

NEW HAVEN MAPS '95 was written by
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*The production and distribution of **NEW HAVEN MAPS '95** is sponsored by
The City of New Haven/Fighting Back Initiative
The Community Foundation for Greater New Haven
Yale University*

*The Data Cooperative would like to extend a special thanks
to Dan Ryan for making this book a reality.*

NEW HAVEN MAPS '95 *is made possible by the sustained collaboration and support
of the members of the Regional Data Cooperative for New Haven:*

- ◆ Christian Community Action
- ◆ City of New Haven:
 - Board of Education ◆ City Plan ◆ Department of Police Services
 - ◆ Housing Authority ◆ Human Resources Administration:
Department of Health; Fighting Back; New Haven Child
Development Program ◆ Office of Housing and Neighborhood
Development
- ◆ City-Wide Youth Coalition
- ◆ Clifford Beers Child Guidance Clinic
- ◆ Commission on Infant and Child Health, a partnership between the
City and the Community Foundation
- ◆ Connecticut Association for Human Services
- ◆ Fair Haven Community Health Clinic
- ◆ The Greater New Haven Chamber of Commerce
- ◆ Hill Health Center
- ◆ Holt, Wexler, and Farnam
- ◆ Hospital of St. Raphael
- ◆ Infoline
- ◆ Neighborhood Management Teams
- ◆ Private Industry Council
- ◆ State of Connecticut:
 - Department of Children and Families ◆ Department of Social
Services ◆ Department of Public Health and Addiction Services
- ◆ The Community Foundation for Greater New Haven,
including the Neighborhood Program
- ◆ United Way of Greater New Haven
- ◆ Vision for a Greater New Haven
- ◆ Yale University:
 - Child Study Center ◆ Institution for Social and Policy Studies
 - ◆ Office of the Secretary ◆ President's Public Service Fellowships
 - ◆ School of Management
- ◆ Yale-New Haven Hospital



NEW HAVEN NEIGHBORHOODS

Some of the maps in this volume show the city divided up into neighborhoods as in this map. Residents, of course, have varying definitions of neighborhoods and neighborhood boundaries in the community. The neighborhood boundaries used in this book are based on census tract boundaries. No attempt to define these boundaries or neighborhood names as "official" is intended.



NEW HAVEN BLOCK GROUPS

Some of the maps in this volume show the city divided up into block groups, a subdivision of a census tract. The light grey areas in these maps represent non-residential parts of block groups — parks, industrial areas, etc. Since much of the data portrayed on the maps in this volume represent phenomena that occur in residential areas, distinguishing residential and non-residential areas helps to present a more accurate picture of the spatial density of these phenomena.

TABLE OF CONTENTS

I. WHY MAP NEW HAVEN? 1

II. PICTURING NEIGHBORHOOD CHARACTERISTICS7

**III. SEEING NEIGHBORHOOD CHARACTERISTICS IN THE CONTEXT OF THE CITY AS A WHOLE:
THE GEOGRAPHY OF URBAN STRESS 11**

**IV. SEEING NEIGHBORHOOD CHARACTERISTICS IN THE CONTEXT OF CITYWIDE SYSTEMS OF HEALTH AND SOCIAL SERVICES:
THE EXAMPLE OF INFANT HEALTH 27**

V. SEEING NEIGHBORHOODS AND THE CITY IN A REGIONAL PERSPECTIVE 37

VI. MAPPING THE FUTURE IN NEW HAVEN 43

I. WHY MAP NEW HAVEN?

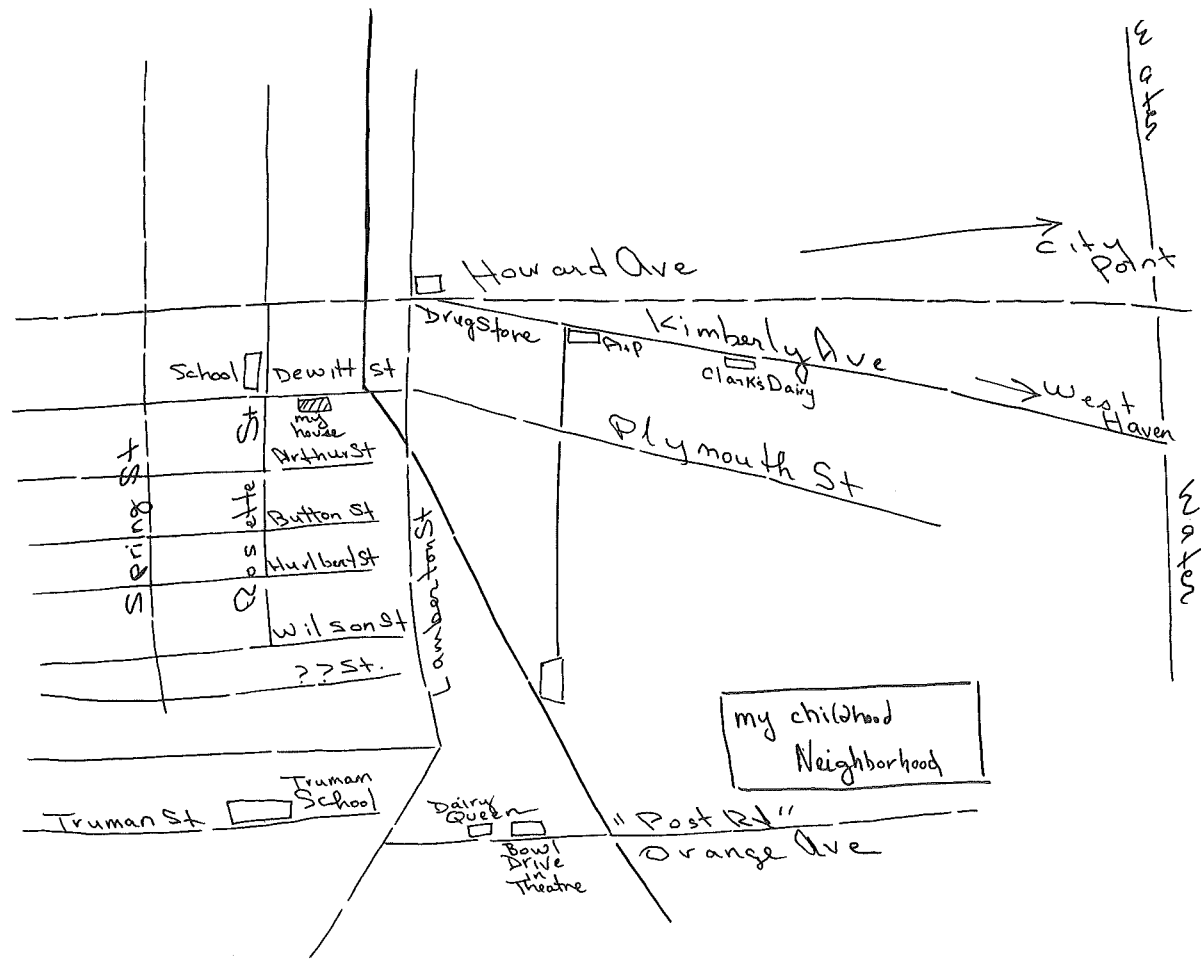
INTRODUCTION

The Regional Data Cooperative for New Haven has produced this book of maps to show what can be gained by sharing information and picturing it geographically.

The Cooperative is a group of service providers, public officials, academics, and advocates who came together to make sense of what they knew about New Haven. Yale University has helped individual members of the Cooperative to analyze the information available to them. Through the Cooperative, a variety of initiatives and agencies have also started to share information and to use it to address questions of common concern.

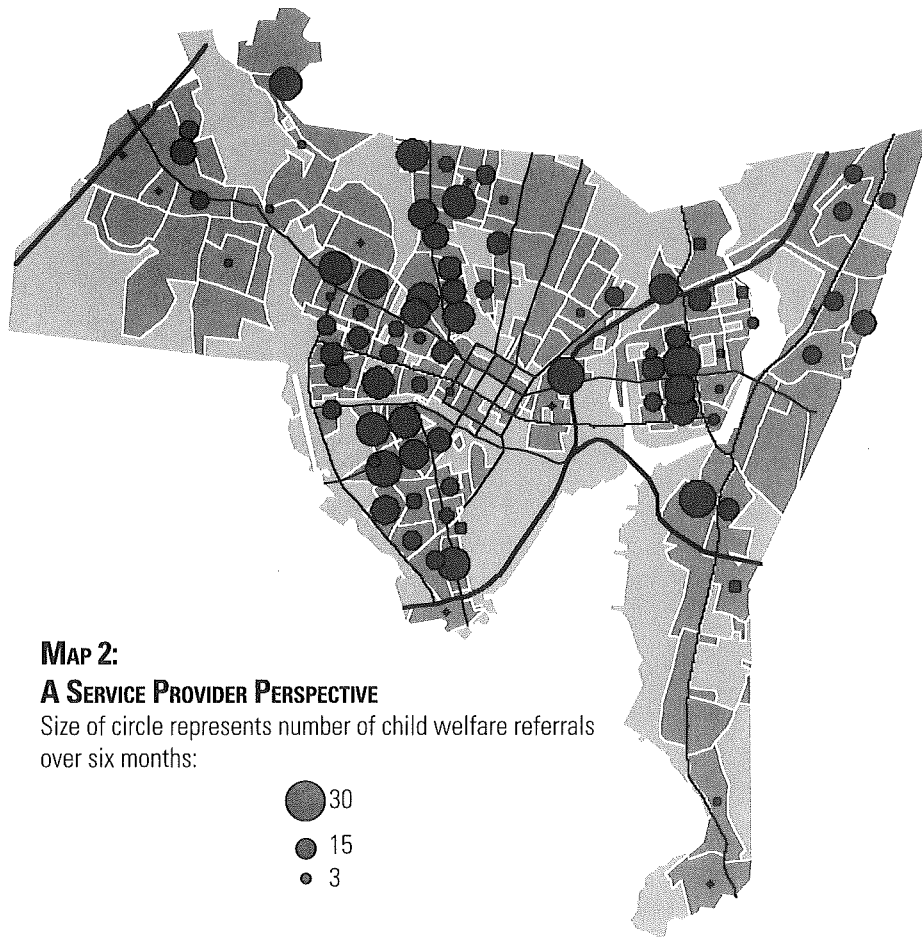
This book offers a glimpse of the vision that inspires the Cooperative. It is also an invitation to New Haven's residents, neighbors, and partners, to help shape and pursue this vision. Data sharing and data mapping enable us to see, as a community, things we could not otherwise see, and to do, together, things we could not otherwise do.

OVERCOMING THE LIMITATIONS OF INDIVIDUAL PERSPECTIVES



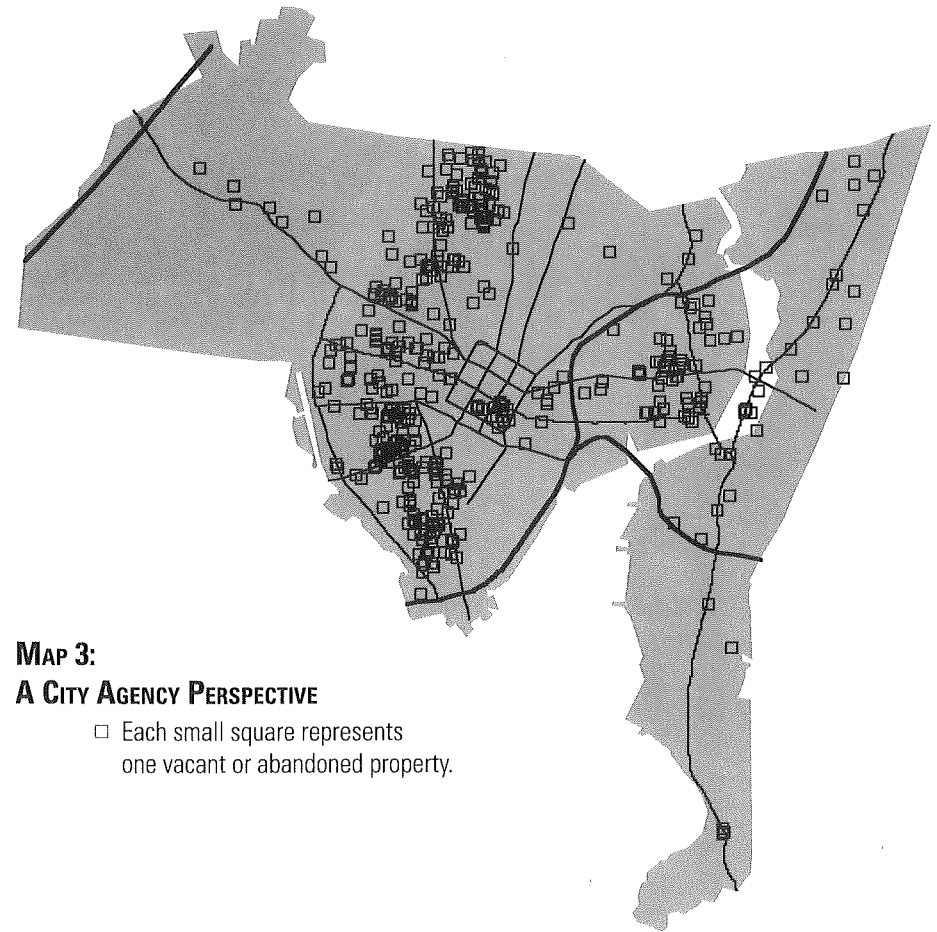
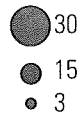
MAP 1:
NEW HAVEN AS SEEN FROM ONE NEIGHBORHOOD

Map 1: Each citizen, or social service provider, or public official, has his or her own picture of the city. What the picture looks like depends on where one lives and works, what one's responsibilities are, and what one cares about. Map 1 shows how the city can appear when our focus is our own neighborhood.



MAP 2:
A SERVICE PROVIDER PERSPECTIVE

Size of circle represents number of child welfare referrals over six months:

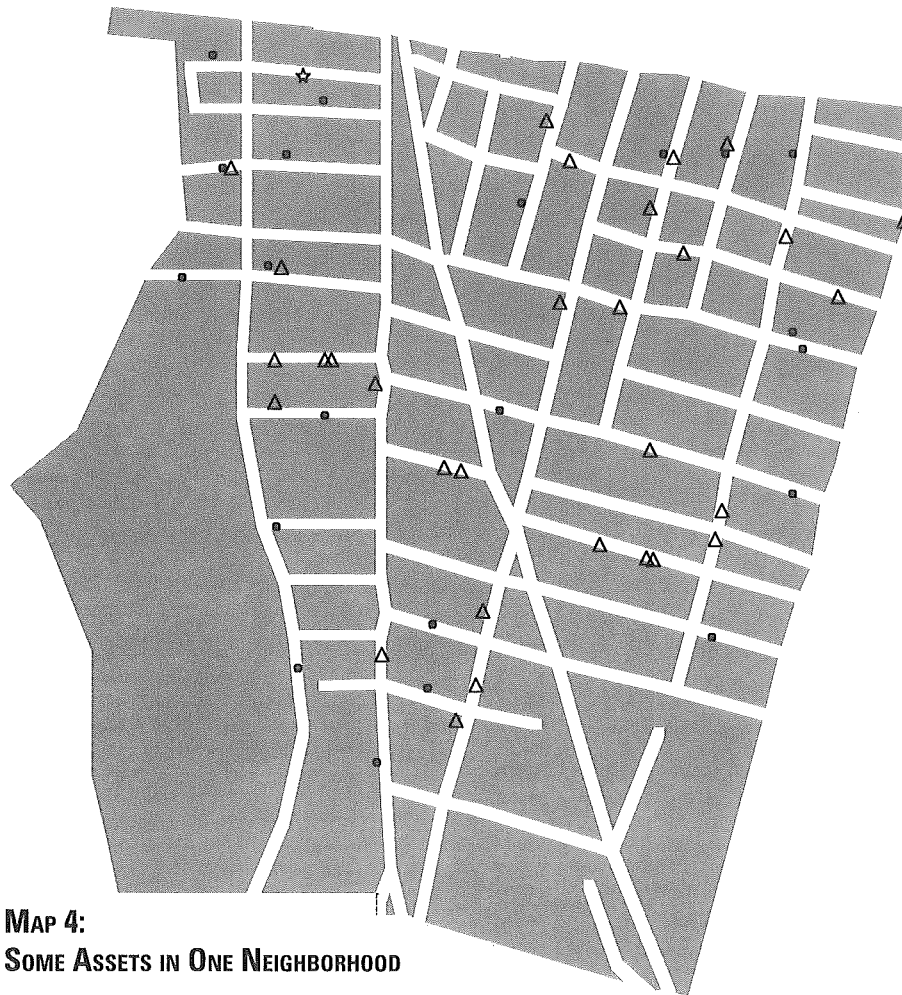


MAP 3:
A CITY AGENCY PERSPECTIVE

□ Each small square represents one vacant or abandoned property.

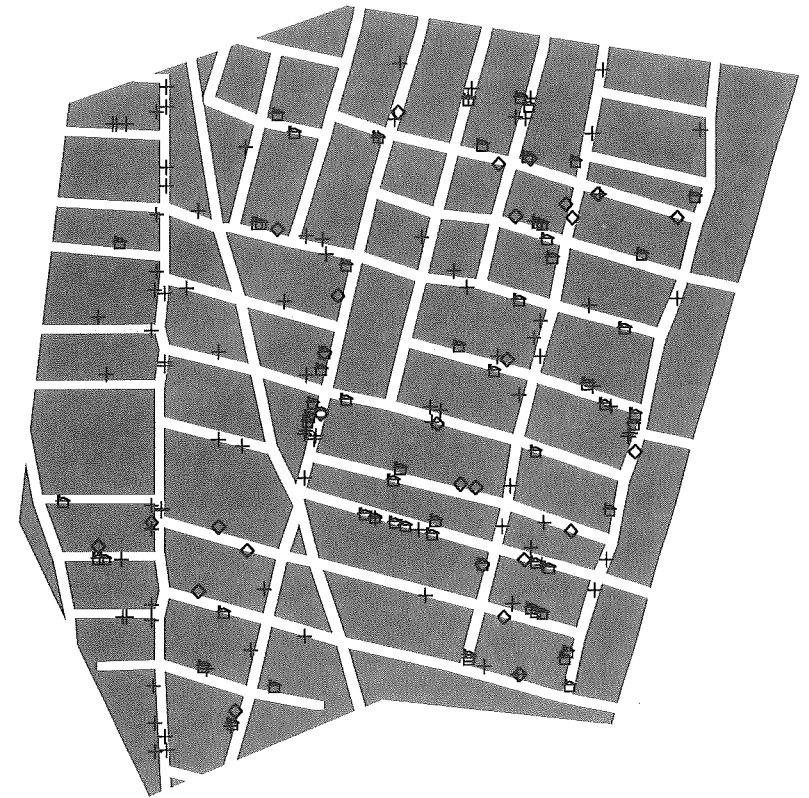
Maps 2 & 3 show the city from the perspective of a single service provider and a single city agency, respectively.

Sources of data: State of CT Dept. of Children & Families (Map 2); City of New Haven Office of Housing & Neighborhood Development, March 1993 (Map 3).



**MAP 4:
SOME ASSETS IN ONE NEIGHBORHOOD**

- ☆ Youth Agencies
- △ Daycare Providers
- Participants in Vision Project

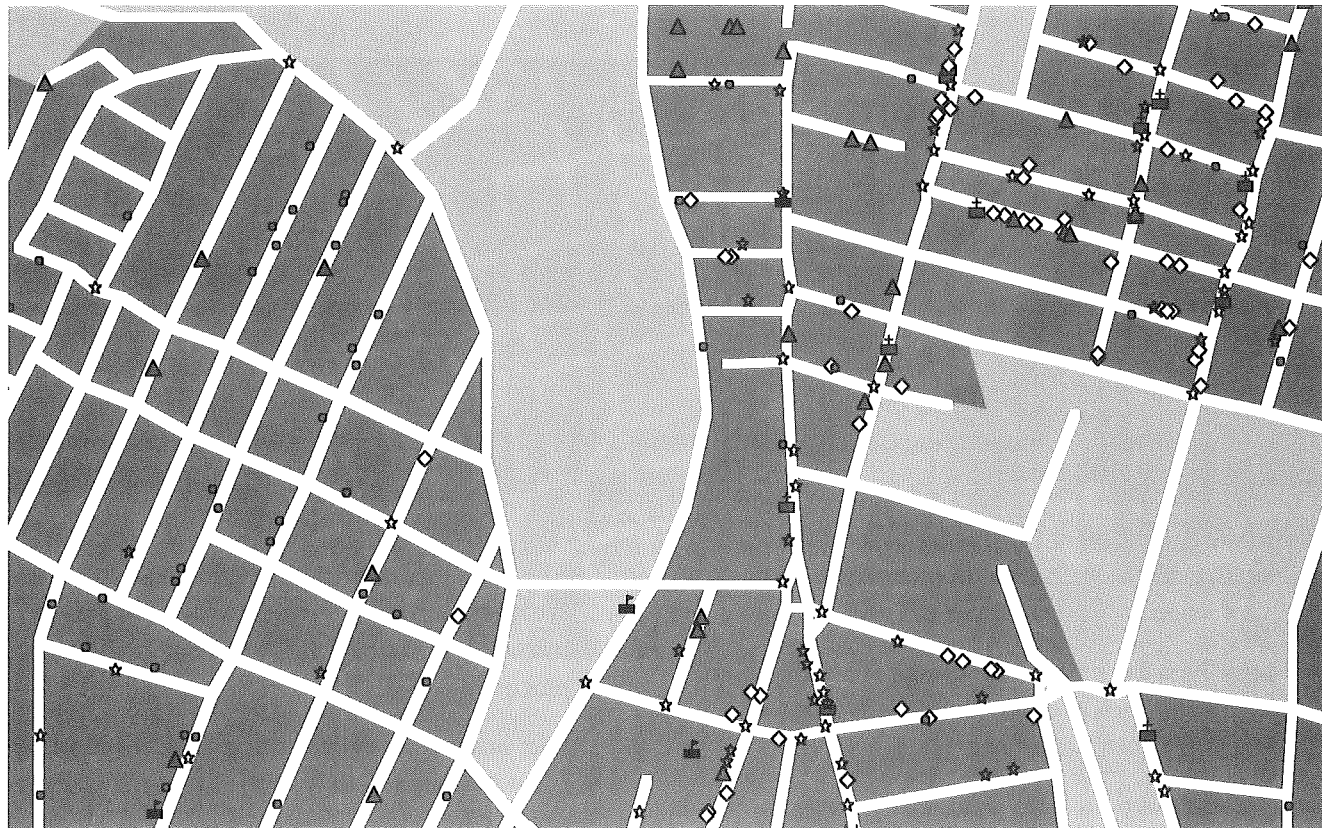


**MAP 5:
SOME PROBLEMS IN ONE NEIGHBORHOOD**

- ▣ Vacant Residences
- + Burglaries
- ◇ Low Birth Weight Births

Maps 4 & 5: Different people experience the same place in different ways. Focusing on what is most familiar or urgent can mean seeing just one or a few aspects of life, and it is easy to overlook other dimensions of life in a community even if they affect what one experiences or what one can or cannot do. These maps suggest that even in a small area there may be much going on that we are not aware of.

Sources of data: Vision for a Greater New Haven, Infoline, City Wide Youth Coalition (Map 4); City of NH Office of Housing & Neighborhood Dev., City of NH Dept. of Police Svcs., State of CT Dept. of Public Health & Addiction Svcs. (Map 5).



MAP 6:
SOME PROBLEMS AND ASSETS ACROSS NEIGHBORHOODS

- ☆ Robberies (1993)
- ◇ Vacant houses
- ⊕ Houses of worship
- ⊖ Schools
- △ Daycare Providers
- Vision Participants

LIGHTER GRAY REPRESENTS NON-RESIDENTIAL SPACES, PARKS, ETC.

Map 6: Individuals may also be unaware that the world looks different to their fellow citizens in the neighborhood next door. Some of these variations reflect systematic differences in opportunity, mobility, or resources. This map shows differences in patterns of both assets and problems in two neighborhoods bordering Beaver Pond Park.

Sources: Vision for a Greater New Haven, Infoline, City Wide Youth Coalition, City of NH Office of Housing & Neighborhood Dev., City of NH Dept. of Police Svcs.

MOVING TOWARD A LESS PARTIAL PICTURE OF NEW HAVEN

Data sharing and data mapping can help New Haven's citizens, service providers, and policy makers both to affirm the significance of how the city looks to particular individuals, and to place these partial perspectives in a larger context.

By *sharing* what they know about the various aspects of life in various parts of New Haven, those who live or work in the city can broaden their perspectives to include:

- ◆ the *whole* New Haven, by moving beyond the perspective of one individual in one neighborhood, or one profession at one point in time; and
- ◆ the *same* New Haven, by combining views that highlight single features such as community gardens, crime, churches, or youth programs.

By *mapping* this shared information, individuals can see how the whole picture affects life in the places that matter most to them. Whether they are residents of neighborhoods or providers of citywide services or planners of regional collaboration, participants in data sharing and mapping can see:

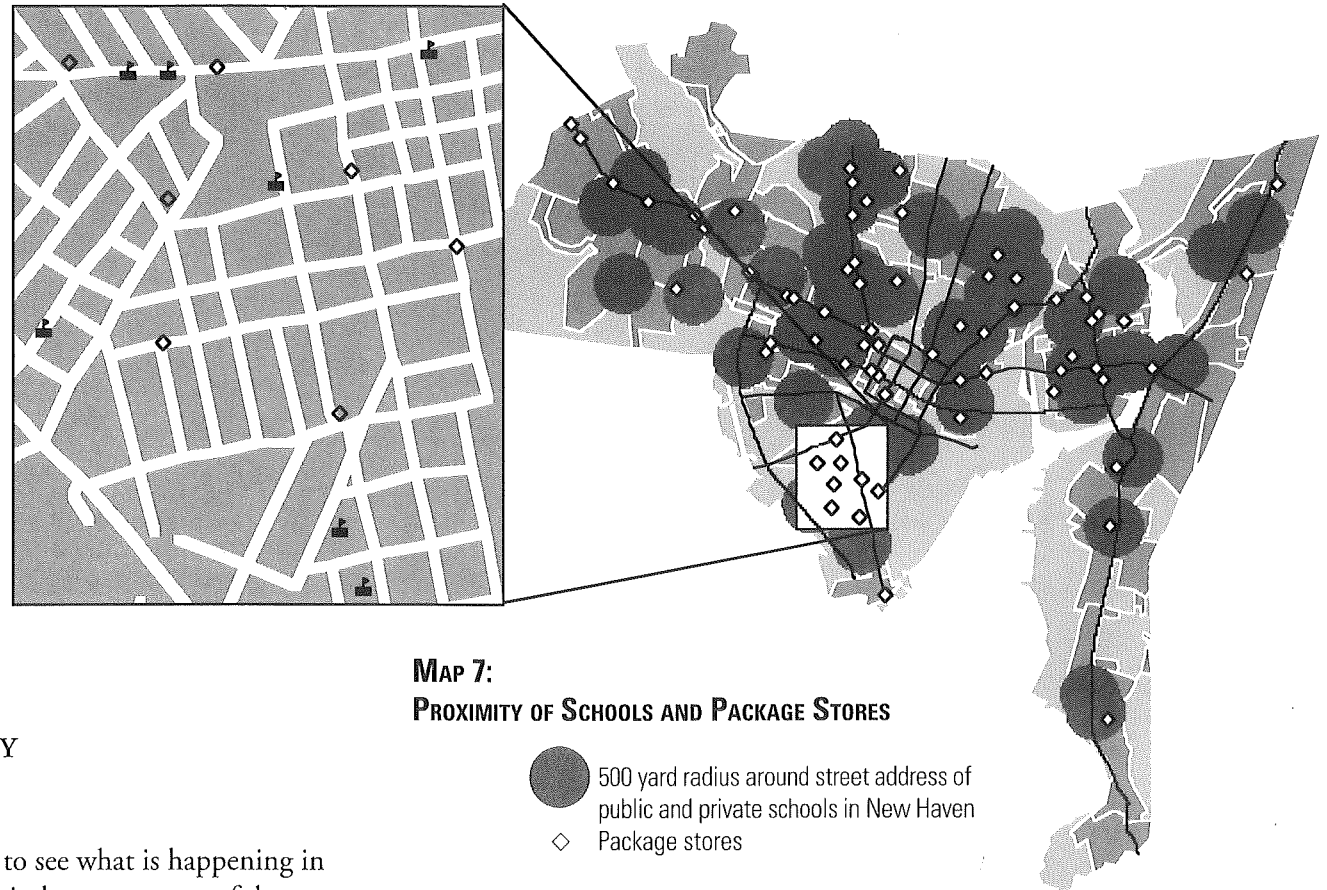
- ◆ *connections*: how various aspects of life come together in one place;

- ◆ *distinctions*: how boundaries or differences — between neighborhoods, between agencies, between the city and its neighbors — shape their own experience; and
- ◆ *processes*: how decisions that are made — about where housing or schools or highways are built, and where different resources are located — affect the characteristics of neighborhoods and the lives of individuals.

The point of understanding patterns of connectedness and difference and evolution is to bring about change: to plan, to target resources, to join forces with others, and to challenge assumptions that affect policies and practices.

Like other ways of presenting data, maps are open to misinterpretation. They can be used to “prove” things that they merely suggest, such as a causal connection between two factors. Maps may be deployed to confirm prejudices rather than challenge them. But unlike other ways of using data, *collective* mapping and interpretation of *shared* information offers remedies for common tendencies toward partiality or superficiality. Because they have a stake in the accuracy and completeness of a picture to which they have contributed, and which will serve as the basis for their own planning, members of the Cooperative challenge each others' interpretations if they seem too easy or biased.

II. PICTURING NEIGHBORHOOD CHARACTERISTICS



THE SIGNIFICANCE OF PROXIMITY

Maps of shared information make it possible to see what is happening in neighborhoods. Maps help us to see patterns in large amounts of data that otherwise remain cryptic to non-experts. The potential impact of locating one kind of community function near another can be identified. And geographic analysis can reveal that neighborhoods exhibit many features, some of which coincide in predictable ways; it can suggest that these features may be related to each other, or to a common cause.

Map 7: Maps can show that some features of neighborhoods are regularly located near others. Sometimes this proximity is undesirable. Recent legislation was designed to discourage the location of liquor stores near schools. A map like this cannot show whether proximity of schools and package stores is a problem, but it can give us an accurate picture of how close together things are and help to identify potential problem spots.

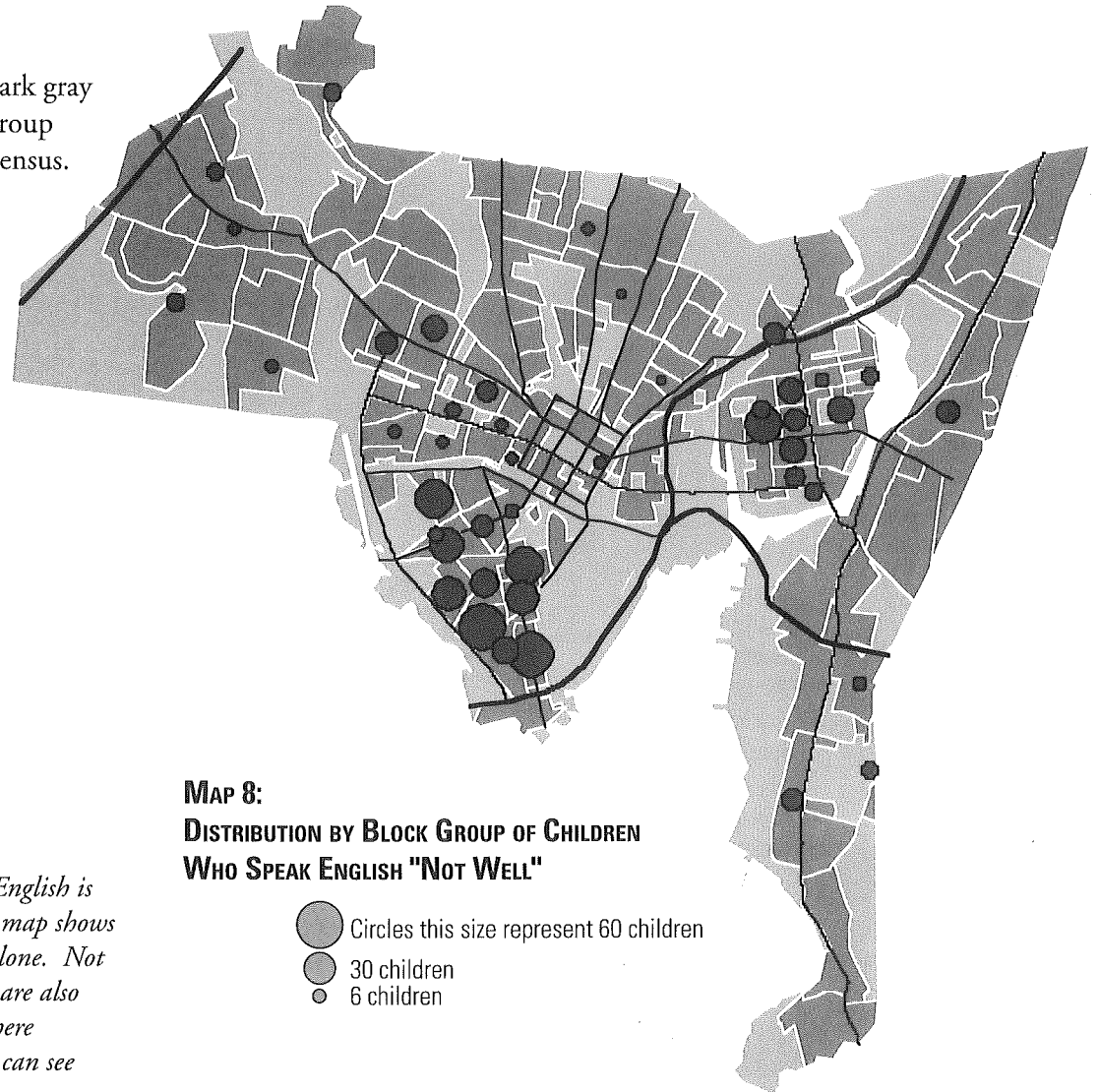
MAKING NUMBERS MEANINGFUL

Consider the following data on the language skills of children in New Haven. The census bureau divides the city into 30 census tracts and each census tract into block groups — areas in which, on average, about a thousand people live. This table shows the number of children ages 5 to 17 in each of New Haven's 129 block groups and the number of these who are recorded as having difficulty speaking English.

block group*	chldrn 5-17	poor Eng	block group*	chldrn 5-17	poor Eng	block group*	chldrn 5-17	poor Eng	block group*	chldrn 5-17	poor Eng	block group*	chldrn 5-17	poor Eng
101	33	6	706	189	15	1205	352	10	1606	302	0	2202	0	0
102	0	0	707	19	5	1301	733	11	1701	23	0	2203	50	0
201	368	0	708	231	9	1302	74	0	1702	66	0	2204	24	0
301	139	7	801	307	5	1303	78	0	1704	28	0	2301	60	0
302	341	43	802	114	0	1304	88	0	1801	131	0	2302	33	12
303	303	32	803	91	0	1401	130	0	1802	53	4	2303	342	13
401	371	57	804	253	6	1402	171	0	1803	180	0	2304	202	22
402	32	0	901	111	0	1403	372	20	1804	315	5	2305	337	0
403	308	23	902	187	0	1404	187	0	1901	28	0	2306	44	0
501	363	25	903	128	0	1501	140	0	1902	80	0	2401	234	18
502	544	60	904	51	16	1502	61	0	1903	65	0	2402	181	19
503	392	32	905	102	0	1503	124	0	1904	120	0	2403	327	41
601	348	0	1001	133	0	1504	111	0	1905	96	0	2404	160	12
602	385	16	1002	187	6	1505	296	0	1906	25	0	2405	101	16
603	340	35	1003	184	0	1506	207	0	2001	18	0	2501	56	0
604	468	43	1004	57	0	1507	329	0	2002	6	0	2502	158	0
605	249	9	1101	150	12	1508	228	0	2003	0	0	2503	154	10
701	16	0	1102	229	0	1601	66	0	2004	36	4	2504	118	22
702	19	0	1201	195	0	1602	226	0	2005	26	0	2505	171	8
703	99	0	1202	71	5	1603	331	0	2101	47	0	2506	162	0
704	22	5	1203	35	0	1604	157	0	2102	153	0	2507	26	0
705	199	0	1204	111	0	1605	252	0	2201	0	0	260101	126	0
												260102	100	0
												260103	52	0
												260104	95	0
												260105	43	0
												260201	180	0
												260202	29	0
												260203	218	16
												260204	89	0
												260205	116	0
												260206	160	0
												2701	156	0
												2702	149	7
												2703	55	0
												2704	303	0
												2801	102	10
												2802	110	17
												2803	224	0
												2804	98	0
												2805	66	0
												289902	0	0

* BLOCK GROUP IDENTIFIERS ARE MADE UP OF CENSUS TRACT NUMBER PLUS THE NUMBER OF THE BLOCK GROUP WITHIN THE CENSUS TRACT, HENCE THE SEEMINGLY DISCONTINUOUS NUMBERING.

Now consider a map of the same information. The size of the dark gray circles is proportional to the number of children in each block group whose command of English is not good according to the 1990 census.



MAP 8:
DISTRIBUTION BY BLOCK GROUP OF CHILDREN
WHO SPEAK ENGLISH "NOT WELL"

- Circles this size represent 60 children
- 30 children
- 6 children

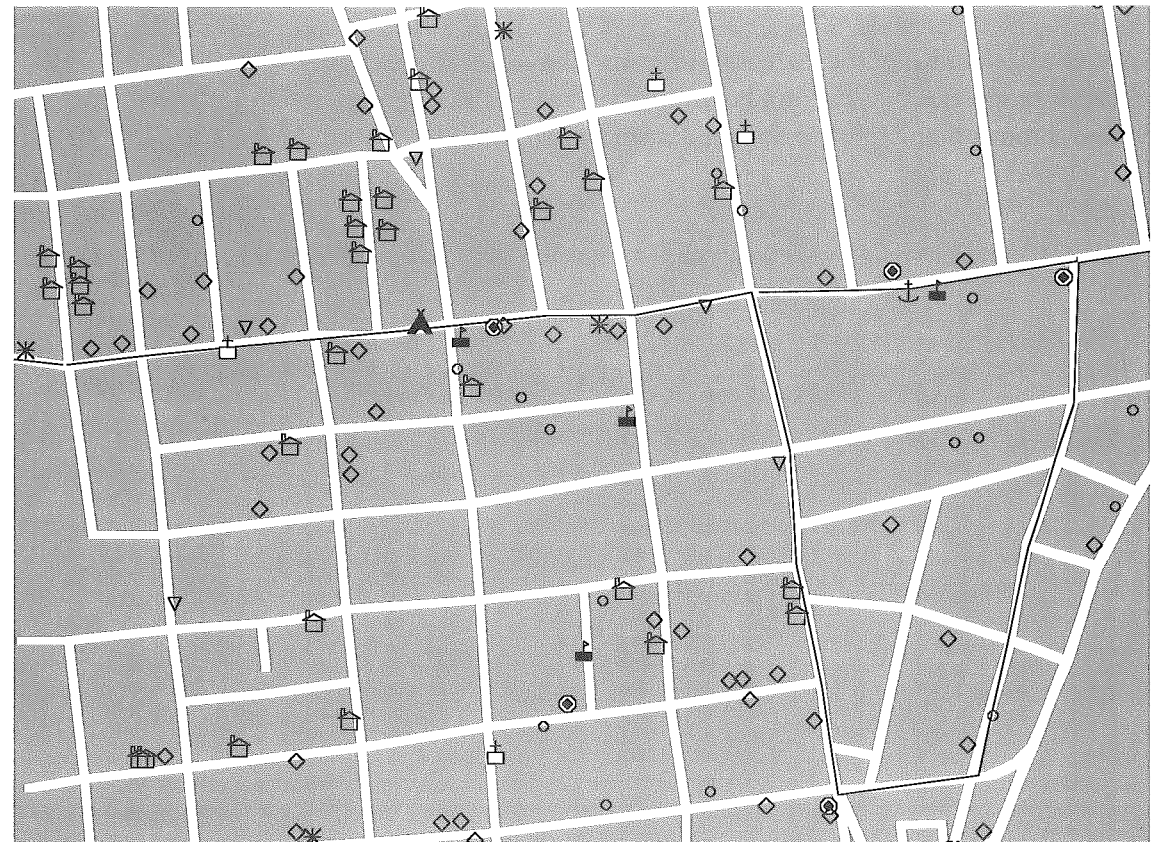
Map 8: Information about the ability of individual children to speak English is difficult to interpret or to use when it is simply a list of numbers. This map shows families whose children have difficulty with English that they are not alone. Not only are they surrounded by others facing the same challenge, but there are also other, similar, groupings in other parts of town. Assumptions about where immigrant groups tend to live may be challenged. Providers of services can see how to target bilingual resources.

Source: 1990 U.S. Census

CONNECTIONS AMONG VARIOUS FEATURES OF NEIGHBORHOOD LIFE

MAP 9:
A NEIGHBORHOOD FROM THE RESIDENTS' PERSPECTIVE

- ⊕ Churches
- ▽ Package Stores
- Schools
- Bus Line
- Vision Participant
- ⊠ Vacant Residence
- ⊙ Youth Facility
- ◇ Burglary
- ⊥ Library
- ▲ Police Substation
- * Major Fire

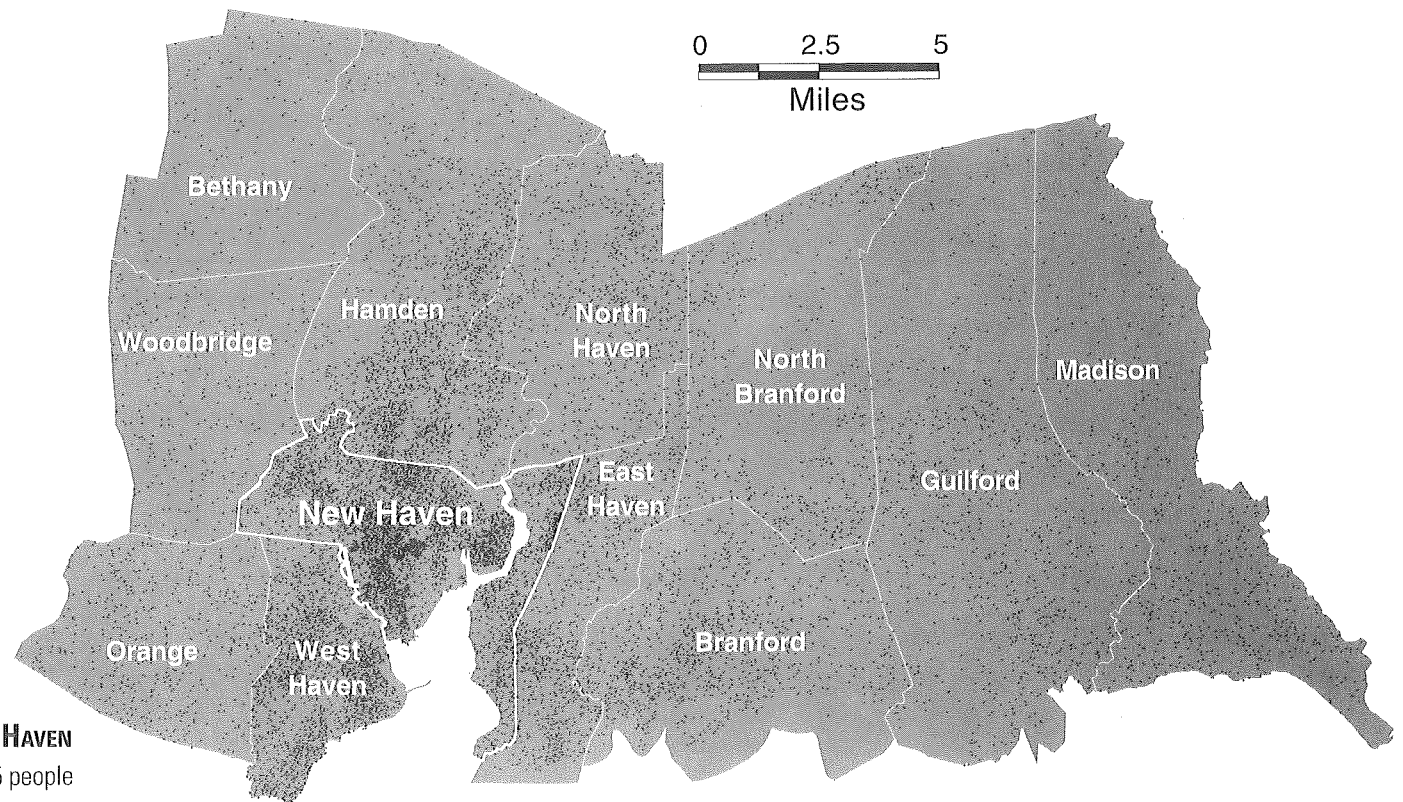


Map 9: Maps help us visualize the fact that life in a neighborhood is affected by the co-incidence of many conditions and events which combine to make life more stressful, difficult, or dangerous for people who live there. They can also reveal the existence of resources that can help residents meet these challenges. Awareness of the overlapping aspects of life and the availability of some resources but not others

may lead neighborhood residents to mobilize to seek a variety of improvements: to reduce the number of vacant buildings, to create adult education and employment programs or a youth center, or to institute changes in the management of public housing. It may also lead providers or funders of different services to recognize the importance of working together.

Sources: Vision for a Greater New Haven, City Wide Youth Coalition, Infoline, SNET Phone Directory

V. SEEING NEIGHBORHOODS AND THE CITY IN A REGIONAL PERSPECTIVE



MAP 38:
THE 386,599 PEOPLE LIVING IN GREATER NEW HAVEN
 Each dot represents 25 people

Map 38: New Haven and its neighbors — from Bethany to Madison — are relics of a centuries-old pattern of organization. The New England system of town governance grew up in a period when people were compelled — by slow transportation, and the lack of remote-communications technology — to live close to their place of work. A town of, say, 10 square miles would comfortably house its own workforce, and employers could not hope to make practical use of labor living as little as ten or twenty miles out of town. With the advent of rail travel,

the trolley, and finally the automobile, people were liberated from needing to live near their workplaces. The same changes now make it possible for people to travel to and from central cities like New Haven in search of cultural events, entertainment, medical care, and education. This means, of course, that cities, once understood as communities whose members depend on one another for livelihoods and services, have long since spilled over the fossilized boundaries set by 17th and 18th century towns.

Source: 1990 U.S. Census

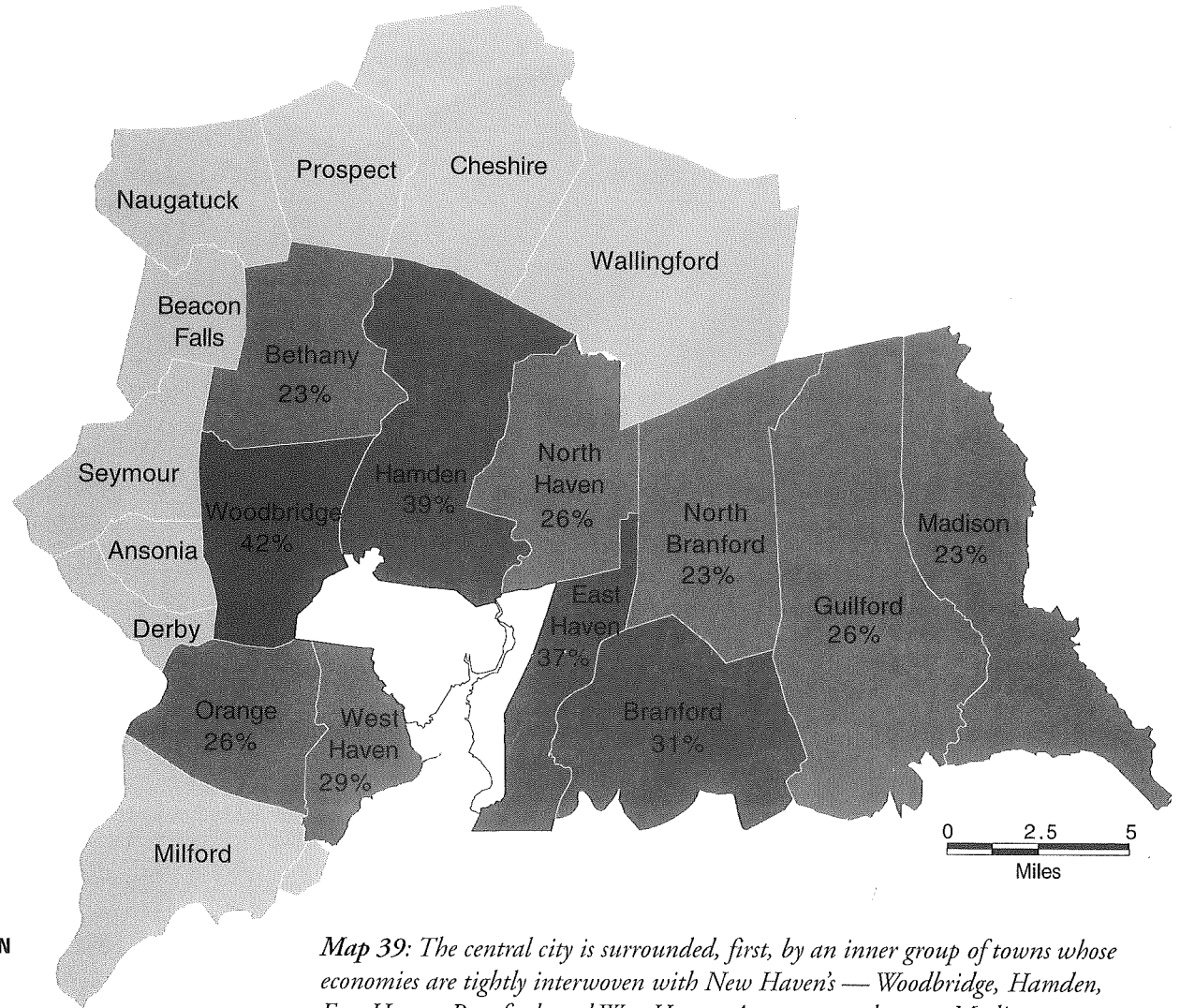
TOWN	% of Workers Who Work in New Haven	New Haven Jobs per Hometown Job
Woodbridge	42%	3.23
East Haven	37%	2.27
North Branford	23%	1.58
Bethany	23%	1.28
Hamden	39%	1.24
Orange	26%	1.14
New Haven	66%	1.0
Branford	31%	.96
West Haven	29%	.89
Guilford	26%	.84
North Haven	26%	.75
Madison	23%	.65
Derby	16%	.48
Prospect	8%	.41
Ansonia	11%	.31
Cheshire	12%	.29
Wallingford	11%	.24
Milford	12%	.18
Meriden	4%	.07
Waterbury	2%	.03

TABLE 1: COMMUTING RATIOS FOR NEW HAVEN AND SURROUNDING TOWNS.

Table 1: Just how big is the regional city whose central town is New Haven? One approach is to ask where people in a given town go to work. If New Haven jobs are vital to the people of Woodbridge, for example, then it should count as part of the regional city. The example is instructive, because Woodbridge residents rely on New Haven for 42% of their jobs, and have 3.2 New Haven jobs for every hometown job.

Information of this kind, as shown in Table 1, suggests that New Haven's region may be quite naturally defined to include twelve towns with 20% or more reliance on employment in the central city.

Source: 1990 U.S. Census

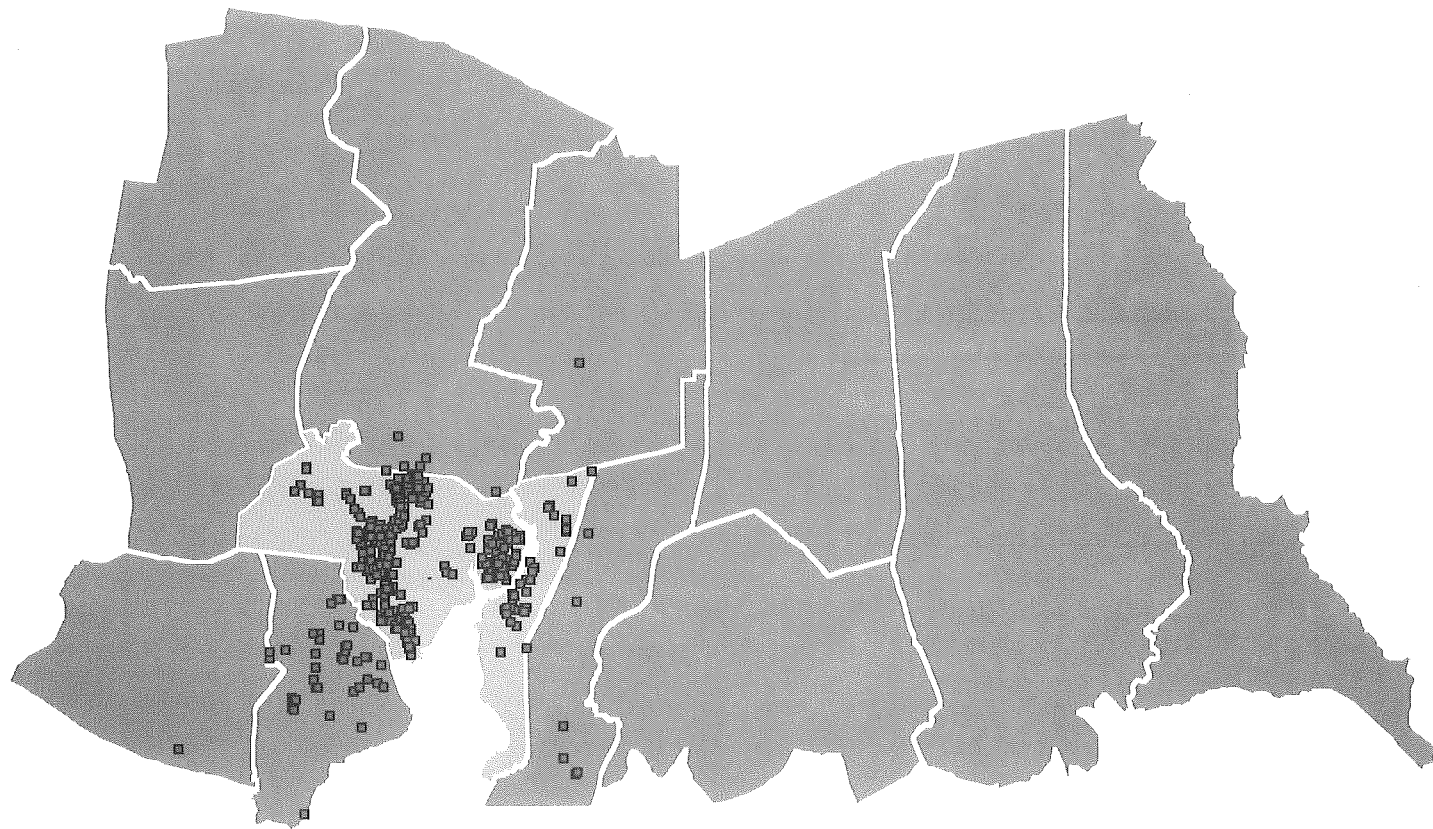


MAP 39:
PERCENTAGE OF WORKERS WHO COMMUTE TO NEW HAVEN

- Between 30 and 40%
- Between 20 and 30%
- Under 20%

Map 39: The central city is surrounded, first, by an inner group of towns whose economies are tightly interwoven with New Haven's — Woodbridge, Hamden, East Haven, Branford, and West Haven. An outer envelope — Madison, Guilford, North Branford, North Haven, Orange, and Bethany — completes the picture. These are shown above, along with other towns that fall outside regional New Haven — towns like Derby, Ansonia, Prospect, Wallingford, and Cheshire.

Source: 1990 U.S. Census



MAP 40:
DISTRIBUTION OF ONE SUBSIDIZED HOUSING PROGRAM

Each □ represents one unit.

Map 40: New Haven is the region's senior partner in two endeavors — hosting the poor, and providing specialized services. This map shows the distribution of Rental Assistance Program (RAP) housing as it stood in 1992. This State of Connecticut program offers tenants a subsidy to help cover the cost of the rental unit of their choice. New Haven hosts roughly 90% of these units for the region, and nearly half of all the RAP units state-wide.

Source: Community Action Agency, Administrator Rental Assistance Program



MAP 41:
PATIENTS BEING TREATED AT ONE AREA MEDICAL FACILITY

Each ◊ represents one patient.

Map 41: This map illustrates the city's role in providing services to the region. It shows the distribution of patients being treated by one of the many medical centers located in New Haven during the summer months of 1992. Every town in the region — and many outside it — relies on this vital form of support.



MAP 42:
DONORS TO THE NEW HAVEN SCHOLARSHIP FUND (1990-94)

Each ☆ represents one donor.

Map 42: Help also flows in the other direction, as is shown here. This map of contributors to the New Haven Scholarship Fund is only one instance of the flow of charitable dollars from residents of surrounding towns to the central city. While a majority of donors are New Haveners, many others live in the suburban envelope. This fund, totaling more than \$100,000 each year, helps central city high school graduates to pursue college educations.

Source: New Haven Scholarship Fund