

Highland Park Community Plan Final Report



Prepared for the
Highland Park Community
by
Brean Associates
in association with
Highland Park Community Development Corporation
and
Highland Park Community Club

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Executive Summary

A community plan is a process through which community residents and stakeholders articulate their vision of a common future. In town meetings, planning team discussions, focus groups, and surveys, members of the Highland Park community have said that they want to live in a neighborhood where:

- Quality housing exists for all residents;
- Local schools have strong ties with the community;
- Residents feel safe on their streets and in their homes;
- The community's youth have a broad range of recreational activities and venues; and
- Businesses prosper.

The Highland Park community plan represents both a product and a process. It is a framework to guide development, fund-raising, programming, and other aspects of community planning. The community plan also represents a genuine effort to enfranchise the entire community in the planning process, in which community residents and stakeholders articulate their vision of a common future.

A community plan is a working document that is molded and changed as the needs of the community change over time. The format for this document reflects the fact that, over time, the plan's sponsors and the Highland Park community need the flexibility to change their strategies as programmatic goals are achieved.

Throughout the planning process, the planning team has heard a number of issues, some that are new and some that are not new to the community. The community plan is a process of taking these issues and turning them into doable strategies with real accountability. It is a framework for small, incremental changes, that, over time, add up to noticeable change.

Action Steps

It is critical to take steps that are doable and translate into tangible results. Tangible results are easier to accomplish in physical development, as bricks and mortar, but are more of a challenge in the realm of human development. One immediate step addresses the importance of youth development along with the issue of strengthening residents' ties to the community. Highland Park residents have known for a while, quantifiably and intuitively, that high school age students in the community are choosing Alderdice, Schenley, CAPA, and elsewhere over Peabody High School. The community plan team recently discovered, through our youth focus group, that, although the students are happy with their respective schools and friends, they would like to feel more tied to the community and to other Highland Park High School students. Four leaders of the focus group have identified 25 others to receive a letter to start the "Highland Park Youth Group."

Another immediate step, in the area of community health and safety, recognizes the importance of combining strategies and actions for maximum impact. The Community Development Corporation has identified a housing development strategy that targets problem blocks in the southwest quadrant of the neighborhood. The Corporation is at work on rehabbing buildings and generally upgrading the housing stock. Concurrent with these physical changes, members of a reinvigorated Public Safety Committee should launch an initiative, similar to the “U-CAN” effort undertaken on Bryant Street in the 1990’s, to make a visible community-supported statement for zero tolerance of illegal activity. In addition to concerted efforts on problem blocks, a community-wide public safety committee should support the development of block clubs as community organizing tools as well as public safety mechanisms.

Finally, recognizing the link between strength of local schools and vitality of the neighborhood, immediate steps can be taken to shore up relationships between the Fulton School and Dilworth Academy. Principals and Parent Teacher Organizations have identified areas in which the schools can benefit from community involvement, including areas such as tutoring and mentoring programs, after-school activities, and grant writing. Community institutions and initiatives, such as the St. Andrew’s Church, the Union Project, and Education Innovations, are developing ways in which the community can develop meaningful ways of augmenting and improving educational opportunities.

Organizational Challenges

The goals and strategies identified in the plan provide an opportunity for the Highland Park Community Development Corporation and the Highland Park Community Club to examine their respective committee structures and work plans to address key community issues. The organizations convened a joint planning session in October of 2003 to clarify roles and responsibilities relative to the implementation of community planning strategies. At the planning session, members of Board of Directors of each organization, along with representatives of the Highland Park Community Planning Team, reviewed each strategy and participated in a group exercise to prioritize the strategies.

The successful realization of strategies will largely depend on the ability of the Community Club and Community Development Corporation to engage a broad range of volunteers. The organizations are considering a committee structure that would cross both organizations and may, in fact, result in community-wide committees, building on the broad-based participation in the Community Plan focus groups.

Planning Context

The community planning process is motivated by a number of concerns. Highland Park is diverse economically, ethnically, and racially. The neighborhood houses long-term residents and renters. Institutions, businesses, and recreational areas complement the housing mix. In

addition, neighboring communities, such as East Liberty, are actively engaged in economic development activities that affect Highland Park. A community plan is an important step in both maintaining community strengths while providing a framework for inevitable development and other changes in and around the community.

To set the stage for discussion of the issues, the plan outlines the geographic, demographic, and historic context for planning. Overall, it is apparent that Highland Park is similar to its neighbors in certain ways, and quite unique in others. In several measures, such as housing type, family structure and racial makeup, Highland Park is much more similar to the City of Pittsburgh in general than it is to any of the individual East End neighborhoods to which it is often compared. In general, it appears that the demographics do bear out the perception of Highland Park as a neighborhood that includes a mixture of different household and family types, age groups, incomes, and races. Several trends unique to Highland Park have interesting implications for its future. For example, the high recent growth in youth population may bring with it growing needs for after-school activities and recreation. As further evidence of this need, participants in focus groups shared experiences and expressed their belief that a strong link exists between community health and youth development.

The community-wide survey's methodology and analysis are detailed in great detail as another tool for setting the planning context. Overall, the responses point to the importance of focused efforts to enable residents to make direct, tangible investments in neighborhood institutions, and for community organizations to help residents feel at home and part of a meaningful community-building process.

Fundamental Themes

A set of basic and overarching community issues are outlined in the "Fundamental Themes" section:

- Building community within a neighborhood
- Effecting change at the local level
- Recognizing the interrelationships among issues
- Maximizing impact by combining initiatives
- Understanding the challenges of diversity and communicating effectively

Community Plan Goals

Each of the seven plan areas begins with a discussion of key issues. Following the issues, the following community goals, along with accompanying strategies, are articulated:

- Improve the quality and market values of rental and owner housing throughout Highland Park;
- Improve the public schools serving Highland Park residents and residents' perceptions of those schools;

- Create a safe, drug-free community block by block;
- Develop a safe community image;
- Identify and publicize all after-school and summer programs in the community;
- Provide a broader range and greater number of recreational activities and venues for Highland Park youth;
- Create a continuous, identifiable business district; and
- Improve the image of the Bryant Street business district.

Plan Structure

In order to articulate goals and strategies, this Plan seeks to sort out the issues into five key areas, clustered into physical and human development sections.

Physical Development

- Housing, Neighborhood Maintenance and Infrastructure
- Bryant Street

Human Development

- Education
- Arts, Recreation, and Youth Development
- Community Health and Safety

Documenting the Process

In addition to appendices illustrating demographics and detailing the community survey instrument, a third appendix to the plan documents the public process employed for the formulation of the plan, including such items as town meeting notes, focus group discussion notes, and participant lists.

Implementation

Following the outlining of physical and human development issues, an implementation chart prioritizes strategies and identifies responsible organizations to carry out strategy implementation. As this plan is being finalized, major service changes are being put into place in the City of Pittsburgh's government. Although City services will still be in place and need to be franchised to ensure Highland Park's community health, local changes underscore the need for the community to find ways to collaborate with existing programs and organizations while engaging a broad-based core of community volunteers. Community action requires a timetable, key responsibilities, and identification of resources. Action requires a strong volunteer core. And, finally, action requires a structure within which volunteers can feel and be productive.

Introduction

The community planning process is motivated by a number of concerns. Highland Park is diverse economically, ethnically, and racially. The community houses long-term residents and renters. Institutions, businesses, and recreational areas complement the housing mix. In addition, neighboring communities, such as East Liberty, are actively engaged in economic development activities that affect Highland Park. A community plan is an important step in both maintaining community strengths while providing a framework for inevitable development and other changes in and around the community.

The Highland Park community plan represents both a product and a process. It is a framework to guide development, fund-raising, programming, and other aspects of community planning. The community plan also represents a genuine effort to enfranchise the entire community in the planning process, in which community residents and stakeholders articulate their vision of a common future. A community plan is a working document that is molded and changed as the needs of the community change over time. The need for an overall community plan was recognized by the Highland Park Community Development Corporation (HPCDC). Michael Johnson, Director of the Community Plan approached a series of foundations and other funding sources to underwrite the community planning process and plan production.

The project was funded by the City of Pittsburgh, National City Bank of Pennsylvania, Pennsylvania Department of Community and Economic Development, Pittsburgh Partnership for Neighborhood Development, and The Pittsburgh Foundation

It is the intention of the Highland Park Community Plan to address the needs of the Highland Park neighborhood in a manner that improves the lives of current and future Highland Park residents and to protect and enhance the prior efforts of the Community Development Corporation and Community Club.

Throughout the planning process, the planning team has heard a number of issues, some that are new and some that are not new to the community. The community plan is a process of taking these issues and turning them into doable strategies with real accountability. It is a framework for small, incremental changes, which, over time, add up to noticeable change.

Action requires a timetable, key responsibilities, and identification of resources. Action requires a strong volunteer core. And, finally, action requires a structure within which volunteers can feel and be productive. It is key to take steps that are doable and translate into tangible results. Tangible results are easier to accomplish in physical development, as bricks and mortar, but more of a challenge in the realm of human development.

One immediate step addresses the importance of youth development along with the issue of strengthening residents' ties to the community. Highland Park residents have known for a while, quantifiably and intuitively, that high school age students in the community are choosing

Allderdice, Schenley, CAPA, and elsewhere over Peabody High School. The community plan team recently discovered, through our youth focus group, that, although the students are happy with their respective schools and friends, they would like to feel more tied to the community and to other Highland Park High School students. Four leaders of the focus group have identified 25 others to receive a letter to start the “Highland Park Youth Group.”

Another immediate step, in the area of community health and safety, recognizes the importance of combining strategies and actions for maximum impact. The Community Development Corporation has identified a housing development strategy that targets problem blocks in the southwest quadrant of the neighborhood. The Corporation is at work on rehabbing buildings and generally upgrading the housing stock. Concurrent with these physical changes, members of a reinvigorated Public Safety Committee should launch an initiative, similar to the “U-CAN” effort undertaken on Bryant Street in the 1990’s, to make a visible community-supported statement for zero tolerance of illegal activity.

Finally, recognizing the link between strength of local schools and vitality of the neighborhood, immediate steps can be taken to shore up relationships among the neighborhood’s elementary Schools, Fulton School and Dilworth Academy, parents, and the community overall. Principals and Parent Teacher Organizations have identified areas in which the schools can benefit from community involvement, including areas such as tutoring and mentoring programs, after-school activities, and grant writing.

The Public Process

To construct the plan and to ensure its acceptance and implementation, broad involvement in the planning process was needed. The insight and input from Highland Park residents, businesses, institutions, organizations, and other stakeholders proved vital to the development of the plan. Considerable effort was spent on seeking broad-based neighborhood involvement and keeping the participants informed of the planning process. The following outlines the steps taken to ensure broad input:

- Three town meetings were convened throughout the planning process. Highland Park residents, business owners, institutional representatives, and other stakeholders were invited to these facilitated discussions:
 - March 2002
 - October 2002
 - June 2003
- Outreach to publicize the town meetings consisted of literature drops, door-to-door contacts with community residents and phone calls to community residents. The community plan coordinator, Ed D’Alessandro, worked with community organizers from the East End Neighborhood Forum and Planning Team members to visit approximately 2,300 households to leave literature. Approximately 1,800 visits were face-to-face contacts.

This effort was undertaken to reach segments of the community that were not typically involved in community discussions, such as renters in the southwest quadrant of the neighborhood.

- While adults participated in the town meeting, a children's town meeting was held, with children drawing answers to such questions as "What should Highland Park have?" or "What do you like most about your neighborhood?"
- Following the town meeting, a document describing the community and goals was mailed to all registered voters in the community plan study area. This two-sided, 11" x 14" flyer summarizing the purpose, goals and deliverables of the community planning process in Highland Park was sent to all registered voters in the HPCP study area with the financial support of then-Councilman Jim Ferlo. This document was the result of multiple meetings with Planning Team members and was intended to represent a professional and persuasive invitation to local residents to consider participating actively in the Community Plan. In particular, it sought to answer common questions such as "What is a community plan?" "Whose plan is it?" "How long will the process take?" and "How can I get involved?"
- Office hours were held approximately eight times apiece at the Enrico's Tazza D'Oro, the neighborhood coffee shop, and Sandy's delicatessen from March 2002 through June of 2003, and twice at concerts in the "Reservoir of Jazz" series in August 2002.
- Michael Johnson collaborated with Community Connections, a project of Carnegie Mellon University that seeks to build democracy through utilization of information technology. They worked together to distribute and evaluate a survey of residents of Highland Park and portions of nearby neighborhoods in order to better understand the characteristics and attitudes of those who might participate in or be affected by the community planning process.
- "Door-knocking" for the survey was started in November 2002, when it became apparent that return rates for the random set of respondents was lower than expected. These efforts were located in the "southwest quadrant" where response rates were expected to be lowest. The community plan coordinator and a Heinz School graduate student visited over 1,100 households in this area, both those in the list of "random" respondents otherwise, supplying 800 copies of the survey and flyers explaining the community planning process as well, and made about 800 phone calls, of which 300 were voice conversations.
- Ed D'Alessandro and Michael Johnson coordinated a process by which local residents entered data from community surveys returned in paper form into the computer, as a way of including local residents in the survey analysis process. Between February and April 2003

they worked with three public high school students in Highland Park, one member of the Planning Team, and ten students at Sacred Heart School to input survey data.

- Focus groups were formed to address the issues that confront Highland Park as identified in the town meeting and survey responses. The focus groups were open to any members of the community who wished to attend in addition to town meeting participants, planning team members, and representatives from appropriate agencies and organizations. Five focus groups were convened and met twice during the planning process, once for initial brainstorming and once to review preliminary goals and strategies:
 - Housing, Neighborhood Maintenance, and Infrastructure;
 - Education;
 - Community Health and Safety;
 - Arts, Recreation, and Youth Development; and
 - Bryant Street/Commercial District.
- Following the initial focus group meetings, two additional groups were convened, to round out issues and to broaden the perspective on issues. A youth focus group, over pizza after school, and a focus group of Bryant Street businesses were both convened.
- Other plans and documents prepared for and about the Highland Park neighborhood were reviewed including U.S. Census Data, the 1950-1990 Pittsburgh Census Data, documents prepared by the Community Development Corporation.
- Michael Johnson attended nearly every HPCC meeting between February 2002 and June 2003 to give updates on the planning process. From November 2002 onwards, he distributed written monthly summaries of the community plan's progress to attendees.
- Through the efforts of Rudy Maceyko, volunteer webmaster for the Highland Park Community website and manager of the Highland Park community electronic mail list, the Community Plan was able to advertise all of its activities from June 2002 through the duration of the planning process.

Fundamental Themes

Through surveys, interviews, focus groups, and town meetings, members of the Highland Park community have said that they want a neighborhood where:

- Quality housing exists for all residents;
- Local schools have strong ties with the community;
- Residents feel safe on their streets and in their homes;
- The community's youth have a broad range of recreational activities and venues; and
- Businesses prosper.

In addition to this clear vision, a set of basic and overarching themes run through the individual issue areas.

Building community within a neighborhood

One of the primary goals of any planning effort within Highland Park must be to strengthen the working relationships of the Highland Park Community Development Corporation, the Highland Park Community Club, and other organizations and institutions striving to build the community. This planning process and resultant document reflect the growing collaboration among key groups within Highland Park. Existing institutions, such as St. Andrew's Church continue to be a focus for community building.

In addition, new community initiatives are sprouting. For example, the recently established Union Project, will play a key role in creating community with a diverse constituency through a wide array of initiatives including renovating a key institutional landmark, developing arts programs and offering artist work space, providing opportunities for community gatherings, and leading volunteerism programs. Education Innovations, Inc., a nonprofit organization based in Highland Park, is developing a series of programs to complement and shore up existing educational opportunities. Recognizing that community organization may not have a great role in reforming practices during school time, Education Innovations proposes to provide the community with mechanisms to improve the quality of out-of-school time. Looking beyond Highland Park, many of the strategies outlined in this plan require identifying and securing resources, individuals, and programs that are currently outside the community. Successful utilization of these resources will require significant collaboration of neighborhood organizations.

Effecting change at the local level

Throughout planning discussions, whether in town meetings, focus groups, interviews, or informal meetings, community members have expressed a willingness to tackle the problems that face them. They spoke convincingly about problems that exist *now* and that need solutions *now*. Implementation of strategies embodied in the plan will require organizing those who have come forward, expressing interest in key issues and problems, into a core of volunteers to invigorate existing organizations and to provide much needed energy and manpower to address initiatives.

Recognizing the interrelationships among issues

In order to focus on specific issue areas, the community plan has separated goals and strategies into issue areas. However, it is important to note that separating out issue areas may be a tool for exploration but it in no way mirrors reality. The issues are, in fact, inextricable. For example, improving the quality of education in the community has as much to do with what happens outside of school hours as within. Schools cannot achieve high levels of teaching when children come to school unprepared to learn. As another example, new affordable housing in the community must be accompanied by support for first time home buyers to be responsible homeowners and neighbors. Human development issues are as important to the health of the community as physical development.

Maximizing impact by combining initiatives

The area of community health and safety provides a good example of the importance of combining strategies and actions for maximum impact. The Community Development Corporation has identified a housing development strategy that targets problem blocks in the southwest quadrant of the neighborhood. The Corporation is at work on rehabbing buildings and generally upgrading the housing stock. Concurrent with these physical changes, members of a reinvigorated Public Safety Committee should launch an initiative, similar to the “U-CAN” effort undertaken on Bryant Street in the 1990’s, to make a visible community-supported statement for zero tolerance of illegal activity.

Understanding the challenges of diversity and communicating effectively

The Community of Highland Park is diverse and integrated. Block level demographic analysis undertaken by Dr. Michael Johnson, of Carnegie Mellon University, and Angela Foster, of the University of Pittsburgh, shows that Highland Park has a higher level of racial integration than most of its comparison communities as well as the City of Pittsburgh over all. It much more closely resembles the City of Pittsburgh according to the diversity of its population than nearly all of its comparison communities.

Diversity can provide vitality and can also provide special challenges. The first challenge is to find a way to engage various sectors of the neighborhood in volunteer efforts, in future planning issues, and in, simply, being neighbors. For example, during the planning process, attendees of town meetings and focus groups were overwhelmingly home owners in the community. Although there is a sizable percentage of renters in the community, they were not obvious in the planning process and, in fact, do not generally participate in the existing community organizations. Whether through organizing tenant councils, or otherwise addressing their special issues, the community organizations should find a way to engage both renters and landlords in the implementation of community plan strategies.

Planning Context

The Highland Park Community is located at the northeast corner of the City of Pittsburgh, nearly five miles from Downtown. Its neighboring communities include East Liberty, Lincoln-Lemington-Belmar, Larimer, Stanton Heights, Garfield and Morningside. In addition to the residential portion of the neighborhood, the community contains Highland Park and the Pittsburgh Zoo and PPG Aquarium, which cover a large part of the community's land, 500 acres and 77 acres, respectively.

Neighborhood History

Alexander Negley became the first permanent settler of Highland Park in 1778. The county surveyor Robert Hiland subdivided the Negley's land holdings when he laid out Negley and Hiland Avenues in 1837, giving his own name to Hiland Avenue, the spelling of which was later changed to "Highland." The earliest settlers farmed the land, but were soon replaced by new and wealthy families. During the 1880s, large homes in Queen Anne Style or Richardson Romanesque Style homes were built along Highland Avenue, known as "Millionaires' Row."

Highland Park opened as a city park in 1889, providing a respite from the social and environmental realities of industrial urbanism. The Pittsburgh Zoo was opened in 1898. Such developments, along with the electrification of the streetcar system in 1896, attracted more people to the area. Technological advances, along with the perception of the community as a fashionable place to live, accounted for the explosion of growth.

In the first decade of the twentieth century, the most intensive development took place. During this time, approximately half of the houses standing west of North Highland Avenue were built, giving the neighborhood its physical character. Large houses lined Highland, Stanton, and Negley Avenues. Behind these streets, more modest single-family middle-class houses lined the flat sections of the neighborhood. Although these smaller houses were closely spaced, they were set back from the street, giving a feeling of spaciousness. The large homes that lined North Highland Avenue were given a large front lot, which created a feeling of grandeur. Almost all of the building activity during this time was residential, with the exception of a few apartment buildings, and some commercial buildings along Bryant Street. In addition, three churches were built, including St. Andrew's Episcopal Church (1903-07).

More development took place following World War I. Most of the construction involved higher density developments, such as row houses, double houses, and apartment buildings. With accessibility from the automobile, construction moved up the steep hillsides, away from the streetcar lines. The building boom that occurred before the Great Depression occupied most of the available land. However, there was some additional development in the 1930's. A variety of house styles, such as Colonial Revival, Tudor and English period, Craftsman, Mediterranean, Modern, and Romantic were built during this time. To make room for more housing, property was subdivided. Infill housing placed new styles next to old, and resulted in the eclectic neighborhood that Highland Park is today.

In the years following World War II, there was little development with most of the available land already occupied by houses. Large lots were subdivided and rental developments, such as Highland Towers, were built.

Demographics

In planning for Highland Park, demographics were studied for the neighborhood as well as for several of the surrounding East End communities to which Highland Park is often compared. The communities analyzed include: East Liberty, Morningside, Friendship, Shadyside, Point Breeze, and Squirrel Hill South. Demographics for the City of Pittsburgh as a whole were also reviewed. For the analysis, data were used from the US Census 1990 and Census 2000, as reported in the Department of City Planning 1990 Census reports, the 2000 Census profiles on the Department of City Planning website, and the University of Pittsburgh UCSUR reports on the 2000 Census on the University of Pittsburgh website. For the figures referred to in the discussion below, please see Appendix I.

Summary of Findings

Overall, it is apparent that Highland Park is similar to its neighbors in certain ways, and quite unique in others. In several measures, such as housing type, family structure and racial makeup, Highland Park is much more similar to the City of Pittsburgh than it is to any of the individual East End neighborhoods to which it is often compared. In general, it appears that the demographics do bear out the perception of Highland Park as a neighborhood that includes a mixture of different household and family types, age groups, incomes, and races. Some highlights of demographics findings are listed below.

- The percentage of children (aged 0-17) in the population is much higher in Highland Park, East Liberty and Point Breeze than it is in Friendship or Shadyside.
- In Highland Park and East Liberty, unlike the other East End neighborhoods studied, the relatively large proportion of children in the population is a growing trend.
- The proportion of seniors (aged 65 +) in the community is shrinking in Highland Park, as in most other East End neighborhoods and the City, but at varying rates.
- The racial makeup of Highland Park in 2000 was quite different from most other East End neighborhoods', but similar to the City of Pittsburgh's as a whole.
- Within the neighborhood itself, the level of racial integration, block by block, is higher than most of its comparison communities as well as the City of Pittsburgh over all.
- The percentage of growth of the minority population in Highland Park (+73%) was greater than in most of the other East End neighborhoods.
- Highland Park lost a greater proportion of its white residents (-22%) between 1990 and 2000 than any other neighborhood studied besides East Liberty (-53%). The City of Pittsburgh lost 15% of its white population, and its minority population grew by 5%.
- Highland Park had almost even proportions of black and white youth (aged 0-17) in 2000, with a small population of "other minorities." These proportions and the way that they

have changed since 1990 are different from all other neighborhoods studied, but closely mimic the City of Pittsburgh's pattern.

- The minority youth (aged 0-17) population in Highland Park grew by 93% between 1990-2000, while the white youth population dropped by 24%.
- The percentage of youth aged 16-19 currently enrolled in school in Highland Park is lower than all of the other East End neighborhoods studied except for East Liberty, and also lower than the City of Pittsburgh average.
- The proportion of youth aged 16-19 that is neither enrolled in school nor employed is higher in Highland Park than in most other East End communities besides East Liberty and is higher than the City of Pittsburgh average.
- Highland Park has a lower poverty rate than the City or East Liberty, but greater one than Morningside.
- The proportion of single-parent families in Highland Park grew between 1990 and 2000, at a rate that was faster than the City's.
- In every neighborhood studied and in the City of Pittsburgh in general, black children are less likely than white children to live in a married-couple home, and more likely to live in a single-mother home.
- Both black and white children who live in Highland Park are less likely to live in a single-mother household than in any other neighborhood studied, except for Point Breeze.
- Highland Park seems to be quite unique among the East End neighborhoods studied in that it has almost equal amounts of rental- and owner-occupied housing units. Highland Park's rate closely mimics the City's, whereas every other neighborhood studied is skewed either towards rentals or ownership.
- Highland Park's resident transience profile matches the City's almost exactly, with 53% of the population living in the same house that they did in 1995. Shadyside and Friendship show much higher rates of transience, with only about 30% of the population living in the same house as in 1995.

Overview of Population

A preliminary look at the population levels of the East End communities studied shows some general similarities among them. The overall population of most of these neighborhoods declined from 1990 - 2000, as it did in the City of Pittsburgh as a whole (Fig. 1 & 31). Although Highland Park lost 4% of its population during this decade, this drop was less severe than that of the City of Pittsburgh (-9%), and was also less than other East End communities such as East Liberty, Morningside and Friendship (-14%, -11% and -9%, respectively). Of the neighborhoods studied, only Shadyside showed a gain in population during the decade 1990-2000 (+3%). The proportions of various age groups (0-17, 18-64, 65+) within the population also appear to be quite similar among the East End neighborhoods studied, and they changed in largely similar ways between 1990-2000 (Fig. 7 & 32). The 18-64-year-old age group is by far the largest in each neighborhood, and their proportion in the population increased slightly within most neighborhoods and in the City from 1990-2000. (In Highland Park, the proportion of 18-64-year-olds decreased by 0.5% between 1990-2000.)

When the trends are reviewed more closely, however, it is clear that both the makeup of East End neighborhood populations and the ways that they are changing over time vary significantly between communities (Fig. 27, 29 & 30). One of the most notable differences is that the number of children living in Highland Park, East Liberty and Shadyside actually increased by over 10% between 1990 -2000, whereas in every other neighborhood studied, and in the City of Pittsburgh in general, it decreased by between 5% to 17% (Fig. 2 & 33). The percentage of children (aged 0-17) in the population is much higher in Highland Park, East Liberty and Point Breeze than it is in Friendship or Shadyside. This indicates that in Highland Park and East Liberty, unlike the other East End neighborhoods studied, the relatively large proportion of children in the population is a growing trend.

Also notable is the fact that both the number and the proportion of seniors (aged 65 +) in the community is shrinking in Highland Park, as in most other East End neighborhoods and the City (Fig. 7 and 32), but at varying rates. The number of seniors in Highland Park declined by 19% between 1990 and 2000, similar to the City of Pittsburgh rate (-17%), but much less than the rate of decline in both East Liberty and Friendship (-30%.) In contrast, Point Breeze lost only about 6% of its seniors (Fig. 33.)

Race

Home to a mixture of people of different racial and ethnic groups, Highland Park is considered by some to be one of the more ‘diverse’ and ‘integrated’ neighborhoods in the East End. It is interesting to examine whether this perception is borne out in the actual demographic statistics, and what trends may indicate for the future of the neighborhood.

Figure 3 shows that the racial makeup of Highland Park in 2000 was quite different from most other East End neighborhoods’, but similar to the City of Pittsburgh’s as a whole. Highland Park’s population was 65% white, 30% black, and 5% other (including Asian and biracial among other groups). The only other East End neighborhood with a racial mix similar to Highland Park’s is Friendship; most of the others had far smaller proportions of black residents and higher proportions of whites. The notable exception is East Liberty, which had 73% black and 22% white residents.

Breaking this down into individual age groups, Highland Park is shown to be even more different from its neighbors. For example, Highland Park is the only neighborhood in the East End that has almost even proportions of black and white youth (aged 0-17), with a small population of “other minorities,” a profile that is similar to the City of Pittsburgh’s (Fig. 24). Every other neighborhood studied has a youth population that is dramatically skewed racially in one direction or another (with the exception of Friendship, where the proportions of all three categories are more similar, the largest proportion being black).

The level of integration in a community is an important measure of its well-being. Communities that are integrated by race, for example, represent lower levels of racial bias and disparities in outcomes associated with race, than communities that are not. Integration, as distinct from “diversity”, measures the extent to which community members in different groups (e.g. whites versus nonwhites, renters versus owners of residential housing) are distributed evenly throughout the community. For example, if a neighborhood’s population consists of 50% white residents and 50% black residents, but all of the white residents live in the western portion of the neighborhood, and all of the black residents live in the eastern portion, we could say that the neighborhood’s population is diverse, but it is not integrated.

One common measure of integration is called the “index of dissimilarity”. This quantity measures, roughly, the fraction of the population of one of two groups (say, blacks as compared to whites) that would have to move between various portions of a community (say, Census blocks) in order for the fraction of blacks in each portion of the community to be equal to the fraction of blacks in the community overall. Lower dissimilarity measures indicate a more complete level of integration than higher measures do; a dissimilarity measure of 0 means that the two groups are represented in each portion of the community in an identical fashion as in the community overall, while a dissimilarity measure of 1 indicates perfect segregation: all members of one group live exclusively in one portion of the community.

Using data from the 2000 Census at the lowest level of aggregation, namely the Census “block” (about the size of a city block), we have computed the index of dissimilarity for the black/white racial segregation in Highland Park as well as our usual comparison set of neighboring and “peer” communities. Figure 34 shows that Highland Park, with a dissimilarity measure of 0.39, is among the most racially integrated of all these communities (only Friendship, at 0.37, is more integrated). Particularly striking are the high segregation measures for Morningside (0.70), Point Breeze (0.76), and Shadyside (0.50). By comparison, the black/white segregation measure for the City of Pittsburgh is 0.67, according to the Lewis Mumford Center for Comparative Urban and Regional Research. Thus, we may conclude that according to this measure, Highland Park has a higher level of racial integration than most of its comparison communities as well as the City of Pittsburgh overall, and it much more closely resembles the City of Pittsburgh according to the diversity of its population than nearly all of its comparison communities.¹

Examining the way that neighborhood racial distribution has changed over time yields more interesting information.² The Department of City Planning 1990 Census Population and

¹ Calculations of the Racial Dissimilarity Index were prepared by Angela Foster, Assistant Professor at the Graduate School of Public and International Affairs, University of Pittsburgh. The relevant discussion was provided by Michael Johnson, Assistant Professor at the H. John Heinz III School of Public Policy and Management, Carnegie Mellon University. All other calculations, figures and discussion related to demographics in the Community Plan were prepared by Susanna Bjorkman of Brean Associates.

² It is important to note, when looking at shifts in population of various racial groups between 1990 and 2000, that the way in which “race” was queried in the 2000 Census was somewhat different from the way in which it was

housing Report gives information on race in two categories: white and “combined minority.” Therefore, for purposes of comparison across time, those two categories have been utilized. Figure 8 illustrates how the combined minority population may differ between neighborhoods, showing what the racial distribution of the combined minority category was in 2000. Most notably, in Shadyside and Squirrel Hill South the predominant minority group was Asian, whereas in Highland Park and every other neighborhood studied as well as in the City of Pittsburgh, blacks represented by far the largest proportion of the combined minority category.

Figures 5 and 24 show that in every neighborhood studied, the white population fell and the combined minority population rose between 1990 and 2000. The proportions of this change, however, differed between neighborhoods. Figure 4 shows that the percentage of growth of the minority population in Highland Park (+73%) was greater than in most of the other East End neighborhoods, with the exception of Morningside (+116%). However, Morningside’s starting 1990 minority population was relatively quite small. Also, Highland Park lost a greater proportion of its white residents (-22%) between 1990 and 2000 than any other neighborhood studied besides East Liberty (-53%). The City of Pittsburgh lost 15% of its white population, and its minority population grew by 5%.

The shift in the racial makeup of Highland Park between 1990-2000 was especially notable in the 0-17 age group. During this time period, the majority group of youth aged 0-17 in Highland Park shifted from white to combined minority. This is different from every other neighborhood studied, in which the gaps between existing majority and minority groups remained largely the same or were widened (Fig. 10 & 11). The current racial distribution of Highland Park’s youth population and the way that it has changed since 1990 closely mimics that of the City of Pittsburgh as a whole. Of all of the neighborhoods studied, Highland Park is the only one that is similar to the City in this way. Figure 9 shows the extent of the change in the racial distribution of the youth population in terms of the percentage of change within each racial group. The under-18 minority population in Highland Park grew by 93% during this time period, while the white under-18 population dropped by 24%. The relative proportions of these changes in Highland Park are far greater than those in any other East End neighborhood studied, except for Morningside.

asked about in the 1990 Census. In 2000, people were given the opportunity for the first time to report their race as “biracial.” Before this, people who were of mixed-race ancestry were forced to choose one race category, such as white, black, Asian, or “other.” This means that potentially some people who self-reported as white, or black, or Asian, etc. in the 1990 Census may have self-reported as biracial in the 2000 Census. For this reason, researchers are cautioned against making direct comparisons between 1990 and 2000 population levels of different racial groups. However, in Highland Park and the other East End communities studied, the number of people who reported themselves as biracial on the 2000 Census is relatively low (in Highland Park 159 people, or 2.4% of the population, registered as biracial; city-wide the average was 1.6% of the population). Also, presumably not all of the people who claimed to be biracial in 2000 had reported in 1990 as being from the same racial group (e.g. all of them registered as black, or all registered as white), so the effect is likely to be spread out somewhat across all racial groups. Therefore, it can still be useful to examine general trends that are much larger than could be accounted for by the discrepancy of this small segment of the population.

Education

One way to gauge a community's prosperity is to assess the educational achievement of its residents. Figure 13 shows that the adult residents (aged 25+) of Highland Park are relatively well-educated, including a greater proportion of college graduates and a smaller proportion of high school dropouts than the City of Pittsburgh's average. Highland Park's residents are also better educated than residents of East Liberty, Morningside, and Friendship. Highland Park residents are less well-educated, on average, than residents of Shadyside, Point Breeze and Squirrel Hill South.

In terms of the achievement of its youth aged 16-19, Highland Park ranks somewhat lower than its neighbors (Fig. 14). The percentage of youth aged 16-19 currently enrolled in school in Highland Park (76%) is lower than all of the other East End neighborhoods studied except for East Liberty (65%), and also lower than the City of Pittsburgh average (85%). The proportion of the youth population that is neither enrolled in school nor employed is higher in Highland Park than (12%) in most other East End communities besides East Liberty (15%) and is higher than the City of Pittsburgh average (8%).

One way to assess a community's level of engagement in its public schools is to see what proportion of the children in the community attend private school. Figure 15 shows that Highland Park's rate of private school attendance (36%) is above the City's average (23%) and far more than the neighboring communities of East Liberty (18%) and Friendship (9%) but is actually far less than other East End communities such as Shadyside (65%) and Point Breeze (56%). These numbers do not reflect the number of children in these communities attending public magnet schools, only those enrolled in private or parochial educational institutions.

Income

The most obvious way to assess the prosperity of a community is to look at the income levels of its residents. The table below shows the median income brackets for Highland Park and the other neighborhoods studied:

Neighborhood	Median household income bracket
Highland Park	40,000-44,999
East Liberty	15,000-19,999
Morningside	35,000-35,999
Friendship	20,000-24,000
Shadyside	30,000-34,000
Point Breeze	60,000-74,999
Squirrel Hill South	35,000-39,999
Pittsburgh City	25,000-29,999

At first glance, Highland Park seems to be relatively very prosperous – its average is higher than every neighborhood studied except for Point Breeze. However, the numbers for many East End neighborhoods can be somewhat misleading, probably due to the high numbers of college and graduate students living in certain neighborhoods. Figure 12 shows the proportions of the populations of each neighborhood that are currently enrolled in college or graduate school. The relatively high proportions for Shadyside, Friendship and Squirrel Hill South may help to account for the lower income levels in these neighborhoods. Interestingly, Highland Park has a lower percentage of residents enrolled in higher education (8%) than the City of Pittsburgh average (13%).

A clearer picture of Highland Park's relative prosperity is given by the spectrum of household incomes across the population, rather than just the medians. Figures 16 and 17 show the income profile of Highland Park as compared with the City of Pittsburgh and East Liberty, Friendship, Point Breeze and Morningside. Highland Park has proportionally fewer households earning less than \$20,000 per year and a greater proportion earning over \$50,000 a year than the City of Pittsburgh (Fig. 16). Of the other neighborhoods, Highland Park's profile seems to be closest to those of Morningside and Point Breeze, although Point Breeze has a much greater proportion of households earning over \$100,000 annually. Highland Park has a significantly smaller proportion of households earning less than \$20,000 per year than either East Liberty or Friendship. The five neighborhoods have somewhat similar proportions of households earning between \$20,000 and \$50,000 per year.

Looking at poverty levels (Fig. 18), Highland Park seems to have lower rates of poverty than many of the other East End neighborhoods, but again, the relatively higher levels of adult students within the population in some of the other neighborhoods may influence these numbers. A more telling comparison for Highland Park may be with its immediate neighbors, East Liberty and Morningside, and with the City of Pittsburgh. Highland Park has a lower poverty rate (12%) than the City (20%) or East Liberty (30%), but greater than Morningside (7%). Highland Park's proportion of households at 200% of poverty (27%) is the same as Morningside's but far less than the City's (41%) or East Liberty's (56%).

Household Characteristics

Knowledge about the different types of households that are prevalent within a community brings greater understanding of the character of that community, and the kinds of issues that are key to shoring up quality of life and community health. Figure 19 shows the proportion of households that are “families” (those composed of people who are related to each other), and also the proportion of households that are families with children. Non-family households could be people living alone, or in a roommate situation. Highland Park, with 53% family households and 25% families with children, matches the City of Pittsburgh’s overall profile almost exactly. Most of the neighborhoods studied have similar proportions of families with children (25%), except for Shadyside and Friendship, which have far fewer families with children and family households in general than the other neighborhoods in the area. Morningside and Point Breeze have a slightly higher proportion of family households, at about 62% each, but nearly the same proportions of families with children as the other neighborhoods.

Looking a more specifically at family structure, Figure 20 illustrates the proportion of all families with children that were single-parent families in 2000. Highland Park appears to be in the middle range of the neighborhoods studied, with 39% of its families with children being single-parent families. This is below the City’s average of 48%, and well below East Liberty’s rate of 77%, but far above the rates for Shadyside and Point Breeze. Figure 21 shows that the proportion of single-parent families in Highland Park grew between 1990 and 2000, and at a rate that was faster than the City’s.

Another way to examine family structure is to consider the number of children within a community that are living in various family situations, rather than to count the families themselves. Figure 25 shows the proportion of children under 18 were living in married-couple families in each neighborhood in 2000, and also gives detail for white and black children specifically. At first glance, Highland Park appears to be in the middle of the range of the neighborhoods studied, with 57% of its children living in married-couple families. When looked at individually, however, both black and white children in Highland Park are more likely to live in married-couple households than in any other neighborhood studied (except for Point Breeze), in some cases dramatically so. Figure 26 similarly shows that both black and white children in Highland Park are less likely to live in a single-mother household than in any other neighborhood studied, again except for Point Breeze. It is clear from Figures 25 and 26 that black children are less likely than white children to live in a married-couple home, and more likely to live in a single-mother home, in every neighborhood studied and in the City in general.

Housing and Migration

When planning for the future of a community, it is useful to have a sense of how transient its residents are, whether they tend to stay in the community for decades, or have a tendency to move frequently. Figure 22 shows the proportion of each neighborhood's residents that lived in the same house from 1995-2000. It also shows the proportion that stayed in the City of Pittsburgh and in the general Western Pennsylvania region over the same time period. Highland Park's profile matches the City's almost exactly, with 53% of the population living in the same house that they did in 1995. Shadyside and Friendship show much higher rates of transience, with only about 30% of the population living in the same house as in 1995.

Another issue that influences a community's structure and character is the proportion of owner versus rental housing in the neighborhood. Highland Park seems to be quite unique among the East End neighborhoods studied in that it has almost equal amounts of rental- and owner-occupied housing units (Figure 23). Highland Park's rate actually closely mimics the City's, whereas every other neighborhood studied is skewed either towards rentals (East Liberty, Shadyside and Friendship), or ownership (Point Breeze and Morningside). It is important to keep in mind that these figures are based on housing units, not structures, so that a house which has been subdivided for rental may have multiple housing units within it, but the identical house which is owned by a single family would be considered one housing unit. Highland Park's housing unit vacancy rate of 8.5% is in the middle of the range of the neighborhoods studied, the lowest being Squirrel Hill South at 4% vacancy, and the highest being East Liberty at 14% vacancy. The vacancy rate for the City of Pittsburgh is 12%.

Overall, it is apparent that Highland Park is similar to its neighbors in certain ways, and quite unique in others. In several measures, such as housing type, family structure and racial makeup, Highland Park is much more similar to the City of Pittsburgh in general than it is to any of the individual East End neighborhoods to which it is often compared. Several trends unique to Highland Park have interesting implications for its future. For example, the high recent growth in youth population, and in particular the black youth population, may bring with it growing needs for after-school activities and recreation. The fact that these youth increasingly live in single-parent households may make such needs even more pressing. In general, it appears that the demographics do bear out the perception of Highland Park as a neighborhood that includes a mixture of different household and family types, age groups, incomes, and races.

The Community Survey³

1. Summary

The Highland Park Community Plan has distributed and evaluated a survey of residents of Highland Park and portions of nearby neighborhoods in order to better understand the characteristics of those who might participate in or be affected by the community planning process. Analysis of responses from individuals chosen at random to reflect the diversity of the study area indicates that these residents are not completely representative of the population of the study area. We find that while respondents generally like their community (especially the affordability of housing and the friendliness of the neighborhood), profess strong ties with their neighbors, support political action and appear tolerant of opposing political views, they appear to be disengaged from local institutions. A more detailed analysis identifies key differences between residents who have moved to neighborhoods in and around Highland Park more recently and those who have resided in this region for a longer time. Finally, we propose that a key to retaining current residents is efforts to make them feel “at home” and to provide them with opportunities to connect with their neighbors and to improve their neighborhoods.

These findings suggest that Highland Park may have characteristics of a “bedroom community”, in which residents have strong ties outside the community. Also, efforts to address the expressed concerns with Highland Park and surrounding areas must focus on efforts to enable residents to make direct, tangible investments in neighborhood institutions, and for community organizations to help residents feel at home and part of a meaningful community-building process.

2. Introduction

The primary goal of the Highland Park Community Plan is to provide a ‘roadmap’ for the future consisting of a vision, goals, strategies and implementation tasks. The context for this ‘roadmap’ is knowledge about the current state of the community. This community ‘snapshot’ is based on a variety of qualitative and quantitative data. In this chapter, we describe the process and results of a community survey that provides important information about Highland Park and portions of surrounding communities: who we are, where we shop, where we worship, where our children are educated, our hopes and fears for the community, and our feelings about engagement with our neighbors to improve our community.

This survey was designed by the members of the HPCP Planning Team, in collaboration with Brean Associates and researchers from Carnegie Mellon University’s Community Connections program, an initiative to pursue Internet-enabled democratic discourse at the local level, housed at the H. John Heinz III School of Public Policy and Management. The full text of the survey is available in the Appendix to this discussion document.

The HPCP Planning Team decided to create a research-quality community survey in order to answer with confidence, inquiries regarding community attitudes, preferences, actions, and so

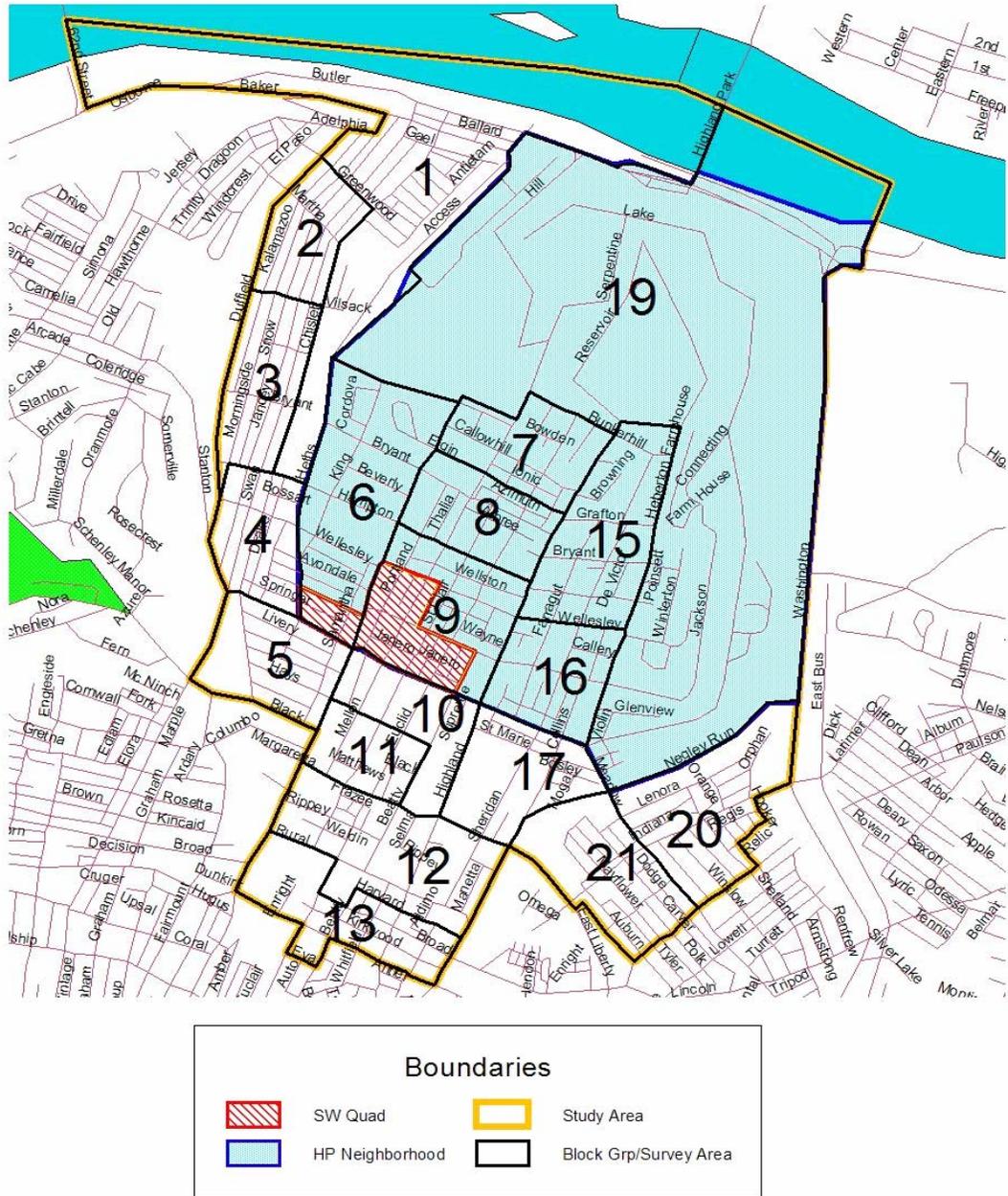
³ Prepared by Michael Johnson, Peter Muhlberger, Clara Pratte and David Wheatner

on from funding agencies, city government entities, and other community development oriented organizations. In addition, the HPCP Planning Team wanted to collect data that would enable questions that are key to Highland Park's identity and vitality to be answered with confidence, such as: "Who is moving to Highland Park and why?" "What are the most important indicators of reduced confidence in the future of our community?" and "Do attitudes about Highland Park differ in some systematic way across respondents as a function of race, class, geography or some other factor?" By gaining insight into motivations and trends in attitudes across the community, we provide additional tools for community planning and development.

The survey was intended to generate results that are reliable and reflective of the diversity of Highland Park and surrounding communities. Thus, survey results are grouped in two categories, which we will refer to as "random" and "non-random" samples. The random sample results are based on respondents chosen via stratified sampling using Claritas' Marketshare and New Movers files to be representative of the demographic characteristics of Highland Park and portions of Morningside, East Liberty and Larimer. Households in the random sample received a paper copy of the survey in the mail along with a prepaid mailer for return to the Community Connections office. These households could also fill out the survey on-line by providing a unique identifier. Individuals in the non-random sample took the survey on their own volition, either by filling out paper copies of the survey available at HPCP meetings or local retailers, or filling out the survey on-line.

To generate "random" respondents, we sent paper copies of the survey to residents of the following neighborhoods: Highland Park (regions 6 – 9, 15, 16 and 19); portions of Morningside (Chislett St. and east in region 1, and region 4); portions of East Liberty (regions 5, 10, 11, 17) and portions of Larimer (regions 20 and 21). For ease of analysis, we identified additional regions of surrounding communities to allow respondents increased flexibility in identifying their "home" neighborhoods: Morningside (regions 1 – 4); East Liberty (regions 12 and 13). Details are contained in Figure 1, below.

Revised Community Connections Boundaries (3/2/03)



[Figure 1: Target Region for Highland Park Community Plan Survey]

While we are interested in all responses to the community survey, both random and non-random, emphasis in this chapter will be given to results from the random sample. Although respondents in this set are not as representative of the broader community as we would wish, we can state with some confidence the extent of the disparity, and assert that the results we do present are representative some portion of the service area for the Community Plan.

An innovative component of the Community Plan survey is its reliance on information technology to gather data and to market the planning process. By making the survey available on the World Wide Web via the HPCP website www.highlandparkcommunity.com, respondents were able to complete the survey at their own pace, and in a variety of locations. For example, the Community Plan installed an Internet-enabled PC at a local coffee shop and was thus able to allow users to combine survey data entry with other tasks. In addition, the presence of the public PC allowed the wider community to learn more about Highland Park and a variety of public information resources, in addition to the Community Plan. However, many community residents were not able to take advantage of this public information technology resource, either because they did not patronize the coffee shop regularly, or because they did not have ready access to the Internet. We believe that this example of the “digital divide” provides one explanation as to why survey respondents—both “random” and “non-random” groups—were unrepresentative of the community as a whole.

The rest of this chapter is organized as follows: Section 3 describes the policy goals that the survey results are intended to support. Section 4 describes the design of the survey. Section 5 describes survey administration: distribution, collection, reducing the size of the random sample, and so on. Section 6 presents tabulations of survey results and descriptive statistics, with some preliminary policy insights. Section 7 contains more detailed hypothesis testing and policy recommendations. Section 8 summarizes and identifies next steps.

3. Survey Goals

The Highland Park Community Plan survey had the following specific goals:

- To create an overall portrait of Highland Park;
- To gather data to be utilized in the focus groups, and
- To encourage and facilitate civic engagement

The survey process has resulted in significant progress on all three of these measures and has generated a large and detailed dataset that will assist Highland Park in this and further planning initiatives.

The benefit of creating an overall portrait allows residents and community planners to understand who makes up the community and to identify any trends in the community’s opinions. For example if a significant portion of the sample has brought up the concern that shopping in Highland Park is difficult perhaps planners can then use this information to guide and direct merchants for the good of the community. Administration of the survey has greatly

facilitated data collection via focus groups; preliminary analysis of survey data in November 2002 allowed Brean Associates to identify specific issues that are known to be of greatest interest to the community, and to devise solutions and implementation strategies that have the greatest likelihood of success. Finally, administration of the survey has facilitated civic engagement; formal and informal feedback to the survey has convinced us that community members have taken the survey seriously and have built high expectations for local institutions to devise community improvement strategies that reflect local strengths and preferences. Even the fact that survey respondents have not been as representative of the community's diversity as we would like has allowed the HPCP Planning Team to make specific recommendations regarding outreach to underrepresented groups.

4. Survey Design

The survey is composed of the following sections (see Appendix II for a complete copy of the survey):

- Community Overview
- Amenities
- Demographics
- Community Ties (Civic Engagement)
- Community Concerns (Political Attitudes)

The Community Overview section consists of questions intended to identify respondents' core characteristics, e.g. asking respondents to identify numbered regions on a map corresponding to Census block groups in which they live, and concerns about Highland Park, e.g. "What do you like most about living in Highland Park?" and "How motivated are you to do something about Highland Park's problems?"

Questions in the Community Amenities section are intended to provide insight into the places that respondents shop, engage in recreational and entertainment activities, and send their children to school. The Demographics section queried respondents as to their race/ethnicity, educational level and employment status.

The Community Ties section contains a set of questions provided by social scientists on the survey design team that are intended to measure the extent of "civic engagement" and social ties among respondents, e.g. prompting for scaled responses to the questions "People in my community are willing to work together on common problems" and "My friends are very diverse (define "diverse" as you like)". In addition, questions in this section attempted to measure the strength of local ties to civic organizations such as churches or community groups, and the extent to which these organizations appear to be engaged in discussion of important community issues.

Finally, the Community Concerns section contains questions, again provided by social scientists on the survey design team, that are intended to measure the extent of engagement in the

political process by respondents, e.g. prompting for scaled responses to the questions “Sometimes people need to act politically even if the actions cannot succeed” and “Political discussions between people with different political views can be productive.” In addition, the survey includes a space for free-form responses on any issues important to the respondent not addressed by the survey. This section has yielded particularly rich and direct comments on life in Highland Park, both positive and negative.

5. Survey Administration

The survey was administered through paper and online media and was made available in to two populations: a “random” sample selected so as to be representative of the population living in a study area defined as Highland Park plus portions of adjacent communities, as shown in Figure 1, and a “nonrandom” sample dependent completely on individuals accessing paper copies of the survey at local merchants or at public meetings, or via the Web.

In early August 2002 we sent 1,193 paper copies of the survey to households in the “random” sample. 789 (66%) of these surveys went to households in the Highland Park neighborhood, and 113 (9.5%) went to Highland Park residents living in the so-called “southwest quadrant”, a portion of the neighborhood with higher-than-average levels of property blight and undesirable behavior, as measured for example by 911 calls. We gave these respondents the choice of filling out and returning the paper survey in a prepaid envelope, or filling out the survey on-line using a unique identifier. We made approximately 1,000 paper copies available to self-selected participants as well.

Approximately one month after the representative surveys were mailed we compiled data to identify households that had not yet responded. We attempted to contact these non-participant households by phone and home visitation to encourage them to fill out the survey. These in-person visits, combined with tabulations of surveys returned to Community Connections by the U.S. Post Office because of non-existent addresses, or households no longer at addresses, and on-line searches of Social Security data to identify households for whom the head of household was deceased enabled us to eliminate certain households from the set of potential respondents. This process of “reducing the N” yielded a final potential respondent set of 899 households in the random set.

Of these 899 households, 275 surveys were returned to Community Connections in paper or electronic form as of April 2, 2003; of these 275 surveys, 262 have useful values that have been coded for analysis, yielding a response rate of 29.1%. 413 surveys from respondents in the “non-random” set have been received as of April 2, 2003; of these, 360 contain useful values for analysis.

Paper surveys, both random and non-random, were entered into the computer system by analysts, CMU graduate students and community volunteers, including local high school students. This “first pass” of data entry was not designed to address systematic response errors

on the part of respondents, or errors in question wording or response scales in the survey itself. All of the analysis in this chapter is based on the “first pass” data entry. We have entered all of the survey data into the computer system a second time to identify data entry errors during the first pass, and we are currently attempting to inspect all survey responses manually to correct for systematic errors by respondents or by the survey designers. We hope that the output of these second and third “passes” will result in survey data that is as reliable as possible and suitable for research-quality analysis.

We have noted that Community Connections donated a personal computer to a local coffee shop to enable electronic survey entry as well as access to a variety of Internet resources. A log placed at the workstation revealed that between January 21st and March 6th the station was used 67 times with an average use time of 34 minutes per session. We are continuing analysis of usage of this public computer, as well as counting the number of surveys returned in paper form as compared to the number of surveys completed online. These preliminary usage statistics, combined with observations by the owner of the coffee shop that the presence of the computer has improved business, is an indication that information technology has had at least a small impact on the community planning process.

The Highland Park Community Plan has developed an extensive dataset of survey responses for both the random and non-random respondent groups, as well as data on survey administration. We would be glad to make these data available to interested persons on request.

6. Descriptive Statistics

Basic Demographics

Results from the random set of survey responses yielded a respondent profile that is female (55.94% of all responses), homeowners (76.63% of all responses) as compared to renters or those with other living arrangements, white (79.77% of all responses) as compared to African-American (12%) and those of other race/ethnicities, Highland Park residents (92.31% of all responses) and well-educated (78% of all responses indicate a college degree or higher educational attainment).

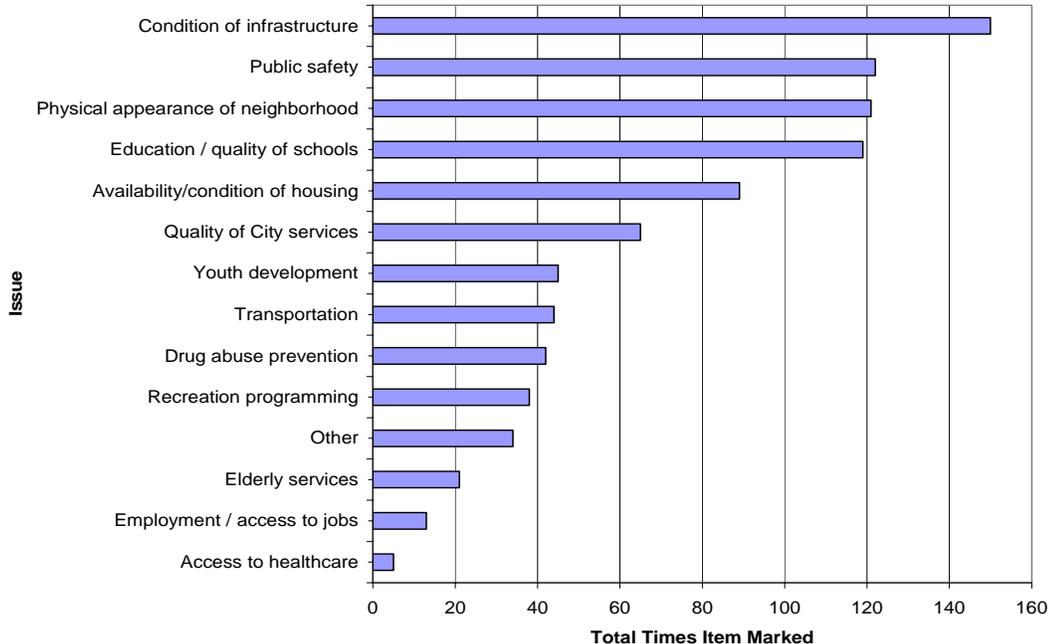
In comparison, the survey study area (the numbered regions in Figure 1), as well as Highland Park proper, has demographic profile that is significantly different in many respects, according to Census 2000 statistics: 54.19% of the study area (65.36% of Highland Park) is white, 45.42% of the housing units in the study area (50.37% of the units in Highland Park) are owner-occupied, 42.69% of the population of the study area lives in Highland Park, and 34.95% of all residents 25 years of age or older in the study area (53.07% of such residents in Highland Park) have a college degree or higher educational attainment. This is a preliminary indication that the set of respondents from the random sample is not representative of either the study area as a whole or Highland Park in particular with respect to these characteristics. Therefore, all subsequent analyses and conclusions will be subject to this important caveat.

The nonrandom sample is more representative of study area characteristics in certain ways: while 60.56% of such respondents are female, 74.13% of all respondents are homeowners, 84.38% are white (as compared to 7.99% of whom are African-American), 70.57% are Highland Park residents and 80.90% indicate a college degree or higher of educational attainment.

Other Basic Characteristics

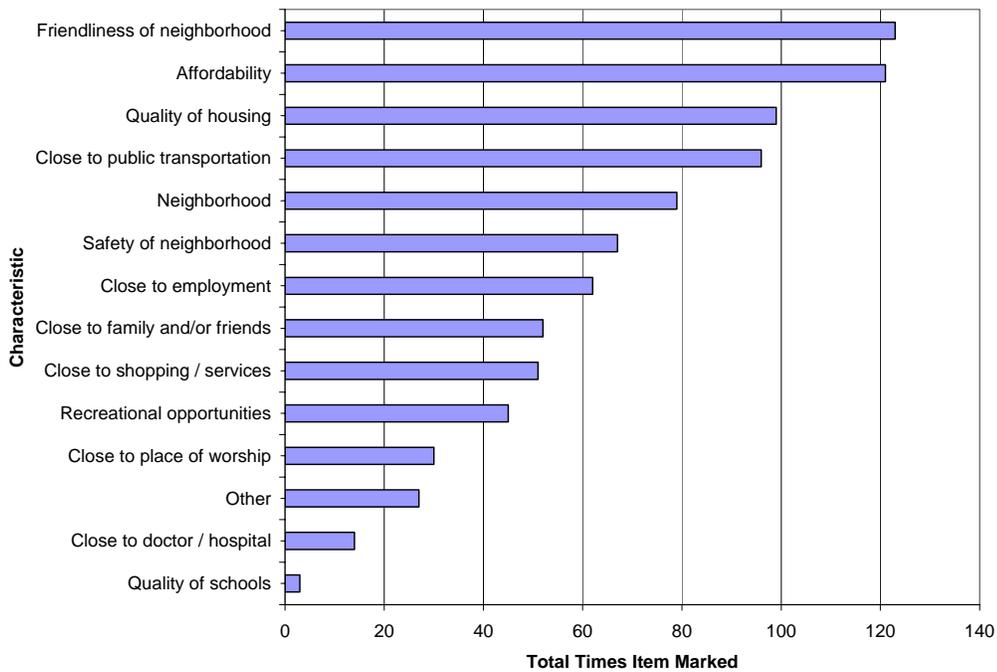
Respondents in the random sample tend to live in households without children (59.17%) and have lived in Highland Park a relatively short time: though average tenure in Highland Park is 13.57 years, the standard deviation of this measure is 15.09 years, and approximately 55% of respondents have lived in Highland Park for 6 years or less. Only 6.2% of respondents report working in Highland Park. Most respondents report moving to Highland Park from other East End neighborhoods (51.94% of all responses); the next most popular region of origin is outside of Western Pennsylvania (17.83% of all responses). These trends are similar to those recorded for the non-random sample.

While respondents feel that Highland Park is a very good place to live or work (mean = 4.52 where 0 = “poor” and 6 = “excellent”), there are a number of issues that concern residents. As Figure 2 indicates, “condition of infrastructure” is by far the prevalent concern (16.52% of all responses), followed closely by “public safety”, “physical appearance of the neighborhood” and “education/quality of schools”, all at about 13% of all responses.



[Figure 2: Most Important Neighborhood Issues]

In contrast, respondents identified four strengths of Highland Park (Figure 3): “friendliness of neighborhood”, tied with “affordability” with about 14% of all responses, followed by “quality of housing”, tied with “close to public transportation” with about 12% of all responses. The biggest problems with Highland Park identified by respondents include “lack of safety in the neighborhood” (18.57% of all responses), “quality of schools” (17.41% of all respondents) and “far from shopping and services (12.38% of all responses). These responses are matched very closely by those of respondents in the non-random sample.



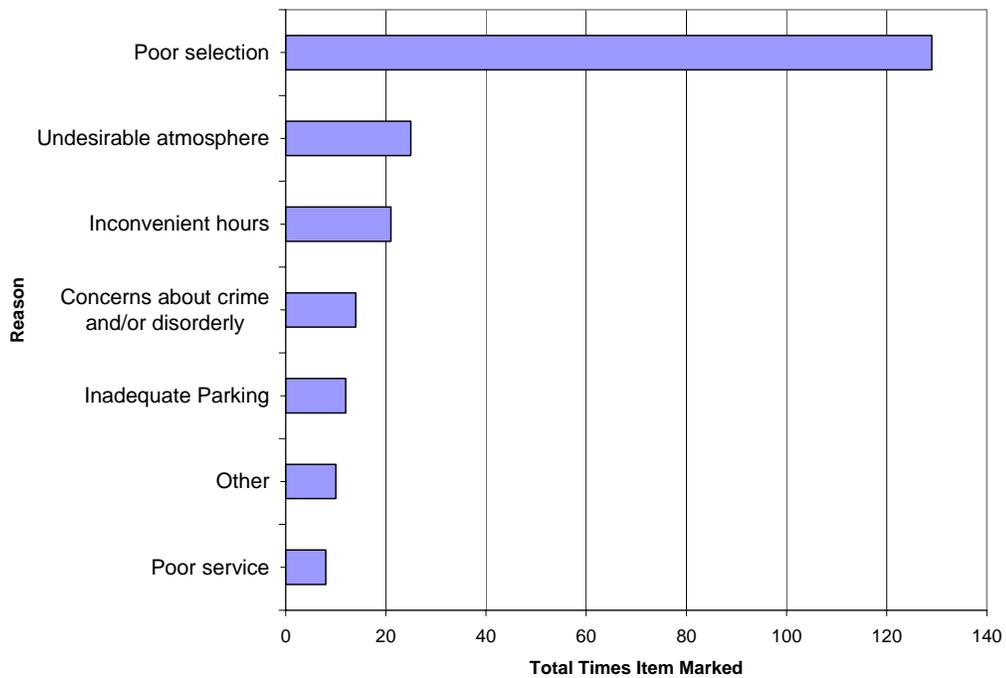
[Figure 3: Strengths of Highland Park]

Respondents appear concerned about Highland Park’s problems (mean = 4.29, where 0 = “not important” and 6 = “very important”) though somewhat less motivated to do something about them (mean = 3.71, where 0 = “not motivated” and 6 = “very motivated”). Nearly 30% of all respondents say they are currently considering moving from Highland Park; free-form responses to this question indicate that jobs, taxes and blight are primary motivating factors. Support for this result derives from responses to the statements “The condition of Highland Park is now ___ than 5 years ago (mean = 0.36, where -3 = “much worse”, 0 = “neither” and 3 = “much better”) and “I am ___ with the city’s services to Highland Park (mean = 0.21, where -3 = “very dissatisfied”, 0 = “neither” and 3 = “very satisfied”).

While respondents have close relationships with neighbors that are important to them, as measured by their responses to questions “quality of relationships with neighbors” (mean =

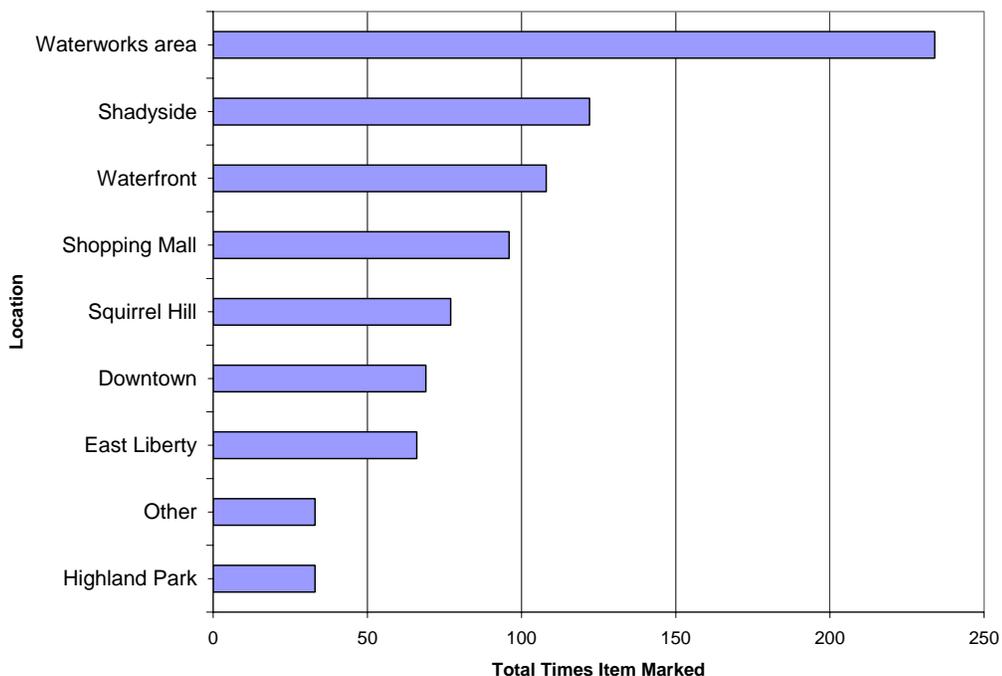
1.78, where -3 = “very unfriendly”, 0 = “neither” and 3 = “very friendly”) and “how often help or are helped by neighbors with small tasks (mean = 2.76, where 0 = “never” and 6 = “often”, and though 87.64 percent of respondents feel that they can call on their neighbors for help in an emergency, they report a moderately high level of crime in their neighborhood: the self-reported mean level of crime is 3.05, where 0 and 6 represent minimum and maximum ratings. To put this result in context, “Part I” (serious) crime rates per 100 residents reported by the Pittsburgh Post-Gazette for 2000 (http://www.post-gazette.com/neigh_city/20020224citypart1stat9p9.asp) indicate that Highland Park’s crime rate, 4.7 per 100, is significantly less than the citywide average of 6.0 per 100 and lower than that of Shadyside (6.7) though higher than that of Squirrel Hill North (2.2) and Point Breeze (3.7).

Respondents rarely shop, seek entertainment, educate their children or worship in Highland Park. 65% of all respondents report shopping in Highland Park “every couple of months” or “hardly ever”, and respondents in this category list “poor selection” (overwhelmingly), followed by “undesirable atmosphere” and “inconvenient hours” as primary reasons why they do not shop in Highland Park (see Figure 4).



[Figure 4: Reasons for Rarely Shopping in Highland Park]

Respondents indicate that the most important services missing in Highland Park include: grocery store (25.68% of all responses), post office (20.89% of all responses) and professional offices such as dentist or doctor (12.16% of all responses). These results are striking inasmuch as Highland Park already has one moderate-size grocery store and three deli-type shops. Waterworks Mall, followed by Shadyside, The Waterfront and other shopping malls are all much more popular shopping destinations than Highland Park (see Figure 5).



[Figure 5: Neighborhoods in which Respondents Usually Shop]

Similar results for shopping are seen for entertainment: Waterworks, The Waterfront, Downtown, Shadyside and Squirrel Hill are all far more popular entertainment destinations than Highland Park. Respondents overwhelmingly (90.08%) worship outside of Highland Park. In contrast, 64.92% of respondents report using recreational facilities in Highland Park.

Respondents, who, according to the survey, are disproportionately members of childless households, do not typically have household members attending primary or secondary school (23.64%). Of those respondents with school-age children, about 12% report sending their

children to local public schools, about 47% send their children to non-local public schools, and the remainder, 41%, have enrolled their children in private or parochial schools.

Community Ties

In contrast to the relative pessimism expressed regarding the current state of Highland Park and the self-reported tendency to pursue a variety of activities outside of Highland Park, survey respondents appear to feel strong ties with other community members. They feel that community members care about community problems (mean = 3.85, where 0 = “not true” and 6 = “very true”), that community members can be trusted (mean = 3.89, where 0 = “not true” and 6 = “very true”) and that community members are willing to work together to solve common problems (mean = 3.9, where 0 = “not true” and 6 = “very true”).

However, respondents are not as optimistic about the ability of officials to solve community problems on their own (mean = 2.06, where 0 = “not true” and 6 = “very true”), and tend not to discuss community issues in organizations to which they belong (dominated by churches, 34.35%): 56.22 report no such discussions in their organizations. Moreover, few (38.69%) of respondents belong to any organizations which have taken local action for social or political reform.

Respondents’ networks of friends appear to be geographically dispersed and not particularly inclined to address concerns regarding the strength or attractiveness of Highland Park. Though respondents claim that their friends are “diverse” (mean = 3.94, where 0 = “not true” and 6 = “very true”), relatively few of these friends live in Highland Park and few discuss community issues: 43.95% of respondents report that none of their five closest friends live in Highland Park, and 49.58% of respondents report that none of their friends talk about concerns such as crime or housing.

One promising result regarding civic engagement concerns the Highland Park Community Plan itself: though only 9.34% of respondents reported attending a meeting of the Community Plan in the previous six months, 39.52% reported a willingness to attend a meeting of the Community Plan in the next six months.

Community Concerns

Responses to questions in this section, which measured propensity for political action, indicate that while respondents are very busy (mean = 1.93, where -3 = “strongly disagree” and 3 = “strongly agree”), they believe that political action is warranted even if it may not succeed (mean = 2.08, where -3 = “strongly disagree” and 3 = “strongly agree”). (Note that our survey did not ask if the respondents *themselves* would commit to such political activism.) Respondents appear to be quite tolerant of opposing views: they do not take it personally when others disagree with their political views (mean = 1.5, where -3 = “strongly disagree” and 3 = “strongly agree”) and disagree with the notion that people with differing political views cannot rationally discuss politics (mean = -1.18, where -3 = “strongly disagree” and 3 = “strongly agree”).

Free-Form Comments

By combining free-form comments at the end of the survey for both the random and non-random samples, we are able to identify important issues that respondents felt were insufficiently addressed by the survey. We used Atlas/ti software to identify responses that correspond to the following popular topic areas: Animal Control, City Issues, Commerce, Diversity Issues, Education, Housing, Neighborhood Appearance, Public Safety, Recreation, Community Plan Issues, Traffic, Youth Issues, and Zoning. Commerce and Public Safety appear to be the most popular categories for free-form responses. Examples of responses in selected categories follow:

City Issues

Issues concerning city services included such topics as garbage collection and street maintenance.

- “The city needs to do a better job of repaving streets when they deteriorate”
- “I wish the city and county would work better together for the good of Highland Park”
- “Property tax issues are a big problem forcing some to move out of larger homes”
- “Please help us restore the sidewalks and empty lots.”

Commerce

By far one of the primary issues on the mind’s of Highland Park residents. Comments in this section included primary concern with the lack of shopping choices in Highland Park and the general feeling that the Bryant St. corridor could be significantly improved.

- “Highland Park is a lovely place to live but we do not have enough shops, restaurants, or entertainment venues”
- “I wish there were more inexpensive family restaurants or diners. It’s all either bars or pizza.”
- “My left arm for a decent grocery store!”
- “The community would really profit from a more robust retail area”
- “I think the shopping area on Walnut St (Shadyside) could be easily replicated or taken as a model in Highland Park, and I am sure it would be a great success.”

Diversity Issues

This category addresses feelings of disengagement, gentrification and segregation.

- “Race relations in Highland Park needs to be addressed”
- “I love the diversity of Highland Park”
- “I think that there are a lot of people here who wish to be more involved than they are”
- “The Highland Park Citizens Club is only interested in their own property values...(they only represent) the white middle class (not all of Highland Park).”

Education

Reflecting education choices made for their children as reported above, respondents identified quality of local public schools as a key area of concern.

- “It’s all about schools (that make a good neighborhood)”
- “Fulton needs help; none of our friends would even consider putting their kids in school there if they could help it”
- “Who wants to live in a neighborhood where they can’t trust their children will get a quality education”

Housing

Reflecting the concerns expressed in the main portion of the survey regarding housing and infrastructure quality, respondents identified particular housing issues including absentee landlords or homeowner upkeep.

- “Properties owned by absentee landlords effect the community...we need to enforce code”
- “What type of action can one take against a slum lord?”
- “We need to return homes into single family dwellings”
- “I would like to see an increase in owner occupied housing”

Neighborhood Appearance

Not only was the neighborhood proper a concern but the park itself was an area of concern with regard to its appearance.

- “It would be great if they finished the REALLY LONG construction at the park so that it will begin to look nice again”
- “Highland Park has a bad image...especially in east end pockets”
- “Littering is major problem on Bryant St. I would like to see fines enforced”
- “Graffiti on mailboxes, newspaper boxes, walls, signs, etc. needs to be addressed.”

Public Safety

The level of concern regarding public safety is somewhat at odds with Highland Park’s relatively low crime rate as compared to city-wide levels. Nevertheless, fear of crime is clearly a factor in the level of dissatisfaction with the quality of life in Highland Park.

- “I am concerned about drug sales in the park”
- “Get drug addicts out!”
- “I hear gunshots from the Lincoln area at night, police need more presence there”
- “Police need to respond faster”
- “There is a lot of vandalism happening to parked cars in the area”
- “Whatever happened to our Community Beat Patrol Officer?”
- “There doesn’t seem to be anywhere a child can go and play and really feel safe”
- “Safety is the key issue in this neighborhood”
- “Major issues of concern to me are safety and cleanliness of the neighborhood and park.

- Safety, cleanliness, and commerce are going to be the primary issues with the development of Highland Park residents need to see clean streets and feel safe also, landlords must be responsible for their property this neighborhood will rival Shadyside for attractiveness and property value if managed correctly.”
- “I run in the neighborhood and feel mostly safe, but lighting could be improved especially on Negley.”
- “Some streets in Highland Park don’t feel safe. Transient population is high/ lack of stability a problem. Landlords do not keep up property and tenants are not responsible.”
- “Several of my neighbors have moved out of the neighborhood for this reason there have been several instances of young women being followed at night and or peeping tom problems.”

Recreation

Recreation comments included park issues as well as age specific recreation opportunities. Overall the comments expressed an interest in improving recreation opportunities even while survey results showed a high level of satisfaction with the public park.

- “Youth need more recreation and enrichment opportunities.
- “I would like to see the park have more recreation activities for young adults and teens. Give them something to do in the summertime.”
- “Why not build a skateboarding track? This will get kids off the roads. Kids also ride their bikes down big hills for a thrill. It’s dangerous.”
- “Bike trails in Highland Park would be great”
- “An ethnic food festival in the park would be good”
- “A public recreation center with senior citizen classes, indoor basket ball gym, etc. would be positive for the neighborhood.”

Community Plan Issues

These comments were specific to the community planning process, including the survey.

- “Why the emphasis on "political" in this survey when the goal is to improve the community? “
- “This is a very small box for comments.”
- “This form is too long”
- “I think I may have made a mistake on one of my entries. The survey did not allow me to go back and review the answer (which would have been helpful) the on-line survey and paper copies did not match exactly, which is somewhat problematic”
- “I’m concerned about the answers I entered for the survey I’d almost separate some of the questions into neighborhood versus Highland Park.”
- “I haven’t attended community planning meetings because I have not had info about when and where.”

Traffic

Traffic was a surprisingly big area of concern particularly the speed issue on residential streets. This issue is also related to public safety concerns.

- “Speeding on residential streets is a problem.”
- “Speed limit for autos cars going to fast.”
- “Noise control from roving traffic stereos.”
- “A few of my major concerns are the noise problems associated with car stereos, the speed in which cars and busses travel and also alley ways littered with junk.”

Youth Issues

Youth issues are closely connected with recreation and education issues but the comments here specifically dealt with what turned out to be perceptions of supervision and a concern that unsupervised children are at risk for victimization or alternately participating in criminal or nuisance behavior.

- “Unsupervised children in the neighborhood seem to be increasing.
- “What about having block parents? I've noticed that there doesn't seem to be anywhere a child can go to feel safe if there is a problem before or after school when a responsible adult is not around”

7. Hypotheses and Policy Analyses

The previous section presented simple tabulations and descriptive statistics regarding questions in the Highland Park Community Plan survey with categorical (e.g. yes/no) or scaled (e.g. 0, ..., 6) responses. The conclusions that can be drawn from these data are limited inasmuch as they must address the “central tendency” of all respondents. A more detailed analysis of survey data would test *hypotheses*, that is, identify whether responses to certain questions tend to differ based on the personal characteristics of respondents, or, more generally, the extent to which responses to certain questions are affected by the personal characteristics of the respondent, characteristics of the neighborhood in which the respondent lives, or other considerations. An extension of survey analysis that tests hypotheses would be *policy recommendations*, that is, specific recommendations as to programs or services that the community could provide that, according to quantitative survey analysis, are likely to result in certain beneficial community outcomes.

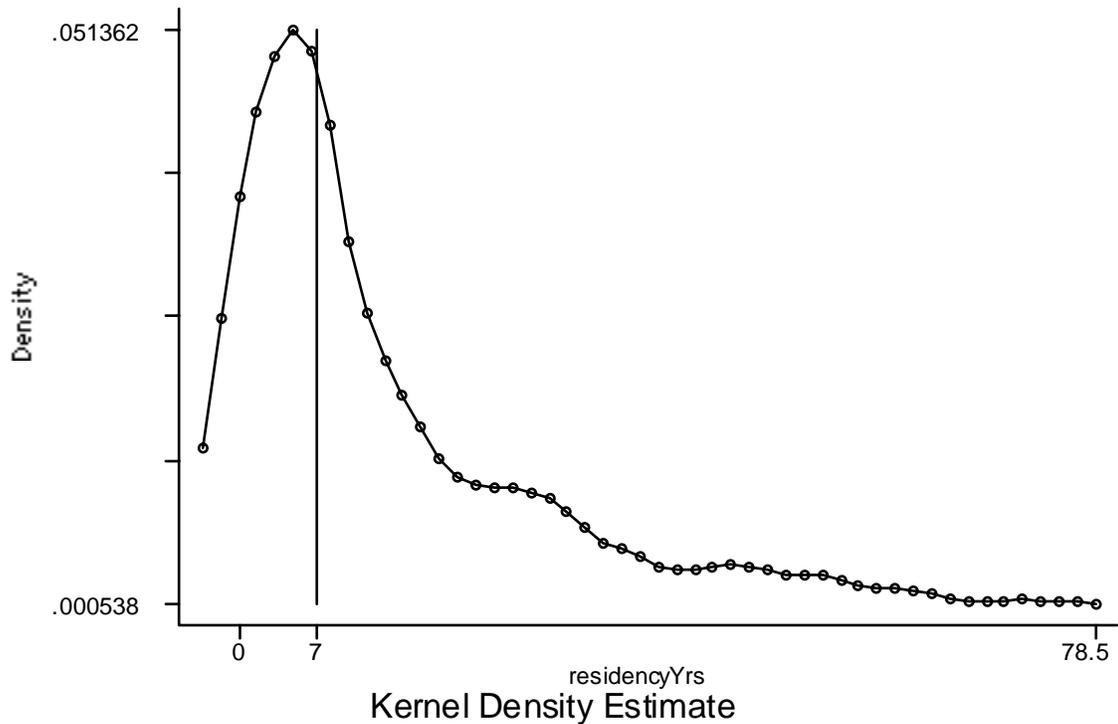
In this section we present preliminary results of analyses intended to test hypotheses and make policy recommendations regarding neighborhood mobility, an important issue for those interested in marketing a neighborhood to potential residents, or convincing current residents not to move. In particular, we wish to answer three simple questions:

- Who is moving into Highland Park, and why?
- Why do people move to Highland Park?
- Why do people consider moving out of Highland Park?

When answering these questions, we use “Highland Park” to refer to the Highland Park neighborhood plus portions of surrounding communities, as defined in Section XX.2 and focus solely on respondents in the “random” set.

Who is moving into Highland Park, and why?

To start, we use responses to the question “How many years have you lived in Highland Park (or nearby if you are not currently a resident)?” to generate a histogram of neighborhood tenure (see Figure 6). The median tenure (half of respondents below and half above) for respondents in the random sample is about 6 years, and there is a very long tail of people who are more permanent residents.



[Figure 6: Distribution of Tenure in Highland Park or Nearby Neighborhoods, Random Respondents]

For ease of statistical analysis, we define a “mover” as someone who has lived in Highland Park or in nearby neighborhoods seven or fewer years. This constitutes a sample of 134 of the

respondents. We define a “permanent resident” as someone who has lived in the survey study area for more than seven years, which constitutes a sample of 127 people.

To see whether movers differed from permanent residents, we conducted a set of “t-tests” that compare the mean values of some variable, such as age, for movers and permanent residents to see if there is a statistically significant difference between these means. Results (detailed tabulations are available from the Highland Park Community Plan) indicate that those who moved into Highland Park, as opposed to permanent residents:

- Are much younger;
- Have households with fewer adults (1.76 vs. 2.02--there are more singles without kids, but no more single parents);
- Have the same number of kids;
- Are not more or less Caucasian;
- Have higher education;
- Are more likely to be working full time;
- Are no more or less likely to own their own home;
- Are no more or less likely to work in Highland Park;
- Are no more or less likely to be planning to move out of Highland Park;
- Are no more or less likely to have kids in school; and
- Do not have significantly more or fewer children in school.

The finding that movers are no more likely than permanent residents to plan to move out of the neighborhood is very interesting. It suggests that movers may be as stable additions to the neighborhood as permanent residents.

Another way in which movers might differ from permanent residents is in their “social capital”. Social capital includes trusting others in the community and social networks (organizational affiliation, close friends, etc.). For the following measures: whether residents expect other people in Highland Park to be easy to work with to solve social problems, whether residents count on neighbors to help them in an emergency, to borrow things, etc., whether residents feel at home in the neighborhood, and whether residents feel that officials can be counted on to solve problems, and whether residents feel that people can generally be trusted, we found that movers were no different than permanent residents. This is a good finding because it suggests the movers are not more alienated or harder to reach.

In addition, we found that movers, as compared with permanent residents:

- Belong to no more or less HP organizations, community issue organizations, or organizations that have taken action;
- Have significantly fewer close friends in HP (.9 vs. 1.6);
- Have significantly fewer friends who talk with them about HP community issues (.9 vs. 1.3); and
- Do not have more diverse friends.

On the whole, then, the movers do not seem to have substantially less network social capital, except when it comes to close friends in HP or friends with which to talk with about community issues. The latter could matter, however, in terms of engagement with community issues.

We found that movers reported significantly higher levels of being very busy people, but lower levels of taking political conversation too personally (getting angry) and lower subscription to the belief that it is not possible to resolve political questions rationally with others in discussion. Because being a busy person rarely seems to affect participation, it would seem that movers should on the whole be more inclined to participate politically, at least with respect to these attitudes.

Finally, in terms of willingness to address problems in the neighborhood, movers are about as willing as non-movers. They see local problems as just as important as permanent residents, they are just as motivated to address the problems, they are as likely to have attended a community plan meeting, and are significantly more likely to say that they intend to attend (44% to 34% of respondents in each category).

Why do people move to Highland Park?

We cannot answer this question directly because we do not have a sample of people who thought about moving to Highland Park but decided not to move here. However, perhaps we can gain some little insight into this question by comparing movers with permanent residents. Perhaps mover's perceptions differ systematically in ways that will reveal why they moved. Compared with permanent residents, movers are:

- Significantly more happy with the condition of Highland Park than permanent residents;
- More likely to think conditions are changing for the better;
- Appreciably more satisfied with local services; and
- No different than permanent residents in the number of services they believe are missing.
-

This pattern is consistent with the view that new residents see themselves as moving from a poorer location to a better one. They are aware of the same problems as permanent residents, they just are happier despite these problems. It may be, however, that the longer they remain the less happy people become with the situation.

Why do people consider moving out of Highland Park?

The following analysis tries to predict whether or not a person is planning to move out of Highland Park based on a number of variables. Intriguingly, people are *not* significantly more likely to say they are moving out if:

- They are unhappy with the condition of Highland Park;

- If they don't think the condition is changing for the better, or
- They report more satisfaction with local services.

The number of services they say are missing does have a marginally significant and modest size impact. By far the most powerful factor is whether the person feels at home in Highland Park-- which greatly reduces the chance of saying they want to move out. Deliberative social capital (defined above as the expectation that it is possible to work with others to fix community problems) has the second most powerful reducing effect, with reported intention to attend a meeting of the Highland Park Community Plan the third most powerful effect. This suggests that people are more likely to say they will stay if they feel they have a chance to improve neighborhood conditions.

What affects feelings of being at home in Highland Park? Feeling at home in the neighborhood is related most strongly to being friendly with the neighbors, followed closely by overall social trust and number of close friends in Highland Park. Having helpful neighbors one can count on in a pinch does not help, nor does belonging to HP organizations, or feeling officials can be trusted to solve problems.

This preliminary analysis indicates three things. First, recent movers to Highland Park differ in a number of ways from more established residents, though recent movers appear to be as likely to be stable residents as more established residents. It is possible that recent movers may be more likely to stay if their networks of friends are centered in Highland Park and if they have the opportunity to talk with their friends about local issues. Second, recent movers are more satisfied with Highland Park and more optimistic about the future of the community. This indicates that local organizations may have an opportunity to leverage this optimism to design programs by which recent movers can “give back” to the community. Finally, the strongest indicator of continued residence in Highland Park is the extent to which residents feel “at home”, represented by levels of friendliness with neighbors, social trust and number of close friends in the community. Perhaps community social events such as block parties or arts performances could make current residents feel more at home.

8. Next Steps

We have described an effort in the community planning process in Highland Park to create a “community portrait” through a survey. This survey, created with the assistance of information technology professionals and social scientists at Carnegie Mellon University’s Community Connections project, provides a broad and deep perspective on the strengths and weaknesses of Highland Park and portions of surrounding communities as expressed by respondents.

Descriptive statistics indicate that respondents in the “random” survey sample demonstrate a rather high level of disengagement from local institutions such as schools, businesses, places of worship and other community organizations, and a low level of engagement with the community planning process, or discussions regarding community improvement more

generally, and strong indications of dissatisfaction with certain aspects of Highland Park's quality of life. However, there are opportunities to improve the quality of life for residents of Highland Park and surrounding communities based on resident characteristics: fairly high levels of educational attainment, strong ties to neighbors, and a positive outlook on political action. More detailed analyses indicate differences between those respondents classified as "recent movers" and those classified as "permanent residents" and identify opportunities to retain current Highland Park residents—especially recent movers—based on increasing their feelings of being "at home" in the community.

Thus, there is a role for initiatives like the Highland Park Community plan to identify specific problems, propose tangible, feasible solution strategies, and provide clear guidance as to the types of action and cooperation among local institutions that could result in real improvement in the perceived quality of life in Highland Park and surrounding communities. One particular solution strategy could consist of social events such as block parties, arts performances and networking activities that can help current residents increase their ties with other local residents. Other strategies, focused more directly on challenges to the health of Highland Park identified in this survey and in "focus group" meetings held over the past year, are presented in subsequent chapters in this discussion document addressing "issues", "goals", "strategies" and "implementation plans."

It appears that ideas contained in this Community Plan discussion document for improving Highland Park and surrounding communities should directly engage the "human element". That is, we in addition to identifying particular programs or activities to change the quality of life for residents in areas such as housing, public safety, education or recreation, we should take seriously the notion that residents who feel more comfortable in our community and who have stronger social ties to our community are more likely to take actions to improve the community. Doing so may be facilitated by even more substantive analysis of survey results. We hope that by the time that the Community Plan final document is ready to be released to the public—around August 2003—we will perform many more analyses of these survey data, such as learning more about the relationship between the personal characteristics of respondents, attributes of the local neighborhood (e.g. Census block group) in which respondents live and expressed opinions about the larger community. In this way we may provide guidance for community engagement and community-building strategies that are "customized" for specific demographic and geographic segments, and which further the goal of diversity, inclusion and engagement in community improvement.

Physical Development

Housing, Neighborhood Maintenance and Infrastructure

Issues

Impact of changing landscape of affordable housing

The dismantling of concentrations of public housing throughout the City poses challenges for urban neighborhoods. As former tenants of public housing relocate to apartments, many small landlords are not equipped to screen tenants and ensure that tenant behavior is in line with neighborhood expectations. In addition, large portfolios of poorly managed rental property remain under the control of absentee and sub-standard landlords.

Community Development Corporation role, vision, and activities

The Highland Park Community Development Corporation (HPCDC) was formed in 1992 as a neighborhood effort to improve the residential, commercial, and aesthetic character of Highland Park. The organization's primary goals have been to increase the neighborhood's livability for current residents and to make the community more attractive to new residents. The HPCDC has employed a number of strategies to realize their goals including:

- Purchasing and financing the renovation and reuse of deteriorated and blighted properties;
- Recruiting businesses for Bryant Street;
- Encouraging the restoration of Highland Park; and
- Nominating the neighborhood and the park for listing in the National Register of Historic Places.

The Community Development Corporation views the homeownership to rental ratio as a key indicator of the community's health and strives to increase the number of homeowners in the community overall.

Need for supportive services for struggling households

An important outcome of the community planning process has been an increased understanding that human development is at least as important as physical development for the health of the community, especially in the most blighted portions of the community. For example, local residents need to be connected with social services such as support for first-time homeownership, family counseling, employment training and adult education.

Residential quality and property maintenance

Keeping properties in good repair is difficult in the face of an aging housing stock, senior homeowners with fixed incomes, first-time home owners with limited funds, and absentee landlords. As in all City of Pittsburgh neighborhoods, property owners may be unaware of available programs for property renovation and repairs. Others may be intimidated by the paperwork and requirements of the programs. And, finally, others may not know contractors

who are qualified to perform the work. Enforcement of property and site maintenance was viewed by focus group members as inconsistent across the neighborhood.

Need for coordination with efforts of other adjacent communities

There are major initiatives affecting Highland Park that are being undertaken by community organizations in adjacent neighborhoods. Highland Park, as a piece of a system of East End neighborhoods, is directly affected by the health and trends of those neighborhoods. For example, the dismantling of public housing in East Liberty has an impact on the rental and affordable housing market as former public housing tenants relocate in and around East Liberty. In another realm, the reinvigorating of East Liberty's core will have a profound impact on the health and vitality of surrounding commercial and residential districts.

Addressing property deterioration of key non-residential properties

The newly established Union Project is focused on restoring the Union Baptist Church, located at the corner of Stanton and Negley. The importance of the restoration goes well beyond the need to house the activities envisioned by the Project. Located at a key gateway to Highland Park, the refurbished building will be a highly visible catalyst for neighborhood revitalization on a larger scale.

Integrating housing providers into the community

The building stock of Highland Park lends itself to a variety of housing and is particularly appealing to group home and other institutional uses. The neighborhood has had to face the challenge of integrating these different housing models, the providers and the clients, into the community. In some cases, usually where the provider is sensitive to neighborhood maintenance and behavior issues, the integration has been a seamless one. In other cases, the facility/neighborhood relationship has been a difficult one.

Goal: Improve the quality and market values of rental and owner housing throughout Highland Park

Strategies:

- Develop a comprehensive housing strategy for Highland Park
 - Expand Highland Park Community Development Corporation (HPCDC) three-year development plan
- Focus efforts on improving housing of southwest quadrant
 - Bring housing and community health and safety measures together for concerted effort; engage community volunteers

- Address deteriorated properties being rented to problematic tenants.
- Address key non-residential deteriorated properties, such as the Union Baptist Church.
- Market the neighborhood
 - Expand effort of Highland Park Community Club to centralize housing information; coordinate with HPCDC marketing program
- Encourage home ownership to stabilize the community
 - Utilize existing programs for home ownership counseling
 - Support and expand home acquisition and maintenance programs
- Continue zoning enforcement
- Encourage maintenance and beautification
 - Reinstate block clubs; broaden focus to include beautification as well as safety; institute a window box program
 - Utilize the community newsletter to identify “beautification of the month”
 - Provide volunteer assistance for seniors to address property care; coordinate with new-to-form Highland Park youth group
- Develop and publicize measures to address nuisance properties

Physical Development

Bryant Street Commercial District

Issues

Marketing Bryant Street

Currently, those who work closely with the Bryant Street business district recognize areas that need to be strengthened. The business district needs to market itself so that the community is made aware of the businesses available to them. The community also needs to support the development of more businesses that serve the needs of the community. Bryant Street should build on a mix of locally-oriented and “destination” businesses. It is clear that Highland Park residents respond to, and patronize, quality businesses. Therefore, the District should simply be marketed to “successful businesses.” The area could be marketed as an attractive alternative to higher rent districts in nearby neighborhoods, such as Walnut Street in Shadyside. Finally, effective marketing of the area needs to rely on a current, working knowledge of available space in the business district along with a thorough knowledge of resources available to business owners for improving their properties.

Image and Infrastructure

Merchants agree that, through concerted efforts of the Highland Park Community Club and Community Development Corporation, safety on Bryant Street has greatly improved. However, they also agree that better lighting is essential. Although successful businesses exist off of Bryant Street, it will be critical to contain future growth to the Bryant Street corridor and existing satellite businesses.

Goals:

- **Create a continuous, identifiable business district**

- **Improve the image of Bryant Street**

Strategies:

- Renovate dilapidated buildings
 - Focus renovation efforts on center portion of business district
 - Assist with funding for façade renovation
- Focus commercial development on Bryant Street Corridor
 - Limit non-conforming uses
 - Reexamine zoning district boundaries in support of retained commercial district
- Increase visibility of district
 - Develop markers at entrance to street from Negley and Highland
 - Improve existing banners
 - Improve lighting on street
 - Improve snow removal, trash removal and other maintenance issues
- Facilitate creation of merchants’ association

- Address issues such as night lighting, special hours, and joint events
- Collaborate on marketing, safety issues, and fundraising
- Recruit prosperous, appropriate businesses
 - Identify and recruit
 - “Stand-alone” businesses that would bring their own clientele
 - Services and goods that are missing from the community, such as groceries, family restaurant, etc.
 - Professional offices
 - Businesses that could capitalize on what’s already prosperous there
 - Businesses that could appeal to youth market
 - Create/provide formalized information to interested businesses, including demographics, available properties, etc.

Human Development Education and Youth Development

Issues:

Relationship between neighborhood health and quality of schools

In discussions throughout the planning process, the quality of local schools was viewed as having a great impact on the health and vitality of the neighborhoods. The issue is a challenging one. There are misperceptions about the local schools. Residents need to know the realities in order to make informed school choices. Furthermore, magnet schools represent a double-edged sword for community viability. On the one hand, they increase the school choices available. On the other hand, often the most motivated and education-conscious families opt for magnet schools and, therefore, there is the perception that “those who can, opt out.”

Collaboration between school and community

Throughout discussions on education, there was strong sentiment that priority must be placed on the elementary schools of Fulton and Dilworth. There is a strong desire to leverage neighborhood energy and skills to collaborate with these schools. Often, problems require more support than the school alone can provide. It is necessary to involve other outside agencies to help families resolve the basic issues that must be addressed before children can learn. Whether in parenting training or life skills, families need to be supported in order to support their children in learning. Finally, the community needs to work toward change through the existing school structure.

Initiatives on this front have already begun. Education Innovations, Inc., a nonprofit organization based in Highland Park, is developing a series of programs to complement and shore up existing educational opportunities. Recognizing that community organization may not have a great role in reforming practices during school time, Education Innovations proposes to provide the community with mechanisms to improve the quality of out-of-school time. The Learning Club, a unique learning and resource center, offers learning support services to children in grades Kindergarten through 12. SchoolSynapse™, currently being developed by Education Innovations, will be a network of connected out-of-school time programs that are radically different from what has previously been developed across school districts. The programs will be focused on a specific curriculum area, offer year-round learning opportunities, involve local communities, and be district-wide. NatureLAB™, the first of the SchoolSynapse™ initiatives is an ecology-based, technology-infused out-of-school time experience. It will combine learning based on-site at the school with learning that happens at other organizations around the City.

Goal: Improve the public schools serving Highland Park residents and residents' perceptions of those schools.

Strategies:

- Create improved access to information about area schools
 - Provide centralized information for current and prospective parents
- Assess and address needs of schools that can be impacted by community
 - Physical needs
 - Extra-curricular programs
- Forge partnerships with the Public School Administration
 - Create mechanisms for communicating schools' needs to community
- Support initiatives of Education Innovations, Inc., targeting opportunities to improve the quality of out-of-school time
- Capitalize on opportunities for community to influence change in schools
 - Develop local leadership for education
 - Open up dialogue with Parent School Community Councils
 - Organize to testify at hearings of the School Board
 - Utilize bulletin boards and other mechanisms to educate and mobilize the community

Human Development Arts, Recreation, and Youth Development

Issues

Need for better communication

Throughout focus group discussions, residents expressed an interest in better communication among community members along with a need for better access to information about resources and programs. Although there are existing communication channels, such as church bulletins or the Community Club newsletter, there appears to be a need for coordination of these communications into a central location. Information kiosks, real or virtual, would be very useful to broaden knowledge and use of current resources.

Community art and recreational facilities: maximizing resources

Parents commented on the need for more indoor recreational facilities for their children, including swimming, basketball, and other sports and activities. Such facilities can provide opportunities for older children and teenagers to gather after school and on weekends as well as providing more intergenerational gathering places. However, given the presence of other facilities in nearby neighborhoods, attention should be given to both maximizing the resources that exist in Highland Park and strengthening connections to facilities outside of, but in close proximity to, the community.

The challenge is to increase the utilization of facilities in the community and to link them in a way that establishes an identifiable network of community center facilities throughout the community. For example, the newly established Union Project will provide a community place for a host of activities ranging from performance and visual arts to spaces for informal gathering or the establishment of local businesses. Peabody High School's swimming pool has, previously, and could presently, provide a locale for neighborhood swim night. The renovated Highland Park Farmhouse holds classes in the arts, sponsored by the City of Pittsburgh's Parks Department, and houses a community meeting facility open to neighborhood usage. Saint Andrew's Church not only provides community meeting space for a raft of organizations and constituencies, but houses an after-school tutoring program and a creative writing workshop open to the community at large.

Through an identification system, such as a Highland Park community place logo or other marker, and by providing a map or directory of resources, these facilities and programs could be identified and linked. This "virtual" community center would be in place of proposing a new, centralized community center development. Finally, the network of community places should also include exterior open space and the connections between them.

Engaging youth through the arts

A strong link exists between community health and youth development. Through informal and formal programs, participants in focus groups shared experiences and expressed their belief that

the arts provide a strong avenue for engaging children and youth in positive activities and relationships. The mission of the Union Project recognizes this need and is positioned in a key location to reach out to youth at risk and engage them in a broad range of arts activities. In addition, the proximity of the Penn Avenue Arts Initiative and other activities in adjacent neighborhoods provide opportunities for youth involvement. The challenge, as already stated, is to strengthen the connections among this range of resources.

Goals:

- Identify and publicize all after-school and summer programs in the community
- Provide a broader range and greater number of recreational activities and venues for Highland Park youth

Strategies:

- Link activities and programs via “virtual community center”
 - Collaboration among all providers
 - Common marketing
 - Develop marker/identifying element
- Organize and implement the year-round “Highland Park Youth Group”
 - Identify an adult volunteer advisor
 - Establish teen core
 - Identify volunteer and recreational/arts activities
 - Establish senior yard help project
- Utilize recreational/arts activities to connect Highland Park to adjacent communities
 - Support development of Union Project
- Utilize farmhouse for activities
- Take opportunities to bring together youth and adult activities
- Shore up and develop additional after-school and summer recreational programs for school-age children
- Create opportunities for artists to create and showcase their art, including young people.
 - Classes, galleries, performance space

Human Development Community Health and Safety

Image of Highland Park

Throughout discussions on public safety, an interesting paradox emerged: that Highland Park is perceived by residents, in general, as a safe place to live, but public safety is one of the most important issues for the community plan to address. On one hand, residents feel strongly that improving the perception of public safety is key to attracting and retaining quality residents and homeowners to the neighborhood. On the other hand, for the most part, they say that they themselves do feel safe.

Part of this apparent inconsistency could be related to the fact that certain parts of Highland Park, such as the “southwest quadrant,” famously experience higher levels of crime than other parts of the neighborhood. This could lead to inaccurate perceptions of the entire area as being crime-ridden. Another factor may be that some of the types of crime that are prevalent in Highland Park, such as drug-dealing, give the neighborhood a ‘reputation’ for crime, but might not necessarily strongly impact residents’ perceptions of their own safety.

Property maintenance is another important issue that relates to the image of neighborhood safety. In order to achieve its goal of promoting a healthier community image, Highland Park will need to approach the problem from two sides: to address legitimate community safety concerns, and to work to correct inaccurate perceptions of poor public safety.

Crime in the neighborhood

Highland Park’s struggles with crime and safety clearly go beyond needing to address faulty perceptions about the neighborhood. There are real public safety concerns facing Highland Park. Most prevalent among these is the thriving, and by many accounts growing, drug trade in the neighborhood. Drug dealing is not isolated to those portions of Highland Park that are usually thought of as ‘troubled,’ but occur throughout many of the ‘safer’ parts of the neighborhood as well. Much of the drug trade involves people who do not actually live in the neighborhood. Highland Park has become a destination for others to come to sell and buy drugs. Many residents feel powerless to stop this, and say that the police, although willing to help, don’t seem to be able to do anything to stop it, either.

Aside from drugs, other public safety concerns are prostitution, gunshots/violence, car theft, and noise issues (some of which may relate to the drug issues), mostly concentrated in the southern portion of the neighborhood. Dilapidated properties in that area ‘create inviting places’ for illegal activity to occur. Highland Park’s location next to the only major park in the area leads to “situational” crime occurring at homes along the routes that kids take to walk to and from the park. Residents are afraid to report crimes for fear of retribution. The recent reorganization of the police from Community Oriented Policing to functional teams of officers only adds to the uncertainty of residents about how to address these problems.

Goals:

- **Create a safe, drug-free community block by block**
- **Develop a safe community image**

Strategies:

- Reinvigorate Community Club Public Safety Committee into community-wide Committee
- Develop network of active Block Watch groups
 - Address Block Watch burn-out
 - Connect Block Watches to neighborhood institutions
 - Utilize National Night Out for organizing Block Watches
- Build awareness of the role of police through community/police partnerships
 - Encourage Block Watch members to enroll in Citizens Police Academy training
 - Develop institutional complaint process to allay fears of retribution
 - Publicize and distribute silent complaint forms
 - Department of Public Safety Silent Complaint Form
 - United Citizens Against Narcotics (U-CAN) Silent Complaint Form
 - Adopt-a-cop: Community appreciation event
- Nominate problem blocks for Targeted Areas Program for problem blocks
- Advance “no trespassing sign” program, based on Manchester Citizens Corporation model, to eliminate loitering and illegal activity
- Create an information-sharing network in Highland Park regarding crime and safety
- Publicize the positive aspects of the community and the progress made in public safety

Implementation and Resources

As this plan is being finalized, major service changes are being put into place in the City of Pittsburgh's government. Although City services will still be in place and need to be enfranchised to ensure Highland Park's community health, local changes underscore the need for the community to find ways to collaborate with existing programs and organizations while engaging a broad-based core of community volunteers. Community action requires a timetable, key responsibilities, and identification of resources. Action requires a strong volunteer core. And, finally, action requires a structure within which volunteers can feel and be productive.

It is critical to take steps that are doable and translate into tangible results. Tangible results are easier to accomplish in physical development, as bricks and mortar, but are more of a challenge in the realm of human development. One immediate step addresses the importance of youth development along with the issue of strengthening residents' ties to the community. Highland Park residents have known for a while, quantifiably and intuitively, that high school age students in the community are choosing Alderdice, Schenley, CAPA, and elsewhere over Peabody High School. The community plan team recently discovered, through our youth focus group, that, although the students are happy with their respective schools and friends, they would like to feel more tied to the community and to other Highland Park High School students. Four leaders of the focus group have identified 25 others to receive a letter to start the "Highland Park Youth Group."

Another immediate step, in the area of community health and safety, recognizes the importance of combining strategies and actions for maximum impact. The Community Development Corporation has identified a housing development strategy that targets problem blocks in the southwest quadrant of the neighborhood. The Corporation is at work on rehabbing buildings and generally upgrading the housing stock. Concurrent with these physical changes, members of a reinvigorated Public Safety Committee should launch an initiative, similar to the "U-CAN" effort undertaken on Bryant Street in the 1990's, to make a visible community-supported statement for zero tolerance of illegal activity.

Finally, recognizing the link between strength of local schools and vitality of the neighborhood, immediate steps can be taken to shore up relationships between the Fulton School and Dilworth Academy. Principals and Parent Teacher Organizations have identified areas in which the schools can benefit from community involvement, including areas such as tutoring and mentoring programs, after-school activities, and grant writing.

A community plan depends on the enfranchisement of a number of stakeholders. In order to implement the plan, representatives of the Highland Park Community Development Corporation and Community Club will need to engage partners and resources such as:

- City of Pittsburgh Board of Public Education;
- Schools of Highland Park;

- Peabody High School;
- Churches and other institutions of Highland Park;
- City of Pittsburgh Departments of Public Works, Public Safety, City Planning, and Building Inspection;
- Housing Authority of the City of Pittsburgh;
- Port Authority of Allegheny County;
- East End Neighborhood Forum;
- Local foundations; and
- Community based organizations in other adjacent neighborhoods, such as East Liberty Development, Inc. and Garfield Jubilee, with programs that address issues identified in the plan.

Assigning Priorities

The goals and strategies identified in the plan provide an opportunity for the Highland Park Community Development Corporation and the Highland Park Community Club to examine their respective committee structures and work plans to address key community issues. The organizations convened a joint planning session in October of 2003 to clarify roles and responsibilities relative to the implementation of community planning strategies. At the planning session, members of Board of Directors of each organization, along with representatives of the Highland Park Community Planning Team, reviewed each strategy and participated in a group exercise to prioritize the strategies.

The successful realization of strategies will largely depend on the ability of the Community Club and Community Development Corporation to engage a broad range of volunteers. The organizations are considering a committee structure that would cross both organizations and may, in fact, result in community-wide committees, building on the broad-based participation in the Community Plan focus groups.

Success will also depend, to a large extent, on the ability of the community organizations to collaborate with institutions and organizations in and beyond the community. For example, the Learning Club, which offers education services for children in Kindergarten through twelfth grade, is ideally positioned to take the lead in educational initiatives. The Union Project, strategically located in the southwest quadrant of Highland Park, will be a natural leader in arts and youth development initiatives.

Goal: Improve the quality and market values of rental and owner housing throughout Highland Park	
Strategies	Priority (low, medium, high)
<ul style="list-style-type: none"> • Develop a comprehensive housing strategy for Highland Park <ul style="list-style-type: none"> • Expand Highland Park Community Development Corporation (HPCDC) three-year development plan • Focus efforts on improving housing of southwest quadrant <ul style="list-style-type: none"> • Bring housing and community health and safety measures together for concerted effort; engage community volunteers • Address deteriorated properties being rented to problematic tenants. • Address key non-residential deteriorated properties, such as the Union Baptist Church. • Market the neighborhood <ul style="list-style-type: none"> • Expand effort of Highland Park Community Club to centralize housing information; coordinate with HPCDC marketing program • Encourage home ownership to stabilize the community <ul style="list-style-type: none"> • Utilize existing programs for home ownership counseling • Support and expand home acquisition and maintenance programs • Encourage maintenance and beautification <ul style="list-style-type: none"> • Reinstate block clubs; broaden focus to include beautification as well as safety; institute a window box program • Utilize the community newsletter to identify “beautification of the month” • Provide volunteer assistance for seniors to address property care; coordinate with new-to-form Highland Park youth group • Develop and publicize toolbox to address nuisance properties 	<p>Medium</p> <p>High</p> <p>High</p> <p>High</p> <p>Low</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>

Goals:	
<ul style="list-style-type: none"> • Create a continuous, identifiable business district • Improve the image of Bryant Street 	
Strategies	Priority (low, medium, high)
<ul style="list-style-type: none"> • Renovate dilapidated buildings <ul style="list-style-type: none"> • Focus renovation efforts on center portion of business district • Assist with funding for façade renovation • Focus commercial development on Bryant Street Corridor <ul style="list-style-type: none"> • Limit non-conforming uses • Reexamine zoning district boundaries in support of retained commercial district 	<p>Medium</p> <p>High</p>

Goals: <ul style="list-style-type: none"> • Create a continuous, identifiable business district • Improve the image of Bryant Street 	
Strategies	Priority (low, medium, high)
<ul style="list-style-type: none"> • Increase visibility of district <ul style="list-style-type: none"> • Develop markers at entrance to street from Negley and Highland Avenues • Improve existing banners • Improve lighting on street • Improve snow removal, trash removal and other maintenance issues • Facilitate creation of merchants' association <ul style="list-style-type: none"> • Address issues such as night lighting, special hours, and joint events • Collaborate on marketing, safety issues, and fundraising • Identify and recruit prosperous, appropriate businesses <ul style="list-style-type: none"> • "Stand-alone" businesses that would bring their own clientele • Services and goods that are missing from the community, such as groceries, family restaurant, etc. • Professional offices • Businesses that could capitalize on what's already prosperous • Businesses that could appeal to youth market • Create/provide formalized information to interested businesses, including demographics, available properties, etc. 	<p>Medium</p> <p>Low</p> <p>Medium</p>

Goal: Improve the public schools serving Highland Park residents and residents' perceptions of those schools	
Strategies	Priority (low, medium, high)
<ul style="list-style-type: none"> • Create improved access to information about area schools <ul style="list-style-type: none"> • Provide centralized information for current and prospective parents • Assess and address needs of local schools that can be impacted by community <ul style="list-style-type: none"> • Physical needs • Extra-curricular programs • Forge partnerships with the Public School Administration <ul style="list-style-type: none"> • Create mechanisms for communicating schools' needs to community • Support initiatives of Education Innovations, Inc., targeting opportunities to improve the quality of out-of-school time • Capitalize on opportunities for community to influence change in schools <ul style="list-style-type: none"> • Develop local leadership for education • Open up dialogue with Parent School Community Councils 	<p>Medium</p> <p>High</p> <p>Medium</p> <p>High</p> <p>High</p>

Goal: Improve the public schools serving Highland Park residents and residents' perceptions of those schools	
Strategies	Priority (low, medium, high)
<ul style="list-style-type: none"> Organize to testify at hearings of the School Board Utilize bulletin boards and other mechanisms to educate and mobilize the community 	

Goals:	
<ul style="list-style-type: none"> Identify and publicize all after-school and summer programs in the community Provide a broader range and greater number of recreational activities and venues for Highland Park youth 	
Strategies	Priority (low, medium, high)
<ul style="list-style-type: none"> Link activities and programs via “virtual community center” <ul style="list-style-type: none"> Collaboration among all providers Common marketing Develop marker/identifying element 	Medium
<ul style="list-style-type: none"> Organize and implement the year-round “Highland Park Youth Group” <ul style="list-style-type: none"> Identify an adult volunteer advisor Establish teen core Identify volunteer or paid and recreational/arts activities <ul style="list-style-type: none"> Senior yard help project 	High
<ul style="list-style-type: none"> Utilize recreational/arts activities to connect Highland Park to adjacent communities <ul style="list-style-type: none"> Support development of Union Project 	Low
<ul style="list-style-type: none"> Utilize farmhouse for activities 	Low
<ul style="list-style-type: none"> Take opportunities to bring together youth and adult activities 	Low
<ul style="list-style-type: none"> Shore up and develop additional after-school and summer recreational programs for school-age children 	Medium
<ul style="list-style-type: none"> Create opportunities for young people and artists to create and showcase their art <ul style="list-style-type: none"> Classes, galleries, performance space 	Medium
<ul style="list-style-type: none"> Improve sports opportunities within the neighborhood <ul style="list-style-type: none"> Indoor sports for wintertime Better access to outdoor sporting facilities Skate park 	Low
<ul style="list-style-type: none"> Improve dissemination of information about local and regional activities <ul style="list-style-type: none"> Use town meetings as communication tools; develop kiosk 	Medium

Goals: <ul style="list-style-type: none"> • Create a safe, drug-free community, block by block • Develop a safe community image 	
Strategies	Priority (low, medium, high)
<ul style="list-style-type: none"> • Reinvigorate Community Club Public Safety Committee into community-wide Committee 	Medium
<ul style="list-style-type: none"> • Develop network of active Block Watch groups <ul style="list-style-type: none"> • Address Block Watch burn-out • Connect Block Watches to neighborhood institutions • Utilize National Night Out for organizing Block Watches 	High
<ul style="list-style-type: none"> • Build awareness of the role of police through community/police partnerships <ul style="list-style-type: none"> • Encourage Block Watch members to enroll in Citizens Police Academy training • Develop institutional complaint process to allay fears of retribution <ul style="list-style-type: none"> • Publicize and distribute silent complaint forms <ul style="list-style-type: none"> • Department of Public Safety Silent Complaint Form • United Citizens Against Narcotics (U-CAN) Silent Complaint Form • Adopt-a-cop: Community appreciation event • Nominate problem blocks for Targeted Areas Program for problem blocks 	Medium
<ul style="list-style-type: none"> • Advance “no trespassing sign” program, based on Manchester Citizens Corporation model, to eliminate loitering and illegal activity 	Low
<ul style="list-style-type: none"> • Create an information-sharing network in Highland Park regarding crime and safety 	Low
<ul style="list-style-type: none"> • Publicize the positive aspects of the community and progress made in public safety 	Medium

Appendix I

Guide to Demographics Charts

Figure 1 - Neighborhood Population: 1990-2000 comparison

Figure 2 - Percentage of change in population from 1990-2000
with related change in under-18 population

Figure 3 - 2000 Neighborhood Population Percentage by Race

Figure 4 - Population change by percentage: 1990-2000 with related change by race

Figure 5 - Population change 1990-2000 with related change by racial group

Figure 6 - Neighborhood Population by age category in 2000

Figure 7 - Neighborhood population percentage by age category

Figure 8 - Racial composition of combined minority population by percentage in 2000

Figure 9 - Percentage of change in under-18 population 1990 - 2000
with related change by race category

Figure 10 - Under-18 population in 1990 and 2000 by racial category

Figure 11 - Percentage of Under-18 population by race category in 1990 and 2000

Figure 12 - Percentage of Population currently enrolled in college or graduate school

Figure 13 - Educational attainment of population over 25

Figure 14 - Education and employment status of youth aged 16-19

Figure 15 - Percentage of students Grade 12 and under enrolled in private school

Figure 16 - Percentage of population by annual income bracket in 1999

Figure 17 - Percentage of population by annual income bracket for 1999
Neighborhood comparison

Figure 18 - Population with income below poverty level and 200% of poverty level for
1999

Figure 19 - Percentage of all households that are families with children – 2000

Figure 20 - Percentage of all families with children under 18 that are single-parent
families: 2000

Figure 21 - Single parents: 1990-2000 comparison

Figure 22 - Migration patterns: Percentage of people living in the same place from 1995 – 2000

Figure 23 - Percentage of total housing units by occupation status

Figure 24 - 2000 Percentage of the under-18 population by race

Figure 25 - Population under 18 by family structure: Percentage in married-couple families

Figure 26 - Population under 18 by family structure: Percentage in single-mother families

Figure 27 - Percentage of total population aged 65 and over: 1990 - 2000 comparison

Figure 28 - Age distribution of population in Highland Park in 1990

Figure 29 - Percentage of total population aged 18 - 64: 1990-2000 comparison

Figure 30 - Percentage of population aged 0-17: 1990-2000 comparison

Figure 31 - Total population percentage of change: 1990-2000

Figure 32 – Neighborhood population by age category: 1990

Figure 33 – Percentage of change in population by age group: 1990-2000

Figure 34 – Racial Dissimilarity Index: 2000

Figure 1
Neighborhood Population: 1990-2000 comparison

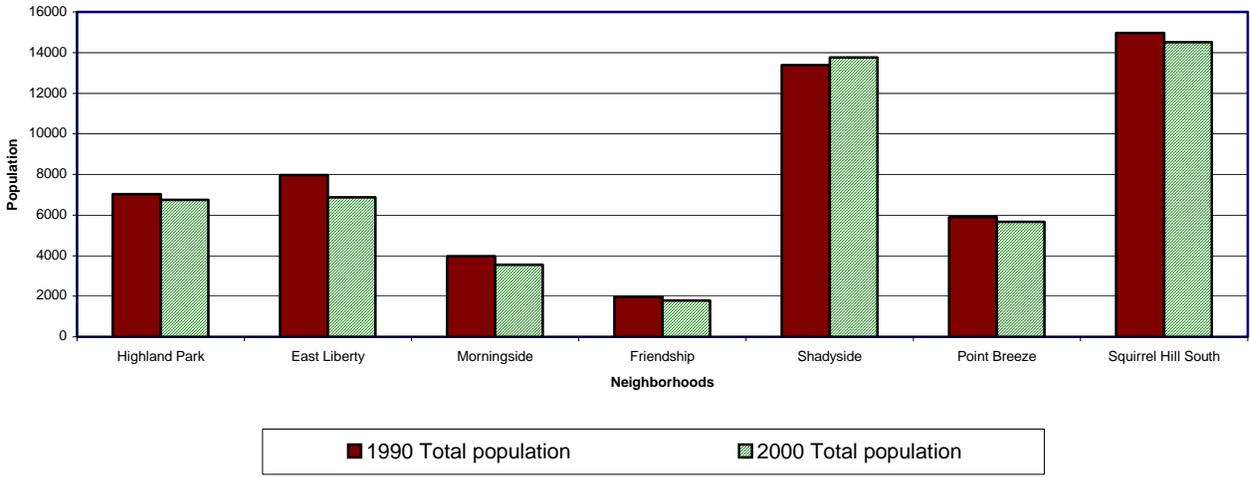


Figure 2
Percentage of change in population from 1990-2000
with related change in under-18 population

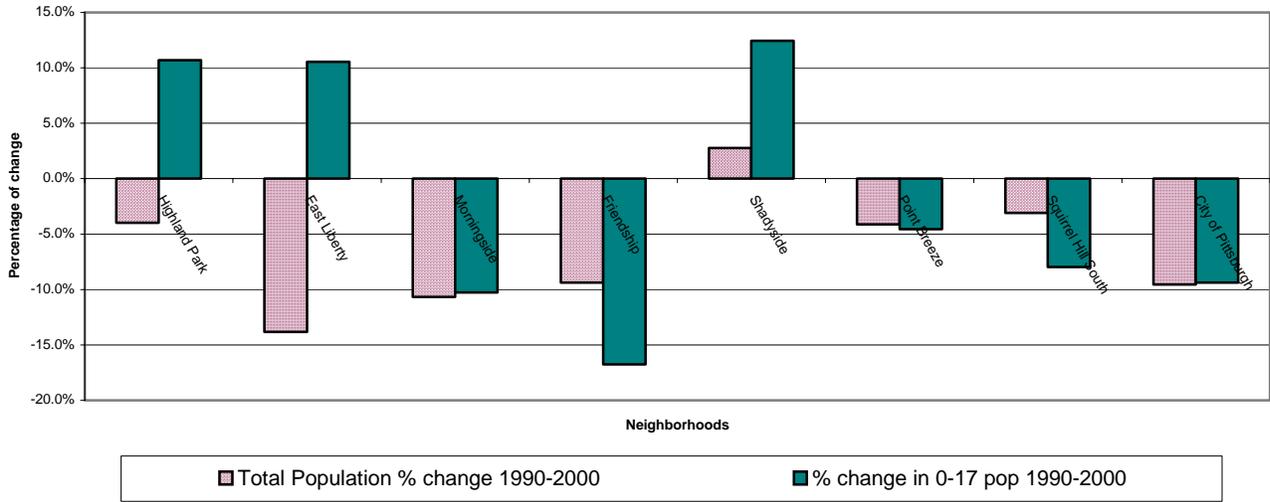


Figure 3
2000 Neighborhood Population Percentage by Race

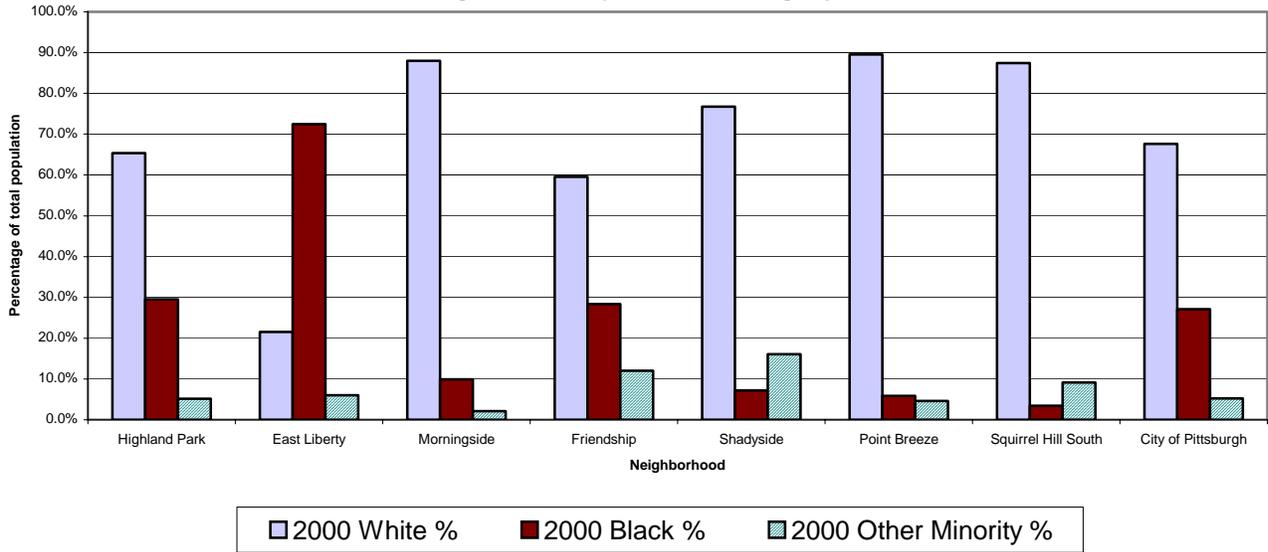


Figure 4
Population change by percentage: 1990-2000 with related change by race

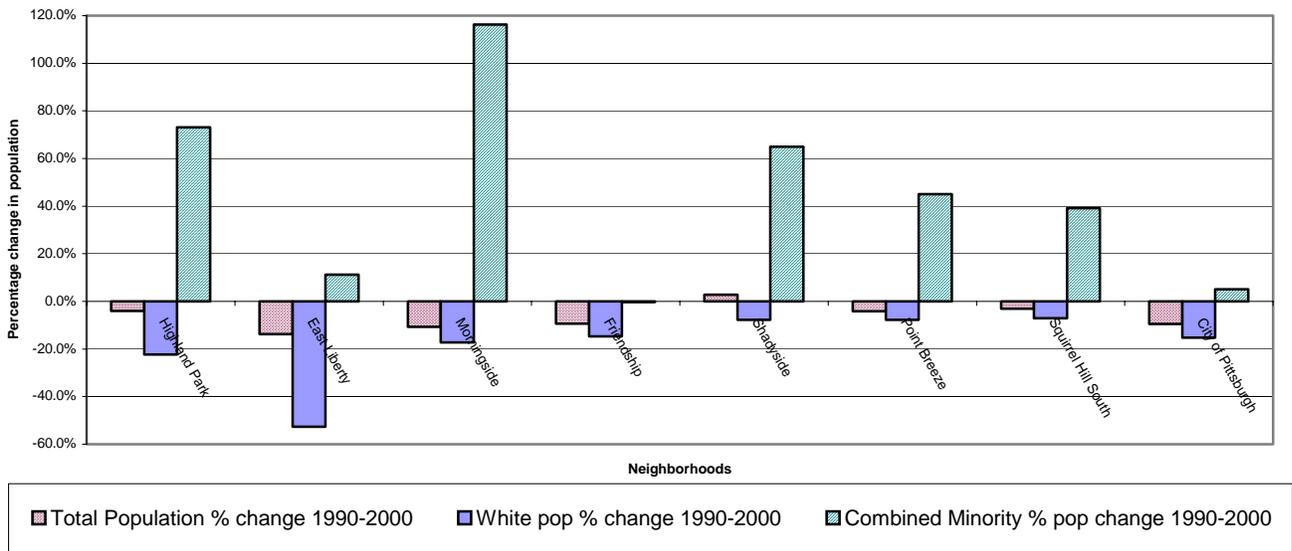


Figure 5
Population change 1990-2000 with related change by racial group

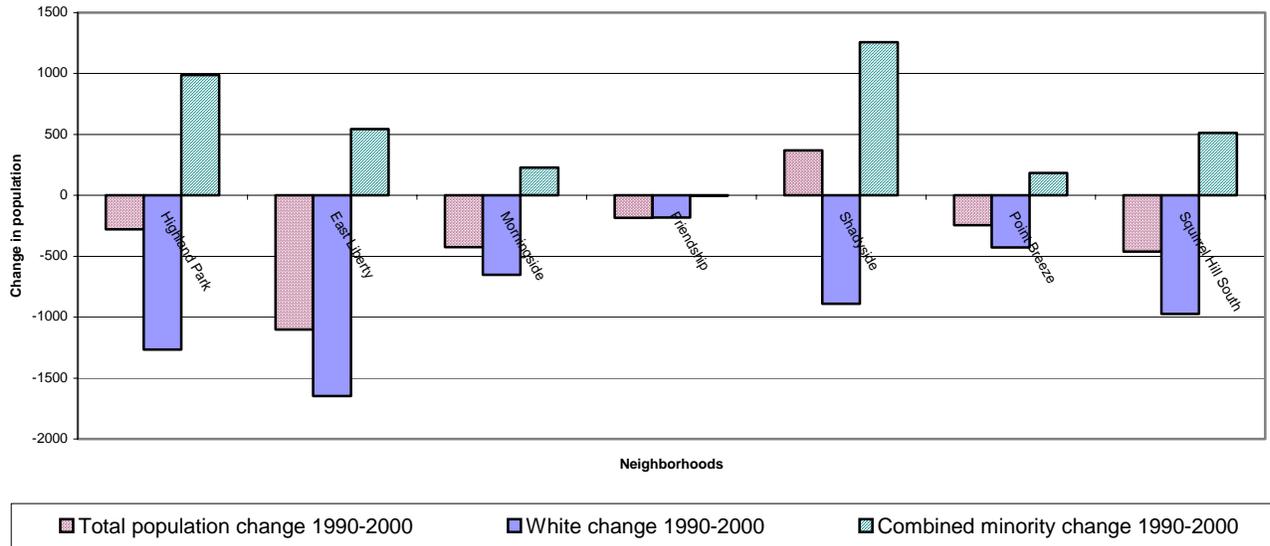


Figure 6
Neighborhood Population by age category in 2000

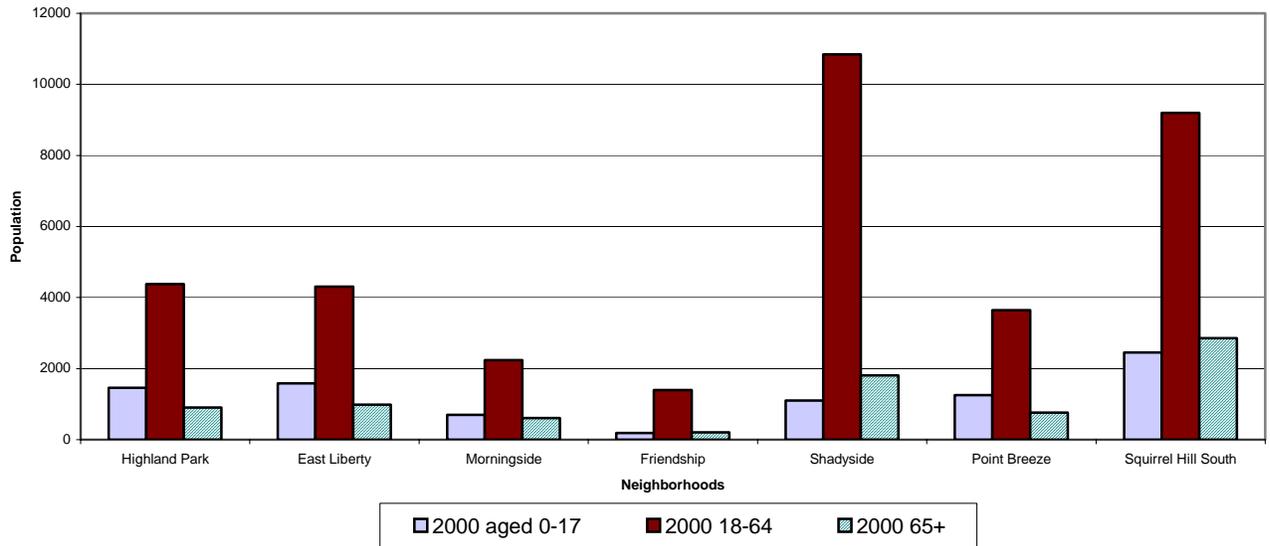


Figure 7
Neighborhood population percentage by age category 2000

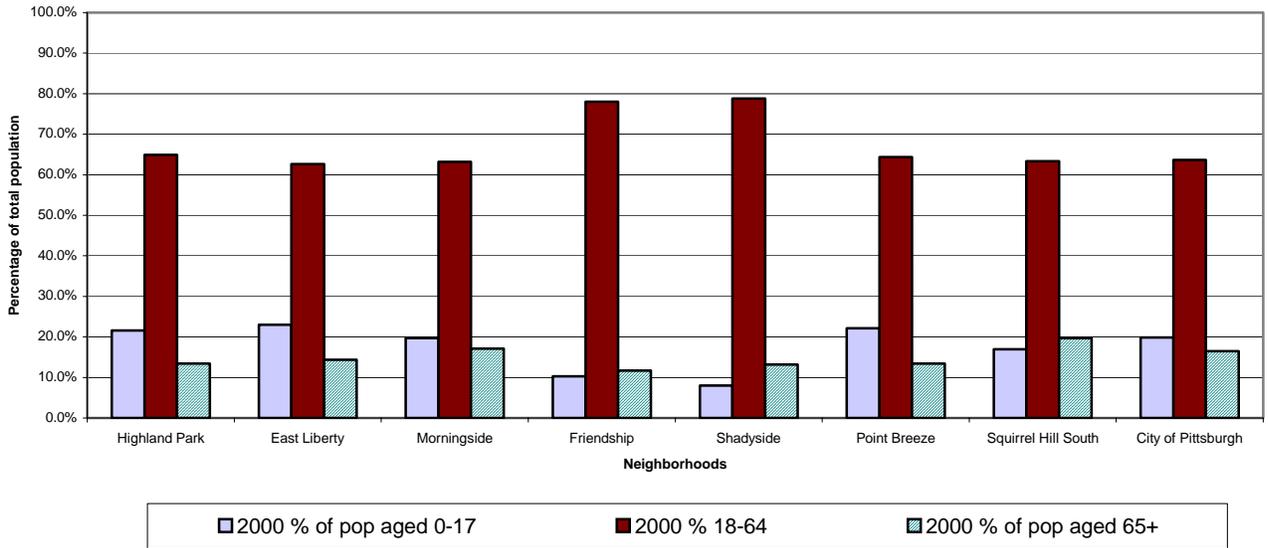


Figure 8
Racial composition of combined minority population by percentage in 2000

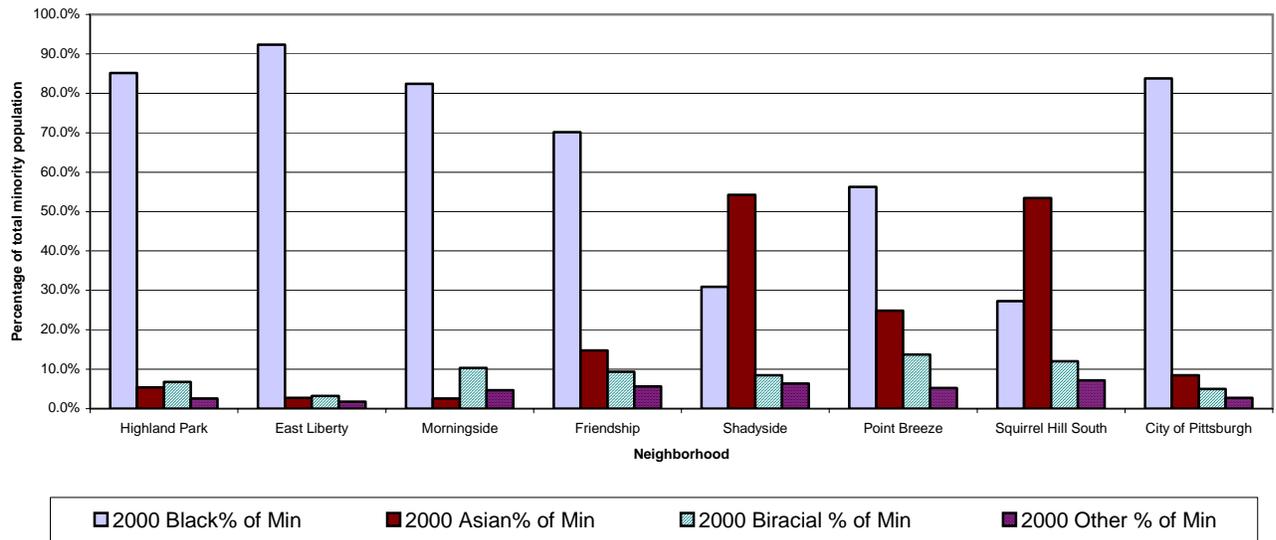


Figure 9
Percentage of change in under-18 population 1990 - 2000
with related change by race category

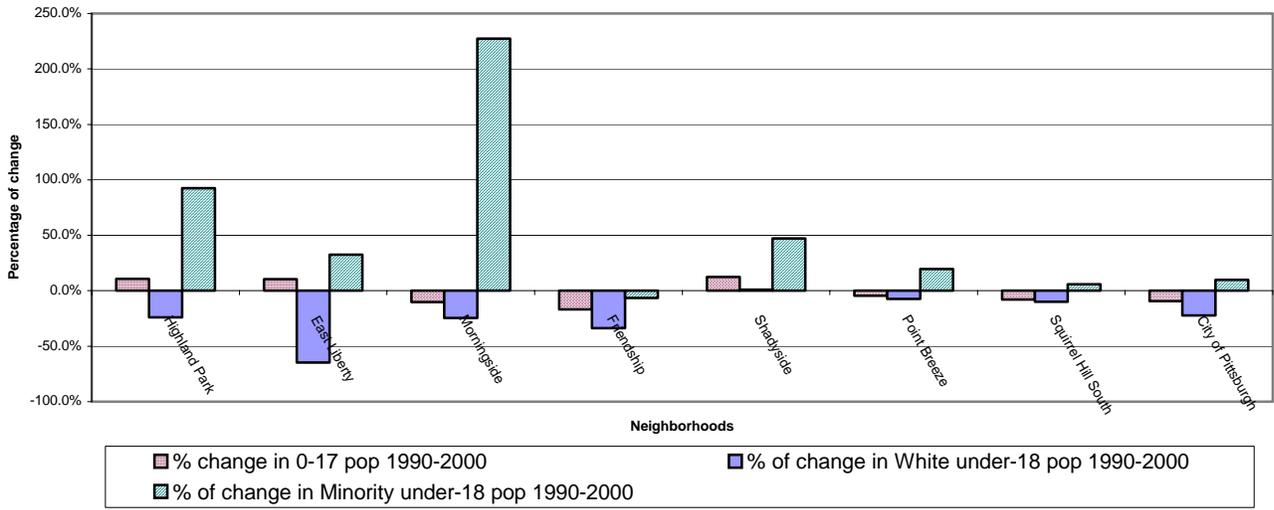


Figure 10
Under-18 population in 1990 and 2000 by racial category

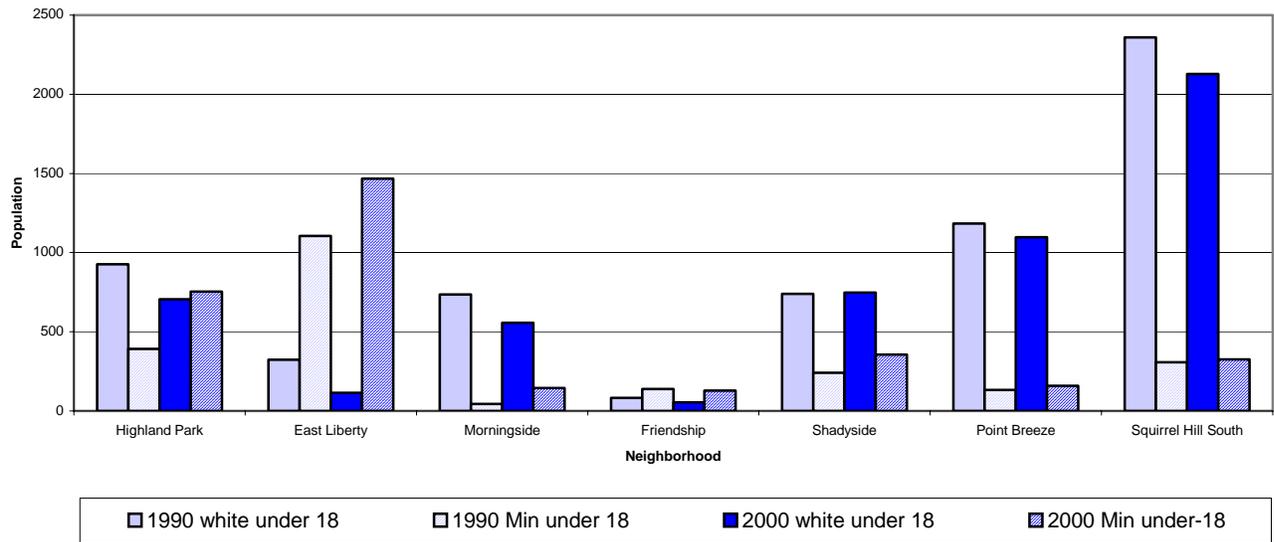


Figure 11
Percentage of Under-18 population by race category in 1990 and 2000

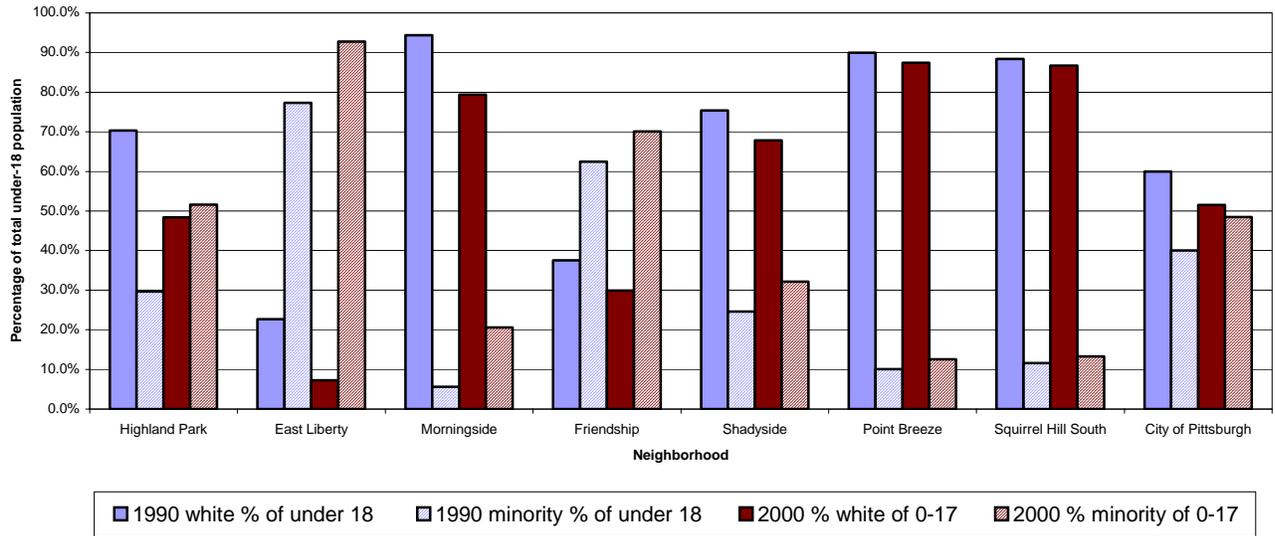


Figure 12
Percentage of Population currently enrolled in college or graduate school

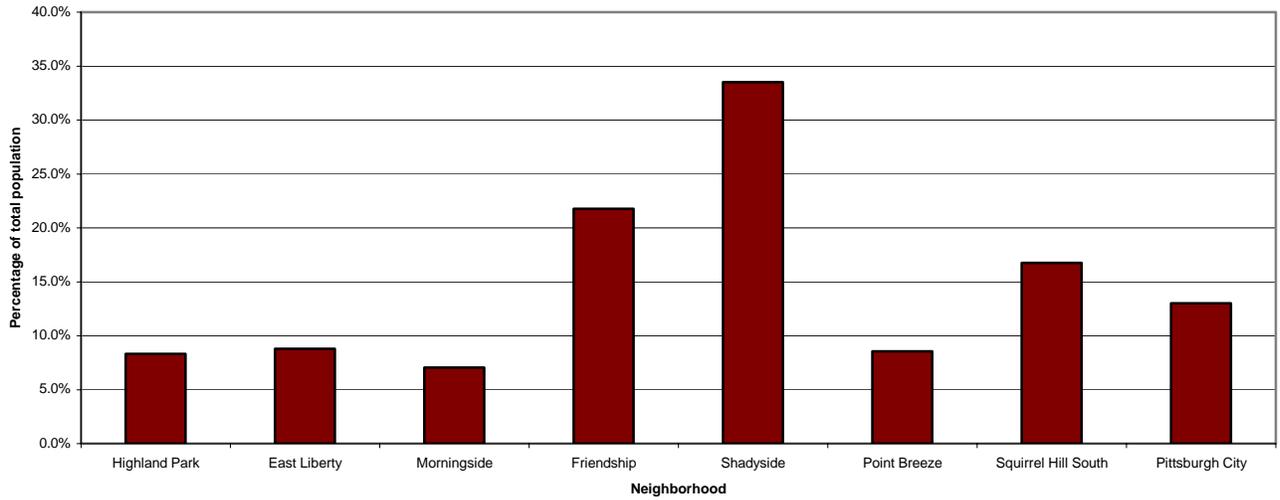


Figure 13
Educational attainment of population over 25

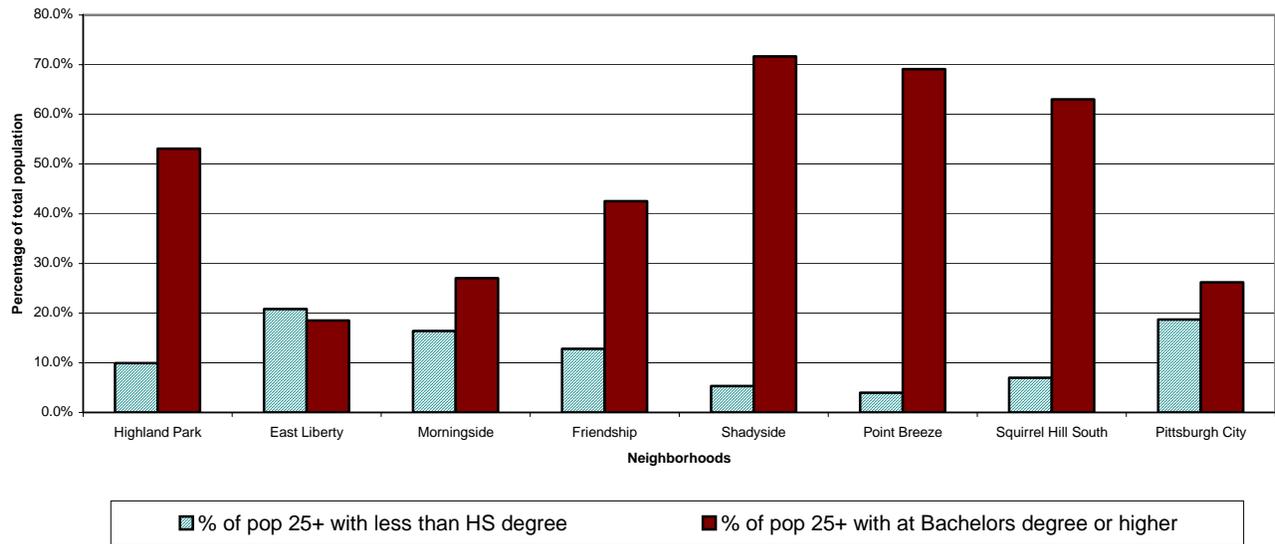


Figure 14
Education and employment status of youth aged 16-19

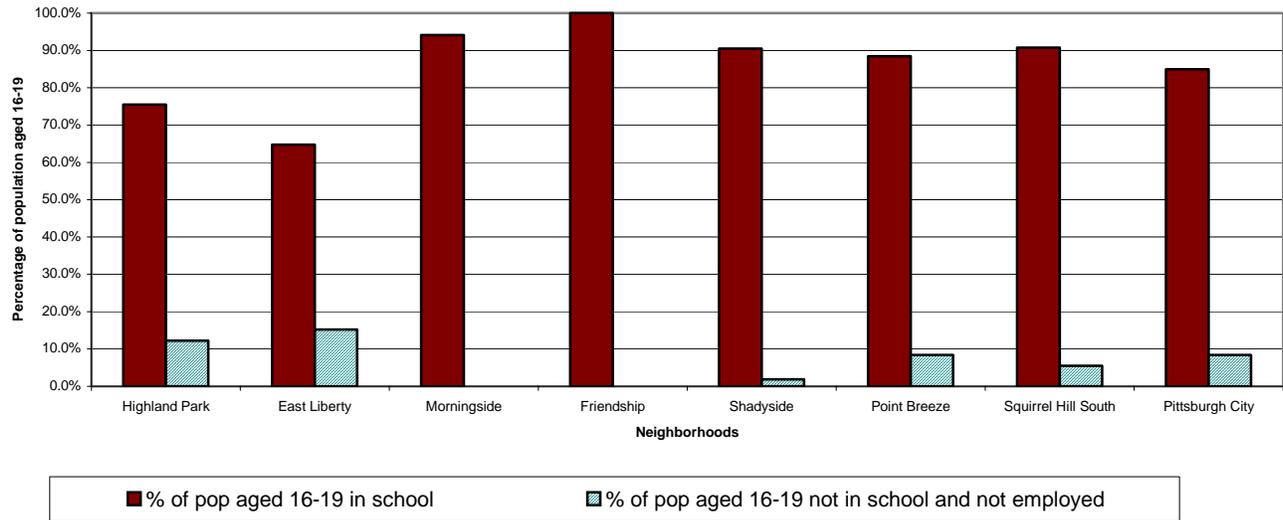


Figure 15
Percentage of students Grade 12 and under enrolled in private school

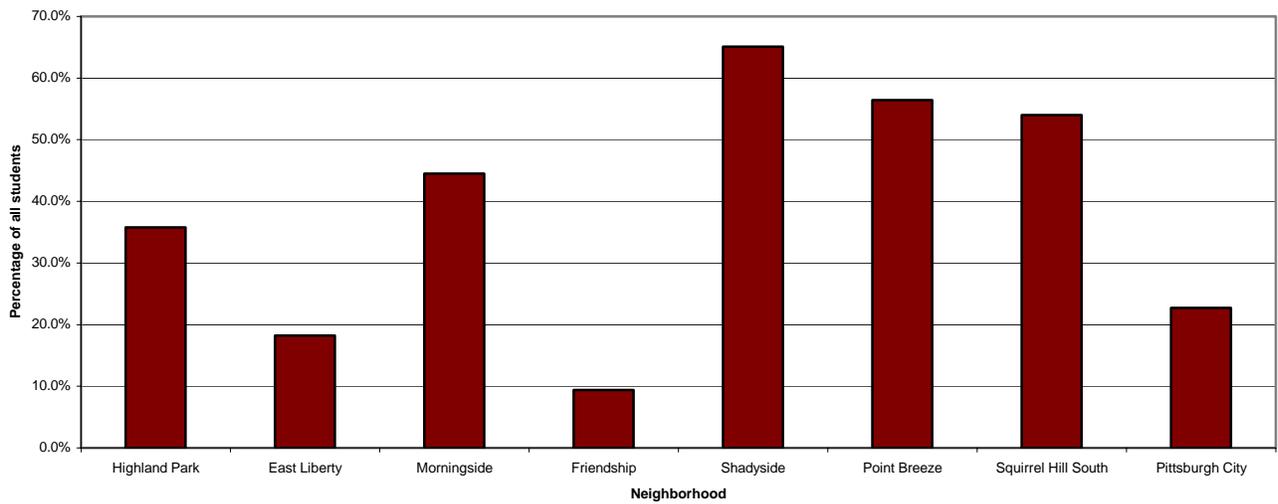


Figure 16
Percentage of population by annual income bracket in 1999

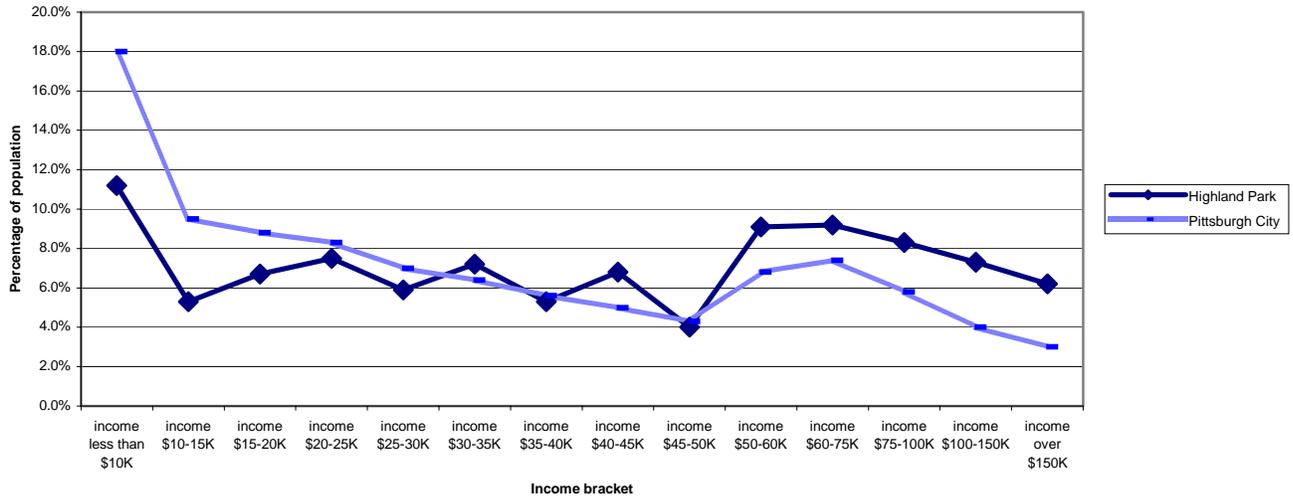


Figure 17
Percentage of population by annual income bracket for 1999
Neighborhood comparison

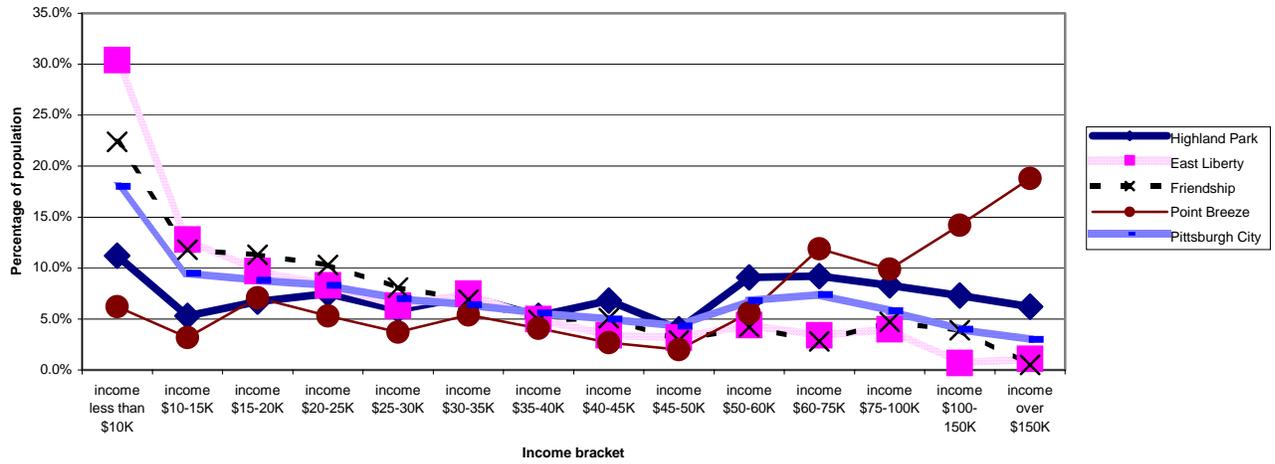


Figure 18
Population with income below poverty level and 200% of poverty level for 1999

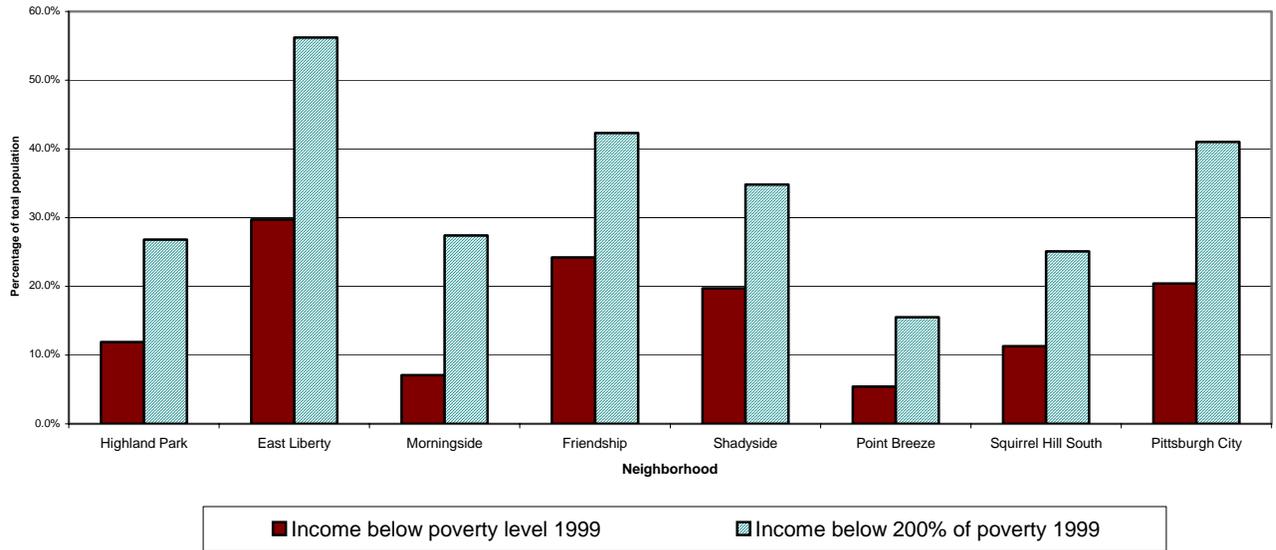


Figure 19
Percentage of all households that are families with children - 2000

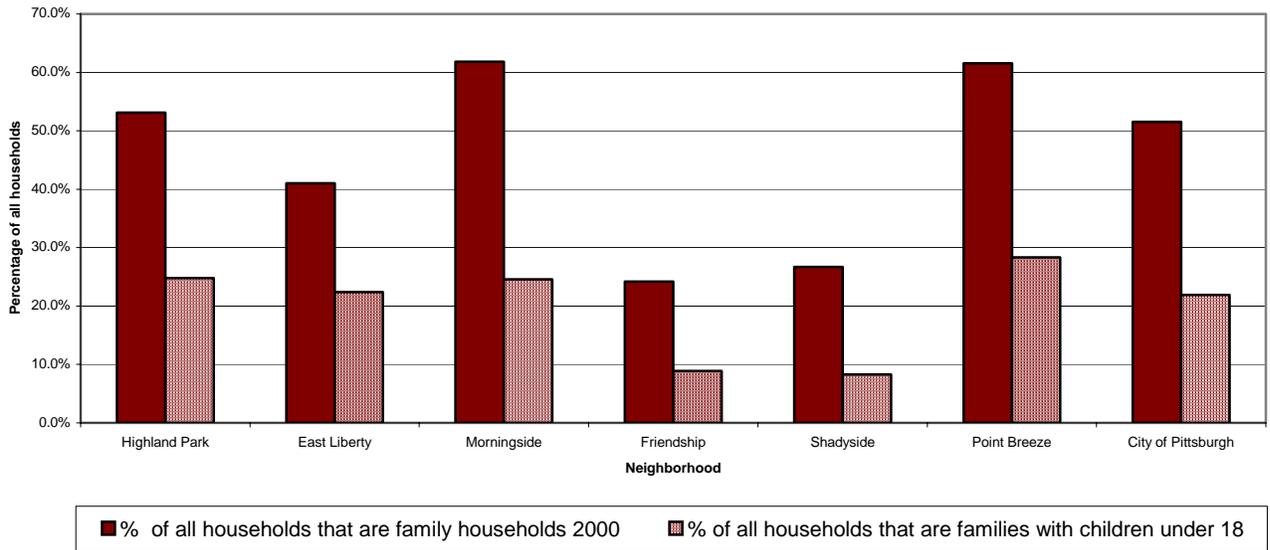


Figure 20
Percentage of all families with children under 18 that are single-parent families: 2000

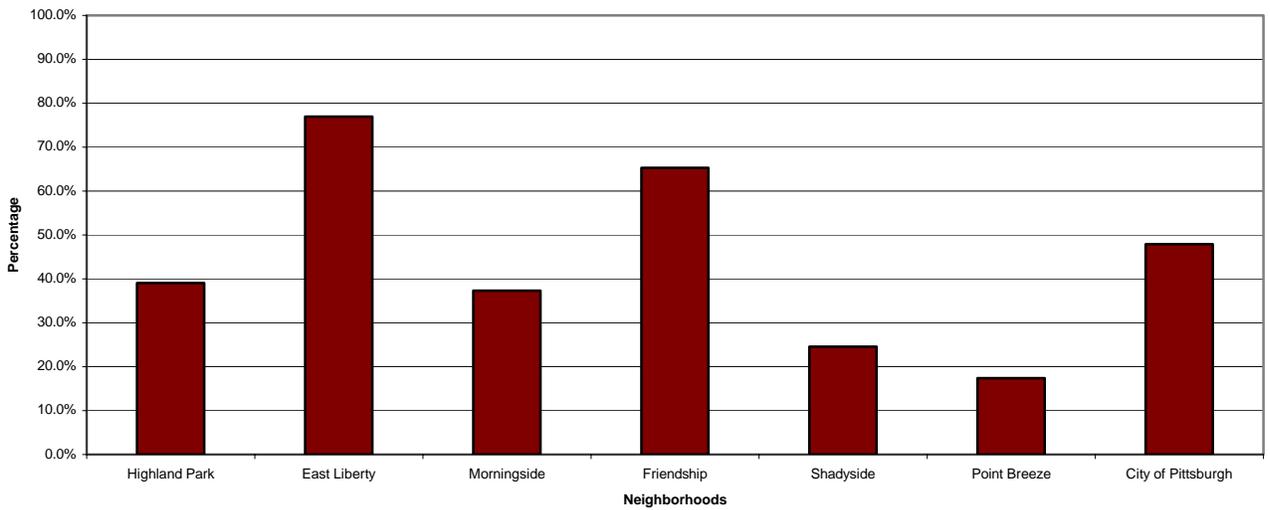


Figure 21
Single parents: 1990-2000 comparison

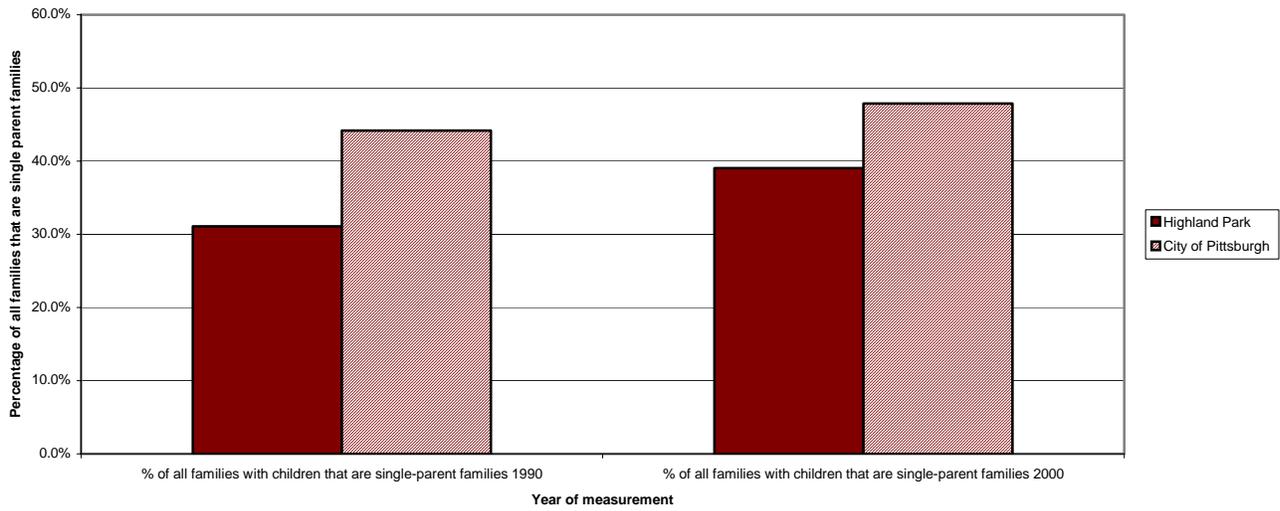


Figure 22
Migration patterns: Percentage of people living in the same place from 1995 - 2000

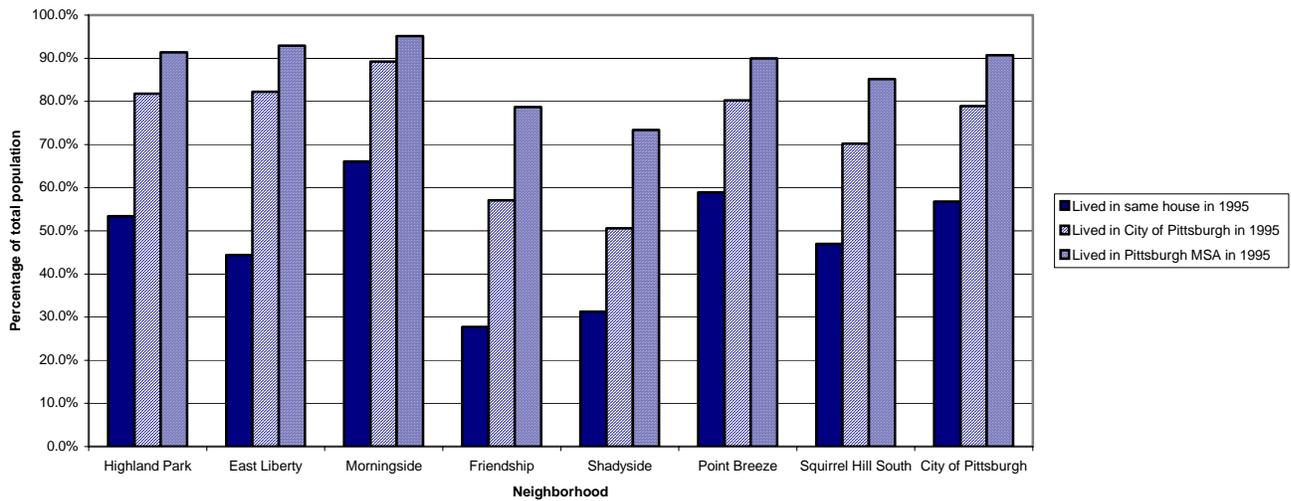


Figure 23
Percentage of total housing units by occupation status

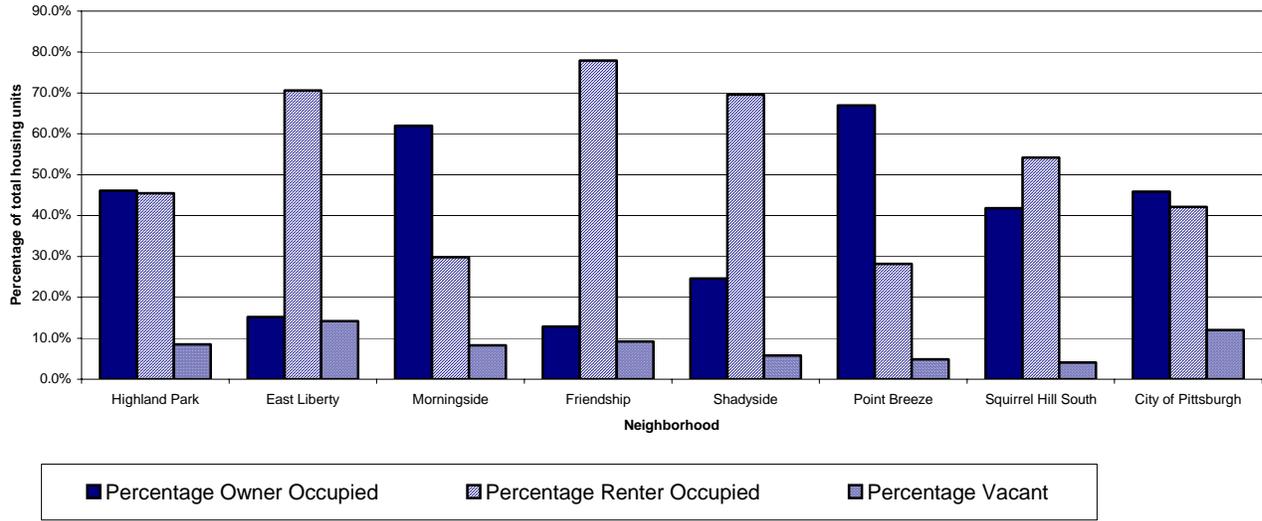


Figure 24
2000 Percentage of the under-18 population by race

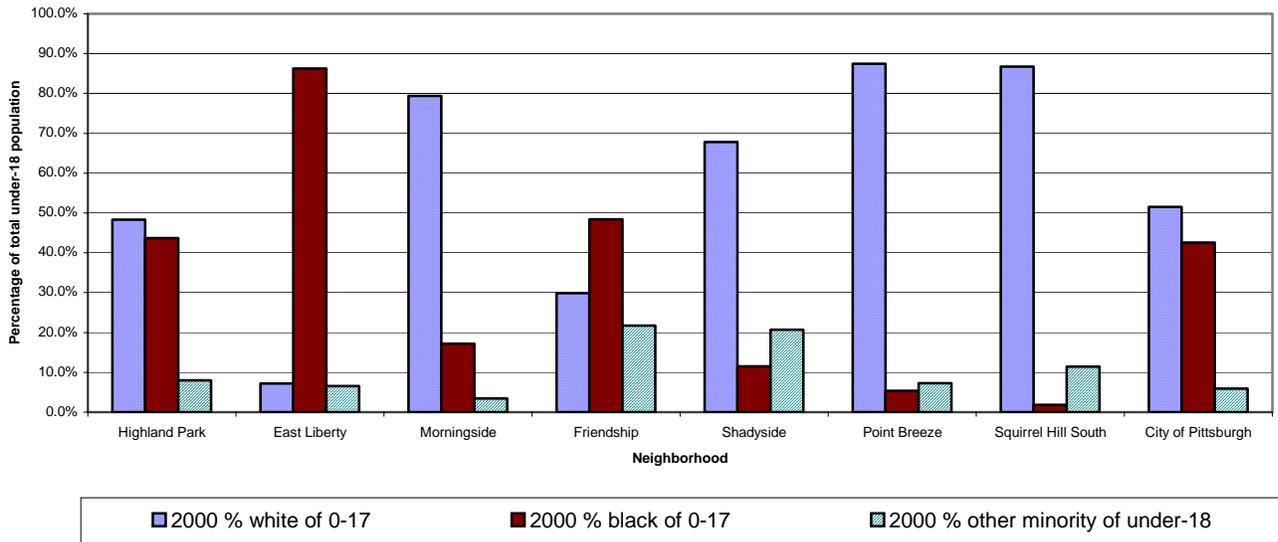


Figure 25
Population under 18 by family structure: Percentage in married-couple families

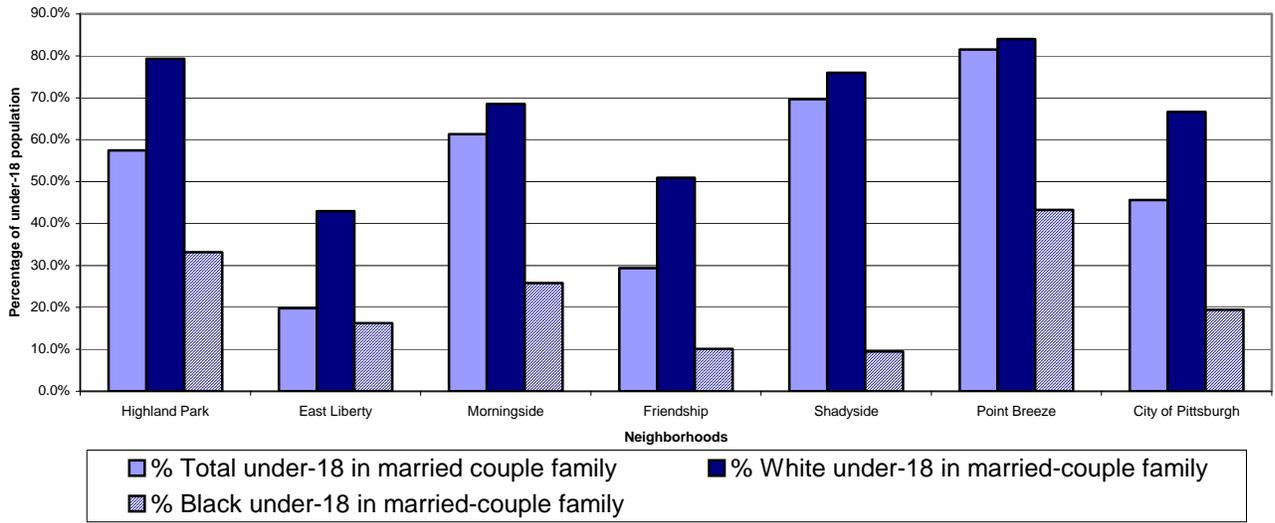


Figure 26
Population under 18 by family structure: Percentage in single-mother families

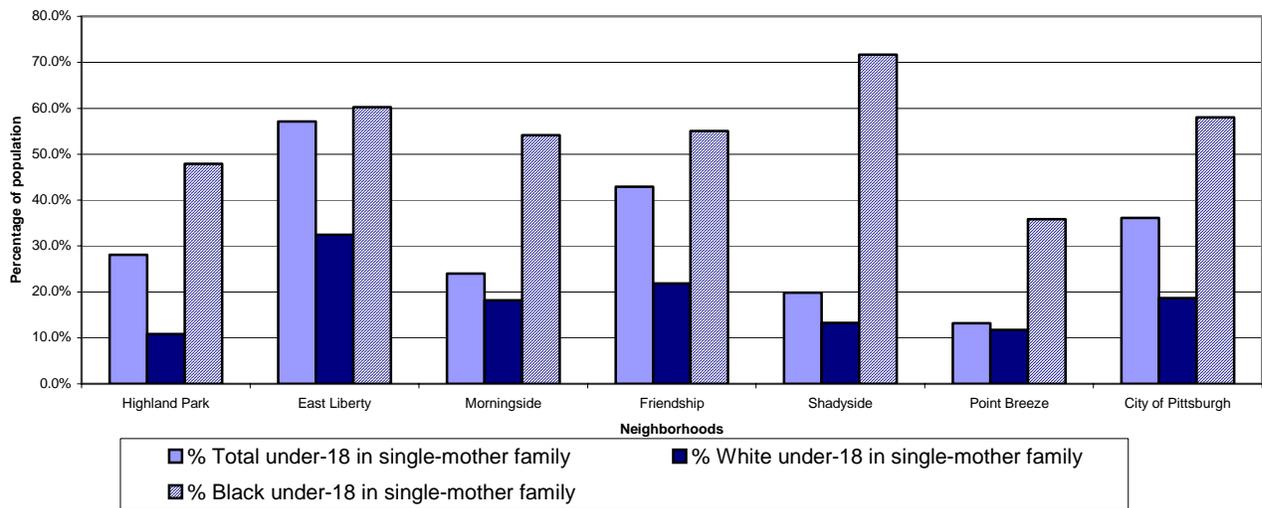


Figure 27
Percentage of total population aged 65 and over:
1990 - 2000 comparison

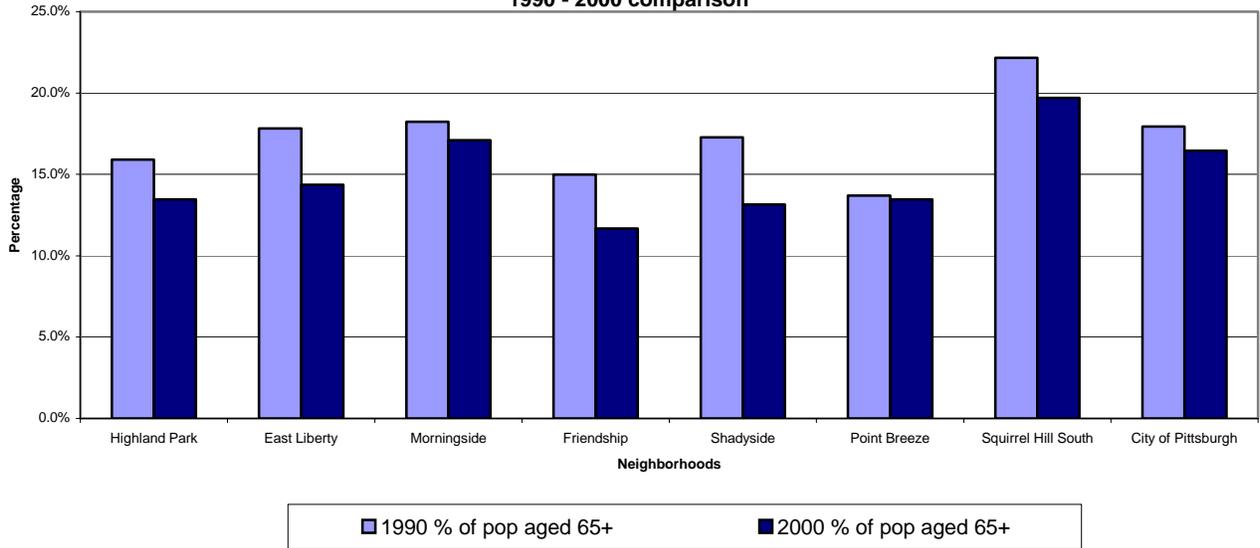


Figure 28
Age distribution of population in Highland Park in 1990
(Total population = 7029)

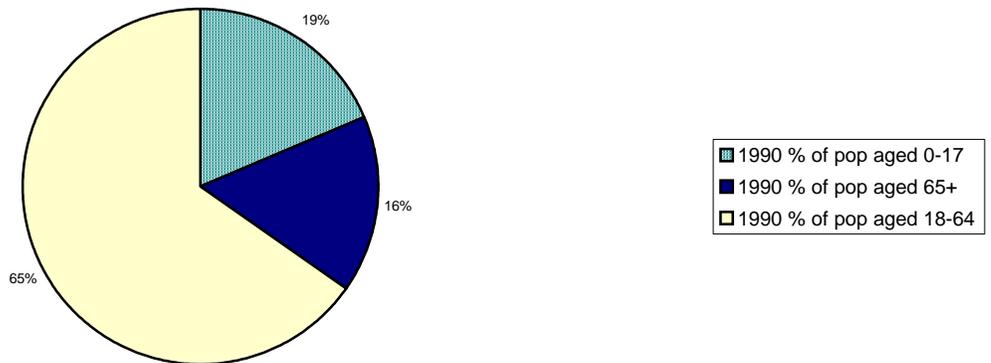


Figure 29
Percentage of total population aged 18 - 64:
1990-2000 comparison

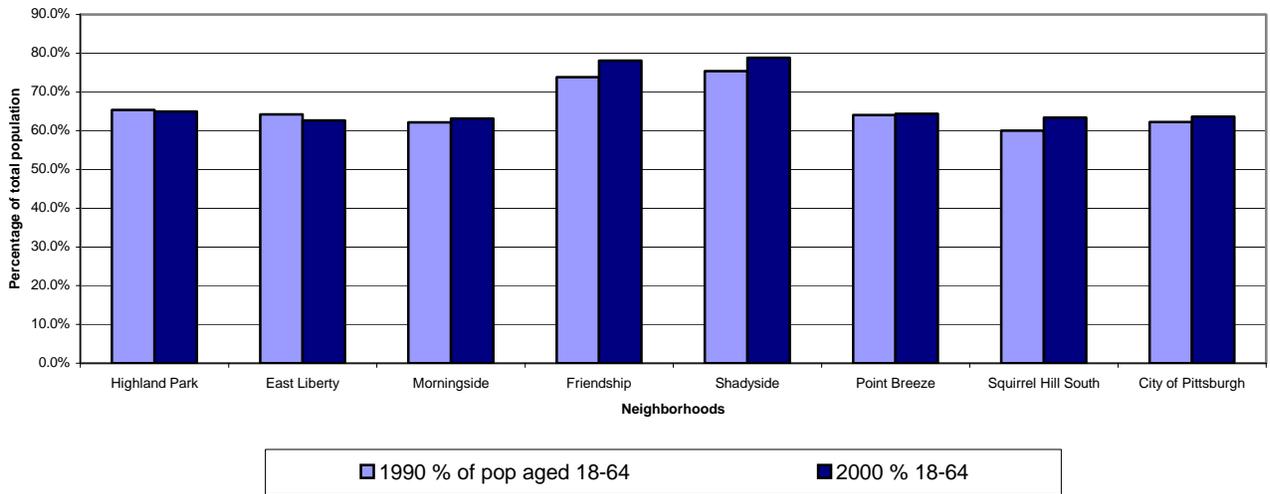


Figure 30
Percentage of population aged 0-17:
1990-2000 comparison

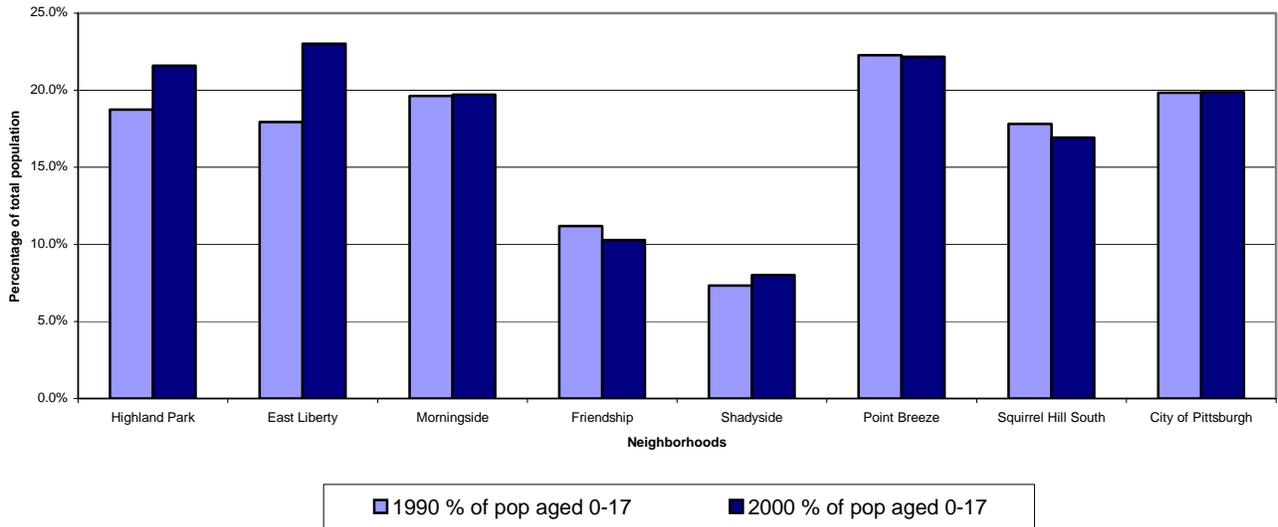


Figure 31
Total population percentage of change 1990-2000

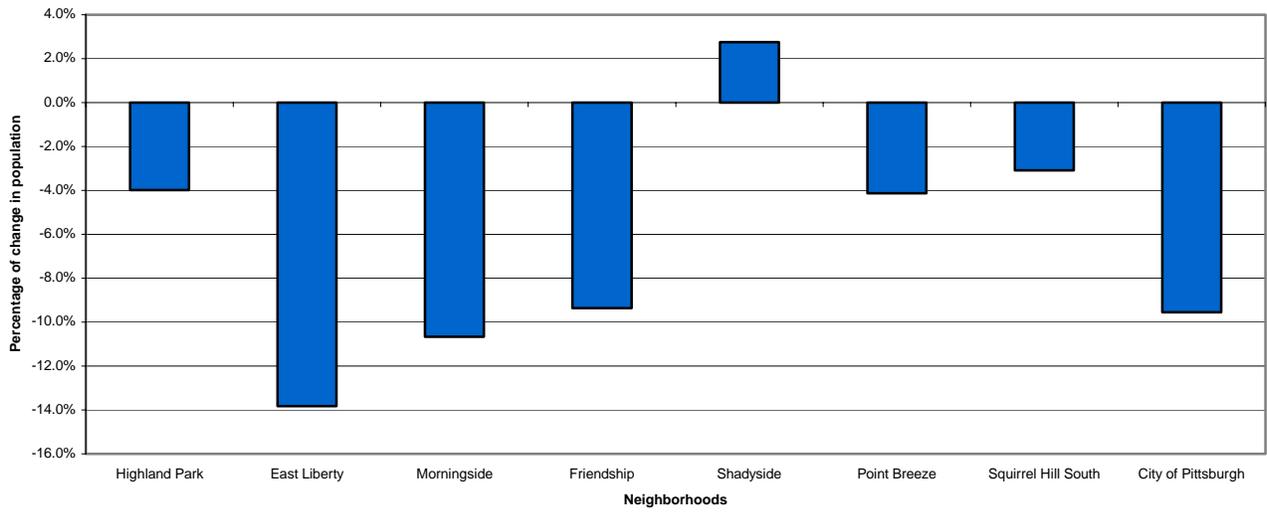
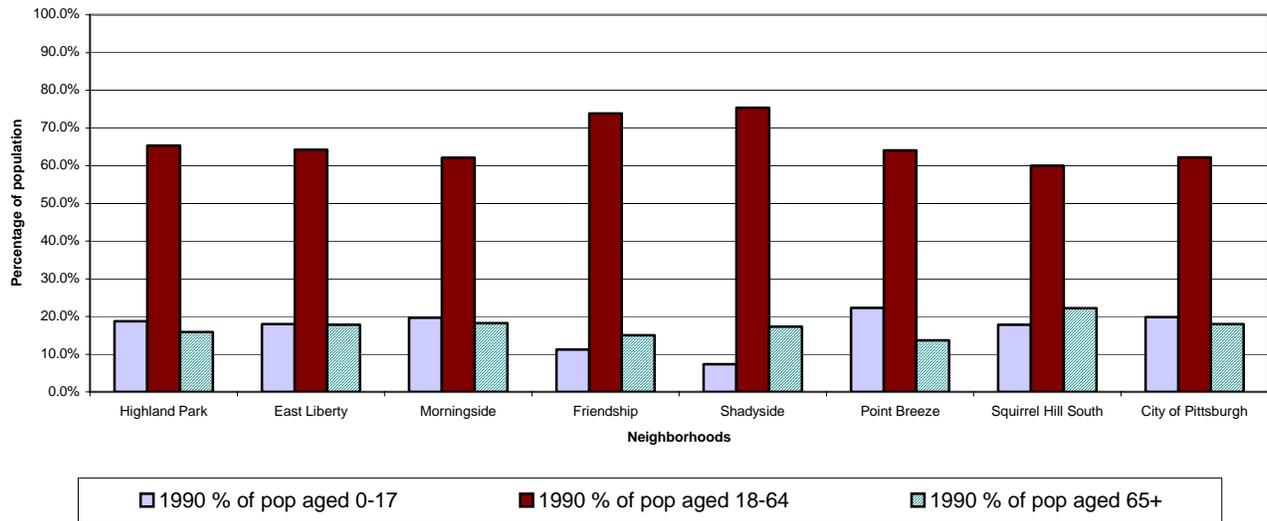


Figure 32
Neighborhood population percentage by age category: 1990



1990 % of pop aged 0-17
 1990 % of pop aged 18-64
 1990 % of pop aged 65+

Figure 33
Percentage of change in population by age group: 1990-2000

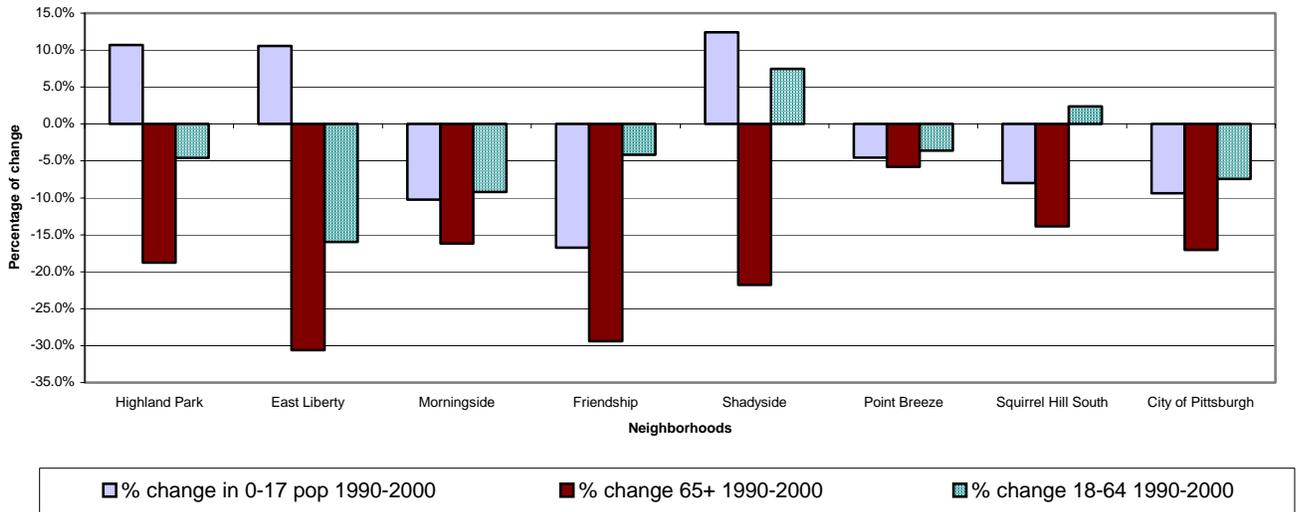
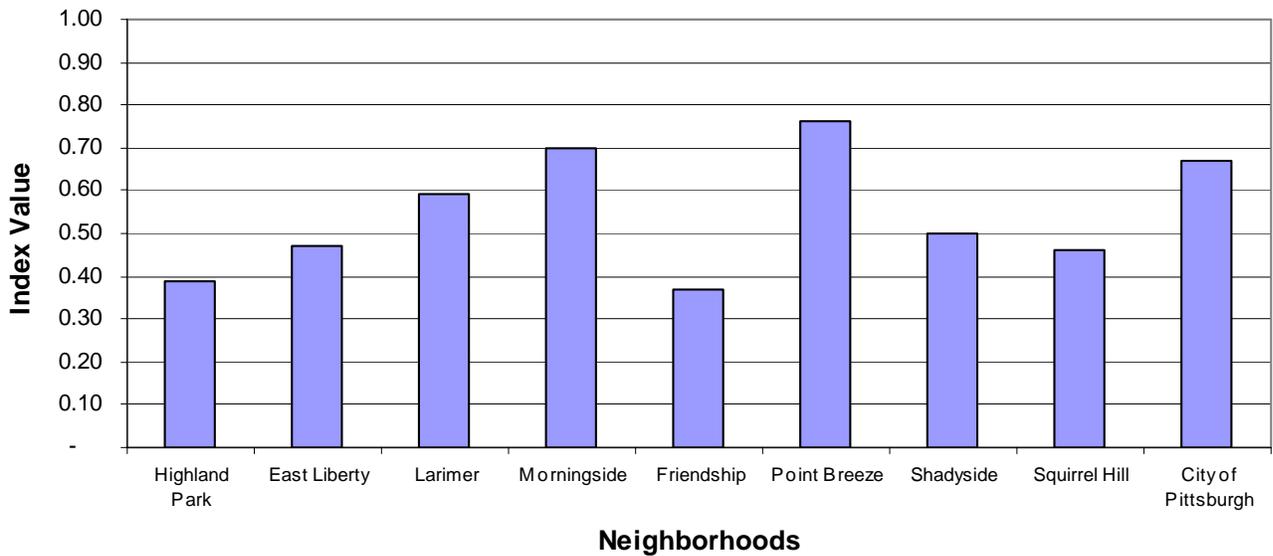


Figure 34
Racial Dissimilarity Index: 2000
(Based on calculations done by Angela Foster, University of Pittsburgh)



Appendix II: Community Survey Instrument

Highland Park Community Plan Survey

August 2002

Introduction

The Highland Park community planning process needs your input! It will take about 10 minutes to take this survey. We greatly appreciate the time you put into this.

Please answer this survey to help Highland Park retain and enhance its vitality. This is an effort to learn as much about the physical and social assets of our community as possible.

The Highland Park community planning process views resident leadership as a necessary ingredient in our neighborhood revitalization strategy. Please help lead our process.

We need your feedback on what community issues should be addressed. We also would like to know about any reservations you may have about participating in the planning process.

This survey is brought to you by the Highland Park Community Development Corporation and Carnegie Mellon University's Community Connections project. Some of the questions here will be used by Community Connections for research helpful to the community planning process. By filling out this survey, you indicate you understand you are participating in the Highland Park Community planning process as well as Community Connections' research efforts.

Your response to this questionnaire is voluntary, and if you choose to stop responding, that's fine. Should you choose to respond, **your answers will be confidential**. Your identity will not be shared with anyone outside of the community planning process and Community Connections.

You may fill out this survey by hand, using this paper copy, or you may access the survey on-line. We strongly encourage you to fill out the on-line version of the survey if at all possible.

TO TAKE THE SURVEY ON-LINE, GO TO:

<http://www.highlandparkcommunity.com>

AND CLICK ON "HIGHLAND PARK SURVEY"

If you choose to fill out the paper version of the survey, you may return the completed copy to Enrico's Tazza D'Oro (1125 N. Highland Ave.) or Sandy's Deli (925 Mellon St.).

Community Overview

1. Are you:

Male

Female

2. What is your age?

18-25

26-35

36-45

46-55

56-65

66-75

76+

3. Are you a resident of Highland Park?

Yes

No

If "NO", which neighborhood do you live in? _____

4. How many adults live in your household? (Please include yourself) _____

How many children live in your household? _____

5. Do you (or your family)

own your home?

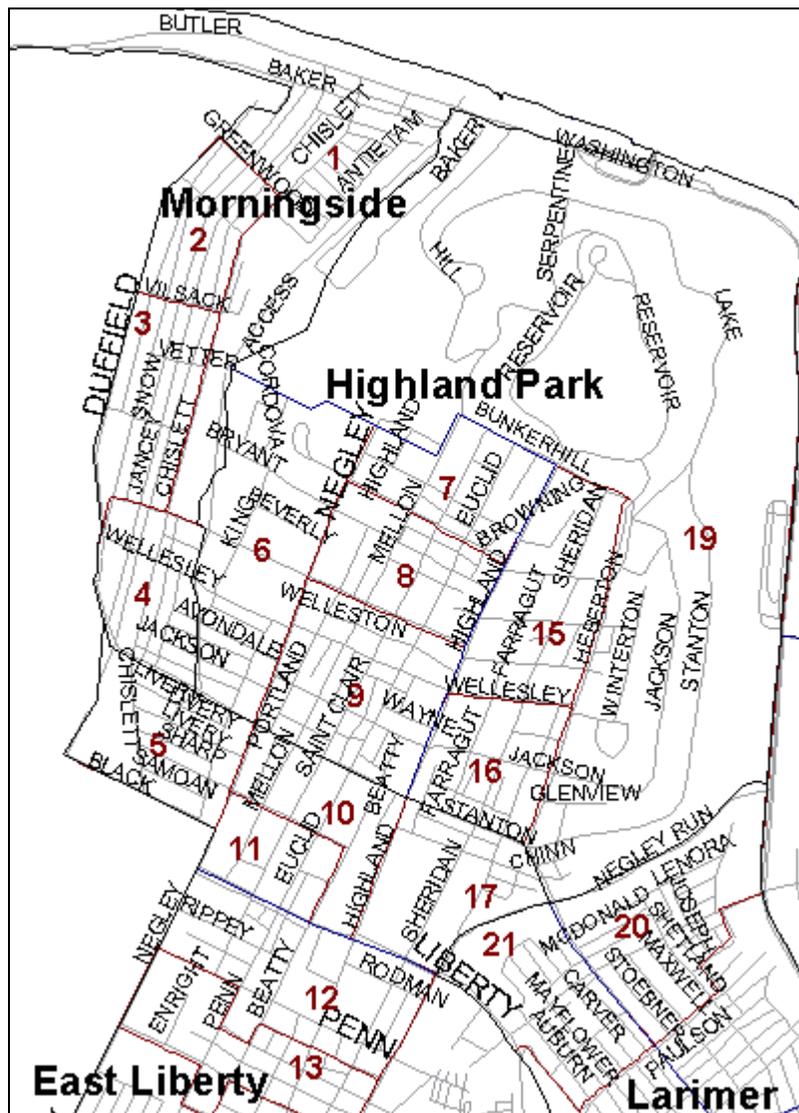
rent your home?

have other living arrangements?

6. How many years have you lived in Highland Park (or nearby if you are not currently a resident)? _____ years

7. It would be helpful for us to know whether people in different parts of Highland Park have different concerns. Different parts of Highland Park and surrounding communities are numbered on the map below. Please find where you live, and indicate the area number in which your home is located.

Enter the number for where you live (see map): _____



8. Do you work in Highland Park?

____ Yes

____ No

If “yes”, how many years have you worked in Highland Park? _____ years

9. Please complete the following statement:

I feel that Highland Park is a _____ place to live (or work).

Poor

Excellent

0

1

2

3

4

5

6

10. The following is a list of neighborhood issues that may or may not apply to Highland Park. Please check the most important issues that you feel should be addressed in planning for the future of the community. Please indicate up to four choices, and choose at least one.

____ Education/quality of schools

____ Condition of infrastructure (streets, sidewalks, parks, etc.)

____ Availability/condition of housing

____ Quality of City services

____ Transportation

____ Physical appearance of neighborhood

____ Youth development

____ Employment/access to jobs

____ Recreation programming

____ Access to healthcare

____ Elderly services

____ Drug abuse prevention

____ Public safety

____ Other (please specify)

11. What do you like most about living in Highland Park?
Please indicate up to four choices, and choose at least one.

- | | |
|---|---|
| <input type="checkbox"/> Close to family/friends | <input type="checkbox"/> Close to employment |
| <input type="checkbox"/> Close to place of worship | <input type="checkbox"/> Close to shopping/services |
| <input type="checkbox"/> Close to public transportation | <input type="checkbox"/> Neighborhood's physical appearance |
| <input type="checkbox"/> Recreational opportunities | <input type="checkbox"/> Quality of schools |
| <input type="checkbox"/> Quality of housing | <input type="checkbox"/> Close to doctor/hospital |
| <input type="checkbox"/> Affordability | <input type="checkbox"/> Friendliness of neighborhood |
| <input type="checkbox"/> Safety of neighborhood | <input type="checkbox"/> Other (please describe) |
-

12. What do you think are the biggest problems with living in Highland Park?
Please indicate up to four choices, and choose at least one.

- | | |
|---|---|
| <input type="checkbox"/> Far from family/friends | <input type="checkbox"/> Far from employment |
| <input type="checkbox"/> Far from place of worship | <input type="checkbox"/> Far from shopping/services |
| <input type="checkbox"/> Far from public transportation | <input type="checkbox"/> Neighborhood's physical appearance |
| <input type="checkbox"/> Lack of recreational opportunities | <input type="checkbox"/> Quality of schools |
| <input type="checkbox"/> Quality of housing | <input type="checkbox"/> Far from doctor/hospital |
| <input type="checkbox"/> Not affordable | <input type="checkbox"/> Lack of safety of neighborhood |
| <input type="checkbox"/> Unfriendliness of neighborhood | <input type="checkbox"/> Other (please describe) |
-

13. How important are Highland Park's problems to you?
(Please select a number on the scale)

Not important	Moderately important	Very important
0	1 2 3 4	5 6

14. How motivated are you to do something about Highland Park's problems?
(Please select a number on the scale)

Not motivated	Moderately motivated	Very motivated
0	1 2 3 4	5 6

15. Where was the last place you lived before you moved to your current neighborhood?
(Please select one of the following choices)

- East End neighborhood (other than Highland Park)
- West End
- North Side
- South Side
- Downtown (Including Hill District and Strip District)
- Suburbs within Allegheny County
- Other county within Western PA
- Outside of Western PA
- I have always lived in Highland Park

16. Are you currently considering moving out of Highland Park? Yes No
If "yes", why? _____

17. Please circle one of the numbers below to complete the following statement:
I am _____ with the condition of Highland Park.

Very unhappy			Neither			Very happy
-3	-2	-1	0	1	2	3

18. The condition of Highland Park is now _____ than five years ago.
(Please circle a number on the scale)

Much worse			Neither			Much better
-3	-2	-1	0	1	2	3

19. I am _____ with the city's services to Highland Park.

Very dissatisfied			Neither			Very satisfied
-3	-2	-1	0	1	2	3

20. Please circle one of the numbers below to indicate how much you agree or disagree with the following statement:

I feel at home in Highland Park.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

21. In general, how would you describe the quality of your relationships with your neighbors? (Please circle a number on the scale)

Very Unfriendly			Neither			Very Friendly
-3	-2	-1	0	1	2	3

22. How often do you borrow things from or lend things to your neighbors (for example, a cup of sugar, tools, etc.)?

Never			Sometimes			Often
0	1	2	3	4	5	6

23. Do you ever help (or are you helped by) your neighbors with small tasks (for example, babysitting, shopping, home repair, etc.)?

Never			Sometimes			Often
0	1	2	3	4	5	6

24. Can you call on your neighbors for help in an emergency? (Please select one)

Yes

No

25. How safe do you feel walking in your neighborhood at night? (Please select a number on the scale)

Very safe			Neither			Very unsafe
-3	-2	-1	0	1	2	3

26. There is _____ crime in my neighborhood.

No crime						A lot of crime
0	1	2	3	4	5	6

Community Amenities

1. How often do you shop in Highland Park? (Please select one)

- Hardly ever
- Every couple of months
- Every couple of weeks
- Every week
- Every day

If you answered “Every couple of months” or “Hardly ever”, why don’t you shop in Highland Park more often? (Please select one)

- Inconvenient hours
- Poor selection
- Poor service
- Fear of crime or disorderly behavior
- Undesirable atmosphere
- Lack of convenient parking

2. Please indicate those neighborhoods in which you usually shop:
(You may select more than one)

- Highland Park
- East Liberty
- Shadyside
- Waterworks area
- Squirrel Hill
- Downtown
- Waterfront
- Shopping Mall (e.g. Monroeville Mall, Ross Park Mall, etc...)
- Other (please describe): _____

3. How often do you go for entertainment (visit restaurants, coffee shops, bars) in Highland Park? (Please select one)

- Hardly ever
- Every couple of months
- Every couple of weeks
- Every week
- Every day

4. Which neighborhoods do you usually go to for entertainment? (Check all that apply)

- Highland Park
- East Liberty
- Shadyside
- Waterworks
- Downtown (including the Strip District)
- Squirrel Hill
- Waterfront
- Shopping Mall (e.g. Monroeville Mall, Ross Park Mall, etc...)
- Other (please describe): _____

5. Do you or any household members attend primary or secondary school?

- Yes
- No

6. Do you or any household members attend school in Highland Park?

- Yes
- No

If "no", where do you or any household members attend school? _____

7. How many school-age children are in your household? (Please give a number)

If you answered "0" or "none", please skip to question # 11.

8. How many of the school-age children in your household attend private or parochial school? (Please give a number)

9. How many of the school-age children in your household attend the local public school in your neighborhood? (Please give a number)

10. How many of the school-age children in your household attend another public school other than your local one (such as a magnet program)? (Please give a number)

11. Do you use recreational facilities in Highland Park? (Please select one)

_____ Yes

_____ No

If you answered "No", where do you use recreational facilities?

12. Do you attend religious services in Highland Park?

_____ Yes

_____ No

If you answered "No", where do you attend religious services?

13. Do you use public transportation regularly?

_____ Yes

_____ No

14. Do you have a car?

Yes

No

15. Do you use taxi or jitney services regularly?

Yes

No

16. Do you use other transportation services?

Yes

No

17. What services do you think are missing in Highland Park?

(Choose none, one, or more)

Day care

Grocery

Dry cleaning / laundry

Post office

State (liquor) store

Professional offices (dentist, doctor, accountant...)

Hair care

Gas station

Other (please specify) _____

18. Have you attended any of the Highland Park Community Plan meetings in the last six months?

Yes

No

19. Do you plan to attend any of the Highland Park Community Plan meetings in the next six months?

Yes

No

Demographics

In the next few questions, please help us to compare your responses to others taking the survey by telling us a little bit about yourself.

1. How would you describe your ethnicity? (Please select one)

- African-American / Black
- Caucasian / White
- Hispanic
- Asian
- Bi-racial / Multiple Ethnicities
- Other

2. What is the highest level of education you have completed? (Please select one)

- Prefer Not To Answer
- Elementary School
- Junior High School
- Some High School
- High School Graduate
- Some College
- College Graduate
- Some Graduate school
- Graduate Degree (Masters, PhD, etc...)

3. What best describes your employment status?

- Prefer not to answer
- Work full-time
- Work part-time
- Student
- Homemaker
- Retired
- Unemployed, seeking work
- Not employed -- other

6. Below, put a check next to any groups in which you have taken part in any sort of activity in the past 6 months.

(Please select only those groups that meet in or very near Highland Park)

- Church, temple, or other place of worship
- Adult sports or outdoor organization
- Youth organization like youth sports leagues
- Veteran's group
- Parent's organization (like the PTA or PTO) or other school group
- Neighborhood association (crime watch, block, homeowner or tenant)
- Clubs or organizations for older people
- Charity or social welfare organization
- Labor union
- Professional, trade, or business association
- Service clubs or fraternal organizations (Lions, women's club, etc.)
- Ethnic, nationality or civil rights organizations
- Public interest groups, political clubs, or party committees
- Hobby, investment or garden club or societies
- Any other kinds of clubs or organizations

7. In how many of the groups you just selected do people or leaders ever discuss community issues such as crime or housing?

(Please give a number, and write 0 if none.)

8. Of the groups you selected, how many took any local action for social or political reform in the past 12 months?

(Please give a number, and write 0 if none.)

9. Think of up to five of your closest friends. How many of these friends live in Highland Park? (Please give a number from 0-5.)

10. Of these closest friends, how many talk with you about Highland Park community issues such as crime or housing? (Please give a number from 0-5.)

11. My friends are very diverse (define “diverse” as you like)

Not true							Very true
0	1	2	3	4	5	6	

Community Concerns

It will also be helpful for our efforts to get some idea of reasons why people might or might not participate in more political community planning efforts. The following few questions address this.

Please **circle a number** on the scale below each statement to indicate how strongly you agree or disagree with the statement.

1. I am a really busy person.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

2. People's political views are private matters.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

3. I do not take it personally when someone disagrees with my political views.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

4. Sometimes people need to act politically even if the actions cannot succeed. (Political actions include voting, letter writing, going to meetings, protest, and so forth.)

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

5. People with different political views cannot rationally discuss politics.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

6. I have a lot of free time.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

7. When someone disagrees with my political views, I feel they are attacking me personally.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

8. Responsibilities can call for political action even when the action will not succeed.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

9. My political views are my own business.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

10. Political discussions between people with different political views can be productive.

Strongly Disagree			Neither			Strongly Agree
-3	-2	-1	0	1	2	3

11. Are there any additional topics, issues or general information about Highland Park's future that you would like to share with the planning team? Please share them with us below:

Thank you so much for taking the time to respond to this neighborhood survey!