

DOCUMENT RESUME

ED 212 327

JC 820 027

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TITLE An Assessment of the Needs of the Western Queens Community, New York City. Section One.
INSTITUTION La Guardia Community Coll., Long Island City, N.Y.
PUB DATE 81
NOTE 193p.; Questionnaire in Spanish and Greek may not reproduce well. For a related document, see JC 820 028.

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS College Planning; *Community Attitudes; *Community Characteristics; Community Organizations; *Community Services; Community Surveys; Educational Needs; Local Issues; *Needs Assessment; Neighborhoods; Questionnaires; *Urban Areas; Urban Demography
IDENTIFIERS Community Needs; *New York (West Queens)

ABSTRACT

Resulting from the involvement of LaGuardia Community College (LCC) in an Urban Demonstration Project, this report discusses a community needs assessment conducted by LCC, provides a profile of the community of Western Queens, and relates needs assessment findings to a separate study by a consulting firm which focused on the community's educational interests. After introductory material, Part I provides background on the Urban Demonstration Project and describes the methodology of LCC's needs assessment, involving telephone and personal interviews with residents and various community organizations. Part II then profiles the five districts in Western Queens, in terms of the districts' neighborhoods and people, community organizations and agencies, concerns and needs, possibilities for collaboration, and community demographics. After briefly describing the methods and findings of the consultant survey of educational interests (discussed in detail in JC 820 028), Part II continues with an overview of the distinctive and common features of the districts of Western Queens, drawing from findings of both the LCC and consultant studies. The next section also uses results from both studies to explore possibilities for establishing priorities and implementing programs. Extensive appendices include a continuing education student profile, questionnaires and forms, a statistical overview of the target area, and profiles of community organizations. (AYC)

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LaGuardia

COMMUNITY COLLEGE

Division of Continuing Education

Section One

AN ASSESSMENT OF THE NEEDS OF THE WESTERN QUEENS COMMUNITY, NEW YORK CITY



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COMMUNITY COLLEGE

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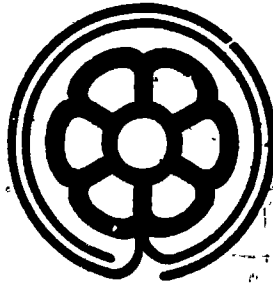
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AN ASSESSMENT OF THE NEEDS
OF THE WESTERN QUEENS COMMUNITY
NEW YORK CITY
1980

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SECTION II

The Kane, Parsons and Associates Report: A Survey of
the Attitudes of Adults Towards Continuing Education

GENESIS OF PROJECT

During 1979, LaGuardia Community College was actively considering ways of more formally analyzing the special needs of its community.

In January 1980, Ms. Suzanne Fletcher, Director, Center for Community Education, American Association of Community and Junior Colleges, provided us with a vehicle through which to realize this goal. LaGuardia and 5 other community colleges nationwide known for their interest in and work with urban populations, were invited to participate in an Urban Demonstration Project*. The goal of the project was to strengthen the relationships between community colleges and their surrounding communities.

The invitation was timely. LaGuardia had been actively involved with its community. However, no formal analysis of the communities' special needs had ever been undertaken. Therefore, to say the least, we were delighted to join this consortium. Participation would provide the opportunities, technical assistance and some necessary funding to implement the needs assessment project which was agreed on.

The visits from Suzanne Fletcher, AACJC, the meetings held with administrators (Presidents and project staff) from all six participating colleges were invaluable in helping all of us to focus on goals and anticipated outcomes.

The themes selected by AACJC were youth, neighborhood stability, unemployment/underemployment and aging. Each college was free to focus on whatever theme it so desired.

* 1) Bunker Hill Community College, Charlestown, MA; 2) Cuyahoga Community College, Cleveland, OH; 3) San Francisco Community College, San Francisco, CA; 4) Seattle Community College, Seattle, WA; 5) Shelby State Community College, Memphis, TN

At their initial meeting in Washington, DC, administrators from participating institutions struggled to identify which theme each college would select. It became evident that limiting attention to one theme might not be the most effective approach. LaGuardia's staff decided to allow a theme (or themes) to emerge from the assessment process itself, especially since we were, in some way, already involved with most of the AACJC's themes. The second group meeting in Seattle, Washington allowed us to share our progress and/or problems and to receive valuable feedback. Information gained from guest speakers provided other perspectives and approaches to dealing with community, as well as social, legislative and educational issues.

Staff within the Division of Continuing Education at LaGuardia Community College spent many hours discussing what direction the project should take, desired outcomes, research design, budget, a time frame, who to contact in the community, how best to make these contacts, and what kinds of productive questions to ask. We also had to look internally at our capacity to undertake new programs if a need for them emerged from the assessment. Staff availability and budget were important considerations. Yet we were also eager to solidify our linkages with our community and to establish new relationships.

Throughout the conceptualization and implementation of the project, Acting President Martin Moed provided the Division with constant encouragement and support and attended all the meetings arranged through AACJC.

Augusta Kappner, Dean of Continuing Education and Judy McGaughey, Assistant Dean, spent hours with project staff to develop further the ideas generated from the various meetings and to ask crucial questions related to our institution's overall direction and goals. In addition, a policy - making body, consisting of the President and the Deans of each of the college's divisions, was actively involved at every stage of the project's development.

With its approval and support, it was agreed that we would engage the services of a public opinion research firm to assist us in carrying out one phase of the assessment. This was a most welcome decision.

The following report therefore consists of two sections. The first section deals with the entire process of the assessment and a profile of the community.

We acknowledge that in gathering data for the profiles many community agencies and groups who should have been interviewed or contacted were not, only because of time and staff limitations. We invite comments and contacts with these groups so that future profiles may reflect their programs and services to the community. Additionally, in any future profile, more recent population figures will be available from the 1980 census and other studies.**

The second section contains the more formal report from Kane, Parsons and Associates, "A Survey of the Attitudes of Adults Toward Continuing Education."

The major credit for the preparation of this report goes to Sister Edith Ann Kane, S.N.D., Project Assistant and Mott Fellow whose capacity to absorb and interpret figures, data and details was amazing and contagious. Credit for typing belongs to Ms. Diane Carter, Secretary in the Community Service Program area, whose skill and accuracy in typing figures were indeed admirable. Appreciation for editorial assistance goes to Sister Mary Gallagher, S.C., Research Assistant in the Community Services Program.

President Shenker and Vice President Moed both continue to support the concept of the responsibility of a community College to its community. As such, President Shenker is now, with the cooperation of staff from the Continuing Education Division, involved in phase II of the Project, responsible for the formation and chairing of the College/Community Advisory Committee.

**Researchers from the Jewish & Ethnic Project at Queens College have recently completed a study of the various groups including information on the latest immigrant groups, in the borough of Queens.

Working on this project has been exciting, enlightening and educational. We look forward to seeing many rich ideas generated by the survey result in new programs and services to meet the needs of the Western Queens community.

Fern J. Khan
Project Director

ACKNOWLEDGEMENTS

Without the cooperation and assistance of the people listed below, the information collected for this report would not have been possible. The project staff extends a real thank you to everyone who participated in making this project and report possible:

1. Telephone Interviewers

James Alexander	Barbara Reilly
Diane Carter	Mary Rooney
Mary Carvallo	Janet Roos
Patricia Curtis	Renee Saulsbury
Sylvia Douris	Anna Scobie
Shirley Fitzhugh	Hope Spence
Karen Hartig	Mary Sperling
Lenora Henderson	Lillian Thomas
Anita Hendricks	Mary Varnavas
Pat O'Donnell	Despene Gazianis
Julia Pappas	Nicholas Kalis

2. All community organizations and staff as identified in Appendix IX.

3. LaGuardia Faculty and Staff <

Peter Alonso	John Hyland
Glenn Anderson	Richard Kamen
Susan Armiger	Janet Lieberman
Steve Brauch	Richard Lieberman
Janet Cyril	Eileen Mentone
Sam Farrell	Mildred Roberts
Allan Goldberg	Shirley Saulsbury
Elmyria Hull	David Speights
	Sandy Watson

Special thanks are extended to the following individuals:

John Kaiteris, Director, Hellenic American Neighborhood Action Committee and staff for providing us with the Greek translation of the survey questionnaire.

Steffani Martin, Director, LaGuardia Bilingual Program who provided us with the Spanish translation and Peter Alonso who placed all the accents in their proper places.

Jane Planken, Director, Community Boards, who found time within her hectic schedule to read the profiles and provide us with invaluable feedback.

SECTION I

PART I

INTRODUCTION: THE URBAN DEMONSTRATION PROJECT

In January, 1980, LaGuardia accepted an invitation from the Center for Community Education of the American Association of Community and Junior Colleges to be one of six urban community colleges in the nation participating in a three year project aimed at demonstrating the ability of the urban community college to become more responsive to community needs.

The Center for Community Education has operated under the broad mandate of increasing the understanding of community education among community colleges and assisting in the implementation of community education processes. Progress in urban community education and developing the role of the community college as a partner in the process is the primary goal of the AACJC Center's activities in 1980. Three specific yet interrelated areas of concern have been identified: neighborhood stability, youth unemployment and alienation of the older population. Because the process of developing a partnership with the community so as to address areas of mutual concern requires time, trust-building and, sometimes, new competencies, the initially planned three-year cycle would permit development and some maturation of the efforts in the six demonstration sites, assessment of the effectiveness of this community college role and an opportunity to disseminate nationally the successful examples of continuity in planning and implementing this urban effort.

From its very beginnings, LaGuardia has engaged in active dialogue with the community in developing programs responsive to community needs. Its focus on cooperative education, the study of urban problems and the requirements of the surrounding community reflect the institution's belief that "The continued health of the College depends on--and our primary mission must be to strengthen--the well being of/the/community." (Partnership in New York City's Future: A Long Range Plan for LaGuardia Community, P.1.).

As such, LaGuardia is qualified to participate in the urban thrust of the AACJC Center for Community Education, for LaGuardia is a "community college committed to the philosophy of community education" eager to be "an active partner with the citizens it serves in the development of a better community." (AACJC Proposal, P. 6).

In a self-study prepared for the Middle States Association of Colleges and Secondary Schools in June 1979, the College reiterated its commitment to the City, to career education and to non-traditional learners.

LaGuardia Community College's fundamental mission has remained the same since its planning stages in 1970: to serve the multiplicity of needs of each segment of its diverse population; to give special emphasis to preparation of the individual for work and/or further study; to combine...practical fieldwork experience with classroom instruction through a universal cooperative education program; and to assume a special responsibility for service to adults, the handicapped, veterans, non-English speaking students, and other populations generally excluded from the mainstream of higher education.

Two comments offered in the report from the Middle States Evaluating Team are particularly relevant to the current involvement in the Urban Demonstration Project. The report notes:

Imagination and initiative are manifested in the variety of Continuing Education Programs for special interest groups...the college must be mindful of the uncertainties of continued funding...

Compared to regular full-time enrollments, the number of students registered under the Continuing Education/Adult Education banner is currently relatively small. The growth potential in the densely populated area in which the College is located is likely to be great. Further exploration of the "market" and a comprehensive and continuing needs survey were indicated. A more complete system of advisory committees for present and prospective curricular options would also help identify needs which the College could meet through its Continuing Education Program.

Participation in the Center for Community Education's Urban Demonstration Project has provided an opportunity for LaGuardia to begin addressing these particular points in a deliberate manner. Even more, it has thrust the College into a further stage of its development. Always conscious of its role in the community, LaGuardia has committed itself to developing a closer relationship with the community, not simply as an agency to provide services but as a participant in the process of community renewal.

In College Leadership for Community Renewal James Gollattscheck and his co-authors present the blueprint for a new kind of college--a community renewal college. Such a college "determines its direction and develops its goals through college--community interaction, uses the total community as a learning laboratory and resource, serves as a catalyst to create in the community a desire for renewal, provides a vehicle through which the community educates itself, and evaluates its successes by citizens' successes that are recognized as significant by the community itself." The role of such a college is to be a "cooperator with the community in joint efforts to put people back together in meaningful human endeavors" and to "avail itself of opportunities to participate in the continual renewal of individuals and thus in the continual restructuring of the community as a whole."

It is in this spirit that LaGuardia's Continuing Education Division has articulated the following goal and objectives relative to community education.

GOAL

The goal for this needs assessment was defined as enhancement of the college's ability to develop an effective working relationship with its community and, together, to maximize our combined strengths and resources to meet identifiable needs and interests within the community.

The objectives to progress towards this goal were identified as:

OBJECTIVES

1. To initiate a study of the community--its needs, strengths and resources.
2. To develop a community profile.
3. To establish communication systems with the community that will facilitate dialogue, networking and sharing of resources.
4. To develop processes for involvement of the college community in identifying college needs and resources relative to the community.
5. To establish an Advisory Board with college and community representation.
6. To determine priority issues in light of identified needs and resources of the college and community.
7. To plan and implement programs addressing priority issues.
8. To develop instruments and systems for continual evaluation of programs and an ongoing assessment of needs.

The initial phase of LaGuardia's involvement in this project was a community needs assessment. Through telephone and personal interviews and the collection of existing demographic data, as well as through conversations with several diverse community organizations, a community profile of Western Queens was compiled; the college formed an advisory committee representative of the college and the community to review the findings and make recommendations for increasing community based activities and linkages.

A description of the needs assessment process, its method, results and subsequent recommendations for action, comprises the major portion of this report.

THE COMMUNITY

LaGuardia Community College, formally established in 1970 as the newest of eight community colleges of the CUNY, is located in the Long Island City section of Western Queens. Demographic surveys conducted by the Board of Education at that time revealed that this area manifested among the lowest average family income and educational attainment of the entire city and that its population was not being served by any other CUNY institution.

LaGuardia's community extends beyond the geographical limits of Long Island City, however. A survey of students registered in the Continuing Education division in Fall 1979 revealed that the majority of students came from those neighborhoods represented by Queens Community Planning Boards 1,2,3,4, with a significant number coming from areas of Board 5 bordering on Brooklyn and from northwest parts of Brooklyn. While students also come from parts of Manhattan, Bronx and Long Island, the majority of these are involved in programs directed to specific populations, e.g., the deaf. Recent college wide statistics indicate that the bulk of students (53%) are from Queens, while a significant number, 21% reside in Brooklyn. (Partnership, P. 8, App. D)

For purposes of the needs assessment project, we have limited our understanding of the community to refer to relatively local neighborhoods. This is not to deny the LaGuardia commitment to New York City; rather it represents an effort to focus that commitment, particularly in relation to community education, on those populations which are most closely associated with the college, both geographically and/or through current participation in college programs.

The primary focus of the needs assessment project, then, has been the neighborhoods grouped under Queens Community Planning Boards 1,2,3,4, Ridgewood and Glendale in Community Planning Board 5, and Williamsburg, Greenpoint and Bushwick in Brooklyn.

THE ASSESSMENT PROCESS

A. OVERVIEW

The principal strategy chosen for addressing objectives one through three was a community needs assessment. The following questions guided the initiation of the assessment.

1. Who is the community?

LaGuardia Community College, formally established in 1970 as the newest of eight community colleges of the CUNY, is located in the Long Island City section of Western Queens. Demographic surveys conducted by the Board of Education at that time revealed that this area manifested among the lowest average family income and educational attainment of the entire city and that its population was not being served by any other CUNY institution.

Although located in the Long Island City section of Western Queens, LaGuardia's "community" extends beyond that geographical limit. Indeed, the college population includes students from all parts of metropolitan New York. However, in an effort to focus the assessment process realistically, specific neighborhoods were identified for the survey.

Since the survey was concerned with general community education needs rather than the needs of the traditional student, a study of registration figures for the Fall 1979 Continuing Education programs was used to help ascertain the neighborhoods to be included in the survey. Those figures revealed that 75% of the Continuing Education population during that quarter were from neighborhoods represented by Queens Community Planning Districts 1 through 5 and neighboring Brooklyn Districts 1 and 4. (Appendix I) For purposes of the needs assessment project, then, the term "community" referred to relatively local neighborhoods:

Long Island City, Astoria	Board 1 Queens
Woodside, Sunnyside, Hunters Point	Board 2 "
Jackson Heights, East Elmhurst, Corona	Board 3 "
Elmhurst, South Corona	Board 4 "
Ridgewood, Maspeth	Board 5 "
Williamsburg, Greenpoint	Board 1 Brooklyn
Bushwick	Board 4 "

2. What information about the community is relevant for the project?

In addition to basic demographic information (age, sex, ethnicity, economic status, level of education) it was important to ascertain educational needs and interests. It was also considered necessary to obtain information about issues and problems that are of concern to the community, as well as available resources for addressing those concerns.

3. Who has the information?

The neighborhood people themselves, employers and employees in the community, civic, religious and educational leaders, as well as ethnic and community organizations and social service agencies were identified as potential sources of information.

4. How would the information be obtained?

From individuals: residents and employees would be asked to provide data for the assessment through individual interviews by telephone or in person.

From organizations/agencies: through contact with community planning boards, general community needs would be ascertained and suggestions sought as to the most appropriate organizations and community leaders to contact.

From college personnel: through formal and informal means of communication, college personnel would be informed of the project and invited to offer information and insights.

From other known opportunities: persons involved in the project would study any relevant surveys published, community publications and resource materials, and attend meetings or workshops pertinent to the over-all project.

5. What resources would support the project?

Project supervision would be provided by a program director in the Continuing Education Division, as well as some secretarial and administrative services. College funds would be used to hire part-time staff for interviewing and to employ the services of a public opinion research firm. Some consultancy monies would be obtained from the AACJC Center for Community Education to help meet the expenses of these latter services. The AACJC Center would also provide a Mott Fellowship to support a project assistant for six months. In addition, the AACJC Center would offer technical assistance as well as opportunities for resource sharing and interchange with other Urban Demonstration Colleges (including some financial support to do this). A graduate student on internship would also provide part-time assistance for several months.

B. INDIVIDUAL INTERVIEWS

1. Persons interviewed

Initial plans for personal interviews included:

- 1000 residents by telephone
- 150 residents of neighborhood housing projects and Roosevelt Island, a planned community in near proximity to the college, all by face to face interview
- 150 factory employees in neighborhood industries, by written questionnaire.

The telephone interviews would provide a sample of the entire "community" while the face to face interviews and the forms completed by factory workers would provide information on specific clusters of people for whom particular programs could be developed.

In the course of the project it became evident that the latter two methods would not be feasible at this time and they were deferred.

2. The Instrument Used

The services of Kane, Parsons, and Associates, Inc., a public opinion research firm, were employed to assist in the development of a questionnaire that would ascertain residents' perceptions of neighborhood problems, their personal, educational needs and interests, and basic demographic information. Kane, Parsons was also contracted to assist in drawing the sample and to code, analyze and prepare a report on the findings.

Using ideas generated at several meetings with Continuing Education Directors, suggestions requested from various college department chairpersons, and questions from similar kinds of surveys (e.g. the New York State Needs Assessment), the project director worked closely with Kane, Parsons Associates in designing a suitable questionnaire.

Anticipating language barriers, arrangements were made for translating the questionnaire into Spanish and Greek. The former was undertaken by staff from the Foreign Language department; the Greek translation was done by staff members of HANAC, the Hellenic American Neighborhood Action Committee, an active community organization with which the college had frequent contact. (Appendix II)

3. The Telephone Survey

Duration: The telephone interviews were scheduled to take place over a six week period, at maximum. (Because of a change in plans regarding other phases of the survey, this was not a consecutive period, although it did average approximately six weeks).

Time: Most calls were made on Mondays through Fridays from 5 to 9 PM and on Saturdays from 10 AM to 6 PM. The experience of a few college-related interviewers who tried to place calls during the weekday verified the opinion of Kane, Parsons that such calls would yield only minimum results.

Location: With few exceptions, calls were made from offices in the Continuing Education Division which were in close proximity to each other. This facilitated supervision of the interviewers.

Interviewers: While the questionnaire was being developed, the process of hiring interviewers was initiated. Most prospective interviewers learned of the project through community organizations who publicized the positions; some were college employees or persons known to college employees. The project director or her assistant met with any interviewers unknown to them to determine their suitability for the position. Major consideration was given to their ability to communicate positively on the telephone, availability for evening or Saturday employment, willingness to be trained, residence in the community and bilingual skills. (The latter two qualifications were not universally applied).

A total of 26 persons were scheduled as interviewers; 22 were salaried (\$5 per completed interview) and four (4) were college service related. Heeding the advice of Kane, Parsons, more interviewers than were actually needed were hired in order to compensate for probable attrition.

Ten interviewers per night was considered necessary to complete the survey in six weeks. Although this number was not usually achieved (the average number of interviewers per night was six(6), it soon became evident that most interviewers could complete more interviews each night than had been anticipated.

Hired interviewers were paid with tax levy monies through the college payroll office on a bi-weekly basis. The project assistant served as liaison between the payroll office and the interviewers, preparing time sheets, and distributing checks, since interviewers were never on campus during payroll office hours.

Training Interviewers: As soon as the questionnaire was complete, two training sessions were scheduled. Interviewers were asked to attend one of these four hour sessions, conducted at the college by personnel from Kane, Parsons. During the training sessions, interviewers were instructed on the general purpose of the survey, how to use the Call Record Sheet, how to screen potential respondents, how to handle non-English speakers.

In order to help them administer the questionnaire effectively, each question was explained, i.e. why it was asked, what kind of information it was seeking, how general or specific was the desired response. Interviewers had an opportunity to raise questions, pose problems that might be encountered and share ideas for successfully handling them. After the survey was underway, interviewers received informal training through verbal and written instructions from the supervisors, as needed. (Appendix III)

Selection of phone numbers: Although the telephone company was unable to provide information regarding exchanges unique to each of the neighborhoods, it did advise as to what exchanges were common in those general areas. Consequently, call sheets were prepared by affixing random numbers to those exchanges. This procedure probably ensured equal access to all working telephones, including unlisted and recently installed phones, as well as those listed in the directories. To be eligible for participation, respondents had to be residing at the number where they were reached; in addition, they had to be eighteen (18) years of age or older and not engaged in full time study at the time of the survey. (Appendix IV)

Supervision: A supervisor was on duty whenever interviews were conducted. The role of the supervisor was to maintain records of attendance, to assign telephone rooms, to distribute interview materials, to review completed interview forms, to validate a sampling of completed interviews at the beginning, middle and end points of the survey, to monitor interviewers' performance and to be available to answer questions and offer whatever assistance might be needed. Supervisors attended the same training session as the interviewers. In addition, they received formal direction from the project director or consultants when such was needed. (Appendix V)

Monitoring the survey: Throughout the course of the survey, it was necessary to keep a record of the population reached. Statistics relative to age, sex, ethnicity and neighborhood were recorded daily. A daily tally of completed questionnaires was kept, as well as a record of telephone exchange distribution in the neighborhoods contacted.

The monitor was also responsible for preparing each evening's materials in an effort to ensure proportional neighborhood representation among the numbers called. (Using 1970 census statistics, a proportional percentage of the targeted 1000 interviews was determined for each Community District). In addition, the monitor maintained the interviewer schedule and tried to ensure the presence of a maximum number of interviewers for each calling session. (Appendix VI)

Process statistics: The goal of the process was 1000 completed interviews. Success rate was 84%. Together, interviewers called approximately 4000 different numbers at least once; 3000 were called two or three times and another 500 were called a fourth time. Of all these calls, approximately 1800 yielded eligible respondents. Of that number, 840 completed the interview, 770 refused to participate, 60 began the interview but terminated before it was completed, and 130 could not be interviewed because of a language barrier.

Human Interest: It became evident early in the hiring process that in conducting the survey we were, on a limited basis, addressing needs of community people. A couple of the interviewers were presently unemployed and were happy for even the limited income offered by participation. For a few women interviewers, it was a response to their need and/or desire to begin to achieve financial independence; for a senior adult it provided not only a small source of income but, more importantly, a productive use of her time. Several students found needed assistance in meeting tuition and other costs.

Some interviewers became quite adept at encouraging people to participate and frequently were able to successfully suggest that the respondent indicate a more convenient time for the interview, rather than refuse it completely. In the course of validating random completed forms, one gentleman commented to the monitor that the manner of the interviewer was such as to convince him to stay with what he considered a "much too long" questionnaire.

Some interviewers frequently relayed human interest stories to the project director which served to enliven the statistics we collected. Because we encouraged feedback from the interviewers, they began to feel a sense of involvement and importance in the survey. They offered suggestions and, in general, took "ownership" of their part in the project. They were interested in progress being made and also kept us up to date on their own plans--e.g. one interviewer obtained a full time job in Washington DC during the time he was with us and even though the interviews were completed, he called to inform project staff of his move and new job.

Limitations: As with all human activities, the telephone survey encountered difficulties. Some were predictable and possibly avoidable, others were more beyond our control.

Because of a limited budget and the difficulty of obtaining sufficient volunteers, it was not possible to complete the goal of 1000 interviews. While college personnel were generally very supportive of the effort, other responsibilities precluded their volunteering the time they thought they would be able to give.

Because project directors were not sufficiently aware of the difficulties of translation, the task was not undertaken in time to have Spanish and Greek versions of the questionnaire available as the calling began. Although interviewers carefully recorded the phone numbers of Greek and Spanish speakers so that they could be called back, funds for the project were near depletion when the translation became available.

It is possible that more piloting of the questionnaire might have yielded a more refined instrument. In addition, it might have been more beneficial to involve community representatives in its design, or to delay the telephone survey until the other phase of the assessment had been completed and the questionnaire could be designed in light of those findings.

The training sessions were very valuable in preparing interviewers for their task. Unfortunately there was no opportunity for interviewers to test out their skills on each other. Particularly for educational institutions, it seems feasible that several educational staff could receive training and then all subsequent sessions could be conducted by them. Two advantages of this would be cost reduction and more effective adult education techniques employed in the training.

The process for paying interviewers had not been considered in planning for the survey. It is possible that others might overlook this step as well. The main drawback was that of unanticipated work for the project directors. Preparation of time sheets, payroll records, and dealing with questions from payroll office and interviewers consumed at least twenty hours that had not been so scheduled.

C. RESIDENTIAL INTERVIEWS

1. Purpose

The intent of the residential interviews was to ascertain the educational needs of specific clusters of people in the community. The hoped for outcome was the possibility of specific program development at one site.

2. Implementation

Two different kinds of groups were to be approached: persons living in public housing projects and persons believed to be of mixed socio-economic backgrounds on Roosevelt Island. Regarding the former, the project directors found it advisable to approach the housing offices of the respective developments to ascertain the most feasible way to draw a sample and approach the persons involved. After visiting one site it was felt that initial contact

should be made through respective community centers rather than a direct door to door survey. Consequently, these populations were contacted through the process described in Part E.

Further exploration with Ms. Mary Enright, Director of Community Relations of the community on Roosevelt Island revealed however that 1) the economic mix was not as thought; 2) only a written sheet would be allowed; 3) responses to surveys of any kind in recent years had been misleading and unsatisfactory for the residents. A general sense was that residents preferred to leave the island to take whatever courses they desired. A number of colleges located in Manhattan were very accessible to Roosevelt Island residents and indeed many took advantage of the close proximity of the colleges and did register for courses.

3. New Decision

As a result of the information cited above, it was decided to divert funds from this phase of the project into the telephone survey.

D. FACTORY INTERVIEWS

1. Purpose

It was decided that, given the heavy concentration of industry in the immediate vicinity of the college, it would be important to find out from factory employees their educational needs and interests.

2. Instrument

Initially, minimal modifications were made on the telephone questionnaire to adapt it for written use. Preliminary discussion with some employers led to a further redesign and simplification of the questionnaire to meet the reading ability of the employees. A Spanish translation was also prepared. (Appendix VII)

3. Implementation

The director of Programs for Business coordinated administration of the written questionnaire. His efforts were only minimally successful because of some resistance from managers and this part of the assessment was deferred for the time being.

E. ORGANIZATION/AGENCY INTERVIEWS

Determining appropriate contacts: Given the enormous diversity of community organizations within the target area, assistance was sought from Queens Office of the City Planning Department regarding the most appropriate groups to contact. At the suggestion of the Director and Planning Specialist efforts were made to meet first with District Managers of the Community Planning Boards under study, i.e. Queens Districts One through Five and Brooklyn Districts One and Four. District Managers were asked to describe their communities, the problems and concerns face by the residents, their needs for educational services/activities; and to suggest community organizations that might be interested in collaborating with LaGuardia in the needs assessment project and in findings ways to address some of the community needs. These visits, then, served a double purpose: they provided a preliminary overview of the community under study, as well as information about helpful contacts to make in that community.

Contacting community organizations: A combination of written and personal contact was made with organizations suggested by the District Managers. Organizations that were already somewhat well known were contacted by phone and arrangements made for on-site visits. Other organizations were contacted through a letter, sent from the President's office, which described the project and requested information regarding the community serviced by the organization and potential for college/community collaboration in meeting community needs. (Appendix VIII)

In some cases, community representatives themselves suggested other helpful contacts.

Gathering the data: After every visit with a District Manager or community organization representative, minutes of the meeting were prepared so that none of the information would be lost. Organizations contacted by mail returned questionnaires with information about services provided, community needs, collaborative possibilities, etc. (Appendix IX)

Another valuable source of information about the community were the Portfolios prepared for each Community Planning District and available through the Department of City Planning. These included information on population, housing, education, economic development, health, social services, etc. Much of the information was based on the 1970 census data, although education and social service information was more recent (1977). This material was studied in relation to the data gathered from community representatives and a profile of each neighborhood was developed.

On-going community contact: As soon as a significant amount of information had been gathered, letters were sent to every person who had participated in the project, whether in person or by mail, thanking them for their assistance, bringing them up to date on the project, informing them of existing LaGuardia Continuing Education programs (by enclosing a copy of the Division's Annual Report) and inviting their continued involvement. (Appendix X)

At the same time, letters were sent to any organization that had not yet responded to the questionnaire. This letter provided the same information as described above, except that it once again invited them to participate in the project.

Process statistics: As of October 31, 1980, all seven District Managers had been visited; 42 letters and questionnaires had been sent to community organizations; fourteen (14) of those organizations had responded. In addition, fourteen (14) other community organizations had been personally visited by the Project Director or her assistant.

PART I I

A PROFILE

OF THE

WESTERN QUEENS COMMUNITY

THE COMMUNITY PROFILE

INTRODUCTION

LaGuardia Community College has identified as its community those neighborhoods which are located in Western Queens and neighboring sections of Brooklyn. The community profile, then, attempts to describe a large and diverse population with varying community education needs, and to demonstrate both the uniqueness of each neighborhood and the common characteristics they share.

No one person, or group of persons, can presume to have adequate knowledge of a community of such great dimensions. This profile, then, is offered as a first step in the development of a relationship between the college and the community that is based on mutual growth in knowledge and understanding of people and the structures they have created to foster the growth and development of their communities.

The first section of the profile will present a narrative description of each Community Board, touching on the racial and ethnic composition of each neighborhood, age, and socio-economic conditions of the population. Statistics from Community Planning Board Portfolios (which rely heavily on 1970 Census statistics) and other sources are used to support this description and to provide information on housing, population stability, educational background and employment patterns.

Information about available community services, as well as community problems and needs, gathered through written and personal contacts with community agencies/organizations, is summarized and possibilities for college/community collaboration are noted. Charts outlining this information as well as the specific populations serviced by each organization are also included.

The second section of the profile will examine the totality of needs expressed and relate them to the findings of the telephone survey.

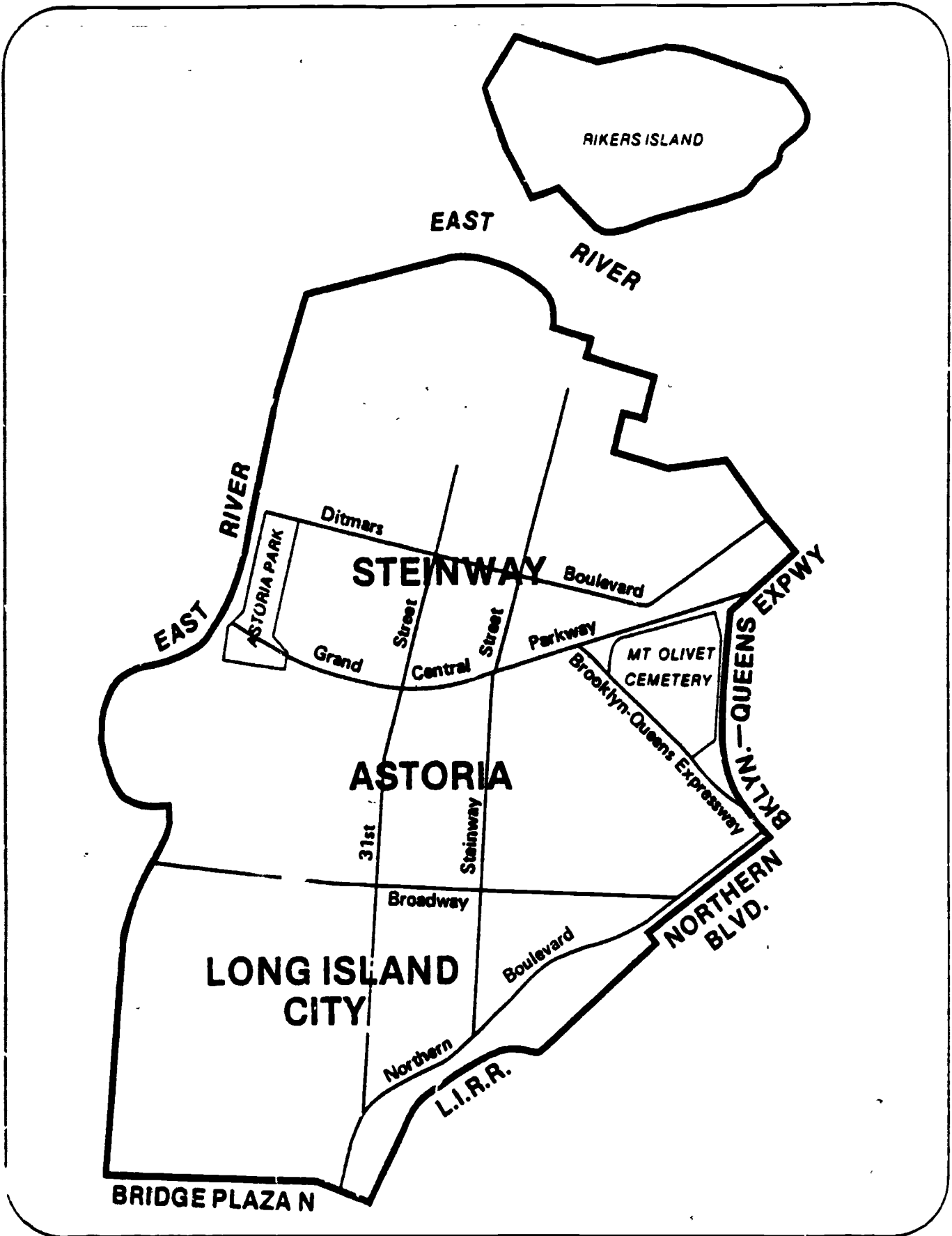
The final section will discuss possibilities for further action, taking into consideration college and community resources.

COMMUNITY DISTRICT I

STEINWAY

ASTORIA

LONG ISLAND CITY



COMMUNITY DISTRICT ONE -- ITS NEIGHBORHOODS AND PEOPLE
(Long Island City, Astoria, Steinway)

Community District One which includes parts of Long Island City, Astoria and Steinway, extends from the East River on the west and north to Bridge Plaza and Northern Boulevard which separates it from Board 2 on the south and southeast, and to the Brooklyn Queens Expressway separating it from Board 3 on the east.

The estimated population in 1970 was 191,000, although by 1975 this decreased an estimated 4% to 184,000. The majority of the population is white, with a significant percentage (60%) of persons of foreign stock (i.e. foreign born or born of foreign parents). Italian and Greek ethnics predominate, with eleven percent (11%) of the population identified as Spanish speaking. More recent school statistics (1977) suggest a shift in population, with increasing numbers of younger blacks, hispanics and orientals and an older white ethnic population. This is not to suggest a decreasing older population. In fact, there has been an increase of older persons in all but one zip code of the District.

In 1970, seven percent (7%) of the families were below the federal poverty level (\$3,700), while 32% of unrelated individuals were also in this category. Statistics for 1977 show ten percent (10%) of the population receiving some form of income support (i.e. public assistance, medicaid, or supplemental security income). Approximately one quarter of the census tracts in the Board are Community Development Block Grant eligible.

The majority of residences (75%) are multiple family dwellings. Only one out of every five homes is owner occupied. Some sixty percent (60%) of the residents have lived in the area for more than five years.

Fewer than half of the residents over eighteen have completed high school. About seventy percent (70%) of those eighteen to twenty-four have a diploma while little more than a third of those over twenty-five have completed high school.

Occupationally, clerical workers are most numerous; they are followed by factory and transport workers; service workers--janitors, security guards, waiters, domestics; craftspersons and--mechanics, repairpersons, metal workers, carpenters, machinists; and a small percentage are professionals--doctors, nurses, teachers, and engineers.

Long Island City: About 25% of the District population lives in Long Island City. Of that group, fifteen percent (15%) is black, eleven percent (11%) is hispanic and the remaining 74% is primarily white, with a small but growing oriental population evident in school statistics. More than a quarter of the residents in Long Island City are predominantly black and hispanic, and live in federally funded housing projects.

This is the only section of the District that has experienced a decrease (5%) in the over 65 population since 1970.

Public School statistics reflect the economic and racial mix of the area. Of five public schools, three receive Title One funds and three provide bi-lingual education. One of the three parochial schools in the area also receives Title One. Schools reflect the large black and hispanic population (approximately 50% black and 25% hispanic), although the public school located near Steinway Street has a fairly large white population (59%) and a relatively small black population (12%). The intermediate school, as might be expected, has a fairly even representation of black, hispanic and other. (The two high schools, Long Island City and William Bryant, which is nearer to Astoria, draw a boroughwide student population, so their statistics will be considered later in the report).

A representative of a local community agency described the community as "...a poverty area. About eighty percent (80%) are on some type of Social Security benefits...or receive public assistance." Half of the nineteen census tracts in this area are Community Development Block Grant eligible.

Astoria: Beginning north of Broadway Avenue, Astoria comprises 45% of

the District population. While there is a black and hispanic population concentrated around Woodside Housing in the east and Astoria Housing in the west, this neighborhood is more accurately characterized as European ethnic. About thirty percent (30%) of the population here is foreign born, with a high percentage of second generation immigrants as well. East of Steinway Street (except around Woodside Housing) and a few blocks west of this main shopping area, the neighborhood appears more economically advantaged than most of Long Island City and western Astoria.

North of 31st Avenue, Astoria shows a marked increase (12%) in the over 65 population, although between 31st Avenue and Broadway the increase has been minimal (1%).

While multi-family residences predominate, there are more two and one family homes in this area than in Long Island City and about twenty percent (20%) of the residences are owner occupied. Five of the twenty-four census tracts in Astoria are Community Block Development Grant eligible.

Public schools west of Steinway Street are all recipients of Title One funds; one school in this area has a bi-lingual program. East of Steinway Street, none of the schools receive Title One funds; two have bi-lingual programs. Schools reflect different racial patterns; those closer to the housing projects have a larger percentage of black and hispanic students, while those in central Astoria have a predominantly white population.

Italian, Greek, Yugoslavian and Spanish communities all have churches located in these neighborhoods, which also have a growing Oriental and East Indian population. The Spanish speaking population is from a variety of Latin American countries, especially Colombia. Few are Puerto Rican.

Steinway: North of Astoria Boulevard, in what is sometimes referred to as Steinway, live about 30% of the District's residents. Whites comprise 99% of the population in this area where one third are foreign born and eight percent (8%) are Spanish speaking. Although there are pockets of low income

persons in this area, on the average the population is more economically stable than in parts of the District below Astoria Boulevard.

Private homes predominate here, more than in any other section of the District. In addition, at least 33% are owner occupied, well over the District average.

While two of the public schools provide bi-lingual education none are Title One fund recipients. With the exception of the public school in the northwest corner of the District, where there is a fairly large black and hispanic population reflective of the immediate neighborhood, schools are predominantly white (77%). None of the census tracts are Community Development Block Grant eligible.

Here, too, the population over sixty-five (65) has increased since 1970 by seven percent (7%).

COMMUNITY DISTRICT ONE -- ITS ORGANIZATIONS AND AGENCIES

Contacts were made in person or by letter with ten representatives of community organizations/agencies in District One. While there is some overlap of services provided and many similarities among needs expressed, there are also some differentiating patterns reflective of the particular section of the district in which an organization is located.

In Long Island City, Qualicap Multi-Service Center provides what is essentially an entitlement program. At nearby Queensbridge Housing Project, the Jacob Riis Neighborhood Settlement House offers a variety of programs geared for neighborhood youth, e.g.: tutoring, athletics, arts and crafts, delinquency prevention. The Settlement House also serves as an umbrella organization for the Senior Center, the Health Maintenance Clinic for the elderly and a Mental Hygiene Clinic. Services related to drug abuse are the focus at A-Way Out, Inc., which provides rehabilitation, group, family and individual counseling, as well as vocational planning, academic remediation,

delinquency prevention and referral services. The Steinway Child and Family Development Center provides psychotherapeutic and educational services to children, families and adults on an outpatient basis. The Center also serves as a training ground for social work graduate students and psychology interns.

A variety of programs are offered through the Martin de Porres Center at Astoria Housing.

At the time of the survey, an Entitlement Outreach Program Director acquainted us with what she was doing in this program whose funds were soon to be discontinued, and a couple of the residents described their perceptions of the community and its needs. Reverend Hernandez, minister at Long Island City Methodist Church, runs a community information center which provides assistance to hispanics, particularly relative to immigration and naturalization procedures, but also in reference to various entitlements (or benefits). Personal and marriage counseling is also available here. A large and comprehensive organization, HANAC*, provides a wide variety of social and educational services, particularly for, but not limited to the Greek population.

Situated in the more northern section of Astoria (Steinway), the Federation of Italian American Societies of Queens provides services to immigrants relative to naturalization processes and social services information. The Astoria Civic Association has helped form other community organizations (e.g., Astoria Restoration Association, Greater Astoria Historical Society) and sponsors youth athletic activities and other community events such as a Health Fair.

COMMUNITY DISTRICT ONE -- ITS CONCERNS AND NEEDS

The District Manager was helpful in providing contacts with these community organizations, and in describing some of the problems and concerns facing the people of his District. He cited crime prevention, family problems, alternative schooling for difficult-to-handle youth and English as a second language

*Hellenic American Neighborhood Action Center

as particular needs that might be addressed by educational programs in this District. Community representatives reiterated these same concerns, usually developing and expanding their scope.

Given a larger senior population, concerns in the northern part of the District related primarily to senior citizens services, (e.g. entitlement counseling, meals on wheels, home care needs), although counseling, recreation and youth programs, health care education, language classes and vocational training were also cited as needs here. While concern for senior citizens and for the language needs of non-English speaking people was also evident in central Astoria, the emphasis here and in the remaining sections of the District was on youth. Remedial and tutorial education, homework assistance, education for young teenage mothers, alternative schooling for youth with special problems, job skills and employment training, personal and vocational counseling--all were frequently cited as needed in this area. Many persons specifically mentioned local high school equivalency programs and literacy training as important needs.

Family disfunctioning and the need for family outreach programs, parent education and assistance in family relations were often mentioned, as were preventive health services and education, especially in regard to drug abuse. Regarding the latter, it was noted that the 1980 Health Systems Plan prepared by H.S.A. calls for intensive drug abuse prevention, education and treatment services for adolescents in Northwestern Queens.

A number of representatives cited a lack of recreational facilities and programs and particularly emphasized the need for structured recreational activities for youth.

Specifically addressing the needs of the hispanic community, the Puerto Rican pastor of a Spanish church noted the tendency of hispanic not to assimilate and the resulting sense of alienation and isolation they experience. Most often, economics have been the motivating factor for coming to the United

States and they will spend long hours at work and live in poor conditions in order to achieve some economic stability. This leaves little time for obtaining the language and job skills they need, so frustration is common. He also noted the tendency of this population to rely on the spoken, rather than the written word, and the consequent need for radio and television publicity if services are to be made known to them.

COMMUNITY DISTRICT ONE -- POSSIBILITIES FOR COLLABORATION

Suggestions for developing a college/community partnership varied. The Director of Qualicap suggested a jointly sponsored meeting at which the community could voice its needs and concerns. Similarly, HANAC's director thought the college could act as a neutral organization sponsoring regional conferences for local people to discuss their needs and be a kind of starting point for self-help groups. He also expressed willingness to continue the cooperative relation already existing between HANAC and the college and stressed the need for collaborative efforts in determining community needs. He proposed a symposium of community representatives gathered for the purpose of doing this at the conclusion of the survey. A-Way Out voiced a need for technical, planning and program development assistance for the organization itself and also noted that "many doors are open for cooperative efforts." Student internships for persons interested in working with the elderly are possibilities through Steinway Development Center. Joint programs in citizenship education and bi-lingual education were suggested by the Federation of Italian American Societies while the Astoria Civic Association invited the college to attend its civic meetings.

COMMUNITY BOARD I Long Island City, Astoria, Steinway
STATISTICS

<u>Population</u>	191,000	White	88.1%	Foreign Stock	59.6%
	(184,000-1975)	Black	7.3%	Native born	29.0%
0- 5	6.7%			Foreign born	30.6%
5-12	9.5%			Spanish Language	10.8%
13-17	8.6%			Italian	16.8%
18-24	11.6%	Other	1.2%	Greek	7.0%
25-44	24.4%				
45-64	25.7%				
65+	13.5%				
Median Age	36.57				

<u>Housing</u>		<u>Income</u>		<u>Education</u>	
*1 Family	5%	Median family	\$9,166	18+ with high school	42.0%
*2 Family	20%	Below poverty	7.4%	18-24	69.4%
*3+Family	75%	Above \$15,000	19.5%	25+	37.8%
Owner occupied	20.9%	Median unrelated	\$3,037		
Renter occupied	79.1%	individuals			
		Below poverty	32.2%		
<u>Residency in District</u>		*Income Assisted	8.9% of total population		
1-5 years	40.9				
6-20 years	35.2				
21+ years	23.9				

<u>Laborforce</u>	<u>Total, 16+</u>	<u>White</u>	<u>Black</u>	<u>Puerto Rican**</u>
Clerical	27.1%	27.1%	31.6%	25.5%
Operatives, including transport	17.7%	17.3%	17.5%	28.2%
Service workers	16.1%	15.8%	20.8%	18.3%
Craftsmen, Foremen	13.4%	13.7%	9.6%	11.4%
Prof., Tech	8.4%	8.1%	6.3%	2.7%
Sales Workers	5.2%	5.4%	2.0%	2.9%
Managers, Administrators	5.1%	5.1%	3.5%	4.0%
Laborers	3.9%	3.9%	4.1%	4.7%

**also included in white/black

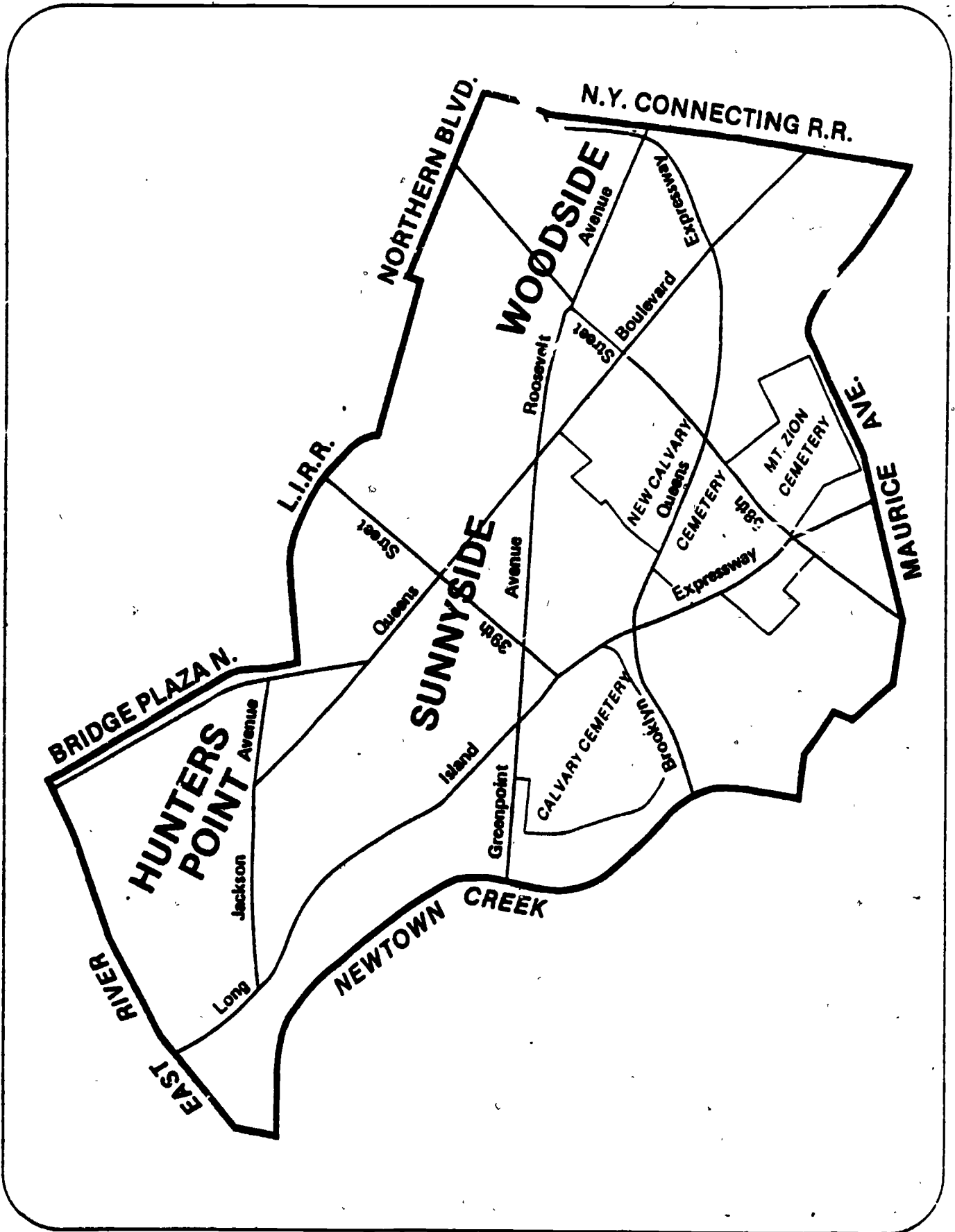
<u>*Schools</u>	<u>Total</u>	<u>Black</u>	<u>Hispanic</u>	<u>Oriental</u>	<u>Other</u>
Public Schools	10,987	21.1%	20.4%	3.8%	54.7%
Intermediate Schools	4,957	19.7%	20.9%	4.7%	54.7%
High Schools	7,089	14.2%	22.4%	3.6%	59.8%
Non Public Schools Elementary	7,156				
Non Public Schools Secondary	1,200				

COMMUNITY DISTRICT 2

HUNTERS POINT

SUNNYSIDE

WC DSIDE



COMMUNITY DISTRICT TWO -- ITS NEIGHBORHOOD AND PEOPLE
(Hunters Point, Sunnyside, Woodside)

Community District Two comprises part of Long Island City, including Hunters Point, as well as Sunnyside, Woodside and a small section of Maspeth. Bounded by the East River on the west, it is separated from Districts Three and Four on the east by the New York connecting railroad, from District One on the north by Bridge Plaza, the Long Island Railroad and Northern Boulevard, and from Brooklyn and District Five on the south by Newtown Creek and Maurice Avenue.

The estimated population in 1970 was 95,500, although by 1975 this decreased an estimated seven percent (7%) to 89,000. The majority of the population is white, with a significant percentage of persons of foreign stock (61%). Irish and Italian ethnics predominate with twelve percent (12%) of the population identified as Spanish speaking. School statistics for 1977 suggest a shift in population toward a younger black, hispanic and oriental population, the latter twice as large (proportionately) as is found in District One. As in District One, statistics indicate an increase in the older population since 1970.

In 1970 statistics, six percent (6%) of the families were below the federal poverty level while 24% of unrelated individuals were also in this category. Statistics for 1977 show about 7.5% of the population receiving some form of income support. Only three of the District's thirty (30) census tracts are Community Development Block Grant eligible.

The great majority of residences (77%) are multiple family dwellings. Less than a quarter of the population own their own homes. Sixty percent (60%) have lived in the area for more than five years.

Approximately half of those eighteen or older have completed high school. About 75% of the eighteen to twenty-four year olds finished high school while only 46% of those over twenty-five have a diploma.

Occupationally, clerical workers are most numerous as in District One. Here they are followed by service workers--janitors, security guards, waiters; then by factory and transport workers. The percentage of residents employed as craftspersons and plant supervisors is similar to that of professionals.

Hunters Point:

Somewhat separated from the rest of the District by the railroad yards is the area of Long Island City known as Hunters Point. Approximately 6,000 people, mostly white, low to middle income ethnics, live in this largely industrial and manufacturing area. Rezoning for manufacturing in 1960 led to deterioration of neighborhood services, and the closing of the public school a few years later supposedly foreshadowed the demise of the residential population. However, that population has remained fairly stable in this area where sixteen percent (16%) of the homes are privately owned.

Although families have been in the area a long time, there is a younger population, particularly hispanic. In addition, there has been a five percent (5%) decrease in persons over 65 since 1970 which results in an overall population which is younger than the District as a whole. Closer to Bridge Plaza the population is less dense and a proportionately large black and Spanish speaking population resides in this heavily industrial and commercial area which is Community Development Block Grant eligible. More than seven percent (7%) of this small population receives some form of income assistance.

Presently the area faces the prospects of development and it remains to be seen whether a coalition of the diverse interests--business and industry; art, culture and recreation interests; or the residential community--will emerge for the benefit of the entire community.

Long Island City:

East of the railroad yards, the rest of Long Island City (home of about 4,700 persons) remains primarily industrial. The black and hispanic population are more heavily represented in areas north of Queens Boulevard.

They, and a growing oriental population west of 40th Street, are a major source of the younger population in the District.

Multiple family dwellings predominate in this part of Long Island City as well as in Hunters Point; sixteen percent (15%) of the homes are owner occupied, most of them south of the Boulevard.

Sunnyside:

Encompassing the area between 40th Street and New Calvary Cemetery from the railroad yards to the Brooklyn Queens Expressway, Sunnyside is a markedly older neighborhood although the older population has increased only two percent (2%) since 1970. Sunnyside is a highly residential area, with the main commercial strip centered around Greenpoint Avenue (which becomes Roosevelt Avenue north of the Boulevard). About 47% of the District population resides here.

Here, again, multiple family residences are in the majority; approximately ten percent (10%) of the dwellings are owner occupied.

Reflecting the neighborhood population, PS 150, above Queens Boulevard, has a sizable balance of black (17%) and even larger hispanic (28%) student body as well as a significant representation of oriental students (14%). A bilingual program at PS 199, below the Boulevard, reflects the even larger hispanic population there (44%).

Woodside:

Approximately 41% of the District population lives east and immediately north of New Calvary Cemetery in Woodside. East of the cemetery and below Queens Boulevard, as well as in a section north of Broadway, the neighborhoods are characterized by single and two family dwellings with the exception of two Mitchell Lama Housing projects near the cemetery. Approximately 65% of the residents are in owner occupied homes, a percentage well above the District average of 21%. White, non-hispanic ethnics seem to predominate in these areas which also tend to have a somewhat younger population than Sunnyside,

at least according to 1970 statistics. Since then Woodside has had a seven percent (7%) increase in the over 65 population.

North of Queens Boulevard and south of Broadway, multi-family dwellings predominate again; approximately half of the residences are owner occupied and there is a larger hispanic and oriental population, the latter more concentrated between Roosevelt Avenue and Queens Boulevard.

In the southernmost part of this District, surrounded by two cemeteries and the Queens Midtown and Brooklyn Queens Expressways, is a section of Maspeth with about 1,000 residents. This appears to be a relatively young white ethnic population, living in single and two family dwellings, 48% of which are owner occupied.

More than a third of the school population in Woodside is hispanic. Statistics reflect a significant percentage of oriental youngsters, especially in PS 12 which has a 22% oriental population. The intermediate school, Woodside Junior High, is probably most representative of the racial and ethnic distribution of the District; it gives ample evidence of the growing hispanic population. A Brookings Institute Study recognized the pattern of immigration into the Woodside/Sunnyside community as indicated by admission of the children to IS 125 (Woodside JHS). Over a four year period, 256 children from forty-four countries entered the school. Almost half were from Spanish speaking countries of the Caribbean and of Central and South America; 18% were oriental; about 11% from the Middle East and 7% from Eastern European countries. The rest were from Europe or from English or French speaking countries of the Caribbean. Countries most often the place of origin were: Colombia (40 students), Dominican Republic (23), Ecuador (23), Korea (21), Guyana (17), Taiwan (14) and Hong Kong (11).

COMMUNITY DISTRICT TWO -- ITS ORGANIZATIONS AND AGENCIES

Contacts were made with ten community representatives. The Long Island City Interblock Association in Hunters Point primarily tries to keep the local area in good condition and particularly works at maintaining a new park in the area. St. Mary's Parish has the only elementary school in Hunters Point. A weekly bulletin keeps parishioners aware of both parish and neighborhood events. An apparently thriving Senior Center is also housed here. It provides entitlement information, a lunch program, legal and health assistance and a variety of educational and recreational programs.

Two of the organizations focus primarily, although not exclusively, on services for the elderly. Sunnyside Community Services provides considerable assistance to homebound persons and has developed creative alternatives, such as its Homecare Project, to institutionalization of senior adults. They are involved in offering social services, meals, recreational and educational activities for people 60 or older. A large volunteer corps makes possible the broad range of services offered. The Senior Assistance Center, in nearby Woodside, serves residents 50 years of age and older, or their immediate family, by providing social services and mental health services, the latter including long and short term therapy, psychiatric services, and crisis intervention.

Woodside on the Move and Gateway Community Restoration were both started in an effort to preserve and improve the quality of life in the community through commercial revitalization projects, cultural events for all ages, and youth programs. Woodside on the Move also runs a local employment service for Woodsiders, home improvement courses, and workshops for merchants. They are engaged in a joint effort with Sunnyside Community Services to build a small scale, non-institutionalized housing project for senior adults.

Gateway has been involved in housing issues, has a general information and referral service and is currently developing an after school and evening program at Woodside Junior High through a grant from the New York City Youth Board.

The Armenian General Benevolent Union (AGBU) offers job placement and vocational counseling; immigration counseling and citizenship orientation programs; ESL and cultural activities. It is also involved in CETA training programs which conform to government eligibility requirements. The majority of services described above are for persons of Armenian descent, whether immigrants or citizens.

Dr. Kim of John Jay College serves on the New York State Ethnic Council and is apparently well known within the Korean community. He provided information about that community's particular needs, and also recommended additional contacts.

The Korean American Women's Association was founded by Mrs. Yum with the encouragement of Dr. Kim, to provide support and assistance to Korean women. Mrs. Yum herself maintains a hot line for Korean women. Through a scholarship to the New School, Mrs. Yum is pursuing studies in sociology to enable her to increase her effectiveness on the hot line and in addressing the needs of the Korean community in general.

COMMUNITY DISTRICT TWO -- ITS CONCERNS AND NEEDS

William O'Sullivan, Assistant District Manager, offered a broad overview of community needs and concerns. He noted the very large senior population in the District and the many needs they have. He also expressed concern about problems connected with youth, aggravated by alcohol abuse and limited recreational facilities and activities. The adjustment and concomitant problems faced by an increasing oriental population, especially the Korean people, were noted as well as economic development and housing related needs.

Needs and program ideas suggested by other community representatives tend to fall into the same categories.

Additional social services for the elderly, particularly those who are homebound, was cited as a definite need by the two organizations who work with older adults. Particular concern for the frail and confused elderly was also noted. Both organizations asked that courses be made available to senior adults in their neighborhoods.

Youth problems were highlighted by almost every contact. The lack of youth services, and the absence of recreational and employment opportunities compounds problems caused by increased use of alcohol and drugs and inter-generational difficulties. Skills training, employment counseling and training, High School equivalency and recreational programs for youth were cited frequently as specific needs. Embracing both youth and seniors and extending beyond them were needs expressed relative to family life. Parent education, family educational experiences and intergenerational activities were seen as potential solutions to some youth problems and intergenerational tensions.

The special needs of immigrants centered on English as a second language, and programs for integration into American society which would also alert people to their rights and responsibilities in that society were noted by most respondents. From another perspective, several noted the need to have programs that would develop among all in the community an appreciation for the uniqueness of each culture present, as well as a respect for one's own culture.

Community representatives here felt there was fairly strong discrimination against blacks and considerable resentment toward hispanics. This is not seen as the case with the oriental community whose behavior and life-style are perceived as more consonant with that of the traditional community.

Several of the respondents expressed the need for programs that would address issues of neighborhood stability; e.g. home improvement courses, neighborhood preservation activities; programs for merchants. Of particular concern to the westernmost section of this district is the question of projected development and its impact on the neighborhood. Reverend Walsh of St. Mary's was particularly aware of this situation, noting that some residents are already being pressured to sell their property. He cited a need for assistance in neighborhood planning so that residents could help determine the future of their neighborhood.

COMMUNITY DISTRICT TWO -- POSSIBILITIES FOR COLLABORATION

Sunnyside Community Services expressed interest in exploring possibilities for collaboration with a working committee established for that purpose. Woodside on the Move noted the possibility of joint program development in meeting the needs of youth, the unskilled unemployed and the non-English speaking residents. Woodside as well as Gateway would like to explore the feasibility of having LaGuardia students as interns in their organizations and Gateway noted the potential of local businesses as sites for career education programs. Gateway also suggested joint planning of programs with Gateway's particular contribution being that of providing facilities for neighborhood based programs. The Armenian General Benevolent Union welcomed the possibility of assistance in designing programs to address the needs of the immigrant population.

Both Mrs. Yum and Dr. Kim expressed interest in developing a definite relationship with the college, particularly in relation to cultural programs. Reverend Walsh of St. Mary's asked if the college could assist with neighborhood planning and suggested participation in a local meeting being held to explore this concern. St. Mary's would be willing to publish brief items regarding current events and programs at the college which might be of interest to the community.

COMMUNITY BOARD 2
STATISTICS

Long Island City (Hunters Point),
Sunnyside, Woodside, Maspeth (a section)

<u>Population</u>	95,566	White	92.9%	Foreign Stock	61.3%	
0-5	6.0%	(89,000-1975)	Black	2.8%	Native born	31.0%
5-12	8.1%	(-7%)	Puerto Rican	2.3%	Foreign born	30.3%
13-17	6.9%		Other	1.2%	Spanish Language	12.3%
18-24	9.6%				Irish Stock	11.1%
25-44	25.2%				Italian Stock	8.9%
45-64	28.1%				Other America	5.0%
65+	15.9%					
Median Age	40.06					

Housing

*1 Family	7%
*2 Family	16%
*3+Family	77%
Owner occupied	21.1%
Renter occupied	78.9%

Income

Median family	\$9,587
Below poverty	5.7%
Above \$15,000	23.9%
Median unrelated	\$4,202
Below poverty	24.3%
*Income Assisted	7.4%

Education

18+ with high school	50.2%
18-24	75.5%
25+	46.6%

Residency in District

1-5 years	40.9%
6-20 years	35.2%
21+ years	23.8%

Laborforce

	<u>Total, 16+</u>	<u>White</u>	<u>Black</u>	<u>Puerto Rican **</u>
Clerical	31.8%	31.9%	33.5%	20.3%
Service Workers	13.9%	13.9%	19.7%	17.9%
Operatives, including transport	12.8%	12.7%	17.6%	27.3%
Craftsmen, Foremen	11.6%	11.9%	6.3%	11.4%
Prof., Tech	11.4%	11.1%	9.0%	5.9%
Managers, Administrators	6.6%	6.6%	3.1%	3.6%
Sales Workers	5.6%	5.6%	3.2%	3.1%
Laborers	2.8%	2.9%	2.9%	4.3%

** also included in white/black

*Schools

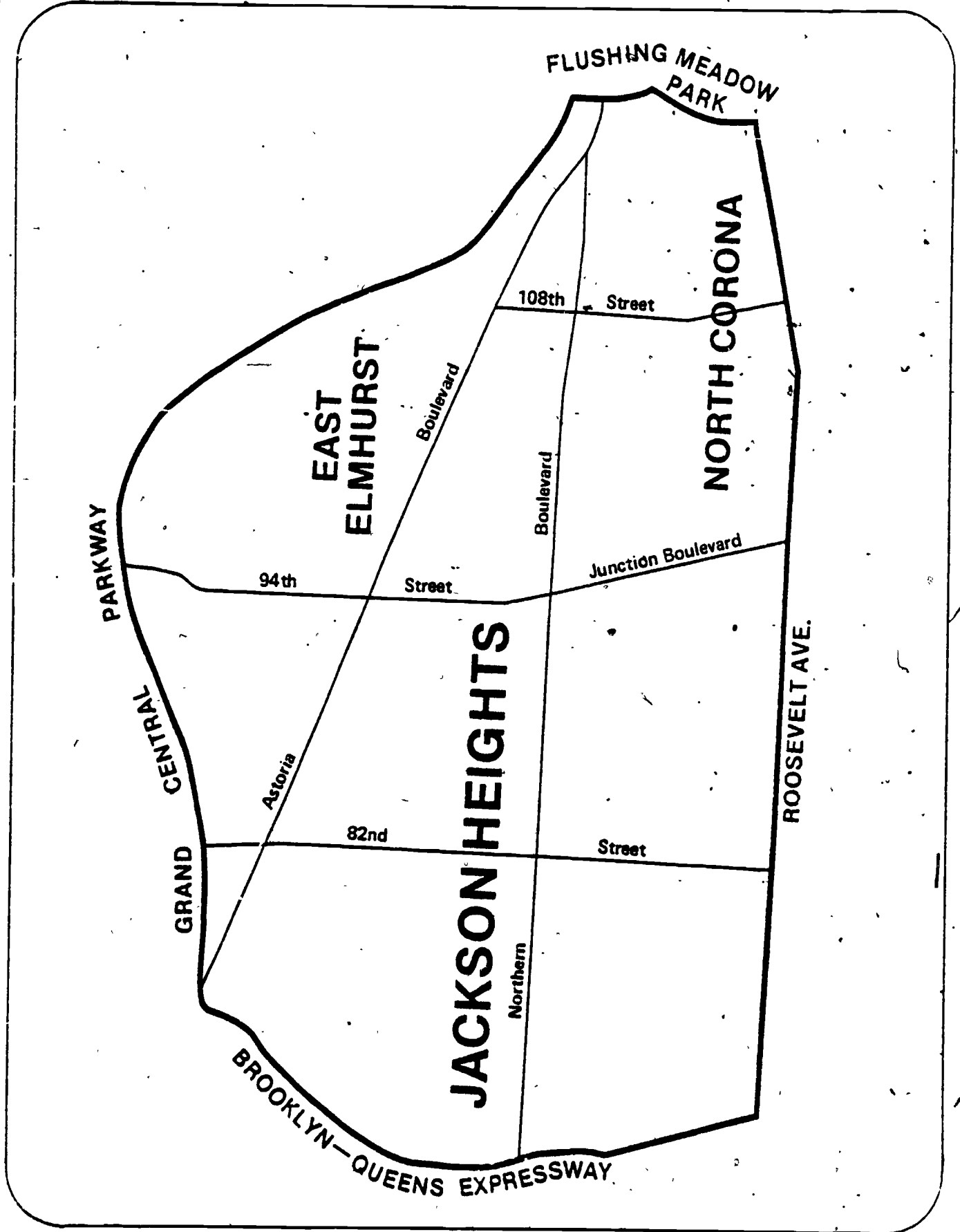
	<u>Total</u>	<u>Black</u>	<u>Hispanic</u>	<u>Oriental</u>	<u>Other</u>
Public Schools	4,489	5.0%	36.0%	14.5%	44.6%
Intermediate Schools	1,787	14.4%	34.1%	10.5%	41.0%
High Schools	4,134	15.1%	33.1%	4.2%	47.6%
Vocational/Technical Indep.	413	29.0%	22.0%	0.0%	49.0%
Non Public Elementary Schools	3,284				
Non Public Secondary Schools	257				

COMMUNITY DISTRICT 3

JACKSON HEIGHTS

EAST ELMHURST

NORTH CORONA



QUEENS COMMUNITY DISTRICT 3

COMMUNITY DISTRICT THREE -- ITS NEIGHBORHOODS AND PEOPLE
(Jackson Heights, East Elmhurst, North Corona)

Community District Three, including Jackson Heights, East Elmhurst and North Corona in its boundaries, is outlined by the Grand Central Parkway on the north and east, the Brooklyn Queens Expressway on the west where it borders District One and Roosevelt Avenue on the south where it borders District Four.

The population was estimated at 123,000 in 1970 and at 120,000 in 1975--a 3% decrease. As in Districts One and Two, the population is predominantly white, although the percentage here is considerably less (76%). More than half of the population is of foreign stock, thirty percent (30%) of them actually foreign born. Italians are the major ethnic group, representing about nine percent (9%) of the population. A larger percentage are from a variety of Spanish speaking countries (16%). School statistics for 1977 reflect a large black and hispanic population and suggest a growing oriental representation as well.

Statistics for 1970 estimated that 6.5% of the families were below the federal poverty level while 27% of unrelated individuals were also in this category. According to 1977 statistics, more than ten percent (10%) are receiving some form of income support and one third of the census tracts in the District are Community Development Block Grant eligible.

The majority of residences are multiple family dwellings (66%). Approximately one third of the homes are owner occupied and 57% of the residents have lived in the area for more than five years.

Slightly more than half the residents over 18 have completed high school. Figures for 18-24 year olds are only about 20% higher.

Here, again, clerical workers are most numerous. Professionals, engineers, and technicians rank next, followed closely by service workers and factory, industry and transport workers. It is likely that the nearby location of Elmhurst Hospital contributes to the higher percentage of professionals in this district.

Jackson Heights: Approximately seventy percent (70%) of the District population lives in Jackson Heights. Extending from Grand Central Parkway to Roosevelt Avenue and from the Brooklyn Queens Expressway to approximately 94th Street, this neighborhood was characterized by one community member as "predominantly white, middle to upper middle class, with a predominance of Italian, Irish, Jewish and some Greek ethnics." The hispanic population here, as in all parts of the District, is growing as is the oriental population.

Moving from south to north, patterns of age, residence, and home ownership emerge. Between Roosevelt Avenue and Northern Boulevard the population is older, and the percentage of persons over 65 reaches into the 20 thousands. Population estimates (1975) from the Department of Aging show a sixteen percent (16%) increase in the over 65 population in this part of the District since 1970.

Less than twenty percent (20%) of the residents are home owners in this area of predominantly multifamily dwellings (88%). Neighborhood stability approaches the District average (57%).

North of Northern Boulevard, the median age is considerably younger and most tracts show a smaller than average percentage of over 65 persons. In addition, 1975 statistics indicate an eight percent (8%) decrease in that population here. About two-fifths of the Jackson Heights population lives here above the Boulevard where home owners represent about 55% of the population and dwellings are predominantly one and two family homes and cooperative apartments. Here too, the percentage of persons living in the neighborhood six or more years is similar to that for the District as a whole.

The presence of a Hebrew school as well as four synagogues attests to a sizable Jewish population in Jackson Heights. One Greek church and school (300 students) is a reminder of the Greek presence.

Statistics for public schools in the western section of Jackson Heights show more than nine percent (9%) of the population to be oriental and almost a third hispanic with a small black representation. The two other public schools in Jackson Heights, both located near the eastern part of this neighborhood, have bi-lingual programs. At the present time the Chinese and Italian populations are sufficiently large to warrant a bi-lingual teacher in both these languages. Reflecting the dominant population of North Corona, both these schools have a large black and even larger hispanic (43%) population. As in other districts, the Intermediate School probably best reflects the diversity of the school age population. A Title One recipient, along with the two other schools just cited, the Intermediate School has a population that is 36% hispanic, 28% black, and six percent (6%) oriental.

East Elmhurst: A community representative described East Elmhurst, which represents seven percent (7%) of District Three population, as predominantly black, middle to upper middle class. Indeed, 89% of the population in this area is black. Here, as in the northern section of Jackson Heights, one and two family homes predominate and about 59% are owner occupied. The median age is below the District average as is the percentage of residents over 65. However, Department of Aging statistics indicate a sixteen percent (16%) increase of persons over 65 in this general area. The percentage of foreign stock is considerably smaller than the District average, as is the Spanish speaking population. On the other hand the percentage of persons residing in the neighborhood for more than five years is greater (69%) than the District average.

Unlike Jackson Heights where the percentage of public assistance recipients is below the District average, in East Elmhurst it is approximately 17%. However, this high percentage may be due to the presence of Elmhurst Manor Adult Home (300 occupants) whose omission from the calculations brings the percentage down to around twelve percent (12%).

Two of the census tracts in this neighborhood are Community Development Block Grant eligible.

The public school in East Elmhurst has almost a fifty percent (50%) black population and a sizeable hispanic one (30%), although it is likely that some of the hispanic students come from below Astoria Boulevard in North Corona where the Spanish speaking population is larger. Both the public and parochial schools in East Elmhurst are Title One recipients.

North Corona: Extending east of Junction Boulevard between Astoria Boulevard and Roosevelt Avenue, North Corona is the home of 22% of the District Three population. Two different community persons described the area as predominantly black and hispanic, of low to moderate income. In fact, about twenty percent (20%) receive income assistance, ten percent (10%) above the District average.

Except for the Greek school, all of the schools in the area receive Title One funds and two have bi-lingual programs. School statistics collaborate the black/hispanic designation of the neighborhood.

The median age is considerably younger than that of the District and the percentage of persons over 65 is low (9.7%). Department of Aging statistics show a five percent (5%) decrease in this latter population.

The percentage of homeowners is slightly above the average in this area where two family and multiple family dwellings are most in evidence. Neighborhood stability is a bit below average.

COMMUNITY DISTRICT THREE -- ITS ORGANIZATIONS AND AGENCIES

Four community organizations/agencies were visited in Board 3, all of them in East Elmhurst or North Corona. Two sites visited are components of Elmcot Youth and Adult Activities, Inc. a comprehensive community organization which provides a broad range of recreational, cultural and human service programs. The Senior Center provides lunch programs, cultural arts seminars, recreational

activities and trip programs for over two hundred (200) seniors in the Corona-East Elmhurst Community. Only the lunch program is government funded.

The community services component of Elmcór sponsors a number of programs such as the Youth Community Conservation Improvement Program, CETA VI Outreach program, CETA VI Revitalization, Youth Employment Program, Pre-School and Cultural program, Rehabilitation Program, T.A.P Center, and a variety of neighborhood services related to education, social service, housing and consumer problems, as well as senior citizens problems. The center tries to maintain regular contact with government agencies so they are aware of and helping to meet neighborhood needs.

Also located in North Corona, the Corona Congregational Church sponsors a Head Start program and a Senior Center, as well as counseling services of various kinds provided by volunteers from the community. Presently the Church is constructing a community center which will be used for a wide spectrum of educational, recreational and social services.

The District Manager noted the service limitations in North Corona and East Elmhurst, with the exception of health related services which she feels are well covered. She noted that PS 69 sponsors an ESL program for the oriental population and that an Adult Education Program sponsored by the Jackson Heights Civic Association and the Jackson Heights Community Development Corporation is housed at IS 227.

COMMUNITY DISTRICT THREE -- ITS CONCERNS AND NEEDS

Addressing the question of concerns the District Manager, Ms. Sarro, noted in particular the assimilation of immigrants into American life and expressed fear that failure to assimilate would destroy the community. District Three hopes to develop a program to address this concern. How to deal with illegal aliens was also a question she raised. Reverend Sherard commented on the need for ESL classes, given the growing hispanic population in North Corona.

Lack of recreational facilities and of services for seniors were also mentioned by Ms. Sarro. Needs expressed by Ann Henderson, the director of the Senior Center, related to facilities to service the mentally and physically frail, and services for the homebound. Weekend activities, workshops on entitlements and transportation were other major concerns she had for the senior population.

Both Ms. Woolford of Elmcot and Reverend Sherard of the Congregational Church raised the need for parent education, the latter citing especially the importance of parental involvement in the activities of youth.

Reverend Sherard also emphasized what he sees as a need for ongoing guidance for youth and flexible educational institutions to better meet their needs. Ways must be found to tap the human talent and resources so that people can help themselves. In a similar vein, Ms. Woolford suggested the need for recreational and vocational programs for young adults as well as remedial education programs.

Looking to the economic development of the community, Ms. Woolford also voiced a need for training for community business owners, for project managers and for community organization staff.

COMMUNITY DISTRICT THREE -- POSSIBILITIES FOR COLLABORATION

Reverend Sherard is eager for off campus programs at the projected Community Center. He also sees possibilities for student internships there.

Ms. Woolford, too, mentioned the possibility of student interns working at Elmcot.

COMMUNITY BOARD 3 Jackson Heights, East Elmhurst, North Corona

STATISTICS

<u>Population</u>	123,651	White	75.9%	Foreign Stock	56.9%
	(120,000-1975)	Black	19.7%	Native born	26.7%
	(-3%)	Puerto Rican	2.1%	Foreign born	30.2%
0- 5	6.8%	Other	2.2%	Spanish Language	16.6%
5-12	8.7%			Other America	11.5%
13-17	7.4%			Italian Stock	9.2%
18-24	9.9%				
25-44	26.5%				
45-64	26.7%				
65+	13.8%				

Median Age 37.36

<u>Housing</u>		<u>Income</u>		<u>Education</u>	
*1 Family	10%	Median Family	\$9,800	18+ with high school	54.8%
*2 Family	24%	Below poverty	6.5%	18-24	72.2%
*3+Family	66%	Above \$15,000	26.9%	25+	52.2%
Owner occupied	32.2%	Median unrelated	\$4,570		
Renter occupied	67.8%	Below poverty*	23.6%		
		*Income assisted	10.7%	total population	

Residency in District

0-5 years	43.1%
6-20 years	40.7%
21+ years	16.2%

<u>Laborforce</u>	<u>Total 16+</u>	<u>White</u>	<u>Black</u>	<u>Puerto Rican**</u>
Clerical	28.0%	29.2%	23.8%	22.7%
Prof. Tech	14.2%	14.8%	10.8%	5.4%
Service workers	13.8%	11.6%	22.9%	13.8%
Operatives, including transport	13.5%	12.4%	16.8%	28.8%
Craftsmen/Foremen	9.9%	10.2%	9.2%	10.6%
Managers/Administrators	7.3%	8.2%	3.9%	3.4%
Sales Workers	6.7%	7.7%	3.0%	5.7%
Laborers	2.7%	2.1%	5.2%	1.7%

**also included in white/black

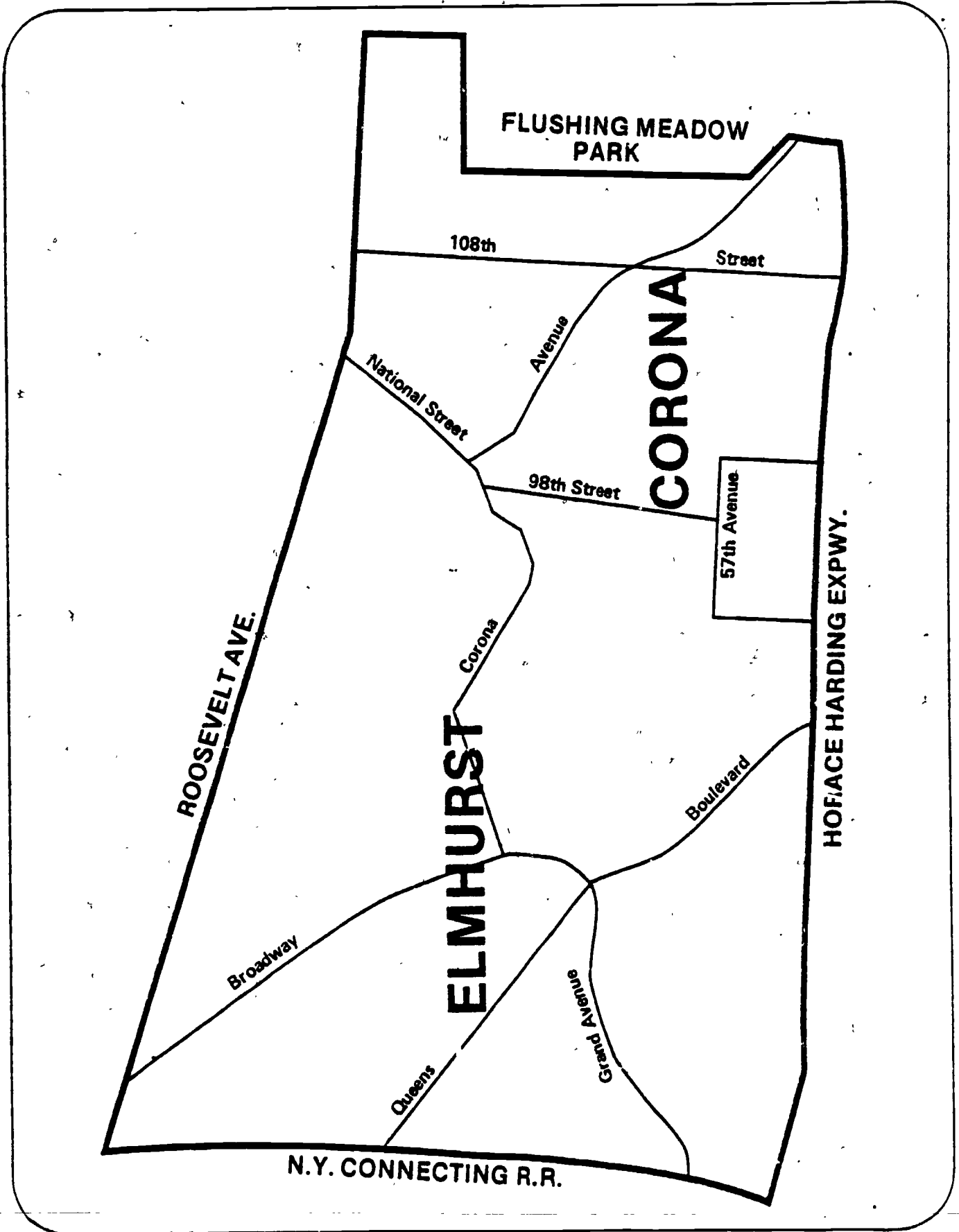
<u>*Schools</u>	<u>Total</u>	<u>Black</u>	<u>Hispanic</u>	<u>Oriental</u>	<u>Other</u>
Public Schools	4,303	34.0%	37.8%	4.8%	23.4%
Intermediate	1,599	28.0%	35.7%	5.9%	30.5%
Non Public Elementary	4,382				
Non Public Secondary	1,088				

COMMUNITY DISTRICT 4

ELMHURST

CORONA

NEIGHBORHOODS



QUEENS COMMUNITY DISTRICT 4

COMMUNITY DISTRICT FOUR -- ITS NEIGHBORHOOD AND PEOPLE
(Elmhurst, Corona)

Community District Four includes the neighborhoods of Elmhurst and Corona. The New York connecting railroad forms its western border, separating it from District Two, while the Grand Central on the east separates it from Flushing. The Horace Harding Expressway forms the southern boundary and Roosevelt Boulevard the northern, separating it from Districts Five and Six and District Three, respectively.

In 1970 the population was estimated at 108,000. By 1975 this increased 2.5% to 111,000. The population is predominantly white and has the largest percentage of Spanish language speakers. Italian stock constitutes a sizeable proportion of the population (12%).

As was true in other Districts, school statistics reflect changes in the population between 1970 and 1977, indicating an increase in blacks, hispanics and orientals.

In 1970, five percent (5%) of the families were below the federal poverty level, while 21% of unrelated individuals were also in this category. These figures are the lowest of the four districts thus far considered. By 1977, statistics show about 9.7% of the total population receiving some kind of income support. Ten of the District's 29 census tracts are Community Development Block Grant eligible. Six (6) of those tracts are shared with District Three.

More than three fourths of the residences are multiple family dwellings. Less than a quarter own their own homes, while fewer than half have lived in the area for more than five years. (In the other Districts this figure is near or over 60%.)

At least half of the residents over eighteen (18) have completed high school, with a much higher percentage of eighteen to twenty-four year olds falling in this category (75%) and 54% of those over 25 holding diplomas.

Occupationally, workers fall into a similar distribution as in District Three, although here there are a few more professionals, and factory/transport workers outnumber service workers.

Corona: Separated from North Corona by Roosevelt Boulevard and sharing six of its census tracts, Corona is home for forty percent (40%) of the District Four population. The area touching both Districts is predominantly hispanic. The public school, which receives Title One funds and has a bilingual program, shows a 75% hispanic student body.

The population here appears more stable than the district average, fifty percent (50%) having lived in the area five or more years. However, it is somewhat less stable when compared to the average for nearby District Three.

Almost thirty percent (30%) are homeowners in neighborhoods of mixed housing.

Public Assistance recipients constitute twenty percent (20%) of the population in this area which is a relatively young one, falling a good five years below the median age for the District. Since 1970, there has been a five percent (5%) decrease in those over 65.

The rest of Corona consists of a diversity of people: blacks, hispanics, orientals and whites--especially Italian ethnics--with hispanics constituting about twenty percent (20%). About 35% are homeowners, most of them in two family dwellings near the eastern border of the District. As can be expected, an increase in multiple family dwellings is accompanied by a decrease in homeowners. This occurs especially around the housing project which borders Horace Harding Boulevard.

Elmhurst: Sixty percent (60%) of the District lives in Elmhurst. While there appear to be some areas more predominantly populated by a particular race or ethnic group (e.g. the Spanish speaking near Roosevelt Avenue; hispanics and orientals below Corona Avenue; white ethnics in the triangle formed by Queens Boulevard and the District's western and southern boundaries; orientals and East Indians in the northwest parts of the District); and while there are neighborhoods with distinctive housing characteristics (e.g. multiple family dwellings and few homeowners near Roosevelt Avenue), sharp distinctions are less evident than in some other neighborhoods.

A quarter of the census tracts have persons receiving above average income support, especially just west of Corona near Jackson Heights and in the northwest corner of the District where an adult home accounts for about ten percent (10%) of the tract population. Most other areas are well below the district average of 9.7%.

Every public school in the District has a bilingual program and statistics reflect the ethnic concentrations described above; e.g. all three schools have approximately a twenty percent (20%) oriental population; the school nearest Corona has a fifteen percent (15%) black population while that in the southwest corner of the District has less than one percent (1%) black population and more than 54% white--the highest in the District. In northern Elmhurst, a 53% hispanic school population reflects the concentration of Spanish speaking persons near Roosevelt Avenue.

COMMUNITY DISTRICT FOUR -- ITS ORGANIZATIONS AND AGENCIES

Contacts were made with three organizations by letter and with the District Manager in person. Two of the organizations recommended were in Elmhurst while the third, the Chinatown Planning Council, is actually located outside the District in Flushing, although persons from the District benefit from its programs.

The Chinatown Planning Council provides a variety of social services, vocational training, housing assistance, youth and senior citizen programs, English classes, adult education classes, cultural and arts programs and employment referrals. Eligibility varies according to the program but is usually related to age or income. The Casa Social Cultural Ecuatoriana provides information to the whole community re: all aspects of Ecuadorian life and history, library services and a speakers bureau. There are no eligibility requirements (although the district manager has the impression that they are limited to Ecuadorians).

Your Block Association puts particular emphasis on monitoring city agency effectiveness and on neighborhood improvement. A newsletter is published six times a year which reports progress as well as work to be done on issues of concern to residents, along with helpful hints for improving problematic conditions. The publication demonstrates a real effort to bring together the diverse population in a way that benefits all. It also provides information re: activities in the community.

According to the District manager, senior services are well supplied in the area. Besides regular community board services, District Four plans to run a housing program in the fall of 1980 and has recently formed a youth committee.

COMMUNITY DISTRICT FOUR -- ITS CONCERNS AND NEEDS

The District manager noted major problem areas related to housing; youth and the large immigrant population. ESL, citizen training and cultural understanding, as well as technical skills are needed for the latter population. Mr. Rowan noted that ethnic tension has decreased since more family units have developed among the immigrant population which was originally predominantly young single persons. The Ecuadorian society noted the need for ESL and GED as well as social services to assist the immigrant population.

Recreational facilities for youth and alternative schooling to address the dropout problem are also needed. There is some racial tension between black and Italian youth in Corona which was once a predominantly Italian neighborhood. Involvement in drugs and low-level organized crime are also youth problems needing attention. Concerns about youth were also verbalized by Your Block Association which saw the need for a youth center and for more youth employment. Gangs and crime were problems noted by the Chinatown Planning Council.

Health care and programs for retarded children were needs cited also by the Chinatown Planning Council.

Regarding issues around housing, Mr. Rowan noted that block associations tend to be very unsophisticated and need help in addressing housing needs. In general, he felt that Corona organizations are not well organized or effective.

COMMUNITY DISTRICT FOUR -- POSSIBILITIES FOR COLLABORATION

The Chinatown Planning Council suggested that a thorough understanding of each other's organization, services and functions could help in meeting community needs more effectively. The Ecuadorian Society suggested that someone attend its meetings so that community problems could be openly discussed together.

COMMUNITY BOARD 4

Elmhurst, Corona

STATISTICS

<u>Population</u>	108,251	White	90.1%	Foreign Stock	67.1%	
0- 5	7.2%	111,000	Black	3.1%	Native born	28.5%
5-12	8.5%	(+2.5%)	Puerto Rican	2.5%	Foreign born	38.6%
13-17	7.1%		Other	4.2%	Spanish Language	23.5%
18-24	11.3%				Other America	13.6%
25-44	30.0%				Italian Stock	11.7%
45-64	24.5%					
65+	11.2%					
Median Age	34.06%					

Housing

*1 Family	7%
*2 Family	16%
*3 Family	78%
Owner occupied	22.7%
Renter occupied	77.3%

Income

Median Family	\$9,971
Below poverty	5.2%
Above \$15,000	29.5%
Median unrelated	\$4,788
Below p vety	20.9%
Income assisted	9.7%

Education

18+ with high school	57.2%
18-24	75.8%
25+	54.0%

Residency in District

1-5 years	56.5%
6-20 years	29.4%
21+ years	14.1%

Laborforce

	<u>Total 16+</u>	<u>White</u>	<u>Black</u>	<u>Puerto Rican**</u>
Clerical	28.3%	28.6%	28.4%	23.5%
Prof., Tech.	16.2%	15.1%	22.4%	8.8%
Operatives, including transport	13.1%	13.2%	15.5%	21.3%
Service workers	11.2%	11.1%	12.6%	19.9%
Craftsmen/Foremen	10.1%	10.6%	4.7%	7.9%
Managers/Administrators	8.3%	8.2%	6.2%	6.2%
Sales workers	7.2%	7.4%	4.8%	5.5%
Laborers	2.4%	2.5%	2.9%	1.9%

**also included in White/Black

*Schools

	<u>Total</u>	<u>ack</u>	<u>Hispanic</u>	<u>Oriental</u>	<u>Other</u>
Public Schools	6,361	9.8%	50.1%	12.3%	27.9%
Intermediate	2,227	22.8%	49.0%	6.7%	21.5%
High Schools	4,862	16.3%	37.1%	8.9%	37.6%
Non Public Elementary	2,748				
Non Public Secondary	180				

COMMUNITY DISTRICT 5

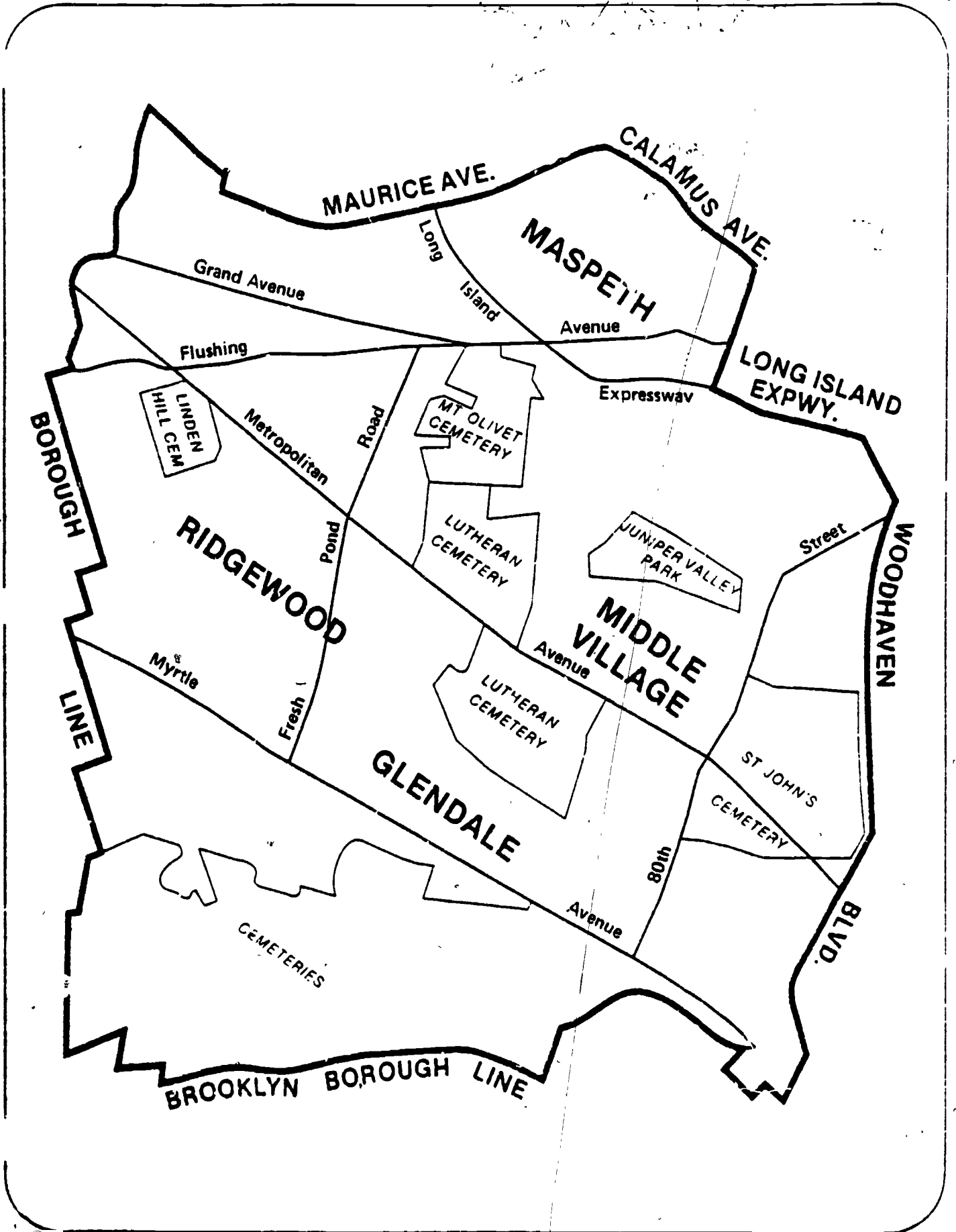
MASPETH

RIDGEWOOD

GLENDALE

MIDDLE VILLAGE

NEIGHBORHOODS



COMMUNITY DISTRICT FIVE -- ITS NEIGHBORHOODS AND PEOPLE
(Maspeth, Ridgewood, Glendale, Middle Village)

Community District Five comprises Maspeth, Ridgewood, Glendale and Middle Village. For purposes of the assessment, only Maspeth and Ridgewood were studied in any detail. These neighborhoods border on Queens Community District Two and Brooklyn District Four, respectively.

In 1970, the population of the District was 160,000; sixty percent (60%) live in Ridgewood and Maspeth. An extremely high percentage of the population is white. About half are of foreign stock, primarily German and Italian. A very small percentage (2%) is Spanish speaking.

School statistics suggest some change in the population since 1970 with a small increase in blacks and hispanics.

In 1970, 5.4% of the families in the District were considered below the poverty level while 32% of unrelated individuals were in that category. Statistics for 1977 show less than two percent (2%) of the total population receiving income support.

In the District as a whole, two family and multiple family dwellings are equally represented; about twenty percent (20%) are single family homes. This District has, by far, the largest percentage of home owners, as well as the most stable population. More than 65% have lived in the area for more than five years; 43% are home owners.

Fewer than half the residents over eighteen have completed high school; little more than a third over age 25 have done so, while 75% of those between eighteen and twenty-four have a diploma.

As in all other districts studied, clerical workers account for the largest percentage of the work force. They are followed by industry and transportation workers; craftspeople and supervisors and service workers, with a small percentage of professionals

Maspeth and Ridgewood each match closely with the percentages described for the District as a whole.

Maspeth: Maspeth appears to have a slightly younger population and a greater percentage of home owners (55%). However, income support statistics are higher here than for the District as a whole and Department of Aging Statistics show an eighteen percent (18%) increase in the over 65 population since 1975.

It is possible that the public and intermediate schools near District Two, both of which have bilingual programs, draw many of the hispanic and oriental students from nearby Woodside and contribute somewhat to the higher percentage of black, hispanic and oriental students than might otherwise be expected*.

Ridgewood: Ridgewood differs from Maspeth in the smaller percentage of home owners (24%), the somewhat greater number of multiple family dwellings, the slightly older population, and the exceedingly small percentage of persons receiving income support (less than one percent-1%). This neighborhood has had a six percent (6%) increase in its over 65 population.

The southern corner of this neighborhood, even in 1970, had a twelve percent (12%) Spanish speaking population. As of 1977, the public school there, with a bilingual program, reflects a 32% hispanic student body and a small black student population. While percentages of black, hispanic and oriental students in other Ridgewood schools are relatively small, they do show a definite change from the less than one percent (1%) black, hispanic and oriental population of 1970.

COMMUNITY DISTRICT FIVE--ITS ORGANIZATIONS AND AGENCIES--ITS NEEDS AND CONCERNS

Contacts were made with two community organizations, one of them the District Manager's office. The other was the Queens Youth Outreach Project, actually located in Glendale, which provides short term counseling, job placement and drug program referral.

*According to the Queens College study cited earlier, Maspeth "was the only area identified as predominantly 'other white'."

The director of Queens Youth Outreach cited family disintegration, truancy and drug abuse as particular problems in the community and identified youth services, job development and vocational counseling as areas of need. He noted, in particular, the lack of organized youth activities, especially for girls, as well as lack of jobs for middle class youth.

Mrs. Planken, then District Manager of District Five, also identified the same needs and concerns. She elaborated on the additional strain in inter-generational difficulties that results from the tendency of the adult ethnic population to stay removed from the mainstream of society. She also noted that many so called "crime" related concerns stem from these problems.

She feels that parent education, drug education, and courses in personal professional development should receive high priority.

Programs to enhance small business would also be helpful. Efforts are presently being made in Maspeth to expand industry, and employment training is needed for the hardcore unemployed.

Senior citizens are fairly well served. The District itself provides a monthly "one-stop" day when senior adults can have any entitlement-related affairs handled.

Racial tension is virtually non-existent, mostly because of high population stability. Mrs. Planken mentioned a Yugoslavian community that has been in the area for about seven years but which has remained completely isolated. She was particularly concerned about the youth of this community.

Time and again, Mrs. Planken stated the need for education in government, and for ways to help people realize that they are the government, that they have power.

COMMUNITY DISTRICT FIVE -- POSSIBILITIES FOR COLLABORATION

The Director of Queens Youth Outreach indicated that there was a need for volunteers to work on the agency's hot lines and that training would be provided to all volunteers.

COMMUNITY BOARD 5 Ridgewood, Maspeth, Glendale, Middle Village

STATISTICS

Population 160,000 (R/M - 97,000)

0-5	6.7%	White	98.8%	Foreign Stock	50.3%
5-12	9.3%	Black	.2%	Native born	30.8%
13-17	7.9%	Puerto Rican	.5%	Foreign born	19.5%
18-24	9.7%	Other	.4%	Spanish Lanugage	1.8%
25-44	22.5%			Germany	13.3%
45-64	28.3%			Italy	13.1%
65+	15.5%				
Median Age	39.67%				

Housing

*1 Family	20%
*2 Family	40%
*3+Family	40%
Owner occupied	43.1%
Renter occupied	56.9%

Income

Median family	\$9,647
Below poverty	5.4%
Above \$15,000	23.9%
Median unrelated	\$2,636
Below poverty	32.4%
*Income assisted	1.3%

Education

18+ with high school	42.1%
18-24	76.6%
25+	37.1%

Residency in District

2-5 years	34.2
6-20 years	38.8
20+ years	27.0

<u>Laborforce</u>	<u>Total 16+</u>	<u>White</u>	<u>Black</u>	<u>Puerto Rican</u>
Clerical	28.6%	28.7%	26.4%	52.8%
Operatives	19.2%	19.2%	11.1%	11.9%
Craftsmen	14.6%	14.7%	—	3.5%
Service	9.6%	9.5%	29.8%	10.5%
Professional	8.8%	8.7%	27.1%	8.4%
Managers	6.1%	6.1%	2.7%	—
Salesmen	4.9%	4.9%	2.7%	8.4
Laborers	4.2%	4.2%	—	4.2

*Schools

	<u>Total</u>	<u>Black</u>	<u>Hispanic</u>	<u>Oriental</u>	<u>Other</u>
Public Schools	8,106	7.6%	9.7%	2.5%	80.2%
Intermediate	4,858	12.1%	17.1%	6.1%	64.7%
High School	4,571	15.7%	10.4%	0.5%	73.3%
Special	122	56.5%	26.6%	0%	16.9%
Non Public (R/M)					
Non Public Elementary	3,950				
Non Public Secondary	400				

THE WESTERN QUEENS TELEPHONE SURVEY

Specifically addressing needs of the adult population, the Western Queens Telephone Survey (which included parts of Brooklyn) raised some similar concerns and interests as did the assessment conducted through contact with community representatives. This survey focused on the adult population and consequently does not elicit the same range of resources as did the very open-ended interviews with community people. However, there are some correlations between the two. (These are discussed in the next section of this report).

The population sampled was 840 persons, eighteen years of age or older who were not involved in full time study. The racial/ethnic distribution of respondents was more in line with the population distribution suggested by 1977 school statistics than census statistics of 1970. Sixty-seven percent of the respondents were white; fourteen percent black; thirteen percent hispanic and four percent other. When asked what language was spoken in the home, 1.5% mentioned oriental languages. For reasons described elsewhere, a number of calls to the Spanish speaking population and other non-English speaking persons could not be completed, a fact which probably accounts for the low hispanic and oriental percentage.

The median age of survey respondents was 36.6, just one year over the average median age for Queens and slightly lower than the median age in the Districts targeted for the study. Thirteen percent of the sample was 18-24 and seventeen percent was over 65, a figure somewhat higher than the percentage of persons over 65 in the targeted Districts. The age group from 25-44 was most highly represented at forty-three percent.

Seventy percent of the respondents have lived in their neighborhood for more than five years. This is much higher than the borough average and the targeted area average.

This, too, may be a result of the inability to contact more non-English speaking persons.

Fifteen percent of those willing to respond to the survey's income question indicated that they receive an average family/individual income of \$7,000 or less, a figure which is considered below poverty level today. Seventeen percent have an average annual income which exceeds \$15,000. These figures are similar to 1970 figures which show a seventeen percent average for family/individual income below the poverty level (which was then about \$3,500).

Survey respondents were, on the whole, better educated than the population of Queens as a whole and the targeted Districts. Only twenty-seven percent did not complete high school; fifteen percent were college graduates.

In relation to the targeted Districts' populations, a reasonably proportionate sample was interviewed, although about fourteen percent of the respondents live in neighborhoods outside the targeted area.

The Kane, Parsons report describes the survey sample as a "reasonable representative cross-section of adults living in Western Queens and Northern Brooklyn."

A complete report of the findings of the survey, as prepared by Kane, Parsons and Associates, is attached.

WESTERN QUEENS--AN OVERVIEW

Both the distinctive and the common features of Western Queens come into focus when the Districts are viewed in relation to each other and to the total borough and city. This overview will attempt to demonstrate those relationships and to integrate some of the findings from the telephone survey which are particularly relevant.

Race & Ethnicity: One has only to board a subway in Western Queens to be conscious of the racial and ethnic diversity of the area. This reality is so clear that statistical data can only serve to underscore the obvious. When LaGuardia Community College opened its doors in 1971, it admitted a student body that was seventy-five percent white, eighteen percent black, five percent hispanic and 1.5% American Indian and oriental. Eight years later, twenty-one percent of the students describe themselves as white, forty percent as black American, thirty percent as hispanic in origin, three percent as oriental and one percent American Indian. In the day student population alone, 747 students were born in 66 different countries. In both cases, the largest numbers are from the Caribbean, although other South American countries, as well as Greece, China, Vietnam, Korea, Taiwan, the Middle East, India and Eastern European countries are also represented in increasing numbers.

Figures obtained from the bilingual office at the Board of Education identify 8,761 non-English speaking students in School District 24 and 7,041 in School District 30.

Overall high school statistics for the Western Queens area demonstrate the increasing numbers of hispanics and orientals.

As noted previously, it is questionable how representative each high school population is of its geographical locale; however, an almost nine percent oriental population at Newtown High School in District 4 appears quite representative of that District, as does the thirty-seven percent hispanic population. This district is unique in its exceedingly high percentage of persons of foreign stock (sixty-seven percent), many of whom seem to have been oriental even in 1970. This District also records a Spanish speaking population of higher percentage (twenty-three percent) than the borough or the city (eight percent and sixteen percent). The black population in nearby District 3 is the largest in the Western Queens target area and so the sixteen percent black population at Newtown High School is predictable. Average percentages for high schools and vocational/technical schools in Districts 1 and 2 reflect great ethnic diversity also, although here the percentages of blacks, hispanics and orientals are lower. Grover Cleveland High School in Board 5 reflects the relative "homogeneity" of that population.

It is not surprising, then, that major concerns in District 4 relate to the immigrant population and that similar emphasis is also evident in Boards 1, 2, and 3. Community representatives in these districts focused on ESL needs--especially at neighborhood sites and on programs that would facilitate the integration of immigrants into American life, both in terms of understanding American values and culture as well as learning how to function effectively within the society (e.g., legally, economically, socially, politically).

Community representatives frequently mentioned the importance of finding ways to deepen each group's appreciation for its own culture--whether foreign or native--while learning to understand and appreciate that of others.

A representative of School District 30 views polarization within the community as a serious problem.

At the School District level, efforts have been made to counteract the polarization through specific events like international food nights, or through setting up broad policy such as the "paired school" concept, an attempt to limit racial and ethnic separation. The students of two contiguous schools are brought together in one setting. For example, all students in 1st and 2nd grades come together in one school and the remaining grades meet in the second school. Kindergarten classes are not included in this plan. The bilingual office has a program of day and evening ESL classes as well as classes in career and consumer education in the dominant languages.

A major limitation of the telephone survey is immediately obvious when dealing with concerns related to ethnicity. The limited number of translations (only Greek and Spanish were prepared) and the delay in their availability resulted in very limited contact with the non-English speaking population.

According to the survey, only ten percent of the respondents viewed racial and/or ethnic tension as a neighborhood problem but a slightly higher percentage of blacks and hispanics held this view (thirteen percent). However, community representatives in their respective Districts specifically addressed this issue: In District 4 regarding young Italians and blacks; in Districts 2 and 3 regarding hispanics and other ethnic groups. Concern for developing mutual understanding among peoples has already been noted above. Probably tension is more subtle than explicit in most instances and because not usually explosive, was not rated as a major neighborhood problem.

English as a second language is cited by eighteen percent of the respondents as a course that definitely appeals and another five percent would consider it. Given that eighteen percent of the survey respondents described themselves as hispanic and 'other', and that fifteen percent indicated that a language other than English was spoken in their homes, this is a significant statistic, even if ESL ranks low on the list of courses which appeal to the total population surveyed.

The survey also showed that respondents from homes where languages other than English are spoken are more interested in all aspects of career-oriented education programs than persons from English speaking households. This supports the emphasis given by community representatives to job training for non-English speaking populations.

Economics: In June 1980, twelve percent of the respondents to the Western Queens telephone survey cited unemployment as a problem affecting them personally, while eight percent were actually unemployed themselves. With the exception of Queens District 5, every District had over five percent of the respondents declaring themselves unemployed and looking for work. The highest was Brooklyn District 4 with a thirty percent unemployment rate; this was followed by Brooklyn District 1 and Queens Districts 3 and 4 with a nine percent rate; Queens District 1 and 2 had rates of seven percent and six percent respectively.

This is critical when one considers that in 1970, none of the districts approached the city-wide unemployment rate of 4.8%; District 3 came closest with a 2.4% rate of unemployment. In February 1980, United States Bureau of Labor Statistics quoted in The New York Times place city unemployment at 8.7% and the community we profiled reflects this alarming rate of growth in unemployment.

The same Labor Bureau Statistic displayed the discrepancy between white and black/hispanic patterns of unemployment, the latter at twelve percent being considerably higher than the rate for whites (seven percent). The telephone survey had similar findings: 5.6% of the whites surveyed were unemployed, 10.5% of the blacks, 21.5% of the hispanics.

In addition to high unemployment, Districts 1 and 3 exceed the borough average of persons receiving income support. (For Brooklyn Districts this information was not available). These Districts also have the highest percentage of blacks in their population. It is significant, then, that the need for employment-related skills is more frequently mentioned here and in Brooklyn District 4.

However, it is certainly not neglected by representatives in other Districts who frequently discussed this issue in terms of the non-English speaking population.

That unemployment ranks only ninth on the telephone survey as a neighborhood problem is hardly indicative of its seriousness, given its interrelatedness with crime and neighborhood deterioration (ranked second and third) and family related problems so frequently mentioned by community representatives.

The telephone survey showed blacks, low-income persons and women to be most interested in job-related education in all its aspects. Almost half of the total sample felt additional training would be necessary for them if they sought a better job. This reflects some awareness of the reality articulated by the City Commissioner of Employment in The New York Times article noted above: "The jobs that are opening up require education and training. Those jobs that require limited or no skills are going to decrease over the next decade."

General deterioration of the neighborhood was cited by twenty-three percent of the telephone respondents and ranked third as an important problem affecting them personally. Thirty-three percent of the black respondents, twenty-nine percent of the hispanics, and twenty percent of the white respondents held this view.

Discussion with community representatives indicated that neighborhoods particularly anxious to revitalize or to continue the revitalization that has already begun were interested in programs for home owners and merchants, tenants associations, consumer education and assistance with neighborhood planning. Sunnyside, Woodside, Hunters Point, North Corona and Maspeth stand out as neighborhoods with particular concerns in these areas.

Particularly in need of creating linkages with and developing new community resources are North Corona in District Three, Western Astoria and Long Island City in District One, and Bushwick in Brooklyn District Four.

It is probably indicative of the vast range of human needs in these Districts that they focused on these particular needs rather than those specifically related to neighborhood revitalization.

Age: Age plays a part in community concerns also. The population of Western Queens tends to be older than that of both the borough and the city. District Four stands out as the only area that has experienced a decrease in the over 65 population, and that has the lowest median age in the needs assessment area (34.1). It is not surprising, then, that community representatives in this District did not mention concerns related to the senior population. In all other Districts, social services for seniors, as well as increased recreational and educational services were identified as a need. Northern Astoria and East Elmhurst have experienced more than a ten percent increase in their senior population and additional senior services are much needed.

Sunnyside, with a markedly older population, is particularly aware of the need to continually develop existing senior services and this may well be an area where present resources can be further expanded.

Among respondents over 65 who participated in the Western Queens telephone survey, more than fifteen percent cited crime, neighborhood deterioration and poor housing as neighborhood problems which affected them personally. More than fifteen percent also expressed definite interest in courses related to: arts and crafts, family relations, consumer education, ESL, performing arts, basic education and business skills. More than forty percent have not completed high school. (A breakdown of statistics relative to the over 65 population is available with the telephone survey report).

Considerable emphasis is given in every District to the needs of youth. Recreational facilities and structured recreational activities especially for (although not limited to) youth are needs cited repeatedly.

The Western Queens telephone survey, too, showed that inadequate recreational facilities ranked first as an important neighborhood problem personally affecting the respondents, with almost one-third of the respondents so designating it and another sixteen percent viewing it as a general problem.

Community representatives in Districts One, Two and Five particularly mentioned the importance of addressing increased alcohol and drug abuse among the young as well as the need for vocationally-oriented counseling and education. Alternative schooling for specific populations is needed, e.g., for acting-out youth, young mothers, dropouts (Board of Education statistics show a forty-five percent dropout rate in 1977); also mentioned were supportive educational services such as homework assistance for young children, tutorial and remedial programs, on-going guidance and counseling for youth. Mrs. Sadowski at School District 30 emphasized the need for training for school volunteers as well as for programs that would enable school personnel and students to more willingly and successfully integrate handicapped students into regular programs.

Youth unemployment and lack of basic education and job skills are of universal concern. Among youthful (18-24) respondents to the telephone survey, twenty percent described themselves as unemployed and looking for work, twenty-five percent have not completed high school and an even higher percentage said that Business Skills (forty-five percent), Basic Education (thirty-nine percent) and High School Equivalency (twenty-six percent) were courses that definitely interested them.

Population projections for Queens, issued by the Policy Planning Bureau of New York State's Economic Development Board in 1977, posit an average ten percent decrease in the under 24 population between 1975 and 1985 and an average fourteen percent increase in the over 25 population, especially in the 35-39 bracket which is projected to increase by forty percent.

Since Western Queens population figures closely resemble those of the borough, it is reasonable to expect a similar pattern of population growth in the Districts under study. Already, more than two-thirds of the Western Queens population is over 25; of that group, more than half are without a high school diploma, according to 1970 statistics. In Districts One and Five the population without a high school diploma reaches above sixty percent. Even allowing for some inaccuracy due to the date of the statistics, it is reasonable to assume that there are significant numbers of persons throughout the area without a high school education. A survey of LaGuardia freshmen (fifty-one percent of whom reside in Queens) showed that thirty-eight percent of their fathers and forty-three percent of their mothers did not finish high school.

The need for high school equivalency and basic literacy programs is noted in almost every District but they are most frequently mentioned in connection with youth and immigrants. In Districts One and Two, community representatives recognized that they are particularly needed by the adult population. Both these Districts, with District Five, have the highest percentage of adults who have not completed high school.

The Western Queens telephone survey found twenty-seven percent of the over 24 sample to be lacking a diploma; however, the failure to reach a number of non-English speaking respondents may account for this relatively low percentage. About twenty-three percent of those between 25 and 64 indicated a definite interest in Basic Education, sixteen percent in High School Equivalency, and twenty-seven percent in Business Skills.

The need for parent education was explicitly articulated in all but one District, sometimes focusing on problems of family life resulting from working parents or divorce, other times directed toward intergenerational conflict. Frequently the need for activities and programs inclusive of all ages was noted as a possible way to begin to address family disfunctioning.

A quarter of the respondents to the telephone survey indicated definite interest in courses on family relations and communications. Of the total sample, a larger percentage of hispanics (forty percent) and blacks (thirty-six percent) declared an interest while among the age groups, the 18-24 year old indicated the greatest interest.

Preventive health education was also cited as a need, particularly in Districts One, Two and Three. In the telephone survey, inadequate health care information was ranked fourth out of eleven items as a neighborhood problem affecting the respondent.

Education for participation in government was cited as a need in at least half of the Districts (Queens 1, 2, 5; Brooklyn 4). A related need for technical assistance in setting up or maintaining citizen organizations like block and tenant associations or community development organizations was also mentioned in several Districts (Queens 2, 3, 4). According to the phone survey, interest in community and political affairs is generally low (eighteen percent), although thirty percent of the black respondents declared interest in such a course, as did twenty-three percent of the 18-24 year olds. Many needs already discussed are, of course, related to the adult population, since ethnicity and economics cut across the age span.

EXPLORING POSSIBILITIES FOR ACTION

The following discussion will attempt to relate the recommendations offered by the Kane, Parsons report on the telephone survey, with ideas either explicitly suggested by community representatives and college personnel, or which emerged implicitly from the assessment findings. This discussion is intended to provide some preliminary ideas relative to the important task of determining priorities and implementing programs.

The Kane, Parsons report recommended that a major focus of continuing education at LaGuardia should be on career and vocationally oriented instruction. Among community representatives surveyed there is ample evidence of a need for employment skills, particularly for minorities and youth.

At the college, expansion of its Cooperative Education model to include adults seems an obvious response to this need. Conversations with the Director of adult programs within the Division of Cooperative Education explored possibilities for such a response. Also considered was the possibility of a Career Institute, either co-sponsored by the Divisions of Cooperative and Continuing Education or developed as a Continuing Education program that would address pre-employment and employment skills, job advancement and re-tooling, as well as pre-retirement issues.

A careful study of "A Profile of the Economic Development and Training Needs of Manufacturing Firms in Long Island City" prepared in April 1980 by Interface might well reveal particular training needs for which LaGuardia could provide assistance.

Gateway, Woodside on the Move, the Department of City Planning and other local community organizations show potential for providing sites for interns and career training.

In response to participants' concern about poor recreational activities in the community, LaGuardia could make the college gym facilities available (e.g., Basketball Clinics) and could also attempt to provide programs at neighborhood sites or in collaboration with organizations having specific recreational facilities (e.g., Bulova Watch Company's pool). Kane, Parsons recommended that, since over half of the sample enjoys attending classes, a potential market exists for courses by depicting education as a way of making life more enjoyable (and "recreational"). Within the broad scope of concerns voiced by community representatives, some could be addressed with this approach. Frequently the need being expressed was for activities that would provide alternatives to crime and drugs for youth, as well as for enriching the lives of all community members.

Cultural activities and intergenerational programs could well be explored in this framework, touching on parent education needs as well as those related to cultural diversity. For example, perhaps the college could sponsor a weekend Family Institute that would include seminars and activities relevant to each age group. Organizations that cited these needs might work with Continuing Education and Human Services to develop such a program.

Possibilities for further collaboration between the Community History Project in the Social Sciences Department and Continuing Education should certainly be explored. Already, the project director has enabled staff in the NEH funded Community History Project to make contact with a variety of handicapped groups in the community to offer seminars in Community History. (Continuing Education has established programs for deaf, blind and physically handicapped adults).

A similar approach might be used for the growing immigrant population. An Institute for New Citizens could deal with issues of cultural values, common American laws and citizens rights, and citizenship training, etc. Perhaps off-campus institutes could be held in conjunction with existing ESL programs or in collaboration with the local School District bilingual programs.

Obviously, there is a continuing need for English as a Second Language program, clearly evidenced by the large numbers of students in the Continuing Education Division's ESL programs as well as by community representatives' comments. Kane, Parsons notes that the small percentage of respondents who cited ESL interest in the phone survey is not an indication that such courses should be discontinued.

The fact that possible course topics covered in the questionnaire were not sharply differentiated by respondent's preference led Kane, Parsons to suggest that LaGuardia concentrate on developing courses not widely available at other neighborhood institutions. The frequent mention by community representatives of specific content such as community health education, consumer education, merchants (small business) programs, etc., suggests that these topics be considered for continuing education courses. Further, the fact that inadequate adult education facilities was cited as a moderately important neighborhood problem highlights the possibility of conducting more courses off-campus. Several community organizations noted interest in collaborating in such efforts.

Not mentioned in the telephone survey but of major concern to several community representatives was the question of community involvement in decisions affecting their lives, sometimes described as a need for "education in government" or as a program on "government in the community." Possibilities mentioned in conversations with the Social Science Department's chairperson and faculty relative to this included a Community Studies Program which could be directed toward persons interested in Community Service, persons already involved in community services (e.g., training for community planning board members), and persons needing greater awareness of the importance of citizens' participation in community affairs.

Somewhat related to community involvement, but also connected with employment training, is the concept of a community Training Institute that would help local community organizations through technical assistance, staff training, etc.

Discussion of concerns relative to citizen participation bring this discussion to the very essence of community education as "a process aimed at helping the entire community identify and prioritize problems and develop the skills necessary to solve them." (Robert Shoop in Community Education Journal, VIII, #3, April 1980).

The first steps taken in implementing the survey findings has been the development of plans for on-going efforts to involve the community, through the formation of a Community/College Advisory Committee.

This committee, chaired by President Joseph Shenker of LaGuardia Community College, held its initial meeting on October 20, 1980. Members included Directors of a variety of social, governmental, political, and religious agencies and institutions in the Queens area, community residents and college representatives. (See attached list of members). The charge to this committee was specifically to review the findings of the survey, to prioritize the areas of need, and to establish sub-committees to work on those areas selected. (Appendix XI)

The current active involvement of the Advisory group will enable the people in Western Queens to not only identify current and emerging needs but also to participate in the decision-making processes to meet those needs. Later, other efforts to involve community participation, such as open forums, Symposiums, etc., could be provided.

COLLEGE/COMMUNITY INVOLVEMENT SINCE THE ASSESSMENT:

UNANTICIPATED OUTCOMES

1. A-Way Out, a drug rehabilitation facility, contacted Community Service staff to request assistance in obtaining a projector for classes. Community Service Program staff contacted LaGuardia Library which arranged for a weekly loan of the projector on an ongoing basis.
2. In conjunction with Richard Lieberman of the Community History Project, Community Services staff worked with Astoria First Reformed Church to plan a fitting celebration for Martin Luther King's birthday in February. The project involved linking this community group with outside resources and city agencies who could be responsive to their needs. Both President Shenker and Gil Nobel were guest speakers.
3. Through the LaGuardia Recreational Programs directed by Richard Kamen, two basketball clinics were held at the College in December. One of the clinics attracted some 250 hearing impaired children from six different schools and the second, open to the general public, had 650 in attendance. Five members of the New York Knicks conducted both sessions. The players discussed and demonstrated the various skills of basketball and the importance of avoiding sports - related injuries. Some of the audience were invited onto the court for first-hand contact with the pros.
One member of the team, Mike Glenn, fluent in American Sign Language, instructed the young attendees who were deaf.
4. One community organization, HANAC, actually prepared the Greek translation of the Western Queens telephone survey.
5. Staff at Astoria Houses have requested and received materials and referrals on nutrition to assist them in setting up an informational program for community residents.
6. Tentative plans have been made to involve residents whom we met at Astoria Houses during the Survey in a homebound education assistants' program for visually impaired adults.

INFORMATION SOURCES FOR NEEDS ASSESSMENT REPORT

Portfolio: An Information System for Community Districts (based on 1970 statistics)

This was a source for: District population statistics
Socio Economic data
School statistics (1977)
Income assisted population (1977)
Housing stock/ownership
Neighborhood stability

Facts for Action: Estimated change in New York City's Elderly Population--1970-1975 by Zip Code, New York City Department of Aging

This was a source for: All references to population changes in the over 65 age group

Final Report: A Survey of the Attitude of Adults Toward Continuing Education. Detailed Tabulation Report - of the same.

This was a source for: All references to the telephone survey

Partnership in New York City's Future: A Long Range Plan for LaGuardia Community College

This was a source for: Statistics from Policy Planning Bureau of New York State Economic Development Board, December 1977

Statistics from Board of Education re: LaGuardia's ethnic distribution of students

(N.B. This document contains various tables relative to economic and demographic trends in the city and in the Long Island City area that might be helpful in further study of employment related needs. Sections of the document seem particularly relevant to the present needs assessment also. Example, "Meeting the Needs of Adults and Special Populations" and "Serving New York's Economic Future.")

Student Profile, Fall 1979, prepared by Admissions Office of LaGuardia

This was a source for: Current information of ethnicity/race

Fall 1979 Demographic Study. from Kenneth Berger, LaGuardia Community College Institutional Research

This was a source for: Demographic data re: Freshmen admitted Fall 1979 (particularly parents' educational background)

New York City Needs Assessment: Notes from this report are available; however, it was not possible, at this time, to incorporate material from that assessment into the Western Queens assessment.

Report #2

Continuing Education Student Profile, Fall 1979 - Prepared by Edith Kane

This was used as a source for: Determining geographical representation of the Continuing Education population as a way of setting the parameters for the Western Queens Needs Assessment

University of the State of New York

New York State Education Department: New York State Continuing Education Needs Assessment, Report #1: State-wide Analysis, January 1977.

PART III

APPENDICES

- I. CONTINUING EDUCATION STUDENT PROFILE
- II. RESEARCH INSTRUMENT: QUESTIONNAIRES IN ENGLISH, SPANISH, AND GREEK
- III. INTERVIEWER INSTRUCTIONS
- IV. TELEPHONE CALL RECORD SHEET
- V. INTERVIEWERS' SCHEDULING SHEETS
- VI. STATISTICAL OVERVIEW OF TARGET AREA
- VII. QUESTIONNAIRE FOR FACTORY WORKERS
- VIII. LETTER AND QUESTIONNAIRE TO COMMUNITY ORGANIZATIONS
- IX. PROFILES OF COMMUNITY ORGANIZATIONS
- X. FOLLOW-UP LETTERS TO COMMUNITY ORGANIZATIONS
- XI. COMMUNITY/COLLEGE ADVISORY BOARD

APPENDIX I

CONTINUING EDUCATION STUDENT
PROFILE

The attached charts represent the geographic, age and sex distribution of students registered for non-credit courses during the Fall 1979 semester, within the following areas: Adult Learning Center, English Language Center, Programs for the Deaf and General Continuing Education.

The total number of students enrolled for these courses was 1,283.

They registered as follows:

ESL - 795 (62%)

HSE - 243 (19%)

ASL/GIS - 90 (7%)

CE - 155 (12%)

Chart A shows the percentage of students represented from various geographical locales. Percentages are presented in relation to total enrollment as well as for enrollment in each course area. (See Key for description of geographical areas.)

The greatest percentage of all students (25%) are from Board 3. This Board also has the highest representation in HSE and places second highest in ESL and Continuing Education. Boards 1 and 3 have the highest registration in Continuing Education (28%) and ESL (19%) respectively.

The Deaf Programs attract persons from beyond the Western Queens: 22% of deaf students are from New York City and 11% each from Brooklyn and combined Boards 7, 8 and 11. While these figures are less than the combined representation from Boards 1, 2, 3 and 4 (31%), together they represent almost half the Deaf Programs population. Even when the figures for ASL and GIS for the Deaf are considered separately, New York City shows similar representation with Boards 1 through 4: both constitute 11% of GIS population; 27% of ASL and from New York City, 32% are from Boards 1 through 4.

Brooklyn has the third highest representation in general continuing education (12%), closely following Board 3 (14%) and exceeding both Board 2 (6%) and 4 (9%).

Chart B reflects student interest according to geographic locale.

In every case except Long Island, (where most are in Deaf Programs), the greatest percentage of students from each area enroll in ESL. In nine of the 13 areas designated, more than 50% of the students are in ESL.

Seven of the 13 areas have the second greatest percentage of students enrolled in HSE. In New York, and New Jersey the enrollments are in Deaf Programs while in Board 1, Boards 5-6 and Brooklyn the enrollments are in Continuing Education. The Bronx had equal enrollment in Deaf Programs and HSE, the majority in the Deaf Program taking GIS.

Charts C & D presents age distribution. The great majority of students are between 20 and 39 (71%) with most falling between 20 and 29 (50%). This younger group is the most highly represented in each subject area, with the 30 to 39 group next highest, except in HSE where the 19 and under group represent 34% of the students.

Within each age group the greatest percentage of students enroll in ESL. HSE is the next most preferred for students 20 to 39; for students over 40 continuing education is the most preferred.

Charts E & F present sex distribution. Women constitute the majority of the population (58%) and are the highest percentage of all areas very noticeably in Continuing Education (73%).

In both sexes, ESL is the most preferred course, with HSE coming second.

COMMENTS

Given the distribution of enrollments in the Fall 1979 quarter it seems reasonable to consider Board's one through four as constituting the primary "community" with which the college should concern itself in the needs assessment survey.

The high proportion of students in ESL suggests that this will continue to be an important area of service.

It might be helpful to review the distribution of students in general continuing education courses to determine their attraction particularly in Board 1 and in New York City and Brooklyn. Why is such a high percentage (20%) of enrollments from Board 1 in continuing education when nearly all other Boards are significantly less. What prompts students to come from Brooklyn and New York City for courses which do not attract local people?

PERCENTAGE OF STUDENTS FROM GEOGRAPHICAL LOCALES

CHART A

	<u>% of Total (1,283)</u>	<u>% of ESL (795)</u>	<u>% of HSE (243)</u>	<u>% of Deaf (90)</u>	<u>% of C. Ed. (155)</u>
Board 1	17	17	13	7	28
Board 2	15	19	16	6	6
Board 3	25	18	22	9	14
Board 4	13	16	12	9	9
Board 5,6	3	3	5	2	6
Board 7,8,11	7	7	5	11	6
Board 9,10	1	2	2	1	1
Board 12, 13	5	4	11	6	5
Brooklyn	7	6	7	11	12
Long Island	1	2	1	7	3
New York City	5	4	4	22	6
Bronx	2	1	2	6	3
New Jersey	1	1	-	3	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

73%

73%

68%

33%

63%

STUDENT INTERESTS ACCORDING TO GEOGRAPHICAL LOCALE

CHART B

	<u>Total No. Students</u>	<u>% in ESL</u>	<u>% in HSE</u>	<u>% in Deaf</u>	<u>% in C.Ed</u>
Board 1	216	63	14	3	20
Board 2	203	71	20	2	7
Board 3	230	64	23	3	7
Board 4	175	73	17	2	8
Board 5,6	47	42	25	3	30
Board 7,8,11	91	64	14	11	11
Board 9,10	23	57	30	4	9
Board 12,13	72	57	30	4	9
Brooklyn	95	53	17	10	20
Long Island	19	21	16	37	26
New York City	72	44	14	28	14
Bronx	29	45	21	21	13
New Jersey	11	64	—	27	9

Total 1,283

AGE DISTRIBUTION WITHIN COURSES

CHART C

<u>AGE</u>	<u>% of Total</u>	<u>% of ESL</u>	<u>% of HSE</u>	<u>% of Deaf</u>	<u>% of C.Ed.</u>
- 19	16	13	34	10	9
20-29	50	50	35	55	45
30-39	20	24	20	20	20
40-49	9	9	9	5	14
50 +	5	4	2	10	12

COURSE PREFERENCE ACCORDING TO AGE GROUPS

CHART D

<u>AGE</u>	<u>NUMBER</u>	<u>% in ESL</u>	<u>% in HSE</u>	<u>% in Deaf</u>	<u>% in C.Ed.</u>
- 19	206	50	40	2	6
20-29	621	65	15	8	12
30-39	275	76	15	6	12
40-49	115	60	18	4	18
50 +	64	50	5	16	29

SEX DISTRIBUTION WITHIN COURSES

CHART E

	<u>% Total</u>	<u>% of ESL</u>	<u>% of HSE</u>	<u>% of Deaf</u>	<u>% of C.Ed.</u>
W	58	60	58	70	73
M	42	40	42	30	27

COURSE PREFERENCE ACCORDING TO SEX

CHART F

	<u>Number</u>	<u>% in ESL</u>	<u>% in HSE</u>	<u>% in Deaf</u>	<u>% in C.Ed.</u>
W	798	60	18	8	14
M	485	65	21	6	8

MOST HIGHLY REPRESENTED AREAS

CHART G

<u>AREA</u>	<u>ALL COURSES</u> (50+)	<u>CONT. ED. ONLY</u> (9+)	<u>DEAF ONLY</u> (5+)
Jackson Heights	162	19	5
Woodside	144	9	
Elmhurst	128	13	
Astoria	102	10	5
Corona	95	--	
Long Island	93	33	
Brooklyn	91	18	10
Flushing	75	10	5
New York City	72	10	20
Sunnyside	58	--	
		Bronx	6
		Long Island	7

KEY

CPB 1 Long Island City, Broadway, Astoria,
Steinway

CPB 2 Woodside, Sunnyside, Hunter Point,
Maspeth (NW Corner)

CPB 3 Jackson Heights, East Elmhurst, Corona (North)

CPB 4 Elmhurst, Corona (South)

CPB 5, 6 Maspeth, Middle Village, Rego Park,
Forest Hills

CPB 7, 8, 11 Flushing, Linden Hill, Bayside, Fresh
Meadows, Utopica, Whitestone, College Point

CPB 9, 10 Richmond Hill, Ozone Park, Rochdale,
Central Station, Kew Gardens, Howard Beach,
Woodhaven

CPB 12, 13 Jamaica, Hollis, Queens Village, St. Albans,
Cambria Heights, Rosedale

Brooklyn All Brooklyn

Long Island All zips beyond Queens

New York City All Manhattan zips

Bronx All Bronx zips

New Jersey Englewood, Jersey City, Iwington, Garden
City, East Meadow, East Northport

APPENDIX II

RESEARCH INSTRUMENT:
QUESTIONNAIRES IN ENGLISH,
SPANISH AND GREEK

Laguardia Community College
Kane, Parsons & Associates, Inc.
1995 Broadway
New York, New York 10023

FOR OFFICE
USE ONLY

11018
General Population
May, 1980

Exchange _____ CONTINUING EDUCATION SURVEY

Hello, this is _____. I'm conducting a survey of residents of Brooklyn and Queens to find out what they think about their communities and to determine their educational needs and interests. I would like to ask a few questions, the first of which is . . .

1. What neighborhood do you live in? (DO NOT READ LIST)

Astoria-----	6-Y	Long Island City-----	1
Bedford Stuyvesant-----	-X	Maspeth-----	2
Brownsville-----	0	Middle Village-----	3
Bushwick-----	1	North Corona-----	4
Corona-----	2	Rego Park-----	5
East Elmhurst-----	3	Richmond Hill-----	6
East New York-----	4	Ridgewood-----	7
Elmhurst-----	5	Steinway-----	8
Flatbush-----	6	Sunnyside-----	9
Forest Hills-----	7	Williamsburg-----	8-Y
Glendale-----	8	Woodhaven-----	X
Greenpoint-----	9	Woodside-----	0
Hunter's Point-----	7-Y	Other-----	1
Jackson Heights-----	X		
Kew Gardens-----	0		

(WRITE IN)

2. About how long have you lived in this neighborhood?

Less than one year-----	9 - 1
One year to less than three years---	- 2
Three years to less than five years-	- 3
Five years to less than ten years--	- 4
Ten years or more-----	- 5
Not sure, refused-----	- 6

3 Here are some issues that may or may not be problems in your neighborhood. For each, please tell me if that is an important problem that affects you personally, an important problem though one that doesn't affect you personally, or if it's not an important problem in your neighborhood. The first is . . . (READ LIST)

	Important and Personal	Important, Though Not Personal	Not Important Problem	Not Sure (VOL)
Poor housing in your neighborhood-----	10 - 1	2	3	4
General deterioration of your neighborhood-----	11 - 1	2	3	4
Ethnic and/or racial tension-----	12 - 1	2	3	4
Crime-----	13 - 1	2	3	4
Poor transportation-----	14 - 1	2	3	4
Unemployment-----	15 - 1	2	3	4
Poor educational facilities for adults-----	16 - 1	2	3	4
Unfriendly people-----	17 - 1	2	3	4
Inadequate recreational facilities-----	18 - 1	2	3	4
Inadequate information about health care-----	19 - 1	2	3	4
Poor library service-----	20 - 1	2	3	4

4. Which of the following phrases best describes you now? (READ LIST)

- Employed-----21- 1 (ASK Qs. 5a-11a, 14 TO END)
- Retired----- 2 (SKIP TO Q. 14)
- Unemployed looking for work----- 3 (ASK Q. 5b-8b, 10b, 11b) THEN SKIP TO Q. 14)
- Unemployed not looking for work, but not retired----- 4 (SKIP TO Q. 12)
- Other (VOL)----- 5
- Refused (VOL)----- 6 } (SKIP TO Q. 14)

NOW EMPLOYED COLUMN

LOOKING FOR WORK COLUMN

5a. What kind of work do you do?

5b. What kind of work do you usually do when you are working?

22-

6a. Do you work full-time or part-time?

6b. Do you usually work full-time or part-time?

- Full-time-----23- 1
- Part-time----- 2
- Both, it depends, etc.--- 3
- Refused----- 4

7a. What kind of company or organization do you work for?

7b. What kind of company or organization do you usually work for?

24-

25-

NOW EMPLOYED COLUMN

LOOKING FOR WORK COLUMN

8a. Are you self-employed?

8b. When you are working, are you self-employed?

- Yes, self-employed-----26-1
- No, not self-employed----- 2
- Varies----- 3
- Not sure, refused----- 4

ASK Q. 9

SKIP TO Q. 10b

(ASK Q. 9 ONLY AMONG THOSE NOW WORKING)

9. Thinking about your present job, would you say that you are satisfied with your present job and plan to keep it, that you hope to get a better position in your present company, or that you hope to get a job in another company?

- Keep present job-----27-1
- Better position in present company----- 2
- Job in another company----- 3
- Not sure----- 4

NOW EMPLOYED COLUMN

LOOKING FOR WORK COLUMN

10a. Assuming you were looking for a better job or promotion, do you think you would need additional qualifications or training, or are your present skills and educational qualifications sufficient?

10b. In terms of trying to get a job, do you think you would need additional qualifications or training, or are your present skills and educational qualifications sufficient?

Need additional training or education-----28-1
 Present skills/education sufficient----- 2
 Not sure, it depends (VOL)----- 3

11a. Here are some different kinds of training that might help you get a better job. For each, would you say this type of training is of great interest to you, of some interest, or of no interest to you. The first is . . . (READ LIST)

11b. Here are some different kinds of training that might help you get a job. For each, would you say this type of training is of great interest to you, of some interest, or of no interest to you. The first is . . . (READ LIST)

	<u>Of Great Interest</u>	<u>Of Some Interest</u>	<u>Of No Interest</u>	<u>Not Sure (VOL)</u>
Training to improve your skills in the kind of job you do now-----29-1		2	3	4
Training to teach you how to do some other kind of work-----30-1		2	3	4
Stronger academic skills such as reading and math-----31-1		2	3	4
English as a second language-----32-1		2	3	4
Building self confidence and defining career goals-----33-1		2	3	4

(SKIP TO Q. 14)

(SKIP TO Q. 14)

(ASK Q.s 12 AND 13 ONLY IF "R" IS UNEMPLOYED AND NOT LOOKING FOR WORK, BUT NOT RETIRED; ALL OTHERS SKIP TO Q. 14)

12. Some people who aren't looking for a job might be interested in working if a good job came along, while other people who aren't working definitely don't want a job. What about you, would you consider a good job if one came along, or are you definitely not interested in working?

Would consider a good job----- 34-1 (ASK Q. 13)
 Definitely not interested in working----- 2
 Not sure (VOL)----- 3 } (SKIP TO Q. 14)

13. Here are some different kinds of training that might help you get a job. For each, please tell me if that is the kind of training you definitely would get to obtain a job, if it's training you would consider, or if it's of no interest to you. The first is . . . (READ LIST)

	<u>Would Definitely Get</u>	<u>Would Consider</u>	<u>Of No Interest</u>	<u>Not Sure (VOL)</u>
Learning how to do a specific job of interest to you-----35-1		2	3	4
Stronger academic skills such as reading and math-----36-1		2	3	4
English as a second language-----37-1		2	3	4
Building self confidence and defining career goals-----38-1		2	3	4

(ASK EVERYONE)

14. Since leaving full-time school, have you taken any courses, either working toward a degree, a certificate, or on an individual course basis? (MULTIPLE RECORD IF NECESSARY)

- Working toward degree (four-year)-----39-1
- Working toward degree (two-year)-----2 } (SKIP TO Q. 18)
- Working toward certificate, other non-degree
credentials-----3
- Just taking individual courses-----4 } (ASK Q.s 15-17)
- Other-----5
- (WRITE IN)
- No-----6
- Not sure-----7 } (SKIP TO Q. 20)

15. Would you describe this course or program as relating primarily to your occupation or are you studying primarily for personal interest?

- Primarily occupation-----40-1
- Primarily for personal interest-----2
- Not sure-----3

16. What courses (are you taking/did you take)?

41-
42-

17. (Are/Were) these courses for credit or not?

- For credit-----43-1
- Not for credit-----2
- Not sure-----3

18. And where (are you taking/did you take) (this course/these courses)? (PROBE FOR TYPE OF INSTITUTION, E.G. HIGH SCHOOL, COLLEGE, ETC.; IF COLLEGE, GET NAME OF COLLEGE)

44-
45-

19. Why did you select (NAME OF INSTITUTION IN Q. 18) over other institutions as a place to take courses?

46-
47-

20. Regardless of whether or not you have been enrolled in any educational programs since finishing full-time school, we would like you to think about the kinds of things that might prevent you from taking any courses. For each of the following, please tell me if that is a major reason you aren't taking any courses, a somewhat important reason though not a deciding factor, or not at all a reason not to take a course. The first is. . . (READ LIST)

Major Reason	Somewhat Important But Not a Deciding Factor	Not At All a Reason	Not Sure (VOL)
You couldn't afford the course fees-----48-1	2	3	4
You have a child to care for-----49-1	2	3	4
Your work leaves you no time for school-50-1	2	3	4
You've been out of school so long you don't think you could adjust to going to class and studying-----51-1	2	3	4
You have a physical disability or handicap that prevents you from going to school-----52-1	2	3	4
You don't have any way of getting to educational institutions-----53-1	2	3	4
It would take too long to get to class--54-1	2	3	4
It's not safe to travel to and from the place where courses would be given-----55-1	2	3	4
It would take too long to complete a program-----56-1	2	3	4
Nobody you know takes courses-----57-1	2	3	4
You're too old to go to school-----58-1	2	3	4
Your spouse wouldn't approve-----59-1	2	3	4
No classes are offered in the subjects that interest you-----60-1	2	3	4
Courses aren't given at a convenient time-----61-1	2	3	4
You haven't seen enough information on available courses-----62-1	2	3	4
You just aren't interested in taking any courses-----63-1	2	3	4

21. People have different ideas about studying and going to school. Would you say that attending classes is something you enjoy doing, something you don't like but are willing to put up with if necessary to achieve some goal, or is attending classes something you don't want to do under any circumstances?

Enjoy doing-----	64-1
Don't like, but would put up with-----	2
Don't want to do under any circumstances-----	3
Not sure, refused-----	4

22. If you were interested in enrolling in a course, what sources of information would you rely on to learn about what is available? What about (READ FIRST ITEM), would you rely on that or not? (CONTINUE WITH LIST)

	Would Rely On	Would Not Rely On	Not Interested In Courses (VOL)	Not Sure (VOL)
Radio commercial-----	65-1	2	3	4
Television commercial-----	66-1	2	3	4
Daily newspaper advertisement-----	67-1	2	3	4
Notices in trade or professional journals or in company union paper-----	68-1	2	3	4
Notices in neighborhood, church or synagogue newsletter-----	69-1	2	3	4
A friend or relative-----	70-1	2	3	4
People at work-----	71-1	2	3	4
Advertisement on bulletin board at community centers, local stores, health clinics, etc.-----	72-1	2	3	4

23. I'm going to suggest some different types of courses adults could enroll in for various reasons. For each type of course, tell me if that is the kind of course that definitely appeals to you, if it's something you possibly might be interested in, or if you have no interest at all in that topic. The first is . . . (READ LIST)

	Definitely Appeals to You	Possibly Might Interest You	No Interest At All	Not Sure (VOL)
Courses in basic business skills, such as typing, shorthand and accounting-----	73-1	2	3	4
Basic education, that is, reading, writing, and math-----	74-1	2	3	4
English as a second language-----	75-1	2	3	4
A course in improving family relations and communications-----	76-1	2	3	4
Arts and crafts, such as painting, macrame, photography, knitting, etc.-----	77-1	2	3	4
A course on how to become involved in local community and political affairs-----	78-1	2	3	4
Landlord-tenant relations-----	79-1	2	3	4
How to operate and maintain your home or apartment-----	80-1	2	3	4
High school equivalency-----	81-1	2	3	4
Computer science-----	7-1	2	3	4
Management skills and administration-----	8-1	2	3	4
Consumer education, such as how to shop wisely-----	9-1	2	3	4
Performing arts such as music, drama and dance-----	10-1	2	3	4

24. Would you prefer to take a course on weekdays, weeknights, on Saturday, or on Sunday?

Weekdays-----	11-1	All satisfactory, no difference (VOL)-----	11-5
Weeknights-----	11-2	Not interested in course (VOL)-----	11-6
Saturday-----	11-3	Not sure-----	11-7
Sunday-----	11-4		

25. What time of day would be best for you to take a course? (READ LIST)
(MULTIPLE RECORD IF NECESSARY)

Before work-----	12-1	Between 1 and 5 p.m.-----	5
Between 9 and 12 in the morning-----	2	From 5 to 7 p.m.-----	6
During lunch hour-----	3	From 7 to 9 p.m.-----	7
Before 2 in the afternoon-----	4	Not sure, it depends (VOL)-----	8

26. During what seasons of the year would you most prefer to take a course: spring, summer, fall or winter? (MULTIPLE RECORD IF NECESSARY)

Spring-----	13-1	Winter-----	4
Summer-----	2	No preference (VOL)-----	5
Fall-----	3	Not sure (VOL)-----	6

27. Suppose you were interested in taking a course. As I name different kinds of places where you could take a course, please tell me if it is the kind of place you definitely would want to go for a course, a place you would consider, or the kind of place that wouldn't interest you at all. The first is... (READ LIST)

		Definitely Would Want To Go	Would Consider	Wouldn't Interest	Not Sure
A commercial business school or technical institute-----	14-1	2	3	4	4
A local high school-----	15-1	2	3	4	4
A community center or local community organization-----	16-1	2	3	4	4
A local church or synagogue-----	17-1	2	3	4	4
A four-year college-----	18-1	2	3	4	4
A two-year college-----	19-1	2	3	4	4

(ASK Q. 28 ONLY IF R ANSWERS "DEFINITELY WOULD WANT TO GO" OR "WOULD CONSIDER"
FOR 2-YEAR COLLEGE IN Q. 27)

28. Which two-year colleges would you consider as a place to take a course?
(DO NOT READ LIST; MULTIPLE RECORD IF NECESSARY)

Bronx Community College-----	20- 1
Kingsborough Community College-----	2
LaGuardia Community College-----	3
Manhattan Community College-----	4
New York City Community College-----	5
Queensborough Community College-----	6
Other-----	7
(WRITE IN)	
Not sure-----	8

29. Let's turn now to how you might go about choosing a particular college or other educational institution at which to take a course. For each factor I mention, please tell me whether that would be a major consideration, important though not a deciding factor, or not a consideration at all in selecting a place to take a course. The first is . . .

	Major Consideration	Important, Though Not A Deciding Factor	Not A Consideration At All	Not Sure (VOL)
The cost per course-----	21-1	2	3	4
The institution's overall prestige-----	22-1	2	3	4
The convenience of travel from home-----	23-1	2	3	4
The convenience of travel from work-----	24-1	2	3	4
The availability of credit for life experience-----	25-1	2	3	4
The availability of small, personalized classes-----	26-1	2	3	4
Whether courses are for credit or non-credit-----	27-1	2	3	4
The campus and community surroundings---	28-1	2	3	4
The availability of parking facilities---	29-1	2	3	4
A good job placement service-----	30-1	2	3	4
The academic quality of the course or program-----	31-1	2	3	4
Has courses aimed especially at adults---	32-1	2	3	4
A recommendation from someone who attended the institution-----	33-1	2	3	4
A recommendation from a friend or relative-----	34-1	2	3	4

30. Do you plan to purchase cable TV service when it is available in your neighborhood?

Yes-----	35-1
No-----	2
Not sure-----	3

Finally, I have a few questions for classification purposes only.

31. What is your marital status?

Single-----	36-1	Divorced/separated-----	3
Married-----	2	Widowed-----	4
		Refused-----	5

32. What language is spoken in your home?

Chinese-----	37-1	Korean-----	4
English-----	X	Slavic languages (Serbo-Croatian, Polish, Czech, etc.)-	5
French-----	0	Spanish-----	6
German-----	1	Yiddish-----	7
Greek-----	2	Other-----	8
Japanese-----	3	(WRITE IN)	
		Refused-----	9

33. In which of these age categories do you belong? (READ LIST)

18-24-----	38-1	45-54-----	4
25-34-----	2	55-64-----	5
35-44-----	3	65 and over-----	6
		(used-----)	7

34. What is the highest level of education you have completed? (READ LIST)

- 8 years or less-----19-1
- Some high school, but did not graduate-----2
- High school graduate-----3
- Graduate of vocational or technical school-----4
- Some college-----5
- Graduate of two-year college-----6
- Graduate of four-year college-----7
- Graduate school-----8
- Not sure (VOL)-----9

35. What is your racial or ethnic background? Are you white non-Hispanic, black non-Hispanic, Hispanic or of some other racial or ethnic background?

- White non-Hispanic-----40-1
- Black non-Hispanic-----2
- Hispanic-----3
- Other-----4
- (WHITE IN)
- Refused-----5

36. For statistical purposes only, please estimate into which of the following groups the 1979 income of your household, including all working members, falls. (READ LIST)

- \$7,000 or less-----41-1
- \$7,001 to \$10,000-----2
- \$10,001 to \$15,000-----3
- \$15,001 to \$20,000-----4
- \$20,001 to \$25,000-----5
- Over \$25,000-----6
- Refused, not sure-----7

(RECORD ONLY, DO NOT ASK)

SEX: Male-----42-1 Female-----2

THIS IS A BONA FIDE INTERVIEW AND HAS BEEN OBTAINED ACCORDING TO QUOTA AND ALL INTERVIEWER SPECIFICATIONS.

Respondent's Name _____

Respondent's Address _____

City/Town/Zip _____

Telephone _____

Interviewer's Name _____

Date of Interview _____

Length of Interview _____

Validated by _____

On (Date) _____



Hola, me llamo es _____ . Estoy llevando a cabo una encuesta con los residentes de Brooklyn y Queens con el proposito de saber logue usted piens a sobre su comunidad y para determinar cuales son sus intereses y necesidades educacionales. Me gustaria hacerle varias preguntas. la primera es

1. En que vecindario vive usted? (No lera la lista)

Astoria-----	6-Y	Long Island City-----	1
Bedford Stuyvesant----	X	Maspeth-----	2
Brownsville-----	0	Middle Village-----	3
Bushwick-----	1	North Corona-----	4
Corona-----	2	Rego Park-----	5
East Elmhurst-----	3	Richmond Hill-----	6
East New York-----	4	Ridgewood-----	7
Elmhurst-----	5	Steinway-----	8
Flatbush-----	6	Sunnyside-----	9
Forest Hills-----	7	Williamsburg-----	8-Y
Glendale-----	8	Woodhaven-----	X
Greenpoint-----	9	Woodside-----	0
Hunter's Point-----	7-Y	Other-----	1
Jackson Heights-----	X		
Kew Gardens-----	0		

(WRITE IN)

2. Cuanto tiempo hace que usted vive en ese vecindario?

Less than one year-----	9 - 1
One year to less than three years---	- 2
Three years to less than five years-	- 3
Five years to less than ten years---	- 4
Ten years or more-----	- 5
Not sure, refused-----	- 6

3. Hay ciertas situaciones que pueden o no pudan ser problemas en su vecindario. Para cada una, por favor digame si es un problema importante que lo afecta a usted personalmente, es un problema importante pero no lo afecta a usted personalmente o no es un problema importante en su vecindario. El primer problema es(favor de leer la lista)

	Importante y <u>personal</u>	Importante pero no <u>personal</u>	No es un problema <u>importante</u>	No esta <u>seguro</u>
Condiciones pesimas de vivienda en su vecindario -10-1		2	3	4
Deterioracion en general en su vecindario-----11-1		2	3	4
Tension etnica y racial-----12-1		2	3	4
Crimen-----13-1		2	3	4
Transporte pesado-----14-1		2	3	4
Desempleo-----15-1		2	3	4
Pesimas facilidades educacionales para adultos-----16-1		2	3	4
Personas poca amigables-----17-1		2	3	4
Facilidades recreativas inadecuadas-----18-1		2	3	4
Informacion inadecuada sobre el cuidado de la salud-----19-1		2	3	4
Pesimos servicas de bibliotecas-----20-1		2	3	4

4. Cual de estas frases lo describo mejor a usted? (Favor de leer la lista)

- | | | |
|---|-------|---|
| Empleado----- | 21- 1 | (ASK Qs. 5a-11a, 14 TO END) |
| Retirado----- | 2 | (SKIP TO Q. 14) |
| Desempleado buscando trabajo---- | 3 | (ASK Q. 5b-8b, 10b, 11b)
THEN SKIP TO Q. 14) |
| Desempleado pero no esta buscando
trabajo y no estaretirado----- | 4 | (SKIP TO Q. 12) |
| Otro (VOL)----- | 5 | } (SKIP TO Q. 14) |
| Rehuse (VOL)----- | 6 | |

Columna para los
que estan empleadas

Columna para los que
estan buscando trabajo

5a. Que clase de trabajo hace usted?

5b. Que clase de trabajo hace usted
sego larmeute cuando esta
trabajando?

6a. Trabaja usted a horario completo
o a horario parcial?

6b. Regularmente, trabaja usted a
liorario completo o a horario
parcial?

- | | |
|-----------------------|------|
| Horario completo----- | 23-1 |
| Horario parcial----- | 2 |
| Los dos, depende----- | 3 |
| Rehuso----- | 4 |

7a. Con que compania u organizacion
trabaja usted?

7b. Con que compania u organizacion
trabaja usted regularmente?

8a. Tiene usted su propio empleo?

8b. Cuando usted trabajo es en su
propio empleo?

- | | |
|---------------------------|------|
| Si, empleo propio----- | 24-1 |
| No es empleo propio----- | 2 |
| Varia----- | 3 |
| No estoy seguro, rehuso-- | 4 |

ASK Q. 9

SKIP TO Q. 10b.

(ASK Q. 9 ONLY AMONG THOSE NOW
WORKING)

9. Con relacion a su trabajo, puede usted decir que esta satisfecho con su
empleo actual y desa continuar en el. Usted cree que puede conseguir una
posicion mejor con la compania para la cual esta trabajando o usted cree que
puede conseguir un trabajo mejor en otra compania para la cual esta trabajando
o usted cree que puede conseguir un trabajo mejor en otra compania?

- | | |
|---|------|
| Continuar en el trabajo actual-- | 27-1 |
| Una posicion mejor con la
compania actual----- | 2 |
| Trabajo con otra compania----- | 3 |
| No esta seguro----- | 4 |

Columna para los
que estan empleadas

Columna para los que
estar buscando trabajo

10a. Si usted buscara mejor trabajo una promocion, cree usted que necesitaria calificaciones o entrenamiento adicional o son sus destrezas actuales y calificaciones educativas suficiente?

10b. Para conseguir trabajo, cree usted que necesitari calificaciones o entrenamiento adicionales o son suficientes sus destrezas actuales y actuales y calificaciones educativas?

Se necesita mas entrenamiento o educacion-----28-1
Las habilidad y educacion ahora estan suficiente----- 2
No este seguro, depende----- 3

11a. Se presento varios tipos de entrenamiento que le puden ayudar a conseguir mejor trabajo. Para cada uno, diria usted que este tipo le interesa mucho, algo, o no le interesa?

11b. Se presento varios tipos de entrenamiento que le puedan ayudar a conseguir trabajo. Para cada uno...

	<u>Interesa Mucho</u>	<u>Algo</u>	<u>No le interesa</u>	<u>No esta seguro</u>
Entrenamiento para mejorar sus destrezas en el tipo de trabajo que hace ahora-----29-1		2	3	4
Entrenamiento para aprendes como pude hacer otro clase de trabajo-----30-1		2	3	4
Habilidades academicas mas fuertes tales como lectura y matematicas-----31-1		2	3	4
Ingles como segundo idioma-----32-1		2	3	4
Edificar confianza en su mismo y definir los metos de la carrera33-1		2	3	4

(SALTE A LA PREGUNTA 14)

(SALTE A LA PREGUNTA 14)

(HAGO LAS PREGUNTAS 12 & 13, SOLAMENTE SI "R" NO ES EMPLEADO Y NO ESTA BUSCANDO TRABAJO, PERO NO RETIRADO; SALTE TODAS LAS OTRAS HASTA LA PREGUNTA 14)

12. Algunas personas quien no estan buscando trabajo podrian estar interesado en trabajar si se le presenta un buen empleo, mientras otras personas quien no estan trabajando definitivamente no quieren un empleo. Que acerca de usted, un buen empleo si se le presentara, o definitivamente no esta usted interesado en trabajar?

Tendra en cuereta un buen trabajo-----34-1 (HAGA LA PREGUNTA 13)
Definitivamente no esta interesado en trabajar----- 2 (SALTE A LA PREGUNTA 14)
No esta seguro----- 3 (PREGUNTA 14)

13. Aque hay algunas diferente clases de preparacion que podran ayudarlo a conseguir un empleo. Para cada una, Por favor diga si esa es la clase de preparacion que usted definitivamente tendra para obtener un empleo, si es preparacion que usted considera, o si no le interesa. La premiva es ... (lea la lista)

	<u>Definitivamente me interesa</u>	<u>Voy a Considerar</u>	<u>No mas Interesa</u>	<u>No Esta Segura</u>
Apprender a desasiupenar un trabajo de su interesa-----35-1		2	3	4
Fuentes lasbregas academicas como matematica y lectura-----36-1		2	3	4
Ingles como segundo idioma-----37-1		2	3	4
Edificar confianza en se mismo y precisar la meta de su profesion-----38-1		2	3	4

(CONTESTE TODOS)

14. Desde que dejo la escuela de diario completo, ha tomado usted algunos cursos, ha trabajado para obtener un titulo o un certificado, o ha seguido algun curso de fundamentos individuales?

(ANOTACION MULTIPLE SI ES NECESARIO)

Trabajando hacia una categoria (4 anos)-----39-1	2	(salta a la pregunta 18)
Trabajando hacia una categoria (2 anos)-----	2	
Trabajando hacia un certificado, otro credenciales de ninguna categoria-----	3	(Haga pregunta 15-17)
Cursos individual-----	4	
Otro-----	5	
(ESCRIBALO)		
No-----	6	(salta a la pregunta 20)
No estoy seguro-----	7	

15. Describira usted este curso o programa en relacion principalmente con su ocupacion o esta usted estudiando principalmente por interes personal.

Ocupacion Principal-----40-1	
Principalmente por interes personal-----	2
No esta seguro-----	3

16. Que curso (esta tomando/toma)? _____

 41-
 42-

17. (Son/Fueron) estos cursos para credito o no?

Para credit-----43-1	
Sin credito-----	2
No esta seguro-----	3

18. Donde (esta tomando usted/tomo usted) (este curso/estos cursos)?
 (PRUEBA DEL TRIPO DE INSTITUCION, EQUIVALENTE DE ESCUELA SUPERIOR, VIVANESIDAD, ETC., SI FUERA DE MINESIDAD, CONSIGRA EL NOMBRE DE DIDIA UNIVFRSIDAD)

44-
 45-

19. Por el seleiciorio ud, esta institucion (NOMBRE DE LA INSTITUCION EN LA PREGUNTA 18) para tomar cursos? _____

46
 47-

20. A pesar que hace algun tiempo que usted no ha estado matriculado en ningun programa educacional desde que termino de ir a la escuela con horario completo. Nos gustaria que pensar acerca de las cosas que le impiden tomar algun curso. Para cada una de las siguientes categorias, por favor diganos si hay alguna razon primordial por la cual usted no esta tomando ningun curso

	Major Reason	Somewhat Important But Not a Deciding Factor	Not At All a Reason	Not Sure (VOL)
Usted no tenia los medios para pagar la cuota de los cursos-----	48-1	2	3	4
Usted tiene un nino que cuidar-----	49-1	2	3	4
Su trabajo no le deja tiempo para estudiar-----	50-1	2	3	4
Usted ha estado fuera de la escuela por tanto tiempo que piensa que no podria adaptarse a estudiar-----	51-1	2	3	4
Usted tiene en defecto fisico o incapacidad que le impide ir a la escuela-----	52-1	2	3	4
Usted no tiene ninguna manera de llegar instituciones iducacionales-----	53-1	2	3	4
Le tomaria mucho tiempo legar a clases-----	54-1	2	3	4
No esta seguro de poder viajar adonde ofrecen los cursos-----	55-1	2	3	4
Le tomaria mucho tiempo terminar un programa-----	56-1	2	3	4
Nadie que usted conoce toma clases-----	57-1	2	3	4
Ud. es demasiado viejo para ir a la escuela-----	58-1	2	3	4
Su esposo no lo aprobaria-----	59-1	2	3	4
No ofrecen cursos que le interesa-----	60-1	2	3	4
Las clases no se ofrecen a una hora conveniente-----	61-1	2	3	4
Usted no ha visto suficiente informacion en relacion a los cursos-----	62-1	2	3	4
Usted no esta interesado en tomar clases-----	63-1	2	3	4

21. Las personas tienen diferentes ideas acerca de estudiar e ir a la escuela. Dira usted que asistir a clases es algo que le divierte? O algo que usted esta dispuesto a hacer si fuera necesaria para alcanzar una meta? O si es que asistio a clases es algo que usted no desea hacer bajo ninguna circunstancia?

Divertido-----	54-1	
No le gusta pero lo haria si fuera necesario-----	2	
No le gusta bajo ninguna circunstancia	3	
No esta suguro, rehusa	4	

22. Si estuviera interesado en matricularse en un curso en que fuentes de informacion se faria para anernignar los que se afrecen? Acerca de (Lea el primer articulo), se Basaria en eso o no? (Continue con la lista)

	<u>Me faria</u>	<u>No me faria</u>	<u>No me Interesan cursos</u>	<u>No estoy seguro</u>
Anuncios de radio-----65-1		2	3	4
Anuncios de TV-----66-1		2	3	4
Anuncios del periodico-----67-1		2	3	4
Anuncios en revistas profesionales o en el periodico de la compania o siudicato-----68-1		2	3	4
Anuncios en circulares de la comunidad, iglesia o sinagoga---69-1		2	3	4
Amigo o pariente-----70-1		2	3	4
Colegas del trabajo-----71-1		2	3	4
Anuncios en tableros de la comunidad, tiendas, locales, clinicas, etc.-----72-1		2	3	4

23. Voy a sugerirle diferentes cursos la cual adultos puden matricularse por varias razones. Para cada tipo de curso, digame si es el curso que definitivamente le atrae, si es algo que posiblemente pueda interesarles o si es que no tiene ningun interes en el tema. El primero es..... (lea la lista).

	<u>Definitiva- mente le atrae o le interesa</u>	<u>Posible- mente pueda interesarle</u>	<u>No le interesa</u>	<u>No estoy seguro Ud.</u>
Cursos en conocimientos basicos en negocios, como mecanografia, taguigrafia y contabilidad-----73-1		2	3	4
Educacion basica, esto es lectura, escritura y matematicas-----74-1		2	3	4
Ingles como segundo idioma-----75-1		2	3	4
Un curso para mejorar la comunica- cion y relacion con la familia--76-1		2	3	4
Artes y artesanios, como dibujo, fotografia tejido de punto, etc--77-1		2	3	4
Un curso an como desenvolverse en asuntos locales de la comunidad y politicos-----78-1		2	3	4
Relaciones de propietarios de casas e inquilinos-----79-1		2	3	4
Como manejar y mantener su casa o apartamento-----80-1		2	3	4
Equivalencia de escuela secundaria (high School)-----6-1		2	3	4
Ciercias de computadoras-----7-1		2	3	4
Conocimientos de administracion--8-1		2	3	4
Educacion del consumidor, pro ejemplo saber como comprar prudentemente-----9-1		2	3	4
Ejicutar artes como musica, drama y baile-----10-1		2	3	4

24. Preferiria usted tomar cursos durante el dia, por las noches, los sabados o los domingos?

Durante el dia-----11-1		Todos satisfactorios sin diferencia--5
Por la noche-----2		No interesada en el curso-----6
Sabados-----3		No estoy seguro-----7
Domingos-----4		

25. Que hora del dia le convendria mas para matricularse en un curso?

Antes del trabajo-----12-1
 Entre las 9 y 12 de la mañana----- 2
 Durante la hora del almuerzo----- 3
 Antes de las 2 de la tarde----- 4
 Entre la 1 y las 5 pm----- 5
 Entre las 5 y 7 pm----- 6
 Entre las 7 y 9 pm----- 7
 No esta Ud. seguro, depende----- 8

26. Que estaciones del ano preferiria usted para matricularse en un curso:
 primavera, verano, antono, invierno?

27. Supongamos que tuvera ud. interesa en matricularse en un curso. Yo voy a nombrar varios sitios. Digame si cada sitio es el tipo a donde definitivamente le gustaria ir para asistir a un curso, un sitio que usted consideraria o un sitio que o le interesa.

	<u>Definitely</u> <u>Would Want</u> <u>To Go</u>	<u>Would</u> <u>Consider</u>	<u>Wouldn't</u> <u>Interest</u>	<u>Not</u> <u>Sure</u>
Una escuela comercial o un instituto ticrico-----14-1		2	3	4
Una escuela secundaria en su barrio---15-1		2	3	4
Un centro organizacion comunal en su barrio-----16-1		2	3	4
Una iglesia o sinagoga en su barrio---17-1		2	3	4
Una universidad de cuatro anos-----18-1		2	3	4
Una universidad de dos anos-----19-1		2	3	4

28. Cual de las universidades de dos anos consideraria usted para matricularse en un curso?

Bronx Community College----- 20- 1
 Kingsborough Community College----- 2
 LaGuardia Community College----- 3
 Manhattan Community College----- 4
 New York City Community College----- 5
 Queensborough Community College----- 6
 Other ----- 7
 (WRITE IN)
 Not sure----- 8

29. Veamos ahora como podria usted a degin una universidad u otro entidad educatina su la cual pueda tomar en curso. Por cada factor o manciorie, digame si eso sena de una mayor consideraciou, importante pero no factor decisino, o no se una consideracion o lo ayude a selecciouar en lugar para tomar su curso. Lo primero es.....

	Mayor conside- racion	Importante per no un factor decisino	Ninguna conside- racion	No esta seguro
El costo por curso-----21-1		2	3	4
El prestigio de la institucion---22-1		2	3	4
La conveniencia de viajar desde la casa-----23-1		2	3	4
La corveculucia de viajar desde el trabajo-----24-1		2	3	4
La disponibilidad de credito por experiencin de vida-----25-1		2	3	4
La disponibilidad de clases pequenos y personalizador-----26-1		2	3	4
Cursos con credito o sin credito-27-1		2	3	4
Los alrededores del campus y de la comunidad-----28-1		2	3	4
La disponibilidad de pacilizador de estacionamiento de vehiclor29-1		2	3	4
Un Buen servicio de colocacion de trabajo-----30-1		2	3	4
La calidad academica del curso o programs-----31-1		2	3	4
Tiene cursos espacialmente por adultos-----32-1		2	3	4
Una recomendacion de alguien que asistio a esa institucion--33-1		2	3	4
Una recomendacion de su amigo o un pariente-----34-1		2	3	4

30. Piersa usted comprar el servicio de circuito cerrado de TV puedo este disponible en su vencindario?

Si-----35-1	
No-----	2
No esta seguro-	3

Finalmente tango unos preguntas solamente para propositos de clasificacion.

31. Cual es su estado civil?

Soltora (a)-----36-1	Divorciado/separado-----3
Cosado (a)-----37-2	Viudo-----4
	Ruhisa-----5
	Contestar

32. Que idioma se habla en su casa?

Chinese-----37-Y	Korean-----4
English-----X	Slavic languages
French-----0	(Serbo-Creation,
German-----1	Polish, Czech, etc.)- 5
Greek-----2	Spanish-----6
Japanese-----3	Yiddish-----7
	Other-----8
	(WRITE IN)
	Refused-----9

33. A cual de estos catagorar de edad pertereses usted (lea la lista)

18-24-----38-1	45-54-----4
25-34-----2	55-64-----5
35-44-----3	65 y over-----6
	Rehuso-----7

34. Cual es el nivel de educacion mas alto que usted ha adquirido?

8 años o menos-----39-1
 Asistió a la escuela superior pero no su
 grado----- 2
 Graduado de la escuela superior----- 3
 Graduado de un a escuela vocacional o tecnica----- 4
 Asistió a la universidad----- 5
 Graduado de una universidad de dos años----- 6
 Graduado de una universidad de cuatro años----- 7
 Escuela graduada ----- 8
 No esta seguro (respuesta
 voluntaria)----- 9

35. A que grupo racial o etnico pertenece usted?

White non-Hispanic-----40-1
 Black non-Hispanic----- 2
 Hispanic----- 3
 Other ----- 4
 (WRITE IN)
 Refused----- 5

36. Podria calcular el ingreso total de 1979 de las personas que vivea en su casa y trabajar?

\$7,000 or less-----41-1
 \$7,001 to \$10,000----- 2
 \$10,001 to \$15,000----- 3
 \$15,001 to \$20,000----- 4
 \$20,001 to \$25,000----- 5
 Over \$25,000----- 6
 Refused, not sure----- 7

SEX: Male-----42-1 Female----- 2

THIS IS A BONA FIDE INTERVIEW AND HAS BEEN OBTAINED ACCORDING TO QUOTA AND ALL INTERVIEWER SPECIFICATIONS.

Respondent's Name _____
 Respondent's Address _____
 City/Town/Zip _____
 Telephone _____
 Interviewer's Name _____
 Date of Interview _____
 Length of Interview _____
 Validated by _____
 on (Date) _____

Αποκλειστικά
 για
 χρήση γραφείου

change _____ Μελέτη σχετικά με τη Μόρφωση που συνεχί-
 ζεται μετά το πέρας Σχολικά χρόνια

Σε ποια συνοικία ζείτε; (DO NOT READ LIST)

Εσείς, όνομα μου _____ Κάνω μια μελέτη που θα δείξει το πιστεύω οι κάτοικοι του Brooklyn και Queens σχετικά με τις κοινότητες τους και ποιές είναι οι εκπαιδευτικές ως ανάγκες και τα ενδιαφέροντά τους. Θα ήθελα να σας ρωτήσω μερικές ερωτήσεις και η πρώτη τις ερωτήσεις αυτές είναι η ακόλουθη.

Σε ποια συνοικία ζείτε; (DO NOT READ LIST)

Astoria	6-Y	Long Island City	1
Bedford Stuyvesant	X	Maspeth	2
Brownsville	0	Middle Village	3
Bushwick	1	North Corona	4
Corona	2	Rego Park	5
East Elmhurst	3	Richmond Hill	6
East New York	4	Ridgewood	7
Elmhurst	5	Steinway	8
Flatbush	6	Sunnyside	9
Forest Hills	7	Williamsburg	8-Y
Glendale	8	Woodhaven	X
Greenpoint	9	Woodside	0
Hunter's Point	7-Y	"Άλλη συνοικία εκτός των	
Jackson Heights	X	αναφερομένων.....	1
Kew Gardens	0		

2. Πόσο καιρό ζείτε στη συνοικία αυτή;

Λιγότερο από ένα χρόνο	9 - 1
Ένα χρόνο αλλά λιγότερο από τρία χρόνια	- 2
Τρία χρόνια αλλά λιγότερο από πέντε χρόνια ..	- 3
Πέντε χρόνια αλλά λιγότερο από δέκα χρόνια ..	- 4
Περισσότερο από δέκα χρόνια	- 5
Δεν είμαι σίγουρος, άρνούμαι ν' απαντήσω	- 6

3. Σας παρουσιάζουμε μερικά θέματα που μπορεί να απασχολούν ή μπορεί να μην απασχολούν την συνοικία σας. Για κάθε ένα από τα θέματα αυτά, υποδείξτε μου αν το θέμα είναι σοβαρό και σας ενδιαφέρει προσωπικά ή αν είναι σοβαρό αλλά δεν σας ενδιαφέρει προσωπικά ή αν δεν είναι σοβαρό για την συνοικία σας. (Διαβάστε πρώτα όλα τα αναγραφόμενα θέματα)

	Σοβαρό Πρό- βλημα και προσωπικό	Σοβαρό Πρό- βλημα αλλά δχι προσωπικό	Άσημαντο Πρόβλημα	Δεν είναι σίγουρος
Άσχημη στεγαστική κατάσταση της συνοικίας.....	10 - 1	2	3	4
Γενική παραμέληση και κατάσταση της συνοικίας.....	11 - 1	2	3	4
Έθνη και φυλετική κρίση.....	12 - 1	2	3	4
Εγκληματικότητα.....	13 - 1	2	3	4
Άσχημη συγκοινωνιακή κατάσταση.....	14 - 1	2	3	4
Άνεργια.....	15 - 1	2	3	4
Άσχημες εκπαιδευτικές εγκαταστάσεις για την μόρφωση ενηλίκων.....	16 - 1	2	3	4
Άνθρωποι με δχι φυλικές διαθέσεις.....	17 - 1	2	3	4
Πτωχές ψυχαγωγικές εγκαταστάσεις.....	18 - 1	2	3	4
Λύγες πληροφόρησης σχετικά με θέματα υγείας.....	19 - 1	2	3	4
Άσχημη εξυπηρέτηση στις βιβλιοθήκες.....	20 - 1	2	3	4

4. Διαλέξτε μια από τις παρακάτω φράσεις που νομίζετε ότι περιγράφει τον έαυτό σας κατά τον καλύτερο τρόπο; (Διαβάστε όλες τις φράσεις πρώτα)

- Έργαζόμενος/εργαζόμενη.....21-1 (ΡΩΤΗΣΤΕ ΑΠΟ ΕΡΩΤΗΣΗ 5α μέχρι 11α, από 14 ΕΩΣ ΤΟ ΤΕΛΟΣ)
- Συνταξιούχος/Συνταξιούχη..... 2 (ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 14)
- Άνεργος και ψάχνετε για δουλειά 3 (ΡΩΤΗΣΤΕ ΕΡΩΤΗΣΗ 5β-8β, 11β) ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 14
- Άνεργος και δεν ψάχνετε για δουλειά αλλά ούτε καιρνετε σύνταξη..... 4 (ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 12)
- Άλλη περίπτωση εκτός των αναφερομένων... 5 (ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 14)
- Άνοομαι ν' απαντήσω..... 6

ΕΡΩΤΗΣΕΙΣ ΠΟΥ ΑΦΟΡΟΥΝ ΑΥΤΟΥΣ ΠΟΥ ΕΡΓΑΖΟΝΤΑΙ | **ΕΡΩΤΗΣΕΙΣ ΠΟΥ ΑΦΟΡΟΥΝ ΑΥΤΟΥΣ ΠΟΥ ΨΑΧΝΟΥΝ ΓΙΑ ΔΟΥΛΕΙΑ**

5α. Τι είδους εργασία κάνετε; | 5β. Τι είδους εργασία συνήθως κάνετε όταν δουλεύετε;

6α. Εργάζεστε ολόκληρο οπτάμωο ή εργάζεστε σε μερική εργασία; (part time) | 6β. Όταν δουλεύετε εργάζεστε ολόκληρο οπτάμωο ή εργάζεστε σε μερική εργασία (part time)

- Όλοκληρο οπτάμωο23-1
- Μερική εργασία..... 2
- Όλοκληρο οπτάμωο και μερική εργασία, κ.λ.π.....3
- Άνοομαι ν' απαντήσω.....4

7α. Ποιά είναι το όνομα της εργασίας ή του οργανισμού που δουλεύετε; | 7β. Ποιά είναι το όνομα της εταιρείας ή του οργανισμού που συνήθως δουλεύετε;

ΕΡΩΤΗΣΕΙΣ ΠΟΥ ΑΦΟΡΟΥΝ ΑΥΤΟΥΣ ΠΟΥ ΕΡΓΑΖΟΝΤΑΙ | **ΕΡΩΤΗΣΕΙΣ ΠΟΥ ΑΦΟΡΟΥΝ ΑΥΤΟΥΣ ΠΟΥ ΨΑΧΝΟΥΝ ΓΙΑ ΔΟΥΛΕΙΑ**

8α. Έχετε δική σας εργασία και ό έδος ελπετε άρρυτυκό; | 8β. Όταν δουλεύετε έχετε δική σας εργασία και ό έδος ελπετε άρρυτυκό;

- Και έχω δικές μου μεζύνες.....26-1
- Όχι, δέν έχω δικές μου μεζύνες... 2
- έλαρτάται..... 3

ΡΩΤΗΣΤΕ ΕΡΩΤΗΣΗ 9
(ΕΡΩΤΗΣΗ 9 ΑΠΕΥΘΥΝΕΤΕ ΜΟΝΟΜ Σ'ΑΥΤΟΥΣ ΠΟΥ ΕΡΓΑΖΟΝΤΑΙ ΤΩΡΑ)

ΠΑΡΑΛΕΙΨΤΕ ΕΡΩΤΗΣΗ 9 ΚΑΙ ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 10β

9. Νομίζετε ότι ελπετε εύχαρλοσημένος με την δουλειά που έχετε τώρα και σκέπτεστε νά την κρατήσετε, έλπεζετε νά κάρετε προαγωγή στην έταιρεία που δουλεύετε ή έλπεζετε νά βοήθε έλλη δουλειά σε έλλη έταιρεία;

- Θά κρατήσετε την παρούσα δουλειά.....27-1
- Προαγωγή ή καλύτερη θέση στην έταιρεία που δουλεύετε..... 2
- δουλειά σε έλλη έταιρεία..... 3
- δέν ελπετε σύγουρος..... 4

ΕΡΩΤΗΣΕΙΣ ΠΟΥ ΑΦΟΡΟΥΝ ΑΥΤΟΥΣ ΠΟΥ ΕΡΓΑΖΟΝΤΑΙ

ΕΡΩΤΗΣΕΙΣ ΠΟΥ ΑΦΟΡΟΥΝ ΑΥΤΟΥΣ ΠΟΥ ΨΑΧΝΟΥΝ ΓΙΑ ΔΟΥΛΕΙΑ

10α. 'Αν υποθέσουμε ότι κοιτάτε για προαγωγή ή καλύτερη θέση, νομίζετε ότι τα χρεώστετε περισσότερο μόρφωση ή περισσότερες ικανότητες, ή νομίζετε ότι οι ικανότητες που έχετε τώρα και το μορφωτικό σας επίπεδο είναι αρκετά;

10β. 'Από το φαίνεται για δουλειά νομίζετε ότι χρειάζεστε επί πλέον μόρφωση και άλλες ικανότητες ή νομίζετε ότι η παρούσα μόρφωσή σας και ικανότητές σας είναι αρκετές;

Χρειάζεστε επί πλέον εκπαίδευση ή σχολείο.....28-1
 Οι ικανότητές σας και η μόρφωσή σας είναι αρκετά..... 2
 Δεν είστε σίγουρος, εξαρτάται..... 3

11α. Παρακάτω αναφέρονται διαφορετικά είδη εκπαίδευσης και μπορεί να σας βοηθήσουν να βρείτε μια καλύτερη δουλειά. Καιρό από τα παρακάτω προγράμματα νομίζετε ότι σας ενδιαφέρει πάρα πολύ, σας ενδιαφέρει λίγο, δεν σας ενδιαφέρει καθόλου. (Διαβάστε πρώτα όλα τα προγράμματα)

11β. Παρακάτω αναφέρονται διαφορετικά είδη εκπαίδευσης και μπορεί να σας βοηθήσουν να βρείτε δουλειά. Καιρό από τα παρακάτω προγράμματα νομίζετε ότι σας ενδιαφέρει πάρα πολύ, σας ενδιαφέρει καθόλου. (Διαβάστε πρώτα όλα τα προγράμματα).

Είς ενδιαφέρει πάρα πολύ Είς ενδιαφέρει λίγο Δεν σας ενδιαφέρει καθόλου Δεν είστε σίγουρος

'Εκπαιδευτικό πρόγραμμα του δευτεροβάθμιου σχολείου που θα σας βοηθήσει να βρείτε μια καλύτερη δουλειά.....29-1	2	3	4
'Εκπαιδευτικό πρόγραμμα του δευτεροβάθμιου σχολείου που θα σας βοηθήσει να βρείτε μια καλύτερη δουλειά.....30-1	2	3	4
Περισσότερη μόρφωση στον χώρο της μηχανικής και ηλεκτρονικής σας ικανότητες.....31-1	2	3	4
'Αγγλικά σαν δεύτερη γλώσσα.....32-1	2	3	4
Καθοδήγηση για αυτοτελείωση και καθορισμό καινούργιου επαγγελματικού προσανατολισμού.....33-1	2	3	4

ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 14

ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 14

(ΕΡΩΤΗΣΕΙΣ ΕΡΩΤΗΣΕΙΣ 12 ΚΑΙ 13 ΜΟΝΟΝ ΑΝ ΤΟ ΠΡΟΣΩΠΟ ΠΟΥ ΡΩΤΑΤΑΙ ΕΙΝΑΙ ΑΝΕΡΓΟ ΚΑΙ ΔΕΝ ΨΑΧΝΕΙ ΓΙΑ ΔΟΥΛΕΙΑ: ΑΛΛΑ ΔΕΝ ΠΑΙΡΝΕΙ ΣΥΝΤΑΞΗ, ΟΛΟΙ ΟΙ ΥΠΟΛΟΙΠΟΙ ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 14)

12. Μερικοί άνθρωποι δεν φαίνουν για δουλειά αλλά όταν παρουσιαστεί μια ενδιαφέρουσα δουλειά μπορεί να δείξουν ενδιαφέρον για αυτή ενώ μερικοί άλλοι δεν φαίνουν για δουλειά και δεν δείχνουν καμία δουλειά. 'Εσείς προσωπικά, θα κάνατε μια καλή δουλειά αν παρουσιαζόταν ή δεν ενδιαφέρεστε καθόλου για οποιαδήποτε δουλειά;

Θα κάνατε μια καλή δουλειά...34-1 (ΕΡΩΤΗΣΗ 13)
 Δεν ενδιαφέρεστε καθόλου για οποιαδήποτε δουλειά..... 2 (ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 14)
 Δεν είστε σίγουρος..... 3

Παρακάτω θα βρείτε διαφορετικά προγράμματα που πιθανόν να σας βοηθήσουν να βρείτε δουλειά. Για κάθε ένα από τα προγράμματα αυτά γράψτε μου εάν είναι το πρόγραμμα που νομίζετε ότι σίγουρα θα σας βοηθήσει να βρείτε δουλειά, ότι είναι το πρόγραμμα που θα το σκεφθίτε ή ότι δεν σας ενδιαφέρει καθόλου (Διαβάστε πρώτα όλα τα προγράμματα)

Θάθελα να παρακολουθήσω το πρόγραμμα πάρα πολύ Θα το δω με σκεπδή ενδιαφέρει Δεν είναι σίγουρος

Το πρόγραμμα θα σας διδάξει την δουλειά που σας ενδιαφέρει..... 35-1	2	3	4
'Επί πλέον μόρφωση στον χώρο της μηχανικής και την ανάπτυξη..... 36-1	2	3	4
'Αγγλικά σαν δεύτερη γλώσσα..... 37-1	2	3	4
Καθοδήγηση για αυτοτελείωση και καθορισμό καινούργιου επαγγελματικού προσανατολισμού.....38-1	2	3	4

(ΡΩΤΗΣΤΕ ΟΛΟΥΣ)

.. Από τη στιγμή που τελειώσατε το σχολείο, έχετε παρακολουθήσει κανένα μάθημα με σκοπό να κερδίσετε ένα πτυχίο ή ένα δίπλωμα ή για να ικανοποιήσετε προσωπικές πνευματικές ανάγκες; (απαντήστε με περισσότερες από μία απάντηση αν είναι απαραίτητο)

Σκουδάζετε για πτυχίο που απαιτεί 4 χρόνια.....	38-1	ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 18
Σκουδάζετε για πτυχίο που απαιτεί 2 χρόνια.....	2	
Σκουδάζετε για να κερδίσετε ένα δίπλωμα, ή παίρνετε μαθήματα χωρίς στο τέλος να κερδίσετε ένα πτυχίο.....	3	ΡΩΤΗΣΤΕ ΕΡΩΤΗΣΗ 15-17
Αλλάς παίρνετε μαθήματα για προσωπική ικανοποίηση.....	4	ΡΩΤΗΣΤΕ ΕΡΩΤΗΣΗ 15-17
Άλλη πιθανότητα.....	5	
Όχι.....	6	ΠΗΓΑΙΝΕΤΕ ΣΤΗΝ ΕΡΩΤΗΣΗ 20
Δέν είμαι σίγουρος.....	7	

.. Ηουίζετε ότι το μάθημα ή το πρόγραμμα που παρακολουθείτε έχει άμεση σχέση με τη δουλειά το παρακολουθείτε για προσωπική ικανοποίηση;

Άμεση σχέση με τη δουλειά.....	40-1
Προσωπική ικανοποίηση.....	2
Δέν είστε σίγουρος.....	3

3. Τά μαθήματα παρακολουθείτε ή παρακολουθήσατε;

41-
42-

7. Τα μαθήματα που παρακολουθείτε ή παρακολουθήσατε σας δίνουν credit ή όχι;

Μο0 δώνου credit.....	43-1
Δέν μο0 δώνου credit.....	2
Δέν είμαι σίγουρος...	3

8. Σε ποιά σχολείο παρακολουθήσατε ή παρακολουθείτε το μάθημα/μαθήματα; (Π.Χ. Γυμνάσιο, Κολλέγιο, εάν ήταν Κολλέγιο δώστε το όνομα του Κολλέγιου)

44-
45-

9. Γιατί διαλέξατε να πάτε στο σχολείο που ανέφερατε στην ερώτηση 18 και δέν πήγατε σε κάποιο άλλο σχολείο;

46-
47-

20. 'Ανεξέλεγκτα δὲν ἔχετε παρακολουθήσει ἢ ὄχι μαθήματα ἀπὸ τῆς στιγμῆς τοῦ τελειώσατε τὸ σχολεῖο, θὰ θέλαμε νὰ σκευθῆτε καὶ νὰ μᾶς πῆτε τοὺς λόγους τοῦ σὰς ἐμπέδισαν νὰ παρακολουθήσετε ἑτέρωτα μαθήματα. Παράκτω ἀναγράφονται μερικὸς ἀπὸ τοὺς λόγους τοῦ σὰς ἐμπέδισαν νὰ πᾶτε τὸ σχολεῖο. Σὰς παρακαλᾷ ἐξ ἑμοῦ γιὰ κἄθε ἓνα ἀπὸ τοὺς λόγους αὐτοὺς δὲν ἦταν ὁ βασικὸς λόγος τοῦ δὲν πῆγατε στὸ σχολεῖο, λιγότερο βασικὸς λόγος ἀλλὰ ὄχι ἡ κύρια αἰτία τοῦ δὲν πῆγατε σχολεῖο, ἢ ὅτι ἐνδυνάπηχε κανένας λόγος νὰ μὴν πᾶτε σχολεῖο. (Διαβάσατε πρῶτα ὅλους τοὺς λόγους).

	Βασικὸς Λόγος	Λιγότερο βασικὸς Λόγος ἀλλὰ ὄχι ἡ κύρια αἰτία	Δὲν ὑπῆρχε Κανένας λό- γος	Δὲν εἶμαι Σύγουρος
Δὲν εἶχατε χρήματα ἀρκετὰ γιὰ νὰ πᾶ- τε σχολεῖο;.....	48-1	2	3	4
Πρέπει νὰ φροντίσετε γιὰ τὸ παιδί σας.....	49-1	2	3	4
Ἡ δουλειά σας δὲν σὰς ἀφήνει χρο- νικὸ περιθώριο.....	50-1	2	3	4
Δὲν ἔχετε κἄτι στὸ σχολεῖο γιὰ πολ- λὰ χρόνια καὶ εἶναι δύσκολο νὰ καθί- σετε κἄτι στὸ θρανίο καὶ ὄχι ἀρχίσα- τε κἄτι τὸ διδάσκει.....	51-1	2	3	4
Δὲν μπορεῖτε νὰ πᾶτε στὸ σχολεῖο λόγω ἑλλείψεως συγκοινωνιακοῦ μέ- σου.....	52-1	2	3	4
Θὰ κἄνατε πολλή ἄρα μέχρι νὰ φθί- σετε στὸ σχολεῖο.....	52-1	2	3	4
Εἶναι ἐπικίνδυνον νὰ εργαζέστε καὶ νὰ γυρίζετε στὸ σχολεῖο τοῦ παραδίδονται τὰ μαθήματα.....	54-1	2	3	4
Εἶστε ἀνέπηρος γι' αὐτὸ δὲν μπο- ρεῖτε νὰ πᾶτε στὸ σχολεῖο.....	55-1	2	3	4
Τὸ χρονικὸ διάστημα τοῦ ἀπαιτεῖ- ται γιὰ νὰ τελειώσῃ κανεὶς τὸ πρόγραμμα εἶναι πολὺ μεγάλο.....	56-1	2	3	4
Δὲν γυρίζετε κανέναν τοῦ νὰ πα- ρακολουθεῖ μαθήματα.....	57-1	2	3	4
Εἶστε μεγάλος στὴν ἡλικία γιὰ νὰ πᾶτε τώρα στὸ σχολεῖο.....	58-1	2	3	4
Ὁ/ἡ σύζυγος δὲν ἐγκρίνει τὴν ἀπόφαση γιὰ νὰ πᾶτε στὸ σχολεῖο.....	59-1	2	3	4
Δὲν παραδίδονται μαθήματα τοῦ νὰ μὲ ἐνδιαφέρουν.....	60-1	2	3	4
Τὰ μαθήματα δὲν παραδίδονται τὴν κα- τάλληλη ἄρα γιὰ μένα.....	61-1	2	3	4
Δὲν ἔχετε δεῖ ἀρκετὰς πληροφορίες σχε- τικὰ μὲ τὰ μαθήματα τοῦ προσφέρονται...	62-1	2	3	4
Δὲν ἔχετε ἐνδιαφέρον νὰ παρακολουθή- σετε μαθήματα.....	63-1	2	3	4

21. Διαφορετικοὶ ἀνθρωποὶ ἔχουν διαφορετικὰς γνώμες σχετικὰ μὲ τὸ σχολεῖο καὶ τὴ μελέτη τοῦ ἀπαιτεῖται. Νομίζετε ὅτι τὸ νὰ εργαζέστε στὸ σχολεῖο εἶναι κἄτι τοῦ σὰς εὐχαριστεῖ, κἄτι τοῦ δὲν σὰς ἀρέσει ἀλλὰ πρέπει νὰ τὸ κάνετε ἐάν θέλετε νὰ πετύχετε ἓνα σκοπὸ, ἢ κἄτι τοῦ δὲν θέλε-
τε νὰ κάνετε μὲ κανένα τρόπο;

Κἄτι τοῦ σὰς εὐχαριστεῖ.....	64-1
Κἄτι τοῦ δὲν σὰς ἀρέσει ἀλλὰ πρέπει νὰ τὸ κάνετε.....	2
Κἄτι τοῦ δὲν θέλετε νὰ κάνετε μὲ κανένα τρόπο.....	3
Δὲν εἶμαι σύγουρος.....	4

22. Αν είχατε ενδιαφέρον να γραφθήτε σ' ένα μάθημα, σε τί εφόδους πληροφορίες θα βασιζόσαστε υ θέλατε να μάθετε περισσότερα πράγματα σχετικά με τό μάθημα ή τί εφόδους μαθήματα είναι δια-όσια. Παραδείγματα: χόδιν έν διαβάσατε τήν πρώτη σειρά (ΔΙΑΒΑΣΤΕ ΤΗΝ ΠΡΩΤΗ ΣΕΙΡΑ) νομίζετε τι θα είχατε άρκετές βάλιμες πληροφορίες για να γραφθήτε στο μάθημα ή όχι; (ΤΩΡΑ ΔΙΑΒΑΣΤΕ ΤΙΣ ΠΟΛΙΟΠΙΕΣ ΣΕΙΡΕΣ).

	Θά βασιζόμουν σ' αυτό	Δέν θα βασιζόμουν σ' αυτό	Δέν ενδιαφέρομαι για μάθημα	Δέν είμαι σίγουρος
Διασημύσεις μέσω ραδιοφώνου.....	55-1	2	3	4
Διασημύσεις μέσω τηλεόρασης.....	56-1	2	3	4
Διασημύσεις από έφημερίδες.....	57-1	2	3	4
Πληροφορίες μέσω έπαγγελματικόν περιολικόν ή μέσω έφημερίδων έταγ- τικόν οργανισμών.....	58-1	2	3	4
Πληροφορίες από τή γειτονιά, έλλησά ή συναγωγή και κυκλοφορούν σε φυλλάδια...	59-1	2	3	4
Από φίλο ή συγγενή.....	70-1	2	3	4
Από άνθρώπους και δουλεύουν.....	71-1	2	3	4
Από άνακοινώσεις και τοιχοπολλόνται στο κτίρια άνακοινώσεων σε κοινοτικά κέντρα, γειτονικά καταστήματα, κλι- νικές ύγεινής κ.τ.λ.....	72-1	2	3	4

23. Θα σας ύποδεχόν διαφορετικά μαθήματα και έθελον οι μοροδν να έγγραφον κατά διαφορετικά (ρονικά) διαστήματα. Για κάθε ένα από τά μαθήματα και άναφέρονται παρακάτω, πές τε μου έν τό μάθημα άπευθύνετε στις άνόγκες σας, είναι κάτι που μοροει να σας ενδιαφέρει, δέν έχετε κανέ-
να ενδιαφέρον για τό προσφερόμενο μάθημα. (ΔΙΑΒΑΣΤΕ ΠΡΩΤΑ ΟΛΑ ΤΑ ΑΝΑΓΡΑΦΟΜΕΝΑ ΜΑΘΗΜΑΤΑ)

	Τό μάθημα/μαθήματα άπευθύνονται άμέσως στις άνόγκες μου	Μοροει να με ενδια-έρει	Δέν έχω κανέ-να ενδιαφέρον	Δέν είμαι σίγουρος
Βασικά μαθήματα για μέσους, π.χ. δακτυλογραφική, στενο- γραφία, λογιστική.....	73-1	2	3	4
Βασική άρσηση, π.χ. άνάγνωση, γράφιο και μαθηματικά.....	74-1	2	3	4
Άγγλικά σε δεύτερη γλώσσα.....	75-1	2	3	4
Μαθήματα για βελτίωση ελπεγεικόν και κοινοτικόν δεσμών.....	76-1	2	3	4
Μαθήματα στις καλές τέχνες και χει- ροτεχνία, π.χ. ζωγραφική, φωτογραφική, ελέξιο κ.τ.λ.....	77-1	2	3	4
Μαθήματα που να διδάσκουν πώς κάποιος μοροει να άναμειχθεί στο πολιτικά της κοινοτήτες του.....	78-1	2	3	4
Σχέσεις μεταξύ ένοίκου και σπιτονομο- κύρη.....	79-1	2	3	4
Πώς να διατάξετε σε καλή κατάσταση τό στότι σας ή τό διαμερισμά σας.....	80-1	2	3	4
Μαθήματα για τήν άπόκτηση του διελέ- ματος και ύσοδυναμεί με τό άπολυτήριο γυμνασίου.....	8-1	2	3	4
Μαθήματα για ήλεκτρονικούς ύπολογιστές.....	7-1	2	3	4
Διοληπτικές ύκανότητες.....	8-1	2	3	4
Άρσηση για τόν καταναλωτή όπως πώς να ξηδέυετε τί χρήματά σας με έξυπνο τσό- κο.....	9-1	2	3	4
Μουσική όραμα και χορό.....	10-1	2	3	4

24. Θα προτιμούσατε να παρακολουθήσατε μαθήματα τίς καθημερινές τήν ήμέρα, τίς καθημερινές τήν νύχτα, τό Σάββατο ή τήν Κυριακή;

Καθημερινές τήν ήμέρα.....	Δέν με κερδίζει ήμέρα.....
Καθημερινές τήν νύχτα.....	Δέν ενδιαφέρομαι για μαθήματα.....
Σάββατο.....	Δέν είμαι σίγουρος.....
Κυριακή.....	

15. Ποιά θα ήταν ή πιο κατάλληλη ώρα για σας για να πάτε στο σχολείο; (ΔΙΑΒΑΣΤΕ ΤΑ ΠΑΡΑΚΑΤΩ, ΜΠΟΡΕΙΤΕ ΝΑ ΑΠΑΝΤΗΣΕΤΕ ΣΕ ΠΕΡΙΣΣΟΤΕΡΕΣ ΑΠΟ ΜΙΑ ΕΚΔΟΧΗ)

Πρόν από την δουλειά.....	13-1	Μεταξύ 1 και 5μ.μ.....	5
Μεταξύ 1-12 τό πρωί.....	2	Από 5-7μ.μ.....	6
Κατά την διάρκεια του λάντσ.....	3	Από 7-7μ.μ.....	7
Πρόν από τες 2 τό άπογεύμα.....	4	Δέν είναι σίγουρος, έξαρτάται.....	8

16. Ποιά έκοχή είναι πιο κατάλληλη για σας να πάτε στο σχολείο; "Ανοιξη, Καλοκαίρι, θεινύπωρο ή χειμώνα (Μπορείτε ν' απαντήσετε σε περισσότερες από μια έκδοχή)

"Ανοιξη.....	13-1	Χειμώνα.....	4
Καλοκαίρι.....	2	Δέν έχω προτίμηση.....	3
θεινύπωρο.....	3	Δέν είναι σίγουρος.....	8

27. "Ας υποθέσουμε ότι ενδιαφέρεστε να παρακολουθήσετε ένα μάθημα. Θα σας άναφέρω παρακάτω μια σειρά διαφορετικών σχολείων που μπορείτε να παρακολουθήσετε μαθήματα. Σας παρακαλώ πές τε μου έν σίγουρα θα θέλατε να πάτε στο σχολείο αυτό, έν θα τό σκεφθήτε για να πάτε ή τό σχολείο αυτό δέν σας ενδιαφέρει καθόλου. (Διαβάστε πρώτα όλα τό σχολεία).

	Σίγουρα θέθελα να πάω	θα τό σκεφθώ	Δέν μέ ένδιαφέρει	Δέν είναι σίγουρος
A Σχολείο για έμπορικές ουδές ή επαγγελματι- κή. (υποτιτούτο.....	14-1	2	3	4
A Στο γυμνάσιο της γειτονιάς.....	15-1	2	3	4
A Στο κέντρο της συνουσίας ή στην τοπική όργανωση.....	16-1	2	3	4
A Στην έκκλησία ή συναγωγή της γειτονιάς.....	17-1	2	3	4
A Σε κολλέγιο που έχει τέσσερα χρόνια σούτη- σης.....	18-1	2	3	4
A Σε κολλέγιο που έχει έσο χρόνια.....	19-1	2	3	4

ΚΑΝΕΤΕ ΕΡΩΤΗΣΗ 28 ΜΟΜΟΝ ΑΝ ΕΧΕΙ ΑΠΑΝΤΗΣΗ " ΣΙΓΟΥΡΑ ΘΑΘΕΛΑ ΝΑ ΠΑΩ " " ΘΑ ΤΟ ΣΚΕΦΘΩ " ΣΤΗΝ ΕΡΩ-
ΤΗΣΗ 27 ΓΙΑ ΘΕΤΗΣΗ ΣΕ ΔΙΧΡΩΝΟ ΚΩΔΑΞΙΤΟ)

28. Ποιά από τά παρακάτω όόχρονα κολλέγια θα διαλέγατε για να παρακολουθήσετε μαθήματα; (ΜΗΝ ΔΙΑΒΑΣΤΕ ΟΑΑ ΤΑ ΚΩΔΑΞΙΑ, ΥΠΟΔΕΙΞΤΕ ΤΗΝ ΠΡΟΤΙΜΗΝ ΣΑΙ ΚΑΘΩΣ ΤΑ ΔΙΑΒΑΖΕΤΕ, ΜΠΟΡΕΙΤΕ ΚΑ ΥΠΟΔΕΙΞΤΕ ΠΕΡΙΣΣΟΤΕΡΑ ΑΒΟ ΕΝΑ ΚΩΔΑΞΙΟ)

Bronx Community College.....	20-1
Kingsborough Community College.....	2
LeSuerdie Community College.....	3
Manhattan Community College.....	4
New York City Community College.....	5
Queensborough Community College.....	6
"Άλλο.....	7
Δέν είναι σίγουρος.....	8

29. Πως θα κάνετε την εκλογή του κολλέγιου ή άλλου εκπαιδευτικού ίδρυματος που θα θέλατε να παρακολουθήσετε μαθήματα. Για κάθε παρόντα που θα σας αναφέρουν παρακάτω ή κοδείζετε μου αν ο παρόντας αυτός είναι πέρα πολύ σπουδατος για σας, είναι σπουδατος άλλωδέν είναι ο παρόντας που θα σας κείσει ν' άπορασίσετε, δέν είναι σπουδατος για την άπορασή σας να παρακολουθήσετε μαθήματα.

	Επέρα πολύ σπουδατος παρόντας	Σπουδατος κα-ρδόντας άλλωδχι βασικός λόγος για την άπορασή σας	Δέν είναι σπουδατος παρόντας	Δέν είμαι σέγουρος
Τά χρήματα που πρέκει να κληρώ- σετε για τó μάθημα.....21-1	2	2	3	4
'Η ύδαληη του σχολείου22-1	2	2	3	4
'Η συγκαίνωια από τó σ. ει στο σχολείο.....23-1	2	2	3	4
'Η συγκαίνωια από τή δουλειά στο σχο- λείου.....24-1	2	2	3	4
'Η κιδανότητα ν' άκοκθήσετε κείρα.....25-1	2	2	3	4
'Η κιδανότητα για τάξεις με λόγους μαθη- τós που σας δένετε κερλώσότερα κροσοχή.....26-1	2	2	3	4
'Αν τó μαθήματα είναι με κροδείη ή κροδός κροδείη.....27-1	2	2	3	4
Τó κερλώσότερα που κροδός κροδείη τó σχολείο.....28-1	2	2	3	4
Διαθέσιμο μέρος για να κροδός κροδείη τó σέ- κροδός κροδείη.....29-1	2	2	3	4
'Η κιδανότητα να κροδός κροδείη τó σέ- κροδός κροδείη.....30-1	2	2	3	4
Η κροδός κροδείη του μαθήματος ή του κροδός κροδείη κροδός κροδείη.....31-1	2	2	3	4
'Αν τó μάθημα άκοκθήσετε κείρα και σέ κείρα κροδός κροδείη.....32-1	2	2	3	4
Γνώμη από κάποιον που έχει κροδός κροδείη μαθήματα στο σχολείο που κροδός κροδείη.....33-1	2	2	3	4
Γνώμη τούς κείρα ή συγγενή.....34-1	2	2	3	4

30. Σκεδός κροδείη ν' άγορδός κροδείη cable τηλεδρόση δταν τó κροδός κροδείη της θα είναι διαθέσιμο στη κείρα σας;

Και.....35-1	3
'Όχι..... 2	2
Δέν είμαι σέγουρος.... 3	3

Οί τελευταίες κροδός κροδείη που έχω να σας κείρα είναι κείρα κείρα για να κροδός κροδείη τόν κροδός κροδείη σε διάφορες κροδός κροδείη.

31. Ποιά είναι ή οίκογενειακή σας κροδός κροδείη;

'Ανύκροδός κροδείη.....36-1	3	Κροδός κροδείη/Έχετε κείρα διαζύγιο..... 3
Κροδός κροδείη..... 2	4	Κείρα/κείρα..... 4
	5	'Ανοδός κροδείη ν' άκοκθήση..... 5

32. Τó γλώσσα κροδός κροδείη στο κείρα σας;

Κροδός κροδείη.....37-γ	4	Κροδός κροδείη..... 4
'Αγγλική..... X	5	Εκείρα γλώσσα (Πολωνέκείρα, Εκείρα, Τσεκροδός κροδείη κ.τ.λ.)..... 5
Γαλλική..... 0	6	'Ιταλική..... 6
Γερμανική..... 1	7	Γκείρα..... 7
'Ελληνική..... 2	8	'Αλλη γλώσσα..... 8
Γιακροδός κροδείη..... 3	9	'Ανοδός κροδείη ν' άκοκθήση..... 9

33. Σε ποιά κροδός κροδείη ή κείρα κείρα κείρα; (Διαδός κροδείη κείρα δίες τές κροδός κροδείη)

18-24.....38-1	4	45-54.....4
25-34..... 1	5	55-64.....5
35-44..... 3	6	Πάνω από 65.....6
	7	'Ανοδός κροδείη ν' άκοκθήση.....7

34. Πόσα χρόνια έχετε κεί στο σχολείο; (διαβάστε πρώτα όλα τα παρακάτω)

- 8 χρόνια ή λιγότερο από 8 χρόνια.....39-1
- Ήγα στο γυμνάσιο για ένα χρονικό διάστημα
- άλλο δέν τό τελείωσα..... 2
- Τελείωσα τό γυμνάσιο..... 3
- Τελείωσα επαγγελματική ή τεχνική σχολή..... 4
- Ήγα για λίγο χρονικό διάστημα στο κολλέγιο..... 5
- Απόφοιτος όχρονου κολλέγιου..... 6
- Απόφοιτος τετράχρονου κολλέγιου..... 7
- Μεταπτυχιακές σπουδές..... 8
- Δέν είμαι σόγουρος..... 9

35. Ποιά είναι ή φυλετική σας ή έθνική σας καταγωγή; Είστε άσπρος άλλό όχι Ισπανικής καταγωγής, μαύρος άλλό όχι Ισπανικής καταγωγής; Ισπανικής καταγωγής, άλλης έθνικότητας ή φυλής;

- Άσπρος όχι Ισπανικής καταγωγής.....40-1
- Μαύρος όχι Ισπανικής καταγωγής..... 2
- Ισπανικής καταγωγής..... 3
- Άλλης Έθνικότητας..... 4
- Άρροθμαι ν' άπαντήσω..... 5

36. Για στατιστικούς μόνο σκοπούς υπολογίστε πόσο ήταν τό εισόδημα της οικογένειας σας τό έτος 1979 καί μετά υποδείξτε σε ποιά από τίς παρακάτω κατηγορίες υπάγεστε (Διαβάστε πρώτα όλες τίς κατηγορίες)

- \$7.000 άελλάδια ή λιγότερες..... 41-1
- 7.001 " μέχρι \$10.000..... 2
- 10.001 " μέχρι \$15.000..... 3
- 15.001 " μέχρι \$20.000..... 4
- 20.001 " μέχρι \$25.000..... 5
- Πάνω από \$25.000..... 6
- Άρροθμαι ν' άπαντήσω, δέν είμαι σόγουρος..... 7

(ΚΑΤΑΓΡΑΨΤΕ ΜΟΝΟΝ, ΜΗΝ ΚΑΝΕΤΕ ΕΡΩΤΗΣΗ)

ΦΥΛΟ: Γένους άρσενικοσ.....42-1 Γένους θηλυκοσ.....2

ΤΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΑΥΤΟ ΕΧΕΙ ΑΠΑΝΤΗΣΕΙ ΜΕ ΑΠΟΑΥΤΑ ΑΑΝΘΕΙΙ ΑΠΑΝΤΗΣΕΙΙ, ΕΧΕΙ ΥΠΟΒΑΘΕΙ Ι' ΑΝΘΡΩΠΟΥΙ ΜΕΤΑ ΑΒΟ ΣΤΑΤΙΙΤΙΚΗ ΑΜΑΛΟΓΙΑ ΚΑΙ ΙΥΜΟΙΜΑ ΜΕ ΤΙΙ ΥΠΟΔΕΙΙΕΙΙ ΤΟΥ ΑΝΘΡΩΠΟΥ ΜΟΥ ΕΚΑΝΕ ΤΙΙ ΕΡΩΤΗΣΕΙΙ.

Όνοματεπώνυμο του άνδρα που άπάντησε _____

Διεύθυνση _____

Πόλη, Ταχυδρομικός τομέας _____

Τηλέφωνο _____

Όνοματεπώνυμο του άνδρα που έκανε τίς έρωτήσεις _____

Ήμερομηνία που ή συνέντευξη έλαβε χώρα _____

Διάρκεια της συνέντευξης _____

Έπιθεωρήθηκε από _____

Επίς (ήμερομηνία) _____

Fiorello H. LaGuardia Community College



Memorandum

To: Interviewers for LaGuardia-Western Date: April 29, 1980
Queens Community Needs Assessment Subject: Training Sessions
From: Fern Khan

This is a reminder that training sessions for telephone interviewers will be held on Thursday, May 1 and Tuesday, May 6. Sessions will begin at 5:00 p.m. and conclude at 9:00 p.m. Coffee will be provided.

The training sessions will be held at the Continuing Education Division located on the third floor of the Executone Building, 29-10 Thomson Avenue, Room 332.

All interviewers must attend one of these sessions. When you come for the training, please be prepared to inform us which evenings (5 to 9) and/or Saturdays (10-6), as well as which times you will be available to conduct interviews. Interviewing will begin on Wednesday, May 7.

We look forward to seeing you.

FK:dc

May, 1980

CONTINUING EDUCATION SURVEY
INTERVIEWER INSTRUCTIONS

The purpose of this study is to measure attitudes toward their communities of residents of western Queens and parts of Brooklyn, and, more importantly, to determine needs for and interest in continuing education. There are two main tasks of these instructions: to explain how to conduct the interview, and to teach you how to use the telephone screening procedures. While neither of these tasks is very difficult, there are some details and regulations that must be kept in mind while interviewing. Always remember that if you are not sure about how to do something, ask your supervisor.

Telephone Screening Procedures

The most important document for the screening process is the Call Record Sheet. This sheet (see the sample provided for you) tells you what numbers to call and lets you keep a record of what happens on every call you make.

Always put your name in the "interviewer" blank at the top of the form.

The space labelled "prefix" at the upper right of the form contains the first five digits of a telephone number. By adding on the 25 separate two digits listed down the left hand column (labelled "random digits"), you have 25 different telephone numbers you can call. These are the numbers you will be dialing.

The first three digits of the prefix (the "exchange") have been selected because telephone numbers beginning with these numbers are located in the areas of interest to us. The last four digits of each number are taken from random number tables (you need not understand what random numbers are). The advantage of this procedure is that it lets us dial numbers not listed in the telephone books, that is, phones that have recently been installed or those where the subscriber has requested an unlisted number.

The disadvantage of this procedure is that not all of the numbers you will be dialing are of interest to us. Some numbers will not be in service, and some will be businesses, hospitals, etc. where we don't want to interview people. All our interviews are to be conducted at residential telephones.

Each time you dial a number, record the date and time of your call and the disposition of the call. The four boxes next to each number are spaces for you to record up to four different calls for each number. The disposition codes are shown at the bottom of the sheet and are a shorthand way of telling us what happened on a call.

If no answer or busy, write "NA" in the appropriate box. Similarly, write "NW" for non-working numbers; if a business, cultural institution, pay phone, etc., enter "C".

If there are eligible people at the number you call but they refuse to be interviewed, put "R" in the box. In some cases you will be asked to call back at a better time; indicate this with "CB" and note any other comments that are important. "L" equals language barrier; your supervisor will give you complete instructions on this.

Finally, put "I" in the box each time you complete an interview. When you have finished a page, count the number of times you were refused an interview on that page and write the number at the bottom of the sheet.

The disposition codes cover most situations you will encounter. When something comes up that isn't covered by a disposition code, make a small, concise note on that sheet.

Finding Eligible Respondents

All adults (18 years or older) who are not full-time students in high school or college programs are eligible for the study. When you re-search a household you should ask the kinds of questions suggested by the screening interview to eliminate non-eligible persons. You should improvise on these questions as the situation demands.

Administering the Questionnaire

Although the questionnaire may look difficult at first, once you have been through it several times and familiarized yourself with its intricacies, you should have no problems.

Write the exchange (the first 3 digits of the telephone number) at the top left of each completed questionnaire after it is done.

Q. 1 Don't read the choices but circle the number next to the neighborhood. You should familiarize yourself with the list so you will be able to mark the answer quickly. If the answer is "Queens" or "Brooklyn", probe for the neighborhood. If some neighborhood not listed is given, write it in the "Other" space and circle the "1".

Q. 4 This is a very important question used to determine what to ask next. Please try to classify respondents into one of the first four categories. Notice that housewives would be classified as "3" or "4" depending upon whether or not they are looking for work. . . presumably most are not. Handicapped persons would be classified "4".

P. 2 and P. 3 use left and right halves of the page that are asked as appropriate. The "now employed column" is asked only of people who are now working, either full or part-time. On the other hand, people who say in Q. 4 that they are looking for work are asked the questions in the "looking for work column". No respondent should ever be asked the questions in both columns. Respondents who are not

employed or not looking for work are skipped to Q. 12 or Q. 14 depending upon whether they are retired or not. Study this section closely to make sure you understand what to do in different situations. Note that everyone should be asked Q. 14.

- Q. 14 This question included everything from courses in academic subjects (such as math or philosophy) at a university to recreational courses (such as folk dancing) at a neighborhood community center. The skip pattern here is simple; make sure you understand it. If the respondent has taken more than one course, you should multiple record as necessary on this and the following questions.
- Q. 17 "For credit" means for academic credit towards a high school diploma or degree only. A course that gives a certificate only is not necessarily a credit program; for example, a person who gets a certificate from a barber school is not considered to have taken a credit course.
- Q. 19 Read the type or name of institution when asking this question, e.g., "Why did you select a high school?" or "Why did you select LaGuardia Community College?"
- Q. 28 This is asked only if the answer for two-year college in Q. 27 is "definitely would want to go" or "would consider".

Always ask all the classification questions (Q.s 31-36). Most people will answer these personal questions.

Ask for the respondent's name and address. If the respondent is reluctant, accept first name only, etc. Always record the phone number, as well as your name, the date and length of the interview.

COMMUNITY NEEDS ASSESSMENT STUDY

SCREENING INTERVIEW

Hello, this is _____ . I'm conducting a survey of respondents in Brooklyn and Queens to find out what they think about their communities and to determine their educational needs and interests. I would like to ask you a few questions.

1. Are you 18 years of age or older?
 - a. Yes (SKIP TO Q. 3)
 - b. No (ASK Q. 2)

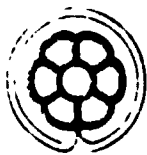
2. Can I get to speak with someone 18 years of age or older?
 - a. Yes, spoke to such a person (ASK Q. 3)
 - b. No such person (TERMINATE INTERVIEW)
 - c. Call back later (NOTE BEST TIME TO CALL ON CALL RECORD SHEET)

3. Are you presently enrolled in a full-time high school or college program?
 - a. Yes (TERMINATE INTERVIEW AND THANK RESPONDENT)
 - b. No (CONTINUE WITH QUESTIONNAIRE)
 - c. Other (VOLUNTEERED BY RESPONDENT; CONTINUE IF RESPONDENT ONLY TAKING ONE COURSE OR SOME VERY LIMITED EDUCATIONAL PROGRAM)

4. What neighborhood do you live in? (as on questionnaire)

Terminate if one of the following:

Bedford-Stuyvesant	Glendale
Brownsville	Kew Gardens
Bushwick	Maspeth
Crown Heights	Middle Village
East New York	Rego Park
Flathush	Richmond Hill
Forest Hills	Ridgewood
	Woodhaven



Fiorello H. LaGuardia Community College THE CITY UNIVERSITY OF NEW YORK
31-10 THOMSON AVENUE, LONG ISLAND CITY, N.Y. 11101 Telephone (212) 826-2700

July 17, 1980

Dear ,

On behalf of the Division of Continuing Education I am taking this opportunity to thank you for participating in our LaGuardia Community College Western Queens Assessment Project. Your enthusiasm and reassuring manner on the phone were well received by respondents, judging from both the large number of completed questionnaires and the random verification calls we made. A total of 855 completed questionnaires were forwarded for tabulation, so we almost reached our goal of 1,000 calls.

Thank you once again and we very much hope that we can call on you again should the college decide to undertake another such survey.

Sincerely,

Augusta Kappner, Dean
Continuing Education

Fern J. Khan, Director
Community Services Program

Edith Kane, Mott Fellow
Research Assistant

AK:FJK:EK:dc

APPENDIX IV

TELEPHONE CALL RECORD SHEET

COMMUNITY NEEDS ASSESSMENT STUDY
CALL RECORD SHEET

Unless otherwise instructed, never take more than four completed interviews per call record sheet; Only take one completed interview per household.

INTERVIEWER _____

CLUSTER 545-78
Prefix

BOROUGH AREA _____

Random Digits	DATE/TIME/DISPOSITION OF CALLS			
1. 09	1	2	3	4
2. 33	1	2	3	4
3. 69	1	2	3	4
4. 73	1	2	3	4
5. 25	1	2	3	4
6. 37	1	2	3	4
7. 65	1	2	3	4
8. 01	1	2	3	4
9. 49	1	2	3	4
10. 73	1	2	3	4
11. 17	1	2	3	4
12. 89	1	2	3	4
13. 53	1	2	3	4
14. 97	1	2	3	4
15. 05	1	2	3	4
16. 61	1	2	3	4
17. 29	1	2	3	4
18. 41	1	2	3	4
19. 77	1	2	3	4
20. 21	1	2	3	4
21. 85	1	2	3	4
22. 57	1	2	3	4
23. 81	1	2	3	4
24. 45	1	2	3	4
25. 13	1	2	3	4

Please use the Disposition Code above wherever appropriate.

NA = No answer, busy

NW = Non-working: changed (and do not call a changed #)
disconnected
not in service now

C = Commercial, business, governmental #, etc.

R = Refused

CB = Call back to complete interview; note time convenient to do this/
time scheduled; eligible respondent, e.g. one over 18, etc.,
not home at time of your initial call

L = Language barrier*

I = Interview completed

NQ = Not qualified

*If Spanish-speaking, expect to assign a Spanish-speaking interviewer to complete this.

TOTAL NUMBER OF REFUSALS ON PAGE: _____

APPENDIX V

INTERVIEWERS' SCHEDULING SHEETS

DATE _____

ALL INTERVIEWERS MUST SIGN IN BEFORE STARTING CALLS.

SIGN IN SHEET

NAME TIME IN TIME OUT NEXT DAY IN BI-LINGUAL

Telephone Survey - Available Phones

Date _____

<u>ROOM</u>	<u>EXTENSION</u>	<u>INTERVIEWER</u>
302	5091	_____
303	5096	_____
304-A	2705	_____
304-B	8546	_____
306-A	2709	_____
306	2710	_____
305-A	2711	_____
306	2712	_____
309	2706	_____
310	2707	_____
333	2708	_____

Interviewers Log

SCHEDULE C
Home Visits

COMMUNITY NEEDS ASSESSMENT

Weekly Schedule

Name of Interviewer: _____

Week
of: _____

<u>Date</u>	<u>Actual Hours</u>	<u># of Residential Units Contacted</u>	<u># of Initial Contacts</u>	<u># of Completed Interviews</u>	<u>Total Hours Worked</u>	<u>Comments</u>
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Supervisor's Signature

This sheet is to be returned to the Supervisor each night before you leave.

APPENDIX VI

STATISTICAL OVERVIEW OF TARGET AREA

COMMUNITY PLANNING DISTRICT

(1970 Census)

<u>TOTAL POPULATION CPB 1 - 5</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>BROOKLYN 4</u>
679,110	191,001	95,566	123,651	108,251	160,641	137,895
<u>AGE</u>						
-5	12,862	5,785	8,418	7,816	10,813	16,779
5-12	18,138	7,748	10,801	9,175	14,906	39,503
13-17	16,412	6,644	9,232	7,709	12,789	
18-24	22,150	9,208	12,258	12,288	15,668	
25-44	46,656	24,071	32,833	32,505	36,139	72,066
45-64	49,071	26,856	33,013	26,539	45,395	
65+	25,707	15,234	17,073	12,181	24,926	9,547
<u>ADULT SEX RATIO</u>	90.50	80.22	78.78	83.88	83.61	78.00

(Shows number of males age 18 years and over per 100 females age 18 and over. Extremes (below 75 or over 125) are considered to indicate non-family areas)

Read: For every 100 females there are 90.5 males in District 1, 80.2 in District 2, etc.

APPENDIX VII

QUESTIONNAIRE FOR FACTORY WORKERS

Community Needs Assessment Survey

Local Employees

LaGuardia Community College is conducting a survey of the educational and social needs of residents and workers in Queens and Brooklyn. Your answers are completely confidential; please do not sign your name to this paper.

Please draw a circle around the answer you chose for each question. Here is how to show which answer you choose:

Are you a man or a woman?

man----- 1
woman----- 2

If you do not understand a question, ask for help.

1. What neighborhood do you live in?

- Astoria----- 6-Y
Bedford Stuyvesant----- X
Brownsville----- 0
Bushwick----- 1
Corona----- 2
East Elmhurst----- 3
East New York----- 4
Elmhurst----- 5
Flatbush----- 6
Forest Hills----- 7
Glendale----- 8
Greenpoint----- 9
Hunter's Point----- 7-Y
Jackson Heights----- X
Kew Gardens----- 0
Long Island City----- 1
Maspeth----- 2
Middle Village----- 3
North Corona----- 4
Rego Park----- 5
Richmond Hill----- 6
Ridgewood----- 7
Steinway----- 8
Sunnyside----- 9
Williamsburg----- 8-Y
Woodhaven----- X
Woodside----- 0
Some other part of Queens----- 1
Some other part of Brooklyn----- 2
Manhattan----- 3
Bronx----- 4
Staten Island----- 5
Outside New York City----- 6

2. How long have you lived there?

- Less than one year----- 9-1
One year to less than three years----- 2
Three years to less than five years----- 3
Five years to less than ten years----- 4
Ten years or more----- 5

3. Which of these are important problems which affect you personally where you live? Which are problems, but do not affect you personally? Which are not important problems? (You may circle more than one)

	<u>Important Problem And Affects Me Personally</u>	<u>Important Problem Though Does Not Affect Me Personally</u>	<u>Not Important Problem</u>
Poor housing in your neighborhood-----	10-1	2	3
General deterioration of your neighborhood-----	11-1	2	3
Ethnic and/or racial tension-----	12-1	2	3
Crime-----	13-1	2	3
Poor transportation-----	14-1	2	3
Unemployment-----	15-1	2	3
Poor educational facilities for adults-----	16-1	2	3
Unfriendly people-----	17-1	2	3
Inadequate recreational facilities-----	18-1	2	3
Inadequate information about health care-----	19-1	2	3
Poor library service-----	20-1	2	3

4. Which of these are problems where you work? (You may circle more than one)

	<u>Important Problem And Affects Me Personally</u>	<u>Important Problem Though Does Not Affect Me Personally</u>	<u>Not Important Problem</u>
General deterioration of the neighborhood-----	21-1	2	3
Health hazards-----	22-1	2	3
Ethnic and/or racial tension-----	23-1	2	3
Crime-----	24-1	2	3
Poor transportation-----	25-1	2	3
Poor educational facilities for adults-----	26-1	2	3
Unfriendly people-----	27-1	2	3
Some people don't know enough English-----	28-1	2	3

5. What kind of work do you do?

Unskilled, such as laborer, materials handler, messenger, janitor-----	1
Skilled blue collar, such as driver, machine set-up man, electrician, foreman-----	2
Clerical, such as file clerk, typist, secretary-----	3
Managerial, such as office manager, vice-president-----	4
Professional, such as engineer, accountant, and so forth-----	5
Other (DESCRIBE BRIEFLY) _____	6

6. Do you work full-time or part-time?

Full-time----- 1
 Part-time----- 2
 Both, it depends----- 3

7. Which are the important reasons why you are doing the kind of work you're doing now? (You may check more than one)

	<u>A Major Reason</u>	<u>A Somewhat Important Reason</u>	<u>Not a Very Important Reason</u>
I like the kind of work-----			
The pay is good-----			
I don't know how to do anything else-----			
The job was convenient for me-----			

8. Which are important reasons why you are working for the company you work for now? (You may check more than one)

	<u>A Major Reason</u>	<u>A Somewhat Important Reason</u>	<u>Not a Very Important Reason</u>
It's the only place I looked-----			
The pay is good-----			
It's convenient to where I live---			
It's the only place I could get a job-----			
It's the only place I can use my particular skills-----			
My friends work here-----			

9. Would you like to keep your present job, get a different job in the same company, or get a job with a different company?

Keep present job----- 1
 Better position in present company----- 2
 Job in another company----- 3

15. What is the highest level of education you have completed?

8 years or less-----	-1
Some high school, but did not graduate-----	2
High school graduate-----	3
Graduate of vocational or technical school-----	4
Some college-----	5
Graduate of two-year college-----	6
Graduate of four-year college-----	7
Graduate school-----	8

16. What is your racial or ethnic background? Are you white non-Hispanic, black non-Hispanic, Hispanic, or of some other racial or ethnic background?

White non-Hispanic-----	1
Black non-Hispanic-----	2
Hispanic-----	3
Other-----	4

(WRITE IN)

17. For statistical purposes only, please estimate into which of the following groups the 1979 income of your household, including all working members, falls.

\$7,000 or less-----	1
\$7,001 to \$10,000-----	2
\$10,001 to \$15,000-----	3
\$15,001 to \$20,000-----	4
\$20,001 to \$25,000-----	5
Over \$25,000-----	6

18. Are you male or female?

Male-----42-1

Female-----2

THANK YOU FOR YOUR COOPERATION.

APPENDIX VIII

LETTER AND QUESTIONNAIRE TO
COMMUNITY ORGANIZATIONS



RE: Community Needs Assessment

Dear:

LaGuardia Community College is currently engaged in a major effort to determine how we can be more responsive to the needs of the community in Western Queens, particularly as these relate to education.

LaGuardia has a strong tradition of cooperation with community organizations in designing programs to meet community needs. In keeping with that tradition and because we are convinced of the importance of mutual collaboration in developing effective programs for the community, we are seeking the assistance of a variety of community organizations in our effort to assess community needs.

Eileen Mentone, LaGuardia's Director of Community Relations, suggested that you might be interested in collaborating with us on this project.

At this time we are interested in any data that you have about the nature of your community, your assessment of its educational needs and the kinds of programs that might address these needs. Attached is a brief questionnaire to assist you in providing the information we are seeking. We would appreciate it if you could return it to us at your earliest convenience.

As part of our project, we have already conducted a telephone survey of residents in Western Queens and nearby Brooklyn neighborhoods to ascertain their perceptions of community and personal educational needs. We will be happy to share our findings with any community groups who are interested, although individual responses remain confidential.

Page 1 of 2

Page 2 of 2
July , 1980

Within the next few weeks, Fern Kahn, Project Director or Edith Kane, Project Assistant, (626-2705), will be in touch with you by phone to discuss the possibility for ongoing cooperation in this effort.

Thank you for your time and continued interest in LaGuardia.

Sincerely,

Martin Moed
President

MM:dc
Attachment/Questionnaire

COMMUNITY ORGANIZATIONS

George Delis
District Manager, Board 1
34-31 35th Street
Long Island City, NY 11101

William O'Sullivan
Assistant Manager, Board 2
55-11 Queens Boulevard
Woodside, NY 11377

Mary Sarro
District Manager, Board 3
34-33 Junction Boulevard
Corona, NY 11368

John Rowan
District Manager, Board 4
86-22 Broadway
Elmhurst, NY 11373

Joannene Coppinger
Acting District Manager, Board 5
71-24 Fresh Pond Road
Ridgewood, NY 11227

Jane Planken
Office of Borough President
120-55 Queens Boulevard
Kew Gardens, NY 11424

Irish Rodriguez
District Manager, Board 4
335 Central Avenue
Brooklyn, NY

Gerald Esposito
District Manager, Board 1
151 Maujer Street
Brooklyn, NY 11208

Peter Vallone
Astoria Civic Association
22-45 31st Street
Astoria, NY 11105

Carolyn Armfield
Jacob Riis Settlement House
10-25 41st Avenue
Long Island City, NY 11101

Ronald Brinn
Associate Executive Director
A-Way Out
41-14 27th Street
Long Island City, NY 11101

Senator Anthony Gazzara
Executive Director
Italian Federation
29-15 Astoria Boulevard
Astoria, NY 11102

Luke Adams
Gateway Restoration
45-55 46th Street
Long Island City, NY 11104

Elenor Derfker
Peggy Slattery
Woodside on the Move
41-04 56th Street
Woodside, NY 11377

Byron Stookey
Sunnyside Community Services
46-02 Skillman Avenue
Long Island City, NY 11104

Erica Crandall
Senior Assistance Center
55-11 Queens Boulevard
Woodside, NY 11377

Patrick Cheng
Chinatown Planning Council
41-25 Kissena Boulevard RM 120
Flushing, NY 11355

Dorothy Pam
Gateway Community Restoration
45-14 46th Street
Long Island City, NY 11104

Edaolfo Villavicencio
Casa Social Cultural Ecuatoriana,
Inc.
91-16 43rd Avenue
Elmhurst, NY 11373

COMMUNITY ORGANIZATIONS

Mary Redd
Steinway Child & Family Development
Center
32-48 Steinway Street
Long Island City, NY 11103

Candace Greene
Qualicap Multi-Service Center
29-28 41st Avenue
Long Island City, NY 11101

Dorothy Schneider
Long Island City Interblock Association
21-45 45th Avenue
Long Island City, NY 11101

Annie Sandrich
Armenian General Benevolent Union
39-11 61st Street
Woodside, NY 11377

Dr. Theoni Zelli-Spyropoulos
HANAC Child & Family Counseling Service
31-14 30th Avenue
Long Island City, NY 11102

John Kaiteris, Executive Director
HANAC
31-14 30th Avenue
Long Island City, NY 11102

Rev. Robert Sherard
Corona Congregational Church
102-18 34th Avenue
Corona, NY 11368

Dr. Kim
John Jay College
445 West 59th Street, RM 3253
New York, NY 10019

Hellene Woolford
Elmcop Youth & Adult Activities, Inc.
1013-19 Northern Boulevard
Corona, NY 11368

Bernice Bellow
Martin De Porres Center
4-25 Astoria Boulevard
Astoria, NY 11102

Kevin Duffy
Your Block Association
79-02 Woodside Avenue
Elmhurst, NY 11373

Father Costello
Queens Youth Outreach
74-09 Myrtle Avenue
Ridgewood, NY 11227

Robbie Coleman
1-25 Astoria Boulevard
Astoria, NY 11102

Sam Perez, Director
Martin de Porres Community Center
4-25 Astoria Boulevard
Astoria, NY 11102

Phyllis Derasmo
Long Island City/Astoria
Human Service Center
10-15 49th Avenue
Long Island City, NY 11101

Mary Kojas
Hellenic American Educators
155-24 Cherry Street
Flushing, NY 11355

Stephen Cooper
Sunnyside Gardens Community
Association
48-21 39th Avenue
Long Island City, NY 11104

Robert Frosch
New Elmhurst Civic League
51-39 Ireland Street
Elmhurst, NY 11373

Newtown Civic Association
c/o A.L. Post 298
88-24 43rd Avenue
Elmhurst, NY 11373

Carla Bruno
Greater Ridgewood Youth Council
70-20 Fresh Pond Road
Ridgewood, NY 11227

COMMUNITY ORGANIZATIONS

Valerie Carter
3-10 Astoria Boulevard
Astoria, NY 11102

Ann Henderson
Elmcor Senior Citizens
98-19 Astoria Boulevard
East Elmhurst, NY 11369

Joe Sabba
Kiwānis Club of Sunnyside
48-03 Skillman Avenue
Sunnyside, NY 11104

Frank Tempone
YMCA
27-04 41st Avenue
Long Island City, NY 11101

Eddie Moffitt
Rotary Club
c/o YMCA
27-04 41st Avenue
Long Island City, NY 11101

Long Island City Multi-Service Center
42-25 27th Street
Long Island City, NY 11101

Ms. Susan Bady
Long Island City/Astoria
Human Service Center
10-15 49th Avenue
Long Island City, NY 11101

Mr. Vincent Iannace, President
Italian Federation
25-18 34th Street
Astoria, NY 11105

Mr. Lenny Gonzales
LATINO
35-18 43rd Street
Long Island City, NY 11101

Mr. Henry Romanoff
Gateway Community Restoration
P.O. Box 4160
Long Island City, NY 11104

Mr. Marco Colosi
Queens President's Council on Housing
43-47 45th Street
Sunnyside, NY 11104

Theodore Renz
Myrtle Avenue Local Development
Corp.
60-13 Myrtle Avenue
Ridgewood, NY 11227

James McQuade
Glendale Human Service Center
67-29 Myrtle Avenue
Brooklyn, NY 11227

Sal Anzalone
Hunters Point Community Council
47-18 Vernon Boulevard
Long Island City, NY 11101

Lou Ladati
Sunnyside Chamber of Commerce
c/o Lowery Wine & Liquor
40-14 Queens Boulevard
Long Island City, NY 11101

Ms. Margaret Markey
Maspeth Town Hall
53-37 72nd Street
Maspeth, NY

Mr. Al Arena
United Merchants Association
European American Bank
1 Lefrak City Plaza
Corona, NY 11368

Hispanic Chamber of Commerce
of Queens
75-12 43rd Avenue
Elmhurst, NY 11373

Coalition of Hispanic American
Organizations
37-60 43rd Avenue
Elmhurst, NY 11373

Mr. Frank Guidice
Italian American Multi-Service
Center
390 Graham Avenue
Brooklyn, NY 11211

Mr. Zully Rolan
Hispanic Alliance Programs
454 Bedford Avenue
Brooklyn, NY 11211

COMMUNITY ORGANIZATIONS

Ms. Arlene Gibbons, Director
Senior Assistance Center
55-11 Queens Boulevard
Woodside, NY 11377

Ms. Joann Chin
Chinatown Planning Council
39-01 Main Street
Flushing, NY

People for People
208 Calger Street
Brooklyn, NY 11222

Mr. George Perez
Greenpoint/Williamsburg
Coalition of Community Organizations
11-29 Catherine Street
Brooklyn, NY 11206

Williamsburg/Greenpoint
Human Service Center
690 Metropolitan Avenue
Brooklyn, NY 11211

Ms. Mildred Tudy, Director
Crispus Attucks Education
Center
804 Broadway Avenue
Brooklyn, NY 11206

Ms. Marie Sadowski
Winthrop Civic Association
Brooklyn, NY 11222

Schoolsettlement Association
120 Jackson Street
Brooklyn, NY 11211

ORGANIZATION/AGENCY QUESTIONNAIRE

NAME OF ORGANIZATION _____

LOCATION: _____

PHONE: _____

In order to assess community education needs, it is important to know what services, activities, training are already available, as well as those which are seem to be lacking. Because of your knowledge of the community, we are hopeful that you will provide us with the foilowing information.

1. Name of services, activity, training, etc., offered by your organization.

2. List eligibility requirements if any, for citizen participation in your service, activity, training, etc.

3. Name any services, activities, training, etc., which your community needs but which are not available to them.

4. Name any problems that are of particular concern to your community.

5. Please indicate if there are any ways LaGuardia could work with your organization in meeting the community needs.

6. Please give the number of individuals who participated in your services, activities, training, etc., during the current year; if figures are not available, please estimate.

<u>SEX</u>	<u>NO. PARTIC. THIS YEAR</u>	<u>INCOME LEVEL</u>	<u>NO PARTIC. THIS YEAR</u>
Male	_____	Under \$ 5,000	_____
Female	_____	\$ 5,000-10,000	_____
		\$10,000-15,000	_____
		Over \$15,000	_____

<u>AGE GROUP</u>	<u>FAMILY SIZE</u>
Pre-School	
Youth _____	2-person _____
School-age	3-person _____
Youth _____	4-person _____
14-17 _____	5-person _____
18-21 _____	Over 5-person _____
21-65 _____	
Over 65 _____	

7. Please provide any additional information about the community which might be helpful to us in our assessment of community educational needs.

Prepared by: _____ Date: _____

Return to: Fern J. Khan
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101
Phone # (212) 626-2705/6

APPENDIX IX

PROFILES OF COMMUNITY ORGANIZATIONS

COMMUNITY DISTRICT 1

<u>ORGANIZATION</u>	<u>SERVICES</u>	<u>ELIGIBILITY</u>	<u>COMMUNITY NEEDS</u>	<u>POSSIBILITIES FOR COLLABORATION</u>	<u>PARTICIPANTS DURING CURRENT YEAR</u>
1. <u>Qualicap</u> 29-28 41st St. Long Island City, NY 11101 786-6602 Candace Greene	Entitlements Social Services	Poverty Level	H.S.E. (local) Homework help 7-10 years. Education Programs for Teens Motivation to return to school.	Jointly sponsored community meeting to discuss needs.	
2. <u>Steinway Child and Family Development Center</u> 32-48 Steinway St. Astoria, NY 11103 932-3850 Mary Redd	Mental Health Faci- lity. Outpatient psychotherapeutic and educational re- lated services for child, family, adults. Training of Social work graduate stu- dents and psycho- logy interns.	Priority to persons in Health Sector A. Students and interns in N.Y. City universities.	Remediation/tutorial work for children. Structured recrea- tion. Social ser- vices for seniors. Social Services for illegal aliens.	Discuss need for remediation services. Internships for students with in- terest in elderly.	300 cases 75% school age 25% 21-60
3. <u>A-Way Out</u> 41-14 27th St. Long Island City, NY 11101 784-0200 Peter Chimera, Executive Dir. Ronald Brinn, Associate (completed form)	Drug rehabilitation Special Education Drug-free counseling Vocational planning Academic remediation Delinquency preven- tion Court diversion Referrals to community service Behavioral counseling	Over 13, in need of services related to life-problems associa- ted with substance abuse; minors must be accompanied by parent at intake	Community based drug prevention services for families Literacy training Parent education Residential treat- ment service for teens Community outreach & education, on family management skills Preventive health service	Technical, planning program development assistance needed at agency; many doors open for collabora- tion	M-169 \$5K-15 15 F- 37 \$5-15K 125 \$15K+ 66 Age: 14-17: 89 18-21: 49 21-65: 68 Family size 1 pers - 13 2 " - 17 3 " - 32 4 " - 42 5 " - 36 6+ " - 66

154

4. Jacob Riss Youth programs; Neighborhood people Educational needs of Develop better under-
Settlement House tutoring, athletics, young mothers (13-14) standing re: LaGuardia
(visit) arts and crafts, cul- Recreational programs programs/student
10-25 41st Ave. tural events; H.S.E. for 15-20 services
Long Island City New options for year olds
11101 784-3271 Youth programs Job skills
Carolyn Armfield Homework Helper Counseling
Senior Center Parent Education
Health Maintenance
Mental Hygiene for
Elderly Clinic

5. Astoria Houses Entitlement Out- Neighborhood Youth needs, espe-
(visit) reach people cially H.S.E.
4-25 Astoria (Community Center) Recreational facili-
Boulevard; ties
11102 Employment skills
Bernice Bellow Services for seniors
726-2626 Community involvement
Robbie Coleman
626-3838
Valarie Carter
626-4259

6. L.I.C. Methodist Info/referral re: Hispanic community ESL
Church-Infirma- immigration, wel- English for Pro-
tion Center fare, food stamps, fessionals
(visit) etc. H.S.E.
14-54 31 Road Counseling Employment skills
Astoria, 11106 Religious Services Intergenerational
626-1490/3508 Coffee Hours understanding
10 Rev. Ramon Vocational/Personal
Hernandez counseling

7. HANAC Variety of social Greek and Spanish Literacy training College as coordina-
(visit re: services community particu- especially for Greeks tor of services;
telephone survey pri- larly. Job training Sponsor symposium
marily) Counseling services of community represen-
31-14 30 Ave. Preventive health tatives to determine
Long Island City education needs.
11102 964-9815 Housing preservation
John Kaiteris program
Executive Direc. Tenant rights
-
8. Federation of Preparation/filing NONE Expanded senior Set up joint
Italian-American of immigration papers; citizen services; educational programs
Societies of English instruction; Meals on wheels; such as bi-lingual
Queens for naturalization; Counseling; and citizenship prep.
29-15 Astoria Social service infor-
Boulevard, mation.
Astoria, 11102
728-1260
Gen. Anthony V.
Gazzara, Execu-
tive Director
-
9. Astoria Civic Scholarship Fund NONE Additional youth Attend civic M-500 Income
Association Health Fair facilities meetings F-500 \$5K=10%
22-45 31 St. Youth Activities Additional language \$5-15K=70%
Astoria, 11105 Assist develop- facilities \$15+ =20%
274-0909 ment of new Dealing with preserva-
Peter F. organizations tion of status
Vallone
Aver. Family - 4
-
10. Community Board Community Board Community Board ESL
I (visit) services resident Crime prevention
34-31 35 St. Family relations
Long Island City Alternate schools
786-3335 for difficult to
Geroge Delis handle youth
District Manager

COMMUNITY DISTRICT 2

<u>ORGANIZATION</u>	<u>SERVICES</u>	<u>ELIGIBILITY</u>	<u>COMMUNITY NEEDS</u>	<u>POSSIBILITIES FOR COLLABORATION</u>	<u>PARTICIPANTS</u>
1. <u>Long Island City Interblock Assoc.</u> 21-45 45 Ave. Long Island City 11101 594-7990/ 937-5671 Dorothy Schneider	Caring for new park Keeping area in good condition.	NONE - all is volun- tee.	More community in- volvement; More activities for children; Use park for planting, art, competitive work; Remove "ladies of the evening" at Queens Plaza	Opportunity to seek assistance from college when needed (LaGuardia has al- ready helped us con- siderably)	
2. <u>Sunnyside Commu- nity Services</u> 46-02 Skillman Ave., Long Is- land City, 11104 784-0774 Byron Stookey	Home Attendant Pro- gram Community Home Care Program Home Care Coopera- tive Social services, meals, recreational and educational ac- tivities for seniors; Meals-on-Wheels; Sunnywood Housing for Senior Adults Volunteer services	Varies with program. Most aimed at senior adults.	Neighborhood based courses for elderly and other adults; Citizenship and ESL at neighborhood sites; leadership, technical assistance in develop- ing recreational and employment counseling and training for older youth who have left school; Training program for home attendants. Housing preservation Business preservation Youth services, faci- lities Integration of new immigrants.	Participate in work- ing committee to ex- plore possibilities. Training for Home Attendant. ISOA courses.	M-300 \$5K=450 F-1200 \$5-15K=1,050 \$15 + =negli- gible <u>Youth</u> 50 14-17 10 65+ 1440 <u>Family Size</u> 1 = 1100 elderly 2 = 340 " 3+= 60 youth

3. Senior Assistance Center
55-11 Queens Boulevard,
Woodside 11377
779-1234
Erica Crandall,
Director
- Social Services; information, referral, advocacy, counseling, nursing assessments, visiting, escort service, some transportation, outreach & home evaluations; entitlement counseling.
- Mental Health services; long & short term therapy, psychiatric services, case management, crisis intervention, outreach, home visits.
- Must be 50 or over. In family cases, client may be under 50 if one relative is over 50 and lives in CD2 or 5.
- Transportation
More outreach and counseling for homebound;
Case management for confused, frail elderly
Satellite courses for elderly
- M-2,080
F-3,280
\$5K = 2,000
\$5-15K = 3,080
\$15K+ = 200
- Age
21-65 = 1,000
65+ = 4,280
- Family Size:
1 = 3,080
2 = 2,000
3 = 200
-
4. Woodside on the Move
(visit also)
41-04 56 St.
Woodside, 11377
476-8449
Eleanor Denker,
Director
Peggy Slatery
(Answer form/visit)
- Employment Service
Home Improvement
Cultural programs
Summer SYEP
Crime Prevention for merchants
- Primarily Woodsiders
Home owners given preference for those courses
SYEP - economically disadvantage; NYC residents
- Local ESL
Recreational and cultural programs for youth;
Skills development and pre-employment training for youth, women, non-English speakers;
Programs to address rising alcoholism;
Marketing programs;
Consumer education;
Family education activities;
Programs to raise awareness of cultural differences;
Programs to interpret American values;
On site career training
- Develop programs together to meet needs.
WOM as intern site for LaGuardia students.
- \$10K-15K = 3,986
Employment service
M=450
F=650
Home Impr. = 30
Cultural:
School age 1,600
adult 1,000
SYEP
1979 youth 200
1980 youth staff 43
supervisors 13
-

5. Gateway Restoration (visit)
45-55 56 St.
Long Island City, 11104
Luke Adams,
President
- Revitalization of local business;
General information service;
Information and referral service;
Housing issues;
Educational programs e.g., seminars on self-defense; after school program at Woodside
- For merchants, membership in Gateway is required to receive services.
- ESL
Citizenship preparation
Inter-generational activities
Educational programs in the community
Drug & Alcohol programs
Youth activities
Programs for Girls
- Gateway could sometimes provide facilities for programs; using local businesses as sites for career education; Gateway as intern site for LaGuardia students.
-
6. Armenian General Benevolent Union of America
39-11 61 St.
Woodside, 11377
457-2428
Annie Sandrik
Mary Matosian
- Job placement
Vocational counseling;
U.S. Orientation
CETA Training
ESL evening classes
Community Cultural activities
Adult Basic Education (part of Queens Coalition for ABE providers)
- Persons of Armenian descent;
ESL - 17+
CETA-usual requirements
- Integration into American life/
Orientation to world of work in U.S.;
Classes in common American laws and rights of citizens;
Day time ESL;
Medical Advice/Referral;
General Social Services
Legal Counseling
Housing
- Create course to help M-600 with needs.
- M-600
F-400
\$5K = 150
\$5-15K = 850
\$15K+ = 0
- | Age | Family size |
|-------------|-------------|
| Youth = 52 | 2 = 50 |
| 14-17 = 75 | 3 = 350 |
| 18-21 = 250 | 4 = 350 |
| 21-65 = 573 | 5 = 150 |
| 65+ = 50 | 6+ = 100 |
-
7. John Jay College (visit)
445 W. 59 St.
RM 3253
New York, 10019
Dr. Kim
489-5029
- Teaches at John Jay
Provided us with contacts in Korean community.
- ESL for children and adults
American law
"How the system works"
Programs for specific Asian populations
Cultural programs
Family education (More divorce in U.S. than in Korea)
Attention to senior adults in Korean community.
- Would assist in getting resources for cultural program.

(Serves on NYS Ethnic Council).

- | | | | |
|--|---|--|---|
| <p>8. <u>Board 2</u>
(visit)
55-11 Queens
Boulevard,
Woodside, 11377
William O'
Sullivan
Assistant Dis-
trict Manager
779-3213</p> | <p>Community Board
Services</p> | <p>Community Board
residents</p> | <p>Parent education
Activities for youth
Programs to address
alcoholism in youth
Consumer education
Needs of senior adults
Intergenerational con-
flict resolution
More recreational
facilities & programs
Understanding cultural
diversity (especially
Spanish)
Cultural enrichment
programs
Programs for growing
Oriental population
Coping with Long Is-
land City development
plans</p> |
| <hr/> | | | |
| <p>9. <u>Korean American
Women's Assoc.</u>
(visit)
Mrs. Yum
932-8860</p> | <p>Korean American
Women</p> | <p>ESL
Women's issues
Knowing "the system"</p> | <p>Cultural programs
Meeting their organ-
ization space needs.</p> |
| <hr/> | | | |
| <p>10. <u>St. Mary's Church</u>
10-08 49 Ave
Long Island City
11101
(visit)
Rev. William
Walsh 786-0705</p> | <p>Religious services
Elementary school
Civic Involvement
Senior Center</p> | <p>Assistance in
neighborhood develop-
ment.</p> | <p>Come to neighborhood
meetings;
Advertise in church
bulletin
Facilities use</p> |
| <hr/> | | | |

COMMUNITY DISTRICT 3

<u>ORGANIZATION</u>	<u>SERVICES</u>	<u>ELIGIBILITY</u>	<u>COMMUNITY NEEDS</u>	<u>POSSIBILITIES FOR COLLABORATION</u>	<u>PARTICIPANTS</u>
1. <u>Board 3</u> - Mary Sarro District Manager (visit) 34-33 Junction Boulevard, Corona 11368 458-2707	Usual community board services.	Community Board residents.	Recreational facilities Programs for cultural assimilation How to deal with illegal aliens N. Corona and E. Elmhurst need services for seniors		
2. <u>Elmcors Youth and Adult Activities, Inc.</u> (visit) 103-19 Northern Boulevard, Corona, 11368 Hellene Woolford 779-6300	Senior Citizens services General education through information dissemination and educational programs Advocacy role for suspended students College advisement Education for day care providers Emergency food program Reading program		Parent education recreational/vocational programs for young adults Sports clinics Offer training component for community business owners Develop management package for people in housing projects Summer remedial programs for High School students Career ladder training		
3. <u>Elmcors Senior Center</u> (visit) 98-19 Astoria Boulevard, East Elmhurst 11369 429-8675	Classes for seniors Lunch program Sponsors various activities		Transportation Workshops on entitlements Weekend activities Recreational services for homebound Readers for visually impaired Facilities to service the mentally/physically frail e.g. alcohol, drug problems	Explore Internships	

177

173

4. * Corona Congrega- Head Start
tional Church Senior Center
(visit) Counseling Program
102-18 34th Community Center with
Avenue, Corona educational programs
11368 (projected)
Rev. Robert
Sherard

Integrated approach Eager for off-campus
to providing services LaGuardia Program
Developing human ta-
lent/resources to en- Work-study students
able self-help app- at community center.
roach
Parent education
Flexible educational
institutions
On-going guidance
for young people
ESL

COMMUNITY DISTRICT 4

<u>ORGANIZATION</u>	<u>SERVICES</u>	<u>ELIGIBILITY</u>	<u>COMMUNITY NEEDS</u>	<u>POSSIBILITIES FOR COLLABORATION</u>	<u>PARTICIPANTS</u>
1. District Manager #4 86-22 Broadway Elmhurst, 11373 John Rowan 651-8070	Usual community board services	Community residents	<u>Immigrant population</u> .ESL .Cultural understanding .Citizenship training .Technical skills <u>Youth</u> .recreational facilities .programs to address drug abuse, low level crime, racial tension .alternatives to high school Housing Programs Assistance to Block Associations		

2. <u>Your Block Association</u> 46-64 77 St. Elmhurst, 11373 Kevin Duffy 335-2372	Monitoring city agency effectiveness Distribute bi-monthly newsletter (copies available)	NONE	Youth center Teenage jobs Increased police effectiveness		

3. <u>Casa Social Cultural Ecuatoriana</u> 191-16 43 Avenue Elmhurst, 11373 Edaolfo 429-9327 Villavicencio	Information re: all aspects of Ecuadorian life and history; Library services and speakers bureau	NONE	Information re: entitlements H.S.E. ESL Legal aid Medical assistance	Send representative to community meetings and discuss needs together	

4. Chinatown
Planning
Council
 41-25 Kissena
 Boulevard,
 Flushing, 11355
 Patrich Cheng
 358-8981

Social services
 Vocational training
 Day care
 Housing assistance
 Youth activities
 Senior citizens prog.
 English classes
 Adult Education;
 culture & arts
 Employment referrals

Vary according
 to programs

Health care
 Programs for
 retarded children
 Ways to curtail
 gangs and crime

Through understand-
 ing of each ones pro-
 grams and functions.

M-4,000
 F-3,000
 \$5k - 1,000
 \$5-15K 3,500
 \$15K+ 1,000

Pre-school 50
 School age 3,000
 14-17 1,000
 18-21 500
 21-65 500
 65+ 2,000

Family size
 2 = 100
 3 = 120
 4 = 150
 5 = 40
 6+ = 10

COMMUNITY DISTRICT 5

<u>ORGANIZATION</u>	<u>ELIGIBILITY</u>	<u>SERVICES</u>	<u>COMMUNITY NEEDS</u>	<u>POSSIBILITIES FOR COLLABORATION</u>	<u>POPULATION</u>
1. District Manager Joannene Coppinger 71-24 Fresh Pond Road, Ridgewood 11227, 366-1834 (visit with Jane Planken)	Board Member	One-stop day Real estate Other usual services.	Employment oppor- tunities Recreational acti- vities Ways to address drop out rate Programs to address drug abuse Parent education Programs to improve intergenerational difficulties Drug education Personal/profession- al development courses (e.g. how to find a job, office skills) Small business prog. Training for hardcore unemployed especially in Maspeth Housing problems for seniors need addressing. Real estate courses Education for govern- ment		
2. <u>Queens Youth Outreach</u> 74-09 Myrtle Avenue, Ridge- wood, 11227 Father Costello 386-7015	NONE	Short term counsel- ing Job placement Drug referral- analysis of drug problem, clinical evaluation, referral to appropriate prog.	Youth services Job development Vocational counsel- ing Ways to address drug abuse, truancy, and family disintegra- tion Organized youth ac- tivities, especially for girls Jobs for middle class kids	Would train volun- teers for crisis line. \$5-10K range 14-17 60% 18-21 30% 21-65 10%	

APPENDIX X

FOLLOW-UP LETTERS TO COMMUNITY
ORGANIZATIONS



Fiorello H. LaGuardia Community College THE CITY UNIVERSITY OF NEW YORK
31-10 THOMSON AVENUE, LONG ISLAND CITY, N.Y. 11101 • Telephone (212) 628-2700

October 3, 1980.

Mr. George Delis
District Manager, Board 1
34-31 35th Street
Long Island City, NY 11101

Dear Mr. Delis,

The enclosed copy of LaGuardia's Division of Continuing Education Annual Report is sent to you with a multiple purpose.

First, it affords us an opportunity to thank you for your assistance in the Needs Assessment Project. For some of you this meant providing for the translation of our survey instrument, suggesting neighborhood contacts for hiring telephone interviewers, or recommending community organizations who would be interested in the project. For others, it involved completing a questionnaire re: your organization's services, needs and concerns of your community, and possibilities for college/community collaboration in addressing those needs and concerns. For yet others, it meant time out of your already busy schedules to talk with us personally about the community and its needs. We are grateful to all of you.

Second, it enables us to bring you up to date on the project. Page 27 of the Annual Report provides a precise description of the Needs Assessment--its aims, accomplishments and future plans. Preliminary study shows some correlation between the findings of the telephone survey conducted with 840 residents and the opinions of approximately thirty community organization/agency representatives and district managers of the targeted Boards (Queens 1,2,3,4,5; Brooklyn 1,4). Inadequate recreational facilities were cited as an important neighborhood problem by 46% of the telephone respondents. Over and over again, community representatives have noted lack of recreational programs, especially for youth, as a major concern. From almost every quarter, concern was raised about inadequate educational opportunities for persons needing English as a second language, high school equivalency, remedial elementary education, or employment training. Programs to deal with family relations and problems, with adjustment concerns of immigrants and with developing appreciation for cultural diversity were also suggested by many of you. We are currently preparing a more complete description of our findings which we would be happy to share with you upon request.

George Delis

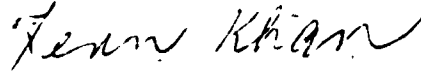
October 3, 1980

Page 2 of 2

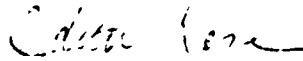
Finally, this mailing is an effort to further demonstrate our desire to enter into partnership with the community in addressing its concerns and needs. We hope that the comprehensive description of programs which the Annual Report provides will increase your knowledge of the kinds of services the college can and does offer and spark ideas as to how we might work with your community.

If you have any additional ideas to share with us, or if there is some way that we might be of assistance to you, please do not hesitate to contact us at (626-2705). We look forward to a continued, mutually beneficial relationship.

Sincerely,



Fern Khan, Project Director



Edith Kane, Assistant

FK:EK:dc

Enclosure/Annual Report

A P P E N D I X X I

COMMUNITY/COLLEGE ADVISORY BOARD

COMMUNITY NEEDS ASSESSMENT

ADVISORY COMMITTEE MEMBERS

Ms. Jane Planken #520-3280
Executive Director
Office of Borough President
120-55 Queens Boulevard
Kew Gardens, NY 11424

Mr. John Kaiteris #904-9815
Executive Director
HANAC
31-14 30th Avenue
Long Island City, NY 11102

Rev. Robert Sherard #DE5-8185
Corona Congregational Church
102-18 34th Avenue
Corona, NY 11368

Dr. Kim #489-5029
John Jay College
445 West 59th Street
Room 3253
New York, NY 10019

Mr. Peter Magnani, Director #392-0656
Department of City Planning
29-27 41st Avenue
Long Island City, NY

Father Cribben, Director #596-5500
Office for the Handicapped
Catholic Charities
Brooklyn-Queens Archdiocese
191 Joraleman Street
Brooklyn, NY

Ms. Rita Schwartz, Director #344-1265
N.Y.C. Department for the Aging
Queens Division
120-55 Queens Boulevard
Kew Gardens, NY 11415

Mr. Robert J. Fanning #729-6380
Community Superintendent
N.Y.C. School District C
36-25 Crescent Street
Long Island City, NY 11106

Ms. Awilda S. Martinez #596-8038
Executive Director
N.Y.C. Public Schools
Office of Bilingual Education
131 Livingston Street
Brooklyn, NY 11201

Mr. Peter Chimera #784-0200
Executive Director
A-Way Out
41-14 27th Street
Long Island City, NY 11101

Ms. Ann Henderson, Director #457-9757
Elmcor Senior Citizens Club
98-04 Astoria Boulevard
Elmhurst, NY 11369

Mr. John Rosman #429-7777
Second Vice President
Chase Manhattan Bank
37-67 75th Street
Jackson Heights, NY

Mr. Timothy Flaherty #826-5714
Executive Assistant
Office of Congresswoman Ferraro
6531 Grand Avenue
Maspeth, NY 11378

Ms. Elenor Denker #476-8449
Executive Director
Woodside on the Move
41-04 56th Street
Woodside, NY 11377

Mr. Eugene Reilly #721-5154
President
Astoria West
1422 27th Avenue
Astoria, NY 11102

Mr. Robert Jones #784-6355
Personnel Manager
Armour Handicrafts, Inc.
30-20 Thomson Avenue
Long Island City, NY 11101

Mr. Howard Roher #784-8900
Personnel Manager
Warner-Lambert Company
30-30 Thomson Avenue
Long Island City, NY 11101

LaGuardia Staff Members

Ms. Susan Armiger, Assistant Dean of College
#626-5052
Prof. John Hyland, Chairperson, Social Science
Department #626-5542
Prof. Augusta Kappner, Dean, Continuing
Education Division #626-2709/10
Prof. Fern Khan, Director, Community Service
Programs #626-2705/6

Fiorello H. LaGuardia Community College
The City University of New York

11-90 Thomson Avenue, Long Island City, N.Y. 11101
Telephone (212) 620-5050

Office of the President

November 13, 1980

Dear ,

As you know, LaGuardia Community College undertook a needs assessment of the Western Queens area last April. The college was assisted in selected aspects of the assessment by The Public Opinion Research Firm, of Kane, Parsons, and Associates which processed and analyzed the resulting data and prepared an extensive report discussing the findings and implications.

The study sought to determine what persons living in the variety of neighborhoods surrounding LaGuardia Community College think about problems facing their communities and their attitudes and experiences with adult or continuing education. A major purpose of the survey was to develop information useful for the college and the community in planning Continuing Education programs that would be most responsive to the needs of the community.

Now that we have data available from not only the survey, but also from our visits to/and input from a variety of community organizations, we are ready to enter Phase II of this project: the formation of an Advisory Committee. The role of this committee is to study the data and to prioritize community needs indicated by the study, to initiate college/community collaboration and to form task forces around these priorities.

(Continued)

-2-

I take great pleasure in inviting you to participate as a member of this Advisory Committee. The initial meeting of the Advisory Committee will be held in Room M-196 of the college's main building (31-10 Thomson Avenue), on November 24th, from 2:00-4:00 P.M.

If you are unable to participate on this Committee, please inform us as soon as possible. Otherwise, I will look forward to meeting and to talking with you on the 24th.

Sincerely,

Joseph Shenker
President

JS/dc

cc: Dean Kappner
Professor Khan

MAR 1..

MAR 12 1982

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024