and has been a part of the Wetherby Neighborhood Association.

**Action taken:** A neighborhood association was established for the Broadway Neighborhood. NRCFCP assisted with submitting an application for a FY05 PIN Grant to fund playground equipment; however, it was withdrawn due to lack of a specific location for the playground.

**Action(s) in progress:** Organization of and regular meeting of residents is needed.

*Landlords: March 12<sup>th</sup>, April 9<sup>th</sup>, May 13<sup>th</sup> and June 11<sup>th</sup>*

Although this group met in the past, it was reconvened for the current assessment and neighborhood improvement efforts. Landlords and property owners from HACAP, Villa Gardens, Broadway Condominiums, and Cedarwood have begun to meet regularly before the monthly Restorative Justice meeting. At the June 11<sup>th</sup> meeting, landlords also briefly met in advance and then together with Lt. Matt Johnson and Chief R.J. Winklehake from the Iowa City Police Department.

**Issues Identified:** The first two meetings served to identify issues which included: Landlord involvement in neighborhood clean-up efforts, addressing the stray shopping cart issue, drug sales and street crime, non-resident visitors, and property owner communication regarding re-renting to tenants who had been evicted or lease not renewed from a neighboring property.

**Action taken:** The shopping cart issue is currently being addressed by an arrangement between Southgate Development, Inc. and Anthony Bryant, owner of The Rack Restaurant in Pepperwood Plaza and property owner in Broadway Condominiums. NCJC organized a successful neighborhood-wide clean-up and community meal on April 17<sup>th</sup>.

**Action(s) in progress:** Landlords initiated planning for a centralized information database on a password protected link on the NCJC website where current lists of renters and evicted tenants are maintained and shared between property owners and ICPD. Landlords also intend to request increased ICPD foot patrol to impact blatant daytime drug activity.

*Retailers: June 30<sup>th</sup>*

Although this group met in the past, it was reconvened for the current assessment and neighborhood improvement efforts. Meetings with this group had previously been scheduled but cancelled for March 24<sup>th</sup>, April 1<sup>st</sup>, and June 3<sup>rd</sup>. Managers and staff from three retailers in Pepperwood Plaza attended.

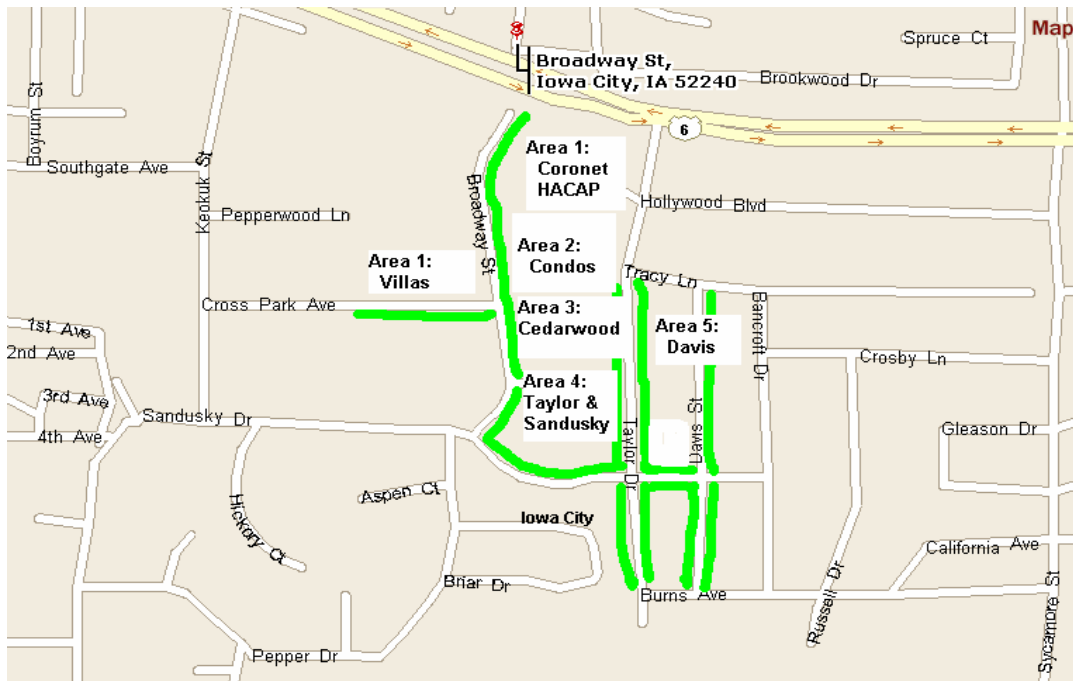
**Issue Identified:** The most serious issue identified and discussed in this meeting was “shrinkage,” otherwise known as shoplifting. Shoplifters have presented as very young (7-8 year olds) to “5<sup>th</sup> and 6<sup>th</sup>” graders to “adults,” some with their children in tow. Retailers felt that the fact that there are not enough activities for neighborhood children nor a park where they can go presents a problem for them as the stores at Pepperwood Place are often the best substitute. There was also some frustration over the fact that for very young children, if police are called, the standard procedure is to take them home. Not knowing what happens after the shoplifter leaves their store with a police officer, retailers were unsure of the impact this procedure has on the problem. Anecdotally, some of those children have been caught stealing more than once.

**Action(s) in progress:** Pepperwood retailers expressed interest in collaborating with ICPD to address shrinkage issues and obtain agreed upon guidelines regarding dealing with very young unsupervised children.

## Methodology

The community assessment used a cross-sectional survey research method consisting of interviews with an adult member of each participating household. The neighborhood was defined as all units on between 1900-2200 on Broadway St., 900-1100 on Cross Park Ave., 1900-2400 Taylor, 2000-2300 Davis, and 1000-1400 Sandusky for a total of 440 units. On Broadway, this included the mostly rental apartments complexes of Coronet, HACAP Transitional Housing, Broadway Condominiums, Cedarwood and Villa Gardens. Some of the Broadway Condominiums are owner-occupied. On Taylor, Davis and Sandusky, housing is a mix of owner-occupied and rental single family or duplex units. Figure 1 below highlights the streets that were included in the sample.

**Figure 1. Map of Broadway Neighborhood**



Interviewers used contact sheets developed and previously used by NCJC to identify the unit of housing, keep track of attempts to complete an interview and assign an independent identifier on completed surveys. (See Appendix A.) The units were divided into five physically logical and moderately equal areas: 1-HACAP, Coronet & Villas, 2-Condos, 3-Cedarwood, 4-Taylor, and 5-Davis & Sandusky. Results of completed interviews by area are presented in Table 1 on the next page.

**Table 1. Results of Completed Interviews by Area**

	<b>Number of units</b>	<b>Number of completed interviews</b>	<b>Percent of area completed</b>	<b>Percent of total completed interviews</b>
<b>Area</b>				
HACAP, Coronet & Villas	95	47	49%	33%
Condos	108	34	31%	24%
Cedarwood	64	18	28%	13%
Taylor	82	17	21%	12%
Davis & Sandusky	91	28	31%	19%
<b>Total</b>	440	144	33%	100%

Instead of using a random sample, it was decided that interviewers would attempt to contact each of the 440 units between one and three times as part of the comprehensive community outreach effort. This approach yielded a 33% completion rate of the households attempted for a total of 144 completed interviews. There was a seven percent refusal rate as 31 potential respondent households declined to be interviewed.

Using this method resulted in an over sampling in Area 1 which included HACAP Transitional Housing, Coronet Apartments and Villa Gardens. In fact, 15 of the 18 units of HACAP Transitional Housing and 26 out of 48 at Villa Gardens completed the interviews, therefore possibly skewing the results to most closely reflect the demographics and views of the residents of those areas. Within Area 1, just six of the 29 units listed in the Coronet Apartments completed interviews, therefore possibly under-representing this complex within the area with which it was grouped for survey purposes.

**Survey Instrument**

As stated above, NRCFCP worked together with the Neighborhood Centers of Johnson County to draft and finalize the interview questions. Many stakeholders such as Southgate Development, other property owners, school personnel, Department of Corrections, and Iowa City Police Department reviewed the survey, provided input and offered approval. The survey was piloted with several residents on March 22nd. The University of Iowa, Office of Human Subjects approved the final survey instrument complete with an interviewer script (see Appendix B.). The survey format consists of both quantitative and qualitative modes of data collection. Sections of the interviews asked about demographics, household composition, neighborhood issues, neighborhood assets and challenges as well as two specific sections on the local schools and police.

The NRCFCP developed an interviewer guide and conducted interviewer training with eight interviewers on April 2, 2004. Potential interviewers completed the National Institute of Health Human Subjects Certification and were approved through the University of Iowa Office of Human Subjects. Although ten NCJC and University of Iowa affiliated staff completed the certification, most of the interviews (86.1%)

were completed by NRCFCP Research Associate Julie Spears and VISTA Volunteer Tom Lacey working at the Neighborhood Centers of Johnson County.

Interviewers went door to door in each area, explaining the purpose of the study and enlisting consent to participate. All interview candidates were given an informational sheet about the assessment that included contact information for the NRCFCP, NCJC and the University of Iowa, Office of Human Subjects. This information sheet was translated into Spanish by a Spanish speaking NCJC staff member and given to Spanish speaking interview candidates. Interviews were completed in Spanish as needed by NRCFCP Research Associate Julie Spears.

Interviews lasted from 15-20 minutes. Most (95%) of the interviews took place between May 3 and June 11, 2004 with the bulk taking place in the 3<sup>rd</sup> and 4<sup>th</sup> weeks of May. Seven additional interviews were completed later in June.

## Results

A descriptive analysis of data on each of the items gathered is provided. The number of respondents (N) is 144 unless otherwise noted. Several correlations and t-tests were conducted and significant differences are noted where they exist. Otherwise, no significant differences among demographic groups can be assumed.

### A. Demographics of Respondents (N=144)

The population of respondents was overwhelmingly female (76%) with most between the ages of 18 to 24 (48%) or 25 to 34 (42%) years old. Almost half (48%) were white, while 42 percent were black. Nine percent of respondents reported being Latino or Hispanic; four percent reported Spanish as the language spoken most at home.

The demographics of the respondents are somewhat dissimilar on race and gender to the census data for the seven block group areas covered by this survey. As compared to the census data, women and African-Americans are over-represented therefore possibly skewing the results to most closely reflect the views accordingly. Demographics are presented in Table 2 below.

**Table 2. Respondent Demographics**

	Number	Percent
<b>Gender</b>		
Female	110	76%
Male	34	24%
<b>Race/ethnicity</b>		
White (Non-Hispanic)	68	48%
African American/Black	60	42%
Asian/Pacific Islander	3	2%
Native American/Indian	1	<1%
Other	11	8%
<b>Latino/Hispanic</b>	13	9%
<b>Age</b>		
18 to 24	36	25%
25 to 34	60	42%
35 to 44	27	19%
45 to 54	18	13%
55 to 64	2	1%
<b>Language Spoken Most at Home</b>		
English	134	93%
Spanish	6	4%
Arabic	3	2%
Other	1	<1%

## B. Household Composition (N=144)

Just over half of the respondents (52%) were single adult householders. An additional 40% of the respondents reported two adults living in the household. Eight percent reported three or four adults in the household. Of the 12 households with three to four adults, most (70%) were related to the respondent. Of the sixty-nine non-single households interviewed, most (62%) live with their married partner or significant other. One-third of respondents (33.3%) reported having no children in the household. This figure was split between single adult householders with no children in the household (17%) and two or more adults with no children in the household (16%). Household composition data are presented in Table 3 below.

**Table 3. Household Composition**

	Number	Percent
<b>How many adults live in this household (over 18 yrs. old)?</b>		
1	75	52%
2	57	40%
3 to 4	12	8%
<b>What is your relationship to the other adult(s) in the household (n=69)</b>		
Married partner or significant other	43	62%
Your parent(s)	8	12%
Your adult child(ren) (over 18 yrs. old)	3	4%
Other relative (sibling, cousin, aunt, uncle, etc.)	6	9%
Friend, non-relative	9	13%
<b>Households without children (n=48)</b>		
Single adult households with no children	25	17%
Two or more adults with no children	23	16%

Two-thirds (67%) of the respondents reported children living in the household for a total of 209 children among the respondent households. Of households with children, 52% were single-parent households, 34% were two-parent households, and 14% were single parents living with an even distribution of another adult in household such as their adult parent, their adult children, or another relative or friend. Most households had one to two children living with them (68%), while 15% had three children and 18% had four or more children. Children tended to be younger with the largest age group being 0-4 year olds (37%); 5-8 year olds comprised an additional 28%. Results on households with children are presented in Table 4 on the next page.

**Table 4. Households with Children**

<b>Households with children (n=96)</b>		
Single-parent households	50	52%
Two parent households	33	34%
Other (e.g., single parent and friend, relative, etc.)	13	14%
<b>How many children live in your household? (n=209)</b>		
1	37	39%
2	28	29%
3	14	15%
4 to 6	17	18%
<b>Ages of children (n=205)</b>		
0-4	75	37%
5-8	57	28%
9-13	50	24%
14-17	23	11%

### C. Neighborhood Composition and Issues (N=144)

A little over half of the respondents reported having lived in the Broadway neighborhood for less than a year (52%), with 16% for one to two years, 22% for two to five years and 10% for more than five years. About the same number of respondents stated that they plan to stay in the Broadway neighborhood for less than a year (55%). Many stated that they plan to stay for one to two years (19%), for two to five years (9%), and for more than five years (7%). Results on time in the neighborhood are presented in Table 5 below.

**Table 5. Time in Neighborhood**

	Number	Percent
<b>How long have you lived in the Broadway neighborhood?</b>		
Less than 6 months	34	24%
6 months to 1 year	40	28%
1 to 2 years	23	16%
2 to 5 years	32	22%
More than 5 years	15	10%
<b>How long do you plan to stay in the Broadway neighborhood?</b>		
Less than 6 months	47	33%
6 months to 1 year	32	22%
1 to 2 years	27	19%
2 to 5 years	13	9%
More than 5 years	10	7%
Not sure	15	10%

Both of the above questions showed a significant difference ( $p < .05$ ) with a t-test conducted to assess differences by minority vs. non-minority status. For the question, “*How long have you lived in the Broadway neighborhood?*” non-minority respondents had a mean of 3.04 and minority respondents had a mean of 2.36. For the question, “*How long do you plan to stay in the Broadway neighborhood?*” non-minority respondents had a mean of 2.97 and minority respondents had a mean of 2.41. This shows that non-minority residents have been in the neighborhood and plan to stay in the neighborhood longer. While this could be interpreted in a number of ways, it shows that there is not evidence of white flight. Also, it should be noted here that residents of HACAP Transitional Housing, a group that was over-sampled reside in the program, by definition, for up to two years; results may reflect this.

#### **Origin and Neighborhood Choice**

The largest group of respondents (44%) reported living somewhere else in Iowa City, Coralville or Johnson County before moving to the Broadway neighborhood. One-fourth (25%) reported moving from a major metro area, e.g., Chicago, St. Louis, etc.), although 14% reported moving here from non-metro areas of other states, including Illinois, Nebraska, Wisconsin, Missouri, North Dakota, Utah, Colorado, Mississippi, and California. Alternatively, a handful of respondents reporting moving to the Broadway neighborhood directly from another country in Asia, Central America or the Middle East. [Note: Specific

countries not listed for reasons of confidentiality]. Ten percent reported moving here from somewhere else in Iowa that was not one of Iowa's urban centers, e.g., Des Moines, Cedar Rapids, Quad Cities, Waterloo, etc.

The most common reason respondents stated for moving to the Broadway neighborhood was housing (52%). Other common reasons included location of family and/or friends (17%), job location or opportunity (9%), or better/higher quality of life (8%). Six percent (6%) listed better schools including five respondents who listed the University of Iowa and six percent (6%) also listed other reasons [\*Open ended results are listed in Appendix C]. Results on origin and neighborhood choice are presented in Table 6 below.

**Table 6. Origin & Neighborhood Choice**

<b>Where did you live before moving to the Broadway neighborhood?</b>		
Somewhere else in Iowa City/Coralville area	64	44%
Major metro area (e.g., Chicago, St. Louis, etc.)	36	25%
Other	20	14%
Somewhere else in Iowa	15	10%
Other urban area in Iowa (Des Moines, Cedar Rapids, Quad Cities, Waterloo, etc.)	9	6%
<b>What was your <u>main reason</u> for moving to the Broadway neighborhood?</b>		
Housing	75	52%
Location of family and/or friends	24	17%
Job location or opportunity	13	9%
Better/higher quality of life	12	8%
Better schools (included 5 for Univ. of Iowa)	8	6%
Other*	8	6%
Lower crime/higher safety	4	3%

It should be noted that housing in and of itself could be seen as the main reason for “moving” to a location. According to the American Housing Survey for the United States in 2001, U.S. Census Bureau, financial reasons are the most common reason for renter’s choice of present home while convenience to job is the most common reason for choice of present neighborhood for renters.

**Housing**

Most respondents (40%) reported paying more than \$500 monthly for rent, with the rest distributed between less than \$100 (17%) and \$400 to \$499 (13%). Forty-three percent of respondents reported receiving the Section 8 Housing Voucher. This is possibly a higher percentage than actually exists in the neighborhood because of the over sampling from HACAP Transitional Housing which by definition accepts Section 8. Housing data are presented in Table 7 on the next page.

**Table 7. Housing**

	Number	Percent
<b>Monthly Rent (n=133)</b>		
More than \$500	53	40%
\$400 to \$499	17	13%
\$300 to \$399	12	9%
\$200 to \$299	14	11%
\$100 to \$199	15	11%
Less than \$100	22	17%
<b>Section 8 Recipients (n=139)</b>		
Yes	60	43%
No	79	57%

**Income**

Almost half of respondents (49%) reported monthly household incomes of over \$1,000; about one-third (32%) reported household income between \$500 to \$999. Nineteen percent reported household income at less than \$499 per month. Two-thirds of respondents (66%) stated that their household's primary source of income was from employment; an additional 11% reported secondary income from employment. Other main sources of income most often reported by respondents were SSI (13%), FIP (11%), other (7%). Respondents having additional income most often reported it being from an "other" source (28%), usually stated as child support. Household income data are presented in Table 8 below.

**Table 8. Household Income**

<b>Monthly Income (n=135)</b>		
More than \$1,000	66	49%
\$500 to \$999	43	32%
Less than \$499	26	19%
<b>What is your household's main source of income? (n=137)</b>		
Employment	91	66%
SSI	18	13%
FIP	11	8%
Other (includes child support)	9	7%
SSDI	4	3%
Student Financial Aid	4	3%
<b>Any additional income? (n=48)</b>		
Other (includes child support)	13	28%
FIP	10	21%
Student Financial Aid	9	19%
SSI	8	17%
Employment	5	11%
SSDI	2	4%

## Employment and Educational Enrollment

Most of the currently employed respondents (60%) reported usually working 35 or more hours per week. Other respondents evenly reported (19% each) working between 21-34 and 11-20 hours per week. Respondents reported preferring to work more (45%) or the same number of hours (42%) as they currently work. Forty-two of the total respondents (29%) reported being currently enrolled in an educational program. Of those enrolled, most (79%) were either full or part-time at the University of Iowa or Kirkwood Community College. Nine of the respondents (21%) reported being full-time students in a technical, vocational or educational program. It should also be noted that of the 42 respondents currently enrolled, 64% are currently employed as well. It was also noted that five respondents were that are currently enrolled and employed are also single parents. Also, half of the respondents (50%) that are currently enrolled in an educational program moved to the Broadway neighborhood from outside of Iowa with an even split between major metropolitan areas and the other states and countries listed in origin above. Results on employment and educational attainment are presented in Table 9 below.

**Table 9. Employment and Educational Enrollment**

	Number	Percent
<b>Respondent is employed</b>	94	65%
<b>Single parent currently employed</b>	13	14%
<b>[If employed] How many hours a week do you usually work? (n=94)</b>		
Less than 10 hours	2	2%
11-20 hours	18	19%
21-34 hours	18	19%
35 or more hours	56	60%
<b>Would you rather work [more/less/same number of] hours as you currently work? (n=118)</b>		
More	53	45%
Less	15	13%
Same number of hours	50	42%
<b>Currently Enrolled (n=42)</b>		
University of Iowa, Full-time	11	26%
University of Iowa, Part-time	3	7%
Kirkwood Community College, Full-time	10	24%
Kirkwood Community College, Part-time	9	21%
Technical, vocational or other educational program, Part or Full-time	9	21%
<b>Working and currently enrolled (n=42)</b>	<b>27</b>	<b>64%</b>
<b>Single parent currently employed &amp; enrolled</b>	<b>5</b>	<b>12%</b>

## Job Satisfaction

All respondents were asked about their satisfaction with opportunities to find a job, while only currently employed respondents were asked the remaining three questions. Most were satisfied with opportunities

to find a job (48%), however, many were dissatisfied (26%) or very dissatisfied (12%) with opportunities to find a job. Respondents reported being moderately satisfied with their job situation. In fact, when controlling for respondents who are not currently employed, 31% were dissatisfied and 25% were very dissatisfied with opportunities to find a job.

Most employed respondents were satisfied with their current employment (58%); some were very satisfied (32%). Most were satisfied with the location of their current employment (56%); some were very satisfied (36%). Most were satisfied with the pay at their current employment (57%); however, some were dissatisfied (27%) or very dissatisfied (8%). Satisfaction items were rated on a scale of 1 to 4, with 1 meaning “very dissatisfied” and 4, “very satisfied.” Job satisfaction data are presented in Table 10 below.

**Table 10. Job Satisfaction**

<b>How satisfied are you with:</b>	<b>N</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Mean</b>
Opportunities to find a job	124	14%	48%	26%	12%	2.64
Your current employment	90	32%	58%	9%	1%	3.21
Location of your current job	89	36%	56%	7%	1%	3.27
Pay at your current job	90	9%	57%	27%	8%	2.67

### **Neighborhood Connectedness**

Knowing one’s neighbors is an important community development tool. NCJC Executive Director Brian Loring recently discussed this in the Spring/Summer 2004 agency newsletter. The following questions were asked to assess this concept among residents of the Broadway neighborhood. Most respondents (41%) reported having one to two friends in the neighborhood, if not three or more (23%) that they could count on in an emergency. However, one-fourth reported not having any friends who could help in an emergency. One might think that the number of friends a person has in their neighborhood or how connected they feel would be related to the length of time he or she has lived in the area. However, a bivariate test did not show a correlation between number of friends a person has in their neighborhood and the length of time living there ( $r=0.486$ ,  $p=-.059$ ), nor between how connected they feel to their neighbors and the length of time living there ( $r=0.081$ ,  $p=.338$ ). However, respondents who stated that they have no friends in the neighborhood were significantly correlated with not feeling very well connected to their neighbors ( $r=-0.413$ ,  $p=.000$ ).

When respondents were asked how well connected they feel to their neighbors, responses varied from “very well” (14%) to “not at all” (36%). One-fourth of the respondents (24%) reported never having a problem with a neighbor. Of those who had had a problem, most call or talk to their neighbor right away (30%), many do nothing (24%), and some call the police (14%) among other actions listed below. Regardless of how well connected people feel to their neighbors, it is encouraging that calling or talking to your neighbor right away was the most common response to having a “quality of life” problem with a neighbor. Results on neighborhood connectedness are presented in Table 11 on the next page.

**Table 11. Neighborhood Connectedness**

	Number	Percent
<b>If you have an emergency at home, (e.g. , childcare, ride to work, someone to talk to), how many friends do you <u>usually</u> have in the neighborhood who can help? (n=144)</b>		
None	52	36%
One to two friends	59	41%
Three to four friends	21	15%
Five or more friends	12	8%
<b>How well connected do you feel to your neighbors? (n=143)</b>		
Not at all	52	36%
A little bit	33	23%
Somewhat well	38	27%
Very well	20	14%
<b>If you have a problem with a neighbor (e.g., music too loud, noise on street, parked cars, etc.), what do you usually do? (n=144)</b>		
Never had a problem	34	24%
Do nothing	34	24%
Call/talk to neighbor right away	43	30%
Call/talk to neighbor at another time	4	3%
Call/talk to the landlord	8	6%
Call Police	20	14%
Leave a note	1	<1%

**Safety and Reputation**

Most respondents reported feeling safe or very safe in their apartment or home (89%). However, feelings of safety decreased as respondents referred to safety in their parking area or driveway (84%) and in the neighborhood (74%). Eleven percent (11%) of respondents reported feeling unsafe or very unsafe in their apartment, feeling unsafe or very unsafe in their parking area or driveway (17%), and feeling unsafe or very unsafe in the neighborhood (26%). Results on feelings of safety are presented in Table 12 below.

**Table 12. Feelings of Safety**

How safe do you feel:	N	Very safe	Safe	Unsafe	Very unsafe	Mean
In your apartment/home?	144	40%	50%	9%	2%	3.26
In your parking area/driveway?	143	29%	55%	12%	5%	3.07
In the neighborhood?	142	23%	51%	23%	3%	2.95

Safety is a major issue surrounding the reputation of that often precedes the Broadway neighborhood. In fact, 75% of respondents thought there was a bad reputation connected to the name of the neighborhood and street. However, most (70%) stated that given the choice, they would not rename the neighborhood. Results on reputation of the area are presented in Table 13 on the next page.

**Table 13. Reputation of Area**

	Number	Percent
<b>Do you think there is a bad reputation connected to the name "Broadway?" (n=142)</b>		
Yes	107	75%
No	25	18%
Don't know	10	7%
<b>Would you rename the neighborhood? (n=120)</b>		
Yes	26	22%
No	84	70%
Don't know	10	8%

It should be noted that following this question, respondents were asked, *"If there's one thing you wish you knew or piece of advice you'd been given about the Broadway neighborhood, what would that be?"*

Respondents quite often stated that in their experience, the neighborhood had not "lived up to" the bad reputation that is so often associated with it. Full documentation of open ended results can be found in Appendix C. One exemplary comment would be, *"The bad reputation is probably unwarranted. I can't really tell what it is that's so bad, but it hasn't really bothered us."*

### **Community Relations**

Respondents were asked to rate their relationship with a variety of entities in the community on a scale from 1 to 4, with 1 meaning "very negative" and 4 meaning "very positive." Respondents generally stated "Does not apply" where they did not have experience with that agency, organization or group of people. Results presented below are grouped by number of respondents as each item pertained to respondents and sorted by mean scores.

Overall, respondents reported having positive community relations. Most of the respondents reported having the most positive relationships with landlords & property owners, local employers, Neighborhood Centers of Johnson County, schools, and Family Resource Centers. Respondents reported having somewhat positive relationship with people outside of Broadway, Police, businesses in the area, other social service agencies, Department of Human Services, Tracker/Advocate, and the Department of Corrections. Table 14 on the next page presents the results of these Community Relations items.

**Table 14. Community Relations**

<b>How do you feel about your relationship with the following:</b>	<b>N</b>	<b>Very Positive</b>	<b>Somewhat Positive</b>	<b>Somewhat Negative</b>	<b>Very Negative</b>	<b>Mean</b>
Landlords & property owners	131	42%	47%	3%	8%	3.24
Local employers	102	39%	47%	9%	5%	3.21
People outside of Broadway	130	29%	62%	9%	<1%	3.18
Police	124	34%	45%	14%	7%	3.06
Businesses in the area	127	22%	57%	17%	5%	2.96
<hr/>						
Neigh. Centers of JC-Broadway	78	54%	42%	4%	0%	3.50
Schools	69	57%	32%	10%	1%	3.43
Other social service agencies	43	30%	61%	2%	7%	3.14
Department of Human Services	82	24%	42%	23%	11%	2.79
<hr/>						
Family Res. Ctr. ( <i>Elem. Sch. only</i> )	16	63%	38%	0%	0%	3.63
Tracker/Advocate ( <i>Jr. HS/HS only</i> )	7	43%	43%	14%	0%	3.14
Department of Corrections	14	21%	57%	0%	21%	2.79

## D. Schools

Most of the school-aged children of respondents in the Broadway neighborhood attend Mark Twain Elementary (45%), Grant Wood Elementary (15%), South East Jr. High (11%) or City High School (11%). Eighteen percent (18%) attend local schools as listed below or another area school. Respondents reported a total of 18 children (28%) in special education classes and three children in English as a Second Language (ESL) classes, including two from one family. Results on schools are presented in Table 15 below.

**Table 15. Schools**

	Number	Percent
<b>Households with School-aged Children 4-18 (n=144)</b>		
Yes	69	48%
No	75	52%
<b>Schools attended (n=127)</b>		
Mark Twain Elementary	57	45%
Grant Wood Elementary	19	15%
South East Jr. High	14	11%
City High School	14	11%
Longfellow Elementary	2	2%
Lucas Elementary	3	2%
Coralville Central	4	3%
Other*	14	11%
<b>Children in Special Education classes (n=64)</b>		
Yes	18	28%
No	46	72%
<b>Children in English as a Second Language (ESL) classes (n=64)</b>		
Yes	3	5%
No	61	95%

### School-Parent Involvement

Respondents with school-aged children were asked to respond to a series of statements about their relationships with the schools. Analysis of the first item included only households with 12 years old or younger for which respondents reported an even split between always (28%) and never (28%) walking their children to and from school or the bus stop regularly. Most reported always or usually (81%) going to parent/teacher conferences regularly. Most reported always or usually (72%) going to school functions regularly. Very few reported regularly going to Parent-Teacher Organization meetings, most reporting sometimes or never (86%). Similarly, very few reported regularly going to parent education meetings, most reporting sometimes or never (84%).

Most parents stated that the school always contacts him or her when there is a problem (71%), however not as many report schools always contacting him or her when the student has done well in class (43%).

Respondents reported that school teachers and staff always (62%) or usually (25%) explain their expectations of their student(s) to him or her. A t-test was conducted to assess differences in the above scores by minority vs. non-minority status. Only one of the items, “*I regularly go to parent-teacher conferences*” showed a significant difference ( $p < .05$ ) with minority respondents having a mean of 3.11 and non-minority respondents having a mean of 3.73. Results are presented in Table 16 below.

**Table 16. School-Parent Involvement**

<b>I regularly:</b>	<b>N</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
Go to parent/teacher conferences	59	66%	15%	7%	12%	3.36
Go to school functions (e.g. open house, plays & performances, etc.)	57	39%	33%	19%	8%	3.02
Walk my child to/from school/bus stop	50	28%	16%	20%	28%	2.36
Go to parent education meetings (e.g., strengthening families, first books, etc.)	54	13%	4%	30%	54%	1.76
Go to Parent/Teacher Org. meetings	61	10%	3%	19%	67%	1.56
<b>The school contacts me about my student:</b>	<b>N</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
When there is a problem	55	71%	9%	13%	7%	3.44
When he or she has done well in class	63	43%	11%	22%	24%	2.73
School teachers and staff explain their expectations of my student(s) to me.	61	62%	25%	8%	5%	3.44

### **Schools Open-Ended Responses**

Respondents were asked what they liked best and what they would change about their children’s school(s). Full documentation of open-ended comments can be found in Appendix C. For what they liked best, respondents most often made a positive statement about the following:

1. **Teachers, counselors, staff or school (36)**
2. **Curriculum (8)**
3. **After-school programs (2)**

For what they would change, respondents most often made statements about the following:

1. **Too much recess, not enough homework (7)**
2. **Communication between school and parents (6)**
3. **Anecdotal experiences (4)**
4. **Race relations (4)**
5. **Crowding and class size (3)**
6. **Bullying & fighting (3)**
7. **Location (3)**

A number of additional ungrouped comments can be found in each section. Additionally, one question was asked, “*If there’s one thing you wish you knew or piece of advice you’d been given about the schools, what would that be?*” Those comments are listed in Appendix C as well.

## E. Police and Neighborhood Relations

Respondents were asked to rate a series of statements about their relationships with the local police in the Broadway neighborhood. It should be noted that respondents usually stated “Does not apply” where they felt that that was the most appropriate answer (e.g., never been stopped, no or very young children, never called 911, never had any interaction with police, etc.).

Overall, police received positive remarks; respondents agreed with statements that reflected positive police and community relationships in the Broadway neighborhood. Police received the highest rating for responding promptly to 911 calls (3.16). Marks dropped slightly on having positive interactions with police around the neighborhood (2.90) and for feeling like he or she is stopped for a valid or legitimate reason (2.69). Most (67%) also answered that they never know police officers by name. Results on police-neighborhood relations are presented in Table 17 below.

**Table 17. Police-Neighborhood Relations**

<b>Please rate the following statements about your relationship with police in the Broadway neighborhood:</b>	<b>N</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Never</b>	<b>Mean</b>
Police respond promptly to 911 calls	103	51%	25%	14%	11%	3.16
My children feel comfortable reporting crime to police	53	51%	19%	15%	15%	3.06
Police take complaints seriously	112	47%	21%	21%	12%	3.04
When police are around, I feel safer	129	49%	18%	21%	12%	3.03
Police are friendly and courteous	132	42%	26%	22%	10%	3.01
I have positive interactions with police around the neighborhood	113	41%	23%	22%	14%	2.90
If I am stopped, I feel like it's for a valid or legitimate reason	95	33%	25%	21%	21%	2.69
I know police officers by name	132	5%	5%	24%	67%	1.48

Given the concerns about racial profiling, crime and race relations in the area, a t-test was conducted to assess differences in the above scores by minority vs. non-minority status. Only one of the items, “*I have positive interactions with police around the neighborhood*” showed a significant difference ( $p < .05$ ) with minority respondents having a mean of 2.69 and non-minority respondents having a mean of 3.11. Also, there were no significant differences by gender.

### **Police & Neighborhood Relations Open-Ended Responses**

Respondents were asked what they liked best and what they would change about the local police. Open ended results indicated that most police are seen as being good or very good; however, respondents reported that a few officers are problematic and that it often depends on the police officer and situation.

Full documentation of open-ended comments can be found in Appendix C. For what they liked best, respondents most often made a positive statement about the following:

- 1. Police presence (45)**
- 2. Police doing their job (17)**
- 3. Friendliness (15)**
- 4. Promptness (12)**

For what they would change, respondents most often made statements about the following:

- 1. Attitude & race relations (26)**
- 2. Too much presence (16)**
- 3. Not enough presence (16)**
- 4. Anecdotal experiences (7)**
- 5. Misjudged seriousness of calls (6)**
- 6. Drug crime enforcement (4)**
- 7. Not prompt enough (3)**

A number of additional ungrouped comments can be found in each section. Additionally, one question was asked, *“If there’s one thing you wish you knew or piece of advice you’d been given about the police, what would that be?”* Those comments are listed in Appendix C as well.

## F. Neighborhood Assets

Table 18 below presents the strengths and challenges that respondents identified in the interview. As needed, respondents were provided with a non-exhaustive list of possible strengths and challenges to choose from. Otherwise, respondents answered the question in their own words. Responses were tallied accordingly to combine the two possible manners of responding. Bolded items are categories that were added from open-ended responses for the purposes of presenting the results. Starred items (\*) indicate that a grouped list of these verbatim comments are in the full documentation of the open-ended comments which are available in Appendix C.

Respondents stated that housing, location and transportation were the three greatest strengths of the Broadway neighborhood. Alternatively, noise, crime and drug use and dealing were the three most often stated challenges for the neighborhood's residents.

**Table 18. Strengths and Challenges**

1. What would you say are the <b>three greatest strengths</b> of the Broadway neighborhood?		2. What would you say are the <b>three greatest challenges</b> or concerns for residents in the Broadway neighborhood?	
Total	Strengths	Total	Challenges
41	(1) Housing	52	(1) Noise
31	<b>(2) Location, close to shopping, job, downtown, schools</b>	30	(2) Crime*
30	(3) Transportation, bus line	27	(3) Drug use/dealing
27	(4) After school programs	21	(4) Traffic
23	(5) Recreation, Close to park	17	(5) Gang activity
20	(6) Safety/Safe	15	(6) Family violence
19	(7) Access to healthcare	15	(7) Safety
19	(8) Privacy	15	<b>(8) Apartment Management &amp; Housing Quality*</b>
15	(9) Family togetherness or family orientation	14	(9) Unemployment/ job opportunities
13	(10) Childcare	12	<b>(10) Residents &amp; kids' behavior*</b>
13	<b>(11) Apartment Management &amp; Housing Quality*</b>	11	(11) Recreation, place/activities for kids (see below)
10	<b>(12) Broadway Neighborhood Center</b>	10	(12) Childcare
10	<b>(13) People, Neighbors</b>	10	<b>(13) Police presence*</b>
9	(14) Employment opportunities	9	(14) Community involvement
9	(15) School involvement/schools	8	(15) Transportation
8	(16) Community involvement	7	(16) Housing
8	<b>(17) Police patrol/involvement</b>	7	(17) Teen pregnancy
7	(18) Drug-free activities	6	(18) Child abuse
7	(19) Neighborhood involvement	5	(19) After school programs
6	<b>(20) Kids</b>	5	(20) Newcomer support
6	(21) Religious involvement	4	<b>(21) Unsupervised kids</b>
5	<b>(22) Quiet, calm</b>	3	(22) Family togetherness
3	(23) Newcomer support	3	(23) School involvement
2	<b>(24) Parking</b>	3	(24) Religious involvement
1	(25) Vocational training	2	(25) Access to healthcare
1	(26) Supportive relatives	2	(26) Neighborhood involvement

### **Advice to newcomers**

Neighborhood Centers staff requested specific input that could help them work with newcomers to the neighborhood and developing a welcome packet. To address this, the following question was asked, *“If there’s one thing you wish you knew or piece of advice you’d been given about the Broadway Neighborhood, what would that be?”* Respondents gave mixed results some of which included advice to newcomers, while others were something about which they wish they knew (thus answering the question asked). Most people who answered the “I wish I knew” question stated something to the effect that they wish they knew more about the drug, crime and noise problems associated with the neighborhood. As stated above, many made comments as to the bad reputation of the neighborhood being overstated as this question followed that one. Full documentation of the verbatim open-ended comments is available in Appendix C. Below are some exemplary statements:

- Know what you’re getting into or don’t move here
- Keep to yourself and stay out of the unnecessary drama.
- Get out and get to know people. I’ve gotten to know people here based on riding the bus downtown to work.
- Get to know your neighbors if you can.
- Don’t let people tell you this is a bad neighborhood until you see it for yourself, draw your own conclusion

A number of additional comments and rich anecdotal information is provided by respondents in the additional comments section. Some were specific about community agencies and institutions with which they have had both positive and negative experiences. To help synthesize this mass of information, these types of comments were organized into Roses and Thorns, in a style familiar to the community through the Sunday Des Moines Register (See Appendix C).

## Summary & Discussion

To summarize and conclude this community assessment, we can refer back to the purpose of the survey as it was explained to respondents at the beginning of the door-to-door interviews: to find out about the current composition of the neighborhood, what residents think are the neighborhood's assets and challenges, and how their relationships are with the schools, police and other service agencies. The results presented above complete the purpose of the survey and underline the goal of the greater assessment process.

It seems that while the Broadway neighborhood has its well-known share of needs, it also demonstrates many strengths. Overall, the current assessment showed that the residents of the Broadway neighborhood have positive relationships with the local schools, police and landlords. Some, if not all, local institutions were rated as having room for improvement. There is a mix of assets and challenges. For example, while it is seen as a transient neighborhood, there are many residents that have lived there for an ample period of time and that plan to remain in the neighborhood. Plans to develop and distribute welcome packets for newcomers to the neighborhood have long been discussed. Neighborhood BBQ's, socials and summer programs such as the 3 on 3 basketball, etc. have also been occurring more frequently. These strategies may lead to greater neighborhood connectedness which could help reduce crime and perception of safety, increase communication between neighbors, decrease residential turnover.

Some residents may remain long-term in the Broadway neighborhood due to the neighborhood's location adjacent to Pepperwood Plaza which was noted by respondents as one its main strengths. Further successful economic development of Pepperwood Plaza may lead to increased opportunities for neighborhood residents to find a job, improved neighborhood image, improved safety and reduced turnover in the residential and commercial tenancy. Of course the shoplifting issue makes it imperative for the businesses in the area to work with residents and police to reduce its regularity. If this does not occur, one of the neighborhood's best liked features could get worse.

Regarding School-Parent Involvement and Police & Neighborhood Relations, both entities fared well, and both showed that there was room for improvement. Parents may need assistance to get more involved. Schools and neighbors can reach out to parents to do so. Schools can also develop plans to contact parents when children do well in class as well as when there is a problem. One parent noted that her child has a daily notebook of class progress and behavior; therefore she was able to say that she is always contacted when her child does well or has a problem.

Similarly, police were seen as responding promptly taking complaints seriously, and being friendly and courteous. However, areas for improvement included increased police and child interactions so that people know police by name and children feel more comfortable reporting crime to the police. Likewise,

there was a noted difference in how positive people of color feel with their interactions with the police and legitimacy for being stopped.

As seen in the Stakeholder Meetings, some much needed and reasonably successful organizing and planning is developing out of meetings between landlords, police, retailers, schools, social service agencies and everyone that comes to the table to improve the Broadway neighborhood. The neighborhood's residents have maintained a low-level of formal organization. It is hoped that this will change during the next phase of the project as it is imperative for residents to come to the table when intending to improve the neighborhood. At the same time, the stakeholders must do their share to invite and help bring residents to the table. Anything short of maximum resident involvement is likely to be a recipe for disaster or failure or both. The stakeholders and residents of the Broadway neighborhood are in an opportune position to whole-heartedly restart neighborhood improvement efforts.

NRCFCP recommends that the neighborhood residents and the entities that serve it find ways to build on the current assessment and implement phase two of this project. The second phase of community development intends to be ongoing for the next two and one-half years and includes the following: convening monthly community meetings, developing and prioritizing community goals and action plans, identifying and mentoring community leaders, maintaining contact with local media and the larger community to inform of the positive developments in the Broadway neighborhood, identifying opportunities for generating additional resources for services in the community, and evaluating and reporting on progress of the project on an ongoing basis. We believe that these are the ingredients for a successful neighborhood improvement effort.

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## **Appendix A. Sample Interviewer Contact Sheets**

## Contact Sheet- Condos (108)

ID #	Building	Apartment #	1st Try	2nd Try	3rd Try
201	1956 Broadway	C1	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
202	1956 Broadway	C2	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
203	1956 Broadway	C3	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
204	1956 Broadway	C4	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
205	1956 Broadway	C5	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
206	1956 Broadway	C6	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
207	1956 Broadway	C7	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
208	1956 Broadway	C8	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
209	1956 Broadway	C9	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
210	1956 Broadway	C10	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
211	1956 Broadway	C11	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
212	1956 Broadway	C12	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:

213	1956 Broadway	B1	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
214	1956 Broadway	B2	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
215	1956 Broadway	B3	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
216	1956 Broadway	B4	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
217	1956 Broadway	B5	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
218	1956 Broadway	B6	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
219	1956 Broadway	B7	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
220	1956 Broadway	B8	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
221	1956 Broadway	B9	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
222	1956 Broadway	B10	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
223	1956 Broadway	B11	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:
224	1956 Broadway	B12	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:	<input type="checkbox"/> Date: <input type="checkbox"/> Time:

## Appendix B. Data Collection Instrument

**Broadway Neighborhood  
Community Assessment and Development Project  
Spring 2004**

**Introduction – Consent:** Hello, I am \_\_\_\_\_. This is \_\_\_\_\_. We are from the Broadway Neighborhood Centers and the University of Iowa. We are interviewing Broadway residents about their experiences in the neighborhood.

*#1: Do you have time right now for a brief interview?*

*[If s/he does not have time then, but is willing to schedule an interview, make an appointment.]*

Let me tell you about the project. [*Hand respondent info sheet.*] The purpose of speaking with you today is to find out about the current composition of the neighborhood, what you think are the neighborhood's assets and challenges, and your relationships with the schools, police and other service agencies. We are interested in your opinions. There are no right or wrong answers.

The information will be used to identify community development opportunities for the Broadway neighborhood. We will summarize the information into a report and share it at a forum community this summer. We hope you will attend the forum and get involved in the neighborhood improvement efforts.

The University of Iowa Institutional Review Board has approved this research project. This means that a panel of experts has looked over the questions we will ask you to make sure that you will be safe from harm if you agree to participate.

Let me tell you about the amount of time involved, potential risks and benefits, your right to refuse, and confidentiality:

1. Your **time** is valuable and we appreciate your participation. The interview should take about 15-20 minutes. Please tell us as much as you would like, but let us know if you have limited time.
2. There is a potential emotional risk in thinking or talking about difficult times or situations you may have experienced in the neighborhood. The Broadway Neighborhood Centers staff is available for follow-up counseling or referral to other service providers. The information gathered will be used to **benefit** the Broadway neighborhood.
3. If at any time you feel uncomfortable answering a question or you would like to end the interview, you have the **right to refuse**. Simply, let us know.
4. All of your responses will remain strictly **confidential**. All data will be kept in a locked file cabinet. We will only report summaries and will not identify who said what or the names or addresses of the residents we interview. Your input is important, so we will take notes on this survey form to make sure that we accurately record what you tell us.

*#2: Do you have any questions about anything I have said so far?*

*#3: Do we have your permission to interview you? Ok. Let's begin.*

# Broadway Neighborhood Community Assessment Spring 2004

## Household Composition

1. How long have you lived in the Broadway neighborhood? [pause]
  - (1) Less than 6 months
  - (2) 6 months to 1 year
  - (3) 1-2 years
  - (4) 2-5 years
  - (5) More than 5 years
  
2. Where did you live before moving to the Broadway neighborhood? [pause]
  - (1) Somewhere else in Iowa City/Coralville (Johnson County)
  - (2) Other urban area in Iowa (DM, CR, Quad Cities, Waterloo, etc.)
  - (3) Somewhere else in Iowa
  - (4) Major metro area (e.g., Chicago, St. Louis, etc.)
  - (5) Other \_\_\_\_\_
  
3. What was your main reason for moving to the Broadway neighborhood? [pause]
  - (1) Better/ higher quality of life
  - (2) Housing
  - (3) Job location or opportunity
  - (4) Location of family and/or relatives
  - (5) Better schools
  - (6) Lower crime/higher safety
  - (7) Other \_\_\_\_\_
  
4. How long do you plan to stay in the Broadway neighborhood? [pause] Would you say...
  - (1) Less than 6 months
  - (2) 6 months to 1 year
  - (3) 1-2 years
  - (4) 2-5 years
  - (5) More than 5 years
  - (6) Not sure (*prompt/read answers if unsuccessful*)
  
5. How many adults live in this household (over 18 yrs. old)? [pause] (Circle one)  

1	2	3	4	5+
---	---	---	---	----
  
6. [*If more than one adult*] What is your relationship to the other adult(s) in the household: [pause] (Circle all that apply) or *Circle: N/A*
  - (1) Married partner or significant other
  - (2) Your parent(s)
  - (3) Your adult child(ren) (over 18 yrs. old)
  - (4) Other relative (sibling, cousin, aunt, uncle, etc.)
  - (5) Friend, non-relative
  - (6) Other \_\_\_\_\_
  
7. Do you receive the Section 8 Voucher?

Yes	No	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Is your current monthly rent... Less than \$100 \$100 to \$199 \$200 to \$299 \$300 to \$399 \$400 to \$499 More than \$500

9. Is your monthly household income from all sources... Less than \$499 \$500 to \$999 \$1000 or more

10. What is your household's main source of income? [*read*] (Circle)

- |                           |         |           |
|---------------------------|---------|-----------|
| (1) Employment            | (3) SSI | (5) SSDI  |
| (2) Student Financial Aid | (4) FIP | (6) Other |

11. Do you have additional income from any of the following sources: *Or Circle: No*

- |                           |         |           |
|---------------------------|---------|-----------|
| (1) Employment            | (3) SSI | (5) SSDI  |
| (2) Student Financial Aid | (4) FIP | (6) Other |

12. a. [*If employed*] How many hours a week do you usually work? [*pause*]

- (1) Less than 10 hours
- (2) 11-20 hours
- (3) 21-35 hours
- (4) 35 or more hours

b. Would you rather work [*more/less/same number of*] hours as you currently work?

13. [*Scales*] How satisfied are you with:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does not Apply
(1) Opportunities to find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Your current employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Location of your current job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) Pay at your current job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Are you currently enrolled in...

- |                                       | Part-time             | Full-time             | Does not apply        |
|---------------------------------------|-----------------------|-----------------------|-----------------------|
| (1) A technical or vocational program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (2) Kirkwood Community College        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (3) University of Iowa                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| (4) Other educational program_____    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. How many children live in your household? (Circle)

0      1      2      3      4      5+

16. What are the ages of the children? (if applicable) *Or Circle: N/A*

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

17. [*If applicable*] What school(s) do your children attend? How many at each school?

- |                        |                                 |
|------------------------|---------------------------------|
| (1) Mark Twain # _____ | (5) South East Jr. High # _____ |
| (2) Grant Wood # _____ | (6) City High School # _____    |
| (3) Longfellow # _____ | (7) Other _____ # _____         |
| (4) Lucas # _____      | (8) Other _____ # _____         |

18. a. Do you have children in Special Education classes? Yes No Don't Know  
 b. If yes, how many? # \_\_\_\_\_
19. a. Do you have children in English as a Second Language (ESL) classes? b. If yes, how many? # \_\_\_\_\_ Yes No Don't Know

**Neighborhood Issues**

20. If you have an emergency at home, (e.g. , childcare, ride to work, someone to talk to), how many friends do you usually have in the neighborhood who can help? *[pause]*  
 None                      1-2                      3-4                      5 or more

21. How well connected do you feel to your neighbors? *[read]*  
 (1) Very well  
 (2) Somewhat well  
 (3) A little bit  
 (4) Not at all

22. If you have a problem with a neighbor (e.g., music too loud, noise on street, parked cars, etc.), what do you usually do? *[pause]* *[Clarify if necessary]*  
 (1) Never had a problem  
 (2) Do nothing  
 (3) Call/talk to neighbor right away  
 (4) Call/talk to neighbor at another time  
 (5) Call/talk to the landlord  
 (6) Call Police

23. <i>[Scales]</i> How safe do you feel:	Very Safe	Safe	Unsafe	Very Unsafe	Does not Apply
(1) In your apartment/home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) In your parking area/driveway?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) In your neighborhood?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Neighborhood Assets**

24. What would you say are the **three greatest strengths** of the Broadway neighborhood? *[pause; refer to handout if necessary; Write comments verbatim]*

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25. What would you say are the **three greatest challenges** or concerns for residents in the Broadway neighborhood? *[pause; refer to handout if necessary]*

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26. <i>[Scales]</i> How do you feel about your relationship with the following:	Very positive	Somewhat positive	Somewhat negative	Very negative	Does not apply
(1) Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Family Res. Ctr. ( <i>Elem. Sch. only</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Tracker/Advocate ( <i>Jr. HS/HS only</i> ) [2- Michael or Corinne, 3- Hamza or Henry]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) Neigh. Centers of JC-Broadway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5) DHS (Dept. of Human Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6) Police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) Dept. of Corrections (Prob/Parole)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) Other social service agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(9) Businesses in the area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(10) People outside of Broadway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(11) Landlords & property owners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(12) Local employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Schools</b>
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*(or N/A)*

*[Scales]* Please rate the following statements about your relationship with the local schools.

27. I regularly:

	Always	Usually	Sometimes	Never	Does not Apply
(1) Walk my child to/from school/bus stop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Go to parent/teacher conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Go to school functions (e.g. open house, plays & performances, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) Go to Parent/Teacher Org. meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5) Go to parent education meetings (e.g., strengthening families, first books, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. The school contacts me about my student:

(1) When he or she has done well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) When there is a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. School teachers and staff explain their expectations of my student(s) to me.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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30. What do you like best your children's schools? *[Write comments verbatim]*

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31. What would you change about your children's schools?

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**Police**

32. *[Scales]* Please rate the following statements about your relationship with police in the Broadway neighborhood:

	Always	Usually	Sometimes	Never	Does not Apply
(1) I have positive interactions with police around the neighborhood (e.g. at schools, NCJC, Mercer, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) If I am stopped, I feel like it's for a valid or legitimate reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) My children feel comfortable reporting crime to police.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) When police are around, I feel safer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5) Police respond promptly to 911 calls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6) Police take complaints seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) Police are friendly and courteous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) I know police officers by name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. What do you like best about the local police? *[Write comments verbatim]*

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34. What would you change about the local police?

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	Yes	No	Don't Know
35. a. Do you think there is a bad reputation connected to the name "Broadway?" .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Would you rename the neighborhood? .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. [If Yes to 35 b.] What name(s) would you suggest for the neighborhood to replace "Broadway?" \_\_\_\_\_

36. If there's one thing you wish you knew or piece of advice you'd been given before you moved to the Broadway neighborhood, what would that be? *[Write verbatim]*

a.

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b. How about with the Schools:

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c. How about with the Police:

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## Demographics

37. Gender:      Male      Female  
                     

38. Which age range are you in...                      18-24      25-34      35-44      45-54      55-64      65+  
                                                                                                             

39. Which race do you identify with:  
(Circle all that apply)                      White / Caucasian                      African-American/Black                      Asian/Pacific Islander                      Native American/Indian                      Other

40. Are you Latino/Hispanic?                      Yes                      No  
                     

41. What language is spoken most at home?  
(1) English  
(2) Spanish  
(3) Other language (please specify \_\_\_\_\_)

42. Do you have any additional comments? *[Write comments verbatim]*  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Thank you very much for participating!***

-----  
Interview Date: \_\_\_\_/\_\_\_\_/\_\_\_\_                      Interviewer Initials: \_\_\_\_\_                      ID: \_\_\_\_\_

## Broadway Neighborhood Community Assessment Spring 2004

The next questions will be on a scale from..... [read scale]. You may refer to the scales on this handout to help you answer the question.

### Scales

1	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Does not Apply
2	Very Safe	Safe	Unsafe	Very Unsafe	Does not Apply
3	Very positive	Somewhat positive	Somewhat negative	Very negative	Does not Apply
4	Always	Usually	Sometimes	Never	Does not Apply

### Strengths

### Challenges

<ul style="list-style-type: none"> <li>(1) Access to healthcare</li> <li>(2) After school programs</li> <li>(3) Childcare</li> <li>(4) Community involvement</li> <li>(5) Drug-free activities</li> <li>(6) Employment opportunities</li> <li>(7) Family togetherness</li> <li>(8) Housing</li> <li>(9) Neighborhood involvement</li> <li>(10) Newcomer support</li> <li>(11) Privacy</li> <li>(12) Recreation</li> <li>(13) Religious involvement</li> <li>(14) Safety</li> <li>(15) School involvement</li> <li>(16) Supportive relatives</li> <li>(17) Transportation</li> <li>(18) Vocational training</li> <li>(19) Other_____</li> </ul>	<ul style="list-style-type: none"> <li>(1) Access to healthcare</li> <li>(2) After school programs</li> <li>(3) Child abuse</li> <li>(4) Childcare</li> <li>(5) Community involvement</li> <li>(6) Crime</li> <li>(7) Drug use/dealing</li> <li>(8) Employment opportunities</li> <li>(9) Family togetherness</li> <li>(10) Family violence</li> <li>(11) Gang activity</li> <li>(12) Housing</li> <li>(13) Mental health services</li> <li>(14) Neighborhood involvement</li> <li>(15) Newcomer support</li> <li>(16) Noise</li> <li>(17) Recreation</li> <li>(18) Religious involvement</li> <li>(19) Safety</li> <li>(20) School involvement</li> <li>(21) Teen pregnancy</li> <li>(22) Traffic</li> <li>(23) Transportation</li> <li>(24) Vocational training</li> <li>Other_____</li> </ul>
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**Broadway Neighborhood  
Community Assessment and Development Project  
Spring 2004**

**Who:** This project is collaboration between Southgate Development, Inc., Neighborhood Centers of Johnson County, and the National Resource Center for Family Centered Practice at the University of Iowa School of Social Work.

**What:** The purpose is to gather information to better understand the needs of the Broadway neighborhood. The results will be summarized and shared at a community forum this summer.

**Risks:** There is a potential emotional risk in thinking or talking about difficult times or situations you may have experienced in the neighborhood. The Broadway Neighborhood Centers staff is available for follow-up counseling or referral to other service providers.

**Right to refuse:** If at any time while you feel uncomfortable answering a question or you would like to end the interview, please feel free to let us know.

**Benefits:** The information gathered will be used to develop resources and future programming to benefit the Broadway neighborhood.

**Time:** This interview should last 15-20 minutes. We would like to give you the opportunity to tell us as much as you would like, but let us know if you have limited time. We recognize that your time is valuable and we appreciate your participation.

**Confidentiality:** Your comments will remain confidential. All data will be kept in a locked file cabinet. We will be reporting summaries of the comments will not identify who said what, nor will we identify the names of the individuals we interview. We will take notes on a survey form. Your input is important and we want to make sure that we accurately record what you tell us.

If you have questions about resources in the Broadway neighborhood, call:  
Pat Meyer, Community Developer  
Neighborhood Centers of Johnson County  
Phone: 354-7989

If you have questions about the research study itself or the community forum, call:  
National Resource Center for Family Centered Practice  
Julie Spears, Research Associate  
Phone: 335-4932  
Or  
Miriam Landsman, Principal Investigator  
Phone: 335-4934

If you have questions about the rights of research subjects or research related injury, please contact: Human Subjects Office, 300 College of Medicine Administration Building, The University of Iowa, Iowa City, Iowa, 52242, (319) 335-6564, or e-mail [irb@uiowa.edu](mailto:irb@uiowa.edu). General information about being a research subject can be found by clicking "Info for Public" on the Human Subjects Office web site, <http://research.uiowa.edu/hso>.

**Thank you for your participation!**

## Appendix C. Open Ended Answers

## *Neighborhood Assets: Strengths*

### **Additional Grouped Comments**

#### **Apartment Management & Housing Quality**

- Pest control every month is good.
- If you have a problem in the building, it is handled quickly.
- I really appreciate the guy that's been cleaning up the neighborhood & parking area. Maintenance is good.
- New management helping immensely
- Building is quiet if you close the door and windows, good structure
- Nice apartments, hasn't been bad
- Apartment is good size, priced well (except pet deposit)
- Clean, no cockroaches
- I like the apartment, bigger than others
- Nice backyards.
- I'm comfortable, enough room
- landlords are getting more involved
- [Building] maintenance is good

### **Additional ungrouped comments**

- I like not being right on campus. Not all of my neighbors are students with the student related problems that come with that. There are some married and graduate students, colleagues of mine that are nearby.
- Day care center
- Big brother/big sister programs
- Lower income people can live here
- Makes you stronger
- You hear and see people more, it's not depressing, where I come from, its depressing
- Entertainment options that you can't get elsewhere
- Good cell phone reception
- Streets are widened & in good shape
- Everything is connected by sidewalks
- Trees
- Environment
- Environment
- Clean and nice
- Ethnicity and diversity
- More black people here, more kids

## *Neighborhood Assets: Challenges*

### **Additional Grouped Comments**

#### **Apartment Management & Housing Quality**

- Manage apartments, check records of people moving in. I'm moving out in three weeks.
- Buildings are getting older, need work and plumbing.
- First thaw of winter wreaks havoc on the buildings. There's water coming in through the ceiling, walls, etc.
- Property owners need to assign parking spaces or they park in your spot.
- Every time they put up a fence (especially behind the building), someone tears it down or puts a hole. Security lights would help.
- People who don't keep up their yards and outside
- Problems with folks on other side of fence, fence jumpers, needed new fence.
- People who aren't on the lease living there
- Upkeep of people's properties, garbage cans out
- The rent keeps getting raised too much for this neighborhood, keep raising it and not improving anything
- Only one washing machine.

- Abandoned cars occasionally in front of an open rental.
- Littering
- Littering
- Dirty

### **Residents & kids' behavior**

- Finding people who are willing to take responsibility for their own lives.
- Family responsibility, parental guidance
- Kids throwing rocks at my door
- Kids throw apples at people in cars
- Too many rowdy teenagers, from here to the next one
- People passing by are disrespectful & have vulgar mouths sometimes
- People don't talk right, bust down, alcoholics, stupid when they get drunk, I'm not trying to be in none of that
- A few shady characters. I'm concerned about my wife and kids walking around at night
- Some people are shady, not being motivated to do something
- Some people party a lot and are disrespectful. We'll call the police. We won't tolerate it.
- Villa kids chase cars.
- Groups of black kids that are suspicious, teasing the dog, cutting through the yards

### **Crime & safety**

- Burglarized once and the feeling it could happen again. Some evidence of drug use.
- Had a bike stolen a week ago? I don't go outside after dark.
- I'm worried about a bullet flying in the window & worried about my wife coming home from work at 11:30 p.m.
- Too many people outside sometimes
- Too much hanging out of guys
- The fighting and shooting going on right now, and the stealing
- Brawls in the parking lot every few months
- Weapons
- [Not enough] Street lights
- Vandalism- pin in the mailbox, lock won't work
- Vandalism
- Vehicles have been vandalized

### **Police**

- More police on foot
- Police are here all the time
- No police support
- Police harassing us when we're BBQ'ing
- Police. ½ the people are not okay
- Racial profiling by police, little diversity racial among police
- A lot of unnecessary drama and the police are here because of the drama, over nothing, like they way somebody is walking.
- Re: problems with neighbors: I haven't called the cops yet, but sometimes I really feel like it.
- Too many cops
- Police patrol, unpleasant

### **Additional Ungrouped Comments:**

- Not much business or new growth going on.
- They're building new stuff when shops are dead. All we have now is K-Mart, Sycamore is underdeveloped. This area used to be major, but now it's all Coralville.
- This is not the fastest growing part of town, so we sorry about selling our house because this is a mostly rental neighborhood so people are less tied to the neighborhood, they have less obligation.
- Low income
- Too many subsidized people in one spot
- Where I come from (Chicago projects), this ain't nothing.
- I feel sorry for the kids
- I haven't had any problems, but I know others haven't been as lucky

- I've lived in a lot worse neighborhoods.
- To be honest, young black folks tear the building down. If they could change that, it'd be safer and better.
- Those damn birds, noisy chirpers.
- Nasty people live here, my kid's bike was stolen
- There's a pit bull that gets out.
- Neighborhood needs organization & unity
- There should be more vigilance from the residents
- People on both sides, some decent some aren't the best
- People in the neighborhood. Kmart store seems to not be friendly
- Prejudice
- Privacy
- Staying out of trouble
- Unpleasantness in community
- A lot of people label it as the ghetto, but this is not the ghetto. If you've ever been to a ghetto, you know what it is. This is not a ghetto. The only reason why its labeled a ghetto is because the majority is black. They don't walk around with guns, and have drivebys. It's not what people label it to be. I was attacked once, but otherwise feel pretty safe.
- Can't really think of many positive things in this neighborhood
- Coping with the black people, they don't work
- It was scary all the things I heard about the neighborhood, but I never hear it, I keep to myself. Never been around people of my race before.
- Being able to respect other people, having a family chemistry & orientation.
- Don't let people here that are not from Iowa. That's where the problems are.

## Schools

### A. What do you *like best* your children's schools?

#### Grouped comments

##### 1. Teachers, counselors, staff, school (36)

- Counselors
- Friendly staff, seem more into the students, really care
- Real close with kids- work with parents to resolve issues
- Some nice teachers, close by
- Teachers and what they teach
- Teachers are alright
- Teachers are open and caring, they tell her what's going on
- Teachers pretty good, some good, some bad, curriculum pretty good
- Teachers seem to be on top of it-no horse play
- Teachers, after school programs, extra help with learning
- The teachers-the staff and their support
- Teachers
- Teachers/principal nice
- Teaches kids more than they need to know
- If there's a problem, they make sure child understands what it is, they don't let them quit
- They let you know every step of the way, they try to address problems promptly
- They take time with the children, give them one-on-one help. I like Mark Twain.
- They're getting involved with her, helping her out, making her understand the work, I've seen improvement in her.
- They're really working well with my son (reading) and helping me because I get frustrated
- [Teachers] teach well
- [Teachers] teach well- reading above grade level
- They are trying to get more involved with the child on an individual basis
- They make it work with 200 students
- The education is great, he has learned a lot!
- The kids are more interested here, and teachers care about the students, they go one step further

- The schools are very supportive. They're working with my son in early childhood special education. I like the principal. They're doing really well and trying to help him along.
- Teachers are really nice, upper management has issues, teachers somewhat strict.
- Teachers- back in St. Louis kids hated going to school... now, since they've been here, say teachers help them, like going to school
- They are more concerned with children and their well-being.
- [The school] care about the kids, pretty safe
- [The school] do a good job. Teachers communicate well. My kids like them.
- [The school] got new computers for the kids finally, teachers to help the kids with math.
- [The school] treat kids well, kids getting a good education
- [The school] work with me & with my child
- They take time out to help hi m, he's learning more since he started there

## 2. Curriculum (8)

- Curriculum
- Curriculum
- Good curriculum, very popular teachers who work with kids
- Math/reading
- Program activities, kindergarten
- Reading programs
- Multiple subjects in same class at the same time
- The classes that they offer, they have good classes

## 3. After-school programs (2)

- After school programs, kids get more readiness, they work on that.
- After school programs, teachers who take time with kids

## Additional Ungrouped Comments (15)

- [Iowa City] has the best schools. I love Mark Twain. It's like a train. The Principal is the conductor and the children are on Board. He has a positive school. The school has changed. I love my daughter's teacher. Great curriculum.
- I like the fact that they knew [my daughter] wasn't ready for kindergarten so they took time to put her in pre-school to get her ready for next year. They also helped me by letter her take the bus to pre-school.
- Seems like they know situation kids are in, meals/snacks, negative attitudes at first but some change
- All the activities with breaks.
- Bus system-they bring kids home, if they miss the bus
- Doing a good job teaching- sensitive to his asthma, learned more at this school
- Doing a good job.
- ESL availability-other advances there
- Giving the kids what they need
- More diversity- better than some
- My kids live with their mom and go to Hills Elementary which I like because it's a quiet, small school.
- Small environment, more time, smaller classes
- Staff, always call you with negative things but not about progress
- Transportation
- Very good communication

## *B. What would you **change** about your children's schools?*

### Grouped comments

#### 1. Too much recess, not enough homework (7)

- Recess-too many, 3X a day makes the kids hyper
- All recesses, they have too many
- Kids don't get homework
- More art classes, more electives
- More experiences out of the classroom, halls, etc...
- Not enough homework

- No real homework, only get ready stuff, can be disadvantage, it is especially needed at elementary level.

## **2. Communication between school and parents (6)**

- A couple times he got into it at school and they didn't tell me, he came home with bruises
- They never told me about ESL classes [mentioned in interview]. My daughter is having trouble with English.
- Need to keep me more informed, couple of incidents happened and found out ages later
- Parents should be called when kid gets hurt.
- They only call when there's a parent conference
- They only time I hear anything good is if I call

## **3. Anecdotal experiences (4)**

- Daughter was being naughty, so I came to school. As soon as I turned my back the secretary nurse started talking bad about her
- I like the schools, but they're too much in your personal life. They should keep their minds on teaching kids instead of home stuff. That's why in not in the PTO; they're all in your business.
- The main reason why we home school is a philosophy difference. Grant Wood provides a great education, but sex education needs to be taught at home not in school. They also celebrate Halloween, but they won't celebrate Christmas or Easter. That's not why this country was started.
- Principal at Mark Twain needs more training, principal restrained my son, left a mark, principal needs help

## **4. Race Relations (4)**

- Should have more ethnic staff
- Some teachers need to change attitudes, they judge kids from out of town too easily
- Too much trouble because of the kids coming from Chicago
- That they won't be racist towards him.

## **5. Crowding and class size (3)**

- [The school are] Too big, too many kids. They need to build another one.
- Some classes too crowded
- Too crowded

## **6. Bullying and Fighting (3)**

- Do something about bullying, lots of racist stuff with kids
- My daughter has been bullied. The daughter is like the mother, a bully.
- Fighting

## **7. Location (3)**

- Bus service because of busy Sycamore St.
- Location
- Location, transportation, districting

## **Additional ungrouped comments (11)**

- Kids complain they can't go to bathroom when they want.
- My son is an honor student but they don't put him in a special class
- Kids pick up bad habits and morals there
- I work evenings now and can't always go to the school
- More after school for all ages
- Need more teachers who care about the kids
- Nervous because teacher s are young and impatient with big classes
- One teacher (counselor) pushes Ritalin for ADHD, thinks it's a cure for everything
- Principal and Grant Wood procedures was awesome but current one is bad
- Security- need more adults outside around school
- Not sure whether teachers are safe in the environment, need more staff.

*C. If there's one thing you wish you knew or piece of advice you'd been given **about the schools** before you moved to the Broadway neighborhood, what would that be?*

- Schools are real nice
- Very satisfied with school systems here
- That kids get out at 2:15 on Thursdays
- What schools offer, facilities, English second language
- Would prefer private school or one that's religious
- Behavior problems
- Chose not to go to local school because of demographics
- Discrepancy for school according to tax base- Shimek vs. Twain
- He went to Mark Twain, didn't like it.
- How racist it is at Twain, would have left her at Roosevelt
- Kids are too advanced
- Mark Twain is lowest rated school
- More about principal and Grant Wood, started out with another one, who was great
- Moving so that toddler can attend another school
- Test scores lowest at Twain, transfer a problem
- That daughters would have to switch schools

## Police

*A. What do you like best about the local police?*

### Grouped comments

#### 1. Police presence (45)

- We do see them out a lot, a lot more than where we come from
- Visibility
- They're out, they patrol the area, especially K-mart
- They're out there. You'll see them. That's good. They've never bothered me. I don't break the laws.
- They're around, they walk around
- They're around on weekends. I've never had a problem.
- They're around a lot which makes me feel good. They're monitoring what's going on which make me think they're in control of things.
- They're around a lot and that's good. They pulled me over a week ago for a tail light & gave me a warning.
- They're always here. Most of them want to help the community. I like most of them, but some of them I don't care for as much
- They're always here.
- They're always here.
- They're always here around walking.
- They're always here and close
- They're always here (literally)
- They're always around
- They usually patrol the neighborhood. Whenever anything happens here, they're here to clean up problems
- They try to keep a presence in the neighborhood, they try to keep a presence when called
- they traffic the area frequently, provide a safe feeling
- They patrol, I see them out there
- They patrol very well
- They patrol the street
- They patrol a lot
- They patrol a lot
- They monitor the area
- They keep an eye on the area, there's a presence, which is different. They seem to be courteous. I've seen officers apprehend people and they never seem abusive.
- They go around a lot, feel safer
- They get out and walk and not just drive around
- They don't bother me and I don't bother them, they don't harass, they wave at me, bicycle police are a good thing

- They come through the neighborhood
- They come and go
- They check and make sure its okay
- They bike around a lot
- They are always around
- Their presence makes you feel safe and prevents problems
- Sometimes they patrol around the area
- Nice that they drive around through here, don't know what good it does
- It's nice to see them as often as possible. They're prompt & professional.
- I've hardly ever called them. I like how they patrol this neighborhood and it's often.
- I'm not sure I like their presence all the time, but I'm not targeted by police because I'm white
- I like that they're around a lot, since it's been warm I've seen them walking the beat a lot--- I appreciate that
- I like that they drive around come down neighborhood by the park, outreach center at Broadway
- I like just knowing they're there if needed.
- Good that I see them afoot on the street
- At first very visible presence, since then, patrols have dropped haven't seen any police cars

## **2. Doing their job (17)**

- They seem to want to do their job, take care of things that happen.
- They're doing their job
- They stopped me several times. They're doing their job.
- They're doing their job to protect us, taller gate
- They go around taking care of things here. There aren't any problems.
- They help in an emergency
- They're on the job- they don't want violence when something is going on, they're right there, got Cedarwood improved
- They're trying to go their job
- They do a good job
- They know their job.
- They work well
- They do a great job. It's nice
- They stay on watch
- They leave me alone most of the time,
- They're your best friend
- I don't know personally but usually respond. They have a difficult job.
- I guess they try to keep neighborhood safe

## **3. Friendliness (15)**

- Always professional on duty, take calls seriously
- Approachable, if there is a problem I could depend on them
- Cooperative, willing to respond, concerned about everyone's safety
- Friendly
- Friendly and prompt-professional
- Good at making sure things are safe
- Help people
- Nice
- Polite, friendly, courteous, helpful.
- Quite a few a nice and say hello. Majority of them are cool & decent. Usually act courteous.
- Seem nice to me, kind and courteous, I guess because they don't know me
- Some good community interaction have gone beyond call of duty, one talked personally to a child, most are friendly.
- Some of them are nice to the children
- They act like they're supposed to
- They listen to what you have to say-they're thinking and are pretty cool

## **4. Promptness (12)**

- They're the reason why our neighborhood is better and if they didn't respond so quickly & weren't here, things would be worse

- Do their job, come in 3.2 seconds
- Promptness
- Always here right away... making sure people are ok
- They respond fairly quickly, courteous with people, maybe more than should be
- They respond promptly when called
- They respond quickly
- They respond quickly to 911 calls
- They're always on time.
- They're prompt
- When I do call they get here and take care of the problem
- They stroll the neighborhood, they speak to you when you call, they come quick, they're on time

#### **Additional ungrouped comments (8)**

- (Black woman) I feel more comfortable talking to a white police officer than a black police officer. White police officers seem more willing to help
- Haven't seen any abuse, no other people giving them a hard time, a lot goes on on the street here, [the police] don't mistreat or act rude
- Hired some special people for gangs
- Officer Roth came out and made sure we had a car seat when you baby was born. (I guess I know his name.)
- My son did Shop with a Cop.
- Consistency
- The uniforms
- The services

#### ***B. What would you change about the local police?***

#### **Grouped comments**

##### **1. Attitude, Race Relations (26)**

- As a rule, they're great guys, but it depends on the officer you get. One is very nice, but one of the others needs people skills. Their compassion is not really great. They have their hand full in this neighborhood. Law abiding citizens should expect at least congeniality. We operate under the notion that people are innocent until proven guilty. I expect that. If the police can't provide that, then we need a new one.
- Depends on which one it is
- A couple are a little snotty
- Always sweating this neighborhood, night before last we're here for DV and wouldn't leave and kept hanging everyone, made my daughter very uncomfortable.
- Attitude, don't let you say anything, overuse their authority, not innocent until proven guilty, just don't like them, avoid them
- Both times the black police officer (of my own color) was cocky and nasty, and I'm not up to anything.
- Depends on which police officer. They could be more friendly.
- Give them something else to do, they just ride around harassing people, need some ethnic classes.
- It depends on which police officer it is. Sometimes they can try to get too much information.
- Quit bothering people, harassing us
- Some have an attitude
- Some need to change their attitude, lots of prejudice
- Police are racist. They like to smile and wave, but they really don't like you, police come 15 minutes later & than make it seem like a joke that I called
- Police think everybody sells drugs but it's not true. You can't judge everybody by some people
- Some people get pulled over unjustifiably, e.g., my husband because he's black. It may have changed since we moved.
- Most of them are prejudiced
- They go up and down the street here all the time, looking at black people all the time, in and out on the corner, the cops just hate that, there's a lot of them from Chicago
- Some of them harass people... it may look like harassment to me but not to them, they bother people who are just hanging around not doing anything wrong
- Sometimes their objectivity is questionable.

- Sometimes they just pick at people, and they're just too serious. They sometimes make you feel uncomfortable, the way they stare. They try to get your name if you're sitting outside.
- Stereotypical. They need ethics class, sensitivity to different environment, different attitude, treat people equally.
- Their attitudes towards people- their respect towards individuals
- There are some racist police officers but not that bad. Some friends have told me the same as well.
- Treat all neighborhoods the same
- More neighborhood friendly, adjust attitude, get more involved in community, meet with people every week, negative stereotypes
- The minute black people go Wetherby Park, they come. But, they won't come if it's only white people

## **2. Too much patrol (16)**

- I would say the frequency of them being over here for no reason, I realized they have to patrol but it seems like they're over here obsessively.
- Less frequent policing
- They swarm the area enough
- They're always in the neighborhood
- Focus too much on the areas
- One cop sits at the corner all the time and stops a lot of people in front of house
- They sit here all the time. They should be doing other things besides sitting here.
- They try to give people tickets, they station themselves for that, it's unfair because its not a rich neighborhood
- Had bad experience with son on the school bus
- More presence, almost constant in Broadway. They come down harder on things around here.
- They nitpick and are somewhat prejudicial, make stereotypes into big deal and then it becomes a big deal, it isn't as bad as they make it seem
- They just mess with you for no reason, they're harder on minority people.
- They pull you over for some dumb reasons- just to mess with you
- They seem to be around when you don't need one, and not around when you do need one
- Police stay in this area more than any other. I take it personally because there are more blacks here than any other neighborhood. Police make it bad for blacks.
- Presence seems just par for the course. If you live here you're taking a risk. Need more investigation, didn't question burglary suspect, falling down on the job.

## **3. Not enough patrol (16)**

- Be around a little more, get out of the car or walk around a little bit
- Don't patrol often enough unless they have a problem or are looking for someone
- They could check up more. Down here is different than in Chicago
- Come through more often, nights/weekends
- Could ride a little here, do a little bit better
- Watch the racing in the street more
- Hire more people, patrol more, they hardly come over here, speed and seat belt problem
- Have them walk instead of just drive, get out and talk to people
- Need more patrol in the neighborhood
- Need to go undercover- black cap is a giveaway
- Not enough of them
- Not here enough, more time, (not enough of them)
- They need to maintain a more visible presence, need a community service officer, they're downtown all the time!
- They should be around even more, live in downtown, should be around on buses in neighborhood so that they can easily walk up in parks
- I would like to see foot patrol and talk to the neighbors
- They stopped driving out here more, sometimes stuff happens

## **4. Anecdotal Experiences (7)**

- I was shot at. I called the police, they drove through, but never stopped. We had to call again when they shot at my boyfriend, they never took a statement. It took three times to have them come.

- One incident occurred where these kids were trying to break into my apartment and police were not responsive to the call. They need to patrol here more than they do for the kids' sake. People are dealing drugs through the fence 24 hours a day.
- One time, they were walking through the backyard and I wanted to know what they were doing there, if anything was wrong. They just said "get back in the house." And, they never came to talk to me about what it was.
- There was this creepy looking guy hanging out talking to the kids. I called the cops to tell them and they were unresponsive. They just said call when he's here again. Today, a naked 2 year old and the creepy guy were both outside. I tried to tell the kid to go home. I'm a good citizen but if I talk to them, I feel like I'm going to get in trouble.
- When our three year old daughter was lost, the police officer that came was a cocky rude jerk. He didn't take his sunglasses off to make eye contact. They were cold, critical & not compassionate. On the other hand, Officer Troy Lawrence who found her a few blocks away was very nice and professional.
- Offensive- they stalk you. There's nothing, being done about it.
- Police told me negative things about the neighborhood, assumed that I'd been here before, heard bad things

#### **5. Misjudged seriousness of call (6)**

- They never take things seriously, some of the calls they treat like a joke, have to ask for a particular officer
- Take things seriously, positive around area here but sometimes not take too seriously (negative sense) measures they take.
- They take things seriously. Sometimes they take things too seriously.
- Take things more seriously
- We think that they take things too seriously coming from a metro area. It's good to keep things under control, but sometimes it's too much.
- Some things they do are unnecessary, such as going after people for disorderly house, trespassing, traffic violations, OWI, as opposed to assault, serious things, and big stuff.

#### **6. Drug crime enforcement (4)**

- Try to get the drug use out of this area, Broadway is really bad.
- The police should be able to get the drug users out.
- They need to get the drugs and gangs out of here
- They should try to get the drug dealers out. Figure it out.

#### **7. Not prompt enough (3)**

- Not always prompt, depending on whether or not they think it's important, hard to get through regular line.
- Not real prompt sometimes
- They continue to respond quickly, not all the really aggressive arrests

#### **Additional ungrouped comments (11)**

- More female officers, more African American, more diversity
- Pay them more
- Methods, hiring practices, treated wrongly
- Principles, officers follow you after traffic
- Need to go back to training, Iowa City slower than Chicago
- They do their job but they misjudge people
- They don't usually fit the crime to the punishment
- Can't change them because authority is authority, they try to weed out the bad apples
- Could never change them who cares how they feel about black people- their job is to bully people
- They follow you out of the bar and then pull you over for traffic violation
- They have a reason [to stop people] except at 3 a.m., they pull everyone over.

*C. If there's one thing you wish you knew or piece of advice you'd been given **about the police** before you moved to the Broadway neighborhood, what would that be?*

- Talk to police.
- It's safe to live here because the police are here, no problems with cockroaches or ants.

- Of my concerns, police will be there to address it.
- Police have authority. That should be sufficient.
- Advise issues of illegal parking, ticket cars more often
- Always around, you wonder if somebody did something!
- Didn't know they were out quite this much for no reason
- How much they were not here
- That there are so many, you feel nervous even though you haven't done anything
- They are around a lot
- They could be a little more lenient
- How strict they are on little events
- SCAT team
- See them patrolling more frequently
- Some kind of security that if favored by community could be stopped, loitering etc.
- They do racial profiling- they need counseling to learn to respect
- They should drive through to make sure it's safe
- They're here all the time
- They're ignorant
- They're not too cooperative or understanding, abuse authority
- Too much harassment
- Wish they would have a satellite station
- Wish they would have known they visited here frequently
- Young cowboys

*If there's one thing you wish you knew or piece of advice you'd been given before you moved to the **Broadway neighborhood**, what would that be?*

**Advice to newcomers:**

- Get out & get to know people. I've gotten to know people here based on riding the bus downtown to work. That's how I've gotten to know people. It's not that people aren't friendly, but some aren't very social.
- Study people around you. If you can build relationships, that's great. If not, call on the police to assist you if you need them.
- Get to know your neighbors if you can.
- If you want to connect with the community, know your neighbors well. Just to approach it as not so bad.
- There's a quick turnover rate in the neighborhood. Get to know people, people feel less responsible to the neighborhood as they move out soon.
- Be patient
- Have a positive attitude and be your self
- Behave. Don't get in trouble.
- Check out the other opinions first
- Don't let people tell you this is a bad neighborhood until you see it for yourself, draw your own conclusion
- Job market is not great. It affects the pay scale.
- Don't socialize, stay in your own business
- Just stay to yourself
- Keep to yourself and stay out of the unnecessary drama-I think its a bad thing if the police know you by name
- Keep to yourself, do what you do, go to work, etc.
- It's quiet area here, it's okay
- Know what you're getting into
- Don't move on Broadway
- Not to come over here
- Not to move here
- 3<sup>rd</sup> floor apartments are hard to move into
- Check your water sourcing. Other apartments can flood into yours creating a disaster. Check windows and dishwasher.
- If you're not going to go into your apartment, don't hang around without doing anything.

**I wish I knew about...**

- Routes, etc. how to get from here to another side of town.
- Wish it wasn't so far from downtown but there are bus lines
- It's the people, not the place- kids disrespectful with adults
- No park close by- for the kids
- What was going on
- I wish I'd known more about the neighborhood
- A lot of crime in the area.
- A lot of domestic problems and kids run free, parents aren't watching them, theft, vandalism, higher crime rate, people cutting through yards
- All the drug activity
- All the traffic and fights that occur over stupid reasons
- Bad area with drugs
- Bad image with police there all the time
- Basically more about how the neighborhood is
- Gangs and drugs
- How bad the crime is, how noisy it is, kids aren't watched that well
- Already knew it, didn't have a choice moving here
- Crime statistics
- So much after hours activity at the park that needs to be broken up, not family friendly but mischievous
- The riffraff that happens here, but have seen positive and negative, never personally have had a problem but have seen them, trying to get son put.

- Warn me about the shootings, I didn't realize there was that kind of thing around here.
- Wish HACAP had said more about problems- things to expect- a lot of reverse racism, we're the only white people- parents don't want their kids playing with white kids
- Amount of activity, loud music, kids running around, not quiet.
- Apartment is small
- Landlords neglect the property
- Landlords try to take your deposit and that the kids aren't let out unless you are watching them
- The landlord lied about how bad it is. They need to be honest about this area. It's endangering people's lives.
- How summers are, walking through yards, stomping on flowers, don't have a fence, badminton net keeps disappearing.
- Teenagers, noise, ants, but they sprayed for them that it's ok.
- The noise
- It's noisy
- Noise level is bad in un-insulated home, thin walls
- Safety tips, precautions, place they can help in the community if they are from another town.
- There are a couple crazy people around here... people who are on top of the world and won the neighborhood because they've been here for so long
- That this is where all the black people would be stuck at, this is what they call the projects
- I wish I knew I'd be exposed to domestic arguments and bad language sometimes, on the whole, neighborhood still seems safe if you mind your own business.
- It wasn't bad in the beginning—had great neighbors
- Was fine 10 years ago, different now
- I knew what I was getting into
- Knew about gangs and drugs- know the history, never had negative experience in neighborhood
- Wish the housing was better. I wish there were stricter rules about people from out of town and get on the list while others who live here have to wait
- As long as it remains a rental area, people won't feel very grounded.
- Didn't know it was part of Broadway
- Everybody a little too friendly
- Feel like I'm stuck here
- These damn bugs
- Animals, rabbits, chipmunks running around
- Wish I'd known how hard it is to get a job

### **Reputation Overstated**

*Some already knew the neighborhood: (5)*

- Knew it pretty well
- I knew neighborhood
- Pretty much knew how it was
- I already knew the neighborhood
- I've heard this is the hood.

*Others felt it wasn't as bad as people make it out to be: (23)*

- Hasn't lived up to negative reputation (not as bad as people say)
- I didn't know what went on around here, but I've had no problems. Try it out.
- Was told it was bad, been in worse spots
- I like it here and around, encourage people to live here
- I think the reputation is overrated. It's always been fairly smooth living here.
- I'm very pleased living here. I do see the police patrolling the neighborhoods. It's not a bad neighborhood. I feel comfortable raising my two boys here & I would never put us in a bad situation.
- If I'd known the reputation I wouldn't have moved here, but now I work with the community on changing, you can change the neighborhood
- It's much better than it was last year. It's constantly getting better because of the police, but sometimes they [the police] mess with the wrong people.
- Really not a bad area, urban legend, it will help if Pepperwood cleans up and gets more business, people will see what it's like. People get this bogeyman impression of this neighborhood, that it's gangs and drugs. It's not.
- Reputation exaggerated and somewhat unwanted

- I was told how it was before I got here, and it was all negative but it's still not as bad as they say.
- It's not a bad neighborhood
- It's not that bad, but it does have that reputation.
- It's not that bad. They make it out to what it ain't.
- Don't mind it at all- we were warned about apt. buildings
- They say its bad but its not, I've been told it's the worst part of IC, it's not so bad, I wish we'd known about the reputation, other than the noise
- They told her it was bad here, but really it's not
- The bad reputation is probably unwarranted. I can't really tell what it is that's so bad, but it hasn't really bothered us.
- Reputation is worse than they say
- No regrets but might not have moved b/c of fear, probably would not have moved here but I'm happy I'm here now.
- I like it and I'll stay because I like it
- Very nice place to live. Gets a little rowdy sometimes, but it's gorgeous to me.
- I wish I'd moved sooner.

### Other Open-Ended Responses

*Other reasons for moving to Broadway neighborhood:*

- Change of scenery
- New start
- Pets and park
- Divorced
- Try it out

*What name(s) would you suggest for the neighborhood to replace "Broadway?"*

- North grove
- Sunrise Village
- Get to know us
- Something that encompasses all the buildings
- Broadway hood
- Togetherness, peaceful environment, city lights
- Just "Neighborhood Center"
- Hope house, something more than just street name
- Pepperwood
- Vilsack Street (to help with renewal)

*Do you have any additional comments?*

#### **Anecdotal comments & information:**

- I have 14 years of law firm experience, and I don't know if it's because my address is Broadway, and after 9 months being here, no work.
- My husband is black and they look twice at him. K-Mart follow us when I'm with him like he's going to steal something, but not when it's just me and the kids. Just because people play outside, talk loud, etc, people think it's a ghetto.
- I'm 28 years old, never been away from home. I'm scared something's going to happen. This place is a nice, nice place. I don't know anybody. I don't have any body here yet.
- I was renting. Then after I bought this condo, I found out there's a lot of drugs here. So, I'm looking for a house.
- I'm scared to drive in evenings
- Landlords said to call the police if you see drugs
- Concerned about drugs, haven't heard gunshots lately but friend in Coronet heard a shooting last week. HACAP was hit, I wouldn't want to live there, big difference in one or two blocks, guy upstairs in a protection, haven't had any break ins, no fee's or bus lines here so nobody can ride hide, and people do talk to one another and their not friendly

- Concerned whatever displacement and stereotypes of welfare moms, “invasion” of welfare moms, what about access to American dream- a few animals couldn’t harm to struggling families.
- I’ve got 12 year old girls, I want them to feel safe out in the neighborhood, in the environment they live in.
- I’ve had problems paying rent and will be evicted soon. Why can’t I pay in ½ and ½? Satisfied with pay at job \$6.50/hr, but what I do is worth more than \$6.50. DHS won’t give me Title 11. I applied for disability but it’s hard. Services not available more than once. E.g. Salvation Army will only give you help one time per year. Have Section 8 push my number.
- Bad reputation comes from it being a black neighborhood, that needs to change, no more crime than other neighborhoods, just targeted more
- I love it in Broadway, but you can’t take people from all different places and put them together. People that come for a change should change, but they don’t change.
- My kids play in back instead of with the other kids from this neighborhood. The other kids are bad. Ignorant parents create ignorant children. I’m the *only* parent at the bus stop. Kids come out for school not clean, not having had a bath. Drugs are worse during the day now. Landlords aren’t here. Tenants don’t want to complain. They need to monitor.
- Heard that a Chicago business has closed and will move people here, nervous about that
- I hate Iowa City. It’s too big.
- People are afraid to come out of the house. They stalk people. Night creeping needs to be stopped. Do it every night.
- People that don’t live here, come here [& cause trouble]. It’s not the people that live here, but the ones that don’t.
- People who don’t live here shouldn’t come hang out here, get rid of that way or get a new bunch. Send them back to Mexico we’ve got a lot of people not working, black people need jobs
- Section 8. Let’s me tell you. People burnt up Minnesota, burnt up Indianapolis, burnt up Milwaukee, burnt up Rock Island. And, now they’re coming here to Iowa City. They’re beating the system and they’re running around ruining it for the rest of us who are just trying to get ahead.
- Some people have been here a long time and some are new. That means we have to welcome them and teach them that the rules are different here.
- I like quiet when I come home from work, but people hang around. I’m not comfortable.
- If I had to do it again I would- best place I’ve lived in Iowa City
- Love Iowa City as a whole, police better than other places, wish they would make it better at Cedar wood, need more affordable housing, need community that cares, people keep to themselves, show people different type of life might help
- I hope they do something with the area because it’s bad.
- It was terrible with some people- more respectful now.
- Made a good choice that I came here
- This ain’t nothing compared to Milwaukee. I hope to meet nice people, it’s nice here. My kids have friends at school and home now, but I don’t.
- This is a crack area- kids pick up bad habits, did 360 turn around since she moved here
- This neighborhood is tough. Police are doing good but need to fish out the bad eggs. Not everyone does drugs; bring those people out so that others will be comfortable living here.
- This neighborhood was engineered for trouble with the number of rentals.
- When I have a problem with a neighbor, I’m scared to complain, so I don’t say anything about the kids and the music. But, I don’t rest comfortably.
- You tell people that you live in Broadway. It’s doesn’t mean you do drugs. I don’t even smoke. My main problem is the drug activity.
- My neighbors are phony.
- There’s a philosophy difference between short and long term rental people.
- Experience is what you put in it, how you open your mind about things

## Roses

- Appreciate HACAP, they helped out
- Caleb Anthony is my landlord and he is a doll. What a great landlord.
- We have exceptionally great landlords, the Bontreggers. They’ll come out the same day to fix something.
- Glad you came to talk to us. Somebody needs to hear about the neighborhood and the police here.
- I think the survey is a good idea
- It’s good that there is interest in the opinions of the people here.
- Those who are sponsoring this survey, my hat is off to them (as a business owner myself).
- Got to give it to you doing interviews, getting residents concerns.

- I hear a lot of good things about the Neighborhood Center and you all need to keep up the good work
- Neighborhood Centers: love 'em
- I like the Neighborhood Center, the summer programs.
- Nice that mall owner bought and got building under fixing it expand and raised rent. Maybe some kids from Chicago will see something here and that will make a big difference for them.

### Thorns

- Businesses in the area act like they've never seen a black person before. I came here from Coralville and it's not like that over there.
- Need more restaurants and more for children to do, and need more mom and pop grocery stores
- DHS is terrible, putting me through hell from day one. They said we can't stay here because it's not a safe neighborhood. I'm like, "I'm from the projects."
- DHS: They're rude. It depends on who's at the desk. I think they're tired of all these people.
- DHS: When we first moved here, we were without employment. We got different stories from different people working there. If you don't know the system, they're not going to help you. They told me because I'm educated, why can't you find a job. They were no help.
- DHS: watches you too much for any little thing and you're kids are gone. I'm paranoid. I'm not too fond of them.
- DHS was rude, not satisfied with them.
- Human services treat people with disrespect, they use tough language, maybe because of bad experience with people, some of employees are really nice but others give you a lot of lack of respect, just because you're asking for support, dropped school for that reason, and want to work because of feeling they gave him
- They don't pay childcare if you work part time.
- Hope neighborhood improves because it's not that much better, neighbors party all the time, cops have no effect and don't come
- Need new Judicial system
- Police need to respect us because we are paying police salaries with taxes. Address racial profiling issue
- Landlords need to monitor people who they let move in to the neighborhood
- Lights in the parking lot help a lot.
- Bus routes should be more frequent
- Wish there were more activities for kids, more structural activities while neighborhood improves.
- Need a sign saying "kids at play" put in front of kids but traffic seems to speed up
- More supervision, a lot more, at the park, some familiar than other out, some hours at the park are unsafe, need more police there, an police car to sit there
- Neighborhood needs to keep gangs from standing on the corners
- Would be a good idea if people knew about their rights with the police, regarding entering their homes.
- Jobs. At night time, groups hanging out in hallway scared to come out sometimes.
- Need help having a garage sale

### Verbatim & Tallied Additional Strengths:

- Accessible to transportation, stores and school
- Affordable housing
- apartments are cheap,
- big park
- BNC
- Broadway center
- Broadway Neighborhood Center
- bus is on time
- bus line,
- Bus services,
- Cheap rent
- Cheap rent.
- Cheap to live here
- Close to [Wetherby] park.
- close to convenience area
- close to downtown

- Close to downtown &
- Close to downtown,
- Close to everything stores, schools, locals
- Close to job
- Close to shopping
- Close to shopping
- Close to shopping, nice for walks down to HyVee
- Don't have to go far for shopping, K-mart is right there
- Economical to live
- Everything is within a short distance, K-mart shopping, location to Sycamore Mall and downtown.
- Everything you need in the area-location
- Financially attractive/reasonable. I can own the place/condo.
- grocery stores nearby
- Hospital location - respite
- Housing prices are fair here. The main thing is affordable homeownership (duplex owner).
- I like the park [Wetherby]
- Kmart/shopping close by
- A lot of kids, good for them to play, all these people my son knows from class.
- Seeing kids playing freely, I like that.
- Good place for kids
- I like the kids that play with my daughter.
- Kids are out in the neighborhood more often than in some places in IC,
- Other kids in the neighborhood.
- Location
- Location
- location
- Location, access to stores
- location, shopping
- Location-close to stores
- Location-close to town
- Lots of police, feel safe
- NCJC
- Nearby park
- Neighborhood center
- Neighborhood center
- Neighborhood center
- Neighborhood center
- Neighborhood center
- Neighborhood center has computer, phone, child care which is all very helpful.
- Nobody bothers me
- Nobody interferes from the neighborhood.
- Not a high priced neighborhood, full of duplexes.
- Park
- Park is good
- Park is great
- Park location
- Parking
- Parks
- People pretty decent
- Plenty of parking
- Police are always here checking
- Police do normal patrol in the area
- Police parade makes things feel comfortable. Police come here more than any other place.
- Police patrols
- Privacy
- Relatives
- right on bus line

- Seeing more awareness of the police around here
- shopping area
- some parks, take walks,
- Store not too far.
- Stores are close, job is close
- The police are trying to keep the kids safe,
- they got stores around here that are really close
- Vocational training
- walking distance shopping,
- Wetherby Park
- You can walk to HyVee.
- I like to be outside and I feel safe with the people here.
- A lot of community involvement, e.g., community cleanup. Doesn't get a lot of activity
- Most, but not all of the people that live here
- Benevolence among people
- People are okay
- Good neighbors, no problems
- Neighbors, nice area
- People are nice
- People are respectful, quiet, not much complaining, a lot of older people
- People are nice, hold doors.
- People are friendly
- Movie nights,
- Fairly family oriented
- My daughter lives down the street.
- Family oriented
- Family interaction
- Schools are in walking distance,
- the school system, kids like going to school
- Safe
- Cops are getting more involved
- Fairly quiet.
- It's somewhat quiet.
- It's pretty and calm
- It's calm, safe & comfortable. It's a calm neighborhood.
- Quiet

### **Verbatim & Tallied Additional Challenges:**

- The man next door abuses his wife and I can't do a damn thing about it. And she's the nicest thing.
- Hard to connect with people.
- Underemployment
- Unemployed people lingering are a potential problem, potential illegal activity
- Not enough jobs
- Perception of danger whether real or imagined.
- Not safe
- We've had problems with noise, and late at night, massive cold, fireworks, yelling, fighting.
- It can get loud every once in a while, but it's not bad.
- Noise pollution, car stereos & honking instead of ringing the doorbell at all hours, e.g., 3 a.m. honk honk.
- Our neighbor always complain to cops/police about our noise being too loud, says we're going to jail.
- Loud music
- Loud music at night
- Lots of young people arguing/fighting
- Noisy car radios
- People can get loud,
- Outside disturbances, people hangout too much
- Partying, a lot of yelling outside at night, music, alarms, cart doors, you can hear everything,
- Sometimes there's a lot of noise.

- Screaming/yelling
- Sometimes in the summer, it does get a little noisy, people having parties.
- Noisy neighbors
- Loud music sometimes
- My nephew is always talking about a gang
- Domestic violence ( I can hear yelling)
- The bus service only loops to this area so you have to take three busses just to get to Coralville.
- Get a hold of the drug users. If they could get them out, it'd be great. People don't like coming to this area to live.
- Get rid of guys selling drugs, put them somewhere else
- Drug sales.
- All the people hanging around here selling drugs, people who don't live here; I don't like what they're doing.
- Traffic too fast
- People drive fast down the road, lot of traffic.
- Car's race too fast up and down the street
- Unattended children
- Kids run wild
- People that don't watch their children
- Children unsupervised in parking lot.
- Every time the parents aren't watching kids
- Nothing for kids to do
- Kids need a place to go, they don't have a park to go and play (arcade).
- No place for kids, no playground area, always in parking lot, afraid to hit them
- No activities for teens, no group meetings/block parties, no interaction
- Need something for the kids- no playground, kids everywhere
- Need more to do for the kids- I'll help. Kids need guidance
- Kids playing in parking lot so many accidents about to happen
- Kids play in the parking lots, streets, dumpsters. It's not right.