

8.0 Educational Opportunity

Accessible, quality education is a vital part of a sustainable community. From birth to college, education plays an important role and quality education can have a major impact on life success.¹³⁰ ¹³¹ Barriers created by lower incomes and poverty create negative impacts on resident's education which can be visible through students not completing school or lower performance results on tests.¹³²

This chapter includes sections on high school completion of residents, school proficiency scores, and distance to elementary schools.



¹³⁰ United Way of Lane County's Community Indicators Report 2012

¹³¹ HUD Evidence Matters. *Understanding Neighborhood Effects of Concentrated Poverty*. Winter 2011

¹³² HUD Evidence Matters. *Understanding Neighborhood Effects of Concentrated Poverty*. Winter 2011

The Assessment area is home to several universities, including the University of Oregon, a growing university with over 24,000 college students enrolled in Fall 2012, and one of the largest employers with over 4,900 non-temporary faculty and staff employees¹³³. The University of Oregon is a major economic driver and research institution. The Eugene-Springfield area is also home to several other colleges and Universities, including Northwest Christian College, which is adjacent to the University of Oregon, Pacific University in Downtown Eugene, and Lane Community College, which has a larger regional campus southeast of Eugene between the cities of Eugene and Springfield and a new downtown Eugene campus with student housing.

¹³³ University of Oregon, Economic Impact of the University of Oregon FY 2011-12 Update, January 2013

Education Level Less Than High School

Trends in education data shows that more people are pursuing higher education such as associates degrees, or college degrees. While the percentages of residents that have less than a high school education are decreasing, there still is a substantial amount of people that are over age 25 without a high school completion degree.

The 2012-13 high school graduation rates for the Eugene (64%) and Springfield (61%) school districts were below the state rate of 69%. The Bethel school district had the highest rate of 70%.¹³⁴ About 9% of the people in the Assessment area age 25 and over do not have a high school diploma. In the Cities of Eugene, Springfield, and Coburg the percentage of the population age 25 and over who do not have a high school diploma has decreased since 1970, but is still substantial in Springfield which remains high at 15%. Even though Springfield has the highest percentage currently, they also have experienced the largest decrease since 1970 in the under-educated population with 49% in 1970 to 15% of the population in 2007-2011 time period. The charts below illustrate the trends in education moving towards a more educated community.¹³⁵

Chart 8.1. Percent of the Population Age 25 and Over with Less than a High School Diploma, 1970 to 2007-2011

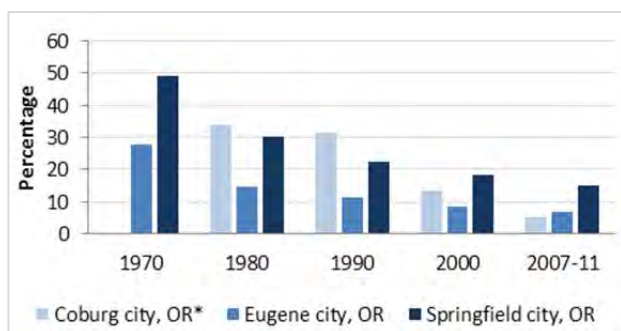


Chart 8.2. Percent of the Population Age 25 and Over with only a High School Diploma, 1970 to 2007-2011

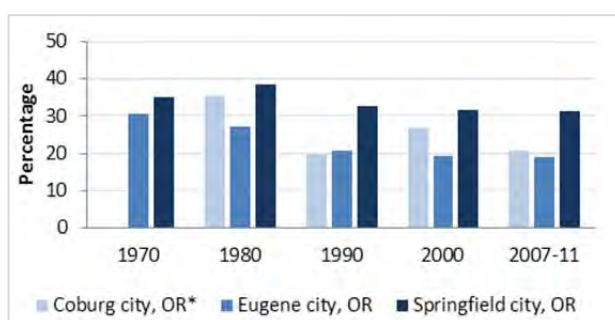


Chart 8.3. Percent of the Population Age 25 and Over with an Associate's Degree or some College, 1970 to 2007-2011

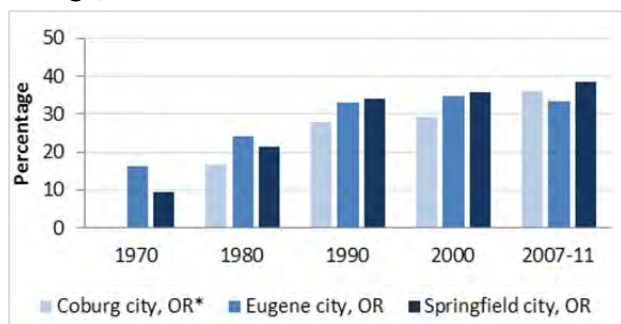
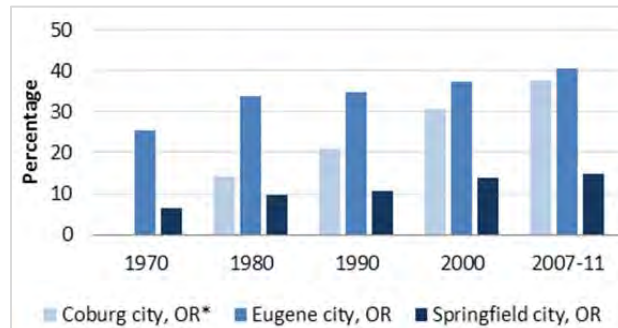


Chart 8.4. Percent of the Population Age 25 and over with a College or Advanced Degree, 1970 to 2007-2011

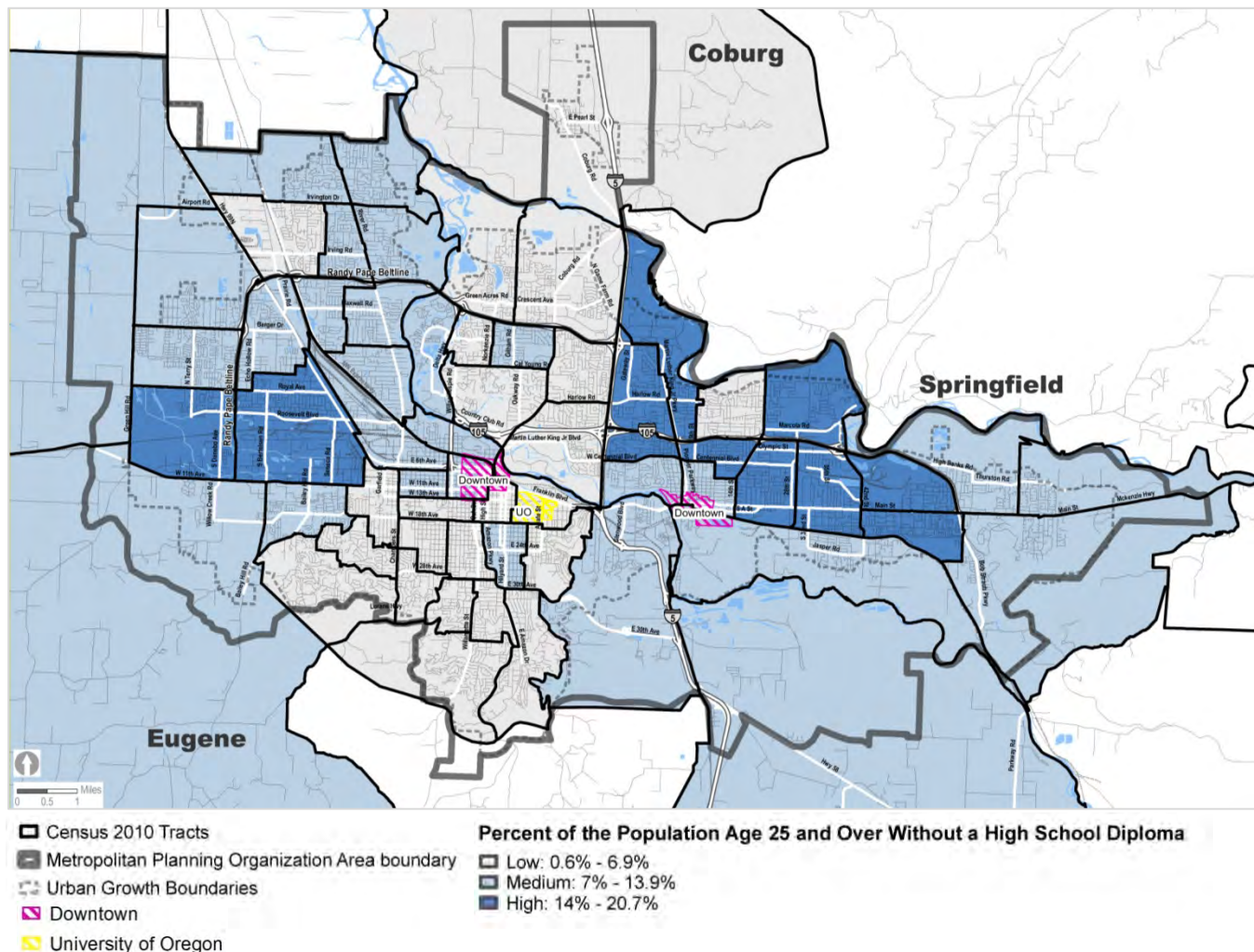


¹³⁴ State of Oregon Department of Education, 2012-13 Four Year Cohort Graduation Rate <http://www.ode.state.or.us/search/page/?id=2644>

¹³⁵ Data for 1970-2000 is from the HUD State of the Cities data system and the data for 2007/11 is from the Census ACS. Data for Coburg in 1970 is not available. Data is shown for the population age 25 and over.

The areas with the highest percentages (14% to 20.7%) are in several distinct areas and are where 37% of the population without a high school diploma lives. These include the west Eugene Roosevelt Boulevard and West 11th Corridor areas, and in mid-central and northwest Springfield along Main Streets and Pioneer Parkway.

Figure 8.1. Population without a High School Diploma Map, 2007-2011



Information from a United Way report emphasizing the need for early education support identifies that children from lower income neighborhoods tend to enter school with less skills than children their age. This follows them to high school where they have greater likelihood of not completing school.¹³⁶ Even now, due to the changing dynamics of the workforce in the county, having only a high school diploma makes it harder to find a job.¹³⁷ This indicates that those who do not have a high school diploma or equivalent will face even greater hardship in finding employment.

¹³⁶ United Way of Lane County's Community Indicators Report 2012

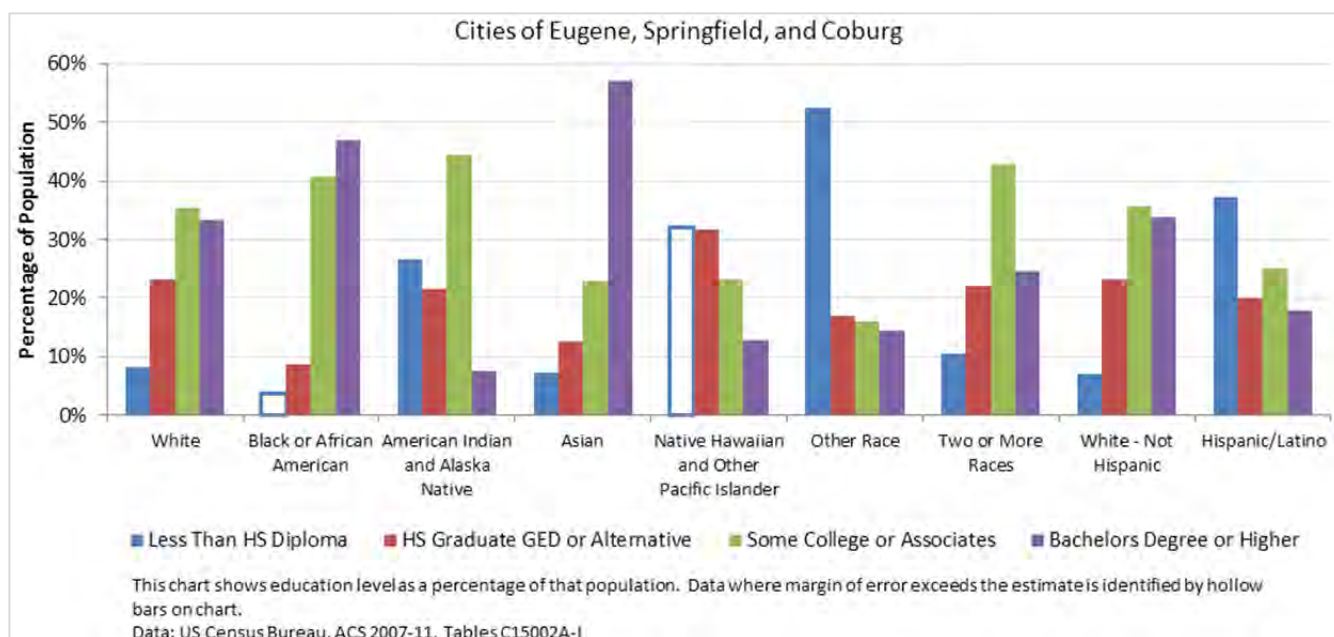
¹³⁷ United Way of Lane County's Community Indicators Report 2012

Education Level by Race and Ethnicity

Information on education level by race and ethnicity indicates that there is a disparity in the percentage of population without a high school diploma by race and ethnicity. The Latino population is the largest ethnic minority in the community, and also has the second highest percentage of the population without a high school diploma. Significantly about 37% (3,317 people) of the Latino population over age 25 have less than a high school diploma. Residents that identify with Other races have the highest rate with 52% of the population (1,452) not having a high school diploma.¹³⁸ It is important to consider, when looking at education level by race and ethnicity, how language barriers may contribute to the access of educational opportunities.

Other Minority populations experience high percentages of their populations who have less than a high school diploma. These populations may be smaller relative to the Latino population, but it is significant that for the American Indian and Alaska Native population age 25 and over, 27% (355) do not have a high school diploma and of the Native Hawaiian and Other Pacific Islander population age 25 and over 32% (72) have less than a high school diploma. Estimates that have excessive margins of error are identified with hollow bars on the chart.¹³⁹

Chart 8.5. Education Level by Race and Latino Ethnicity, 2007-2011



¹³⁸ In the US Census ACS, the category Other Race is used for responses that do not identify as White, Black or African American, American Indian or Alaskan Native, Asian, and Native Hawaiian or Other Pacific Islander. When respondents identify as multiracial or Hispanic or Latino they are included in the Other Race Category.

¹³⁹ For this dataset, the margin of error had to be re-calculated in a process called a derived MOE. See appendix for more information.

Affordable Housing Survey & Resident Education

Information collected from residents during the affordable housing survey showed that 8% of residents had less than a high school diploma or equivalent, 40% had some college, 20% are college graduates, and 5% had technical or vocational training.¹⁴⁰

About 85% of children of people who participated in the survey attend the local neighborhood school, and 15% attended other schools through the school choice program (where children can attend other schools through a lottery program) and about 70% of residents were satisfied with schools their children attend. Survey respondents reported that reputation, ability to get there, and closeness to their home were the top three reasons schools were chosen. Residents also reported transportation as a barrier to accessing schools through the district school choice program and for after school programs or activities. Cost and transportation were cited as barriers to children accessing afterschool activities.¹⁴¹ Another difficulty mentioned by parents was the ability to communicate with school staff when there is a language barrier.¹⁴² It is important to consider how this may affect not only the parents but also the quality of education and needs of the students.

¹⁴⁰ Equity and Opportunity Assessment Outreach Project, 2013 Focus Groups and Affordable Housing Community Survey. Report of Findings and Recommendations. November 2013, Draft.

¹⁴¹ Equity and Opportunity Assessment Outreach Project, 2013 Focus Groups and Affordable Housing Community Survey. Report of Findings and Recommendations. November 2013, Draft.

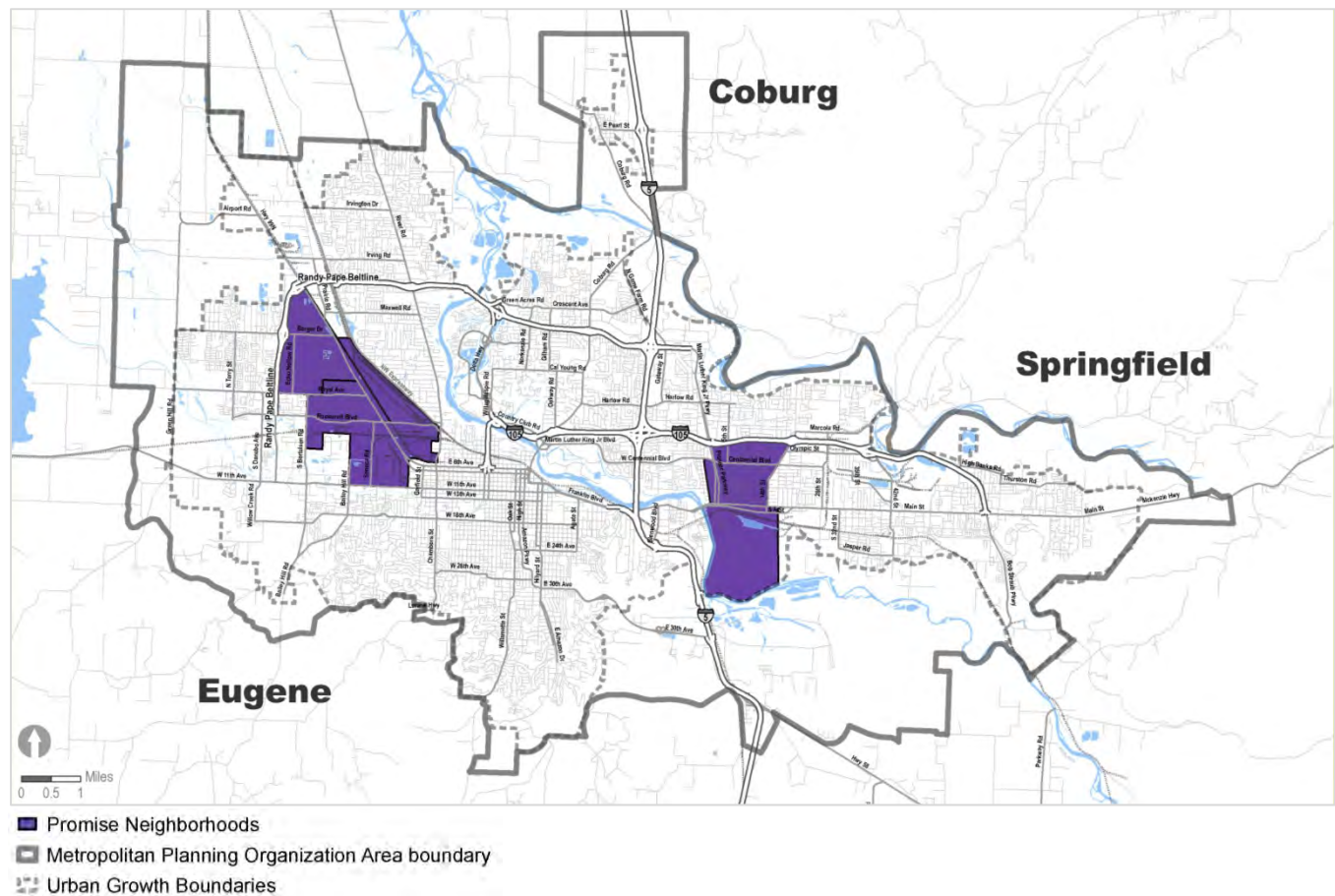
¹⁴² Equity and Opportunity Assessment Outreach Project, 2013 Focus Groups and Affordable Housing Community Survey.

Promise Neighborhoods

Promise Neighborhoods is a national program run through United Way of Lane County for the region. The program seeks to improve the outcomes of children that live in distressed neighborhoods through education and social programs. Two areas in the county have been identified as Promise Neighborhoods, these are in west Eugene and central Springfield. These programs seek to provide support from “cradle through college and career”.¹⁴³ Examples of programs include Baby University, Summer Reading Spots, Kids in Transition to School (KITS), and Community Child Care Networks.

In the two areas of Eugene and Springfield designated as Promise Neighborhoods, about 82% of kindergarteners do not meet the literacy benchmark. This is higher than the county as a whole where 56% of children do not meet the literacy benchmarks for entering kindergarten. From 2010 to 2011 during this program there was an 8% decrease from 51% in 2010 to 43% in 2011 for children at risk for reading failure by 3rd grade.¹⁴⁴

Figure 8.2. Promise Neighborhoods Map



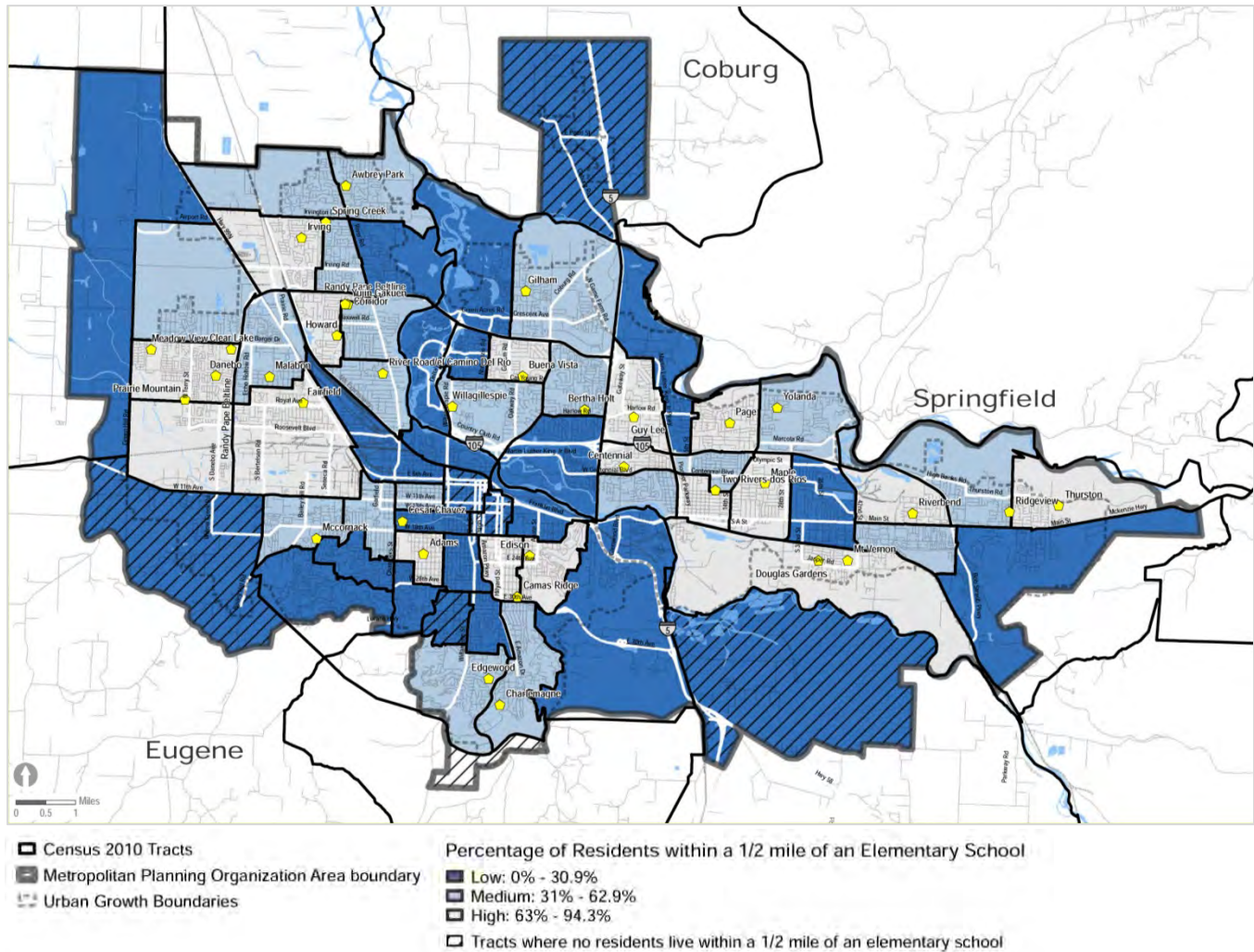
¹⁴³ United Way of Lane County, Promise Neighborhoods, <http://unitedwaylane.org/what-we-do/strategic-priorities/education/promise-neighborhoods1/>

¹⁴⁴ United Way of Lane County, Promise Neighborhoods

Elementary School Distance

About 43% of households in the Assessment area are within a half mile of an elementary school and 57% of households are not.¹⁴⁵ The areas with the highest percentages (63% to 94.3%) of households within a half mile of an elementary school are in the west Eugene West 11th Corridor and Roosevelt Boulevard area, mid- River Road, parts of mid- and southeast Eugene, and the west, mid-central and east Springfield. Areas with low access (0% to 30.9% of households) are in central Eugene, northeast and southeast Eugene, the City of Coburg, south Springfield, and areas in northwest, mid-central and southeast Springfield

Figure 8.3. Elementary School Distance Map

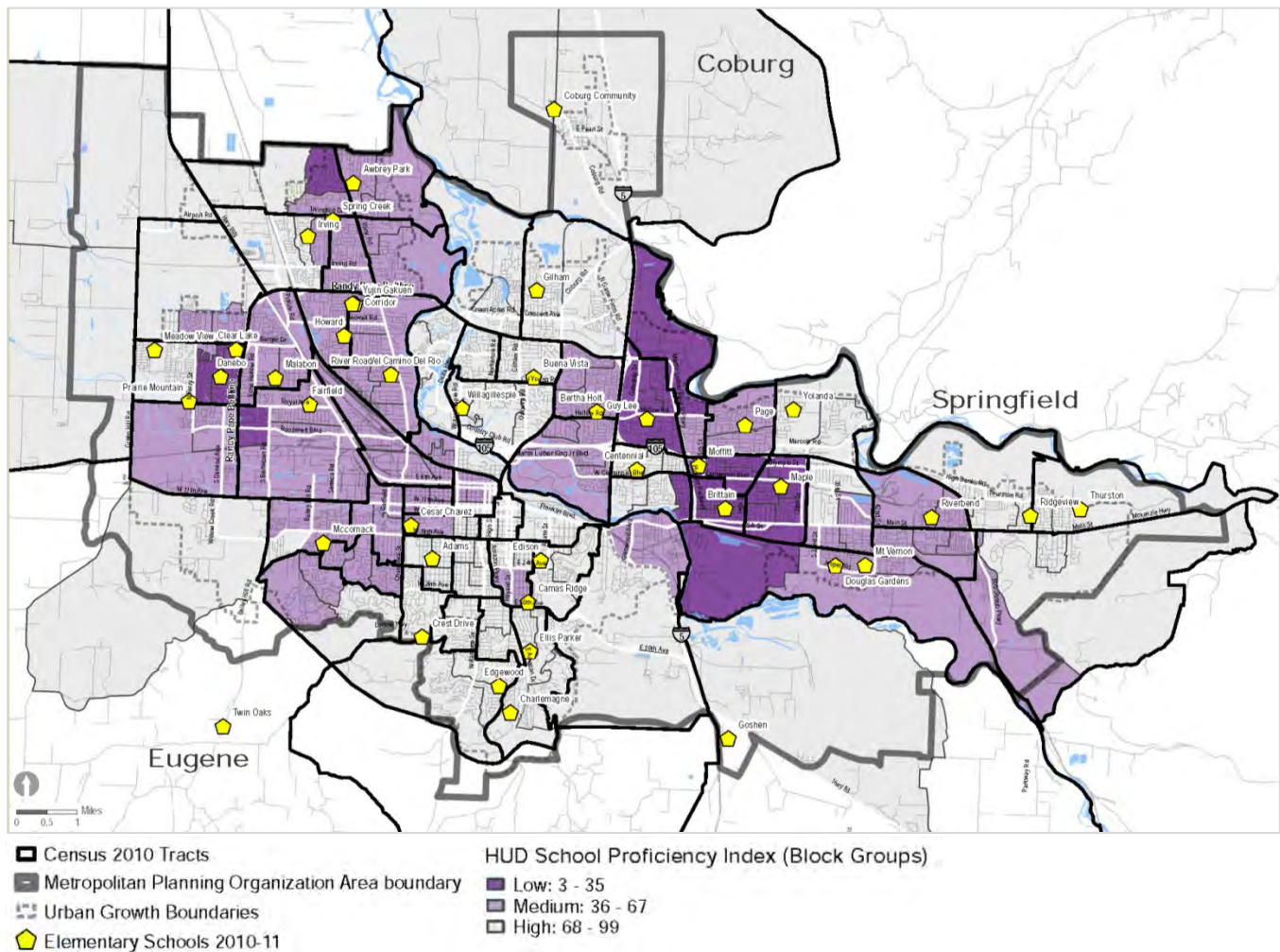


¹⁴⁵ This analysis is for the households (addresses) within the MPO boundary only.

School Proficiency

HUD has provided an index on school proficiency which provides information about student performance on state tests, which is an indication of school success. This is not the only determining factor in school success, and a school should not be deemed poor because it has a lower school proficiency rating. The testing results looked at here are for the elementary level since elementary students are more closely linked geographically to their neighborhood schools.¹⁴⁶ The data is provided as percentile rankings, a higher percentile ranking indicates greater school proficiency. Areas with a lower (0-33) school proficiency index are primarily found in west Eugene, north River Road, mid-central and northwest Springfield. Areas with higher school proficiency index scores are in northeast and south Eugene; and south, mid-west, mid-north, and east Springfield.¹⁴⁷

Figure 8.4. HUD School Proficiency Index



¹⁴⁶ HUD FHEA Data Documentation, Draft, August 2012

¹⁴⁷ This data is displayed at the block group level

A tabular index has also been provided that looks at population demographics and poverty level. This data looks to see if there are disparities between the White population and specific Minority or Latino populations. A positive number indicates that the White population has a higher index values (a more positive experience) than the comparison population. A negative number indicates that the White population has a lower index value (more exposure to poverty, negative experience) than the comparison population. These can be referenced in the Appendix. The data provided by HUD is for the Metropolitan Planning Organization area and is outlined below.

All Persons (All Households)

For all households, the neighborhood school proficiency index is 62. The Latino population has an index of 55, which is lower than the White (62) and total households, showing that the Latino population has less access to schools with higher proficiency scores in their neighborhood. The Native American and Pacific Islander populations similar school proficiency index scores of 57 and 56, indicating that they too live in neighborhoods with schools that have lower student test scores. The Asian population has an index of 72, indicating that the Asian population lives in neighborhoods with high scoring students. The information on the population in poverty for these population subgroups shows the same scoring, White and Asian populations in poverty have better access to schools with higher scoring students, than the Latino, Native American, and Pacific Islander populations.

Family Households

The neighborhood school proficiency index for all families is 62. However, while the White family households have an index of 60, the Latino family households have an index of 53, which is a disparity of 7. The largest disparity is 12 between Pacific Islander (index 49) family households and the White families. The Black/African American population has an index of 59, which is similar to the index for the White population. The highest index is for Asian family households at 66. These indices show that the Asian family households have more access to higher scoring schools, and the Pacific Islander family households have access to neighborhood schools with lower student scores.

When looking at families in poverty, the Asian family households in poverty have higher access to schools with higher test scores with an index of 72. Latino family households in poverty have lower access with an index of 53. The white family households in poverty and all households in poverty have a moderate index of 64 and 63. These index numbers indicate that overall, family households in poverty seem to have access to neighborhood schools with a higher proficiency index. The Latino family households in poverty seem to have neighborhood schools with student proficiency not as high as the neighborhood schools that White or Asian family households.

Children

The population that absorbs the most from negative experiences and environments are children, especially children from more vulnerable populations and / or with economic hardship. These indices are from 0-100, and most are mid-range, showing that the schools are around the 60th percentile overall. However, the indices show that Latino children have schools in their neighborhoods with lower proficiency scores than White (60), Black/African American (59) or Native American Children (55). Asian children have the highest index of 66, indicating that Asian children have access to higher performing schools in their neighborhoods.

For children in poverty, the index is available for all children, White, and Latino, which all have approximately the same index.

Overall, the Neighborhood School Proficiency index by HUD shows that children and family households of most Minority populations have access to lower performing schools than White or Asian populations and households whose neighborhood school have higher proficiency.

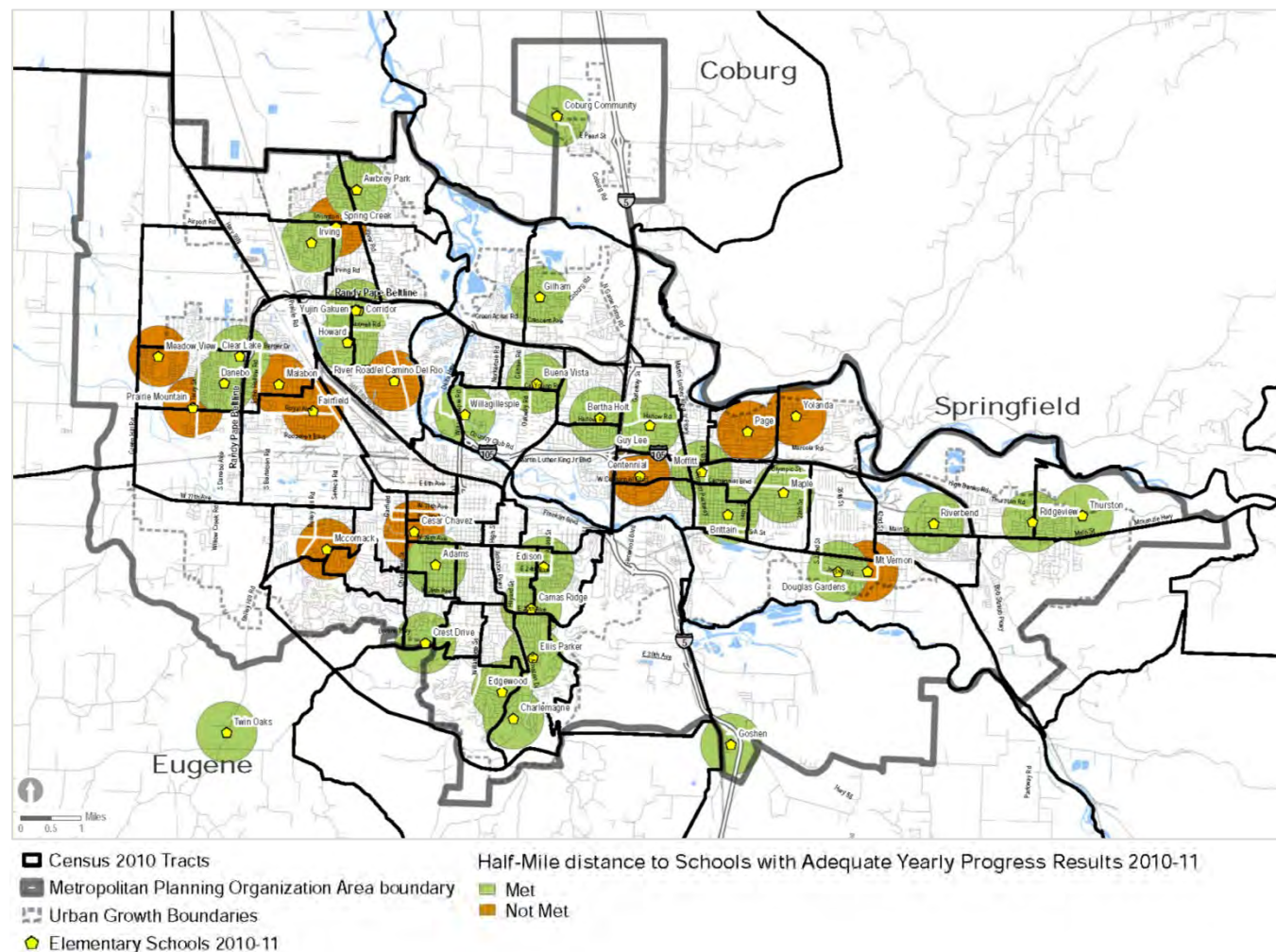
Table 8.1. HUD Opportunity Dimension: Neighborhood School Proficiency Index

	All	White	Black/ African American	Latino	Asian	Native American	Pacific Islander
All Persons (All Households)	62	62	62	55	72	57	56
Persons in Poverty	63	64	0	53	72	0	0
Family Households	62	60	59	53	66	55	49
Family Households in Poverty	63	64	0	53	72	0	0
Children	59	60	59	52	66	55	0
Children in Poverty	56	56	0	54	0	0	0

The Adequate Yearly Progress (AYP) was a reporting system developed as part of the No Child Left Behind Act program. The AYP includes information on testing scores for English/language arts and math along with attendance information. Schools were rated with a “Met” or “Not Met”, but this does not signify failure of a school, but instead could indicate that perhaps a sub-population in the school did not meet testing standards.¹⁴⁸

¹⁴⁹ There are distinct areas where schools did not meet the AYP standards. These areas are in the West Eugene West 11th and Roosevelt Boulevard Corridors, and, in mid-west, and north Springfield. Areas where more schools have “met” ratings are in northeast and south Eugene, and mid- and east Springfield.

Figure 8.5. Adequate Yearly Progress Map, 2010-2011



¹⁴⁸ Oregon Department of Education, *Key Points about Adequate Yearly Progress (AYP) 2010-11*, www.ode.state.or.us/initiatives/nclb/pdfs/aypkeypoints1011.pdf

¹⁴⁹ Some of these elementary schools have closed for the 2013-14 school years when this report was published. This data is not tied to the tract level, but displayed with half mile radiuses of the schools. The AYP has now been replaced by the Annual Measurable Objective Reports (AMO) reporting system.

Conclusions

Access to quality education plays a key role in the life success of residents. An environment with poor educational options and poverty have a far reaching impact on residents, which is visible through more crime by youth, higher high school dropout rates, and fewer children prepared for elementary school. Through this Assessment, challenges in the community have been identified that may impact a resident's educational options. These are highlighted below.

- Education trends show a community with a growing number of higher education degrees, however, a large segment of the population over age 25 (9%) still does not have a high school diploma or equivalent.
- The Latino population which is the largest ethnic minority in the Assessment area has a disproportionately large percentage of the population without a high school diploma (37%).
- By city, Springfield has a significantly larger percentage of the population (15.2%) without a high school diploma in comparison to Eugene and Coburg. Springfield also has the largest percentage of residents that are Latino (12%).
- At the tract level, about 37% of the population without a high school diploma lives in the 11 tracts with the highest percentages (14% to 20.7%). These tracts are located in the West 11th Corridor and Roosevelt Boulevard areas in Eugene, and in the central Main Street and Pioneer Parkway areas of Springfield. These areas are similar to the areas with lower school proficiency, have a high percentage of students eligible for free or reduced lunches (63% to 94.1% in school attendance areas), and over half of the tracts are areas of poverty.
- Residents in affordable housing developments reported that language was a barrier when trying to communicate with school staff on behalf of their children.
- Over half of households in the MPO are not within a half mile of an elementary school. Some of these areas are in central locations.
- Affordable housing residents identified transportation and costs as challenges and barriers for children accessing after school activities.
- Most residents of affordable housing were satisfied with their children's schools.
- Affordable housing residents reported that three reasons schools were chosen were: reputation, ability to get there, and closeness to home
- The HUD school proficiency index identifies areas primarily in west and north Eugene and larger areas in mid-central and northwest Springfield as locations with low school proficiency index scores.
 - Locations where schools show "not met" ratings for the 2010-11 adequate yearly progress reporting are clearly defined north and south of the West 11th and Hwy 99 corridors in Eugene, and in north Springfield.
 - Overall, the neighborhood school proficiency index by HUD shows that White and Asian populations and households have access to higher performing neighborhood schools than most Minority populations.

The composite map on the following page shows distinct areas with less educational opportunity and locations that have greater educational opportunity for residents.

This composite is an overall snapshot, and does not indicate that other areas are better or worse, it only seeks to identify overall areas in the community that may have more need for targeted resources, or areas that have more educational opportunity available to residents. Areas where residents have the least educational opportunity are in mid-central and northwest Springfield. All of these three tracts have high percentages of the population without a high school diploma. Two of the tracts in the northwest have low school proficiency indices and the two tracts in more the central Main Street areas have low elementary school access.

Tracts with more educational opportunity have overall values that reflect higher school proficiency, medium or high percentages of households within a half mile, and low percent of the population with less than a high school diploma. These locations are in northeast, south Eugene; include north River Road, and areas in northwest and east Springfield.

Figure 8.6. Educational Opportunity Map

