

**THE SPACES BETWEEN:
AN EXAMINATION OF
PARENTS' PERCEPTIONS OF
NEIGHBORHOOD COHESION
AND CHILD WELL-BEING**

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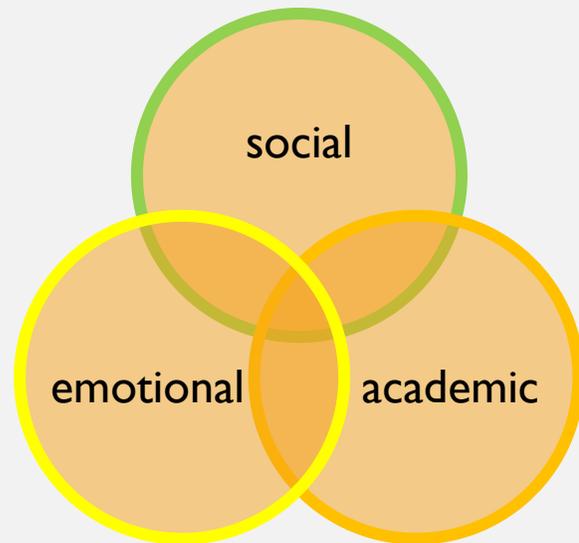
Urban Affairs Association Conference, 2022



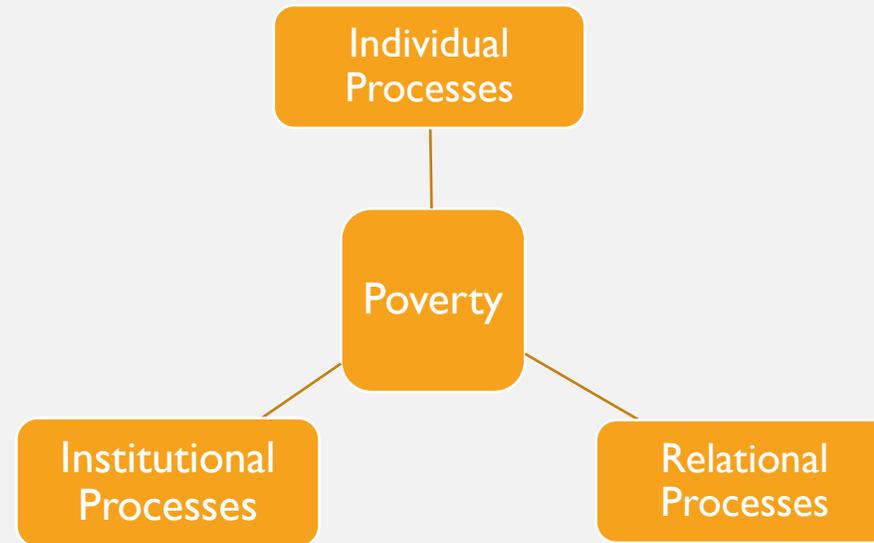
Inequality and Poverty



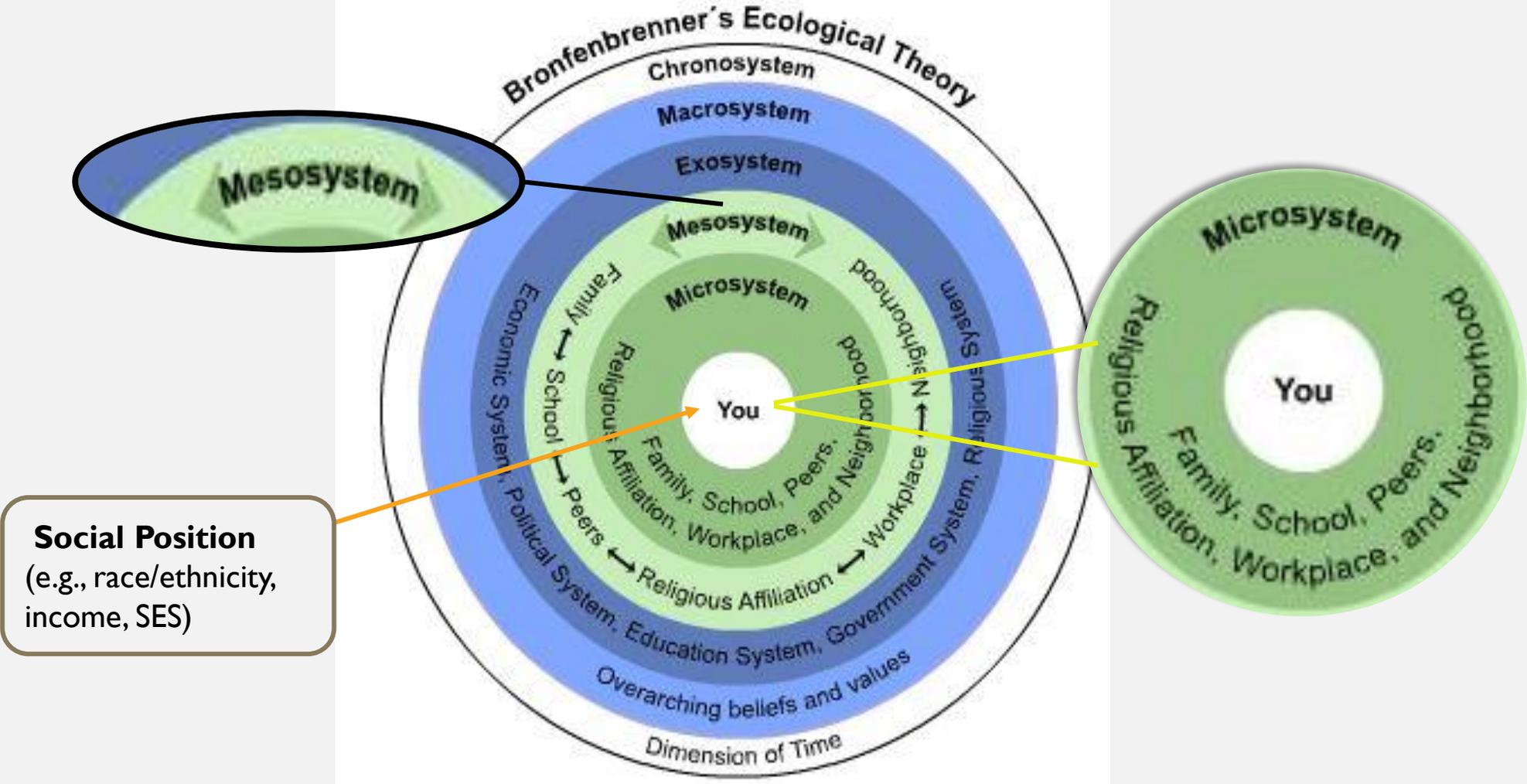
Broad impact on children and their families



Poverty is felt and experienced via critical mediating mechanisms across varying levels of context



Guiding Theoretical Framework



(Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998; Garcia Coll et al., 1996)

NEIGHBORHOODS AS KEY DEVELOPMENTAL CONTEXTS

- Individuals navigate neighborhoods as they move among other micro-contexts (home, school, work), so there is a need to understand the intermediary processes
- Social and relational aspects of neighborhoods play an important role, especially for children growing up in challenging neighborhood circumstances
- Collective efficacy includes a sense of shared values, trust, and solidarity, as well as a willingness of neighbors to intervene in times of need
- These processes are deeply shaped by key social position variables (e.g., gender and race)

WHAT DO WE STILL NEED KNOW AND HOW DO WE GET THERE?

- Yet...
- there is limited research on the dynamic processes by which parents' perceptions of their neighborhoods intersect with their school-age children's opportunities as they change over time, while accounting for demographic factors across multiple contextual levels that may differentially shape those processes

RESEARCH QUESTIONS

1. Are parents' perceptions of neighborhood collective efficacy associated with key demographic variables at the school-age child level (age, gender), parental level (race), and household level (income)?
2. Do parents' perceptions of neighborhood collective efficacy predict activities (participation in extracurricular activities) and perceived opportunities (school satisfaction) over and above demographic variables?
3. Do key demographic variables moderate the relationship between parents' perceptions of neighborhood collective efficacy and their children's participation in extracurricular activities and their satisfaction with their child's school?

MAKING CONNECTIONS

- Data were drawn from household surveys conducted as part of the Annie E. Casey Foundation's *Making Connections* Project (MC). Surveys were a component of a larger longitudinal comprehensive community initiative in low-income neighborhoods across ten cities (Oakland, CA; Hartford, CT; Denver, CO; Des Moines, IA; Indianapolis, IN; Louisville, KY; Providence, RI; San Antonio, TX; White Center, WA, and Milwaukee, WI).
- Data for the present study were drawn from households with school-age children (ages 7 to 17) with at least two of the three study waves and were from 7 of the 10 city sites.
- For more detailed information about *Making Connections*, please visit <http://mcstudy.norc.org>

PRESENT SAMPLE

Demographics for the analyzed sample, and separated by city.

	Analyzed Sample	City						
		Denver, CO	Des Moines, IA	Indianapolis, IN	San Antonio, TX	Seattle, WA	Louisville, KY	Providence, RI
Child's Age (in years)	10.8 (2.6) [7, 17]	10.7 (2.6) [7, 17]	11.1 (2.5) [7, 17]	11.2 (2.4) [7, 17]	11.1 (3.0) [7, 17]	10.6 (2.6) [7, 17]	9.7 (2.1) [7, 16]	10.8 (2.5) [7, 17]
Child's Gender (% Female)	46.6%	52.8%	39.6%	52.0%	43.2%	50.0%	48.5%	43.4%
Parents' Race / Ethnicity								
% Black	27.5%	16.7%	24.8%	70.1%	0%	11.1%	80.3%	14.1%
% Latina/o	17.3%	37.5%	10.9%	3.9%	30.5%	8.3%	0%	28.3%
% White	19.7%	16.7%	40.6%	22.1%	0%	34.3%	12.1%	7.1%
% Asian / Native Hawaiian / Native American	5.8%	2.8%	3.0%	0%	0%	25%	0%	4.0%
% Multiracial	29.6%	26.4%	20.8%	3.9%	69.5%	21.3%	7.6%	46.5%
Household Income	\$27,590 (23,339) [0, 150000]	\$21,362 (21,870) [0, 150000]	\$28,928 (21,451) [10, 125000]	\$23,322 (17,145) [0, 80000]	\$22,207 (15,457) [3000, 60000]	\$43,966 (29,860) [650, 150000]	\$20,454 (19,488) [5, 130000]	\$26,198 (19,852) [629, 96000]
N	618	72	101	77	95	108	66	99

Note. Mean (SD) [Minimum, Maximum] presented for continuous variables, and percentage of sample presented for categorical variables. Wave 2 data presented because all participants in analyzed sample had wave 2 data, but not all participants had wave 1 or wave 3.

PARENTS' NEIGHBORHOOD PERCEPTIONS

Collective Efficacy

- 10-item Likert-type scale
- Captures social cohesion (social ties) and informal social control (willingness of neighbors to intervene when in need)
(Collins et al., 2014; Sampson et al., 1997)

Child Outcomes

- Single-item measures
- Perceptions of parent's satisfaction with their child's schooling
- Participation in organized extracurricular (out-of-school activities)

Demographics

- Child-level (Gender & Age)
- Parent-level (Race)
- Household-level (income)

Summary statistics and inter-item correlations for primary outcome and predictor variables

	Mean (SD)	1	2	3	4	5	6	7	8
1) Collective Efficacy W1	3.38 (.74) [1.13, 5]								
2) Collective Efficacy W2	3.33 (.81) [1, 5]	.37***							
3) Collective Efficacy W3	3.46 (.74) [1, 5]	.27***	.44***						
7) School Satisfaction W1	4.32 (.89) [1, 5]	.14**	.11*	.08					
8) School Satisfaction W2	4.24 (.93) [1, 5]	-.03	.10*	.02	.19***				
9) School Satisfaction W3	4.23 (.95) [1, 5]	-.07	.10*	.13**	.14**	.18***			
10) Extracurricular Activities W1	1.72 (1.84) [0, 5]	.00	-.03	.03	.02	-.07	.02		
11) Extracurricular Activities W2	2.25 (1.99) [0, 5]	-.00	.01	.09	-.01	.05	.06	.25***	
12) Extracurricular Activities W3	2.34 (1.97) [0, 5]	.01	.06	.07	.03	.00	.01	.18***	.29***

Note. Mean (SD) [Minimum, Maximum]. * $p < .05$; ** $p < .01$; *** $p < .001$.

ANALYTIC APPROACH

- Multilevel growth curve models (using STATA)
- Between-person differences in age were related to collective efficacy, school satisfaction, and extracurricular activity participation
- How key constructs changed across assessment wave (reflective of within-person changes in age), and whether changes across assessment waves were predicted by covariates and predictors
- For each model, the data was structured with observations (level 1) nested within participants (level 2), nested within city (level 3)
- Simple slopes with region of significance analyses were used to interpret significant interactions

Results from the multilevel growth curve models predicting collective efficacy, school satisfaction, and extracurricular activity participation.

	Collective Efficacy	School Satisfaction	Extracurricular Activities
Intercept	3.19 (.08) [3.03, 3.35]	3.75 (.24) [3.28, 4.23]	1.20 (.37) [.47, 1.92]
Slope	.03 (.03) [-.02, .09], .04	-.06 (.02) [-.11, -.02], -.06**	.37 (.08) [.22, .54], .15***
Collective Efficacy		.15 (.05) [.07, .24], .13**	.03 (.07) [-.10, .17], .01
<i>Demographics</i>			
Child's Age	.01 (.01) [-.01, .02], .02	-.04 (.02) [-.07, -.01], -.10*	.07 (.03) [.01, .14], .10*
Child's Gender (Female = 1)	.04 (.04) [-.05, .12], .03	.13 (.10) [-.06, .32], .07	.15 (.12) [-.09, .39], .04
Parent's Ethnicity (White = 0)			
Black	-.01 (.05) [-.11, .09], -.00	.07 (.09) [-.11, .25], .03	.17 (.24) [-.29, .63], .04
Latina/o	.08 (.06) [-.03, .19], .04	.21 (.15) [-.07, .50], .09	-.36 (.11) [-.59, -.14], -.07**
Asian / Native Hawaiian / Native American	-.15 (.05) [-.27, -.05], -.05**	.25 (.07) [.11, .38], .06***	-.11 (.20) [-.50, .27], -.01
Multiracial / Multiethnic	.07 (.04) [-.00, .15], .04	.17 (.13) [-.08, .42], .09	-.12 (.21) [-.52, .28], -.02
Household Income	.03 (.01) [.01, .05], .10**	.01 (.02) [-.02, .04], .03	.08 (.03) [.01, .14], .09*
<i>Random Effect Variances</i>			
Within-person	.37 (.05) [.29, .47]	.67 (.02) [.64, .70]	2.73 (.10) [2.54, 2.94]
Between-person	.20 (.03) [.15, .25]	.13 (.04) [.07, .24]	.83 (.08) [.69, 1.00]
Between-city	.01 (.01) [.00, .03]	.02 (.01) [.00, .05]	.04 (.05) [.00, .50]
N (observations)	604 (1624)	603 (1521)	604 (1619)

Note. Unstandardized coefficient (SE) [95% CI of coefficient], and standardized coefficient presented. * $p < .05$; ** $p < .01$; *** $p < .001$.

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Collective Efficacy			.02 (.02) [-.01, .10], .17], .01
<i>Demographics</i>			
Child's Age	.01 (.01) [-.01, .02], .02		.04 (.04) [-.01, .09], .10*
Child's Gender (Female = 1)	.04 (.04) [-.05, .12], .03		.09 (.09) [-.01, .19], .04
Parent's Ethnicity (White = 0)			
Black	-.01 (.05) [-.11, .09], -.00		.03 (.03) [-.01, .04], .04
Latina/o	.08 (.06) [-.03, .19], .04		.14 (.14) [-.07, .35], -.07**
Asian / Native Hawaiian / Native American	-.15 (.05) [-.27, -.05], -.05**		.27 (.27) [-.01, .47], -.01
Multiracial / Multiethnic	.07 (.04) [-.00, .15], .04		.28 (.28) [-.02, .50], -.02
Household Income	.03 (.01) [.01, .05], .10**		.4], .09*
<i>Random Effect Variances</i>			
Within-person	.37 (.05) [.29, .47]		2.94]
Between-person	.20 (.03) [.15, .25]		1.00]
Between-city	.01 (.01) [.00, .03]	.02 (.01) [-.01, .05]	.04 (.05) [-.00, .50]
N (observations)	604 (1624)	603 (1521)	604 (1619)

RQ1

- Higher household income → higher participants' CE
- Asian, Native American, or Native Hawaiian report less CE than White participants
- The slope of CE across the study did not significantly differ across levels of the demographics

Note. Unstandardized coefficient (SE) [95% CI of coefficient], and standardized coefficient presented. * $p < .05$; ** $p < .01$; *** $p < .001$.

Results from the multilevel growth curve models predicting collective efficacy, school satisfaction, and extracurricular activity participation.

	Collective Efficacy	School Satisfaction	Extracurricular Activities
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Collective Efficacy		.15 (.05) [.07, .24], .13**	.03 (.07) [-.10, .17], .01
<i>Demographics</i>			
Child's Age	.01 (.01) [-.01, .02], .02	-.04 (.02) [-.07, -.01], -.10*	.07 (.03) [.01, .14], .10*
Child's Gender (Female = 1)	.04 (.04) [-.05, .12], .03	.13 (.10) [-.06, .32], .07	.15 (.12) [-.09, .39], .04
Parent's Ethnicity (White = 0)			
Black	-.01 (.05) [-.11, .09], -.00	.07 (.09) [-.11, .25], .03	.17 (.24) [-.29, .63], .04
Latina/o	.08 (.06) [-.03, .19], .04	.21 (.15) [-.07, .50], .09	-.36 (.11) [-.59, -.14], -.07**
Asian / Native Hawaiian / Native American	-.15 (.05) [-.27, -.05], -.05**	.25 (.07) [.11, .38], .06***	-.11 (.20) [-.50, .27], -.01
Multiracial / Multiethnic	.07 (.04) [-.00, .15], .04	.17 (.13) [-.08, .42], .09	-.12 (.21) [-.52, .28], -.02
Household Income	.03 (.01) [.01, .05], .10**	.01 (.02) [-.02, .04], .03	.08 (.03) [.01, .14], .09*
<i>Random Effect Variances</i>			
Within-person	.37 (.05) [.29, .47]	.67 (.02) [.64, .70]	2.73 (.10) [2.54, 2.94]
Between-person	.20 (.03) [.15, .25]	.13 (.04) [.07, .24]	.83 (.08) [.69, 1.00]
Between-city	.01 (.01) [.00, .03]	.02 (.01) [.00, .05]	.04 (.05) [.00, .50]
N (observations)	604 (1624)	603 (1521)	604 (1619)

Note. Unstandardized coefficient (SE) [95% CI of coefficient], and standardized coefficient presented. * $p < .05$; ** $p < .01$; *** $p < .001$.

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<i>Demographics</i>			
Child's Age		-.04 (.02) [-.07, -.01], -.10*	.07 (.03) [.01, .14], .10*
Child's Gender (Female)		.13 (.10) [-.06, .32], .07	.15 (.12) [-.09, .39], .04
Parent's Ethnicity (White)			
Black		.07 (.09) [-.11, .25], .03	.17 (.24) [-.29, .63], .04
Latina/o		.21 (.15) [-.07, .50], .09	-.36 (.11) [-.59, -.14], -.07**
Asian / Native Hawaiian		.25 (.07) [.11, .38], .06***	-.11 (.20) [-.50, .27], -.01
Multiracial / Multiethnic		.17 (.13) [-.08, .42], .09	-.12 (.21) [-.52, .28], -.02
Household Income		.01 (.02) [-.02, .04], .03	.08 (.03) [.01, .14], .09*
<i>Random Effect Variance</i>			
Within-person		.67 (.02) [.64, .70]	2.73 (.10) [2.54, 2.94]
Between-person		.13 (.04) [.07, .24]	.83 (.08) [.69, 1.00]
Between-city		.02 (.01) [.00, .05]	.04 (.05) [.00, .50]
N (observations)		603 (1521)	604 (1619)

RQ2

- CE is a stronger predictor of school satisfaction than any of the demographic covariates
- CE was not significantly related to how frequently the focal child participated in extracurricular activities

Note. Unstandardized coefficient (SE) [95% CI of coefficient], and standardized coefficient presented. * $p < .05$; ** $p < .01$; *** $p < .001$.

RESULTS: Moderation for school satisfaction

- No moderation between CE and school satisfaction
- Participants were moderately satisfied with their child's school at the start of the study, but generally declined over time
- Parents of younger children reported greater school satisfaction
- White parents reported greater school satisfaction than Asian, Native American, and Native Hawaiian parents

RESULTS: Moderation for Extracurricular Activity Participation

- The relationship between CE and extracurricular participation differed significantly across household income levels ($B = .07 (.02)$, 95% CI [.03, .10], $p = .001$)
- The relationship between CE and extracurricular activity participation was negative for households reporting less than \$1,200 yearly income ($ps < .05$), nonsignificant for households reporting between \$1,200 and \$48,500 yearly income ($ps > .05$), and positive for households reporting greater than \$48,500 yearly income ($ps < .05$).
- Participants' children infrequently participated in extracurricular activities at the start of the study, but increased over time
- Participants whose child was older, or whose household was wealthier, reported more frequent extracurricular activity participation. Latina/o parents reported less extracurricular participation than white parents

FINDINGS SUMMARY

- Household income level plays an important role in the varying opportunities for school-age children to participate in extracurricular activities
- Age differences between school-aged children and as the children themselves aged, was positively related with extracurricular activity participation but negatively related with school satisfaction
- Latina/o parents reported that their children participated in extracurricular activities less often than children of White parents, but that Asian, Native Hawaiian or Native American parents reported greater satisfaction with their child's schooling than White parents

DISCUSSION: WHAT MIGHT THIS MEAN?

- Parents' perceptions of CE within their neighborhood have important implications for both school satisfaction and extracurricular activities
- Developmental processes cannot be disentangled from contextual processes
- New insight into the threshold at which income level may relate to extracurricular activity participation
- Individual-level development (specifically age and developmental period) intersects with educational opportunities and child well-being
- Children face differential challenges and opportunities based on the *social positions* conferred by categories such as race, age, and class
- While there are challenges faced by low-income and racially diverse families in the United States, future studies should center the myriad strengths possessed by all families and communities

ACKNOWLEDGEMENTS

- The Annie E. Casey Foundation
- NORC
 - Especially Cathy Haggerty and Kate Bachtell
- The families who took part in these studies

THANK YOU!

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