

Let's Talk About:

our city
our schools
our future

City-wide Canvass Report



championing student success.



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“I don’t have kids in the schools, though”: Canvassing Manchester’s Residents on their City and Schools

MARCH 1, 2019

PREPARED BY REACHING HIGHER NH

Executive Summary

Between September 15 and October 23, 2018, Manchester Proud canvassed every ward in Manchester, knocking on over 2,000 doors, to hear from community members about how they felt about their city and the public schools. The purpose of canvassing is simple: to talk to people at their door, regardless of how connected they feel to the school district, because every Manchester voice matters in the creation of the next district strategic plan. Manchester Proud did not target any specific group of people, which often happens in political canvasses, but instead focused on communities near the city’s elementary schools.

Eighty-five canvassers were trained prior to going out in pairs. They learned about the questions they would ask, and the roles they each would play in the canvassing experience (one speaker and one notetaker). They also learned how to engage with folks who would open their doors and say things like, “I don’t have children in the school; you don’t want to hear from me,” in order to encourage them to speak further about their experiences – as everyone in Manchester can speak to their own perspective of the city.

Additionally, canvassers were trained on how to listen without judgement – they were not setting out to correct folks’ thinking or prove someone right or wrong – they were there to listen and learn.

Across the six canvass dates, canvassers engaged in 482 conversations, and what they heard about the Manchester city schools in this canvass varied. Quite a few families with children under the age of five expressed concern about enrolling their children in Kindergarten in the Manchester School District when the time would come. Other families, including those with students currently enrolled in the local elementary school, mentioned significant trepidation around sending their child to middle school, sharing that they were considering charter or private options instead.

Then, there were individuals who had children attend elementary, middle, and high school in Manchester, and who were very happy with their experiences as they looked back. Some residents did not have children under the age of 18 at home, but could point out every house on their street with children – and which ones went to charter schools, private schools, or public schools.

While 63.5 percent of residents identified schools as being important to their happiness and wellbeing in the city, the general perception of the current state of the Manchester School District was somewhat unfavorable. Individuals in the northern neighborhoods of the city were most likely to have a favorable view of the school district, in comparison to the rest of the city, yet even individuals in this area were more likely to view the district negatively (44.4 percent favorable for north Manchester; 35.8 percent favorable for the rest of the city).

When residents were asked to describe what an improved Manchester School District ought to look like in the future, increased funding (18.3 percent), high-quality teachers (16.8 percent) and a safer

environment (8.7 percent) were the most frequently mentioned traits. The topic of teachers varied – individuals expressed sympathy that teachers were asked to do more with less funding and resources, they felt frustrated on both sides of the teacher contract issue, and they articulated the importance of high-quality teachers in a thriving school district. Additionally, teacher pay was the school-related topic most frequently mentioned by residents (60 mentions).

Teacher pay was the school-related topic most frequently mentioned by residents (60 mentions).

In addition to schools, residents spoke about their concern with safety in the city, with 28.4 percent identifying an ideal Manchester as including less drugs and crime. One woman shared that she used to feel very safe on her street, but in the past two years, she's watched multiple individuals overdose on her block right outside her house. She wouldn't open the door to the canvassers, but instead, chose to stand behind the glass – with her large dog, which she explained she adopted because of her concern about safety in the neighborhood.

The purpose of canvassing the community was for Manchester Proud to begin to reach individuals who may not be – or may not view themselves as – directly connected to the schools; through this effort, Manchester Proud found that while residents may not have students enrolled in the public schools, they had friends, extended family members, and neighbors in some way connected to the schools. And, therefore, they themselves were more connected to MSD than perhaps

they originally believed when the canvassers knocked on their doors. Because Manchester Proud is seeking to create the district's next strategic plan, the backing and support of the citywide community is critical to the movement – and better understanding how folks are or are not connected to the district from the start will be vitally important to sharing back how their feedback and perspectives were considered and incorporated in the upcoming plan.

Introduction

A critical part of Manchester Proud’s community engagement strategy included community canvassing. Community canvassing is the act of going door-to-door to speak with residents individually. While “traditional” canvassing is about information-sharing or persuasion between the canvasser and the resident; for Manchester Proud, the purpose was simply to hear from the community – in particular, those who may not view themselves as directly connected to Manchester schools. Canvassing is reciprocal and relational: while the residents have the opportunity to learn about Manchester Proud, the volunteers also have the opportunity to learn about the lives and experiences of residents. Because Manchester Proud is a community movement, with the goal to create the school district’s next strategic plan, the backing and support of the general community is vital to its success.

While other forms of community engagement identify or target specific sub-groups of individuals to interview, as with school-based listening sessions, the only targeting during this canvass was to ensure that Manchester Proud heard from residents in every city ward. And unlike political canvassers, who typically use party affiliation or voting record to identify homes to visit, Manchester Proud canvassers went to areas near the school district’s elementary schools and knocked on every door within a certain “turf.”

During the community canvass, Manchester Proud was interested in learning the following:



Process

In September and October of 2018, Manchester Proud recruited and trained 85 volunteers to speak with residents about their perceptions of Manchester and the public schools through community canvassing. Each canvass event began with a one to two-hour training, which introduced volunteers to the Manchester Proud work and prepared them to engage with residents at their doors. The training addressed the six principal questions to ask residents, as well as how to encourage residents to elaborate on their answers. Canvassers went out as pairs, with one volunteer serving as the “speaker” and the other as the “notetaker.” Each canvass pair had a turf of approximately 50 doors to knock, with the understanding that in the two-hour window that they would volunteer, they might only speak to about five to ten individuals. Canvassers returned to the school sites after approximately two hours with their notes and remaining materials.

Challenges

A significant challenge to the community canvassing engagement initiative was recruiting volunteers. Manchester Proud’s community canvassing took place within two months of the 2018 mid-term elections, which affected how many volunteers were available to canvass. If someone in the Manchester area was already comfortable with canvassing, that person was likely canvassing for a political candidate or cause leading up to the midterms.


Another challenge in recruiting volunteers to canvass was the lack of a teacher contract in Manchester Public Schools. In the original canvass plan, Manchester Proud assumed that teachers would canvass in significant numbers. Manchester Proud presented to staff from 16 schools in August and 2 schools in September, both about the community initiative as a whole and about canvassing opportunities, reached out individually to educators who identified themselves as interested in volunteering, and launched canvasses from school sites. However, teachers, overwhelmingly, did not participate. In addition to the ongoing teacher contract negotiation, teachers also expressed misgivings about canvassing due to their belief that the public’s perception of them was negative. A teacher at an elementary school in an all-staff meeting shared with a Manchester Proud presenter, “I don’t want to volunteer my time to hear how much people hate us.”

An additional challenge, when considering the information gathered through community canvassing, is the quality of note taking. Although notetakers were provided with materials and instructions (see Appendix A for notetaking sheet), canvasser interpretations of these instructions varied significantly. Therefore, notetakers did not always document as much as would have been useful in data analysis. Some individuals attempted to write everything a resident said, while other volunteers may have merely circled a few of the predetermined “codes,” without elaborating on the context. Some canvassers felt comfortable asking residents to complete the demographics page (which can be seen in Appendix B), while others avoided asking entirely.

Beyond the technical challenges of volunteer turnout and documentation of notes, the type and number of questions a canvasser could ask might also be considered a challenge. Too many questions, and a resident may decide not to answer; too few questions, and Manchester Proud may not receive enough information. Even with six questions, some individuals may have answered one or more, but not all.

Methods

Over the course of the six canvasses, over 2,000 doors were knocked, and 482 individuals were interviewed. Completing the demographics page was not required in the interaction, and this data was only collected from 371 residents (76.9 percent). While the Manchester Proud canvassers strived to speak with a representative sample of Manchester residents, the results were imperfect: the largest group of individuals by age range were folks between 45 and 64 years old (34.5 percent), higher than the actual proportion of that age group (26.4 percent) within the population of Manchester.¹ This difference is statistically significant at the 0.05 significance level (for more information on statistical significance and how we used it in this report, see Inset 1).



Wondering
what
"statistical
significance"
means?

Inset 1: Statistical Significance

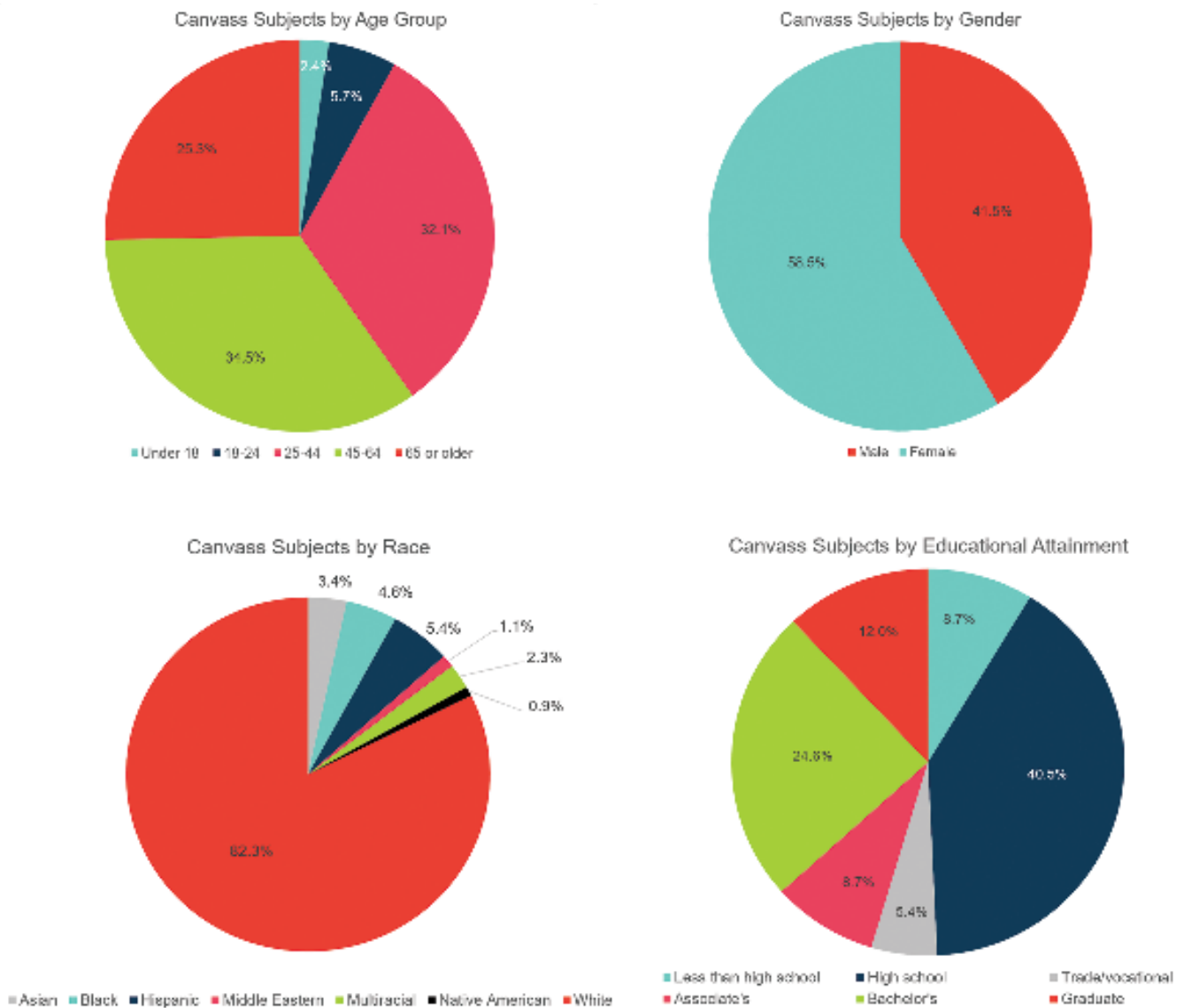
Statistical significance is a statement of reliability. It means that the result we found is unlikely to be a mistake. Specifically, for this report, we have defined "significant" as $p < 0.05$, which means that if we say a result is "statistically significant," there is a 5 percent chance or less that the result was the product of chance or error.

Statistical significance is not necessarily a statement of practical significance or importance. Very small differences in data can be reliable (statistically significant), but not important (practically significant). We will try to be specific as to whether results are statistically or practically significant throughout this report.

¹All Manchester demographic information was taken from U.S. Census Bureau data and can be found at: <https://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t#>.

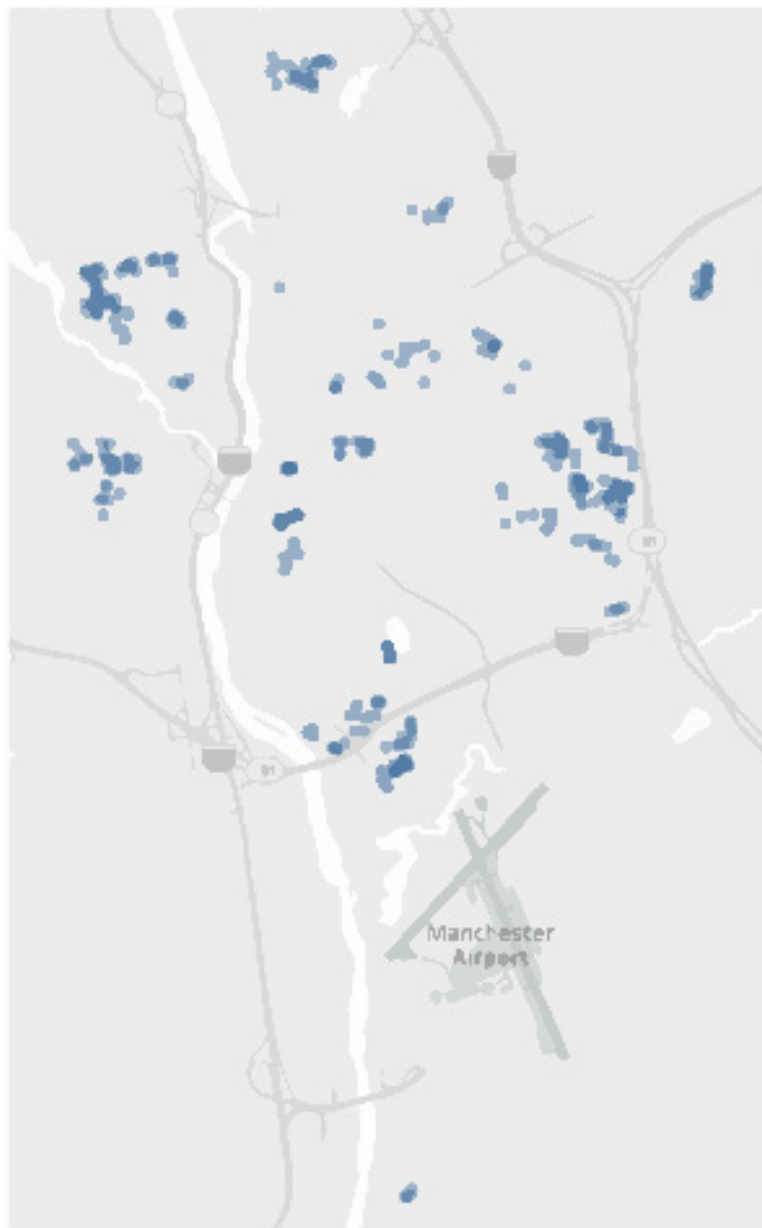
The majority (58.5 percent) were women, which was significantly greater than the actual proportion of women (48.9 percent) in the Manchester population ($p < 0.0001$). The most common ethnic identity was white (82.3 percent), which, although true in Manchester, was slightly less than the actual proportion in the city (86.5 percent, $p = 0.007$). The majority of residents (40.5 percent) had a high school degree as their highest level of educational attainment, which was sizably greater than the actual proportion of the population (30.8 percent, $p < 0.0001$). Figure 1 shows the breakdown of canvass subjects by demographic group.

Figure 1: Canvass Subjects by Demographic Group



Matching the individual demographic proportions across the city proved challenging, as canvassers could not control who opened their doors to speak with them. The first priority for Manchester Proud, however, was to canvass every ward in the city. By the end of the six dates, residents spanned all 12 Manchester wards, extending as far north as the North End, as far east as Youngsville, as far south as Goffe’s Falls, and as far west as Mast Road. In addition, folks lived within the zoning boundaries of all 14 MSD elementary schools. A heat map of canvass subjects can be seen in Figure 2 below.

Figure 2: Heat Map of Canvass Subjects



Canvassers asked each individual a series of qualitative and quantitative questions in the same order, regarding their feelings, experiences, and hopes about Manchester in general (as well as MSD schools specifically). Each question was followed by an opportunity to elaborate on their answer. A full list of these questions can be seen in Appendix C.

In the first question, canvassers asked residents how happy they were with Manchester as their home, specifically using

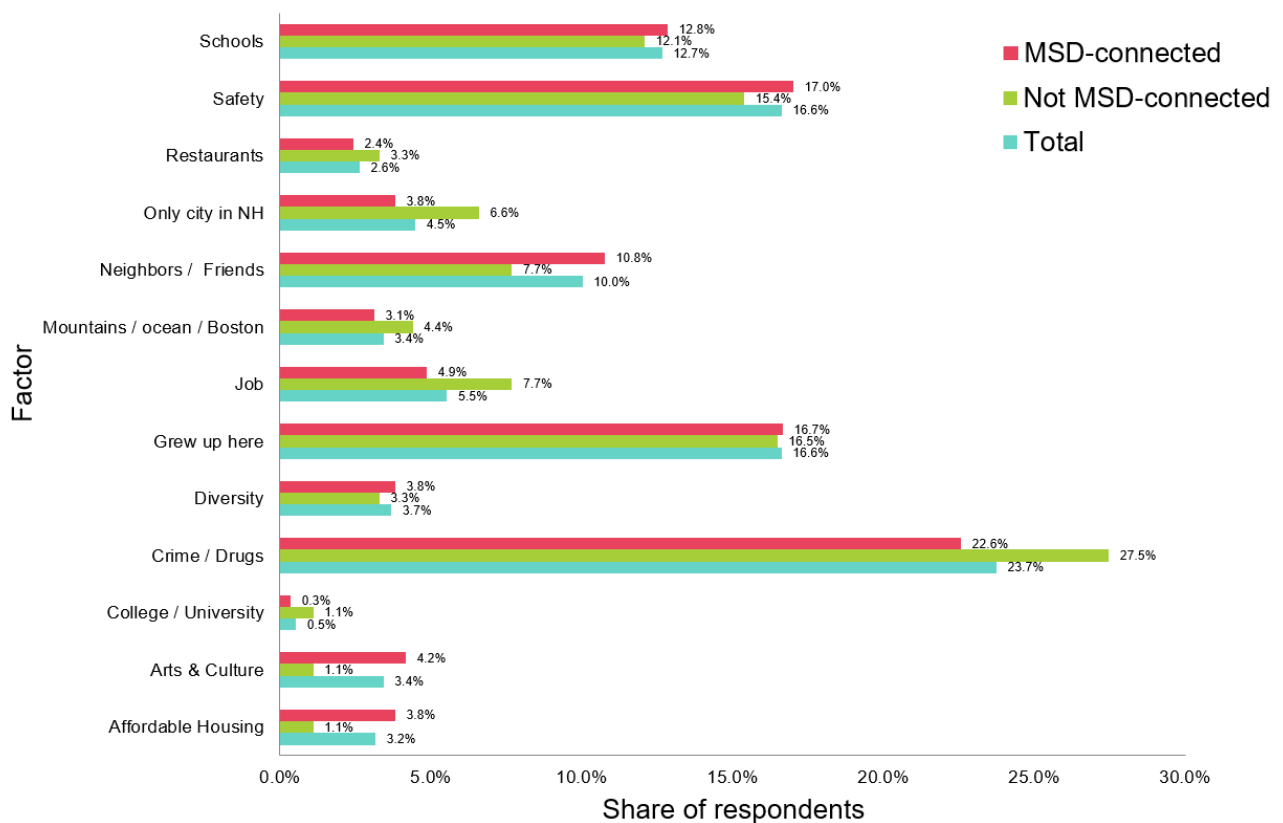
a 0-10 rating system with 10 being the best, and 0 being the worst. Residents responded with an average score of 7.2 out of 10, which was consistent, regardless of their connection to the Manchester School District.

Once residents responded with their number, canvassers asked them what made them choose that answer. The four largest factors in folks' feelings toward Manchester were crime and drugs (23.7 percent, and mentioned 196 times through-

out all canvass conversations), whether they grew up in the city (16.6 percent), safety (16.6 percent), and the schools (12.7 percent). Additionally, "schools" were mentioned 66 times in this first question – which was prior to the canvasser asking about schools specifically.

A full list of possible factors, and the differences in response rates between MSD-connected and non-connected individuals, can be seen in Figure 3 below.

Figure 3: Factors Contributing to Happiness with Manchester as a City



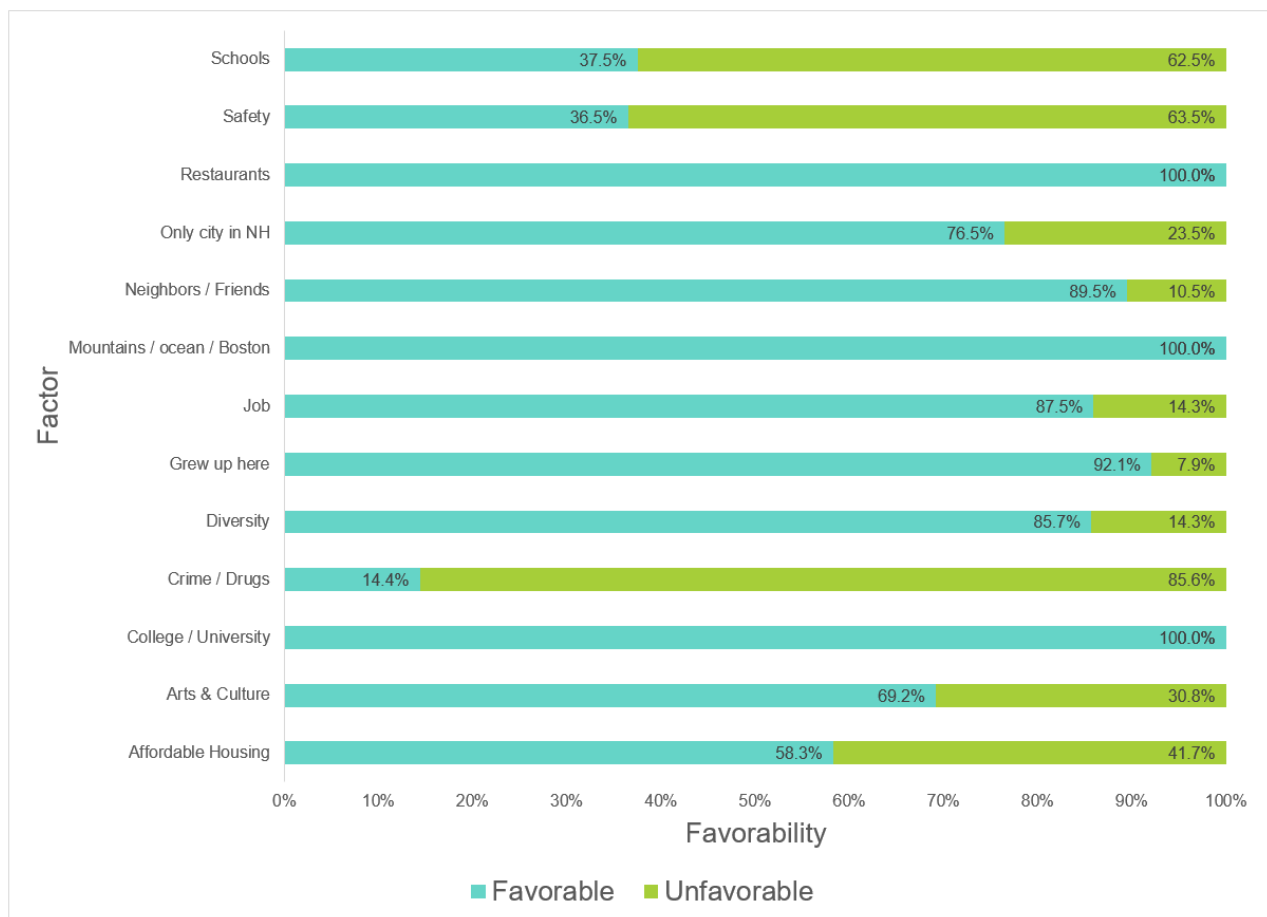
"Connection to Manchester School District" and "MSD-connected" is defined as referring to anyone who is a current or former student or employee, a family member to a current or former student or employee, or a friend or neighbor to a current or former student or employee.

As demonstrated in Figure 4, Manchester residents considered the same factors to be important to their feelings about their city, regardless of their connections to the Manchester School District. They also tended to feel similarly positively or negatively about these factors. For example, 85.6 percent of individuals who named crime and drugs as an important factor in how they feel about the city, perceived them to have a negative impact on their lives in Manchester. And the 92.1 percent of individuals who shared that they grew up in Manchester viewed growing up in Manchester to be a positive experience.

62.5 percent of individuals who named the schools as important to their happiness with the city - before they were prompted about schools at all - viewed the schools negatively.

However, two particular topics stand out as being slightly more divided: Manchester schools and the city’s safety. 62.5 percent of individuals who named the schools as important to their happiness with the city – again, before they were prompted about schools at all – viewed the schools negatively. And 63.5 percent of individuals who named safety as important viewed the city’s public safety unfavorably. Figure 4 shows the breakdown between traits of the city of Manchester.

Figure 4: Favorability Toward Selected Traits of Manchester



This indicates that for the 62 individuals who mentioned the schools on their own as being an important factor to their happiness in Manchester, their opinion of the schools is generally negative. However, this is not universal, as a little over a third of the individuals had a positive view of the schools. This disparity could be due to differing areas of Manchester or from different demographic groups – and so we examined further.

We divided up the 14 elementary school neighborhoods of Manchester into five areas: north, east, central, south, and west. Our categorizations of these neighborhoods can be seen in Inset 2. Favorability toward Manchester city schools by neighborhood geography can be seen in Table 1.

Inset 2: Neighborhood Categorizations

	North: McDonough Smyth Road Webster	
West: Gossler Park Northwest Parker-Varney	Central: Beech Street Hallsville Wilson	East: Green Acres Weston
	South: Bakersville Highland-Goffe’s Falls Jewett Street	

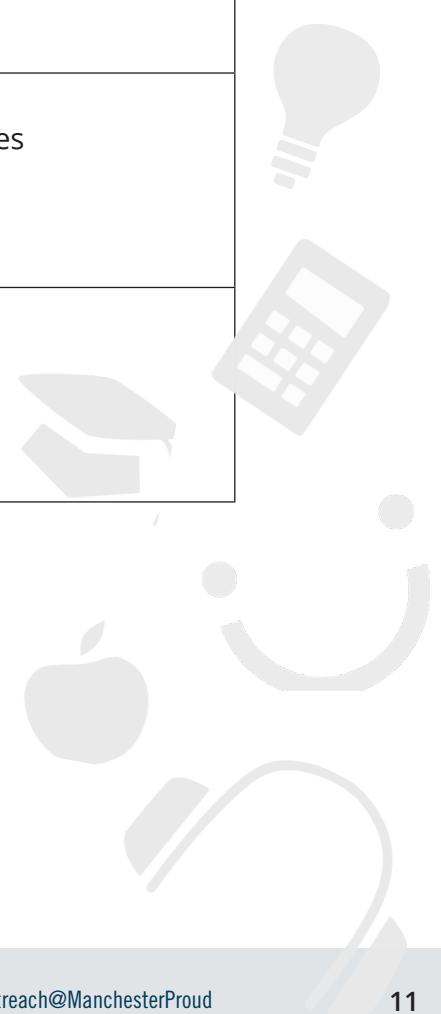


Table 1 shows that positive and negative views of Manchester schools are spread relatively evenly across the city. One notable exception to this is the central region of the city: five out of the six residents who mentioned schools without being prompted view them negatively (83.3 percent as opposed to 16.7 percent). Of all geographic areas, individuals in northern neighborhoods of the city were most likely to express a positive view of Manchester schools when they spoke about them in Question 1. Some individuals would later state that they specifically moved to that neighborhood because of the schools. Even in those northern neighborhoods, however, negative responses still slightly outweighed positive responses.

Table 1: Manchester School Favorability by Neighborhood Geography

Neighborhood Geography	Favorable	Unfavorable
North	4 (44.4%)	5 (55.6%)
East	9 (39.1%)	14 (60.9%)
Central	1 (16.7%)	5 (83.3%)
South	4 (40.0%)	6 (60.0%)
West	5 (35.7%)	9 (64.3%)

We were curious to know if different ages viewed schools differently, as well. Table 2 shows MSD favorability by age group – for those who completed the demographics page. Table 2 shows that MSD schools’ importance, when considering Manchester residents’ happiness with their city, is relatively consistent across all age groups. Again, there are a small number of individuals for whom we can look at this data, but it is interesting to note that the one individual under 18 viewed the schools positively, and more individuals 65 or older had positive feelings toward the schools than individuals with negative feelings toward the schools. This indicates that individuals who are either recent graduates or have children currently enrolled in MSD – or opting to send their students to schools other than the public schools – may have the strongest negative feelings toward the school district.

Table 2: Manchester School Favorability by Age

Age Group	Favorable	Unfavorable
Under 18	1(100.0%)	0 (0.0%)
18-24	0 (0.0%)	2 (100.0%)
25-44	5 (29.4%)	12 (70.6%)
45-64	2 (16.7%)	10 (83.3%)
65 or older	6 (54.5%)	5 (45.5%)

Table 3 shows the breakdown by gender. Although more women were represented in the canvass as a whole, the favorability between women and men is very similar.

Table 3: Manchester School Favorability by Gender

Gender	Favorable	Unfavorable
Male	5 (35.7%)	9 (64.3%)
Female	9 (37.5%)	15 (62.5%)

Table 4 compares favorability toward Manchester city schools – again, prior to a specific question about schools – by race. People of color were far more likely to express negative feelings toward the school district (88.9 percent) than white residents (61.3 percent), although white residents were by no means universally favorable toward the school district.

Table 4: Manchester School Favorability by Race

Race	Favorable	Unfavorable
White	12 (38.7%)	19 (61.3%)
People of color	1 (11.1%)	8 (88.9%)

Table 5 shows the breakdown in favorability between Manchester residents who have attained a bachelor’s degree or greater, and those who have not.

Table 5: Manchester School Favorability by Educational Attainment

Education	Favorable	Unfavorable
Less than bachelor’s degree	6 (30.0%)	14 (70.0%)
Bachelor’s degree or higher	8 (36.4%)	14 (63.6%)

Both groups were relatively divided in their feelings, with negative feelings being slightly more common at all levels of education.

When analyzing responses from Question 1 of the survey, which asked individuals to rate their happiness with Manchester as their home, and then to elaborate on their answer, we see in Tables 1 through 5 that both positive and negative sentiments toward the schools are distributed across diverse geographic and demographic groups.

People of color were far more likely to express negative feelings toward the school district than white residents,



although white residents were by no means universally favorable toward the school district.



Because of the small group of respondents (a total of 62, due to the voluntary nature of the demographic page), these tables do not show statistically significant differences. And while there was no clear breakdown in which certain groups felt overwhelmingly strongly and positively toward the schools, and others felt either neutrally or negatively, the majority view the schools negatively in almost every category, with limited exceptions.

Canvassers directly asked about schools in Question 2, prompting folks to connect back to their original answer about how happy they were with Manchester as their home (0-10), and how important schools were to that answer. When specifically asked how important the Manchester schools were to their happiness with the city, most said that the schools were either “very important” (52.3 percent) or “somewhat important” (11.2 percent). So, even though they may not have identified “schools” when they first answered question 1, when asked about them specifically, 63.5 percent recognized that they were, in fact, important to their happiness in the city.

Canvassers then asked individuals to elaborate on why they selected their answer of importance. The large majority of those who stated “very important” or “somewhat important,” explained that it was because they have kids or grandkids in the schools (47 individuals). Perhaps unsurprisingly, those who stated “a little” or “not at all,” explained that they did not have kids in the schools, including that they opted to send their child to another school type, such as a charter or private school (22 individuals). Table 6 has the top three reasons (individuals could identify multiple) for each of the four responses to Question 2.

Table 6: Reasons for Importance of MSD

How important?	Reason (# of individuals mentioning)
Very	Kids/grandkids in MSD (40) General feelings regarding students (21) MSD alumni connection (18)
Somewhat	Kids/grandkids in MSD (7) No kids in school (6) General feelings regarding students (3) MSD alumni connection (3) General feelings regarding teachers (3)
A little	No kids in school (3) Kids/grandkids in MSD (2) General/philosophical feelings regarding education (2)
Not at all	No kids in school (15) Kids in charter/private/home school (4) Don't know much about MSD schools (3)

When considering the importance of public schools, some individuals shared that they had children who were not old enough to attend school yet, and that they would need to make a difficult decision about whether they would stay in Manchester once their child was ready for Kindergarten. Others felt similarly, but about the transition between elementary school and middle school, even going as far as saying, “I’m okay with how the elementary schools are in Manchester, but the middle schools scare me.”

Table 6 only provides data for those who explicitly mentioned a connection to MSD – unprompted - during Questions

1 and/or 2; canvassers did not directly ask about the resident’s connection to the district until Question 4, and so those responses are not included in this table. When including all answers from canvass conversations, 116 individuals who ranked the schools as “very important” or “somewhat important” have children currently enrolled in a Manchester public school.

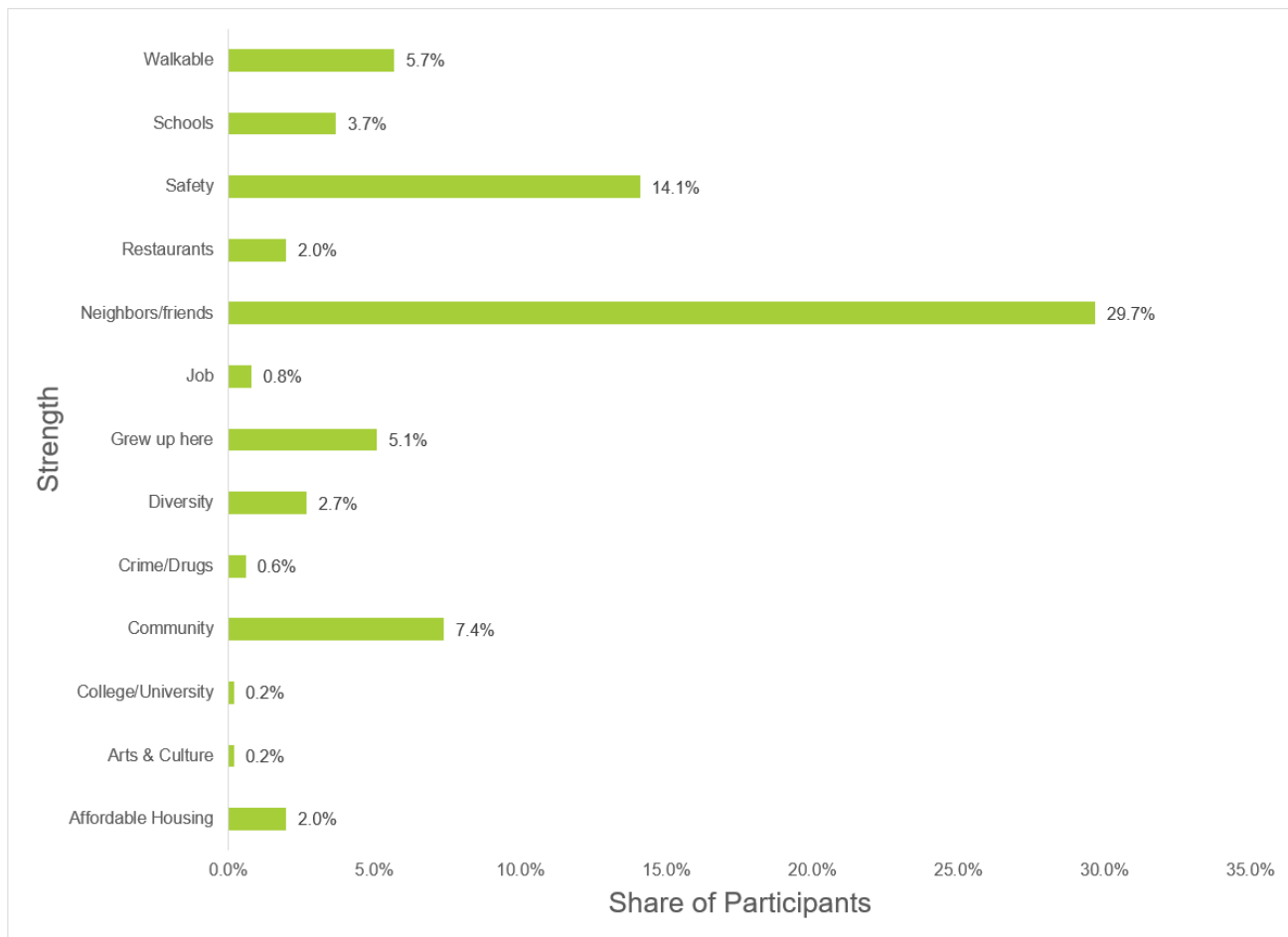
192, however, do not have children in the schools. On the other end, for those who identified the schools as “a little important” or “not at all,” 9 have children currently enrolled in Manchester schools, and 57 do not.

In question 3, canvassers asked residents what they love about their neighborhood. This question was meant to be specific to the region in which individuals lived, as opposed to the city as a whole. The single most frequently mentioned strength was the neighbors and friends they had (29.7 percent). The next two most frequently mentioned strengths were neighborhood safety (14.1 percent) and the community in general (7.4 percent). A full list of identified strengths of Manchester communities, along with the share of individuals who identified them as such, can be seen in Figure 5.

What do Manchester residents love about the neighborhoods they live in?



Figure 5: Identified Strengths of Canvass Participants' Communities



Canvassers asked residents about their connection to Manchester, specifically giving them examples to consider, like family members, friends, or neighbors. Although only 27.2 percent of individuals had a family member as a student or employee in the Manchester School District at the time of the canvass, the majority of individuals had at least some connection to the schools: 16.8 percent were family to former students or educators; 2.3 percent were current educators; 2.5 percent were former educators; 1.9 percent were alumni; and, 26.3 percent had friends or neighbors who were students or educators in the district. Overall, 59.6 percent of individuals canvassed had at least one connection to the schools.

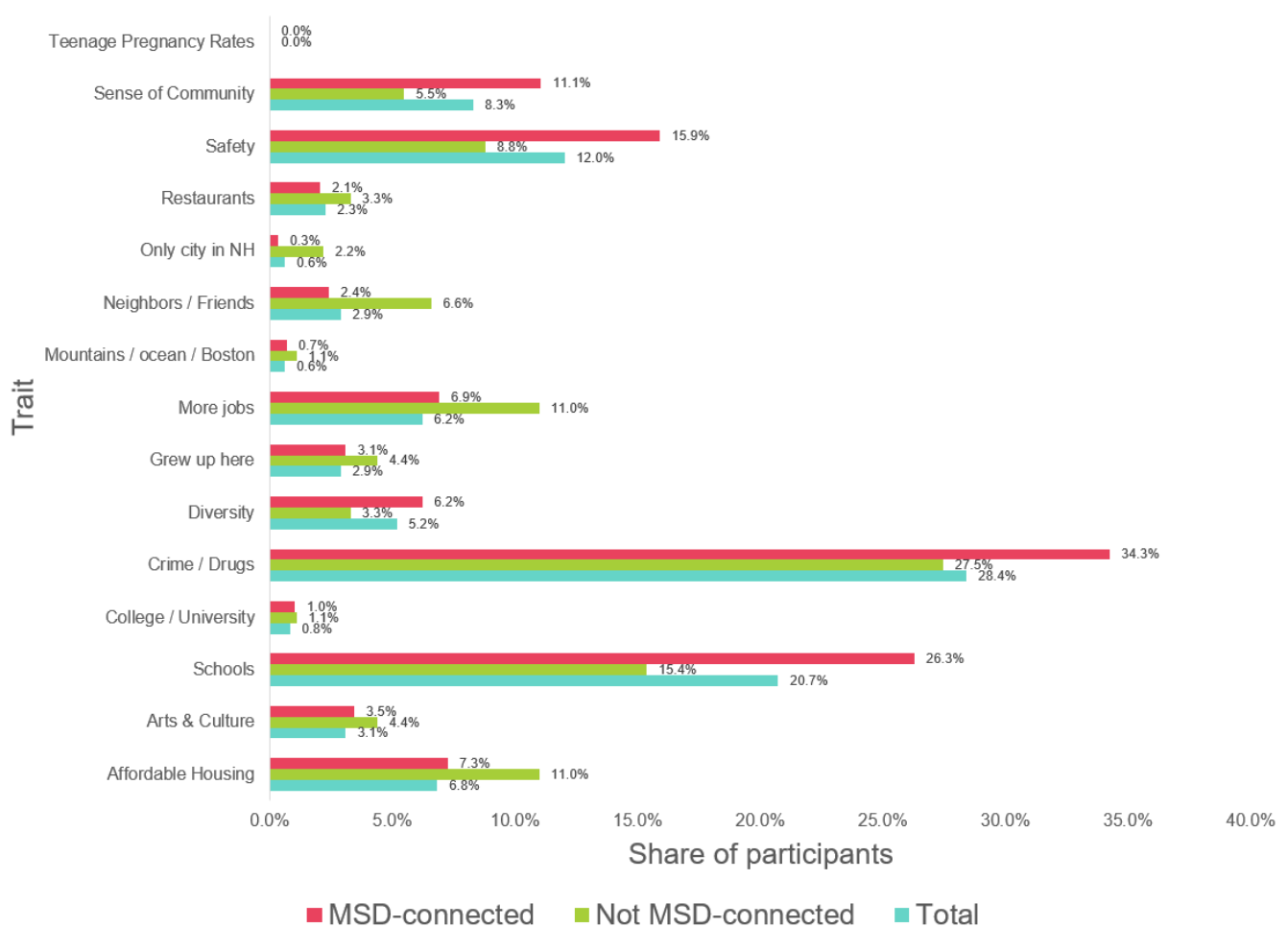
Canvassers then asked individuals to picture an ideal Manchester ten years in the future, and to describe what that would look like. One individual used this opportunity to talk about the change in her neighborhood over the past few years. She used to feel safe and comfortable on her street, but in the past two years specifically, she's watched as multiple individuals have overdosed in front of her house, as well as up the road a few households away. She would not open the door to the canvassers, either, but instead opted to stand behind a locked, glass door with her German Shepherd, which she explained she adopted once the neighborhood "started changing." She said it was very

difficult being a single woman on her block, and that she no longer felt safe like she used to. She hoped in ten years that drugs and crime would decrease, and, if she were still living there, that her neighborhood would be safe again.

Residents identified the top three traits of an ideal Manchester as being less crime and drugs (28.4 percent), better schools (20.7 percent), and better public safety (12.0 percent).

When analyzing the responses further, individuals both with and without ties to MSD schools are aligned in these rankings. 34.3 percent of MSD-connected individuals and 27.5 percent of non-connected individuals ranked less crime and drugs as a trait of an ideal Manchester. 26.3 percent of MSD-connected individuals and 15.4 percent of non-connected individuals desired better schools. 15.9 percent of MSD-connected individuals and 8.8 percent of non-connected individuals desired improved public safety. A full list, and the differences in response rate between connections to MSD, can be seen in Figure 6 below.

Figure 6: Traits of an Ideal Future Manchester



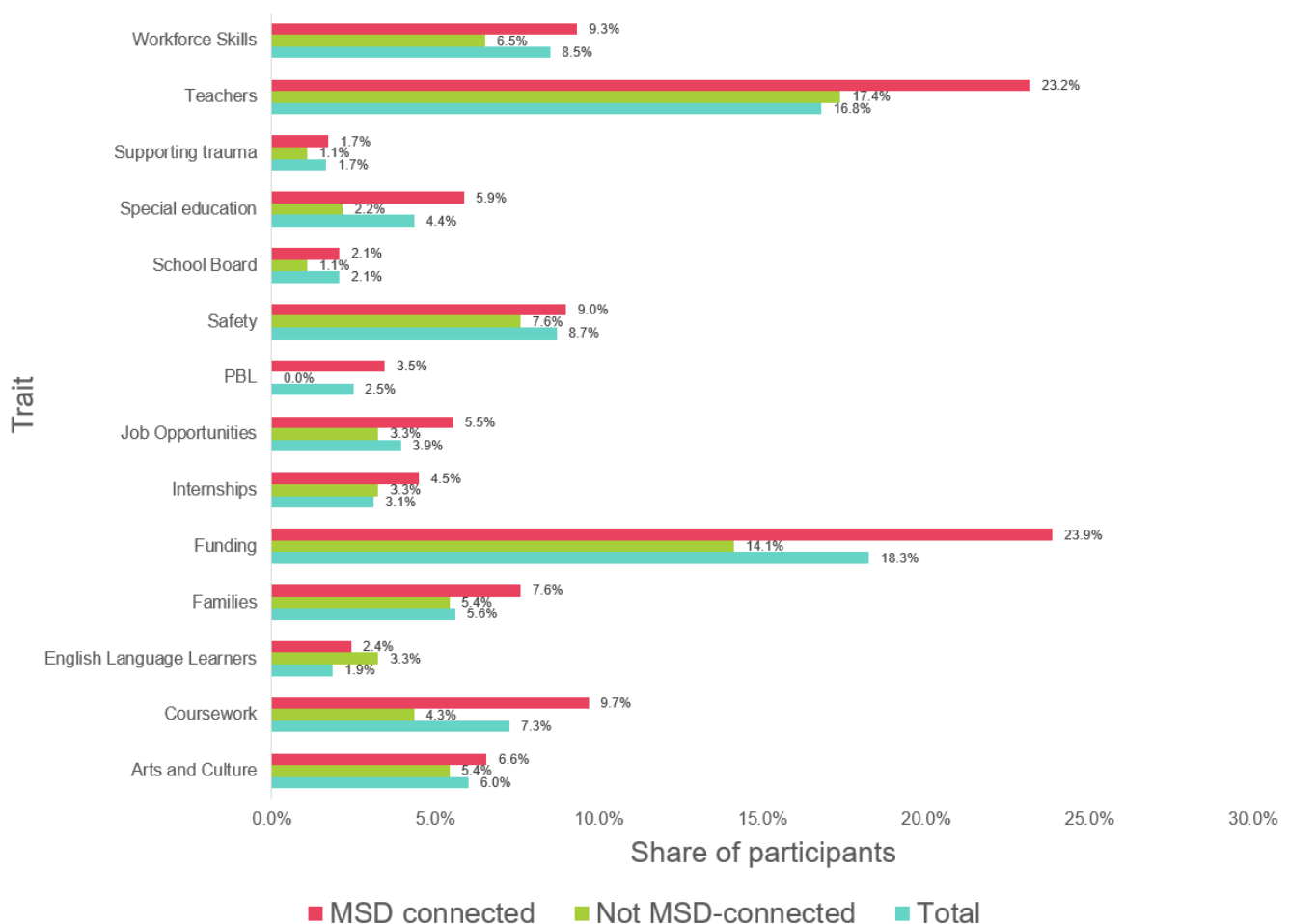
In the final question, canvassers asked residents what they would like to see Manchester's schools doing in the ideal future of Manchester they had just described. 18.3 percent identified a need for more funding for schools, 16.8 percent identified good teachers, and 8.7 percent identified better school safety. These three traits are consistent across people both connected and not connected to MSD schools,

with the exception of folks not connected to MSD ranking good teachers higher than more funding. Traits of an ideal Manchester School District are shown in Figure 7.

Finally, we looked over all individuals' comments for any of the six questions, and checked for frequency of mentions. We anticipate topics coming up in other types of community engagement activities, for which

we may want to draw comparisons. The most frequently mentioned topics were drugs (196 mentions), then diversity, immigration, and English as a second Language (87 mentions), and then affordable housing (62 mentions). Notably, the top three school-related topics were teacher pay (60 mentions), school safety (49 mentions), and special education (34 mentions).

Figure 7: Traits of an Ideal Manchester School District



Discussion

Overall, feelings toward Manchester city schools are decidedly mixed; for individuals who brought up schools without the canvasser prompting them, they largely felt negatively about the district. Notably, the majority of individuals (63.5 percent) see the schools as being important to their happiness in the city, regardless of whether they are connected to the schools themselves.

Much is made of the statistic that 75 percent of Manchester households do not have children under the age of 18, and how reaching these individuals is critical to the success of the next district's strategic plan. In the canvass, however, we learned that a large proportion of individuals were connected to the schools in a variety of ways. Whether kids in their neighborhood attended the schools or they were friends with MSD employees, most Manchester residents are connected to and affected by what happens in the school district through their social networks.

The topics of funding and quality teachers were at the top of mind when considering an ideal school district. Teachers received both praise and criticism, with the most frequently mentioned school-specific topic to be that of teacher pay, which is unsurprising given the focus in the media on the ongoing teacher contract negotiations. Some individuals also expressed sympathy for the fact that teachers are being asked to do more with less, and others expressed notably less favorable views, sometimes criticizing the teachers' union specifically.

In addition to the schools, key areas of concern for Manchester residents include safety, drugs, and crime. Interestingly, a higher proportion of those connected to MSD (34.3 percent, com-

pared to 27.5 percent) identified this topic as an issue that needed to change in an ideal Manchester, which could be due to beginning to see the effects of drugs and crime on students in the district, particularly in the earliest grades.

Yet, even with the focus on crime and drugs, there is a noticeable discrepancy: on average, individuals identified crime and drugs as a significant problem that ought to be solved, yet also considered the safety of their neighborhoods to be a large strength. However, once these averages are explored further, we can see two separate, yet sizeable groups: one that views crime and drugs negatively and does not believe their own neighborhood to be safe; and one that views their own neighborhood as safe, and also does not express quite a negative viewpoint about drugs and crime. This suggests a divide in the city of Manchester: those who are directly impacted by drugs and crime in their neighborhood, and those who do not have experience or direct connection, and therefore, do not see it as a significant issue.

Crime, drugs, and public safety may not be explicitly related to the performance of Manchester city schools, but this canvass showed that they, alongside the schools, were topics of strong interest to Manchester residents – and their feelings about these issues may be related to their feelings about schools. Additionally, crime and drugs are important external factors in the community, which may impact students and schools in a variety of ways, including – but not limited to – a student's commute, neighborhood, home life, and peer group.

Appendix A: Notetaker Sheet

Address: _____

1-A. Scale of 0-10: _____

Comments:

1-B: Anything to add?
Affordable housing
Arts and Culture
College/University
Crime/Drugs
Diversity

+	-	Grew up here	+	-
+	-	Job	+	-
+	-	Mountains/ocean/Boston	+	-
+	-	Neighbors/Friends	+	-
+	-	Only city in NH	+	-

Restaurants
Safety
Schools

+

Comments:

2-A: How important?

Very Important

Somewhat

A little

Not at all

2-B: Tell me more.
No connection to school
Current Parent/family
Former Parent/family
Current educator

+	-	Former educator	+	-
+	-	Alumni	+	-
+	-	Work with organization that partners with schools	+	-

Live close to a school
Employer of student(s)

+

Comments:

3. Love about neighborhood?

Affordable housing
Arts and Culture
College/University
Community
Crime/Drugs

+	-	Diversity	+	-
+	-	Grew up here	+	-
+	-	Job	+	-
+	-	Neighbors/Friends	+	-
+	-	Restaurants	+	-

Safety
Schools
Walkable

+

Comments:



4. Anyone in MIPS?
Family

Friends

Neighbors

Friends are educators

Not sure / I don't know

No

Comments:

5. Picture an ideal Manchester.

Affordable housing

Arts and Culture

Better schools

College/University

Crime/Drugs

Diversity

Grew up here

Job

Mountains/ocean/Boston

More jobs available

Neighbors/Friends

Only city in NH

Restaurants

Safety

Schools

Sense of community

Teenage pregnancy rates

Comments:

6. Manchester schools at that time?

Arts and Culture

Coursework

English Language Learners

Families

Funding

Internships

Job opportunities

Project Based Learning

Safety

School Board

Special education

Supporting trauma

Teachers

Workforce skills

Comments:

Call In?:

Websites

Facebook

Community Survey

Town Hall

Volunteer

Appendix B: Demographics Page

Please select your age.

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 or older

If elaborated already:	If only answer:
"Is there anything else you'd like to add?"	"What makes you choose that number?"

What is your gender?

What best describes your race/ethnicity? Choose all that apply.

If elaborated already:	If only answer:
"Is there anything else you'd like to add?"	"Can you tell me more about why you chose that?"

- African American
- African
- Asian American
- Southeast Asian
- East Asian
- South Asian
- Middle Eastern
- White/European
- Latin American/Hispanic
- Native American/Pacific Islander
- I choose not to answer
- Other:

What best describes your level of completed education? If currently enrolled, please select your highest degree received.

- Nursery school to 8th grade

- Some high school
- High school graduate, diploma or the equivalent (for example: GED)
- Some college credit
- Trade/technical/vocational training
- Associate degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree

Email address:

Appendix C: Canvass Survey Questions

1-A. On a scale of 0-10, how happy are you with Manchester (the city) as your home? 10 being extremely happy, could not be happier – 0 being not happy at all.

1-B.

2-A. How important are Manchester's schools to your answer when you said [repeat their number]? Are they **very important? Somewhat? A little? Or not at all?**

2-B.

3. What do you love about your neighborhood?

4. Do you have any family members, friends, or neighbors who are in Manchester Public Schools?

[STORY SHARE: If you haven't connected yet, now's the time! Canvasser shares where they are from. Where they went to school, and what type of school. Sharing your motivation-- why are you canvassing today?]

5. Picture an ideal Manchester ten years in the future. What would that look like? How would you describe it?

THEN SAY, What I heard you say was...

6. What would you like to see Manchester's schools doing at that time?

THEN SAY, What I heard you say was....

CALL IN: What you've shared with us today is incredibly important, and I want to thank you for your time. Here's our plan: this conversation is a start to get larger involvement from the community in our public schools and the work we're doing over the next year to support them. We have a website and a Facebook page, which includes a Community Survey that takes about six minutes. We'll have regular town halls around the city to let folks know where we are in the process. These will be posted on our website-- I hope you'll join us.

I have an information page that helps us know who we spoke with, and how to follow-up with you. You can include your name, if you'd like, or you can just mark the demographic information.

Appendix D: Reaching Higher New Hampshire

To support its efforts, Manchester Proud contracted with Reaching Higher New Hampshire (RHNH), a nonpartisan nonprofit that supports high-quality public education for all students in New Hampshire. During the reporting period, RHNH provided two services to Manchester Proud: first, it served as general project manager for Manchester Proud, with responsibility for coordinating and supporting both the Manchester Proud Champions Council and all of the community-led Work Groups; and second, RHNH led community engagement efforts to gather feedback, build public involvement with the planning process, and ultimately, create a public mandate to implement and support the new strategic plan for MSD.

Reaching Higher New Hampshire's mission is to foster support for high standards in all of our public schools, giving all New Hampshire children the opportunity to prepare for college, for immediate careers, and for the challenges and opportunities of life in the 21st Century. RHNH serves as a non-partisan 501c3 public education policy and community engagement resource for New Hampshire students, families, educators, and elected officials.